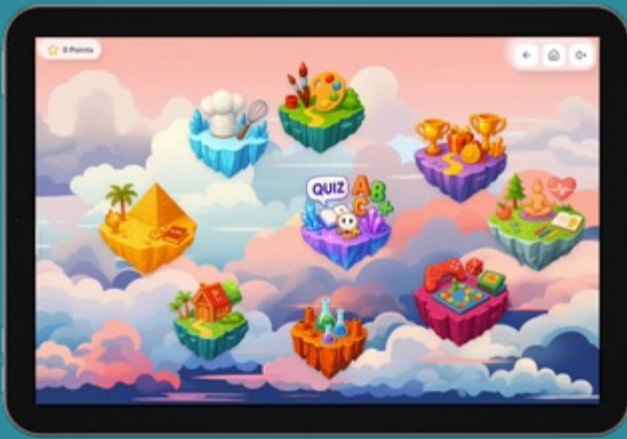


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Place Value to 1000 - Year 2

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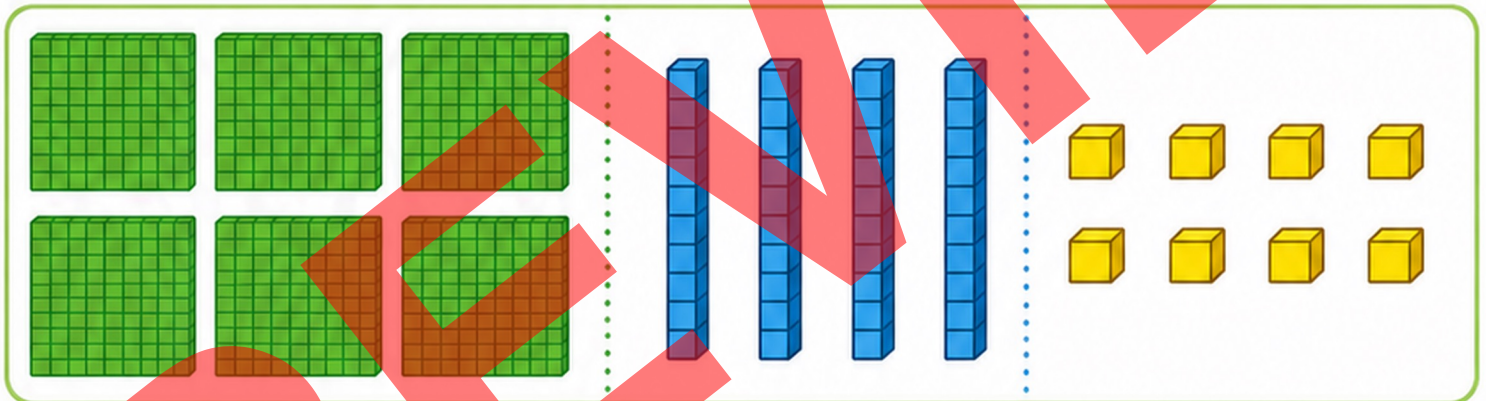


Place Value to 1000

Hundreds, tens and ones help us read, build and rename numbers.

648

Hundreds	Tens	Ones
6 hundreds	4 tens	8 ones



$$600 + 40 + 8 = 648$$

six hundred and forty-eight



Compare hundreds first,
then tens, then ones.

Place Value Match-Up Cards

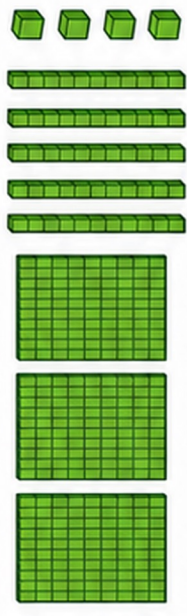


Cut, mix and match each number with its expanded form, place-value words and blocks.

