



A Story of Units

Pleasanton
UNIFIED SCHOOL DISTRICT

Mathematics Curriculum



Grade 2 • MODULE 3

Place Value, Counting, and Comparison of Numbers to 1,000

Homework

Video tutorials: <http://embarc.online>

Info for parents: <http://bit.ly/pusdmath>

Version 3



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GRADE 2 • MODULE 3

Place Value, Counting, and Comparison of Numbers to 1,000

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NOTE: Student sheets should be printed at 100% scale to preserve the intended size of figures for accurate measurements. Adjust copier or printer settings to *actual size* and set page scaling to *none*.

Name _____

Date _____

1. 2 ones + _____ ones = 10

2. 6 tens + _____ tens = 1 hundred

2 + _____ = 10

60 + _____ = 100

3. Rewrite in order from largest to smallest units.

6 tens

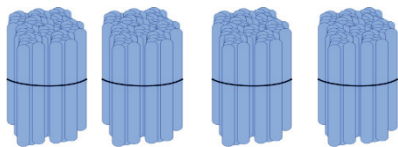
Largest _____

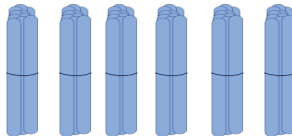
3 hundreds

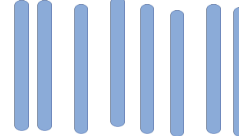
8 ones

Smallest _____

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

Bundles of 100

Bundles of 10

Ones

What is the total number of sticks? _____

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 _____ more stickers.

Name _____

Date _____

1. How many in all?

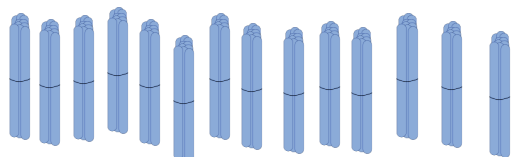

 _____ ones = _____ tens



 _____ stars in all.




2. These are bundles with 10 sticks in each.



a. How many tens are there? _____

b. How many hundreds? _____

c. How many sticks in all? _____

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

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

5. Draw and solve.

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

Name _____

Date _____

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

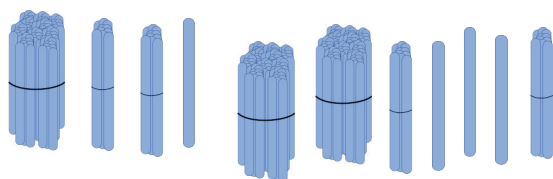
a. 14, _____, _____, _____, _____, _____, 20, _____, _____, 50

b. 73, _____, _____, _____, _____, _____, _____, 80, _____, 100, _____, 300, _____, 320

c. 65, _____, _____, _____, _____, 70, _____, _____, 100

d. 30, _____, _____, _____, _____, _____, _____, 100, _____, _____, 400

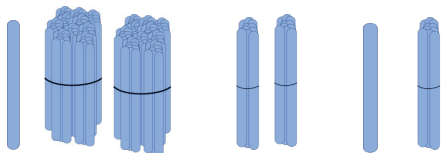
2. These are ones, tens, and hundreds. How many sticks are there in all?



There are _____ 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.

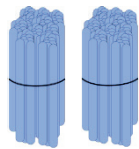
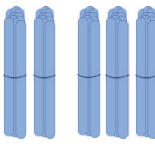
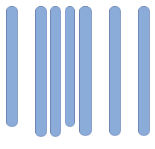


- a. How many sticks does Sally have? _____
- b. Draw 3 more hundreds and 3 more tens. Count and write how many sticks Sally has now.

Name _____

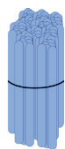
Date _____

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

| Hundreds | Tens | Ones |
|---|---|---|
|  |  |  |

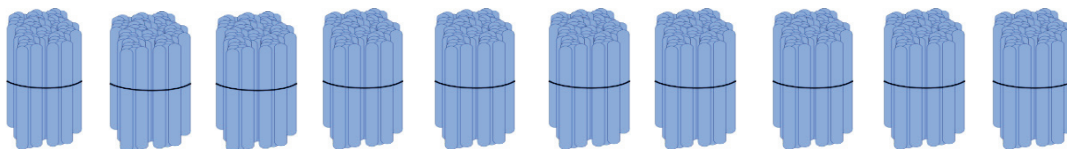
Marcos has _____ sticks.

