



Session 1: Guided Practice (We Do)

Learning Target: I will identify numbers to 1,000

Materials:

- 1 Guided Practice handout per student.
- 1 set of Place-Value cards per student.
- 1 set of Place-Value blocks per student. (10 hundreds, 10 tens, and 10 ones)

We Do Together: (Teacher Actions)

- Use base-ten blocks to build the mystery number.
- Then, build and say the expanded and standard form the mystery number.

Supporting Math Talk:

- *The mystery number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form of the number is $_00 + _0 + _.$*
- *And, the standard form of the number is $_ _ _.$*

1.

What number can be shown using 2 ones, 6 hundreds and 5 tens?

2.

What number can be shown using 4 tens, 9 ones, and 7 hundreds?

3.

What number can be shown using 4 hundreds, 3 ones, and 5 tens?

4.

What number can be shown using 7 ones, 2 tens, and 5 hundreds?



Session 1: Guided Practice (We Do – Cont.)

You Do Together: (As a class, or in small groups)

- Students take turns leading to find the mystery number using base-ten blocks and place-value cards.

Supporting Math Talk:

- *The mystery number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form of the number is $_00 + _0 + _$*
- *And, the standard form of the number is $_ _ _$*

5.

What number can be shown using 7 ones, 4 hundreds and 5 tens?

6.

What number can be shown using 4 tens, 3 ones, and 6 hundreds?

7.

What number can be shown using 3 hundreds, 8 ones, and 2 tens?

8.

What number can be shown using 6 ones, 4 tens, and 5 hundreds?

9.

What number can be shown using 4 hundreds, 9 tens, and 3 ones?

10.

What number can be shown using 6 ones, 7 hundreds and 3 tens?

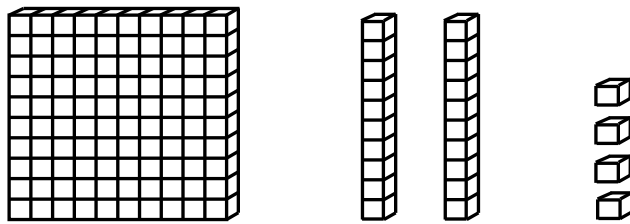
Quick Check - Form A

Name _____ Date _____

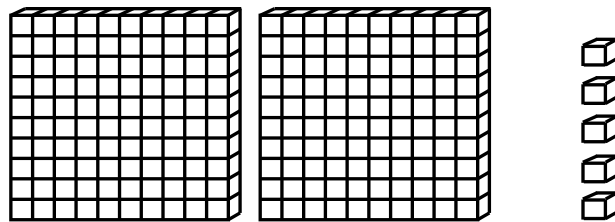
Learning Target: I will identify numbers to 1,000.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

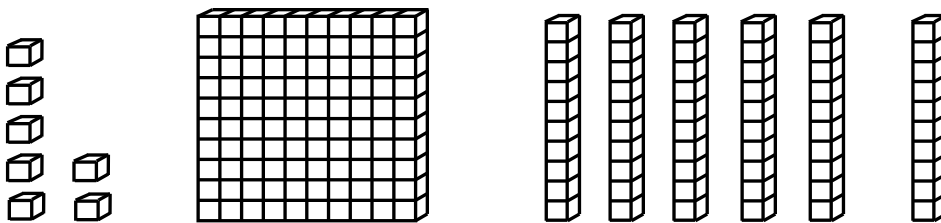
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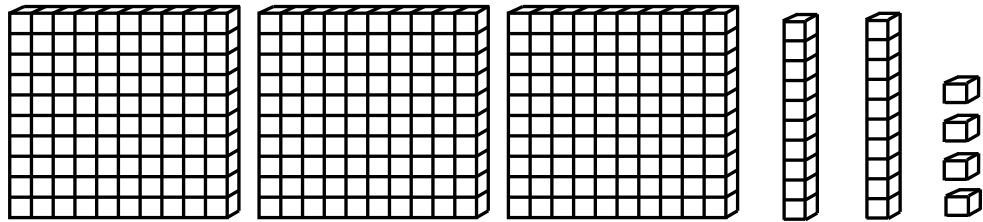


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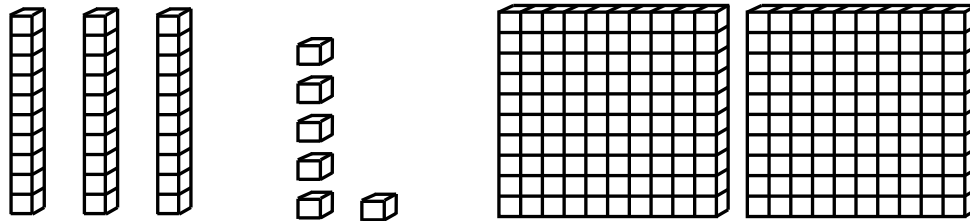


