

# **Connected Learning Team Primary**

**Year Three**

## **Mathematics Package**

**Reading and Writing Numbers**

**Ordering Numbers**

**Number Lines**

**Odd and Even Numbers**

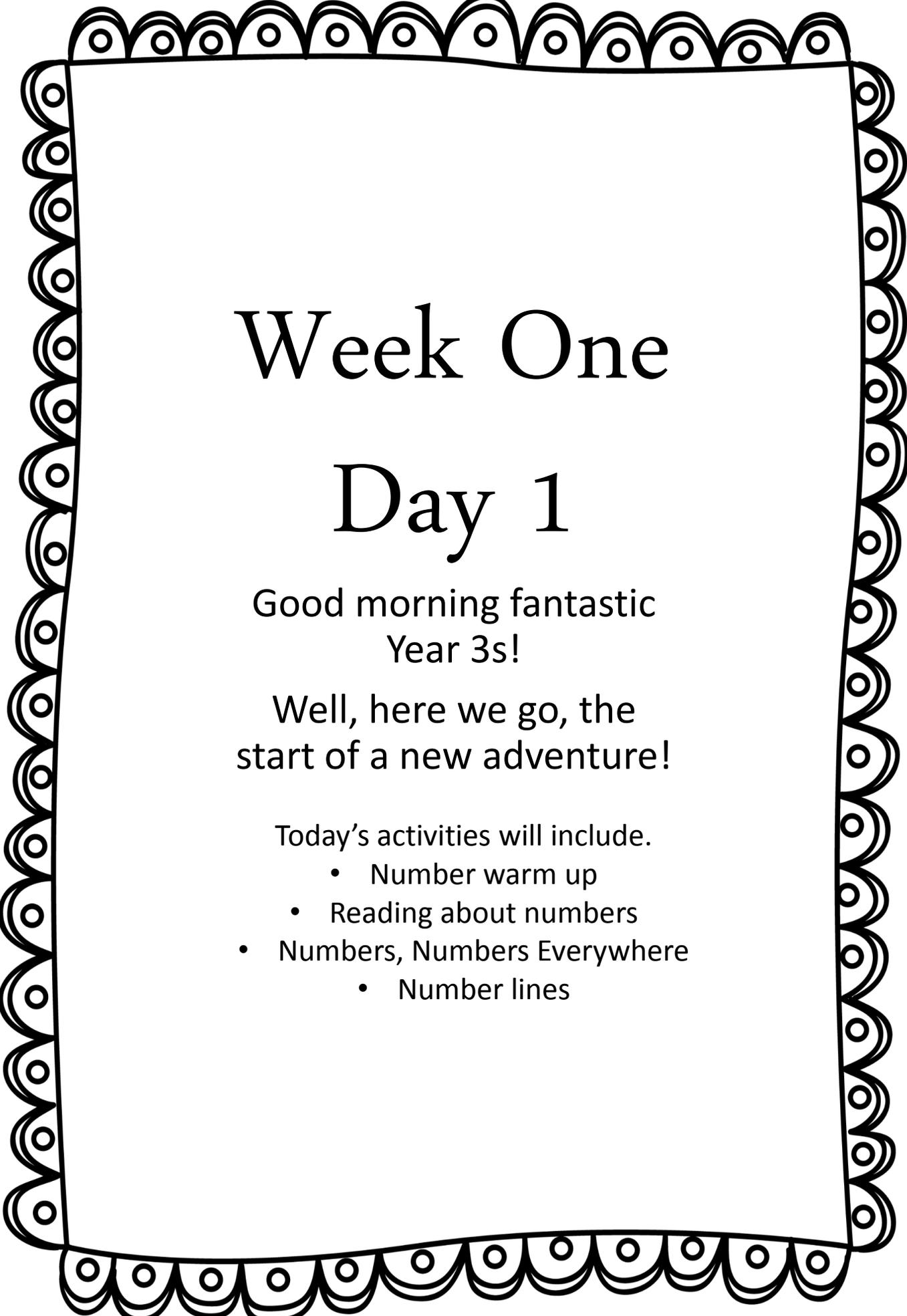
**Place Value**

**2 weeks**

A number is made up  
of digits.



**Remember ...10 is a number not a  
digit. Ten is made up of two digits, 0  
and 1.**



# Week One

## Day 1

Good morning fantastic  
Year 3s!

Well, here we go, the  
start of a new adventure!

Today's activities will include.

- Number warm up
- Reading about numbers
- Numbers, Numbers Everywhere
  - Number lines

**Today your learning focus is :-**

To read, write and order four digit numbers.

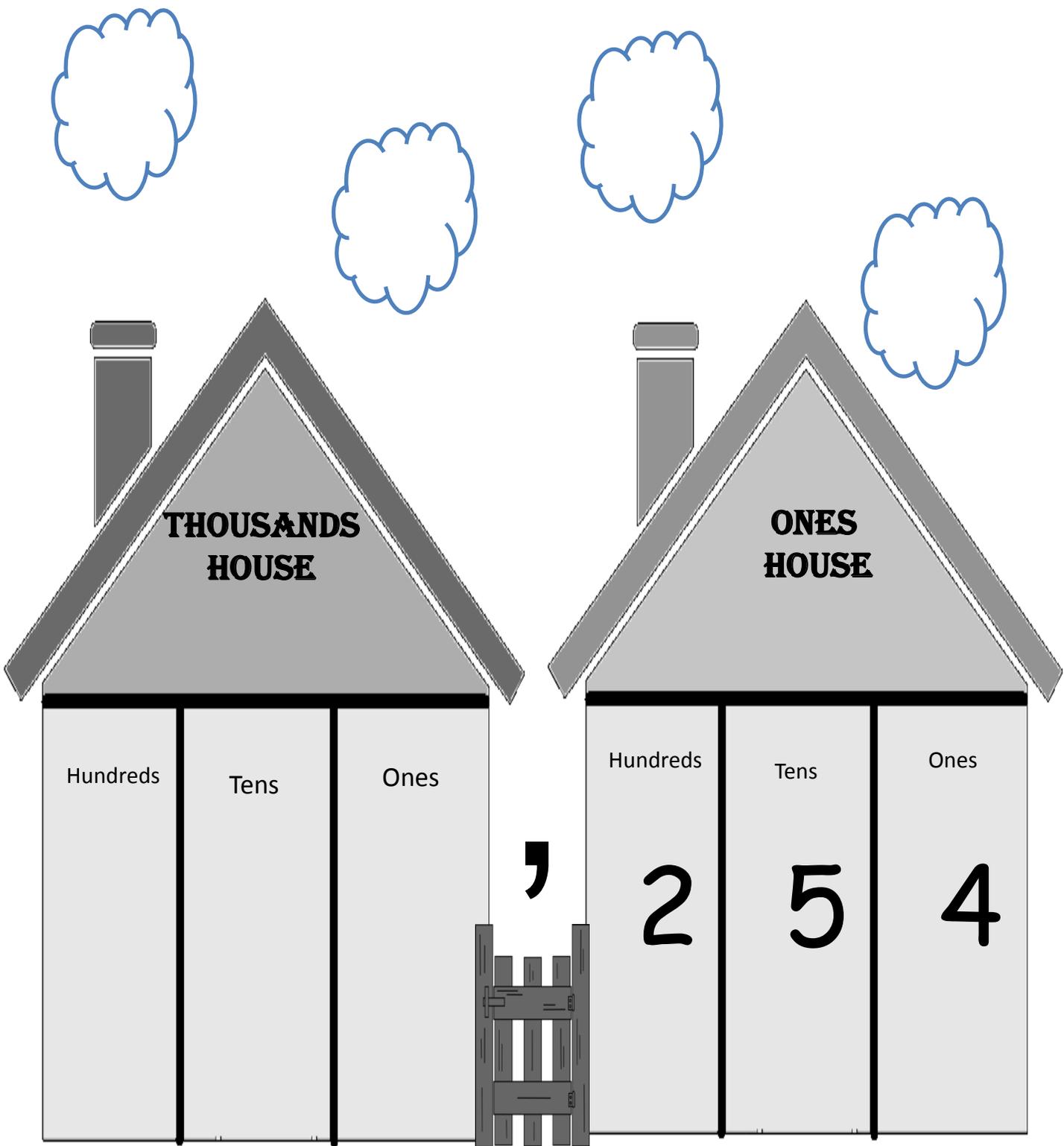
Make sure you read the instructions on each worksheet carefully.

‘Number of the Day’ Warm Up

You can find your number of the day below.

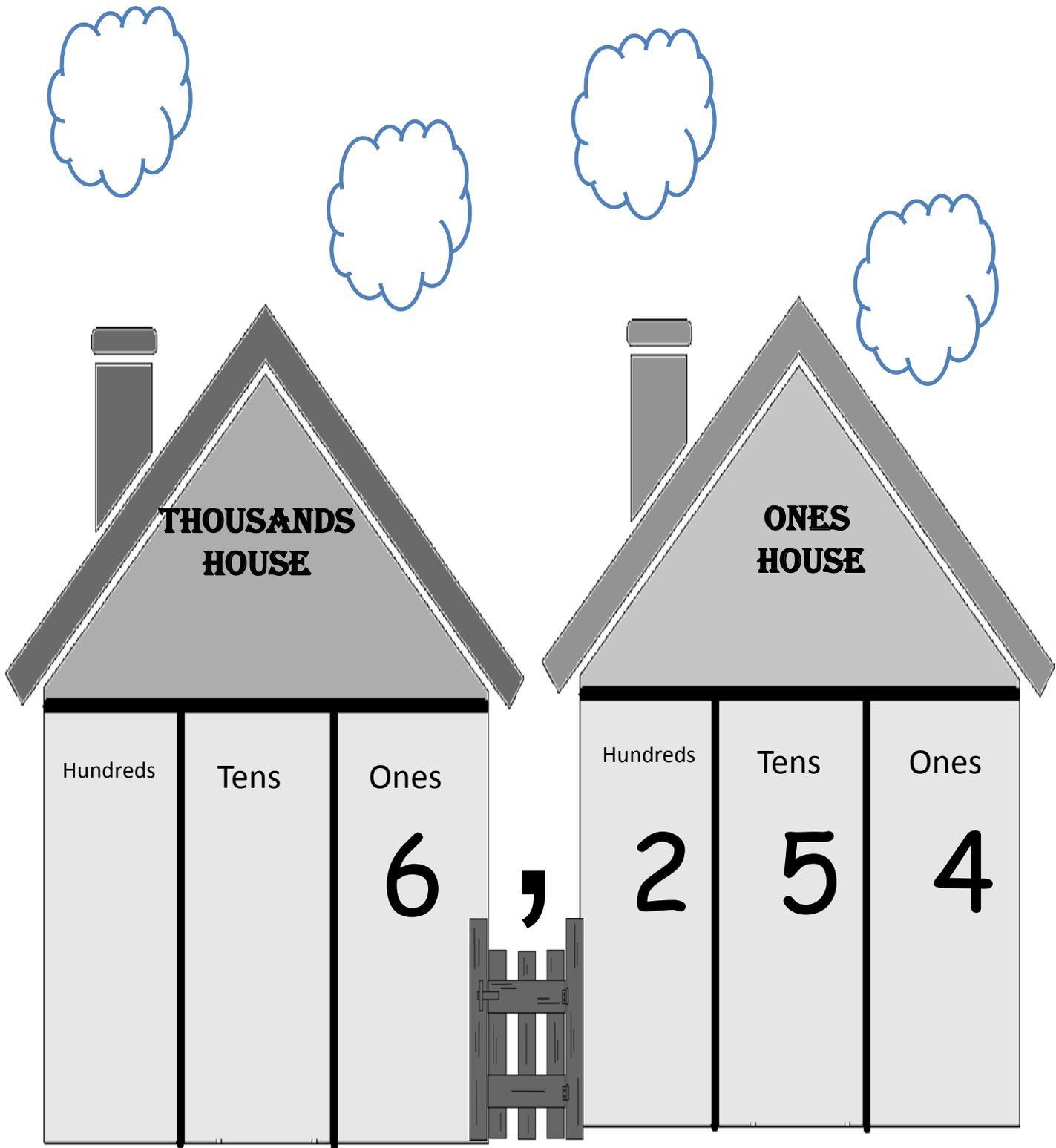
Write your answers in the space provided on the sheet. Try and be as quick as you can. You could even record the time it takes and see if you can get faster over the next few days.

