

# A Story of Units®

## Eureka Math™

### Grade 2, Module 3

### Student File\_A

*Contains copy-ready classwork and homework  
as well as templates (including cut outs)*

**Published by the non-profit Great Minds.**

Copyright © 2015 Great Minds. All rights reserved. No part of this work may be reproduced or used in any form or by any means — graphic, electronic, or mechanical, including photocopying or information storage and retrieval systems — without written permission from the copyright holder. “Great Minds” and “Eureka Math” are registered trademarks of Great Minds.

Printed in the U.S.A.

This book may be purchased from the publisher at [eureka-math.org](http://eureka-math.org)

10 9 8 7 6 5 4 3 2 1



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 \_\_\_\_\_

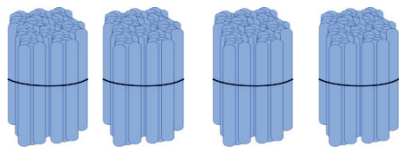
3 hundreds

\_\_\_\_\_

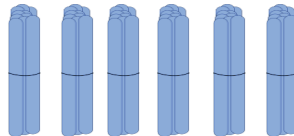
8 ones

Smallest \_\_\_\_\_

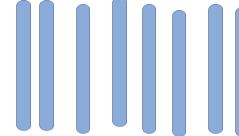
4. Count each group. What is the total number of sticks in each group?

*Bundles of 100*

\_\_\_\_\_

*Bundles of 10*

\_\_\_\_\_

*Ones*

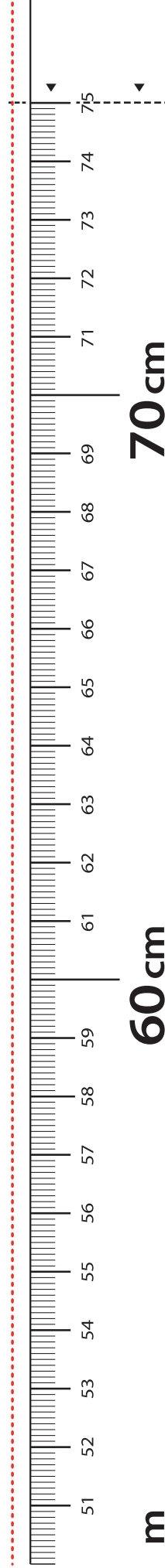
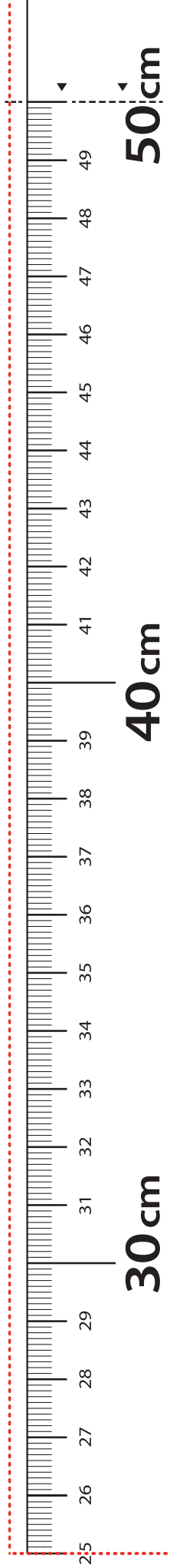
\_\_\_\_\_



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.



**LEGEND**     CUT     ALIGN EDGE

\_\_\_\_\_ meter strip

Name \_\_\_\_\_

Date \_\_\_\_\_

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

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

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

---

4. Draw, label, and box 120. Draw pictures of the units you use to count from 120 to 193.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. How many in all?

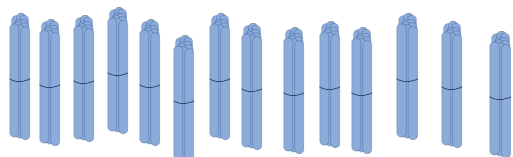

 \_\_\_\_\_ ones = \_\_\_\_\_ tens



 \_\_\_\_\_ stars in all.




2. These are bundles with 10 sticks in each.



a. How many tens are there? \_\_\_\_\_

b. How many hundreds? \_\_\_\_\_

c. How many sticks 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 \_\_\_\_\_

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

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

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

4. Draw, label, and box 600. Draw pictures of the units you use to count from 600 to 1,000.

Name \_\_\_\_\_

Date \_\_\_\_\_

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

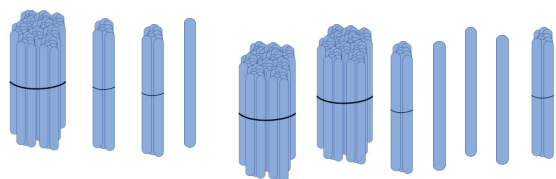
a. 14, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 20, \_\_\_\_\_, \_\_\_\_\_, 50

b. 73, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 80, \_\_\_\_\_, 100, \_\_\_\_\_, 300, \_\_\_\_\_, 320

c. 65, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 70, \_\_\_\_\_, \_\_\_\_\_, 100

d. 30, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 100, \_\_\_\_\_, \_\_\_\_\_, 400

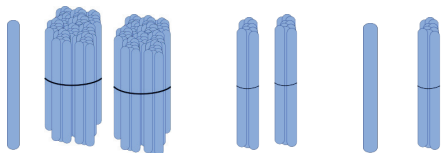
2. These are ones, tens, and hundreds. How many sticks are there in all?



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.

Name \_\_\_\_\_

Date \_\_\_\_\_

Work with your partner. 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.

1. 476 to 600

2. 47 to 200

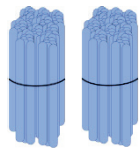
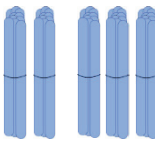
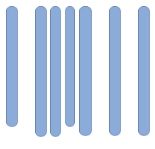
3. 188 to 510

4. 389 to 801

Name \_\_\_\_\_

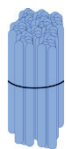
Date \_\_\_\_\_

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

Hundreds	Tens	Ones
		

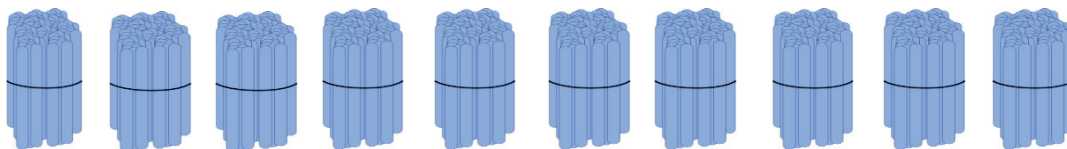
Marcos has \_\_\_\_\_ sticks.

