GRADE 2
STUDENT WORKBOOK

New York State Common Core

Mathematics Curriculum

GRADE 2 • MODULE 3

Place Value, Counting, and Comparison of Numbers to 1000

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Topic A: Form Base-Ten Units: Bundle and Count Straws in Units of Ten, a Hundred, and a Thousand ................................................................. 3.A.1

Topic B: Understand Place Value: Count Straws and Bundles of Straws by Units of One, Ten, and a Hundred ........................................................................ 3.B.1

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Module Assessments ............................................................................................................ 3.S.1
Directions: Draw models of ones, tens and hundreds. Your teacher will tell you which numbers to model.
Name ______________________________________________________________________________ Date ________________

1. Draw lines to match and make each statement true.

   10 tens = ____________
   10 hundreds = ____________
   10 ones = ____________

   1 thousand
   1 ten
   1 hundred

2. Circle the largest unit. Box the smallest.

   4 tens  2 hundreds  9 ones

3. Draw models of each and label the following number:

   2 tens  7 ones  6 hundreds
Lesson 1 Homework

Name ____________________________ Date _____________

1. 2 ones + _____ ones = 10  
2. 6 tens + _____ tens = 1 hundred 

2 + _____ = 10  
60 + _____ = 100

3. Rewrite in order from largest to smallest units.

6 tens  Largest _________________________

3 hundreds  _________________________

8 ones  Smallest _________________________

4. Count each group. What is the total number of sticks in each group?


____________________  _______________________  _______________________

What is the total number of sticks? ________

5. Draw and solve.

Moses has 100 stickers. Jared has 60 stickers. Jared wants to have the same 
number of stickers as Moses. How many more stickers does Jared need?

Jared needs _____ more stickers.
Lesson 2: Count Up and Down Between 100 and 220 Using Ones and Tens

Name ________________________________ Date ________________

A. Draw, label, and box 100. Draw pictures of the units you use to count from 100 to 124.

B. Draw, label, and box 124. Draw pictures of the units you use to count from 124 to 220.
Lesson 2 Worksheet

Lesson 2: Count Up and Down Between 100 and 220 Using Ones and Tens

C. Draw, label, and box 85. Draw pictures of the units you use to count from 85 to 120.

D. Draw, label, and box 120. Draw pictures of the units you use to count from 120 to 193.
1. These are bundles of hundreds, tens, and ones. How many straws are in each group?

   ______ straws

   ______ straws

2. Count from 96 to 140 with ones and tens. Use pictures to show your work.

3. Fill in the blanks to reach the benchmark numbers.

   35, ___, ___, ___, ___, 40, ___, ___, ___, ___, ___, ___, 100, ___, 300
Lesson 2: Count Up and Down Between 100 and 220 Using Ones and Tens

Name ____________________________ Date _______________

1. How many in all?

_____ ones = _____ tens

2. These are bundles with 10 sticks in each.

a) How many tens are there? ______

b) How many hundreds? ______

c) How many sticks are there in all? ______

3. Sally did some counting. Look at her work. Explain why you think Sally counted this way.

   177, 178, 179, 180, 190, 200, 210, 211, 212, 213, 214

4. Show a way to count from 68 to 130 using tens and ones. Explain why you chose to count this way.

5. Draw and solve.

   In her classroom, Sally made 17 bundles of 10 straws. How many straws did she bundle in all?
Name ________________________________ Date ________________

A. Draw, label, and box 90. Draw pictures of the units you use to count from 90 to 300.

B. Draw, label, and box 300. Draw pictures of the units you use to count from 300 to 428.

C. Draw, label, and box 428. Draw pictures of the units you use to count from 428 to 600.

D. Draw, label, and box 600. Draw pictures of the units you use to count from 600 to 1000.
1. Draw a line to match the numbers with the units you might use to count them.

- 300 to 900: ones, tens, and hundreds
- 97 to 300: ones and tens
- 484 to 1000: ones and hundreds
- 743 to 800: hundreds

2. These are bundles of hundreds, tens, and ones. Draw to show how you would count to 1000.
Name ________________________________ Date ______________

1. Fill in the blanks to reach the benchmark numbers.
   a) 14, ____, ____, ____, ____, ____, 20, ____, ____, 50
   b) 73, ____, ____, ____, ____, ____, ____, 80, ____, 100, ____, 300, ____, 320
   c) 65, ____, ____, ____, ____, 70, ____, ____, 100
   d) 30, ____, ____, ____, ____, ____, ____, 100, ____, ____, 400

2. These are ones, tens, and hundreds. How many sticks are there in all?

   There are ________ sticks in all.

3. Show a way to count from 668 to 900 using ones, tens, and hundreds.
4. Sally bundled her sticks in hundreds, tens, and ones.

a) How many sticks does Sally have? ___________________

b) Draw 3 more hundreds and 3 more tens. Count and write how many sticks Sally has now.
Directions: Work with your partner to imagine your place value chart. Write down how you might count from the first number up to the second number. Underline the numbers where you bundled to make a larger unit.

