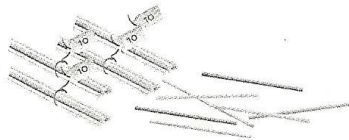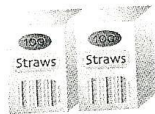# Show What You Know

LESSON

1

1. Show the count to find out how many.

2. Three rows of a hundred chart
   are shown. Copy the rows.
   Fill in the missing numbers.

491	492	493				497	498	499	
	502	503	504	505	506	507			
	512			515	516		518		520

2

3. Write the base-ten name for each number.

   a) 142   b) 891

hundreds	tens	units
a)		
b)		

3

4. Use Base Ten Blocks to show each number 3 different ways.
   Draw a picture to show each way.

   a) 154

5

5. Use the digits 6, 3, and 9.

   a) Make as many 3-digit numbers as you can.
   b) Order the numbers you made.
   c) Which number is the greatest? The least?

6
9

6. Use a number line.

   a) Start at 27. Count on by 5s to 62.
   b) Start at 899. Count back by 10s to 819.

7. Copy each pattern. Fill in the missing numbers.

   a) ☐, 75, 100, 125, ☐   b) ☐, 388, 378, 368, ☐
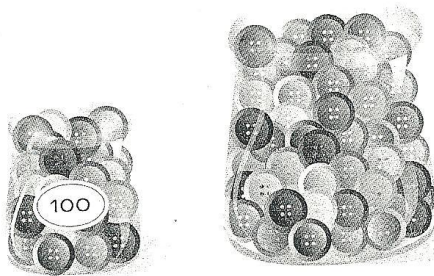   c) ☐, 114, 119, 124, ☐   d) ☐, 609, 606, 603, ☐

8. How much money is in each picture?
Record your answers in words.

a)

b)

9. Choose the best estimate for the number of buttons
in the big jar: 415, 200, or 728. Explain your choice.

100

10. Are there more or fewer than 1000:
a) people in a movie theatre?
b) hairs on a person's head?
c) pails of water in a lake?
Explain your thinking.

UNIT
2 Learning Goals

☑ model, compare, and order
numbers to 1000
☑ explore the meaning of
place value for numbers
to 1000
☑ skip count by 3s, 4s, 5s,
10s, 25s, and 100s
☑ estimate a quantity using
a referent