

Mathletics

Series



Student



# Whole Numbers and Place Value



My name \_\_\_\_\_



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First edition printed 2009 in Australia.

A catalogue record for this book is available from 3P Learning Ltd.

**ISBN** 978-1-921860-56-0

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# Series E – Whole Numbers and Place Value

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Series Author:

Nicola Herringer



# Whole numbers – reading and writing numbers to 9999

When we read numbers we go left to right:

Thousands	Hundreds	Tens	Ones
1	3	1	2

In words, this number is one thousand, three hundred and twelve. We write it like this 1312. We put a comma between the thousands digit and the hundreds digit.

**1** Draw a line to match the number in words to the digits that match. The first one has been done for you.

a	Eight thousand, two hundred and twelve	7420
b	One thousand and sixteen	1016
c	Five thousand, one hundred and two	5102
d	Four thousand, five hundred and eighty-nine	4589
e	Seven thousand, four hundred and twenty	8212

A line connects the box for 'Eight thousand, two hundred and twelve' to the box for '8212'.

**2** Underline the numbers in the sentences below and then answer the questions.

a In a game of darts, Matt scored four hundred and thirty-five points and Ellie scored five hundred and sixty-two points. Who scored more, Matt or Ellie?

b Emily saved five thousand, six hundred and fifty-nine pounds while Libby saved five thousand, nine hundred and eighty-five pounds. Who saved more?

c Kim lives one thousand, eight hundred and forty-two km from Magic Land theme park. Mish lives one thousand, seven hundred and sixty-two km from the same theme park. Who lives closer?

The last question is different to the first two. Can you see why?



**THINK**

# Whole numbers – reading and writing numbers to 9999

**3** This is an exercise for one player that helps you to practise writing numbers.

Write the 4-digit number in words. Next, count the letters in the number – seven thousand, four hundred and sixty-five has 36 letters. Write 36 in the number column and so on until you get to four. This is a sample game:

Numeral	Numeral in words
7465	seven thousand, four hundred and sixty-five
36	thirty-six
9	nine
4	four

Use the words in the box to help with spelling.



**CHECK**

Now it is your turn:

one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, ninety, forty, thousand, hundred, sixty, seventy, eighty.

Numeral	Numeral in words
3987	

**4** What number am I? Write the numbers described below in words:

**a** I am the number before 945:

\_\_\_\_\_

**b** I am 1 less than 530:

\_\_\_\_\_

**c** I am 7 less than 700:

\_\_\_\_\_

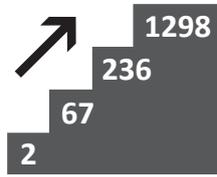
**d** I am 100 more than 6878:

\_\_\_\_\_

# Whole numbers – ordering numbers to 9999

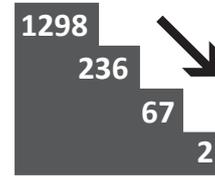
**Ascending** means going up. When we put numbers in ascending order it means we put them in order smallest to largest.

For example:



**Descending** means going down. When we put numbers in descending order it means we put them in order largest to smallest.

For example:



**1 Write the numbers which come before and after the given number:**

a  1093

b  6529

**2 Circle the smallest number and underline the largest number in each group:**

a 837 542 261

b 999 909 929

c 1024 3852 7203

d 5469 5117 5078

**3 Re-write the following sets of numbers in ascending order:**

a 3203 2033 2303

\_\_\_\_\_

b 6660 6066 6606

\_\_\_\_\_

**4 Re-write the following sets of numbers in descending order:**

a 4156 4651 4561

\_\_\_\_\_

b 7891 7981 7356

\_\_\_\_\_

**5 Look closely at the grid and fill in the missing spaces with the correct numbers.**

a

515	516				
525		527			
			538	539	540
				549	550

b

863	864	
873		
883		

c

986		988
1006		

# Whole numbers – ordering numbers to 9999

**6** Here is a number square that goes up to 1000.

- a Look carefully at how the numbers go up. It is a skip counting pattern of \_\_\_\_\_.
- b Fill in the blanks:

10	20	30	40	50	60	70	80	90	100
110		130	140	150	160	170	180	190	200
210		230			260	270	280	290	300
310		330		350	360	370	380	390	400
410	420	430		450	460	470		490	500
510	520	530		550	560				600
610	620	630	640	650	660	670		690	700
710	720	730	740	750	760	770	780	790	800
810	820	830	840	850	860	870	880	890	900
910	920	930	940	950	960	970	980	990	1000

**7** Look at each set of numbers and list some numbers that come between. Write them in order.

a

590

660

b

4995

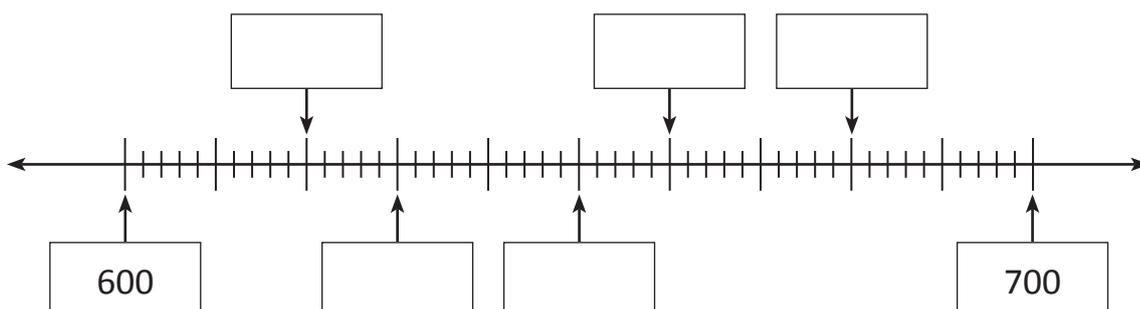
5460

c

77 900

77 990

**8** Look carefully at this number line and write the missing numbers.



# Whole numbers – create and compare numbers

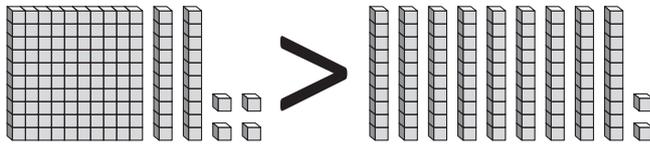
When we compare numbers we use these symbols:



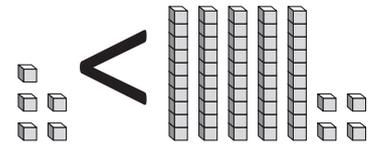
This symbol means is greater (more) than.