Quick Check - Form A

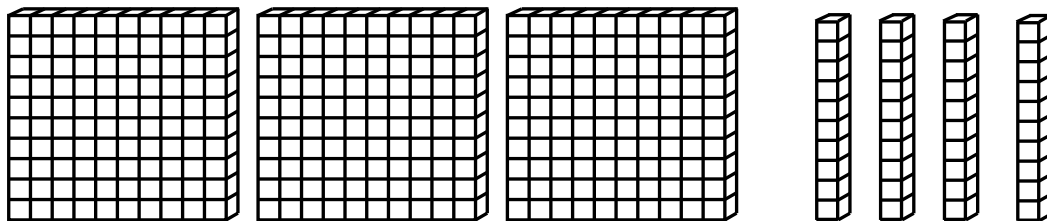
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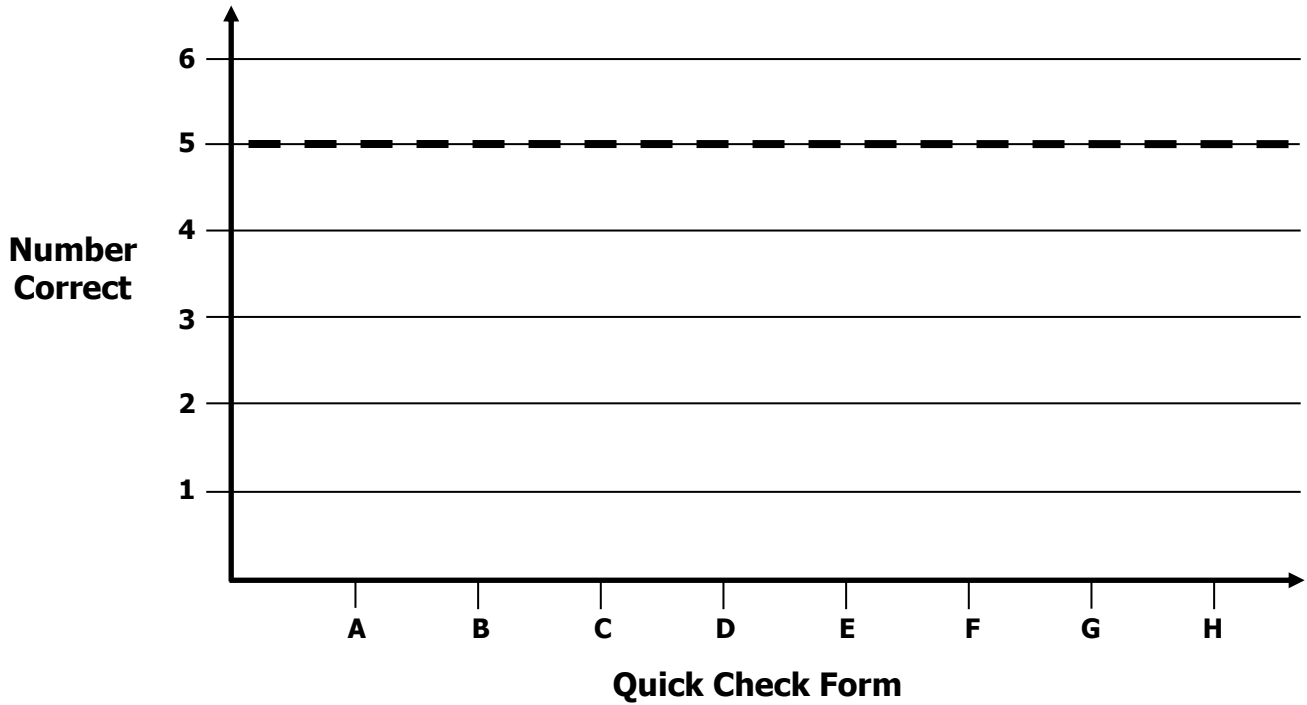


Growth Chart

Name _____ Date _____

Learning Target: I will identify numbers to 1,000.

Goal: 5 out of 6 correct



| Intervention | Date | Score |
|--------------|------|-------|
| Session 1: | | |
| Session 2: | | |
| Session 3: | | |
| Session 4: | | |
| Session 5: | | |
| Session 6: | | |
| Session 7: | | |
| Session 8: | | |



Session 2: Guided Practice (We Do)

Learning Target: I will identify numbers to 1,000

Materials:

- 1 Guided Practice handout per student.
- 1 set of Place-Value cards per student. (See Session 1)
- 1 set of Place-Value blocks per student. (10 hundreds, 10 tens, and 10 ones)

We Do Together: (Teacher Actions)

- Use base-ten blocks to build the mystery number.
- Then, build and say the expanded and standard form the mystery number.

Supporting Math Talk:

- *The mystery number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form of the number is $_00 + _0 + _.$*
- *And, the standard form of the number is $_ _ _.$*

1.

What number can be shown using 5 ones, 6 hundreds and 2 tens?

2.

What number can be shown using 7 tens, 9 ones, and 4 hundreds?

3.

What number can be shown using 5 hundreds, 3 ones, and 4 tens?

4.

What number can be shown using 9 ones, 2 tens, and 4 hundreds?



Session 2: Guided Practice (We Do – Cont.)

You Do Together: (As a class, or in small groups)

- Students take turns leading to find the mystery number using base-ten blocks and place-value cards.

Supporting Math Talk:

- *The mystery number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form of the number is $_00 + _0 + _$*
- *And, the standard form of the number is $_ _ _$*

5.

What number can be shown using 5 ones, 4 hundreds and 7 tens?

6.

What number can be shown using 4 tens, 6 ones, and 3 hundreds?

7.

What number can be shown using 2 hundreds, 8 ones, and 3 tens?

8.

What number can be shown using 5 ones, 4 tens, and 6 hundreds?

9.

What number can be shown using 3 hundreds, 9 tens, and 4 ones?

10.

What number can be shown using 6 ones, 3 hundreds and 7 tens?

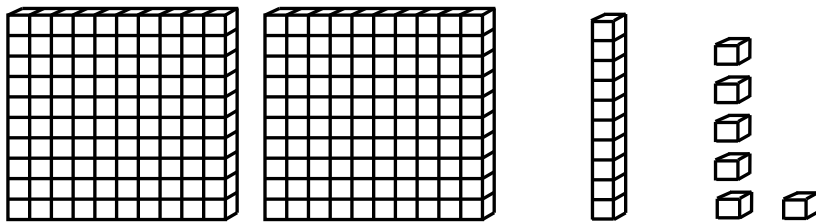
Quick Check - Form B

Name _____ Date _____

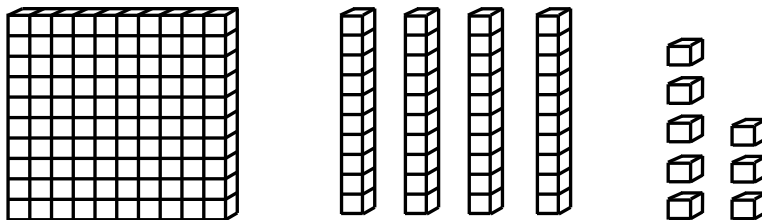
Learning Target: I will identify numbers to 1,000.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

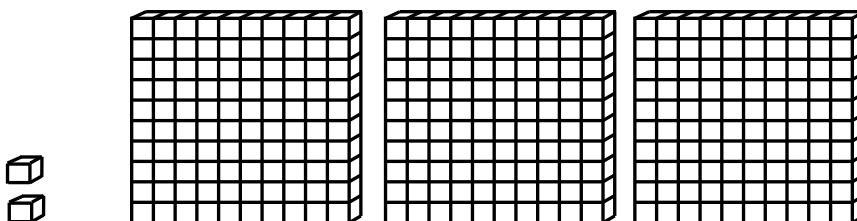
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2.