2. Write the number:



| Hundreds | Tens | Ones |
|----------|------|------|
| | | |

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.

$$12 \text{ ones} = \underline{\quad} \text{ ten } \underline{\quad} \text{ ones}$$

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 _____

Date _____

1. What is the value of the 7 in

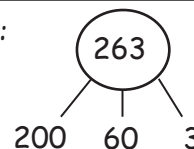
| | | |
|---|---|---|
| 7 | 6 | 4 |
|---|---|---|

 ? _____

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

a. 333

Example:



2 hundreds 6 tens 3 ones

b. 330

c. 303

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

a. 1 hundred 1 one = 11

b. 1 ten 1 one = 710

c. 7 tens 1 one = 110

d. 7 hundreds 1 one = 701

e. 1 hundred 1 ten = 101

f. 7 hundreds 1 ten = 71

Name _____

Date _____

1. Match the numerals with the number names.

- | | |
|---------------------------|-------|
| a. Two hundred thirty | ▪ 14 |
| b. Forty | ▪ 913 |
| c. Nine hundred sixty | ▪ 470 |
| d. Four hundred seventy | ▪ 916 |
| e. Eight hundred fifty | ▪ 519 |
| f. Five hundred nineteen | ▪ 815 |
| g. Four hundred seventeen | ▪ 213 |
| h. Fourteen | ▪ 40 |
| i. Nine hundred thirteen | ▪ 230 |
| j. Eight hundred fifteen | ▪ 960 |
| k. Five hundred ninety | ▪ 417 |
| l. Two hundred thirteen | ▪ 850 |
| m. Nine hundred sixteen | ▪ 590 |

2. Write the answer in number form.

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

b. $300 + 90 + 9 =$ _____

c. _____ $= 5 + 100 + 20$

d. _____ $= 600 + 50$

e. $3 + 400 =$ _____

f. $900 + 76 =$ _____

3. Write each number in expanded form.

a. $533 =$ _____

b. $355 =$ _____

c. $67 =$ _____

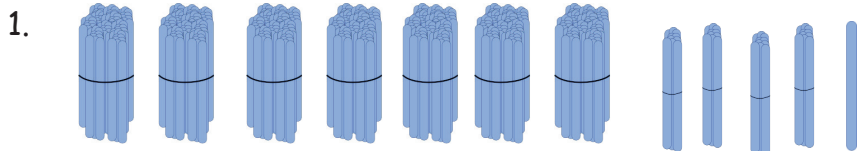
d. $460 =$ _____

e. $801 =$ _____

Name _____

Date _____

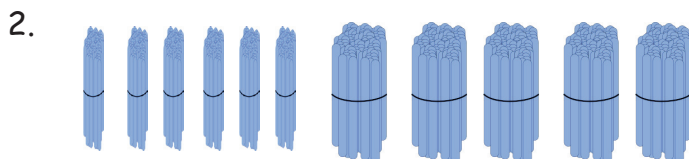
These are bundles of hundreds, tens, and ones. Write the standard form, expanded form, and word form for each number shown.



a. Standard Form _____

b. Expanded Form _____

c. Word Form _____



a. Standard Form _____

b. Expanded Form _____

c. Word Form _____

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

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

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

Name _____

Date _____

1. Write the total value of the money.

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

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

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

| | | | | | |
|--|--|--|--|--|-------|
| | | | | | \$172 |
| | | | | | |

| | | | | | |
|--|--|--|--|--|-------|
| | | | | | \$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?

Name _____

Date _____

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

a.

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

b.

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

c.

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

d.

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

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 \$_____.

Name _____

Date _____

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).
 - a. 15
 - b. 152
 - c. 102
 - d. 290
 - e. 300

2. Model the following numbers using the fewest place value disks possible. Whisper the numbers in standard form and unit form.
 - a. 42
 - b. 420
 - c. 320
 - d. 402
 - e. 442
 - f. 53
 - g. 530
 - h. 520
 - i. 503
 - j. 55

Name _____

Date _____

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? | 1 ten 1 hundred | ___ ones. ___ tens. |
| 2. 392? | 1 ten 1 hundred | ___ ones. ___ tens. |
| 3. 400? | 1 ten 1 hundred | ___ ones. ___ tens. |
| 4. 418? | 1 ten 1 hundred | ___ ones. ___ tens. |
| 5. 463? | 1 ten 1 hundred | ___ ones. ___ tens. |
| 6. 470? | 1 ten 1 hundred | ___ ones. ___ tens. |

Name _____

Date _____

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?

