

Name \_\_\_\_\_

Date \_\_\_\_\_

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

Partner A use base ten blocks.

Partner B use place value disks.

Compare the way your numbers look.

Whisper the numbers in standard form and unit form.

- 2) 12     10 + 2  
 3) 124     1H, 2 tens + 4  
 4) 104     1H, 0 tens + 4  
 5) 299     2H, 9 tens + 9  
 6) 200     2H, 0 tens 0 ones

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

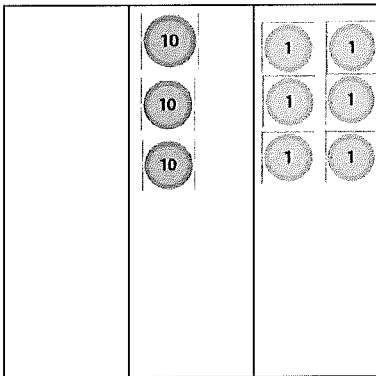
- |                          |                            |
|--------------------------|----------------------------|
| a) 25     2 tens + 5     | f) 36     3 tens 6 ones    |
| b) 250     2H, 5T,       | l) 360     3H 6T 0 ones    |
| c) 520     5H, 2T        | m) 630     6H 3T 0 ones    |
| d) 502     5H, 0T, 2ones | n) 603     6H 0 tens 3ones |
| e) 205     2H, 0, 5 ones | o) 306     3H 0 tens 6ones |

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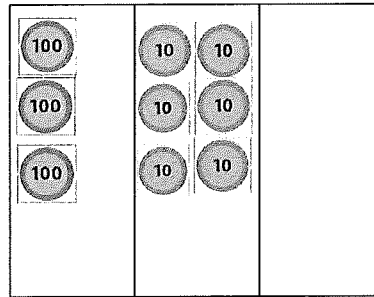
1. Tell the value of the following numbers.

A.



A. 36

B.



B. 360

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

I changed 3 ones to 3 tens.

I changed 3 ones to 3 hundreds.

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Homework: Model the numbers using the fewest disks possible.

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

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

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

- a) 15      1 Ten, 5 ones  
b) 152     1 H, 5 T, 2 Ones  
c) 102     1 H, 0 Tens, 2 ones  
d) 290     2 H, 9 Tens, 0 ones  
e) 300     3 H, 0, 0

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

- a) 42                  f) 53  
b) 420                g) 530  
c) 320                h) 520  
d) 402                i) 503  
e) 442                j) 55

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

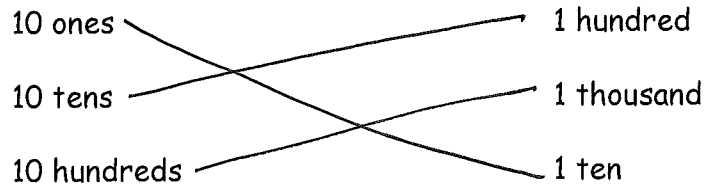
When you counted from **582 to 700**:

Did you make a larger unit at...	Yes, I changed to make:	No, I need _____
590 ?	<u>1 ten</u> 1 hundred	___ ones. ___ tens.
600 ?	<u>1 ten</u> <u>1 hundred</u>	___ ones. ___ tens.
618 ?	1 ten 1 hundred	<u>2</u> ones. ___ tens.
640 ?	<u>1 ten</u> 1 hundred	___ ones. ___ tens.
652 ?	1 ten 1 hundred	<u>8</u> ones. ___ tens.
700 ?	<u>1 ten</u> <u>1 hundred</u>	___ ones. ___ tens.

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1. Match to show the equivalent value.



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

3	4	8
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a) How many more ones to make a ten?

2 ones

b) How many more tens to make a hundred?

6 tens

c) How many more hundreds to make a thousand?

7 hundreds

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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...	Yes, I changed to make:	No, I need _____
377 ?	1 ten    1 hundred	<u>3</u> ones. ___ tens.
392 ?	1 ten    1 hundred	<u>8</u> ones. ___ tens.
400 ?	1 ten <u>1 hundred</u>	___ ones. ___ tens.
418 ?	1 ten    1 hundred	<u>2</u> ones. ___ tens.
463 ?	1 ten    1 hundred	<u>7</u> ones. ___ tens.
470 ?	<u>1 ten</u> 1 hundred	___ ones. ___ tens.

