

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

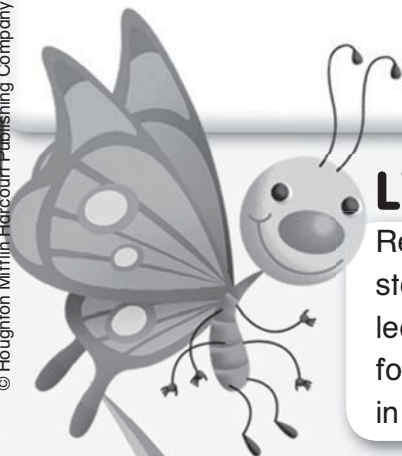
Reading math stories reinforces learning. Look for these books in the library.

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.

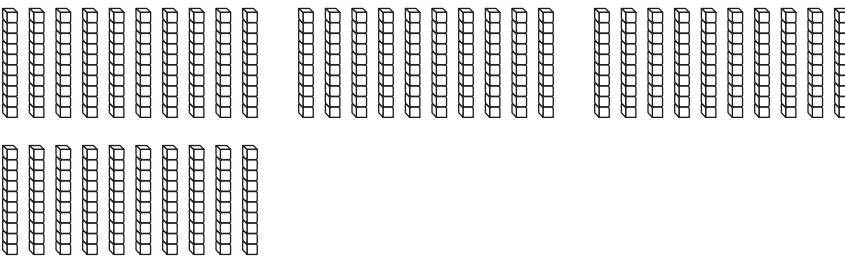
Group Tens as Hundreds



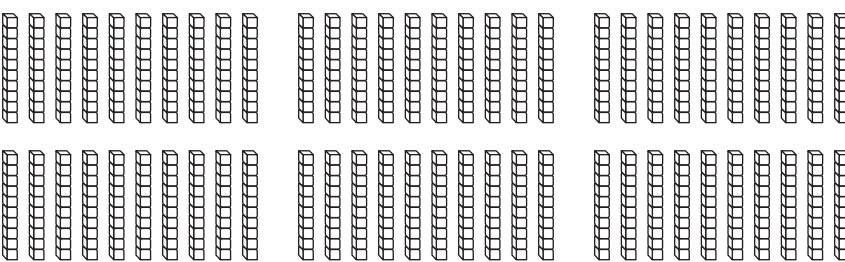
COMMON CORE STANDARDS MACC.2.NBT.1.1a,
MACC.2.NBT.1.1b

Understand place value.

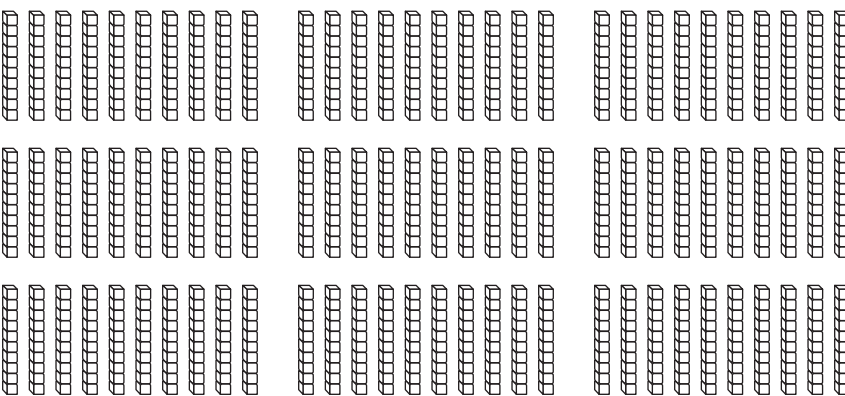
Write how many tens. Circle groups of 10 tens.
Write how many hundreds. Write the number.

1. 

_____ tens
_____ hundreds

2. 

_____ tens
_____ hundreds

3. 