Name _____ Date _____

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

a. $16 = \underline{\quad}$ tens $\underline{\quad}$ ones

$16 = \underline{\quad}$ ones

b. $217 = \underline{\quad}$ hundreds $\underline{\quad}$ tens $\underline{\quad}$ ones

$217 = \underline{\quad}$ hundreds $\underline{\quad}$ ones

c. $320 = \underline{\quad}$ hundreds $\underline{\quad}$ tens $\underline{\quad}$ ones

$320 = \underline{\quad}$ tens $\underline{\quad}$ ones

d. $139 = \underline{\quad}$ hundreds $\underline{\quad}$ tens $\underline{\quad}$ ones

$139 = \underline{\quad}$ tens $\underline{\quad}$ ones

e. $473 = \underline{\quad}$ hundreds $\underline{\quad}$ tens $\underline{\quad}$ ones

$473 = \underline{\quad}$ tens $\underline{\quad}$ ones

f. $680 = \underline{\quad}$ hundreds $\underline{\quad}$ tens

$680 = \underline{\quad}$ tens

g. $817 = \underline{\quad}$ hundreds $\underline{\quad}$ ones

$817 = \underline{\quad}$ tens $\underline{\quad}$ ones

h. $921 =$ _____ hundreds _____ ones

$921 =$ _____ tens _____ 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.

Name _____

Date _____

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: _____, _____, _____

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

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

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

a. 100 ○ 99

e. 150 ○ $90 + 50$

b. 316 ○ 361

f. 9 tens 6 ones ○ 92

c. 523 ○ 525

g. 6 tens 8 ones ○ $50 + 18$

d. 602 ○ six hundred two

h. $84 - 10$ ○ 7 tens 5 ones

Name _____

Date _____

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

a. Draw 13 ones and 2 hundreds.

| | | |
|--|--|--|
| | | |
|--|--|--|

b. Draw 12 tens and 8 ones.

| | | |
|--|--|--|
| | | |
|--|--|--|

<

=

>

2. Write $>$, $<$, or $=$.a. 199 10 tensb. 236 23 tens 5 onesc. 21 tens Two hundred twentyd. 380 3 hundred 8 tense. $20 + 4 + 500$ 2 ones 45 tensf. $600 + 7$ 76 tensg. $400 + 2 + 50$ 524h. 59 tens + 2 tens 610i. 506 50 tensj. 97 tens - 12 tens 85k. 67 tens + 10 tens 7 hundreds 7 onesl. 8 hundreds 13 ones 75 tens

Name _____

Date _____

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: _____, _____, _____

2. Order the following from least to greatest in standard form.

a. 537 263 912 _____, _____, _____

b. two hundred thirty 213 20 tens 3 ones _____, _____, _____

c. $400 + 80 + 5$ $4 + 800 + 50$ 845 _____, _____, _____

3. Order the following from greatest to least in standard form.

a. 11 ones 3 hundreds 311 $10 + 1 + 300$ _____, _____, _____

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

c. 15 ones 4 hundreds 154 $50 + 1 + 400$ _____, _____, _____

Name _____

Date _____

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

| | 146 | 235 | 357 | 481 | 672 | 814 |
|----------|-----|-----|-----|-----|-----|-----|
| 100 more | | | | | | |
| 100 less | | | | | | |
| 10 more | | | | | | |
| 10 less | | | | | | |
| 1 more | | | | | | |
| 1 less | | | | | | |

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

a. 1 more than 103 is _____.

f. _____ less than 422 is 421.

b. 10 more than 378 is _____.

g. 1 more than _____ is 619.

c. 100 less than 545 is _____.

h. 10 less than _____ is 546.

d. _____ more than 123 is 223.

i. 100 less than _____ is 818.

e. _____ less than 987 is 977.

j. 10 more than _____ is 974.

Name _____

Date _____

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

a. 1 less than 160 is _____.

e. _____ more than 691 is 701.

b. 10 more than 392 is _____.

f. 10 more than _____ is 704.

c. 100 less than 425 is _____.

g. 100 less than _____ is 986.

d. _____ more than 549 is 550.

h. 10 less than _____ 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.

Name _____

Date _____

1. Find the pattern. Fill in the blanks.

a. 396, 397, _____, _____, _____, _____

b. 251, 351, _____, _____, _____, _____

c. 476, 486, _____, _____, _____, _____

d. 630, 620, _____, _____, _____, _____

e. 208, 209, _____, _____, _____, 213

f. 316, _____, _____, 616, 716, _____

g. 547, _____, 527, _____, 507, _____

h. 672, _____, 692, _____, _____

2. Fill in the chart.

| | | | | | |
|--|-----|-----|-----|--|-----|
| | 206 | | | | |
| | | | 218 | | |
| | | | | | 230 |
| | | 237 | | | |









Video tutorials: <http://bit.ly/eurekapusd>
Info for parents: <http://bit.ly/pusdmath>