356

$$300 + 50 + 6$$

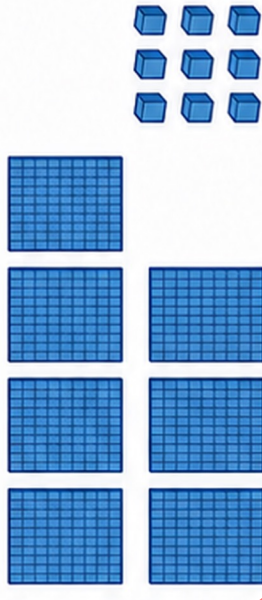
3 hundreds,
5 tens,
6 ones



709

$$700 + 9$$

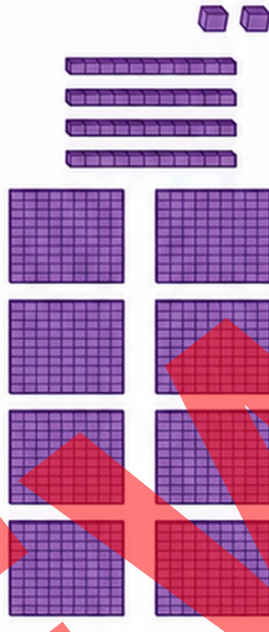
7 hundreds,
0 tens,
9 ones



842

$$800 + 40 + 2$$

8 hundreds,
4 tens,
2 ones



Place Value Battle Grid



	300	400	500	600	700	800
0 ones						
2 ones						
4 ones						
6 ones						
8 ones						
9 ones						

Build and Say

1 $400 + 20 + 6 = \underline{\quad}$

2 7 hundreds, 0 tens, 9 ones = $\underline{\quad}$

3 five hundred and thirty-two = $\underline{\quad}$

4 $638 = \underline{\quad} + \underline{\quad} + \underline{\quad}$

5 Use $>$, $<$ or $=$: $742 \underline{\quad} 724$

6 Write a number with 8 hundreds and 5 ones: $\underline{\quad}$

Play: Choose a challenge card. Solve it, then mark the matching place-value idea on the grid. First player to find four treasures wins.



Houses of Value

Name: _____

Date: _____

Write each digit in its correct house. Then write the number in expanded form.

Number	Hundreds	Tens	Ones	Expanded form
438				<u> </u> + <u> </u> + <u> </u>
605				<u> </u> + <u> </u>
970				<u> </u> + <u> </u>

Digit Value

Write the value of the named digit.

4 In 526, the digit 5 is worth _____.

5 In 681, the digit 8 is worth _____.

6 In 407, the digit 7 is worth _____.

Explain: How does a zero help in 605?

Houses of Value

Name: **ANSWERS**

Date: _____

Write each digit in its correct house. Then write the number in expanded form.

Number	Hundreds	Tens	Ones	Expanded form
438	4	3	8	<u>400</u> + <u>30</u> + <u>8</u>
605	6	0	5	<u>600</u> + <u>5</u>
970	9	7	0	<u>900</u> + <u>70</u>

Digit Value

Write the value of the named digit.

4 In 526, the digit 5 is worth **500**.

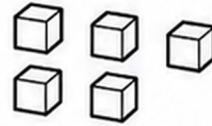
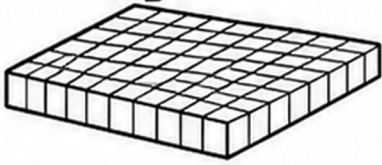
5 In 681, the digit 8 is worth **80**.

6 In 407, the digit 7 is worth **7**.

Explain: How does a zero help in 605?

The zero shows there are no tens. It keeps the 5 in the ones place.

Expanded Form Builders



Name: _____

Date: _____

A. Write the expanded form.

1. $286 = \underline{\quad} + \underline{\quad} + \underline{\quad}$

2. $740 = \underline{\quad} + \underline{\quad}$

3. $913 = \underline{\quad} + \underline{\quad} + \underline{\quad}$

4. $1000 = \underline{\quad}$

B. Build the number.

5. $500 + 30 + 9 = \underline{\quad}$

6. $700 + 8 = \underline{\quad}$

7. $900 + 60 = \underline{\quad}$

8. $400 + 20 + 5 = \underline{\quad}$

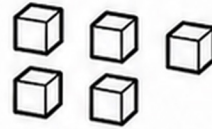
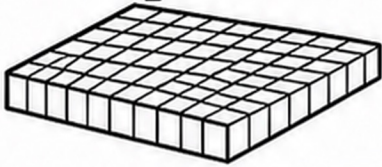
C. Write the number in words.

9. $618 = \underline{\quad}$

10. $305 = \underline{\quad}$

Challenge: Write your own 3-digit number and show it in expanded form.

