

HUNDREDS, TENS, ONES

2nd Grade

PLACE VALUE

Worksheet 1: Write It Place Value Chart
Name: Joshua Date: 8-15
Write the correct digit in the hundreds, tens, and ones columns.

	Hundreds	Tens	Ones
Place Value Blocks			
Digit	1	4	7

Worksheet 2: Place Value Match to 500
Name: Joshua Date: 8-15
Match the number to the place value blocks.

305
252
414
57

Worksheet 3: What Number Am I?
Name: Joshua Date: 8-15
Write the number that is represented by words.

- 3 hundreds, 8 tens, 1 ones = 381
- 7 hundreds, 7 tens, 4 ones = 774
- 6 tens, 3 ones = 63
- 6 hundreds, 0 tens, 9 ones = 609
- 9 hundreds, 9 tens, 0 one = 990
- 4 hundreds, 3 tens, 6 ones =
- 2 hundreds, 8 tens, 5 ones =
- 8 tens, 8 ones =
- 1 hundred, 5 tens, 2 ones =
- 5 hundreds, 5 tens, 3 ones =

Worksheet 4: Place Value Quiz
Name: Joshua Date: 8-15
Write the number:

1. 455

2. 203

3. 353

4. 357

5. How many tens in 97? 7

6. How many tens in 856? 8

7. How many tens in 600? 6

8. What number has 4 hundreds, 8 tens, and 5 ones? 485

9. What number has 7 hundreds, 0 tens, and 4 ones? 704

MagiCORE

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Name: Joshua

Date: 8-15

PLACE VALUE MATCH TO 500

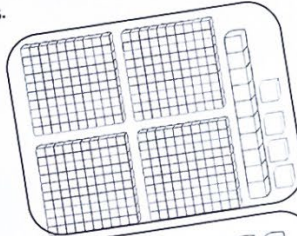
Match the number to the place value blocks.

305

252

414

57



Name: Joshua

WRITE IT PLACE V

Write the correct digit in the hundred

	Hundreds	Tens
Place Value Blocks		
Digit	<u>1</u>	<u>4</u>

2.

	Hundreds	Tens
Place Value Blocks		
Digit		

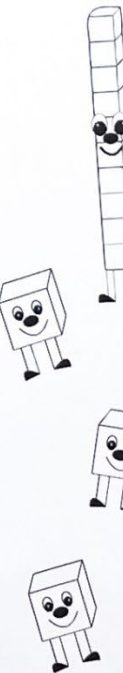
Name: Joshua

Date: 8-15

WHAT NUMBER AM I?

Write the number that is represented by words.

- 3 hundreds, 8 tens, 1 ones = 381
- 7 hundreds, 7 tens, 4 ones = 774
- 6 tens, 3 ones = 63
- 6 hundreds, 0 tens, 9 ones = 609
- 9 hundreds, 9 tens, 0 one = 990
- 4 hundreds, 3 tens, 6 ones = _____
- 2 hundreds, 8 tens, 5 ones = _____
- 8 tens, 8 ones = _____
- 1 hundred, 5 tens, 2 ones = _____
- 5 hundreds, 5 tens, 3 ones = _____

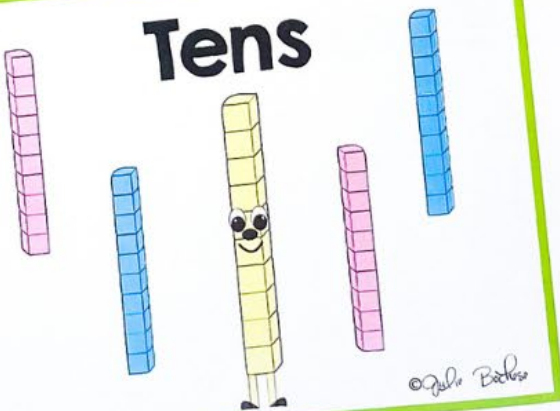




Digit

23

Tens



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The Base Ten Beat



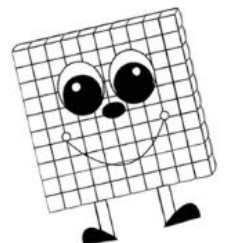
If you want to learn to count, come and have some fun
Let the place value family show you how it's done with the

Base 10 base 10
Ones tens and hundreds
Base 10 base 10
That's how we do our countin'!



Well Ollie is one unit
Who counts from one to nine
And Tammy Ten continues on
Adding a ten to the left side
Now after 99, we meet Hank Hundred
This base 10 system is how we count our numbers

10 ones equal one ten
And ten tens equal one hundred
Every time you come to a nine
You will move to the next 10 each time!
No need to worry about a number that might be new
Know 1-9 and base 10 will always help you through!





Name: Joshua Date: 8-15

PLACE VALUE QUIZ

Write the number:

1. 455

2. 203

Draw the place value blocks to show the number:

3. 635

4. 357

5. How many tens in 97? 7

6. How hundreds in 856? 8

7. How many ones in 600? _____

8. Write the number that has 4 hundreds, 8 tens, and 3 ones: _____

9. Write the number that has 7 hundreds, 0 tens, and 4 ones: _____

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PLACE VALUE

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Place Value

Place value is a foundational skill that many other mathematics skills build off. This is why it is critical for second graders to build a strong grasp of place value and expand upon the place value work they did in first grade. I recommend beginning the year with place value. During your place value unit, it is very important to use plenty of manipulatives, such as base ten blocks or connecting cubes, to help students build a solid foundation.

In this unit, students will first develop an understanding of base 10 and bundling. As students gain confidence with counting 3-digit numbers, they will begin working to identify numbers based on their place value understanding. The unit will then challenge students to create numbers with place value block representations and write 3-digit numbers from place value block representations.

Students will be challenged to think about place value from different angles and practice interpreting place value in a variety of ways. Students will identify 3-digit numbers using place value blocks and 3-digit numbers from place value block representations. Students will feel confident and prepared to build upon their place value understanding throughout the rest of the year.

Place Value

Day 1: Introduce Place Value

Mini Lesson: Introduce the purpose of the lesson today: to understand base ten and place value.

- Introduce the unit vocabulary.
- Introduce the “Base Ten Beat” song and video.
- Introduce the “Place Value” Anchor Chart.
- Using place value blocks, show students the ones, tens, and hundreds blocks. Be sure to focus on the hundreds block because this is new for students. Narrate how each block goes into one another; “a tens block is 10 ones, a hundreds block is 10 tens.”
- Remind students of the work they did in first grade with place value blocks and base ten. Remind them of the skip counting with tens and mention that you can do this with hundreds blocks as well.
- Build a 3-digit number with the place value blocks. Narrate as you count the place value blocks to identify the number. Narrate as you write the number, beginning with the hundreds place, then the tens, then the ones. Repeat this 2 more times for students.

Guided Practice: Build 3 numbers using the place value blocks. For each number, as a class, skip count to identify the number and write it correctly.

Independent Practice: Students complete the mini-book.

Day 2: Matching Place Value up to 500

Mini Lesson: Introduce the purpose of the lesson today: to identify a number in place value blocks.

- Review the unit vocabulary, the song, and the “Place Value” Anchor Chart.
- Explain to students that today they will be looking at 3-digit numbers to match them with their place value blocks.
- Model and narrate as you solve the “Model Day 2 Task Cards.” Model looking at the number, and then looking at the place value block options and counting them to help identify the correct match.

