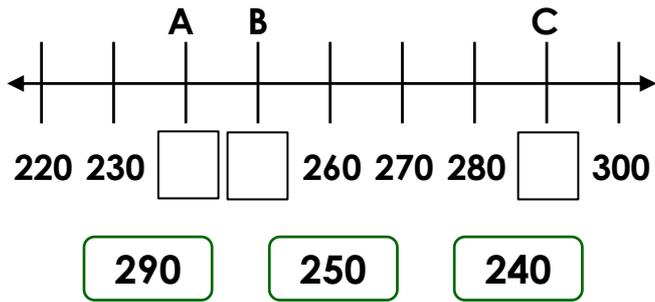


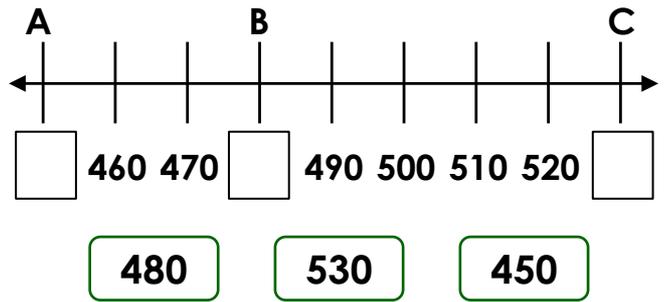
Ordering Numbers

Ordering Numbers

1a. Fill the gaps in the number line using the numbers below.



1b. Fill the gaps in the number line using the numbers below.

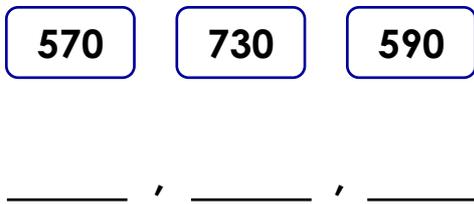


VF

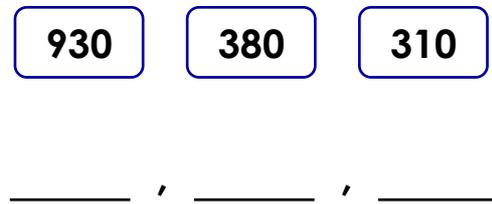


VF

2a. Put these numbers in ascending order.



2b. Put these numbers in ascending order.

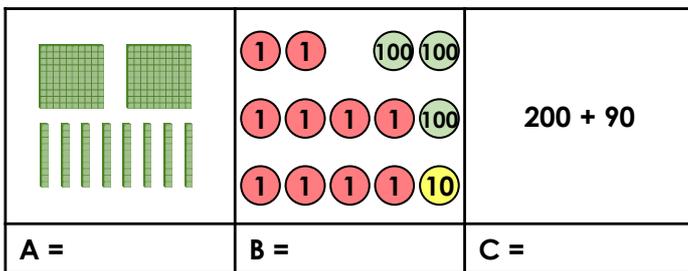


VF

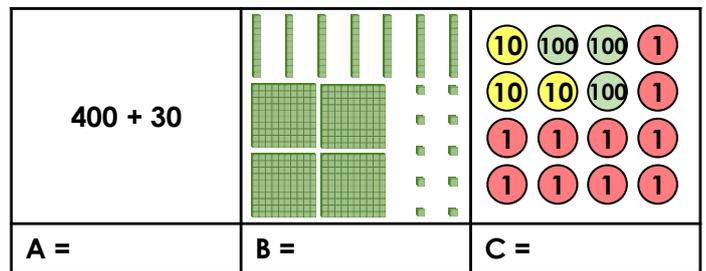


VF

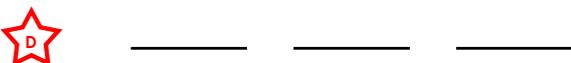
3a. What is each representation worth?



3b. What is each representation worth?

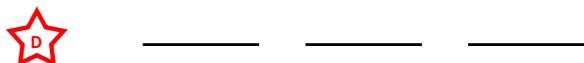


List the numbers in ascending order.



VF

List the numbers in ascending order.



VF

4a. True or false? Lewis has placed three numbers in ascending order.

410
380
430

4b. True or false? Frank has placed three numbers in ascending order.