<b>36</b>	Write the number in words
	Number before
	Subtract 30
	Halve
	Use part part whole
	Number after
	Add 70
	Create a tally



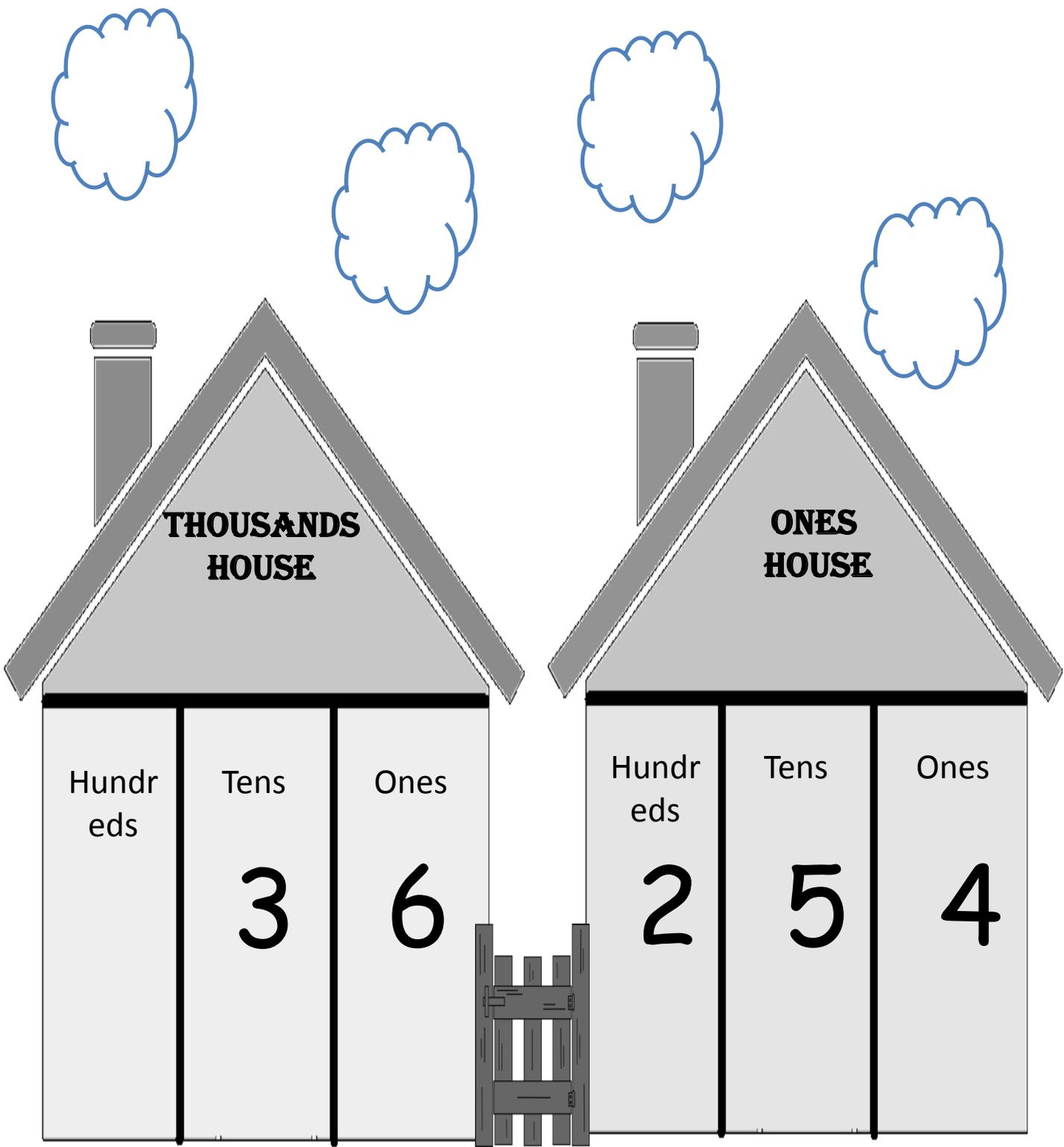
When reading three digit numbers you do not use the name of the house that they are in – ***two hundred and fifty four.***

The gate represents the space or the comma between numbers. It is what separates the digits to help make reading large numbers easier.



If we add another digit to the number, then the 6 needs to go into the next house. ***Six thousand, two hundred and fifty four***

The **most** amount of digits in one house is three



When adding another digit the 3 will also go into the Thousand house – thirty six thousand, two hundred and four

,

# 78946

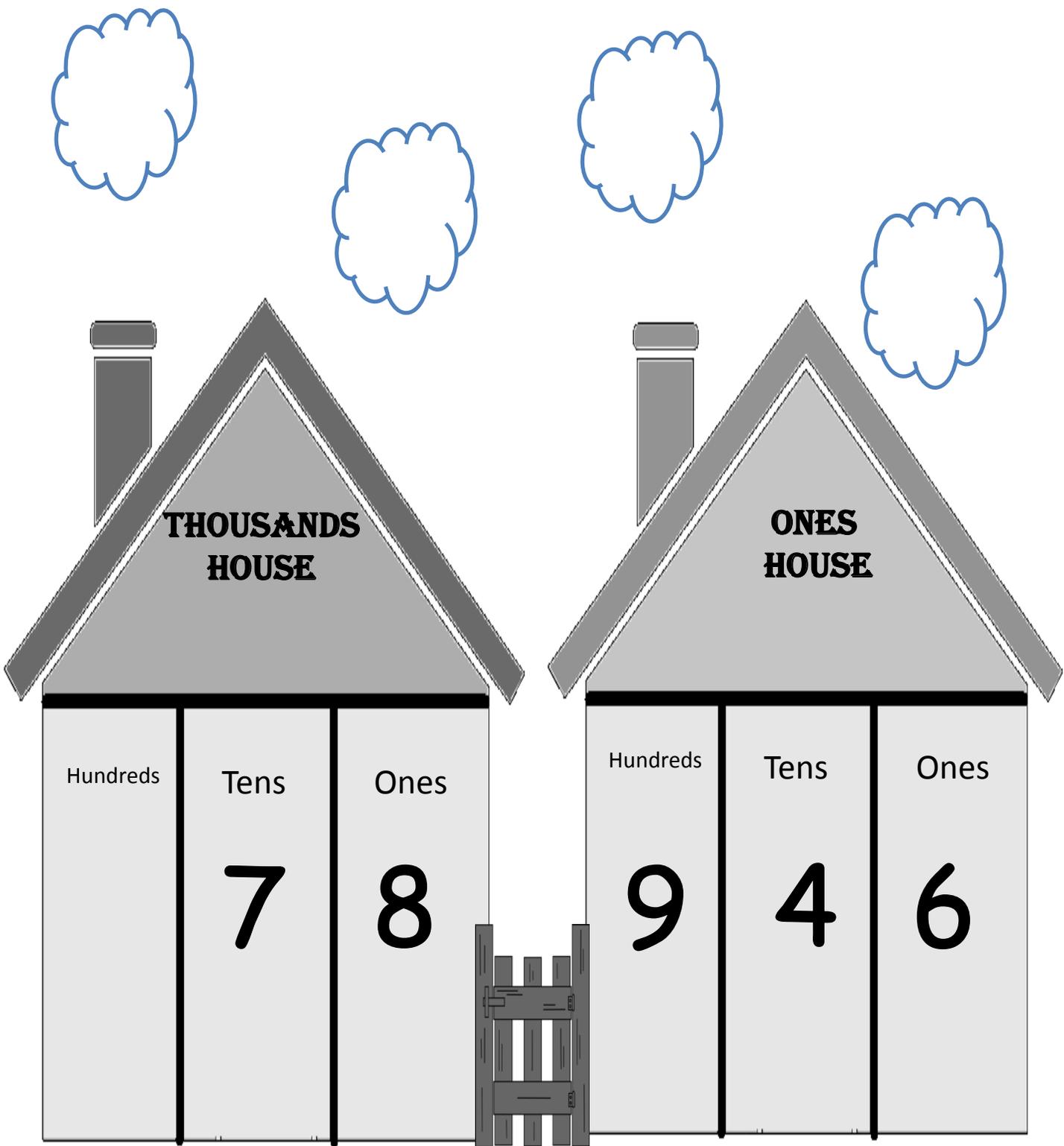
**When you see a number written like this what is the first thing you should think about?**



The houses and the fence (comma or space).

What is the most amount of digits in each house?

**Only three**, then comes the fence (comma or space)



With the space/comma in the number, you know that the first two digits are in the thousands house, and the last three digits are in the ones house.

**78,946**

*Seventy eight thousand, nine hundred and forty six*

# **Find someone to read these numbers to...**

**450**

**45**

**607**

**13 330**

**109**

**9 992**

**6 894**

**2 856**

**89 992**

**1 301**

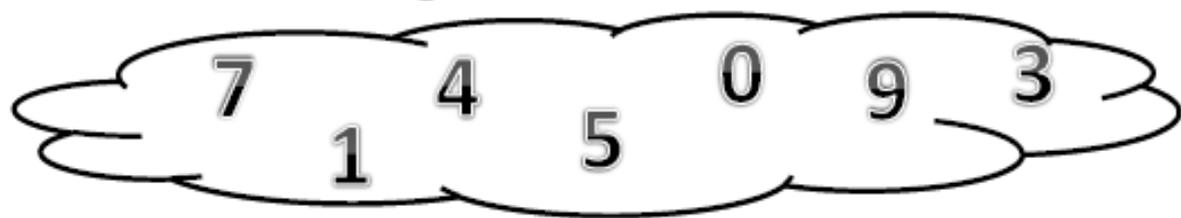
**40 222**

**1 013**

## **HOW DID YOU GO?**

# NUMBERS, NUMBERS EVERYWHERE !

Using the digits in the bubble, create five different numbers. You cannot use the same digit more than once in your number!



THOUSANDS	HUNDREDS	TENS	ONES

Write each number you have created in words

Number	Words

## Number Line Practise

Write each of the numbers under the number line in their correct position on the line. Remember you must use a dash to show where the number sits on the line.

1 100



1 400

1 200

1 300

1 100



3 900

3 800

3 200

3 600



7 100

7 800

7 300

7 500



9 000

9 300

9 600

9 400

# Week One

## Day 2

Good morning beautiful Year 3s!  
I hope you are all keeping well and  
happy.

Today's activities will include.

- Number warm up
- Making a set of digit cards
- Creating numbers with your cards
- Writing and ordering numbers
- Identifying odd and even numbers

**Today your learning focus is:-**

To create, write and identify odd and even numbers.

Make sure you read the instructions on each worksheet carefully.

‘Number of the Day’ Warm Up

You can find your number of the day below.

Write your answers in the space provided on the sheet. Try and be as quick as you can. You could even record the time it takes and see if you can get faster over the next few days.

<b>52</b>	Write the number in words
	Number before
	Subtract 30
	Halve
	Use part part whole
	Number after
	Add 70
	Create a tally

**Learning Focus - To create and write four digit numbers and to identify these numbers as odd or even.**

You will need to create the set of digit cards, and complete the activity attached.

Cut each of the digit cards out. If you can, it would be a good idea to glue them onto a piece of sturdy paper or card. You could use a cereal packet, cardboard box or glue together two sheets of paper. This will make them stronger for you to use, and they should last longer

### **Making Numbers**

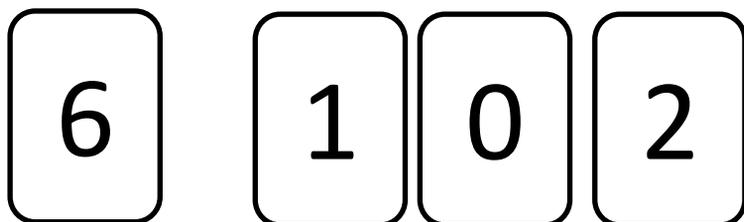
Shuffle your cards, draw the first four cards and place in a line to create a 4-digit number.

Reshuffle and draw another four cards.

Continue until you have 10 more number

Once the 11 numbers are completed, you need to put them in order from the highest number to lowest.

Finally, put all the numbers that are odd into one group, and the numbers that are even into another group.



# DIGIT CARD NUMBERS

Write the numbers that you have created with your cards.

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Now place the same numbers in order from the highest number to the lowest number.

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Odd Numbers

Even Numbers



4

7

5

8

6

9



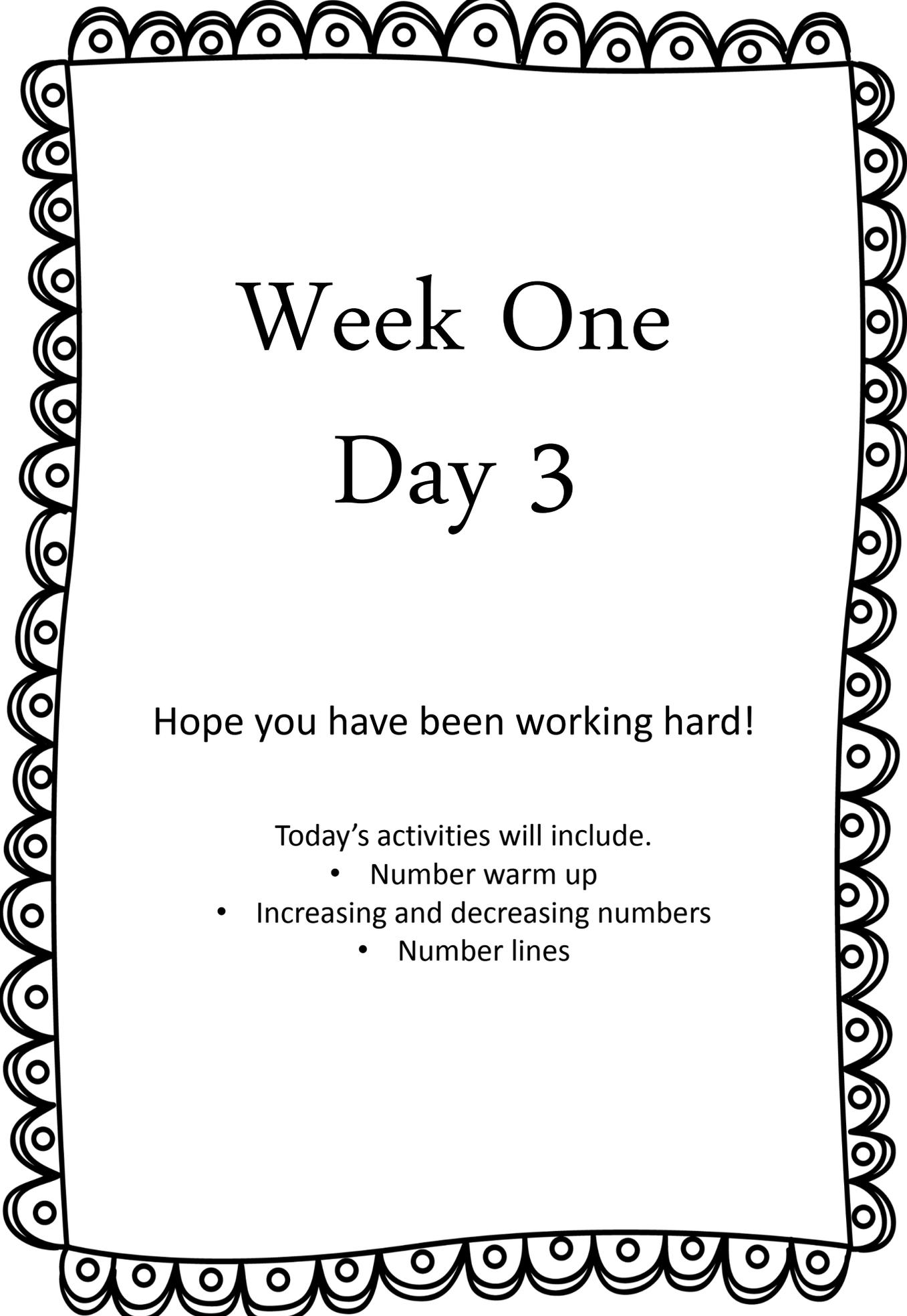
1

0

2

3





# Week One

## Day 3

Hope you have been working hard!

