School-Home
Letter

Dear Family,

My class started Chapter 2 this week. I will learn about place value of numbers to 1,000. I will also learn about comparing these numbers.

Love, _____

Vocabulary

compare To describe whether numbers are equal to, less than, or greater than one another

hundred A group of 10 tens

is equal to 145 is equal to 145

= 145 = 145

is greater than 131 is greater than 121

> 131 > 121

is less than 125 is less than 185

< 125 < 185

thousand A group of 10 hundreds

Home Activity

Have your child look through magazines for 3-digit numbers and cut them out. Work together to write a word problem using two of these numbers, gluing the cut-out numbers in place. Have your child solve the problem.

Charles collected __127__ leaves. Ann collected __240__ leaves. Who collected the greater number of leaves?
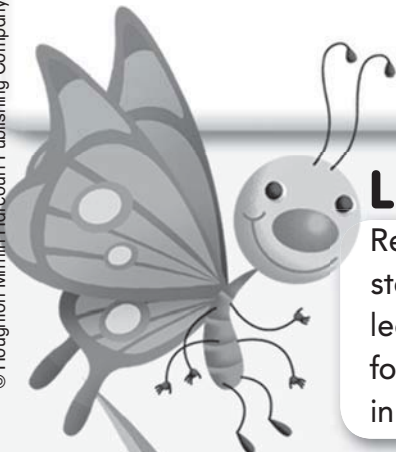
Literature

Reading math stories reinforces learning. Look for these books in the library.

A Place for Zero by Angeline Sparagna LoPresti and Phyllis Hornung. Charlesbridge Publishing, 2003.

More or Less by Stuart J. Murphy. HarperCollins, 2005.

Carta para la casa

Querida familia:

Mi clase comenzó el Capítulo 2 esta semana. Aprenderé sobre el valor posicional de los números hasta 1,000. También aprenderé a comparar estos números.

Con cariño, _____

Vocabulario

comparar Describir si los números son iguales a, menores que o mayores que otro número

centena Un grupo de 10 decenas

es igual a 145 es igual a 145

= 145 = 145

es mayor que 131 es mayor que 121

> 131 > 121

es menor que 125 es menor que 185

< 125 < 185

millar Un grupo de 10 centenas

Actividad para la casa

Pídale a su hijo que busque números de 3 dígitos en revistas y que los recorte. Luego, trabajen juntos para escribir un problema usando dos de estos números y péguenlos en algún lugar. Pídale a su hijo que resuelva el problema.

Carlos juntó __127__ hojas.
Ana juntó __240__ hojas.
¿Quién juntó el mayor número de hojas?

Literatura

Leer cuentos de matemáticas refuerza el aprendizaje. Busque estos libros en la biblioteca.

A Place for Zero por Angeline Sparagna LoPresti and Phyllis Hornung. Charlesbridge Publishing, 2003.

More or Less por Stuart J. Murphy HarperCollins, 2005.

Group Tens as Hundreds

COMMON CORE STANDARDs—
2.NBT.1.A, 2.NBT.1.B
Understand place value.

**Write how many tens. Circle groups of 10 tens.
Write how many hundreds. Write the number.**

1.

_____ tens

_____ hundreds

_____

2.

_____ tens

_____ hundreds

_____

3.

_____ tens

_____ hundreds

_____

Problem Solving Real World

Solve. Write or draw to explain.

4. Farmer Gray has 30 flowerpots.
He plants 10 seeds in each pot.
How many seeds does he plant?

_____ seeds

Lesson Check (2.NBT.1a, 2.NBT.1b)

1. Mai has 40 tens. Write how many hundreds. Write the number.

_____

_____

2. There are 80 tens. Write how many hundreds. Write the number.

_____

_____

Spiral Review (2.OA.3, 2.NBT.2, 2.NBT.3)

