

Hundreds, Tens, and Ones

Standard: 2.NBT.A.1, 2.NBT.A.3

Part A. Look at the underlined digit. Write its value.

1. 247 The 4 is worth _____
2. 352 The 3 is worth _____
3. 189 The 9 is worth _____
4. 506 The 5 is worth _____
5. 613 The 1 is worth _____
6. 270 The 0 is worth _____

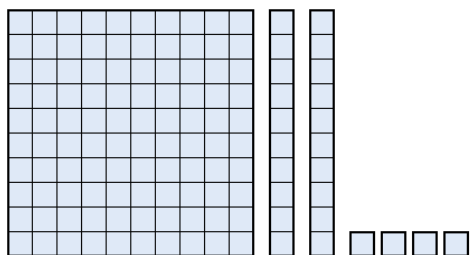
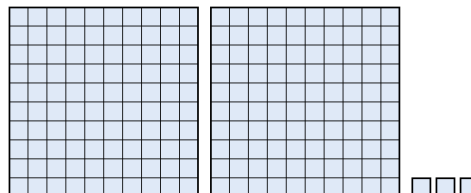
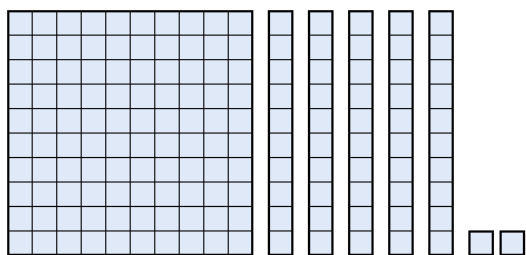
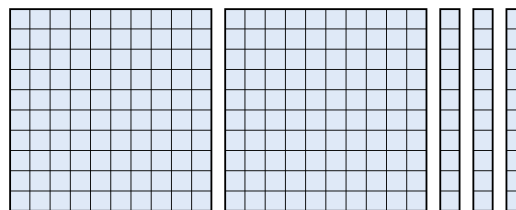
Part B. Fill in the place value chart for each number.

	Number	Hundreds	Tens	Ones
7.	245			
8.	130			
9.	308			
10.	271			

Show your thinking: Which is worth more: the 8 in 283 or the 8 in 128? How do you know?

Hundreds, Tens, and Ones (continued)

Standard: 2.NBT.A.1, 2.NBT.A.3

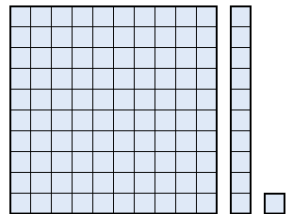
*Part C. Look at each base-ten drawing. Write the number it shows.***11.** This shows _____**12.** This shows _____**13.** This shows _____**14.** This shows _____*Part D. Write how many hundreds, tens, and ones.***15.** $165 =$ _____ hundreds _____ tens _____ ones**16.** $290 =$ _____ hundreds _____ tens _____ ones**17.** $301 =$ _____ hundreds _____ tens _____ ones**18.** $118 =$ _____ hundreds _____ tens _____ ones

Build It: Base-Ten Drawings

Standard: 2.NBT.A.1, 2.NBT.A.3

Draw each number with flats (100), rods (10), and units (1). Use the key to help you.

Key: 1 flat = 100 1 rod = 10 1 unit = 1



1. 134	2. 210
3. 105	4. 163
5. 320	6. 247

Show your thinking: Which number needed the most rods? How do you know?

Expanded Form to 200

Standard: 2.NBT.A.3

Example: $146 = 100 + 40 + 6$

Part A. Write each number in expanded form.

1. $123 = \underline{\quad} + \underline{\quad} + \underline{\quad}$

2. $157 = \underline{\quad} + \underline{\quad} + \underline{\quad}$

3. $180 = \underline{\quad} + \underline{\quad}$

4. $106 = \underline{\quad} + \underline{\quad}$

5. $194 = \underline{\quad} + \underline{\quad} + \underline{\quad}$

6. $200 = \underline{\quad}$

Part B. Write the number.

7. $100 + 30 + 2 = \underline{\quad}$

8. $100 + 70 + 9 = \underline{\quad}$

9. $100 + 5 = \underline{\quad}$

10. $100 + 60 = \underline{\quad}$

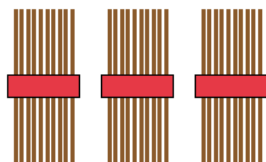
Show your thinking: Kai says $100 + 8 = 180$. Is Kai right? Draw or write to explain.

A Hundred Is Ten Tens

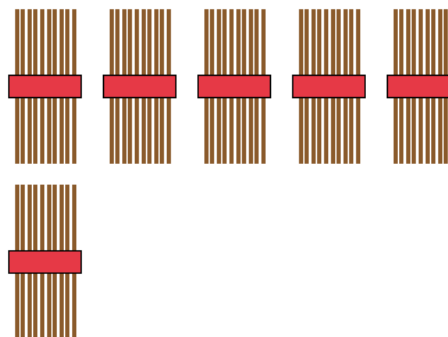
Standard: 2.NBT.A.1a

Part A. Count the bundles of ten. Write how many tens and the number.