2. Write the number:



Hundreds	Tens	Ones

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



- a. one      b. hundred      c. thousand      d. ten

4. Imagine 585 on the place value chart. How many ones, tens, and hundreds are in each place?



5. Fill in the blanks to make a true number sentence.

$$12 \text{ ones} = \underline{\quad} \text{ ten } \underline{\quad} \text{ ones}$$

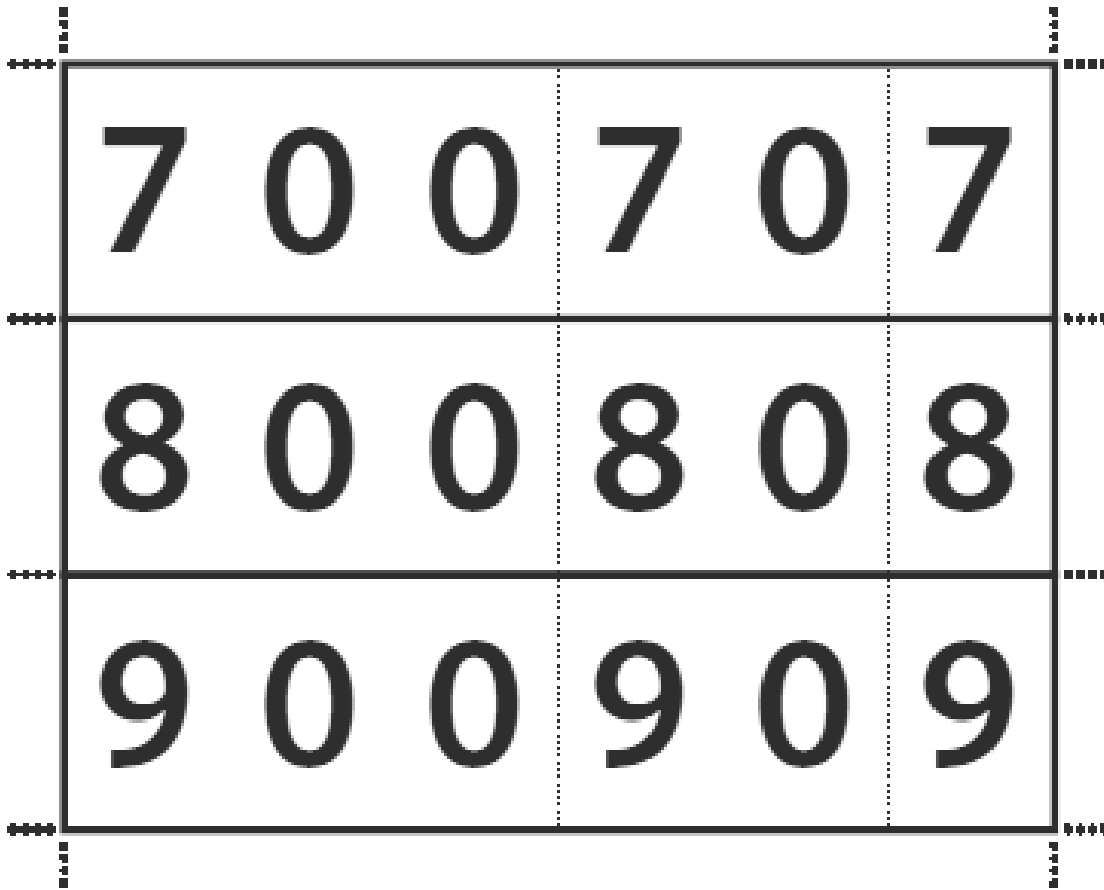
6. Show a way to count from 170 to 410 using tens and hundreds.  
Circle at least 1 benchmark number.

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?



1	0	0	1	0	1
2	0	0	2	0	2
3	0	0	3	0	3
4	0	0	4	0	4
5	0	0	5	0	5
6	0	0	6	0	6

hide zero cards



---

hide zero cards

ones	
tens	
hundreds	

---

hundreds place value chart

Name \_\_\_\_\_

Date \_\_\_\_\_

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.

A large empty grid for writing numbers and showing number bonds. The grid is formed by a vertical line and a horizontal line intersecting at the center, creating four quadrants. The lines are thin and black.

Name \_\_\_\_\_

Date \_\_\_\_\_

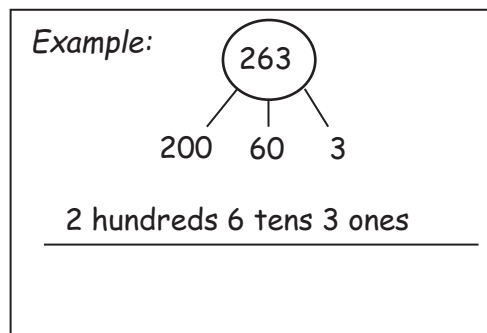
1. What is the value of the 7 in 

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.

a. 1 hundred 1 one = 11

b. 1 ten 1 one = 710

c. 7 tens 1 one = 110

d. 7 hundreds 1 one = 701

e. 1 hundred 1 ten = 101

f. 7 hundreds 1 ten = 71

ones	
tens	
hundreds	

ones	
tens	
hundreds	

ones	
tens	
hundreds	

ones	
tens	
hundreds	

---

individual place value charts

Name \_\_\_\_\_

Date \_\_\_\_\_

Write each number in expanded form, separating the total value of each of the units.

1. 231

2. 312

3. 527

4. 752

5. 201

6. 310

7. 507

8. 750



Write the answer in number form.

9.  $2 + 30 + 100 =$

10.  $300 + 2 + 10 =$

11.  $50 + 200 + 7 =$

12.  $70 + 500 + 2 =$

13.  $1 + 200 =$

14.  $100 + 3 =$

15.  $700 + 5 =$

16.  $7 + 500 =$

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Match the numerals with the number names.

- |                           |       |
|---------------------------|-------|
| a. Two hundred thirty     | ▪ 14  |
| b. Forty                  | ▪ 913 |
| c. Nine hundred sixty     | ▪ 470 |
| d. Four hundred seventy   | ▪ 916 |
| e. Eight hundred fifty    | ▪ 519 |
| f. Five hundred nineteen  | ▪ 815 |
| g. Four hundred seventeen | ▪ 213 |
| h. Fourteen               | ▪ 40  |
| i. Nine hundred thirteen  | ▪ 230 |
| j. Eight hundred fifteen  | ▪ 960 |
| k. Five hundred ninety    | ▪ 417 |
| l. Two hundred thirteen   | ▪ 850 |
| m. Nine hundred sixteen   | ▪ 590 |

2. Write the answer in number form.

a.  $1 + 1 + 1 + 1 + 10 + 10 + 10 + 10 + 100 + 100 =$  \_\_\_\_\_

b.  $300 + 90 + 9 =$  \_\_\_\_\_

c. \_\_\_\_\_  $= 5 + 100 + 20$

d. \_\_\_\_\_  $= 600 + 50$

e.  $3 + 400 =$  \_\_\_\_\_

f.  $900 + 76 =$  \_\_\_\_\_

3. Write each number in expanded form.

a.  $533 =$  \_\_\_\_\_

b.  $355 =$  \_\_\_\_\_

c.  $67 =$  \_\_\_\_\_

d.  $460 =$  \_\_\_\_\_

e.  $801 =$  \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Spell Numbers: How many can you write correctly in 2 minutes?

1		11		10	
2		12		20	
3		13		30	
4		14		40	
5		15		50	
6		16		60	
7		17		70	
8		18		80	
9		19		90	
10		20		100	

number spelling activity sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

**Match Part 1**

Match the word form or unit form with standard form. Problem A 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 |

**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

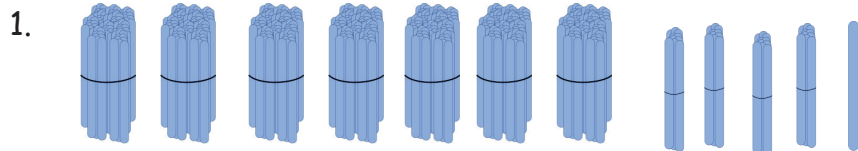
k. Five hundred nine

l. 4 ones + 43 tens

Name \_\_\_\_\_

Date \_\_\_\_\_

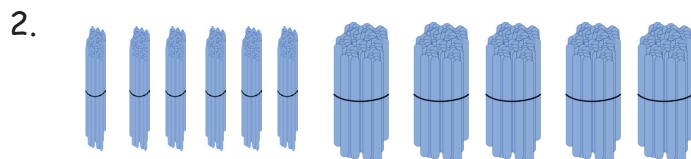
These are bundles of hundreds, tens, and ones. Write the standard form, expanded form, and word form for each number shown.



a. Standard Form \_\_\_\_\_

b. Expanded Form \_\_\_\_\_

c. Word Form \_\_\_\_\_



a. Standard Form \_\_\_\_\_

b. Expanded Form \_\_\_\_\_

c. Word Form \_\_\_\_\_

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 \_\_\_\_\_

Show each amount of money using 10 bills: \$100, \$10, and \$1 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

1. 


