Lesson 2: Formemos centenas

Standards Alignments

Addressing   2.NBT.A.1.a, 2.NBT.A.1.b, 2.NBT.A.2

Teacher-facing Learning Goals

- Read, write, and represent multiples of 100.

Student-facing Learning Goals

- Representemos centenas de distintas formas.

Lesson Purpose

The purpose of this lesson is for students to represent hundreds in different ways.

In a previous lesson, students learned that a hundred is composed of 10 tens or 100 ones.

In this lesson, students deepen their understanding of a hundred as a unit. They learn that for every 10 tens, they can compose 1 hundred. Students notice that it may be easier to count the hundreds rather than count the tens to find a total value. Students begin to recognize and describe the patterns in the structure of the base-ten system (MP7, MP8). They recognize that 10 tens make 1 hundred, 30 tens make 3 hundreds, 60 tens make 6 hundreds, etc. as they build numbers with tens and exchange them for hundreds. Students identify the multiples of 100 written as numerals and begin to make connections between base-ten blocks and the value of each digit in a three-digit number.

Access for:

🦽 Students with Disabilities

- Action and Expression (Activity 2)

🌐 English Learners

- MLR8 (Activity 1)

Instructional Routines

Choral Count (Warm-up)

Materials to Gather

- Base-ten blocks: Activity 1, Activity 2

Lesson Timeline

Warm-up	10 min

Teacher Reflection Question

As students worked in their small groups today, whose ideas were heard, valued, and accepted?

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

How can you adjust the group structure tomorrow to ensure each student's ideas are a part of the collective learning?
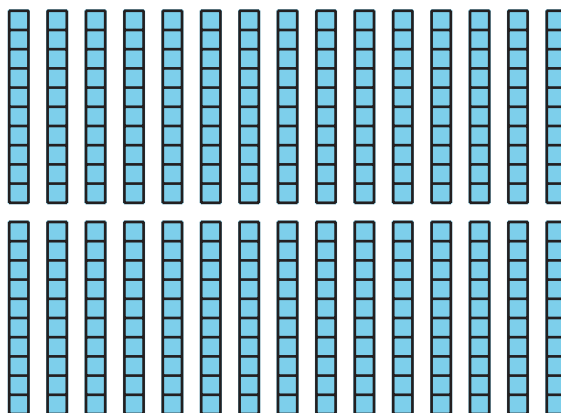
Cool-down (to be completed at the end of the lesson)   🕐 5 min

¿Cuántos?

Standards Alignments

Addressing   2.NBT.A.1.a, 2.NBT.A.1.b

Student-facing Task Statement

1. ¿Cuántos ves? _____
2. ¿Cómo puedes representar el mismo valor de otra forma? Muestra cómo pensaste. Usa un diagrama o palabras.

Student Responses

1. Answers vary. Sample responses:
   - 30 tens
   - 300
   - 3 hundreds

2. Sample response: Students draw 3 squares and label or explain them as 3 hundreds.