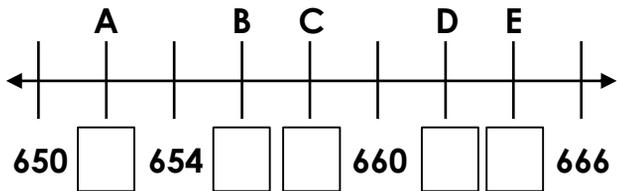


Ordering Numbers

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



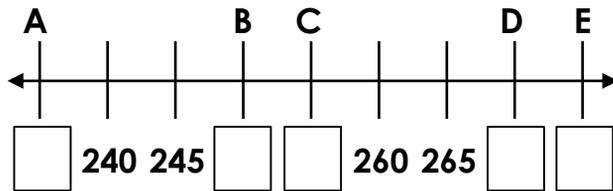
- 662
- 658
- 664
- 656
- 652



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?

		$300 + 40 + 6$
A =	B =	C =

List the numbers in descending order.

_____ ' _____ ' _____ ' _____ ' _____



VF

3b. What is each representation worth?

$600 + 87$		
A =	B =	C =

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

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

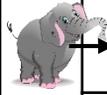


 How many routes can he take?

PS

Ordering Numbers

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.



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

Nuha



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

Pete

Who is correct? Prove it.



R

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



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

Hunter



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

Willow

Who is correct? Prove it.



PS

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

100	100	10	1	1
100	100	10	1	1
100	100	10	1	
100	100	10		

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.

100	100	10	10	1	1	1
100	100	10	10	1	1	
100	10	10	1	1	1	

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.
Write your answers in numbers.

A. $\text{three hundreds} + \begin{matrix} \text{100} & \text{100} \\ \text{100} & \text{100} \\ \text{100} & \text{100} \end{matrix} = \square$

B. $\square = \begin{matrix} \text{100} & \text{100} \\ \text{100} \\ \text{100} & \text{100} \end{matrix} - 100$

 VF

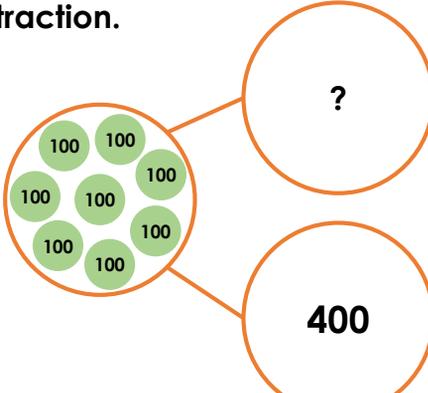
1b. Complete the number sentences.
Write your answers in numbers.

A. $\text{two hundreds} + \begin{matrix} \text{100} \\ \text{100} \\ \text{100} \end{matrix} = \square$

B. $\square = \begin{matrix} \text{100} \\ \text{100} \\ \text{100} & \text{100} \end{matrix} - 200$

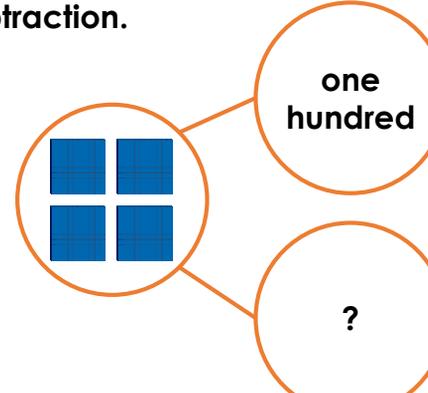
 VF

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. $\begin{matrix} \text{100} & \text{100} & \text{100} \\ \text{100} & \text{100} & \text{100} \end{matrix} \square \text{ four hundreds} = \begin{matrix} \text{100} \\ \text{100} \end{matrix}$

B. $\text{100} = \begin{matrix} \text{100} & \text{100} \\ \text{100} \end{matrix} \square \begin{matrix} \text{100} & \text{100} \end{matrix}$

 VF

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

A. $\begin{matrix} \text{100} & \text{100} \\ \text{100} \\ \text{100} & \text{100} \end{matrix} = \text{100} \square \begin{matrix} \text{100} & \text{100} \\ \text{100} & \text{100} \end{matrix}$

B. $600 \square \begin{matrix} \text{100} & \text{100} \\ \text{100} \end{matrix} = \begin{matrix} \text{100} & \text{100} \\ \text{100} \end{matrix}$

 VF

4a. True or false?

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

 VF

4b. True or false?

$\begin{matrix} \text{100} & \text{100} \\ \text{100} & \text{100} \\ \text{100} & \text{100} \end{matrix} - \text{two hundreds} = \text{100} \text{100} + \text{100} \text{100}$

 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.

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



PS

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

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



PS

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

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



Sarah

The missing number is 500.



Jane

The missing number is 700.

Who is correct? Explain how you know.



R

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

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



Peter

The missing number is 300.



Enzo

The missing number is 900.

Who is correct? Explain how you know.



R