This symbol means is less than.



124 is greater than 92  
124 is  $>$  92



5 is less than 54  
5 is  $<$  54

**1 Use the correct  $>$ ,  $<$  or  $=$  symbol:**

- |   |      |                      |      |   |      |                      |      |   |      |                      |      |
|---|------|----------------------|------|---|------|----------------------|------|---|------|----------------------|------|
| a | 203  | <input type="text"/> | 172  | b | 3033 | <input type="text"/> | 3033 | c | 572  | <input type="text"/> | 615  |
| d | 5690 | <input type="text"/> | 5688 | e | 909  | <input type="text"/> | 901  | f | 9009 | <input type="text"/> | 9090 |

**2 Put a number in the box so the statement is true:**

- |   |                      |     |      |   |                      |     |      |
|---|----------------------|-----|------|---|----------------------|-----|------|
| a | <input type="text"/> | $>$ | 6890 | b | <input type="text"/> | $>$ | 603  |
| c | <input type="text"/> | $>$ | 1204 | d | <input type="text"/> | $>$ | 8051 |

**3 Put a number in the box so the statement is true:**

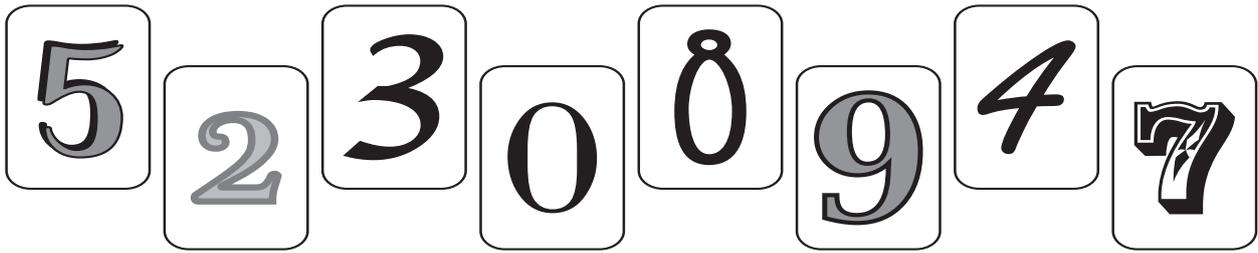
- |   |      |     |                      |   |      |     |                      |
|---|------|-----|----------------------|---|------|-----|----------------------|
| a | 45   | $<$ | <input type="text"/> | b | 564  | $<$ | <input type="text"/> |
| c | 7895 | $<$ | <input type="text"/> | d | 9984 | $<$ | <input type="text"/> |

**4 Use the correct  $>$  or  $<$  symbol to make the number sentences true:**

- |   |    |                      |    |                      |    |   |      |                      |      |                      |      |
|---|----|----------------------|----|----------------------|----|---|------|----------------------|------|----------------------|------|
| a | 15 | <input type="text"/> | 14 | <input type="text"/> | 16 | b | 98   | <input type="text"/> | 1005 | <input type="text"/> | 2010 |
| c | 17 | <input type="text"/> | 18 | <input type="text"/> | 21 | d | 7586 | <input type="text"/> | 528  | <input type="text"/> | 29   |

# Whole numbers – create and compare numbers

5 Use only one of each of these digit cards to:



a Make four different 4-digit numbers.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------

b Make the second largest 4-digit number possible.  
You can only use each digit card once.

c Write a number between 4000 and 7000.  
You can only use each digit card once.

d Make a list of odd 3-digit numbers.

---

6 Tia's lucky number can be made from the digits above. Use these clues to work out what it could be:

- It has 2 digits.
- It is an even number.
- It is greater than 55 but less than 60.

Tia's lucky number is:

7 Pick out Roger's lucky number from the clues. It is one of the numbers in the box.

- It is not less than 5000.
- It does not have 6 tens.
- The digit in the ones column is smaller than 5.
- It is an even number.
- It is less than 9000.

Roger's lucky number is:

6578	8975
8765	9234
4567	7234
7923	9346

# Whole numbers – counting in 1000s and 1000 more or less

Counting in 1000s is straightforward. For every 1000 you count on, you add 1000 and the thousands digit goes up one; for every 1000 you count back, you subtract 1000 and the thousands digit goes down. So, counting up in 1000s from 0:

1000      2000      3000      4000      5000      6000      7000...

Counting back in 1000s from 10 000:

1000      2000      3000      4000      5000      6000      7000...

To find 1000 more or less than any number, the process is the same. Just the thousands digit will go up or come down one. So, 1000 more than 3429 is 4429; 1000 less than 7237 is 6237.

## 1 Fill in the gaps in these number sequences:

a    17 000        15 000    14 000        12 000   

b    8702    9702            12 702        14 702

c        22 314            19 314    18 314    17 314

## 2 Write the number that is 1000 more and less than each number:

a        4405                          b        1090   

c        37 737                          d        50 050   

## 3 Write the number that is 2000 more and less than each number:

a        6830                          b        2424   

c        88 888                          d        69 464

# Whole numbers – counting in 25s

Look at this number sequence. The numbers are going up by 25 each time.  
Can you see a pattern?

0    25    50    75    100    125    150    175    200    225    250    275    300

The tens and always follow this sequence: 0 25 50 75

Being able to count up and down in 25s can be particularly useful when you are dealing with money. If you are counting up in 25p the sequence would look like this:

£0.25    £0.50    £0.75    £1.00    £1.25    £1.50    £1.75    £2.00

**1** Fill in the gaps in these number sequences:

a    225        275    300        350    375   

---

b        875        825        775    750   

---

c    2075        3025        3075        4025    4050

---

**2** Write the number that is 25 more and less than each number:

a        75                          b        300   

c        1000                          d        24 025   

---

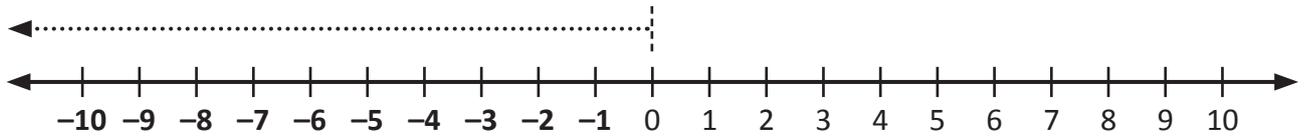
**3** Write the total that is 25p more and less than each amount:

a        £1.00                          b        £32.75   

c        £199.75                          d        £6052.00

# Whole numbers – negative numbers

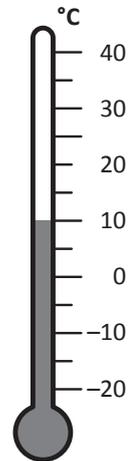
A **negative number** is any number less than zero.



