CHAPTER RESOURCES • Chapter 2
Numbers to 1,000

INCLUDES

• School-Home Letter
• Vocabulary Game Directions
• Daily Enrichment Activities
• Reteach Intervention for every lesson
• Chapter 2 Test
• Chapter 2 Performance Task
• Critical Area 1 Performance Task
• Answer Keys and
  Individual Record Forms
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</table>
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.**
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 pégunlos 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.


Guess the Word

For 3 to 4 players

Materials
- timer

How to Play
1. Take turns to play.
2. Choose a math word, but do not say it aloud.
3. Set the timer for 1 minute.
4. Give a one-word clue about your word. Give each player one chance to guess your word.
5. If nobody guesses correctly, repeat Step 4 with a different clue. Repeat until a player guesses the word or time runs out.
6. The first player to guess the word gets 1 point. If the player can use the word in a sentence, he or she gets 1 more point. Then that player gets a turn.
7. The first player to score 5 points wins.

Word Box
- compare
- digit
- is equal to (=)
- is greater than (>)
- is less than (<)
- hundred
- tens
- thousand
Group Tens as Hundreds

There are ___10___ ones in this stack.

There are ___10___ stacks.

10 stacks of 10 ones is 100 ones.

_____ tens → 1 hundred → 100

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

1. ____ tens
   _____ hundreds
   _____ blocks

2. ____ tens
   _____ hundreds
   _____ blocks
Tens and Hundreds Mystery

Read each problem. 
Draw a quick picture to solve.

1. Each box holds 10 cartons of milk.
   There are 300 cartons of milk.
   How many boxes are there?
   _______ boxes

2. There are 10 stripes on each button.
   There are 50 buttons.
   How many stripes are on 50 buttons?
   _______ stripes

3. Fish are swimming in groups of 10.
   There are 200 fish.
   How many groups are there?
   _______ groups

Writing and Reasoning Tim wants to collect 400 stickers.
If he makes pages of 10, how will he know when he has 400 stickers?
Circle tens to make 1 hundred. Write the number in different ways.

1. 

2.
Which One Does Not Belong?

Cross out the one that does not have the same value.

1. 1 hundred

| 10 tens | 10 ones |

2. 1 hundred 3 tens

| 13 tens | 13 hundreds |

3. 1 hundred 4 tens

| 14 tens |

4. 1 hundred 2 tens

| 21 tens | 12 tens |

Writing and Reasoning Explain why 17 tens and 1 hundred 7 tens have the same value.
Model 3-Digit Numbers

Show 243.

With blocks:

In a chart:

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Write how many hundreds, tens, and ones.
Show with □□□□□□□□□. Then draw a quick picture.

1. 138
<table>
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<tr>
<th>Hundreds</th>
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<th>Ones</th>
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2. 217
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3. 352
<table>
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4. 174
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</tbody>
</table>
Missing Pictures

Each quick picture needs to be finished.
Draw the missing hundreds, tens, and ones.

1. 354

2. 253

3. 216

4. 314

5. 264

6. 284

Writing and Reasoning  How did you decide what to draw for Exercise 6?
Hundreds, Tens, and Ones

How many are there in all?

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

3 hundreds 2 tens 5 ones

Write how many in the chart.

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

Write the number as hundreds plus tens plus ones.

\[300 + 20 + 5\]

3 hundreds 2 tens 5 ones is the same as 325.

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

1. [Diagram of cubes]

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<tr>
<th>Hundreds</th>
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<th>Ones</th>
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<tbody>
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</table>

___ + ___ + ___

2. [Diagram of cubes]

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<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
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<tbody>
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</table>

___ + ___ + ___
## Find the Number

Read the clue. Find the number.

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A number is 4 hundreds more than 142. What is the number?</td>
<td>2.</td>
<td>A number is 2 hundreds more than 355. What is the number?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>A number is 3 tens more than 249. What is the number?</td>
<td>4.</td>
<td>A number is 7 tens more than 624. What is the number?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>A number is 8 ones more than 331. What is the number?</td>
<td>6.</td>
<td>A number is 4 hundreds more than 399. What is the number?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>A number is 2 tens more than 923. What is the number?</td>
<td>8.</td>
<td>A number is 6 ones more than 772. What is the number?</td>
</tr>
</tbody>
</table>

### Writing and Reasoning

How did you find the answer to Exercise 8?
Place Value to 1,000

The value of each digit in 426 is shown by its place in the number.

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

| 400      | 20   | 6    |

The value of each digit in 426 is shown by its place in the number.

Circle the value or the meaning of the underlined digit.

1. **782**
   - 800
   - 80
   - 8

2. **352**
   - 3 hundreds
   - 3 tens
   - 3 ones

3. **742**
   - 4
   - 40
   - 400

4. **419**
   - 9 hundreds
   - 9 tens
   - 9 ones

5. **584**
   - 500
   - 50
   - 5
Value Clues

Use the digits 8, 7, and 3 to make a 3-digit number. Use all three digits. Read the clues and write the number.