Expanded Form Builders



Name: ANSWERS

Date: _____

A. Write the expanded form.

1. $286 = \underline{200} + \underline{80} + \underline{6}$

2. $740 = \underline{700} + \underline{40}$

3. $913 = \underline{900} + \underline{10} + \underline{3}$

4. $1000 = \underline{1000}$

B. Build the number.

5. $500 + 30 + 9 = \underline{539}$

6. $700 + 8 = \underline{708}$

7. $900 + 60 = \underline{960}$

8. $400 + 20 + 5 = \underline{425}$

C. Write the number in words.

9. $618 = \underline{\text{six hundred and eighteen}}$

10. $305 = \underline{\text{three hundred and five}}$

Challenge: Write your own 3-digit number and show it in expanded form.

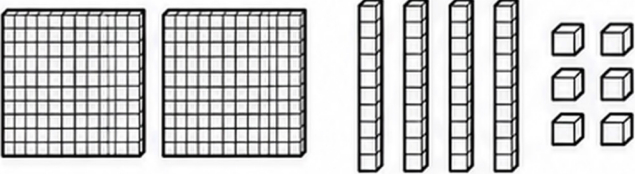
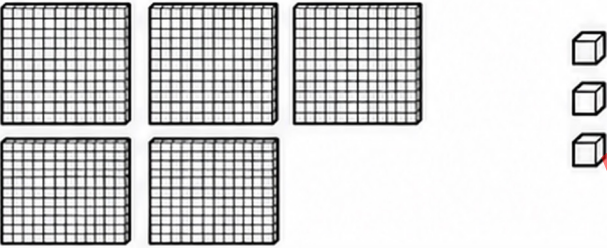
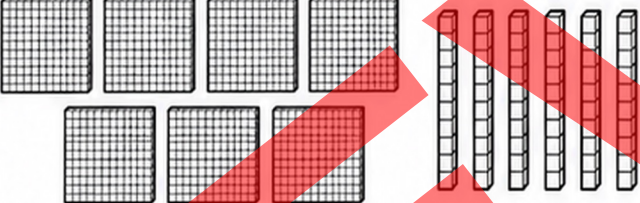
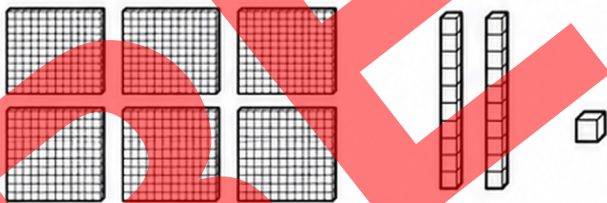
$\underline{472 = 400 + 70 + 2}$

Block Match

Name: _____

Date: _____

Count the base-ten blocks. Write the number and expanded form.

	Blocks	Number	Expanded form
A		_____	____ + ____ + ____
B		_____	____ + ____
C		_____	____ + ____
D		_____	____ + ____ + ____

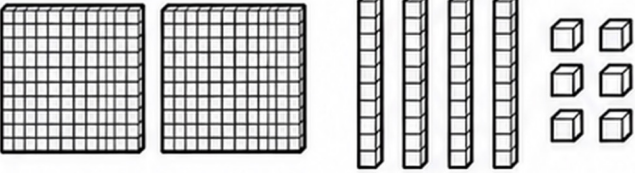
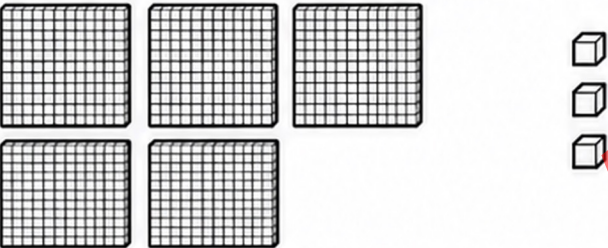
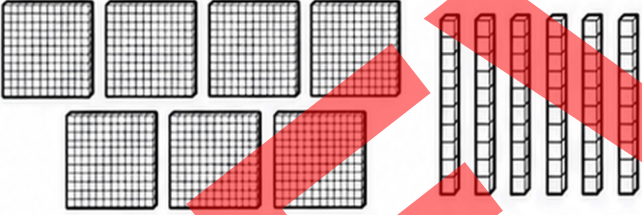
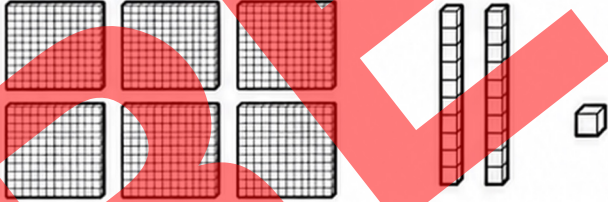
Draw blocks to show 354.

