

Differentiated Learning

Grade Level: 2nd

Topic: 10

Domain Covered:

Number and Operations in Base Ten

Clusters: (write out in words)

Understand place value.

Use place value understanding and properties of operations to add and subtract.

Content Standards: (write out in words)

2.NTB.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, ones; example, 706 equals 7 hundreds 0 tens and 6 ones.

2.NBT.1.a 100 can be thought of as a bundle of ten tens-called a “hundred”

2.NBT.1.b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, nine hundreds (and 0 tens and 0ones).

2. NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

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

2.NBT.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.

2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

Learning Targets for this Unit

***Found in teacher's manual under objectives for each topic lesson**

I can count by hundreds to 1,000.

I can use place-value models to show numbers up to 1,000.

I can identify and record three-digit numbers in expanded form, standard form, and number word form.

I can add and subtract multiples of 10 or 100 to and from a three-digit number without regrouping.

I can find, identify, and apply number patterns to numbers on a hundred chart.

I can skip count by different amounts on the number line and use the patterns to identify the numbers that come next.

I can compare three-digit numbers using the greater than, less than, or equal to symbols.

I can order three-digit numbers from least to greatest and greatest to least.

I can solve problems by finding number patterns.

Practice Standards:

- **Make sense of problems and persevere in solving them.**
- **Reason abstractly and quantitatively.**
- **Construct viable arguments and critique the reasoning of others.**
- **Model with mathematics.**
- **Use appropriate tools strategically.**
- **Attend to precision.**

Differentiated Activities

Advanced/Gifted:

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Kim Sutton Castoff Game/Game Board attached

You need the gameboard and a deck of cards with the face cards and 10s removed. Aces = 1s.

Object of game is to see who can make the highest or lowest 3 or 4 digit number. Teacher declares at beginning of game whether students need to make greatest/least 3 or 4 digit number.

Students separate cards and put cards needed (A-9) in box marked "Cards Face Down" on game board. On count of 3, each student draws a card simultaneously from their pile and places it in any column-1s,10s, 100s, or "Cast Off" pile for 3 digit, and 1s, 10s, 100s, 1000s, or "Cast Off" pile for 4 digit. On the count of 3 students draw another card and place it in a value column. Continue drawing until number is complete. A student can

"cast off" a card drawn during the process if it is not advantageous to making the number declared. Once a card is laid it cannot be moved. For a 4 digit number, students draw 5 cards, 3 digit number, 4 cards. So for instance, we are to make the greatest 4 digit number we can, first draw I draw a 2. I place it in the 1s column. Second draw, a 4. Place it in the 10s. Third draw, an Ace. Place it in "Cast Off" pile. Fourth draw, a 9. Place in 1000s column. Fifth draw, a 6. Have to put it in 100s since that is only column available. My number then is 9, 642. I "cast off" the one since it wouldn't help me. I usually change the number needed after about 4-5 draws. It really keeps them thinking about greatest/least and strategies for getting number needed.

