IXL Student Log **Name:_____**

Chapter 1

CCSS.Math.Content.2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

Practice	Date	Date	Date	MEDAL! 
M.1				
M.2				
M.4				
M.9				

CCSS.Math.Content.2.NBT.A.1a 100 can be thought of as a bundle of ten tens — called a "hundred."

Practice	Date	Date	Date	MEDAL! 
A.5				
M.12				

CCSS.Math.Content.2.NBT.A.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

Practice	Date	Date	Date	MEDAL! 
M.5				
M.10				

CCSS.Math.Content.2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.

Practice	Date	Date	Date	MEDAL! 
A.1				
A.2				

A.3				
A.12				

CCSS.Math.Content.2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Practice	Date	Date	Date	MEDAL! 
C.3				
C.4				
M.13				

CCSS.Math.Content.2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Practice	Date	Date	Date	MEDAL! 
B.3				
B.4				
B.5				
B.6				
B.7				

CCSS.Math.Content.2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

Practice	Date	Date	Date	MEDAL! 
A.4				