Block Match

Name: ANSWERS

Date: _____

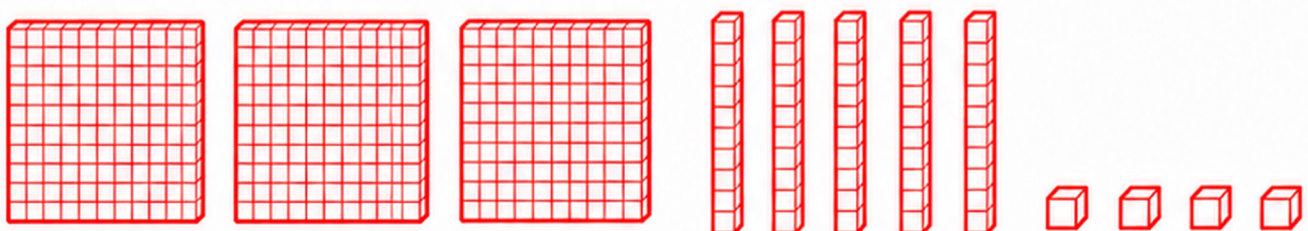
Count the base-ten blocks. Write the number and expanded form.

	Blocks	Number	Expanded form
A		246	$200 + 40 + 6$
B		503	$500 + 3$
C		760	$700 + 60$
D		621	$600 + 20 + 1$

Draw blocks to show 354.

354 = 3 hundreds, 5 tens, 4 ones

Draw: 3 hundreds, 5 tens, 4 ones



Order and Compare

Name: _____

Date: _____

A. Smallest to largest

Order each set.

1. 462, 246, 426 → _____, _____, _____

2. 590, 905, 509 → _____, _____, _____

3. 718, 781, 187 → _____, _____, _____

B. Largest to smallest

4. 630, 603, 360 → _____, _____, _____

5. 812, 821, 218 → _____, _____, _____

C. Use >, < or =

6. 745 ☐ 754

7. $600 + 20 + 8$ ☐ 628

8. seven hundred and nine ☐ 790

Explain your thinking

How do you compare 482 and 428?

Order and Compare

Name: **ANSWERS**

Date: _____

A. Smallest to largest

Order each set.

1. 462, 246, 426 → 246 , 426 , 462

2. 590, 905, 509 → 509 , 590 , 905

3. 718, 781, 187 → 187 , 718 , 781

B. Largest to smallest

4. 630, 603, 360 → 630 , 603 , 360

5. 812, 821, 218 → 821 , 812 , 218

C. Use >, < or =

6. 745 754

7. $600 + 20 + 8$ 628

8. seven hundred and nine 790

Explain your thinking

How do you compare 482 and 428?

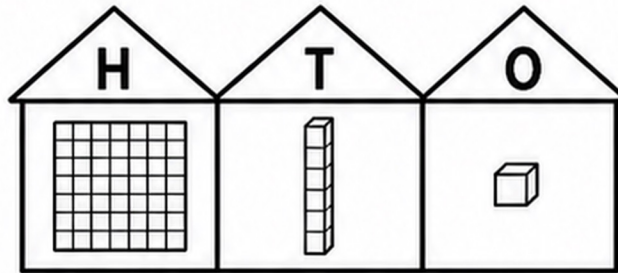
Both numbers have 4 hundreds. Compare tens:

8 tens is greater than 2 tens, so 482 is greater.

Rename and Regroup

Name: _____

Date: _____



A number can be renamed when hundreds, tens and ones are traded.

A. Write the number.

	Renamed form	Number
1.	3 hundreds, 12 tens, 4 ones	_____
2.	5 hundreds, 0 tens, 18 ones	_____
3.	7 hundreds, 11 tens, 6 ones	_____
4.	9 hundreds, 9 tens, 10 ones	_____

B. Trade one hundred for 10 tens.

5. $462 =$ _____ hundreds, _____ tens, _____ ones

6. $708 =$ _____ hundreds, _____ tens, _____ ones

C. Show two ways.

Write two expanded forms for 835.