1. Clues:
The value of the digit 8 in this number is 80.
The value of the digit 7 in this number is not 7.

The number is ______.

2. Clues:
The value of the digit 8 in this number is 800.
The value of the digit 7 in this number is not 70.

The number is ______.

3. Clues:
The value of the digit 8 in this number is 8.
The value of the digit 7 in this number is not 700.

The number is ______.

4. Clues:
The value of the digit 7 in this number is 70.
The value of the digit 3 in this number is not 300.

The number is ______.

Writing and Reasoning Write a different 3-digit number. Then write clues for your number.
Number Names

You can write a number using words.

What is shown with the hundreds blocks? _______________________
What is shown with the tens and ones blocks? _______________________

So you write 257 as _______________________

Write the number using words.

1. 163

2. 427

Write the number.

3. two hundred nine

4. five hundred seventy-nine
Another Way to Write It

Write each number two different ways.

1. 5 hundreds 6 tens 3 ones

2. 109

3. 900 + 20 + 3

4. 3 hundreds 7 tens

Writing and Reasoning  Write a 3-digit number. Then write the number two different ways.
Different Forms of Numbers

There is more than one way to show and write a number.

three hundred sixty-two

\[
\begin{array}{c}
\text{3} \quad \text{hundreds} \\
\text{6} \quad \text{tens} \\
\text{2} \quad \text{ones}
\end{array}
\]

\[
\begin{array}{c}
300 \\
60 \\
2
\end{array}
\]

\[
300 + 60 + 2 = 362
\]

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

1. four hundred thirty-two

_____ hundreds _____ tens _____ ones

_____ + _____ + _____

2. two hundred seventy-five

_____ hundreds _____ tens _____ ones

_____ + _____ + _____
Say It Another Way

Write the number in two different ways.

1. 534

2. 684

3. 429

4. 150

Writing and Reasoning Look at Exercise 2.
What is a third way to write the number 684?
Algebra • Different Ways to Show Numbers

These two models can both be used to show the number 124.

- 1 ten has the same value as 10 ones.

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>

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

1. 132

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
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</thead>
</table>

2. 246

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
</table>
Cross-Number Puzzle

Use each clue to write a 3-digit number.
Put one digit in each square to complete the puzzle.

Across
1. 3 hundreds 6 tens 19 ones
3. 1 hundred 25 tens 1 one
5. 2 hundreds 4 tens 13 ones
7. 6 hundreds 7 tens 20 ones

Down
2. 8 hundreds 12 tens 3 ones
4. 17 tens 6 ones
6. 4 hundreds 2 tens 10 ones
8. 3 hundreds 12 tens 3 ones

Writing and Reasoning Choose one of the puzzle clues. Write two other ways to show this number using hundreds, tens, and ones.
Count On and Count Back by 10 and 100

10 less than 234

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

100 less than 234

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Notice what digit changes.

10 more than 234

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>4</td>
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</tbody>
</table>

100 more than 234

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Write the number.

1. 10 more than 719

2. 10 less than 246

3. 100 more than 291

4. 100 less than 687

5. 10 less than 568

6. 100 more than 649
Missing Numbers

Write the missing number to make the sentence true.

1. _____ is 10 less than 214.

2. _____ is 100 less than 900.

3. 603 is 10 more than _____.

4. 888 is _____ more than 788.

5. 870 is _____ more than 860.

6. _____ is 100 less than 882.

7. 129 is _____ more than 29.

8. 333 is _____ less than 433.

Writing and Reasoning  Explain how you found the missing number in Exercise 1.

________________________________________________________________________

________________________________________________________________________
Algebra • Number Patterns

Find a counting pattern.

421, 431, 441, 451, □, □

Which digit changes from number to number?

The **tens** digit changes.

How does it change?

by **one** each time

Look at the chart. Find the next two numbers in the pattern.

The next two numbers are **461** and **471**.

Look at the digits to find the next two numbers.

1. 937, 947, 957, 967, □, □

   The next two numbers are _____ and ______.

2. 135, 235, 335, 435, □, □

   The next two numbers are _____ and ______.
Find the Number Pattern

Help the squirrel find a path to the tree. Connect acorns that show a pattern of counting on by 10s.

Writing and Reasoning  Describe how you found the first few numbers in the pattern.
Problem Solving • Compare Numbers
At the zoo, there are 137 birds and 142 reptiles. Are there more birds or more reptiles at the zoo?

Unlock the Problem

What do I need to find?
I need to find if there are more _______ or _______.

What information do I need to use?
There are 137 birds.
There are 142 reptiles.

Show how to solve the problem.

<table>
<thead>
<tr>
<th>Birds</th>
<th>Reptiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>□□□□</td>
<td>□□□□</td>
</tr>
</tbody>
</table>

The number of hundreds is the same.
There are more tens in the number of reptiles.
There are more _______ at the zoo.

Draw quick pictures to model the numbers.

