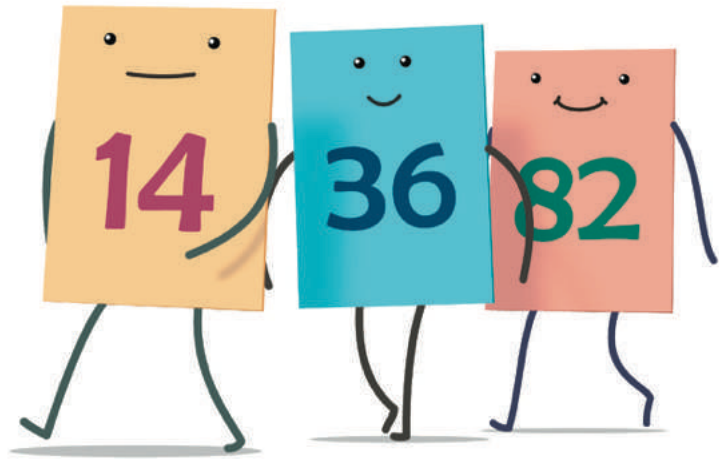




Numbers to 1,000



Student Workbook



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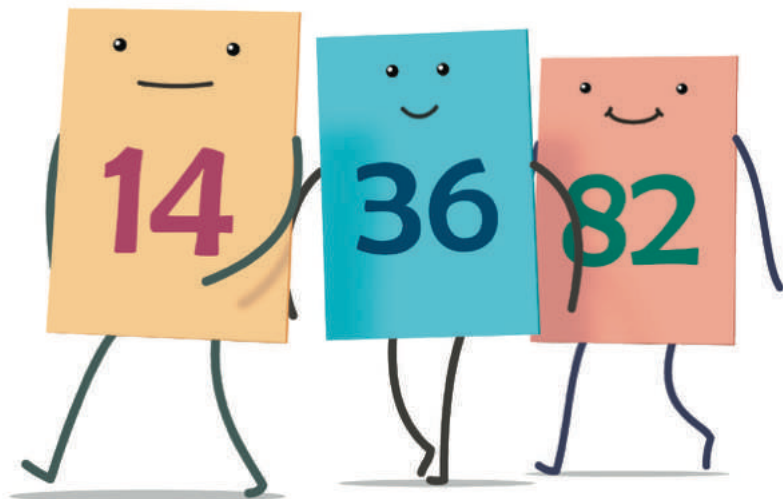
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Numbers to 1,000

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Numbers to 1,000
Student Workbook
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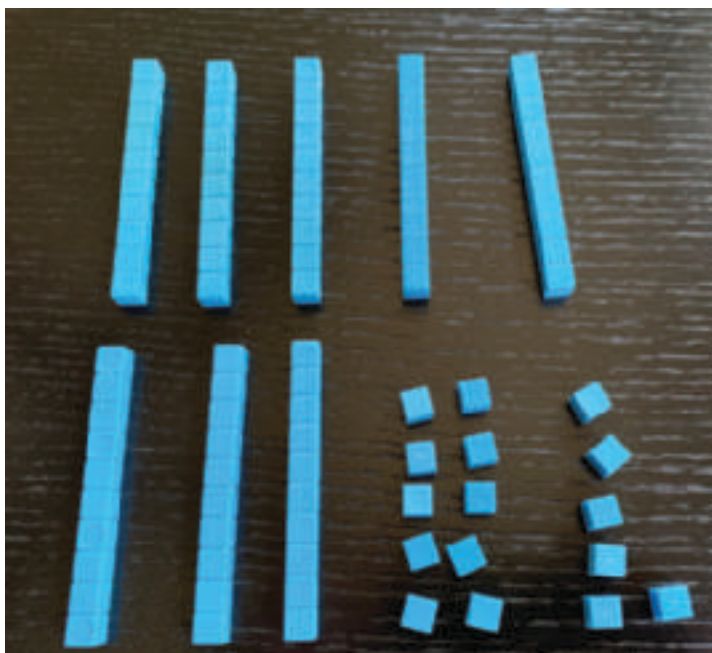
Lesson 1: How Do We Compose a Hundred?

- Let's compose a hundred.



1.1: How Do We Make a Hundred?

1. How many do you see? How do you see them?



2. Andre added more blocks.



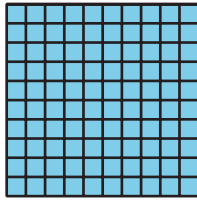
a. What is the value of Andre's blocks now?

b. How many tens and ones are in this number?

3. Andre made the same number with the fewest amount of blocks possible. Draw a base-ten diagram to show what Andre's number looks like now. Use your base-ten blocks to help.

1.2: Different Ways to See 100

Three students were looking at 100 small squares arranged like this:

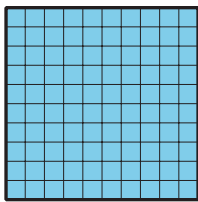


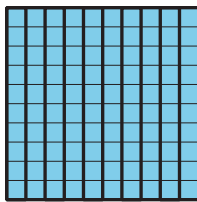
1. Match the diagrams to the statements. Label each diagram with A, B, or C. Be prepared to explain your matches.

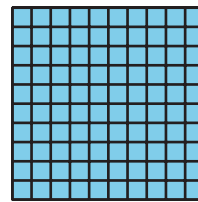
A. Priya said, "I see 100 ones."

B. Kiran said, "I see 10 tens."

C. Lin said, "I see 1 hundred."







2. Represent $100 + 11$ with blocks or a diagram.

Lesson 2: Make Hundreds

- Let's represent hundreds in different ways.

2.1: Make Hundreds

1. Build each number using base-ten blocks. Record how many tens blocks you use.

a. Build 90. _____ tens

b. Build 110. _____ tens

c. Build 150. _____ tens

2. How many base-ten blocks would you need to build 200?

_____ tens

3. How many base-ten blocks would you need to build 300?

_____ tens

4. How many base-ten blocks would you need to build 300 if you could use 1 hundreds block?

1 hundred _____ tens

5. How many tens would you need to build 300 if you could use 2 hundreds blocks?

2 hundreds _____ tens

6. How many tens would you need to build 300 if you could use only hundreds blocks?

_____ hundreds _____ tens

2.2: How Many Hundreds?

Han and Jada represented the same number using base-ten blocks. They started base-ten diagrams, but ran out of time to finish them.

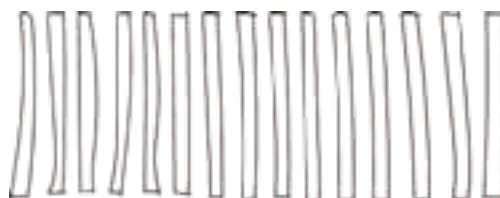
Jada



I only used hundreds.

Total value: 700

Han



I only used tens.

Total value: 700

1. Use base-ten blocks to show what each student's work would look like if they had time to finish it.



2. Explain how you know both ways of using base-ten blocks show 700.

3. Complete Jada's base-ten diagram.

4. Explain why you think Han ran out of time to finish his diagram.

Lesson 3: Compose Three-digit Numbers

- Let's compose three-digit numbers.

Warm-up: Number Talk: Add Tens and Ones

Find the value of each expression mentally.

- $42 + 42$

- $21 + 63$

- $50 + 34$

- $48 + 36$

3.1: Sort Blocks by Value

1. Sort the blocks.

- We have _____ hundreds.
- We have _____ tens.
- We have _____ ones.

