
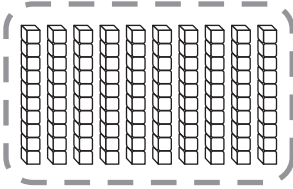


Name _____

Group Tens as Hundreds



There are 10 ones in this stack.

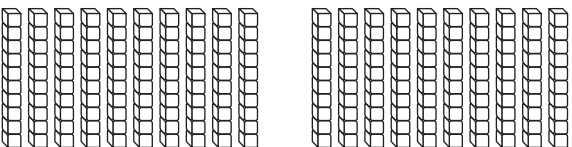


There are 10 stacks.

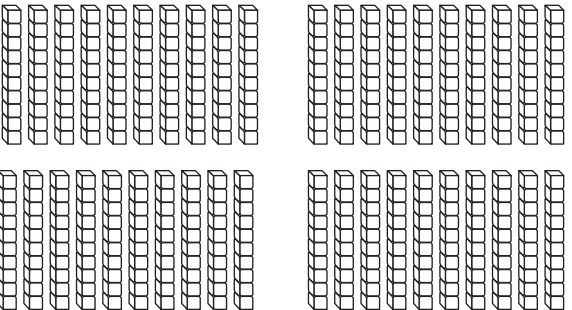
10 stacks of 10 ones is 100 ones.

10 tens → 1 hundred → 100

Write how many tens. Circle groups of 10 tens. **Check children's work.**
Write how many hundreds. Write the number.

1. 

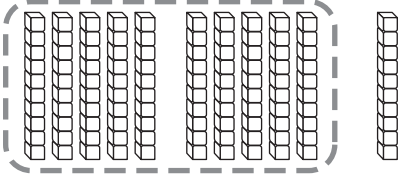
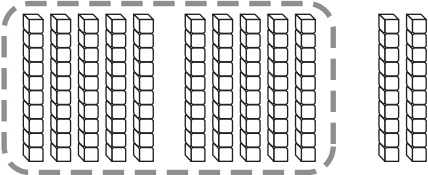
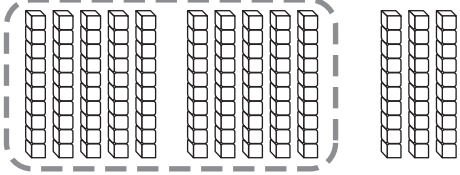
20 tens
2 hundreds
200 blocks

2. 

40 tens
4 hundreds
400 blocks

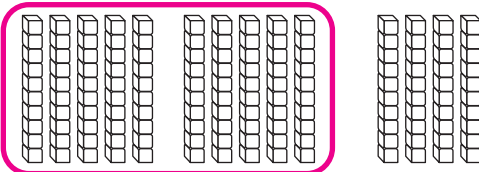
Name _____

Explore 3-Digit Numbers

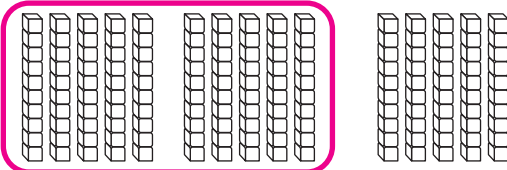
<p>10 tens</p> 	$\begin{array}{r} \underline{11} \text{ tens} \\ \underline{1} \text{ hundred} \quad \underline{1} \text{ ten} \\ 110 \end{array}$
<p>10 tens</p> 	$\begin{array}{r} \underline{12} \text{ tens} \\ \underline{1} \text{ hundred} \quad \underline{2} \text{ tens} \\ 120 \end{array}$
<p>10 tens</p> 	$\begin{array}{r} \underline{13} \text{ tens} \\ \underline{1} \text{ hundred} \quad \underline{3} \text{ tens} \\ 130 \end{array}$

Circle tens to make 1 hundred. Write the number in different ways.

Check children's work.

1. 

$$\begin{array}{r} \underline{14} \text{ tens} \\ \underline{1} \text{ hundred} \quad \underline{4} \text{ tens} \\ 140 \end{array}$$

2. 

