

INCLUDES

- School-Home Letter
- Vocabulary Game Directions
- Daily Enrichment Activities
- Reteach Intervention for every lesson
- Chapter 2 Test
- Chapter 2 Performance Task
- Critical Area 1 Performance Task
- Answer Keys and Individual Record Forms



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School-Home Letter

Dear Family,

My class started Chapter 2 this week. I will learn about place value of numbers to 1,000. I will also learn about comparing these numbers.

Love, _____

Vocabulary

compare To describe whether numbers are equal to, less than, or greater than one another

hundred A group of 10 tens

is equal to 145 is equal to 145

= 145 = 145

is greater than 131 is greater than 121

> 131 > 121

is less than 125 is less than 185

< 125 < 185

thousand A group of 10 hundreds

Home Activity

Have your child look through magazines for 3-digit numbers and cut them out. Work together to write a word problem using two of these numbers, gluing the cut-out numbers in place. Have your child solve the problem.

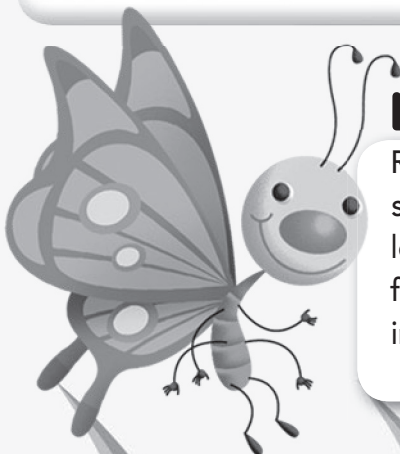
Charles collected 127 leaves. Ann collected 240 leaves. Who collected the greater number of leaves?

Literature

Reading math stories reinforces learning. Look for these books in the library.

A Place for Zero
by Angeline Sparagna
LoPresti and Phyllis
Hornung.
Charlesbridge Publishing,
2003.

More or Less
by Stuart J. Murphy.
HarperCollins, 2005.



Carta para la Casa

Querida familia:

Mi clase comenzó el Capítulo 2 esta semana. Aprenderé sobre el valor posicional de los números hasta 1,000. También aprenderé a comparar estos números.

Con cariño, _____

Vocabulario

comparar Describir si los números son iguales a, menores que o mayores que otro número

centena Un grupo de 10 decenas

es igual a 145 es igual a 145

$= 145 = 145$

es mayor que 131 es mayor que 121

$> 131 > 121$

es menor que 125 es menor que 185

$< 125 < 185$

millar Un grupo de 10 centenas

Actividad para la casa

Pídale a su hijo que busque números de 3 dígitos en revistas y que los recorte. Luego, trabajen juntos para escribir un problema usando dos de estos números y péguenlos en algún lugar. Pídale a su hijo que resuelva el problema.

Carlos juntó 127 hojas.

Ana juntó 240 hojas.

¿Quién juntó el mayor número de hojas?

Literatura

Leer cuentos de matemáticas refuerza el aprendizaje. Busque estos libros en la biblioteca.

A Place for Zero
por Angeline Sparagna
LoPresti and Phyllis
Hornung.
Charlesbridge Publishing,
2003.

More or Less
por Stuart J. Murphy
HarperCollins, 2005.

Going Places with GOMATH! Words



Guess the Word

For 3 to 4 players

Materials

- timer

How to Play

1. Take turns to play.
2. Choose a math word, but do not say it aloud.
3. Set the timer for 1 minute.
4. Give a one-word clue about your word. Give each player one chance to guess your word.
5. If nobody guesses correctly, repeat Step 4 with a different clue. Repeat until a player guesses the word or time runs out.
6. The first player to guess the word gets 1 point. If the player can use the word in a sentence, he or she gets 1 more point. Then that player gets a turn.
7. The first player to score 5 points wins.

Word Box

compare

digit

is equal to (=)

is greater

than (>)

is less than (<)

hundred

tens

thousand

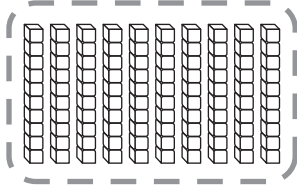
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Name _____

Group Tens as Hundreds



There are 10 ones in this stack.



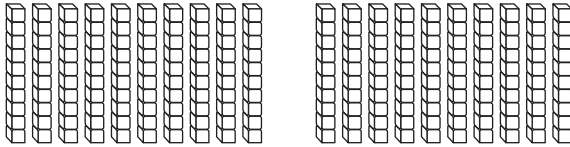
There are 10 stacks.

10 stacks of 10 ones is 100 ones.

10 tens → 1 hundred → 100

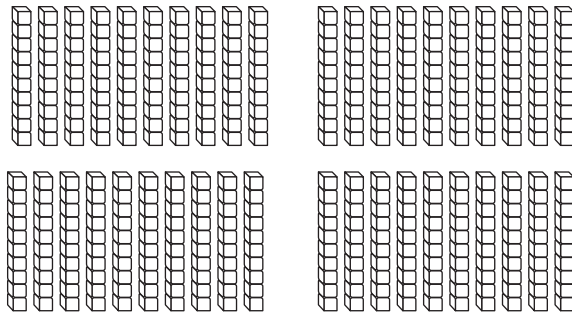
**Write how many tens. Circle groups of 10 tens.
Write how many hundreds. Write the number.**

1.



_____ tens
_____ hundreds
_____ blocks

2.



_____ tens
_____ hundreds
_____ blocks

Name _____

Tens and Hundreds Mystery

Read each problem.

Draw a quick picture to solve.

1. Each box holds 10 cartons of milk.
There are 300 cartons of milk.
How many boxes are there?

_____ boxes

2. There are 10 stripes on each button.
There are 50 buttons.
How many stripes are on 50 buttons?

_____ stripes

3. Fish are swimming in groups of 10.
There are 200 fish.
How many groups are there?

_____ groups

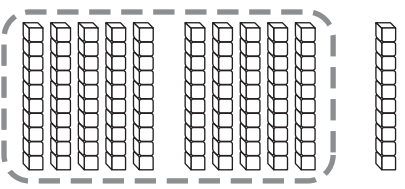
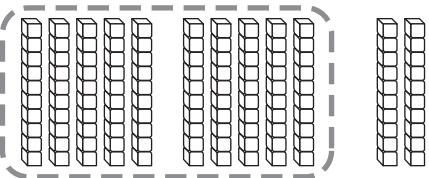
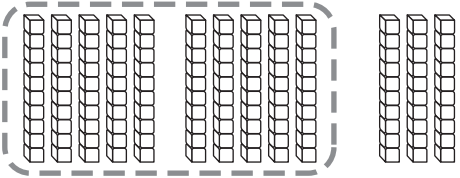


Writing and Reasoning Tim wants to collect 400 stickers.

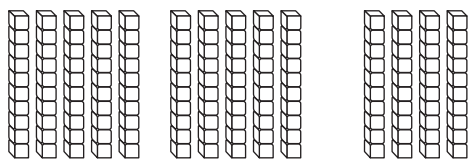
If he makes pages of 10, how will he know when he has 400 stickers?

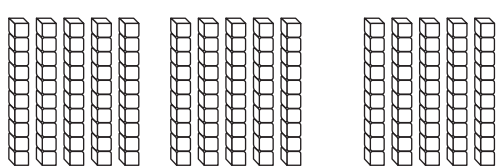
Name _____

Explore 3-Digit Numbers

<p>10 tens</p> 	$\begin{array}{r} \underline{11} \text{ tens} \\ \underline{1} \text{ hundred } \underline{1} \text{ ten} \\ 110 \end{array}$
<p>10 tens</p> 	$\begin{array}{r} \underline{12} \text{ tens} \\ \underline{1} \text{ hundred } \underline{2} \text{ tens} \\ 120 \end{array}$
<p>10 tens</p> 	$\begin{array}{r} \underline{13} \text{ tens} \\ \underline{1} \text{ hundred } \underline{3} \text{ tens} \\ 130 \end{array}$

Circle tens to make 1 hundred. Write the number in different ways.

