

Name _____

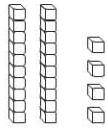
Algebra • Different Names for Numbers

COMMON CORE STANDARD CC.2.NBT.3

Understand place value.

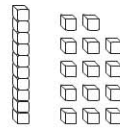
The blocks show the number in different ways.
Describe the blocks in two ways.

1. 24



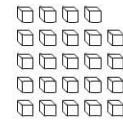
____ tens ____ ones

____ + ____



____ ten ____ ones

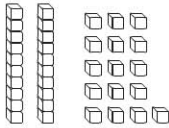
____ + ____



____ tens ____ ones

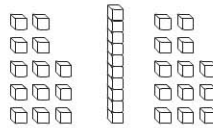
____ + ____

2. 36



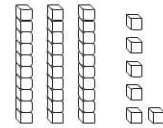
____ tens ____ ones

____ + ____



____ ten ____ ones

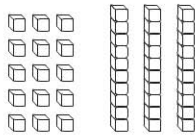
____ + ____



____ tens ____ ones

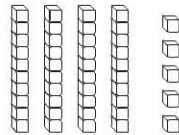
____ + ____

3. 45



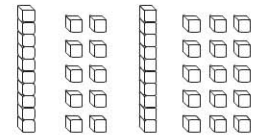
____ tens ____ ones

____ + ____



____ tens ____ ones

____ + ____



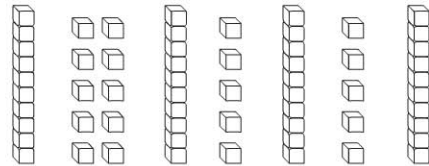
____ tens ____ ones

____ + ____

PROBLEM SOLVING

REAL WORLD

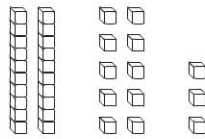
4. Toni has these blocks. Circle the blocks that she could use to show 34.



Lesson Check (CC.2.NBT.3)

1. What number is shown with the blocks?

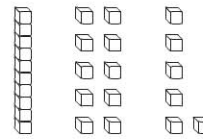
2 tens 13 ones



- 33
- 34
- 43
- 63

2. What number is shown with the blocks?

1 ten 16 ones

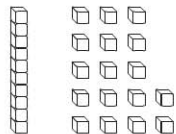


- 16
- 26
- 31
- 36

Spiral Review (CC.2.NBT.3)

3. What number is shown with the blocks? (Lesson 1.6)

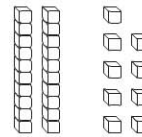
1 ten 17 ones



- 17
- 27
- 42
- 57

4. What is the value of the underlined digit? (Lesson 1.3)

29



- 2
- 9
- 20
- 90

5. Which is another way to write 9 tens 3 ones? (Lesson 1.5)

- 39
- $30 + 9$
- 90
- 93

6. How many tens and ones are in the number 50? (Lesson 1.4)

- 0 tens 5 ones
- 2 tens 3 ones
- 5 tens 0 ones
- 5 tens 5 ones