Day 2 continued . . .

Guided Practice: As a class, solve the matching problems on the “Guided Practice Day 2 Task Cards.”

Independent Practice: Students complete the “Place Value Match to 500” worksheet.

Day 3: Matching Place Value up to 1000

Mini Lesson: Introduce the purpose of the lesson today: to identify a number in place value blocks.

- Review the unit vocabulary, the song, and the “Place Value” Anchor Chart.
- Remind students of the work they did the day before on matching a number with its place value blocks. Explain that today they will be doing the same thing but with slightly bigger numbers.
- Model and narrate as you solve the “Model Day 3 Task Cards.” Model looking at the number, and then looking at the place value block options and counting them to help identify the correct match.
- Teach students the “Place Value Match” game.

Guided Practice: Students will work in pairs or small groups to play the “Place Value Match” game.

Independent Practice: Students complete the “Place Value Match to 1,000” worksheet.

Day 4: Writing Numbers from Place Value Blocks

Mini Lesson: Introduce the purpose of the lesson today: to identify a number based on place value blocks.

- Review the unit vocabulary, the song, and the “Place Value” Anchor Chart.
- Using the “Place Value Mat,” build a 3-digit number. Narrate as you count each box and identify the number for each place value spot. Repeat this with 2 additional numbers.

Day 4 continued . . .

Guided Practice: Build a number with place value blocks on your “Place Value Mat.” As a class, work together to count and identify the number for each place value box. Repeat with 2 additional numbers.

Independent Practice: Students complete the “Write It Place Value Chart” worksheet.

Day 5: Drawing Place Value Blocks from Numbers

Mini Lesson: Introduce the purpose of the lesson today: to create a number using place value blocks.

- Review the unit vocabulary, the song, and the “Place Value” Anchor Chart.
- Using the “Place Value Mat,” write a 3-digit number in the boxes below. Narrate as you identify the number in each box and build that number with its correct place value blocks. Repeat this with 2 additional numbers. **if students will not be using place value blocks for their independent practice, make sure you show them how to draw their place value blocks.*

Guided Practice: Write up 3 different numbers to build with place value blocks. For each number, as a class, build the number using the place value blocks. If students have their own set of blocks, you can all build the numbers together.

Independent Practice: Students complete the “Draw It Place Value Chart” worksheet.

Day 6: Use Place Value to Decipher Word Problems.

Mini Lesson: Introduce the purpose of the lesson today: to use what we know about place value to build a number from a word problem.

- Review the unit vocabulary, the song, and the “Place Value” Anchor Chart.
- Read through the number descriptions on the “Model Day 6 Problems” page. As you read the problem, break it down by place value and build the number using place value blocks. Then write the number out correctly. Repeat this with all the number descriptions. Be sure to narrate as you decipher the words and organize the place value.

Day 6 continued . . .

Guided Practice: Teach students the “What Number Am I?” game. In pairs or small groups, have students work on the game.

Independent Practice: Students complete the “What Number Am I?” worksheet.

Day 7: Review

Mini Lesson: Introduce the purpose of the lesson today: to practice everything we know about place value.

- Review the unit vocabulary, the song, and the “Place Value” Anchor Chart.
- Remind students of the work they have been doing the last several days on place value.
- Introduce the “Place Value Scoot” activity.

Guided/Independent Practice: Students work on the Place Value Scoot.

Day 8: Place Value

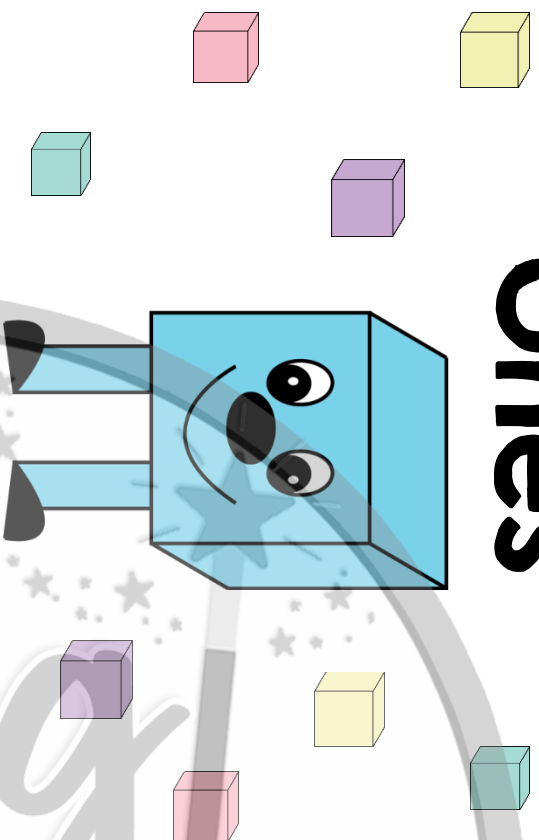
Mini Lesson: Introduce the purpose of the lesson today: to understand and use place value.

- Review the unit vocabulary, the song, and the “Place Value” Anchor Chart.

Guided Practice: Optional to have students play the “What Number Am I?” game and the “Place Value Match” game for review.

Independent Practice: Place Value Quiz.

