

<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)(B) The student is expected to use standard, word, and expanded forms to represent numbers up to 1,200.</p>
<p>Materials</p> <ul style="list-style-type: none"> Paper and pencil 	
<p>Procedure: Prompt the student to use standard, word, and expanded form to represent numbers such as 1,023; 985; and 740.</p> <p>I am going to tell you a number, and I would like you to:</p> <ul style="list-style-type: none"> Write the standard form of the number _____. Write the word form of the number _____. Write the expanded form of the number _____. <p><i>Repeat for other numbers as needed.</i></p>	
<p>Check Student’s Responses:</p>	
<p>For the number _____, the student correctly wrote the following: <input type="checkbox"/> Standard form <input type="checkbox"/> Word form <input type="checkbox"/> Expanded form</p> <p>The student incorrectly wrote:</p>	
<p>For the number _____, the student correctly wrote the following: <input type="checkbox"/> Standard form <input type="checkbox"/> Word form <input type="checkbox"/> Expanded form</p> <p>The student incorrectly wrote:</p>	
<p>For the number _____, the student correctly wrote the following: Standard form <input type="checkbox"/> Word form <input type="checkbox"/> Expanded form</p> <p>The student incorrectly wrote:</p>	
<p>Notes:</p>	

2(2)(B) The student is expected to use standard, word, and expanded forms to represent numbers up to 1,200.

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

What did you observe?

- The student **correctly represented the number using standard form, word form, and expanded form.** This student may be ready to compare and order whole numbers.
- The student **incorrectly represented the number using standard form.** Consider whether the student reversed the digit in the hundreds, tens, and/or ones place or as a result of the misrepresentation of the number.

A teaching strategy for reversing the digits might include asking the student to say the number they have recorded out loud.

- The student **incorrectly represented the number using word form.** Consider the reason behind the incorrect word representation; was it because of unknown spelling or place value.

A teaching strategy for the student struggling with word form may include provide the student was a word bank such as hundred, twenty, seventy, eighty, etc. For place value, it might be helpful to have the student record the digits of the number in a place value chart then ask the student to say the number out loud.

- The student **incorrectly represented the number using expanded form.**

A teaching strategy might include asking the student to use skip counting and counting to determine the value of each place and to record the value.