



# Make Hundreds

Let's represent hundreds in different ways.



## Activity 1

### Make Hundreds

1. Build each number with base-ten blocks. Record how many you use.

a. Build 90. \_\_\_\_\_ tens

b. Build 110. \_\_\_\_\_ tens

c. Build 150. \_\_\_\_\_ tens

2. How many base-ten blocks do you need to build 200?

\_\_\_\_\_ tens

3. How many base-ten blocks do you need to build 300?

\_\_\_\_\_ tens



4. How many base-ten blocks do you need to build 300 if you can use 1 hundred block?

1 hundred \_\_\_\_\_ tens

5. How many tens do you need to build 300 if you can use 2 hundreds blocks?

2 hundreds \_\_\_\_\_ tens

6. How many tens do you need to build 300 if you can only use hundreds blocks?

\_\_\_\_\_ hundreds \_\_\_\_\_ tens

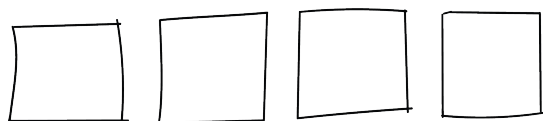


## Activity 2

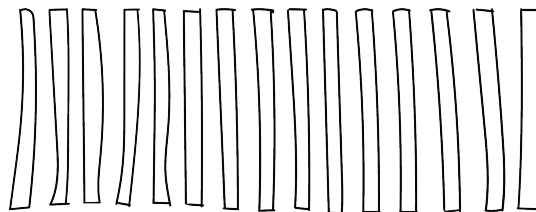
### How Many Hundreds?

Han and Jada represented 700 using different base-ten blocks. Then they each started a base-ten diagram to show their work.

Jada



Han



Jada only used hundreds.

Han only used tens.

1. Use base-ten blocks to show how Jada and Han each represented 700 with their blocks.



2. Explain how you know both ways of using base-ten blocks show 700.

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3. Complete Jada's base-ten diagram.

4. Why do you think Han's diagram would take longer to finish than Jada's?

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