COMMON CORE



Lesson 12:

Date:

Change 10 Ones for 1 Ten, 10 Tens for 1 Hundred, and 10 Hundreds for 1 Thousand  
11/19/12

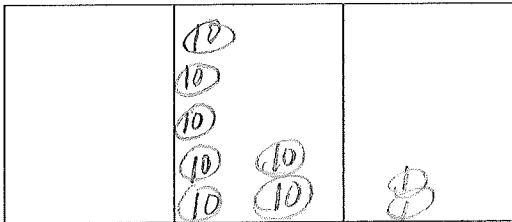
engage<sup>ny</sup>

3.E.24

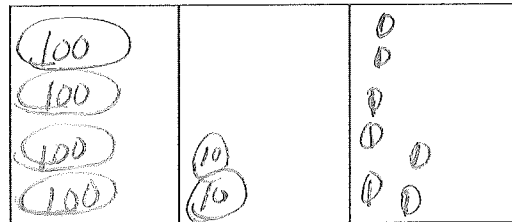
Name \_\_\_\_\_ Date \_\_\_\_\_

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

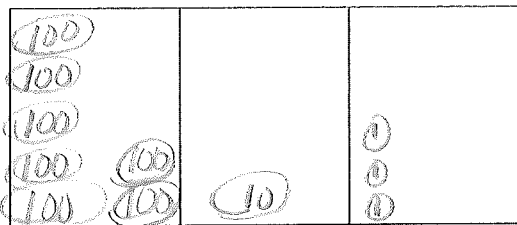
A) 72



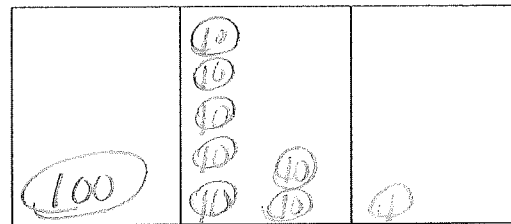
B) 427



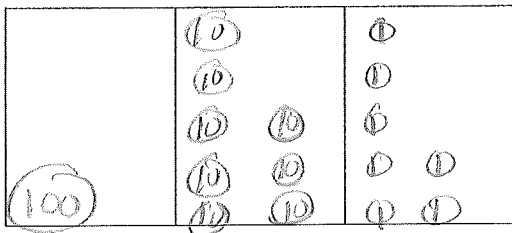
C) 713



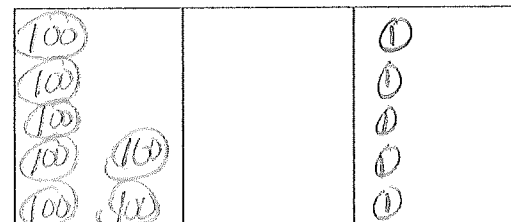
D) 171



E) 187



F) 705



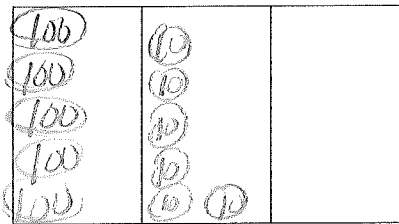
When you have finished, use your whisper voice to read each number out loud in both unit and word form. How much does each number need to change for a ten? For 1 hundred?