1. There are 153 birds and 149 fish at the nature center. Are there more birds or more fish?

There are more ___________________.

Chapter Resources
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Find the Greater Number

1. Use the digits 4, 2, 7, 3, 0, and 5 to write two 3-digit numbers.

    __   ___

2. Write a word problem in which you compare these numbers.

    ______________________________________________________

    ______________________________________________________

    ______________________________________________________

3. Draw quick pictures to show the solution.

   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________

Writing and Reasoning  Explain how you used the quick pictures to solve your problem.

   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________
Algebra • Compare Numbers

To compare 3-digit numbers, first compare hundreds.

212 has more hundreds than 112. 212 > 112

If hundreds are equal, then compare tens.

212 has fewer tens than 221. 212 < 221

If hundreds and tens are equal, then compare ones.

212 = 212

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

1. 317 326

2. 582 634
True Comparing

Write two 3-digit numbers to compare. Use the digits 0, 1, 2, 3, 4, and 5 only once in each case. One true comparison is done for you.

1. \(240 > 135\)

2. \(\underline{\phantom{0}} \underline{\phantom{0}} \underline{\phantom{0}} < \underline{\phantom{0}} \underline{\phantom{0}} \underline{\phantom{0}}\)

3. \(\underline{\phantom{0}} \underline{\phantom{0}} \underline{\phantom{0}} > \underline{\phantom{0}} \underline{\phantom{0}} \underline{\phantom{0}}\)

4. \(\underline{\phantom{0}} \underline{\phantom{0}} \underline{\phantom{0}} > \underline{\phantom{0}} \underline{\phantom{0}} \underline{\phantom{0}}\)

5. \(\underline{\phantom{0}} \underline{\phantom{0}} \underline{\phantom{0}} < \underline{\phantom{0}} \underline{\phantom{0}} \underline{\phantom{0}}\)

6. \(\underline{\phantom{0}} \underline{\phantom{0}} \underline{\phantom{0}} < \underline{\phantom{0}} \underline{\phantom{0}} \underline{\phantom{0}}\)

7. \(\underline{\phantom{0}} \underline{\phantom{0}} \underline{\phantom{0}} > \underline{\phantom{0}} \underline{\phantom{0}} \underline{\phantom{0}}\)

8. \(\underline{\phantom{0}} \underline{\phantom{0}} \underline{\phantom{0}} < \underline{\phantom{0}} \underline{\phantom{0}} \underline{\phantom{0}}\)

Writing and Reasoning Suppose you can only use the digits 6 and 7 to make 3-digit numbers. You can repeat the digits. Can you make true comparisons using \(=, <, \text{ and } >\)? Explain.
1. Do the choices show a way to represent the blocks? Choose Yes or No.

   - 50 hundreds: ○ Yes ○ No
   - 50 tens: ○ Yes ○ No
   - 5 hundreds: ○ Yes ○ No
   - 5 tens: ○ Yes ○ No

2. Sonya has 140 beads. How many bags of 10 beads does she need so that she will have 200 beads in all?

   _____ bags of beads

3. A store has 263 board games. It has 100 fewer puzzles than board games. The store has 10 more action figures than puzzles. Write the number of each.

   _____ board games   _____ puzzles   _____ action figures
4. Write the next number in each counting pattern.

338, 348, 358, 368, _____

472, 572, 672, 772, _____

5. Is the comparison true? Choose Yes or No.

343 < 328  ○ Yes  ○ No

705 > 699  ○ Yes  ○ No

691 > 706  ○ Yes  ○ No

115 < 120  ○ Yes  ○ No

6. It’s 154 days until Jeff’s birthday. Write the number of days in words.

__________________________

Show the number in two other ways.

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
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</tr>
</tbody>
</table>

_____ + _____ + _____
7. Sally needs 300 stickers. Vince gives her 12 packs with 10 stickers in each pack. How many stickers does Sally need now? Draw a picture to explain your answer.

_____ stickers

8. A store sells 2 boxes of 100 pencils and some single pencils. Choose all the numbers that show how many pencils the store could sell.

- 219
- 206
- 120
- 182

9. Straws are sold in boxes, in bags, or as single straws. Each box has 10 bags in it. Each bag has 10 straws in it. Mr. Tan needs 355 straws. Draw a picture to show a way to buy 355 straws.

How many boxes, bags, and single straws did you show?
10. Jill and Ed collect postcards. Jill has 124 postcards. Ed has 131 postcards. Who has more postcards? 
Jill gets 10 more postcards. Ed gets 5 more postcards. Who has more postcards now? 
Draw quick pictures to show how many postcards Jill and Ed have now.

<table>
<thead>
<tr>
<th>Jill’s postcards</th>
<th>Ed’s postcards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Choose all the numbers that have the digit 8 in the tens place.
   - 148
   - 387
   - 836
   - 881

12. Terry has 164 marbles.

Write the number in words.
The Apartment Building

There is a big apartment building near the park. Each apartment has a 3-digit number. Jose’s apartment number has the digit 9 in the ones place and the digit 1 in the hundreds place.

