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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).

- Students received paper disk template*
- a. 15 1 ten, 5 ones
- b. 152 1 hundred, 5 tens, 2 ones
- c. 102 1 hundred, 2 ones
- d. 290 2 hundreds, 9 tens
- e. 300 3 hundreds

2. Model the following numbers using the fewest place value disks possible. Whisper the numbers in standard form and unit form.

- a. 42 4 tens, 2 ones f. 53 5 tens, 3 ones
- b. 420 4 hundreds, 2 tens g. 530 5 hundreds, 3 tens
- c. 320 3 hundreds, 2 tens h. 520 5 hundreds, 2 tens
- d. 402 4 hundreds, 2 ones i. 503 5 hundreds, 3 ones
- e. 442 4 hundreds,
4 tens, 2 ones j. 55 5 tens, 5 ones

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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:

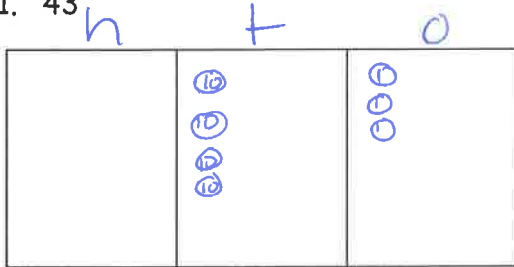
Did you make a larger unit at...	Yes, I changed to make:	No, I need _____
1. 377? NO	1 ten 1 hundred	<u>3</u> ones. ___ tens.
2. 392? NO	1 ten 1 hundred	<u>8</u> ones. ___ tens.
3. 400? Yes	1 ten <u>1 hundred</u>	___ ones. ___ tens.
4. 418? NO	1 ten 1 hundred	<u>2</u> ones. ___ tens.
5. 463? NO	1 ten 1 hundred	<u>7</u> ones. ___ tens.
6. 470? Yes	<u>1 ten</u> 1 hundred	___ ones. ___ tens.

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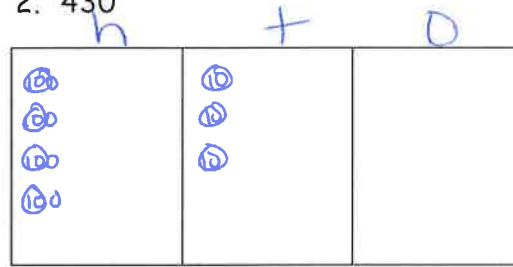
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Draw place value disks to show the numbers.

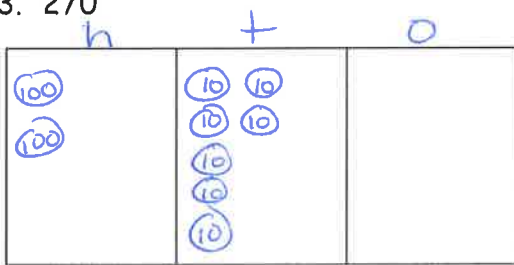
1. 43



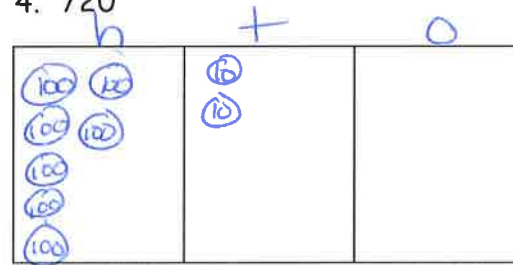
2. 430



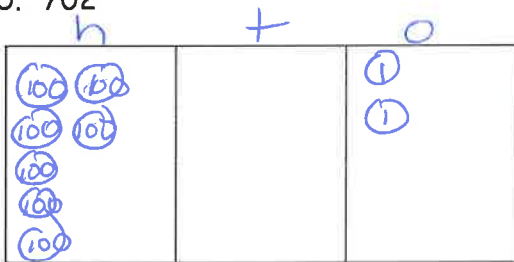
3. 270



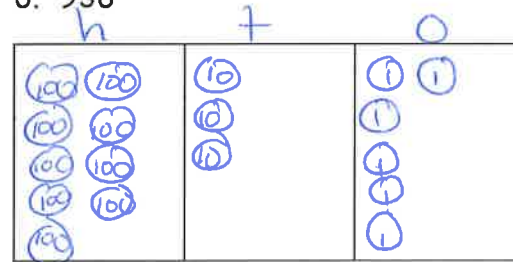
4. 720



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?