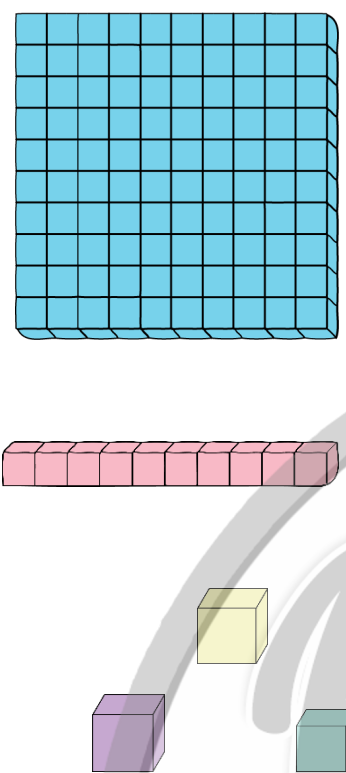
Ones



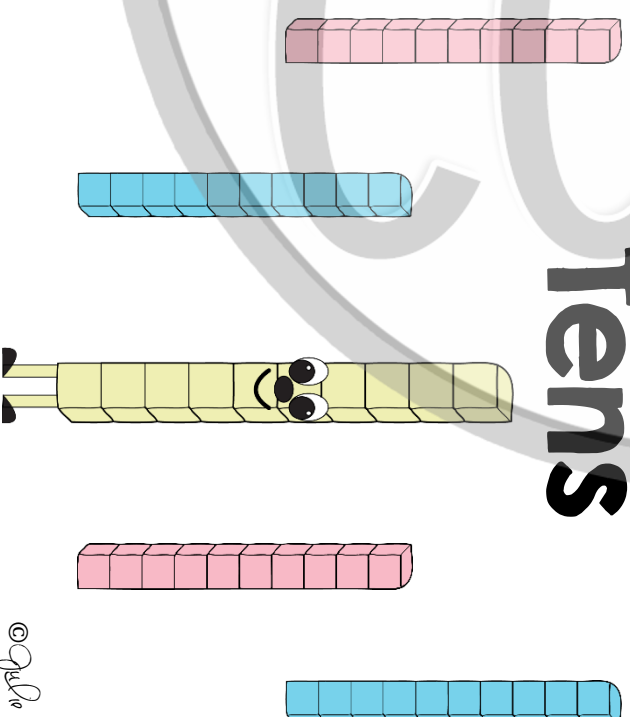
Digit



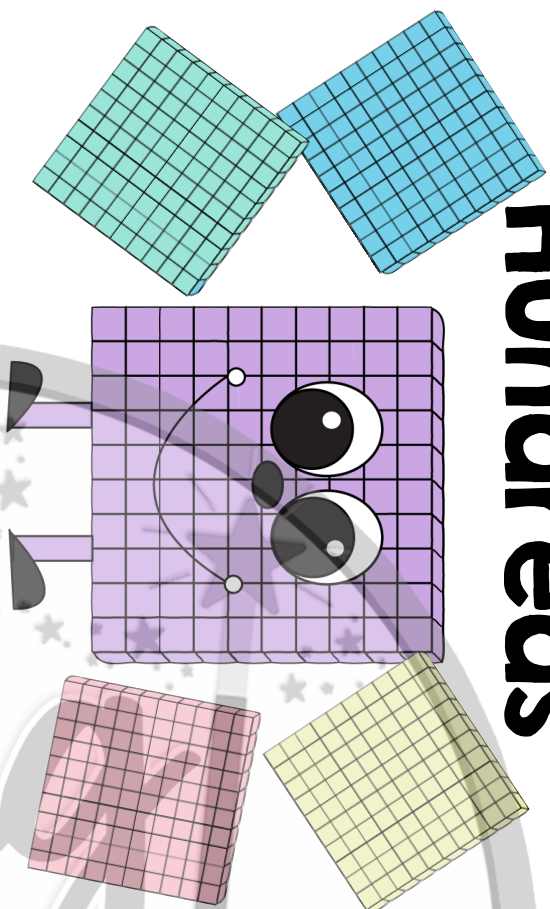
Place Value Blocks



Tens



Hundreds



The Base Ten Beat

If you want to learn to count, come and have some fun
Let the place value family show you how it's done with the

Base 10 base 10

Ones tens and hundreds

Base 10 base 10

That's how we do our countin'!

Well Ollie is one unit

Who counts from one to nine

And Tammy Ten continues on

Adding a ten to the left side

Now after 99, we meet Hank Hundred

This base 10 system is how we count our numbers

10 ones equal one ten

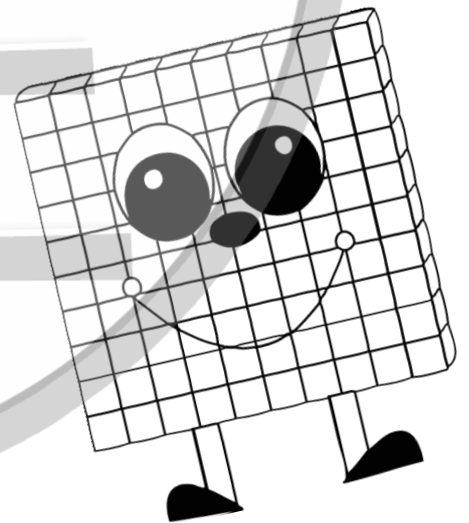
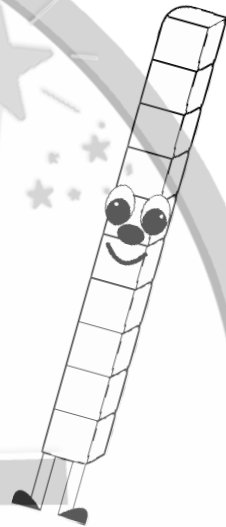
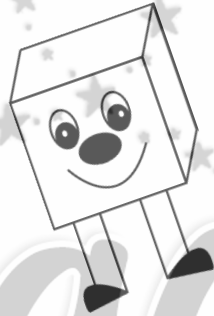
And ten tens equal one hundred

Every time you come to a nine

You will move to the next 10 each time!

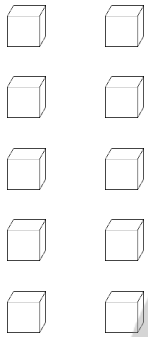
No need to worry about a number that might be new

Know 1-9 and base 10 will always help you through!

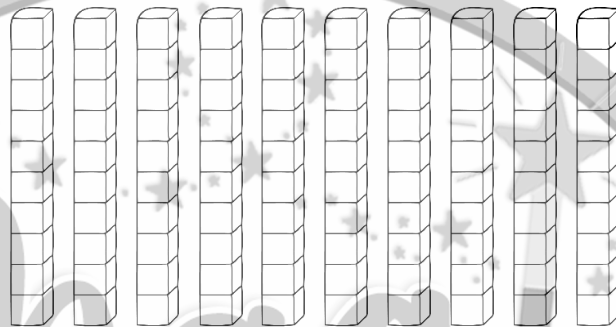


Place Value

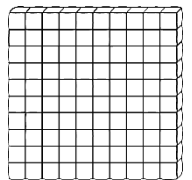
Three digits of a three-digit number represent amounts of hundreds, tens, and ones!



=



=



10 ones = 1 ten

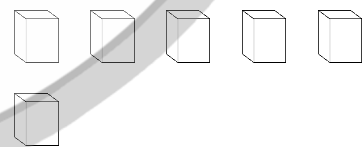
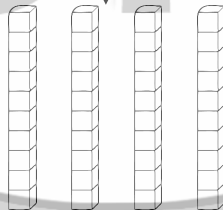
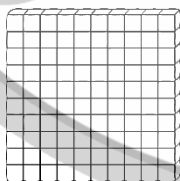
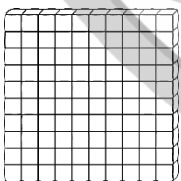
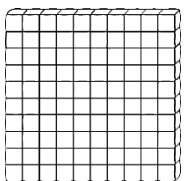
10 tens = 1 hundred

