

Name \_\_\_\_\_

**I**

Find the missing numbers to complete the patterns.

**a.** 10   20   30   50   60

**b.** 20   40   60   100   120

**c.** 30   60   90   120   180



## Try This

Model the number with Base Ten Blocks. Draw the blocks on a Place-Value Chart. Complete the number of tens and hundreds.

$$600 = 60 \text{ tens or } 6 \text{ hundreds}$$

$$200 = 20 \text{ tens or } 2 \text{ hundreds}$$

$$300 = 30 \text{ tens or } 3 \text{ hundreds}$$

**Model the number with Base Ten Blocks. Draw the blocks on a Place-Value Chart. Complete.**

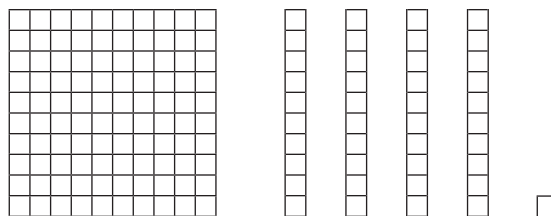
1.  $437 = 4 \text{ hundreds } 3 \text{ tens } 7 \text{ ones}$

$$658 = \underline{\quad} \text{ hundreds } \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$$

$$389 = \underline{\quad} \text{ hundreds } \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$$

$$456 = \underline{\quad} \text{ hundreds } \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$$

2. Jasper has these blocks.



How many hundreds does Jasper have? \_\_\_\_\_

How many tens? \_\_\_\_\_

How many ones? \_\_\_\_\_

What number represents Jasper's blocks? \_\_\_\_\_

3. Lillian has Base Ten Blocks. She has 3 ones, 5 tens, and 2 hundreds. What number does Lillian's blocks represent?

\_\_\_\_\_

Make a drawing to show her blocks.

4. Carly models 5 hundreds, 0 tens, and 1 ones. Write the number that matches the amount of blocks Carly has. Make a drawing to model the number.

\_\_\_\_\_ blocks

5. Mrs. Smith counts by 1s from 300: 301, 302, 303, 304. What is the next number she counts?

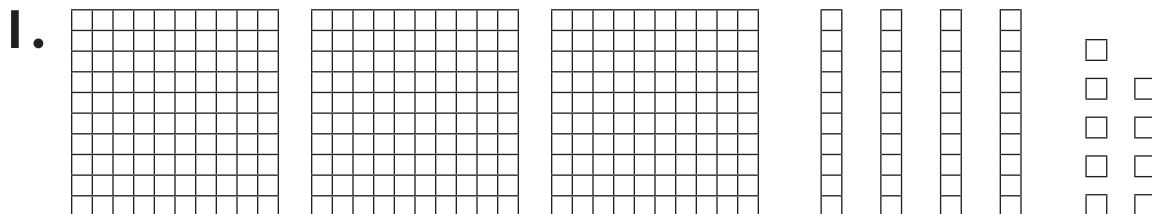
\_\_\_\_\_

6. Wally is skip counting by 100s. The last number he counts is 600. What is the next number?

\_\_\_\_\_

7. Matt wants to use Base Ten Blocks to represent 100. Draw different ways he can model 100.

**Use Base Ten Block to build the model. Write the number that matches.**



\_\_\_\_\_

**Model the number with Base Ten Blocks. Draw the blocks on a Place-Value Chart. Complete.**

2.  $245 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

$456 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

**Solve.**

3. Wallis has 3 hundred blocks, 9 tens, and 4 ones.

Draw the Base Ten Blocks Wallis has on a Place-Value Chart.

Write the number he is showing. \_\_\_\_\_

# Complete.

4. 800 = \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

510 = \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

101 = \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

5. Skip count by hundreds: 100, 200, 300. What is the next number in the count?

\_\_\_\_\_

Name \_\_\_\_\_

## 2

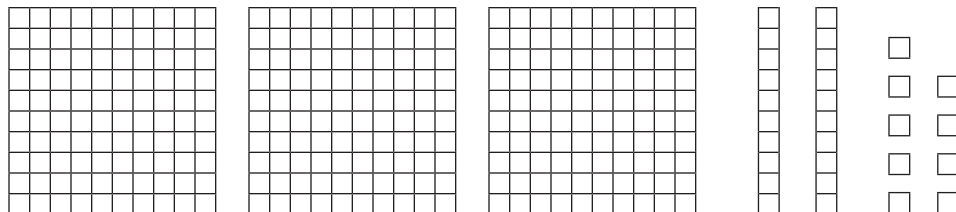
You are playing a game with a friend. You throw out 1 to 5 fingers. Your friend throws out 1 to 5 fingers at the same time. If the number of fingers matches, you win. If not, your friend wins.

Play 15 times, and see who wins more often.



## Try This

Write the number shown using words.



\_\_\_\_\_

1. Build 2 hundreds, 6 tens, and 7 ones using base ten blocks. Draw the blocks on a Place-Value Chart. Write the number in expanded form.