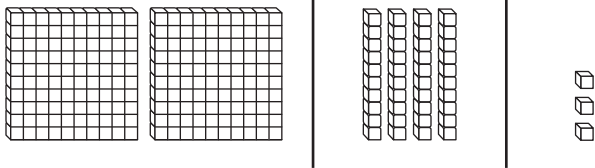
$$\begin{array}{r} \underline{15} \text{ tens} \\ \underline{1} \text{ hundred} \quad \underline{5} \text{ tens} \\ 150 \end{array}$$

Name _____

Model 3-Digit Numbers

Show 243.


With blocks:




In a chart:

Hundreds	Tens	Ones
2	4	3

With a quick picture:



Write how many hundreds, tens, and ones. **Possible answers are given.**
Show with . Then draw a quick picture.

1. 138

Hundreds	Tens	Ones
1	3	8

Check children's drawings.

2. 217

Hundreds	Tens	Ones
2	1	7

Check children's drawings.

3. 352

Hundreds	Tens	Ones
3	5	2

Check children's drawings.

4. 174

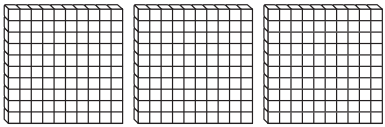


Hundreds	Tens	Ones
1	7	4

Check children's drawings.

Name _____

Hundreds, Tens, and Ones

How many are there in all?

Hundreds			Tens	Ones
				

3 hundreds 2 tens 5 ones

Write how many in the chart.

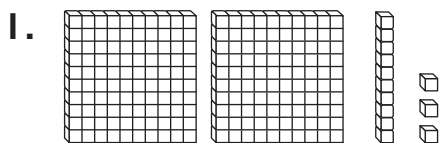
Hundreds	Tens	Ones
3	2	5

Write the number as hundreds plus tens plus ones.

$$\underline{300} + \underline{20} + \underline{5}$$

3 hundreds 2 tens 5 ones is the same as 325.

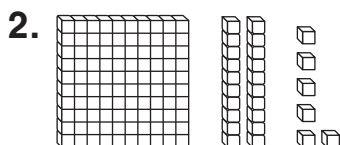
Write how many hundreds, tens, and ones are in the model. Write the number in two ways.



Hundreds	Tens	Ones
2	1	3

213,

$$\underline{200} + \underline{10} + \underline{3}$$



Hundreds	Tens	Ones
1	2	6

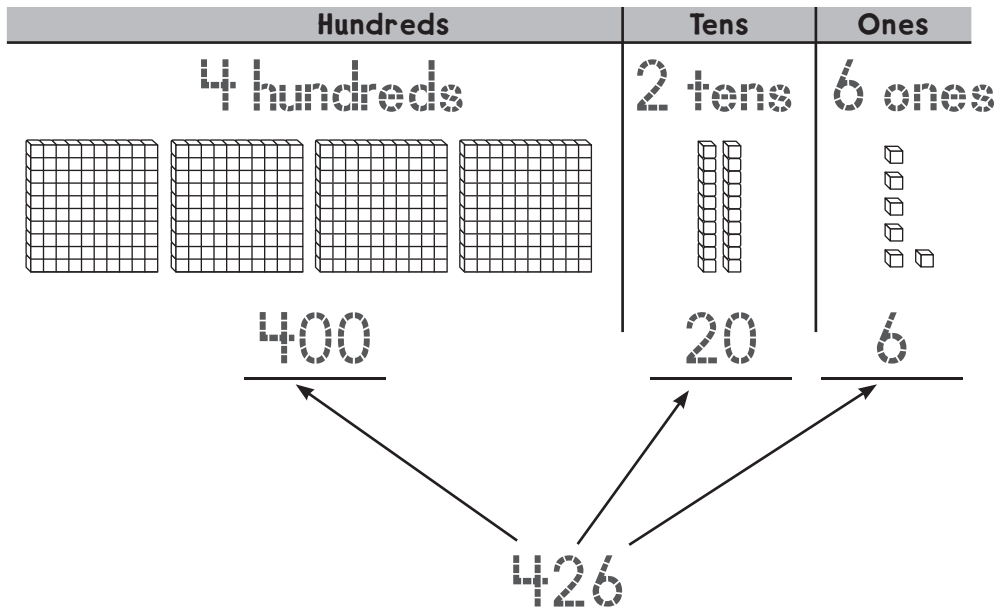
126,

$$\underline{100} + \underline{20} + \underline{6}$$

Name _____

Place Value to 1,000

The value of each digit in 426 is shown by its place in the number.