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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

$16 = \underline{16}$ 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

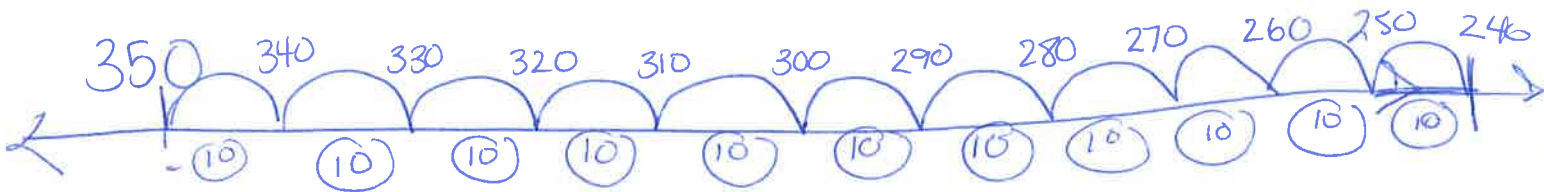
g. $817 = \underline{8}$ hundreds $\underline{17}$ ones

$817 = \underline{81}$ tens $\underline{7}$ ones

h. $921 = \underline{9}$ hundreds $\underline{21}$ ones

$921 = \underline{92}$ tens $\underline{1}$ ones
or 90 tens 21 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.



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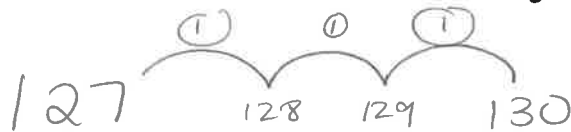
Pencils come in boxes of 10.

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

There are 12 tens and 7 ones in 127.
Erika will need 13 boxes to have enough pencils.

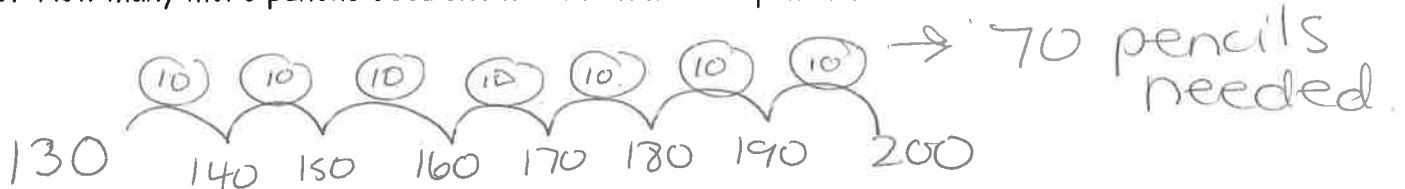


2. How many pencils will Erika have left over after she gets what she needs out of the boxes?



3 pencils left over

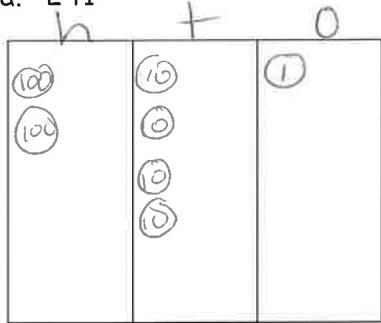
3. How many more pencils does she need to have 200 pencils?



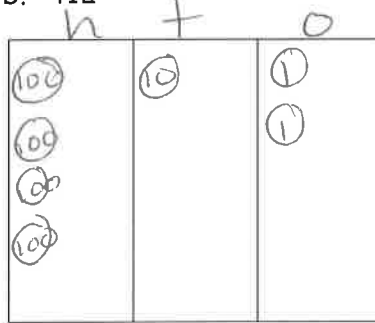
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1. Draw the following numbers using place value disks on the place value charts. Answer the questions below.