_____ tens
_____ hundreds

PROBLEM SOLVING



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 (MACC.2.NBT.1.1a, MACC.2.NBT.1.1b)

- | | |
|--|--|
| 1. Which number has the same value as 40 tens?

<input type="radio"/> 4010
<input type="radio"/> 400
<input type="radio"/> 40
<input type="radio"/> 4 | 2. Which number has the same value as 80 tens?

<input type="radio"/> 8
<input type="radio"/> 80
<input type="radio"/> 800
<input type="radio"/> 8010 |
|--|--|

Spiral Review (MACC.2.OA.3.3, MACC.2.NBT.1.2, MACC.2.NBT.1.3)

- | | |
|--|--|
| 3. Which of these is a way to show the number 63? <small>(Lesson 1.6)</small>

<input type="radio"/> 5 tens 13 ones
<input type="radio"/> 5 tens 3 ones
<input type="radio"/> 3 tens 6 ones
<input type="radio"/> 1 ten 63 ones | 4. Which group of numbers shows counting by fives? <small>(Lesson 1.8)</small>

<input type="radio"/> 5, 6, 7, 8, 9
<input type="radio"/> 5, 10, 15, 20, 25
<input type="radio"/> 50, 60, 70, 80, 90
<input type="radio"/> 50, 51, 52, 53, 54 |
| 5. Carlos has 58 pencils. What is the value of the digit 5 in this number? <small>(Lesson 1.3)</small>

<input type="radio"/> 5
<input type="radio"/> 8
<input type="radio"/> 13
<input type="radio"/> 50 | 6. Which sum is an even number? <small>(Lesson 1.2)</small>

<input type="radio"/> $2 + 3 = 5$
<input type="radio"/> $4 + 4 = 8$
<input type="radio"/> $5 + 6 = 11$
<input type="radio"/> $8 + 7 = 15$ |

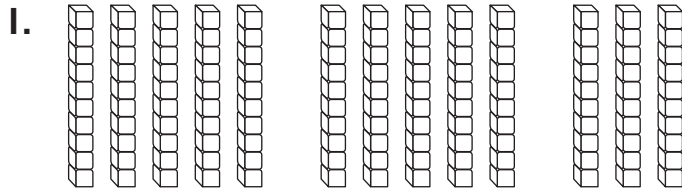
Explore 3-Digit Numbers



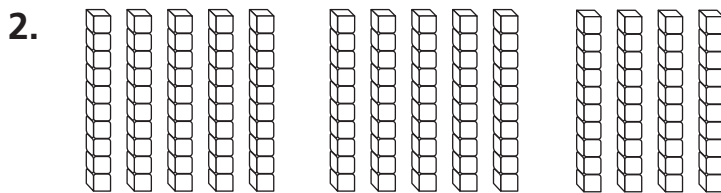
COMMON CORE STANDARD MACC.2.NBT.1.1

Understand place value.

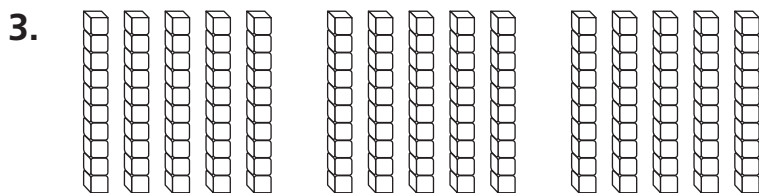
Circle tens to make 1 hundred. Write the number in different ways.



_____ tens
 _____ hundred _____ tens



_____ tens
 _____ hundred _____ tens



_____ tens
 _____ hundred _____ tens

PROBLEM SOLVING



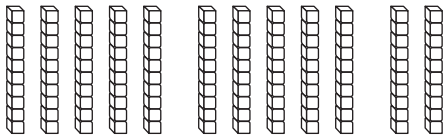
Solve. Write or draw to explain.

