



Name \_\_\_\_\_

7

## 2<sup>nd</sup> Grade Math Remote Learning Packet

### Week 7



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Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

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(Parent Signature)

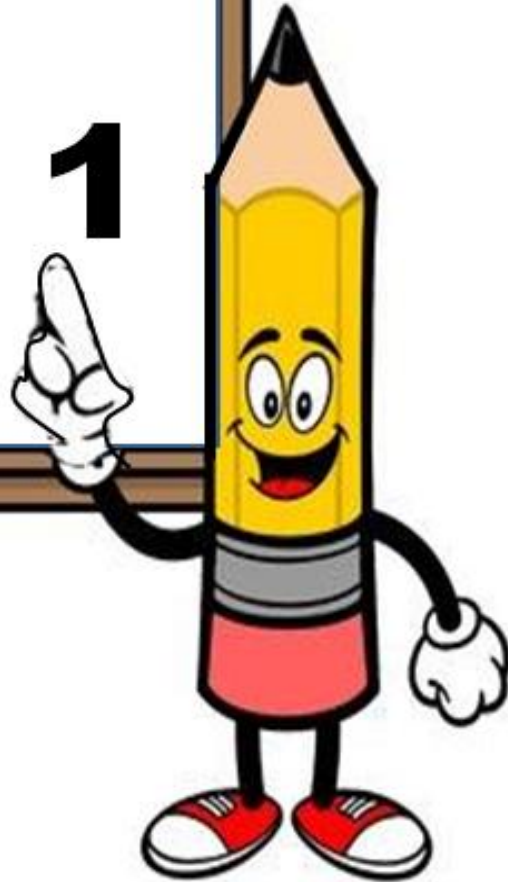
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(Date)

Parents please note that all academic are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



**Day # 1**



Name \_\_\_\_\_ Week 7 Day 1 Date: \_\_\_\_\_

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**Module 3 Lesson 5 Problem Set**

Your teacher will tell you a number to write in each box. In a whisper voice, say each number in word form. Use number bonds to show how many ones, tens, and hundreds are in the number.

A large empty grid for writing answers, consisting of a vertical line and a horizontal line intersecting at the center.

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**Module 3 Lesson 5 Problem Set Continued**

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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**Module 3 Lesson 5 Exit Ticket**

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:*

200    60    3

2 hundreds 6 tens 3 ones

\_\_\_\_\_

b. 330

\_\_\_\_\_

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### Module 3 Lesson 5 Homework

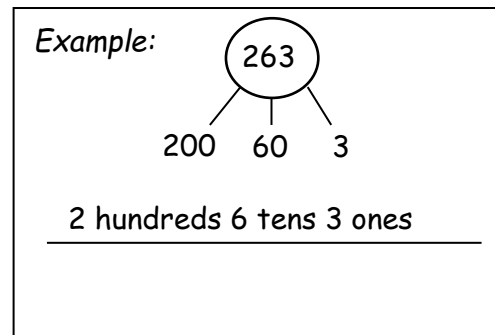
2. What is the value of the 9 in 

9	5	4
---	---	---

 ? \_\_\_\_\_

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

c. 333



\_\_\_\_\_

d. 330

\_\_\_\_\_

e. 303

\_\_\_\_\_

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**Module 3 Lesson 5 Homework Continued**

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

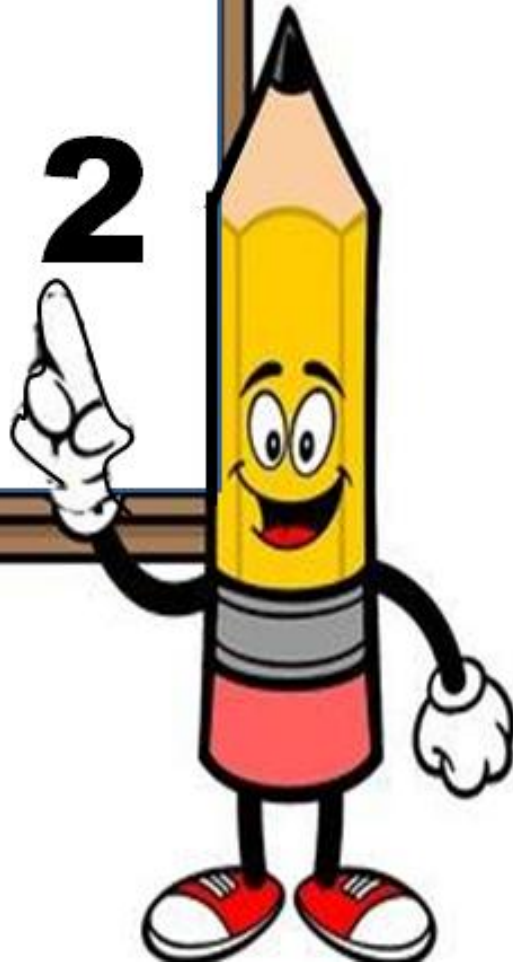
d. 7 hundreds 1 one = 701

e. 1 hundred 1 ten = 101

f. 7 hundreds 1 ten = 71



**Day # 2**





Name \_\_\_\_\_ Week 7 Day 2 Date: \_\_\_\_\_

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**Module 3 Lesson 6 Problem Set**

Write each number in expanded form, separating the total value of each of the units.

