Grade 2  
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Unit 5, Lesson 2

# Make Hundreds

* Let’s represent hundreds in different ways.

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## Activity 1 Make Hundreds

1. Build each number with base-ten blocks. Record how many you use.
   1. Build 90.
   2. Build 110.
   3. Build 150.

* \_\_\_\_\_\_\_\_\_\_\_\_ tens
* \_\_\_\_\_\_\_\_\_\_\_\_ tens
* \_\_\_\_\_\_\_\_\_\_\_\_ tens

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

* \_\_\_\_\_\_\_\_\_\_\_\_ tens

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

* \_\_\_\_\_\_\_\_\_\_\_\_ tens

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

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

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

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

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

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

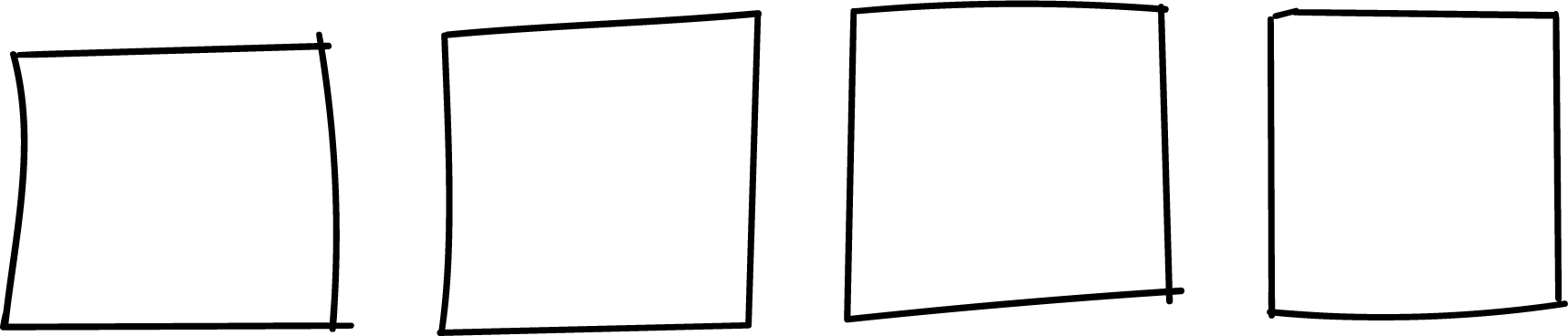
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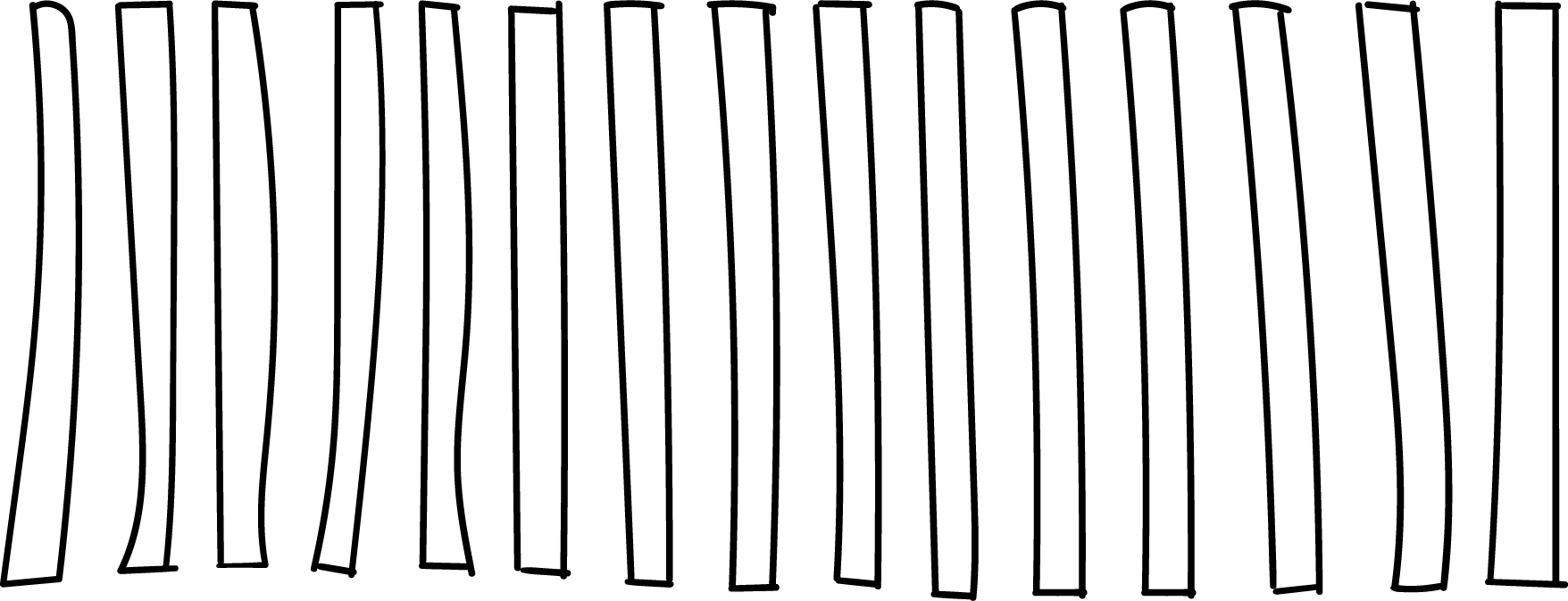
## Activity 2 How Many Hundreds?