Name \_\_\_\_\_

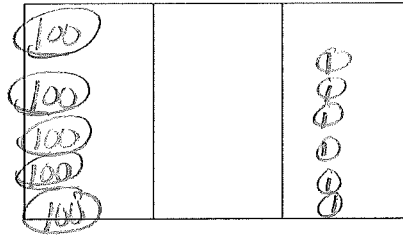
Date \_\_\_\_\_

1. Draw place value disks to show the numbers.

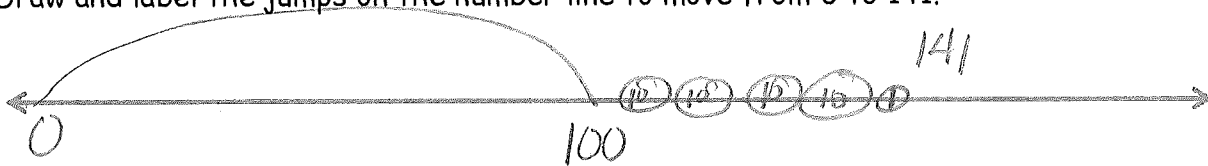
a) 560



b) 506



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

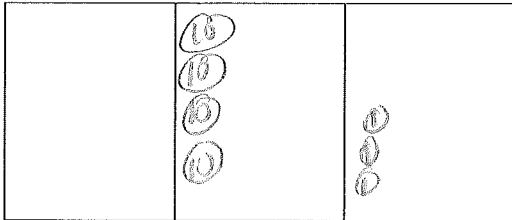




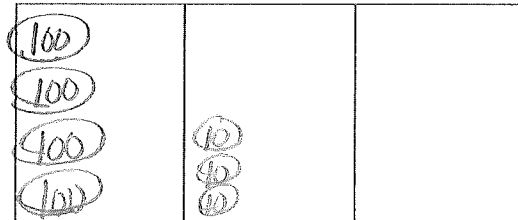
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Homework: Draw place value disks to show and read the following numbers.

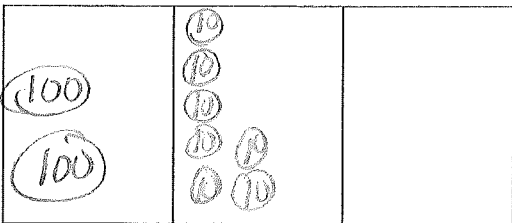
A) 43



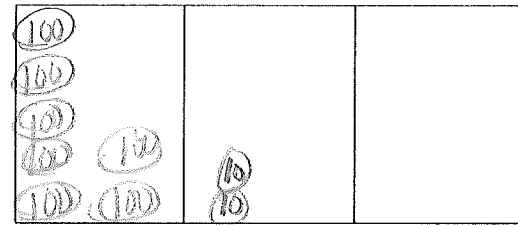
B) 430



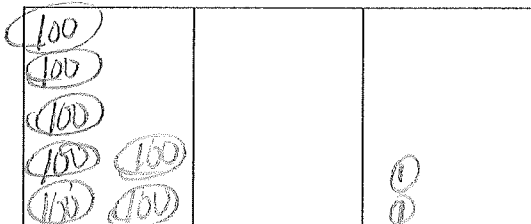
C) 270



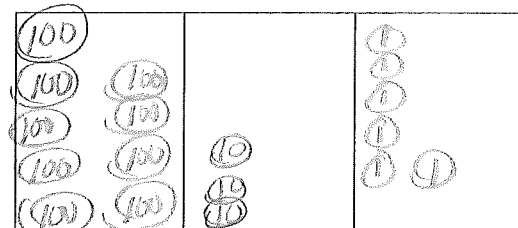
D) 720



E) 702



F) 936



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

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

A.  $16 = \underline{1}$  tens  $\underline{6}$  ones  
 $18 = \underline{18}$  ones

B.  $217 = \underline{2}$  hundreds  $\underline{1}$  tens  $\underline{7}$  ones  
 $217 = \underline{2}$  hundreds  $\underline{17}$  ones

C.  $320 = \underline{3}$  hundreds  $\underline{2}$  tens  $\underline{0}$  ones  
 $320 = \underline{32}$  tens  $\underline{0}$  ones

D.  $139 = \underline{1}$  hundreds  $\underline{3}$  tens  $\underline{9}$  ones  
 $139 = \underline{13}$  tens  $\underline{9}$  ones

E.  $473 = \underline{4}$  hundreds  $\underline{7}$  tens  $\underline{3}$  ones  
 $473 = \underline{47}$  tens  $\underline{3}$  ones

F.  $680 = \underline{6}$  hundreds  $\underline{8}$  tens  
 $680 = \underline{68}$  tens

G.  $817 = \underline{81}$  hundreds  $\underline{17}$  ones  
 $817 = \underline{81}$  tens  $\underline{17}$  ones

H.  $921 = \underline{9}$  hundreds  $\underline{21}$  ones  
 $921 = \underline{92}$  tens  $\underline{1}$  ones

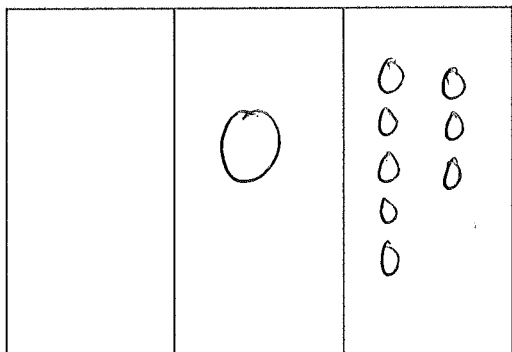
2. Write down how you skip-count by ten from 350 to 240? You might use place value disks, number lines, bundles, or numbers.