\$136 = \_\_\_\_\_

2. 


\_\_\_\_\_ = \$451

3. 


\$190 = \_\_\_\_\_

4. 


\_\_\_\_\_ = \$109

5. 


$$\$460 = \underline{\hspace{4cm}}$$

6. 


$$\underline{\hspace{4cm}} = \$406$$

7. 


$$\$550 = \underline{\hspace{4cm}}$$

8. 


$$\underline{\hspace{4cm}} = \$541$$

9. 


$$\$901 = \underline{\hspace{4cm}}$$

10. 


$$\underline{\hspace{4cm}} = \$910$$

11. 


$$\$1,000 = \underline{\hspace{4cm}}$$

12. 


$$\underline{\hspace{4cm}} = \$100$$

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Write the total value of the money.

\$10	\$10	\$10	\$10	\$10	
\$10	\$10	\$10	\$10	\$1	_____

---

\$100	\$100	\$10	\$1	\$1	
\$1	\$1	\$1	\$1	\$1	_____

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

					\$172

---

					\$226

3. Draw and solve.

Brandon has 7 ten-dollar bills and 8 one-dollar bills. Joshua has 3 fewer ten-dollar bills and 4 fewer one-dollar bills than Brandon. What is the value of Joshua's money?


unlabeled hundreds place value chart

Name \_\_\_\_\_

Date \_\_\_\_\_

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

Empty Number Lines

1. 70 to 300



2. 300 to 450



3. 160 to 700



4. 700 to 870



5. 68 to 200



6. 200 to 425



7. 486 to 700



8. 700 to 982





Name \_\_\_\_\_

Date \_\_\_\_\_

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

a.

\$100	\$100
\$100	\$100
\$100	\$100
\$100	\$100
\$100	\$100

b.

\$10	\$10
\$10	\$10
\$10	\$10
\$10	\$10
\$10	\$10

c.

\$1	\$1
\$1	\$1
\$1	\$1
\$1	\$1
\$1	\$1

d.

\$10	\$100
\$10	\$100
\$10	\$100
\$100	\$1
\$100	\$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.



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 \$\_\_\_\_\_.

Name \_\_\_\_\_

Date \_\_\_\_\_

Jerry wonders, "How many \$10 bills are equal to a \$1,000 bill?"

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.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. 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.

- a. 12
  - b. 124
  - c. 104
  - d. 299
  - e. 200
2. Take turns using the place value disks to model the following numbers using the fewest place value disks possible. Whisper the numbers in standard form and unit form.

a. 25

f. 36

b. 250

g. 360

c. 520

h. 630

d. 502

i. 603

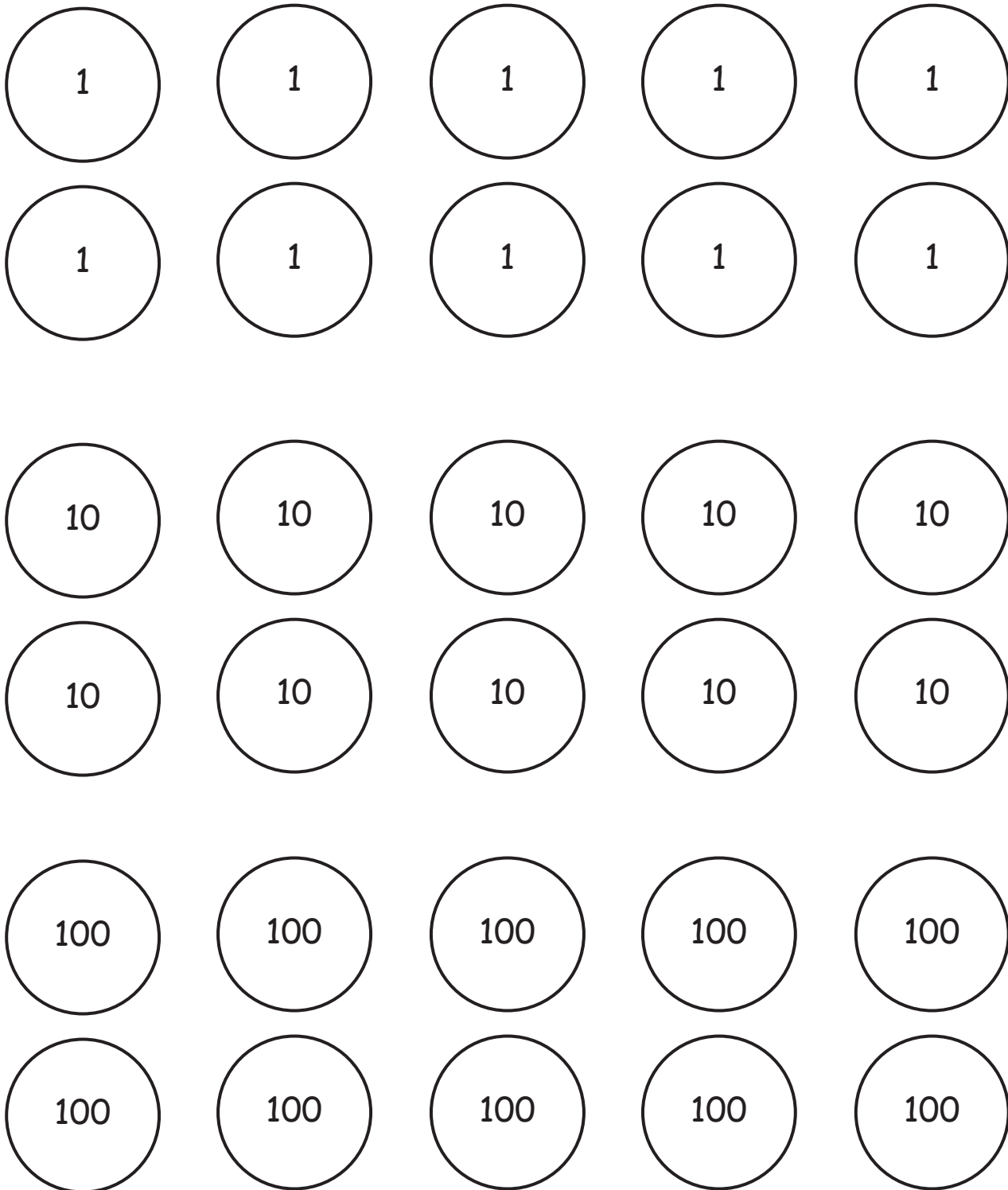
e. 205

j. 306

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Model the following numbers for your parent using the fewest disks possible. 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. Model the following numbers using the fewest place value 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



---

place value disks

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**:

Did you make a larger unit at...	Yes, I changed to make:	No, I need _____
1. 590?	1 ten      1 hundred	___ ones. ___ tens.
2. 600?	1 ten      1 hundred	___ ones. ___ tens.
3. 618?	1 ten      1 hundred	___ ones. ___ tens.
4. 640?	1 ten      1 hundred	___ ones. ___ tens.
5. 652?	1 ten      1 hundred	___ ones. ___ tens.
6. 700?	1 ten      1 hundred	___ ones. ___ tens.

