Grade 2	Lesson: 10-1 Building 1,000	Reference to English

Math Standard(s): 2.NBT.1.b (also 2.NBT.1.a, 2.NBT.2   Domain: Numbers and Operations in Base Ten

Content Objective(s):	Language Objective(s):
Students will count by hundreds to 1,000. *I can count by hundreds to 1,000.*	Students will use the word thousand correctly. *I can use the world thousand correctly.*
Essential Understanding: Numbers can be used to tell how many.	**Required Academic Vocabulary for Word Wall:** **Listen:** thousand **Read:** **Write:** **Speak:** **Sentence Frame:**
Materials: • Blank Hundred Charts (Teaching Tool 14) • Place-Value blocks (or teaching tool 17) • Crayons • Whiteboards, Markers, Erasers • Building 1,000 (page 297) • Guided Practice (page 298)	**Additional Lesson Vocabulary:** hundreds

Lesson:	Instructional Time: 25 – 30 minutes

Opening: (4 minutes)
• Have 100s chart up on the board.
• Students will start on the carpet.

T: "You have learned about numbers to 100. Today, you will learn about building numbers to 1,000."

T: "Let's count by tens to 100. Turn to your neighbor and clap hands while you count by tens to 100."

S: *will turn to their neighbor and clap hands while counting by tens to reach 100. "10,20,30,40,50,60,70,80,90,100."*

T: "Look at the hundred chart. How many numbers are in each row? Tell your neighbor."

S: *will turn to their neighbor and say, "10 numbers in each row."*

T: "How many rows are there? Show me with your fingers."

S: *will show 10 with their fingers.*

T: "We just counted by tens and if you look at the numbers on the hundred chart, how do the numbers change as you count by tens?"

S: *will respond, "the tens digit gets bigger."*

T: "Yes, the tens digit increases.

Introduction to New Material (Direct Instruction): (8 minutes)
• Have ten blank 100 charts up on the board.

T: "Look at the board again. Before I had only 1 hundred charts on the board. How many do I have now?"

S: *will respond, "you have 10."*

T: "Yes, I have ten hundred charts. My goal is to count to 1,000. I want to find the fastest way to count to 1,000."

T: "Help me think of the fastest way to count to 1,000. When I was counting to 100 there were many ways I could count. I could count by 1s, 1,2,3,4,5, and so on. I could count by 2s, 2,4,6,8,10, and so on, I could count by 5s, 5,10,15,20,25, and so on, but the fastest way was by 10s, count with me, 10,20,30,40,50,60,70,80,90,100."

S: *will count with the teacher to 100.*

T: "Talk with your neighbor and figure out the fastest way to count to 1,000. Here is a clue, you won't be counting by 10s."

S: *will turn to their neighbor and discuss the fastest way to count to 1,000.*

T: "What is the fastest way you could think of to count from to 1,000?"

S: *will respond, "count by 100s."*

T: "Look at the all the hundred charts on the board. There are 10 of them. Count by 100s with me. 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000. (write the number under each of the hundred chart – 100, 200, 300…)**."**

S: *will count with the teacher.*

T: "Good job, we just counted to 1,000 very quickly! I have a question for you. How many 100s are in 1,000?"

S: *will respond, "there are 10 100s in 1,000."*

T: "Yes, there are ten 100s in 1,000. I will write that on the board."

T: "How many 10s are in 100?"

S: *will respond, "there are 10 tens in 100."*

T: "You are right, there are ten 10s in 100. I will write that on the board."

T: "How many ones are in ten?"

S: *will respond, "there are ten ones in 10."*

T: "Yes, there are ten ones in 10. I will write that on the board."

Independent Practice: (5 minutes)

T: "Now, I need you to work on your own and practice counting by 100. We will do the first one together, and then you will do the last 3 by yourself."

T: "I will hand out your papers. You need to collect you papers and go to your desk."

S: *will collect their papers and return to their desk.*

T: "Look at question 1. It says circle 300 with a red crayon. Please circle 300 with a red crayon."

S: *will circle 300 with a red crayon.*

T: "Please show me your papers by holding them up."

S: *will hold up their papers.*

T: "Well done, now complete questions 2,3, and 4. If you have questions, first ask your neighbor."

S: *will complete the last four questions on guided practice.*

• Teacher will walk around helping students as necessary.

T: "10,9,8,7,6,5,4,3,2,1. Time is up. Turn in your papers, and come sit on the carpet."

S: *will turn in their papers and sit on the carpet.*

Closing: (4 minutes)

• Use the document cam.

T: "Look up on the board. There is a chart, Building 1,000. I need your help to fill it in. I will do the first row, then I need you to tell me what to write in the rest of them."

T: "1 hundreds is 100. I will write that in."

• Teacher will write the 1 and 100 in the chart.

T: "What comes next? Raise your hand if you know what we should write in the second row."

S: *will raise their hand and say, "2 hundred is 200."*

T: "Good job, 2 hundred is 200 I will write that in. What is next?"

S: *will raise their hand and say, "3 hundred is 300."*

T: "Yes, that is correct, everyone say it together, 3 hundred is 300. Would you like to come up and write that in for us?"

S: *will come up and write 3 and 300 in the chart.*

• Continue this process until you reach 10 hundreds equals 1000.

T: "Good job, we filled in the chart. Now Lets count the right side of the chart together. 100, 200, 300...

S: *will count with the teacher.*

T: "Now, I am going to draw a picture of a scale on the board. On this side I will put a 100, 200, and 300 pound weights. On the other side I will put a 400 pound weight and a question mark."

T: "Look at the drawing. How many pounds would you need to put one the right side to balance the scale? Talk to your neighbor."

S: *will talk to their neighbors about the amount of weight they need to add to the right side of the scale.*

T: "Look at the left side of the scale. Help me count them. 100 plus 200 equals what?"

S: *will respond, "300."*

T: "300 plus 300 equals what?"

S: *will respond, "600."*

T: "Yes, so I will write 600 under the left side of the scale."

T: "How much weight do we already have on the right side of the scale?"

S: *will respond, "400 pounds."*

T: "We already have 400 pound, how much do we need to add to make 600 pounds so we balance the scale?"

S: *will respond, "200 pounds."*

T: "You are right. 200 plus 400 equals 600. That would make the scaled balanced. Good job today."

Assessment:

Guided Practice