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

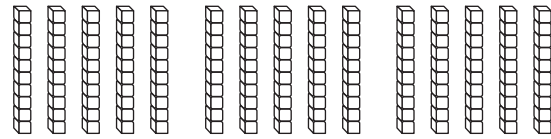
Lesson Check (MACC.2.NBT.1.1)

1. Which has the same value as 12 tens?



- 2 hundreds 2 tens
- 1 hundred 2 tens
- 2 tens 1 one
- 1 ten 2 ones

2. Which has the same value as 15 tens?



- 1 ten 5 ones
- 5 tens 1 one
- 1 hundred 5 tens
- 5 hundreds 1 ten

Spiral Review (MACC.2.OA.3.3, MACC.2.NBT.1.3)

3. Which of these is an odd number? (Lesson 1.1)

- 18
- 10
- 9
- 4

4. Which of these is a way to show the number 35? (Lesson 1.6)

- 2 tens 15 ones
- 3 tens 0 ones
- 3 tens 15 ones
- 5 tens 3 ones

5. Which of these is another way to describe 78? (Lesson 1.4)

- $7 + 8$
- $70 + 8$
- $70 + 80$
- $80 + 7$

6. Which is another way to write the number 55? (Lesson 1.5)

- $15 + 5$
- 25
- fifty
- 5 tens 5 ones

Name _____

HANDS ON Lesson 2.3

Model 3-Digit Numbers



COMMON CORE STANDARD MACC.2.NBT.1.1

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

5. Write the number that matches the clues.

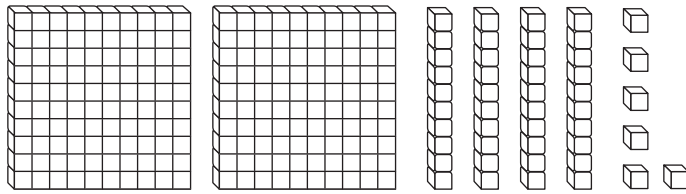
- My number has 2 hundreds.
- The tens digit is 9 more than the ones digit.

My number is _____.

Hundreds	Tens	Ones

Lesson Check (MACC.2.NBT.1.1)

1. What number is shown with these blocks?



Hundreds	Tens	Ones

246



264



462



642



Spiral Review (MACC.2.OA.3.3, MACC.2.NBT.1.1a, MACC.2.NBT.1.1b, MACC.2.NBT.1.3)

2. Which number has the same value as 28 tens? (Lesson 2.1)

- 28
 280
 2800
 2810

3. Which of these is another way to describe 59? (Lesson 1.4)

- $90 + 50$
 $90 + 5$
 $50 + 9$
 $5 + 9$

4. Which of these is an odd number? (Lesson 1.1)

- 11
 12
 18
 20

5. Which of these is a way to show the number 73? (Lesson 1.6)

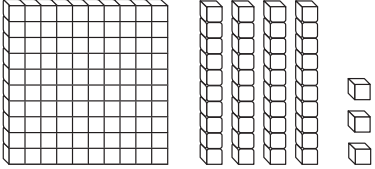
- 3 tens 7 ones
 7 tens 3 ones
 30 tens 7 ones
 70 tens 3 ones

Hundreds, Tens, and Ones



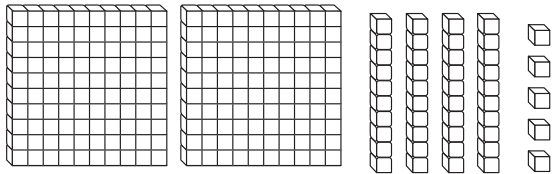
COMMON CORE STANDARD MACC.2.NBT.1.1
Understand place value.

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

1. 

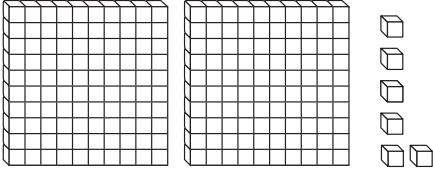
Hundreds	Tens	Ones

_____ + _____ + _____

2. 

