Standard(s): MAFS.2.NBT.1.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.

MAFS.2.NBT.1.3: Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.

MAFS.2.NBT.1.4: Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits using <, > and = symbols to record the results of comparisons.

Cognitive Complexity: Level 2: Basic Application of Skills and Concepts

Standards Clarification:
- Skip count by fives, tens, and hundreds up to 1,000 starting at any given number
- Read, write, and count with numbers up to 1,000 in standard and expanded form
- Compare the magnitude of numbers by understanding the value of the hundreds, tens, and one digits
- Understand the meaning of the symbols <, > and = and use them to compare two 3-digit numbers
- Understand the place value concepts of three-digit numbers as hundreds, tens and ones.

4 The student will be able to:
- Understand the place value concepts of four-digit numbers as thousands, hundreds, tens and ones.
- Compare the magnitude of numbers by understanding the value of the thousands, hundreds, tens, and one digits.
- Understand the meaning of the symbols <, > and = and use them to compare two 4-digit numbers.

3 The student will be able to:
- Understand the place value concepts of three-digit numbers as hundreds, tens and ones.
- Compare the magnitude of numbers by understanding the value of the hundreds, tens, and one digits.
- Understand the meaning of the symbols <, > and = and use them to compare two 3-digit numbers.

2 The student will be able to:
- Read, write, and count with numbers up to 1,000 in standard form.
- Read, write, and count with numbers up to 1,000 in expanded form.

1 The student will be able to recognize the meaning of specific vocabulary, including:
- Base ten numerals, number names, expanded form

The student will be able to:
- Read, write and count numbers within 100 in standard form.
- Read, write and count numbers within 100 in expanded form.

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