1.  _____ tens
 _____ hundred _____ tens

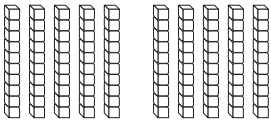
2.  _____ tens
 _____ hundred _____ tens

Name _____

Which One Does Not Belong?

Cross out the one that does not have the same value.

1. 1 hundred

10 tens		10 ones
---------	---	---------

2. 1 hundred 3 tens

13 tens	13 hundreds	
---------	-------------	--

3. 1 hundred 4 tens

	14 tens	
---	---------	---

4. 1 hundred 2 tens

	21 tens	12 tens
---	---------	---------



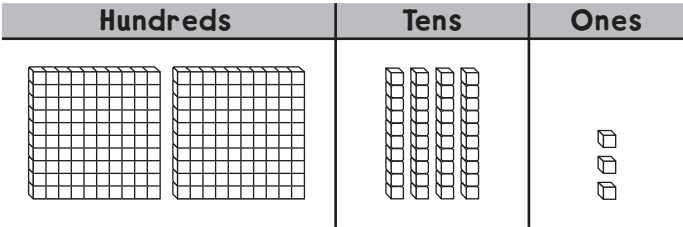
Writing and Reasoning Explain why 17 tens and 1 hundred 7 tens have the same value.

Name _____

Model 3-Digit Numbers

Show 243.


With blocks:



In a chart:

Hundreds	Tens	Ones
2	4	3

With a quick picture:



Write how many hundreds, tens, and ones.

Show with . Then draw a quick picture.

1. 138

Hundreds	Tens	Ones

2. 217

Hundreds	Tens	Ones

3. 352

Hundreds	Tens	Ones

4. 174

Hundreds	Tens	Ones

Name _____

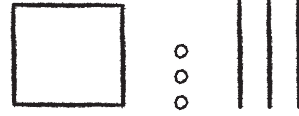
Missing Pictures

Each quick picture needs to be finished.
Draw the missing hundreds, tens, and ones.

1. 354



2. 253



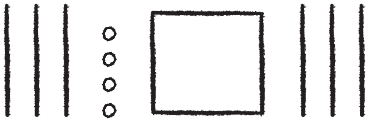
3. 216



4. 314



5. 264



6. 284

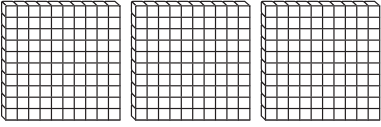




Writing and Reasoning How did you decide what to draw for Exercise 6?

Name _____

Hundreds, Tens, and Ones

How many are there in all?

Hundreds			Tens	Ones
				

3 hundreds 2 tens 5 ones

Write how many in the chart.

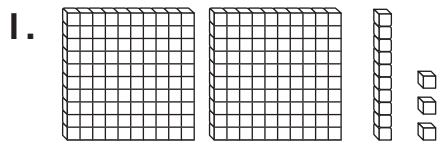
Hundreds	Tens	Ones
3	2	5

Write the number as hundreds plus tens plus ones.

$$\underline{300} + \underline{20} + \underline{5}$$

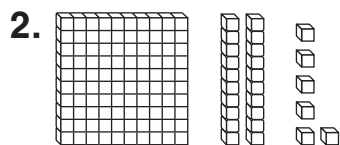
3 hundreds 2 tens 5 ones is the same as 325.

Write how many hundreds, tens, and ones are in the model. Write the number in two ways.



Hundreds	Tens	Ones

_____ + _____ + _____



Hundreds	Tens	Ones

_____ + _____ + _____

Name _____

Find the Number

Read the clue. Find the number.

1. A number is 4 hundreds more than 142. What is the number?

2. A number is 2 hundreds more than 355. What is the number?

3. A number is 3 tens more than 249. What is the number?

4. A number is 7 tens more than 624. What is the number?

5. A number is 8 ones more than 331. What is the number?

6. A number is 4 hundreds more than 399. What is the number?

7. A number is 2 tens more than 923. What is the number?

8. A number is 6 ones more than 772. What is the number?

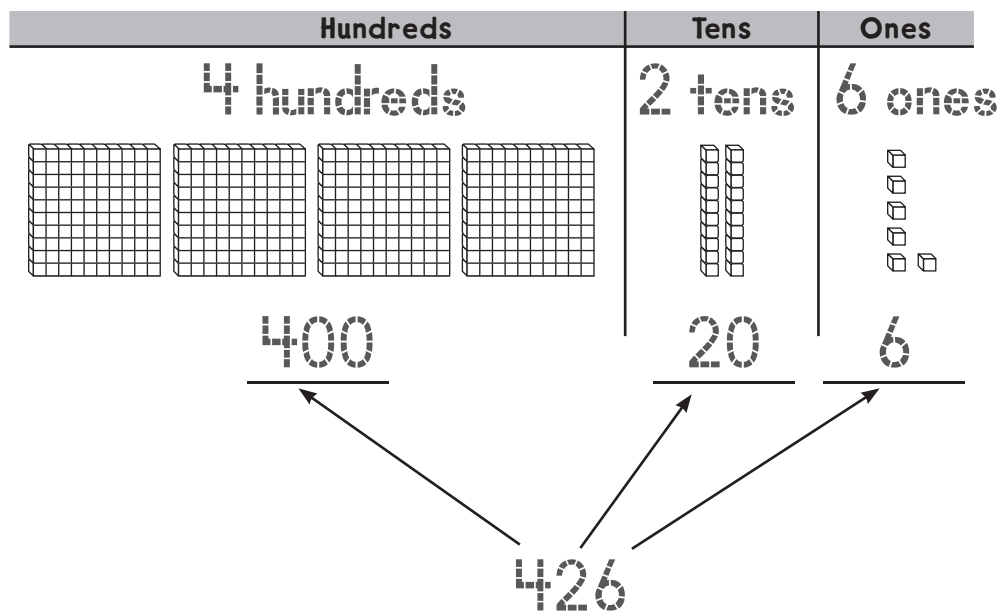


Writing and Reasoning How did you find the answer to Exercise 8?

Name _____

Place Value to 1,000

The value of each digit in 426 is shown by its place in the number.



Circle the value or the meaning of the underlined digit.

1. <u>7</u> 82	800	80	8
2. <u>3</u> 52	3 hundreds	3 tens	3 ones
3. 7 <u>4</u> 2	4	40	400
4. 4 <u>1</u> 9	9 hundreds	9 tens	9 ones
5. <u>5</u> 84	500	50	5

Name _____

Value Clues

Use the digits 8, 7, and 3 to make a 3-digit number. Use all three digits. Read the clues and write the number.

1.

Clues:

The value of the digit 8 in this number is 80.

The value of the digit 7 in this number is not 7.

The number is _____.

2.

Clues:

The value of the digit 8 in this number is 800.

The value of the digit 7 in this number is not 70.

The number is _____.

3.

Clues:

The value of the digit 8 in this number is 8.

The value of the digit 7 in this number is not 700.

The number is _____.

4.

Clues:

The value of the digit 7 in this number is 70.

The value of the digit 3 in this number is not 300.

The number is _____.

