engage^{ny} / **Eureka Math**

Exit Tickets

GRADE 2
MODULE 3

Name _____   Date _____

1. Draw lines to match and make each statement true.

   10 tens =   1 thousand

   10 hundreds =   1 ten

   10 ones =   1 hundred

2. Circle the largest unit. Box the smallest.

   4 tens   2 hundreds   9 ones

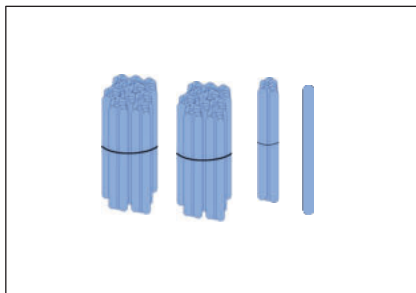3. Draw models of each, and label the following number.

   2 tens   7 ones   6 hundreds

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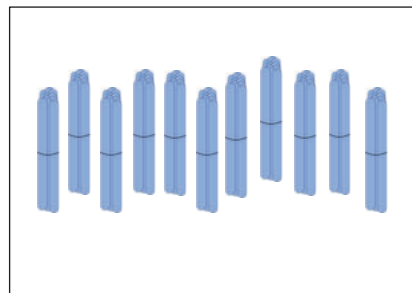Lesson 1:   Bundle and count ones, tens, and hundreds to 1,000.

1

Name _____   Date _____

1. These are bundles of hundreds, tens, and ones. How many straws are in each group?

_____ straws

_____ straws

2. Count from 96 to 140 with ones and tens. Use pictures to show your work.

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

35, _____, _____, _____, _____, 40, _____, _____, _____, _____, _____, 100, _____, 300

Lesson 2:   Count up and down between 100 and 220 using ones and tens.

2

Name _____   Date _____

1. Draw a line to match the numbers with the units you might use to count them.

        300 to 900   ones, tens, and hundreds

        97 to 300   ones and tens
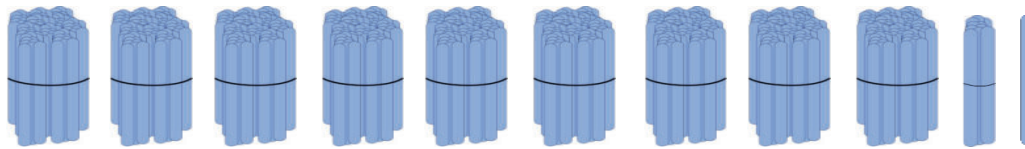
        484 to 1,000   ones and hundreds
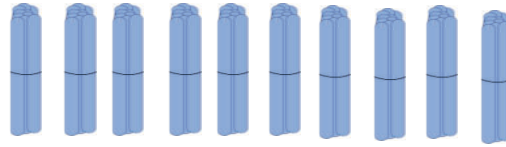
        743 to 800   hundreds

2. These are bundles of hundreds, tens, and ones. Draw to show how you would count to 1,000.

Lesson 3:   Count up and down between 90 and 1,000 using ones, tens, and hundreds.

3

Name _____ Date _____

1. These are bundles of 10. If you put them together, which unit will you make?
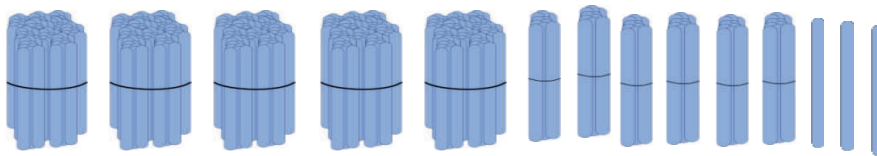
    a. one   b. ten   c. hundred   d. thousand

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

    _____

3. Imagine the place value chart. Write the numbers that show a way to count from 187 to 222.

Name _____   Date _____

1. Look at the Hide Zero cards. What is the value of the 6?

| 5 | 6 | 9 |

   a. 6   b. 600   c. 60

2. What is another way to write 5 ones 3 tens 2 hundreds?

   a. 325   b. 523   c. 253   d. 235

3. What is another way to write 6 tens 1 hundred 8 ones?

   a. 618   b. 168   c. 861   d. 681

4. Write 905 in unit form.

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Lesson 5:   Write base ten three-digit numbers in unit form; show the value of
                   each digit.