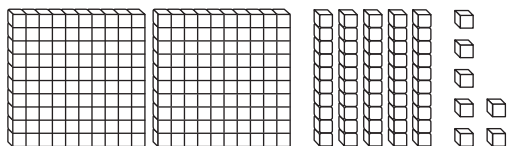
Circle the value or the meaning of the underlined digit.

1. <u>7</u> 82	800	<u>80</u>	8
2. <u>3</u> 52	<u>3 hundreds</u>	3 tens	3 ones
3. 7 <u>4</u> 2	4	<u>40</u>	400
4. 4 <u>1</u> 9	9 hundreds	9 tens	<u>9 ones</u>
5. <u>5</u> 84	<u>500</u>	50	5

Name _____

Number Names

You can write a number using words.



What is shown with the hundreds blocks?

two hundred

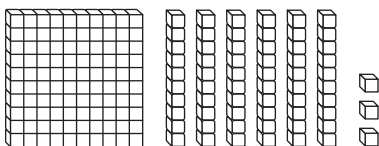
What is shown with the tens and ones blocks?

fifty-seven

So you write 257 as two hundred fifty-seven.

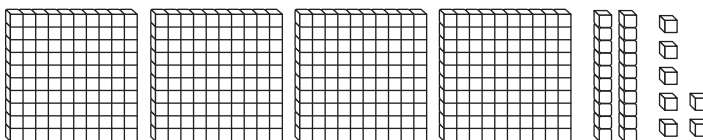
Write the number using words.

1. 163



one hundred sixty-three

2. 427



four hundred twenty-seven

Write the number.

3. two hundred nine

209

4. five hundred seventy-nine

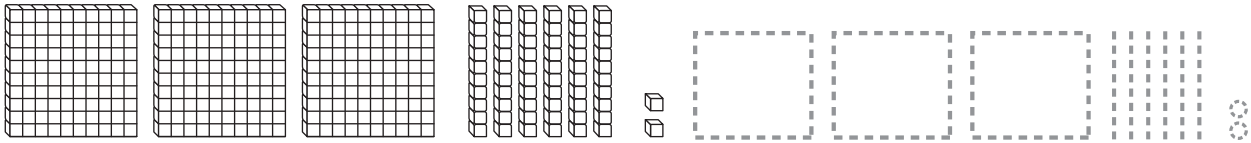
579

Name _____

Different Forms of Numbers

There is more than one way to show and write a number.

three hundred sixty-two



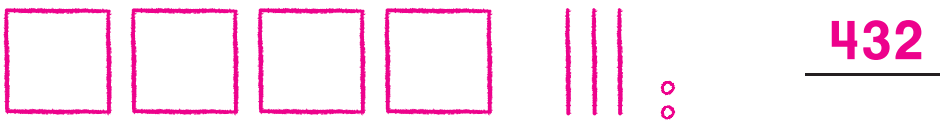
$$\begin{array}{r}
 \underline{3} \text{ hundreds } \quad \underline{6} \text{ tens } \quad \underline{2} \text{ ones} \\
 \underline{300} + \underline{60} + \underline{2} \\
 \underline{362}
 \end{array}$$

Read the number and draw a quick picture. **Possible answers are shown.**
Then write the number in different ways.