790
800
880



VF



VF

Ordering Numbers

Ordering Numbers

1a. Phoenix the parrot wants to reach the peach. He can only go through the maze by stepping on ascending numbers.

	240	250	
	220	230	260
	210	290	240

 How many routes can he take?

PS

1b. Oka the panda wants to reach the plant. She can only go through the maze by stepping on ascending numbers.

	470	500	480
	490	570	540
	530		520

 How many routes can she take?

PS

2a. Luke and Gavin are placing numbers in ascending order.



630	670	710
-----	-----	-----



280	410	380
-----	-----	-----

Who is correct? Prove it.



R

2b. Leila and Evie are placing numbers in ascending order.



930	960	950
-----	-----	-----



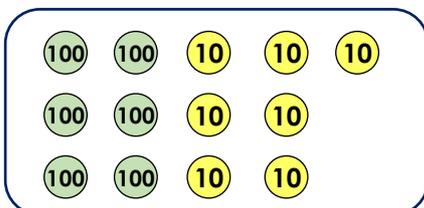
530	550	580
-----	-----	-----

Who is correct? Prove it.



PS

3a. Choose between 5 and 10 place value counters each time to create 3 different 3-digit numbers.



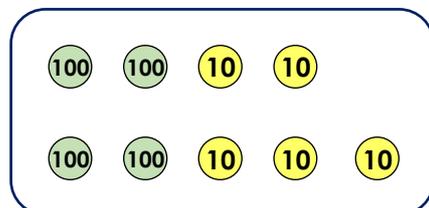
Write the numbers that you have created below in ascending order.

_____ , _____ , _____



PS

3b. Choose between 5 and 10 place value counters each time to create 3 different 3-digit numbers.



Write the numbers you have created below in ascending order.

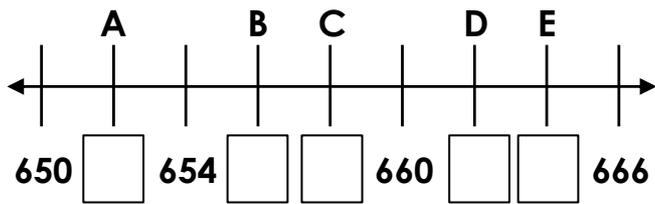
_____ , _____ , _____



R

Ordering Numbers

1a. Fill the gaps in the number line using the numbers below.



662

658

664

656

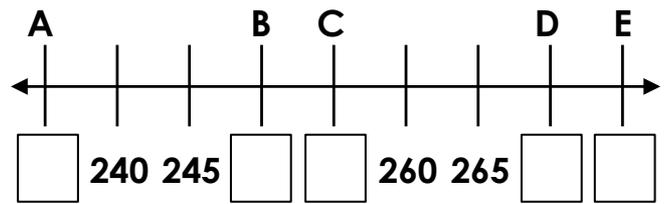
652



VF

Ordering Numbers

1b. Fill the gaps in the number line using the numbers below.



270

250

255

235

275



VF

2a. Put these numbers in ascending order.

426

381

329

894

677



VF

2b. Put these numbers in descending order.

576

903

567

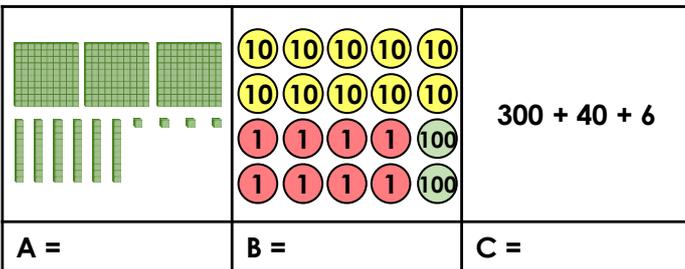
799

652



VF

3a. What is each representation worth?

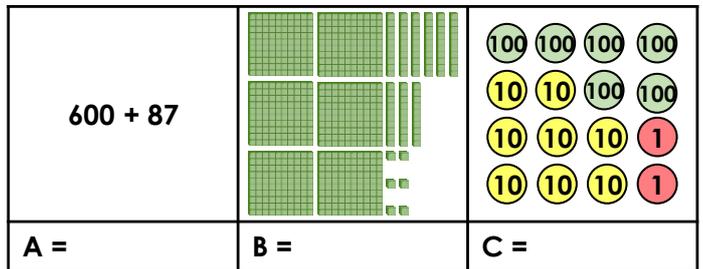


List the numbers in descending order.



