



- 1) Write the number that is being represented on each place value chart.

TTh	Th	H	T	O
●●	●● ●	●● ●● ●●	●●	●

TTh	Th	H	T	O
●● ●●	●● ●● ●	●● ●	●	●● ●●

TTh	Th	H	T	O
●		●● ●● ●	●● ●	●● ●● ●●



- 2) Draw your own place value grids to represent the numbers below.

40 325

32 012

20 620

- 3) Match the correct numerals to the words.

20 420

23 042

20 342

twenty thousand, three hundred and forty-two

twenty-three thousand and forty-two

twenty thousand, four hundred and twenty

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- 1) Jenny is counting backwards and forwards in thousands from 8604.

Which of these statements are true and which are false? Prove it!

- (A) Jenny will say the number 32 604.
- (B) When counting forwards, the second number will be 10 004.
- (C) Jenny will say the number -1604.

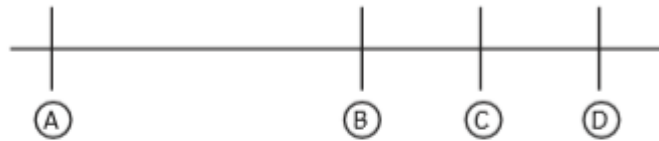


- 2) 56 243 is being partitioned in different ways. Which representation is incorrect? Explain your thinking.

- (A) 50 thousands + 62 hundreds + 43 ones
- (B) 560 thousands + 2 hundreds + 43 ones
- (C) 560 hundreds + 24 tens + 3 ones