Name \_\_\_\_\_

Date \_\_\_\_\_

Count by ones from **368** to **500**. Change for a larger unit when necessary.When you counted from **368** to **500**:

Did you make a larger unit at...	<b>Yes,</b> I changed to make:	<b>No,</b> I need _____
1. 377?	1 ten    1 hundred	___ ones. ___ tens.
2. 392?	1 ten    1 hundred	___ ones. ___ tens.
3. 400?	1 ten    1 hundred	___ ones. ___ tens.
4. 418?	1 ten    1 hundred	___ ones. ___ tens.
5. 463?	1 ten    1 hundred	___ ones. ___ tens.
6. 470?	1 ten    1 hundred	___ ones. ___ tens.



Name \_\_\_\_\_

Date \_\_\_\_\_

Draw place value disks to show the numbers.

1. 72

--	--	--

2. 427

--	--	--

3. 713

--	--	--

4. 171

--	--	--

5. 187

--	--	--

6. 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 \_\_\_\_\_

Draw place value disks to show the numbers.

1. 43

--	--	--

2. 430

--	--	--

3. 270

--	--	--

4. 720

--	--	--

5. 702

--	--	--

6. 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?



---

empty number line

Name \_\_\_\_\_ Date \_\_\_\_\_

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

a.

Draw 18 using tens and ones.

--	--	--

Draw 18 using **only** ones.

--	--	--

b.

Draw 315 using hundreds, tens,  
and ones.

--	--	--

Draw 315 using **only** hundreds  
and ones.

--	--	--

c.

Draw 206 using hundreds, tens, and ones.
--

Draw 206 using <b>only</b> tens and ones.
---

--	--	--

--	--	--

2. Whisper-talk the numbers and words as you fill in the blanks. Start by using the place value charts from Problem 1 to help you.

a.  $18 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

$18 =$  \_\_\_\_\_ ones

b.  $315 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

$315 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ ones

c.  $206 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

$206 =$  \_\_\_\_\_ tens \_\_\_\_\_ ones

d.  $419 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

$419 =$  \_\_\_\_\_ tens \_\_\_\_\_ ones

e.  $570 = \underline{\quad\quad}$  hundreds  $\underline{\quad\quad}$  tens

$570 = \underline{\quad\quad}$  tens

f.  $748 = \underline{\quad\quad}$  hundreds  $\underline{\quad\quad}$  ones

$748 = \underline{\quad\quad}$  tens  $\underline{\quad\quad}$  ones

g.  $909 = \underline{\quad\quad}$  hundreds  $\underline{\quad\quad}$  ones

$909 = \underline{\quad\quad}$  tens  $\underline{\quad\quad}$  ones

3. 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 \_\_\_\_\_

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

a.  $16 = \underline{\quad\quad} \text{ tens } \underline{\quad\quad} \text{ ones}$

$16 = \underline{\quad\quad} \text{ ones}$

b.  $217 = \underline{\quad\quad} \text{ hundreds } \underline{\quad\quad} \text{ tens } \underline{\quad\quad} \text{ ones}$

$217 = \underline{\quad\quad} \text{ hundreds } \underline{\quad\quad} \text{ ones}$

c.  $320 = \underline{\quad\quad} \text{ hundreds } \underline{\quad\quad} \text{ tens } \underline{\quad\quad} \text{ ones}$

$320 = \underline{\quad\quad} \text{ tens } \underline{\quad\quad} \text{ ones}$

d.  $139 = \underline{\quad\quad} \text{ hundreds } \underline{\quad\quad} \text{ tens } \underline{\quad\quad} \text{ ones}$

$139 = \underline{\quad\quad} \text{ tens } \underline{\quad\quad} \text{ ones}$

e.  $473 = \underline{\quad\quad} \text{ hundreds } \underline{\quad\quad} \text{ tens } \underline{\quad\quad} \text{ ones}$

$473 = \underline{\quad\quad} \text{ tens } \underline{\quad\quad} \text{ ones}$

f.  $680 = \underline{\quad\quad} \text{ hundreds } \underline{\quad\quad} \text{ tens}$

$680 = \underline{\quad\quad} \text{ tens}$

g.  $817 = \underline{\quad\quad} \text{ hundreds } \underline{\quad\quad} \text{ ones}$

$817 = \underline{\quad\quad} \text{ tens } \underline{\quad\quad} \text{ ones}$

h.  $921 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ ones

$921 =$  \_\_\_\_\_ tens \_\_\_\_\_ ones

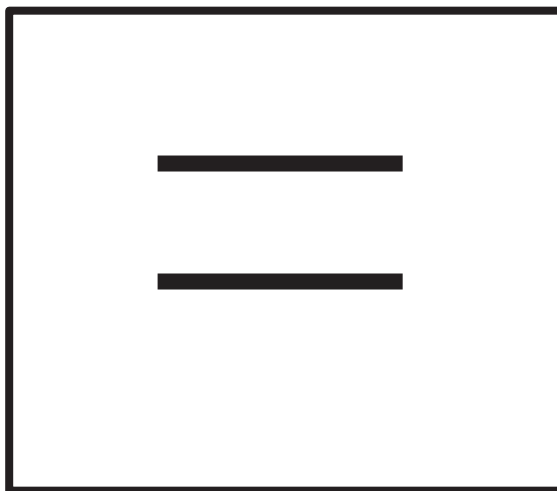
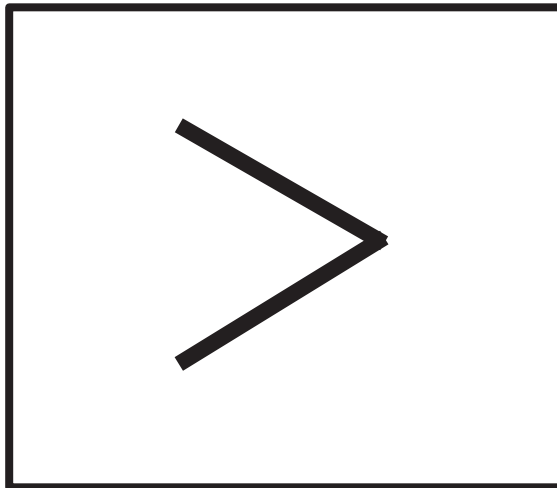
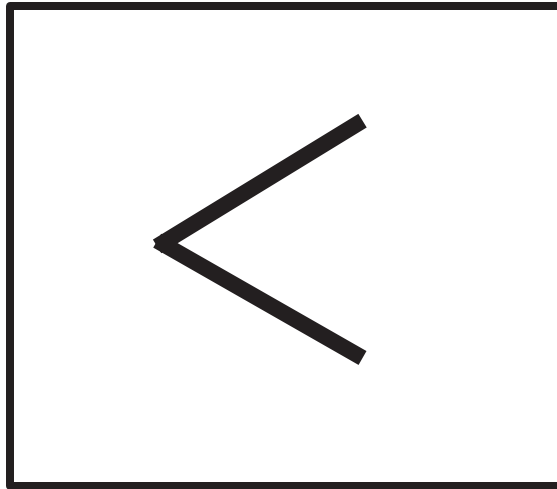
2. Write down how you can skip-count by ten from 350 to 240. You might use place value disks, number lines, bundles, or numbers.





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 your class will need for January, February, March, and April? How many pencils is that? Explain your answer using words, pictures, or numbers.





<, >, = symbol cards

0

1

2

3

4

5

6

7

8

9

---

digit cards 0–9

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Draw the following numbers using place value disks on the place value charts. Answer the questions below.

a. 132

--	--	--

b. 312

--	--	--

c. 213

--	--	--

d. Which is the greatest number? \_\_\_\_\_

e. Which is the least number? \_\_\_\_\_

f. Order the numbers from least 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.

a. 900  899

b. 267  269

c. 537  527

d. 419  491

e. 908  nine hundred eighty

f. 130   $80 + 40$

g. Two hundred seventy-one   $70 + 200 + 1$

h.  $500 + 40$   504

i. 10 tens  101

j. 4 tens 2 ones   $30 + 12$

k.  $36 - 10$   2 tens 5 ones

4. 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.