We use negative numbers in different ways in real life.  $0^{\circ}\text{C}$  is the temperature at which water freezes. Any temperature below  $0^{\circ}\text{C}$  is expressed as a negative number, so  $-3^{\circ}\text{C}$  is 3 degrees below freezing.

If someone spends more money than they have in their bank account, the amount they have overspent will be shown as a negative number.

For example, if your bank balance shows  $-\pounds 100.00$ , it means that you owe the bank  $\pounds 100.00$ !



## 1 Fill in the gaps in these number sequences:

a     4             3             2                      

b      $\pounds 3$               $\pounds 2$               $\pounds 1$                       

c      $-4^{\circ}\text{C}$               $-3^{\circ}\text{C}$               $-2^{\circ}\text{C}$                       

d     20             15             10                      

e     -8             -6             -4                      

## 2 Solve these problems involving negative numbers:

a I am a negative number 2 more than  $-3$ .   
What am I?

b If you count back in 5s from 10, I am the 3rd number you say. What am I?

c I am  $4^{\circ}\text{C}$  less than  $2^{\circ}\text{C}$ . What am I?

# Whole numbers – Roman numerals

During the 16th century the **Hindu-Arabic number system**, which we still use today, became widely established in Europe. Before this, numbers were expressed using **Roman numerals**, but there were problems with this system. The main ones were that there was no zero and no system of place value, which made calculating difficult.

Occasionally, you will still encounter Roman numerals today. For example, on some old-fashioned clock and watch faces, for the dates at the end of TV show credits and for monarchs (Queen Elizabeth II is the second queen called Elizabeth, not the eleventh!). In the Roman system:

**I = 1      V = 5      X = 10      L = 50      C = 100**

All other number up to 100 can be shown using a combination of these symbols. Normally, to make a number you place the symbol for the largest component first, then add the smaller elements afterwards. So, 8 = VIII, 12 = XII, 25 = XXV and 63 = LXIII. The only exceptions are when you would have four of the same character in a row, in which case you put the smaller element in front of the larger to show 'less than'. For instance 9 is not VIIII but IX (that is, '1 less than 10'). Similarly, 40 isn't XXXX but XL ('10 less than 50').

## 1 Write these Hindu-Arabic numbers using Roman numerals:

a 6

b 20

c 15

d 53

e 46

f 64

g 88

h 19

i 37

## 2 Write these Roman numerals as Hindu-Arabic numerals:

a XIII

b IV

c XXXII

d XX

e XC

f LXXI

g LXIX

h XXXIV

i LXXXVI



This is a game for 2 players. Each player will need the game board and a copy of the digit cards below to cut out.



Combine both players' digit cards, shuffle and lay face down in the centre. Each player draws 6 cards, and without looking at the digit cards, makes two 3-digit numbers laying cards down from left to right.

If the numbers are in the correct position (the number on the left is actually greater than the number on the right), the player writes down the difference as their score.

The winner is the player with the highest score at the end of the game.

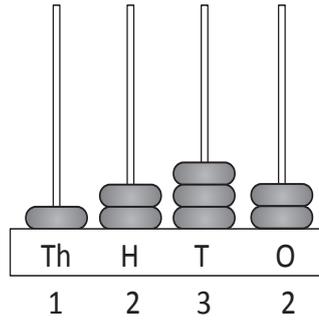
			>			
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Player 1	Player 2

1	2	3	4	5
6	7	8	9	1
2	3	4	5	6

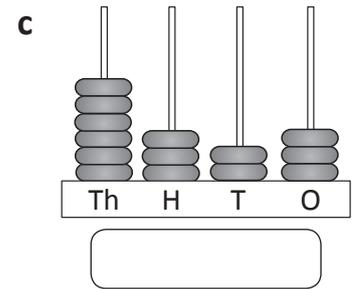
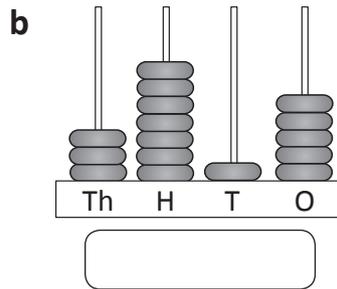
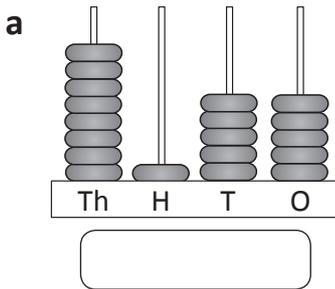
# Place value of whole numbers – place value to 4 digits

We can show the value of a 4-digit number on an abacus and also with base ten blocks.

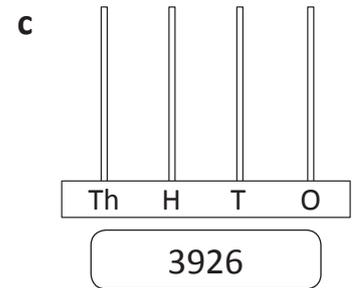
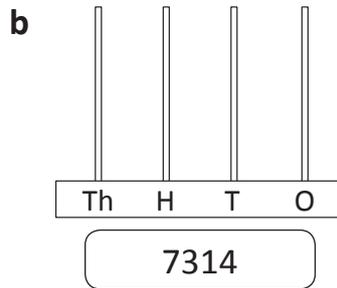
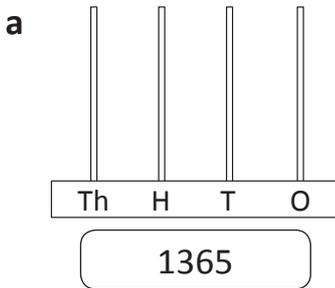


1 is worth 1000 or one thousand.  
 2 is worth 200 or two hundreds.  
 3 is worth 30 or three tens.  
 2 is worth 2 or two ones.