3. Write the number equal to 5 tens and 13 ones.

_____

4. Count by fives.

5, 10, 15

_____, _____, _____, _____

5. Carlos has 58 pencils. What is the value of the digit 5 in this number?

_____

6. Circle the sum that is an even number.
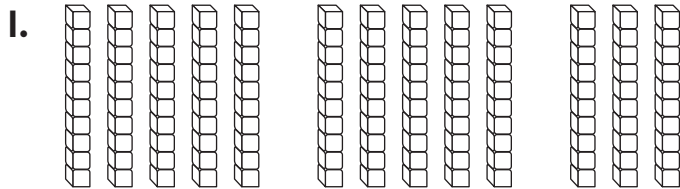
$2 + 3 = 5$

$4 + 4 = 8$

$5 + 6 = 11$

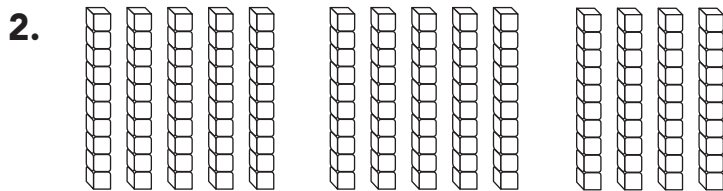$8 + 7 = 15$

Name _____

Explore 3-Digit Numbers

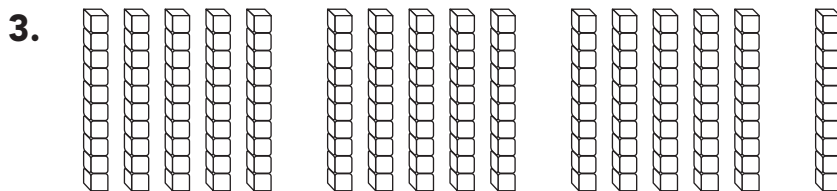**COMMON CORE STANDARD—2.NBT.1**
Understand place value.

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

1.

_____ tens

_____ hundred _____ tens

_____

2.

_____ tens

_____ hundred _____ tens

_____

3.

_____ tens

_____ hundred _____ tens
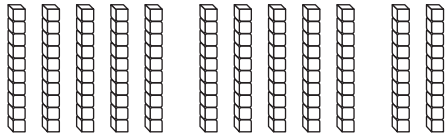
_____

Problem Solving (Real World)

Solve. Write or draw to explain.

4. Millie has a box of 1 hundred cubes.
She also has a bag of 70 cubes.
How many trains of 10 cubes
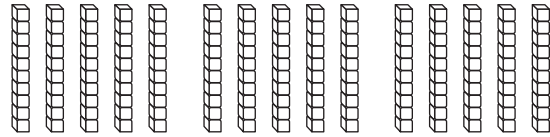can she make?

_____ trains of 10 cubes

Lesson Check (2.NBT.1)

1. Circle tens to make 1 hundred. Write the number a different way.

____ tens

____ hundred

____ tens

____

2. Circle tens to make 1 hundred. Write the number a different way.

____ tens

____ hundred

____ tens

____

Spiral Review (2.OA.3, 2.NBT.3)

3. Circle the odd number.

18   10

9   4

4. Write the number equal to 2 tens 15 ones.

_____

5. Describe the number 78 in two different ways.

____ tens + ____ ones

____ + ____

6. Write the number 55 in another way.

_____

Model 3-Digit Numbers

COMMON CORE STANDARD—2.NBT.1
Understand place value.

Write how many hundreds, tens, and ones.
Show with ▦ ▭ ▫. Then draw a quick picture.

1. 118

Hundreds	Tens	Ones

2. 246

Hundreds	Tens	Ones

3. 143

Hundreds	Tens	Ones

4. 237

Hundreds	Tens	Ones

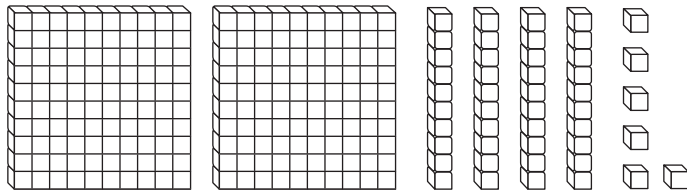## Problem Solving *Real World*

5. Write the number that matches the clues.

- My number has 2 hundreds.
- The tens digit is 9 more than the ones digit.

Hundreds	Tens	Ones

My number is _____.

