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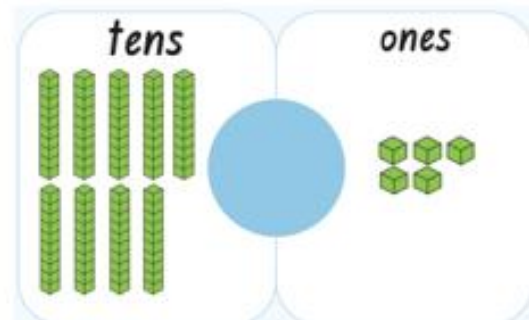
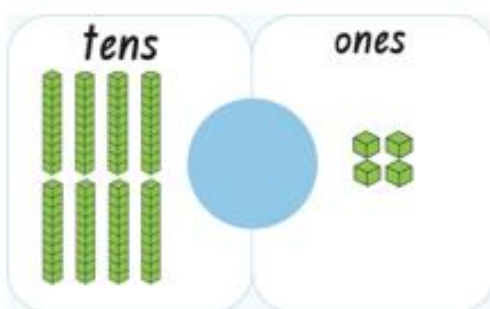
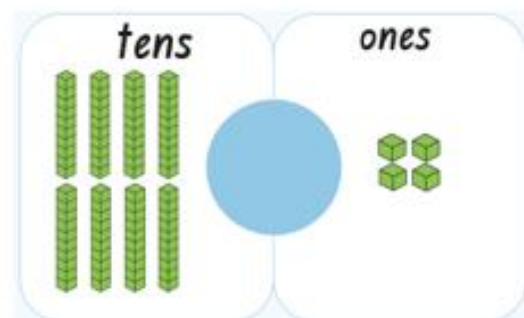
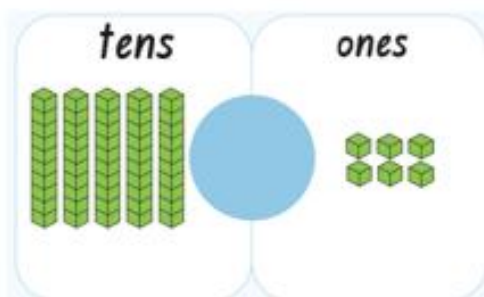
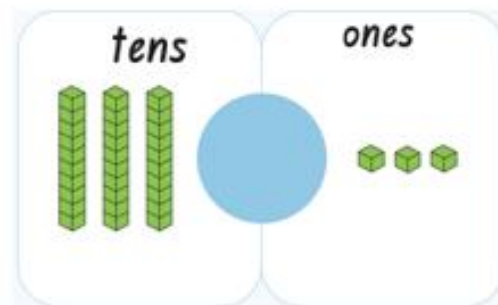
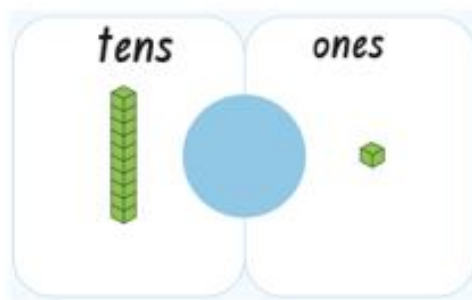
W.S (2.A.1) – Read and Write Place Value

Objectives: Find the value of each digit in a number.

Read and Write place values of 2- digit and 3-digit numbers.

Q1. Write the number in each circle.

What is the number?



Place Value

52

NUMBER	5	2
PLACE VALUE	TENS	ONES
VALUE	50	2

- The digit 5 is in the tens **place value**,
its **value** is 5 tens or 50.

The **place value** of 5 is **tens**, the **value** of 5 is **50**.

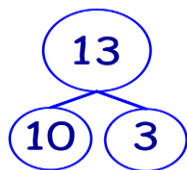
- The digit 2 is in the ones **place value**,
its **value** is 2 ones or 2.

The **place value** of 2 is **ones**, the **value** of 2 is **2**.

- 5 tens 2 ones = $50 + 2 = 52$**



Q2. Fill in the blanks.

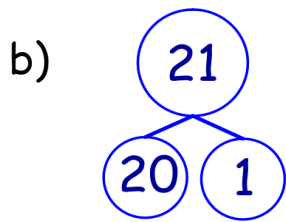
a)



The digit 1 in the _____ **place value**,
its **value** is _____.

The digit 3 in the _____ **place value**,
its **value** is _____.

	
tens	ones



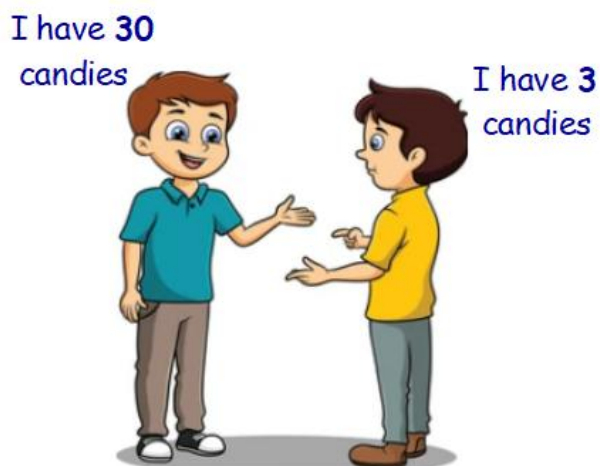
The digit _____ in the tens **place value**, its **value** is _____.