3 4 6

hundreds

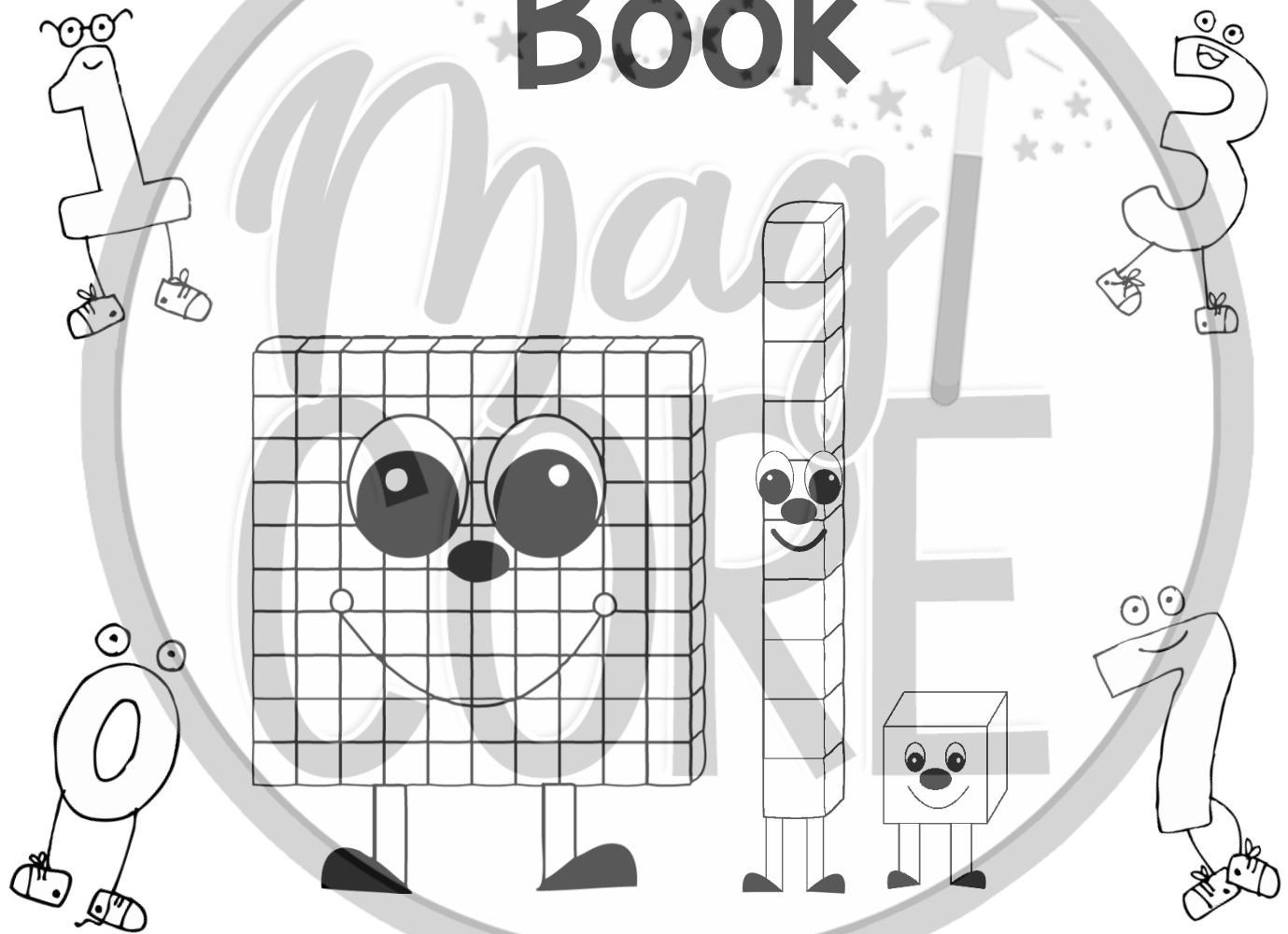
tens

ones



3 hundreds, 4 tens, 6 ones.

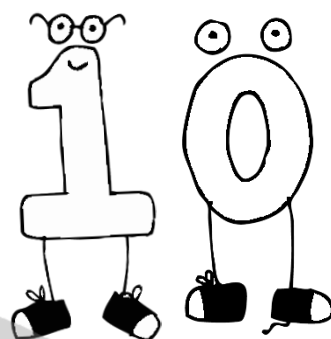
My Place Value Book



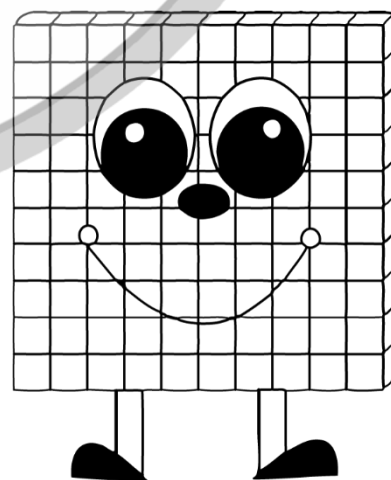
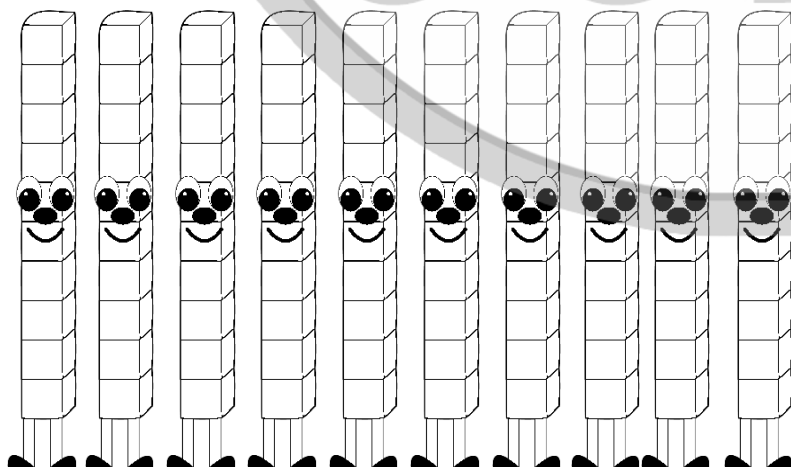
By: _____

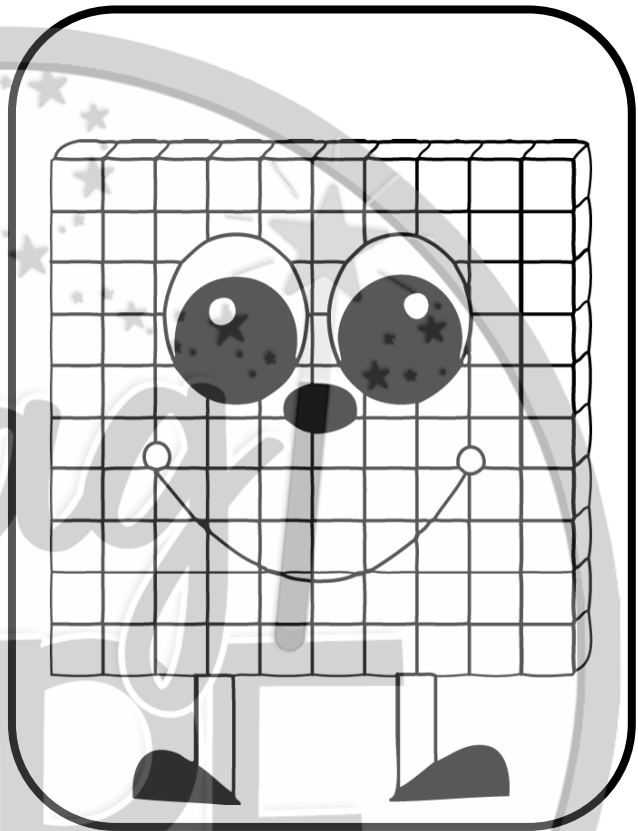
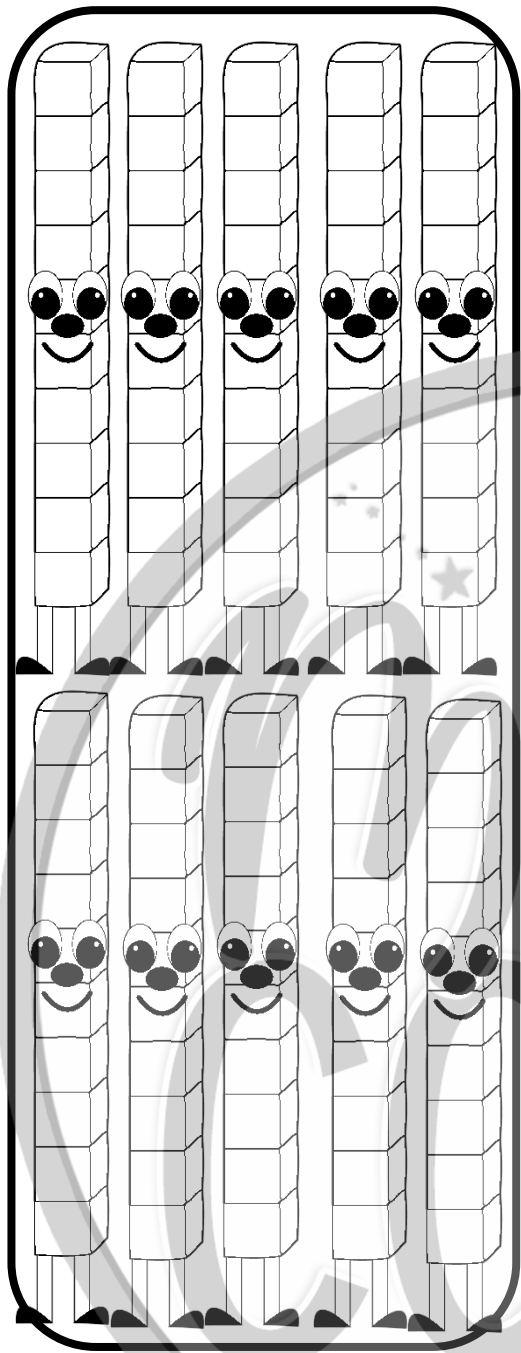
Date: _____

