



San Diego Unified School District

Instructional Module to Enhance the Teaching of

**HARCOURT**

**Math**

**California Edition**

**Grade 2**

**Module 7 - Revised**

**Number Sense  
and Fractions**

- WORK IN PROGRESS -

Harcourt Math – Grade 2

MODULE 7:  
11 Days

Key Mathematical Concepts:

- Identify groups of one hundred
- Model hundreds, tens and ones
- Identify place value in three-digit numbers
- Build, read, and write numbers three-digit numbers
- Identify 100 less and 100 more
- Compare and order numbers
- Solve problems

<p><b>Chapter 21</b>    <b>Numbers to 1,000</b>                  Lesson 21.1: Hundreds                  Lesson 21.2: Hundreds, Tens and Ones                  Lesson 21.3: Place Value                  Lesson 21.4: Read and Write Numbers                  Lesson 21.5: Problem Solving</p>	<p><b>Chapter 22</b>    <b>Comparing and Ordering Numbers to 1,000</b>                  Lesson 22.1: 100 Less, 100 More                  Lesson 22.2: Comparing Numbers                  Lesson 22.3: Ordering Numbers                  Lesson 22.4: Ordering Numbers                  Lesson 22.5: Problem Solving                  Assessment</p>
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<p><b><u>Day 1</u></b> Unit 5 Lesson 21.1</p>	<p><b><u>Day 2</u></b> Unit 5 Lesson 21.2</p>	<p><b><u>Day 3</u></b> Unit 5 Lesson 21.3</p>	<p><b><u>Day 4</u></b> Unit 5 Lesson 21.4</p>	<p><b><u>Day 5</u></b> Unit 5 Lesson 21.5</p>
<p><b><u>Day 6</u></b> Unit 5 Lesson 22.1</p>	<p><b><u>Day 7</u></b> Unit 5 Lesson 22.2</p>	<p><b><u>Day 8</u></b> Unit 5 Lesson 22.3</p>	<p><b><u>Day 9</u></b> Unit 5 Lesson 22.4</p>	<p><b><u>Day 10</u></b> Unit 5 Lesson 22.5</p>
<p><b><u>Day 11</u></b> Assessment</p>				

**MODULE 7 — NUMBER SENSE**

**Modules represent individual units of study that lead to essential learnings**

**THREADS THROUGHOUT THE YEAR:**

*The threads represent ongoing learning opportunities in which students should be actively engaged throughout all units of inquiry during the entire school year. These items should not be isolated to any one particular unit of inquiry*  
Students will:

- Develop understanding of numbers and the number system and use their understanding to solve problems and recognize reasonable results.
- Develop understanding of and fluency in basic computation and procedural skills.
- Use mathematical reasoning to solve problems.
- Communicate their mathematical thinking by using words, numbers, symbols, graphs and charts.
- Express generalizations of patterns and relationships.
- Develop logical thinking to analyze evidence and build arguments to support or refute a hypothesis.
- Make connections among mathematical ideas and between other disciplines.
- Develop and use strategies, skills, and concepts to solve problems.
- Use appropriate tools, including technology, as vehicles to learn mathematical concepts.

***These are essential learnings that represent bigger ideas/concepts:***

- Students understand the relationships between numbers, quantities and place value in whole numbers up to 1,000.
- Students use words, models, and expanded forms to represent numbers and use this knowledge to order and compare numbers.

**These are essential questions that learners ask themselves in order to achieve the essential learnings:**

- How do I demonstrate the relationship between numbers, quantities and place value for whole numbers up to 1,000?
- How can I represent the expanded notation of 3-digit numbers using symbols and concrete tools?
- How can I represent numbers 100 more and 100 less using symbols and concrete tools?
- How can I use models, words and expanded formats to order and compare numbers?