A. 476 to 600

B. 47 to 200

C. 188 to 510

D. 389 to 801
Name ___________________________ Date ________________

1. These are bundles of 10. If you put them together, which unit will you make?

   a) one  b) ten  c) hundred  d) thousand

2. These are bundles of hundreds, tens, and ones. How many sticks are there in all?

   ___________________

3. Imagine the place value chart. Write the numbers that show a way to count from 187 to 222.
Lesson 4: Count Up to 1000 on the Place Value Chart

1. Marcos used the place value chart to count bundles. How many sticks does Marcos have in all?

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Marcos has _____________ sticks.

2. Write the number:

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. These are hundreds. If you put them together, which unit will you make?

a) one   b) hundred   c) thousand   d) ten
4. Analyze 585. How many hundreds, tens, and ones does it have?

    ____________    ____________    ____________
    ones        tens         hundreds

5. Make the number sentence true.

   12 ones = _____ ten _____ ones

6. Show a way to count from 170–410 using tens and hundreds. Circle at least 1 benchmark number.

7. Mrs. Sullivan's students are collecting cans for recycling. Frederick collected 20 cans, Donielle collected 9 cans, and Mina and Charlie each collected 100 cans. How many cans did the students collect in all?
Lesson 5:
Write Base-Ten Three-Digit Numbers in Unit Form; Show the Value of Each Digit

Name ___________________________ Date __________

Directions: Your teacher will tell you a number to write in each box. In a whisper voice, say each number in word form. Use number bonds to show how many ones, tens, and hundreds are in the number.
Name _______________________________ Date ________________

1. Look at the place value cards. What is the value of the 6?

   5 6 9

   a) 6  b) 600  c) 60

2. What is another way to write 5 ones 3 tens 2 hundreds?

   a) 325  b) 523  c) 253  d) 235

3. What is another way to write 6 tens 1 hundred 8 ones?

   a) 618  b) 168  c) 861  d) 681

4. Write 905 in unit form.

   9 0 5
Name _______________________________ Date ________________

1. What is the value of the 7 in 7 6 4? __________________________

2. Make number bonds to show the hundreds, tens, and ones in each number. Then write the number in unit form.

   a) 333

   ______________________________

   b) 330

   ______________________________

   c) 303

   ______________________________
3. Draw a line to match unit form with number form.

1 hundred 1 one = 11

1 ten 1 one = 101

7 tens 1 one = 110

7 hundreds 1 one = 701

1 hundred 1 ten = 101

7 hundreds 1 ten = 71
Directions: Write each number as an addition sentence, separating the total value of each of the units.

A. 231
B. 312
C. 527
D. 752
E. 201
F. 310
G. 507
H. 750
Write the answer.

I. 2 + 30 + 100 =

J. 300 + 2 + 10 =

K. 50 + 200 + 7 =

L. 70 + 500 + 2 =

M. 1 + 200 =

N. 100 + 3 =

O. 700 + 5 =

P. 7 + 500 =

Date: 11/20/12
Write in number form.

a) $10 + 10 + 1 + 1 + 100 + 100 + 100 = \underline{_______}$

b) $400 + 70 + 6 = \underline{_______}$

c) $\underline{_______} = 9 + 700 + 10$

d) $\underline{_______} = 200 + 50$

e) $2 + 600 = \underline{_______}$

f) $300 + 32 = \underline{_______}$

Write in expanded form.

a) $974 = \underline{_______}$

b) $435 = \underline{_______}$

c) $35 = \underline{_______}$

d) $310 = \underline{_______}$

e) $703 = \underline{_______}$
Match the numerals with the number names.

A. Two hundred thirty
B. Forty
C. Nine hundred sixty
D. Four hundred seventy
E. Eight hundred fifty
F. Five hundred nineteen
G. Four hundred seventeen
H. Fourteen
I. Nine hundred thirteen
J. Eight hundred fifteen
K. Five hundred ninety
L. Two hundred thirteen
M. Nine hundred sixteen

- 14
- 913
- 470
- 916
- 519
- 815
- 213
- 40
- 230
- 960
- 417
- 850
- 590
Lesson 6 Homework

Name ________________________________ Date ________________

Write in number form.

a) \(1 + 1 + 1 + 10 + 10 + 10 + 100 + 100 = \) ___________

b) \(300 + 90 + 9 = \) ___________

c) ___________ = 5 + 100 + 20

d) ___________ = 600 + 50

e) 3 + 400 = ___________

f) 900 + 76 = ___________

Write in expanded form.

a) 533 = ________________

b) 355 = ________________

c) 67 = ________________

d) 460 = ________________

e) 801 = ________________
Match Part 1

Match the number names and numerals. Problem B is done for you as an example.

A. Two hundred thirty four ● 204
B. Three hundred seventy four ● 930
C. 7 hundreds 6 tens 3 ones ● 470
D. Two hundred four ● 763
E. Four hundred two ● 650
F. 3 ones 7 hundreds 4 tens ● 903
G. Four hundred seventy ● 123
H. 9 hundreds 3 ones ● 673
I. 3 ones 7 tens 6 hundreds ● 234
J. 1 ten 2 hundreds 3 ones ● 374
K. 5 tens 6 hundreds ● 402
L. Nine hundred thirty ● 743
M. 12 tens 3 ones ● 213
Name ___________________________ Date ________________

Match Part 2

Match all the ways of expressing each number.

