Next Steps and Instructional Moves

The intended purpose of this document is to provide teachers with a tool to determine student understanding and suggest instructional moves that may help guide a student forward in their learning of a particular concept or standard. This guide is not an exhaustive list of strategies.

<table>
<tr><td colspan="2" align="center">Second Grade: Cluster 4
Understanding Place Value to Read, Write, and Compare Numbers</td></tr>
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NC.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.
● **Unitize by making a hundred from a collection of ten tens.**
● **Demonstrate that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds, with 0 tens and 0 ones.**
● **Compose and decompose numbers using various groupings of hundreds, tens, and ones.**

NC.2.NBT.2 Count within 1,000; skip-count by 5s, 10s, and 100s.

NC.2.NBT.3 Read and write numbers, within 1,000, using base-ten numerals, number names, and expanded form.

NC.2.NBT.4 Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

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<td>Not Yet</td>
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Students that are consistently scoring "Not Yet" could have a variety of errors. These errors may include not yet being able to identify the value of digits in the tens or ones place, writing numbers less than 100, or comparing two-digit numbers. These build upon Grade 1 Standards with work with 3-digit numbers instead of 2-digit numbers.

<u>**Next Steps:**</u>
For students who are not yet able to compose and decompose two-digit numbers OR show numbers in various forms (2.NBT.3):
- Have students pull two number cards. Students use one card as the tens digit and the other card as the ones digit. Students compose the number using base ten blocks. Have students record the different numbers as they build them in a TO (tens and ones) chart.
- Have students pull two number cards. Students find the number on a hundreds board and then compose the number using base ten blocks.
- Expanded form is naturally extended from composing numbers with base ten blocks. As students compose numbers with base ten blocks they can record them as the value of the tens blocks and the value of the ones blocks, e.g., 78 would be 7 tens and 8 ones or 70 + 8 = 78.
- Give the students a two-digit number and have them decompose it by telling you how many tens and ones there are.
- Use arrow cards along with concrete objects to help students see that a two-digit number is composed of both tens and ones.
- For students who could benefit from more experiences on unitizing and teen numbers use this <u>lesson</u>.

For students who are not yet able to skip count by 5s or 10s (2.NBT.2):
- Provide students with access to hundreds boards or pop cubes (in groups of 5 or 10) to explore skip counting

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- ● Packing Crayons lesson, Counting Objects by Groups lesson

For students who are not yet able to compare numbers within 99 (2.NBT.4):
- ● Provide students with access to base ten blocks to build numbers before they compare them.
- ● Provide students with access to a hundreds board to locate numbers and compare them based on their location.

Progressing	**Students that are consistently scoring "Progressing" may have errors with telling time to the 5 minutes, occasional errors skip counting by 5s or 10s, and/or misconceptions related to counting objects in an array.**
	<u>**Next Steps:**</u> **For students who are not yet able to compose and decompose three-digit numbers OR show numbers in various forms (2.NBT.3):** ● Have students pull three number cards. Students use one card as the hundreds digit, one card as the tens digit and the other card as the ones digit. Students compose the number using base ten blocks. Have students record the different numbers as they build them in an HTO (hundreds, tens and ones) chart. ● Expanded form is naturally extended from composing numbers with base ten blocks. As students compose numbers with base ten blocks they can record them as the value of the tens blocks and the value of the ones blocks, e.g., 178 would be 1 hundred 7 tens and 8 ones or $100+ 70 + 8 = 78$. ● Give the students a two-digit number and have them decompose it by telling you how many tens and ones there are. ● Use arrow cards along with concrete objects to help students see that a two-digit number is composed of both tens and ones. ● Multiple ways to represent a number lesson. ● There are multiple tasks on interpreting 3-digit numbers in the Tasks column here. **For students who are not yet able to skip count by 5s or 10s or 100s (2.NBT.2):** ● Provide students with access to base ten blocks to explore skip counting ● Packing Crayons lesson, Counting Objects by Groups lesson **For students who are not yet able to compare numbers within 999 (2.NBT.4):** ● Provide students with access to base ten blocks to build numbers before they compare them.

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Meets Expectation	Students that are consistently scoring "Meets Expectation" in this cluster are able to meet each standard consistently with evidence that they can solve tasks and explain their reasoning.
	Next Steps: **For students who are able to compose and decompose three-digit numbers AND/OR show numbers in various forms (2.NBT.3):** ● Spend time on 3-digit addition and subtraction situations where students have access to models (base ten blocks) or represent the problems with pictures of base ten blocks or number lines. This is work that is covered in depth in Cluster 5 and later clusters. **For students who are able to skip count by 5s or 10s or 100s (2.NBT.2):** ● Spend time on other standards. **For students who are able to compare numbers within 999 (2.NBT.4):** ● Spend time on other standards.