**Resources:** *Van de Walle, 12pp 178 -193 , Chapter 22, pp., 417,420-421*

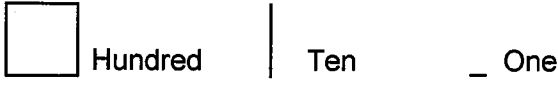

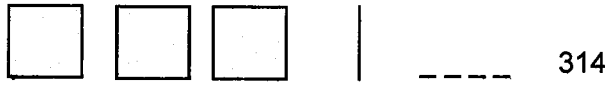
DAY 1  
 UNIT 5: Number Sense and Fractions  
 Chapter 21: Numbers to 1,000  
 LESSON 21.1  
 TE, Pg.307A

<b>LESSON FOCUS:</b>	<b>Hundreds</b>										
<b>CALIFORNIA STANDARD:</b>	<b>Number Sense 1.0</b> Students understand the relationships between numbers, quantities, and place value in whole numbers up to 1,000.										
<b>PURPOSE OF LESSON:</b>	<b>Represent numbers up to 200 using symbols and concrete tools.</b>										
<b>ROUTINE:</b>  <b>Materials:</b> <ul style="list-style-type: none"> <li>• Base ten materials (a variety, including commercially available materials, bundles of sticks, beans and cups, snap cubes)</li> <li>• Manipulatives</li> <li>• Money</li> </ul>	<b>Suggestion: Number of the Day</b> <ul style="list-style-type: none"> <li>• Have students brainstorm equations that equal the number of days they have been in school.</li> <li>• Ask students to build a model of the number (using base ten materials, money or another manipulative).</li> <li>• Students report on how the model can be represented in an equation.</li> <li>• On the class number line and 10x18 square chart, fill in the numbers since the last time Number of the Day routine.</li> </ul> <p style="text-align: center;">Or</p> <b>Guess My Number</b> <ul style="list-style-type: none"> <li>• Hide a number (e.g., 73) within a given range (e.g. 1 – 100).</li> <li>• Students give guesses and their guesses are recorded:</li> </ul> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding-right: 20px;">Student guess:</td> <td>What is recorded:</td> </tr> <tr> <td style="padding-right: 20px;">65</td> <td>n &gt; 65</td> </tr> <tr> <td style="padding-right: 20px;">92</td> <td>n &lt; 92</td> </tr> <tr> <td style="padding-right: 20px;">84</td> <td>n &lt; 84</td> </tr> <tr> <td style="padding-right: 20px;">73</td> <td>n = 73</td> </tr> </table> <ul style="list-style-type: none"> <li>• Students try to guess the hidden number in the fewest number of guesses.</li> </ul>	Student guess:	What is recorded:	65	n > 65	92	n < 92	84	n < 84	73	n = 73
Student guess:	What is recorded:										
65	n > 65										
92	n < 92										
84	n < 84										
73	n = 73										
<b>LAUNCH:</b>  <b>Materials:</b> <ul style="list-style-type: none"> <li>• Base ten materials (a variety, including commercially available materials, bundles of sticks, beans and cups, snap cubes)</li> <li>• Money (dollars, dimes and pennies)</li> </ul>	<b>Building Numbers</b> <ul style="list-style-type: none"> <li>• Ask students to arrange themselves in pairs/groups.</li> <li>• Give each pair/group materials and ask them to “build” the quantity 100 with the fewest materials.</li> <li>• Have each pair/group report to the whole class, explaining their number model and the number of hundreds/tens/ones used in the model.</li> <li>• Record the number (e.g., 100), and how many hundreds, tens and ones in the number (e.g., 1 hundred, 10 tens, 100 ones).</li> <li>• Repeat with other numbers between 100 and 200.</li> </ul>										

<p><b>EXPLORE:</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Base ten materials (a variety, including commercially available materials, bundles of sticks, beans and cups, snap cubes)</li> <li>• Money (dollars, dimes and pennies)</li> </ul>	<p><b>More Building Numbers</b></p> <ul style="list-style-type: none"> <li>• Students work in pairs. One partner “hides” a number between 100 and 200 (e.g., 127) and the other partner “builds” the number with the fewest materials.</li> <li>• The partner reads the number of hundreds/tens/ones used in the model (e.g., 1 hundred, 2 tens and 7 ones) and the total quantity (e.g., 127).</li> <li>• The “hider” reveals the number to the “builder.” Partners switch jobs and repeat.</li> </ul>
<p><b>PRACTICE:</b></p>	<p><b>As time allows: Pgs. 307, 308.</b></p>
<p><b>SUMMARIZE:</b></p>	<ul style="list-style-type: none"> <li>• Students share their experiences from Explore with the whole class. <i>What did you learn about hundreds/tens/ones?</i></li> </ul> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>• Revisit purpose of the lesson with students.</li> </ul>
<p><b>HOMEWORK</b></p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• 3 copies of TR Pg. 32 per student</li> </ul>	<p><b>Suggestion:</b></p> <ul style="list-style-type: none"> <li>• Students cut apart the models on TR Pg. 32 and use beans as “ones.”</li> <li>• They repeat the Explore activity at home with a family member.</li> </ul> <p>Or: Pgs. 307, 308.</p>