**1 Write the number shown on each abacus:**



**2 Draw the beads to show the numbers:**



**3 Circle the digit that matches the place value:**

**a** tens: 2330

**b** ones: 4322

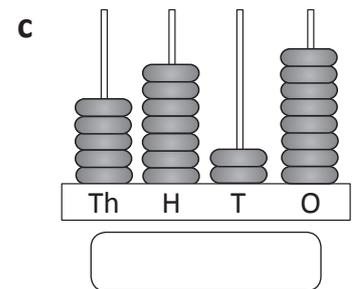
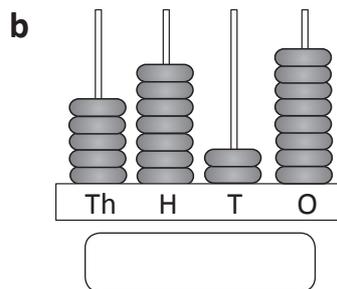
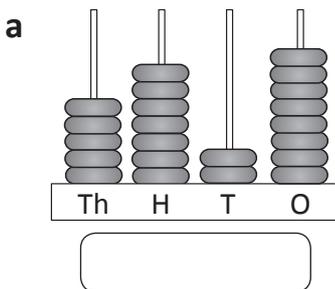
**c** hundreds: 9218

**d** ones: 5661

**e** tens: 8754

**f** thousands: 6845

**4 Add a bead to each abacus anywhere you like and write the new number:**



# Place value of whole numbers – place value to 4 digits

- 5 In the table below, write as many 4-digit numbers as you can where the digit in the hundreds column is greater than the digit in the thousands column and the digit in the ones column is smaller than the digit in the tens column:

Thousands	Hundreds	Tens	Ones

- 6 Record the steps you follow to wipe out each digit and turn it into a zero:

**8439**

- a Wipe out the 3 \_\_\_\_\_
- b Wipe out the 9 \_\_\_\_\_
- c Wipe out the 8 \_\_\_\_\_
- d Wipe out the 4 \_\_\_\_\_

- 7 Now play this game with a partner:

First choose a 4-digit number and write it here:

Enter this number in your calculator and then take turns subtracting any digit 1 to 9 from this number. This time you must avoid wiping out any digits (changing any to zero). If you do wipe out a digit on your turn, you are out.

To win this game you need to keep your focus on the ones column!



# Place value of whole numbers – expanded notation

Expanded notation is when we break a number down into its thousands, hundreds, tens and ones. For example, if we show 7346 using place value cards it looks like this:



If we then separate the cards we can clearly see the thousands, hundreds, tens and ones that make up the number:



1 Write the number shown on each numeral expander:

a  thousands  hundreds  tens  ones

b

c  thousands  hundreds  tens  ones

d

2 Complete each row of the table like the first row:

Numeral	Expanded notation in numbers	Expanded notation in words
4672	$4000 + 600 + 70 + 2$	46 hundreds, 7 tens and 2 ones
	$5000 + 200 + 30 + 9$	
		61 hundreds, 4 tens and 2 ones
3180		31 hundreds and _____ tens
		35 hundreds and 6 ones
	$8000 + 200 + 50 + 8$	

83 could also be described as 83 ones and 540 could be called 54 tens.



THINK

# Place value of whole numbers – expanded notation

**3** Rename the following numbers in hundreds:

a 4100 \_\_\_\_\_

b 9800 \_\_\_\_\_

c 6700 \_\_\_\_\_

d 4500 \_\_\_\_\_

**4** Rename the following numbers in tens:

a 5560 \_\_\_\_\_

b 8880 \_\_\_\_\_

c 4570 \_\_\_\_\_

d 8970 \_\_\_\_\_

**5** Write the following amounts as numerals from the box:

a 32 hundreds, 9 tens and 2 ones

b 4 thousands, 6 hundreds, 1 ten and 2 ones

c 8 thousands, 67 tens and 2 ones

d 41 hundreds and 7 ones

- 4107

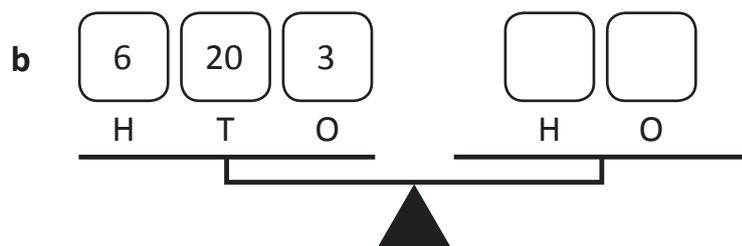
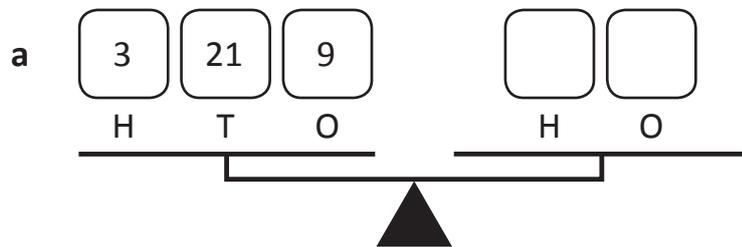
8672

4612

3292

**6** Balance the scales by writing the digits that make both sides the same:

Renaming numbers is sometimes called regrouping. The number has the same value though.



# Place value of whole numbers – working with place value

Zero plays an important role in numbers. It tells us that the value of the column is nothing and holds the place of other numbers.

I have £6055.  
Without the zero,  
I have only £655!



## 1 Write these numbers:

- a Four thousands, six hundreds, zero tens and 1 unit.
- b Two thousands, zero hundreds, zero tens and zero ones.
- c Six thousands, three hundreds, 1 ten and zero ones.
- d Two thousands, zero hundreds, 6 tens and zero ones.
- e Ten thousands, nine hundreds, zero tens and zero ones.


## 2 A zero has been added to each number in different places. Match them to a number in the box and write this number in figure. The first one has been done for you.

a	82	Eight thousand and ninety-two	8092
b	570	Two hundred and seventy	
c	892	Eight hundred and two	
d	27	Six thousand, seven hundred and seven	
e	677	Five thousand and seventy	

## 3 Record the steps you followed to change:

- a 567 to 507 by taking away one number.
- b 2093 to 2100 by adding one number.
- c 760 to 60 by taking away one number.
- d 997 into a 4-digit number.