5

Name _____   Date _____

1. Write in number form.

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

   b. 400 + 70 + 6 = _____

   c. _____ = 9 + 700 + 10

   d. _____ = 200 + 50

   e. 2 + 600 = _____

   f. 300 + 32 = _____

2. Write in expanded form.

   a. 974 = _____

   b. 435 = _____

   c. 35 = _____

   d. 310 = _____

   e. 703 = _____

Name _____ Date _____

1. Write 342 in word form.

    _____

2. Write in standard form.

    a. Two hundred twenty-six _____

    b. Eight hundred three _____

    c. 5 hundreds + 56 ones _____

    d. 60 + 800 + 3 _____

3. Write the value of 17 tens three different ways. Use the largest unit possible.

    a. Standard form _____

    b. Expanded form _____

    c. Unit form _____

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Lesson 7:   Write, read, and relate base ten numbers in all forms.

7

Name _____ Date _____

1. Write the total value of the money shown below in standard and expanded form.

$1		$10	$100
$1		$10	$100
$1		$10	$100
$1		$10	
$1	$1	$10	

Standard form:

_____

Expanded form:

_____

2. What is the value of 3 ten-dollar bills and 9 one-dollar bills? _____

3. Draw money to show 2 different ways to make $142, using only $1, $10, and $100 bills.

Name _____ Date _____

1. Jeremy counted from $280 to $435. Use the number line to show a way that Jeremy could have used ones, tens, and hundreds to count.

2. Use the number line to show another way that Jeremy could have counted from $280 to $435.

3. Use the number line to show how many hundreds, tens, and ones you use when you count from $776 to $900.

    To count from $776 to $900, I used _____ hundreds _____ tens _____ ones.

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Lesson 9:   Count from $10 to $1,000 on the place value chart and the empty number line.

9

Name _____   Date _____

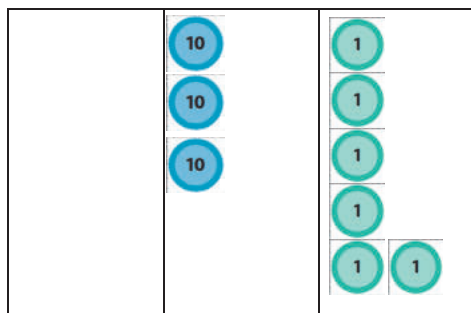Jerry wonders, "How many $10 bills are equal to a $1,000 bill?"

Think about the different strategies your classmates used to answer Jerry's question. Answer the problem again using a strategy you liked that is <u>different</u> from yours. Use words, pictures, or numbers to explain why that strategy also works.

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Lesson 10:   Explore $1,000. How many $10 bills can we change for a thousand dollar bill?

10

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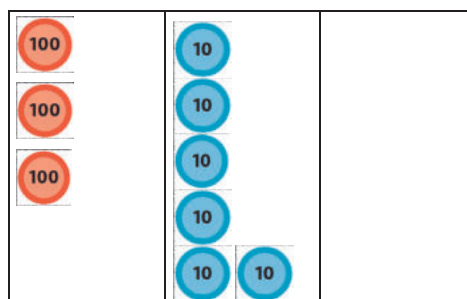Name _____   Date _____

1. Tell the value of the following numbers.

   a.

   b.

   a. _____   b. _____

2. Fill in the sentences below to tell about the change from 36 to 360.

   a. I changed _____ to _____.

   b. I changed _____ to _____.