The digit _____ in the ones **place value**, its **value** is _____.

tens	ones

Q3. Observe the picture.

Does digit 3 in each number have the same value? _____

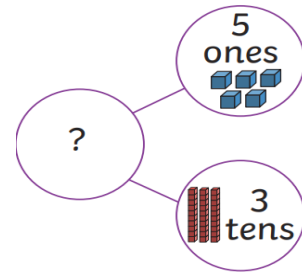


The digit 3 in number 30 is in _____ **place value** so, its **value** is _____.

The digit 3 in the number 3 is in _____ **place value** so its **value** is _____.

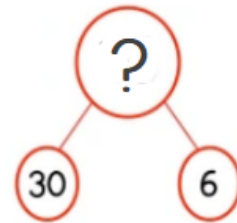
Q4. What is the number?

- a) The digit _____ in the tens place value, its value is _____



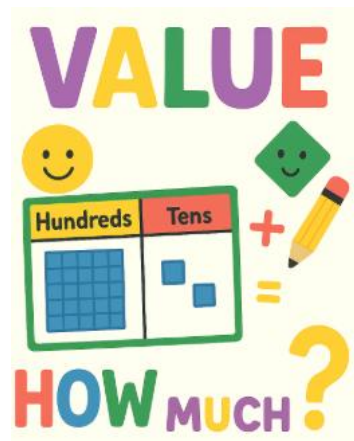
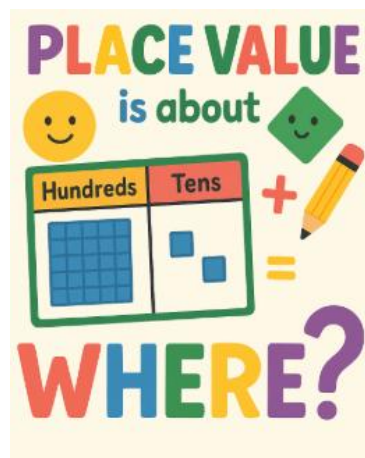
The digit _____ in the ones place value, its value is _____.

- b) The digit _____ in the tens place value, its value is _____.



The digit _____ in the ones place value, its value is _____.

Remember the value of the digit depends on its position in the place value chart.



Q5. Write in numerals.

1 ten = _____

1 one = _____

2 tens = _____

3 ones = _____

10 tens = _____

1 ten and 7 ones = _____

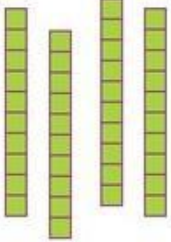
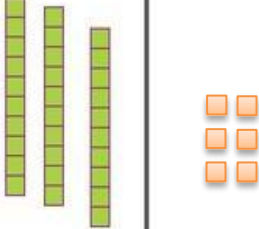


2 tens and 8 ones = _____

2 tens and 2 ones = _____

8 tens and 9 ones = _____

9 tens and 8 ones = _____

Q6. Write the number on the place-value chart.

					
10s	1s	10s	1s	10s	1s

Q7. Draw and fill in the blanks to complete the place value charts.

- The digit 8 is in the ones **place value**.

➤ Its **value** is: _____

- The digit 3 is in the tens **place value**.

➤ Its **value** is: _____

➤ The number is: _____

10 s	1 s

- The digit 9 is in the ones **place value**.

➤ Its **value** is: _____

- The digit 5 is in the tens **place value**.

➤ Its **value** is: _____

➤ The number is: _____

10 s	1 s

Q8. Classify the digits according to their place value in each number.

152

100s	10s	1s

368

100s	10s	1s

809

100s	10s	1s

Q9. Fill in the blanks.

a) In 795, the digit in the tens place value is

_____, while the value of digit 7 is _____.

b) In 216, the value of the digit 2 is _____, while the value of the digit 1 is _____.

c) In 348, the digit 3 is in the _____ place value, but the digit 8 is in the _____ place value.

d) In 200, the digit 2 is in the _____ place value, but the 0 is in the _____ place value and the _____ place value.

e) In 901, the digit _____ is in the tens place value, while the value of _____ is 900.

f) In 861, the digit _____ is in the ones place value, while the value of _____ is 60.

Q10. Fill in the table with the missing words.

	<u> </u>	<u> </u>	<u> </u>
<u> </u>	1	1	1
<u> </u>	100	10	1

a) Write the number in numerals. _____

b) Write the number in words.

Q11. Caz used these number cards to form a **3-digit** number

8	3	2
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a) If the digit in the hundreds place has a value of 300.

What could the number be?