2. Represent the same value with the fewest number of blocks possible.

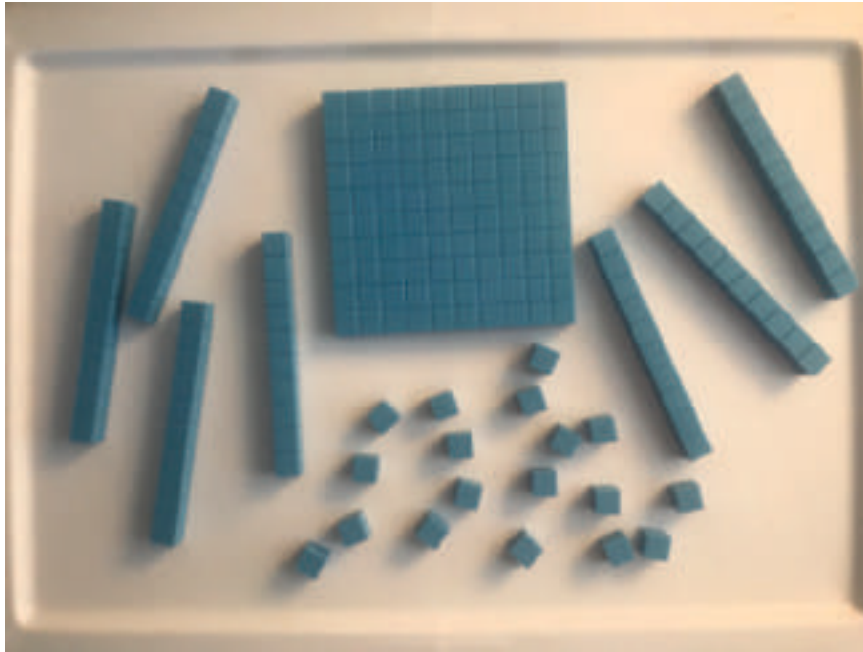
- We have _____ hundreds.
- We have _____ tens.
- We have _____ ones.

3. Represent the value of your blocks using base-ten diagrams, words, or numbers.



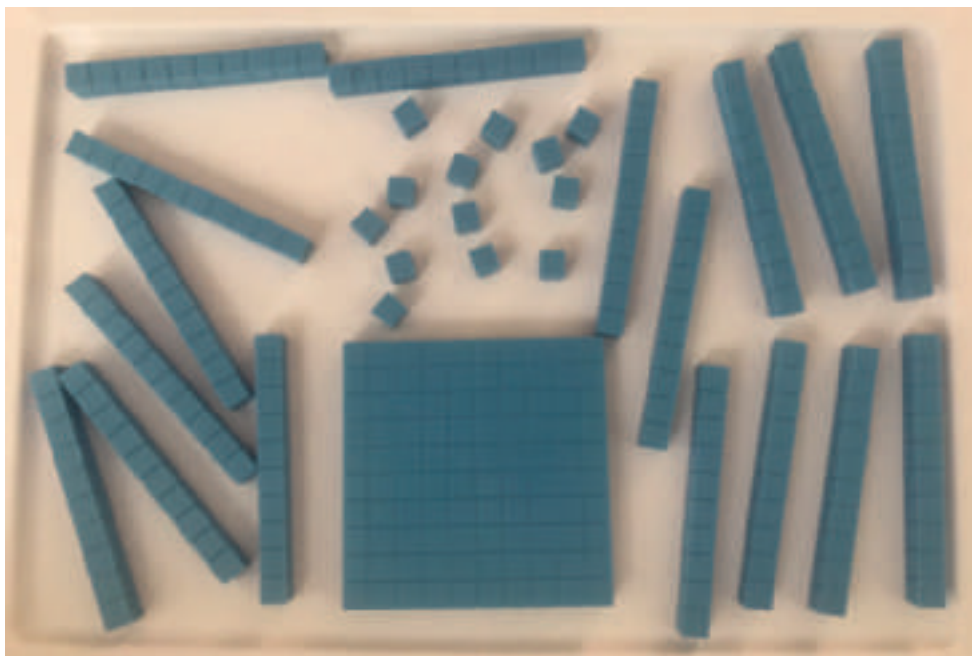
3.2: The Same But Different

Mai's Blocks



1. Mai has _____ hundreds _____ tens _____ ones.
2. Draw a base-ten diagram to represent the same total value with the fewest number of each unit.
3. What is the value of Mai's blocks?

Diego's Blocks



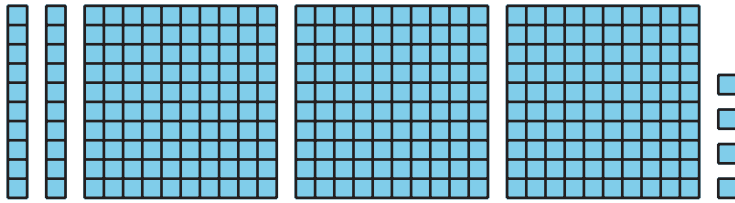
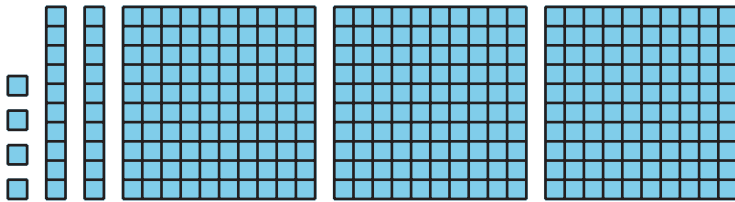
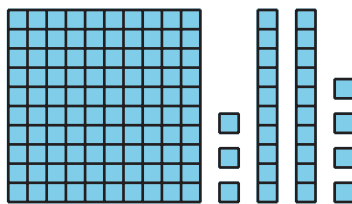
4. Diego has _____ hundreds _____ tens _____ ones.
5. Draw a base-ten diagram to represent the same total value with the fewest number of each unit.
6. What is the value of Diego's blocks?

Lesson 4: Write Three-digit Numbers

- Let's represent three-digit numbers using base-ten numerals.

Warm-up: How Many Do You See: Blocks

How many do you see and how do you see them?



4.1: Place Value Riddles

Solve each riddle and write the three-digit number. Use the table to help you organize the digits.

riddle	hundreds	tens	ones	three-digit number
1				
2				
3				
4				
5				
6				

1. I have 2 ones, 7 tens, and 6 hundreds.
2. I have 3 ones, 5 tens, and 2 hundreds.
3. I have 7 hundreds, 5 ones, and 3 tens.
4. I have 5 hundreds, no tens, and 9 ones.
5. I have 4 ones, 6 tens, and 3 hundreds.
6. I have 8 tens, 1 hundred, and no ones.

4.2: Mixed-up Digits

Find the number that makes each equation true. Use base-ten blocks or diagrams if they help.

1. 4 hundreds + 6 tens + 2 ones = _____

2. 7 ones + 2 hundreds + 6 tens = _____

3. 3 tens + 5 hundreds = _____

4. 325 = _____ hundreds + _____ ones + _____ tens

5. $70 + 300 + 2 =$ _____

6. $836 = 6 + 800 +$ _____

7. Clare and Elena worked to find the number that makes the equation true:

$$7 \text{ ones} + 3 \text{ hundreds} = \underline{\hspace{2cm}}.$$

They wrote different answers.

- Clare wrote $7 \text{ ones} + 3 \text{ hundreds} = 37$.
- Elena wrote $7 \text{ ones} + 3 \text{ hundreds} = 307$.

Who do you agree with? Explain.

Lesson 5: Expanded Form of Numbers

- Let's represent three-digit numbers as a sum of the value of each digit.

Warm-up: True or False: Value of Digits

Decide if each statement is true or false. Be prepared to explain your reasoning.