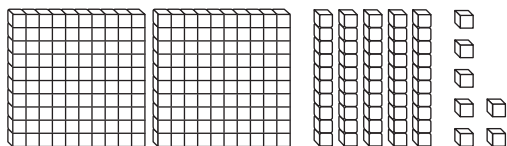


Writing and Reasoning Write a different 3-digit number. Then write clues for your number.

Name _____

Number Names

You can write a number using words.



What is shown with the hundreds blocks?

two hundred

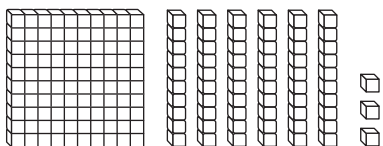
What is shown with the tens and ones blocks?

fifty-seven

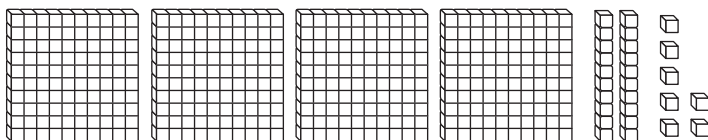
So you write 257 as two hundred fifty-seven.

Write the number using words.

1. 163



2. 427



Write the number.

3. two hundred nine

4. five hundred seventy-nine

Name _____

Another Way to Write It

Write each number two different ways.

1. 5 hundreds 6 tens 3 ones

2. 109

3. $900 + 20 + 3$

4. 3 hundreds 7 tens



Writing and Reasoning Write a 3-digit number.

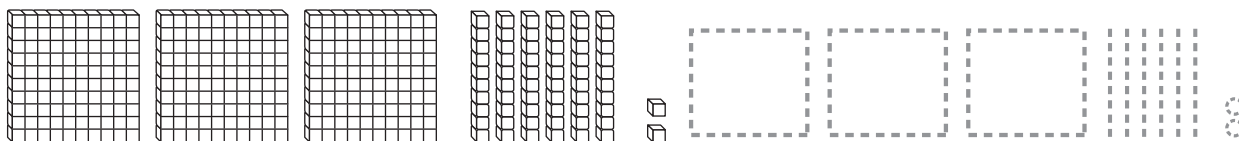
Then write the number two different ways.

Name _____

Different Forms of Numbers

There is more than one way to show and write a number.

three hundred sixty-two



$$\begin{array}{r}
 \underline{3} \text{ hundreds} \quad \underline{6} \text{ tens} \quad \underline{2} \text{ ones} \\
 \underline{300} + \underline{60} + \underline{2} \\
 \underline{362}
 \end{array}$$

Read the number and draw a quick picture.
Then write the number in different ways.

1. four hundred thirty-two

_____ hundreds _____ tens _____ ones

_____ + _____ + _____

2. two hundred seventy-five

_____ hundreds _____ tens _____ ones

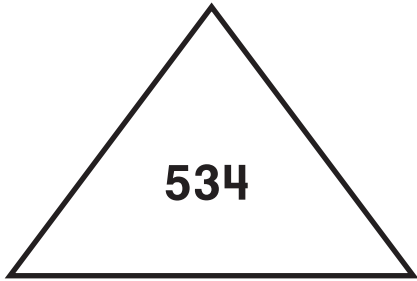
_____ + _____ + _____

Name _____

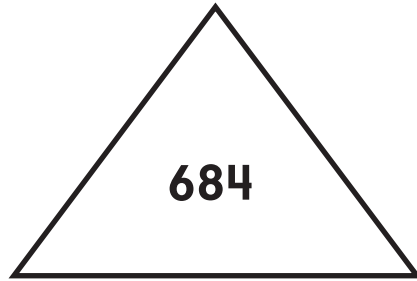
Say It Another Way

Write the number in two different ways.

1.



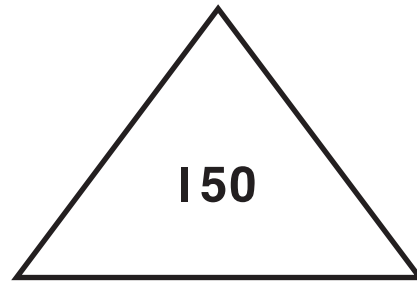
2.



3.



4.





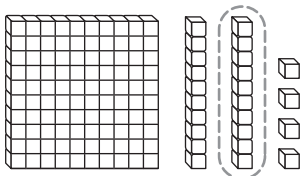
Writing and Reasoning Look at Exercise 2.

What is a third way to write the number 684?

Name _____

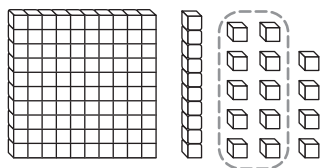
Algebra • Different Ways to Show Numbers

These two models can both be used to show the number 124.



Hundreds	Tens	Ones
1	2	4

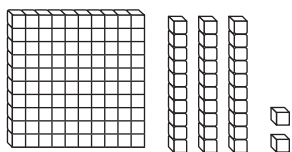
I ten has the same value as 10 ones.



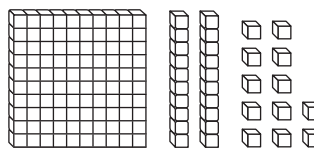
Hundreds	Tens	Ones
1	1	14

Write how many hundreds, tens, and ones are in the model.

1. 132

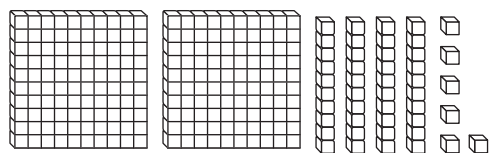


Hundreds	Tens	Ones

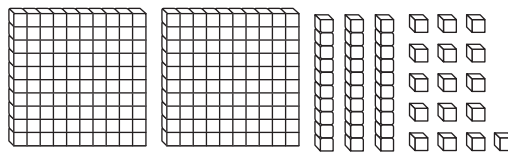


Hundreds	Tens	Ones

2. 246



Hundreds	Tens	Ones



Hundreds	Tens	Ones

Name _____

Cross-Number Puzzle

Use each clue to write a 3-digit number.

Put one digit in each square to complete the puzzle.

1		2		3		4
5						
			6		8	
	7					

Across

1. 3 hundreds 6 tens 19 ones
3. 1 hundred 25 tens 1 one
5. 2 hundreds 4 tens 13 ones
7. 6 hundreds 7 tens 20 ones

Down

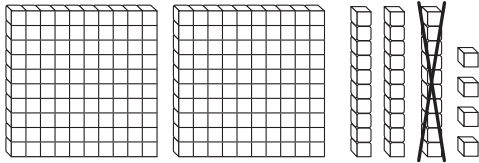
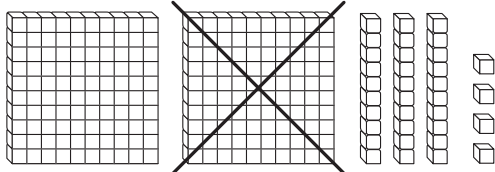
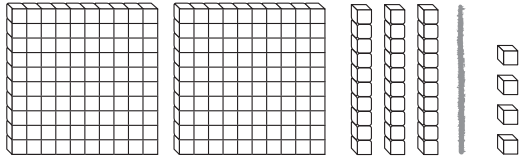
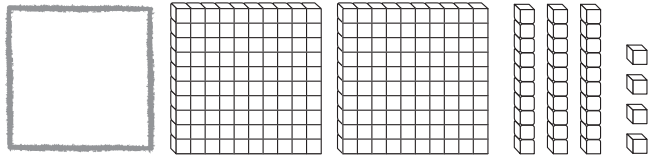
2. 8 hundreds 12 tens 3 ones
4. 17 tens 6 ones
6. 4 hundreds 2 tens 10 ones
8. 3 hundreds 12 tens 3 ones



Writing and Reasoning Choose one of the puzzle clues. Write two other ways to show this number using hundreds, tens, and ones.