$835 =$ _____ $+$ _____ $+$ _____

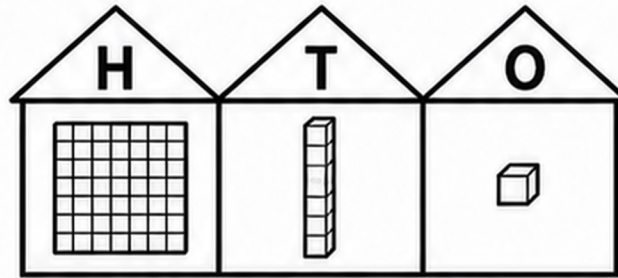
$835 =$ _____ $+$ _____ $+$ _____

Why can 10 tens be the same as 1 hundred?

Rename and Regroup

Name: **ANSWERS**

Date: _____



A number can be renamed when hundreds, tens and ones are traded.

A. Write the number.

	Renamed form	Number
1.	3 hundreds, 12 tens, 4 ones	<u>424</u>
2.	5 hundreds, 0 tens, 18 ones	<u>518</u>
3.	7 hundreds, 11 tens, 6 ones	<u>816</u>
4.	9 hundreds, 9 tens, 10 ones	<u>1000</u>

B. Trade one hundred for 10 tens.

5. $462 = \underline{3}$ hundreds, $\underline{16}$ tens, $\underline{2}$ ones

6. $708 = \underline{6}$ hundreds, $\underline{10}$ tens, $\underline{8}$ ones

C. Show two ways.

Write two expanded forms for 835.

$$835 = \underline{800} + \underline{30} + \underline{5}$$

$$835 = \underline{700} + \underline{130} + \underline{5}$$

Why can 10 tens be the same as 1 hundred?

10 tens make 100, so they have the same value as 1 hundred.

Place Value Check-In

Name: _____

Date: _____

Show what you know about place value to 1000.

1. Write 583 in words.

2. Write nine hundred and six as a number.

3. $472 = \underline{\quad} + \underline{\quad} + \underline{\quad}$

4. $600 + 70 + 5 = \underline{\quad}$

5. In 819, the digit 1 is worth _____.

6. Order from smallest to largest: 704, 470, 740, 407

_____, _____, _____, _____

7. Use $>$, $<$ or $=$: 652 _____ 625

8. 4 hundreds, 13 tens, 2 ones = _____

9. Draw or label base-ten blocks for 246.

10. Explain why the number 1000 needs four digits.

Place Value Check-In

Name: ANSWERS

Date: _____

Show what you know about place value to 1000.

1. Write 583 in words.

five hundred and eighty-three

2. Write nine hundred and six as a number.

906

3. $472 = \underline{400} + \underline{70} + \underline{2}$

4. $600 + 70 + 5 = \underline{675}$

5. In 819, the digit 1 is worth 10.

6. Order from smallest to largest: 704, 470, 740, 407

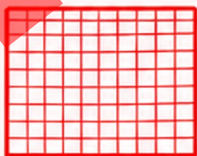
407, 470, 704, 740

7. Use $>$, $<$ or $=$: $652 \underline{>} 625$

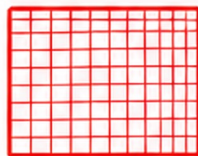
8. 4 hundreds, 13 tens, 2 ones = 532

9. Draw or label base-ten blocks for 246.

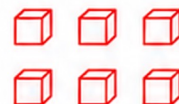
2 hundreds, 4 tens, 6 ones



2 hundreds



4 tens



6 ones

10. Explain why the number 1000 needs four digits.

1000 is one thousand. It needs a thousands place
before hundreds, tens and ones.

Place Value to 1000 Year 2 Rubric

Criteria	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
1. Reads and represents numbers to 1000	Needs support to read or build 3-digit numbers.	Reads and builds some numbers with prompts.	Reads and represents 3-digit numbers accurately.	Uses words, digits and models accurately.	Connects several representations independently.
2. Partitions and renames numbers	Identifies some hundreds, tens or ones.	Partitions standard forms with support.	Writes expanded form and digit values correctly.	Renames hundreds, tens and ones flexibly.	Explains regrouping using place-value language.
3. Compares and orders numbers	Compares using guesswork or single digits.	Orders some sets with teacher prompts.	Compares hundreds, tens then ones correctly.	Orders mixed 2- and 3-digit sets accurately.	Justifies comparisons using clear reasoning.
4. Explains mathematical thinking	Gives little or unclear explanation.	Uses some correct place-value words.	Explains steps using hundreds, tens and ones.	Checks and explains answers clearly.	Uses precise examples to prove thinking.