- $800 + 90 + 7 = 897$

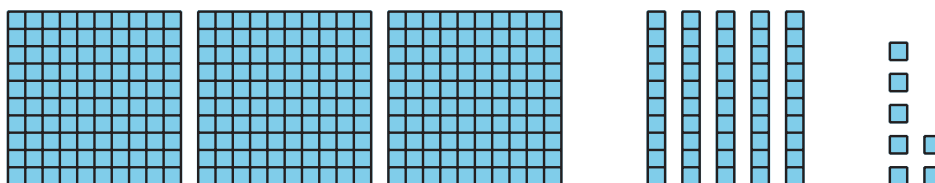
- $156 = 50 + 100 + 6$

- $407 = 70 + 400$

- $632 = 22 + 10 + 600$

5.1: Expressions and Three-digit Numbers

1. Andre has 3 hundreds. Tyler has 5 tens. Mai has 7 ones. They want to represent the amount they have using an equation.

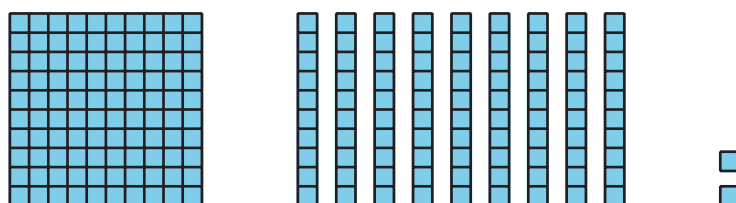


Write an expression to represent the sum of their values.

_____ + _____ + _____

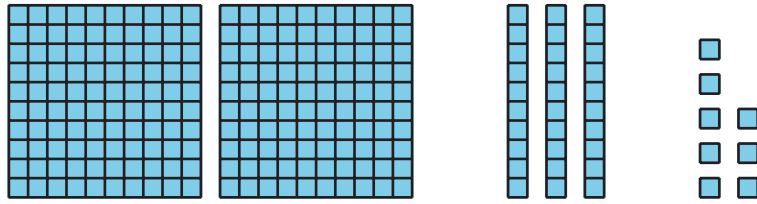
Write the total value as a three-digit number:

Write each number as the sum of hundreds, tens, and ones, and as a three-digit number.



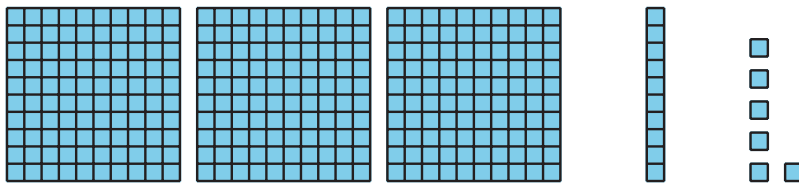
2. Expanded form: _____

Three-digit number: _____



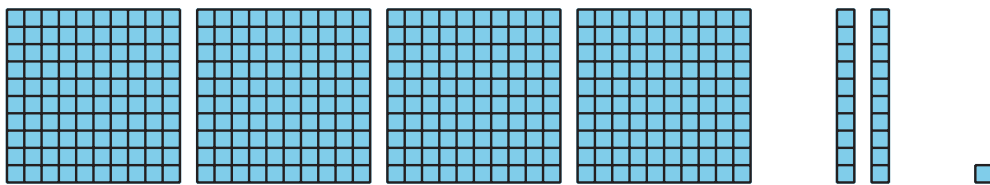
3. Expanded form: _____

Three-digit number: _____



4. Expanded form: _____

Three-digit number: _____



5. Expanded form: _____

Three-digit number: _____

5.2: Make It and Expand It

1. Roll the number cubes.

Make the largest number possible.

Write it as a three-digit number. _____

Write it in expanded form.

2. Roll the number cubes.

Make the smallest number possible.

Write it as a three-digit number. _____

Write it in expanded form.

3. Roll the number cubes.

Using the same digits, make a number different from your partner's.

Write it in expanded form.

Write it as a three-digit number. _____



Lesson 6: Represent Numbers in Different Ways

- Let's represent numbers in different ways.

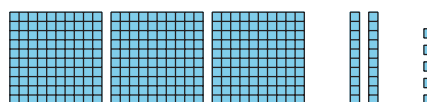
Warm-up: Which One Doesn't Belong: Numbers in Different Ways

Which one doesn't belong?

A

three hundred twenty-five

B



C

253

D

3 hundreds, 2 tens, 5 ones

6.1: Numbers as Words

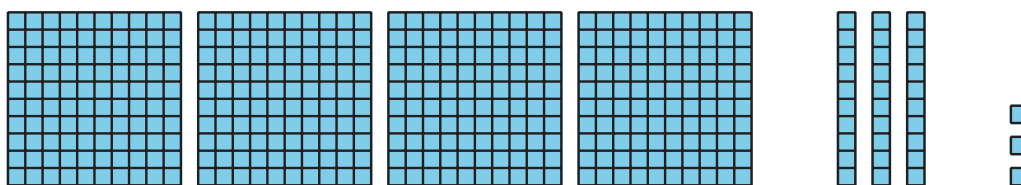
1. Fill in the blanks to represent 248 with words.

two _____ forty-_____

2. Fill in the blanks to represent 562 with words.

_____ hundred _____ - _____

3. Represent this number with words.



4. Represent 627 with words.

5. Represent $900 + 50 + 1$ with words.

6. Represent three hundred eighteen in two different ways.

6.2: Represent the Numbers

Represent the number on your poster. Be sure to represent the number using:

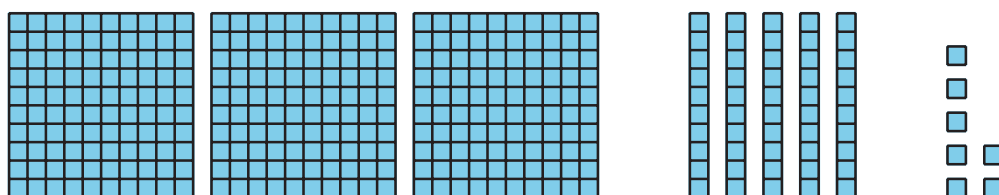
- a three-digit number
- a base-ten diagram
- expanded form
- words

If you have time: Represent the number using only tens and ones. Represent the number composed in a different way.

Section Summary

Section Summary

In this section of the unit, we learned different ways to represent numbers that are greater than 99. We represented hundreds with base-ten blocks and diagrams. We represented numbers by describing the number of hundreds, tens, and ones that make up the number. We learned to read and write numbers as three-digit numbers, as a sum of the value of each of the digits, and using words.



3 hundreds 5 tens 7 ones

357

$300 + 50 + 7$

three hundred fifty-seven

Lesson 7: Center Day 1

- Let's use place value to identify numbers and practice adding and subtracting.

Warm-up: True or False: Compare to 100

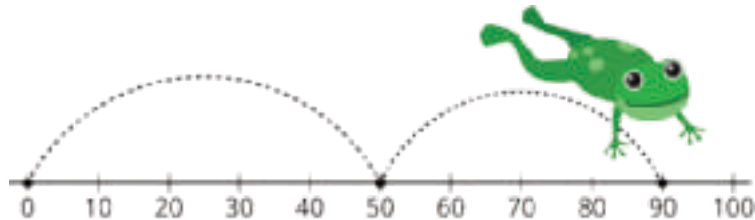
Decide if each statement is true or false. Be prepared to explain your reasoning.

- $100 > 99$
- $100 < 99 + 1$
- $98 + 3 > 100$
- $50 + 50 + 50 > 100$

7.2: Centers: Choice Time

Choose a center.