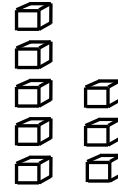
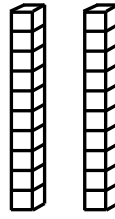
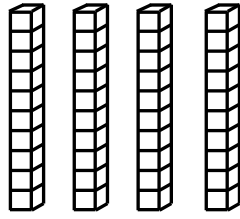
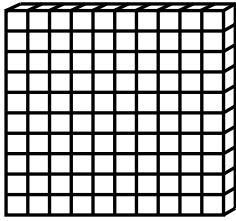


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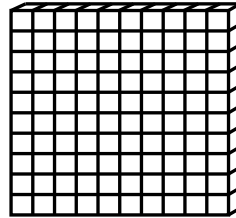
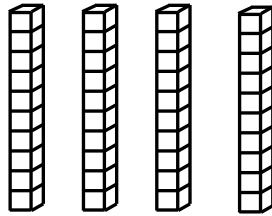


Quick Check - Form B

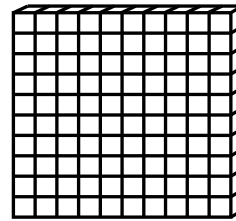
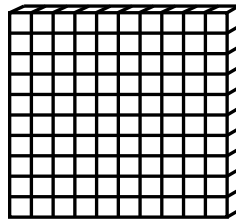
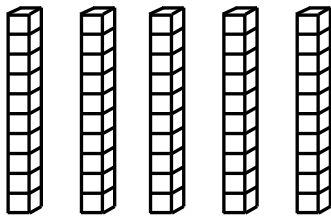
4.



5.



6.





Name _____

Date _____

Learning Target: I will identify numbers to 1,000

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use math drawings to build the mystery number.
- Then, write and say the expanded and standard form the mystery number

Supporting Math Talk:

- *The mystery number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form is ___ and the standard form of the number is ___.*

1. What number can be shown using 3 hundreds, 6 ones and 4 tens?

2. What number can be shown using 8 tens, 2 hundreds and 5 ones?

3. What number can be shown using 7 ones, 4 tens and 5 hundreds?



Name _____ Date _____

Learning Target: I will identify numbers to 1,000

Session 3: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to find the mystery number using math drawings and the expanded form.

4. What number can be shown using 6 tens, 3 hundreds and 4 ones?

5. What number can be shown using 5 ones, 4 tens and 2 hundreds?

6. What number can be shown using 5 hundreds, 7 ones and 4 tens?

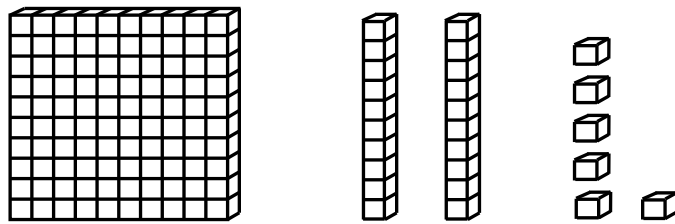
Quick Check - Form C

Name _____ Date _____

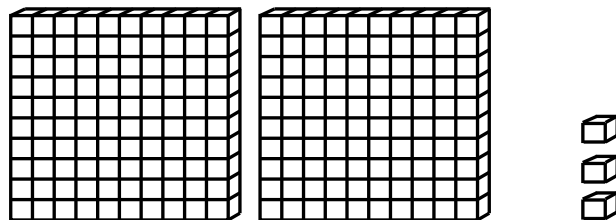
Learning Target: I will identify numbers to 1,000.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

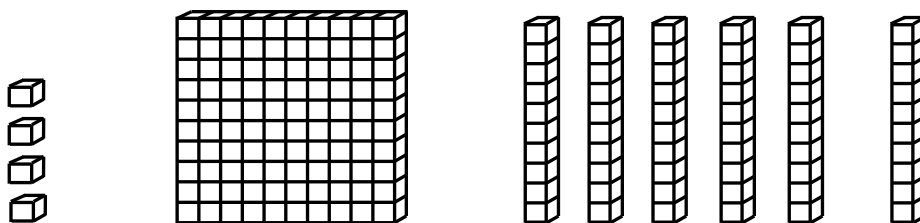
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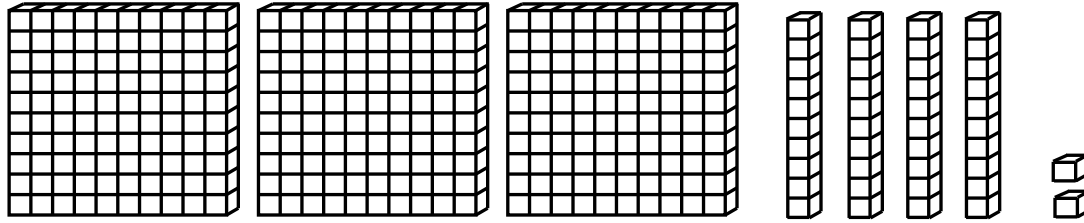


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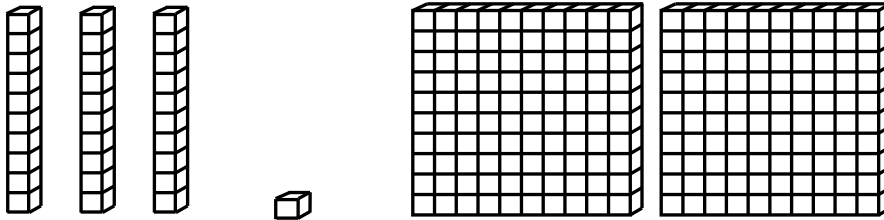