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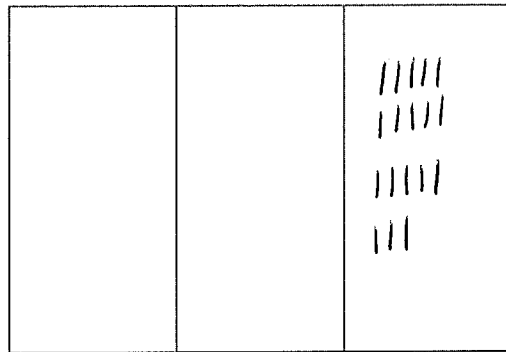
Date \_\_\_\_\_

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

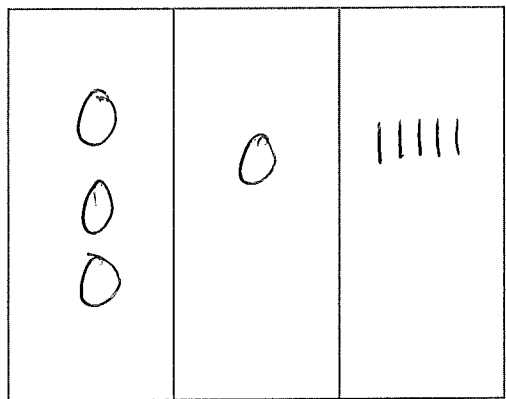
**A**  
Draw 18 using tens and ones.



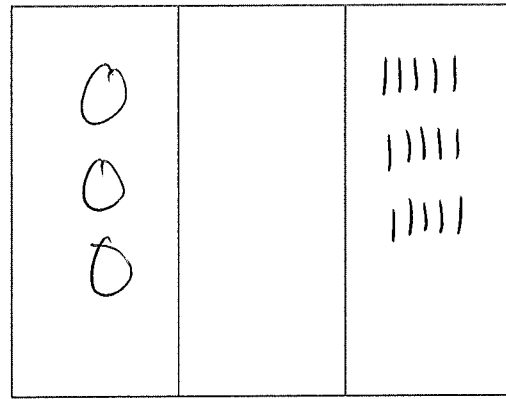
**B**  
Draw 18 using **only** ones.



**A**  
Draw 315 using hundreds, tens, and ones.

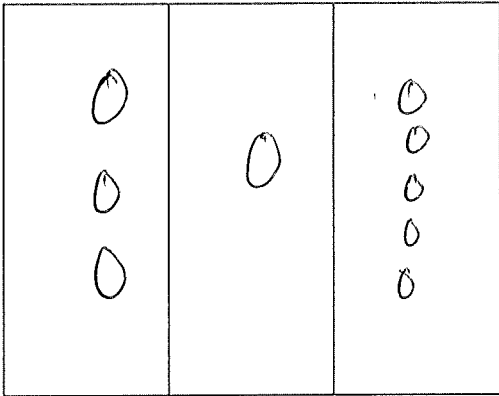


**B**  
Draw 315 using **only** hundreds and ones.



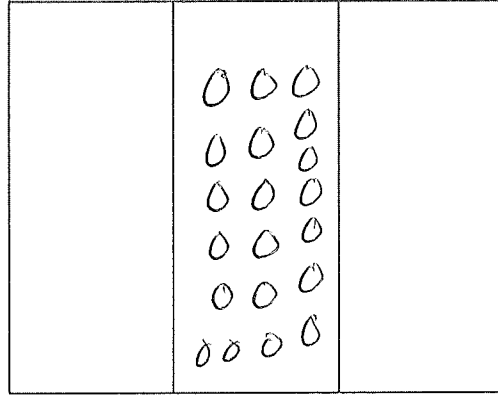
**A**

Draw 315 using hundreds, tens, and ones.



**B**

Draw 206 using **only** tens and ones.