DAY 2  
 UNIT 5: Number Sense and Fractions  
 Chapter 21: Numbers to 1,000  
 LESSON 21.2  
 TE, Pg. 309A

<b>LESSON FOCUS:</b>	<b>Hundreds, Tens and Ones</b>										
<b>CALIFORNIA STANDARD:</b>	<b>Number Sense 1.0</b> Students understand the relationships between numbers, quantities, and place value in whole numbers up to 1,000.										
<b>PURPOSE OF LESSON:</b>	<b>Represent 3-digit numbers up to 500 using symbols and concrete tools.</b>										
<b>ROUTINE:</b>  <b>Materials:</b> <ul style="list-style-type: none"> <li>• Base ten materials (a variety, including commercially available materials, bundles of sticks, beans and cups, snap cubes)</li> <li>• Manipulatives</li> <li>• Money</li> </ul>	<b>Suggestion: Number of the Day</b> <ul style="list-style-type: none"> <li>• Have students brainstorm equations that equal the number of days they have been in school.</li> <li>• Ask students to build a model of the number (using base ten materials, money or another manipulative).</li> <li>• Students report on how the model can be represented in an equation.</li> <li>• On the class number line and 10x18 square chart, fill in the numbers since the last time Number of the Day routine.</li> </ul> <p style="text-align: center;"><b>Or</b></p> <b>Guess My Number</b> <ul style="list-style-type: none"> <li>• Hide a number (e.g., 73) within a given range (e.g. 1 – 100).</li> <li>• Students give guesses and their guesses are recorded:</li> </ul> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="padding-right: 20px;">Student guess:</td> <td>What is recorded:</td> </tr> <tr> <td style="padding-right: 20px;">66</td> <td>n &gt; 65</td> </tr> <tr> <td style="padding-right: 20px;">93</td> <td>n &lt; 92</td> </tr> <tr> <td style="padding-right: 20px;">85</td> <td>n &lt; 84</td> </tr> <tr> <td style="padding-right: 20px;">74</td> <td>n = 73</td> </tr> </table> <ul style="list-style-type: none"> <li>• Students try to guess the hidden number in the fewest number of guesses.</li> </ul>	Student guess:	What is recorded:	66	n > 65	93	n < 92	85	n < 84	74	n = 73
Student guess:	What is recorded:										
66	n > 65										
93	n < 92										
85	n < 84										
74	n = 73										
<b>LAUNCH:</b>  <b>Materials:</b> <ul style="list-style-type: none"> <li>• Base ten materials (a variety, including commercially available materials, bundles of sticks, beans and cups, snap cubes)</li> <li>• Money (dollars, dimes and pennies)</li> <li>• Building Larger Numbers overhead</li> </ul>	<b>Building Larger Numbers</b> <ul style="list-style-type: none"> <li>• Ask students to arrange themselves in pairs/groups.</li> <li>• Give each pair/group materials and ask them to “build” the quantity 200 with the fewest materials.</li> <li>• Have each pair/group report to the whole class, explaining their number model and the number of hundreds/tens/ones used in the model.</li> <li>• Record the number (e.g., 200), and how many hundreds, tens and ones in the number (e.g., 2 hundreds, 20 tens, 200 ones).</li> <li>• Repeat with other numbers between 200 and 400.</li> </ul>										