# Place value of whole numbers – working with place value

4 Use these digits to make the following 4-digit numbers:

8

7

1

0

a A number with 7 in the hundreds place.

b Two numbers with 0 in the ones place.

c One number that has 71 tens.

d A number that has 87 tens.

e A number that has zero as a place holder.

5 Help these kids remember their special numbers:

a Charlie needs a password to access his computer. The password includes the digits 5671. It is the smallest odd number.

What is the password?

b Bec needs to withdraw money from the bank but she can't remember her PIN. The password includes the digits 3398. It is the largest even number.

What is her PIN?

c The alarm is ringing in Frankie's house and she needs to remember the code to switch it off. She knows the numbers include 5927 and that it begins with 9. It is the second largest number.

What is the alarm code?

d Max recently changed the combination to the lock on his games cupboard. The combination includes the digits 6119. It is the second smallest number.

What is the combination to the lock?





This is a game for 3 players. You will need a copy of this page and the cards (below) cut out.



1 person is the caller and the other 2 are the players.

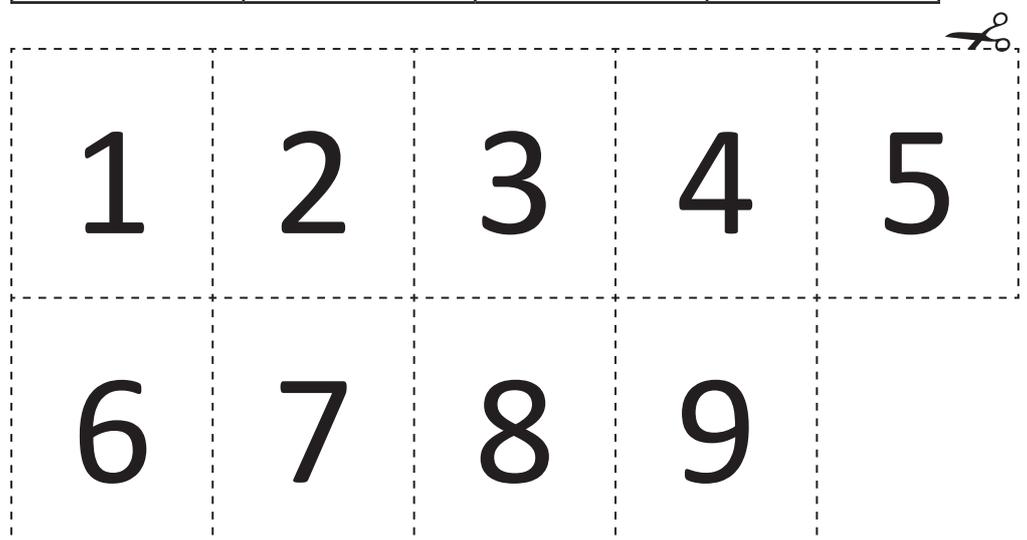
The caller turns over a digit card and announces the number. Each player finds the same digit card and places it in one rectangle in the place value table. Repeat this until each player (including the caller) has a 4-digit number. The caller then reads out their number.

The player who gets a higher number than the caller scores 5 points. If a player has the same number as the caller, they score 3 points. If a player has a lower number than the caller, they score 1 point. If the caller's number is higher than both the players, they score 10 points.



Swap roles. Keep playing until each person has had a turn of being the caller. Add up points at the end to find the overall winner.

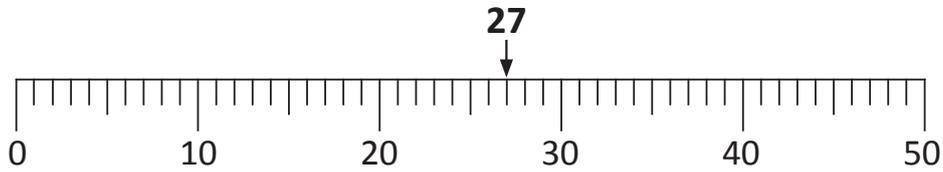
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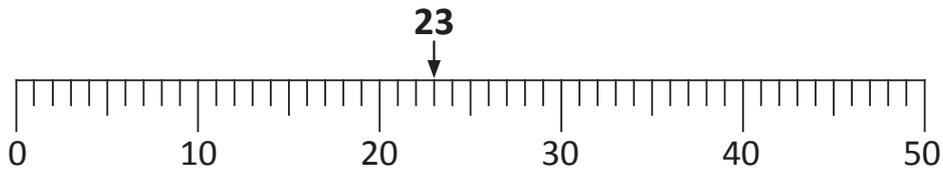
# Round and estimate – rounding to 10, 100 and 1000

Rounding makes big numbers easier to work with. Look at these examples of rounding to the nearest 10.

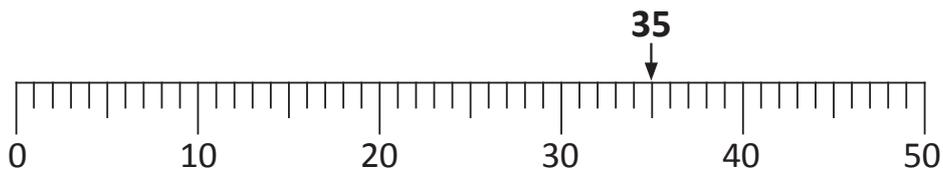
We round up if the number is over the halfway mark: 27 rounds up to 30.