Today's activities will include.

- Number warm up
- Increasing and decreasing numbers
  - Number lines

Today your learning focus is: Increasing and decreasing numbers by ones, tens, hundreds and thousands

Make sure you read the instructions on each worksheet carefully.

'Number of the Day' Warm Up

You can find your number of the day below.

Write your answers in the space provided on the sheet. Try and be as quick as you can. You could even record the time it takes and see if you can get faster over the next few days.

Are you faster today?

<b>28</b>	Write the number in words
	Number before
	Subtract 30
	Halve
	Use part part whole
	Number after
	Add 70
	Create a tally

Today's activity is about changing numbers. This will be done by either increasing them or decreasing them.

Think about the one digit that you need to change.

You can go back to the houses, they could help you know which digit to change.

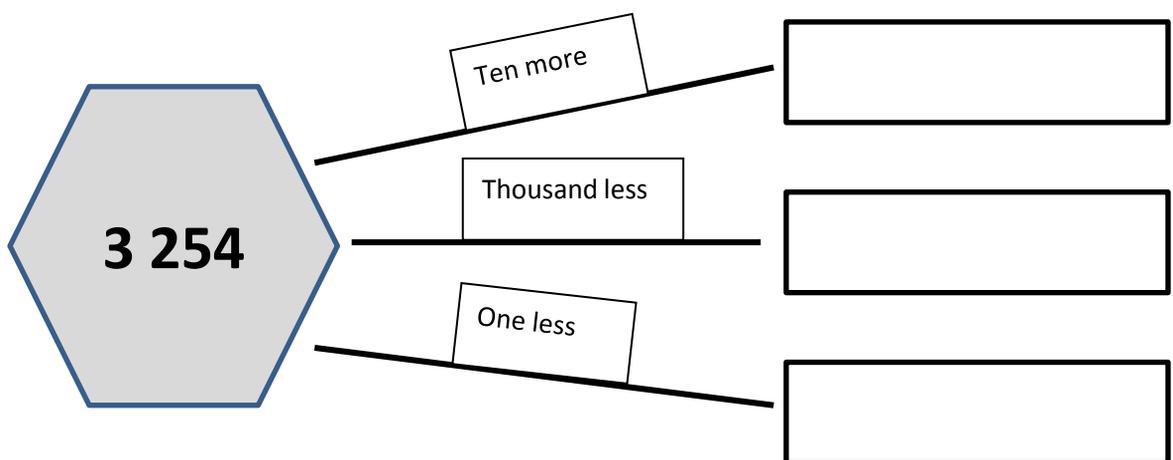
You will need to change the number in the hexagon shape. Follow the line and change the number by more or less. Here is an example for you to follow.

The original number is 3 254

Ten more means I only need to change the digit 5

Thousand less means I only have to change the 3

One less means I only have to change the 4



# Changing Numbers

Look at each number in the shape. Follow the instructions on the lines to make new numbers.

3 254

Ten more

Thousand less

One less

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1 043

Ten less

One more

Hundred More

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 313

Hundred less

Ten less

One Thousand more

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**6 787**

Ten more

Thousand more

One less

**3 909**

One more

Hundred less

Ten more

**5 781**

Hundred less

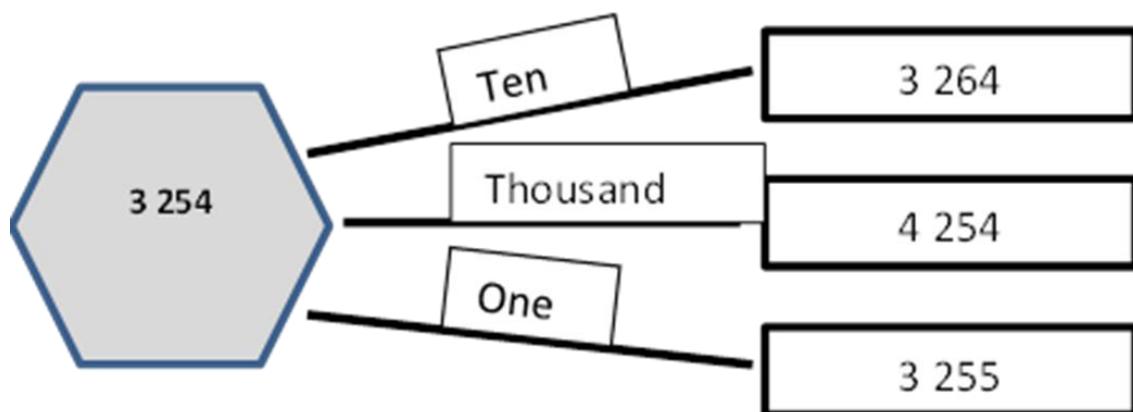
Ten more

Thousand more

When you have finished creating the new numbers, choose one set of numbers you created and place these on one number line.

Repeat for three other set of numbers.

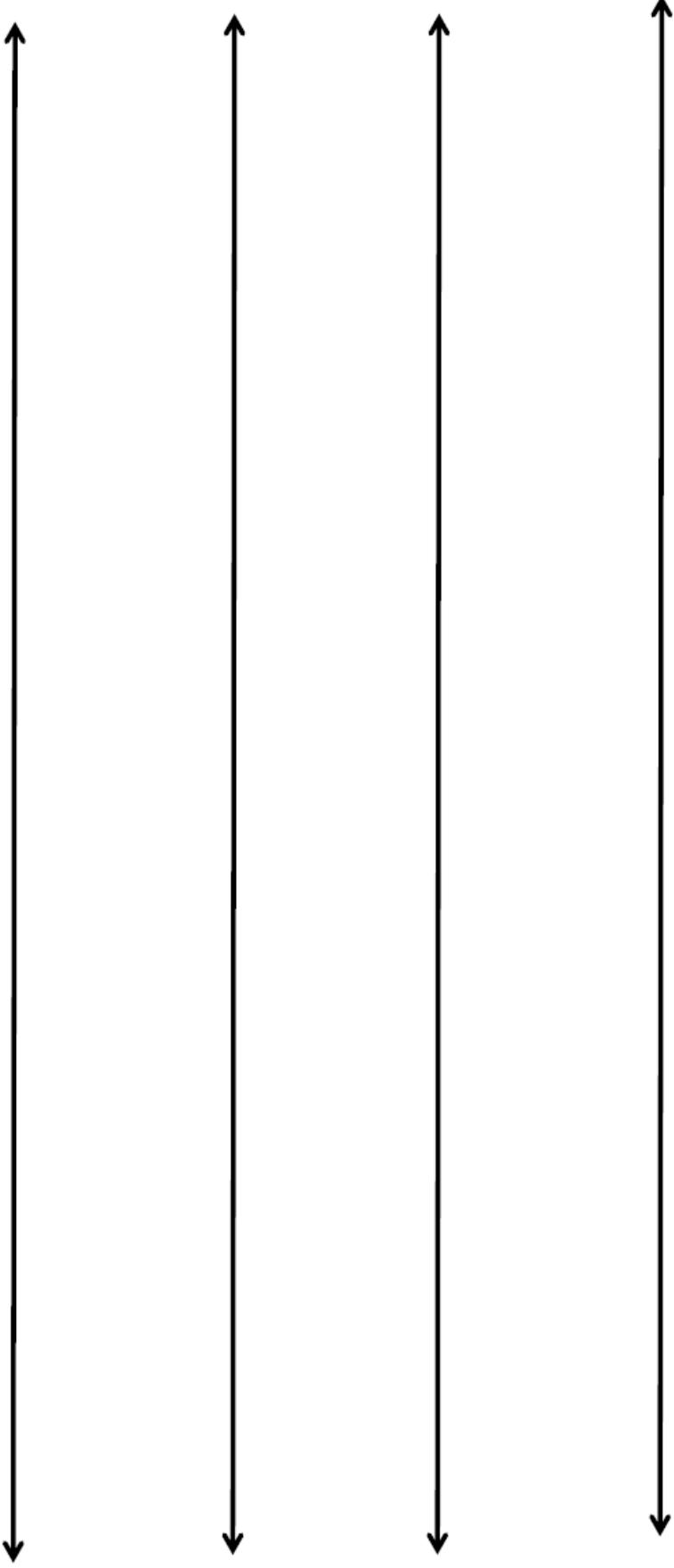
Here is an example

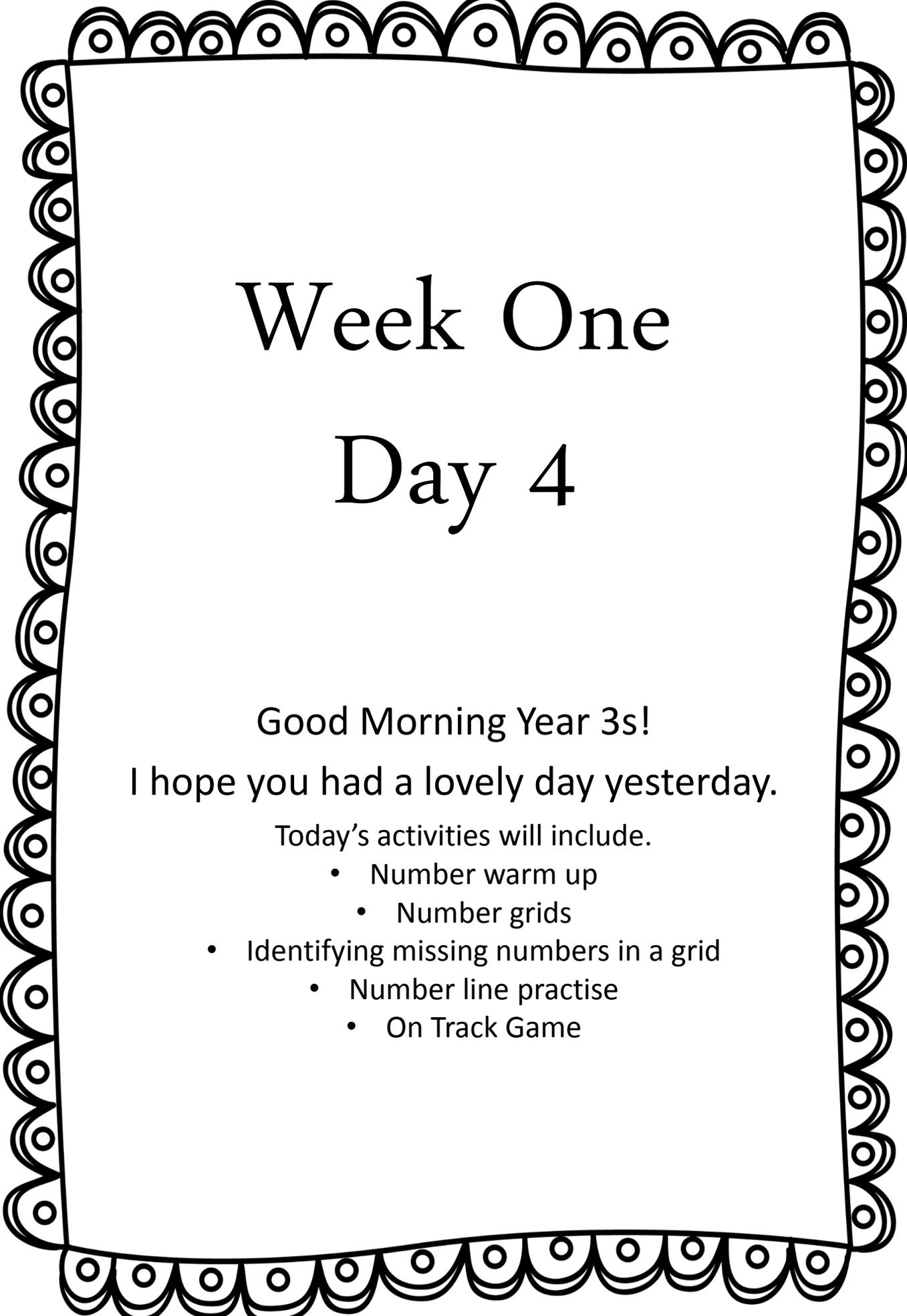


Notice where the numbers sit. There is a big gap between 3 264 and 4 254, this is because there are a lot of numbers in between these numbers. While we don't need to put them all there, we do need to create some space to show that do exist.

While you don't have to be exact with where you put the numbers you need to demonstrate that you understand there approximate location on the number line.

NUMBER LINES





# Week One

## Day 4

Good Morning Year 3s!

I hope you had a lovely day yesterday.

Today's activities will include.

- Number warm up
- Number grids
- Identifying missing numbers in a grid
  - Number line practise
  - On Track Game

**Today your learning focus is:-** To identify missing number in number grids

Make sure you read the instructions on each worksheet carefully.

'Number of the Day' Warm Up

You can find your number of the day below.

Write your answers in the space provided on the sheet. Try and be as quick as you can. You could even record the time it takes and see if you can get faster over the next few days.

Are you speeding through these now?

<b>34</b>	Write the number in words
	Number before
	Subtract 30
	Halve
	Use part part whole
	Number after
	Add 70
	Create a tally

Today your activity is about working out which number goes where, when some numbers are missing.

Think about what a number grid looks like.

You will need to visualise what they look like to complete this activity. Below is a sample of numbers in the 400s. The same patterns will apply for the rest of the numbers. Have a look at the pattern in the numbers next to each other, above each other and below each other.

		420
	429	430
438		440

This is part of the grid that has been taken out.  
Can you see where it should fit?