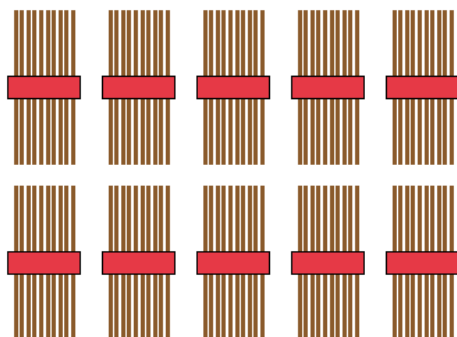
1. _____ tens = _____



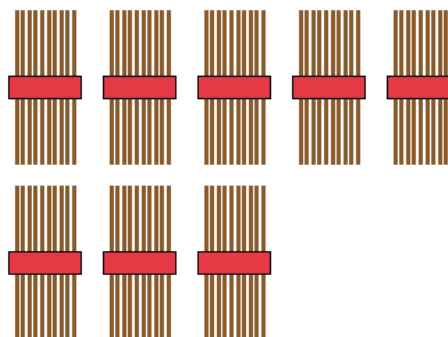
2. _____ tens = _____



3. _____ tens = _____



4. _____ tens = _____

*Part B. Count by tens. Fill in the missing numbers.*

5. 10, 20, 30, _____, _____, 60

6. 40, 50, _____, _____, 80, _____

7. 60, _____, 80, _____, 100

8. 10, 20, 30, 40, 50, 60, 70, 80, 90, _____

Show your thinking: How many tens are in 100? Draw or write to show your thinking.

A Hundred Is Ten Tens (continued)

Standard: 2.NBT.A.1a

Part C. Fill in the blanks.

9. 7 tens = _____

10. _____ tens = 50

11. 10 tens = _____

12. 9 tens = _____

13. _____ tens = 20

14. 4 tens = _____

Part D. Solve.

15. Mia has 10 bundles of 10 straws. How many straws does she have? _____ straws

16. A box holds 100 crayons. The crayons come in bundles of 10. How many bundles are in the box? _____ bundles

17. Circle True or False: $100 = 10 \text{ tens and } 0 \text{ ones}$. True False

18. Show 100 two ways: _____ tens or _____ ones

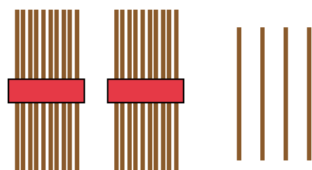
Show your thinking: Draw 100 using bundles of ten. Label your drawing.

Counting Bundles of Ten

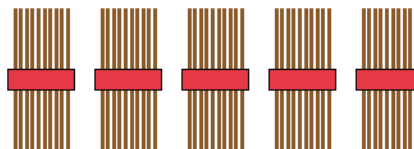
Standard: 2.NBT.A.1a

Part A. Count the bundles of ten and the loose sticks. Write the tens, ones, and number.

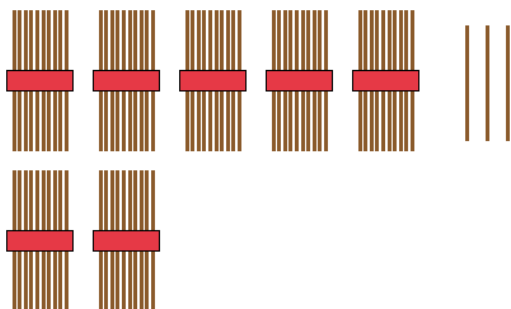
1. ____ tens ____ ones = ____



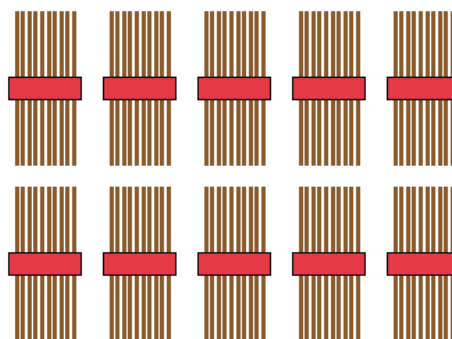
2. ____ tens ____ ones = ____



3. ____ tens ____ ones = ____



4. ____ tens ____ ones = ____

*Part B. Write the number.*

5. 4 tens 6 ones = ____

6. 9 tens 0 ones = ____

7. 6 tens 5 ones = ____

8. 10 tens 0 ones = ____

Show your thinking: Leo has 9 bundles of ten and 10 loose sticks. Can he make 100? Draw or write to explain.

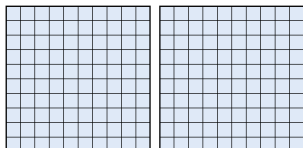
Bundles of Hundreds

Standard: 2.NBT.A.1b

Part A. Count the hundreds flats. Write the hundreds, tens, ones, and the number.