Name _____

Count On and Count Back by 10 and 100

<p>10 less than 234</p>  <p>2 hundreds 2 tens 4 ones</p> <p style="text-align: center;"><u>224</u></p>	<p>100 less than 234</p>  <p>1 hundred 3 tens 4 ones</p> <p style="text-align: center;"><u>134</u></p>
<p style="font-size: 1.2em;">Notice what digit changes.</p>	
<p>10 more than 234</p>  <p>2 hundreds 4 tens 4 ones</p> <p style="text-align: center;"><u>244</u></p>	<p>100 more than 234</p>  <p>3 hundreds 3 tens 4 ones</p> <p style="text-align: center;"><u>334</u></p>

Write the number.

1. 10 more than 719

2. 10 less than 246

3. 100 more than 291

4. 100 less than 687

5. 10 less than 568

6. 100 more than 649

Name _____

Missing Numbers

Write the missing number to make the sentence true.

1. _____ is 10 less than 214.
2. _____ is 100 less than 900.
3. 603 is 10 more than _____.
4. 888 is _____ more than 788.
5. 870 is _____ more than 860.
6. _____ is 100 less than 882.
7. 129 is _____ more than 29.
8. 333 is _____ less than 433.



Writing and Reasoning Explain how you found the missing number in Exercise 1.

Name _____

Algebra • Number Patterns

Find a counting pattern.

421, 431, 441, 451, ■, ■

Which digit changes from number to number?

The tens digit changes.

How does it change?

by one each time

Look at the chart. Find the next two numbers in the pattern.

401	402	403	404	405	406	407	408	409	410
411	412	413	414	415	416	417	418	419	420
421	422	423	424	425	426	427	428	429	430
431	432	433	434	435	436	437	438	439	440
441	442	443	444	445	446	447	448	449	450
451	452	453	454	455	456	457	458	459	460
461	462	463	464	465	466	467	468	469	470
471	472	473	474	475	476	477	478	479	480
481	482	483	484	485	486	487	488	489	490
491	492	493	494	495	496	497	498	499	500

The next two numbers are 461 and 471.

Look at the digits to find the next two numbers.

1. 937, 947, 957, 967, ■, ■

The next two numbers are _____ and _____.

2. 135, 235, 335, 435, ■, ■

The next two numbers are _____ and _____.

Name _____

Find the Number Pattern

Help the squirrel find a path to the tree. Connect acorns that show a pattern of counting on by 10s.



Acorn numbers scattered on the page:

- 157, 222, 322, 214, 200, 422, 622, 153, 224, 101, 412, 143, 153, 522, 183, 244, 234, 722, 193, 254, 274, 284, 222, 199, 133, 264, 294, 506, 220, 275, 351, 281, 304, 453, 314



Writing and Reasoning Describe how you found the first few numbers in the pattern.



Name _____

Problem Solving • Compare Numbers

At the zoo, there are 137 birds and 142 reptiles.

Are there more birds or more reptiles at the zoo?

Unlock the Problem

<p>What do I need to find?</p> <p>I need to find if there are more <u>birds</u> or <u>reptiles</u>.</p>	<p>What information do I need to use?</p> <p>There are <u>137</u> birds.</p> <p>There are <u>142</u> reptiles.</p>
<p>Show how to solve the problem.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Birds</p>  </div> <div style="text-align: center;"> <p>Reptiles</p>  </div> </div> <p>The number of hundreds is the same. There are more tens in the number of reptiles.</p> <p>There are more <u>reptiles</u> at the zoo.</p>	

Draw quick pictures to model the numbers.

- There are 153 birds and 149 fish at the nature center.
Are there more birds or more fish?

There are more _____.

Name _____

Find the Greater Number

1. Use the digits 4, 2, 7, 3, 0, and 5 to write two 3-digit numbers.

2. Write a word problem in which you compare these numbers.

3. Draw quick pictures to show the solution.

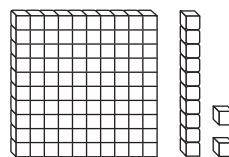
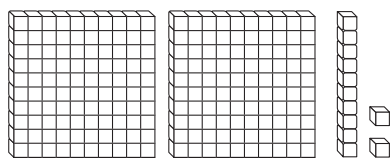


Writing and Reasoning Explain how you used the quick pictures to solve your problem.

Name _____

Algebra • Compare Numbers

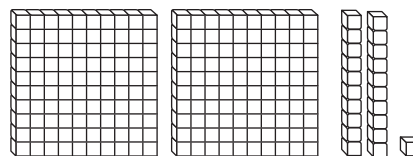
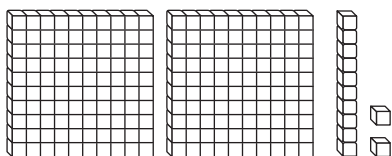
To compare 3-digit numbers, first compare hundreds.



212 has more hundreds than 112.

$$212 > 112$$

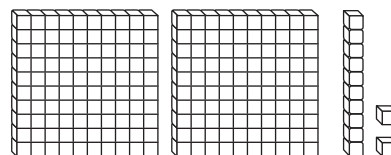
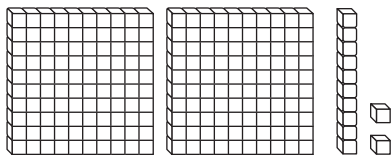
If hundreds are equal, then compare tens.



212 has fewer tens than 221.

$$212 < 221$$

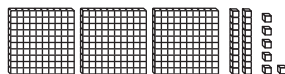
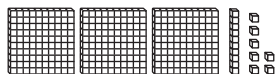
If hundreds and tens are equal, then compare ones.



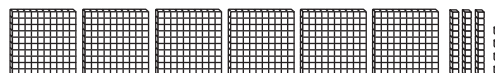
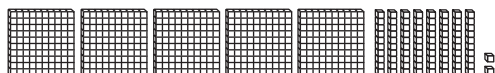
$$212 = 212$$

Compare the numbers. Write $>$, $<$, or $=$.

1. 317 ○ 326



2. 582 ○ 634



Name _____

True Comparing

Write two 3-digit numbers to compare. Use the digits 0, 1, 2, 3, 4, and 5 *only once* in each case. One true comparison is done for you.

1. $240 > 135$

2. _____ $<$ _____

3. _____ $>$ _____

4. _____ $>$ _____

5. _____ $<$ _____

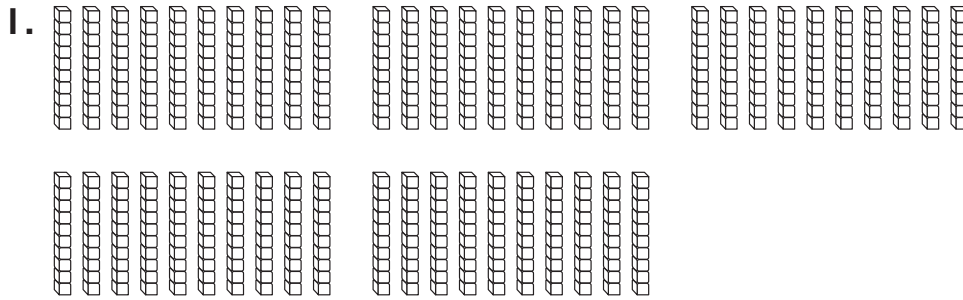
6. _____ $<$ _____

7. _____ $>$ _____

8. _____ $<$ _____



Writing and Reasoning Suppose you can only use the digits 6 and 7 to make 3-digit numbers. You can repeat the digits. Can you make true comparisons using $=$, $<$, and $>$? Explain.