Place value to 10000



Learning Goal

We can read, represent, partition and order numbers to 1000.



Place Value Houses

Digits live in hundreds, tens and ones. The place tells the value.



Count In Groups

Ten ones can be traded for 1 ten. Ten tens can be traded for 1 hundred.



Hundreds, Tens, Ones

648 has 6 hundreds, 4 tens and 8 ones.



Expanded Form

$$648 = 600 + 40 + 8$$



Word Form

648 is six hundred and forty-eight.



Zero Placeholder

709 has 7 hundreds, 0 tens and 9 ones. The zero keeps the tens place open.



Base-Ten Models

Use flats, rods and cubes to build a number.



Digit Value

In 526, the 5 is worth 500. The 2 is worth 20. The 6 is worth 6.



Rename Numbers

4 hundreds, 13 tens and 2 ones can be regrouped as 532.



Compare Numbers

Compare hundreds first. If they are the same, compare tens and then ones.



Order Sets

Smallest to largest: 407, 470, 704, 740.



Number Lines

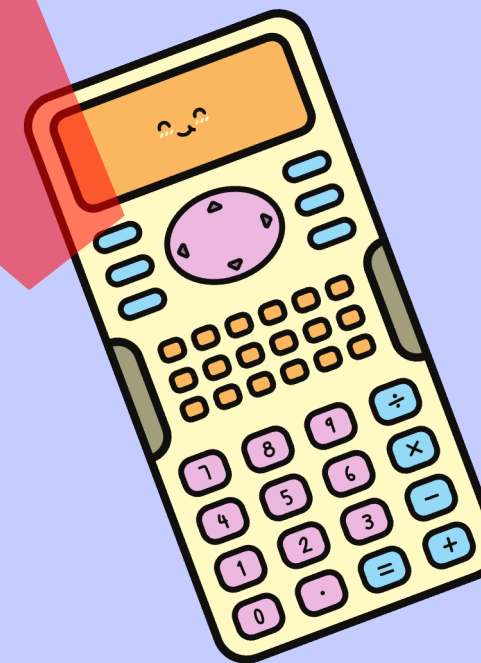
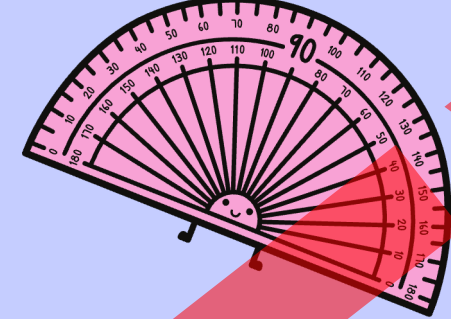
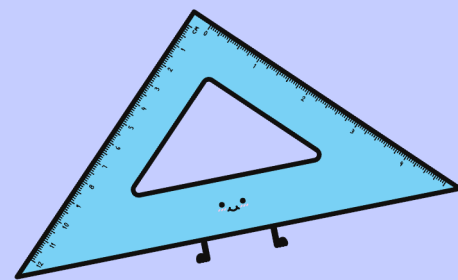
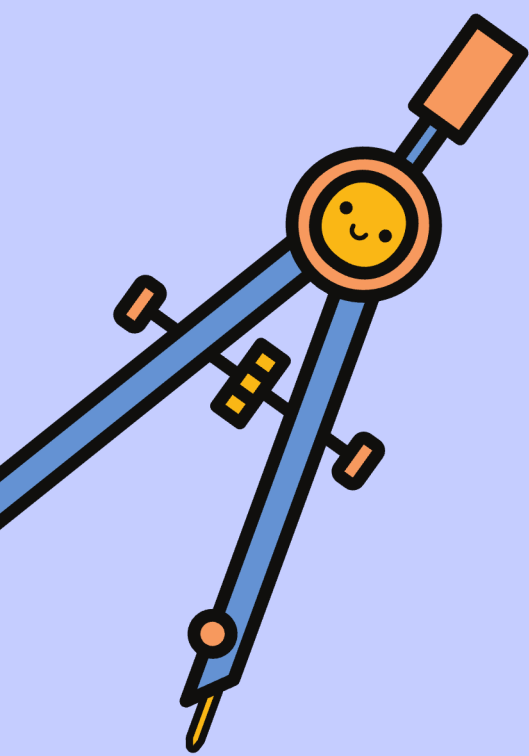
Check the first and last numbers. Look at the size of each jump.



