## Lesson 2: Make Hundreds

* Let’s represent hundreds in different ways.

### 2.1: Make Hundreds

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

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

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

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

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

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

1. How many base-ten blocks would you need to build 300 if you could use 1 hundreds block?

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

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

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

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

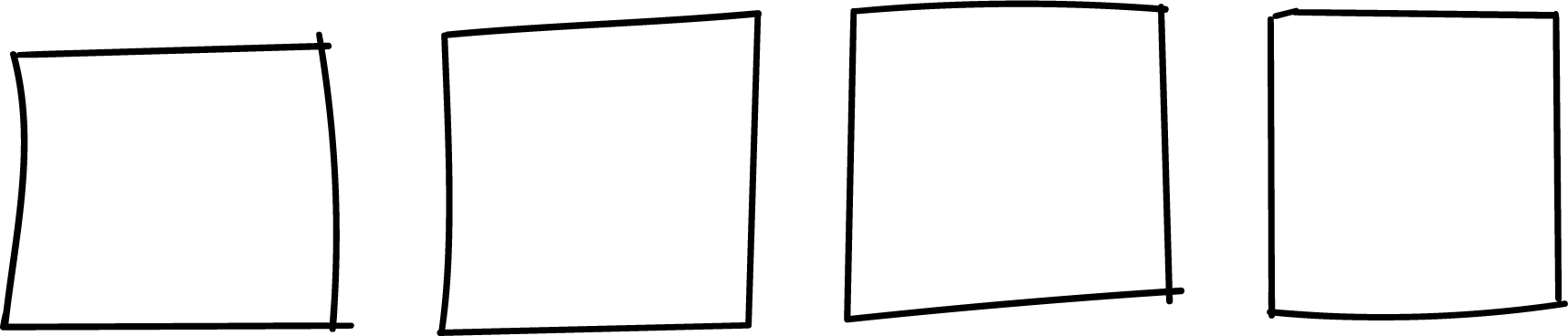
* \_\_\_\_\_\_\_\_\_\_\_\_ hundreds \_\_\_\_\_\_\_\_\_\_\_\_ tens

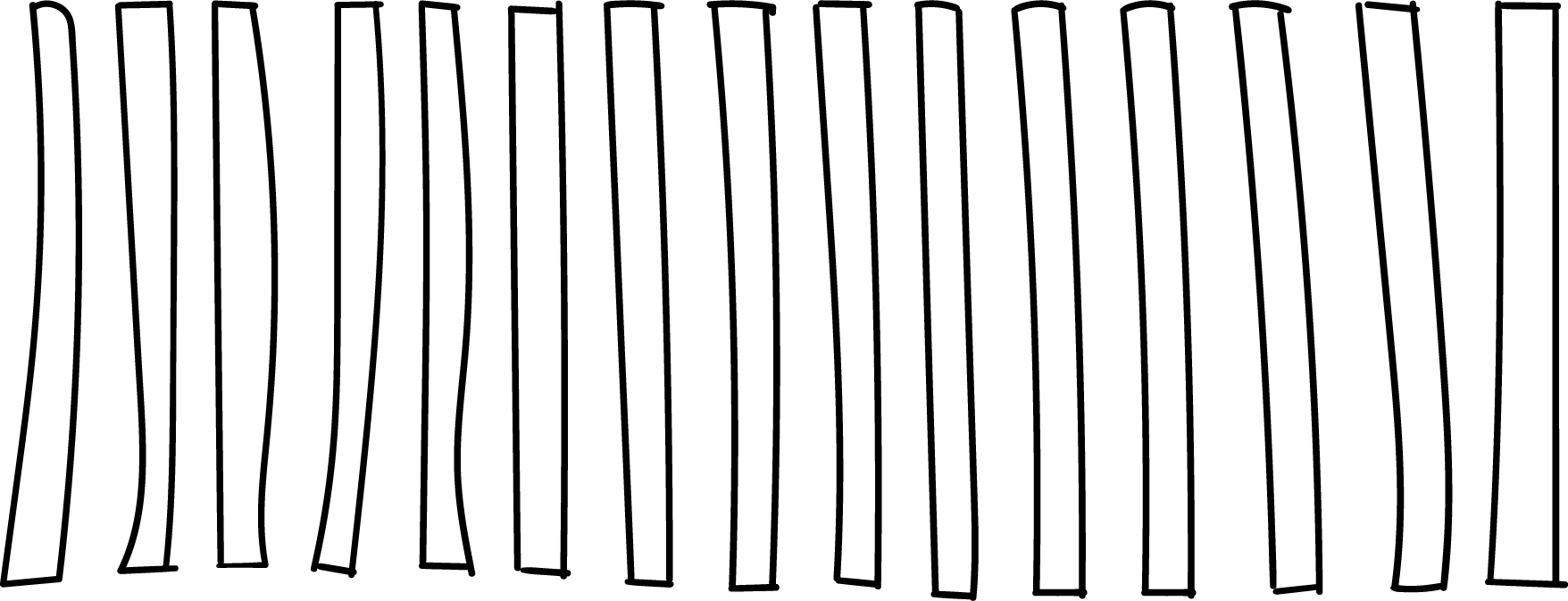
### 2.2: How Many Hundreds?