	<ul style="list-style-type: none"> <li>• Demonstrate how to draw base ten models:  </li> <li>• Have students create, explain and use ways of representing hundreds, tens and ones other base ten materials.</li> </ul>
<p><b>EXPLORE:</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Base ten materials (a variety, including commercially available materials, bundles of sticks, beans and cups, snap cubes)</li> <li>• Money (dollars, dimes and pennies)</li> <li>• Building Larger Numbers worksheet</li> </ul>	<p><b>More Building Larger Numbers</b></p> <ul style="list-style-type: none"> <li>• Students work in pairs. One partner “hides” a number between 100 and 500 (e.g., 247) and the other partner “builds” the number with the fewest materials.</li> <li>• The partner reads the number of hundreds/tens/ones used in the model (e.g., 2 hundred, 4 tens and 7 ones) and the total quantity (e.g., 247).</li> <li>• The “hider” reveals the number to the “builder.” Partners switch jobs and repeat. Students keep track of the numbers they have built by recording with a drawing and number:  </li> <li>• Have students create, explain and use ways of representing hundreds, tens and ones other base ten materials.</li> </ul>
<p><b>PRACTICE:</b></p>	<p><b>As time allows:</b> Pgs. 309, 310.</p>
<p><b>SUMMARIZE:</b></p>	<ul style="list-style-type: none"> <li>• Students share their experiences from Explore with the whole class. <i>What made this task difficult? What made it easy? What did you learn about hundreds/tens/ones?</i></li> <li><b>Closure:</b></li> <li>• Revisit purpose of the lesson with students.</li> </ul>
<p><b>HOMEWORK</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• A set of digits, 0 – 9 (TR38 &amp; 39).</li> <li>• Homework: Building Numbers at Home worksheet</li> </ul>	<p><b>Suggestion:</b> Students practice building numbers at home.</p> <ul style="list-style-type: none"> <li>• They “draw” three digits from the set and arrange them. Students record the number and draw a picture to match.  </li> <li>• Students “hide” their recording and give clues to an adult family member:  <i>I used 3 hundreds.                      My number is greater than 300 but less than 320.                      I used 4 ones.</i></li> </ul> <p>Or: Pgs. 309, 310.</p>


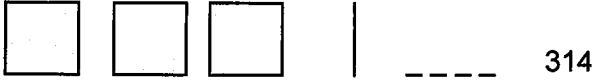
### Homework: Building Larger Numbers

Number	Drawing



DAY 3  
 UNIT 5: Number Sense and Fractions  
 Chapter 21: Numbers to 1,000  
 LESSON 21.3  
 TE, Pg. 311A

<b>LESSON FOCUS:</b>	<b>Place Value</b>
<b>CALIFORNIA STANDARD:</b>	<b>Number Sense 1.0</b> Students understand the relationships between numbers, quantities, and place value in whole numbers up to 1,000.
<b>PURPOSE OF LESSON:</b>	<b>Represent numbers up to 500 using symbols, and concrete tools, representing 100's, 10's, and 1's.</b>
<b>ROUTINE:</b>  <b>Materials:</b> <ul style="list-style-type: none"> <li>• Base ten materials (a variety, including commercially available materials, bundles of sticks, beans and cups, snap cubes)</li> </ul>	<b>Suggestion: Base-Ten Riddles</b> Present riddles orally or in written form. Students use materials to solve. <ul style="list-style-type: none"> <li>• <i>I have 12 tens. What am I?</i></li> <li>• <i>I am 163. I have 3 ones. How many tens do I have?</i></li> <li>• <i>If you put 7 more tens and 6 ones with me, I will be 176. What am I?</i></li> <li>• <i>I have 10 ones. I am between 100 and 110. How many tens do I have?</i></li> </ul> <p style="text-align: center;"><b>Or</b></p> <b>Suggestion: Problem of the Day, TE Pg 311A</b>
<b>LAUNCH:</b>  <b>Materials:</b> <ul style="list-style-type: none"> <li>• Base ten materials (a variety, including commercially available materials, bundles of sticks, beans and cups, snap cubes)</li> <li>• Money (dollars, dimes and pennies)</li> <li>• Building Larger Numbers overhead</li> </ul>	<b>Building More Larger Numbers</b> <ul style="list-style-type: none"> <li>• Ask students to arrange themselves in pairs/groups.</li> <li>• Give each pair/group materials and ask them to “build” the quantity 300 with the fewest materials.</li> <li>• Have each pair/group report to the whole class, explaining their number model and the number of hundreds/tens/ones used in the model.</li> <li>• Record the number (e.g., 200), and how many hundreds, tens and ones in the number (e.g., 2 hundreds, 20 tens, 200 ones).</li> <li>• Repeat with other numbers between 300 and 600.</li> <li>• Demonstrate how to draw base ten models:</li> </ul> <div style="text-align: center; margin: 10px 0;"> <span style="border: 1px solid black; display: inline-block; width: 40px; height: 40px; vertical-align: middle;"></span> <span style="margin: 0 10px;">Hundred</span> <span style="border-left: 1px solid black; border-right: 1px solid black; display: inline-block; width: 10px; height: 40px; vertical-align: middle;"></span> <span style="margin: 0 10px;">Ten</span> <span style="margin-left: 20px;">_ One</span> </div> <ul style="list-style-type: none"> <li>• Have students create, explain and use ways of representing hundreds, tens and ones other base ten materials.</li> </ul>
<b>EXPLORE:</b>  <b>Materials:</b> <ul style="list-style-type: none"> <li>• Base ten materials (a variety, including commercially available</li> </ul>	<b>More Building Larger Numbers</b> <ul style="list-style-type: none"> <li>• Students work in pairs. One partner “hides” a number between 100 and 500 (e.g., 247) and the other partner “builds” the number with the fewest materials.</li> <li>• The partner reads the number of hundreds/tens/ones used in the model (e.g., 2 hundred, 4 tens and 7 ones) and the total quantity (e.g., 247). T</li> </ul>

