Name _____ Date _____

Numbers through One Thousand

1. Model each number with base-ten pieces using the Fewest Pieces Rule and write a number sentence using expanded form.

	Number	Base-Ten Shorthand	Expanded Form
A.	723		
B.	840		
C.	536		

2. Write $<$, $>$, or $=$ in the circle to make each statement true.

A. 968 ◯ 949

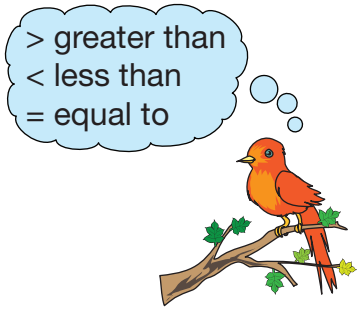
B. 1000 + 200 + 30 + 2 ◯ 1232

C. 8 hundreds, 12 tens, 9 ones ◯ 929

D. 1001 ◯ 1032

E. 900 + 80 + 8 ◯ 908

F. Show or tell how you solved Question 2C.



Name _____ Date _____

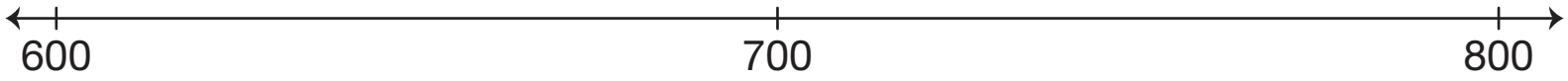
3. The three second-grade classes at Bessie Coleman School had a contest to see which class could walk the most laps around the school in a week.

Classroom	Number of Laps	Expanded Form
101	781	
102	698	
103	702	

A. Which class walked the most laps? _____

B. Write the expanded form for each number of laps in the table.

C. Place the numbers on the number line.



D. Is 702 closer to 698 or 781? _____ Show or tell how you know.

Name _____ Date _____

Numbers through One Thousand Feedback Box	Expectation	Check In	Comments
Use and apply place value concepts to make connections among representations of multidigit numbers using base-ten pieces, number lines, expanded form, and standard form. [Q# 1–3]	E1		
Compose and decompose numbers using ones, tens, hundreds, and thousands [Q# 1–2, 3B]	E2		
Show and recognize different partitions of multidigit numbers using different representations (e.g., base-ten pieces, number lines, number sentences). [Q# 1–3]	E3		
Compare and order multidigit numbers using base-ten pieces, number lines, and symbols (e.g., <, >, =). [Q# 2, 3A, C–D]	E4		