



A Story of Units

**Pleasanton**  
UNIFIED SCHOOL DISTRICT

**Mathematics Curriculum**



## **Grade 2 • MODULE 3**

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

# **Homework**

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

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

Version 3



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**GRADE 2 • MODULE 3**

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

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

Name \_\_\_\_\_

Date \_\_\_\_\_

1. 2 ones + \_\_\_\_\_ ones = 10

2. 6 tens + \_\_\_\_\_ tens = 1 hundred

2 + \_\_\_\_\_ = 10

60 + \_\_\_\_\_ = 100

3. Rewrite in order from largest to smallest units.

6 tens

Largest \_\_\_\_\_

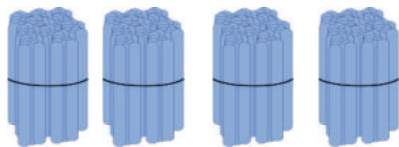
3 hundreds

\_\_\_\_\_

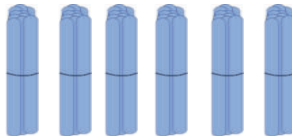
8 ones

Smallest \_\_\_\_\_

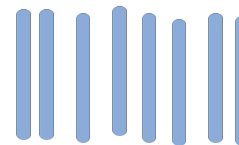
4. Count each group. What is the total number of sticks in each group?

*Bundles of 100*

\_\_\_\_\_

*Bundles of 10*

\_\_\_\_\_

*Ones*

\_\_\_\_\_

What is the total number of sticks? \_\_\_\_\_

5. Draw and solve.


Moses has 100 stickers. Jared has 60 stickers. Jared wants to have the same number of stickers as Moses. How many more stickers does Jared need?

Jared needs \_\_\_\_\_ more stickers.

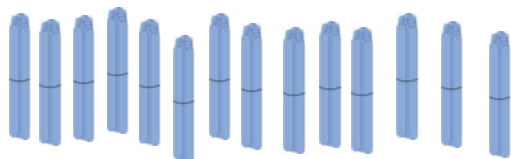
Name \_\_\_\_\_

Date \_\_\_\_\_

1. How many in all?

 \_\_\_\_\_ ones = \_\_\_\_\_ tens \_\_\_\_\_ stars in all.

2. These are bundles with 10 sticks in each.



a. How many tens are there? \_\_\_\_\_

b. How many hundreds? \_\_\_\_\_

c. How many sticks in all? \_\_\_\_\_

3. Sally did some counting. Look at her work. Explain why you think Sally counted this way.

177, 178, 179, 180, 190, 200, 210, 211, 212, 213, 214

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

5. Draw and solve.

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

Name \_\_\_\_\_

Date \_\_\_\_\_

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

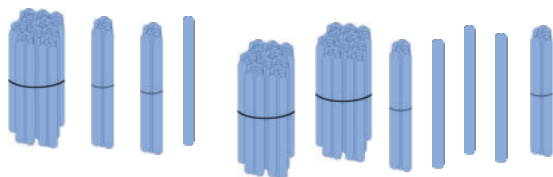
a. 14, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 20, \_\_\_\_\_, \_\_\_\_\_, 50

b. 73, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 80, \_\_\_\_\_, 100, \_\_\_\_\_, 300, \_\_\_\_\_, 320

c. 65, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 70, \_\_\_\_\_, \_\_\_\_\_, 100

d. 30, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 100, \_\_\_\_\_, \_\_\_\_\_, 400

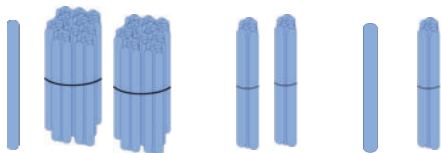
2. These are ones, tens, and hundreds. How many sticks are there in all?



There are \_\_\_\_\_ sticks in all.