---

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Draw the following numbers using place value disks on the place value charts. Answer the questions below.

a. 241

--	--	--

b. 412

--	--	--

c. 124

--	--	--

d. Order the numbers from least to greatest: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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

a. 112 is less than / greater than 135.	d. 475 is less than / greater than 457.
b. 152 is less than / greater than 157.	e. $300 + 60 + 5$ is less than / greater than 635.
c. 214 is less than / greater than 204.	f. 4 tens and 2 ones is less than / greater than 24.

3. Write  $>$ ,  $<$ , or  $=$ .

a. 100 ○ 99

e. 150 ○  $90 + 50$

b. 316 ○ 361

f. 9 tens 6 ones ○ 92

c. 523 ○ 525

g. 6 tens 8 ones ○  $50 + 18$

d. 602 ○ six hundred two

h.  $84 - 10$  ○ 7 tens 5 ones



Name \_\_\_\_\_

Date \_\_\_\_\_

472

--	--	--

274

--	--	--

724

--	--	--

Name \_\_\_\_\_

Date \_\_\_\_\_

472

--	--	--

274

--	--	--

724

--	--	--

Name \_\_\_\_\_

Date \_\_\_\_\_

472

--	--	--

274

--	--	--

724

--	--	--

number comparison template

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Whisper count as you show the numbers with place value disks. Circle  $>$ ,  $<$ , or  $=$ .

a. Draw 217 using hundreds, tens, and ones.

--	--	--

b. Draw 21 tens and 7 ones.

--	--	--

 $<$  $=$  $>$ 

c. Draw 1 hundred and 17 ones.

--	--	--

d. Draw 1 hundred 1 ten and 7 ones.

--	--	--

 $<$  $=$  $>$

2. Circle less than (<), equal to (=), or greater than (>). Whisper the complete sentence.

a. 9 tens is \_\_\_\_\_ 88.

less than
equal to
greater than

b. 132 is \_\_\_\_\_ 13 tens 2 ones.

less than
equal to
greater than

c. 102 is \_\_\_\_\_ 15 tens 2 ones.

less than
equal to
greater than

d. 199 is \_\_\_\_\_ 20 tens

less than
equal to
greater than

e. 62 tens 3 ones is 

<	=	>
---	---	---

 623.

f.  $80 + 700 + 2$  is 

<	=	>
---	---	---

 eight hundred seventy-two.

g.  $8 + 600$  is 

<	=	>
---	---	---

 68 tens.

h. Seven hundred thirteen is 

<	=	>
---	---	---

 47 tens + 23 tens.

i. 18 tens + 4 tens is 

<	=	>
---	---	---

 29 tens - 5 tens.

j.  $300 + 40 + 9$  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 \_\_\_\_\_

1. Whisper count as you show the numbers with place value disks. Circle  $>$ ,  $<$ , or  $=$ .

a. Draw 13 ones and 2 hundreds.

--	--	--

b. Draw 12 tens and 8 ones.

--	--	--

&lt;

=

&gt;

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

a. 199 ○ 10 tens

b. 236 ○ 23 tens 5 ones

c. 21 tens ○ Two hundred twenty

d. 380 ○ 3 hundred 8 tens

e.  $20 + 4 + 500$  ○ 2 ones 45 tensf.  $600 + 7$  ○ 76 tensg.  $400 + 2 + 50$  ○ 524

h. 59 tens + 2 tens ○ 610

i. 506 ○ 50 tens

j. 97 tens - 12 tens ○ 85

k. 67 tens + 10 tens ○ 7 hundreds 7 ones

l. 8 hundreds 13 ones ○ 75 tens

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Draw the following values on the place value charts as you think best.

a. 1 hundred 19 ones

b. 3 ones 12 tens

c. 120

--	--	--

--	--	--

--	--	--

d. Order the numbers from least to greatest: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. Order the following from least to greatest in standard form.

a. 436    297    805    \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b. 317    three hundred seventy    307    \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

c. 826     $2 + 600 + 80$      $200 + 60 + 8$     \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

d. 5 hundreds 9 ones    51 tens 9 ones    591    \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

e. 16 ones 7 hundreds     $6 + 700 + 10$     716    \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

1. Draw the following values on the place value charts as you think best.

a. 241

--	--	--

b. 412

--	--	--

c. 124

--	--	--

d. Order the numbers from least to greatest: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. Order the following from least to greatest in standard form.

a. 537    263    912

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

b. two hundred thirty    213    20 tens 3 ones

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

c.  $400 + 80 + 5$      $4 + 800 + 50$     845

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

3. Order the following from greatest to least in standard form.

a. 11 ones 3 hundreds    311     $10 + 1 + 300$ 

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

b. 7 ones 9 hundred    79 tens + 10 tens    970

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

c. 15 ones 4 hundreds    154     $50 + 1 + 400$ 

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

1. Model each change on your place value chart. Then, fill in the chart.

Whisper the complete sentence: "\_\_\_\_\_ more/less than \_\_\_\_\_ is \_\_\_\_\_."

	242	153	312	465
100 more				
100 less				
10 more				
10 less				
1 more				
1 less				

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

a. 1 more than 314 is \_\_\_\_\_.

f. \_\_\_\_\_ less than 199 is 198.

b. 10 more than 428 is \_\_\_\_\_.

g. 1 more than \_\_\_\_\_ is 405.

c. 100 less than 635 is \_\_\_\_\_.

h. 10 less than \_\_\_\_\_ is 372.

d. \_\_\_\_\_ more than 243 is 343.

i. 100 less than \_\_\_\_\_ is 739.

e. \_\_\_\_\_ less than 578 is 568.

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.

g. I found letter \_\_\_\_\_ to be challenging because \_\_\_\_\_  
\_\_\_\_\_.

4. My starting number is 217.

I skip-count up by 100s seven times.

What is the last number I count?

Explain your thinking below.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Fill in the chart. Whisper the complete sentence: "\_\_\_\_ more/less than \_\_\_\_ is \_\_\_\_."

	146	235	357	481	672	814
100 more						
100 less						
10 more						
10 less						
1 more						
1 less						

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

a. 1 more than 103 is \_\_\_\_\_.

f. \_\_\_\_\_ less than 422 is 421.

b. 10 more than 378 is \_\_\_\_\_.

g. 1 more than \_\_\_\_\_ is 619.

c. 100 less than 545 is \_\_\_\_\_.

h. 10 less than \_\_\_\_\_ is 546.

d. \_\_\_\_\_ more than 123 is 223.

i. 100 less than \_\_\_\_\_ is 818.

e. \_\_\_\_\_ less than 987 is 977.

j. 10 more than \_\_\_\_\_ is 974.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Model each problem with a partner on your place value chart. Then, fill in the blanks, and circle all that apply. Explain your thinking.

a. 1 more than 39 is \_\_\_\_\_.

We made a \_\_\_\_\_.

one
ten
hundred

b. 10 more than 190 is \_\_\_\_\_.

We made a \_\_\_\_\_.

one
ten
hundred

c. 10 more than 390 is \_\_\_\_\_.

We made a \_\_\_\_\_.

one
ten
hundred

d. 1 more than 299 is \_\_\_\_\_.

We made a \_\_\_\_\_.

one
ten
hundred

e. 10 more than 790 is \_\_\_\_\_.