1. four hundred thirty-two

4 hundreds 3 tens 2 ones

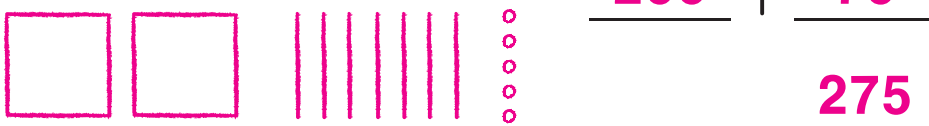
$$\underline{400} + \underline{30} + \underline{2}$$



2. two hundred seventy-five

2 hundreds 7 tens 5 ones

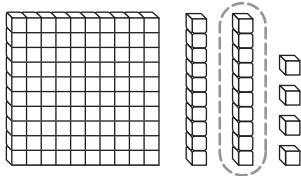
$$\underline{200} + \underline{70} + \underline{5}$$



Name _____

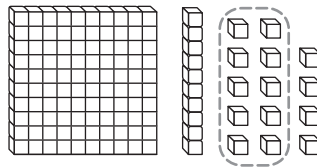
Algebra • Different Ways to Show Numbers

These two models can both be used to show the number 124.



I ten has the same value as 10 ones.

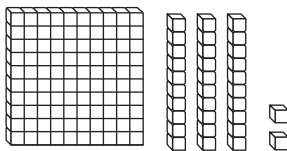
Hundreds	Tens	Ones
1	2	4



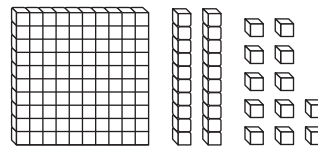
Hundreds	Tens	Ones
1	1	14

Write how many hundreds, tens, and ones are in the model.

1. 132

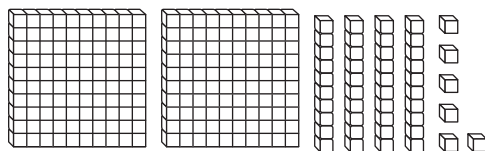


Hundreds	Tens	Ones
1	3	2

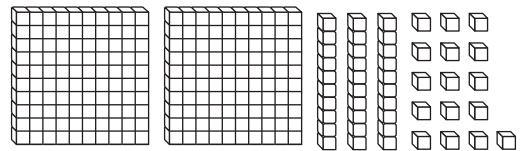


Hundreds	Tens	Ones
1	2	12

2. 246



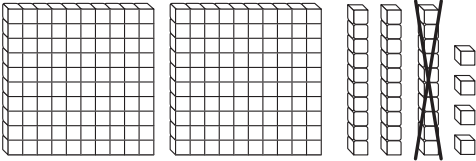
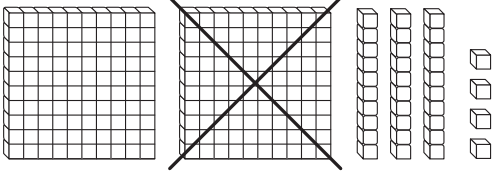
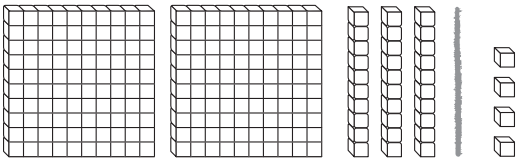
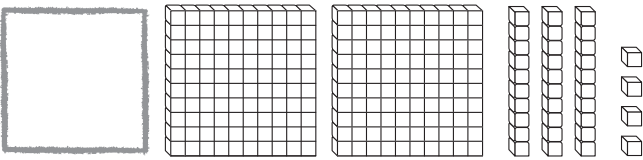
Hundreds	Tens	Ones
2	4	6



Hundreds	Tens	Ones
2	3	16

Name _____

Count On and Count Back by 10 and 100

<p>10 less than 234</p>  <p>2 hundreds 2 tens 4 ones</p> <p><u>224</u></p>	<p>100 less than 234</p>  <p>1 hundred 3 tens 4 ones</p> <p><u>134</u></p>
<p>Notice what digit changes.</p>	
<p>10 more than 234</p>  <p>2 hundreds 4 tens 4 ones</p> <p><u>244</u></p>	<p>100 more than 234</p>  <p>3 hundreds 3 tens 4 ones</p> <p><u>334</u></p>

Write the number.

