**Grade: 2 Unit: 2 Numbers to a 1,000**

### **Critical Area:** Extending understanding of base ten notation.

***Standards Addressed:***  *2.NBT.1, 2.NBT.3, 2.NBT.4, 2.NBT.8, also 2.NBT.2*

### **Focus Mathematical Practices:**

* MP.7 Look for and make use of structure.
* MP.8 Look for and express regularity in repeated reasoning.

To be completed on or about: October 30th

|  |  |  |
| --- | --- | --- |
| Prerequisites | Targets | Extensions |
| Prior Learning: | Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones and these special cases:* 100 can be thought of as a bundle of ten tens – called a “hundred”
* The numbers 100, 200, 300 … refer to one, two, three …, hundreds (and 0 tens and 0 ones.

 NBT.1 |  |
|  | Read and write numbers to 1000 using base-ten numerals, number names and expanded form.NBT.3 |  |
|  | Compare two three-digit numbers based on meanings of the hundreds, tens, and the ones digits using >, <, and = to record the results of the comparisons.NBT.4 |  |
|  | Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.NBT.8 |  |
|  | Count within 1000; skip-count by 5s, 10s and 100s.NBT.2 (repeat, Unit 1 also) |  |