Do the choices show a way to represent the blocks? Choose Yes or No.

- | | | |
|-------------|---------------------------|--------------------------|
| 50 hundreds | <input type="radio"/> Yes | <input type="radio"/> No |
| 50 tens | <input type="radio"/> Yes | <input type="radio"/> No |
| 5 hundreds | <input type="radio"/> Yes | <input type="radio"/> No |
| 5 tens | <input type="radio"/> Yes | <input type="radio"/> No |

2. Sonya has 140 beads. How many bags of 10 beads does she need so that she will have 200 beads in all?

_____ bags of beads

3. A store has 263 board games. It has 100 fewer puzzles than board games. The store has 10 more action figures than puzzles. Write the number of each.

_____ board games _____ puzzles _____ action figures



4. Write the next number in each counting pattern.

338, 348, 358, 368, _____

472, 572, 672, 772, _____

5. Is the comparison true? Choose Yes or No.

$343 < 328$ Yes No

$705 > 699$ Yes No

$691 > 706$ Yes No

$115 < 120$ Yes No

6. It's 154 days until Jeff's birthday. Write the number of days in words.

Show the number in two other ways.

Hundreds	Tens	Ones

_____ + _____ + _____



7. Sally needs 300 stickers. Vince gives her 12 packs with 10 stickers in each pack. How many stickers does Sally need now? Draw a picture to explain your answer.



_____ stickers

8. A store sells 2 boxes of 100 pencils and some single pencils. Choose all the numbers that show how many pencils the store could sell.

- 219 206
 120 182

9. Straws are sold in boxes, in bags, or as single straws. Each box has 10 bags in it. Each bag has 10 straws in it. Mr. Tan needs 355 straws. Draw a picture to show a way to buy 355 straws.



How many boxes, bags, and single straws did you show?



10. Jill and Ed collect postcards. Jill has 124 postcards.

Ed has 131 postcards. Who has more postcards? _____

Jill gets 10 more postcards. Ed gets 5 more postcards. Who has more postcards now? _____

Draw quick pictures to show how many postcards Jill and Ed have now.

Jill's postcards	Ed's postcards

11. Choose all the numbers that have the digit 8 in the tens place.

- 148
- 387
- 836
- 881

12. Terry has 164 marbles.

Write the number in words.



The Apartment Building

There is a big apartment building near the park.

Each apartment has a 3-digit number.

Jose's apartment number has the digit 9 in the ones place and the digit 1 in the hundreds place.

1. Write a number that could be Jose's apartment number.

2. Erik lives in another apartment in the same building. The number of his apartment is 100 more than the number of Jose's apartment. What could Erik's apartment number be?

3. Marta lives in apartment 450. Write a number sentence that uses the symbols $>$, $<$, or $=$ to compare Marta's apartment number and Erik's apartment number.

_____ ○ _____

4. Kim lives in apartment number 513. She uses blocks to show her apartment number. Draw a quick picture to show Kim's apartment number.

5. Chang's apartment number is 10 more than Kim's apartment number. What is Chang's apartment number? What are two other ways to write this number?

6. Anya uses groups of 10 buttons to show her apartment number. She uses 17 groups of buttons with 2 buttons left over. What is her apartment number?

Numbers to 1,000

The Apartment Building

COMMON CORE STANDARDS

- 2.NBT.A.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.
- 2.NBT.A.1 a.** 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: 100 can be thought of as a bundle of ten tens—called a “hundred.”
- 2.NBT.A.1 b.** 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: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds.

Also 2.NBT.A.3, 2.NBT.A.4, 2.NBT.B.8

PURPOSE

To assess the ability to use place value to model, write, and compare 3-digit numbers

TIME

25–30 minutes

GROUPING

Individuals

MATERIALS

- Performance Task, paper, pencil

PREPARATION HINTS

- Review understanding of place value of 2-digit and 3-digit numbers before assigning the task.
- Review comparing and ordering 2-digit numbers using “greater than” and “less than” before assigning the task.

IMPLEMENTATION NOTES

- Read the task aloud to children and make sure that all children have a clear understanding of the task.
- Children may use manipulatives to complete the task.
- Allow children as much paper as they need to complete the task.
- Allow as much time as children need to complete the task.
- Children must complete the task individually, without collaboration.
- Collect all work when the task is complete.

TASK SUMMARY

Children derive 3-digit numbers based on place-value clues. They count on and count back by 10s and 100s to derive new numbers. They use place value to compare 3-digit numbers. They model and write 3-digit numbers in different ways.

REPRESENTATION

In this task, teachers can...

- Provide options for language, mathematical expressions, and symbols by giving children multiple ways to represent numerical values.
- Provide options for comprehension by guiding the ways in which children break down and represent numbers.

ACTION and EXPRESSION

In this task, teachers can...

- Provide options for expression by varying methods of representing numerical values.
- Provide options for physical action by providing base-ten blocks for children to use in understanding place value.

ENGAGEMENT

In this task, teachers can...

- Provide options for engagement by giving children individual choice and autonomy in representing numbers in multiple ways.

EXPECTED STUDENT OUTCOMES

- Complete the task within the time allowed
- Reflect engagement in a productive struggle
- Understand place value to the hundreds place
- Compare numbers using place-value concepts

SCORING

Use the associated Rubric to evaluate each child's work.

Performance Task Rubric

THE APARTMENT BUILDING

A level 3 response	<ul style="list-style-type: none">• Indicates that the child has made sense of the task and persevered• Demonstrates an understanding of place value as numbers that can be represented as hundreds, tens, and ones• Shows the ability to accurately apply place-value concepts when comparing numbers• Indicates an understanding of how to count on or count back by 10s and 100s
A level 2 response	<ul style="list-style-type: none">• Indicates that the child has made sense of the task and persevered• Demonstrates an understanding of place value as numbers that can be represented as hundreds, tens, and ones• Shows the ability to accurately apply place-value concepts when comparing numbers• Indicates an understanding of how to count on or count back by 10s and 100s• Addresses most or all aspects of the task, but there may be errors of omission
A level 1 response	<ul style="list-style-type: none">• Shows that the child has made sense of at least some elements of the task• Shows evidence of understanding that numbers can be represented as hundreds, tens, and ones• Demonstrates some understanding of place-value concepts when comparing numbers• May not indicate an understanding of how to count on or count back by 10s or 100s
A level 0 response	<ul style="list-style-type: none">• Shows little evidence that the child has made sense of the problems of the task• Reflects a lack of understanding of place-value concepts in representing or comparing numbers• Reflects a lack of understanding of counting on or counting back by 10s and 100s• Shows little evidence of addressing the elements of the task

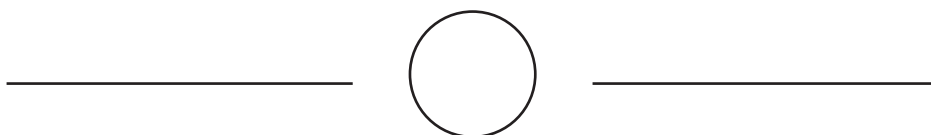
Two Schools

Jefferson School has students in 1st grade up to 5th grade.