Meet Mr.



When Mr.  gets together with his 9 friends, he can form a bundle...





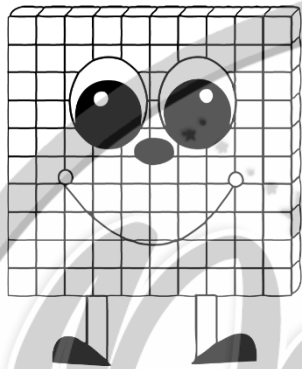
tens



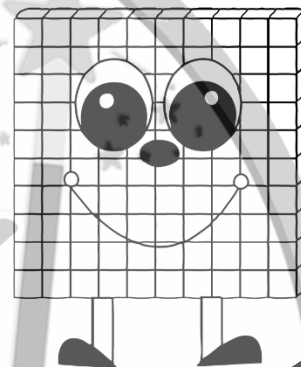
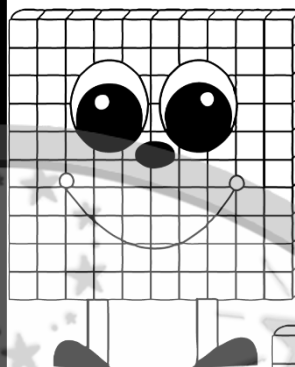
hundred

----- tens equal ----- hundreds

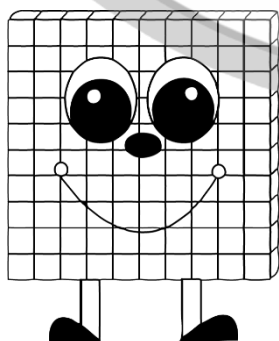
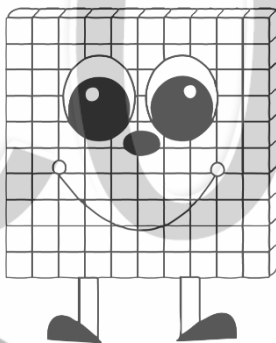
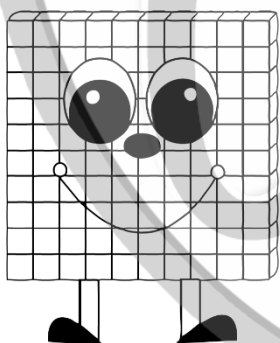
1 hundred, 0 tens, 0
ones=_____



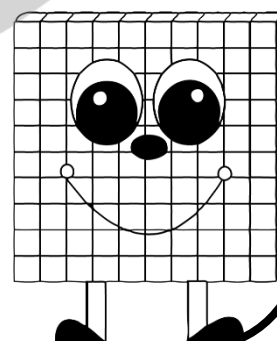
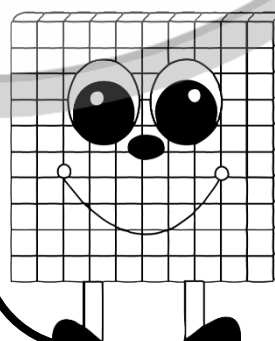
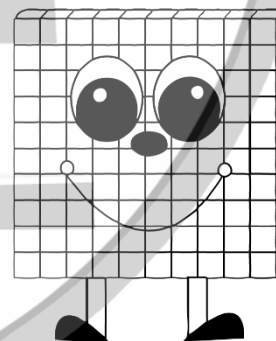
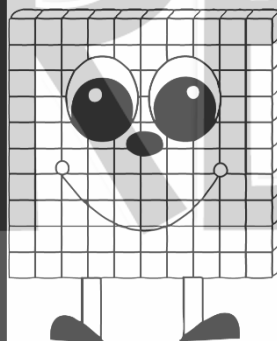
2 hundreds, 0 tens, 0
ones=_____



3 hundreds, 0 tens, 0
ones=_____



4 hundreds, 0 tens, 0
ones=_____

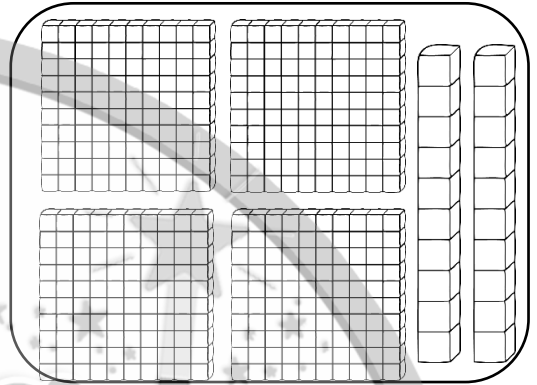


Name: _____ Date: _____

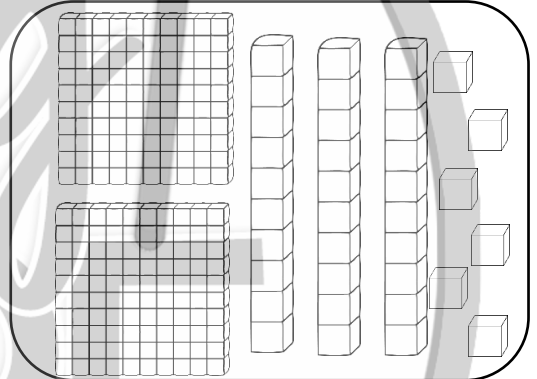
PLACE VALUE MATCH TO 500

Match the number to the place value blocks.

