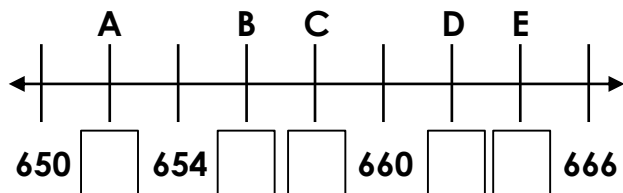


Ordering Numbers

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



662

658

664

656

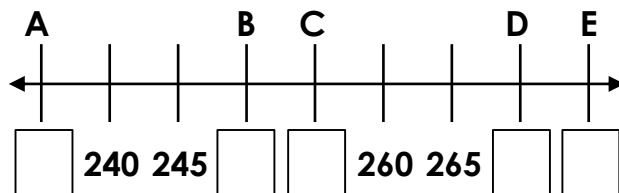
652



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

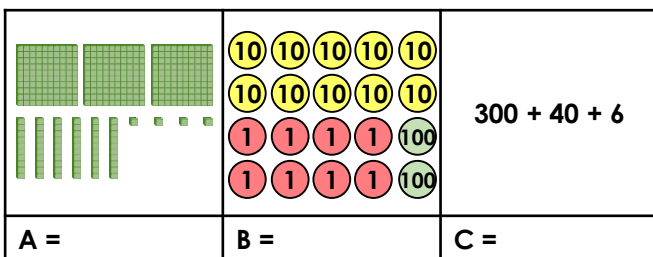
799

652



VF

3a. What is each representation worth?

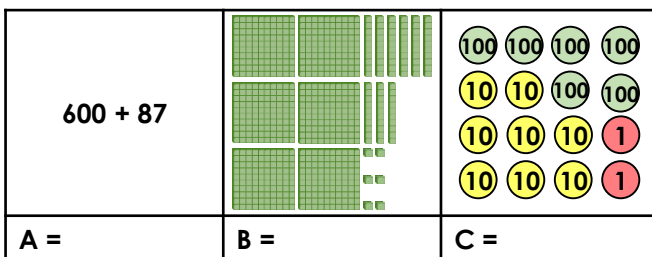


List the numbers in descending order.



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

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.



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

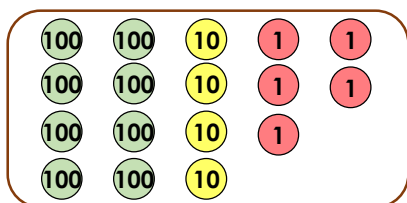
150	300	450	600	750	900
-----	-----	-----	-----	-----	-----

Who is correct? Prove it.



PS

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



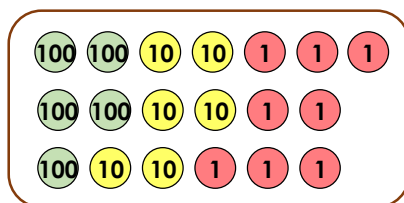
Write the numbers that you have created below in ascending order.

_____, _____, _____, _____



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.

_____, _____, _____, _____


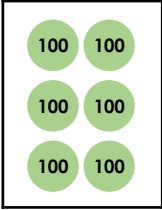




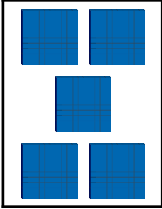
R


Add and Subtract Multiples of 100

Add and Subtract Multiples of 100


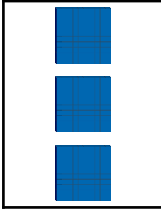
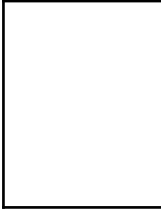
1a. Complete the number sentences.
Write your answers in numbers.

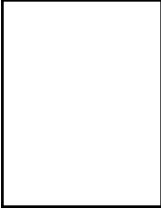
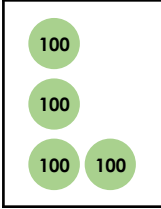
A.  +  = 


B.  =  - 100

 VF

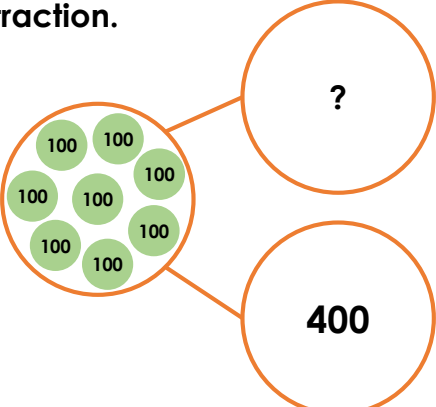
1b. Complete the number sentences.
Write your answers in numbers.


A.  +  = 

B.  =  - 200

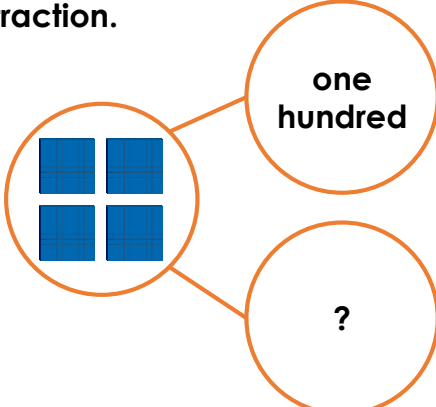
 VF


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






 VF


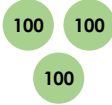


2b. Use the part whole model to write a subtraction.




 VF





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



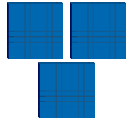
A.   four hundreds = 


B.  =   

 VF


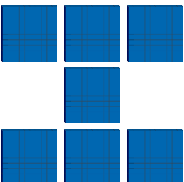
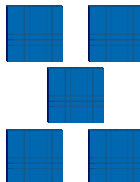

3b. Use the correct symbols to complete the number sentences.


A.  =   

B. 600   = 

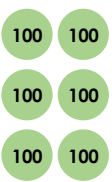




 VF


4a. True or false?

 +  =  + 

 VF

4b. True or false?

 - two hundreds =   +  

 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.

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



PS

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

$$\begin{array}{cc} \square & \square \\ \square & \square \end{array} = ? - \begin{array}{c} \text{one} \\ \text{hundred} \end{array}$$



The missing number is 500.

Sarah



The missing number is 700.

Jane

Who is correct? Explain how you know.



R

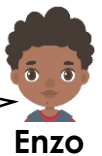
3b. Peter and Enzo are adding multiples of 100.

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



The missing number is 300.

Peter



The missing number is 900.

Enzo

Who is correct? Explain how you know.



R