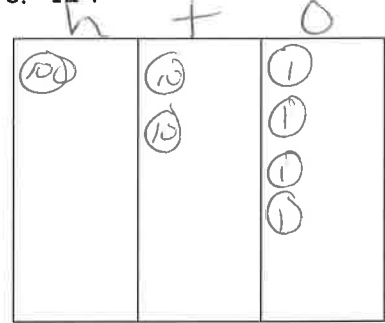
a. 241



b. 412



c. 124



d. Order the numbers from least to greatest: 124, 241, 412

2. Circle *less than* or *greater than*. Whisper the complete sentence.

a. 112 is <u>less than</u> / greater than 135.	d. 475 is <u>less than</u> / greater than 457.
b. 152 is <u>less than</u> / greater than 157.	e. $300 + 60 + 5$ is <u>less than</u> / greater than 635. 365
c. 214 is <u>less than</u> / <u>greater than</u> 204.	f. 4 tens and 2 ones is <u>less than</u> / <u>greater than</u> 24. 42

3. Write $>$, $<$, or $=$.

a. $100 > 99$

b. $316 < 361$

c. $523 < 525$

d. $602 =$ six hundred two
602

e. $150 > 90 + 50$ 140
 $9+5=14$ tens

f. 9 tens 6 ones $>$ 92
96

g. 6 tens 8 ones $=$ $50 + 18$
68 68

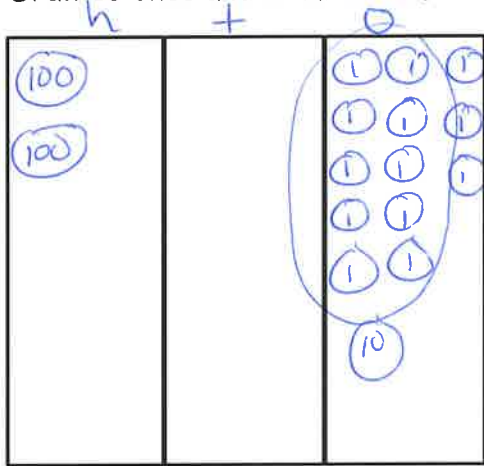
h. $84 - 10 <$ 7 tens 5 ones
74 75

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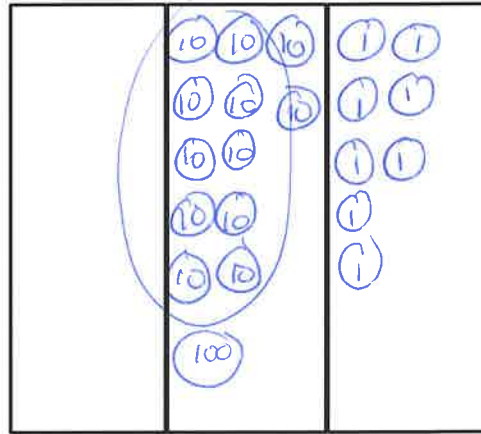
1. Whisper count as you show the numbers with place value disks. Circle >, <, or =.

a. Draw 13 ones and 2 hundreds.



213

b. Draw 12 tens and 8 ones.



<
=
>

is greater than 128

2. Write >, <, or =.

a. 199 > 10 tens + 100

b. 236 > 23 tens + 5 ones + 235

c. 21 tens < Two hundred twenty + 210 < 220

d. 380 = 3 hundred + 8 tens + 380

e. 20 + 4 + 500 > 2 ones + 45 tens + 524 > 452

f. 600 + 7 < 76 tens + 607 < 760

g. 400 + 2 + 50 < 524 + 452

h. 59 tens + 2 tens = 610 + 61 tens = 610

i. 506 > 50 tens + 500

j. 97 tens - 12 tens > 85 + 85 tens = 850

k. 67 tens + 10 tens > 7 hundreds + 7 ones + 77 tens = 770 + 707

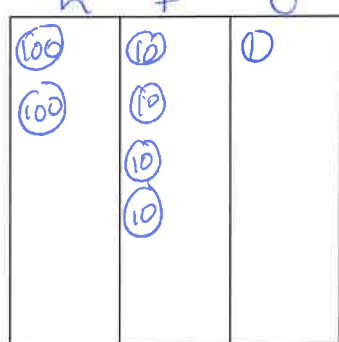
l. 8 hundreds + 13 ones > 75 tens + 813 > 750

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1. Draw the following values on the place value charts as you think best.