1. Write a number that could be Jose’s apartment number.

   ____________

2. Erik lives in another apartment in the same building. The number of his apartment is 100 more than the number of Jose’s apartment. What could Erik’s apartment number be?

   ____________

3. Marta lives in apartment 450. Write a number sentence that uses the symbols >, <, or = to compare Marta’s apartment number and Erik’s apartment number.

   ____________
4. Kim lives in apartment number 513. She uses blocks to show her apartment number. Draw a quick picture to show Kim’s apartment number.

5. Chang’s apartment number is 10 more than Kim’s apartment number. What is Chang’s apartment number? What are two other ways to write this number?

6. Anya uses groups of 10 buttons to show her apartment number. She uses 17 groups of buttons with 2 buttons left over. What is her apartment number?
Numbers to 1,000

The Apartment Building

COMMON CORE STANDARDS

2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.

2.NBT.A.1 a. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 100 can be thought of as a bundle of ten tens—called a "hundred."

2.NBT.A.1 b. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds.

Also 2.NBT.A.3, 2.NBT.A.4, 2.NBT.B.8

PURPOSE
To assess the ability to use place value to model, write, and compare 3-digit numbers

TIME
25–30 minutes

GROUPING
Individuals

MATERIALS
• Performance Task, paper, pencil

PREPARATION HINTS
• Review understanding of place value of 2-digit and 3-digit numbers before assigning the task.
• Review comparing and ordering 2-digit numbers using "greater than" and "less than" before assigning the task.

IMPLEMENTATION NOTES
• Read the task aloud to children and make sure that all children have a clear understanding of the task.
• Children may use manipulatives to complete the task.
• Allow children as much paper as they need to complete the task.
• Allow as much time as children need to complete the task.
• Children must complete the task individually, without collaboration.
• Collect all work when the task is complete.
**TASK SUMMARY**
Children derive 3-digit numbers based on place-value clues. They count on and count back by 10s and 100s to derive new numbers. They use place value to compare 3-digit numbers. They model and write 3-digit numbers in different ways.

**REPRESENTATION**
In this task, teachers can…
- Provide options for language, mathematical expressions, and symbols by giving children multiple ways to represent numerical values.
- Provide options for comprehension by guiding the ways in which children break down and represent numbers.

**ACTION and EXPRESSION**
In this task, teachers can…
- Provide options for expression by varying methods of representing numerical values.
- Provide options for physical action by providing base-ten blocks for children to use in understanding place value.

**ENGAGEMENT**
In this task, teachers can…
- Provide options for engagement by giving children individual choice and autonomy in representing numbers in multiple ways.

**EXPECTED STUDENT OUTCOMES**
- Complete the task within the time allowed
- Reflect engagement in a productive struggle
- Understand place value to the hundreds place
- Compare numbers using place-value concepts

**SCORING**
Use the associated Rubric to evaluate each child’s work.
## Performance Task Rubric

<table>
<thead>
<tr>
<th>THE APARTMENT BUILDING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A level 3 response</strong></td>
</tr>
<tr>
<td>• Indicates that the child has made sense of the task and persevered</td>
</tr>
<tr>
<td>• Demonstrates an understanding of place value as numbers that can be represented as hundreds, tens, and ones</td>
</tr>
<tr>
<td>• Shows the ability to accurately apply place-value concepts when comparing numbers</td>
</tr>
<tr>
<td>• Indicates an understanding of how to count on or count back by 10s and 100s</td>
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<tr>
<td><strong>A level 2 response</strong></td>
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<td>• Addresses most or all aspects of the task, but there may be errors of omission</td>
</tr>
<tr>
<td><strong>A level 1 response</strong></td>
</tr>
<tr>
<td>• Shows that the child has made sense of at least some elements of the task</td>
</tr>
<tr>
<td>• Shows evidence of understanding that numbers can be represented as hundreds, tens, and ones</td>
</tr>
<tr>
<td>• Demonstrates some understanding of place-value concepts when comparing numbers</td>
</tr>
<tr>
<td>• May not indicate an understanding of how to count on or count back by 10s or 100s</td>
</tr>
<tr>
<td><strong>A level 0 response</strong></td>
</tr>
<tr>
<td>• Shows little evidence that the child has made sense of the problems of the task</td>
</tr>
<tr>
<td>• Reflects a lack of understanding of place-value concepts in representing or comparing numbers</td>
</tr>
<tr>
<td>• Reflects a lack of understanding of counting on or counting back by 10s and 100s</td>
</tr>
<tr>
<td>• Shows little evidence of addressing the elements of the task</td>
</tr>
</tbody>
</table>
Two Schools

Jefferson School has students in 1st grade up to 5th grade.

1. The number of children in 1st grade has 3 digits. The digits in the number are 2, 3, and 8. The digit 8 means 80 in this number. Write a number that could be the number of children in 1st grade.

