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 = 92 + ☐

392 = 2 + ☐

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

a) 137 _____

b) 390 _____

c) 213 _____

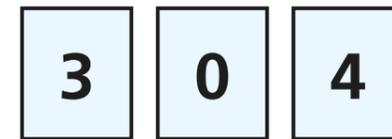**d)** 375 _____

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?

☐ or ☐

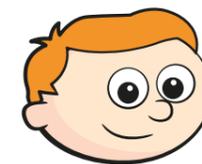**b)** Aisha has some different digit cards.

| 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

Circle the numbers that Ron could be thinking of.

286   462   385

614   604   328