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| **Clarity for Learning** | |
| **Standard KY.2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens and 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). | |
| **Concepts (Nouns)**  three digits of a three-digit number  amounts of hundreds, tens, and one  100 can be thought of as a bundle of ten tens - called a hundred  100 refers to one hundred with 0 tens and 0 ones | **Skills (Verbs)**  understand  represent  thought  refer |
| **Learning Progressions**  *Prerequisite:*   * Understand place value of two-digit numbers * Use hands-on materials to count to 100 by 1s, 5s, and 10s * Use a hundreds board to count to 100 by 1s, 5s, and 10s * Represent two-digit numbers with bundles and sticks   *Grade Level Skills:*   * Use hands-on materials to represent ones, tens and hundreds (single stickers, sticker strips, sheets of stickers). * Understand that 100 can be seen one hundred, as ten tens, and as 100 ones. * Understand that 3-digit numbers represent amounts of hundreds, tens and ones. * Represent 3-digit numbers in multiple ways (stickers, drawings, expanded notation, etc.)   *Clarifications:*    KY.1.NBT.2→KY.2.NBT.1→KY.3.NBT.1 | |
| **Learning Intentions (I am learning to...)** | **Success Criteria (I know I’m successful when...)** |
| Represent place value with hundreds, tens and ones. | * I can use a place value model to represent and compare 3-digit numbers as hundreds, tens and ones. * I can represent 3-digit numbers using expanded form. * I can represent a 3-digit number in multiple ways. |