

Name Key Date _____

1. 2 ones + 8 ones = 10

$2 + 8 = 10$

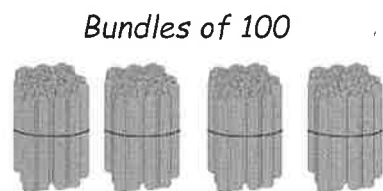
2. 6 tens + 4 tens = 1 hundred

$60 + 40 = 100$

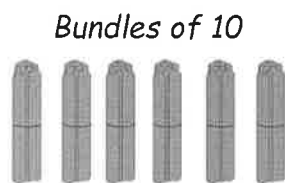
3. Rewrite in order from largest to smallest units.

6 tens Largest 3 hundreds
 3 hundreds 6 tens
 8 ones Smallest 8 ones

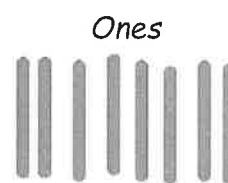
4. Count each group. What is the total number of sticks in each group?



400



60



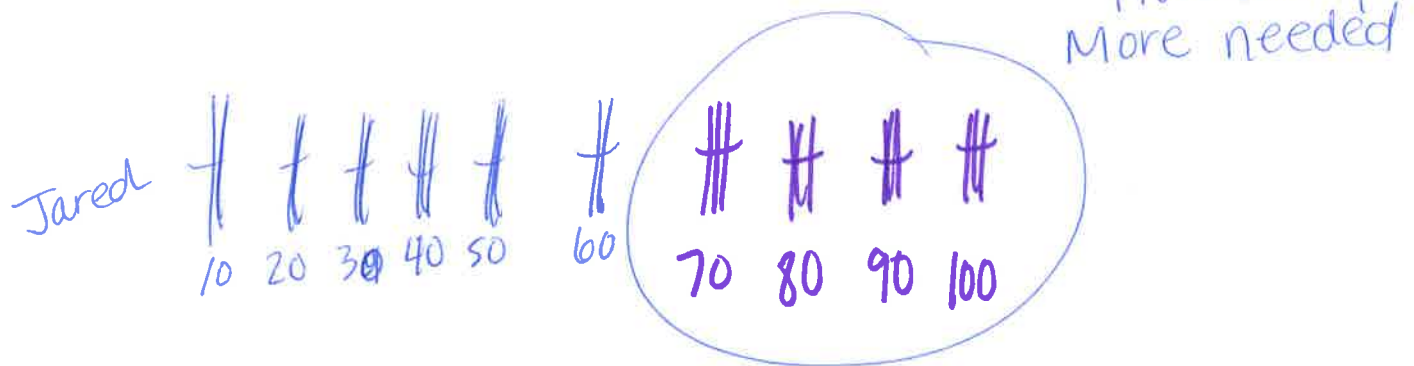
8

What is the total number of sticks? 468

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 40 more stickers.



or
think...

$$60 + \underline{\quad} = 100$$

$$60 + 40 = 100$$

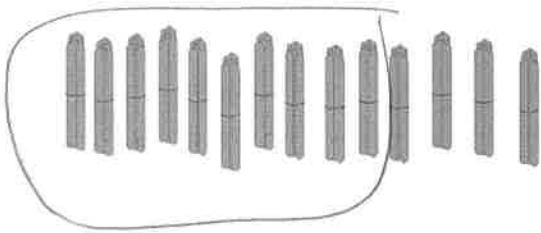
Name Key

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1. How many in all?

| | | | | |
|----|----|----|----|--------------------------------|
| ☆☆ | ☆☆ | ☆☆ | ☆☆ | <u>40</u> ones = <u>4</u> tens |
| ☆☆ | ☆☆ | ☆☆ | ☆☆ | |
| ☆☆ | ☆☆ | ☆☆ | ☆☆ | <u>40</u> stars in all. |
| ☆☆ | ☆☆ | ☆☆ | ☆☆ | |
| ☆☆ | ☆☆ | ☆☆ | ☆☆ | |

2. These are bundles with 10 sticks in each.



10 tens = 100

a. How many tens are there? 14 tensb. How many hundreds? 1c. How many sticks in all? 140

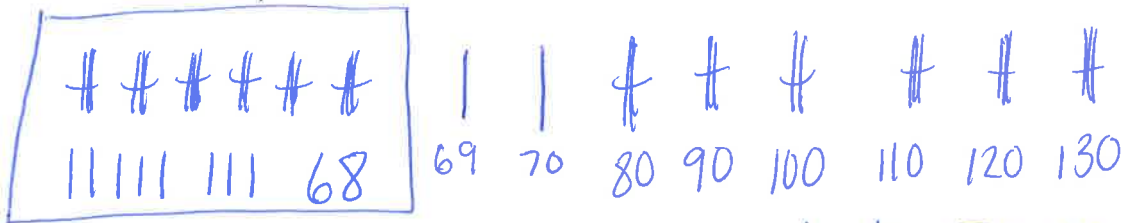
3. Sally did some counting. Look at her work. Explain why you think Sally counted this way.