Quick Check - Form C

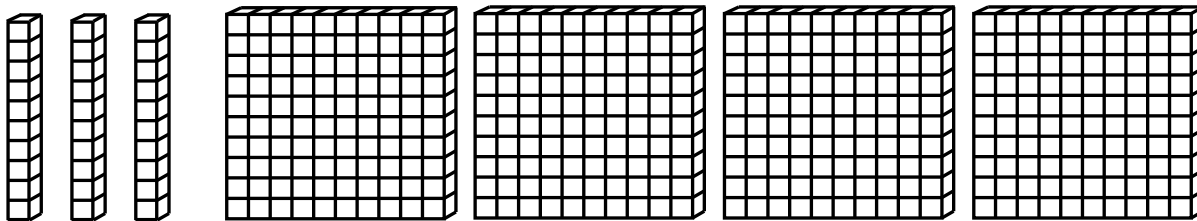
4.



5.



6.





Name _____

Date _____

Learning Target: I will identify numbers to 1,000

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use math drawings to build the mystery number.
- Then, write and say the expanded and standard form the mystery number

Supporting Math Talk:

- *The mystery number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form is ___ and the standard form of the number is ___.*

1. What number can be shown using 2 hundreds, 7 ones and 3 tens?

2. What number can be shown using 7 tens, 4 hundreds and 6 ones?

3. What number can be shown using 8 ones, 3 tens and 6 hundreds?



Name _____ Date _____

Learning Target: I will identify numbers to 1,000

Session 4: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to find the mystery number using math drawings and the expanded form.

4. What number can be shown using 8 tens, 2 hundreds and 3 ones?

5. What number can be shown using 7 ones, 5 tens and 2 hundreds?

6. What number can be shown using 4 hundreds, 7 ones and 2 tens?

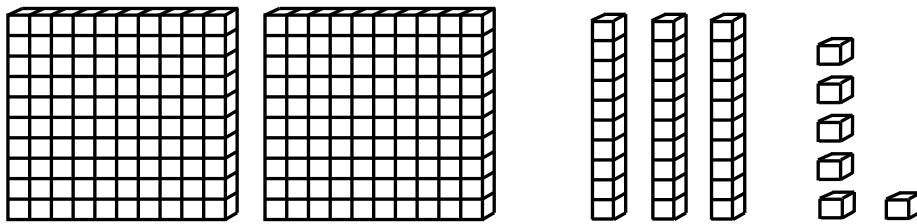
Quick Check - Form D

Name _____ Date _____

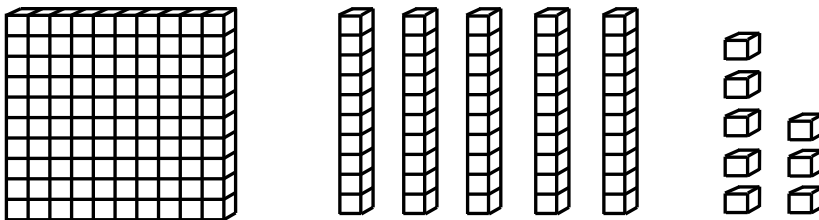
Learning Target: I will identify numbers to 1,000.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

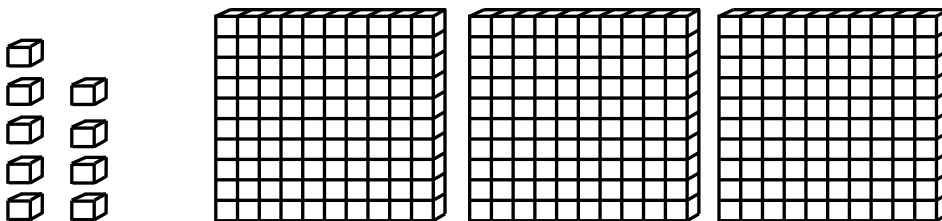
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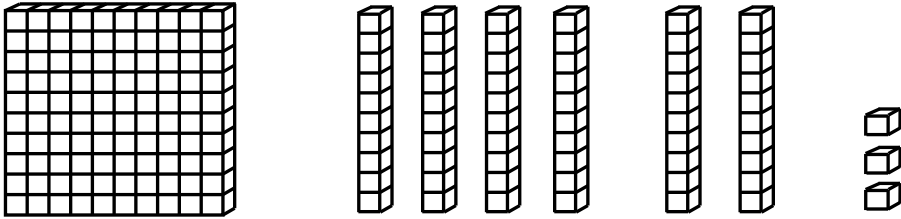


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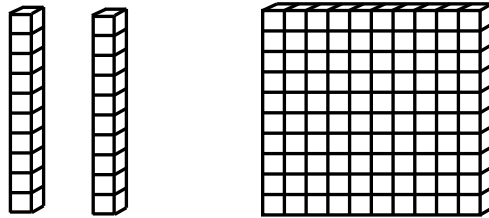


Quick Check - Form D

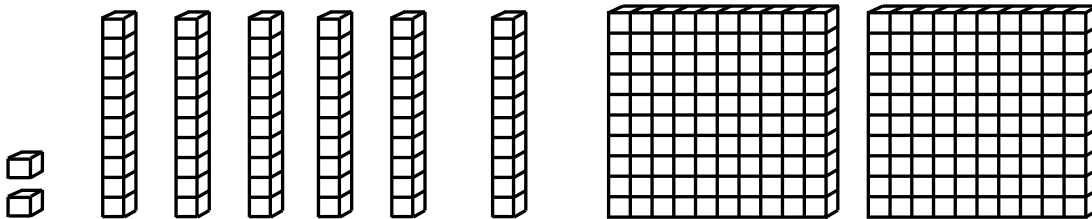
4.



5.



6.