   

2. Write a number that is 10 less than the number of children you chose for 1st grade.

   

3. Write a number sentence that uses $>$, $<$, or $=$ to compare your answers from questions 1 and 2.
4. Donell uses these blocks to show the number of students in 3rd grade.

How many students are in 3rd grade?

______________ students

5. There are 100 more students in 4th grade than in 5th grade. Grade 5 has 176 students. Draw a quick picture to show how many students are in 4th grade.

6. Write a number sentence that uses $>$, $<$, or $=$ to compare the number of students in 4th grade with the number of students in 3rd grade.
Yasmeen goes to Lincoln School. She counts the number of 2nd grade students who go there. The number in the circle is the total number of 2nd grade students at Lincoln School.

7. Fill in the missing numbers. Count by tens.

220, 230, ___, ___, ___, ___, ___, ___

8. Yasmeen uses tens blocks to show the number of 2nd grade students. How many tens blocks will she need?

She will need ____ blocks.

9. Suppose Yasmeen’s school has 210 students in 3rd grade. How would you figure out a number that is 10 more than that? Write your answer. Explain how you know.

____________________
____________________
____________________
____________________
____________________
The number of students at Jefferson School is even. 
The number has three digits. 
The digit in the tens place is 4.

10. Write three numbers that could be how many students 
there are at Jefferson School.

_________________   ___________________   ___________________

Explain how you know your answers are correct.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

11. Choose one of the numbers that you just wrote. Write it 
three different ways.

12. Write a 3-digit number that could NOT be the number of 
students at Jefferson School.

There could NOT be _______ students.
Number Sense and Place Value

Two Schools

COMMON CORE STANDARDS

2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.
2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Also 2.NBT.B.8, 2.OA.C.3

PURPOSE
To assess the ability to use place value concepts to model and represent numbers to the hundreds place, to compare 2-digit and 3-digit numbers, and to recognize and create number patterns by counting on or counting back by 10s and 100s

TIME
40–45 minutes

GROUPING
Individuals

MATERIALS
- Performance Task, paper, pencil

PREPARATION HINTS
- Review arranging in pairs with children before assigning the task.
- Review building 2-digit numbers as tens and ones with children before assigning the task.
- Review vocabulary, including odd, even, and digits.
- Review understanding of place value of 2-digit and 3-digit numbers before assigning the task.
- Review comparing and ordering 2-digit numbers using “greater than” and “less than” before assigning the task.

IMPLEMENTATION NOTES
- Read the task aloud to children and make sure that all children have a clear understanding of the task.
- Children may use manipulatives to complete the task.
- Allow children as much paper as they need to complete the task.
- Allow as much time as children need to complete the task.
- Children must complete the task individually, without collaboration.
- Collect all work when the task is complete.
TASK SUMMARY
Children derive 3-digit numbers based on place-value clues. They count on and count back by 10s and 100s to derive new numbers. They use place value to compare 3-digit numbers. They model and write 3-digit numbers in different ways. They recognize and create patterns of numbers by counting on or counting back by 1s, 10s, and 100s. They recognize numbers as odd or even.

REPRESENTATION
In this task, teachers can…
• Provide options for language, mathematical expressions, and symbols by giving children multiple ways to represent numerical values.
• Provide options for comprehension by guiding the ways in which children break down and represent numbers.

ACTION and EXPRESSION
In this task, teachers can…
• Provide options for expression by varying methods of representing numerical values.
• Provide options for physical action by providing base-ten blocks for understanding place value and counters for comparing numbers.

ENGAGEMENT
In this task, teachers can…
• Provide options for engagement by giving children individual choice and autonomy in representing numbers in multiple ways.

EXPECTED STUDENT OUTCOMES
• Complete the task within the time allowed
• Reflect engagement in a productive struggle
• Determine whether numbers are odd or even
• Understand place value to the hundreds place
• Count patterns by 5s, 10s, and 100s, to 1,000
• Compare numbers using place-value concepts

SCORING
Use the associated Rubric to evaluate each child’s work.
# Performance Task Rubric

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<tr>
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<tr>
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<tr>
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<td>representing or comparing numbers</td>
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<tr>
<td>back by 10s and 100s</td>
</tr>
<tr>
<td>• Shows little evidence of addressing the elements of the task</td>
</tr>
</tbody>
</table>
1. Sonya has 140 beads. How many bags of 10 beads does she need so that she will have 200 beads in all?
   - 6 bags of beads

2. Do the choices show a way to represent the blocks? Choose Yes or No.
   - 50 hundreds: Yes
   - 50 tens: Yes
   - 5 hundreds: Yes
   - 5 tens: Yes

3. A store has 263 board games. It has 100 fewer puzzles than board games. The store has 10 more action figures than puzzles. Write the number of each.
   - 263 board games
   - 163 puzzles
   - 173 action figures