177, 178, 179, 180, 190, 200, 210, 211, 212, 213, 214

Sally counted to "benchmark" numbers to make counting easier.

(Example: once at 180, she could skip count by 10s)

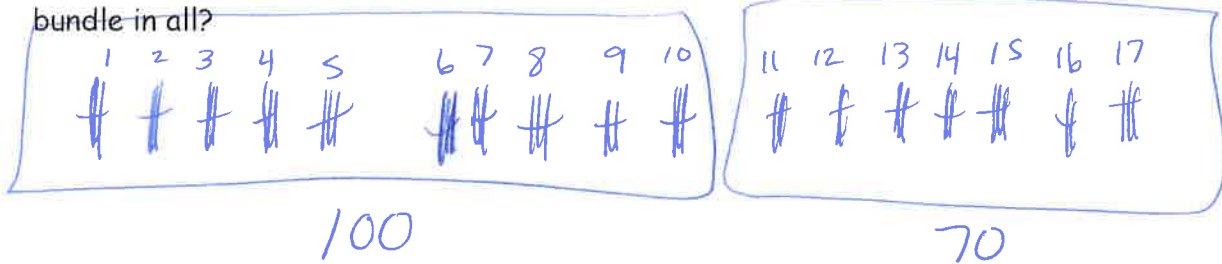
4. Show a way to count from 68 to 130 using tens and ones. Explain why you chose to count this way.



I started with ones to get to 70 so that I could count by 10s next and it would be easier.

5. Draw and solve.

In her classroom, Sally made 17 bundles of 10 straws. How many straws did she bundle in all?



She bundled 170 straws in all.

Name Key

Date _____

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

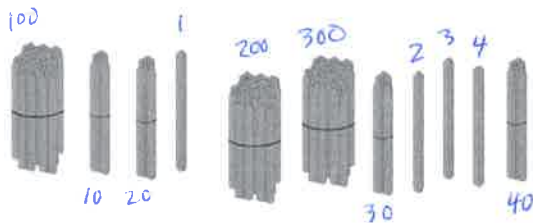
a. 14, 15, 16, 17, 18, 19, 20, 30, 40, 50

b. 73, 74, 75, 76, 77, 78, 79, 80, 90, 100, 200, 300, 310, 320

c. 65, 66, 67, 68, 69, 70, 80, 90, 100

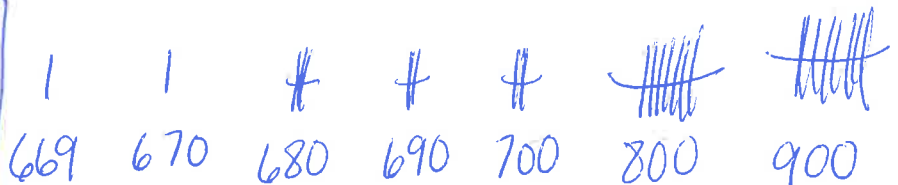
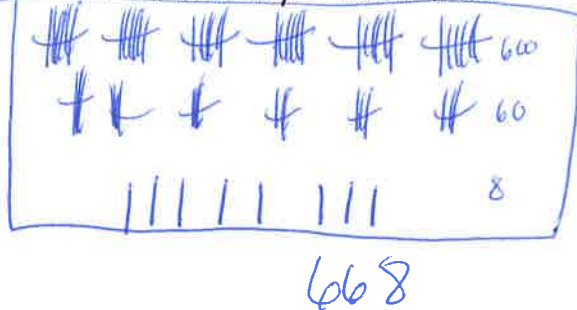
d. 30, 40, 50, 60, 70, 80, 90, 100, 200, 300, 400

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



There are 344 sticks in all.