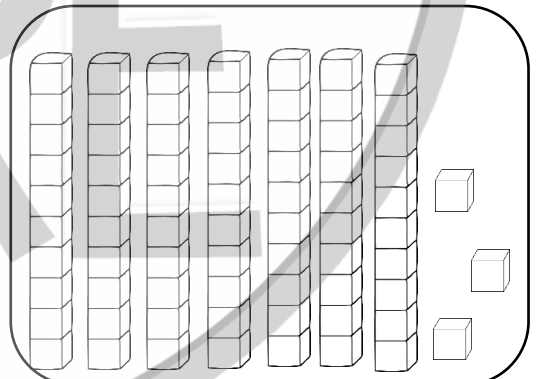
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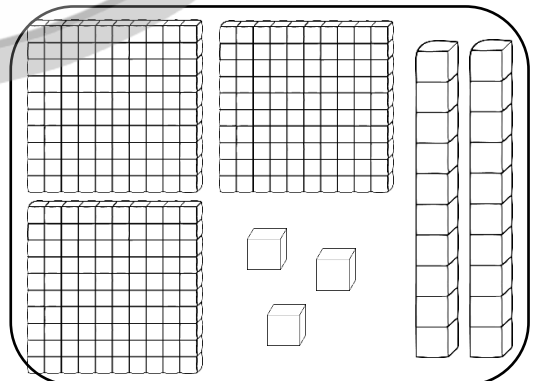
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420



236



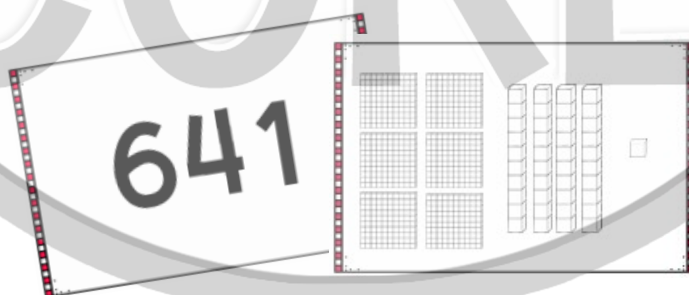
Place Value Match Game

Directions:

1. Print cards.
2. Laminate and cut out.
3. Assemble all cards in a large Ziploc bag.
4. This game is meant to be played like memory. Have students place all the cards face down. Students take turns flipping over two cards; if they flip a matching number and place value blocks, they keep the match. If it is not a match, they turn the cards back over. Once all the matches have been found, the player with the most matches win.

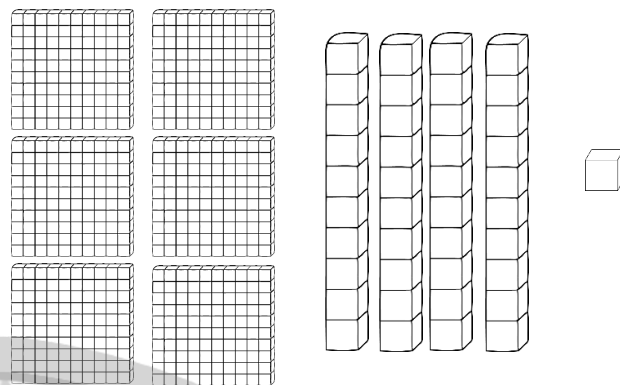
Label

Place Value Match Game

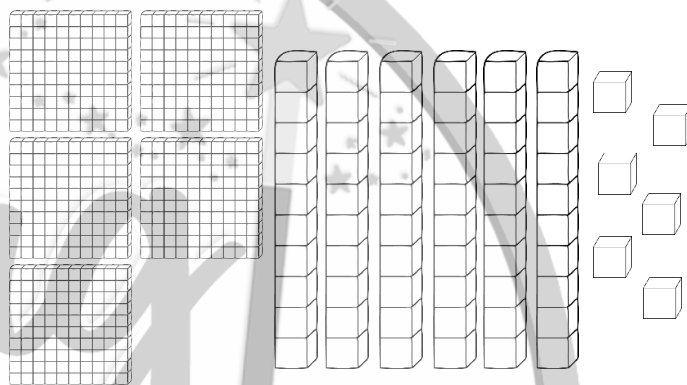


Directions: Take turns flipping two cards looking for a number and place value block match. If you find a match, keep the match. If it is not a match, turn the cards back over and go to the next player.

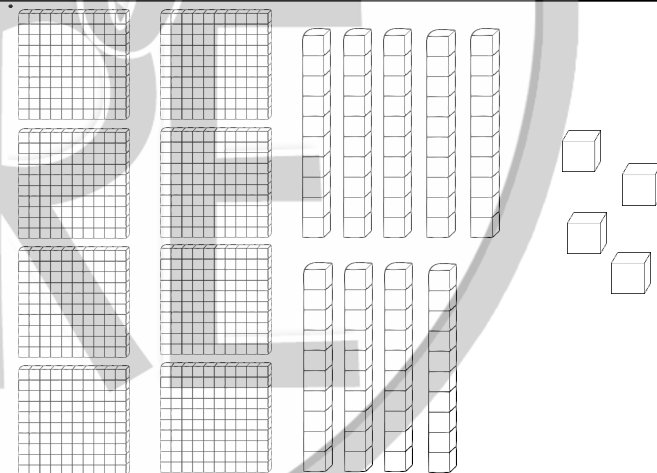
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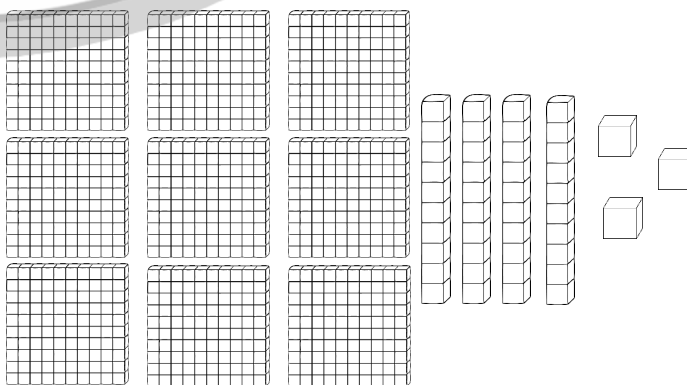
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894



943

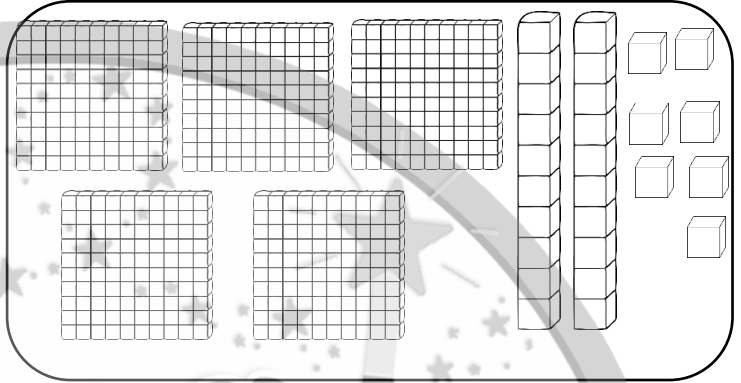


Name: _____ Date: _____

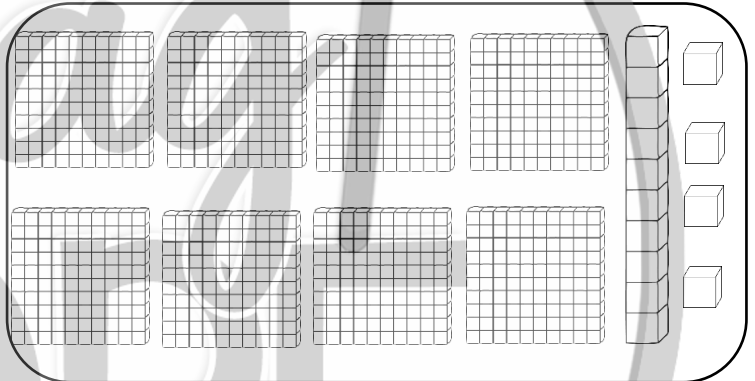
PLACE VALUE MATCH TO 1,000

Match the number to the place value blocks.