Name _____

Date _____

Learning Target: I will identify numbers to 1,000

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use math drawings to build the mystery number.
- Then, write and say the expanded and standard form the mystery number

Supporting Math Talk:

- *The mystery number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form is ___ and the standard form of the number is ___.*

1. What number can be shown using 4 hundreds, 5 ones and 6 tens?

2. What number can be shown using 9 tens, 3 hundreds and 4 ones?

3. What number can be shown using 9 ones, 5 tens and 4 hundreds?



Name _____

Date _____

Learning Target: I will identify numbers to 1,000

Session 5: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to find the mystery number using math drawings and the expanded form.

4. What number can be shown using 7 tens, 4 hundreds and 6 ones?

5. What number can be shown using 7 ones, 4 tens and 2 hundreds?

6. What number can be shown using 4 hundreds, 8 ones and 7 tens?

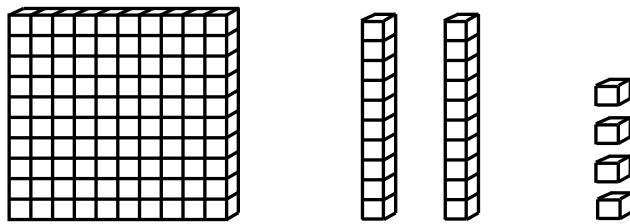
Quick Check - Form E

Name _____ Date _____

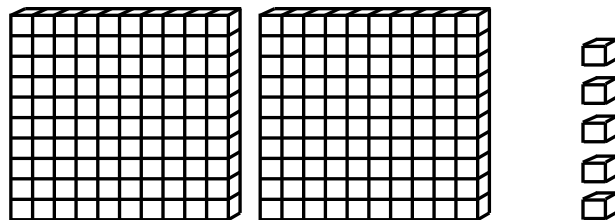
Learning Target: I will identify numbers to 1,000.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

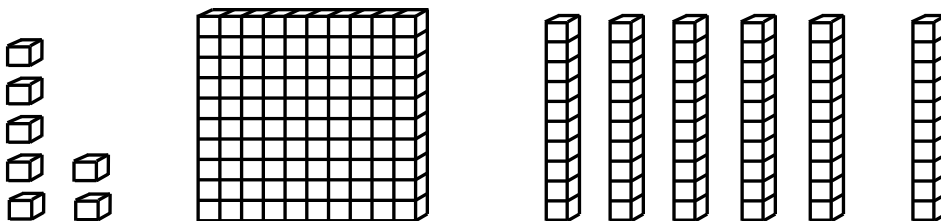
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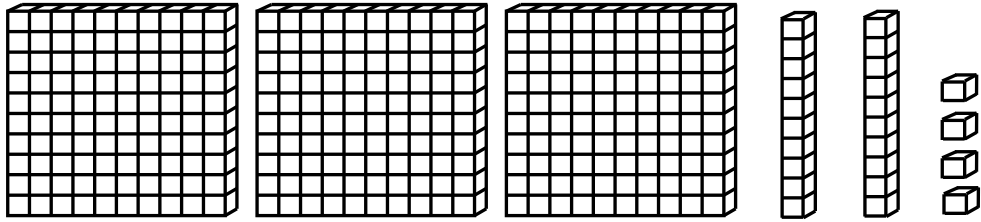


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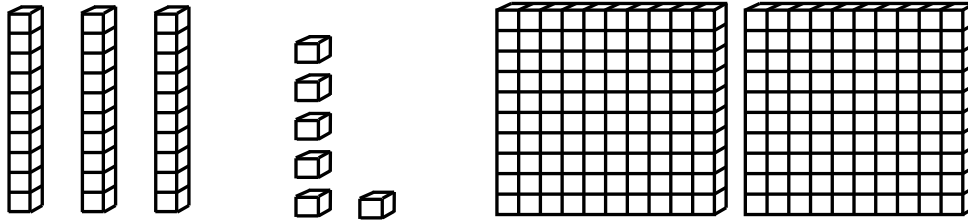


Quick Check - Form E

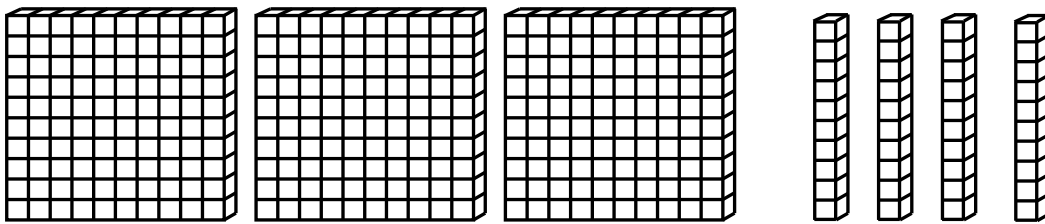
4.



5.



6.



Learning Target: I will identify numbers to 1,000

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- For each number shown below, write and say the standard form or the number if you know it.
- Use the expanded form of the number to check your answer or to find your answer.

Supporting Math Talk:

- *The number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form of the number is ___ and the standard form is ___.*

| | | |
|-----------|--|-------|
| 1. | | _____ |
| 2. | | _____ |
| 3. | | _____ |

Learning Target: I will identify numbers to 1,000

Session 6: Guided Practice (We Do - Continued)

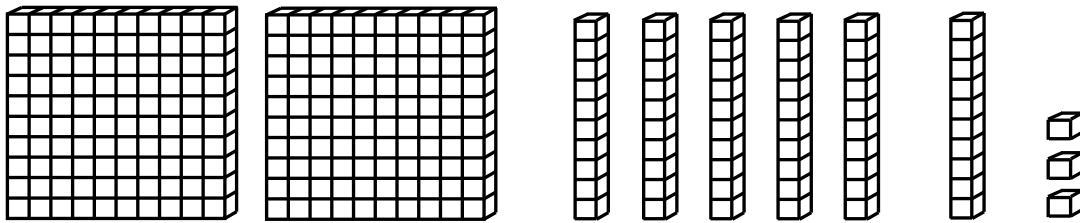
You Do Together: (As a class, or in small groups)

- Students take turns leading to find the standard form of each number shown below.