Write two possible answers.

b) If the digit in the tens place has a value of 30 while the digit in the ones place has a value of 8.

What could the number be?

Q12. Fill in the table by writing down the value and the place value for the underlined digit.

Number	Place value	Value
<u>8</u> 05		
3 <u>2</u> 9		
97 <u>6</u>		
<u>1</u> 10		
93 <u>1</u>		
5 <u>4</u> 5		
89 <u>7</u>		

Q13. Fill in the blanks.

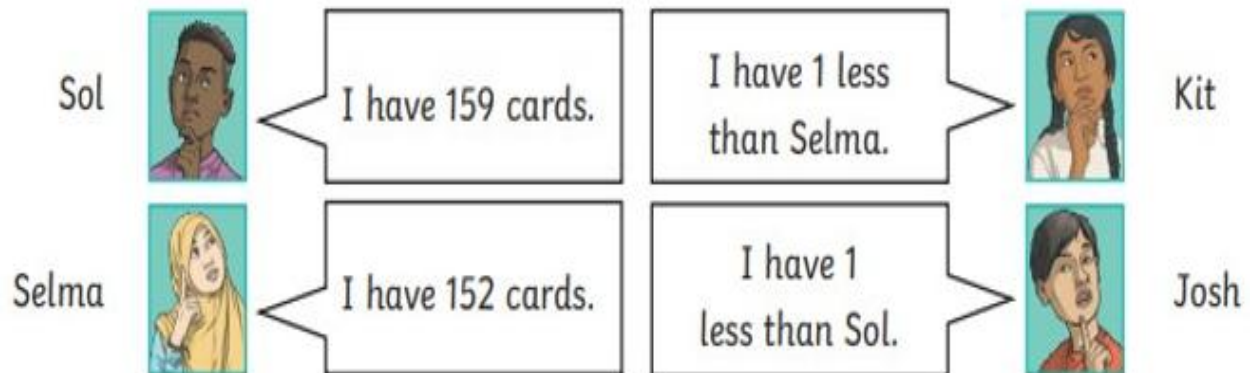
362 = _____ hundreds _____ tens _____ ones

930 = _____ hundreds _____ tens _____ ones

105 = _____ hundreds _____ tens _____ ones

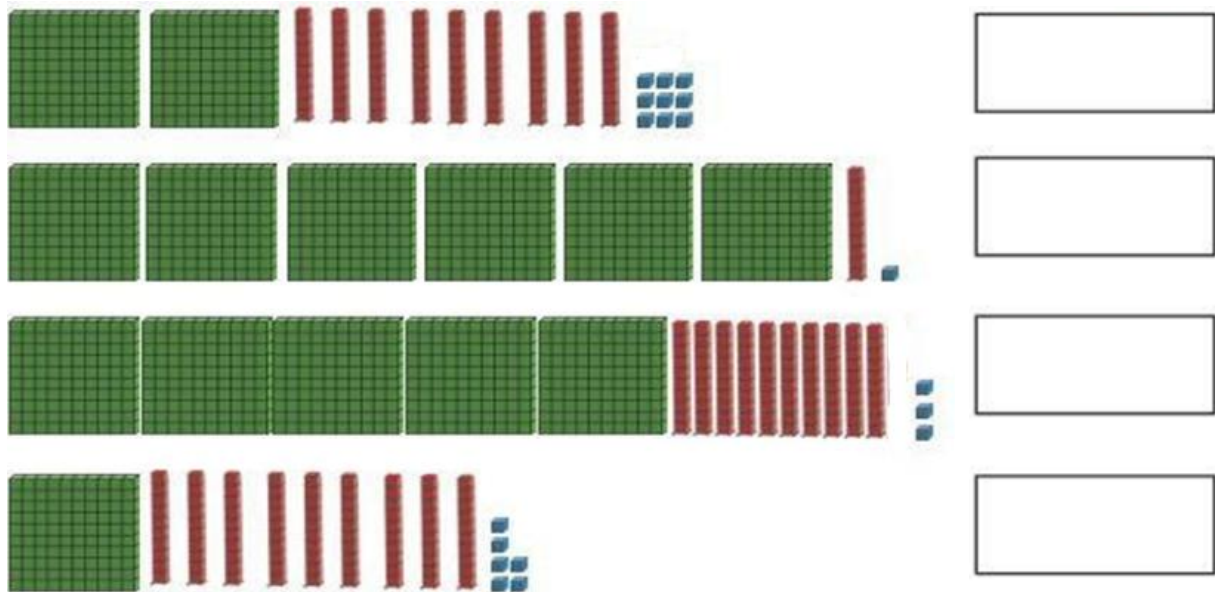
783 = _____ hundreds _____ tens _____ ones

Q14. Some of the children in grade 2 collect football cards.



Write the number of cards collected by the children in order from smallest to the greatest.

Q15. Write the numbers in standard form (numerals) then put them in order starting from the greatest.



Q16. Help Sami to find the way to his friend's house by answering the questions. Draw a ring around the correct house.