A. $500 + 9$

B. 4 hundreds + 34 ones

C. $60 + 800 + 3$  •  434

D. $9 + 500$

E. Eight hundred sixty three

F. 9 ones + 50 tens  •  863

G. Four hundred thirty four

H. 86 tens + 3 ones

I. $400 + 4 + 30$  •  509

J. 6 tens + 8 hundreds + 3 ones

K. Five hundred nine

L. 4 ones + 43 tens
<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

Write in number form.

a) \(10 + 10 + 1 + 1 + 100 + 100 + 100 = \) ________

b) \(400 + 70 + 6 = \) __________

c) ________ = 9 + 700 + 10

d) ________ = 200 + 50

e) 2 + 600 = __________

f) 300 + 32 = __________

Write in expanded form.

a) 974 = _______________

b) 435 = _______________

c) 35 = _______________

d) 310 = _______________

e) 703 = _______________
These are bundles of hundreds, tens, and ones. Write the numeral, expanded form, and number name for each number shown.

1. a) Numeral

b) Expanded Form

c) Number Name
Lesson 7: Write, Read, and Relate Base-Ten Numbers in all Forms

Date: 11/20/12

3.A.50

2. a) Numeral ________________________________________________

b) Expanded Form ________________________________________________

c) Number Name ________________________________________________

3. What is the unit value of the 3 in 432? ______________________________

4. What is the unit value of the 6 in 216? ______________________________

5. Write 212, 221, 122 in order from greatest to least.

_________________  ___________________  ________________
Name _______________________________       Date ______________

Directions: Show each amount of money using 10 bills. Whisper and write each amount of money in expanded form. Write the total value of each set of bills as a number bond.

10 Bills

a)  

136 = __________________________

b)  

190 = __________________________

c)  

109 = __________________________

d)  

_________________________________ = 451

e)  

_________________________________ = 460

f)  

_________________________________ = 406
Lesson 8: Count the Total Value of $1, $10, and $100 Bills up to $1000

Date: 11/20/12

3.D.11

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550 = _____________________

541 = _____________________

901 = _____________________

___________________ = 510

___________________ = 1000

___________________ = 100
1. Write the total value of the money shown below in numeral and expanded form.

<table>
<thead>
<tr>
<th>$1</th>
<th>$1</th>
<th>$10</th>
<th>$10</th>
<th>$100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Numeral form**

_____________________

**Expanded form**

_____________________

2. What is the value of 3 ten-dollar bills and 9 one-dollar bills? ________________

3. Draw money to show 2 different ways to make $142, using only $1, $10, and $100 bills.
1. Write the total value of the money.

   $10   $10   $10   $10   $10

   $10   $10   $10   $10   $1

2. Fill in the bills with $100, $10, or $1 to show the amount.

   $100   $100   $10   $1   $1

   $1   $1   $1   $1   $1

   $172

   $226
3. Draw and solve.

Brandon has 7 ten-dollar bills and 8 one-dollar bills. Joshua has 3 less ten-dollar bills and 4 less one-dollar bills than Brandon. What is the value of Joshua’s money?
Name ________________________________ Date ________________

Directions: First model the count using tens and ones on your place value chart. Then record your count on the empty number line.

Empty Number Lines

a) 70 to 300

b) 300 to 450

c) 160 to 700

d) 700 to 870
Directions: First model the count using tens and hundreds on your place value chart. Then record your count on the empty number line.

**Empty Number Lines**

e) 68 to 200

f) 200 to 425

g) 486 to 700

h) 700 to 982
Name ___________________________ Date ________________

1. Jeremy counted from $280 to $435. Use the number line to show a way that Jeremy could have used ones, tens, and hundreds to count.

```
|   |   |   |   |   |   |   |   |   |   |
```

2. Use the number line. Show another way that Jeremy could have counted from $280 to $435.

```
|   |   |   |   |   |   |   |   |   |   |
```

3. Use the number line to help you tell how many hundreds, tens and ones you use when you count from $776 to $900.

```
|   |   |   |   |   |   |   |   |   |   |
```

To count from $776 to $900 we used _____ hundreds _____tens _____ones.
Name _______________________________ Date ________________

1. Write the total amount of money shown in each group.

   a) $100 \quad \quad $100
      $100 \quad $100
      $100 \quad $100
      $100 \quad $100
      $100 \quad $100

   b) $10 \quad \quad $10
      $10 \quad $10
      $10 \quad $10
      $10 \quad $10
      $10 \quad $10

   c) $1 \quad \quad $1
      $1 \quad $1
      $1 \quad $1
      $1 \quad $1
      $1 \quad $1

   d) $10 \quad \quad $100
      $10 \quad $100
      $10 \quad $100
      $100 \quad $1
      $100 \quad $1

2. Show one way to count from $82 to $512.

3. Use each number line to show a different way to count from $580 to $994.

   [Number lines showing different ways to count from $580 to $994]

4. Draw and solve.
   Julia wants a bike that costs $75. She needs to save $25 more to have enough money to buy it. How much money does Julia already have? Julia already has $___________.

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Names __________________ and __________________    Date ____________

Jerry wonders, “How many $10 bills are equal to a $1000 bill?”