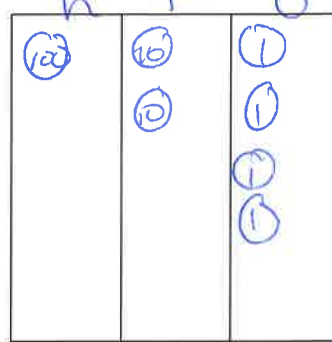
a. 241



b. 412



c. 124

d. Order the numbers from least to greatest: 124, 241, 4122. Order the following from least to greatest in standard form.

a. 537 263 912

263, 537, 912

b. two hundred thirty 213 20 tens 3 ones

230203203, ~~213~~, 230c. $400 + 80 + 5$ $4 + 800 + 50$ 845485854485, 845, 8543. Order the following from greatest to least in standard form.a. 11 ones 3 hundreds 311 $10 + 1 + 300$ 311311311, 311, 311

b. 7 ones 9 hundred 79 tens + 10 tens 970

90789 tens = 890970, 907, 890c. 15 ones 4 hundreds 154 $50 + 1 + 400$ 415451451, 415, 154

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

	146	235	357	481	672	814
100 more	246	335	457	581	772	914
100 less	46	135	257	381	572	714
10 more	156	245	367	491	682	824
10 less	136	225	347	47	662	804
1 more	147	236	358	482	673	815
1 less	145	234	356	480	671	813

2. Fill in the blanks. Whisper the complete sentence.

a. 1 more than 103 is 104.

f. 1 less than 422 is 421.

b. 10 more than 378 is 388.

g. 1 more than 618 is 619.

c. 100 less than 545 is 445.

h. 10 less than 556 is 546.

d. 100 more than 123 is 223.

i. 100 less than 918 is 818.

e. 10 less than 987 is 977.

j. 10 more than 964 is 974.

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1. Fill in the blanks. Whisper the complete sentence.

a. 1 less than 160 is 159.

e. 10 more than 691 is 701.

b. 10 more than 392 is 402.

f. 10 more than 695 is 704.

c. 100 less than 425 is 325.

g. 100 less than 1086 is 986.

d. 1 more than 549 is 550.

h. 10 less than 825 is 815.

2. Count the numbers aloud to a parent:

a. Count by 1s from 204 to 212.

c. Skip-count by 10s from 582 to 632.

b. Skip-count by 10s from 376 to 436.

d. Skip-count by 100s from 908 to 8.

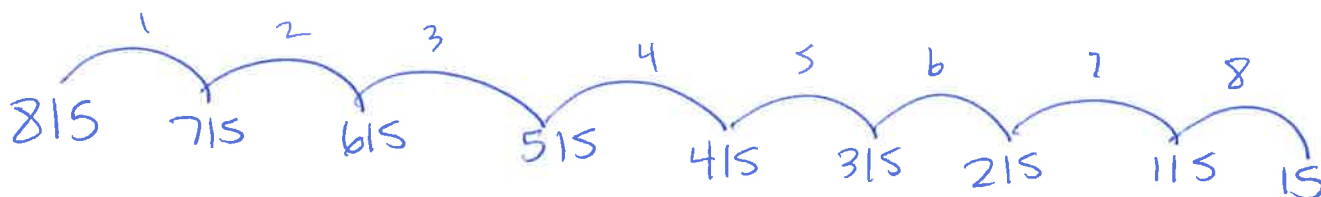
3. Henry enjoys watching his pet frog hop.

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.



His frog has to jump 8 times.

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1. Find the pattern. Fill in the blanks.

a. 396, 397, 398, 399, 400, 401

b. 251, 351, 451, 551, 651, 751

c. 476, 486, 496, 506, 516, 526

d. 630, 620, 610, 600, 590, 580

e. 208, 209, 210, 211, 212, 213

f. 316, 416, 516, 616, 716, 816

g. 547, 537, 527, 517, 507, 497

h. 672, 682, 692, 702, 712

2. Fill in the chart.

	206	207	208	209	210	
		217	218	219		
225	226	227	228	229	230	
		237	238			