Name \_\_\_\_\_

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

1.  $18 = \underline{0}$  hundreds  $\underline{1}$  tens  $\underline{8}$  ones  
 $18 = \underline{18}$  ones

2.  $315 = \underline{3}$  hundreds  $\underline{1}$  tens  $\underline{5}$  ones  
 $315 = \underline{3}$  hundreds  $\underline{15}$  ones

3.  $120 = \underline{1}$  hundreds  $\underline{2}$  tens  $\underline{0}$  ones  
 $120 = \underline{10}$  tens  $\underline{20}$  ones

4.  $206 = \underline{2}$  hundreds  $\underline{0}$  tens  $\underline{6}$  ones  
 $206 = \underline{20}$  tens  $\underline{6}$  ones

5.  $419 = \underline{4}$  hundreds  $\underline{1}$  tens  $\underline{9}$  ones  
 $419 = \underline{40}$  tens  $\underline{19}$  ones

6.  $570 = \underline{5}$  hundreds  $\underline{7}$  tens  
 $570 = \underline{57}$  tens

7.  $718 = \underline{7}$  hundreds  $\underline{18}$  ones  
 $718 = \underline{74}$  tens  $\underline{8}$  ones

8.  $909 = \underline{9}$  hundreds  $\underline{9}$  ones  
 $909 = \underline{90}$  tens  $\underline{9}$  ones

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

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

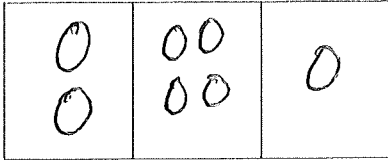
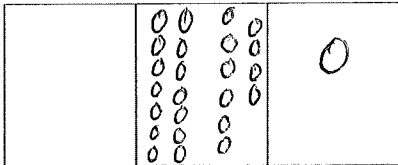


Chart B: Draw 241. Use **only tens and ones** place value disks.



Fill in the blanks.

9.  $45 = \underline{0}$  hundreds  $\underline{4}$  tens  $\underline{5}$  ones  
 $45 = \underline{45}$  ones

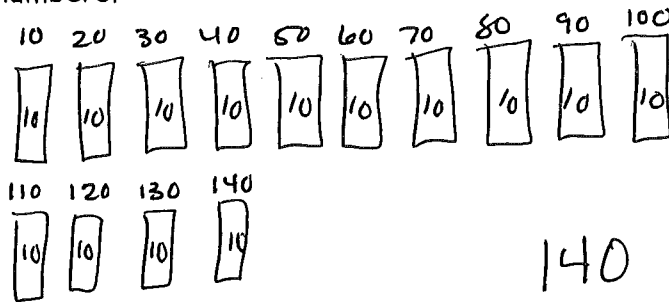
10.  $682 = \underline{6}$  hundreds  $\underline{8}$  tens  $\underline{2}$  ones  
 $682 = \underline{6}$  hundreds  $\underline{82}$  ones

Names \_\_\_\_\_ and \_\_\_\_\_ Date \_\_\_\_\_

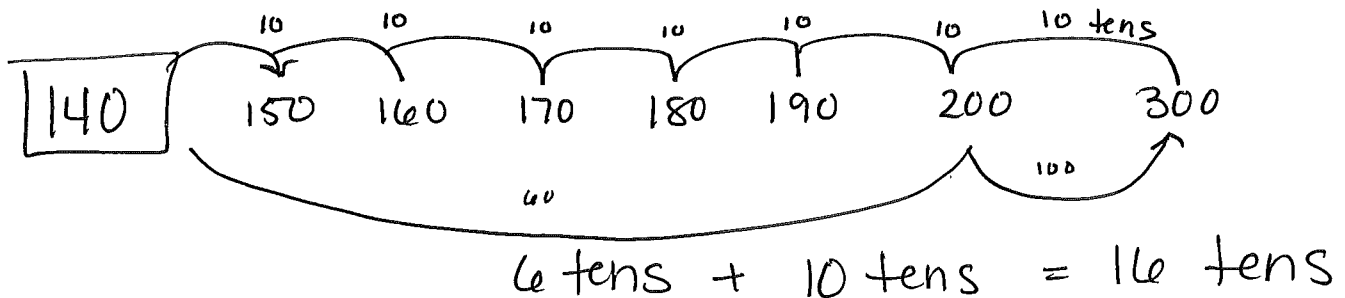
Pencils come in boxes of 10.

There are 14 boxes.