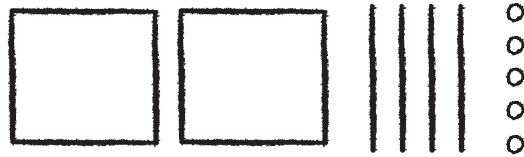
1. The number of children in 1st grade has 3 digits.
The digits in the number are 2, 3, and 8.
The digit 8 means 80 in this number.
Write a number that could be the number of children in 1st grade.
-

2. Write a number that is 10 less than the number of children you chose for 1st grade.
-

3. Write a number sentence that uses $>$, $<$, or $=$ to compare your answers from questions 1 and 2.



4. Donell uses these blocks to show the number of students in 3rd grade.

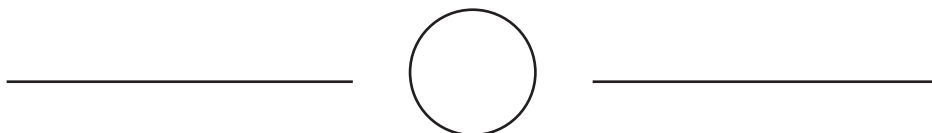


How many students are in 3rd grade?

_____ students

5. There are 100 more students in 4th grade than in 5th grade. Grade 5 has 176 students. Draw a quick picture to show how many students are in 4th grade.

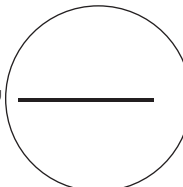
6. Write a number sentence that uses $>$, $<$, or $=$ to compare the number of students in 4th grade with the number of students in 3rd grade.



Name _____

Yasmeen goes to Lincoln School. She counts the number of 2nd grade students who go there. The number in the circle is the total number of 2nd grade students at Lincoln School.

7. Fill in the missing numbers. Count by tens.

220, 230, _____, _____, _____, _____, 

8. Yasmeen uses tens blocks to show the number of 2nd grade students. How many tens blocks will she need?

She will need _____ blocks.

9. Suppose Yasmeen's school has 210 students in 3rd grade. How would you figure out a number that is 10 more than that? Write your answer. Explain how you know.

**The number of students at Jefferson School is even.
The number has three digits.
The digit in the tens place is 4.**

- 10.** Write three numbers that could be how many students there are at Jefferson School.

Explain how you know your answers are correct.

- 11.** Choose one of the numbers that you just wrote. Write it three different ways.

- 12.** Write a 3-digit number that could NOT be the number of students at Jefferson School.

There could NOT be _____ students.

Number Sense and Place Value

Two Schools

COMMON CORE STANDARDS

- 2.NBT.A.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.
- 2.NBT.A.2** Count within 1000; skip-count by 5s, 10s, and 100s.
- 2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 2.NBT.A.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.

Also 2.NBT.B.8, 2.OA.C.3

PURPOSE

To assess the ability to use place value concepts to model and represent numbers to the hundreds place, to compare 2-digit and 3-digit numbers, and to recognize and create number patterns by counting on or counting back by 10s and 100s

TIME

40–45 minutes

GROUPING

Individuals

MATERIALS

- Performance Task, paper, pencil

PREPARATION HINTS

- Review arranging in pairs with children before assigning the task.
- Review building 2-digit numbers as tens and ones with children before assigning the task.
- Review vocabulary, including *odd*, *even*, and *digits*.
- Review understanding of place value of 2-digit and 3-digit numbers before assigning the task.
- Review comparing and ordering 2-digit numbers using “greater than” and “less than” before assigning the task.

IMPLEMENTATION NOTES

- Read the task aloud to children and make sure that all children have a clear understanding of the task.
- Children may use manipulatives to complete the task.
- Allow children as much paper as they need to complete the task.
- Allow as much time as children need to complete the task.
- Children must complete the task individually, without collaboration.
- Collect all work when the task is complete.

TASK SUMMARY

Children derive 3-digit numbers based on place-value clues. They count on and count back by 10s and 100s to derive new numbers. They use place value to compare 3-digit numbers. They model and write 3-digit numbers in different ways. They recognize and create patterns of numbers by counting on or counting back by 1s, 10s, and 100s. They recognize numbers as odd or even.

REPRESENTATION

In this task, teachers can...

- Provide options for language, mathematical expressions, and symbols by giving children multiple ways to represent numerical values.
- Provide options for comprehension by guiding the ways in which children break down and represent numbers.

ACTION and EXPRESSION

In this task, teachers can...

- Provide options for expression by varying methods of representing numerical values.
- Provide options for physical action by providing base-ten blocks for understanding place value and counters for comparing numbers.

ENGAGEMENT

In this task, teachers can...

- Provide options for engagement by giving children individual choice and autonomy in representing numbers in multiple ways.

EXPECTED STUDENT OUTCOMES

- Complete the task within the time allowed
- Reflect engagement in a productive struggle
- Determine whether numbers are odd or even
- Understand place value to the hundreds place
- Count patterns by 5s, 10s, and 100s, to 1,000
- Compare numbers using place-value concepts

SCORING

Use the associated Rubric to evaluate each child's work.

Performance Task Rubric

TWO SCHOOLS

A level 3 response	<ul style="list-style-type: none">• Indicates that the child has made sense of the task and persevered• Demonstrates an understanding of place value as numbers that can be represented as hundreds, tens, and ones• Shows the ability to accurately apply place-value concepts when comparing numbers• Indicates an understanding of how to count on or count back by 10s and 100s
A level 2 response	<ul style="list-style-type: none">• Indicates that the child has made sense of the task and persevered• Demonstrates an understanding of place value as numbers that can be represented as hundreds, tens, and ones• Shows the ability to accurately apply place-value concepts when comparing numbers• Shows the ability to accurately apply place-value concepts to count on or count back by 10s and 100s• Addresses most or all aspects of the task, but there may be errors of omission
A level 1 response	<ul style="list-style-type: none">• Shows that the child has made sense of at least some elements of the task• Shows evidence of understanding that numbers can be represented as hundreds, tens, and ones• Demonstrates some understanding of place-value concepts when comparing numbers• May not indicate an understanding of how to count on or count back by 10s or 100s
A level 0 response	<ul style="list-style-type: none">• Shows little evidence that the child has made sense of the problems of the task• Reflects a lack of understanding of place-value concepts in representing or comparing numbers• Reflects a lack of understanding of counting on or counting back by 10s and 100s• Shows little evidence of addressing the elements of the task

Name _____

4. Write the next number in each counting pattern.

338, 348, 358, 368, **378**

472, 572, 672, 772, **872**

5. Is the comparison true? Choose Yes or No.

343 < 328 Yes No

705 > 699 Yes No

691 > 706 Yes No

115 < 120 Yes No

6. It's 154 days until Jeff's birthday. Write the number of days in words.

one hundred fifty-four

Show the number in two other ways.

Hundreds	Tens	Ones
1	5	4

100 + **50** + **4**



Name _____

1.

Do the choices show a way to represent the blocks? Choose Yes or No.

50 hundreds Yes No

50 tens Yes No

5 hundreds Yes No

5 tens Yes No

2. Sonya has 140 beads. How many bags of 10 beads does she need so that she will have 200 beads in all?

6 bags of beads

3. A store has 263 board games. It has 100 fewer puzzles than board games. The store has 10 more action figures than puzzles. Write the number of each.

263 board games **163** puzzles **173** action figures



Name _____

Chapter 2 Test
Page 3

7. Sally needs 300 stickers. Vince gives her 12 packs with 10 stickers in each pack. How many stickers does Sally need now? Draw a picture to explain your answer.
180 stickers

Check children's drawings.

8. A store sells 2 boxes of 100 pencils and some single pencils. Choose all the numbers that show how many pencils the store could sell.

219 206
 120 182

9. Straws are sold in boxes, in bags, or as single straws. Each box has 10 bags in it. Each bag has 10 straws in it. Mr. Tan needs 355 straws. Draw a picture to show a way to buy 355 straws.

Check children's drawings.