401	402	403	404	405	406	407	408	409	410
411	412	413	414	415	416	417	418	419	
421	422	423	424	425	426	427	428		
431	432	433	434	435	436	437		439	
441	442	443	444	445	446	447	448	449	450
451	452	453	454	455	456	457	458	459	460
461	462	463	464	465	466	467	468	469	470
471	472	473	474	475	476	477	478	479	480
481	482	483	484	485	486	487	488	489	490

Missing Numbers from Thousands Grids

Complete the grid sections by filling in the missing numbers

415	



245

253	
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254		
		266

850		
881		

			270
--	--	--	-----

287

301				

# CHALLENGE PAGE

1 001		

	2 758		
			2 770

3 442		

3 001			3 004

			1 990



## Number Line Practise

Write each of the numbers under the number line in their correct position on the line. Remember you must use a dash to show where the number sits on the line.

6 100



6 400

6 100

6 900

6 500



1 100

1 800

1 600

1 200



5 300

5 600

5 100

5 500



2 400

2 200

2 100

2 700

## On Track Game

This game can will require you to find someone to play with.

You can complete the sheet on your own if you want to.

Each game is played on one track. (3 games can be played)  
Using your digit cards that you made, player one creates a three digit number.

Player one must then decide where to place that number on the first track.

Player two then does the same on their sheet.

Each player continues to take turns.

The aim is to try and place all the numbers you make on the track.

Beware!!!

If your number doesn't fit, then the turn passes to the next player.

Think!!!

This track is a number line, if it was straightened out!

Each player can only place a certain amount of numbers on the line.

The numbers on the number line must be in the correct order.

Imagine there are all the numbers from 100 to 1 000, you just cannot see them. Approximately where does your number fit?











# Week One

## Day 5

Hello!

I hope you enjoyed yesterday's activities. Did you play the game?

Today's activities will include.

- Number warm up
- Explanation of using the greater than, less than and equals symbols.
- Completing an activity about the symbols to show your understanding.

Today your learning focus is:- To use the greater than, less than symbols.

Make sure you read the instructions on each worksheet carefully.

'Number of the Day' Warm Up

You can find your number of the day below.

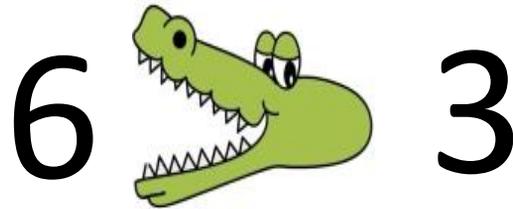
Write your answers in the space provided on the sheet. Try and be as quick as you can. You could even record the time it takes and see if you can get faster over the next few days.

The number of the day is now a three digit number.

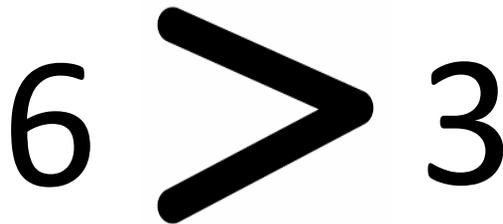
<b>142</b>	Write the number in words
	Number before
	Subtract 30
	Double
	Use part part whole
	Number after
	Add 70
	Use in a number sentence.

Today's activity is about using the greater than, less than and equals to symbols.

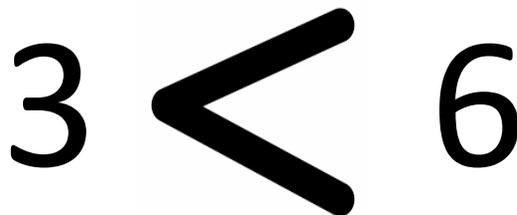
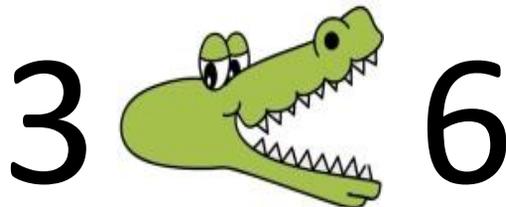
If we think about a crocodile with its mouth wide open, we can use this idea with numbers. The wider part is the greater part.



With numbers this means that the number to the left of the symbol is greater than the number to the right.



If the number on the left is smaller than the number on the right, then we have to reverse the symbols



If both numbers are the same, or equal we use the equal sign.



GREATER THAN >



EQUAL TO =

LESS THAN <

Place the correct symbol in the box to make the statements true

6 421  3 246      1 110  1001      1 601  2 206

8 971  8 971      3 455  3 485      1 209  1 209

12 601  12 610      8 313  8 313      14 100  14 001

848  1 848      6 883  6 888      9 921  9 291

7 529  7 999      2 919  2 919      4 913  4 139

11 501  1 501      3 333  3 636      4 454  4 544

Choose any 10 numbers from the above numbers.

Place the 10 numbers in order from the lowest to the highest.

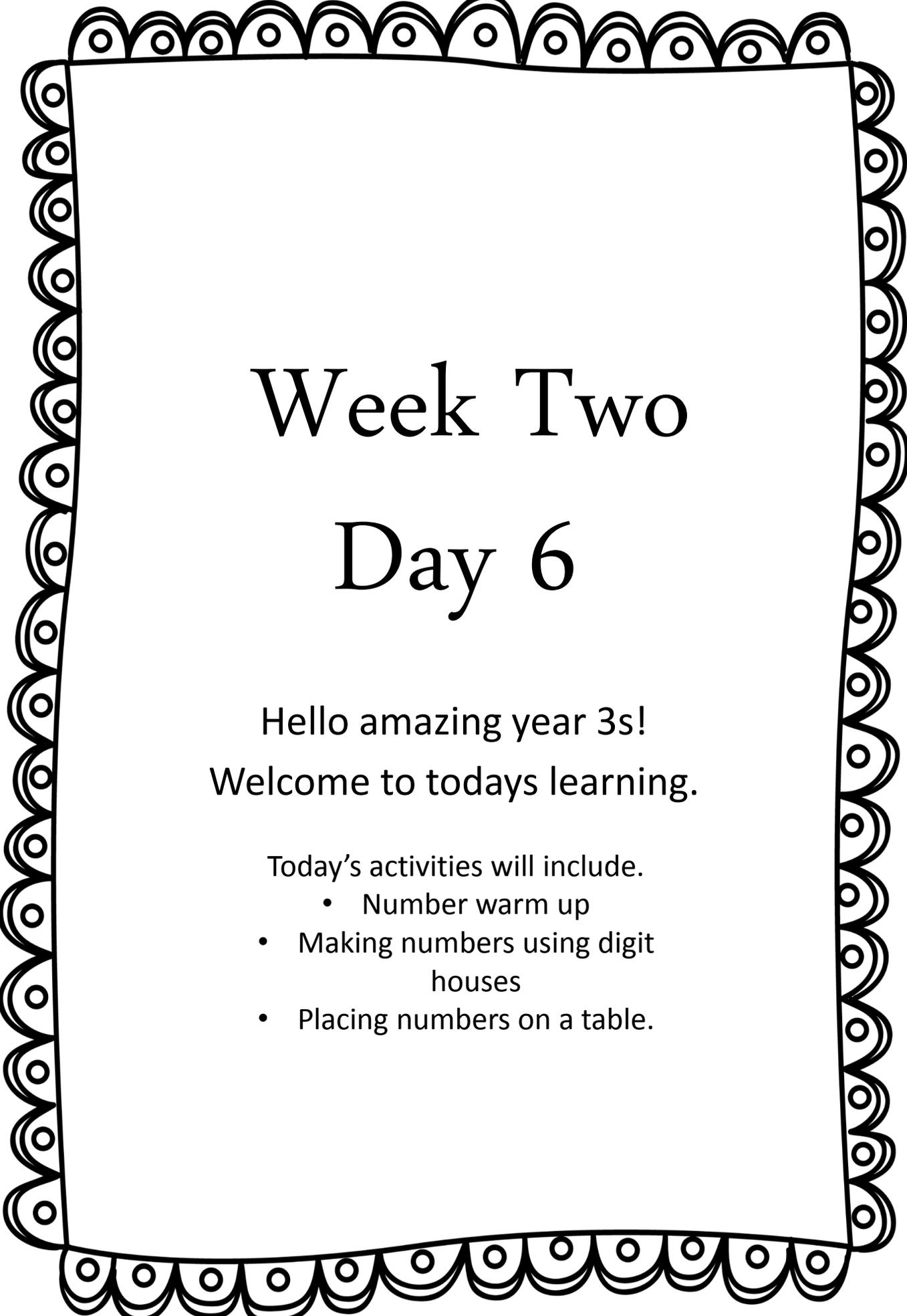
Choose another 10 even numbers and list them from highest to lowest.

Choose 10 odd numbers and list them from the highest to lowest.

Use the attached blank page to record your answers on.

1 2 3 4 5  
6 7 8 9 10

**Show your work!**



# Week Two

## Day 6

Hello amazing year 3s!  
Welcome to today's learning.

Today's activities will include.

- Number warm up
- Making numbers using digit houses
- Placing numbers on a table.

Today your learning focus is:- Creating four and five digit numbers.

Make sure you read the instructions on each worksheet carefully.

'Number of the Day' Warm Up

You can find your number of the day below.

Write your answers in the space provided on the sheet. Try and be as quick as you can. You could even record the time it takes and see if you can get faster over the next few days.

The number of the day is now a three digit number. Good Luck!

<b>285</b>	Write the number in words
	Number before
	Subtract 30
	Double
	Use part part whole
	Number after
	Add 70
	Use in a number sentence.

Today we are going to be taking another look back at the digit houses from a few days ago.

Your first part of the activity is to colour your house sheet that is attached. Please colour each house in one colour only, eg the Ones House orange, the Thousand House purple. Next, you will need to label the houses.

If you need to, you can go back to the beginning of the package to know where to put the following labels.

Thousand House

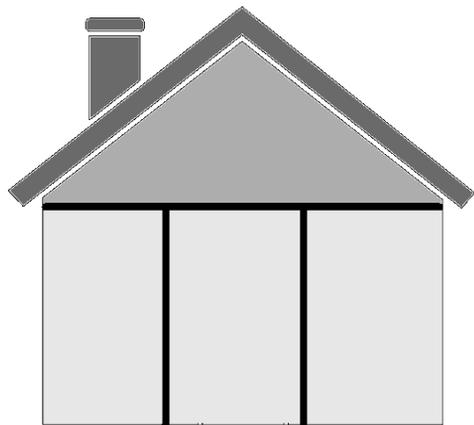
Ones House

Ones

Tens

Hundreds.

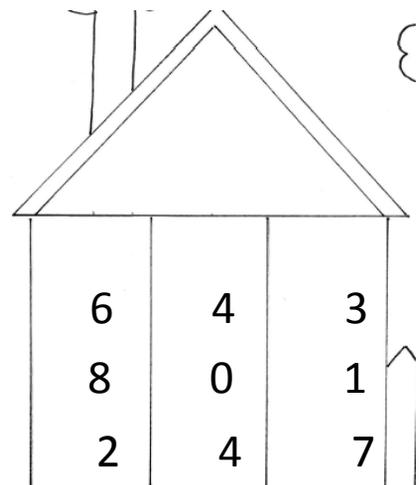
Draw in the comma

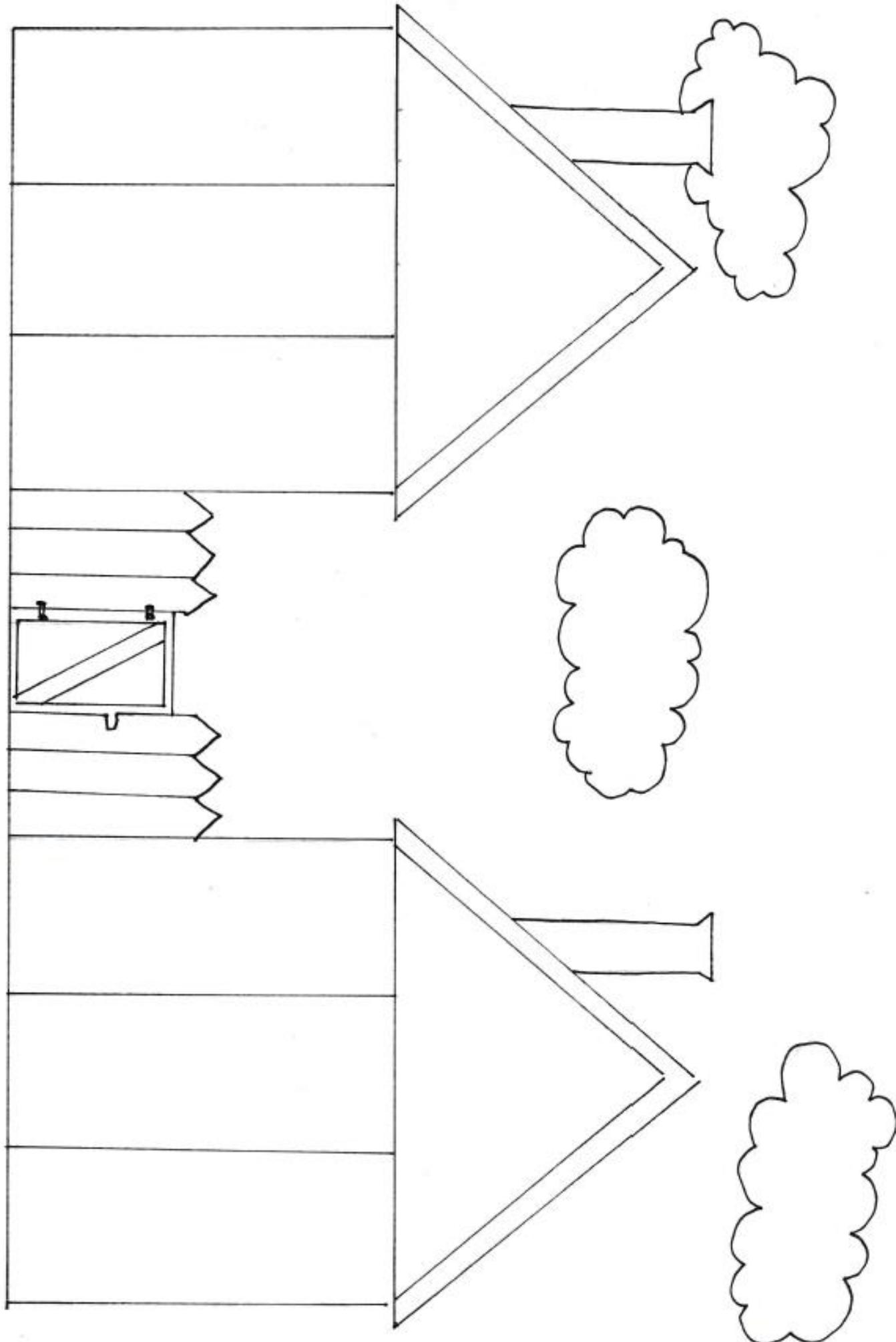


Once you have completed your houses you will need your digit cards.

