

Name \_\_\_\_\_

**Order 3-Digit Numbers**

**Essential Question:** How does place value help you order 3-digit numbers?

**Model and Draw**

You can order 249, 418, and 205 from least to greatest. First, compare the **hundreds**. Next, compare the tens and then the ones, if needed.

| Hundreds | Tens | Ones |
|----------|------|------|
| 2        | 4    | 9    |
| 4        | 1    | 8    |
| 2        | 0    | 5    |

I compare the hundreds. 249 and 205 are both less than 418.

Which is less, 249 or 205? I compare the tens. 205 is less than 249, so 205 is the least.

$$\underline{205} < \underline{249} < \underline{418}$$

least  greatest

**Share and Show**

Write the numbers in order from least to greatest.

1.

|   |   |   |
|---|---|---|
| 6 | 7 | 2 |
| 5 | 1 | 5 |
| 5 | 3 | 2 |

\_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_

2.

|   |   |   |
|---|---|---|
| 7 | 8 | 7 |
| 6 | 8 | 3 |
| 5 | 6 | 4 |

\_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_



**Math Talk** Do you always need to compare the ones digits when you order numbers? Explain.

## On Your Own

Write the numbers in order from least to greatest.

3.

|     |
|-----|
| 359 |
| 715 |
| 608 |

\_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_

4.

|     |
|-----|
| 959 |
| 915 |
| 908 |

\_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_

5.

|     |
|-----|
| 343 |
| 341 |
| 348 |

\_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_

6.

|     |
|-----|
| 165 |
| 746 |
| 764 |

\_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_

## PROBLEM SOLVING REAL WORLD

7. Brenda, Jean, and Pam play a video game. Brenda scores the highest. Jean scores the lowest.

|        |     |
|--------|-----|
| Brenda | 863 |
| Jean   | 767 |
| Pam    | ?   |

On the line, write a 3-digit number that could be Pam's score.

767 < \_\_\_\_\_ < 863



**TAKE HOME ACTIVITY** • Write three 3-digit numbers. Have your child tell you how to order the numbers from least to greatest.

Name \_\_\_\_\_

# ✓ Checkpoint

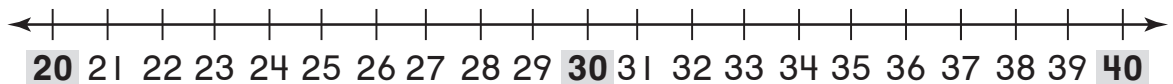
## Concepts and Skills

1. Write the missing sums in the addition table.

|   |   |   |   |   |   |    |    |    |    |    |    |
|---|---|---|---|---|---|----|----|----|----|----|----|
| + | 0 | 1 | 2 | 3 | 4 | 5  | 6  | 7  | 8  | 9  | 10 |
| 0 | 0 | 1 | 2 | 3 | 4 | 5  | 6  | 7  | 8  | 9  | 10 |
| 1 | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9  | 10 | 11 |
| 2 | 2 | 3 | 4 | 5 | 6 | 7  | 8  | 9  | 10 | 11 | 12 |
| 3 | 3 | 4 | 5 | 6 | 7 | 8  | 9  | 10 | 11 | 12 | 13 |
| 4 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 | 13 | 14 |
| 5 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

Find the nearest ten.

2. Estimate the sum of 24 and 36.



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

An estimate of the sum is \_\_\_\_\_.

Find the nearest hundred.

3. Estimate the sum of 285 and 122.

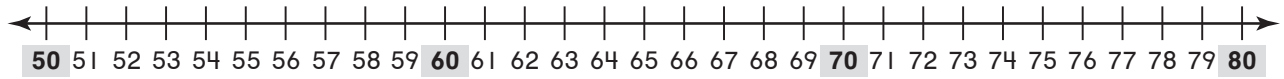


\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

An estimate of the sum is \_\_\_\_\_.

Find the nearest ten.

4. Estimate the difference of  $72 - 59$ .



$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

An estimate of the difference is \_\_\_\_\_.

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Find the nearest hundred.