3. Show a way to count from 668 to 900 using ones, tens, and hundreds.

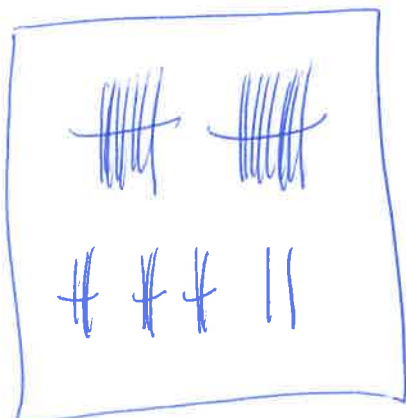


4. Sally bundled her sticks in hundreds, tens, and ones.

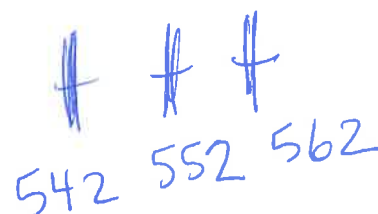
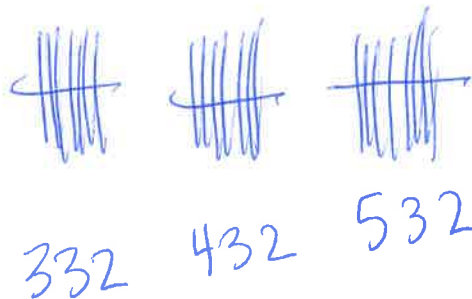


a. How many sticks does Sally have? 232

b. Draw 3 more hundreds and 3 more tens. Count and write how many sticks Sally has now.



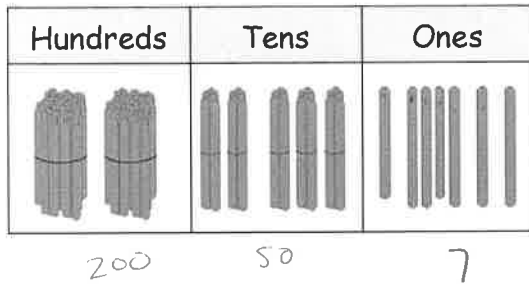
232



She has 562 sticks now.

Name Key Date _____

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



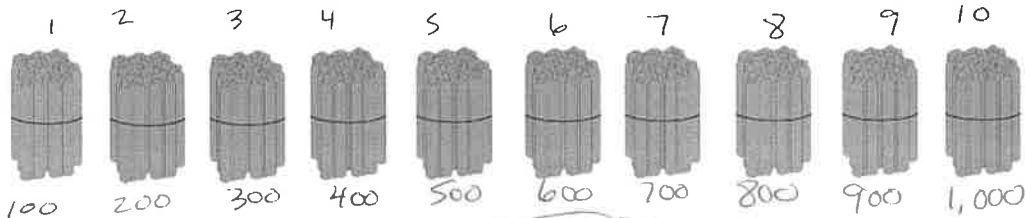
Marcos has 257 sticks.

2. Write the number:



| Hundreds | Tens | Ones |
|----------|------|------|
| 1 | 0 | 0 |

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



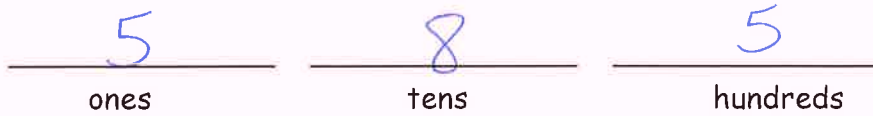
a. one

b. hundred

c. thousand

d. ten

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



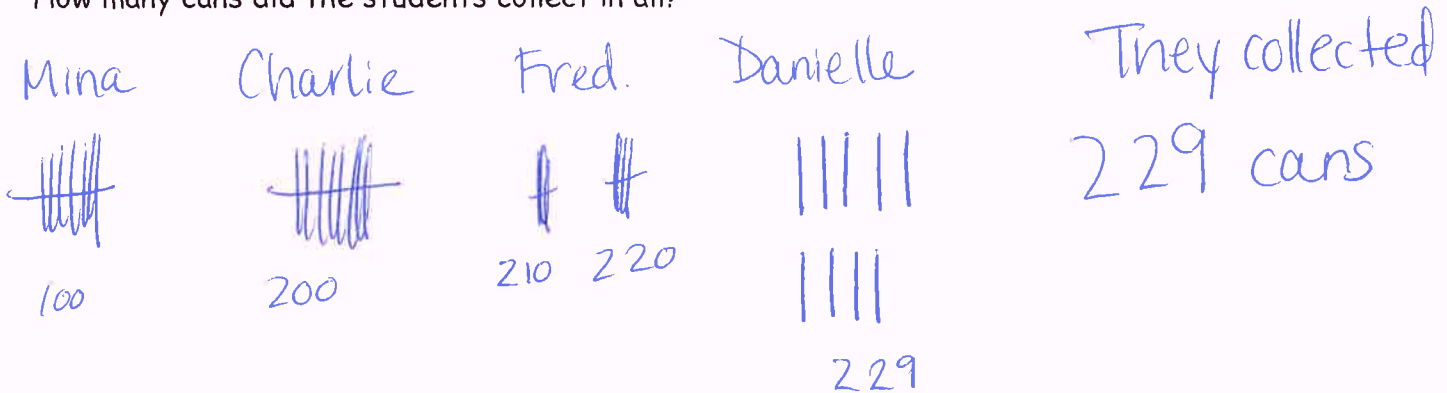
5. Fill in the blanks to make a true number sentence.