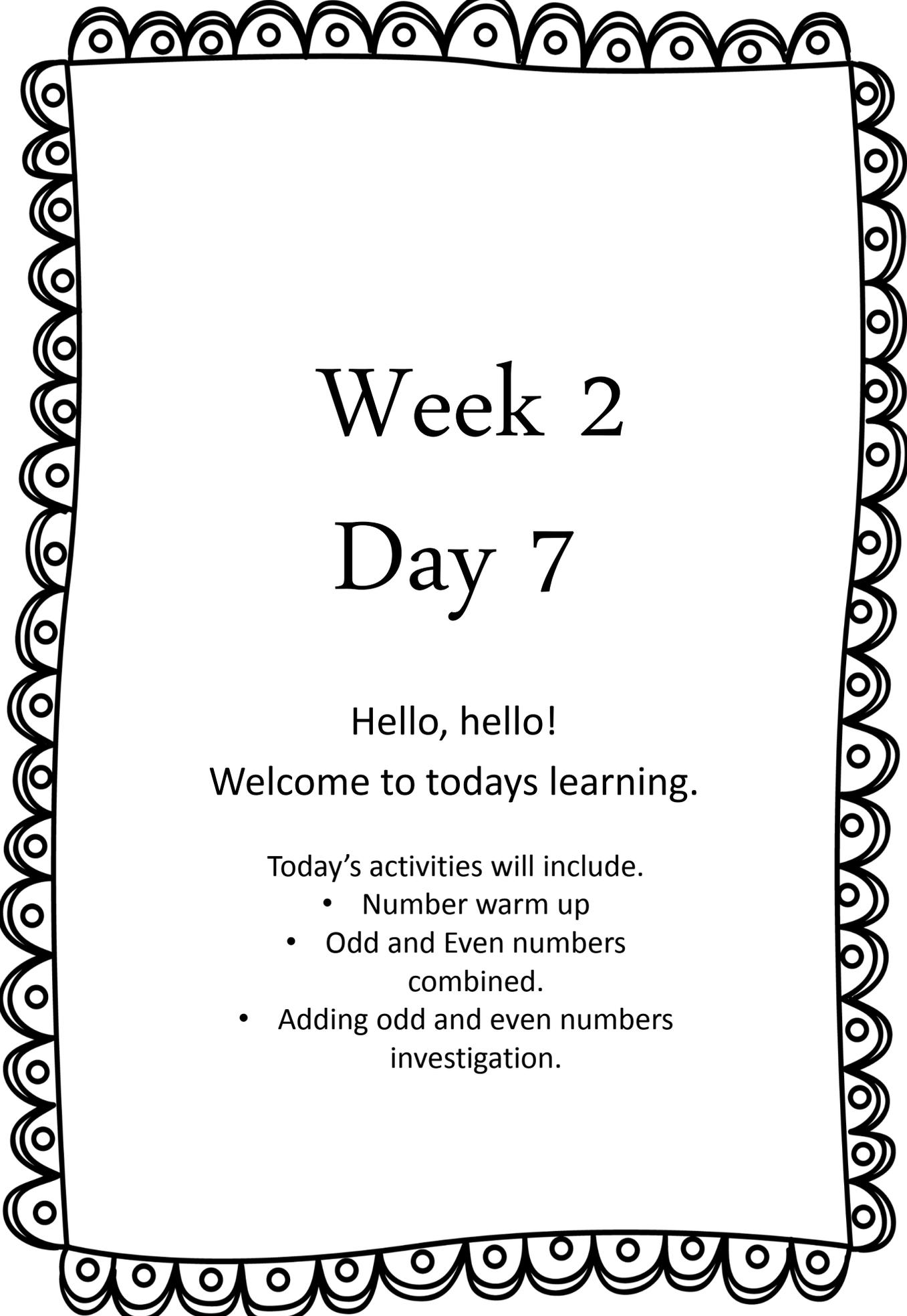
Create a four digit number.

- *If you are up to the challenge you can might even consider some 5 and 6 digit numbers.*
- Write your number in one line on the house, placing each digit in the correct place, make sure you don't write the digits to big as you will need to create at **least** five numbers. You could rule off under each number so that it is easy to read.









# Week 2

## Day 7

Hello, hello!  
Welcome to today's learning.

Today's activities will include.

- Number warm up
- Odd and Even numbers combined.
- Adding odd and even numbers investigation.

Today your learning focus is:- Adding odd and even numbers.

Make sure you read the instructions on each worksheet carefully.

'Number of the Day' Warm Up

You can find your number of the day below.

Write your answers in the space provided on the sheet. Try and be as quick as you can. You could even record the time it takes and see if you can get faster over the next few days.

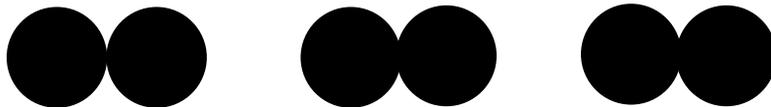
The number of the day is now a three digit number.

<b>437</b>	Write the number in words
	Number before
	Subtract 30
	Double
	Use part part whole
	Number after
	Add 70
	Use in a number sentence.

Today's activity is about what happens when we add odd and even numbers.

You may need something to help you understand what is happening when we add numbers. Perhaps some blocks or buttons.

You know that an even number is when every thing has a partner.



6 is an even number

Odd numbers mean that there is an odd one out!



9 is an odd number

What happens when we add two odd numbers together?

Will the answer be odd or even? \_\_\_\_\_

How do you know? \_\_\_\_\_

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These dots might help with your understanding.



What happens when we add two even numbers together?

Will the answer be odd or even? \_\_\_\_\_

How do you know? \_\_\_\_\_

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What happens when we add an odd number and an even number together?

Will the answer be odd or even? \_\_\_\_\_

How do you know? \_\_\_\_\_

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# Odd and Even Numbers

Complete the number sentences below to find out what happens when adding different odd and even numbers.

The first one has been done for you.

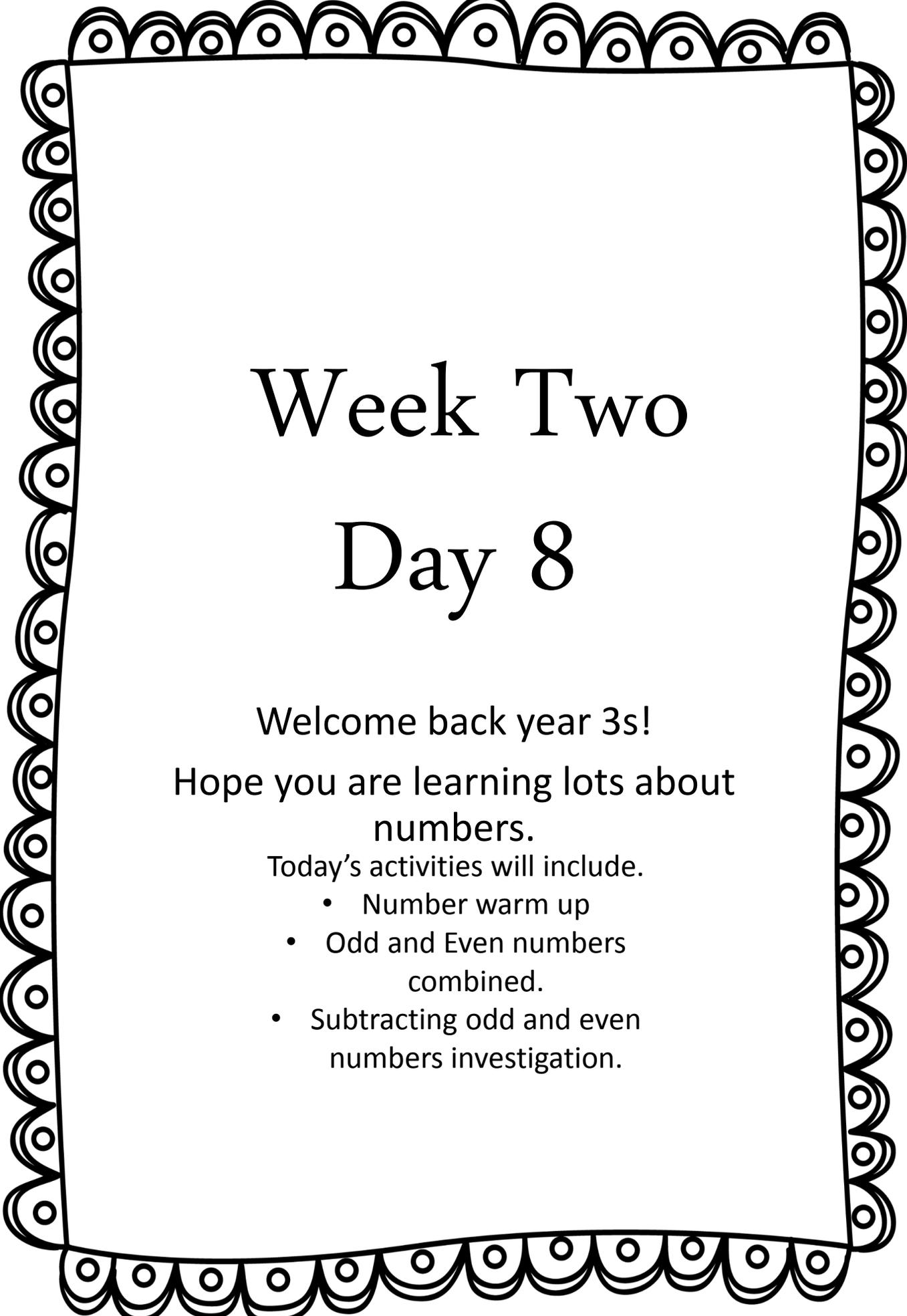
Number Sentence	Odd/Even Sentence	Answer	Explanation
$6 + 4 =$	even + even	10	10 is an even number
$3 + 7 =$			
$5 + 2 =$			
$2 + 7 =$			
$2 + 6 =$			
$3 + 8 =$			
$12 + 4 =$			
$13 + 7 =$			
$8 + 11 =$			
$8 + 16 =$			
$3 + 19 =$			

What did you notice about adding odd and even numbers.

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# Week Two

## Day 8

Welcome back year 3s!

Hope you are learning lots about  
numbers.

Today's activities will include.

- Number warm up
- Odd and Even numbers combined.
- Subtracting odd and even numbers investigation.

Today your learning focus is:- Subtracting odd and even numbers.

Make sure you read the instructions on each worksheet carefully.

'Number of the Day' Warm Up

You can find your number of the day below.

Write your answers in the space provided on the sheet. Try and be as quick as you can. You could even record the time it takes and see if you can get faster over the next few days.

The number of the day is now a three digit number.

<b>381</b>	Write the number in words
	Number before
	Subtract 30
	Double
	Use part part whole
	Number after
	Add 70
	Use in a number sentence.

Yesterday we looked at what happens when you add odd and even numbers together.

Hopefully you discovered this pattern.

$$\text{Even} + \text{even} = \text{even}$$

$$\text{Odd} + \text{odd} = \text{even}$$

$$\text{Even} + \text{odd} = \text{odd}$$

Today we are going to find out the pattern for subtracting odd and even numbers

Circle the odd numbers and cross the even numbers.

4, 13, 9, 12, 6, 7, 2,

Explain why 18 is an even number

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What happens when we subtract two odd numbers ?

Will the answer be odd or even? \_\_\_\_\_

How do you know? \_\_\_\_\_

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What happens when we subtract two even numbers?

Will the answer be odd or even? \_\_\_\_\_

How do you know? \_\_\_\_\_

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What happens when we subtract an odd number and an even number ?

Will the answer be odd or even? \_\_\_\_\_

How do you know? \_\_\_\_\_

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# Odd and Even Numbers

Complete the number sentences below to find out what happens when subtracting different odd and even numbers.

The first one has been done for you.