1. 231

2. 312

3. 527

4. 752

5. 201

6. 310

7.507

8.750

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**Module 3 Lesson 6 Problem Set Continued**

Write the answer in number form.

7.  $2 + 30 + 100 =$

8.  $300 + 2 + 10 =$

9.  $50 + 200 + 7 =$

10.  $70 + 500 + 2 =$

11.  $1 + 200 =$

12.  $100 + 3 =$

13.  $700 + 5 =$

14.  $7 + 500 =$

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**Module 3 Lesson 6 Exit Ticket**

1. Write in number form.

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

b.  $500 + 70 + 6 =$  \_\_\_\_\_

c. \_\_\_\_\_  $= 9 + 300 + 10$

d.  $300 + 82 =$  \_\_\_\_\_

2. Write in expanded form.

a.  $274 =$  \_\_\_\_\_

b.  $135 =$  \_\_\_\_\_

c.  $310 =$  \_\_\_\_\_

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### Module 3 Lesson 6 Homework

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 |

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**Module 3 Lesson 6 Homework Continued**

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

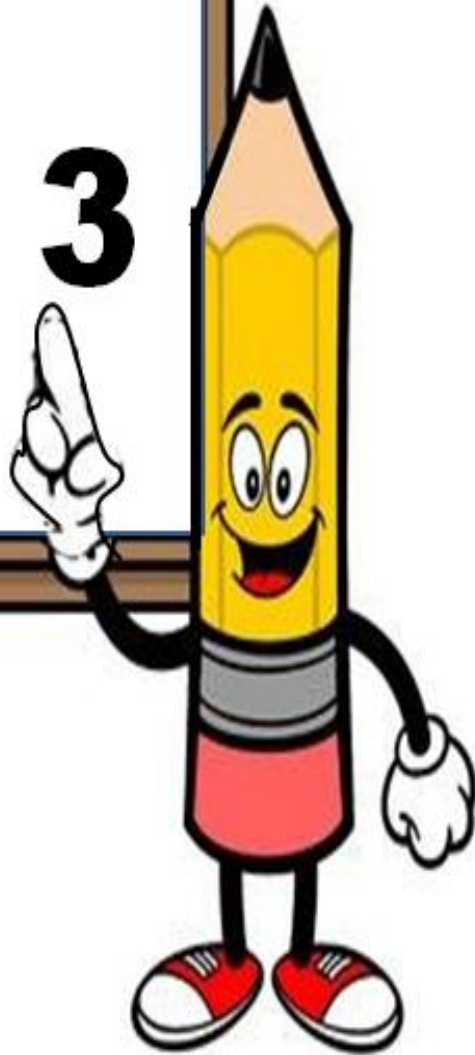
b.  $355 =$  \_\_\_\_\_

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

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



**Day # 3**



Name \_\_\_\_\_ Week 7 Day 3 Date: \_\_\_\_\_

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**Module 3 Lesson 7 Sprint A**

Number Correct: \_\_\_\_\_

1.	$20 + 1 =$	
3.	$20 + 2 =$	
5.	$20 + 3 =$	
7.	$20 + 9 =$	
9.	$30 + 9 =$	
11.	$40 + 9 =$	
13.	$80 + 9 =$	
15.	$40 + 4 =$	
17.	$50 + 5 =$	
19.	$10 + 7 =$	
21.	$20 + 5 =$	
23.	$200 + 30 =$	
25.	$300 + 40 =$	
27.	$400 + 50 =$	
29.	$500 + 60 =$	
31.	$600 + 70 =$	
33.	$700 + 80 =$	
35.	$200 + 30 + 5 =$	
37.	$300 + 40 + 5 =$	
39.	$400 + 50 + 6 =$	

2.	$400 + 20 + 5 =$	
4.	$200 + 60 + 1 =$	
6.	$200 + 1 =$	
8.	$300 + 1 =$	
10.	$400 + 1 =$	
12.	$500 + 1 =$	
14.	$700 + 1 =$	
16.	$300 + 50 + 2 =$	
18.	$300 + 2 =$	
20.	$100 + 10 + 7 =$	
22.	$100 + 7 =$	
24.	$700 + 10 + 5 =$	
26.	$700 + 5 =$	
28.	$300 + 40 + 7 =$	
30.	$300 + 7 =$	
32.	$500 + 30 + 2 =$	
34.	$500 + 2 =$	
36.	$2 + 500 =$	
38.	$2 + 600 =$	
40.	$2 + 40 + 600 =$	