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

Jada

Han

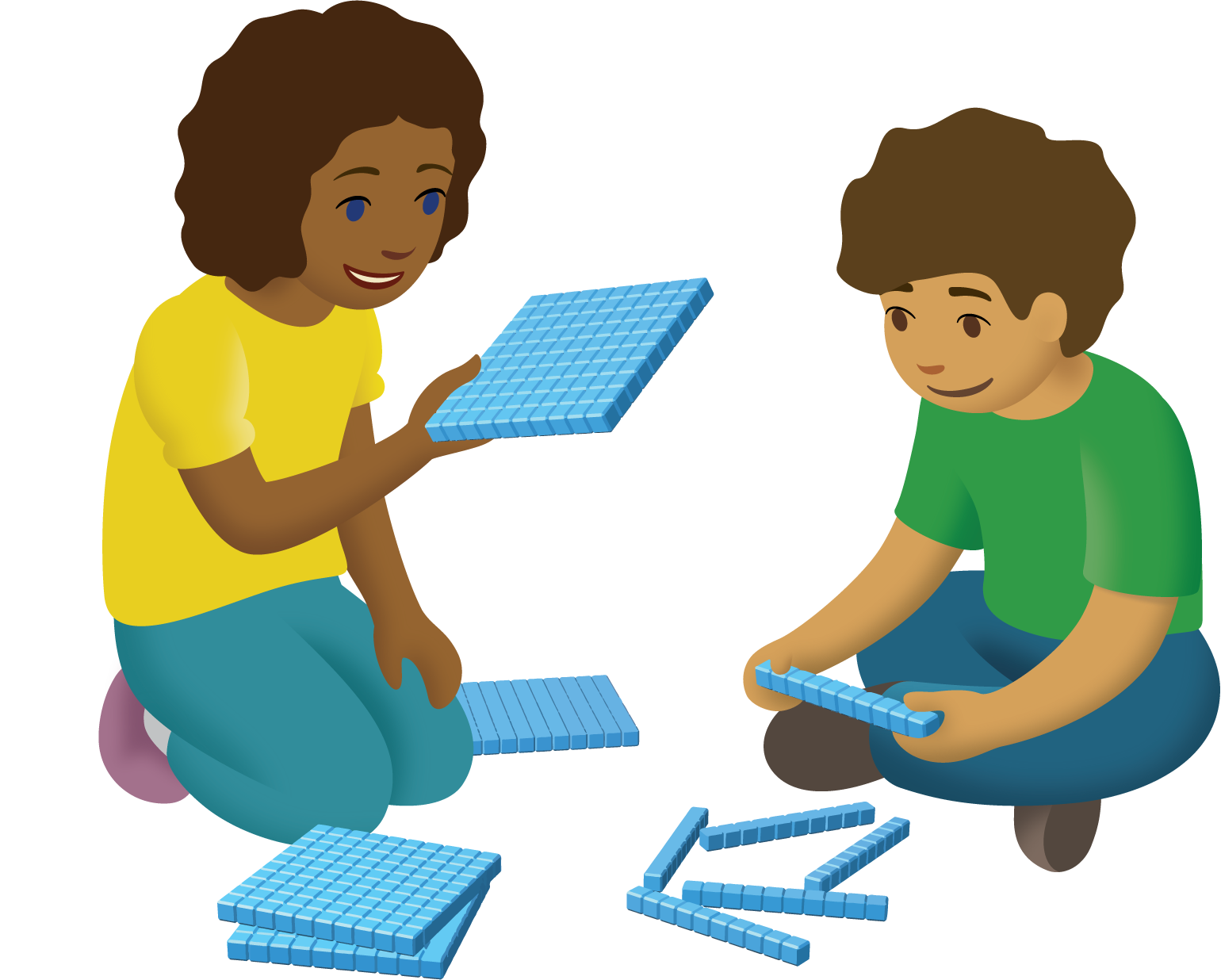




Jada only used hundreds.

Han only used tens.

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

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1. Explain how you know both ways of using base-ten blocks show 700.
2. Complete Jada’s base-ten diagram.
3. Why do you think Han’s diagram would take longer to finish than Jada’s?