VF

3b. What is each representation worth?



List the numbers in ascending order.



VF

4a. True or false? Lucie has placed these five numbers in ascending order.

670
767
676
776
777



VF

4b. True or false? Fiona has placed these five numbers in descending order.

882
849
797
658
685



VF

Ordering Numbers

Ordering Numbers

1a. Jerry the giraffe wants to reach the apple. He can only go through the maze by stepping on ascending numbers.



715	716	718	721
719	721	724	730 → 
716	720	722	727
→ 715	716	718	719



How many routes can he take?

PS

1b. Elsie the elephant wants to reach the pear. She can only go through the maze by stepping on descending numbers.



323	319	318	311 → 
330	335	329	309
→ 336	332	330	352
341	368	355	310



How many routes can she take?

PS

2a. Nuha and Pete are placing numbers in descending order.



Nuha

300	200	100	350	250	150
-----	-----	-----	-----	-----	-----



Pete

650	600	550	500	450	400
-----	-----	-----	-----	-----	-----

Who is correct? Prove it.



R

2b. Hunter and Willow are placing numbers in ascending order.



Hunter

150	250	200	350	400	450
-----	-----	-----	-----	-----	-----



Willow

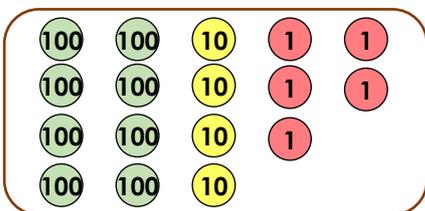
150	300	450	600	750	900
-----	-----	-----	-----	-----	-----

Who is correct? Prove it.



PS

3a. Choose between 5 and 10 place value counters each time to create four 3-digit numbers.



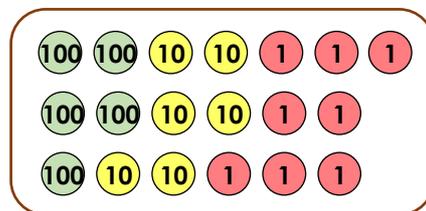
Write the numbers that you have created below in ascending order.

_____ , _____ , _____ , _____



PS

3b. Using the place value counters below, create four different 3-digit numbers. You can reuse counters for each new number.



Write the numbers you have created below in descending order.

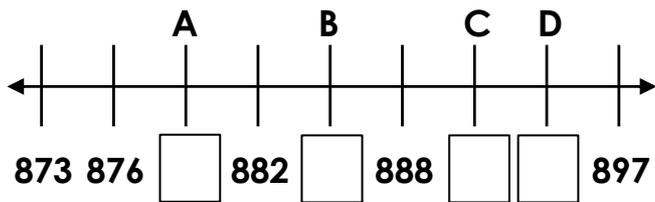
_____ , _____ , _____ , _____



R

Ordering Numbers

1a. Fill the gaps in the number line using the numbers below.



eight hundred and eighty-five

891

7 hundred s, 8 tens and 114 ones

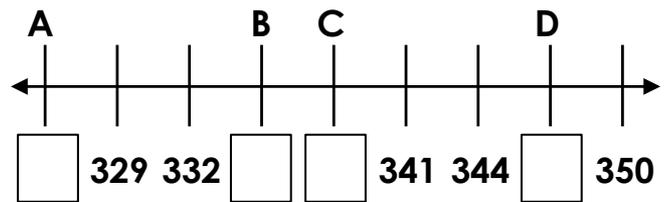
eight hundred and seventy-nine



VF

Ordering Numbers

1b. Fill the gaps in the number line using the numbers below.



347

three hundred and twenty-six

2 hundred s, 9 tens and 45 ones

33 tens and 8 ones



VF

2a. Put these values in ascending order.