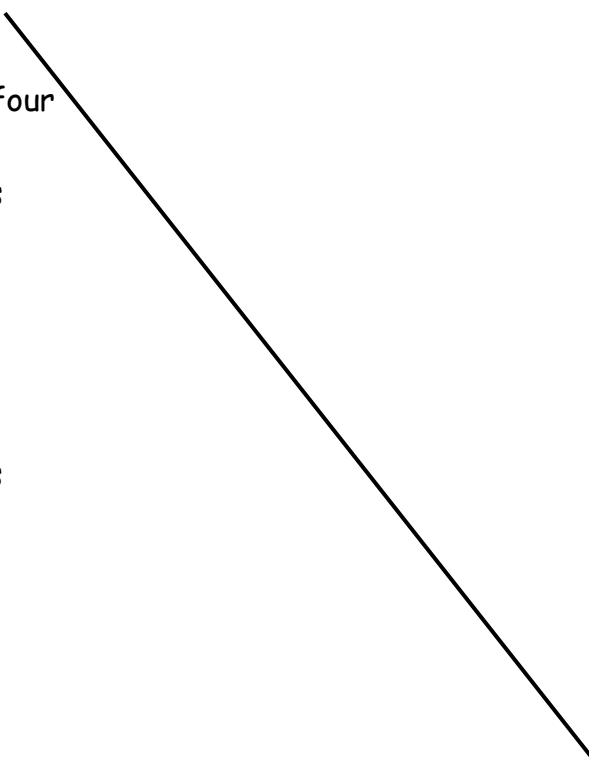
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### Module 3 Lesson 7 Problem Set

Match the word form or unit form with standard form. Problem A is done for you as an example.

- |                               |       |
|-------------------------------|-------|
| a. Two hundred thirty-four    | ● 204 |
| b. Three hundred seventy-four | ● 930 |
| c. 7 hundreds 6 tens 3 ones   | ● 470 |
| d. Two hundred four           | ● 763 |
| e. Four hundred two           | ● 650 |
| f. 3 ones 7 hundreds 4 tens   | ● 903 |
| g. Four hundred seventy       | ● 123 |
| h. 9 hundreds 3 ones          | ● 673 |
| i. 3 ones 7 tens 6 hundreds   | ● 234 |
| j. 1 ten 2 hundreds 3 ones    | ● 374 |
| k. 5 tens 6 hundreds          | ● 402 |
| l. Nine hundred thirty        | ● 743 |
| m. 12 tens 3 ones             | ● 213 |
- 



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**Module 3 Lesson 7 Problem Set Continued**

Match all the ways of expressing each number.

a.  $500 + 9$

b. 4 hundreds + 34 ones

c.  $60 + 800 + 3$

• 434

d.  $9 + 500$

e. Eight hundred sixty-three

f. 9 ones + 50 tens

• 863

g. Four hundred thirty-four

h. 86 tens + 3 ones

i.  $400 + 4 + 30$

• 509

j. 6 tens + 8 hundreds + 3 ones

k. Five hundred nine

l. 4 ones + 43 tens

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**Module 3 Lesson 7 Exit Ticket**

1. Write 842 in word form.

\_\_\_\_\_

2. Write in standard form.

a. One hundred twenty-six \_\_\_\_\_

b. Seven hundred three \_\_\_\_\_

c. Nineteen \_\_\_\_\_

d. Fifty three \_\_\_\_\_

3. What is the unit value of the 6 in 216?

\_\_\_\_\_

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**Module 3 Lesson 7 Problem Homework**

1. Write 342 in word form.

\_\_\_\_\_

2. Write in standard form.

e. Two hundred twenty-six \_\_\_\_\_

f. Eight hundred three \_\_\_\_\_

g. 5 hundreds + 56 ones \_\_\_\_\_

3.  $60 + 800 + 3$  \_\_\_\_\_

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

a. Standard form \_\_\_\_\_

b. Expanded form \_\_\_\_\_ c. Unit Form \_\_\_\_\_

Name \_\_\_\_\_ Week 7 Day 3 Date: \_\_\_\_\_

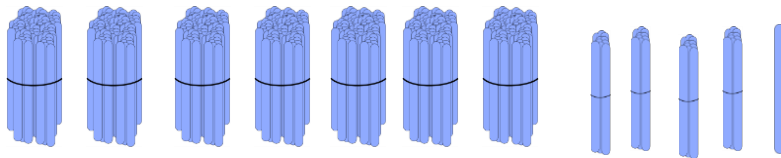
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### Module 3 Lesson 7 Problem Homework Continued

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

1.

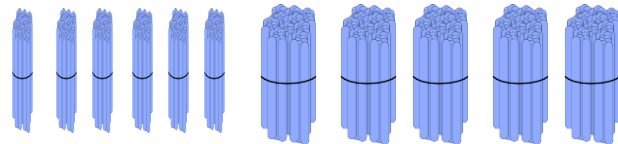


a. Standard Form \_\_\_\_\_

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

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

2.



