## Worksheet

## Understanding Place Value: Representing Tens and Ones

Objective: Represent one- and two-digit numbers using manipulatives and tell how many tens and ones are in a two-digit number.

Directions: For each number, have students draw (with tallies, stars, circles) or use manipulatives. Draw a circle around each group of ten, or otherwise mark to show a group of ten. Then write how many tens and ones are in the number.


| Number | Count | Tens | Ones |
| :---: | :---: | :---: | :---: |
| 11 |  |  |  |
| 22 |  |  |  |
| 17 |  |  |  |
|  |  |  |  |

## Worksheet

## Understanding Place Value: Representing Tens and Ones-Scaffolded

Objective: Represent one- and two-digit numbers using representations and tell how many tens and ones are in a two-digit number.

Directions: For each number, have students tally or shade in squares that represent ones in the box provided, while counting. The squares are organized in groups of tens. Use the representations to determine how many tens and ones are in the number.




## Worksheet

## Understanding Place Value: Using Base-10 Blocks

Objective: Represent three-digit numbers as flats, rods, and units and tell how many hundreds, tens, and ones are in a three-digit number. Count flats, rods, and units to determine what three-digit number is being displayed.

Directions: Use flats (hundreds), rods (tens), and units (ones) to build the number or draw a representation in the box. Write how many hundreds, tens, and ones are in each number.


| Example: | Build or Draw the Number |  |
| :--- | :--- | :--- |
|  |  |  |
|  |  |  |
|  |  |  |
| Hundreds | Tens | Ones |
|  |  |  |


| Example: |  | Build or Draw the Number |  |  |  |
| :--- | :--- | :--- | :--- | :---: | :---: |
|  | 495 |  |  |  |  |


| Example: |  | Build or Draw the Number |  |  |  |
| :--- | :--- | :--- | :--- | :---: | :---: |
|  | 572 |  |  |  |  |


| Example: |  | Build or Draw the Number |  |  |  |
| :--- | :--- | :--- | :---: | :---: | :---: |
|  | 314 |  |  |  |  |


| Example: |  | Build or Draw the Number |
| :--- | :--- | :--- |
|  |  |  |
| Hundreds | Tens | Ones |


| Example: |  | Build or Draw the Number |
| :--- | :--- | :--- |
|  |  |  |

## Worksheet

## Understanding Place Value: Using Base-10 Blocks-Scaffolded

Objective: Represent three-digit numbers as flats, rods, and units and tell how many hundreds, tens, and ones are in a three-digit number. Count flats, rods, and units to determine what three-digit number is being displayed.

Directions: Count and write the number of hundreds, tens, and ones. Then write the number that is represented by the blocks.




## Worksheet

## Understanding Place Value: Comparing Two-Digit Numbers

Objective: Compare two two-digit numbers using the symbols < = >.
Directions: Write the two numbers in the tables provided and compare the two numbers using the symbols $<=>$.

| Greater than <br> $>$ | Less than <br> $<$ | Equal to <br> $=$ |
| :---: | :---: | :---: |

## Example: 54 and 82

| Tens | Ones |
| :---: | :---: |
| 5 | 4 |
| 8 | 2 |

Compare: $\qquad$
$54<82$
2. 14 and 12

| Tens | Ones |
| :---: | :---: |
|  |  |
|  |  |

Compare: $\qquad$

1. 36 and 22

| Tens | Ones |
| :---: | :---: |
|  |  |
|  |  |

Compare: $\qquad$
3. 26 and 22

| Tens | Ones |
| :---: | :---: |
|  |  |
|  |  |

Compare: $\qquad$
4. 76 and 67

| Tens | Ones |
| :---: | :---: |
|  |  |
|  |  |

Compare: $\qquad$

## 6. 65 and 52

| Tens | Ones |
| :---: | :---: |
|  |  |
|  |  |

Compare: $\qquad$
8. 36 and 35

| Tens | Ones |
| :---: | :---: |
|  |  |
|  |  |

Compare: $\qquad$
10. 84 and 82

| Tens | Ones |
| :---: | :---: |
|  |  |
|  |  |

Compare: $\qquad$
12. 97 and 99

| Tens | Ones |
| :---: | :---: |
|  |  |
|  |  |

Compare: $\qquad$
5. 86 and 81

| Tens | Ones |
| :---: | :---: |
|  |  |
|  |  |

Compare: $\qquad$
7. 18 and 12

| Tens | Ones |
| :---: | :---: |
|  |  |
|  |  |

Compare: $\qquad$
9. 45 and 43

| Tens | Ones |
| :---: | :---: |
|  |  |
|  |  |

Compare: $\qquad$
11. 26 and 22

| Tens | Ones |
| :---: | :---: |
|  |  |
|  |  |

Compare: $\qquad$
13. 47 and 74

| Tens | Ones |
| :---: | :---: |
|  |  |
|  |  |

Compare: $\qquad$
14. 63 and 66

| Tens | Ones |
| :---: | :---: |
|  |  |
|  |  |

Compare: $\qquad$
15. 59 and 60

| Tens | Ones |
| :---: | :---: |
|  |  |
|  |  |

Compare: $\qquad$