Hundreds	Tens	Ones

_____ + _____ + _____

3. 

Hundreds	Tens	Ones

_____ + _____ + _____

PROBLEM SOLVING

4. Write the number that answers the riddle.

Use the chart.

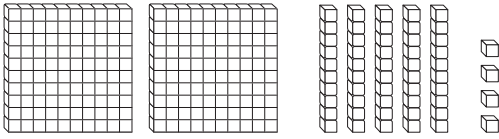
A model for my number has 6 ones blocks,
2 hundreds blocks, and 3 tens blocks.

What number am I?

Hundreds	Tens	Ones

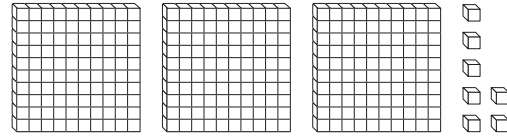
Lesson Check (MACC.2.NBT.1.1)

1. Which is a way to write the number 254?



- 200 + 50 + 4
- 400 + 20 + 5
- 400 + 50 + 2
- 500 + 40 + 3

2. Which is a way to write the number 307?



- 700 + 30 + 0
- 300 + 0 + 7
- 30 + 70 + 0
- 0 + 3 + 7

Spiral Review (MACC.2.OA.3.3, MACC.2.NBT.1.1a, MACC.2.NBT.1.1b, MACC.2.NBT.1.3)

3. Which of these is another way to describe 83? (Lesson 1.4)

- 8 + 3
- 8 + 30
- 80 + 3
- 80 + 30

4. Which is another way to write 86? (Lesson 1.5)

- 806
- eighty-six
- 6 tens 8 ones
- 8 + 6

5. Which number has the same value as 32 tens? (Lesson 2.1)

- 32
- 320
- 3200
- 3210

6. Which of these is an odd number? (Lesson 1.1)

- 2
- 6
- 10
- 17

Place Value to 1,000

COMMON CORE STANDARD MACC.2.NBT.1.1

Understand place value.

Circle the value or the meaning of the underlined digit.

1. <u>3</u> 37	3	30	300
2. 4 <u>6</u> 2	200	20	2
3. <u>5</u> 72	5	50	500
4. 5 <u>6</u> 7	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

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 (MACC.2.NBT.1.1)

1. What is the value of the underlined digit?

315

- 3
- 30
- 33
- 300

2. What is the meaning of the underlined digit?

648

- 4 ones
- 4 tens
- 4 hundreds
- 4 thousands

Spiral Review (MACC.2.OA.3.3, MACC.2.NBT.1.1, MACC.2.NBT.1.3)

3. Which number can be written as $40 + 5$? (Lesson 1.4)

- 4
- 9
- 45
- 54

4. Which number has the same value as 14 tens? (Lesson 2.2)

- 140
- 104
- 40
- 14

5. Which of these is a way to show the number 26? (Lesson 1.6)

- 6 tens 2 ones
- 2 tens 2 ones
- 1 ten 16 ones
- 1 ten 6 ones

6. Which of these is an even number? (Lesson 1.1)

- 7
- 16
- 21
- 25

Number Names

COMMON CORE STANDARD MACC.2.NBT.1.3

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

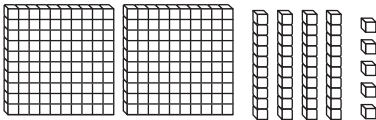
626

662

Lesson Check (MACC.2.NBT.1.3)

- Which is another way to write the number 851?
 - one hundred fifty-eight
 - five hundred eighteen
 - five hundred eighty-one
 - eight hundred fifty-one
- Which is another way to write the number two hundred sixty?
 - 206
 - 216
 - 260
 - 266

Spiral Review (MACC.2.NBT.1.1, MACC.2.NBT.1.2)

- Which of these numbers has the digit 8 in the tens place? (Lesson 2.5)
 - 280
 - 468
 - 508
 - 819
- What number is shown with these blocks? (Lesson 2.3)

 - 209
 - 245
 - 425
 - 542

- Which group of numbers shows counting by fives? (Lesson 1.9)
 - 650, 655, 660, 665
 - 555, 655, 755, 855
 - 550, 560, 570, 580
 - 540, 541, 542, 543
- Sam has 128 marbles. How many hundreds are in this number? (Lesson 2.4)
 - 110
 - 100
 - 10
 - 1

Different Forms of Numbers

COMMON CORE STANDARD MACC.2.NBT.1.3

Understand place value.