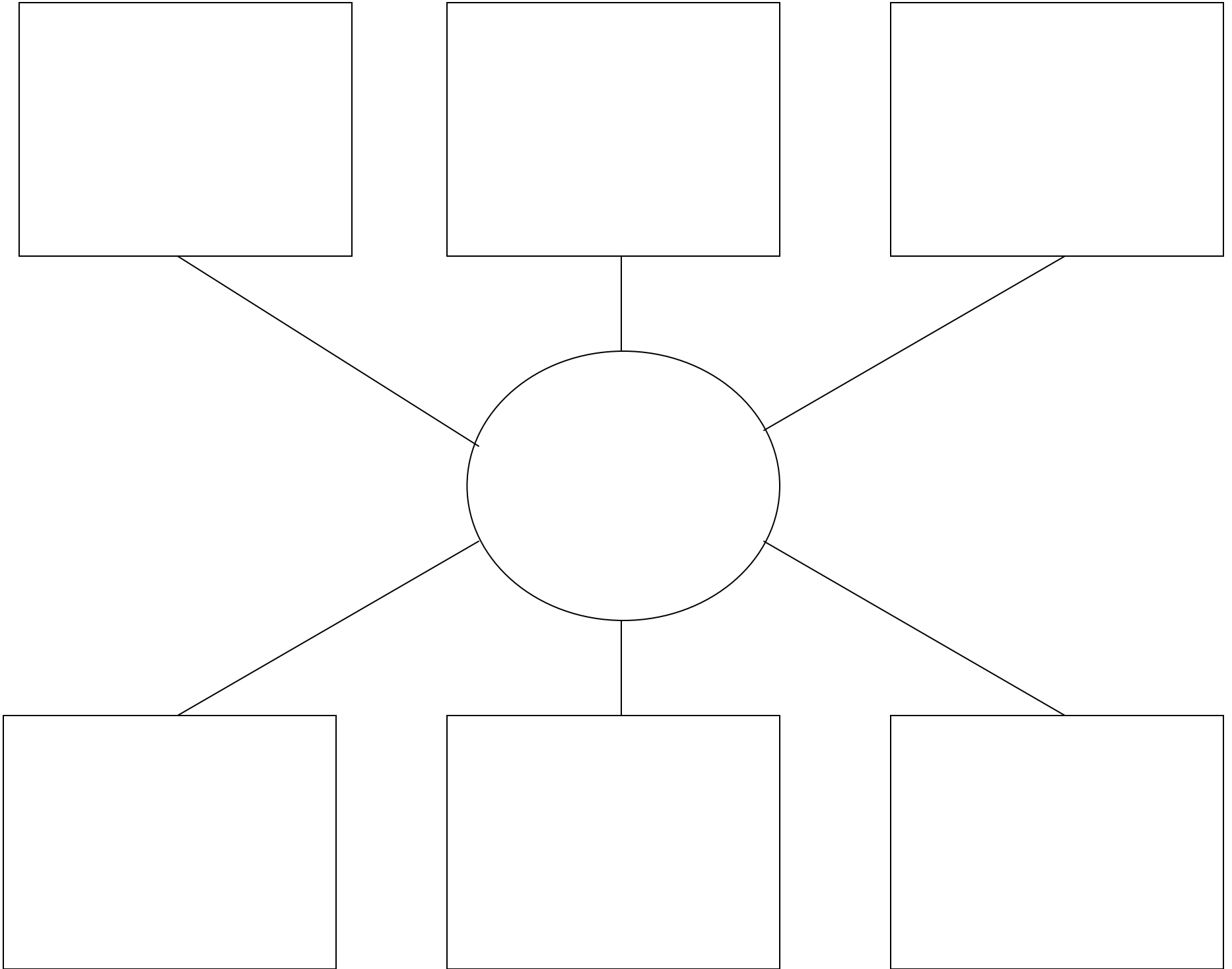
Math Project

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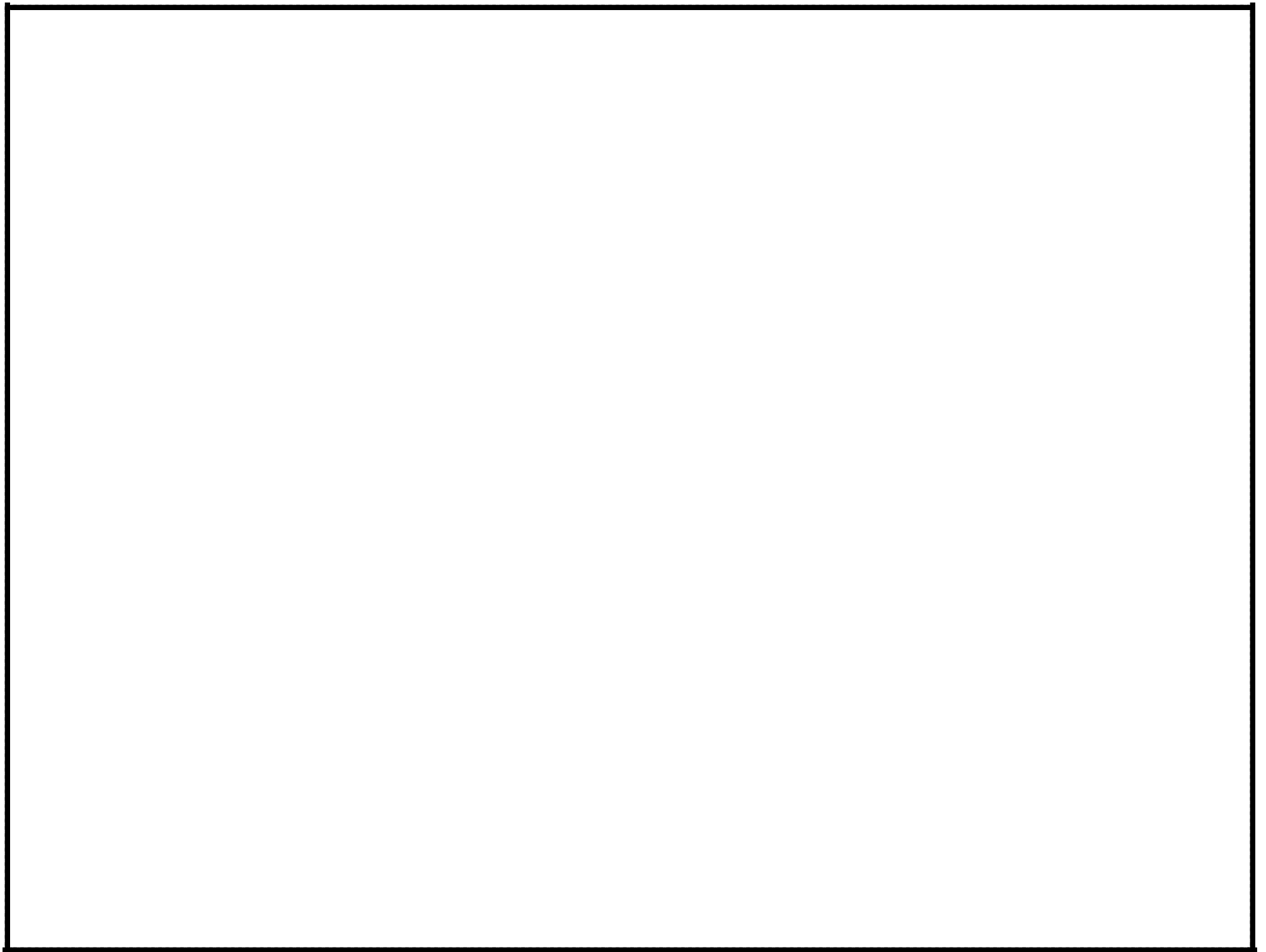
Directions: Have children research animals found along the seashore. Have children write the number story about the animals and illustrate it. They can share their number stories and information about their animals. Collect the stories and make a classroom book for display.