12 ones = 1 ten 2 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?



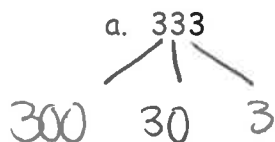
Name Key Date _____

1. What is the value of the 7 in

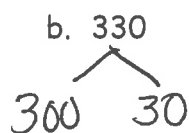
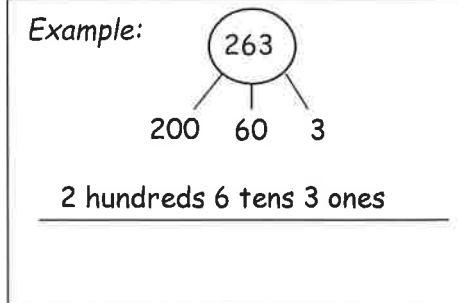
| | | |
|---|---|---|
| 7 | 6 | 4 |
|---|---|---|

 ? 700

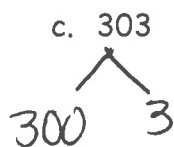
2. Make number bonds to show the hundreds, tens, and ones in each number. Then, write the number in unit form.



3 hundreds, 3 tens, 3 ones



3 hundreds, 3 tens



3 hundreds, 3 ones

3. Draw a line to match unit form with number form.

- a. 1 hundred 1 one = 101
- b. 1 ten 1 one = 11
- c. 7 tens 1 one = 71
- d. 7 hundreds 1 one = 701
- e. 1 hundred 1 ten = 110
- f. 7 hundreds 1 ten = 710
- 11
- 710
- 110
- 701
- 101
- 71
-

Name Key

Date _____

1. Match the numerals with the number names.

a. Two hundred thirty

230

b. Forty

40

c. Nine hundred sixty

960

d. Four hundred seventy

470

e. Eight hundred fifty

850

f. Five hundred nineteen

519

g. Four hundred seventeen

417

h. Fourteen

14

i. Nine hundred thirteen

913

j. Eight hundred fifteen

815

k. Five hundred ninety

590

l. Two hundred thirteen

213

m. Nine hundred sixteen

916

14

913

470

916

519

815

213

40

230

960

417

850

590

2. Write the answer in number form.

a. $1 + 1 + 1 + 1 + 10 + 10 + 10 + 10 + 100 + 100 =$ 244

b. $300 + 90 + 9 =$ 399

c. 125 $= 5 + 100 + 20$

d. 650 $= 600 + 50$

e. $3 + 400 =$ 403

f. $900 + 76 =$ 976

3. Write each number in expanded form.

a. $533 =$ $500 + 30 + 3 = 533$

b. $355 =$ $300 + 50 + 5$

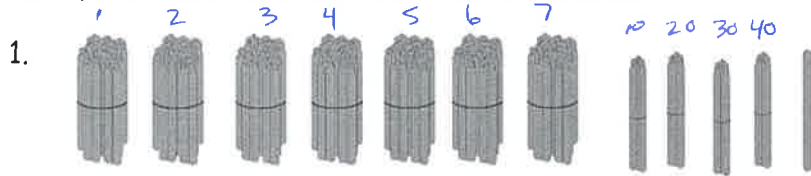
c. $67 =$ $60 + 7$

d. $460 =$ $400 + 60$

e. $801 =$ $800 + 1$

Name Key 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 741

b. Expanded Form $700 + 40 + 1$

c. Word Form seven hundred forty-one



a. Standard Form 560

b. Expanded Form $500 + 60$

c. Word Form five hundred sixty

3. What is the unit value of the 3 in 432? 30

4. What is the unit value of the 6 in 216? 6

5. Write 212, 221, 122 in order from greatest to least.

221 212 122

Name Key

Date _____

1. Write the total value of the money.

| | | | | |
|------|------|------|------|------|
| \$10 | \$10 | \$10 | \$10 | \$10 |
| \$10 | \$10 | \$10 | \$10 | \$1 |

