

Number and Operations in Base Ten

Grade 1 » Number & Operations in Base Ten

Understand place value.

CCSS.Math.Content.1.NBT.B.2

Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

CCSS.Math.Content.1.NBT.B.2.a

10 can be thought of as a bundle of ten ones — called a "ten."

CCSS.Math.Content.1.NBT.B.2.b

The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

CCSS.Math.Content.1.NBT.B.2.c

The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

CCSS.Math.Content.1.NBT.B.3

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Grade 2 » Number & Operations in Base Ten

Understand place value.

CCSS.Math.Content.2.NBT.A.1

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.

Understand the following as special cases:

CCSS.Math.Content.2.NBT.A.1.a

100 can be thought of as a bundle of ten tens — called a "hundred."

CCSS.Math.Content.2.NBT.A.1.b

The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

CCSS.Math.Content.2.NBT.A.2

Count within 1000; skip-count by 5s, 10s, and 100s.

CCSS.Math.Content.2.NBT.A.3

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

CCSS.Math.Content.2.NBT.A.4

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

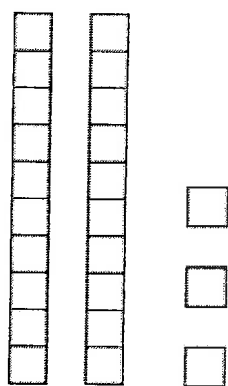
Standards in this Domain for Grades 1 and 2

Activate

Display the number 23.

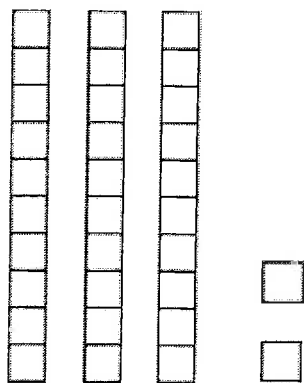
Now ask students to write the number 23 in expanded notation. (Reminder, 23 is 2 tens and 3 ones) or $20 + 3$

Now ask the students to display the number 23 using base ten blocks or unit cubes.

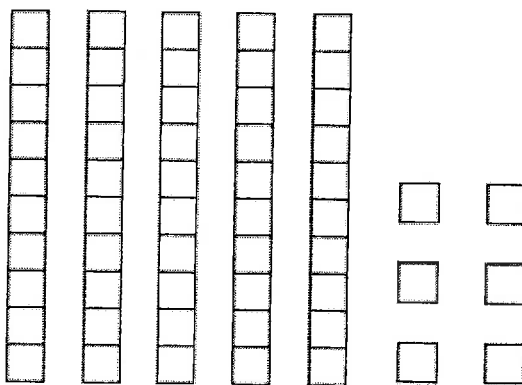


Repeat for the number 32 and then 56.

$$30 + 2$$



$$50 + 6$$





T-Shirt Numbers



Standard

CCSS.Math.Content.1.NBT.B.3

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Objective:

Today, you are going to compare two digit numbers based on meanings of the tens and ones digits. The value of each number will be shown in either standard form, expanded notation, or by unit cubes.

Solve

The students will work in pairs to find the name of each child wearing each shirt by using the clues to help them decide who is wearing which number.

Debrief

1. Who can tell us how they found an answer?

(Answers will vary. Immediately correct unreasonable responses.)

2. Did someone use the clues in a different order?

(It may be easier to comprehend the value in standard form first.)

3. Did you always have to look at the tens and ones to find the number that matched a clue?

(Yes. The digit in the tens place will determine which number is greatest, unless that digit is equal. Then students will need to compare the digit in the ones place.)

4. Did it matter which way a number was shown?

(No, the method used does not change the value. Some *representations* of value are easier to understand than others.)

Re-teach Teacher takes mental notes for students who will require greater practice and individual assistance. A re-teach, should occur immediately.

T-Shirt Numbers ○



$$20 + 8$$



$$23$$

Jen has the greatest number.

Loni has the least number.

Mark has number 28.

Write the names.

T-Shirt Numbers □



$$43$$



$$30 + 8$$

Manny's number is equal to $20 + 3$.

Sam does not have the least number.

Ava's number has 3 tens.

Write the names.

T-Shirt Numbers △



$$40 + 4$$



$$43$$



$$30 + 3$$



Mini has a number with 4 tens.

Ann has the greatest number.

Joe's number is less than Bailey's number.

Write the names.

Three-Digit Place Value

Which expressions represent the same amount as 402?

Select all that apply.

- $400 + 2$
- $40 + 2$
- $4 + 2$
- $100 + 100 + 100 + 100 + 2$

Which choices represent the number 550?

Select all that apply.

- 5 hundreds + 5 tens
- Five hundred fifty
- Five hundred five
- $500 + 50$

Determine whether 394 is greater than or less than 397. Then write the expression that shows this

using $<$ or $>$.

less than

greater than

What I need to know:

- understand place value based on meanings of the hundreds, tens, and ones digits
- understand left to right progression when writing and reading an expression I.e.: 4 is less than 7, or $4 < 7$