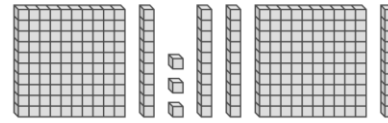


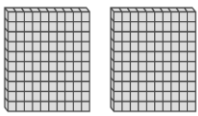
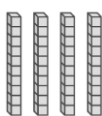

# Additional Practice 10-2 Models and 3-Digit Numbers

**Another Look!** Use models and your workmat to sort and count.

First, put the hundreds flats on your mat. Next, put the tens rods on your mat. Last, put the ones cubes on your mat.



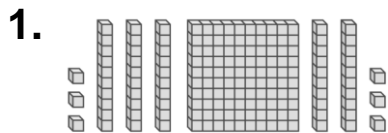
Write the number of hundreds, tens, and ones.

Hundreds	Tens	Ones
		
<u>2</u>	<u>4</u>	<u>3</u>

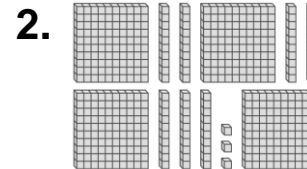
**HOME ACTIVITY** Give your child 50 paper clips or other small, countable objects. Ask your child to sort the clips into 10s and then write the number he or she counts.



Use place-value blocks to model. Write the numbers shown.



Hundreds	Tens	Ones

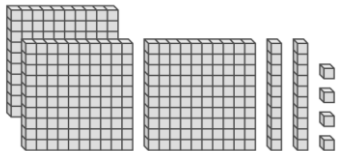


Hundreds	Tens	Ones



Solve each problem. Use models and your workmat if needed.

- 3. Represent** Write the number of hundreds, tens, and ones. Then write the number.



\_\_\_\_\_ hundreds + \_\_\_\_\_ tens + \_\_\_\_\_ ones

\_\_\_\_\_

- 4. Make Sense** Use the clues to solve the number puzzle.

I have a 5 in my ones place.  
The digit in my tens place is 3 plus the digit in my ones place. The digit in my hundreds place is 2 less than the digit in my ones place. What number am I?

\_\_\_\_\_

- 5. Higher Order Thinking** Look back at Item 4. Write your own place-value number puzzle. Give it to a friend to solve.

\_\_\_\_\_

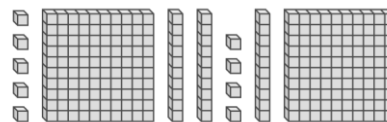
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 6.  Assessment Practice** Which number is shown? 2.NSO.1.2, 2.NSO.1.1



- A** 239
- B** 329
- C** 293
- D** 339