

NBT Vertical Discussion

Grade Level	Essentials	Picture of Proficiency	Vocab/Academic Language
K	<p>KNBT.A1-Develop initial understanding of place value and the base-ten number system by showing equivalent forms of whole numbers from 11 to 19 as groups of tens and ones using objects and drawings</p>	<p>Unit 8- Teen Numbers & Counting to 100 by 1's, 5's, 10's (Unit from 2020-21) Needs to be tweaked</p>	<p>Tens Ones Tens frame Number bonds Tens sticks</p> <p>Challenges:</p>
1	<p>1NBT.B2 - Understand that two digits of a 2-digit number represent amounts of tens and ones</p>	<p>Candy Shop intro unit</p> <p>1st Grade CSA (Place Value)</p>	<p>Tens Ones Tens frame Number bonds Tens sticks Digit Teen</p>

2

2NBT.A.1 3 digits represent 100s, 10s, 1s and understand groups of 100s, 10s, and 1s within numbers

2 NBT.A.3 Read and write numbers to 1,000, using base 10 numerals, number names and expanded forms to model and describe numbers to 1000 as groups of 10 in a variety of ways

[NBT A 1 CSA](#)

CSA 2

LT1 and 2

1. Read these numbers:

793 _____

402 _____

2. Write these numbers in unit form:

359 _____

580 _____

3. Write these numbers in expanded form:

654 _____

402 _____

Number names
Expanded form
Standard form
100s = flat
10 = rod
1 = cube

4. Write these numbers in standard form:

5 tens 3 hundreds 3 ones _____

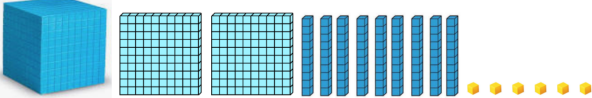
$200 + 90 + 8$ _____

LT 3

5. Draw to show why 14 tens is the same as 1 hundred 4 tens.

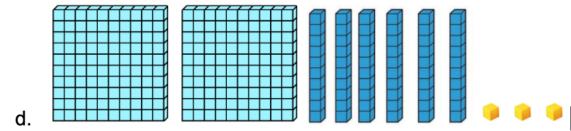
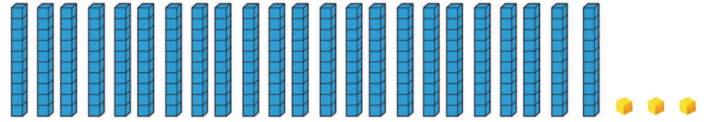
6. 8 flats is the same value as _____ rods.

90 rods is the same as ____ flats.

		<p>LT4 and 5 7.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> Draw 486 using hundreds, tens, and ones. </div> <div style="border: 1px solid black; width: 150px; height: 80px; margin: 10px auto; display: flex; justify-content: space-around;"> <div style="width: 33%;"></div> <div style="width: 33%;"></div> <div style="width: 33%;"></div> </div> <p>8. Candy comes in boxes of 10. How many boxes should Sally buy if she needs 134 pieces of candy? Explain using words, pictures, or numbers.</p>	
<p>3</p>	<p>3.NBT.A.4 Understand that the four digits of a four-digit number represent amounts of thousands, hundreds, tens, and ones.</p> <p>3.NBT.A.5 Read and write numbers to 10,000 using base-ten numerals, number names, and expanded form(s).</p> <p>3.NBT.A.2 Using computational fluency, add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and the relationship between addition and subtraction.</p>	<p>Use the base ten blocks below to write the number in standard form, word form, and expanded form. (Learning Target 1 and 2)</p>  <p>Standard form: _____</p> <p>Word form:</p> <p>_____</p> <p>_____</p> <p>Expanded form:</p> <p>_____</p>	<p>Number names Thousands Standard form Number name form Expanded form</p>

Choose **two** correct ways to describe 236. (Learning Target 3)

- a. Two hundred thirty-six ones
- b. Two hundred thirty-six tens



Using the expanded notation below, write this number in **standard form**. (Learning Target 3)

$$800+20+7$$

Standard form: _____

Place Value CSA

Addition and Subtraction CSA

Directions: Solve using any strategy or algorithm. SHOW YOUR WORK.

$432 + 321$

$536 + 157$

$245 + 573$

Directions: Solve using any strategy or algorithm. SHOW YOUR WORK.

$657 - 236$

$682 - 254$

$308 - 276$

4

Unit 1 Planning Template

4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place value to its right. (4.NBT.A.1)

4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using symbols ($>$, $=$, $<$) to record the results of comparisons.

4.NBT.4 Add and subtract multi-digit whole numbers with computational fluency using a standard algorithm.

4.NBT.A.1

1. Look at the number 65,479. Circle the number that is 10 times the value of the number in the thousands place.

2. Pam wrote the number 348,262. Megan wrote a six digit number. The 6 in Megan's number is worth 10 times as much as the 6 in Pam's number. Write the number Megan could have written.

432,642

Thousands	Hundreds	Tens	Ones
6	7	6	6

The 6 in the ^{tens} hundreds place has a value that is 10 times the value of the 6 in the _{ones} place.

4.NBT.A.2
Numbers: 345 and 254

- 345 and 354
- Three-hundred forty-five and two-hundred fifty-four
- $300+40+5$ and $200+50+4$
- $345 < 354$

4.NBT.4

Solve the following.

4. $3,321 + 354$

5. $1,392 + 821$

6. $4,268 + 1,802$

**Unit 3 Planning
Template**

4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

<p>✓ 7.</p> $\begin{array}{r} 3,642 \\ + 357 \\ \hline 3,999 \end{array}$	<p>✓ 8.</p> $\begin{array}{r} 6,092 \\ + 1,924 \\ \hline 8,016 \end{array}$	<p>✓ 9.</p> $\begin{array}{r} 4,254 \\ + 736 \\ \hline 4,990 \end{array}$
<p>✓ 10.</p> $5,758 - 4,526$ $\begin{array}{r} 5,758 \\ - 4,526 \\ \hline 1,232 \end{array}$	<p>✓ 11.</p> $4,364 - 574$ $\begin{array}{r} 4,364 \\ - 574 \\ \hline 3,790 \end{array}$	<p>✓ 12.</p> $3,675 - 367$ $\begin{array}{r} 3,675 \\ - 367 \\ \hline 3,308 \end{array}$
<p>✓ 13.</p> $\begin{array}{r} 1,879 \\ - 1,658 \\ \hline 221 \end{array}$	<p>✓ 14.</p> $\begin{array}{r} 3,024 \\ - 277 \\ \hline 2,747 \end{array}$	<p>✓ 15.</p> $\begin{array}{r} 2,412 \\ - 292 \\ \hline 2,120 \end{array}$

4.NBT.5

<p>✓ $3,452 \times 2 = ?$</p>	<p>✓ $8,679 \times 4 = ?$</p>	<p>✓ $2,684 \times 8 = ?$</p>
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✓ $52 \times 63 = ?$

50	2	
3,000	120	60
150	6	3

$3,150 + 126$
 $3,150 +$
 $126 +$
 $3,276$

✓ $74 \times 64 = ?$

70	4	
4,200	240	60
280	16	4

$4,480 + 256$
 $4,480 +$
 $256 +$
 $4,736$

✓ $61 \times 27 = ?$

60	1	
1,200	20	20
420	7	7

$1,620 + 27$
 $1,620 +$
 $27 +$
 $1,647$