Lesson 1: Bundle and count ones, tens, and hundreds to 1,000.

Name ________________________________  Date _______________

Draw models of ones, tens, and hundreds. Your teacher will tell you which numbers to model.
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
   - 3 hundreds
   - 8 ones

   Largest __________________
   _________________________
   _________________________
   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.
Lesson 2 Problem Set 2-3

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.

Lesson 2: Count up and down between 100 and 220 using ones and tens.
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.
Lesson 2 Homework

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?
Lesson 3: Count up and down between 90 and 1,000 using ones, tens, and hundreds.

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.
Lesson 3: Count up and down between 90 and 1,000 using ones, tens, and hundreds.

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.

   ![Image of sticks bundled]

   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.
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?

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="hundreds.png" alt="Image" /></td>
<td><img src="tens.png" alt="Image" /></td>
<td><img src="ones.png" alt="Image" /></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><img src="hundreds.png" alt="Image" /></td>
<td><img src="tens.png" alt="Image" /></td>
<td><img src="ones.png" alt="Image" /></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. Imagine 585 on the place value chart. How many ones, tens, and hundreds are in each place?

______________    ______________    ______________
ones          tens          hundreds

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

12 ones = _____ ten _____ 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?
Lesson 4: Count up to 1,000 on the place value chart.
Lesson 4: Count up to 1,000 on the place value chart.

hide zero cards
Lesson 4: Count up to 1,000 on the place value chart.
Lesson 5: Write base ten three-digit numbers in unit form; show the value of each digit.

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.
1. What is the value of the 7 in \[\boxed{7 \ 6 \ 4}\]?

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

   a. 333

   Example:

   \[\begin{array}{c}
   263 \\
   200 \quad 60 \quad 3 \\
   \hline
   2 \text{ hundreds} \quad 6 \text{ tens} \quad 3 \text{ ones}
   \end{array}\]

   2 hundreds 6 tens 3 ones

   

   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
Lesson 5: Write base ten three-digit numbers in unit form; show the value of each digit.
Lesson 6 Problem Set

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. \(7 + 500 = \)
Lesson 6 Homework

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

Lesson 6: Write base ten numbers in expanded form.
2. Write the answer in number form.
   a. \( 1 + 1 + 1 + 1 + 10 + 10 + 10 + 10 + 100 + 100 = \) _________
   b. \( 300 + 90 + 9 = \) _________
   c. \( \text{___________} = 5 + 100 + 20 \)
   d. \( \text{___________} = 600 + 50 \)
   e. \( 3 + 400 = \) _________
   f. \( 900 + 76 = \) _________

3. Write each number in expanded form.
   a. \( 533 = \) _______________________________
   b. \( 355 = \) _______________________________
   c. \( 67 = \) _______________________________
   d. \( 460 = \) _______________________________
   e. \( 801 = \) _______________________________
Lesson 7 Activity Sheet

Name ___________________________ Date ______________

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>11</td>
<td>10</td>
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<tr>
<td>2</td>
<td>12</td>
<td>20</td>
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<tr>
<td>3</td>
<td>13</td>
<td>30</td>
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<td>9</td>
<td>19</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

number spelling activity sheet
Lesson 7: Write, read, and relate base ten numbers in all forms.

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
Lesson 7 Problem Set

Match Part 2

Match all the ways of expressing each number.

a. 500 + 9

b. 4 hundreds + 34 ones

c. 60 + 800 + 3

d. 9 + 500

e. Eight hundred sixty-three

f. 9 ones + 50 tens

g. Four hundred thirty-four

h. 86 tens + 3 ones

i. 400 + 4 + 30

j. 6 tens + 8 hundreds + 3 ones

k. Five hundred nine

l. 4 ones + 43 tens
These are bundles of hundreds, tens, and ones. Write the standard form, expanded form, and word form for each number shown.

1.

a. Standard Form _________________________________

b. Expanded Form _________________________________

c. Word Form _________________________________

2.