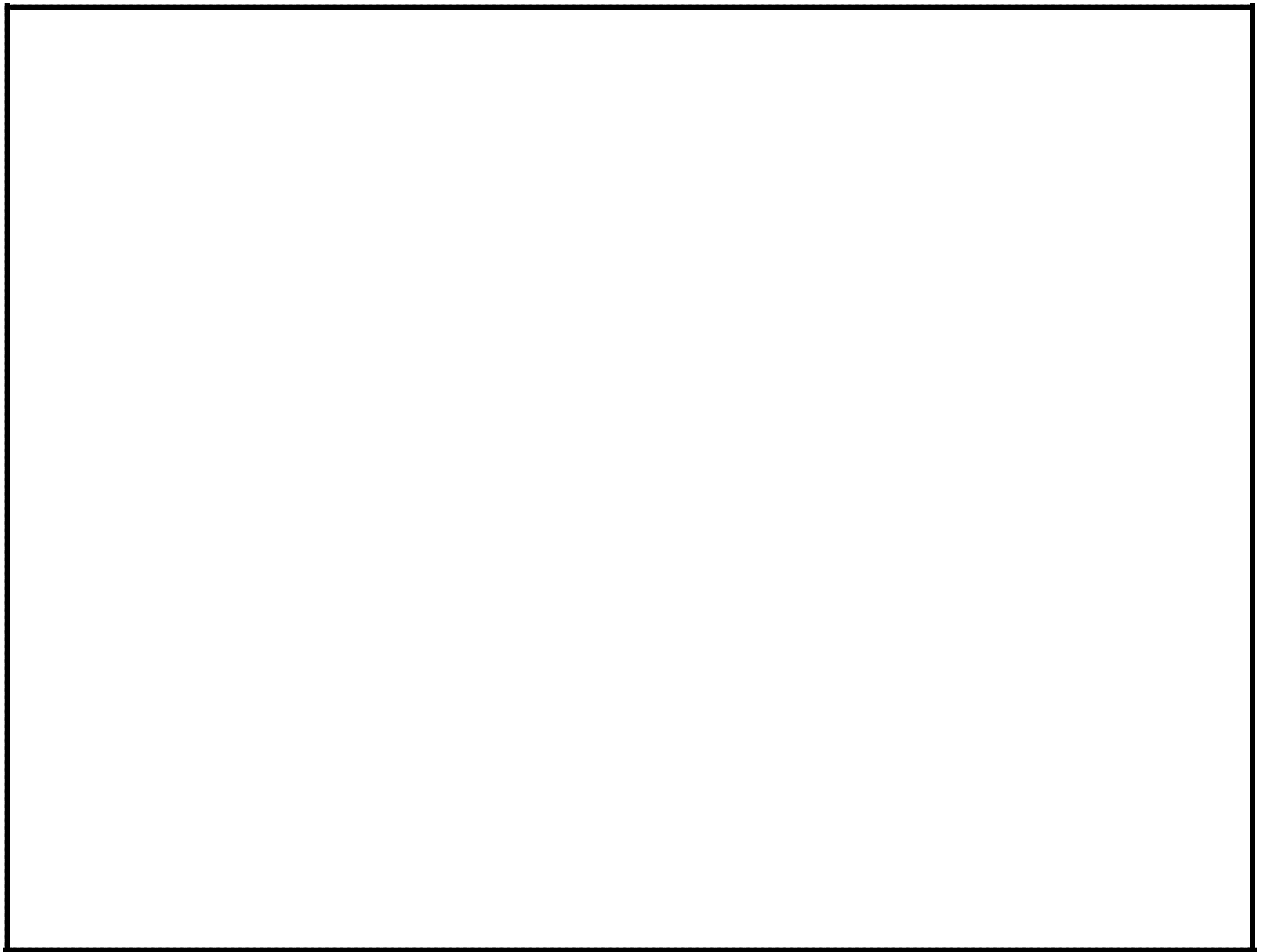
Materials:

- **Resources for researching animals (books, pebble-go)**
- **Graphic organizer to record research information. (attached)**
- **Student Story Sheet (attached)**
- **Class Book Cover (attached)**
- **Crayons/Markers/Colored Pencils**



My Animal: _____





Thousands

Hundreds

Tens

Ones

Cards Face Down

Cast Off