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

2. Make a drawing that represents the number four hundred fourteen. Write this number in standard form.

\_\_\_\_\_

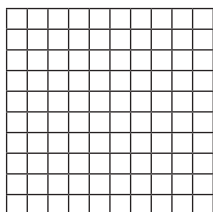
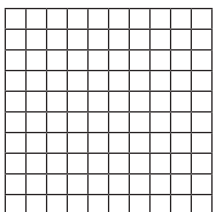
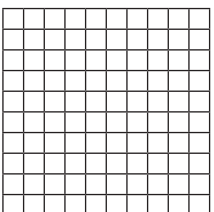
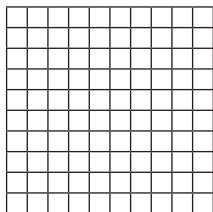
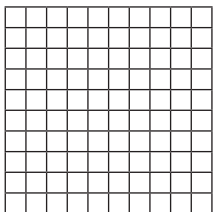
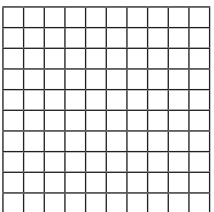
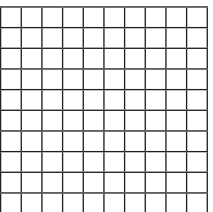


3. Use words to write 962. \_\_\_\_\_

Write 962 in expanded form. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

**Use the model to solve.**

4.

					
				<input type="checkbox"/>	
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Write the standard form. \_\_\_\_\_

Write the number name. \_\_\_\_\_

Write the expanded form. \_\_\_\_\_

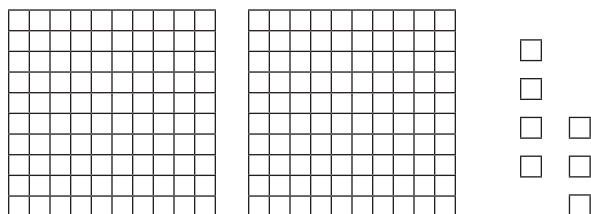
5. There are six hundred forty-seven children in the school. Model how many kids are in the school by making a drawing.

Write this amount in standard form. \_\_\_\_\_

6. Carmen is given the number name seven hundred fifty. She is asked to complete the Place-Value Chart to represent the number. Show how she should do this.

Hundreds	Tens	Ones

7. Jacob builds this model for the number two hundred eighty. Abby tells him that the model is not correct.



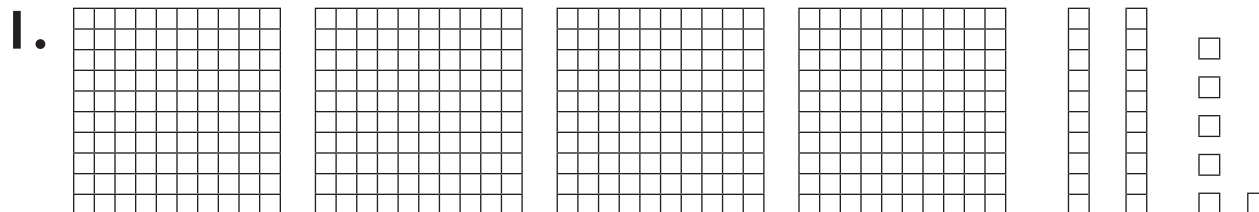
What was Jacob's error?

\_\_\_\_\_

What number does Jacob's model show? \_\_\_\_\_

Make a drawing that models the number two hundred eighty.

**Build the model shown and answer the questions.**



What is the value of the hundreds in your model?

\_\_\_\_\_

What is the value of the tens in your model?

\_\_\_\_\_

What is the value of the ones in your model?

\_\_\_\_\_

How can you write this number in expanded form?

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

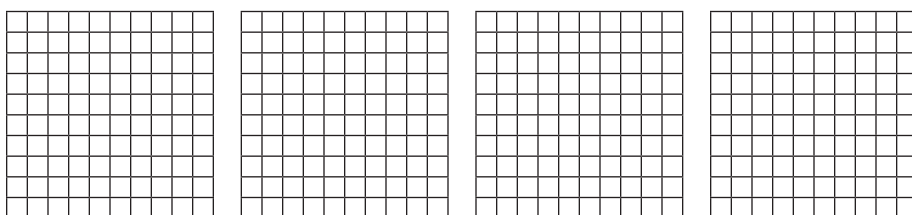
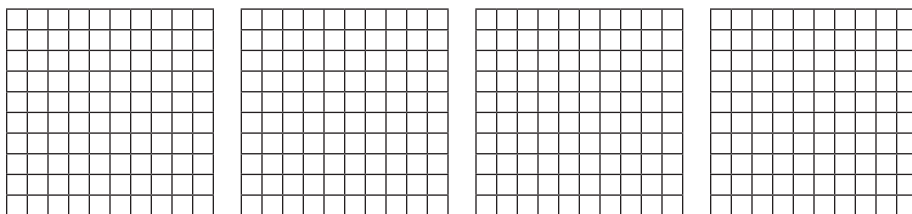
- 2. Build a model that represents the number 253 with Base Ten Blocks. Draw the blocks on a Place-Value Chart. Write this number in expanded form on the line shown.**

\_\_\_\_\_

3. Make a drawing to represent the number five hundred twelve. Write this number in standard form on the line shown.

\_\_\_\_\_

4.