3. Show a way to count from 668 to 900 using ones, tens, and hundreds.

4. Sally bundled her sticks in hundreds, tens, and ones.



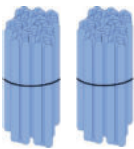
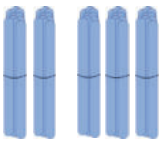
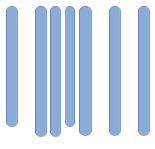
- a. How many sticks does Sally have? \_\_\_\_\_
- b. Draw 3 more hundreds and 3 more tens. Count and write how many sticks Sally has now.



Name \_\_\_\_\_

Date \_\_\_\_\_

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

Hundreds	Tens	Ones
		

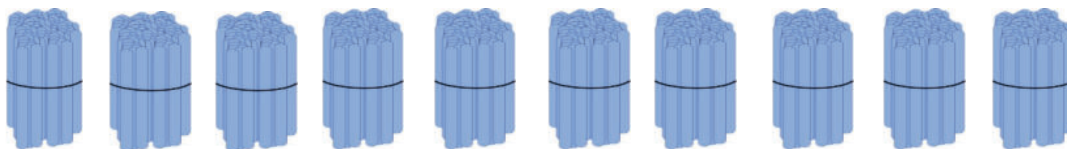
Marcos has \_\_\_\_\_ sticks.

2. Write the number:



Hundreds	Tens	Ones

3. These are hundreds. If you put them together, which unit will you make?



a. one

b. hundred

c. thousand

d. ten

4. Imagine 585 on the place value chart. How many ones, tens, and hundreds are in each place?

_____	_____	_____
ones	tens	hundreds

5. Fill in the blanks to make a true number sentence.

12 ones = \_\_\_\_\_ ten \_\_\_\_\_ ones

6. Show a way to count from 170 to 410 using tens and hundreds.  
Circle at least 1 benchmark number.

7. Mrs. Sullivan's students are collecting cans for recycling. Frederick collected 20 cans, Donielle collected 9 cans, and Mina and Charlie each collected 100 cans. How many cans did the students collect in all?

Name \_\_\_\_\_

Date \_\_\_\_\_

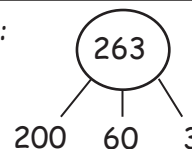
1. What is the value of the 7 in 

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

 ? \_\_\_\_\_

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

a. 333

*Example:*2 hundreds 6 tens 3 ones

\_\_\_\_\_

b. 330

\_\_\_\_\_

c. 303

\_\_\_\_\_

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

a. 1 hundred 1 one = 11

b. 1 ten 1 one = 710

c. 7 tens 1 one = 110

d. 7 hundreds 1 one = 701

e. 1 hundred 1 ten = 101

f. 7 hundreds 1 ten = 71

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Match the numerals with the number names.

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

2. Write the answer in number form.

a.  $1 + 1 + 1 + 1 + 10 + 10 + 10 + 10 + 100 + 100 =$  \_\_\_\_\_

b.  $300 + 90 + 9 =$  \_\_\_\_\_

c. \_\_\_\_\_  $= 5 + 100 + 20$

d. \_\_\_\_\_  $= 600 + 50$

e.  $3 + 400 =$  \_\_\_\_\_

f.  $900 + 76 =$  \_\_\_\_\_

3. Write each number in expanded form.

a.  $533 =$  \_\_\_\_\_

b.  $355 =$  \_\_\_\_\_

c.  $67 =$  \_\_\_\_\_

d.  $460 =$  \_\_\_\_\_

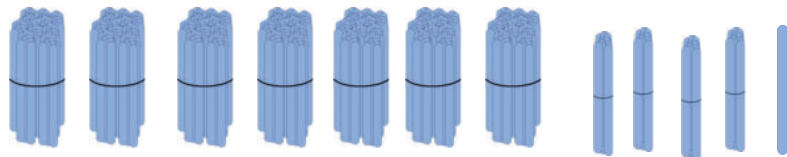
e.  $801 =$  \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

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

1.