Han and Jada represented the same number using base-ten blocks. They started base-ten diagrams, but ran out of time to finish them.

Jada

Han





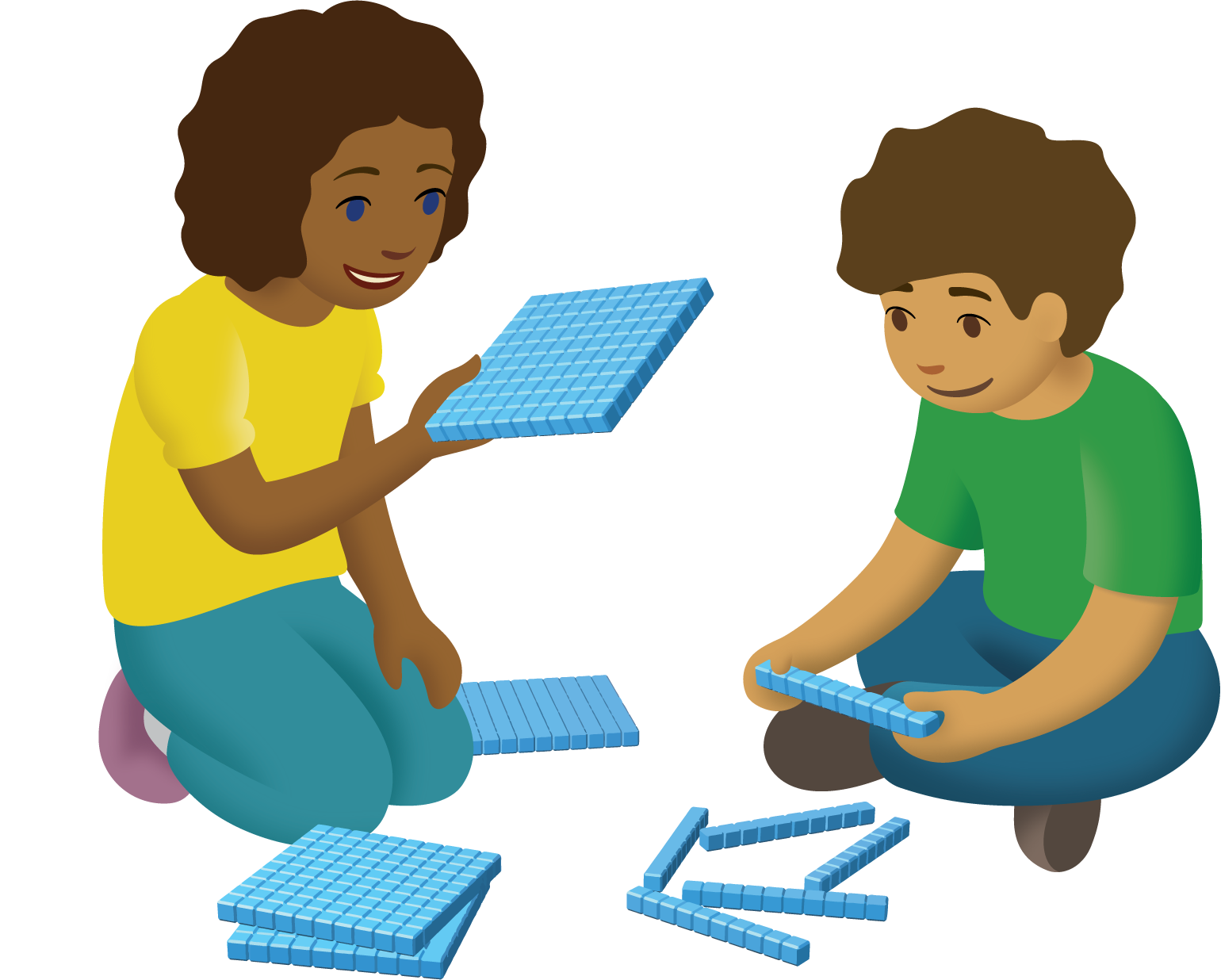
I only used hundreds.

I only used tens.

Total value: 700

Total value: 700

1. Use base-ten blocks to show what each student’s work would look like if they had time to finish it.

* 

1. Explain how you know both ways of using base-ten blocks show 700.
2. Complete Jada’s base-ten diagram.
3. Explain why you think Han ran out of time to finish his diagram.



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