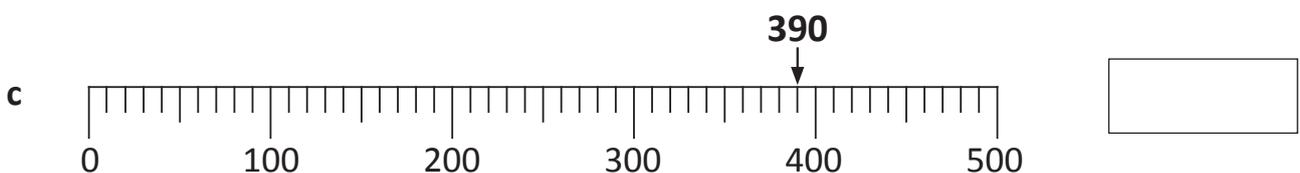
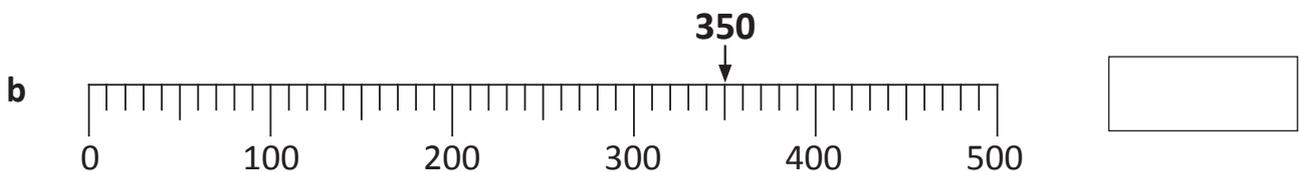
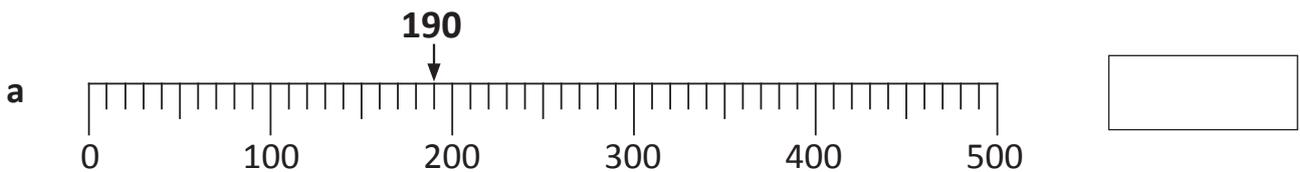
We round down if the number is under the halfway mark: 23 rounds down to 20.



We round up if the number is exactly halfway:

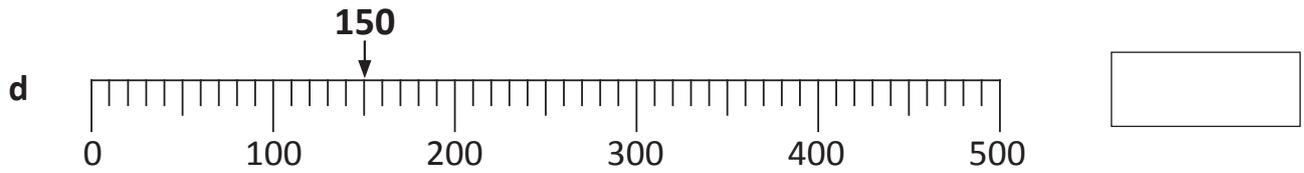


## 1 Round these numbers to the nearest 100:



# Round and estimate – rounding to 10, 100 and 1000

2 Round these numbers to the nearest 100 (continued):



3 Round these according to the table directions. The first one has been done for you.

Number	Nearest 10	Nearest 100	Nearest 1000
567	570	600	1000
673			
287			
527			
970			

4 Find the number by rounding the numbers:

The number of teeth that a shark has in its lifetime

                                                        
 70          80          100        7000        300

                                                                                            
 7000      20        80        1000      400      500      200      40

**O** 999 rounded to the nearest 1000

**S** 356 rounded to the nearest 100

**A** 455 rounded to the nearest 100

**N** 176 rounded to the nearest 100

**D** 37 rounded to the nearest 10

**R** 99 rounded to the nearest 100

**T** 6892 rounded to the nearest 1000

**Y** 265 rounded to the nearest 100

**H** 19 rounded to the nearest 10

**O** 84 rounded to the nearest 10

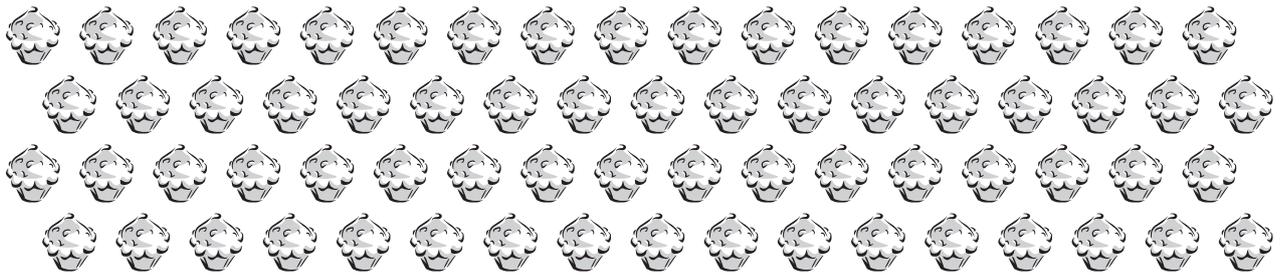
**F** 68 rounded to the nearest 10

# Round and estimate – estimating

Estimation is a very useful skill. It is used every day by all sorts of people.

Estimation is not just guessing, it is a way of doing a sum in your head. A good estimate is a reasonable answer, not just a wild guess.

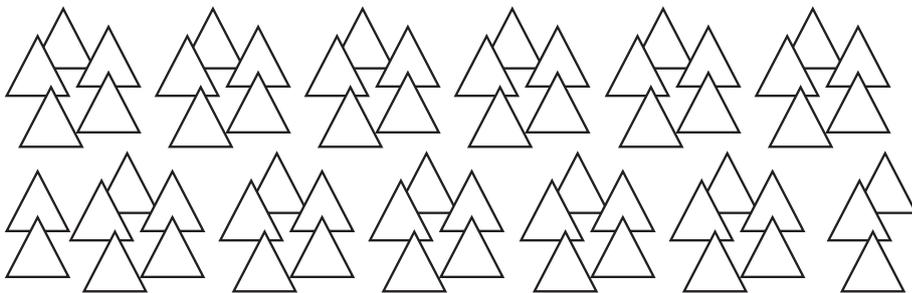
- 1 Estimate the number of cakes below. Start by looking at a sample – the number in one group, then estimate. Try not to count.



My estimate is close to

These objects are not arranged neatly in rows and columns so I need to find a sample a different way. I could divide this picture in quarters.