200, 28 tens and 3 ones

384

700, 10 tens and 9 ones

seven hundred and forty-one

600, 23 tens and 4 ones

_____ / _____ / _____ / _____



VF

2b. Put these in descending order.

six hundred and two

596

500, 10 tens and 112 ones

200, 42 tens and 1 one

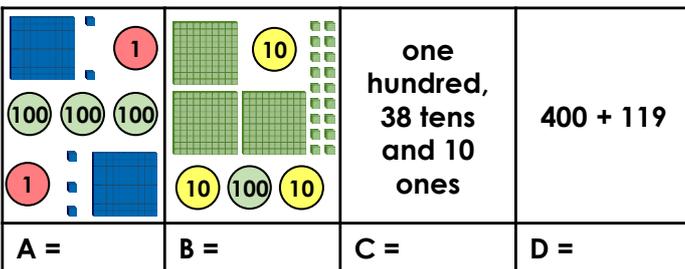
100, 38 tens and 11 ones

_____ / _____ / _____ / _____



VF

3a. What is each representation worth?



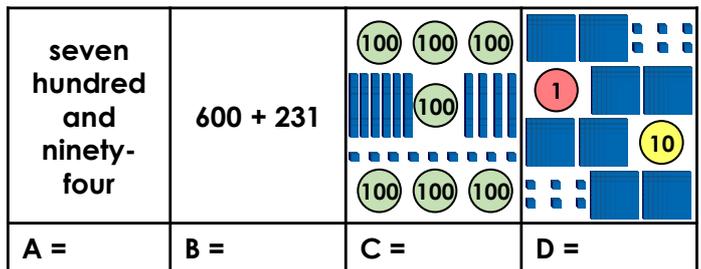
List the numbers in descending order.

_____ / _____ / _____ / _____



VF

3b. What is each representation worth?



List the numbers in ascending order.

_____ / _____ / _____ / _____



VF

4a. True or false? Callum has placed these six numbers in ascending order.

8 hundreds, 10 tens and 73 ones
nine hundred and seventy-six
98 tens and 1 one
984
6 hundreds, 38 tens and 9 ones
nine hundred and eighty-eight



VF

4b. True or false? Jemma has placed these six numbers in descending order.

41 tens and 7 ones
2 hundreds, 7 tens and 37 ones
three hundred and one
two hundred and ninety-six
1 hundred, 18 tens and 9 ones
272



VF

Ordering Numbers

1a. Rigby the racoon wants to reach the cherries. He can only travel in the maze by finding up to 6 ascending numbers.

 ↓	806	800 + thirteen	700 + 139	868
	7 hundreds, 9 tens and 22 ones	83 tens and 1 one	838	664 + 200
	810 + 44	nine hundred and twenty	900 + seventeen	nine hundred and three
	8 hundreds, 10 tens and 21 ones	917	6 hundreds, 33 tens and 9 ones	

 How many routes can he take?

PS

Ordering Numbers

1b. Binky the rabbit wants to reach the carrot. She can only travel in the maze by finding up to 6 descending numbers.

	322	300 + 15	three hundred and thirty	200 + 171
	350 + 35	363	three hundred and forty	32 tens and 5 ones
	2 hundreds, 10 tens and 71 ones	300 + 68	352	
 →	200 + 186	372	1 hundred, 21 tens and 9 ones	300 + 8

 How many routes can she take?

PS

2a. Leon and Toria are placing numbers in descending order.

	500 + 163	418	400 and two ones	200 + 60 + 138	300 + ninety ones	200 + 19 tens + 1
---	-----------	-----	------------------	----------------	-------------------	-------------------

2b. Alessia and Kieran are placing numbers in ascending order.

	500 + fifty-seven	521 + 40	568	400 + 182 ones	57 tens and 9 ones	500 + 90
--	-------------------	----------	-----	----------------	--------------------	----------

	298	100 + 18 tens + 7 ones	210 + 43	200 + 3 tens + 19 ones	172	100 + 50
--	-----	------------------------	----------	------------------------	-----	----------

	173	200 + 10 tens	481 + 100	300 + 39 tens + 2 ones	690 + 20	949
---	-----	---------------	-----------	------------------------	----------	-----

Who is correct? Prove it.

Who is correct? Prove it.