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

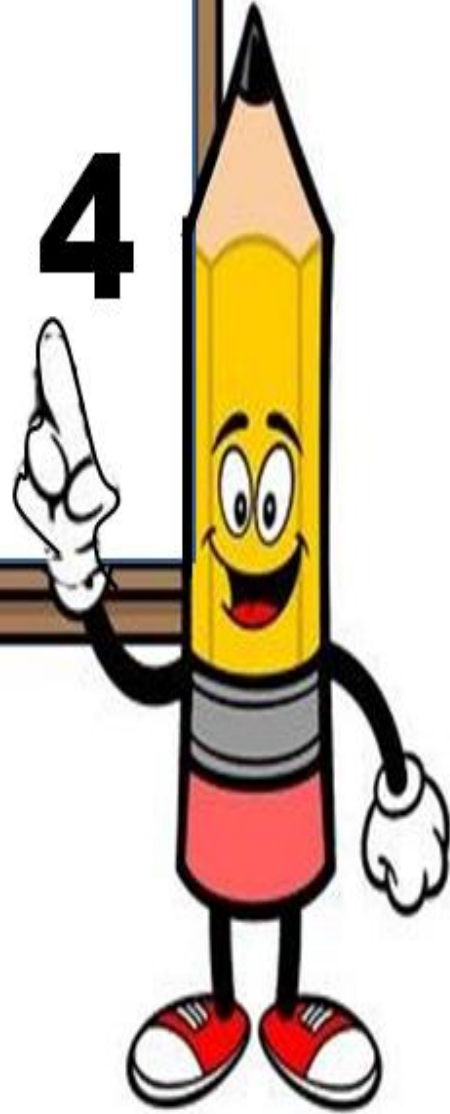
b. Expanded Form \_\_\_\_\_

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

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



**Day # 4**



Name \_\_\_\_\_ Week 7 Day 4 Date: \_\_\_\_\_

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**Module 3 Lesson 8 Problem Set**

Show each amount of money using 10 bills: \$100, \$10, and \$1 bills. Whisper and write each amount of money in expanded form. Write the total value of each set of bills as a number bond.

10 Bills

1. 


\$136 = \_\_\_\_\_

2. 


\_\_\_\_\_ = \$451

3. 


\$190 = \_\_\_\_\_

4. 


\_\_\_\_\_ = \$109

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**Module 3 Lesson 8 Problem Set Continued**

5. 


6. 


\$460 = \_\_\_\_\_

\_\_\_\_\_ = \$406

7. 


8. 


\$550 = \_\_\_\_\_

\_\_\_\_\_ = \$541

Name \_\_\_\_\_ Week 7 Day 4 Date: \_\_\_\_\_

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**Module 3 Lesson 8 Problem Set Continued**

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

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

Standard form:

\_\_\_\_\_

Expanded form:

\_\_\_\_\_



Name \_\_\_\_\_ Week 7 Day 4 Date: \_\_\_\_\_

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**Module 3 Lesson 8 Exit Ticket**

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.

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### Module 3 Lesson 8 Homework

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

Name \_\_\_\_\_ Week 7 Day 4 Date: \_\_\_\_\_

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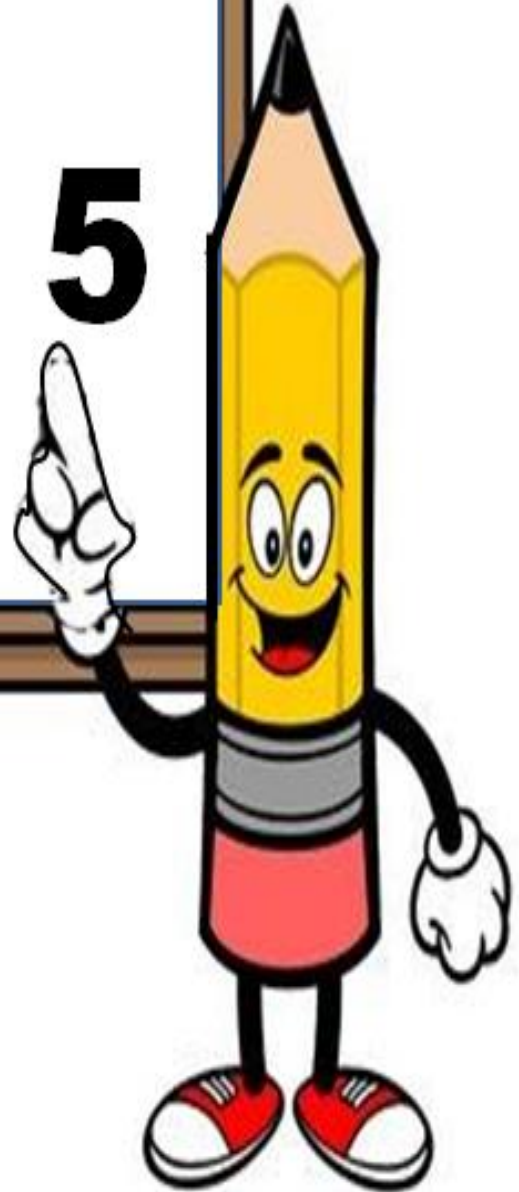
**Module 3 Lesson 8 Homework Continued**

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?