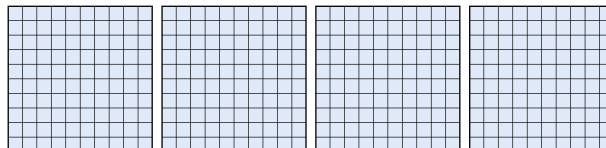
1. ____ hundreds ____ tens ____ ones

= _____



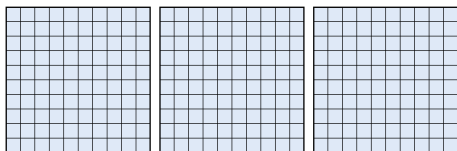
2. ____ hundreds ____ tens ____ ones

= _____



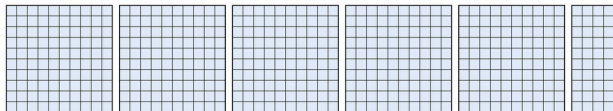
3. ____ hundreds ____ tens ____ ones

= _____



4. ____ hundreds ____ tens ____ ones

= _____

*Part B. Fill in the blanks.*

5. 5 hundreds = _____

6. 7 hundreds = _____

7. _____ hundreds = 900

8. 8 hundreds = _____

Show your thinking: How many tens are in 300? (Hint: 100 = 10 tens.) Show your thinking.

Bundles of Hundreds (continued)

Standard: 2.NBT.A.1b

Part C. Write the number, or write the hundreds, tens, and ones.

9. 2 hundreds 0 tens 0 ones = _____

10. 9 hundreds 0 tens 0 ones = _____

11. 6 hundreds = _____

12. 400 = _____ hundreds _____ tens _____ ones

13. 700 = _____ hundreds _____ tens _____ ones

14. 1000 = _____ hundreds

Part D. Count by hundreds and solve.

15. 100, 200, 300, _____, _____, 600

16. 500, 600, _____, _____, 900, _____

17. Nora has 3 boxes. Each box has 100 beads. How many beads does she have?
_____ beads

18. Draw 500 using hundreds flats in the box below.

Show your thinking:

What Does Each Digit Mean?

Standard: 2.NBT.A.1b

Part A. Write what each digit means. The first one is started for you.

	Number	Hundreds digit means	Tens digit means	Ones digit means
1.	352	300		
2.	407			
3.	680			
4.	219			

Part B. Fill in the blanks.

- 5. In 745, the 7 means _____.
- 6. In 500, the 5 means _____.
- 7. In 863, the 6 means _____.
- 8. In 900, the 0 in the tens place means _____ tens.
- 9. Write the number with 4 hundreds, 0 tens, and 0 ones: _____
- 10. Write the number with 8 hundreds, 0 tens, and 0 ones: _____

Show your thinking: Is 600 the same as 6 tens? Explain why or why not.

Skip-Count by 5s, 10s, and 100s

Standard: 2.NBT.A.2

Part A. Skip-count by 5s. Fill in the missing numbers.

1. 5, 10, 15, _____, _____, 30

2. 40, 45, _____, _____, 60

3. 105, 110, 115, _____, _____

4. 250, 255, _____, _____, 270

Part B. Skip-count by 10s. Fill in the missing numbers.

5. 30, 40, 50, _____, _____

6. 120, 130, _____, _____, 160

7. 370, 380, 390, _____, _____

8. 640, _____, 660, _____, 680

Show your thinking: Start at 45 and count by 5s. Will you ever say 72? Show your thinking.

Skip-Count by 5s, 10s, and 100s (continued)

Standard: 2.NBT.A.2

Part C. Skip-count by 100s. Fill in the missing numbers.

9. 100, 200, 300, _____, _____

10. 250, 350, _____, _____, 650

11. 420, 520, 620, _____, _____

12. 600, 700, 800, _____, _____

Part D. How is each list counting? Circle 5s, 10s, or 100s.

13. 15, 20, 25, 30 5s 10s 100s 14. 300, 400, 500 5s 10s 100s

15. 210, 220, 230 5s 10s 100s 16. 565, 570, 575 5s 10s 100s

Part E. Write the next three numbers.

17. 95, 100, 105, _____, _____, _____

18. 780, 790, 800, _____, _____, _____

Show your thinking: Pick one list from Part E. How did you know what to count by?

Skip-Counting Patterns on the Chart

Standard: 2.NBT.A.2

Use the hundreds chart to find skip-counting patterns.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. Color every number you say when you count by 5s. Start at 5.
2. Circle every number you say when you count by 10s. Start at 10.
3. What do you notice about the colored numbers? Which columns are they in?

4. Are all the circled numbers also colored? Circle one: Yes No
5. Count by 5s starting at 35: 35, _____, _____, _____
6. Count by 10s starting at 27: 27, _____, _____, _____
7. On the chart, where do you land when you add 10 to a number?

Show your thinking: Use the chart to count by 5s from 60 to 100. Write the numbers you say.