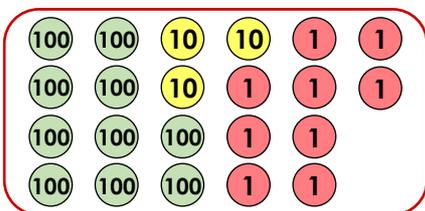


R



PS

3a. Choose between 5 and 10 place value counters each time to create six 3-digit numbers.



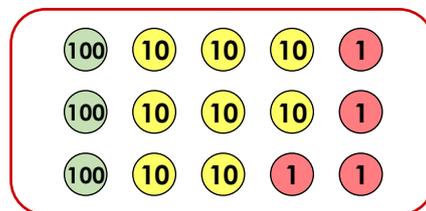
Write the numbers that you have created below in ascending order.

_____ / _____ / _____ / _____ / _____ / _____



PS

3b. Choose between 5 and 10 place value counters each time to create six 3-digit numbers.



Write the numbers you have created below in descending order.

_____ / _____ / _____ / _____ / _____ / _____

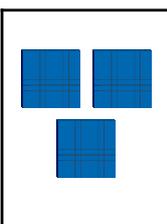
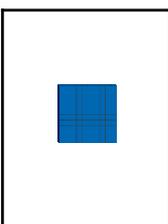


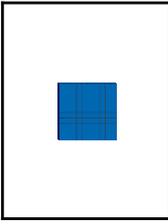
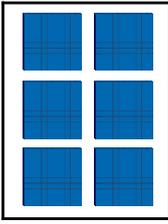
R

Add and Subtract Multiples of 100

Add and Subtract Multiples of 100

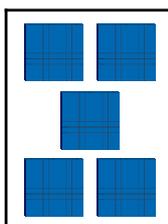
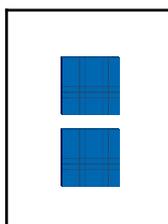
1a. Complete the number sentences.

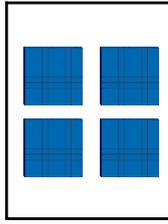
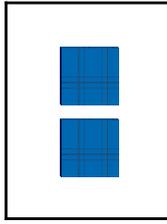
A.  -  = 

B.  =  + 

 VF

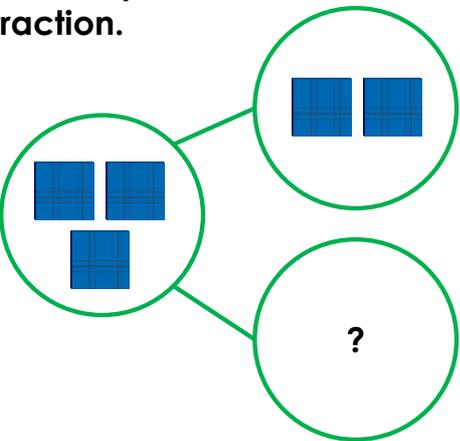
1b. Complete the number sentences.

A.  -  = 

B.  =  + 

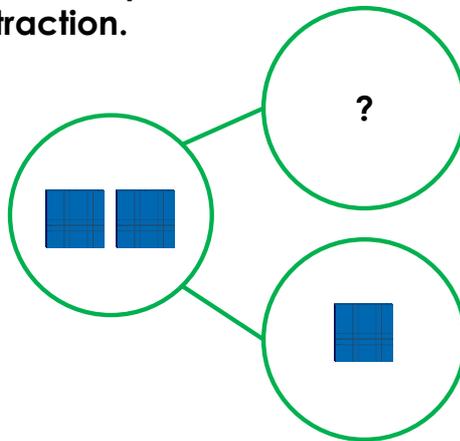
 VF

2a. Use the part whole model to write a subtraction.



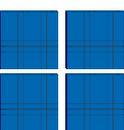
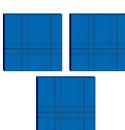
 VF

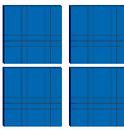
2b. Use the part whole model to write a subtraction.



 VF

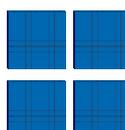
3a. Use the correct symbols to complete the number sentences.