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
Lesson 8: Count the total value of $1, $10, and $100 bills up to $1,000.

5. $460 = ____________________

6. ____________________ = $406

$550 = ____________________

8. ____________________ = $541
Lesson 8 Problem Set

9. [Blank boxes]

\$901 = \underline{\text{______________}}

10. [Blank boxes]

\underline{\text{______________}} = \$910

11. [Blank boxes]

\$1,000 = \underline{\text{______________}}

12. [Blank boxes]

\underline{\text{______________}} = \$100

Lesson 8: Count the total value of $1, $10, and $100 bills up to $1,000.

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G2-M3-SE-1.3-D-05.2015
Lesson 8 Homework

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?
Lesson 8: Count the total value of $1, $10, and $100 bills up to $1,000.

unlabeled hundreds place value chart
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.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>$100</td>
<td>$100</td>
<td>$100</td>
<td>$100</td>
</tr>
<tr>
<td></td>
<td>$100</td>
<td>$100</td>
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<td>$100</td>
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<tr>
<td>b</td>
<td>$10</td>
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<td>c</td>
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<td>$1</td>
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<td>$1</td>
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<tr>
<td></td>
<td>$10</td>
<td>$100</td>
<td>$100</td>
<td>$1</td>
</tr>
</tbody>
</table>

_________  __________  __________  __________

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 $___________. 
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
Lesson 11: Count the total value of ones, tens, and hundreds with place value disks.
Lesson 12 Problem Set

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>1. 590?</td>
<td>1 ten 1 hundred</td>
<td></td>
</tr>
<tr>
<td>2. 600?</td>
<td>1 ten 1 hundred</td>
<td></td>
</tr>
<tr>
<td>3. 618?</td>
<td>1 ten 1 hundred</td>
<td></td>
</tr>
<tr>
<td>4. 640?</td>
<td>1 ten 1 hundred</td>
<td></td>
</tr>
<tr>
<td>5. 652?</td>
<td>1 ten 1 hundred</td>
<td></td>
</tr>
<tr>
<td>6. 700?</td>
<td>1 ten 1 hundred</td>
<td></td>
</tr>
</tbody>
</table>

Lesson 12: Change 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.
Lesson 12: Change 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.

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>1. 377?</td>
<td>1 ten 1 hundred</td>
<td>____ ones.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____ tens.</td>
</tr>
<tr>
<td>2. 392?</td>
<td>1 ten 1 hundred</td>
<td>____ ones.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____ tens.</td>
</tr>
<tr>
<td>3. 400?</td>
<td>1 ten 1 hundred</td>
<td>____ ones.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____ tens.</td>
</tr>
<tr>
<td>4. 418?</td>
<td>1 ten 1 hundred</td>
<td>____ ones.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____ tens.</td>
</tr>
<tr>
<td>5. 463?</td>
<td>1 ten 1 hundred</td>
<td>____ ones.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____ tens.</td>
</tr>
<tr>
<td>6. 470?</td>
<td>1 ten 1 hundred</td>
<td>____ ones.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____ tens.</td>
</tr>
</tbody>
</table>
Lesson 13 Problem Set

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?
Lesson 13: Read and write numbers within 1,000 after modeling with place value disks.

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?
Lesson 13: Read and write numbers within 1,000 after modeling with place value disks.
Lesson 14: Model numbers with more than 9 ones or 9 tens; write in expanded, unit, standard, and word forms.

Name ___________________________________  Date ________________

1. Whisper count as you show the numbers with place value disks.
   a. Draw 18 using tens and ones.

   [Blank space for tens and ones]

   Draw 18 using only ones.

   [Blank space for only ones]

   b. Draw 315 using hundreds, tens, and ones.

   [Blank space for hundreds, tens, and ones]

   Draw 315 using only hundreds and ones.

