

SAINT PIERRE LEARNING RESOURCES

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MATHEMATICS | QUARTER 1 | DAY 4

2ND GRADE

Build 3-Digit Numbers with Hundreds, Tens & Ones

STANDARDS-FIRST PLANNING

Verified NC alignment: NC.2.NBT.1 - Understand hundreds, tens, ones; unitize ten tens into one hundred; compose and decompose 3-digit numbers.

Student target: I can build a three-digit number and show it in different ways.

Success criteria: Represent 3-digit numbers with base-ten models and at least two valid decompositions.

Teaching overview

Concrete place-value work, including the exchange $10 \text{ tens} = 1 \text{ hundred}$. Students do not merely copy expanded form; they physically regroup.

Materials & setup

- Base-ten hundred flats, ten rods, unit cubes
- Hundreds/tens/ones place-value mats
- Place-value number cards
- Pencils and grid paper

Exactly 80 minutes: daily flow

COMPONENT	TIME
Warm-Up / Spiral Review	8 min
Visual Mini-Lesson	12 min
I Do	10 min
We Do	12 min
Small Group / Centers	18 min
Independent Practice + Early Finisher	15 min
Exit Ticket / Closure	5 min

Early finisher work is completed within the independent-practice block; it does not add time beyond 80 minutes. Quarter placement is a proposed local instructional sequence, not a state-mandated pacing map.

8 min | Warm-Up

Review Day 3 story equations within 100, labeled spiral review.

12 min | Visual Mini-Lesson

Show 10 rods. Trade them for one flat. Ask "Did the amount change?" Then build 146 using 1 flat, 4 rods, 6 ones.

10 min | I Do

Model 235 as 2 hundreds 3 tens 5 ones, then regroup 1 hundred as 10 tens: 1 hundred 13 tens 5 ones.

12 min | We Do

Build and rename four three-digit numbers using mats; students explain each regrouping.

18 min | Centers

Rotate 6 minutes through trading, number detectives, and expanded-form matching.

15 min | Independent / Challenge

Students compose/decompose 12 fresh numbers, including zero in one place. Early finishers find three ways to represent one number.

5 min | Exit

Students build 304 and write two equivalent decompositions.

Differentiation and access

Support: Use numbers 100-300 and prebuilt flats/rods.

Core: Compose/decompose 100-999 and exchange hundreds/tens.

Extension: Represent a number with 0 hundreds but 10+ tens (e.g., 12 tens + 4 ones = 124).

Language: Frame: "___ hundreds, ___ tens, ___ ones is ___."

Misconception to watch

Students may read 3 hundreds 12 tens as 312. Have them trade 10 tens for a hundred, then count total value.

Evidence to collect

Collect two different representations of the same number from each student.