Jump the Line



Mystery Number

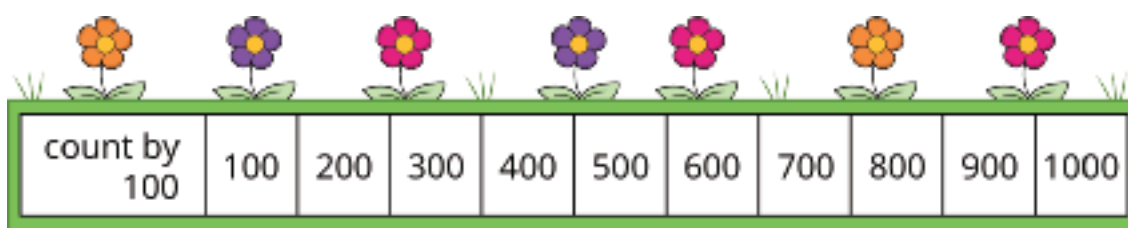


Number Puzzles

$$14 = 8 + \square$$

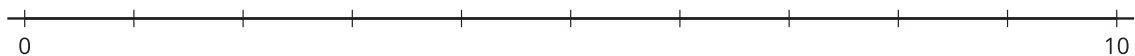
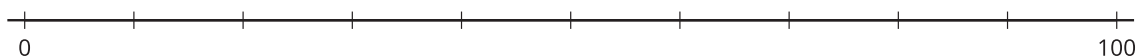
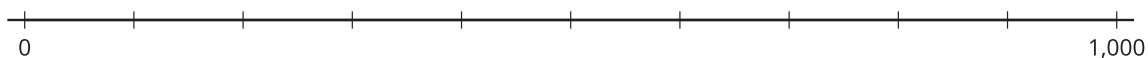
Lesson 8: Three-digit Numbers on the Number Line

- Let's locate and represent three-digit numbers on the number line.



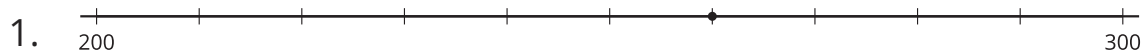
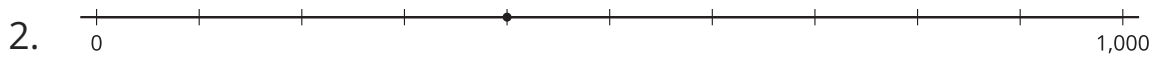
8.1: Label Three-digit Numbers

What do you notice? What do you wonder?



Locate and label 30, 300, and 3 on a number line.

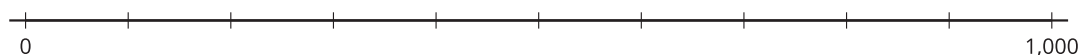
Label each point with a number it represents.



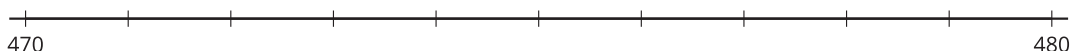
8.2: Represent Three-digit Numbers on a Number Line

Locate and label each number on the number line. Label the tick marks with the numbers they represent if it helps.

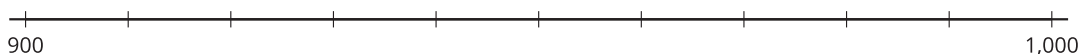
1. 700



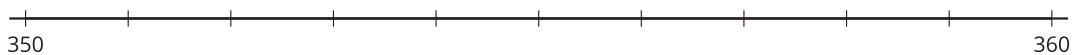
2. 472



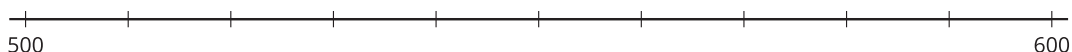
3. 940



4. 356



5. 590

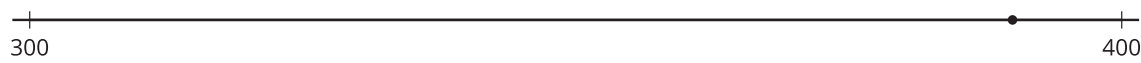


Lesson 9: Compare Numbers on the Number Line

- Let’s compare numbers on the number line.

Warm-up: Estimation Exploration: Hundreds

What number could this be?



1. Record an estimate that is:

too low	about right	too high

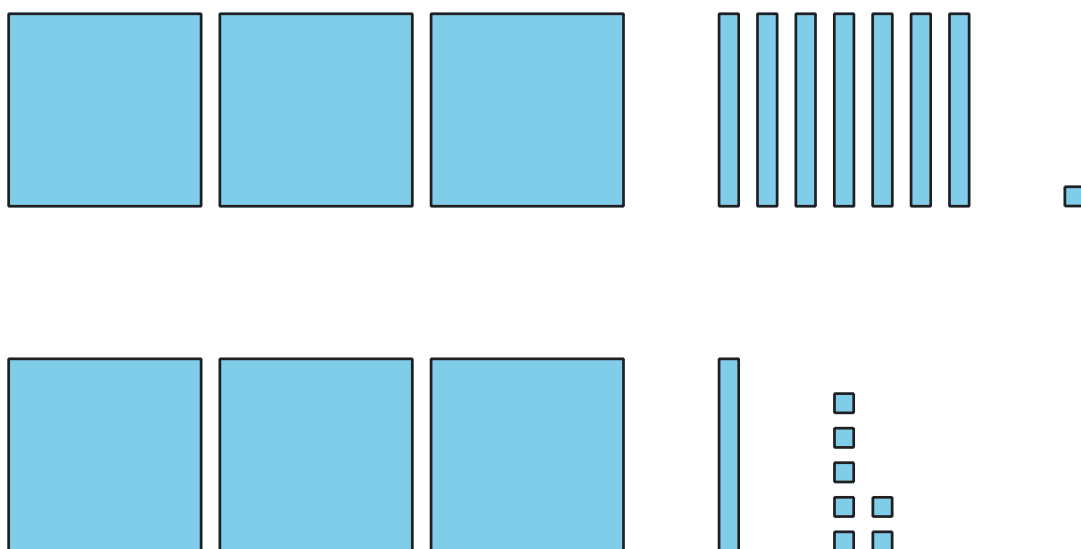
2. Record an estimate that is:

too low	about right	too high

9.1: Compare Comparisons

Each student compared 371 and 317, but represented their thinking in different ways.

Diego

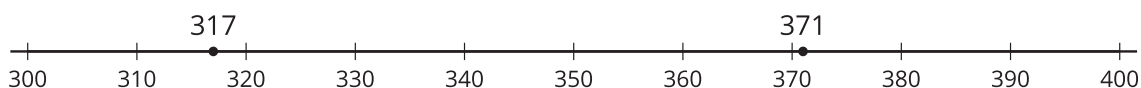


- I see 3 hundreds for each number.
- 317 only has 1 ten, but 371 has 7 tens.
- $371 > 317$

Clare

- Each has 3 hundreds.
- 371 has 7 tens, but 317 only has 1 ten.
- $317 < 371$

Jada



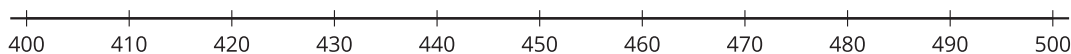
- I can see that 371 is farther to the right on my number line, so I know it is greater than 317.
- $371 > 317$

1. What is the same and different about these students' representations?

Discuss with a partner.

2. Try Jada's way.

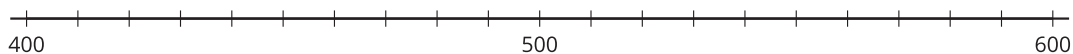
Estimate the location of 483 and 443 on the number line. Mark each number with a point. Label the point with the number it represents.