   [Blank space for only hundreds and ones]
Lesson 14: Model numbers with more than 9 ones or 9 tens; write in expanded, unit, standard, and word forms.

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

---

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

draw using only tens and ones.

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A STORY OF UNITS

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G2-M3-S2-1.3-05.2015
Lesson 14 Problem Set

2 + 3

Lesson 14:

Model numbers with more than 9 ones or 9 tens; write in expanded, unit, standard, and word forms.

e. 570 = ______ hundreds ______ tens

570 = ______ tens

f. 748 = ______ hundreds ______ ones

748 = ______ tens ______ ones

g. 909 = ______ hundreds ______ ones

909 = ______ tens ______ 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?
Lesson 14: Model numbers with more than 9 ones or 9 tens; write in expanded, unit, standard, and word forms.

1. Whisper-talk the numbers and words as you fill in the blanks.
   a. 16 = ______ tens ______ ones

   16 = ________ 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
Lesson 14 Homework

h. \(921 = \underline{____} \text{ hundreds} \underline{____} \text{ ones}\)

\[921 = \underline{____} \text{ tens} \underline{____} \text{ ones}\]

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.
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? 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 your class will need for January, February, March, and April? How many pencils is that? Explain your answer using words, pictures, or numbers.
Lesson 15 Homework

Name ___________________________ Date ____________

Pencils come in boxes of 10.

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

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

3. How many more pencils does she need to have 200 pencils?
Lesson 15: Explore a situation with more than 9 groups of ten.

<, >, = symbol cards
Lesson 15: Explore a situation with more than 9 groups of ten.

digit cards 0–9
Lesson 16 Problem Set

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.
   b. 184 is less than / greater than 159.
   c. 213 is less than / greater than 206.
   d. 299 is less than / greater than 300.
   e. 523 is less than / greater than 543.
   f. 361 is less than / greater than 367.
   g. 705 is less than / greater than 698.
   h. 465 is less than / greater than 456.
   i. 100 + 30 + 8 is less than / greater than 183.
   j. 3 tens and 5 ones is less than / greater than 32.
Lesson 16: Compare two three-digit numbers using <, >, and =.

3. Write >, <, or =. Whisper the complete number sentences as you work.
   a. 900 〇 899
   b. 267 〇 269
   c. 537 〇 527
   d. 419 〇 491
   e. 908 〇 nine hundred eighty
   f. 130 〇 80 + 40
   g. Two hundred seventy-one 〇 70 + 200 + 1
   h. 500 + 40 〇 504
   i. 10 tens 〇 101
   j. 4 tens 2 ones 〇 30 + 12
   k. 36 - 10 〇 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.
Lesson 16 Homework

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

3. Write >, <, or =.

   a. 100          99
   b. 316          361
   c. 523          525
   d. 602          six hundred two
   e. 150          90 + 50
   f. 9 tens 6 ones          92
   g. 6 tens 8 ones          50 + 18
   h. 84 - 10          7 tens 5 ones

Lesson 16: Compare two three-digit numbers using <, >, and =.

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G2-M3-SE-1.3.0-05.2015
Lesson 16: Compare two three-digit numbers using <, >, and =.

Name ___________________________________________ Date __________________

472  274  724

Name ___________________________________________ Date __________________

472  274  724

Name ___________________________________________ Date __________________

472  274  724

number comparison template
Lesson 17: Compare two three-digit numbers using <, >, or = when there are more than 9 ones or 9 tens.

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.

b. 132 is ________ 13 tens 2 ones.

c. 102 is ________ 15 tens 2 ones.

d. 199 is ________ 20 tens

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.
Lesson 17 Problem Set 23

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
Lesson 17 Homework 2-3

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.