**Day # 5**



Name \_\_\_\_\_ Week 7 Day 5 Date: \_\_\_\_\_

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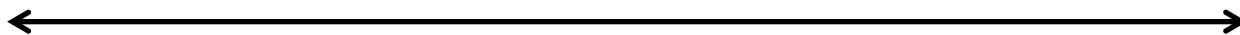
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### Module 3 Lesson 9 Problem Set

First, model the count using ones, tens, and hundreds on your place value chart. Then, record your count on the empty number line.

#### Empty Number Lines

1. 70 to 300



2. 300 to 450



3. 160 to 700



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**Module 3 Lesson 9 Problem Set Continued**

4. 700 to 870



5. 68 to 200



6. 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	\$10
\$1	\$10
\$1	\$100
\$1	\$100
\$1	\$100

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Week 7 Day 5 Date: \_\_\_\_\_

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### Module 3 Lesson 9 Exit Ticket

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

d. 

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

 e. 

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

 f. 

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

 g. 

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

\_\_\_\_\_

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

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### Module 3 Lesson 9 Homework

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



2. 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 \_\_\_\_\_

8

## 2<sup>nd</sup> Grade Math Remote Learning Packet

### Week 8



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Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

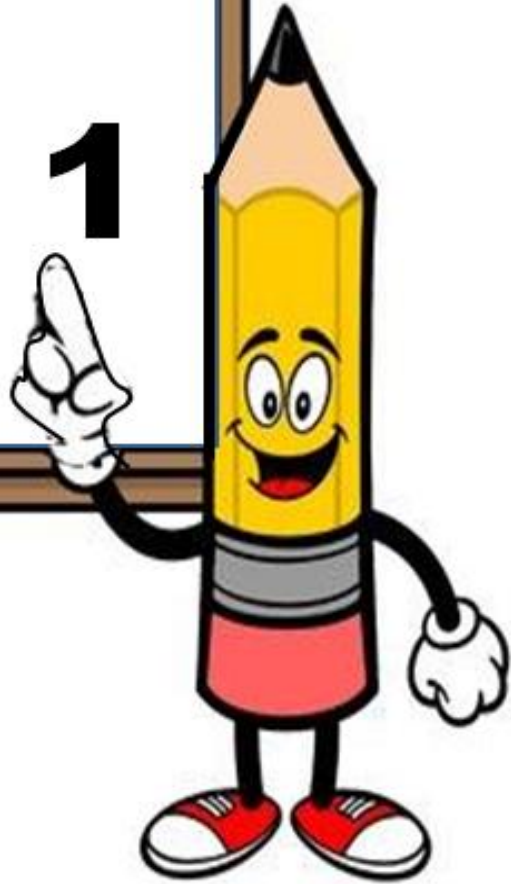
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



**Day # 1**



Name \_\_\_\_\_ Week 8 Day 1 Date: \_\_\_\_\_

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Number Correct: \_\_\_\_\_

**Module 3 Lesson 10 Sprint A**

1	$100 + 20 + 3 =$	
2	$100 + 20 + 4 =$	
3	$100 + 20 + 5 =$	
4	$100 + 20 + 8 =$	
5	$100 + 30 + 8 =$	
6	$100 + 40 + 8 =$	
7	$100 + 70 + 8 =$	
8	$500 + 10 + 9 =$	
9	$500 + 10 + 8 =$	
10	$500 + 10 + 7 =$	
11	$500 + 10 + 3 =$	
12	$700 + 30 =$	
13	$700 + 3 =$	
14	$30 + 3 =$	
15	$700 + 33 =$	
16	$900 + 40 =$	

17	$800 + 77 =$	
18	$300 + 90 + 2 =$	
19	$400 + 80 =$	
20	$600 + 7 =$	
21	$200 + 60 + 4 =$	
22	$100 + 9 =$	
23	$500 + 80 =$	
24	$80 + 500 =$	
25	$2 + 50 + 400 =$	
26	$2 + 400 + 50 =$	
27	$3 + 70 + 800 =$	
28	$40 + 9 + 800 =$	
29	$700 + 9 + 20 =$	
30	$5 + 300 =$	
31	$400 + 90 + 10 =$	
32	$500 + 80 + 20 =$	