3. Use $>$, $=$, or $<$ to compare 483 and 443.

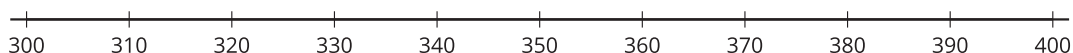
9.2: Compare in Different Ways

1. Locate and label 420 and 590 on the number line.



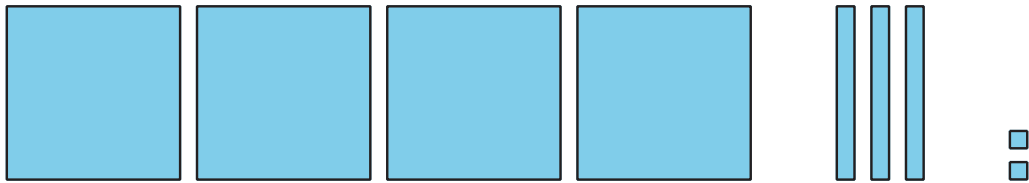
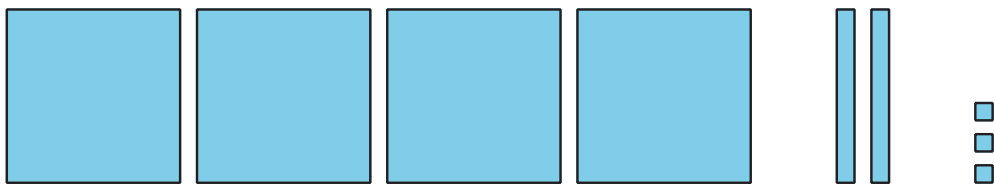
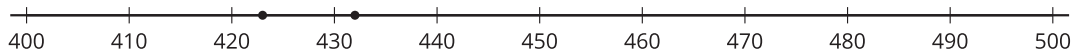
Use $<$, $>$, and $=$ to compare 420 and 590.

2. Estimate the location of 378 and 387 on the number line. Mark each number with a point. Label the point with the number it represents.



Use $<$, $>$, and $=$ to compare 378 and 387.

3. Diego and Jada compared 2 numbers. Use their work to figure out what numbers they compared. Then use $<$, $>$, and $=$ to compare the numbers.



4. Which representation was most helpful to compare the numbers? Why?

Lesson 10: Place Value Comparisons (Part 1)

- Let's use place value to compare three-digit numbers.

Warm-up: Number Talk: Add Tens

Find the value of each expression mentally.

- $36 + 40$

- $46 + 30$

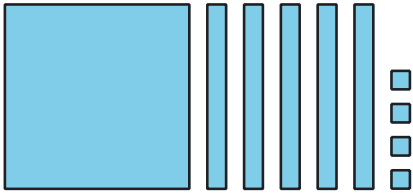
- $59 + 40$

- $69 + 30$

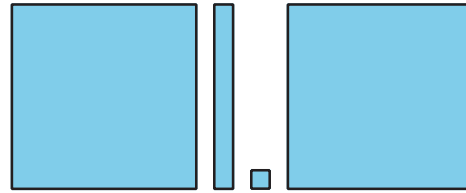
10.1: Compare by Place

Who has more? How do you know?

Mai

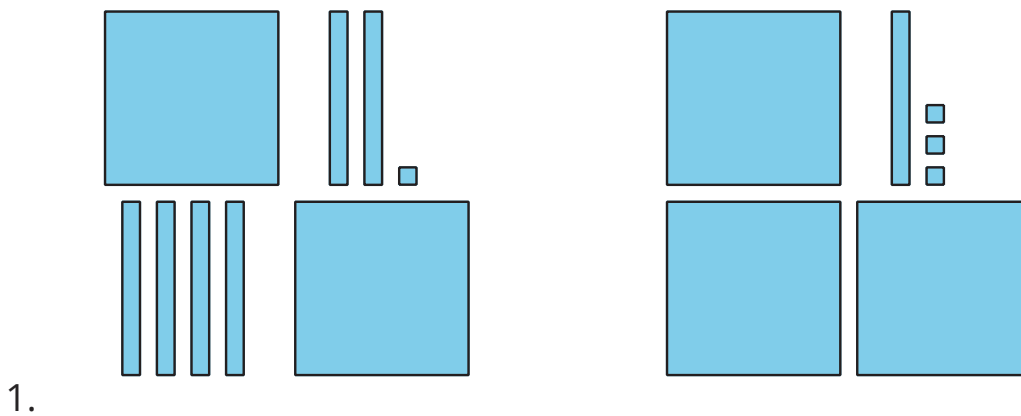


Tyler

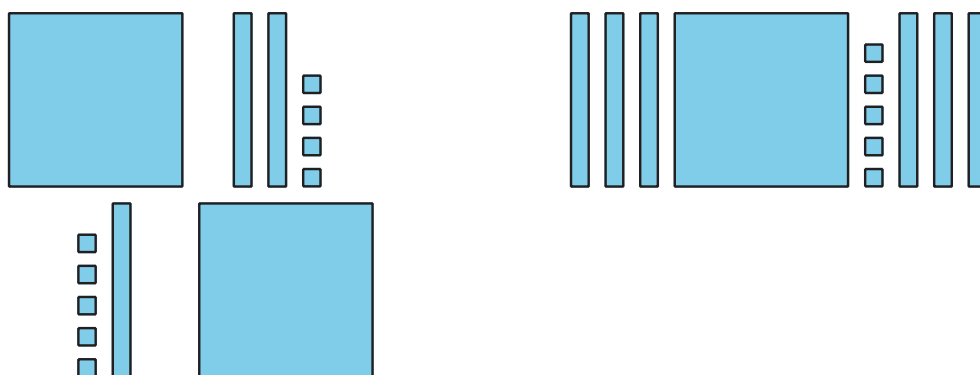


Compare the base-ten diagrams.

Write each value as a three-digit number. Use the symbols $<$, $>$, or $=$ to compare the numbers.

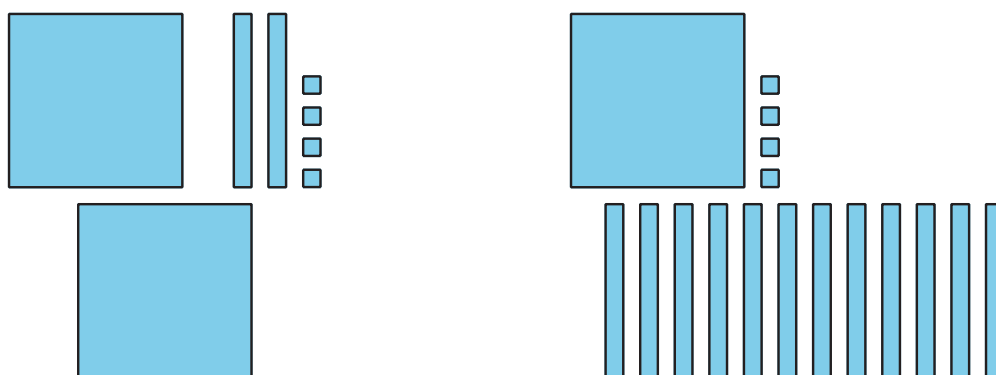


_____ _____



2.

_____ _____



3.