We made a \_\_\_\_\_.

one
ten
hundred

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

a. 1 less than 120 is \_\_\_\_\_.

f. \_\_\_\_\_ less than 938 is 838.

b. 10 more than 296 is \_\_\_\_\_.

g. 10 more than \_\_\_\_\_ is 306.

c. 100 less than 229 is \_\_\_\_\_.

h. 100 less than \_\_\_\_\_ is 894.

d. \_\_\_\_\_ more than 598 is 608.

i. 10 less than \_\_\_\_\_ is 895.

e. \_\_\_\_\_ more than 839 is 840.

j. 1 more than \_\_\_\_\_ is 1,000.

3. Whisper the numbers as you count:
- Count by 1s from 106 to 115.
  - Count by 10s from 467 to 527.
  - Count by 100s from 342 to 942.
  - Count by 1s from 325 to 318.
  - Skip-count by 10s from 888 to 808.
  - Skip-count by 100s from 805 to 5.

4. 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.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Fill in the blanks. Whisper the complete sentence.

a. 1 less than 160 is \_\_\_\_\_.

e. \_\_\_\_\_ more than 691 is 701.

b. 10 more than 392 is \_\_\_\_\_.

f. 10 more than \_\_\_\_\_ is 704.

c. 100 less than 425 is \_\_\_\_\_.

g. 100 less than \_\_\_\_\_ is 986.

d. \_\_\_\_\_ more than 549 is 550.

h. 10 less than \_\_\_\_\_ is 815.

2. Count the numbers aloud to a parent:

a. Count by 1s from 204 to 212.

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

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

d. Skip-count by 100s from 908 to 8.

3. Henry enjoys watching his pet frog hop.

Each time his frog hops, Henry skip-counts backward 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.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Whisper the numbers as you count:

- Count by 1s from 326 to 334.
- Skip-count by 10s from 472 to 532.
- Skip-count by 10s from 930 to 860.
- 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, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

e. 132, \_\_\_\_\_, 134, \_\_\_\_\_, \_\_\_\_\_, 137

f. 409, \_\_\_\_\_, \_\_\_\_\_, 709, 809, \_\_\_\_\_

g. 210, \_\_\_\_\_, 190, \_\_\_\_\_, \_\_\_\_\_, 160, 150

3. Fill in the charts.

a.

72	73			76	
			85		
		94			97
				106	
			115		

b.

		345	346		
	354				
			366		
				377	
		385			



Name \_\_\_\_\_

Date \_\_\_\_\_

1. Find the pattern. Fill in the blanks.

a. 396, 397, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b. 251, 351, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

c. 476, 486, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

d. 630, 620, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

e. 208, 209, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 213

f. 316, \_\_\_\_\_, \_\_\_\_\_, 616, 716, \_\_\_\_\_

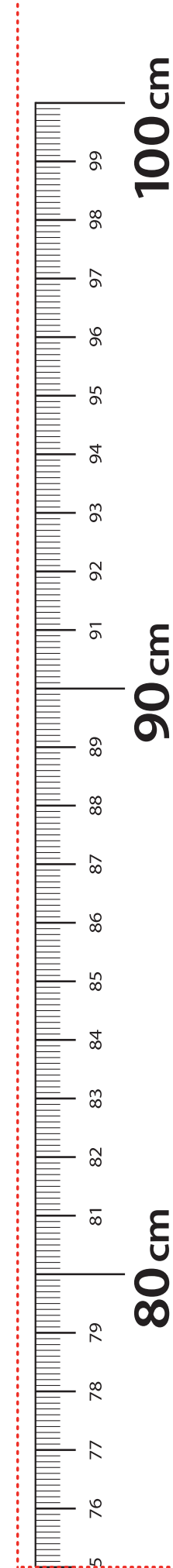
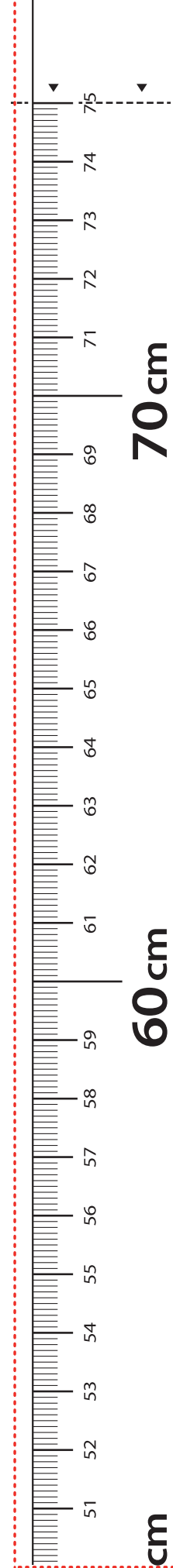
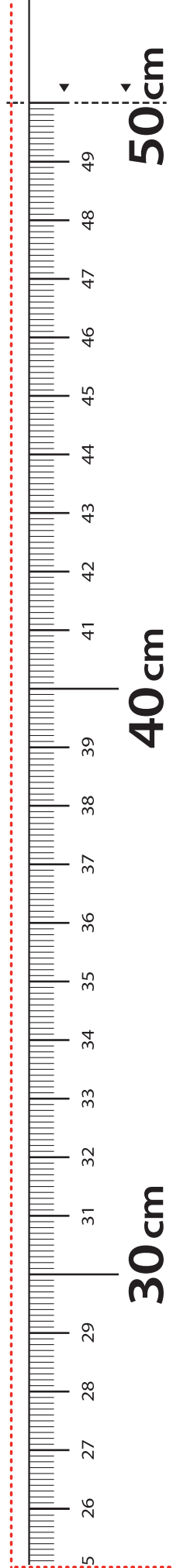
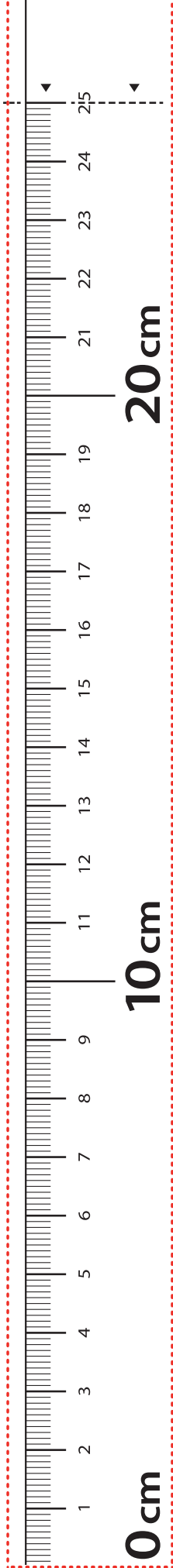
g. 547, \_\_\_\_\_, 527, \_\_\_\_\_, 507, \_\_\_\_\_