5. Estimate the difference of 792 and 619.



$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

An estimate of the difference is \_\_\_\_\_.

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6. Which of the following numbers will make this true?

$$350 < 413 < \underline{\quad\quad\quad}.$$

- 403
- 398
- 430
- 331

Name \_\_\_\_\_

**Equal Groups of 2****Essential Question:** How can you find the total number in equal groups of 2?**Model and Draw**

The pet store has 3 fishbowls in the window. There are 2 goldfish in each bowl. How many goldfish are there in all?

I can count the equal groups by twos—2, 4, 6—to find how many in all.

Make 3 groups of 2 counters.



3 groups of 2 is 6 in all.

**Share and Show**

Complete the sentence to show how many in all.

1.



\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

2.



\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

3.



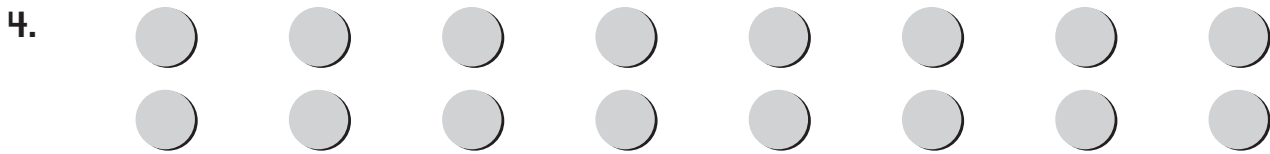
\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.



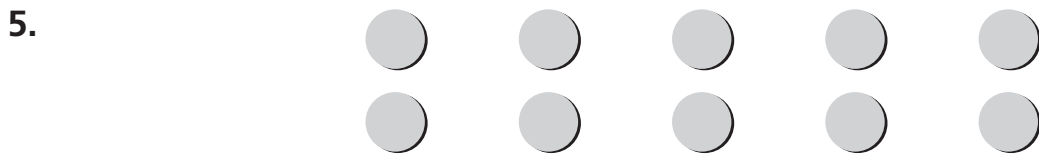
**Math Talk** How can you use counters to find  $2 + 2 + 2 + 2 + 2$ ?

## On Your Own

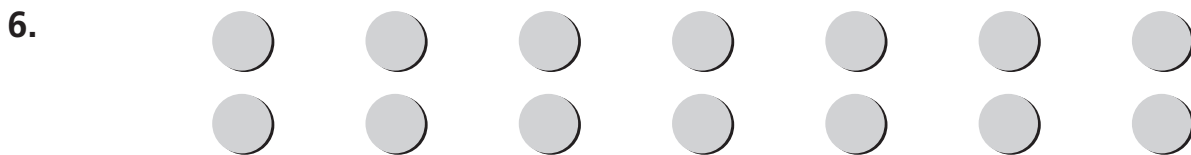
Complete the sentence to show how many in all.



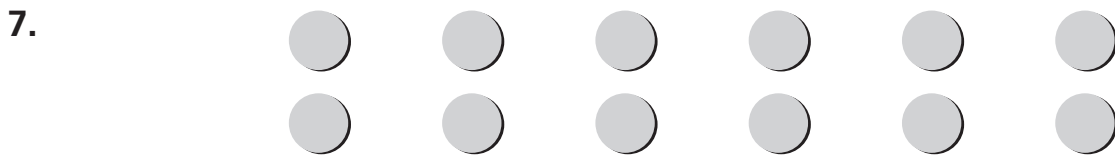
\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.



\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.



\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.



\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

## PROBLEM SOLVING REAL WORLD

Solve. Write or draw to explain.

8. Coach Baker keeps 2 basketballs in each bin. There are 5 bins. How many basketballs are stored in the bins?

\_\_\_\_\_ basketballs



**TAKE HOME ACTIVITY** • Have your child draw groups of two Xs and tell you how to find how many there are in all.

Name \_\_\_\_\_

**Equal Groups of 5****Essential Question:** How can you find the total number in equal groups of 5?**Model and Draw**

Luke made 3 cube trains.  
He connected 5 cubes in  
each train. How many cubes  
did he use in all?