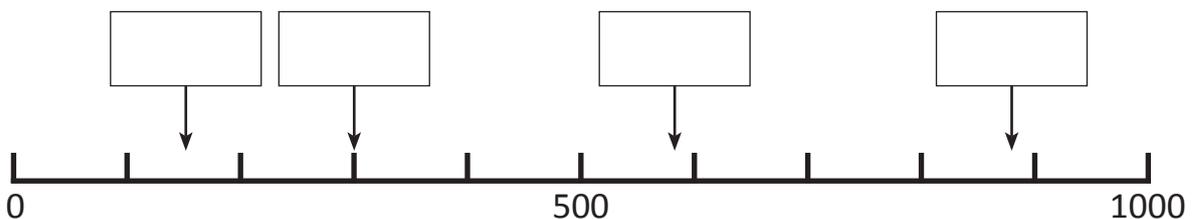
- 2 Estimate how many triangles are in this picture:



My estimate is close to



- 3 Estimate the numbers that could be located at the marked points.



# Round and estimate – estimating

- 4 Estimate how many holes you can make using a hole punch. Fold a piece of A4 paper in half and in half again. Punch some holes a few times. Unfold the paper. Estimate the number of holes.

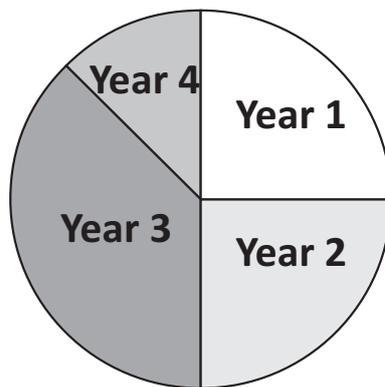
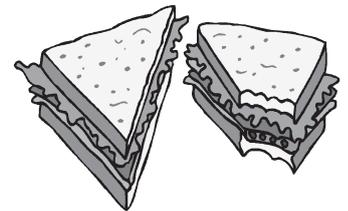
a Write this number here.

b How did you make this estimate?

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- 5 Try these estimation problems:

- a This pie chart shows the approximate number of children who get lunch orders every day. If there are 20 children in Year 1, estimate the following:



Number of children in Year 4:

Number of children in Year 3:

- b Jake wanted to find out how many sultanas there were in a box of cereal. Counting every sultana would take too long. Instead, he scooped a cupful of cereal out into a bowl and counted how many sultanas were in the cup. What did he do next?



# Round and estimate – rounding to estimate

Rounding is a very useful skill for doing mental calculations.

Look at this example:

Lily went to the shops to buy her friend a birthday present. She had saved up £10 of her pocket money. She picked out wrapping paper for £1.85 and a card for £1.10. Lily saw 2 things that her friend would like. One was a book for £7.90. The other thing was a pencil set for £6.15. She could not decide which one to buy – she did not have enough for both presents. Which present do you think Lily bought, as well as the wrapping paper and card?

Luckily, Lily used her rounding skills as the shop assistant was getting very impatient. This is what she did:

To find the total of the wrapping paper and card:

£1.85 rounds up to £2.

£1.10 rounds down to £1. Total is £3.

Option 1: Book for £7.90 rounds up to £8. £8 plus £3 is £11.

Option 2: Pencil set for £6.15 rounds down to £6. £6 plus £3 is £9.

Lily chose to buy her friend the \_\_\_\_\_.

## 1 Round these amounts to the nearest pound:

a £2.10 =

b £5.90 =

c £8.95 =

## 2 Do you have enough money to buy? Circle the correct answer:



choc cream

£1.95 per scoop



jelly beans

£3.05 per scoop



choc mints

£2.10 per scoop



jelly tots

£4.85 per scoop

£5.00

2 scoops of jelly beans and 1 scoop of choc creams?

Yes / No

£7.00

1 scoop of jelly tots and 1 scoop of choc mints?

Yes / No

£10.00

3 scoops of jelly beans and 1 scoop of choc mints?