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 tens 
   f. 600 + 7 ○ 76 tens 
   g. 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
      _________, _________, _________
3. Order the following from greatest to least in standard form.
   a. 731 598 802
      __________, __________, __________
   b. 82 tens eight hundreds twelve ones 128
      __________, __________, __________
   c. 30 + 3 + 300 30 tens 3 ones 300 + 30
      __________, __________, __________
   d. 4 ones 1 hundred 4 tens + 10 tens 114
      __________, __________, __________
   e. 19 ones 6 hundreds 196 90 + 1 + 600
      __________, __________, __________

4. Write >, <, or =. Whisper the complete number sentences as you work.
   a. 700 599 388
      __________
   b. four hundred nine 9 + 400 490
      __________
   c. 63 tens + 9 tens seven hundred twenty 720
      __________
   d. 12 ones 8 hundreds 2 + 80 + 100 128
      __________
   e. 9 hundreds 3 ones 390 three hundred nine
      __________
   f. 80 tens + 2 tens 837 3 + 70 + 800
      __________
Lesson 18 Homework

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
      ________ , ________ , ________
Lesson 19 Problem Set

Name ______________________________ Date __________________

1. Model each change on your place value chart. Then, fill in the chart. Whisper the complete sentence: “____ more/less than ____ is ____.”

<table>
<thead>
<tr>
<th>Change</th>
<th>242</th>
<th>153</th>
<th>312</th>
<th>465</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 more</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 less</td>
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<td></td>
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<tr>
<td>10 more</td>
<td></td>
<td></td>
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<tr>
<td>10 less</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>1 more</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1 less</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
   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.
Lesson 19: Model and use language to tell about 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less.

Name _______________________________ Date ________________

1. Fill in the chart. Whisper the complete sentence: “___ more/less than ___ is ___.”

<table>
<thead>
<tr>
<th></th>
<th>146</th>
<th>235</th>
<th>357</th>
<th>481</th>
<th>672</th>
<th>814</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 more</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100 less</td>
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<tr>
<td>10 more</td>
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</tr>
<tr>
<td>10 less</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1 more</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1 less</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
   g. 1 more than ________ is 619.
   h. 10 less than ________ is 546.
   i. 100 less than ________ is 818.
   j. 10 more than ________ is 974.
Lesson 20 Problem Set 2-3

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:
   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.

   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.
Lesson 20 Homework

Name __________________________________ Date __________________

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 701.
   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 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.
Lesson 21: Complete a pattern counting up and down.

Name ____________________________     Date _______________

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, __________, __________, __________, __________
   e. 132, __________, 134, __________, __________, 137
   f. 409, __________, __________, 709, 809, __________
   g. 210, __________, 190, __________, __________, 160, 150
3. Fill in the charts.

a.  

<table>
<thead>
<tr>
<th>72</th>
<th>73</th>
<th>_</th>
<th>_</th>
<th>76</th>
</tr>
</thead>
<tbody>
<tr>
<td>_</td>
<td></td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>94</td>
<td></td>
<td>97</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>106</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>115</td>
<td></td>
</tr>
</tbody>
</table>

b.  

<table>
<thead>
<tr>
<th>345</th>
<th>346</th>
<th>_</th>
<th>_</th>
<th>_</th>
</tr>
</thead>
<tbody>
<tr>
<td>354</td>
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<td>_</td>
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<td>366</td>
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<td>_</td>
<td>377</td>
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<tr>
<td></td>
<td></td>
<td>385</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 21 Homework

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
### Lesson 4

**Count up to 1,000 on the place value chart.**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
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<td>0</td>
</tr>
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<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

hide zero cards
Lesson 4:

Count up to 1,000 on the place value chart.

hide zero cards
Lesson 11: Count the total value of ones, tens, and hundreds with place value disks.
Lesson 15: Explore a situation with more than 9 groups of ten.
Lesson 15: Explore a situation with more than 9 groups of ten.

digit cards 0–9
Lesson 16: Compare two three-digit numbers using <, >, and =.

Name ____________________________ Date ______________

472  274  724

Name ____________________________ Date ______________

472  274  724

Name ____________________________ Date ______________

472  274  724

number comparison template