Lesson Check (2.NBT.1)

1. What number is shown with these blocks?

Hundreds	Tens	Ones

_____

Spiral Review (2.OA.3, 2.NBT.1a, 2.NBT.1b, 2.NBT.3)

2. Write the number with the same value as 28 tens.

_____

3. Describe 59 in two other ways.

_____ tens _____ ones

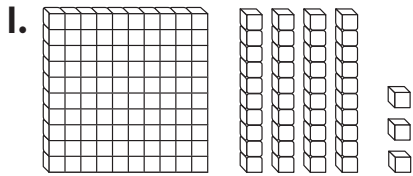_____ + _____

4. Circle the odd number.

11	12
18	20

5. Write the number equal to 7 tens and 3 ones.

_____

Hundreds, Tens, and Ones

Write how many hundreds, tens, and ones
are in the model. Write the number in two ways.
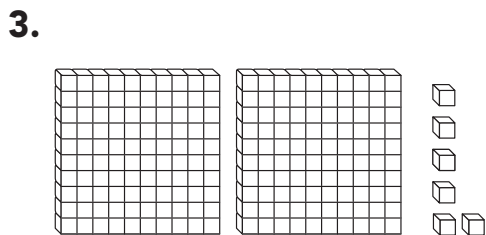
1.

Hundreds	Tens	Ones

_____

_____ + _____ + _____

2.

Hundreds	Tens	Ones

_____

_____ + _____ + _____

3.

Hundreds	Tens	Ones

_____

_____ + _____ + _____

Problem Solving (Real World)
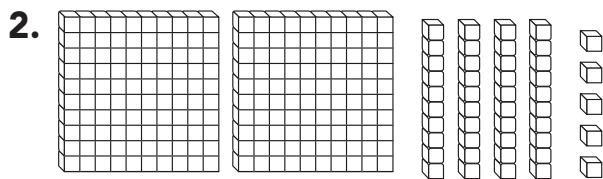
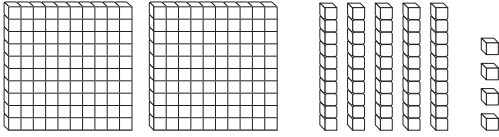**4.** Write the number that answers the riddle.
Use the chart. A model for my number has
6 ones blocks, 2 hundreds blocks, and 3 tens
blocks. What number am I?

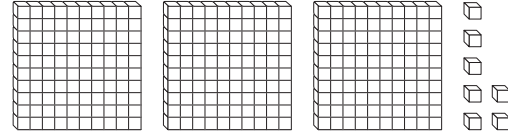| Hundreds	Tens	Ones

_____

Lesson Check

1. Write the number 254 as a sum of hundreds, tens, and ones.

____ + ____ + ____

2. Write the number 307 as a sum of hundreds, tens, and ones.

____ + ____ + ____

Spiral Review

3. Describe 83 in two other ways.

____ tens ____ ones

____ + ____

4. Write 86 in words.

_____

5. Write the number with the same value as 32 tens.

_____

6. Circle the odd number.

2   6

10   17

Place Value to 1,000

COMMON CORE STANDARD—2.NBT.1
Understand place value.

Circle the value or the meaning of the underlined digit.

1. 33<u>3</u>7	3	30	300
2. 46<u>2</u>	200	20	2
3. <u>5</u>72	5	50	500
4. 56<u>7</u>	7 ones	7 tens	7 hundreds
5. <u>4</u>62	4 hundreds	4 ones	4 tens
6. <u>1</u>,000	1 ten	1 hundred	1 thousand

Problem Solving Real World

7. Write the 3-digit number that answers the riddle.

- I have the same hundreds digit as ones digit.
- The value of my tens digit is 50.
- The value of my ones digit is 4.   The number is _____.

Lesson Check (2.NBT.1)

1. What is the value of the underlined digit?

$$\underline{3}15$$

_____

2. What is the meaning of the underlined digit?

$$6\underline{4}8$$

_____ tens

Spiral Review (2.OA.3, 2.NBT.1, 2.NBT.3)

3. What number can be written as $40 + 5$?

_____

4. What number has the same value as 14 tens?

_____

5. Write the number described by 1 ten 16 ones.

_____

6. Circle the even number.

7   16

21   25

Number Names

COMMON CORE STANDARD—2.NBT.3
Understand place value.

Write the number.

1. two hundred thirty-two

_____

2. five hundred forty-four

_____

3. one hundred fifty-eight

_____

4. nine hundred fifty

_____

5. four hundred twenty

_____

6. six hundred seventy-eight

_____

Write the number using words.