Make 3 groups of 5 cubes.

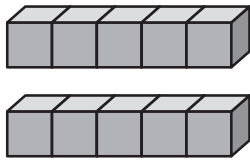
I can count the  
equal groups by  
fives—5, 10, 15—to  
find how many  
in all.

3 groups of 5 is 15 in all.

**Share and Show**

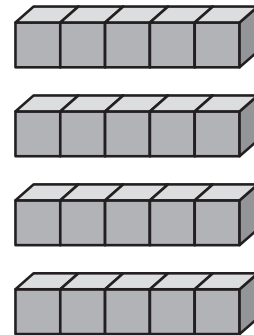
Complete the sentence to show how many in all.

1.



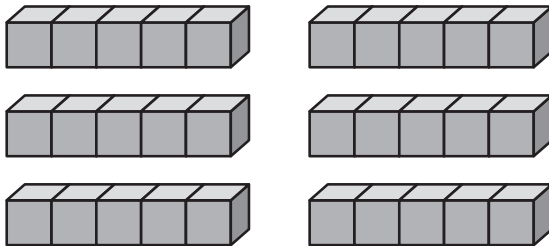
\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

2.



\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

3.



\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

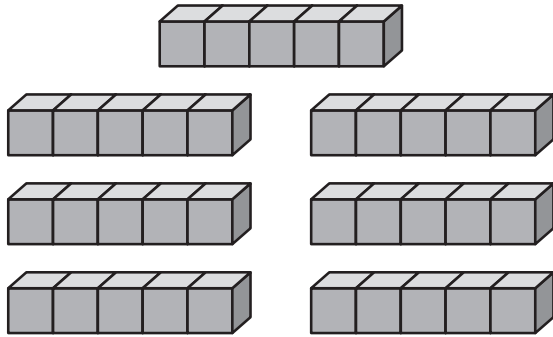


**Math Talk** How can you use addition to find how many in all in Exercise 2?

## On Your Own

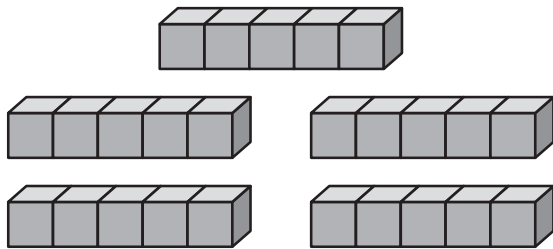
Complete the sentences to show how many in all.

4.



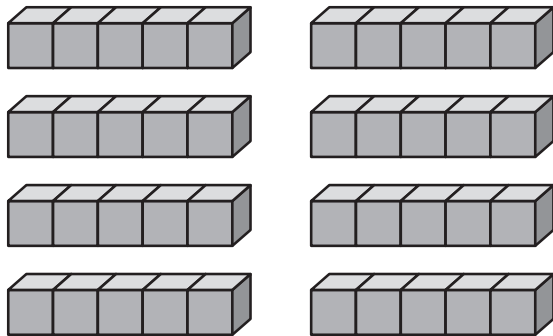
\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

5.



\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

6.



\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

## PROBLEM SOLVING REAL WORLD

Solve. Write or draw to explain.

7. Gina fills 6 pages of her photo album. She puts 5 photos on each page. How many photos does Gina put in her album?

\_\_\_\_\_ photos



**TAKE HOME ACTIVITY** • Place your hands next to your child's hands. Ask how many groups of 5 fingers. Have your child tell you how to find how many in all. How many fingers in all?

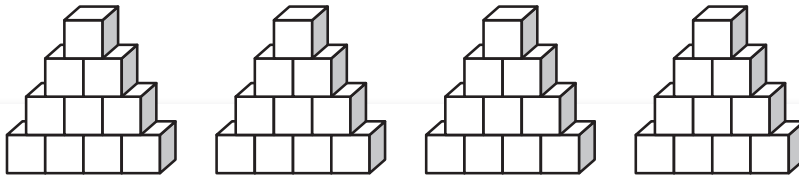


Name \_\_\_\_\_

**Equal Groups of 10****Essential Question:** How can you find the total number in equal groups of 10?**Model and Draw**

There are 4 packs of juice. Each pack has 10 juice boxes. How many juice boxes are there in all?

