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| **Composing and Decomposing 3-Digit Numbers Behaviours/Strategies** |
| 1. Student composes and decomposes using hundreds, tens, and ones (one way)

“I modelled 135.” | 1. Student composes and decomposes using hundreds, tens, and ones (more than one way).

"I traded the hundred for 10 tens." | 1. Student uses place value to write a number in different ways

“One hundred thirty-five is1 hundred, 3 tens, 5 ones;13 tens, 5 ones or |||||||||||||•••••" |
| **Observations/Documentation** |
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| **Composing and Decomposing 3-Digit Numbers Behaviours/Strategies (cont’d)** |
| 1. Student understands relationships among digits

"The digit 4 in 475 represents 4 hundreds,40 tens, or 400 ones." | 1. Student compares two 3-digit numbers where all digits are different.

Compare 475 and 739.“The digit 4 in 475 represents 4 hundreds,and the digit 7 in 739 represents 7 hundreds.7 hundreds is greater than 4 hundreds.So, 739 is greater than 475." | 1. Student uses place value to compare and order numbers.

Bison: 739 kg; Grizzly bear: 268 kg; Brown bear: 278 kg“The bison has the greatest number of hundreds. Both bears have 2 hundreds so I will compare the tens. 6 tens is less than 7 tens.So, 268 is less than 278.From greatest to least: 739 kg, 278 kg, 268 kg.” |
| **Observations/Documentation** |
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