

Lesson 1: Represent Numbers in Different Ways

Standards Alignments

Building On 2.NBT.A.1, 2.NBT.A.3

Building Towards 3.NBT.A.2

Teacher-facing Learning Goals

- Represent numbers to 1,000 in different ways using place value understanding.

Student-facing Learning Goals

- Let's represent numbers in different ways.

Lesson Purpose

The purpose of this lesson is for students to represent numbers using base-ten blocks, base-ten diagrams, expanded form, numerals, and word form.

Prior to this grade, students represented numbers within 1,000 using number names, base-ten blocks and diagrams, and expanded form. They used place value to compose and decompose numbers within 1,000.

In this lesson, students revisit these familiar representations and ways of reasoning about numbers as they work to build fluency with addition and subtraction within 1,000. The base-ten diagrams and the expanded form will continue to be used to support students throughout this unit. Give students access to base-ten blocks, in case requested.

Access for:

Students with Disabilities

- Engagement (Activity 1)

English Learners

- MLR8 (Activity 1)

Instructional Routines

Which One Doesn't Belong? (Warm-up)

Materials to Gather

- Base-ten blocks: Activity 1, Activity 2

Materials to Copy

- Card Sort: Numbers in Their Different Forms (groups of 2): Activity 1
- Numbers in Different Forms Round Table (groups of 1): Activity 2

Lesson Timeline

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

Teacher Reflection Question

Whose ideas were shared in class today? How can you leverage each of your students' ideas to support them in being seen and heard in tomorrow's math class?

Cool-down (to be completed at the end of the lesson)

 5 min

Let Me Count the Ways

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Building Towards 3.NBT.A.2

Student-facing Task Statement

Select **all** the ways you could represent two hundred fifty-seven.

- A. 572
- B. 257
- C. $200 + 50 + 7$
- D. $20 + 500 + 7$
- E. $200 + 40 + 17$
- F. $100 + 140 + 7$

Student Responses

B, C, and E