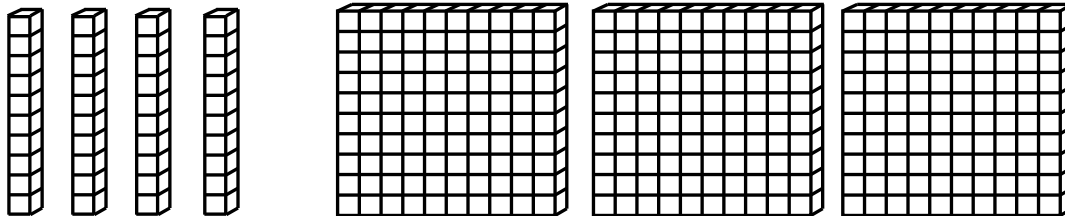
Supporting Math Talk:

- The number has ___ hundreds, ___ tens and ___ ones.
- The expanded form of the number is ___ and the standard form is ___.

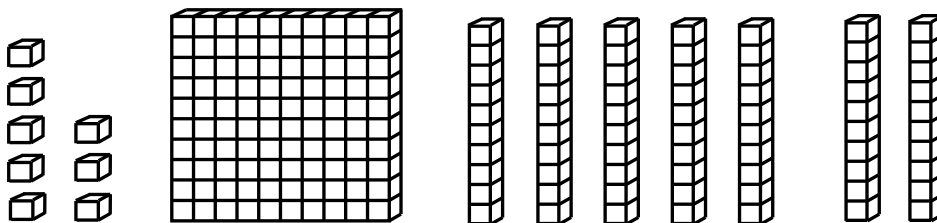
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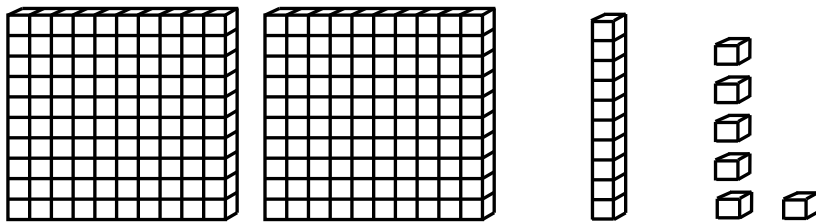
Quick Check - Form F

Name _____ Date _____

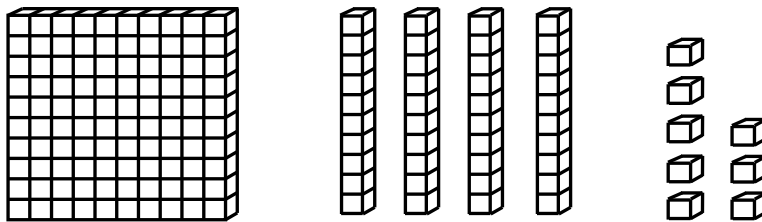
Learning Target: I will identify numbers to 1,000.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

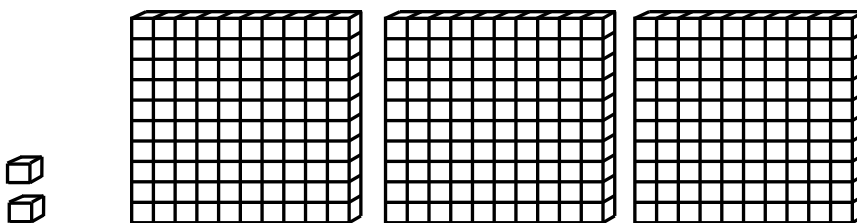
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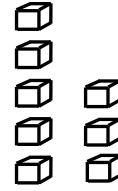
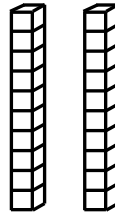
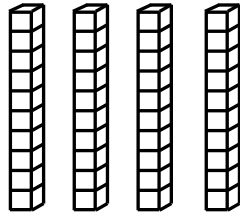
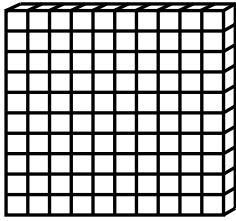


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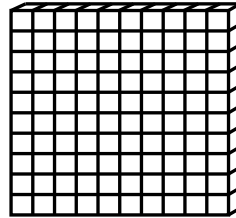
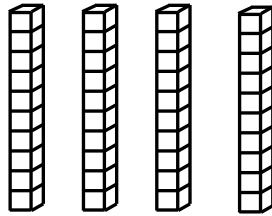


Quick Check - Form F

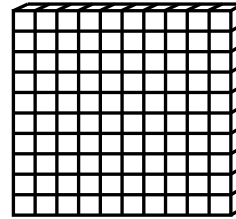
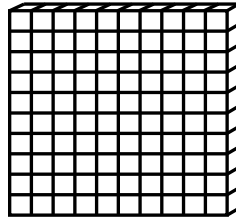
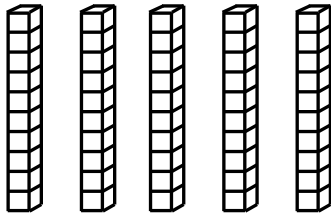
4.



5.



6.



Learning Target: I will identify numbers to 1,000

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- For each number shown below, write and say the standard form or the number if you know it.
- Use the expanded form of the number to check your answer or to find your answer.

Supporting Math Talk:

- *The number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form of the number is ___ and the standard form is ___.*

| | | |
|-----------|--|-------|
| 1. | | _____ |
| 2. | | _____ |
| 3. | | _____ |

Learning Target: I will identify numbers to 1,000

Session 7: Guided Practice (We Do - Continued)

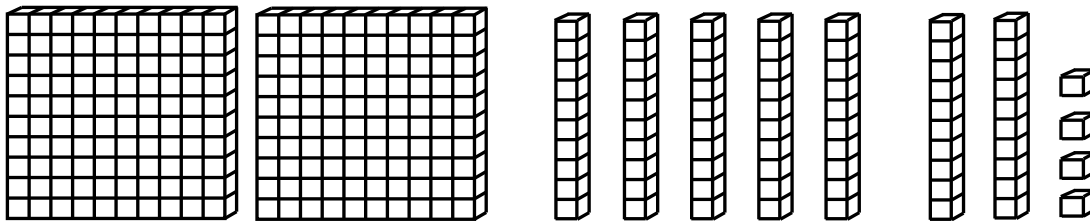
You Do Together: (As a class, or in small groups)

- Students take turns leading to find the standard form of each number shown below.

