# Lesson 2: Make Hundreds

### 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

* Let’s represent hundreds in different ways.

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

### Teacher Reflection Question

As students worked in their small groups today, whose ideas were heard, valued, and accepted? 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) 5min

How Many?

### Standards Alignments

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

### Student-facing Task Statement



1. How many do you see? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. How could you represent the same value in a different way? Show your thinking using a diagram or words.

### 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.