Directions: Work with your partner to answer Jerry’s question. Explain your solution using words, pictures or numbers. Ask yourselves: Can I draw something? What can I draw? What can I learn from my drawing? Remember to write your answer as a statement.
Think about the different strategies your classmates used to answer Jerry’s question. Explain a strategy you liked that is different from yours and explain why that strategy also works.
Lesson 10 Homework

Name ________________________________ Date ________________

Jerry wonders, “How many $10 bills are equal to a $1000 bill?”

Directions: Think about the strategies your friends used to answer Jerry’s question. Answer the problem again using a different strategy than the one you used with your partner. Explain your solution using words, pictures or numbers. Remember to write your answer as a statement.
Lesson 11: Count the Total Value of Ones, Tens, and Hundreds with Place Value Disks

1) Directions: Model the numbers on your place value chart using the fewest number of blocks or disks possible.

   Partner A use base ten blocks.
   Partner B use place value disks.
   Compare the way your numbers look.
   Whisper the numbers in standard form and unit form.

2) 12
3) 124
4) 104
5) 299
6) 200

2) Take turns using the number disks to model the following numbers using the fewest disks possible. Whisper the numbers in standard form and unit form.

   a) 25     f) 36
   b) 250    i) 360
   c) 520    m) 630
   d) 502    n) 603
   e) 205    o) 306
1. Tell the value of the following numbers.

A. ______________________

B. ______________________

2. Fill in the sentences below to tell about the change from 36 to 360.

I changed ______________________ to ______________________.

I changed ______________________ to ______________________.
Lesson 11: Count the Total Value of Ones, Tens, and Hundreds with Place Value Disks

Date: 11/19/12

Name ___________________________  Date ______________

Homework: Model the numbers using the fewest disks possible.

(Teacher: Students will need a set of paper place value disks to take home.)

1) Use your place value disks to show your parent the following numbers.

Whisper the numbers in standard form and unit form (1 hundred 3 tens 4 ones).

a) 15  

b) 152

c) 102

d) 290

e) 300

2) Use number disks to model the following numbers using the fewest disks possible. Whisper the numbers in standard form and unit form.

a) 42  

b) 420

c) 320

d) 402

e) 442

f) 53

g) 530

h) 520

i) 503

j) 55
Name ___________________________       Date ______________

Count from **582 to 700** using place value disks. Change for a larger unit when necessary.

When you counted from **582 to 700**:

<table>
<thead>
<tr>
<th>Did you make a larger unit at...</th>
<th>Yes, I changed to make:</th>
<th>No, I need ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>590 ?</td>
<td>1 ten 1 hundred</td>
<td>___ ones. ___ tens.</td>
</tr>
<tr>
<td>600 ?</td>
<td>1 ten 1 hundred</td>
<td>___ ones. ___ tens.</td>
</tr>
<tr>
<td>618 ?</td>
<td>1 ten 1 hundred</td>
<td>___ ones. ___ tens.</td>
</tr>
<tr>
<td>640 ?</td>
<td>1 ten 1 hundred</td>
<td>___ ones. ___ tens.</td>
</tr>
<tr>
<td>652 ?</td>
<td>1 ten 1 hundred</td>
<td>___ ones. ___ tens.</td>
</tr>
<tr>
<td>700 ?</td>
<td>1 ten 1 hundred</td>
<td>___ ones. ___ tens.</td>
</tr>
</tbody>
</table>
Lesson 12 Exit Ticket

Name ____________________________ Date ______________

1. Match to show the equivalent value.

   10 ones                  1 hundred
   10 tens                  1 thousand
   10 hundreds              1 ten

2. Draw a model on the place value chart to show 348.

   ___________ ___________ ___________

   a) How many more ones to make a ten? _____ ones
   b) How many more tens to make a hundred? _____ tens
   c) How many more hundreds to make a thousand? _____ hundreds
Name ____________________________ Date ______________

Count by ones from 368 to 500. Change for a larger unit when necessary.

When you counted from 368 to 500:

<table>
<thead>
<tr>
<th>Did you make a larger unit at...</th>
<th>Yes, I changed to make:</th>
<th>No, I need _______</th>
</tr>
</thead>
<tbody>
<tr>
<td>377 ?</td>
<td>1 ten 1 hundred</td>
<td>___ ones. ___ tens.</td>
</tr>
<tr>
<td>392 ?</td>
<td>1 ten 1 hundred</td>
<td>___ ones. ___ tens.</td>
</tr>
<tr>
<td>400 ?</td>
<td>1 ten 1 hundred</td>
<td>___ ones. ___ tens.</td>
</tr>
<tr>
<td>418 ?</td>
<td>1 ten 1 hundred</td>
<td>___ ones. ___ tens.</td>
</tr>
<tr>
<td>463 ?</td>
<td>1 ten 1 hundred</td>
<td>___ ones. ___ tens.</td>
</tr>
<tr>
<td>470 ?</td>
<td>1 ten 1 hundred</td>
<td>___ ones. ___ tens.</td>
</tr>
</tbody>
</table>
Lesson 13 Worksheet 2

Name _______________________________ Date _________________

Directions: Draw place value disks to show and read the following numbers.