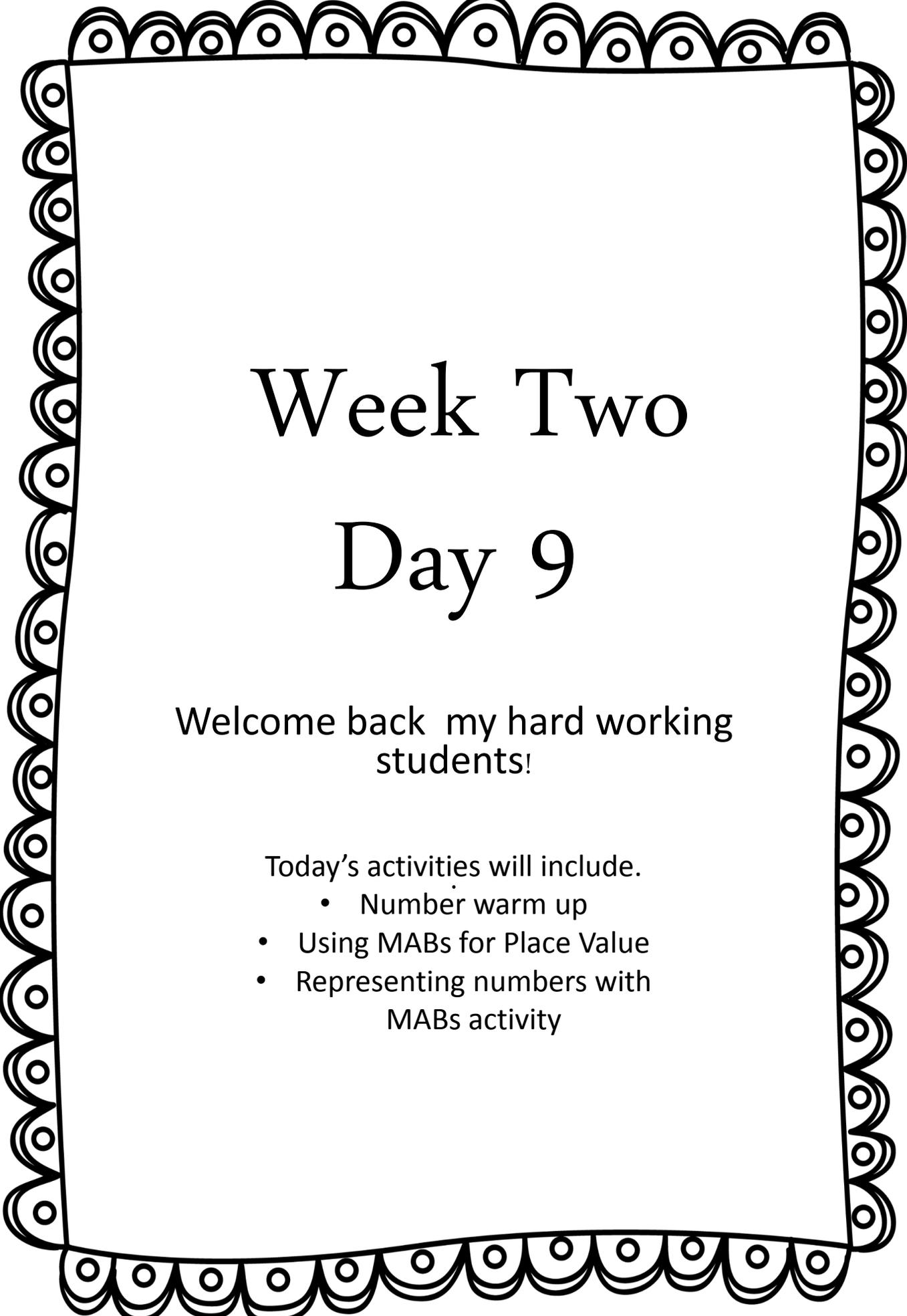
Number Sentence	Odd/Even Sentence	Answer	Explanation
$6 - 4 =$	even - even	2	2 is an even number
$7 - 4 =$			
$9 - 5 =$			
$5 - 3 =$			
$8 - 3 =$			
$4 - 1 =$			
$12 - 4 =$			
$13 - 7 =$			
$11 - 8 =$			
$16 - 6 =$			
$19 - 3 =$			

What did you notice about adding odd and even numbers.

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# Week Two

## Day 9

Welcome back my hard working students!

Today's activities will include.

- Number warm up
- Using MABs for Place Value
- Representing numbers with MABs activity

Today your learning focus is:- Identifying place value in four digit numbers.

Make sure you read the instructions on each worksheet carefully.

'Number of the Day' Warm Up

You can find your number of the day below.

Write your answers in the space provided on the sheet. Try and be as quick as you can. You could even record the time it takes and see if you can get faster over the next few days.

The number of the day is now a three digit number.

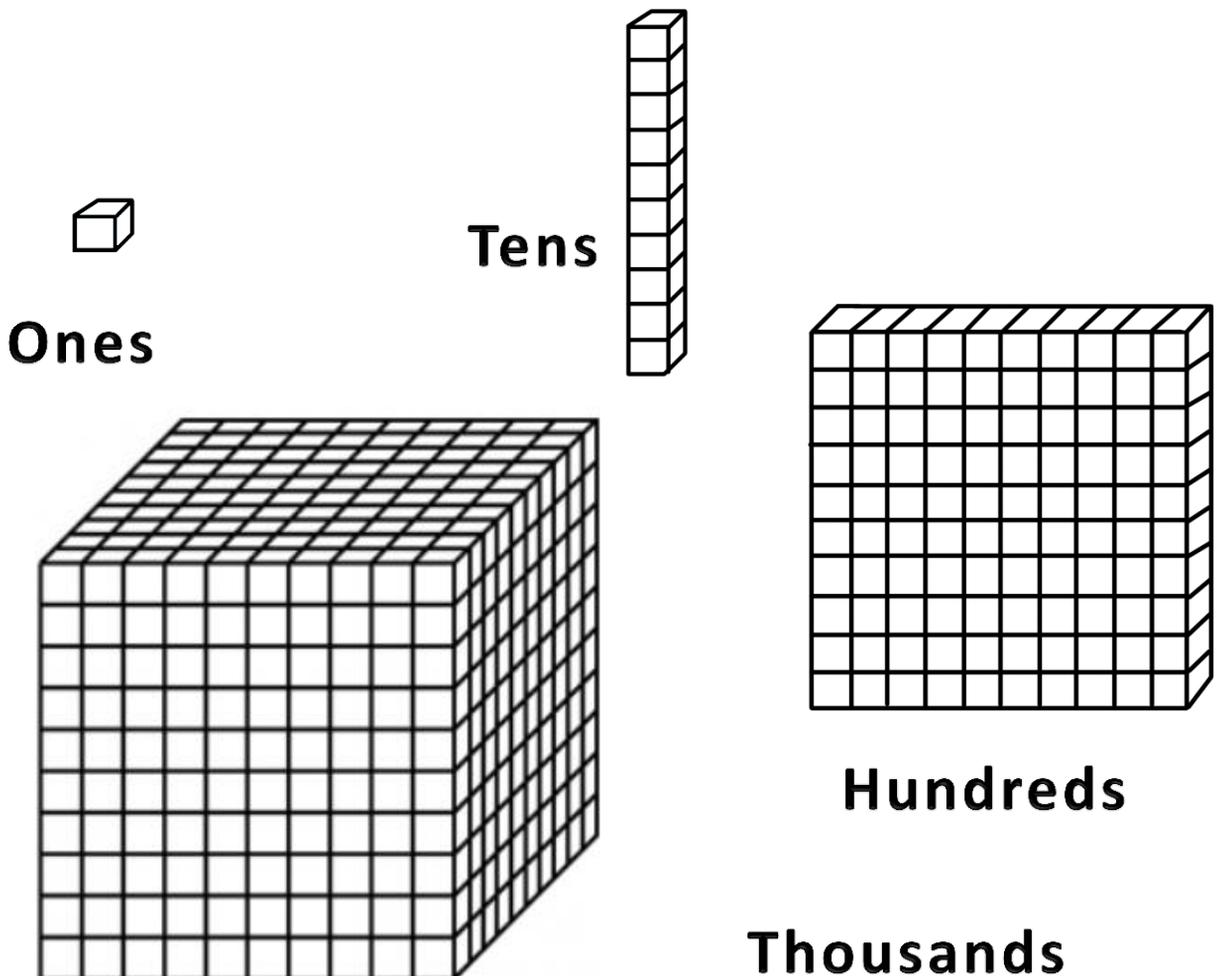
<b>581</b>	Write the number in words
	Number before
	Subtract 30
	Double
	Use part part whole
	Number after
	Add 70
	Use in a number sentence.

Today we are going to be exploring Place Value

When thinking about Place Value there are some important things to remember.

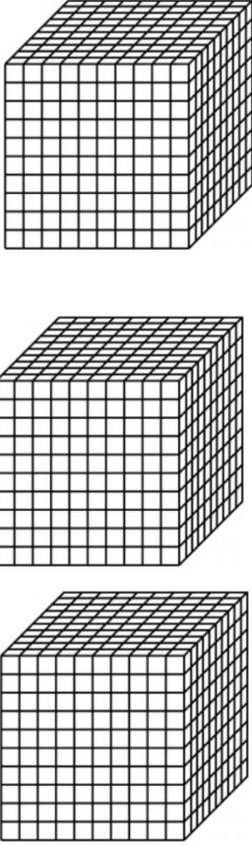
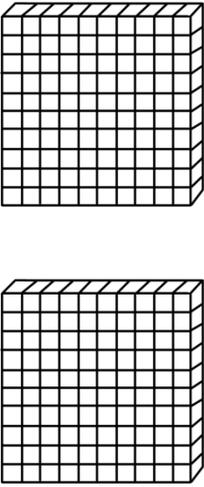
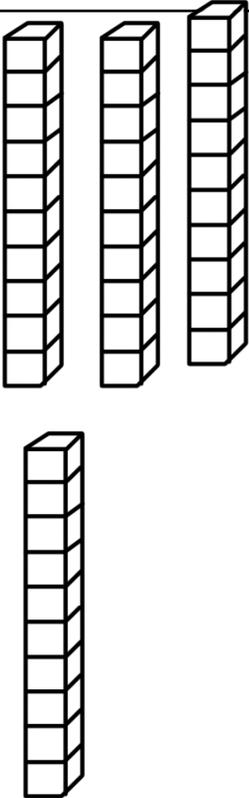
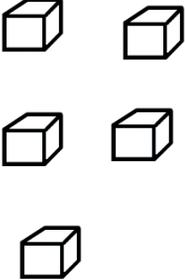
## **EACH DIGIT SITS IN A PLACE AND EACH PLACE HAS A VALUE.**

Perhaps you have seen these blocks below. They are called MABs. They can help with understanding how place value works. Remember back to the houses. In each house the digits had to sit in their own place. Each of these places had a value. Ones, Tens, Hundreds in the Ones House and Ones, Tens, Hundreds in the Thousand house.



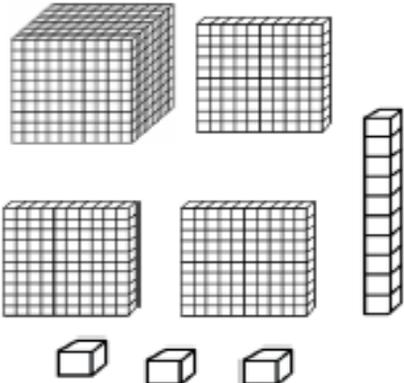
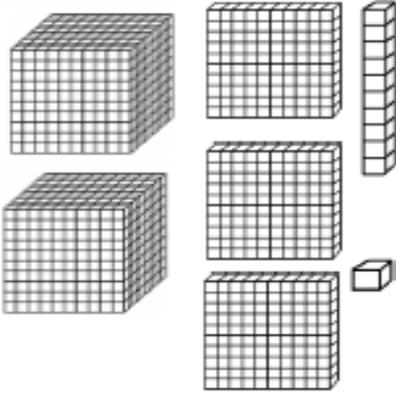
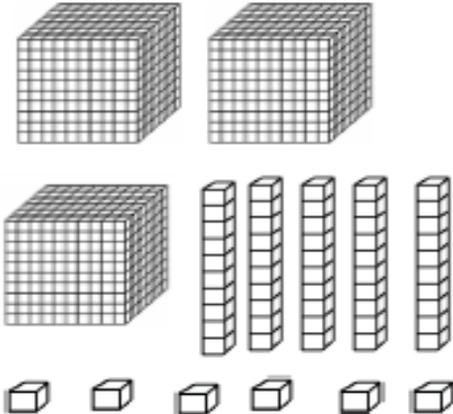
We can represent the numbers using MABs to help with our thinking

# 3 245

<b>THOUSANDS</b>	<b>HUNDREDS</b>	<b>TENS</b>	<b>ONES</b>
<b>3</b>	<b>2</b>	<b>4</b>	<b>5</b>
			

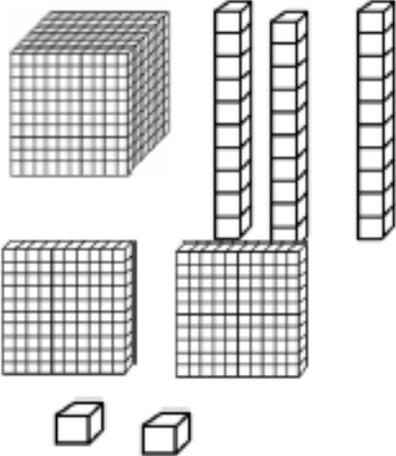
## Using MABs to understand Place Value

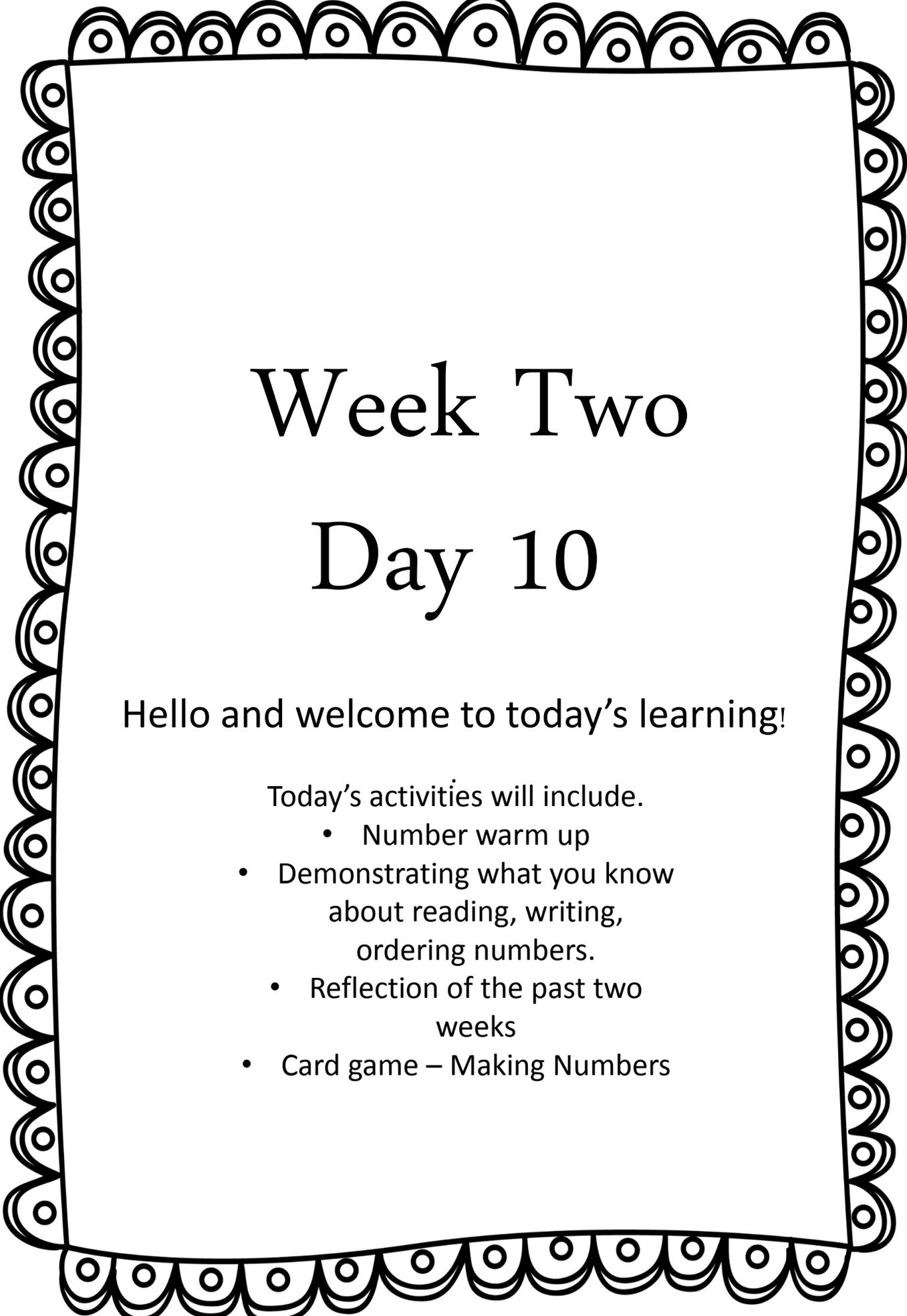
Write the number in numerals and then in words.