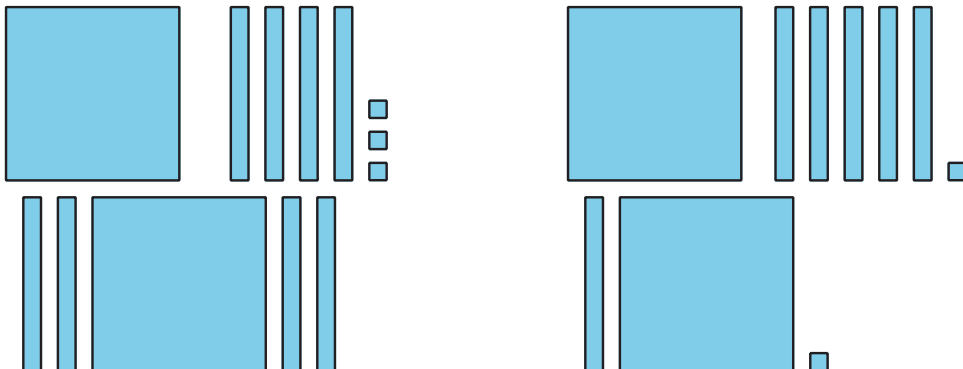
_____ _____



10.2: Compare Hundreds, Tens, and Ones

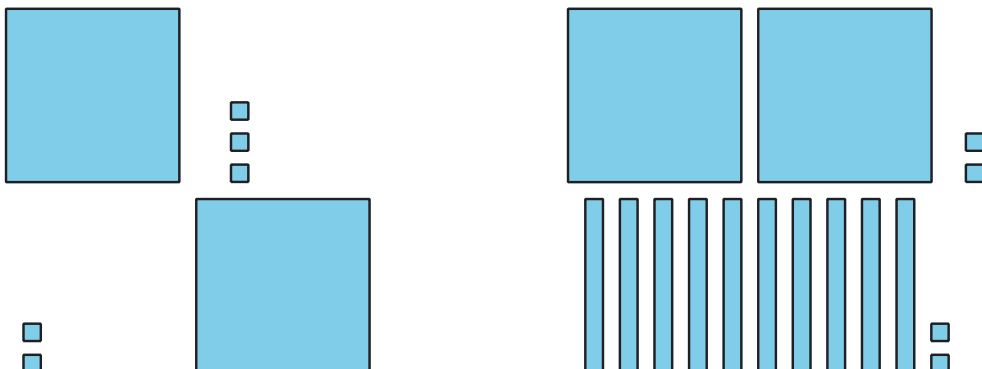
Compare the base-ten diagrams. Write each value as a three-digit number. Use the symbols $>$, $<$, or $=$ to compare the numbers.

1.



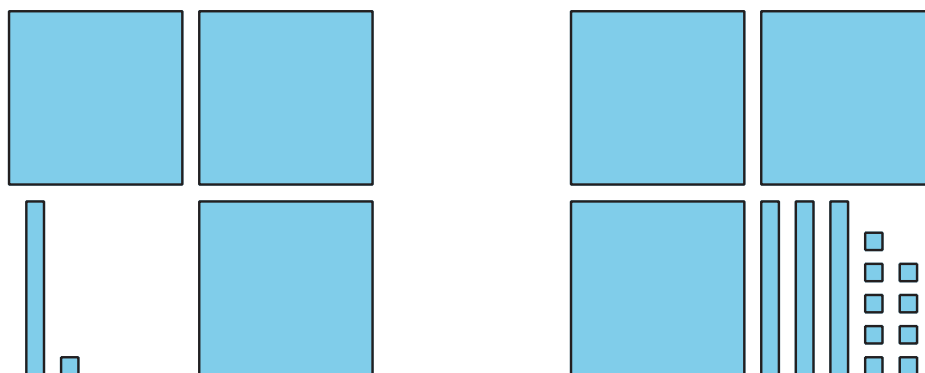
_____ _____

2.



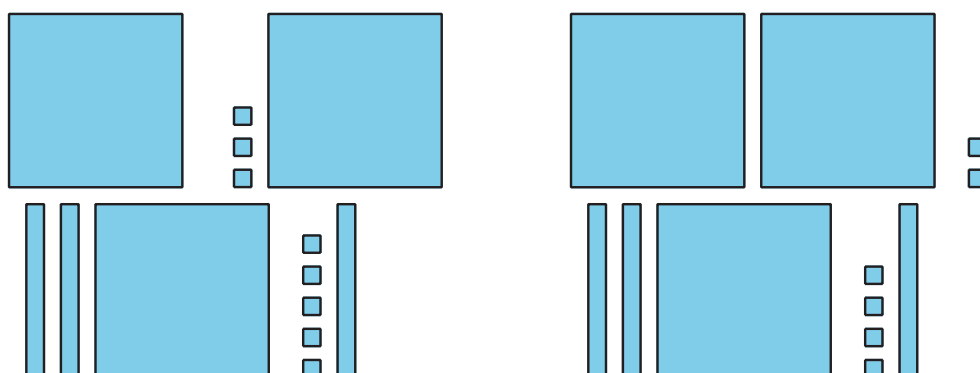
_____ _____

3.



_____ _____

4.



_____ _____

5. In the last problem, how do you know which value was greater?

Lesson 11: Place Value Comparisons (Part 2)

- Let's compare three-digit numbers using place value.

Warm-up: True or False: Greater Than or Less Than

Decide if each statement is true or false. Be prepared to explain your reasoning.

- $86 > 80 + 4$
- $400 + 40 + 6 < 846$
- $330 < 300 + 3$
- $500 + 50 > 505$

11.1: Compare and Explain

Compare the numbers.

1. $>$, $=$, or $<$

521

523

Explain or show your thinking. If it helps, use a diagram or number line.

2. $>$, $=$, or $<$

889

878

Explain or show your thinking. If it helps, use a diagram or number line.

3. Place the numbers in the blanks to make each comparison true.
Use each number only once. Use base-ten diagrams or a
number line if it helps.

810

529

752

495

a. _____ $>$ 519

b. 687 $<$ _____

c. _____ $<$ 501

d. _____ $>$ 793

Lesson 12: Order Numbers

- Let's put numbers in order.

Warm-up: Number Talk: Subtract Tens

Find the value of each expression mentally.

- $80 - 50$

- $87 - 50$

- $76 - 40$

- $66 - 30$

12.1: Who is Out of Order?

Kiran and Andre put a list of numbers in order from least to greatest.

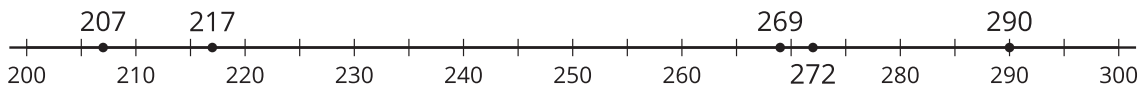
Kiran

207, 217, 272, 269, 290

Andre

207, 217, 269, 272, 290

Andre disagreed with Kiran, so he used a number line to justify his answer.

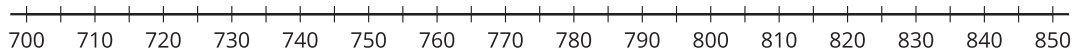


Who do you agree with? Why?

Be prepared to explain your thinking. Use what you know about place value or the number line to justify your reasoning.

12.2: Order Numbers

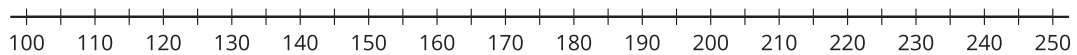
1. Estimate the location of 839, 765, 788, 815, and 719 on the number line. Mark each number with a point. Label the point with the number it represents.



Order the numbers from *least to greatest*.

_____, _____, _____, _____, _____

2. Estimate the location of 199, 245, 173, 218, and 137 on the number line. Mark each number with a point. Label the point with the number it represents.



Order the numbers from *greatest to least*.

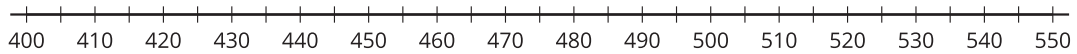
_____, _____, _____, _____, _____

3. Order the numbers from *least to greatest*.

545, 454, 405, 504, and 445

_____, _____, _____, _____, _____

Explain or show your thinking. Use the number line if it helps.