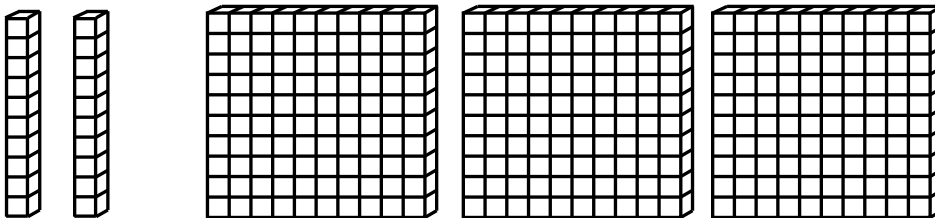
Supporting Math Talk:

- The number has ___ hundreds, ___ tens and ___ ones.
- The expanded form of the number is ___ and the standard form is ___.

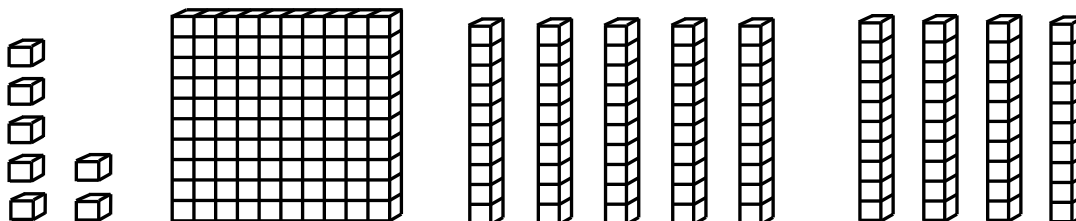
4.



5.



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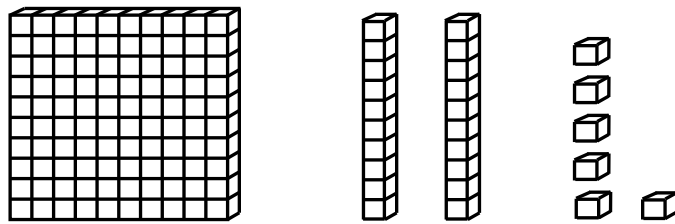
Quick Check - Form G

Name _____ Date _____

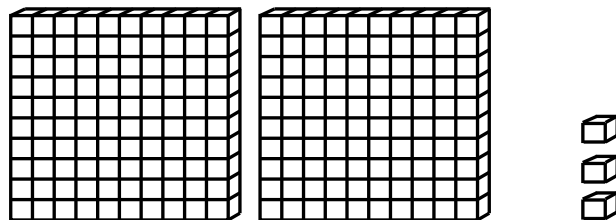
Learning Target: I will identify numbers to 1,000.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

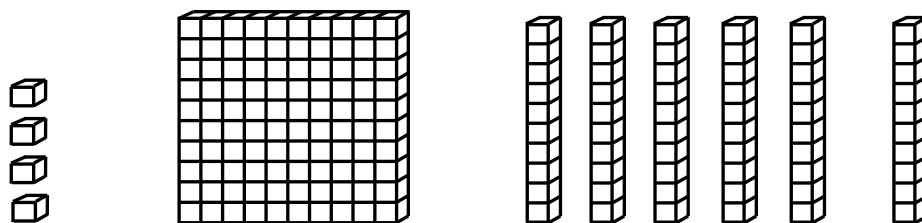
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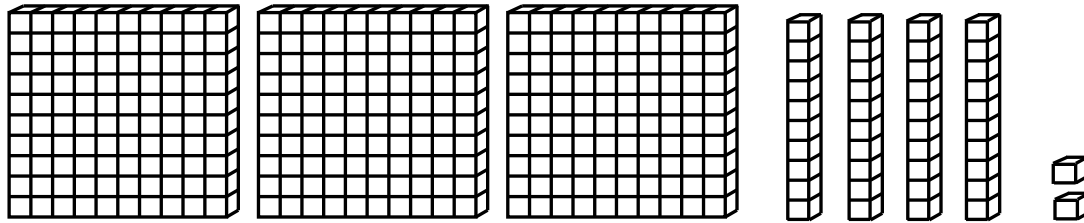


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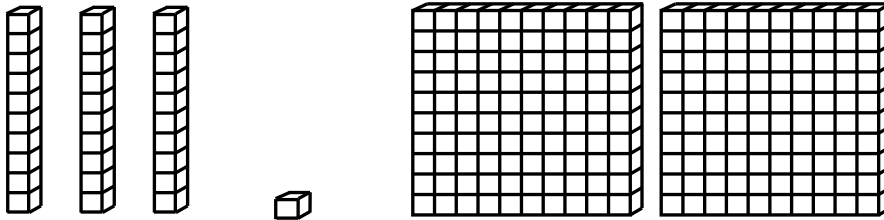


Quick Check - Form G

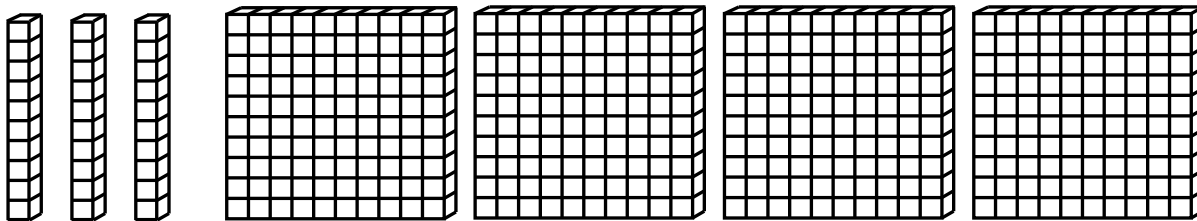
4.



5.



6.