A) 72

B) 427

C) 713

D) 171

E) 187

F) 705

When you have finished, use your whisper voice to read each number out loud in both unit and word form. How much does each number need to change for a ten? For 1 hundred?
Name _______________________________ Date ________________

1. Draw place value disks to show the numbers.

   a) 560
      
      
      
   b) 506
      
      
      

2. Draw and label the jumps on the number line to move from 0 to 141.
Lesson 13 Homework

Name _____________________________  Date ______________

Homework: Draw place value disks to show and read the following numbers.

A) 43  

B) 430

C) 270  

D) 720

E) 702  

F) 936

When you have finished, use your whisper voice to read each number out loud in both unit and word form. How much does each number need to change for a ten? For 1 hundred?
Whisper count as you show the numbers with place value disks.

A
Draw 18 using tens and ones.

B
Draw 18 using only ones.

A
Draw 315 using hundreds, tens, and ones.

B
Draw 315 using only hundreds and ones.
A
Draw 315 using hundreds, tens, and ones.

B
Draw 206 using only tens and ones.
Lesson 14 Worksheet

Name ___________________________________    Date _____________

1. Whisper-talk the numbers and words as you fill in the blanks.

1. 18 = _______ hundreds _______ tens _______ ones
   18 = _______ ones

2. 315 = _______ hundreds _______ tens _______ ones
   315 = _______ hundreds _______ ones

3. 120 = _______ hundreds _______ tens _______ ones
   120 = _______ tens _______ ones

4. 206 = _______ hundreds _______ tens _______ ones
   206 = _______ tens _______ ones

5. 419 = _______ hundreds _______ tens _______ ones
   419 = _______ tens _______ ones

6. 570 = _______ hundreds _______ tens
   570 = _______ tens

7. 718 = _______ hundreds _______ ones
   748 = _______ tens _______ ones

8. 909 = _______ hundreds _______ ones
   909 = _______ tens _______ ones

2. Mr. Hernandez's class wants to trade 400 tens rods for hundreds flats with Mr. Harrington's class. How many hundreds flats are equal to 400 tens rods?
Name ___________________________ Date ______________

Draw 241. Use hundreds, tens, and ones place value disks.

Chart B: Draw 241. Use only tens and ones place value disks.

Fill in the blanks.

9. 45 = ______ hundreds ______ tens ______ ones
   45 = ______ ones

10. 682 = ______ hundreds ______ tens ______ ones
    682 = ______ hundreds ______ ones
1. Whisper-talk the numbers and words as you fill in the blanks.

   A. 16 = ______ tens _______ones
      18 = ______ ones

   B. 217 = ______ hundreds ______ tens _______ones
      217 = ______ hundreds ______ ones

   C. 320 = ______ hundreds ______ tens _______ones
      320 = ______ tens ______ ones

   D. 139 = ______ hundreds ______ tens _______ones
      139 = ______ tens ______ ones

   E. 473 = ______ hundreds ______ tens _______ones
      473 = ______ tens ______ ones

   F. 680 = ______ hundreds ______  tens
       680 = ______ tens

   G. 817 = ______ hundreds _______ones
       817 = ______ tens _______ones

   H. 921 = ______ hundreds _______ones
       921 = ______ tens _______ones

2. Write down how you skip-count by ten from 350 to 240? You might use place value disks, number lines, bundles, or numbers.
Lesson 15: Explore a Situation with More Than 9 Groups of Ten

Names ___________________ and ___________________    Date __________

Pencils come in boxes of 10.
There are 14 boxes.

1. How many pencils are there in all? Explain your answer using words, pictures, or numbers.

2. The principal wants to have 300 pencils for the second graders for October, November and December. How many more boxes of pencils does he need to get? Explain your answer using words, pictures, or numbers.
3. The principal found 7 boxes in the supply closet and 4 boxes in a desk drawer. Now does he have what he wants for the second graders? Explain your answer using words, pictures, or numbers.

4. How many boxes of pencils do you think would be good for your class to have ready for January, February, March and April? How many pencils is that? Explain your answer using words, pictures, or numbers.
Think about the different strategies and tools your classmates used to answer the pencil question. Explain a strategy you liked that is different from yours.
Pencils come in boxes of 10.

1) How many boxes should Erika buy if she needs 127 pencils?

2) How many pencils will she have left over after gets what she needs out of the boxes?

3) How many more pencils does she need to have 200 pencils?
Lesson 16: Compare Two Three-Digit Numbers Using <, >, =

Date: 11/20/12

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60
Name __________________________ Date ______________

1. Draw the following values on the place value charts. Answer the questions below.

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<th>132</th>
<th>312</th>
<th>213</th>
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What is the greatest number? _____________

What is the smallest number? _____________

Order the numbers from smallest to greatest: ____________, ____________, ____________

2. Circle less than or greater than. Whisper the complete sentence.

| a) 97 is less than / greater than 102. | f) 361 is less than / greater than 367. |
| b) 184 is less than / greater than 159. | g) 705 is less than / greater than 698. |
| c) 213 is less than / greater than 206. | h) 465 is less than / greater than 456. |
| d) 299 is less than / greater than 300. | i) 100 + 30 + 8 is less than / greater than 183. |
| e) 523 is less than / greater than 543. | j) 3 tens and 5 ones is less than / greater than 32. |
3. **Write >, < or =.**

   Whisper the complete number sentences as you work.

