
New Hampshire 2 Mathematics

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	New Hampshire
Grade	2 (Elementary)
Subject	Mathematics
Course category	Core
Standards family	Mathematics
Framework	Common Core State Standards for Mathematics, adopted by New Hampshire as its College and Career Ready Standards
Issuing agency	New Hampshire Department of Education
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Three-Digit Place Value

Unit 3: Hundreds, Tens and Ones · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What does each digit in a three-digit number mean?
Standards	Hundreds, Tens and Ones -> 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4 — 4 standards; full text in the standards table Looking for Structure — <i>Official state standard verification required before school submission.</i>
Learning target	"I can explain what each digit in a three-digit number means."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.
- Students will look for and make use of structure.

Success criteria (student-friendly)

- "I name the hundreds digit."
- "I say what each digit is worth."
- "I build a number with materials."

Academic vocabulary

hundreds, tens, ones, digit, place value

Materials and technology

- Base-ten materials
- Place value charts
- Digit cards
- Whiteboards
- Chart paper

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Observation: child explains the value of each digit in a three-digit number.

Family communication

Ask your child what the 4 is worth in 429.

Day 41 — Ten Tens Make a Hundred

Week 9, Day 1 · Unit 3 · Standards: 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, Looking for Structure

Focus	Bundling to hundreds.
Learning target	"I can explain what each digit in a three-digit number means."
Vocabulary in use	hundreds, tens, ones
Local date	_____

Learning sequence

Connect: tens and ones. Teach: bundling ten tens. Try: guided bundling. Apply: children bundle. Reflect: structure noticed.

Check for understanding

Student demonstrates that ten tens make one hundred.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Building Three-Digit Numbers

Week 9, Day 2 · Unit 3 · Standards: 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, Looking for Structure

Focus	Concrete representation.
Learning target	"I can explain what each digit in a three-digit number means."
Vocabulary in use	hundreds, tens, ones
Local date	_____

Learning sequence

Connect: hundreds. Teach: building with materials. Try: guided building. Apply: children build numbers. Reflect: builds checked.

Check for understanding

Student builds a three-digit number with base-ten materials.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — What Each Digit Is Worth

Week 9, Day 3 · Unit 3 · Standards: 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, Looking for Structure

Focus	Digit value.
Learning target	"I can explain what each digit in a three-digit number means."
Vocabulary in use	hundreds, tens, ones
Local date	_____

Learning sequence

Connect: our builds. Teach: position determines value. Try: shared analysis. Apply: children state values. Reflect: same digit, different worth.

Check for understanding

Student states the value of each digit in a three-digit number.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — The Same Digits in a Different Order

Week 9, Day 4 · Unit 3 · Standards: 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, Looking for Structure

Focus	Positional significance.
Learning target	"I can explain what each digit in a three-digit number means."
Vocabulary in use	hundreds, tens, ones
Local date	_____

Learning sequence

Connect: digit value. Teach: rearranging changes the number. Try: shared investigation. Apply: children rearrange. Reflect: place value proved.

Check for understanding

Student explains why digit order changes a number's value.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Explaining Place Value

Week 9, Day 5 · Unit 3 · Standards: 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, Looking for Structure

Focus	Week 9 consolidation.
Learning target	"I can explain what each digit in a three-digit number means."
Vocabulary in use	hundreds, tens, ones
Local date	_____

Learning sequence

Connect: the week. Teach: explaining clearly. Try: modelled explanation. Apply: children explain. Reflect: explanations assessed.

Check for understanding

Student explains three-digit place value using materials.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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Source citation

New Hampshire Department of Education. Common Core State Standards for Mathematics, adopted by New Hampshire as its College and Career Ready Standards. These are the Common Core State Standards, which New Hampshire adopts and republishes unchanged; the standard is national and the adoption is New Hampshire's. Common Core defines no course sequence at high school -- it publishes conceptual categories (Algebra, Functions, Geometry, Number and Quantity, Statistics and Probability) -- so a high school course cites the categories it draws on rather than a state-prescribed course standard. New Hampshire is a local-control state: district schools, public charter schools and private schools each adopt their own curriculum, not the Department of Education nor the State Board of Education. Retrieved 2026-07-27 from <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/career-and-college-ready-standards>