

Student Activity Book

***Ways to Make a Thousand (SAB p. 709)**

Number Sentences:

Responses will vary.

Possible responses include:

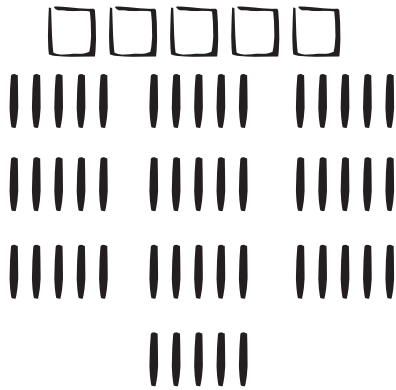
$$999 + 1 = 1000$$

$$200 + 800 = 1000$$

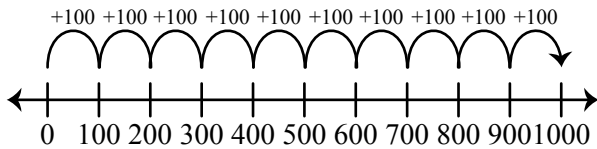
$$5 \text{ groups of } 200 = 1000$$

$$300 + 300 + 300 + 100 = 1000$$

Base-Ten Pieces:



Number Line:



Name _____ Date _____

Ways to Make a Thousand

Discuss with your partner different ways to make a thousand. Use words, numbers, base-ten shorthand, or hops on a number line to show 1000. For example, $500 + 500 = 1000$ or 1000 groups of 1 is 1000.

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

Larger Hops

Model each number with base-ten pieces using the Fewest Pieces Rule. Then show each number using base-ten shorthand (1000 [] , 100 [] , 10 [] , 1 []), expanded form, and hops on the number line.

Number	Base-Ten Shorthand	Expanded Form
716		$700 + 10 + 6 = 716$
1058		$1000 + 50 + 8 = 1058$

Copyright © Kendall Hunt Publishing Company

Place Value with Larger Numbers SAB • Grade 2 • Unit 14 • Lesson 1 711

Student Activity Book - Page 711

Name _____ Date _____

Model each number on the number line. Write a number sentence that shows how the base-ten hopper moved on the number line.

C. A base-ten hopper made five hops of 100, six hops of 10, and eight hops of 1. What number did it land on? _____

Number sentence _____

D. A base-ten hopper made eight hops of 100, two hops of 10, and four hops of 1. What number did it land on? _____

Number sentence _____

Copyright © Kendall Hunt Publishing Company

712 SAB • Grade 2 • Unit 14 • Lesson 1 Place Value with Larger Numbers

Student Activity Book - Page 712

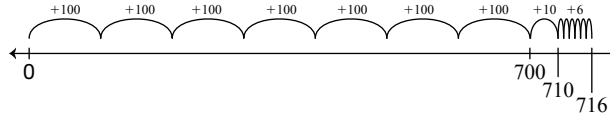
*Answers and/or discussion are included in the lesson.

Larger Hops (SAB pp. 711–712)

Question A–D

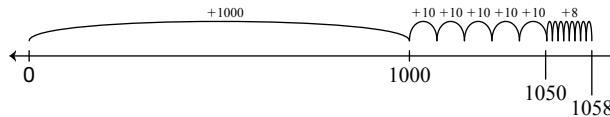
A.

Number	Base-ten Shorthand	Expanded Form
716		$700 + 10 + 6 = 716$

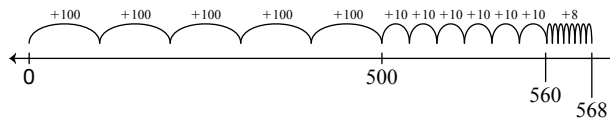


B.

Number	Base-ten Shorthand	Expanded Form
1058		$1000 + 50 + 8 = 1058$

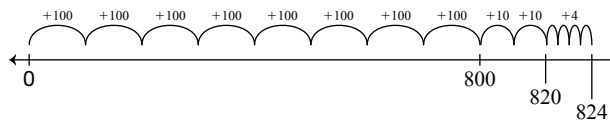


C. * 568; Number sentence may vary. Possible responses are shown below.



$$100 + 100 + 100 + 100 + 100 + 10 + 10 + 10 + 10 + 10 + 8 = 568$$

D. 824; Number sentence may vary. Possible responses are shown below.





$$800 + 20 + 4 = 824$$

Compare and Order Numbers
(SAB pp. 713–714)



Question 1–3

I. A.

Number	Base-Ten Shorthand
845	
420	



845 > 420 or 420 < 845

B.