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

1. two hundred fifty-one

_____ hundreds _____ tens _____ one

_____ + _____ + _____

2. three hundred twelve

_____ hundreds _____ ten _____ ones

_____ + _____ + _____

3. two hundred seven

_____ hundreds _____ tens _____ ones

_____ + _____ + _____

PROBLEM SOLVING

Write the number another way.

4. $200 + 30 + 7$

5. 895

Lesson Check (MACC.2.NBT.1.3)

1. Which is another way to write the number 392?
- 300 + 90 + 2
 - 300 + 19 + 2
 - 200 + 90 + 3
 - 200 + 30 + 9

2. Which is another way to write the number 271?
- 1 hundred 7 tens 2 ones
 - 2 hundreds 1 ten 7 ones
 - 2 hundreds 2 tens 7 ones
 - 2 hundreds 7 tens 1 one

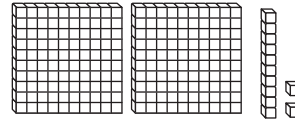
Spiral Review (MACC.2.NBT.1.1, MACC.2.NBT.1.3)

3. What is the value of the underlined digit? (Lesson 1.3)

56

- 5
- 6
- 50
- 60

4. What number is shown with these blocks? (Lesson 2.3)



- 221
- 212
- 210
- 122

5. Which is another way to write the number 75? (Lesson 1.5)

- 705
- 70 + 5
- seventy-one
- 5 tens 7 ones

6. Which number can be written as $60 + 3$? (Lesson 1.4)

- 6
- 9
- 36
- 63

Name _____

Algebra • Different Ways to Show Numbers

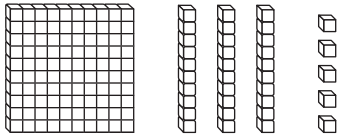


COMMON CORE STANDARD MACC.2.NBT.1.3

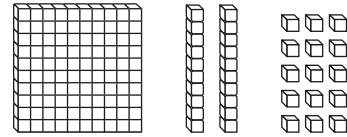
Understand place value.

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

1. 135

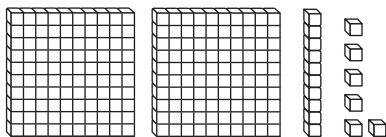


Hundreds	Tens	Ones

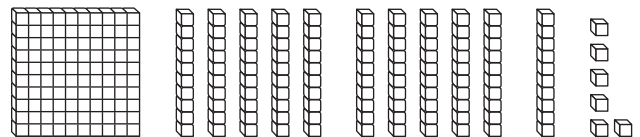


Hundreds	Tens	Ones

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 (MACC.2.NBT.1.3)

1. Which of the following numbers can be shown with this many hundreds, tens, and ones?

Hundreds	Tens	Ones
1	2	18

- 128
- 129
- 138
- 148

2. Which of the following numbers can be shown with this many hundreds, tens, and ones?

Hundreds	Tens	Ones
2	15	6

- 256
- 266
- 316
- 356

Spiral Review (MACC.2.NBT.1.3)

3. Which number can be written as 6 tens 2 ones? (Lesson 1.6)

- 26
- 62
- 206
- 602

4. Which number can be written as $30 + 2$? (Lesson 1.4)

- 302
- 203
- 32
- 23

5. Which is another way to write the number 584? (Lesson 2.7)

- five hundred eighty-four
- $500 + 8 + 4$
- five hundred eighteen
- $50 + 80 + 4$

6. Which is another way to write the number 29? (Lesson 1.5)

- 209
- 9 tens 2 ones
- $90 + 2$
- twenty-nine

Name _____

Lesson 2.9

Count On and Count Back by 10 and 100



COMMON CORE STANDARD MACC.2.NBT.2.8

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?