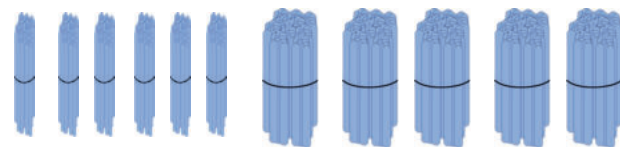


a. Standard Form \_\_\_\_\_

b. Expanded Form \_\_\_\_\_

c. Word Form \_\_\_\_\_

2.



a. Standard Form \_\_\_\_\_

b. Expanded Form \_\_\_\_\_

c. Word Form \_\_\_\_\_

3. What is the unit value of the 3 in 432? \_\_\_\_\_

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

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

\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

1. Write the total value of the money.

\$10	\$10	\$10	\$10	\$10
\$10	\$10	\$10	\$10	\$1

---

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

---

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


\$172

---


\$226

## 3. Draw and solve.

Brandon has 7 ten-dollar bills and 8 one-dollar bills. Joshua has 3 fewer ten-dollar bills and 4 fewer one-dollar bills than Brandon. What is the value of Joshua's money?

Name \_\_\_\_\_

Date \_\_\_\_\_

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

a.

\$100	\$100
\$100	\$100
\$100	\$100
\$100	\$100
\$100	\$100

\_\_\_\_\_

b.

\$10	\$10
\$10	\$10
\$10	\$10
\$10	\$10
\$10	\$10

\_\_\_\_\_

c.

\$1	\$1
\$1	\$1
\$1	\$1
\$1	\$1
\$1	\$1

\_\_\_\_\_

d.

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

\_\_\_\_\_

2. Show one way to count from \$82 to \$512.

3. Use each number line to show a different way to count from \$580 to \$994.



4. Draw and solve.

Julia wants a bike that costs \$75. She needs to save \$25 more to have enough money to buy it. How much money does Julia already have?

Julia already has \$\_\_\_\_\_.

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Model the following numbers for your parent using the fewest disks possible. Whisper the numbers in standard form and unit form (1 hundred 3 tens 4 ones).
  - a. 15
  - b. 152
  - c. 102
  - d. 290
  - e. 300
  
2. Model the following numbers using the fewest place value disks possible. Whisper the numbers in standard form and unit form.
  - a. 42
  - b. 420
  - c. 320
  - d. 402
  - e. 442
  - f. 53
  - g. 530
  - h. 520
  - i. 503
  - j. 55

Name \_\_\_\_\_

Date \_\_\_\_\_

Count by ones from **368 to 500**. Change for a larger unit when necessary.When you counted from **368 to 500**:

Did you make a larger unit at...	Yes, I changed to make:	No, I need _____
1. 377?	1 ten      1 hundred	____ ones. ____ tens.
2. 392?	1 ten      1 hundred	____ ones. ____ tens.
3. 400?	1 ten      1 hundred	____ ones. ____ tens.
4. 418?	1 ten      1 hundred	____ ones. ____ tens.
5. 463?	1 ten      1 hundred	____ ones. ____ tens.
6. 470?	1 ten      1 hundred	____ ones. ____ tens.

Name \_\_\_\_\_

Date \_\_\_\_\_

Draw place value disks to show the numbers.

1. 43

--	--	--

2. 430

--	--	--

3. 270

--	--	--

4. 720

--	--	--

5. 702

--	--	--

6. 936

--	--	--

When you have finished, use your whisper voice to read each number out loud in both unit and word form. How much does each number need to change for a ten?  
For 1 hundred?

Name \_\_\_\_\_ Date \_\_\_\_\_

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

a.  $16 =$  \_\_\_\_\_ tens \_\_\_\_\_ ones

$16 =$  \_\_\_\_\_ ones

b.  $217 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

$217 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ ones

c.  $320 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

$320 =$  \_\_\_\_\_ tens \_\_\_\_\_ ones

d.  $139 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

$139 =$  \_\_\_\_\_ tens \_\_\_\_\_ ones

e.  $473 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

$473 =$  \_\_\_\_\_ tens \_\_\_\_\_ ones

f.  $680 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ tens

$680 =$  \_\_\_\_\_ tens

g.  $817 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ ones

$817 =$  \_\_\_\_\_ tens \_\_\_\_\_ ones



h.  $921 =$  \_\_\_\_\_ hundreds \_\_\_\_\_ ones

$921 =$  \_\_\_\_\_ tens \_\_\_\_\_ ones

2. Write down how you can skip-count by ten from 350 to 240. You might use place value disks, number lines, bundles, or numbers.