MABs	Number in numerals	Number in Words
		
		
		

Here is a challenge

Fill in the boxes with the correct information. You may need to draw the outline of the MABs. You do not need to shade in all the lines. Just do the best job you can.

MABs	Number in numerals	Number in Words
		
	2, 467	
		Two thousand, three hundred and sixteen.



# Week Two

## Day 10

Hello and welcome to today's learning!

Today's activities will include.

- Number warm up
- Demonstrating what you know about reading, writing, ordering numbers.
- Reflection of the past two weeks
- Card game – Making Numbers

Today your learning focus is:- Showing what you know and reflecting on the past two weeks..

Make sure you read the instructions on each worksheet carefully.

'Number of the Day' Warm Up

You can find your number of the day below.

Write your answers in the space provided on the sheet. Try and be as quick as you can. You could even record the time it takes and see if you can get faster over the next few days.

The number of the day is now a three digit number.

<b>248</b>	Write the number in words
	Number before
	Subtract 30
	Double
	Represent the number with MABs
	Number after
	Add 70
	Use in a number sentence.

# Show what you know!

## ODD AND EVEN NUMBERS

Sort the numbers into odd and even.

20, 19, 37, 42, 139, 205, 66, 878, 23, 1 647, 11. 48,  
101, 694, 302

ODD	EVEN

Explain how you knew which numbers were odd and which numbers were even.

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Imagine you have a new student in your class who hasn't heard of odd or even numbers. Explain to the student what makes a number odd and what makes a number even.

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# Show what you know!

Write the numbers below in words.  
One has been done for you

648

Six hundred and forty eight.

2 001

498

1 632

2 901

4 698

8 888

13 492

# Show what you know!

Place the numbers in order from the lowest to the highest

3 103

4 898

5 701

2 488

808

3 113

1 203

# Show what you know

Write where you would put the number 500 on this number line.



Write where you would put the number 1 200 on this number line.



Write where you would put the number 6 800 on this number line.



Write where you would put the number 2 400 on this number line.



## Making Numbers With Cards Game

You will need a pack of playing cards  
Remove the J, Q, and K cards  
The Ace card will represent the number one

This is a two player game, that is quick and simple.

Shuffle the playing cards and place face down in the middle of  
both players

The aim of the game requires players to take turns at making  
four digit number.

Player one turns over one card and decides where on the playing  
mat they will place the card. Once it is placed it cannot be moved.

Player 2 turns over their card and places it on their mat.

Players keep taking turns until each players mat is full.

The player with the highest number takes all the cards. Or you can  
score one point .

Play finishes when all the cards are gone.

The player with the most cards wins.

If you are counting points instead, the first player to 10 points  
wins.

If you don't have playing cards, you can make your own like the  
digit cards you made before.



# Player One's Mat

A grid of four empty rounded rectangular boxes, arranged horizontally, intended for Player One's mat. Each box is a simple black outline with rounded corners, and they are all identical in size and shape.



# Player Two's Mat

--	--	--	--



# REFLECTION



Think about the mathematics you have done. Discuss what you learnt about numbers in the activities. Try and reflect on each of your learning focuses.

## Student Feedback

I found some activities hard and needed help.

The activities were just right for me.

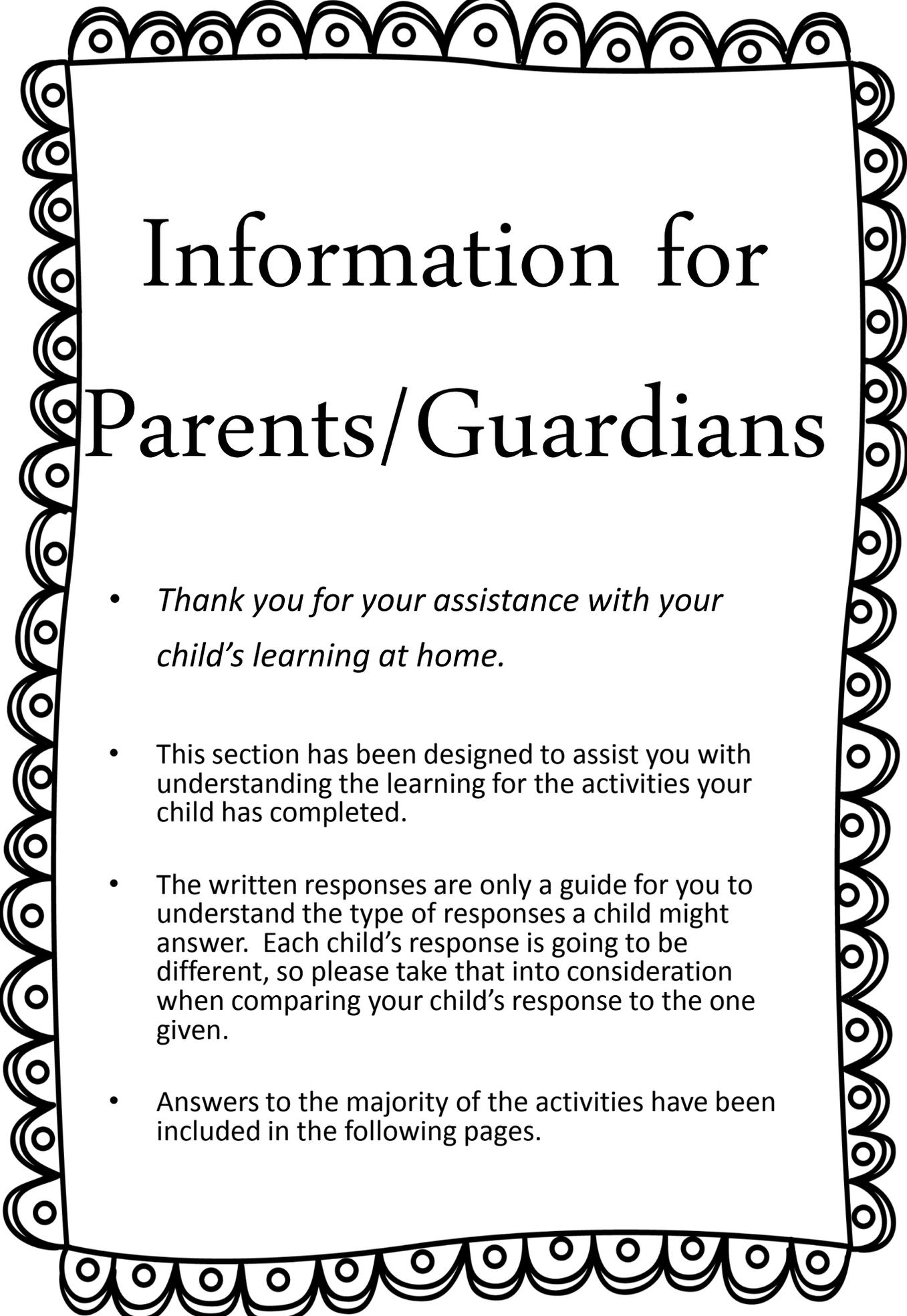
I found these activities easy.

## Feedback from Someone who Support my Learning

Did the learner find these activities difficult and required a lot of assistance from you?

Was the learner able to complete the majority of the tasks independently?

Did the learner complete all activities with ease?



# Information for Parents/Guardians

- *Thank you for your assistance with your child's learning at home.*
- This section has been designed to assist you with understanding the learning for the activities your child has completed.
- The written responses are only a guide for you to understand the type of responses a child might answer. Each child's response is going to be different, so please take that into consideration when comparing your child's response to the one given.
- Answers to the majority of the activities have been included in the following pages.

Today your learning focus is :-

To read, write and order four digit numbers.

Make sure you read the instructions on each worksheet carefully.

'Number of the Day' Warm Up

You can find your number of the day below.

Write your answers in the space provided on the sheet. Try and be as quick as you can. You could even record the time it takes and see if you can get faster over the next few days.

36	Write the number in words	Thirty six
	Number before	35
	Subtract 30	6
	Halve	18
	Use part part whole	$\begin{array}{ccc} 30 & + & 6 & = & 36 \\ \text{Part} & & \text{Part} & & \text{Whole} \end{array}$
	Number after	37
	Add 70	106
	Create a tally	IIII IIII IIII IIII IIII IIII IIII I

This is the answer format for all Warm Ups.

## NUMBERS, NUMBERS EVERYWHERE !

Using the digits in the bubble, create five different numbers. You cannot use the same digit more than once in your number!



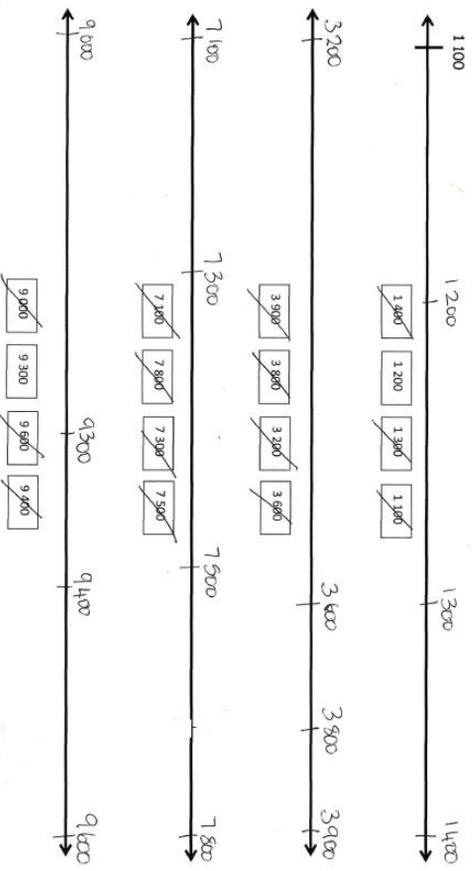
THOUSANDS	HUNDREDS	TENS	ONES
7	4	5	0
4	9	3	1
9	1	0	7
3	0	4	7
1	3	7	0

Write each number you have created in words

Number	Words
7450	Seven thousand four hundred and fifty
4931	Four thousand nine hundred and thirty one
9107	Nine thousand one hundred and seven
3047	Three thousand and forty seven
1370	One thousand three hundred and seventy

### Number Line Practice

Write the each of the numbers under the number line in their correct position on the line. Remember you must use a dash to show where the number sits on the line.



### Sample Answers

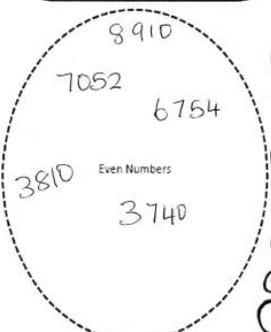
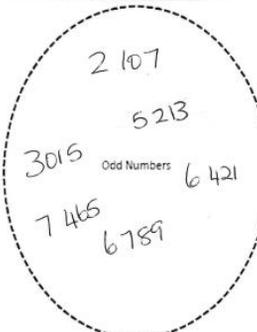
#### DIGIT CARD NUMBERS

Write the numbers that you have created with your cards.

- ~~6421~~
- 3810
- ~~6754~~
- ~~5213~~
- 3740
- 8910
- 7465
- ~~3015~~
- ~~6789~~
- ~~2107~~
- ~~7052~~

Now place the same numbers in order from the highest number to the lowest number.

- 2107
- 3015
- 3740
- 3810
- 5213
- 6421
- 6754
- 6789
- 7052
- 7465
- 8910



# Changing Numbers

Look at each number in the shape. Follow the instructions on the lines to make new numbers.