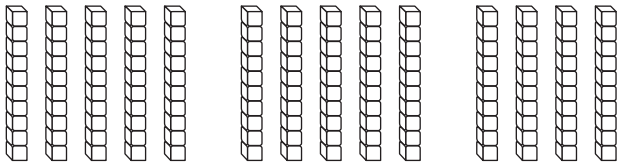
_____ stickers

Lesson Check (MACC.2.NBT.2.8)

- Which number is 10 less than 526?
 - 536
 - 516
 - 426
 - 416
- Which number is 100 more than 487?
 - 387
 - 477
 - 497
 - 587

Spiral Review (MACC.2.NBT.1.1, MACC.2.NBT.1.3)

- Which has the same value as 14 tens? (Lesson 2.2)



- 1 ten 4 ones
- 1 ten 9 ones
- 1 hundred 4 tens
- 1 hundred 9 tens

- What is the value of the underlined digit? (Lesson 2.5)

587

- 8
- 80
- 88
- 800

- Which number can be written as $30 + 5$? (Lesson 1.4)

- 93
- 80
- 53
- 35

- Which number can be written as 9 tens and 1 one? (Lesson 1.6)

- 91
- 90
- 19
- 10

Algebra • Number Patterns

COMMON CORE STANDARD MACC.2.NBT.2.8

Use place value understanding and properties of operations to add and subtract.

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

6. What are the missing numbers in the pattern?

431, 441, 451, 461, , 481, 491,

The missing numbers are _____ and _____.

Lesson Check (MACC.2.NBT.2.8)

1. What is the next number in this pattern?

453, 463, 473, 483,

- 484
- 493
- 494
- 583

2. What is the next number in this pattern?

295, 395, 495, 595,

- 395
- 596
- 605
- 695

Spiral Review (MACC.2.NBT.1.1, MACC.2.NBT.1.3)

3. Which is a way to write the number seven hundred fifty-one? (Lesson 2.6)

- 751
- 750
- 715
- 705

4. What is the value of the underlined digit? (Lesson 2.5)

195

- 1
- 10
- 100
- 1,000

5. Which is another way to write 56? (Lesson 1.5)

- 506
- sixty-five
- $50 + 6$
- 5 tens 5 ones

6. Which of these is a way to show the number 43? (Lesson 1.6)

- 3 tens 4 ones
- 4 tens 3 ones
- 4 tens 13 ones
- 40 tens 3 ones

Name _____

PROBLEM SOLVING Lesson 2.11

Problem Solving • Compare Numbers



COMMON CORE STANDARD MACC.2.NBT.1.4

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 (MACC.2.NBT.1.4)

1. Gina has 245 stickers. Which of these numbers is less than 245?
 - 285
 - 254
 - 245
 - 239
2. Carl's book has 176 pages. Which of these numbers is greater than 176?
 - 203
 - 174
 - 168
 - 139

Spiral Review (MACC.2.NBT.1.1, MACC.2.NBT.1.3)

3. Which of these is another way to describe 63? (Lesson 1.4)
 - $60 + 3$
 - $6 + 3$
 - $30 + 6$
 - $30 + 60$
4. Which of these is a way to show the number 58? (Lesson 1.6)
 - 80 tens 5 ones
 - 50 tens 8 ones
 - 8 tens 5 ones
 - 5 tens 8 ones
5. Mr. Ford drove 483 miles during his trip. How many hundreds are in this number? (Lesson 2.4)
 - 3
 - 4
 - 8
 - 15
6. Which is another way to write 20? (Lesson 1.5)
 - 202
 - 2 tens 2 ones
 - twenty
 - $2 + 0$

Algebra • Compare Numbers



COMMON CORE STANDARD MACC.2.NBT.1.4

Understand place value.