Name \_\_\_\_\_

Date \_\_\_\_\_

Pencils come in boxes of 10.

1. How many boxes should Erika buy if she needs 127 pencils?
2. How many pencils will Erika have left over after she gets what she needs out of the boxes?
3. How many more pencils does she need to have 200 pencils?

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Draw the following numbers using place value disks on the place value charts.

Answer the questions below.

a. 241

--	--	--

b. 412

--	--	--

c. 124

--	--	--

d. Order the numbers from least to greatest: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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

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

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

a. 100 ○ 99

e. 150 ○  $90 + 50$

b. 316 ○ 361

f. 9 tens 6 ones ○ 92

c. 523 ○ 525

g. 6 tens 8 ones ○  $50 + 18$

d. 602 ○ six hundred two

h.  $84 - 10$  ○ 7 tens 5 ones

Name \_\_\_\_\_

Date \_\_\_\_\_

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

a. Draw 13 ones and 2 hundreds.

--	--	--

b. Draw 12 tens and 8 ones.

--	--	--

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

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Draw the following values on the place value charts as you think best.

a. 241

--	--	--

b. 412

--	--	--

c. 124

--	--	--

d. Order the numbers from least to greatest: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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

a. 537    263    912

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b. two hundred thirty    213    20 tens 3 ones

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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

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

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

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

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

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

- a. 1 more than 103 is \_\_\_\_\_. f. \_\_\_\_\_ less than 422 is 421.
- b. 10 more than 378 is \_\_\_\_\_. g. 1 more than \_\_\_\_\_ is 619.
- c. 100 less than 545 is \_\_\_\_\_. h. 10 less than \_\_\_\_\_ is 546.
- d. \_\_\_\_\_ more than 123 is 223. i. 100 less than \_\_\_\_\_ is 818.
- e. \_\_\_\_\_ less than 987 is 977. j. 10 more than \_\_\_\_\_ is 974.

Name \_\_\_\_\_

Date \_\_\_\_\_

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

a. 1 less than 160 is \_\_\_\_\_.

e. \_\_\_\_\_ more than 691 is 701.

b. 10 more than 392 is \_\_\_\_\_.

f. 10 more than \_\_\_\_\_ is 704.

c. 100 less than 425 is \_\_\_\_\_.

g. 100 less than \_\_\_\_\_ is 986.

d. \_\_\_\_\_ more than 549 is 550.

h. 10 less than \_\_\_\_\_ is 815.

2. Count the numbers aloud to a parent:

a. Count by 1s from 204 to 212.

c. Skip-count by 10s from 582 to 632.

b. Skip-count by 10s from 376 to 436.

d. Skip-count by 100s from 908 to 8.

3. Henry enjoys watching his pet frog hop.

Each time his frog hops, Henry skip-counts backward by 100s.

Henry starts his first count at 815.

How many times does his frog have to jump to get to 15?

Explain your thinking below.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Find the pattern. Fill in the blanks.

a. 396, 397, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b. 251, 351, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

c. 476, 486, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

d. 630, 620, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

e. 208, 209, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 213

f. 316, \_\_\_\_\_, \_\_\_\_\_, 616, 716, \_\_\_\_\_

g. 547, \_\_\_\_\_, 527, \_\_\_\_\_, 507, \_\_\_\_\_

h. 672, \_\_\_\_\_, 692, \_\_\_\_\_, \_\_\_\_\_

2. Fill in the chart.

206					
			218		
					230
		237			











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