

<p>2(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.</p>	<p>2(2)(A) The student is expected to use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.</p>
<p>Materials</p> <ul style="list-style-type: none"> • Base-ten blocks (20 flats, 20 rods, and 20 units) 	
<p>Procedure: Student will use base-ten blocks to represent a given number in more than one way.</p> <p>Use the base-ten blocks to represent the number 427.</p> <ul style="list-style-type: none"> • What is the value of the hundreds? Tens? Ones? • What is the combined value of the hundreds, tens and ones? <p>Use the base-ten blocks to represent the number 427 in a different way.</p> <ul style="list-style-type: none"> • What is the value of the hundreds? Tens? Ones? • What is the combined value of the hundreds, tens and ones? <p><i>Repeat using the number 219</i> <i>Repeat this task with other numbers as needed.</i></p>	
<p>Check Student’s Responses:</p>	
<p>Represented 427 using ____ hundreds ____ tens ____ ones</p> <p>Composed/decomposed 427 using ____ hundreds ____ tens ____ ones</p> <p><input type="checkbox"/> Correctly described the value of the hundreds, tens, and ones</p> <p><input type="checkbox"/> Incorrectly described the value of the hundreds, tens, and ones</p>	
<p>Represented 219 using ____ hundreds ____ tens ____ ones</p> <p>Composed/decomposed 219 using ____ hundreds ____ tens ____ ones</p> <p><input type="checkbox"/> Correctly described the value of the hundreds, tens, and ones</p> <p><input type="checkbox"/> Incorrectly described the value of the hundreds, tens, and ones</p>	
<p>Notes:</p>	

2(2)(A) The student is expected to use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones.

Possible interpretations, issues to follow up on, and implications for teaching

What did you observe?

- The student **correctly represented the number**. This student may be ready to represent larger numbers up to 1,200.
- The student **incorrectly represented the number**. This student may need more practice representing numbers and describing the value of the objects in each place value position. Observe to make sure the student is counting the correct number of base-ten block pieces for each of the hundreds, tens, and ones and is arranging the base-ten blocks from left to right.
- The student **correctly composed/decomposed the number**. This student may be ready to compose and decompose larger numbers up to 1,200 in multiple ways.
- The student **incorrectly composed/decomposed the number**. This student may need more practice composing and decomposing numbers using concrete models.

A teaching strategy might include asking the student to represent the number 183. Prompt the student to describe the value of the hundreds, tens, and ones (100, 80, and 3). Ask, “What is the combined value of 1 hundred, 8 tens and 3 ones? Prompt the student to decompose one of the tens into 10 ones then describe the new value of the hundred, tens and ones (100, 70, and 13). Ask, “What is the combined value of the 1 hundred, 7 tens and 13 ones?” Ask, “What was the total value of both of these representations?” Explain to the student that the value of the sets are the same because they simply decomposed 1 ten into 10 ones without adding or taking away any additional base-ten blocks.