

Place Value to 1,000

COMMON CORE STANDARD—2.NBT.1
Understand place value.

Circle the value or the meaning of the underlined digit.

1. 3 <u>3</u> 7	3	30	300
2. 4 <u>6</u> 2	200	20	2
3. <u>5</u> 72	5	50	500
4. 5 <u>6</u> 7	7 ones	7 tens	7 hundreds
5. <u>4</u> 62	4 hundreds	4 ones	4 tens
6. <u>1</u> ,000	1 ten	1 hundred	1 thousand

Problem Solving 

7. Write the 3-digit number that answers the riddle.

- I have the same hundreds digit as ones digit.
- The value of my tens digit is 50.
- The value of my ones digit is 4. The number is _____.

Number Names**COMMON CORE STANDARD—2.NBT.3**
*Understand place value.***Write the number.**

1. two hundred thirty-two

2. five hundred forty-four

3. one hundred fifty-eight

4. nine hundred fifty

5. four hundred twenty

6. six hundred seventy-eight

Write the number using words.

7. 317

8. 457

Problem Solving

Circle the answer.

9. Six hundred twenty-six children attend Elm Street School. Which is another way to write this number?

266

626

662

Name _____

Different Forms of Numbers



COMMON CORE STANDARD—2.NBT.3
Understand place value.

Read the number and draw a quick picture.
Then write the number in different ways.

1. two hundred fifty-one

_____ hundreds _____ tens _____ one

_____ + _____ + _____

2. three hundred twelve

_____ hundreds _____ ten _____ ones

_____ + _____ + _____

3. two hundred seven

_____ hundreds _____ tens _____ ones

_____ + _____ + _____

Problem Solving



Write the number another way.

4. $200 + 30 + 7$

5. 895

Name _____

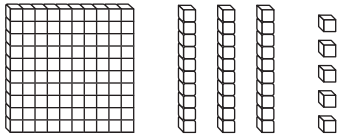
Algebra • Different Ways to Show Numbers



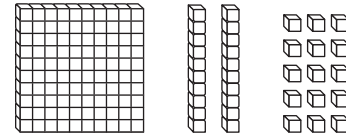
COMMON CORE STANDARD—2.NBT.3
Understand place value.

Write how many hundreds, tens, and ones are in the model.

1. 135

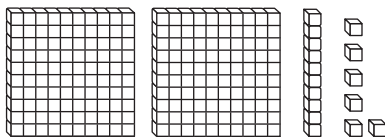


Hundreds	Tens	Ones

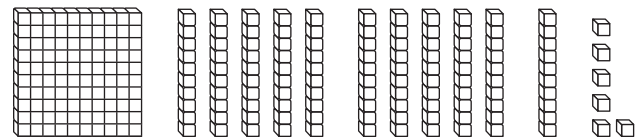


Hundreds	Tens	Ones

2. 216



Hundreds	Tens	Ones



Hundreds	Tens	Ones

Problem Solving

Markers are sold in boxes, packs, or as single markers. Each box has 10 packs. Each pack has 10 markers.

3. Draw pictures to show two ways to buy 276 markers.