4. Write the next number in each counting pattern.
   - 338, 348, 358, 368, 378
   - 472, 572, 672, 772, 872

5. Is the comparison true? Choose Yes or No.
   - 343 < 328: Yes
   - 705 > 699: Yes
   - 691 > 706: Yes
   - 115 < 120: Yes

6. It’s 154 days until Jeff’s birthday. Write the number of days in words.
   - one hundred fifty-four
   - Show the number in two other ways.
     - 100 + 50 + 4
7. Sally needs 300 stickers. Vince gives her 12 packs with 10 stickers in each pack. How many stickers does Sally need now? Draw a picture to explain your answer.
   180 stickers

8. A store sells 2 boxes of 100 pencils and some single pencils. Choose all the numbers that show how many pencils the store could sell.
   - 219
   - 206
   - 120
   - 182

9. Straws are sold in boxes, in bags, or as single straws. Each box has 10 bags in it. Each bag has 10 straws in it. Mr. Tan needs 355 straws. Draw a picture to show a way to buy 355 straws.

   Possible answer: 3 boxes, 5 bags, and 5 single straws

10. Jill and Ed collect postcards. Jill has 124 postcards. Ed has 131 postcards. Who has more postcards? Jill gets 10 more postcards. Ed gets 5 more postcards. Who has more postcards now? Draw quick pictures to show how many postcards Jill and Ed have now. Possible drawings are shown.
4. Kim lives in apartment number 513. She uses blocks to show her apartment number. Draw a quick picture to show Kim's apartment number.

5. Chang's apartment number is 10 more than Kim's apartment number. What is Chang's apartment number? What are two other ways to write this number? Write one way to show this number.

6. Anya uses groups of 10 buttons to show her apartment number. She uses 17 groups of buttons with 2 buttons left over. What is her apartment number?
The Apartment Building

There is a big apartment building near the park. Each apartment has a 3-digit number. Jose’s apartment number has the digit 9 in the ones place and the digit 1 in the hundreds place.

1. Write a number that could be Jose’s apartment number.
   
   

2. Erik lives in another apartment in the same building. The number of his apartment is 100 more than the number of Jose’s apartment. What could Erik’s apartment number be?
   
   

3. Marta lives in apartment 450. Write a number sentence that compares Marta’s apartment number and Erik’s apartment number.

   450 > 291

4. Kim lives in apartment number 513. She uses blocks to show her apartment number. Draw a quick picture to show Kim’s apartment number.

5. Chang’s apartment number is 10 more than Kim’s apartment number. What is Chang’s apartment number? What are two other ways to write this number?

   523

   500 + 20 + 3 = 523

6. Anya uses groups of 10 buttons to show her apartment number. She uses 17 groups of buttons with 2 buttons left over. What is her apartment number?

   172
The Apartment Building

There is a big apartment building near the park. Each apartment has a 3-digit number. Jose's apartment number has the digit 9 in the ones place and the digit 1 in the hundreds place.

1. Write a number that could be Jose's apartment number.

219

2. Erik lives in another apartment in the same building. The number of his apartment is 100 more than the number of Jose's apartment. What could Erik's apartment number be?

149

3. Marta lives in apartment 450. Write a number sentence that compares Marta's apartment number and Erik's apartment number.

450 > 149

4. Kim lives in apartment number 513. She uses blocks to show her apartment number. Draw a quick picture to show Kim's apartment number.

5. Chang's apartment number is 10 more than Kim's apartment number. What is Chang's apartment number? What are two other ways to write this number?

523

6. Anya uses groups of 10 buttons to show her apartment number. She uses 17 groups of buttons with 2 buttons left over. What is her apartment number?
The Apartment Building

There is a big apartment building near the park. Each apartment has a 3-digit number. Jose’s apartment number has the digit 9 in the ones place and the digit 1 in the hundreds place.

1. Write a number that could be Jose’s apartment number.
   \[ 931 \]

2. Erik lives in another apartment in the same building. The number of his apartment is 100 more than the number of Jose’s apartment. What could Erik’s apartment number be?
   \[ 932 \]

3. Marta lives in apartment 450. Write a number sentence that compares Marta’s apartment number and Erik’s apartment number.
   \[ 450 - 1 = 932 \]

4. Kim lives in apartment number 513. She uses blocks to show her apartment number. Draw a quick picture to show Kim’s apartment number.

5. Chang’s apartment number is 10 more than Kim’s apartment number. What is Chang’s apartment number? What are two other ways to write this number?
   \[ 510 \]
   \[ 315 \]

6. Anya uses groups of 10 buttons to show her apartment number. She uses 17 groups of buttons with 2 buttons left over. What is her apartment number?
   \[ 100 \]
Two Schools

Jefferson School has students in 1st grade up to 5th grade.

1. The number of children in 1st grade has 3 digits. 2 3 8
   The digits in the number are 2, 3, and 8.
   The digit 8 means 80 in this number.
   Write a number that could be the number of children in 1st grade.