\$ 91

| | | | | |
|-------|-------|------|-----|-----|
| \$100 | \$100 | \$10 | \$1 | \$1 |
| \$1 | \$1 | \$1 | \$1 | \$1 |

\$ 217

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

| | | | | |
|-----|----|----|----|----|
| 100 | 10 | 10 | 10 | 10 |
| 10 | 10 | 10 | 1 | 1 |

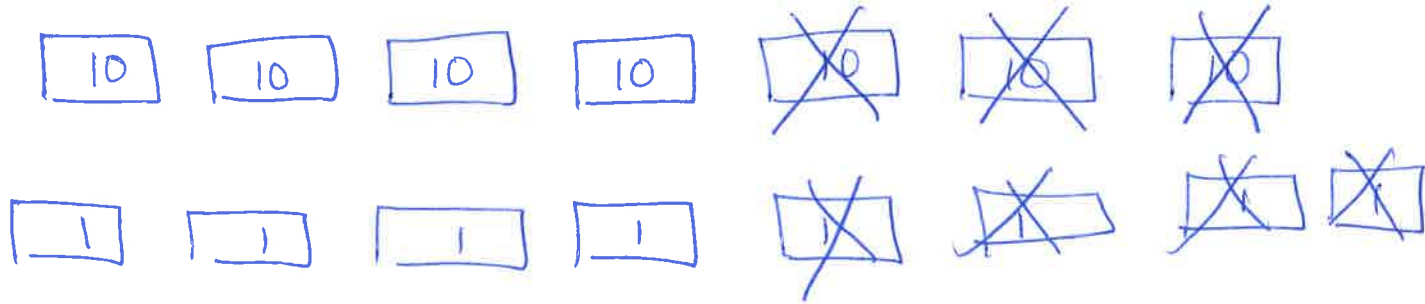
\$172

| | | | | |
|-----|-----|----|----|---|
| 100 | 100 | 10 | 10 | 1 |
| 1 | 1 | 1 | 1 | 1 |

\$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?



Joshua has \$44.

Name Key

Date _____

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

a.

| | |
|-------|-------|
| \$100 | \$100 |
| \$100 | \$100 |
| \$100 | \$100 |
| \$100 | \$100 |
| \$100 | \$100 |

\$1,000

b.

| | |
|------|------|
| \$10 | \$10 |
| \$10 | \$10 |
| \$10 | \$10 |
| \$10 | \$10 |
| \$10 | \$10 |

\$100

c.

| | |
|-----|-----|
| \$1 | \$1 |
| \$1 | \$1 |
| \$1 | \$1 |
| \$1 | \$1 |
| \$1 | \$1 |

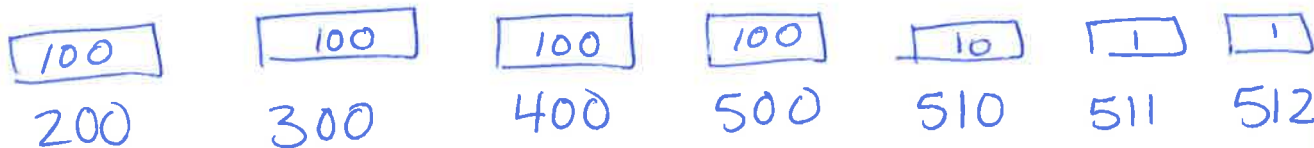
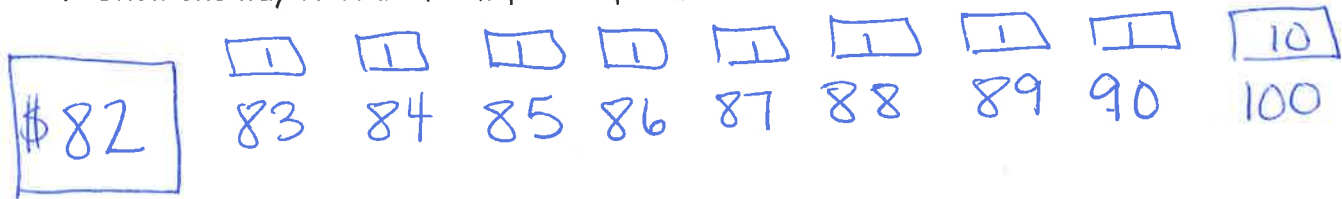
\$10

d.