7. 317

_____

8. 457

_____

Problem Solving Real World

Circle the answer.

9. Six hundred twenty-six children
attend Elm Street School. Which
is another way to write this number?
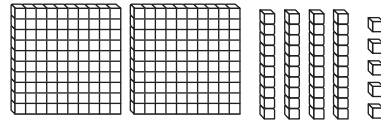
266   626   662

Lesson Check

1. Write the number 851 in words.

_____

2. Write the number two hundred sixty using numbers.

_____

Spiral Review

3. Write a number with the digit 8 in the tens place.

_____

4. Write the number shown with these blocks.

_____

5. Count by fives.

650, 655,

____, ____, ____

6. Sam has 128 marbles. How many hundreds are in this number?

____ hundred

Different Forms of Numbers

COMMON CORE STANDARD—2.NBT.3
Understand place value.

**Read the number and draw a quick picture.
Then write the number in different ways.**

I. two hundred fifty-one

_____ hundreds _____ tens _____ one

_____ + _____ + _____

_____

2. three hundred twelve

_____ hundreds _____ ten _____ ones

_____ + _____ + _____

_____

3. two hundred seven

_____ hundreds _____ tens _____ ones

_____ + _____ + _____

_____

Problem Solving Real World

Write the number another way.

4. $200 + 30 + 7$

_____

5. 895

_____

Lesson Check _(2.NBT.3)

I. Write the number 392 as hundreds, tens, and ones.

_____ hundreds _____ tens _____ ones

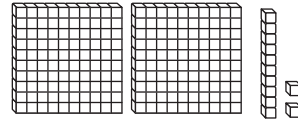**2.** What is another way to write the number 271?

_____ hundreds _____ tens _____ one

Spiral Review _(2.NBT.1, 2.NBT.3)

3. What is the value of the underlined digit?

<u>5</u>6

_____

4. What number is shown with these blocks?

_____

5. What is another way to write the number 75?

_____ + _____

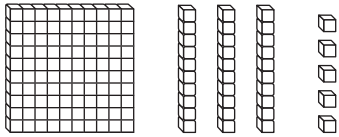**6.** What number can be written as 60 + 3?
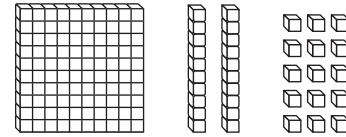
_____

Algebra • Different Ways to Show Numbers

COMMON CORE STANDARD—2.NBT.3
Understand place value.

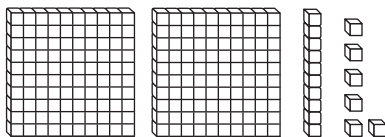**Write how many hundreds, tens, and ones are in the model.**

1. 135

Hundreds	Tens	Ones

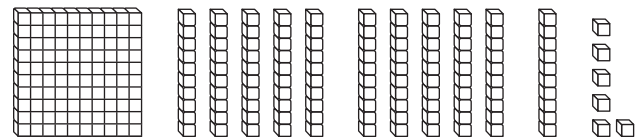| Hundreds	Tens	Ones

2. 216

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Problem Solving *Real World*

Markers are sold in boxes, packs, or as single markers. Each box has 10 packs. Each pack has 10 markers.

3. Draw pictures to show two ways to buy 276 markers.

Lesson Check

1. Write the number that can be shown with this many hundreds, tens, and ones.

Hundreds	Tens	Ones
1	2	18

_____

2. Write the number that can be shown with this many hundreds, tens, and ones.

Hundreds	Tens	Ones
2	15	6

_____

Spiral Review

3. What number can be written as 6 tens 2 ones?

_____

4. What number can be written as $30 + 2$?

_____

5. Write the number 584 in words.

_____

6. Write the number 29 in words.

_____

Name _____

Count On and Count Back by 10 and 100

COMMON CORE STANDARD—2.NBT.8
Use place value understanding and properties of operations to add and subtract.

Write the number.

1. 10 more than 451

_____

2. 10 less than 770

_____

3. 100 more than 367

_____

4. 100 less than 895

_____

5. 10 less than 812

_____

6. 100 more than 543

_____

7. 10 more than 218

_____

8. 100 more than 379

_____

9. 100 less than 324

_____

10. 10 less than 829

_____

Problem Solving Real World

Solve. Write or draw to explain.