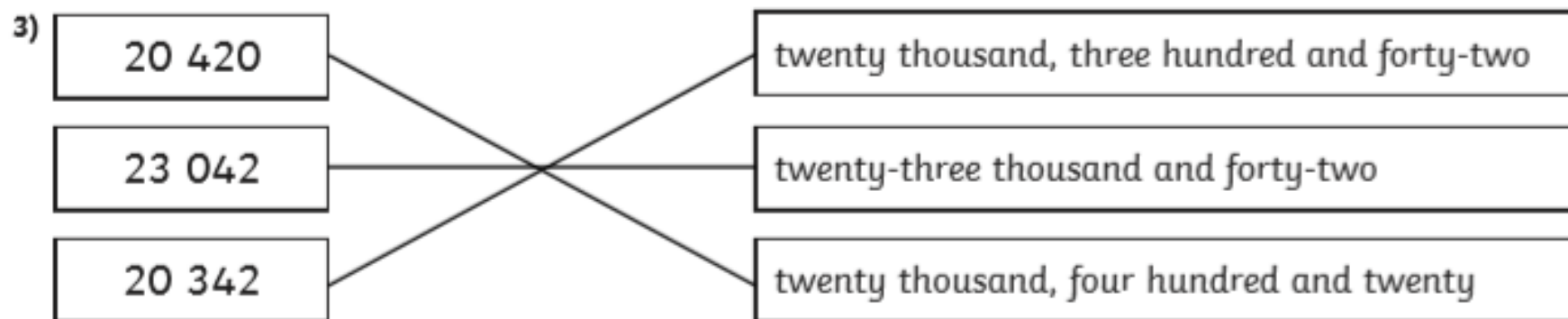
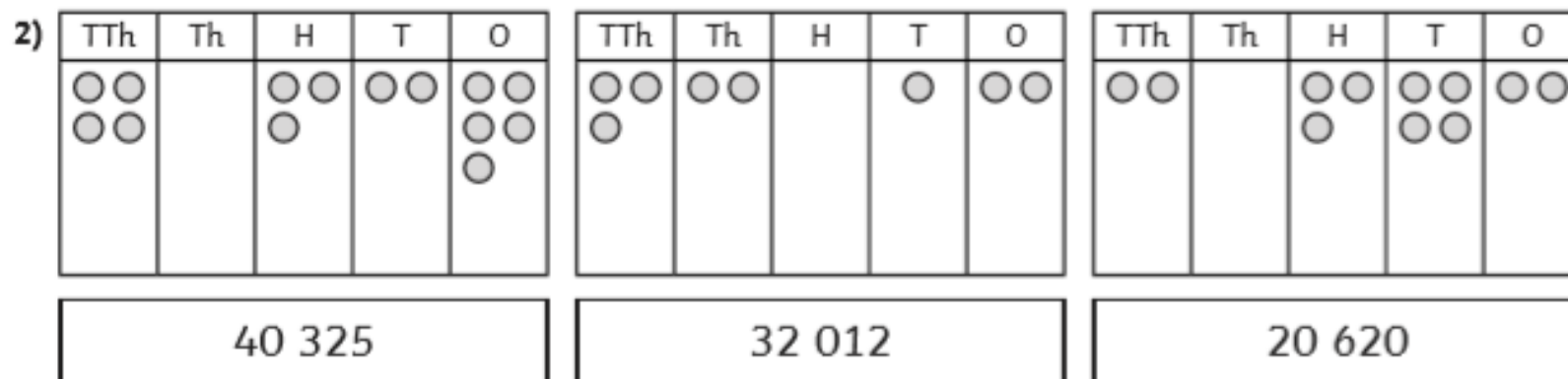
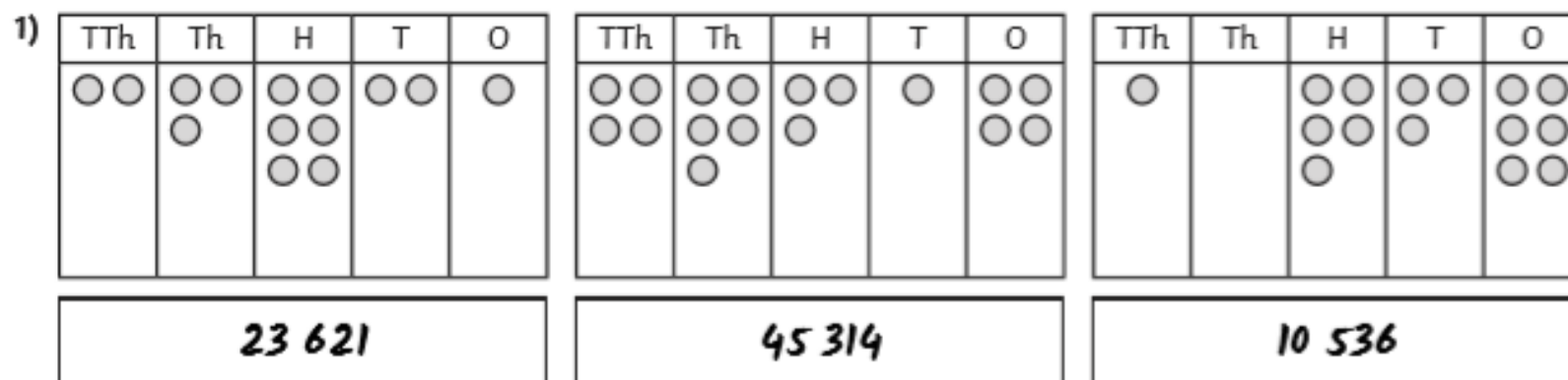
1) Here is a number line.



- Ⓐ is 1200 less than B.
 - Ⓑ is greater than 10 000 and is a multiple of 10.
 - Ⓒ is halfway between B and D.
 - Ⓓ is double the value of B.
- a) What could the values of A, B, C and D be?
Give three possible sets of numbers.
- b) Can you write a set of numbers that
would fit on this line and that no one
in your class has thought of?

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ANSWERS



1)

Ⓐ Jenny will say the number 32 604.	Ⓑ When counting forwards, the second number will be 10 004.	Ⓒ Jenny will say the number -1604.
True. Because Jenny is counting in 1000s, only the thousands digit will change, together with the tens of thousands digit as the number increases.	False. The second number will be 10 604. Only the thousands digit changes when counting in thousands.	False. The lowest positive number Jenny will say is 604 so the first negative number will be -396.

2) *B is incorrect. It does not have a value of 56 243. 560 thousands have a value of 560 000. The number is 560 243.*

1) a) *There are many possible answers, including the following.*

Ⓐ 9000 Ⓑ 10 200 Ⓒ 15 300 Ⓓ 20 400

b) *There are many possible answers. Teachers may wish to encourage children to think about decimals. They may also wish to change the instruction for B and remove the multiple of 10 instruction.*