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| **Understand place value.** | |
| 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:   1. 100 can be thought of as a bundle of ten tens — called a “hundred.” 2. 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). | * The Digit Game – roll a die three times and decide in which column – hundreds, tens or ones, to place each digit to make the greatest number you can and read the number orally. Largest number wins the round. * Place Value Game – Roll a die and gather that number of objects – Unifix cubes, pennies or popsicle sticks - and place them in a place value chart. The object is to create bundles of tens (dimes). Tne person to crate 10 bundles of ten (100) is the “winner”. * Morning meeting-keeping track of the days of school with sticks. To increase exposure to 3 digit numbers count the days since 1st grade, kindergarten, etc.   Bundle groups of ones, tens, hundreds. Say it, write it, build it.   * Use place value mats and dice game- roll die- place number of base 10 blocks on mat- regroup as needed   Roll three dice make the largest number possible and place them in numerical order on a number ladder |
| 2. Count within 1000; skip-count by 5s, 10s, and 100s. read their number | * Skip count using nickels, dimes, dollars * Use hundreds chart to count to 1000. * Survivor Game-skip count by 5s or 10s when reach 100 that child sits down and go around circle again |
| 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. | * Roll dice and build that number with cubes and rods, write number out in expanded form. * Ixl.com- place value activities ex: writing numbers up to 100 in word (C3) |
| 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. | * The Three Digit Game – Students draw 3 cards and orient them to create the largest number they can and compare them to their opponents 3 digit number.   Each child should read their number orally. This can be adapted in reverse – to create the smallest number possible. There should be a zero card included.   * Flip cards and create 3 digit numbers and compare with < > = * BrainPop jr. video called Comparing Numbers |
| **Use place value understanding and properties of operations to add and subtract.** | |
| 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | * Place Value Game – in reverse to decompose the number. The winner is the first person to get to zero. The conversation – using the vocabulary is critical. “I had 50 – I subtracted 7, so now I have 43, because I have 4 longs and 3 cubes. * Place Value Bingo. (Using a spinner and a bingo card programmed with 3 digit numbers ).Again the conversation is critical – students should read the number orally and tell which digit is in the tens place - etc. * Minute math practice daily. * Fact Family games with two digit numbers. * I Have – ex: I have 25 who has 10 more |
| 6. Add up to four two-digit numbers using strategies based on place value and properties of operations. | * Roll the die and create 3 and 4 digit numbers. Build number with rods and cubes. Compare to others. * Roll different dice with a number such as 27-show with base 10 block s * Race to 100- students roll dice- add that number to cubes- regroup as necessary. First to 100 wins. |
| 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | * Given an envelope with 2 and 3 digits numbers choose two numbers and create a number sentence with addition and subtraction to show understanding of place value. Show work with rods and cubes and place value mats to show the answer. * In pairs students use base ten models and place value mats to solve and record addition and subtraction problems |
| 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. | * Practice mental math with Minute Math routine. 100+100, 200+10. * Students use hundred charts and counters to cover numbers according to teach directions. Ex: Cover the number 46 now cover the number that is 10 more |
| 9. Explain why addition and subtraction strategies work, using place value and the properties of operations.1 | * Use place value mats and rods and cubes to demonstrate and explain adding and subtracting with regrouping. * Make triangle flashcards to explain relationship between addition and subtraction |

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1 Explanations may be supported by drawings or objects.

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| 6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. |  |