

The common
Core Classroom
Guide to...
2.NBT.3

Read and Write numbers to 1000



Take a Look at the Standard!



Here is 2.NBT.3 broken down so YOU, the teacher, can better understand what is expected. Before any student can show mastery of a skill or standard, the teacher must efficiently guide students to proficiency.

Standard:

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Summary:

In first grade, students were expected to count, recognize, and extend number sequences to 120. Students used pictures, drawings, manipulatives, etc. to represent numbers. During second grade, students are expected to count from any given number, in a variety of sequences, to 1000. Students will recognize and identify word names and digit forms of numbers. They will also build concrete models of numbers written in standard form, word form, and expanded form. A mastery of expanded form will create the foundation for adding and subtracting using strategies based on place value. Continuing in third grade, students will experience numbers that possibly involve ten thousands and hundred thousands. Third grade students will rely on the ability to read, recognize, and count the simpler numbers to work with addition, subtraction, multiplication and division. Also, this standard will enable students to use place value understanding to round numbers and use estimation strategies.

Classroom Ideas:

- Students will need many experiences reading and writing numbers throughout this unit of study.
- This may begin with matching numerals to word form or pictorial representation.
- Repeated opportunities for students to take numbers apart using place value concepts will help move students towards mastery of this standard.
- By first building a number with base-ten blocks students will have a visual of the value of each digit and then can easily transfer that understanding into expanded notation.

Student Learning Targets:

- I can show a number use base-ten notation.
- I can show a number using expanded form.
- I can show a value using number names.
- I can write numbers up to 1000.
- I can read numbers up to 1000.

* Teachers may want to consider following this progression of learning targets, as they were designed with student's conceptual ability in mind.

Journal Prompts:

These journal prompts can be used many different ways. You may choose to have students write independently and then share. You may have them discuss before writing. You may have them write first and discuss as a small group and whole group. In order for students to develop a deep understanding of the standard, it is vital that they have the opportunity to discuss with other students, at every chance possible. Discussion is absolutely necessary! It is meaningful for students to be able to change or alter their answers after their discussions because students often learn something during their partner discussions.

The included journal prompts can easily be adapted for any classroom. You may cut apart the prompts and have students glue the question in their math journal. There is also a larger journal prompt for use with document cameras, SMARTboards, etc.

Another option is to use the journal prompts as exit slips. These documents are also included.

While teaching this standard, it is important to remember the ultimate goal of your instruction is to enable your students to think critically and mathematically. This is why the Standards for Mathematical Practice should be built into your daily activities, especially during journal discussions. These Practice Standards are:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

These Practice Standards are on page 6-8 of the Common Core State Standards Document found here:

http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

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Write the number of pages Allie has in her book using numbers.

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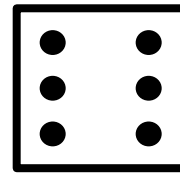
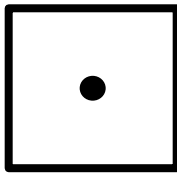
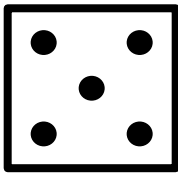
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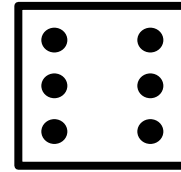
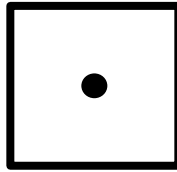
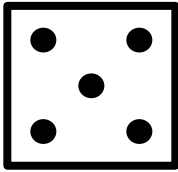
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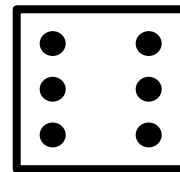
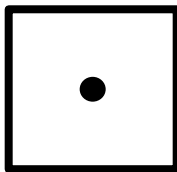
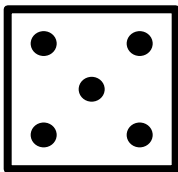
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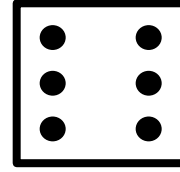
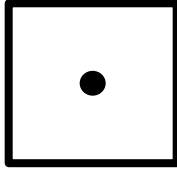
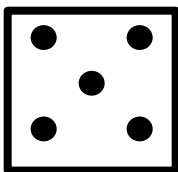
Write a 3-digit number using the numbers above in any order.
Show this number in expanded form. Explain what you did.



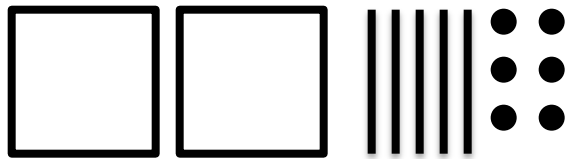
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256

$$200+50+6$$

two hundred fifty and six

Three of these four items represent the same number. Circle them. Which one doesn't belong? Why?



