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- a. I understand that 100 can be thought of as a bundle of ten tens - called a "hundred."
  - b. I understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.
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I can use a strategy based on place value, making friendly numbers, and/or fact families to solve addition and subtraction facts within 99 with ease.

Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.

I can represent whole numbers on a number line by equally spacing the points/digits. I can use the digits and spaces to help find sums and differences.

I can use a strategy based on place value, making friendly numbers, and/or fact families to solve addition and subtraction facts within 99 with ease.

I can use place value strategies related to models, drawings, and symbols to add and subtract through 999.

I can select and use appropriate tools (rulers, yardsticks, meter sticks, measuring tapes) to measure the ~~an~~

I can use place value strategies related to models, drawings, and symbols to add and subtract through 999.

I can solve one- and two-step real-world/story problems using addition and subtraction through 99 with unknowns in all positions. (Quarter 2 = one step addition and subtraction, Quarter 3 and Quarter 4 = one- and two-step addition and subtraction).

I can divide squares, rectangles, and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of.

I can use repeated addition to find the total number of objects in a rectangular array. I can write an equation to show my thinking.