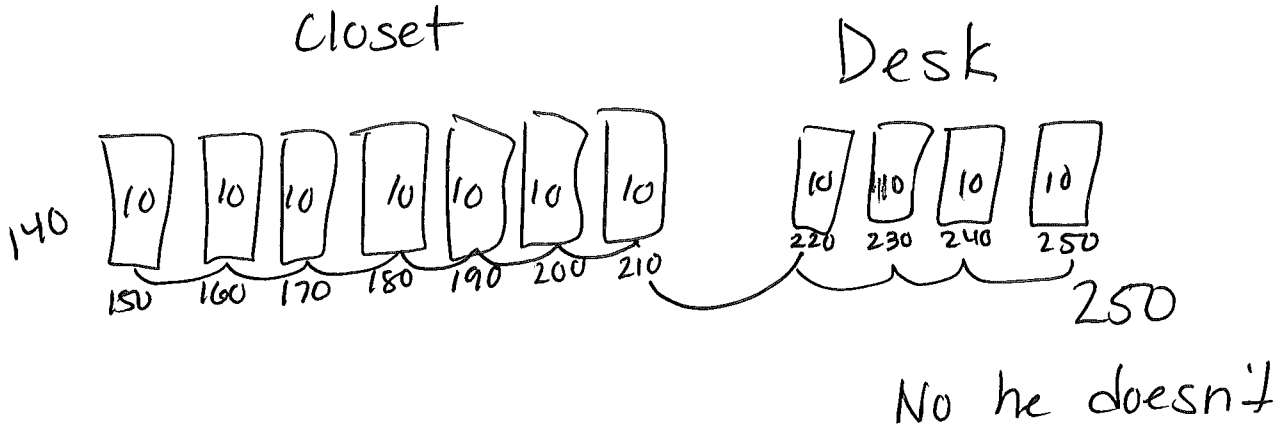
1. How many pencils are there in all? Explain your answer using words, pictures, or numbers.



2. The principal wants to have 300 pencils for the second graders for October, November and December. How many more boxes of pencils does he need to get? Explain your answer using words, pictures, or numbers.



3. The principal found 7 boxes in the supply closet and 4 boxes in a desk drawer. Now does he have what he wants for the second graders? Explain your answer using words, pictures, or numbers.



4. How many boxes of pencils do you think would be good for your class to have ready for January, February, March and April? How many pencils is that? Explain your answer using words, pictures, or numbers.



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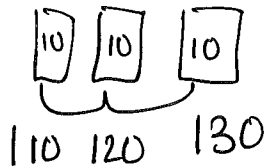
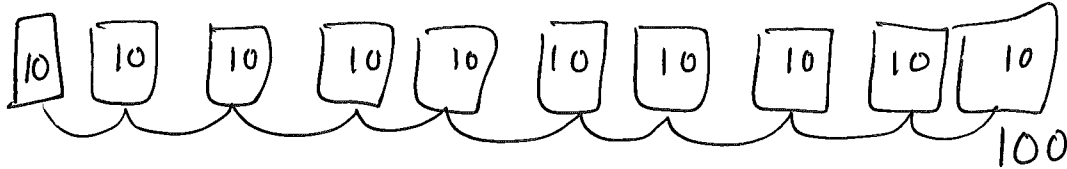
Think about the different strategies and tools your classmates used to answer the pencil question. Explain a strategy you liked that is different from yours.

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Date \_\_\_\_\_

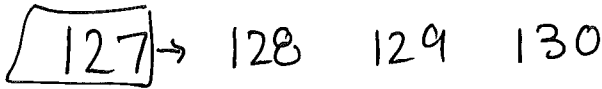
Pencils come in boxes of 10.

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



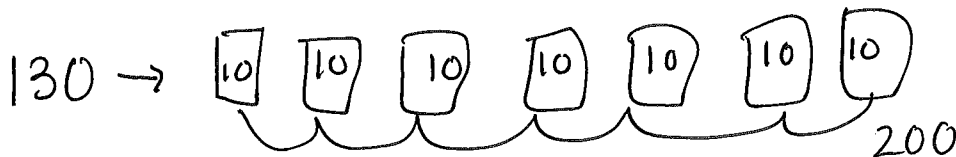
13 boxes

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



3 pencils

3) How many more pencils does she need to have 200 pencils?



70 pencils