3 254

- Ten more: 3 264
- Thousand less: 2 254
- One less: 3 253

1 043

- Ten less: 1 033
- One more: 1 044
- Hundred More: 1 143

2 313

- Hundred less: 2 213
- Ten less: 2 303
- One Thousand more: 3 313



6 787

- Ten more: 6 797
- Thousand more: 7 787
- One less: 6 786

3 909

- One more: 3 910
- Hundred less: 3 809
- Ten more: 3 919

5 781

- Hundred less: 5 681
- Ten more: 5 791
- Thousand more: 6 781

Missing Numbers from Thousands Grids

Complete the grid sections by filling in the missing numbers

405	406
415	
425	



225
235
245
255
265

		246
254	255	256
264		266

850		852
	861	
	871	
	881	

267	268	269	270
277			
287			

301	302	303	304	305
	312	313		
		323		

CHALLENGE PAGE

1011		
1021	1022	1023
1031		1033

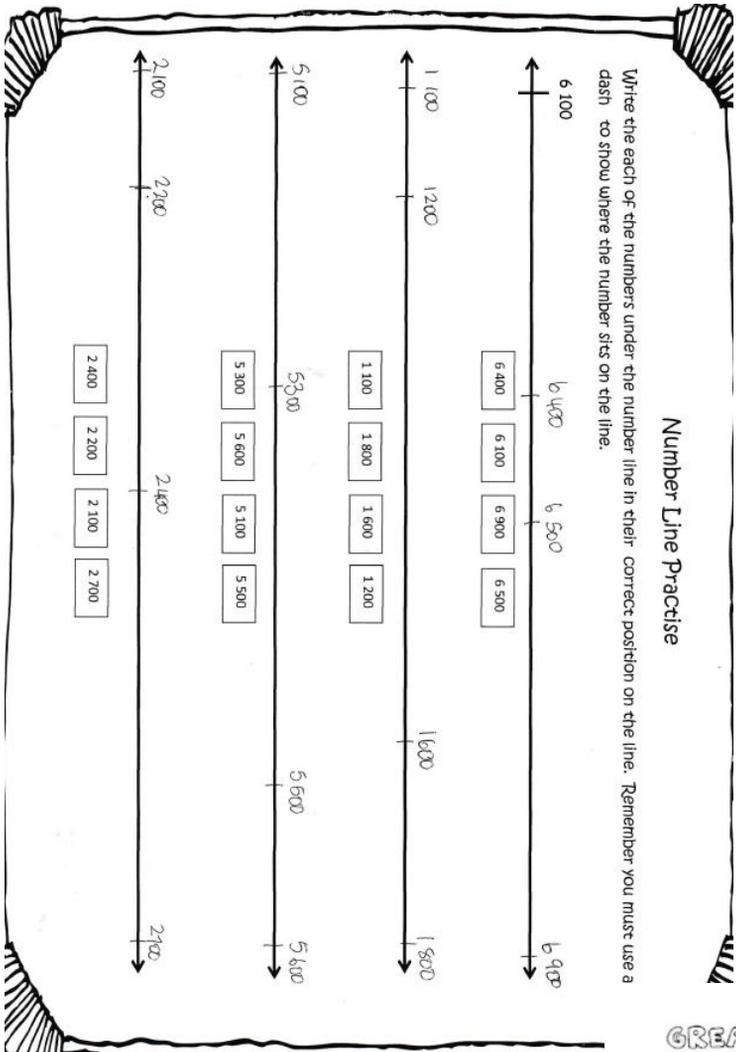
2737			
2747	2748		
	2758		2760
2768	2769	2770	
2778			

3442	3443	3444
	3453	
		3464
3473	3474	

			2994
3001		3003	3004
	3012		
	3022	3023	
	3032		

1976				
1986		1988	1989	1990
1996	1997	1998	1999	





GREATER THAN  $>$

EQUAL TO  $=$

LESS THAN  $<$

Place the correct symbol in the box to make the statements true

6 421	<input type="checkbox"/>	3 246	1 110	<input type="checkbox"/>	1001	1 601	<input type="checkbox"/>	2 206
8 971	<input type="checkbox"/>	8 971	3 455	<input type="checkbox"/>	3 485	1 209	<input type="checkbox"/>	1 209
12 601	<input type="checkbox"/>	12 610	8 313	<input type="checkbox"/>	8 313	14 100	<input type="checkbox"/>	14 001
848	<input type="checkbox"/>	1 848	6 883	<input type="checkbox"/>	6 888	9 921	<input type="checkbox"/>	9 291
7 529	<input type="checkbox"/>	7 999	2 919	<input type="checkbox"/>	2 919	4 913	<input type="checkbox"/>	4 139
11 501	<input type="checkbox"/>	1 501	3 333	<input type="checkbox"/>	3 636	4 454	<input type="checkbox"/>	4 544

Choose any 10 numbers from the above numbers.

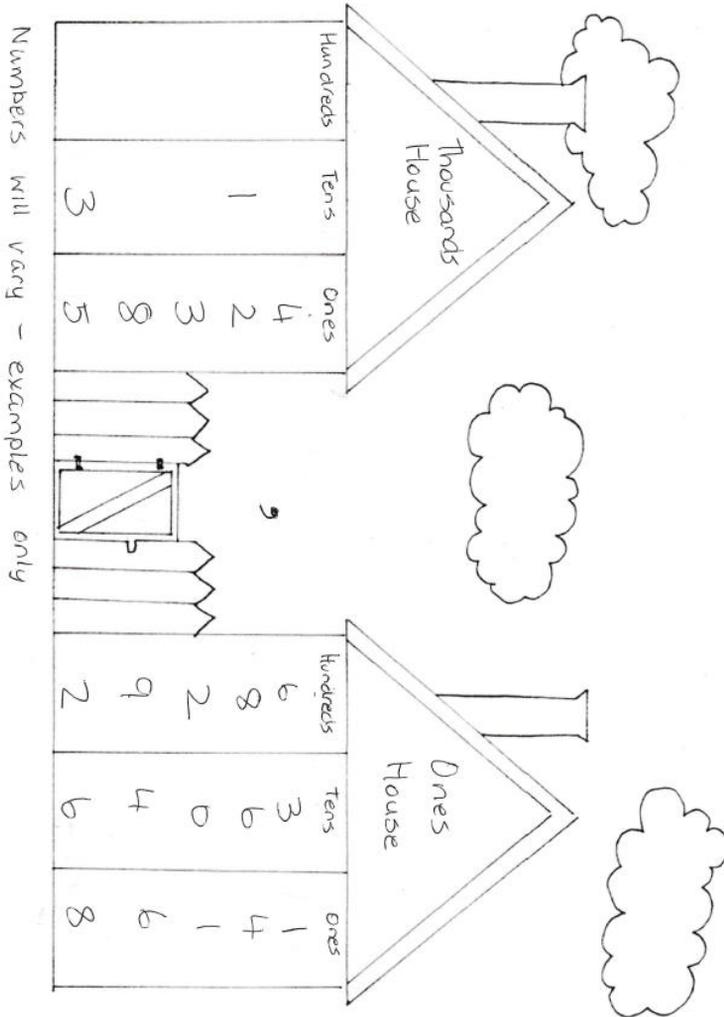
Place the 10 numbers in order from the lowest to the highest.

Choose another 10 even numbers and list them from highest to lowest.

Choose 10 odd numbers and list them from the highest to lowest.

Use the attached blank page to record your answers on.

1 2 3 4 5  
6 7 8 9 10



Numbers will vary - examples only

Using the numbers you have created, place these in the table.  
 The first one is done for you, using the number 13 133  
 Extra lines have been created in case you made a lot of numbers!

Hundred Thousands	Tens Thousands	Thousands	Hundreds	Tens	Ones
	1	3	1	3	3
		4	6	3	1
	1	2	8	6	4
		3	2	0	1
		8	9	4	6
	3	5	2	6	8

Today's activity is about what happens when we add odd and even numbers. Is there a pattern?

You may need something to help you understand what the patterns are. Perhaps some blocks or buttons

Hopefully by now we know that an even number is when every thing has a partner.



6 is an even number

Odd numbers mean that there is an odd one out!



9 is an odd number

What happens when we add two odd numbers together?

Will the answer be odd or even? even

How do you know? because the two odd ones will

become partners when you put

them together



What happens when we add two even numbers together?

Will the answer be odd or even? Even

How do you know? there is a partner for

all of them



What happens when we add an odd number and an even number together?

Will the answer be odd or even? Odd

How do you know? Because there is an odd

one to start and when you put

them together it still won't have a

partner



# Odd and Even Numbers

Complete the number sentences below to find out what happens when adding different odd and even numbers.

The first one has been done for you.

Number Sentence	Odd/Even Sentence	Answer	Explanation
6 + 4 =	even + even	10	10 is an even number
3 + 7 =	odd + odd	10	10 is an even number
5 + 2 =	odd + even	7	7 is an odd number
2 + 7 =	even + odd	9	9 is an odd number
2 + 6 =	even + even	8	8 is an even number
3 + 8 =	odd + even	11	11 is an odd number
12 + 4 =	even + even	16	16 is an even number
13 + 7 =	odd + even	20	20 is an even number
8 + 11 =	even + odd	19	19 is an odd number
8 + 16 =	even + even	24	24 is an even number
3 + 19 =	odd + odd	22	22 is an even number

Write in your own words what patterns you found out about adding odd and even numbers.

Even + Even = Even  
 Odd + Odd = Even  
 Even + Odd = Odd      Odd + Even = Odd

Yesterday we looked at what happens when you add odd and even numbers together.

Hopefully you discovered this pattern.

Even + even = even

Odd + odd = even

Even + odd = odd

Today we are going to find out the pattern for subtracting odd and even numbers

Circle the odd numbers and cross the even numbers.

~~4~~, 13, ~~9~~, ~~12~~, ~~6~~, 7, ~~2~~

Explain why 18 is an even number

18 is even because it ends in  
 the digit eight. Eight is even  
 because everything has a partner  
 XX XX XX XX XX  
 XX XX XX XX

Answers may vary in written response

What happens when we subtract two odd numbers ?

Will the answer be odd or even? Even

How do you know? Each odd number has one left out, so when you take both odd ones out then you are left with an even number

What happens when we subtract two even numbers?

Will the answer be odd or even? Even

How do you know? Nothing is left over in each of the even numbers.

If you take an even amount away from an even amount there isn't any odd left.

What happens when we subtract an odd number and an even number ?

Will the answer be odd or even? odd

How do you know? Because there is already one odd one and it can't be partnered with anything.

Answers will vary.

## Odd and Even Numbers

Complete the number sentences below to find out what happens when subtracting different odd and even numbers.

The first one has been done for you.

Number Sentence	Odd/Even Sentence	Answer	Explanation
6 - 4 =	even - even	2	2 is an even number
7 - 4 =	odd - even	3	3 is an odd number
9 - 5 =	odd - odd	4	4 is an even number
5 - 3 =	odd - odd	2	2 is an even number
8 - 3 =	even - odd	5	5 is an odd number
4 - 1 =	even - odd	3	3 is an odd number
12 - 4 =	even - even	8	8 is an even number
13 - 7 =	odd - odd	6	6 is an even number
11 - 8 =	odd - even	3	3 is an odd number
16 - 6 =	even - even	10	10 is an even number
19 - 3 =	odd - odd	16	16 is an even number

Write in your own words what patterns you found out about adding odd and even numbers.

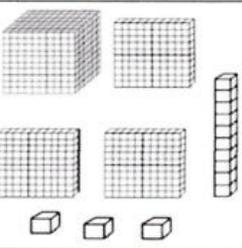
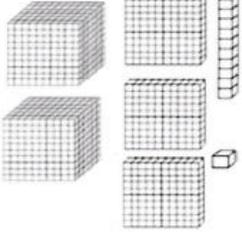
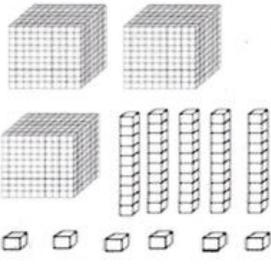
Even - Even = Even

Odd - Odd = Even

Odd - Even = Odd      Even - Odd = Odd.

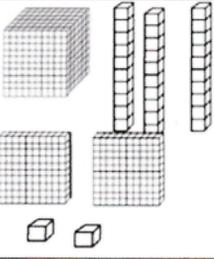
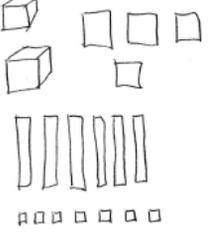
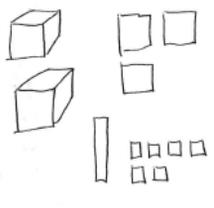
## Using MABs to understand Place Value

Write the number in numerals and then in words.

MABs	Number in numerals	Number in Words
	1313	One thousand three hundred and thirteen
	2311	Two thousand three hundred and eleven
	3056	Three thousand and fifty six

Here is a challenge

Fill in the boxes with the correct information. You may need to draw the outline of the MABs. You do not need to shade in all the lines. Just do the best job you can.

MABs	Number in numerals	Number in Words
	1232	One thousand two hundred and thirty two
	2,467	Two thousand four hundred and sixty Seven
	2316	Two thousand, three hundred and sixteen.

## Show me what you know!

### ODD AND EVEN NUMBERS

Sort the numbers into odd and even.

ODD	EVEN
19 37 23	20 42 66
139 205 11	878 48
1647 101	694 302

Explain how you knew which numbers were odd and which numbers were even.  
Numbers ending in 1, 3, 5, 7 or 9 are all odd numbers because there will be an odd one out.

Imagine you have a new student in your class who hasn't heard of odd or even numbers. Explain to the student what makes a number odd and what makes a number even.

If you have a collection of 6 things  
then there is a partner for each one but  
if there is only 5 in the collection  
you can put 4 things with a partner but  
the 5th one will be left out.

**20, 19, 37, 42, 139, 205, 66, 878, 23, 1647, 11,**

**48, 101, 694, 302,**

\*Please note - Answers may vary. These answers are a guide for the written response.

## Show me what you know!

Write the numbers below in words. One has been done for you	
648	Six hundred and forty eight.
2 001	Two thousand and one
498	Four hundred and ninety eight
1 632	One thousand six hundred and thirty two.
2 901	Two thousand nine hundred and one.
4 698	Four thousand six hundred and ninety eight
8 888	Eight thousand eight hundred and eighty eight
13 492	Thirteen thousand four hundred and ninety two.

# Show me what you know!

Place the numbers in order from the lowest to the highest

~~3 103~~

~~4 898~~

~~5,701~~

~~2 488~~

~~808~~

~~3,113~~

~~1 203~~

808

1 203

2 488

3 103

3 113

4 898

5 701

Write where you would put the number 500 on this number line.



Write where you would put the number 1 200 on this number line.



Write where you would put the number 6 800 on this number line.



Write where you would put the number 2 400 on this number line.