Make 4 groups of 10 cubes.



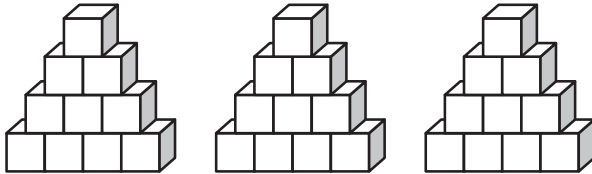
4 groups of 10 is 40 in all.

I can count the equal groups by tens—10, 20, 30, 40—to find how many in all.

**Share and Show**

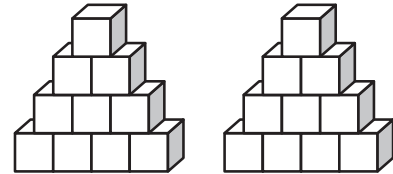
Complete the sentence to show how many in all.

1.



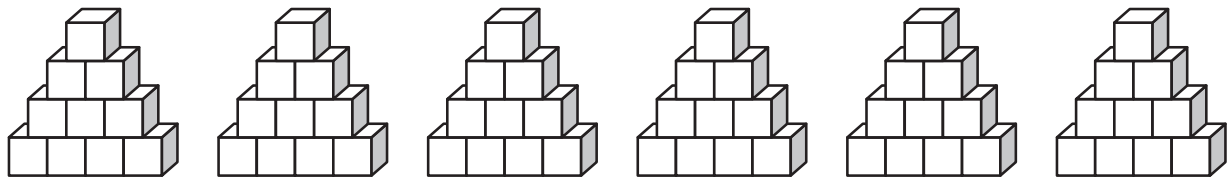
\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

2.



\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

3.



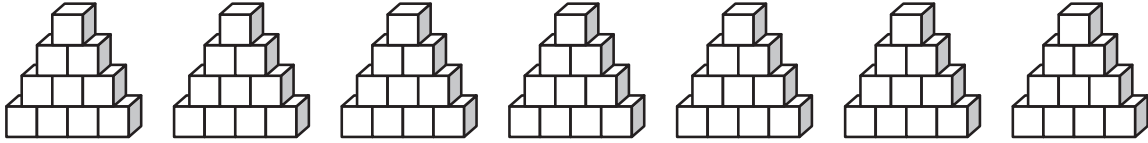
\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

**Math Talk** How many groups of ten are in 70? Explain.

## On Your Own

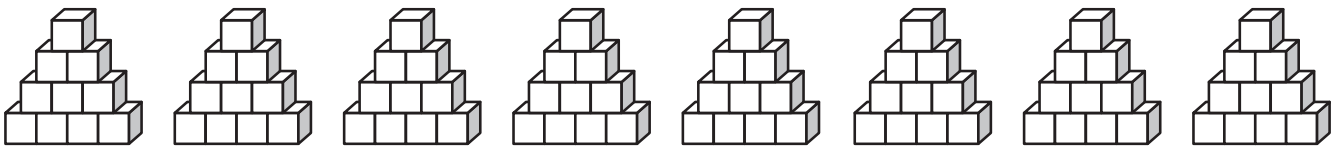
Complete the sentence to show how many in all.

4.



\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

5.



\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

6.



\_\_\_\_\_ groups of \_\_\_\_\_ is \_\_\_\_\_ in all.

## PROBLEM SOLVING REAL WORLD

Solve. Write or draw to explain.

7. To count his pennies, Travis puts 10 pennies in a stack. He makes 4 stacks. How many pennies does Travis have?

\_\_\_\_\_ pennies



**TAKE HOME ACTIVITY** • Give your child 30 pieces of macaroni or other small objects. Have your child make groups of 10. Ask how many groups there are. Ask your child to tell you how to find how many in all. How many pieces in all?