Name \_\_\_\_\_ Week 8 Day 1 Date: \_\_\_\_\_

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Number Correct: \_\_\_\_\_

**Module 3 Lesson 10 Sprint B** Improvement: \_\_\_\_\_

Expanded Form

1.	$100 + 30 + 4 =$	
2.	$100 + 30 + 5 =$	
3.	$100 + 30 + 6 =$	
4.	$100 + 30 + 9 =$	
5.	$100 + 40 + 9 =$	
6.	$100 + 50 + 9 =$	
7.	$100 + 80 + 9 =$	
8.	$400 + 10 + 8 =$	
9.	$400 + 10 + 7 =$	
10.	$400 + 10 + 6 =$	
11.	$400 + 10 + 2 =$	
12.	$700 + 80 =$	
13.	$700 + 8 =$	
14.	$80 + 8 =$	
15.	$700 + 88 =$	
16.	$900 + 20 =$	

17	$700 + 66 =$	
18	$20090 + 4 =$	
19	$500 + 70 =$	
20	$800 + 6$	
21	$400 + 70 + 4 =$	
22	$700 + 9 =$	
23	$800 + 50 =$	
24	$50 + 800 =$	
25	$2 + 80 + 400 =$	
26	$2 + 400 + 80 =$	
27	$3 + 70 + 500 =$	
28	$60 + 3 + 800 =$	
29	$900 + 7 + 20 =$	
30	$4 + 300 =$	
31	$500 + 90 + 10 =$	
32	$600 + 80 + 20 =$	

Name \_\_\_\_\_ Week 8 Day 1 Date: \_\_\_\_\_

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### **Module 3 Lesson 10 Problem Set**

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

Work with your partner to answer Jerry's question. Explain your solution using words, pictures, or numbers. Ask yourselves: Can I draw something? What can I draw? What can I learn from my drawing? Remember to write your answer as a statement.

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### Module 3 Lesson 10 Exit Ticket

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 different from yours. Use words, pictures, or numbers to explain why that strategy also works.

Name \_\_\_\_\_ Week 8 Day 1 Date: \_\_\_\_\_

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### **Module 3 Lesson 10 Homework**

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

Think about the strategies your friends used to answer Jerry's question. Answer the problem again using a different strategy than the one you used with your partner and for the Exit Ticket. Explain your solution using words, pictures, or numbers.

Remember to write your answer as a statement.



## Math Skill Progress Assessment





**VETERAN'S DAY- NO SCHOOL**

Name \_\_\_\_\_ Week 8 Day 3 Date: \_\_\_\_\_

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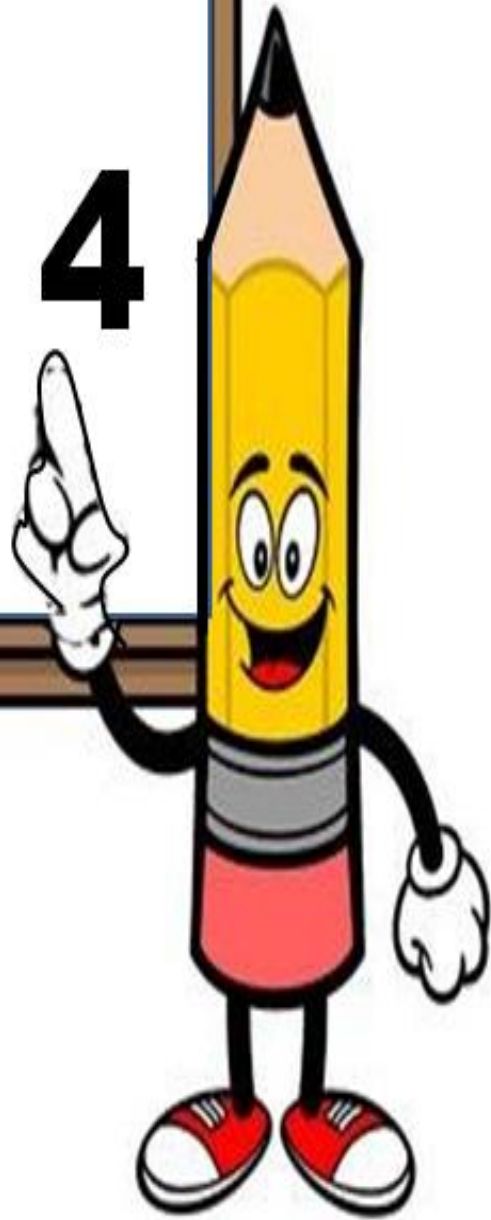
### Module 3 Review Homework

1.	$10 + 1 =$	
2.	$10 + 2 =$	
3.	$10 + 3 =$	
4.	$10 + 9 =$	
5.	$20 + 9 =$	
6.	$30 + 9 =$	
7.	$70 + 9 =$	
8.	$30 + 3 =$	
9.	$40 + 4 =$	
10.	$80 + 7 =$	
11.	$90 + 5 =$	
12.	$100 + 20 =$	
13.	$200 + 30 =$	
14.	$300 + 40 =$	
15.	$400 + 50 =$	
16.	$500 + 60 =$	
17.	$600 + 70 =$	