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

1. $\begin{array}{r} 489 \\ 605 \end{array}$

$489 \bigcirc 605$

2. $\begin{array}{r} 719 \\ 719 \end{array}$

$719 \bigcirc 719$

3. $\begin{array}{r} 370 \\ 248 \end{array}$

$370 \bigcirc 248$

4. $\begin{array}{r} 645 \\ 654 \end{array}$

$645 \bigcirc 654$

5. $\begin{array}{r} 205 \\ 250 \end{array}$

$205 \bigcirc 250$

6. $\begin{array}{r} 813 \\ 781 \end{array}$

$813 \bigcirc 781$

7. $\begin{array}{r} 397 \\ 393 \end{array}$

$397 \bigcirc 393$

8. $\begin{array}{r} 504 \\ 405 \end{array}$

$504 \bigcirc 405$

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 (MACC.2.NBT.1.4)

1. Which of the following is true?

- $123 > 456$
- $135 = 531$
- $315 < 351$
- $331 = 313$

2. Which of the following is true?

- $325 < 254$
- $401 > 399$
- $476 > 611$
- $724 = 742$

Spiral Review (MACC.2.OA.3.3, MACC.2.NBT.1.1, MACC.2.NBT.1.1a, MACC.2.NBT.1.1b, MACC.2.NBT.1.2)

3. Which number has the same value as 50 tens? (Lesson 2.1)

- 5010
- 500
- 50
- 5

4. Which number has an 8 in the hundreds place? (Lesson 2.5)

- 44
- 358
- 782
- 816

5. Ned counts by fives. He starts at 80. Which number should he say next? (Lesson 1.8)

- 805
- 90
- 85
- 75

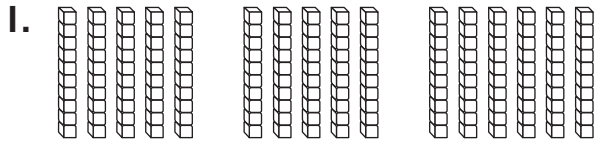
6. Mr. Dean has an even number of cats and an odd number of dogs. Which of these choices could tell about his pets? (Lesson 1.1)

- 6 cats and 3 dogs
- 4 cats and 2 dogs
- 3 cats and 6 dogs
- 3 cats and 5 dogs

Chapter 2 Extra Practice

Lesson 2.2 (pp. 61 – 64)

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



_____ tens
_____ hundred _____ tens

Lesson 2.3 (pp. 65 – 68)

Write how many hundreds, tens, and ones.
Draw a quick picture.

I. 214

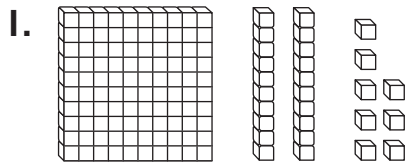
Hundreds	Tens	Ones

2. 125

Hundreds	Tens	Ones

Lesson 2.4 (pp. 69 – 72)

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



Hundreds	Tens	Ones

_____ + _____ + _____

Lesson 2.6 (pp. 77 – 80)

Write the number using words.

I. 643

Lesson 2.7

(pp. 81 – 83)

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

1. two hundred sixty-nine

_____ hundreds _____ tens _____ ones

_____ + _____ + _____

Lesson 2.9

(pp. 89 – 92)

Write the number.

1. 10 more than 543

2. 100 less than 256

Lesson 2.10

(pp. 93 – 96)

Look at the digits to find the next two numbers.

1. 577, 587, 597, 607, ,

The next two numbers are _____ and _____.

2. 494, 594, 694, 794, ,

The next two numbers are _____ and _____.

Lesson 2.12

(pp. 101 – 104)

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

1. 312
321

312 ○ 321

2. 233
219

233 ○ 219