Write the standard form of the amount shown.

\_\_\_\_\_

Write the number name of the amount shown.

\_\_\_\_\_

Write the expanded form of the amount shown.

\_\_\_\_\_

Name \_\_\_\_\_

**3**

Write a few words that tell about the group.

**a.** 5      9      13      17      101

**b.** 8      12      44      36      400

**c.** 10      80      30      70      50



## Try This

Use Base Ten Blocks to make a model that represents each number. Then compare the numbers. Write  $<$ ,  $>$ , or  $=$ .

256 \_\_\_\_\_ 305

- I. On Saturday, 129 people attend the fair. On Sunday, 125 people attend the fair. On which day did more people attend?

Make a drawing that represents each number. Compare the numbers and write  $<$ ,  $>$ , or  $=$ . Then answer the question to solve the problem.

129 \_\_\_\_\_ 125

Which day did more people attend the fair?

\_\_\_\_\_

- 2.** Harry wants to know if there are fewer students in the 5th grade or in the 6th grade. There are 114 students in the fifth grade. There are 142 students in the sixth grade. Which grade has fewer students?

Make a drawing that represents each number.  
Compare the numbers and write  $<$ ,  $>$ , or  $=$ .  
Then answer the question to solve the problem.

114 \_\_\_\_\_ 142

Which grade has fewer students? \_\_\_\_\_ grade

- 3.** Jamie has a collection of 226 stamps. Olivia has a collection of 300 stamps. Who has a greater number of stamps?

\_\_\_\_\_

Compare the numbers and write  $<$ ,  $>$ , or  $=$ .

226 \_\_\_\_\_ 300

4. The reading group wants to compare the number of pages in the books they choose. Write  $<$ ,  $>$ , or  $=$  to compare each pair of books.

$$201 \text{ \_\_\_\_\_\_ } 210$$

$$555 \text{ \_\_\_\_\_\_ } 555$$

$$398 \text{ \_\_\_\_\_\_ } 389$$

$$90 \text{ \_\_\_\_\_\_ } 100$$

5. Noah writes  $<$ ,  $>$ , or  $=$  as he compares numbers. Is Noah's work correct?

Fix any mistakes. Rewrite the numbers and the correct symbol.

$$159 < 195$$

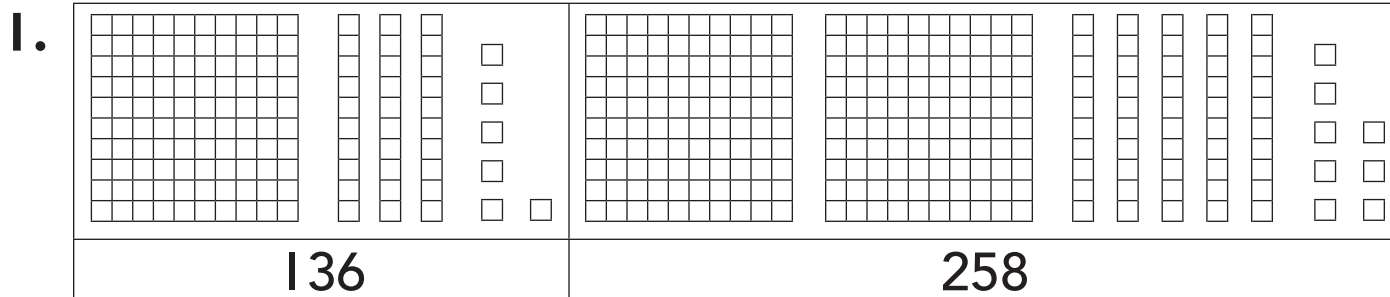
$$258 > 241$$

$$499 > 600$$

$$126 = 126$$



# Use Base Ten Blocks to build the models shown.



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

136 \_\_\_\_\_ 258

**Make a drawing that represents each number on a Place-Value Chart. Write  $<$ ,  $>$ , or  $=$  to compare the numbers.**

2. 247 children enter a singing contest. 209 enter a dance contest. Do more children enter the singing contest or the dance contest?

247 children singing \_\_\_\_\_ 209 children dancing

## Compare the numbers.

3. Which grade sold more water bottles?

3rd grade	4th grade
678 bottles	669 bottles

Write  $<$ ,  $>$ , or  $=$ . 678 \_\_\_\_\_ 669

Make a drawing to show how you know.

4. Compare the numbers in each shell collection.

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

200 \_\_\_\_\_ 199

118 \_\_\_\_\_ 120

159 \_\_\_\_\_ 159