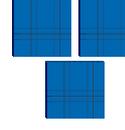
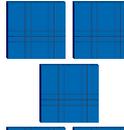
A.  =   

B.    = 

 VF

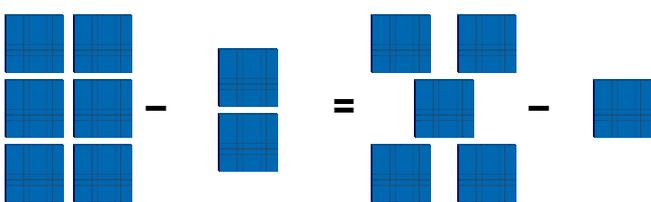
3b. Use the correct symbols to complete the number sentences.

A.    = 

B.  =   

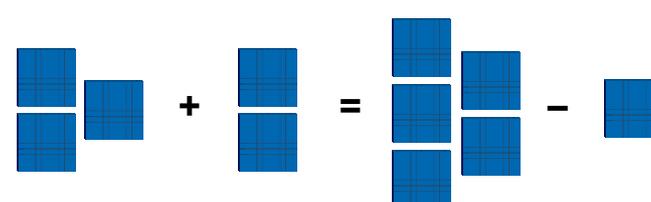
 VF

4a. True or false?



 VF

4b. True or false?

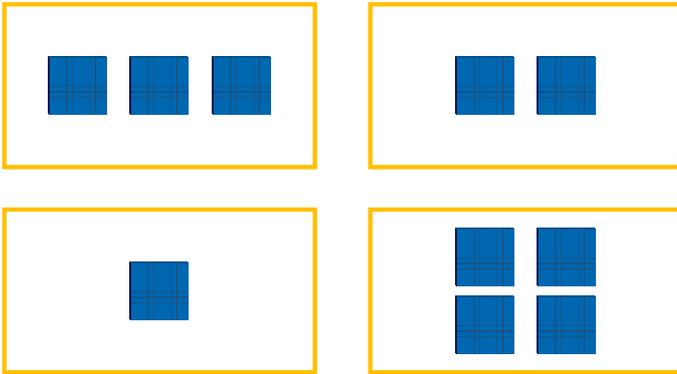


 VF

Add and Subtract Multiples of 100

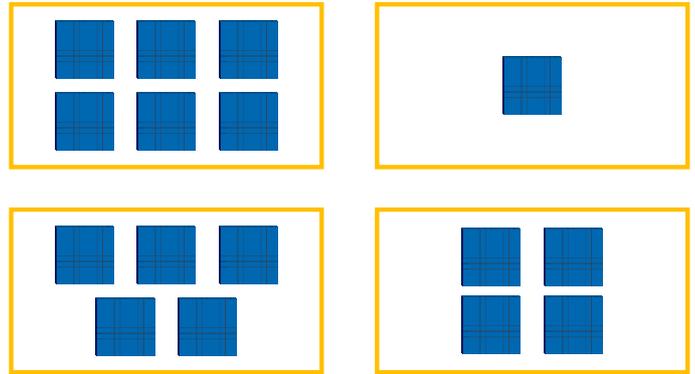
Add and Subtract Multiples of 100

1a. Use these cards to find all of the possible addition equations that will equal 1,000 or less.



PS

1b. Use these cards to find all of the possible subtraction equations that will equal 100 or more.



PS

2a. Find all of the possible values for A and B, where A and B are multiples of 100.

$$\square + A + B = \begin{matrix} \square & \square \\ & \square \\ \square & \square \end{matrix}$$



PS

2b. Find all of the possible values for A and B, where A and B are multiples of 100.

$$\begin{matrix} \square & \square & \square \\ \square & \square & \square \\ \square & \square & \square \end{matrix} - A - B = \begin{matrix} \square & \square \\ \square & \square \end{matrix}$$



PS

3a. Kira and Cristal are adding multiples of 100.

$$? + \begin{matrix} \square & \square & \square \end{matrix} = \begin{matrix} \square & \square \\ & \square \\ \square & \square \end{matrix}$$



Kira

The missing number is 200.

The missing number is 800.



Cristal

Who is correct? Explain how you know.



R

3b. Hugh and Cole subtracting multiples of 100.

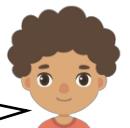
$$\begin{matrix} \square & \square & \square \\ \square & \square & \square \end{matrix} - ? = \begin{matrix} \square & \square \end{matrix}$$



Hugh

The missing number is 800.