   900  899
   267  269
   537  527
   419  491
   908 nine hundred eighty
   130  80 + 40
   Two hundred seventy one 70 + 200 + 1
   500 + 40 504
   10 tens 101
   4 tens 2 ones 30 + 12
   36 – 10 2 tens 5 ones

   Noah and Charlie have a problem.
   Noah thinks 42 tens is less than 390.
   Charlie thinks 42 tens is greater than 390.
   Who is correct? Explain your thinking below.
Write >, < or =.

499 〇 500 2 hundred 70 ones 〇 70 + 200 + 1
179 〇 177 300 + 60 〇 306
431 〇 421 4 tens 2 ones 〇 30 + 12
703 〇 seven hundred three 3 tens 7 ones 〇 45 - 10
Name ___________________________________________ Date ______________

1. Draw the following values on the place value charts. Answer the questions below.

241

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124

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Order the numbers from smallest to greatest: __________, __________, __________

2. Circle less than or greater than. Whisper the complete sentence.

a) 112 is less than / greater than 135. 

b) 152 is less than / greater than 157.

c) 214 is less than / greater than 204.

d) 300 + 60 + 5 is less than / greater than 635.

e) 4 tens and 2 ones is less than / greater than 24.

f) 475 is less than / greater than 457.

3. Write >, < or =.

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100 ☐ 99

316 ☐ 361

523 ☐ 525

602 ☐ six hundred two

150 ☐ 90 + 50

9 tens 6 ones ☐ 92

6 tens 8 ones ☐ 50 + 18

84 - 10 ☐ 7 tens 5 ones
Lesson 17 Worksheet

Name ___________________________ Date ______

1. Whisper count as you show the numbers with place value disks.

   A

   Draw 217 using hundreds, tens, and ones.

   B

   Draw 21 tens 7 ones

   <

   =

   >

   A

   Draw 17 ones 1 hundred.

   B

   Draw 11 tens 7 ones.

   <

   =

   >
2. Circle less than, equal to, or greater than. Whisper the complete sentence.

a) 9 tens is \( \text{less than} \) 88.
b) 132 is \( \text{less than} \) 13 tens 2 ones.

c) 102 is \( \text{less than} \) 15 tens 2 ones.
d) 199 is \( \text{less than} \) 20 tens.

e) 62 tens 3 ones is \( < = > \) 623

f) 80 + 700 + 2 is \( < = > \) eight hundred seventy two.

h) 8 + 600 is \( < = > \) 68 tens

i) Seven hundred thirteen is \( < = > \) 47 tens + 23 tens.

j) 18 tens + 4 tens is \( < = > \) 29 tens - 5 tens.

k) 300 + 40 + 9 is \( < = > \) 34 tens.
3. Write >, < or =.

a) 99  10 tens

b) 116  11 tens 5 ones

c) 2 hundreds 37 ones  237

d) Three hundred twenty  34 tens

e) 5 hundreds 2 tens 4 ones  53 tens

f) 104  1 hundred 4 tens

g) 40 + 9 + 600  9 ones 64 tens

h) 700 + 4  74 tens

i) Twenty two tens  Two hundreds twelve ones

j) 7 + 400 + 20  42 tens 7 ones

k) 5 hundreds 24 ones  400 + 2 + 50

l) 69 tens + 2 tens  710

m) 20 tens  two hundred ten ones

n) 72 tens - 12 tens  60

o) 84 tens + 10 tens  9 hundreds 4 ones

p) 3 hundreds 21 ones  18 tens + 14 tens
Name ___________________________ Date _____________

Circle or write >, < or =.

A

Draw 142 using hundreds, tens, and ones.

B

Draw 12 tens 4 ones.

<

=

>

a) 1 hundred 6 tens  ○  106

b) 74 tens  ○  700 + 4

c) Thirty tens  ○  300

d) 21 ones 3 hundreds  ○  31 tens
1. **Whisper count as you show the numbers with place value disks.**

   **A**
   Draw 13 ones 2 hundred.
   
   **B**
   Draw 12 tens 8 ones.

2. **Write >, < or =.**

   q) 199 ★ 10 tens
   w) 400 + 2 + 50 ★ 524
   r) 236 ★ 23 tens 5 ones
   x) 59 tens + 2 tens ★ 610
   s) 21 tens ★ Two hundred twenty
   y) 506 ★ 50 tens
   t) 380 ★ 3 hundred 8 tens
   z) 97 tens - 12 tens ★ 85
   u) 20 + 4 + 500 ★ 2 ones 45 tens
   aa) 67 tens + 10 tens ★ 7 hundreds 7 ones
   v) 600 + 7 ★ 76 tens
   bb) 8 hundreds 13 ones ★ 75 ten
1) Draw the following values on the place value charts as you think best.