Name _____   Date _____

1. Match to show the equivalent value.

   a. 10 ones   1 hundred

   b. 10 tens   1 thousand

   c. 10 hundreds   1 ten

2. Draw disks on the place value chart to show 348.

   a. How many more ones to make a ten?   _____ ones

   b. How many more tens to make a hundred?   _____ tens

   c. How many more hundreds to make a thousand?   _____ hundreds

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Lesson 12:   Change 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.

12

Name _____   Date _____

1. Draw place value disks to show the numbers.

   a. 560

   b. 506

2. Draw and label the jumps on the number line to move from 0 to 141.

$\longleftrightarrow$

Name _____ Date _____

1. Whisper count as you show the numbers with place value disks.

   a. Draw 241 using hundreds, tens, and ones.

   b. Draw 241 using **only tens and ones**.

2. Fill in the blanks.

   a. 45 = _____ hundreds _____ tens _____ ones

      45 = _____ ones

   b. 682 = _____ hundreds _____ tens _____ ones

      682 = _____ hundreds _____ ones

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Lesson 14: Model numbers with more than 9 ones or 9 tens; write in expanded, unit, standard, and word forms.

14

Name _____   Date _____

Think about the different strategies and tools your classmates used to answer the pencil question. Explain a strategy you liked that is <u>different</u> from yours using words, pictures, or numbers.

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Lesson 15:   Explore a situation with more than 9 groups of ten.

15

Name _____   Date _____

Write >, <, or =.

1. 499 ◯ 500

2. 179 ◯ 177

3. 431 ◯ 421

4. 703 ◯ seven hundred three

5. 2 hundred 70 ones ◯ 70 + 200 + 1

6. 300 + 60 ◯ 306

7. 4 tens 2 ones ◯ 30 + 12

8. 3 tens 7 ones ◯ 45 – 10

Name _____   Date _____

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

    a. Draw 142 using hundreds, tens, and ones.   b. Draw 12 tens 4 ones.

    <
    =
    >

2. Write >, <, or =.

    a. 1 hundred 6 tens   ◯   106

    b. 74 tens   ◯   700 + 4

    c. Thirty tens   ◯   300

    d. 21 ones 3 hundreds   ◯   31 tens

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Lesson 17:   Compare two three-digit numbers using <, >, and = when there are
more than 9 ones or 9 tens.

17

Name _____   Date _____

1. Order the following from **least to greatest** in standard form.

    a. 426   152   801   _____, _____, _____

    b. six hundred twenty   206   60 tens 2 ones   _____, _____, _____

    c. 300 + 70 + 4   3 + 700 + 40   473   _____, _____, _____

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

    a. 4 hundreds 12 ones   421   10 + 1 + 400   _____, _____, _____

    b. 8 ones 5 hundreds   185   5 + 10 + 800   _____, _____, _____

Name _____   Date _____

Fill in the blanks.

a. 10 more than 239 is _____.

b. 100 less than 524 is _____.

c. _____ more than 352 is 362.

d. _____ more than 467 is 567.

e. 1 more than _____ is 601.

f. 10 less than _____ is 241.

g. 100 less than _____ is 878.

h. 10 more than _____ is 734.

Name _____ Date _____

1. Fill in the blanks, and circle the correct answer.

   1 more than 209 is _____.

   We made a _____.

   | one |
   | ten |
   | hundred |

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

   a. 1 less than 150 is _____.

   b. 10 more than 394 is _____.

   c. _____ less than 607 is 597.

   d. 10 more than _____ is 716.

   e. 100 less than _____ is 894.

   f. 1 more than _____ is 900.

Name _____   Date _____

Find the pattern. Fill in the blanks.

1. 109, _____, 111, _____, _____, 114

2. 710, _____, 690, _____, _____, 660, 650

3. 342, _____, _____, 642, 742, _____

4. 902, _____, _____, 872 , _____, 852