Learning Target: I will identify numbers to 1,000

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- For each number shown below, write and say the standard form or the number if you know it.
- Use the expanded form of the number to check your answer or to find your answer.

Supporting Math Talk:

- *The number has ___ hundreds, ___ tens and ___ ones.*
- *The expanded form of the number is ___ and the standard form is ___.*

| | | |
|-----------|--|-------|
| 1. | | _____ |
| 2. | | _____ |
| 3. | | _____ |

Learning Target: I will identify numbers to 1,000

Session 8: Guided Practice (We Do - Continued)

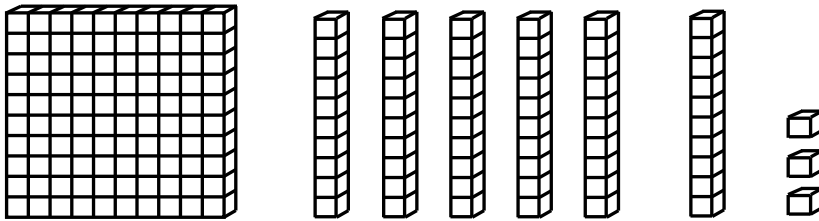
You Do Together: (As a class, or in small groups)

- Students take turns leading to find the standard form of each number shown below.

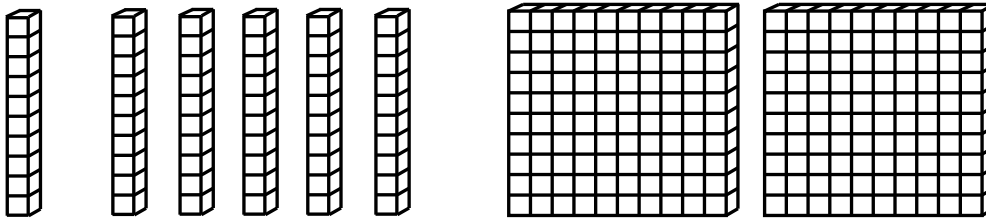
Supporting Math Talk:

- The number has ___ hundreds, ___ tens and ___ ones.
- The expanded form of the number is ___ and the standard form is ___.

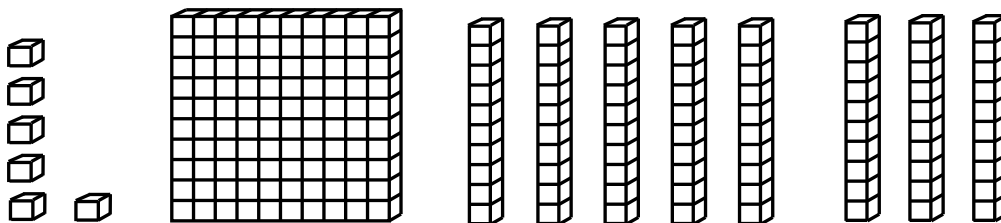
4.



5.



6.



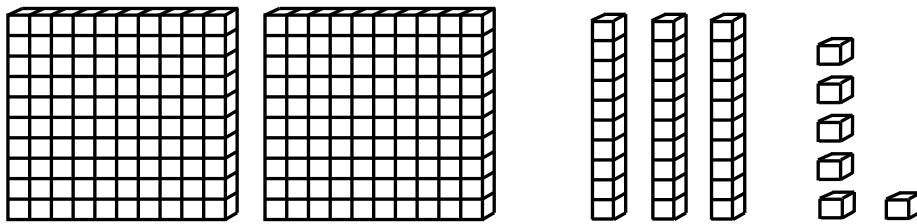
Quick Check - Form H

Name _____ Date _____

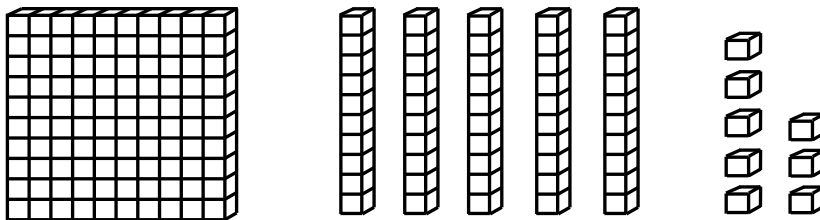
Learning Target: I will identify numbers to 1,000.

Directions: Write each number shown by the base ten blocks. (Work time: 3 minutes)

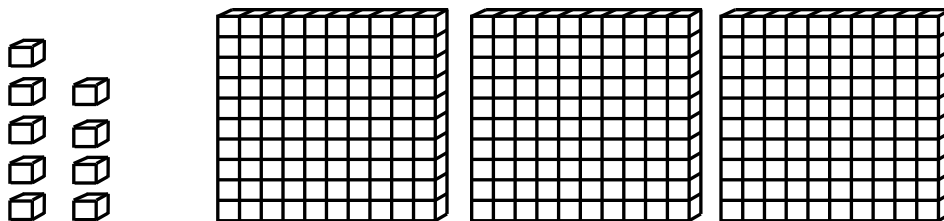
1.



2.

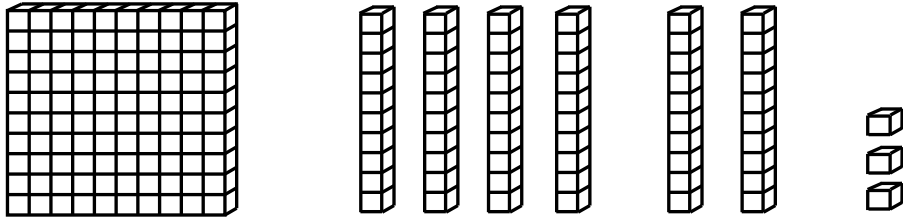


3.

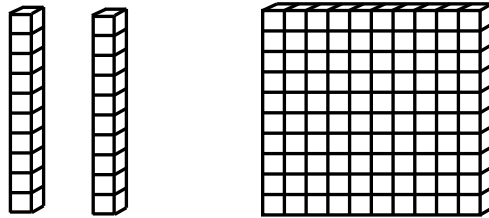


Quick Check - Form H

4.



5.



6.

