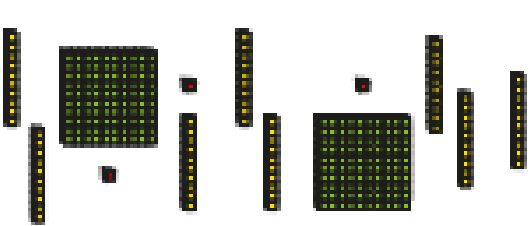


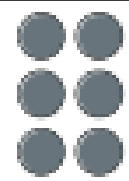


**1** Complete the number sentences.

a)   
 $364 = 300 + \square + \square$

c)   
 $425 = \square + \square + \square$

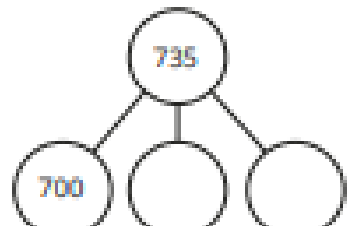
b)   
 $283 = 200 + \square + \square$

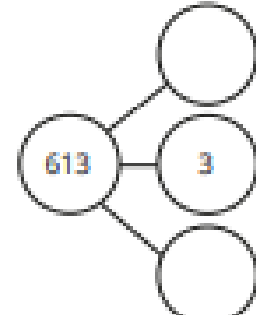
d) 

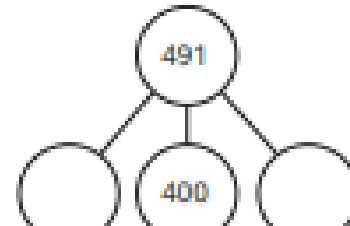
Hundreds	Tens	Ones
		

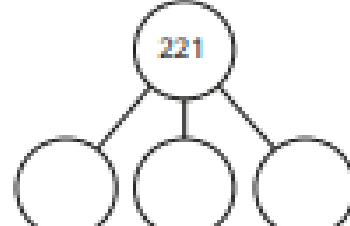
  
 $631 = \square + \square + \square$

**2** Complete the part-whole models and the number sentences.

a)   
 $735 = \square + \square + \square$

c)   
 $613 = \square + \square + \square$

b)   
 $491 = \square + \square + \square$

d)   
 $221 = \square + \square + \square$

3 Complete the number sentences.

a)   
 $460 = \square + \square$

b)   
 $406 = \square + \square$

What is the same? What is different?

4 Complete the number sentences.

a)  $328 = \square + \square + \square$

c)  $320 = \square + \square$

b)  $249 = \square + \square + \square$

d)  $804 = \square + \square$

5 Complete the sentences.

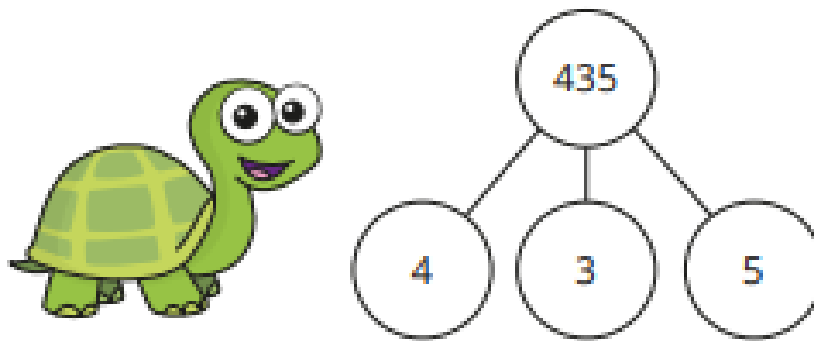
a) 473 is equal to  hundreds,  tens and  ones.

b)  is equal to 1 hundred, 9 tens and 4 ones.

c) 208 is equal to  hundreds and  ones.

d)  is equal to 5 hundreds and 7 tens.

- 6 Tiny has partitioned the number 435 using a part-whole model.



Explain the mistake that Tiny has made.

- 7 Tom has three digit cards.



He makes a 3-digit number greater than 500

What number could he have made?

Partition your number.

- 8 Esther has spilt some paint on a question.

$$8 \text{ [paint splat]} = 800 + \boxed{\phantom{00}} + \boxed{\phantom{00}}$$

- The number of tens is double the number of ones.
- Both the missing digits are less than the number of hundreds.

What could the missing digits be?

Compare answers with a partner.