How many boxes, bags, and single straws did you show?
Possible answer: 3 boxes, 5 bags, and 5 single straws

Chapter Resources
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2-31

Chapter 2 Test

Name _____

Chapter 2 Test
Page 4

10. Jill and Ed collect postcards. Jill has 124 postcards. Ed has 131 postcards. Who has more postcards? **Ed**

Jill gets 10 more postcards. Ed gets 5 more postcards. Who has more postcards now? **Ed**

Draw quick pictures to show how many postcards Jill and Ed have now. **Possible drawings are shown.**

Jill's postcards

Ed's postcards

11. Choose all the numbers that have the digit 8 in the tens place.

148 387
 836 881

12. Terry has 164 marbles.

Write the number in words.
one hundred sixty-four

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2-32

Chapter 2 Test

Name _____

Chapter 2

The Apartment Building

There is a big apartment building near the park. Each apartment has a 3-digit number. Jose's apartment number has the digit 9 in the ones place and the digit 1 in the hundreds place.

1. Write a number that could be Jose's apartment number. 109

2. Erik lives in another apartment in the same building. The number of his apartment is 100 more than the number of Jose's apartment. What could Erik's apartment number be? 209

3. Marta lives in apartment 450. Write a number sentence that compares Marta's apartment number and Erik's apartment number. 450 - 7 = 209

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4. Kim lives in apartment number 513. She uses blocks to show her apartment number. Draw a quick picture to show Kim's apartment number.



5. Chang's apartment number is 10 more than Kim's apartment number. What is Chang's apartment number? What are two other ways to write this number?

523 100x5 + 20x3

\$100 \$100 \$100 \$100 \$100

\$20 \$18 \$1 = \$523

6. Anya uses groups of 10 buttons to show her apartment number. She uses 17 groups of buttons with 2 buttons left over. What is her apartment number?

172

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Name _____

Chapter 2

The Apartment Building

There is a big apartment building near the park. Each apartment has a 3-digit number. Jose's apartment number has the digit 9 in the ones place and the digit 1 in the hundreds place.

1. Write a number that could be Jose's apartment number.

191

2. Erik lives in another apartment in the same building. The number of his apartment is 100 more than the number of Jose's apartment. What could Erik's apartment number be?

291

3. Marta lives in apartment 450. Write a number sentence that compares Marta's apartment number and Erik's apartment number.

450 > 291

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4. Kim lives in apartment number 513. She uses blocks to show her apartment number. Draw a quick picture to show Kim's apartment number.



5. Chang's apartment number is 10 more than Kim's apartment number. What is Chang's apartment number? What are two other ways to write this number?

523



500 + 20 + 3 = 523

6. Anya uses groups of 10 buttons to show her apartment number. She uses 17 groups of buttons with 2 buttons left over. What is her apartment number?

172

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4. Kim lives in apartment number 513. She uses blocks to show her apartment number. Draw a quick picture to show Kim's apartment number.

5. Chang's apartment number is 10 more than Kim's apartment number. What is Chang's apartment number? What are two other ways to write this number?

523 533

Five-Hundred
thirty-three

6. Anya uses groups of 10 buttons to show her apartment number. She uses 17 groups of buttons with 2 buttons left over. What is her apartment number?

Name Shiann Chapter 2

The Apartment Building

There is a big apartment building near the park. Each apartment has a 3-digit number. Jose's apartment number has the digit 9 in the ones place and the digit 1 in the hundreds place.

1. Write a number that could be Jose's apartment number.

319

2. Erik lives in another apartment in the same building. The number of his apartment is 100 more than the number of Jose's apartment. What could Erik's apartment number be?

419

3. Marta lives in apartment 450. Write a number sentence that compares Marta's apartment number and Erik's apartment number.

450 > 149

Name _____

Chapter 2

The Apartment Building

There is a big apartment building near the park. Each apartment has a 3-digit number.

Jose's apartment number has the digit 9 in the ones place and the digit 1 in the hundreds place.

1. Write a number that could be Jose's apartment number.

931

2. Erik lives in another apartment in the same building. The number of his apartment is 100 more than the number of Jose's apartment. What could Erik's apartment number be?

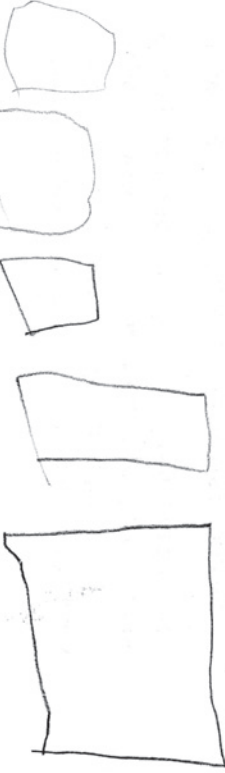
432

3. Marta lives in apartment 450. Write a number sentence that compares Marta's apartment number and Erik's apartment number.

450 - 1 = 432

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4. Kim lives in apartment number 513. She uses blocks to show her apartment number. Draw a quick picture to show Kim's apartment number.



5. Chang's apartment number is 10 more than Kim's apartment number. What is Chang's apartment number? What are two other ways to write this number?

523
315

6. Anya uses groups of 10 buttons to show her apartment number. She uses 17 groups of buttons with 2 buttons left over. What is her apartment number?

172

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Name _____

CRITICAL AREA

Number Sense and Place Value

Two Schools

238

Jefferson School has students in 1st grade up to 5th grade.

- The number of children in 1st grade has 3 digits. The digits in the number are 2, 3, and 8. The digit 8 means 80 in this number.

Write a number that could be the number of children in 1st grade.

283 students in 1st grade

- Write a number that is 10 less than the number of children you chose for 1st grade.

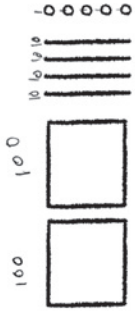
273

- Write a number sentence that uses $>$, $<$, or $=$ to compare your answers from questions 1 and 2.

273 $<$ 283

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- Donell uses these blocks to show the number of students in 3rd grade.



How many students are in 3rd grade?

245 students

- There are 100 more students in 4th grade than in 5th grade. Grade 5 has 176 students. Draw a quick picture to show how many students are in 4th grade.



- Write a number sentence that uses $>$, $<$, or $=$ to compare the number of students in 4th grade with the number of students in 3rd grade.

245 $<$ 276

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Name _____

Yasmeen goes to Lincoln School. She counts the number of 2nd grade students who go there. The number in the circle is the total number of 2nd grade students at Lincoln School.

7. Fill in the missing numbers. Count by tens.

220, 230, 240, 250, 260, 270, 280

8. Yasmeen uses tens blocks to show the number of 2nd grade students. How many tens blocks will she need?

$$\begin{array}{r} 28 \text{ 20} \\ 10 \overline{) 280} \\ \underline{20} \\ 80 \\ \underline{80} \\ 0 \end{array}$$

She will need 28 blocks.

9. Suppose Yasmeen's school has 210 students in 3rd grade. How would you figure out a number that is 10 more than that? Write your answer. Explain how you know.

220
I knew $210 + 10 = 220$ so all you had to do was 210 + 10 and that gives you 220.

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The number of students at Jefferson School is even. The number has three digits. The digit in the tens place is 4.

10. Write three numbers that could be how many students there are at Jefferson School.

340 246 148

Explain how you know your answers are correct.

I know because they are even and a three digit with a 4 in the tens place.

11. Choose one of the numbers that you just wrote. Write it three different ways.

246 $200 + 40 + 6$

$\square \square \square$ $\dots\dots$

2 hundreds 4 tens 6 ones

12. Write a 3-digit number that could NOT be the number of students at Jefferson School.

There could NOT be 553 students.

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Number Sense and Place Value

CRITICAL AREA

Two Schools

Jefferson School has students in 1st grade up to 5th grade.