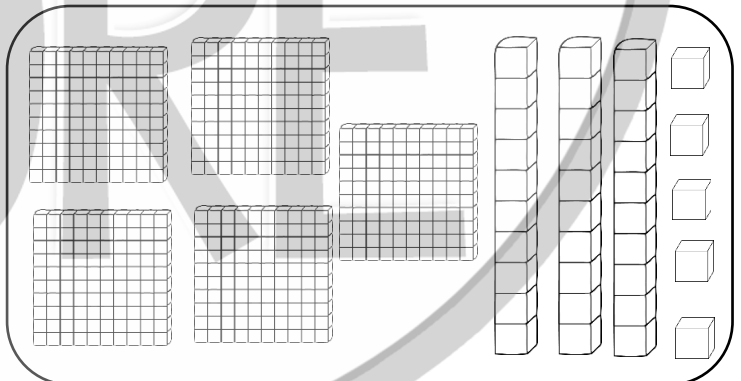
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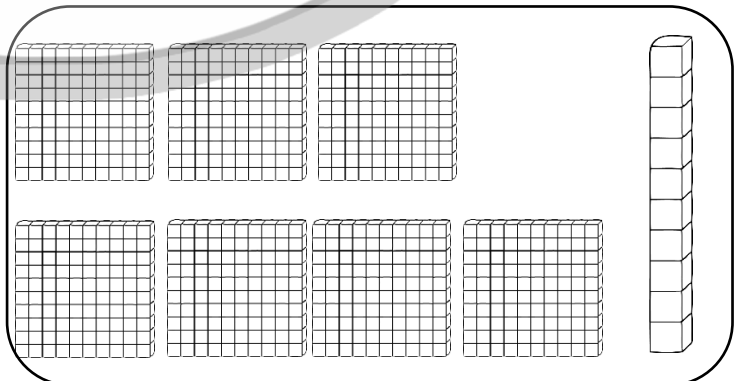
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535



527

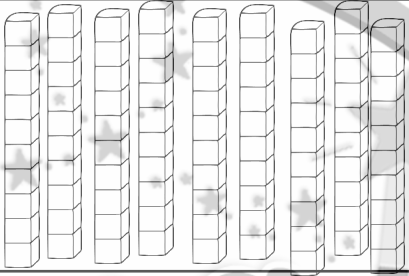
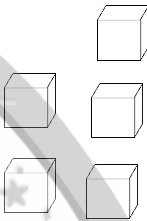


Name: _____ Date: _____

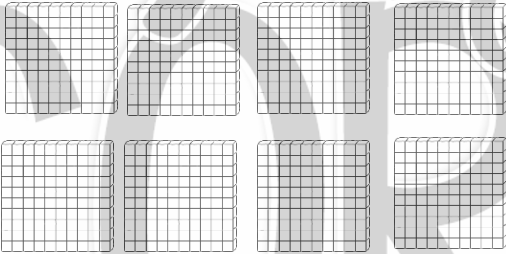
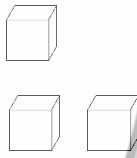
WRITE IT PLACE VALUE CHART

Write the correct digit in the hundreds, tens, and ones columns.

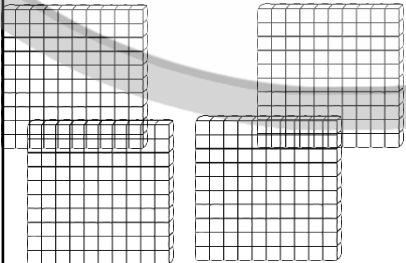
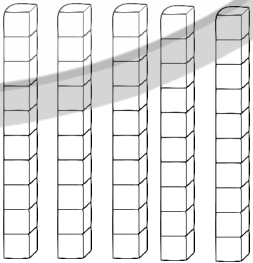

1.

	Hundreds	Tens	Ones
Place Value Blocks			
Digit			

2.

	Hundreds	Tens	Ones
Place Value Blocks			
Digit			

3.

	Hundreds	Tens	Ones
Place Value Blocks			
Digit			

Name: _____ Date: _____

DRAW IT PLACE VALUE CHART

Draw the correct place value blocks in the hundreds, tens, and ones columns.

1.

	Hundreds	Tens	Ones
Place Value Blocks			
Digit	9	8	1

2.

	Hundreds	Tens	Ones
Place Value Blocks			
Digit		9	9

3.

	Hundreds	Tens	Ones
Place Value Blocks			
Digit	5	4	7

What Number Am I? Game

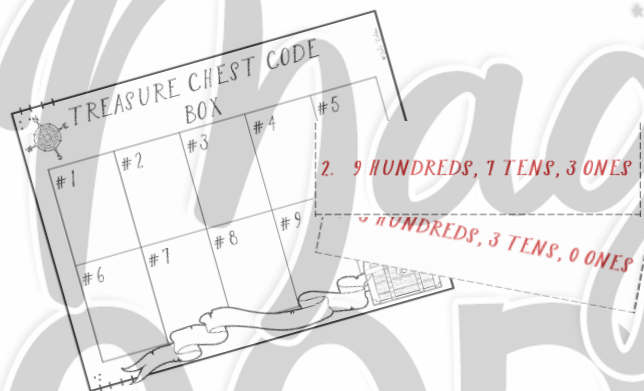
Preparation directions:

1. Print out all the game pages. Make copies of each color version as needed.
2. Remove the Treasure Chest Answer Key pages and keep them in a teacher-only folder (you will need these to check student work).
3. Laminate a Treasure Chest Code Box page to go with each version of the game.
4. Laminate and cut out each color version's code cards. Make sure to keep everything together by color.
5. Assemble the game by putting all the red code cards and a Treasure Chest Code Box page in a Ziploc bag. Do this for the green version and the blue version.

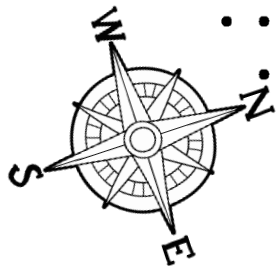
For this activity, students will work in small groups or pairs. They need to solve the Treasure Chest Code in order to beat the game! Students will solve each description card in order and fill in their code box with the correct numbers. Once the team or pairs think they have uncovered their code, they can come to check with the teacher. If their code is correct, they have beat the game! If their code is incorrect, have them go back and keep trying.

This activity comes with 3 variations. This way, if a group of students plays the red version one day, they can play the green or blue version another day so the code will be different. As you check a group's code, make sure you are checking the right color answer key; i.e., if a group is solving the red cards, you need to check the RED treasure box code sheet for the right answers.

WHAT NUMBER AM I? GAME



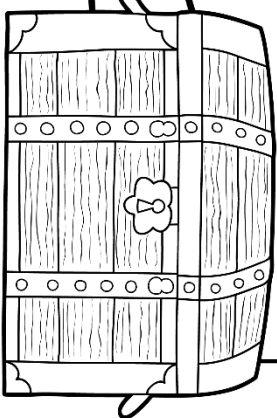
Directions: Decode each number card. Read the cards in order, starting with #1. Write the number that is being described with the words in the corresponding number box on your Treasure Chest Code Box sheet. Once you have all the numbers in the code, show your teacher. If your code is correct, you have beat the game!