h. 672, \_\_\_\_\_, 692, \_\_\_\_\_, \_\_\_\_\_

2. Fill in the chart.

	206				
			218		
					230
		237			

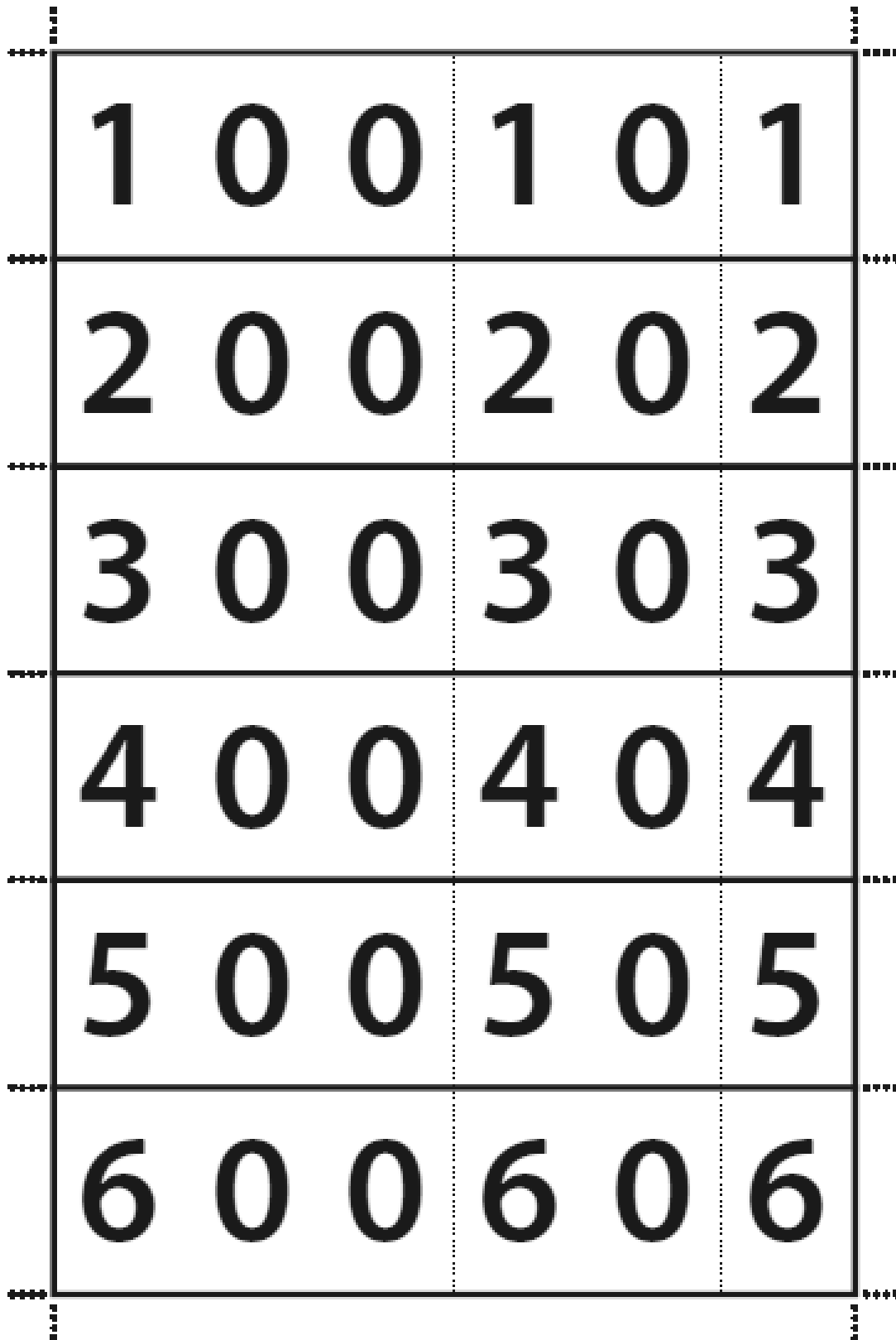
**Cut Out Packet**



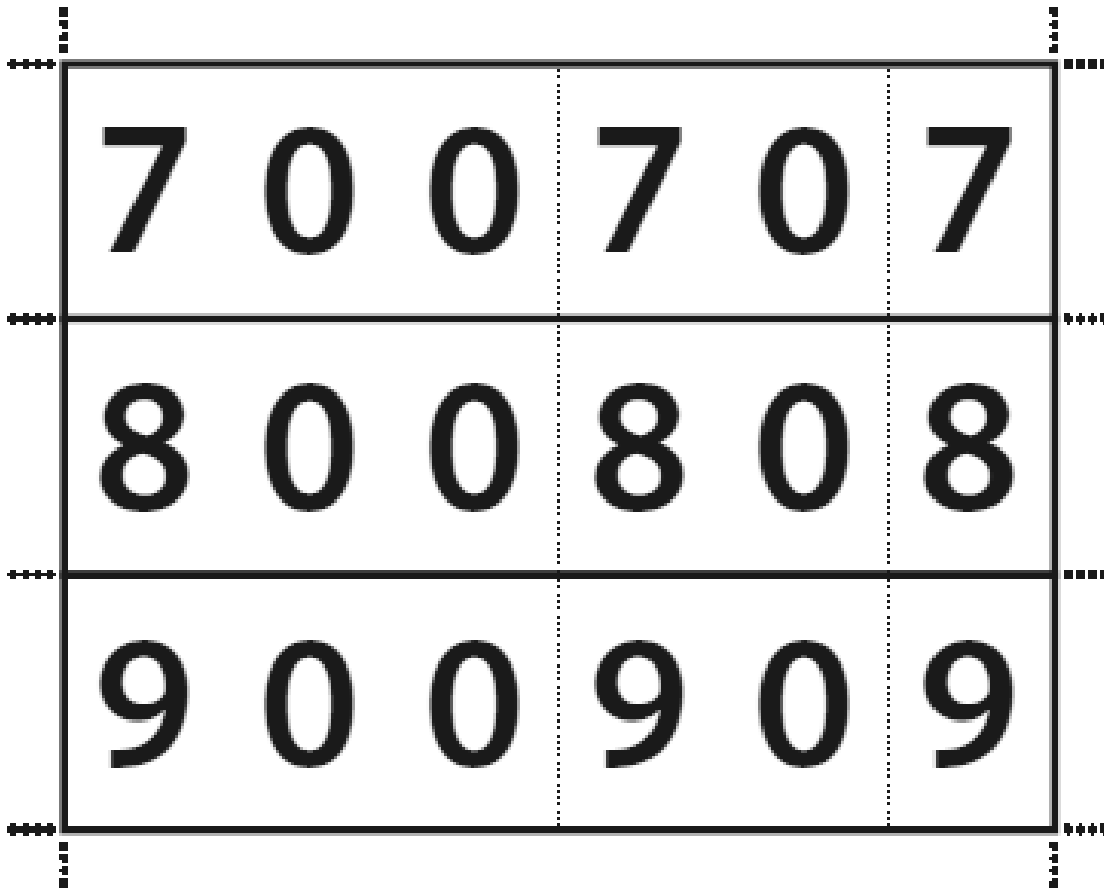
**LEGEND**

- CUT
- ALIGN EDGE

meter strip

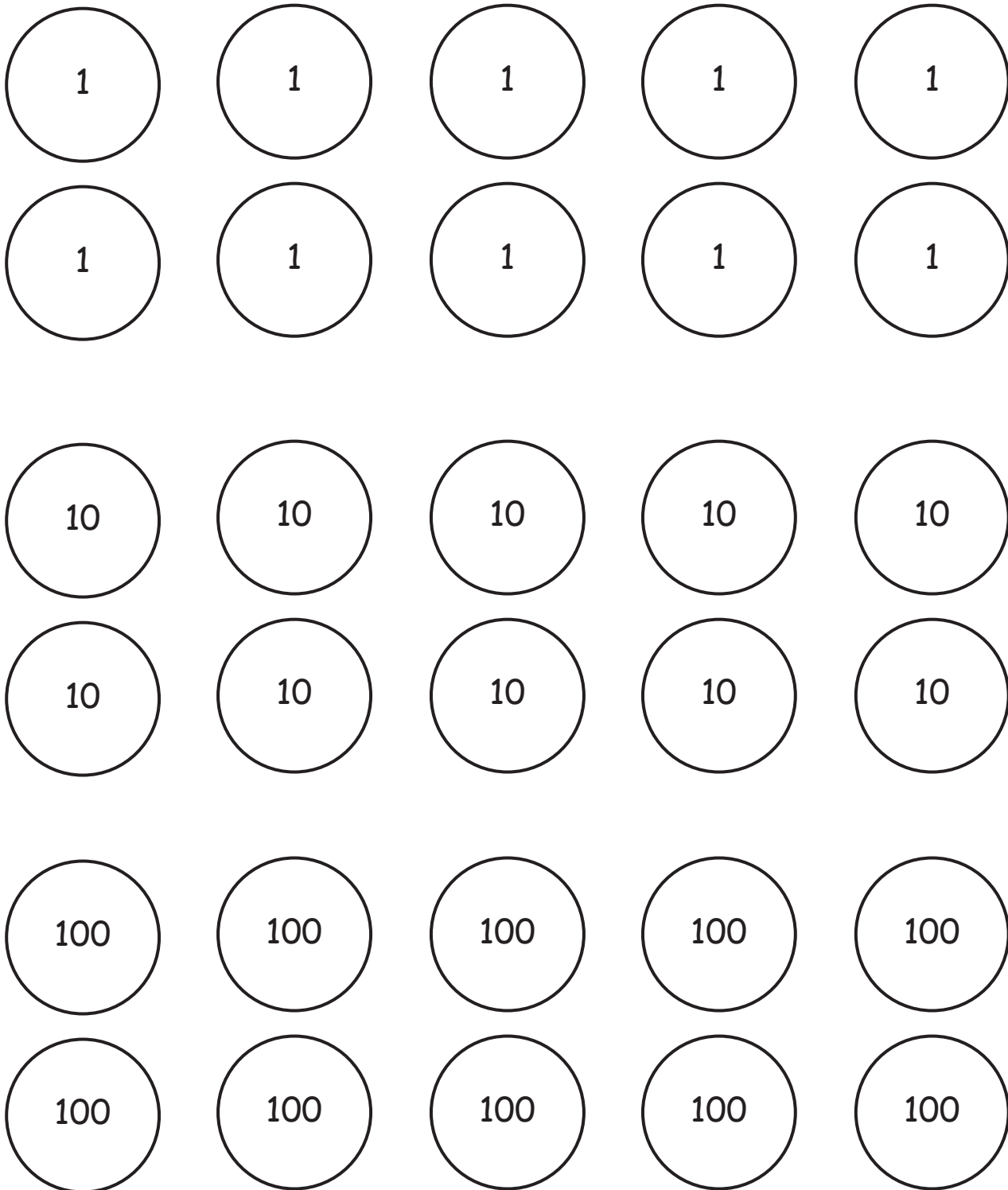


hide zero cards



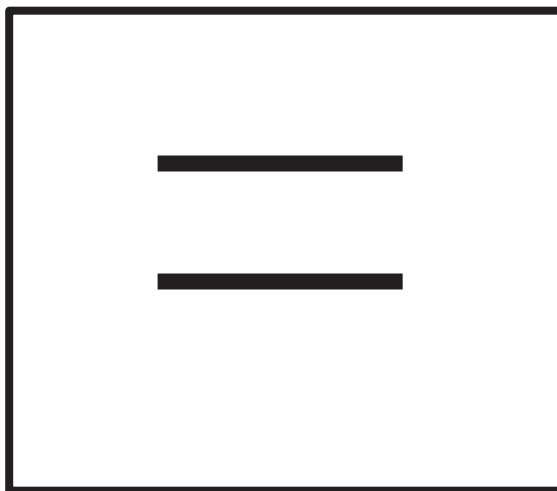
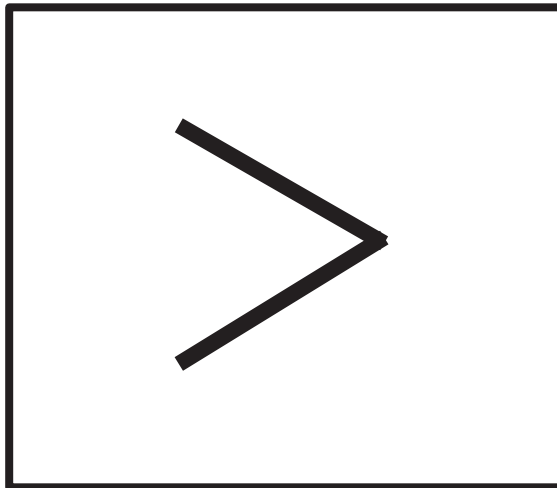
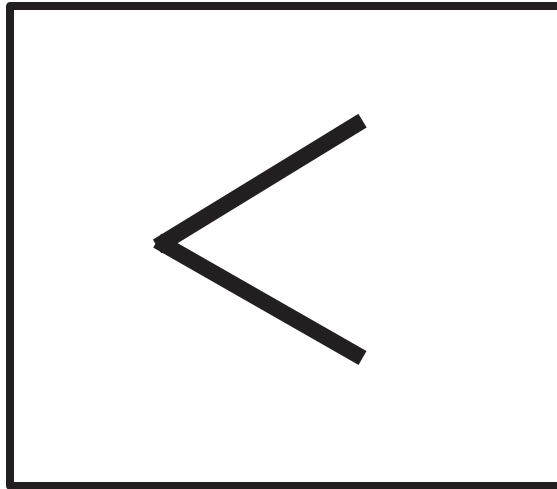
---

hide zero cards

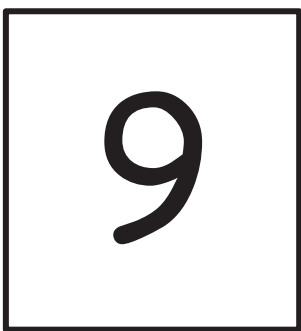
