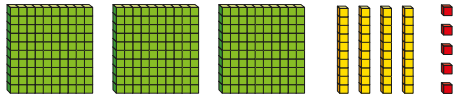
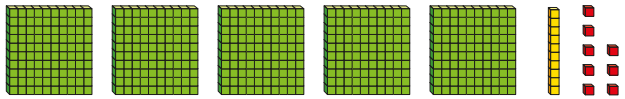
100s, 10s and 1s (1)

1 What numbers are represented?

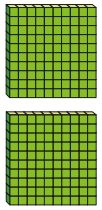
a)



b)



c)

Hundreds	Tens	Ones
		

2 Make each number using base 10

a) 426

b) 150

c) five hundred and thirty-two

3 Write each number in numerals.

a) four hundred and sixty-nine

b) three hundred and thirty-seven

c) nine hundred and fifty

d) eight hundred and three

4 Complete the sentences.

a) 348 is equal to 3 hundreds, ☐ tens and ☐ ones.

b) 673 is equal to ☐ hundreds, ☐ tens and ☐ ones.

c) 792 is equal to ☐ hundreds, 9 _____ and 2 _____.

d) 308 is equal to 3 _____ and 8 _____.

e) ☐ is equal to 7 hundreds, 5 tens and 1 one.

f) ☐ is equal to 8 hundreds and 2 ones.

5 Complete the number sentences.

a) 432 = 400 + 30 + ☐

435 = 400 + ☐ + ☐

437 = ☐ + ☐ + ☐

b) 520 = 500 + ☐

502 = 500 + ☐

c) 392 = 300 + 90 + ☐

392 = 2 + ☐

392 = 92 + ☐

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6 What is the value of the 3 in each number?

a) 137 **b)** 390 **c)** 213 **d)** 375

7 **a)** Mo has 3 digit cards.

1	4	9

He makes a 3-digit number.

His number has 9 tens.

What numbers could Mo have made?

b) Aisha has some different digit cards.

3	0	4

Aisha makes a 3-digit number.

Write all the numbers that Aisha could make.

8 Ron is thinking of a number.

My number has an even number of tens. There are 2 more hundreds than there are ones. One of the digits is a 6

Which of these numbers could Ron be thinking of?

286	**462**	**385**
614	**604**	**328**