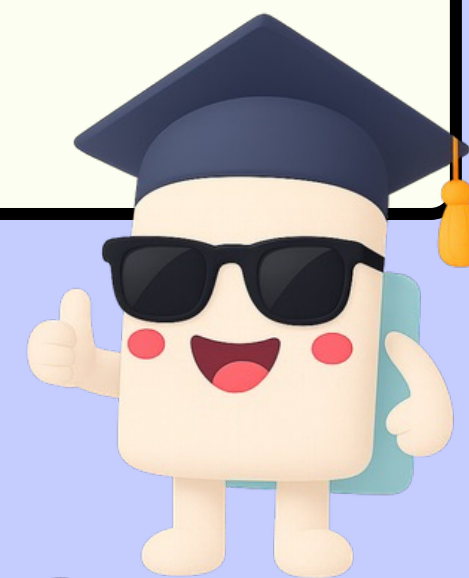
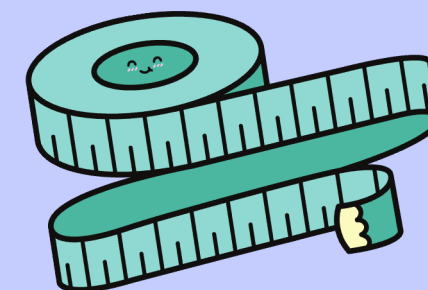
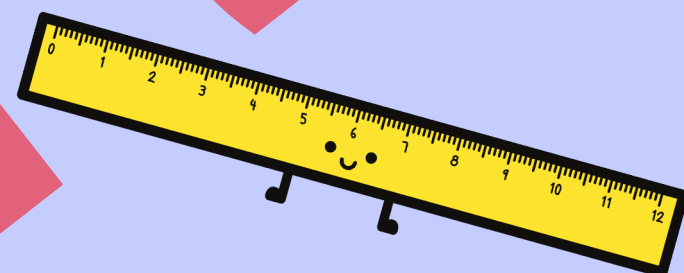
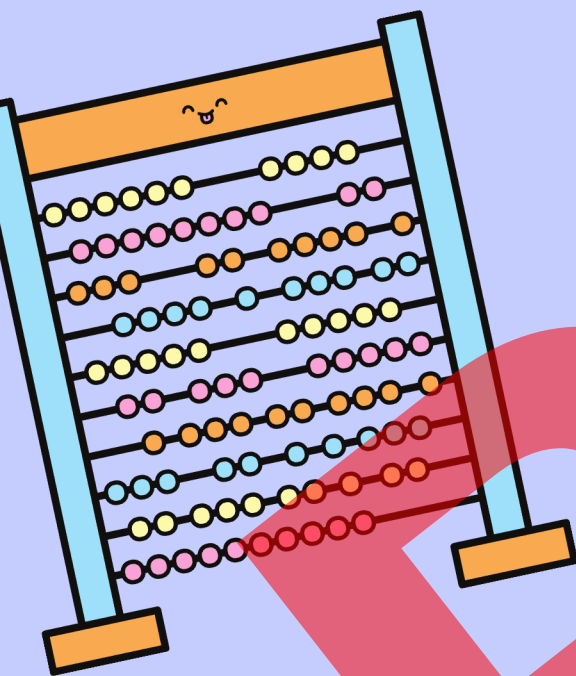
Review

Read it. Build it. Expand it. Compare it. Explain it.





Great Work!



Place value to 10000



Question 1

Question 1

Which is the expanded form of 648?

A. $600 + 40 + 8$

B. $60 + 40 + 8$

C. $600 + 4 + 8$

D. $6 + 40 + 800$



Answer 1

Answer 1

$$A. 600 + 40 + 8$$



Question 2

Question 2

True or false: 709 has 0 tens.



Answer 2

Answer 2

True.



Question 3

Question 3

What number is 4 hundreds, 13 tens and 2 ones?



Answer 3

Answer 3

532



Question 4

Question 4

Which number is nine hundred and six?