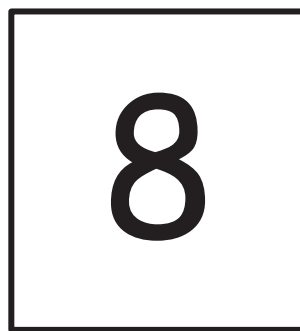
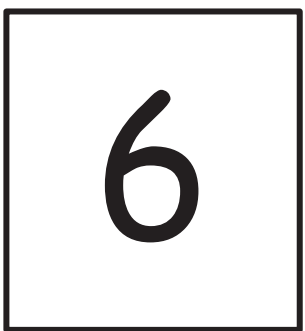
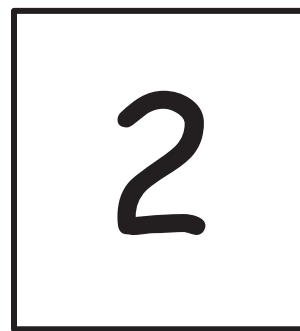
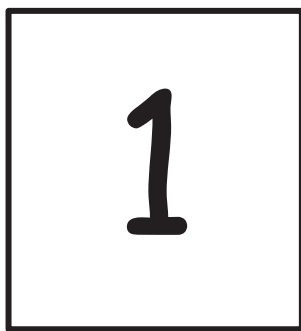
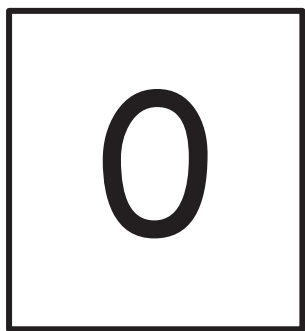


---

place value disks



<, >, = symbol cards



---

digit cards 0–9



Name \_\_\_\_\_

Date \_\_\_\_\_

472

--	--	--

274

--	--	--

724

--	--	--

Name \_\_\_\_\_

Date \_\_\_\_\_

472

--	--	--

274

--	--	--

724

--	--	--

Name \_\_\_\_\_

Date \_\_\_\_\_

472

--	--	--

274

--	--	--

724

--	--	--

number comparison template