**Sequencing Rationale**

This module, focusing on place value, counting, and comparison of numbers to 1,000 takes place in the middle of the second grade school year from November-February. Previously the students used measurement to add and subtract within 100 and at the beginning of the year module one focused on addition and subtraction to 20. The topics in this module will build on the skills gained from the first two modules by integrating concepts and strategies that were taught previously.

This module begins by focusing on forming base ten units of tens, hundreds and thousands. We work on students being able to “bundle” during this part of the module. Their understanding that 10 ones is a ten, ten tens is a hundred, and ten hundreds is a thousand are skills that are very important as we continue moving through the module. Before moving on to the next phase of this module the teacher will assess to check for understanding and reteach to clear up any misconceptions or errors that students may still be making.

Once students have mastered bundling ones for tens, tens for hundreds, and hundreds for thousands we will move into the student’s understanding of place value of ones, tens and hundreds. During this phase of the module we will work on skip counting both forward and backward from and given number between 1 and 1,000. As we continue our work on place value students will gain a better understanding of whether using ones, tens or hundreds to count is the most effective method. This is something that will help them as we move into adding and subtracting bigger numbers, word problems, and multiplication and division in the future.

Once students have mastered the idea of bundling and their understanding of place value has gotten even more proficient we move onto writing three-digit numbers in four different forms. Standard for (ex.345) is the first form we discuss because it is the most common for students. We then move into unit form (ex. 3 hundreds, 4 tens and 5 ones) because our focus on place value has enabled students to take apart numbers and really see what each individual number stands for. Expanded form is the third form focused on (ex. 300 + 40 + 5) is taking the first two forms we talked about and putting them together to further increase place value understanding. Word form (ex. Three hundred forty five) is the final form taught to the students. Students can pull from all other forms in order to effectively be able to write the number in word form.

At this point in the module place value understanding by the students is very high. Until this point students have been using base ten blocks and it is at this point that we switch to place value disks (physical and pictorial). Students are now modeling with the place value disks and using them to count up and down (add and subtract) as we begin to look at multi-step word problems. As multi-step word problems are introduced so are the strategies used to take the problems apart, get rid of any extra information present and decipher exactly what the question is asking. These concepts continue until the end of the module and into the next module as well.

The last concepts in this module really test the student’s place value understanding. Students are now solving multi-step word problems in which numbers are presented as 12 tens instead of 120 and they use the skills that they have gained in order to change the numbers to standard form and work with them to solve the problem. The very last skill in this module has a focus on comparing numbers found in word problems. Students draw on everything they have learned in this module as well as >, < and = that was introduced in the first grade.

After the completion of this module students continue working on addition and subtraction word problems until April of second grade. At this point we use all of the place value understanding, addition and subtraction skills that have been mastered in order to build a good starting foundation for multiplication and division.