17.	$500 + 30 + 6 =$	
18.	$300 + 70 + 1 =$	
19.	$300 + 1 =$	
20.	$400 + 1 =$	
21.	$500 + 1 =$	
22.	$600 + 1 =$	
23.	$900 + 1 =$	
24.	$400 + 60 + 3 =$	
25.	$400 + 3 =$	
26.	$100 + 10 + 5 =$	
27.	$100 + 5 =$	
28.	$800 + 10 + 5 =$	
29.	$800 + 5 =$	
30.	$200 + 30 + 7 =$	
31.	$200 + 7 =$	
32.	$600 + 40 + 2 =$	
33.	$600 + 2 =$	



**Day # 4**



Name \_\_\_\_\_ Week 8 Day 4 Date: \_\_\_\_\_

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**A** # Correct \_\_\_\_\_

Add or subtract.

1	$2 + 1 =$		23	$8 - 2 =$	
2	$1 + 2 =$		24	$8 - 6 =$	
3	$3 - 1 =$		25	$8 + 2 =$	
4	$3 - 2 =$		26	$2 + 8 =$	
5	$4 + 1 =$		27	$10 - 2 =$	
6	$1 + 4 =$		28	$10 - 8 =$	
7	$5 - 1 =$		29	$4 + 3 =$	
8	$5 - 4 =$		30	$3 + 4 =$	
9	$8 + 1 =$		31	$7 - 3 =$	
10	$1 + 8 =$		32	$7 - 4 =$	
11	$9 - 1 =$		33	$5 + 3 =$	
12	$9 - 8 =$		34	$3 + 5 =$	
13	$3 + 2 =$		35	$8 - 3 =$	
14	$2 + 3 =$		36	$8 - 5 =$	
15	$5 - 2 =$		37	$6 + 3 =$	
16	$5 - 3 =$		38	$3 + 6 =$	
17	$5 + 2 =$		39	$9 - 3 =$	
18	$2 + 5 =$		40	$9 - 6 =$	
19	$7 - 2 =$		41	$5 + 4 =$	
20	$7 - 5 =$		42	$4 + 5 =$	
21	$6 + 2 =$		43	$9 - 5 =$	
22	$2 + 6 =$		44	$9 - 4 =$	

Name \_\_\_\_\_ Week 8 Day 4 Date: \_\_\_\_\_

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### Module 3 Lesson 11 Problem Set

1. Model the numbers on your place value chart using the fewest number of blocks or disks possible.

Partner A, use base ten blocks.

Partner B, use place value disks.

Compare the way your numbers look.

Whisper the numbers in standard form and unit form.

- a. 12
  - b. 124
  - c. 104
  - d. 299
  - e. 200
2. Take turns using the place value disks to model the following numbers using the fewest place value disks possible. Whisper the numbers in standard form and unit form.

- |        |        |
|--------|--------|
| a. 25  | f. 36  |
| b. 250 | g. 360 |
| c. 520 | h. 630 |
| d. 502 | i. 603 |
| e. 205 | j. 306 |

Name \_\_\_\_\_ Week 8 Day 4 Date: \_\_\_\_\_

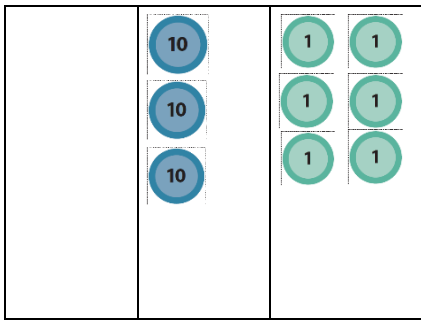
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### Module 3 Lesson 11 Problem Set Continued

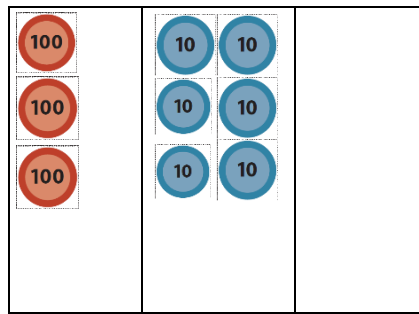
1. Tell the value of the following numbers.

a.



a. \_\_\_\_\_

b.



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 \_\_\_\_\_ Week 8 Day 4 Date \_\_\_\_\_

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### Module 3 Lesson 11 Exit Ticket

*Note:* Distribute the place value disk template. Students may cut it apart and store the place value disks in a baggie for use at home.