   2 8 3 students in 1st grade

2. Write a number that is 10 less than the number of children you chose for 1st grade.

   2 7 3

3. Write a number sentence that uses >, <, or = to compare your answers from questions 1 and 2.

   2 7 3 < 2 8 3

4. Donnell uses these blocks to show the number of students in 3rd grade.

   How many students are in 3rd grade?

   2 4 5 students

5. There are 100 more students in 4th grade than in 5th grade. Grade 5 has 176 students. Draw a quick picture to show how many students are in 4th grade.

   (2 7 6)

6. Write a number sentence that uses >, <, or = to compare the number of students in 4th grade with the number of students in 3rd grade.

   2 4 5 < 2 7 6
Yasmeen goes to Lincoln School. She counts the number of 2nd grade students who go there. The number in the circle is the total number of 2nd grade students at Lincoln School.

7. Fill in the missing numbers. Count by tens.
   \[220, 230, \underline{240}, 250, 260, 270, 280\]

8. Yasmeen uses tens blocks to show the number of 2nd grade students. How many tens blocks will she need?
   She will need \(28\) blocks.

9. Suppose Yasmeen’s school has 210 students in 3rd grade. How would you figure out a number that is 10 more than that? Write your answer. Explain how you know.
   \[220\]
   \[\text{I knew} \ 210 + 10 = 220 \ \text{so all you had to do was} \ 210 + 10 \ \text{and that gives you} \ 220.\]

The number of students at Jefferson School is even. The number has three digits. The digit in the tens place is 4.

10. Write three numbers that could be how many students there are at Jefferson School.
    \[340 \ \underline{246} \ 148\]

   Explain how you know your answers are correct.
   \[\text{I know because they are even and a three-digit with a 4 in the tens place.}\]

11. Choose one of the numbers that you just wrote. Write it three different ways.
    \[246 \ \underline{200 + 40 + 6}\]
    \[\boxed{1111} \ldots \]
    \[2 \text{ hundreds} \ 4 \text{ tens} \ 6 \text{ ones}\]

12. Write a 3-digit number that could NOT be the number of students at Jefferson School.
    There could NOT be \(553\) students.
Two Schools

Jefferson School has students in 1st grade up to 5th grade.

1. The number of children in 1st grade has 3 digits.
   The digits in the number are 2, 3, and 8.
   The digit 8 means 80 in this number.
   Write a number that could be the number of children in 1st grade.

   382

2. Write a number that is 10 less than the number of children you chose for 1st grade.

   382
   \[-10\]
   \[372\]

3. Write a number sentence that uses >, <, or = to compare your answers from questions 1 and 2.

   \[382 \text{ } \circlearrowleft \text{ } 372\]

4. Donnell uses these blocks to show the number of students in 3rd grade.

   How many students are in 3rd grade?

   245 students

5. There are 100 more students in 4th grade than in 5th grade. Grade 5 has 176 students. Draw a quick picture to show how many students are in 4th grade.

6. Write a number sentence that uses >, <, or = to compare the number of students in 4th grade with the number of students in 3rd grade.

   \[2710 \text{ } \circlearrowright \text{ } 245\]
Yasmeen goes to Lincoln School. She counts the number of 2nd grade students who go there. The number in the circle is the total number of 2nd grade students at Lincoln School.

7. Fill in the missing numbers. Count by tens.

220, 230, 240, 250, 260, 270, 280

8. Yasmeen uses tens blocks to show the number of 2nd grade students. How many tens blocks will she need?

She will need 28 blocks.

9. Suppose Yasmeen’s school has 210 students in 3rd grade. How would you figure out a number that is 10 more than that? Write your answer. Explain how you know.

You would add 210 and 10 so that equals 220.

10. Write three numbers that could be how many students there are at Jefferson School.

146 242 348

Explain how you know your answers are correct.

because there is a 4 in the tens place and an even number at the end.

11. Choose one of the numbers that you just wrote. Write it three different ways.

242

100 + 142, □□□□□ = 100 + 10 + 4 + 2

12. Write a 3-digit number that could NOT be the number of students at Jefferson School.

There could NOT be 461 students.
Two Schools

Jefferson School has students in 1st grade up to 5th grade.

1. The number of children in 1st grade has 3 digits.
   The digits in the number are 2, 3, and 8.
   The digit 8 means 80 in this number.
   Write a number that could be the number of children in 1st grade.

   238

2. Write a number that is 10 less than the number of children you chose for 1st grade.

   228

3. Write a number sentence that uses >, <, or = to compare your answers from questions 1 and 2.

   8 238 7 228

4. Donell uses these blocks to show the number of students in 3rd grade.

   How many students are in 3rd grade?

   245 students

5. There are 100 more students in 4th grade than in 5th grade.
   Grade 5 has 176 students. Draw a quick picture to show how many students are in 4th grade.

6. Write a number sentence that uses >, <, or = to compare the number of students in 4th grade with the number of students in 3rd grade.