11. Sarah has 128 stickers. Alex has 10 fewer stickers than Sarah. How many stickers does Alex have?
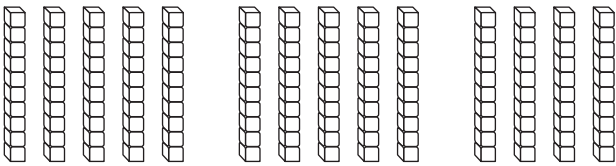
_____ stickers

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Lesson Check

1. Write the number that is 10 less than 526.

_____

2. Write the number that is 100 more than 487.

_____

Spiral Review

3. Write another way to describe 14 tens.

____ hundred ____ tens

4. What is the value of the underlined digit?

5<u>8</u>7

_____

5. What number can be written as 30 + 5?

_____

6. What number can be written as 9 tens and 1 one?

_____

Algebra • Number Patterns

Look at the digits to find the next two numbers.

1. 232, 242, 252, 262, ⬜, ⬜

   The next two numbers are _____ and _____.

2. 185, 285, 385, 485, ⬜, ⬜

   The next two numbers are _____ and _____.

3. 428, 528, 628, 728, ⬜, ⬜

   The next two numbers are _____ and _____.

4. 654, 664, 674, 684, ⬜, ⬜

   The next two numbers are _____ and _____.

5. 333, 433, 533, 633, ⬜, ⬜

   The next two numbers are _____ and _____.

Problem Solving Real World

6. What are the missing numbers in the pattern?

   431, 441, 451, 461, ⬜, 481, 491, ⬜

   The missing numbers are _____ and _____.

Lesson Check (2.NBT.8)

I. What is the next number in this pattern?

453, 463, 473, 483,

_____

2. What is the next number in this pattern?

295, 395, 495, 595,

_____

Spiral Review (2.NBT.1, 2.NBT.3)

3. Write the number seven hundred fifty-one with digits.

_____

4. What is the value of the underlined digit?

195

_____

5. What is another way to write 56?

_____ tens _____ ones

6. Write the number 43 in tens and ones.

_____ tens _____ ones

Problem Solving • Compare Numbers

COMMON CORE STANDARD—2.NBT.4
Understand place value.

Model the numbers. Draw quick pictures to show how you solved the problem.

1. Lauryn has 128 marbles. Kristin has 118 marbles. Who has more marbles?

_____

2. Nick has 189 trading cards. Kyle has 198 trading cards. Who has fewer cards?

_____

3. A piano has 36 black keys and 52 white keys. Are there more black keys or white keys on a piano?

_____

4. There are 253 cookies in a bag. There are 266 cookies in a box. Are there fewer cookies in the bag or in the box?

_____

Lesson Check

1. Gina has 245 stickers. Circle the number less than 245.

285   254

245   239

2. Carl's book has 176 pages. Circle the number greater than 176.

203   174

168   139

Spiral Review

3. Write 63 as a sum of tens and ones.

_____ + _____

4. Write the number 58 in tens and ones.

_____ tens _____ ones

5. Mr. Ford drove 483 miles during his trip. How many hundreds are in this number?

_____

6. Write 20 in words.

_____

Algebra • Compare Numbers

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

1. 489
605

489 ◯ 605

2. 719
719

719 ◯ 719

3. 370
248

370 ◯ 248

4. 645
654

645 ◯ 654

5. 205
250

205 ◯ 250

6. 813
781

813 ◯ 781

7. 397
393

397 ◯ 393

8. 504
405

504 ◯ 405

Problem Solving Real World

Solve. Write or draw to explain.

9. Toby has 178 pennies.
Bella has 190 pennies.
Who has more pennies?

_____ has more pennies.

Lesson Check (2.NBT.4)

1. Write >, <, or = to compare.

315 ◯ 351

2. Write >, <, or = to compare.

401 ◯ 399

Spiral Review (2.OA.3, 2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2)

3. What number has the same value as 50 tens?

_____

4. Write a number with an 8 in the hundreds place.

_____

5. Ned counts by fives. He starts at 80. Which number should he say next?

_____

6. Mr. Dean has an even number of cats and an odd number of dogs. Show how many dogs and cats he might have.

6 cats and _____ dogs