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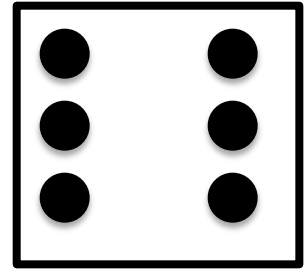
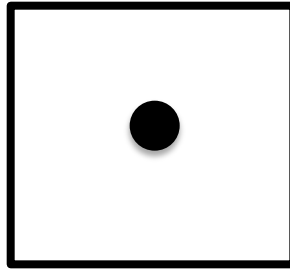
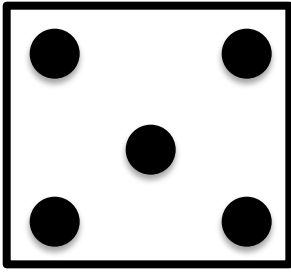
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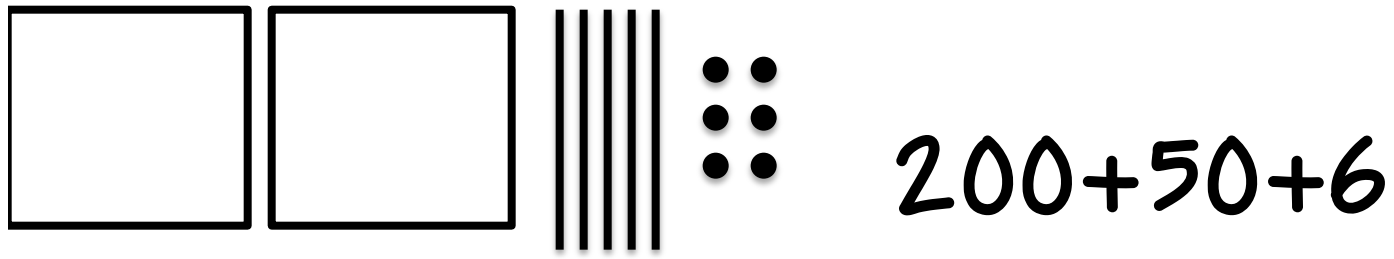
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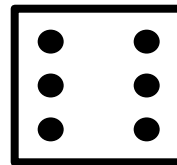
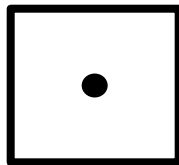
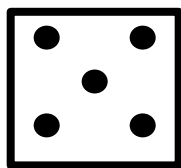
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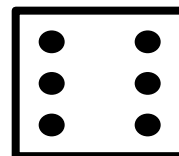
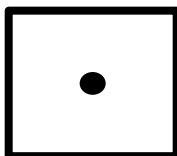
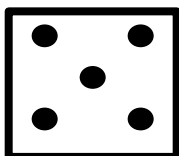
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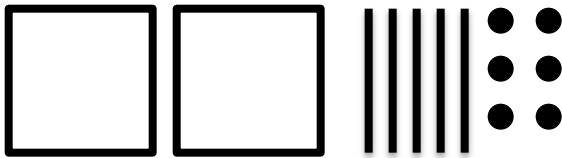


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Name: _____ Date: _____

Assessment: 2.NBT.3

Write a three-digit number.

Show this number in words.

Write a three-digit number.

Show it in expanded form.

Explain how you figured this out.

The expanded form of
Josie's number is $600+8$.
Circle Josie's number.

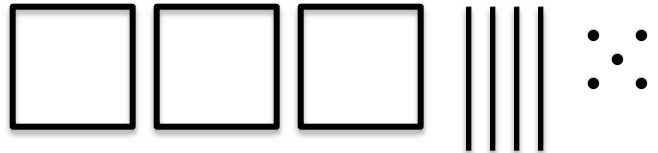
6008

680

668

608

Trish built a number with base
ten blocks.



What is the word form of Trish's
number?

How would you show this with
numbers?

Name: **Answer Key** Date:

Assessment: 2.NBT.3

Write a three-digit number.
Answers will vary. Students must have a number with 3 digits.

Show this number in words.
Answers will vary.

Example: one hundred thirty-six.

Write a three-digit number.
Answers will vary. Students must have a number with 3 digits.

Show it in expanded form.
Ex. $100+10+1$

Explain how you figured this out.
Answers will vary. Students may say that they broke the number into hundreds, tens, and ones.

The expanded form of Josie's number is $600+8$.
Circle Josie's number.

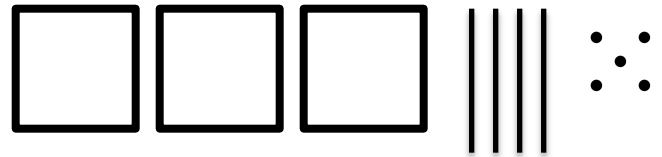
6008

680

668

608

Trish built a number with base ten blocks.



What is the word form of Trish's number?

three hundred forty-five

How would you show this with numbers?

345

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