The missing number is 400.



Cole

Who is correct? Explain how you know.



R

Add and Subtract Multiples of 100

Add and Subtract Multiples of 100

1a. Complete the number sentences.
Write your answers in numbers.

A. $\boxed{\text{three hundreds}} + \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} = \boxed{}$

B. $\boxed{} = \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} - \boxed{100}$

 VF

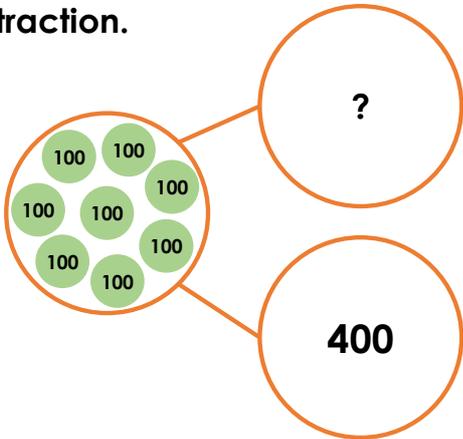
1b. Complete the number sentences.
Write your answers in numbers.

A. $\boxed{\text{two hundreds}} + \begin{array}{|c|} \hline \text{100} \\ \hline \text{100} \\ \hline \text{100} \\ \hline \end{array} = \boxed{}$

B. $\boxed{} = \begin{array}{|c|} \hline \text{100} \\ \hline \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} - \boxed{200}$

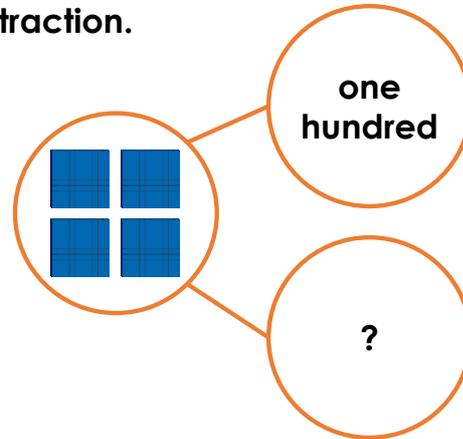
 VF

2a. Use the part whole model to write a subtraction.



 VF

2b. Use the part whole model to write a subtraction.



 VF

3a. Use the correct symbols to complete the number sentences.

A. $\begin{array}{|c|} \hline \text{100} \quad \text{100} \quad \text{100} \\ \hline \text{100} \quad \text{100} \quad \text{100} \\ \hline \end{array} \boxed{} \text{ four hundreds} = \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \end{array}$

B. $\begin{array}{|c|} \hline \text{100} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \\ \hline \end{array} \boxed{} \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \end{array}$

 VF

3b. Use the correct symbols to complete the number sentences.

A. $\begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{100} \\ \hline \end{array} \boxed{} \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array}$

B. $600 \boxed{} \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array}$

 VF

4a. True or false?

$100 + \begin{array}{|c|} \hline \text{100} \quad \text{100} \quad \text{100} \\ \hline \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \end{array}$

 VF

4b. True or false?

$\begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \text{100} \quad \text{100} \\ \hline \end{array} - \text{two hundreds} = \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{100} \quad \text{100} \\ \hline \end{array}$

 VF

Add and Subtract Multiples of 100

Add and Subtract Multiples of 100

1a. Use these cards to find all of the possible addition equations that will equal 1,000 or less.

		400
	one hundred	



PS

1b. Use these cards to find all of the possible subtraction equations that will equal 100 or more.

four hundreds		
	300	



PS

2a. Find all of the possible values for A and B, where A and B are multiples of 100.

$$\begin{matrix} 100 \\ 100 \\ 100 \end{matrix} + A - B = 600$$



PS

2b. Find all of the possible values for A and B, where A and B are multiples of 100.

$$\text{nine hundreds} - A + B = \begin{matrix} \blacksquare & \blacksquare \\ \blacksquare & \blacksquare \end{matrix}$$



PS

3a. Sarah and Jane are subtracting multiples of 100.

$$\begin{matrix} \blacksquare & \blacksquare & \blacksquare \\ \blacksquare & \blacksquare & \blacksquare \end{matrix} = ? - \text{one hundred}$$



Sarah

The missing number is 500.