<p>commercially available materials, bundles of sticks, beans and cups, snap cubes)</p> <ul style="list-style-type: none"> <li>• Money (dollars, dimes and pennies)</li> <li>• Building Larger Numbers worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• The “hider” reveals the number to the “builder.” Partners switch jobs and repeat.</li> <li>• Students keep track of the numbers they have built by recording with a drawing and number: 347.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• Have students create, explain and use ways of representing hundreds, tens and ones other base ten materials.</li> </ul>
<p><b>PRACTICE:</b></p>	<p><b>As time allows:</b> Pgs. 311 and/or 312 and/or students play Guess My Number in pairs.</p>
<p><b>SUMMARIZE:</b></p>	<ul style="list-style-type: none"> <li>• Students share their experiences from Explore with the whole class.</li> </ul> <p><i>What did you learn about hundreds/tens/ones?</i></p> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>• Revisit purpose of the lesson with students.</li> </ul>
<p><b>HOMEWORK:</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• A set of digits, 0 – 9</li> <li>• Homework: Building Larger Numbers at Home worksheet</li> </ul>	<p><b>Suggestion:</b></p> <ul style="list-style-type: none"> <li>• Students practice building numbers at home.</li> <li>• They “draw” three digits from the set and arrange them.</li> <li>• Students record the number and draw a picture to match.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• Students “hide” their recording and give clues to an adult family member:</li> </ul> <p><i>I used 3 hundreds.</i></p> <p><i>My number is greater than 300 but less than 320.</i></p> <p><i>I used 4 ones.</i></p> <p>Or: Pgs. 311, 312.</p>

## Building Larger Numbers

Number	Drawing



DAY 4  
 UNIT 5: Number Sense and Fractions  
 Chapter 21: Numbers to 1,000  
 LESSON 21.4  
 TE, Pg. 313A

