



Topic B

Understanding Place Value Units of One, Ten, and a Hundred

2.NBT.2, 2.NBT.1

Focus Standard:	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
Instructional Days:	2	
Coherence -Links from:	G1–M6	Place Value, Comparison, Addition and Subtraction to 100
-Links to:	G2–M4	Addition and Subtraction Within 200 with Word Problems to 100

In Topic B, students practice counting by ones and skip-counting by tens and hundreds. They start off with simple counting by ones and tens in Lesson 1 (e.g., from 100 to 124 and 124 to 220). In Lesson 2, they count by ones, tens, and hundreds (e.g., from 200 to 432 and from 432 to 1,000) (**2.NBT.2**). They apply their new counting strategies to solve a *change unknown* word problem (**2.OA.1**); “Kinnear decided that he would bike 100 miles this year. If he has biked 64 miles so far, how much farther does he have to bike?”

In counting, students make use of the structure provided by multiples of 10 and 100. Students think in terms of getting to a ten or getting to a hundred. They also identify whether ones, tens, or hundreds are the appropriate unit to count efficiently and effectively. Making this determination requires knowing and understanding structures, similar to knowing the ground on which you are going to build a house and the materials with which you will build.

A Teaching Sequence Toward Mastery of Understanding Place Value Units of One, Ten, and a Hundred

Objective 1: Count up and down between 100 and 220 using ones and tens.
(Lesson 2)

Objective 2: Count up and down between 90 and 1,000 using ones, tens, and hundreds.
(Lesson 3)