The missing number is 700.



Jane

Who is correct? Explain how you know.



R

3b. Peter and Enzo are adding multiples of 100.

$$\begin{matrix} 100 & 100 & 100 \\ 100 & 100 \\ 100 & 100 & 100 \end{matrix} = \text{five hundreds} + ?$$



Peter

The missing number is 300.

The missing number is 900.



Enzo

Who is correct? Explain how you know.



R

Add and Subtract Multiples of 100

Add and Subtract Multiples of 100

1a. Complete the number sentences.
Write your answers in numbers.

A. $\boxed{700} - \boxed{400} = \boxed{}$

B. $\boxed{} = \boxed{\text{three hundreds}} + \boxed{\text{six hundreds}}$



VF

1b. Complete the number sentences.
Write your answers in numbers.

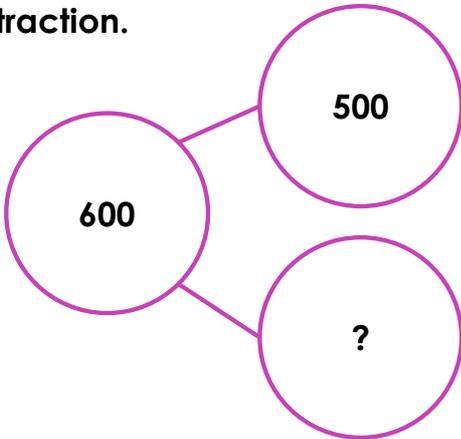
A. $\boxed{500} + \boxed{200} = \boxed{}$

B. $\boxed{} = \boxed{\text{eight hundreds}} - \boxed{\text{six hundreds}}$



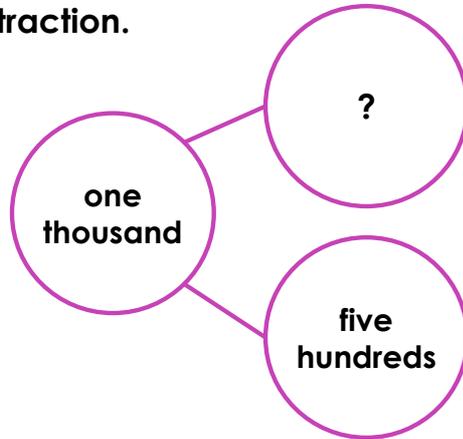
VF

2a. Use the part whole model to write a subtraction.



VF

2b. Use the part whole model to write a subtraction.



VF

3a. Use the correct symbols to complete the number sentences.

A. $\text{nine hundreds} = \text{six hundreds} \boxed{} \text{three hundreds}$

B. $1,000 \boxed{} 300 = 700$



VF

3b. Use the correct symbols to complete the number sentences.

A. $600 = 800 \boxed{} 200$

B. $\text{three hundreds} \boxed{} \text{three hundreds} = \text{six hundreds}$



VF

4a. True or false?

$600 + 200 = 500 + 300$



VF

4b. True or false?

$\text{three hundreds} - \text{one hundred} > \text{six hundreds} - \text{four hundreds}$



VF

Add and Subtract Multiples of 100

Add and Subtract Multiples of 100

1a. Use these cards to find all of the possible subtraction equations that will equal 100 or more.

900	500	seven hundreds
100	two hundreds	200



PS

1b. Use these cards to find all of the possible addition equations that will equal 1,000 or less.

two hundreds	600	one thousand
200	one hundred	400



PS

2a. Find all of the possible values for A, B and C, where A, B and C are multiples of 100.

$$100 + A - B + C = 300$$



PS

2b. Find all of the possible values for A, B and C, where A, B and C are multiples of 100.

$$300 + A - B - C = 600$$



PS

3a. Ashley and Kendal are adding multiples of 100.

$$1,000 = ? + 600$$



Ashley

The missing number is three hundreds.

The missing number is four hundreds.



Kendal

Who is correct? Explain how you know.



R

3b. Alan and Emmet are subtracting multiples of 100.

$$\text{nine hundreds} = \text{one thousand} - ?$$



Alan

The missing number is 100.

The missing number is 200.



Emmet

Who is correct? Explain how you know.



R