   245 7 276
Yasmeen goes to Lincoln School. She counts the number of 2nd grade students who go there. The number in the circle is the total number of 2nd grade students at Lincoln School.

7. Fill in the missing numbers. Count by tens.
    220, 230, 240, 250, 300, 270, 280

8. Yasmeen uses tens blocks to show the number of 2nd grade students. How many tens blocks will she need? She will need ___ tens blocks.

9. Suppose Yasmeen’s school has 210 students in 3rd grade. How would you figure out a number that is 10 more than that? Write your answer. Explain how you know.

10. Write three numbers that could be how many students there are at Jefferson School.
    Explain how you know your answers are correct.

11. Choose one of the numbers that you just wrote. Write it three different ways.

12. Write a 3-digit number that could NOT be the number of students at Jefferson School. There could NOT be ___ students.
Two Schools

Jefferson School has students in 1st grade up to 5th grade.

1. The number of children in 1st grade has 3 digits. The digits in the number are 2, 3, and 8. The digit 8 means 80 in this number. Write a number that could be the number of children in 1st grade.

   100

2. Write a number that is 10 less than the number of children you chose for 1st grade.

   90

3. Write a number sentence that uses >, <, or = to compare your answers from questions 1 and 2.

   100 7 90

4. Donell uses these blocks to show the number of students in 3rd grade.

   How many students are in 3rd grade?

   245 students

5. There are 100 more students in 4th grade than in 5th grade. Grade 5 has 176 students. Draw a quick picture to show how many students are in 4th grade.

6. Write a number sentence that uses >, <, or = to compare the number of students in 4th grade with the number of students in 3rd grade.

   176 7 245
Yasmeen goes to Lincoln School. She counts the number of 2nd grade students who go there. The number in the circle is the total number of 2nd grade students at Lincoln School.

7. Fill in the missing numbers. Count by tens.

220, 230, 240, 250, 260, 270, 280

8. Yasmeen uses tens blocks to show the number of 2nd grade students. How many tens blocks will she need?

She will need 102 blocks.

9. Suppose Yasmeen's school has 210 students in 3rd grade. How would you figure out a number that is 10 more than that? Write your answer. Explain how you know.

220

10. Write three numbers that could be how many students there are at Jefferson School.

2 4 6

Explain how you know your answers are correct.

Well, there are three digits and 4 tens and it's even so you put it all together and get your answer.

11. Choose one of the numbers that you just wrote. Write it three different ways.

642

12. Write a 3-digit number that could NOT be the number of students at Jefferson School.

There could NOT be 793 students.
## Chapter 2 Test

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<th>Standard</th>
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</thead>
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<td>1</td>
<td>2.1</td>
<td>2.NBT.A.1a, 2.NBT.A.1b</td>
<td>Identify 10 tens as equivalent to 100.</td>
<td>R—2.1</td>
<td>2.NBT.1.a, 2.NBT.1.b</td>
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<td>2</td>
<td>2.2</td>
<td>2.NBT.A.1</td>
<td>Apply place value concepts to solve problems.</td>
<td>R—2.2</td>
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<td>3</td>
<td>2.9</td>
<td>2.NBT.B.8</td>
<td>Identify 10 more, 100 less.</td>
<td>R—2.9</td>
<td>2.NBT.8</td>
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<tr>
<td>4</td>
<td>2.10</td>
<td>2.NBT.B.8</td>
<td>Use place value to identify and extend counting patterns.</td>
<td>R—2.10</td>
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<tr>
<td>5</td>
<td>2.12</td>
<td>2.NBT.A.4</td>
<td>Compare 3-digit numbers using &gt;, =, and &lt;.</td>
<td>R—2.12</td>
<td>2.NBT.4</td>
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<td>6</td>
<td>2.4</td>
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<td>Write 3-digit numbers in word form and expanded form.</td>
<td>R—2.4</td>
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<td>2.7</td>
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<td>Use a model to represent 3-digit numbers.</td>
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<td>8</td>
<td>2.3</td>
<td>2.NBT.A.1</td>
<td>Use place value to identify the values of digits.</td>
<td>R—2.3</td>
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<tr>
<td>9</td>
<td>2.8</td>
<td>2.NBT.A.3</td>
<td>Use a model to represent 3-digit numbers.</td>
<td>R—2.8</td>
<td>2.NBT.3</td>
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<td>10</td>
<td>2.11</td>
<td>2.NBT.A.4</td>
<td>Use a model to solve problems using number comparisons.</td>
<td>R—2.11</td>
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<tr>
<td>11</td>
<td>2.5</td>
<td>2.NBT.A.1</td>
<td>Use place to identify the values of digits.</td>
<td>R—2.5</td>
<td>2.NBT.1</td>
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<tr>
<td>12</td>
<td>2.6</td>
<td>2.NBT.A.3</td>
<td>Write a 3-digit number in word form.</td>
<td>R—2.6</td>
<td>2.NBT.3</td>
</tr>
</tbody>
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Key: R—Reteach