- The number of children in 1st grade has 3 digits. The digits in the number are 2, 3, and 8. The digit 8 means 80 in this number. Write a number that could be the number of children in 1st grade.

382

- Write a number that is 10 less than the number of children you chose for 1st grade.

$$\begin{array}{r} 382 \\ -10 \\ \hline 372 \end{array}$$

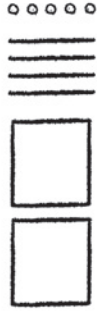
372

- Write a number sentence that uses $>$, $<$, or $=$ to compare your answers from questions 1 and 2.

382 $>$ 372

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- Donell uses these blocks to show the number of students in 3rd grade.



How many students are in 3rd grade?

245 students

- There are 100 more students in 4th grade than in 5th grade. Grade 5 has 176 students. Draw a quick picture to show how many students are in 4th grade.



- Write a number sentence that uses $>$, $<$, or $=$ to compare the number of students in 4th grade with the number of students in 3rd grade.

276 $>$ 245

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Name _____

Yasmeen goes to Lincoln School. She counts the number of 2nd grade students who go there. The number in the circle is the total number of 2nd grade students at Lincoln School.

7. Fill in the missing numbers. Count by tens.

220, 230, 240, 250, 260, 270, 280

8. Yasmeen uses tens blocks to show the number of 2nd grade students. How many tens blocks will she need?

She will need 28 blocks.

9. Suppose Yasmeen's school has 210 students in 3rd grade. How would you figure out a number that is 10 more than that? Write your answer. Explain how you know.

You would add
210 and 10 so that equals 220.

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The number of students at Jefferson School is even. The number has three digits. The digit in the tens place is 4.

10. Write three numbers that could be how many students there are at Jefferson School.

146 242 348

Explain how you know your answers are correct.

because there is a 4 in the tens place
and an even number at the end.

11. Choose one of the numbers that you just wrote. Write it three different ways.

242
200+42, □□□□□□□□; 100+100+40+2

12. Write a 3-digit number that could NOT be the number of students at Jefferson School.

There could NOT be 461 students.

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Number Sense and Place Value

CRITICAL AREA

Two Schools

Jefferson School has students in 1st grade up to 5th grade.

- The number of children in 1st grade has 3 digits. The digits in the number are 2, 3, and 8. The digit 8 means 80 in this number. Write a number that could be the number of children in 1st grade.

238

- Write a number that is 10 less than the number of children you chose for 1st grade.

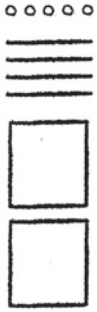
228

- Write a number sentence that uses $>$, $<$, or $=$ to compare your answers from questions 1 and 2.

$$238 > 228$$

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- Donell uses these blocks to show the number of students in 3rd grade.



How many students are in 3rd grade?

245 students

- There are 100 more students in 4th grade than in 5th grade. Grade 5 has 176 students. Draw a quick picture to show how many students are in 4th grade.



- Write a number sentence that uses $>$, $<$, or $=$ to compare the number of students in 4th grade with the number of students in 3rd grade.

$$245 < 276$$

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Name _____

Yasmeen goes to Lincoln School. She counts the number of 2nd grade students who go there. The number in the circle is the total number of 2nd grade students at Lincoln School.

7. Fill in the missing numbers. Count by tens.

220, 230, 240, 250, 260, 270, 280

8. Yasmeen uses tens blocks to show the number of 2nd grade students. How many tens blocks will she need?

She will need 10 blocks. 

9. Suppose Yasmeen's school has 210 students in 3rd grade. How would you figure out a number that is 10 more than that? Write your answer. Explain how you know.

220

The number of students at Jefferson School is even. The number has three digits. The digit in the tens place is 4.

10. Write three numbers that could be how many students there are at Jefferson School.

8 4 2

Explain how you know your answers are correct.

2 x 4 = 8

11. Choose one of the numbers that you just wrote. Write it three different ways.

842
248
428

12. Write a 3-digit number that could **NOT** be the number of students at Jefferson School.

There could NOT be 311 students.

Name _____

CRITICAL AREA

Number Sense and Place Value

Two Schools

Jefferson School has students in 1st grade up to 5th grade.

- The number of children in 1st grade has 3 digits. The digits in the number are 2, 3, and 8. The digit 8 means 80 in this number. Write a number that could be the number of children in 1st grade.

100

- Write a number that is 10 less than the number of children you chose for 1st grade.

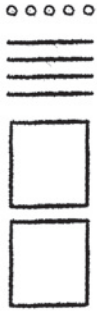
90

- Write a number sentence that uses $>$, $<$, or $=$ to compare your answers from questions 1 and 2.

100 $>$ 90

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- Donell uses these blocks to show the number of students in 3rd grade.



How many students are in 3rd grade?

245 students

- There are 100 more students in 4th grade than in 5th grade. Grade 5 has 176 students. Draw a quick picture to show how many students are in 4th grade.



- Write a number sentence that uses $>$, $<$, or $=$ to compare the number of students in 4th grade with the number of students in 3rd grade.

176 $>$ 245

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Name _____

Yasmeen goes to Lincoln School. She counts the number of 2nd grade students who go there. The number in the circle is the total number of 2nd grade students at Lincoln School.

7. Fill in the missing numbers. Count by tens.

220, 230, 240, 250, 260, 270, 280

8. Yasmeen uses tens blocks to show the number of 2nd grade students. How many tens blocks will she need?

She will need 102 blocks.

9. Suppose Yasmeen's school has 210 students in 3rd grade. How would you figure out a number that is 10 more than that? Write your answer. Explain how you know.

210 + 10 = 220

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The number of students at Jefferson School is even. The number has three digits. The digit in the tens place is 4.

10. Write three numbers that could be how many students there are at Jefferson School.

2 4 6

Explain how you know your answers are correct.

Well there are three digits and 4 tens and it's even so you put it all together and get your answer

11. Choose one of the numbers that you just wrote. Write it three different ways.

642
426
624

12. Write a 3-digit number that could NOT be the number of students at Jefferson School.

There could NOT be 793 students.

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Chapter 2 Test

Item	Lesson	Standard	Content Focus	Intervene With	Personal Math Trainer
1	2.1	2.NBT.A.1a 2.NBT.A.1b	Identify 10 tens as equivalent to 100.	R—2.1	2.NBT.1.a, 2.NBT.1.b
2	2.2	2.NBT.A.1	Apply place value concepts to solve problems.	R—2.2	2.NBT.1
3	2.9	2.NBT.B.8	Identify 10 more, 100 less.	R—2.9	2.NBT.8
4	2.10	2.NBT.B.8	Use place value to identify and extend counting patterns.	R—2.10	2.NBT.8
5	2.12	2.NBT.A.4	Compare 3-digit numbers using $>$, $=$, and $<$.	R—2.12	2.NBT.4
6	2.4	2.NBT.A.3	Write 3-digit numbers in word form and expanded form.	R—2.4	2.NBT.3
7	2.7	2.NBT.A.3	Use a model to represent 3-digit numbers.	R—2.7	2.NBT.3
8	2.3	2.NBT.A.1	Use place value to identify the values of digits.	R—2.3	2.NBT.1
9	2.8	2.NBT.A.3	Use a model to represent 3-digit numbers.	R—2.8	2.NBT.3
10	2.11	2.NBT.A.4	Use a model to solve problems using number comparisons.	R—2.11	2.NBT.4
11	2.5	2.NBT.A.1	Use place to identify the values of digits.	R—2.5	2.NBT.1
12	2.6	2.NBT.A.3	Write a 3-digit number in word form.	R—2.6	2.NBT.3

Key: R—Reteach