

LESSON PLAN

Understanding place value to 1,000

Math · Grade 2 · 45 min · Term 3, Week 1

CURRICULUM ALIGNMENT

Grade 2 Math. CCSS.MATH.CONTENT.2.NBT.A.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.

[Common Core State Standards](#) ↗

LEARNING INTENTION

Understand that a three-digit number is made of hundreds, tens, and ones

SUCCESS CRITERIA

- I can say what each digit in a three-digit number stands for.
- I can build a three-digit number using hundreds, tens, and ones blocks.
- I can write a three-digit number in expanded form (e.g., $243 = 200 + 40 + 3$).
- I can explain why the position of a digit changes its value.

Lesson Structure

HOOK

- Jar of 247 small cubes on the mat. How many do you think are in there?
- Take three guesses from the class. Record them on the board.
- What would help us count this more quickly than counting by ones?

TEACHING

- Group the cubes: 2 flats of 100, 4 rods of 10, 7 single cubes.
- Each flat is worth 100. Each rod is worth 10. Each cube is worth 1.
- I see 2 hundreds, 4 tens, 7 ones. That makes 247.
- Write: $247 = 200 + 40 + 7$. The digit's place decides its value.

PRACTICE

- Hold up a three-digit number card. Build it together with class base-ten blocks.
- Partners write the expanded form on their whiteboards. Hold them up together.
- Thumbs up if your expanded form matches your built number.

CLOSURE

- Pick one whiteboard. Read the expanded form aloud together.
- What does the hundreds digit tell us about the number?
- Two stars: one thing you can build, one thing you can write.

Differentiated Groups

EMERGING	DEVELOPING	EXTENDING
TASK • Build a three-digit number shown on a picture card. • Name each part: hundreds, tens, ones. • Write the number with teacher support. MATERIALS Base-ten blocks (2 hundreds flats, 9 tens rods, 9 ones cubes per student), picture cards showing pre-built three-digit numbers (set of 6), dry-erase markers, personal whiteboards (1 per student) TEACHER ROLE • Sit with this group for first 10 minutes. • Point to each block. Name the value together. • Prompt: How many hundreds do you see?	TASK • Draw a number card and build it with base-ten blocks. • Write the expanded form independently on the whiteboard. • Swap with a partner and check each other's work. MATERIALS Base-ten blocks (2 hundreds flats, 9 tens rods, 9 ones cubes per student), three-digit number cards (set of 8), dry-erase markers, personal whiteboards (1 per student) TEACHER ROLE • Check in briefly after 5 minutes. • Prompt: Which digit has the largest value here? • Move on once the group is working independently.	TASK • Choose any three-digit number and build it two different ways. • Write both expanded forms. Explain why the value stays the same. • Puzzle: Can 3 digits make more than one number? Show all possibilities. MATERIALS Base-ten blocks (3 hundreds flats, 9 tens rods, 9 ones cubes per student), blank recording sheets (2 per student), pencils, dry-erase markers, personal whiteboards (1 per student) TEACHER ROLE • Give a brief prompt to launch the puzzle task. • Check in once near the end of group time. • Listen for reasoning about digit position and value.

ASSESSMENT NOTES • Criterion 1: Can each student name what each digit stands for? • Criterion 2: Watch whether students build hundreds, tens, ones correctly. • Criterion 3: Check expanded form on whiteboards for correct notation. • Criterion 4: Listen for explanations linking position to value.

RELIEF TEACHER NOTES • Base-ten blocks and number cards are in the blue math tub. • Whiteboards and markers are in the shelf below the board. • Emerging group needs the most support. Sit with them first. • All groups target the same concept: hundreds, tens, and ones.