1. 10 more than 719

729

2. 10 less than 246

236

3. 100 more than 291

391

4. 100 less than 687

587

5. 10 less than 568

558

6. 100 more than 649

749

Name _____

Algebra • Number Patterns

Find a counting pattern.

421, 431, 441, 451, ■, ■

Which digit changes from number to number?

The tens digit changes.

How does it change?

by one each time

Look at the chart. Find the next two numbers in the pattern.

401	402	403	404	405	406	407	408	409	410
411	412	413	414	415	416	417	418	419	420
421	422	423	424	425	426	427	428	429	430
431	432	433	434	435	436	437	438	439	440
441	442	443	444	445	446	447	448	449	450
451	452	453	454	455	456	457	458	459	460
461	462	463	464	465	466	467	468	469	470
471	472	473	474	475	476	477	478	479	480
481	482	483	484	485	486	487	488	489	490
491	492	493	494	495	496	497	498	499	500

The next two numbers are 461 and 471.

Look at the digits to find the next two numbers.

1. 937, 947, 957, 967, ■, ■

The next two numbers are 977 and 987.

2. 135, 235, 335, 435, ■, ■



The next two numbers are 535 and 635.

Name _____

Problem Solving • Compare Numbers

At the zoo, there are 137 birds and 142 reptiles.
Are there more birds or more reptiles at the zoo?

Unlock the Problem

<p>What do I need to find?</p> <p>I need to find if there are more <u>birds</u> or <u>reptiles</u>.</p>	<p>What information do I need to use?</p> <p>There are <u>137</u> birds.</p> <p>There are <u>142</u> reptiles.</p>
<p>Show how to solve the problem.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Birds</p>  </div> <div style="text-align: center;"> <p>Reptiles</p>  </div> </div> <p>The number of hundreds is the same. There are more tens in the number of reptiles.</p> <p>There are more <u>reptiles</u> at the zoo.</p>	

Draw quick pictures to model the numbers.

1. There are 153 birds and 149 fish at the nature center.
Are there more birds or more fish?

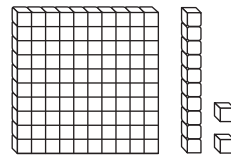
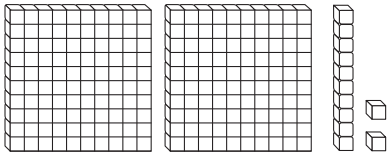
Check children's drawings.

There are more birds.

Name _____

Algebra • Compare Numbers

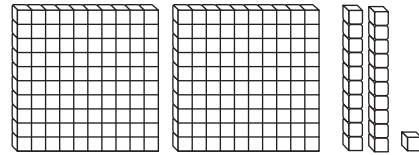
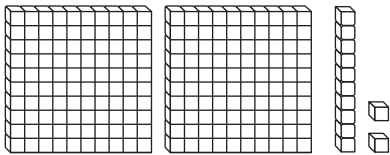
To compare 3-digit numbers, first compare hundreds.



212 has more hundreds than 112.

$$212 > 112$$

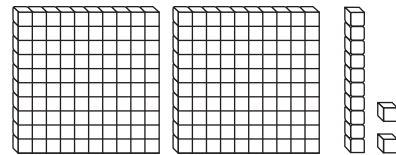
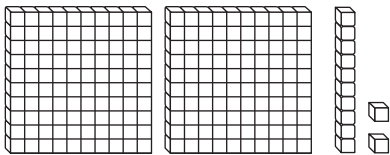
If hundreds are equal, then compare tens.



212 has fewer tens than 221.

$$212 < 221$$

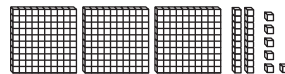
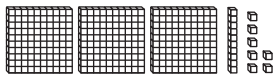
If hundreds and tens are equal, then compare ones.



$$212 = 212$$

Compare the numbers. Write $>$, $<$, or $=$.

1. 317 $<$ 326



2. 582 $<$ 634