A. 96

B. 960

C. 906

D. 609



Answer 4

Answer 4

C. 906



Question 5

Question 5

Order from smallest to largest: 704, 470, 740, 407.



Answer 5

Answer 5

407, 470, 704, 740



Question 6

Question 6

True or false: 760 is 7 hundreds, 6 tens and 0 ones.



Answer 6

Answer 6

True.



Question 7

Question 7

In 819, what is the digit 8 worth?

- A. 8
- B. 80
- C. 800
- D. 18



Answer 7

Answer 7

C. 800



Question 8

Question 8

Write 472 in expanded form.



Answer 8

Answer 8

$$400 + 70 + 2$$



Question 9

Question 9

Choose the correct symbol: 652 _____ 625

A. $<$

B. $>$

C. $=$

D. $+$



Answer 9

Answer 9

B. >



Question 10

Question 10

Why does 605 need a zero?

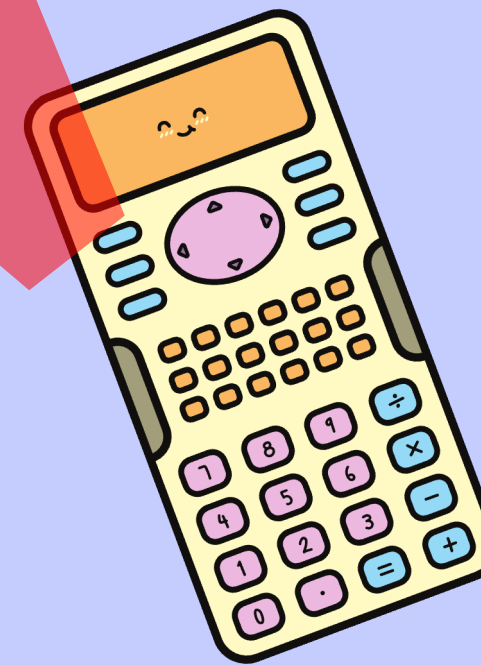
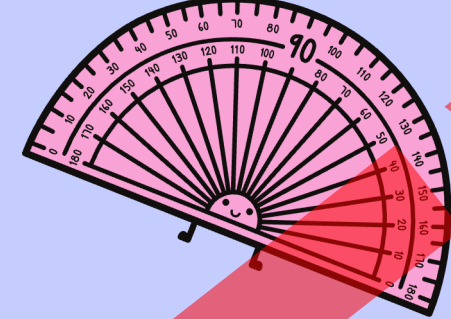
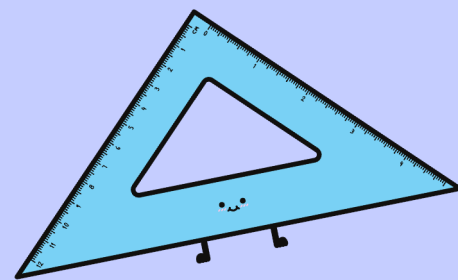
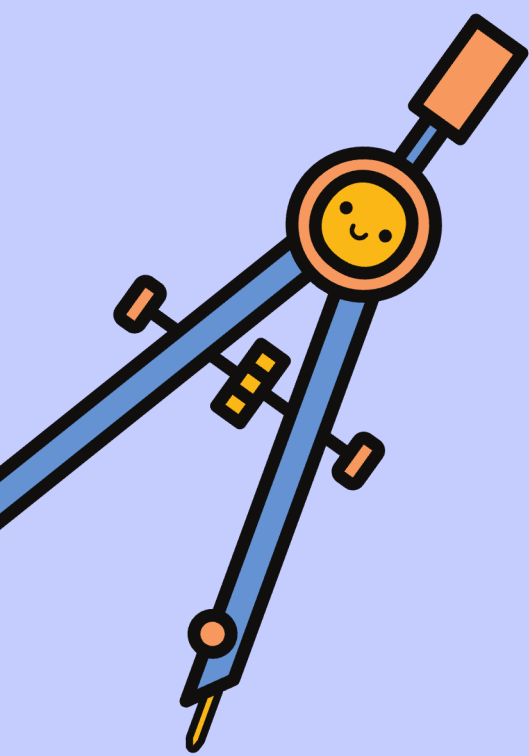


Answer 10

Answer 10

The zero shows there are no tens and keeps the 5 in the ones place.





Well Done!