4. Was it more helpful for you to put the numbers in order first or put them on the number line first? Explain.

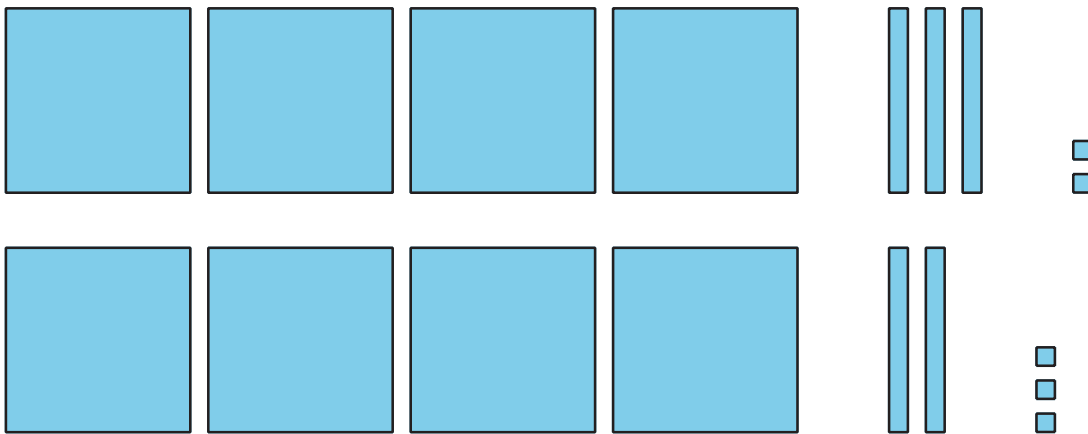


Section Summary

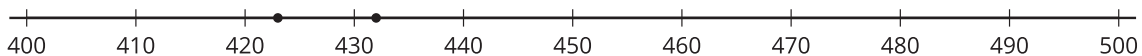
Section Summary

In this section, we learned how to compare three-digit numbers. We used number lines, base-ten diagrams, and the value of the digits in base-ten numerals to help us compare and explain our thinking.

Diagrams are helpful when comparing numbers because you can see and compare hundreds to hundreds, tens to tens, and ones to ones. We learned that you can do this with the digits too.



The number line shows the numbers in order, so we can see which number is the largest based on its location.



We also wrote expressions using the $>$, $<$, and $=$ symbols.

$$432 > 424$$

432 is greater than 424

$$424 < 432$$

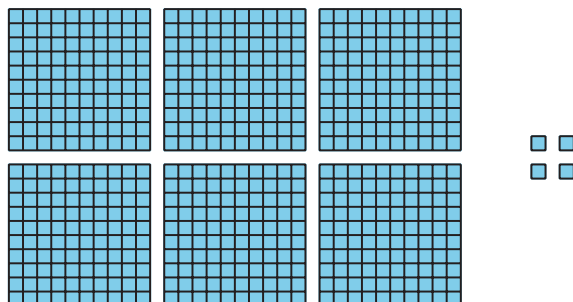
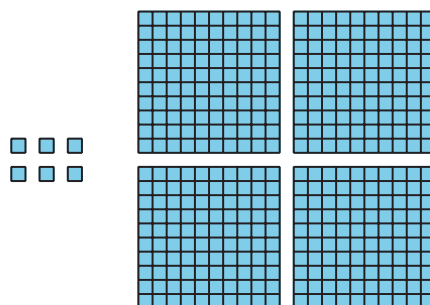
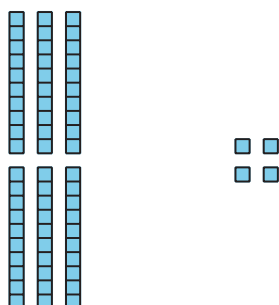
424 is less than 432

Lesson 13: Center Day 2

- Let's work on place value.

Warm-up: How Many Do You See: Place Value

How many do you see and how do you see them?



13.2: Centers: Choice Time

Choose a center.

Get Your Numbers in Order



Greatest of Them All



Mystery Number



Lesson 14: Hundreds of Objects

- Let's use place value to count real-world objects.

Warm-up: Notice and Wonder: Jar of Beans

What do you notice? What do you wonder?

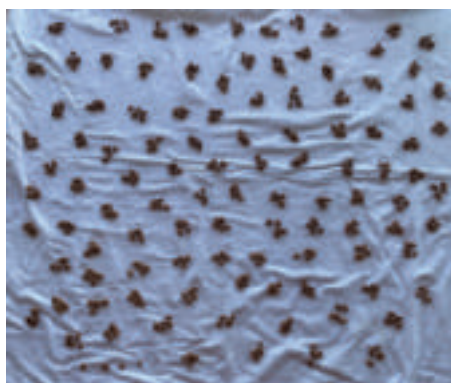


14.1: Cup of Beans

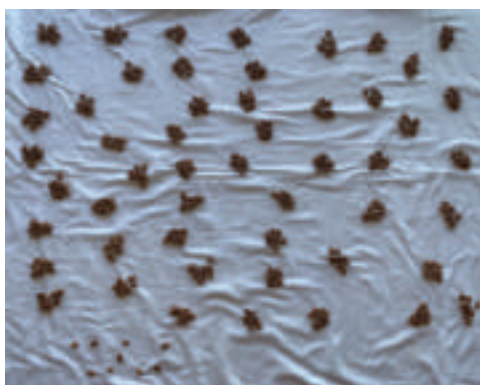


Clare, Noah, and Jada counted a cup of dried beans. They each came up with 529 beans. The following pictures show how each of them counted.

Jada's counting strategy:



Noah's counting strategy:



Clare's counting strategy:



1. What do you notice about each of their strategies?

2. What is helpful about each strategy?

3. What is challenging about each strategy?

14.2: Lots of Beans

Organize and count your beans. Use the space to record your thinking.

Gallery walk questions:

- How does this strategy help you count their beans?
- How can this be made clearer?
- How is this strategy the same as your strategy? How is it different?
- Does your group have more or fewer beans? Explain your reasoning.

Section A: Practice Problems

1. Pre-unit

a. 35 has _____ tens and _____ ones.

b. 52 has _____ tens and _____ ones.

2. Pre-unit

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

a. $90 + 5$ $70 + 10 + 10 + 10 + 5$

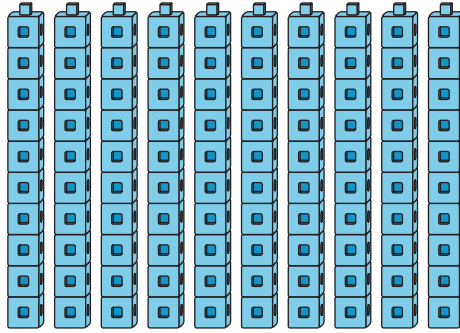
b. 116 $100 + 10 + 6$

c. $10 + 10 + 20 + 3$ 38

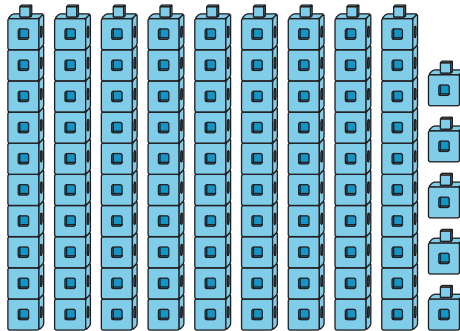
3. Pre-unit

Select **all** pictures that show 100.

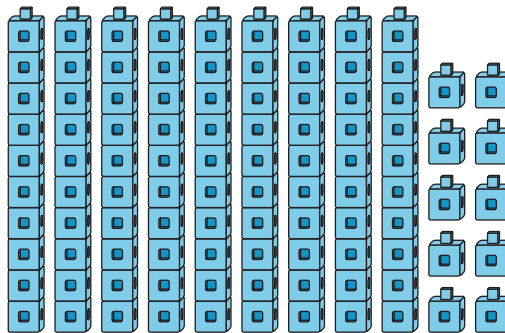
A.



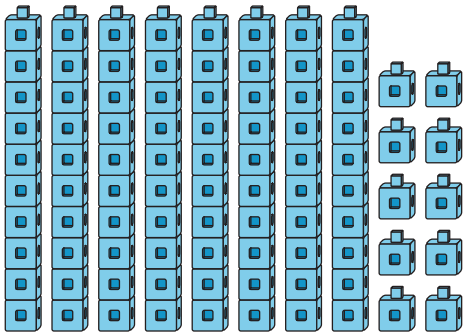
B.