1 hundred 19 ones   3 ones 12 tens   120

Order the numbers from smallest to greatest: __________, __________, __________

2) Order the following from smallest to greatest in numeral form.

a) 436  297  805     a) _________, _________, _________

b) 317  three hundred seventy  307     b) _________, _________, _________

c) 826  2 + 600 + 80  200 + 60 + 8     c) _________, _________, _________

d) 5 hundreds 9 ones  51 tens 9 ones  591     d) _________, _________, _________

e) 16 ones 7 hundreds  6 + 700 + 10  716     e) _________, _________, _________
3) Order the following from greatest to smallest in numeral form.

a) 731 598 802
da)_________, ________, ________

b) 82 tens eight hundreds twelve ones 128
db)_________, ________, ________

c) 30 + 3 + 300 30 tens 3 ones 300 + 30
dc)_________, ________, ________

d) 4 ones 1 hundred 4 tens + 10 tens 114
dd)_________, ________, ________

e) 19 ones 6 hundreds 196 90 + 1 + 600
d e)_________, ________, ________

4) Write >, < or =.
Whisper the complete number sentences as you work.

a) 700 599 388
ba) 700 599 388

b) four hundred nine 9 + 400 490
bb) four hundred nine 9 + 400 490

c) 63 tens + 9 tens seven hundred twenty 720
c c) 63 tens + 9 tens seven hundred twenty 720

d) 12 ones 8 hundreds 2 + 80 + 100 128
d d) 12 ones 8 hundreds 2 + 80 + 100 128

e) 9 hundreds 3 ones 390 three hundred nine
e e) 9 hundreds 3 ones 390 three hundred nine

f) 80 tens + 2 tens 837 3 + 70 + 800
f f) 80 tens + 2 tens 837 3 + 70 + 800
Lesson 18 Exit Ticket

Name __________________________________________ Date ______________

1) Order the following from smallest to greatest in numeral form.
   a) 426 152 801   a) _________, ________, _______
   b) six hundred twenty 206 60 tens 2 ones    b) _________, ________, _______
   c) 300 + 70 + 4 3 + 700 + 40 473   c) _________, ________, _______

2) Order the following from greatest to smallest in numeral form.
   a) 4 hundreds 12 ones 421 10 + 1 + 400   a) _________, ________, _______
   b) 8 ones 5 hundreds 185 5 + 10 + 800    c) _________, ________, _______
1) Draw the following values on the place value charts as you think best.
241, 412, 124

Order the numbers from smallest to greatest: ________, ________, ________

2) Order the following from smallest to greatest in numeral form.
   a) 537  263  912
   a) ________, ________, ________
   b) two hundred thirty 213 20 tens 3 ones
   b) ________, ________, ________
   c) 400 + 80 + 5  4 + 800 + 50  845
   c) ________, ________, ________

3) Order the following from greatest to smallest in numeral form.
   a) 11 ones 3 hundreds 311 10 + 1 + 300
   a) ________, ________, ________
   b) 7 ones 9 hundred 79 tens + 10 tens 970
   b) ________, ________, ________
   c) 15 ones 4 hundreds 154 50 + 1 + 400
   c) ________, ________, ________
1) Model each change on your place value chart. Then fill in the chart. Whisper the complete sentence. “____ more/less than ____ is ____.”

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2) Fill in the blanks. Whisper the complete sentence.
   a) 1 more than 314 is ________.
   b) 10 more than 428 is ________.
   c) 100 less than 635 is ________.
   d) ________ more than 243 is 343.
   e) ________ less than 578 is 568.
   f) ________ less than 199 is 198.
   g) 1 more than ________ is 405.
   h) 10 less than ________ is 372.
   i) 100 less than ________ is 739.
   j) 10 more than ________ is 946.
3) Whisper the numbers as you count:
   a) Count by 1s from 367 to 375.
   b) Skip-count by 10s from 422 to 492.
   c) Skip-count by 100s from 156 to 856.
   d) Count by 1s from 269 to 261.
   e) Skip-count by 10s from 581 to 511.
   f) Skip-count by 100s from 914 to 314.

I found letter ____ to be challenging, because _____________________
_________________________________________________________.

My starting number is 217.
I skip-count up by 100s seven times.
What is the last number I count?
Explain your thinking below:
Fill in the blanks.

a) 10 more than 239 is ________.
b) 100 less than 524 is ________.
c) ________ more than 352 is 362.
d) ________ more than 467 is 567.
e) 1 more than __________ is 601.
f) 10 less than __________ is 241.
g) 100 less than __________ is 878.
h) 10 more than __________ is 734
1) Fill in the chart.
Whisper the complete sentence.

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2) Fill in the blanks. Whisper the complete sentence.
   a) 1 more than 103 is __________.
   b) 10 more than 378 is __________.
   c) 100 less than 545 is __________.
   d) _______ more than 123 is 223.
   e) _______ less than 987 is 977.
   f) _______ less than 422 is 421.
1) Model each problem with a partner on your place value chart. Then fill in the blanks and circle all that apply. Whisper the complete sentence.

a) 1 more than 39 is __________.
   We made a ____________.

b) 10 more than 190 is ____________.
   We made a ____________.

c) 10 more than 390 is ____________.
   We made a ____________.

d) 1 more than 299 is ____________.
   We made a ____________.

e) 10 more than 790 is ____________.
   We made a ____________.