<b>LESSON FOCUS:</b>	<b>Read and Write Numbers</b>										
<b>CALIFORNIA STANDARD:</b>	<b>Number Sense 1.2</b> Use words, models, and expanded forms to represent numbers.										
<b>PURPOSE OF LESSON:</b>	<b>Represent expanded notation of 3-digit numbers using symbols and concrete tools.</b>										
<b>ROUTINE:</b>  <b>Materials:</b> <ul style="list-style-type: none"> <li>• Quart jar</li> <li>• 100-200 objects to place in jar</li> </ul>	<b>Suggestion: Guess My Number</b> <ul style="list-style-type: none"> <li>• Hide a number (e.g., 73) within a given range (e.g. 1 – 100).</li> <li>• Students give guesses and their guesses are recorded:  <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 20px;">Student guess:</td> <td>What is recorded:</td> </tr> <tr> <td>67</td> <td>n &gt; 65</td> </tr> <tr> <td>94</td> <td>n &lt; 92</td> </tr> <tr> <td>86</td> <td>n &lt; 84</td> </tr> <tr> <td>75</td> <td>n = 73</td> </tr> </table> </li> <li>• Students try to guess the hidden number in the fewest number of guesses.</li> </ul> <p style="margin-left: 20px;"><b>Or</b></p> <p><b>Estimation Jars Day 1</b></p> <ul style="list-style-type: none"> <li>• Fill a quart jar with between 100 and 200 objects.</li> <li>• Ask students to write their estimate on a class chart.</li> <li>• Have students to explain how they got their estimate.</li> </ul>	Student guess:	What is recorded:	67	n > 65	94	n < 92	86	n < 84	75	n = 73
Student guess:	What is recorded:										
67	n > 65										
94	n < 92										
86	n < 84										
75	n = 73										
<b>LAUNCH:</b>  <b>Materials:</b> <ul style="list-style-type: none"> <li>• Base ten materials (a variety, including commercially available materials, bundles of sticks, beans and cups, snap cubes)</li> <li>• Money (dollars, dimes and pennies)</li> <li>• A set of digits, 0 – 9 (TR 38 &amp; 39)</li> <li>• Building and Recording Numbers overhead</li> </ul>	<b>Building and Recording Numbers</b> <ul style="list-style-type: none"> <li>• Ask a volunteer to draw three digits from the set.</li> <li>• Ask students for different ways to arrange the digits to make different three-digit numbers. Choose one.</li> <li>• Ask a volunteer to build the number, using the fewest number of materials.</li> <li>• Ask students to explain which digit is represented by which group of materials.</li> <li>• Ask students to help construct an equation that matches the three-digit number and model:</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Digits</th> <th style="width: 15%;">Number Made</th> <th style="width: 30%;">Model</th> <th style="width: 35%;">Equation</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1, 5, 2</td> <td style="text-align: center;">215</td> <td style="text-align: center;"> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border-left: 1px solid black; border-right: 1px solid black; width: 10px; height: 40px;"></div> </div> <div style="text-align: center; margin-top: 5px;">-----</div> </td> <td style="text-align: center; vertical-align: middle;">200 + 10 + 5=215</td> </tr> </tbody> </table> <p style="margin-top: 10px;"><b>Explanations:</b> "Which digit is represented by which materials?"  <i>"The two blocks of 100 is what the 2 stands for."</i></p>	Digits	Number Made	Model	Equation	1, 5, 2	215	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border-left: 1px solid black; border-right: 1px solid black; width: 10px; height: 40px;"></div> </div> <div style="text-align: center; margin-top: 5px;">-----</div>	200 + 10 + 5=215		
Digits	Number Made	Model	Equation								
1, 5, 2	215	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="border-left: 1px solid black; border-right: 1px solid black; width: 10px; height: 40px;"></div> </div> <div style="text-align: center; margin-top: 5px;">-----</div>	200 + 10 + 5=215								

	<p><i>“One is for the one ten.”</i></p> <p><i>“The five is for the five little blocks...the ones.”</i></p> <ul style="list-style-type: none"> <li>• Students repeat the process, building, drawing and recording an equation for two other numbers that can be made with the same digits (e.g., 512, 251).</li> <li>• Students create, explain and use ways of representing hundreds, tens and ones other base ten materials.</li> </ul>
<p><b>EXPLORE:</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Base ten materials (a variety, including commercially available materials, bundles of sticks, beans and cups, snap cubes)</li> <li>• Money (dollars, dimes and pennies)</li> <li>• a set of digits, 0 – 9 (TR 38 &amp; 39) (per pair)</li> <li>• Building and Recording Numbers worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• In pairs, students draw three digits from the set.</li> <li>• They collaborate to arrange the digits into a three-digit number.</li> <li>• Students build, draw and record an equation for three different numbers made using the same three digits.</li> </ul>
<b>PRACTICE:</b>	<b>As time allows:</b> Pgs. 313 and/or 314.
<b>SUMMARIZE:</b>	<p><b>ASSESS, TE Pg. 314</b> (ask students how to “draw” and “build”, as well as “write.”)</p> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>• Revisit purpose of the lesson with students.</li> </ul>
<p><b>HOMEWORK:</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Homework: Guess My Number worksheet</li> </ul>	<p><b>Suggestion:</b></p> <ul style="list-style-type: none"> <li>• Students play Guess My Number with a family member.</li> </ul> <p>Or: Pgs. 313, 314.</p>

## Building and Recording Numbers

Digits	Number Made	Model	Equation

## Homework: Guess My Number

**Directions:**

Think of a number. Write it down and hide it.

Take guesses from a friend or family member.

Record the guess in the "Guess" column.

In the "Recording" column, record whether your number is

    > or < than the number guessed.

Guess	Recording
Example: (If the number hidden was 28)	
48	$n < 48$
16	$n > 16$