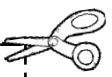
TREASURE CHEST

CODE BOX

# 1	# 2	# 3	# 4	# 5
# 6	# 7	# 8	# 9	# 10



RED VERSION CODES



1. 2 HUNDREDS, 5 TENS, 1 ONE 6. 7 HUNDREDS, 2 TENS, 5 ONES

2. 9 HUNDREDS, 7 TENS, 3 ONES 7. 5 HUNDREDS, 6 TENS, 3 ONES

3. 3 HUNDREDS, 3 TENS, 0 ONES 8. 5 HUNDREDS, 0 TENS, 8 ONES

4. 2 HUNDREDS, 1 TEN, 1 ONE 9. 8 HUNDREDS, 4 TENS, 7 ONES

5. 9 HUNDREDS, 2 TENS, 1 ONE 10. 6 HUNDREDS, 8 TENS, 4 ONES

Name: _____ Date: _____

WHAT NUMBER AM I?

Write the number that is represented by words.

1. 4 hundreds, 6 tens, 0 ones = _____

2. 2 hundreds, 8 tens, 2 ones = _____

3. 4 tens, 8 ones = _____

4. 9 hundreds, 5 tens, 1 one = _____

5. 1 hundred, 5 tens, 7 ones = _____

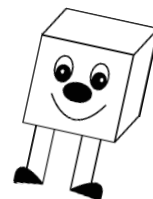
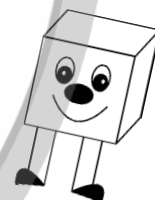
6. 8 hundreds, 0 tens, 6 ones = _____

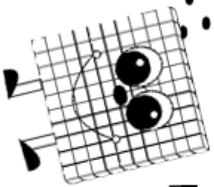
7. 5 hundreds, 9 tens, 0 ones = _____

8. 6 tens, 4 ones = _____

9. 7 hundred, 3 tens, 8 ones = _____

10. 3 hundreds, 2 tens, 4 ones = _____

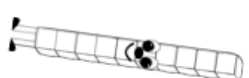




Name: _____ Date: _____

PLACE VALUE SCOOT

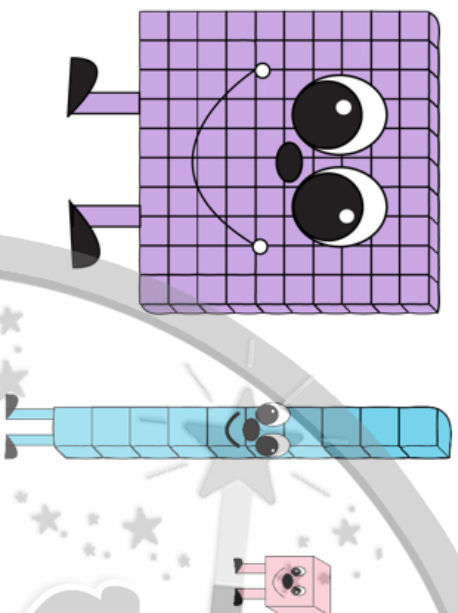
Directions: Record your answer to each card on the box that matches the card number.



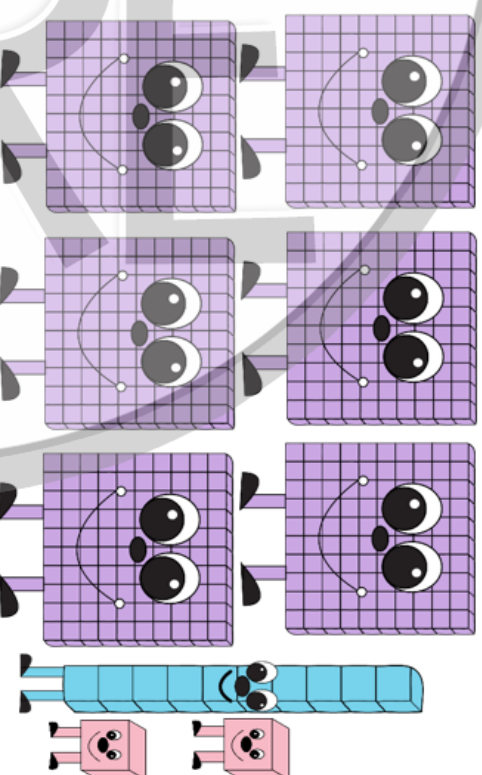
1.	2.	3.	4.	5.	6.	7.
8.	9.	10.	11.	12.	13.	14.
15.	16.	17.	18.	19.	20.	21.
22.	23.	24.	25.	26.	27.	28.

Score: _____ /28

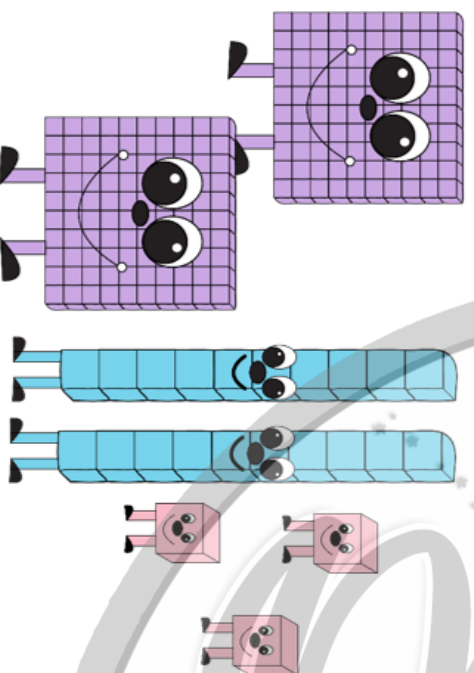
1. What is the value of these place value blocks?



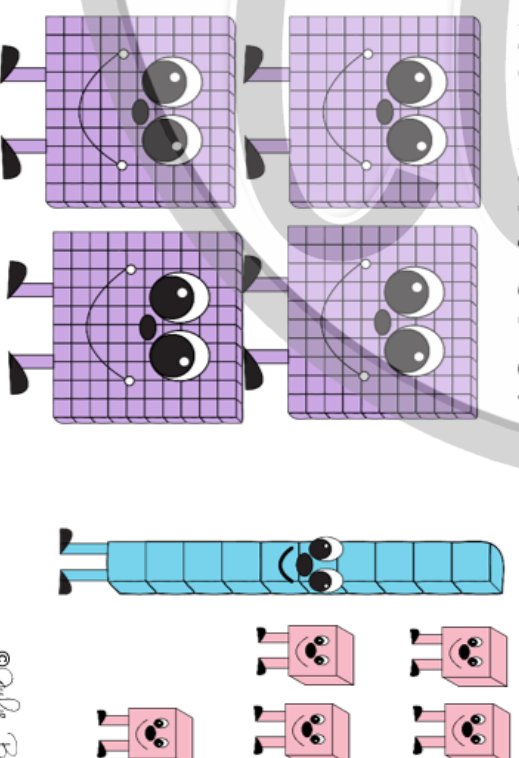
2. What is the value of these place value blocks?



3. What is the value of these place value blocks?



4. What is the value of these place value blocks?



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