# Lesson 4: Escribamos números de tres dígitos

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 2.NBT.A.1, 2.NBT.A.3 |

### Teacher-facing Learning Goals

* Read, write, and represent three-digit numbers using base-ten numerals.

### Student-facing Learning Goals

* Representemos números de tres dígitos usando numerales en base diez.

### Lesson Purpose

The purpose of this lesson is for students to use their understanding of place value to identify and write three-digit numbers.

In previous lessons, students learned that the three digits in a three-digit number represent amounts of hundreds, tens, and ones.

In this lesson, students build on this understanding to write three-digit numbers when the number or value of the hundreds, tens, and ones are shown in different orders. Throughout the lesson, students practice identifying and writing three-digit numbers using their understanding of place value.

### Access for:

### Students with Disabilities

* Engagement (Activity 1)

### English Learners

* MLR8 (Activity 1)

### Instructional Routines

How Many Do You See? (Warm-up)

### Materials to Gather

* Base-ten blocks: Activity 1, Activity 2

### Lesson Timeline

|  |  |
| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 20 min |
| Activity 2 | 15 min |
| Lesson Synthesis | 10 min |
| Cool-down | 5 min |

### Teacher Reflection Question

Why is it important for students to be able to connect different representations of three-digit numbers? How does the work of today’s lesson help students expand their understanding of place value to include a hundred as a unit?

## Cool-down

(to be completed at the end of the lesson) 5min

Orden de los dígitos

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 2.NBT.A.1, 2.NBT.A.3 |

### Student-facing Task Statement

En cada caso, encuentra el número que hace que la ecuación sea verdadera.

1. 638 \_\_\_\_\_\_\_\_\_\_\_\_ unidades  \_\_\_\_\_\_\_\_\_\_\_\_ centenas \_\_\_\_\_\_\_\_\_\_\_\_ decenas
2. 7 decenas  2 unidades  4 centenas  \_\_\_\_\_\_\_\_\_\_\_\_

### Student Responses

1. 8 ones 6 hundreds 3 tens
2. 472