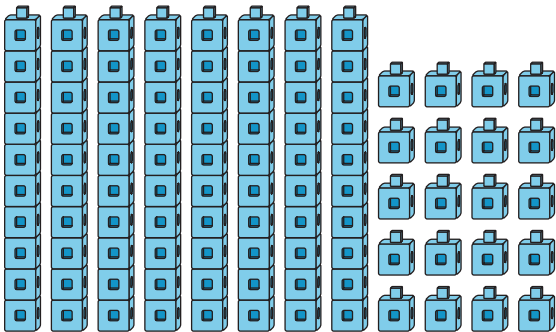
C.



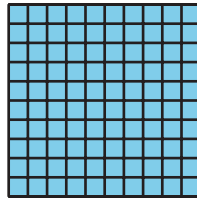
D.



E.



4. Explain how you see each of these in the picture.



a. 100 ones

b. 10 tens

c. 1 hundred

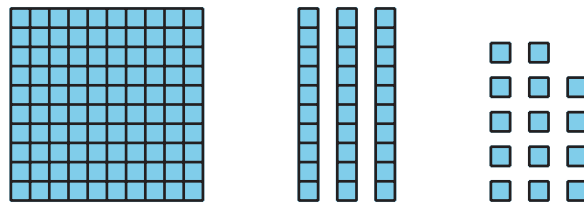
(From Unit 5, Lesson 1.)

5. a. How many hundreds are the same as 50 tens? Explain your reasoning.

- b. How many tens are the same as 6 hundreds? Explain your reasoning.

(From Unit 5, Lesson 2.)

6. Here is a base-ten diagram.



- a. Draw another base-ten diagram to represent the same total value with the fewest number of each unit.

- b. Write the number represented by the diagram as a three-digit number. _____

- c. Can you make the same number with more base-ten blocks? Show your thinking using drawings, numbers or words.

(From Unit 5, Lesson 3.)

7. a. What three-digit number has 5 hundreds, 1 ten, and 6 ones?

b. What three-digit number has 6 tens, 1 hundred, and 5 ones?

c. What three-digit number has 1 one, 5 tens, and 6 hundreds?

(From Unit 5, Lesson 4.)

8. a. Represent each sum as a three-digit number.

$$300 + 80 + 6$$

$$40 + 7 + 600$$

- b. Represent each number as the sum of hundreds, tens, and ones.

$$823$$

$$407$$

(From Unit 5, Lesson 5.)

9. Represent the number 235 in these ways.

a. a base-ten diagram

b. expanded form

c. words

(From Unit 5, Lesson 6.)

10. **Exploration**

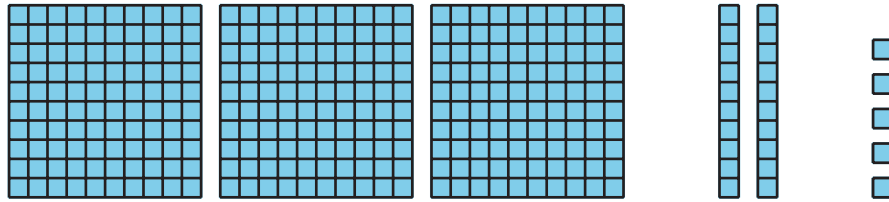
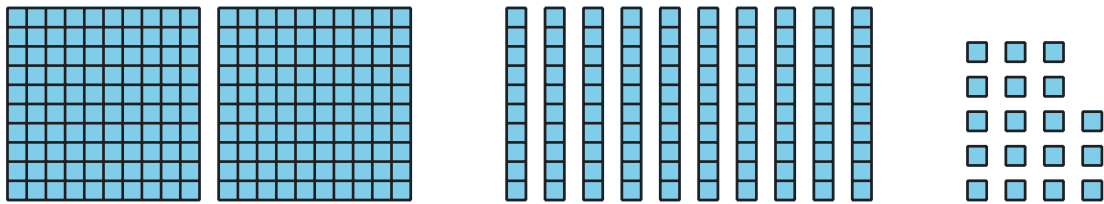
- a. Can you represent the number 218 without using any hundreds? Explain your reasoning.

- b. Can you represent the number 218 without using any tens? Explain your reasoning.

- c. Can you represent the number 218 without using any ones?
Explain your reasoning.

11. Exploration

Here are base-ten diagrams for two numbers.

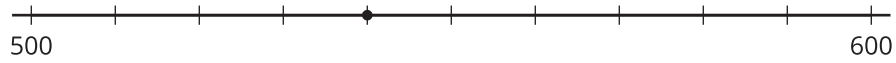


- a. Which diagram represents a greater number? Explain how you know.

b. For which diagram is it easier to figure out the number it represents? Why?

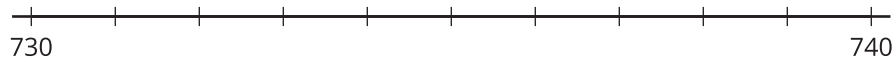
Section B: Practice Problems

1. a.



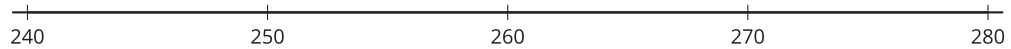
What number is represented by the point on the number line?

b. Locate and label 738 on the number line.



(From Unit 5, Lesson 8.)

2. a. Estimate the location of 247 and 274 on the number line. Mark each number with a point. Label the point with the number it represents.

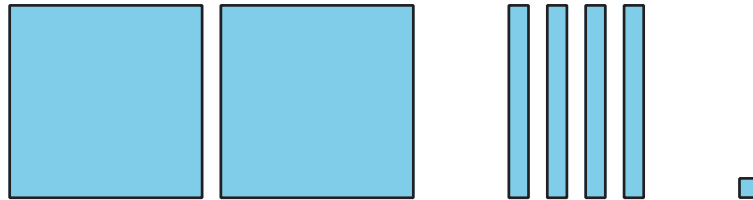


- b. Use $<$, $>$, or $=$ to compare 247 and 274. Explain your reasoning.

(From Unit 5, Lesson 9.)

3. Here are diagrams for two numbers.

A



B



a. Which two numbers are pictured in the diagrams.

b. Which number is larger? How do you know?

c. Use $<$ or $>$ to compare the numbers.

(From Unit 5, Lesson 10.)

4. a. Find one number that goes in the blanks to make both equations true.

$$\underline{\hspace{2cm}} < 513$$

$$\underline{\hspace{2cm}} > 479$$

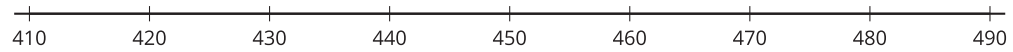
- b. Can you find one number that goes in the blanks to make both equations true? Explain or show your reasoning.

$$\underline{\hspace{2cm}} > 718$$

$$\underline{\hspace{2cm}} < 709$$

(From Unit 5, Lesson 11.)

5. a. Locate 441, 418, 481, 487, and 429 on a number line. Mark each number with a point. Label each point with the number it represents.



- b. Order the numbers from greatest to least.

(From Unit 5, Lesson 12.)

6. Exploration

Mile markers are markers on the road with numbers listed in order. During a trip, Mai first saw this mile marker. The last mile marker she saw was Mile 173.



- a. Show on the number line the first and last mileage markers Mai went by on the road.



- b. Which mile markers with 0 in the ones place did Mai pass? Explain your reasoning and label these on the number line.

7. Exploration

- a. What is the largest three-digit number you can make with the numbers 2, 3, 6, 7, and 9? (You can use each number at most once.) Explain your reasoning.

- b. What is the smallest three-digit number you can make with the numbers 6, 3, 9, 7, and 2? (You can use each number at most once.) Explain your reasoning.

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