### Standard 2.NBT.1

**CCSS:** 2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

- **A.** 100 can be thought of as a bundle of ten tens — called a “hundred.”
- **B.** The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

### Intervention Activity TWO: Three digits—two different ways!

**Materials:**
Base-10 blocks, or Digi-blocks (if available)

**Directions:**
1. Tell the student a number 100-999.
2. Have student create a model of the number given using base ten blocks or digi blocks.
3. Have students make the same number a different way.
4. May want to discuss ways to represent a three-digit number visually using a place value drawing.

- Optional: Have students draw a model of the number given two different ways on the “Number Two Ways” organizer (below).

**Common Misconceptions:**
- Students see the numbers as individual digits instead of a quantity, i.e., 4 in 46 represents 4, not 40.

**Look For:**
- Watch how students build the models. Do they correctly identify each place value?
- Can the student quickly identify each place randomly or do they need to move through naming each place in order from right to left?
- Is the student able to build a model with 0 in the tens place?
- Is the student able to compare two numbers in terms of their size?
- Can the student draw a representation of a three-digit number?
### Extensions:
- Compare different models. Explain why both models are correct.
- Have students make the number 3 different ways. Have student explain why all the models equal the same number.

### Collecting Data:
Record observations related to “look-fors”. Refer to the language of the standard when identifying student strengths/areas of focus.