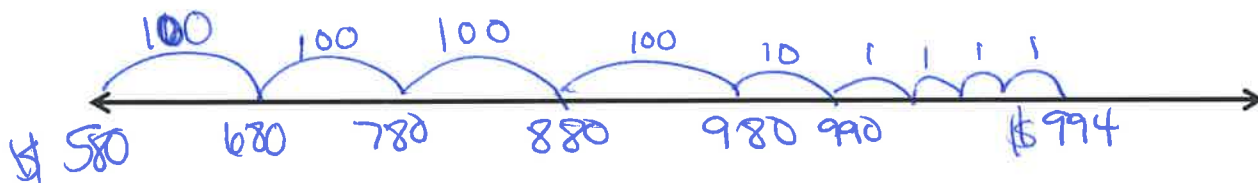
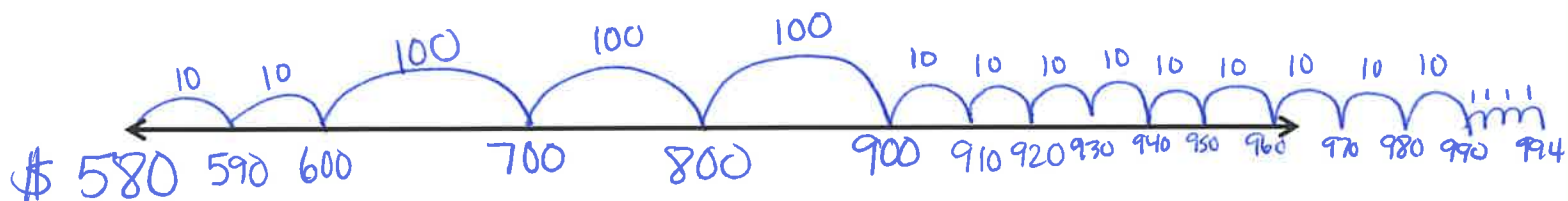
| | |
|-------|-------|
| \$10 | \$100 |
| \$10 | \$100 |
| \$10 | \$100 |
| \$100 | \$1 |
| \$100 | \$1 |

\$532

2. Show one way to count from \$82 to \$512.



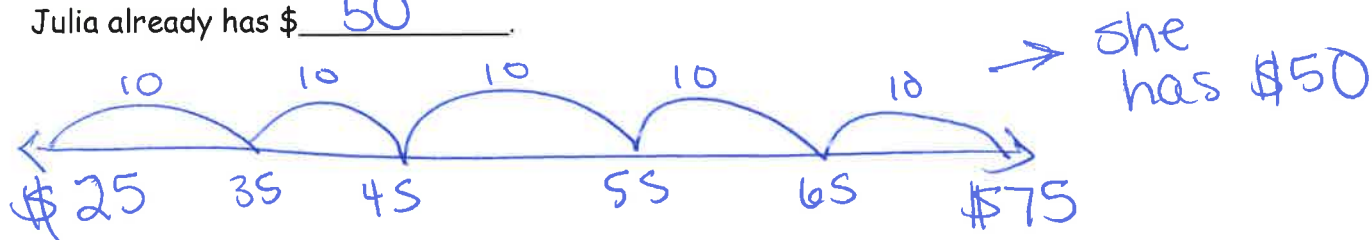
3. Use each number line to show a different way to count from \$580 to \$994.



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 \$ 50.



Name Key

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

Think about the strategies your friends used to answer Jerry's question. Answer the problem again using a different strategy than the one you used with your partner and for the Exit Ticket. Explain your solution using words, pictures, or numbers.

Remember to write your answer as a statement.

$\$100 \rightarrow (10 \text{ tens})$

$\$100 \rightarrow 10 \text{ tens}$

$\$100 \rightarrow 10 \text{ tens}$

$\$100 \rightarrow 10 \text{ tens}$

$\$100 \rightarrow 10 \text{ tens}$

$\$100 \rightarrow 10 \text{ tens}$

$\$100 \rightarrow 10 \text{ tens}$

$\$100 \rightarrow 10 \text{ tens}$

$\$100 \rightarrow 10 \text{ tens}$

$\$100 \rightarrow 10 \text{ tens}$

I skip counted by 10s for each \$100.
There are 100 ten-dollar bills in \$1,000.