2) Fill in the blanks. Whisper the complete sentence.

a) 1 less than 120 is ________.

b) 10 more than 296 is ________.

c) 100 less than 229 is ________.

d) ________ more than 598 is 608.

e) ________ more than 839 is 840.

f) ________ less than 938 is 838.

g) 10 more than ________ is 306.

h) 100 less than ________ is 894.

i) 10 less than ________ is 895.

j) 1 more than ________ is 1000.
3) **Whisper the numbers as you count:**
   
   a) Count by 1s from 106 to 115.
   
   b) Count by 10s from 467 to 527.
   
   c) Count by 100s from 342 to 942.
   
   d) Count by 1s from 325 to 318.
   
   e) Skip-count by 10s from 888 to 808.
   
   f) Skip-count by 100s from 805 to 5.

   Jenny loves jumping rope.
   Each time she jumps she skip-counts by 10s.
   She starts her first jump at 77, her favorite number.
   How many times does Jenny have to jump to get to 147?

   Explain your thinking below.
Fill in the blanks and circle all that apply.

1 more than 209 is __________.
We made a ________________.

a) 1 less than 150 is __________.
b) 10 more than 394 is __________.
c) ________ less than 607 is 597.
d) 10 more than __________ is 716.
e) 100 less than __________ is 894.
f) 1 more than __________ is 900.
1) Fill in the blanks. Whisper the complete sentence.
   a) 1 less than 160 is _________.
   b) 10 more than 392 is _________.
   c) 100 less than 425 is _________.
   d) ________ more than 549 is 550.
   e) ________ more than 691 is 601.
   f) 10 more than _________. is 704.
   g) 100 less than _________. is 986.
   h) 10 less than _________. is 815.
2) **Count the numbers aloud to a parent.**
   a) Count by 1s from 204 to 212.

   b) Skip-count by 10s from 376 to 436.

   c) Skip-count by 10s from 582 to 632.

   d) Skip-count by 100s from 908 to 18.

   Henry enjoys watching his pet frog hop.
   Each time his frog hops Henry skip-counts backwards by 100s.
   Henry starts his first count at 815.
   How many times does his frog have to jump to get to 15?

   Explain your thinking below.
1) Whisper the numbers as you count:
   a) Count by 1s from 326 to 334.
   b) Skip-count by 10s from 472 to 532.
   c) Skip-count by 10s from 930 to 860.
   d) Skip-count by 100s from 708 to 108.

2) Find the pattern. Fill in the blanks.
   a) 297, 298, __________, __________, __________, __________
   b) 143, 133, __________, __________, __________, __________
   c) 357, 457, __________, __________, __________, __________
   d) 578, 588, __________, __________, __________, __________

3) Find the pattern. Fill in the blanks.
   a) 132, __________, 134, __________, __________, __________, 137
   b) 409, __________, __________, 709, 809, ____________
   c) 210, __________, 190, __________, __________, __________, 160, 150
Fill in the chart.

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Name ____________________________ Date ________________

Find the pattern. Fill in the blanks.

a) 109, __________, 111, __________, __________, 114

b) 710, __________, 690, __________, __________, 660, 650

c) 342, __________, __________, 642, 742, __________

d) 902, __________, __________, 872, __________, 852
1) Find the pattern. Fill in the blanks.
   a) 396, 397, __________, __________, __________, __________
   b) 251, 351, __________, __________, __________, __________
   c) 476, 486, __________, __________, __________, __________
   d) 630, 620, __________, __________, __________, __________

2) Find the pattern. Fill in the blanks.
   a) 208, 209, __________, __________, __________, 213
   b) 316, __________, __________, 616, 716, __________
   c) 547, __________, 527, __________, 507, __________
   d) 672, __________, 692, __________, __________

3) Fill in the chart.

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1. Dora has saved $314.

   a) Write the amount Dora has saved in three different ways by filling in the blanks.

   number names ________________________________

   expanded form ________________________________

   __ hundreds __ tens __ ones

   b) Dora’s goal is to save $400. How many tens are in $400? Explain your answer using words, pictures or numbers.
c) Dora reaches her goal of $400 in savings. She decides to set a new goal of $900. How many more $100 bills will she need to reach $900 in savings? Explain your answer using words, pictures or numbers.

d) Dora made her new goal!! She saved both ten-dollar and hundred-dollar bills to go from $400 to $900. Show how Dora could skip-count using tens and hundreds from 400 to 900. Explain your answer using words, pictures or numbers.
1. Mrs. Ortiz has 21 students in her second grade class. All of them have 10 toes and 10 fingers.

   a) Write the total number of toes of the students using hundreds, tens and ones. Explain using words, pictures or numbers.

   b) One day, three students are absent. How many students are in Mrs. Ortiz’s class that day? Skip-count to show the number of their toes. Explain using words, pictures or numbers.
c) Use <, >, or = to:

- Compare the total number of students’ fingers with the total number of students’ toes in the classroom on a day when all the students are present.

________________________

- Compare the number of toes when 3 students are absent with how many there are when all the students are in class. Explain using words, pictures or numbers.

________________________


d) 10 parents are visiting the classroom.

- How many toes do the students and parents have in all? Explain using words, pictures or numbers.

- How many toes and fingers do the students and parents have in all? Explain using numbers.
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CoSer 501
Educational Media

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