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	f. 53
b. 420	g. 530
c. 320	h. 520
d. 402	i. 503
e. 442	j. 55

Name \_\_\_\_\_ Week 8 Day 4 Date \_\_\_\_\_

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### Module 3 Lesson 11 Homework

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).

f. 15

g. 152

h. 102

i. 290

j. 300

2. Model the following numbers using the fewest place value disks possible. Whisper the numbers in standard form and unit form.

f. 42

f. 53

g. 420

g. 530

h. 320

h. 520

i. 402

i. 503

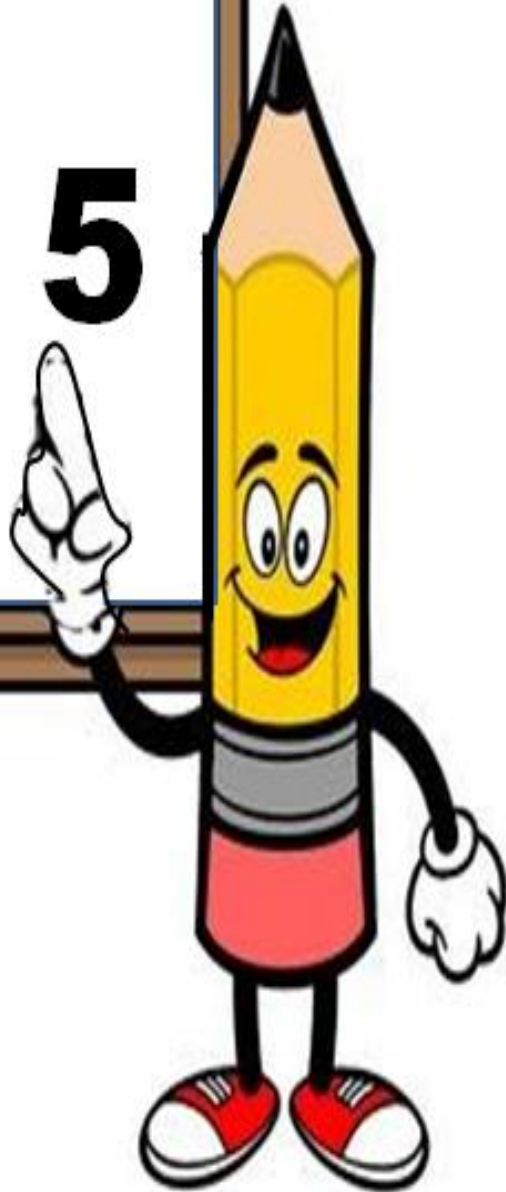
j. 442

j. 55





**Day # 5**



Name \_\_\_\_\_ Week 8 Day 5 Date \_\_\_\_\_

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### Module 3 Lesson 12 Sprint A

1.	$3 + 1 =$	
3.	$13 + 1 =$	
5.	$5 + 1 =$	
7.	$15 + 1 =$	
9.	$7 + 1 =$	
11.	$17 + 1 =$	
13.	$4 + 2 =$	
15.	$14 + 2 =$	
17.	$6 + 2 =$	
19.	$16 + 2 =$	
21.	$8 + 2 =$	
23.	$18 + 2 =$	
25.	$4 + 3 =$	
27.	$14 + 3 =$	
29.	$6 + 3 =$	
31.	$16 + 3 =$	
33.	$5 + 5 =$	
35.	$15 + 5 =$	
37.	$7 + 3 =$	

2.	$4 + 5 =$	
4.	$14 + 5 =$	
6.	$2 + 5 =$	
8.	$12 + 5 =$	
10.	$5 + 4 =$	
12.	$15 + 4 =$	
14.	$3 + 4 =$	
16.	$13 + 4 =$	
18.	$3 + 6 =$	
20.	$13 + 6 =$	
22.	$7 + 1 =$	
24.	$17 + 1 =$	
26.	$8 + 1 =$	
28.	$18 + 1 =$	
30.	$4 + 3 =$	
32.	$14 + 3 =$	
34.	$4 + 1 =$	
36.	$14 + 1 =$	
38.	$5 + 3 =$	

Name \_\_\_\_\_ Week 8 Day 5 Date \_\_\_\_\_

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**Module 3 Lesson 12 Problem Set**

Count from **582 to 700** using place value disks. Change for a larger unit when necessary.

When you counted from **582 to 700**:

Did you make a larger unit at...	<b>Yes,</b> I changed to make:	<b>No,</b> I need _____
1. 590?	1 ten    1 hundred	___ ones.  ___ tens.
2. 600?	1 ten    1 hundred	___ ones.  ___ tens.
3. 618?	1 ten    1 hundred	___ ones.  ___ tens.
4. 640?	1 ten    1 hundred	___ ones.  ___ tens.
5. 652?	1 ten    1 hundred	___ ones.  ___ tens.
6. 700?	1 ten    1 hundred	___ ones.  ___ tens.

Name \_\_\_\_\_ Week 8 Day 5 Date \_\_\_\_\_

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**Module 3 Lesson 12 Exit Ticket**

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.

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**Module 3 Lesson 12 Homework**

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...	<b>Yes,</b> I changed to make:	<b>No,</b> 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.