Topic A

Forming Base Ten Units of Ten, a Hundred, and a Thousand

2.NBT.1

Focus Standard:	2.NBT.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: a. 100 can be thought of as a bundle of ten tens—called a "hundred." b. 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).
Instructional Days:	1	
Coherence -Links from:	G1–M6	Place Value, Comparison, Addition and Subtraction to 100
-Links to:	G2–M4	Addition and Subtraction Within 200 with Word Problems to 100

When students gather on the carpet in a circle, the teacher pours out a box of 1,000 straws. "How can we count these easily?" Students are led to suggest that bundles of 10 would make it much easier to count and recount the giant pile of straws. Students skip-count and experience that 1 hundred is equal to both 100 ones and 10 tens (**2.NBT.1a**). Likewise, 1 thousand is equal to both 100 tens and 10 hundreds (**2.NBT.1b**). Just as students added and subtracted centimeter units in Module 2, in Module 3 they skip-count using bundles of straws as units. The efficiency of place value and base ten numbers comes to life as students repeatedly bundle 10 ones to make 1 ten and subsequently bundle 10 tens to make 1 hundred.

A Teaching Sequence Toward Mastery of Forming Base Ten Units of Ten, a Hundred, and a Thousand

Objective 1: Bundle and count ones, tens, and hundreds to 1,000. (Lesson 1)