Number	Base-Ten Shorthand
1134	
907	

1134 > 907 or 907 < 1134

C.

Number	Base-Ten Shorthand
1025	
1087	

1025 < 1087 or 1087 > 1025

2. A. 426, 439, 882
 B. 317, 820, 934
 C. 1048, 1086, 1217
 D. 921, 974, 986
 E. 1024, 1038, 1099
3. A. <
 B. >
 C. =
 D. =
 E. >



Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

Compare and Order Numbers

1. Show each number using base-ten shorthand (1000 [□], 100 [□], 10 [|], 1 [•]). Write a number sentence to compare the numbers. Use <, >, or =.

Example:

Number	Base-Ten Shorthand
1234	
628	

Number sentence 1234 > 628

A.

Number	Base-Ten Shorthand
845	
420	

Number sentence _____

B.

Number	Base-Ten Shorthand
1134	
907	

Number sentence _____

Place Value with Larger Numbers SAB • Grade 2 • Unit 14 • Lesson 1 **713**

Student Activity Book - Page 713

Name _____ Date _____

C.

Number	Base-Ten Shorthand
1025	
1087	

Number sentence _____

2. Place the numbers in order from smallest to largest.

A. 439, 426, 882 _____

B. 820, 934, 317 _____

C. 1217, 1048, 1086 _____

D. 986, 974, 921 _____

E. 1038, 1099, 1024 _____

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

A. 1094 ○ 1121

B. 8 hundreds, 3 tens, 2 ones ○ 814

C. 1000 + 100 + 40 + 3 ○ 1000 + 100 + 30 + 13

D. 1 thousand, 1 hundred, 14 tens, 6 ones ○ 1246

E. 1062 ○ 100 + 60 + 2

714 SAB • Grade 2 • Unit 14 • Lesson 1 Place Value with Larger Numbers

Student Activity Book - Page 714

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 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.

$>$ greater than
 $<$ less than
 $=$ equal to






Copyright © Kendall Hunt Publishing Company

Place Value with Larger Numbers SAB • Grade 2 • Unit 14 • Lesson 1 715

Student Activity Book - Page 715

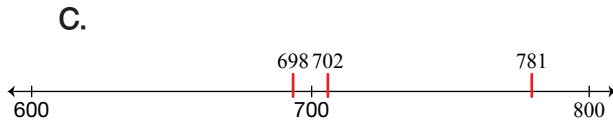
**Numbers Through One Thousand
 (SAB pp. 715–716)
 Question 1–3**

I.

Number	Base-Ten Shorthand	Expanded Form
A. 723		$700 + 20 + 3 = 723$
B. 840		$800 + 40 = 840$
C. 536		$500 + 30 + 6 = 536$

2. A. $>$
 B. $=$
 C. $=$
 D. $<$
 E. $>$
 F. Responses will vary. Possible response:
 Using the Fewest Pieces Rule, I traded 10 tens for a hundred and I had 9 hundreds, 2 tens, and 9 ones or 929. Both sides were equal.

3. A. Classroom 101
 B. $700 + 80 + 1 = 781$
 $600 + 90 + 8 = 698$
 $700 + 2 = 702$



- D. 702 is closer to 698. Possible response: I know because 698 is close to 700 on the number line and 702 is also close to 700. 781 is closer to 800.

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

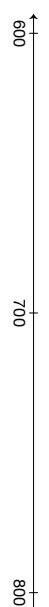
3. The three second-grade classes at Bessie Coleman School had a contest to see which class could walk the most laps around the school in a week.

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.

Copyright © Kendall Hunt Publishing Company

716 SAB • Grade 2 • Unit 14 • Lesson 1 Place Value with Larger Numbers

Student Activity Book - Page 716