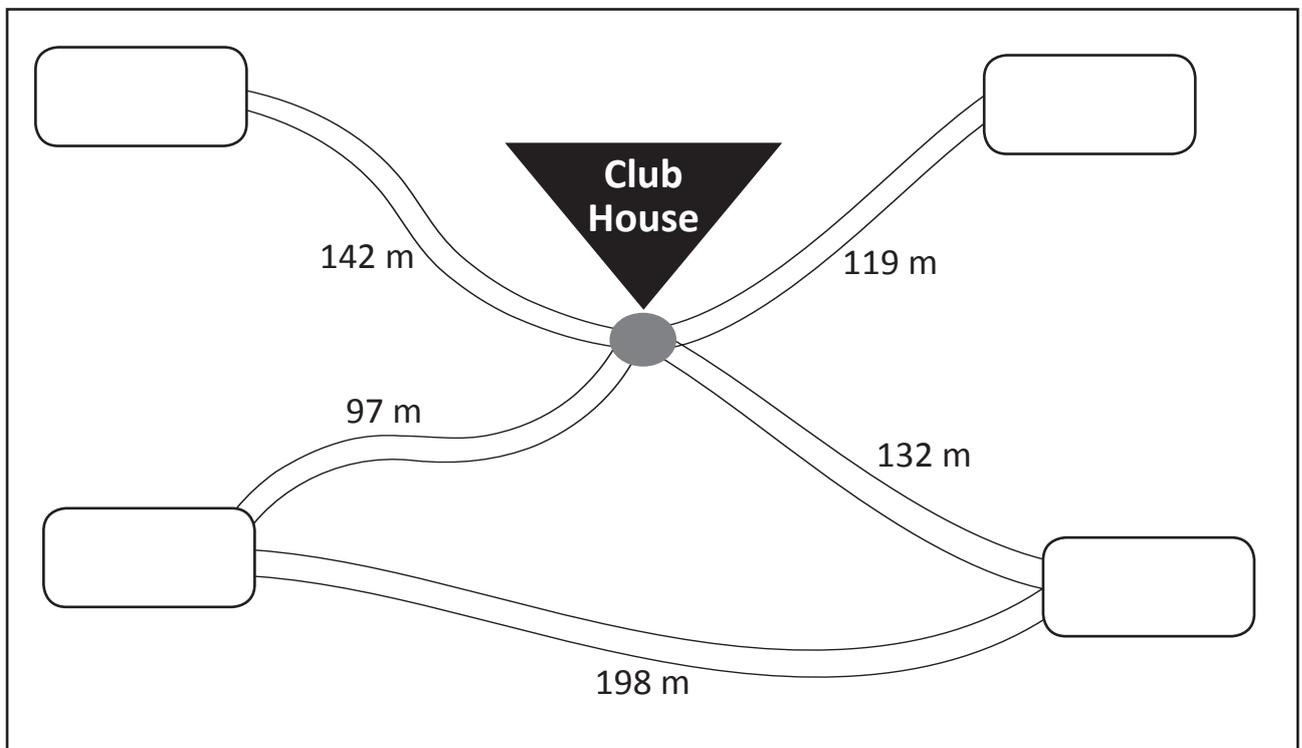
Yes / No

# Round and estimate – rounding to estimate

3 Round each number and add. Shade the most reasonable answer for each sum:

a	$112 + 31 =$	150	113	99	140	120
b	$267 + 72 =$	320	340	330	310	300
c	$123 + 49 =$	170	180	190	270	280
d	$262 + 519 =$	700	160	690	790	780

4 Here is a map of a club house. See if you can label the places correctly. Use the clues below. The places are: cafe, gazebo, tennis courts and pool.



Use these clues in order:



- Rounded to the nearest 10, the cafe is 120 metres away from the club house.



- Rounded to the nearest 10, the pool is 140 metres away from the club house.



- Rounded to the nearest hundred, the distance from the club house to the gazebo is 100 metres. This distance is an odd number.



Getting ready

This is a game for 2 players. You and your partner will need a copy of this page and 3 dice. Also you will each need a calculator to keep score and a marker.

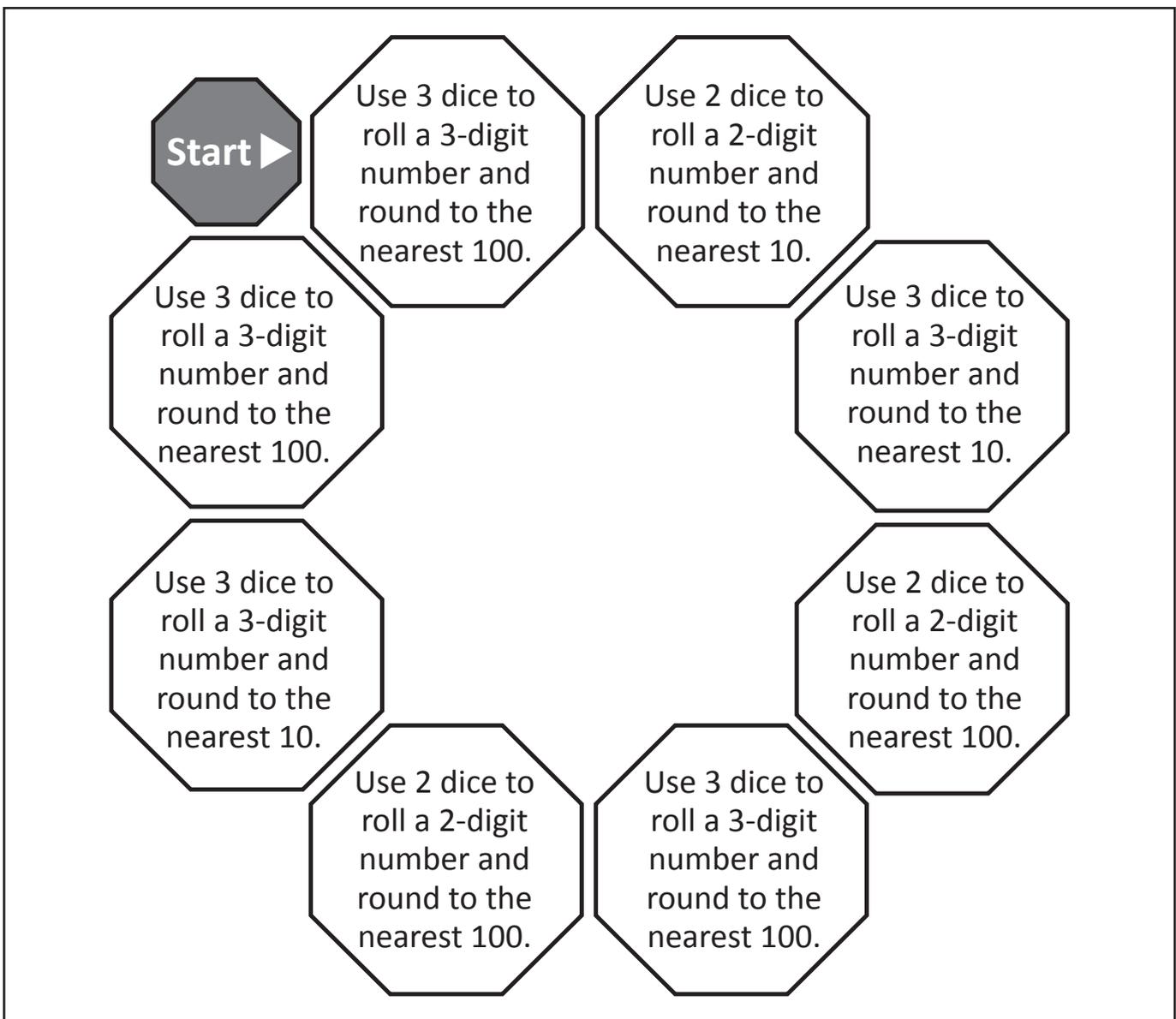


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What to do

Decide who will go first. Roll a die and move that number to the next octagon. Follow the directions and record your number. Take turns and keep track of your score on your calculator by adding the number you make on each turn. The winner is the first one to reach 1000.



What to do next

Play again. This time, make it the best out of three.



Getting ready

This is a game for 2 players. You will need: a coin, 3 dice, counters in 2 different colours, scrap paper and this page.



What to do

- 1 Roll 3 dice and write down the largest number you can.
- 2 Toss a coin. If it lands on heads, round to the nearest 10. If it lands on tails, round to the nearest 100.
- 3 Place your counter on the number, if you see it on the grid.

The winner is the person with the most counters on the grid after 10 turns each.

200	700	620	410	700	630	650	220
100	670	440	500	600	200	640	610
560	520	300	640	250	510	540	160
630	320	240	700	530	200	110	650
250	550	660	650	310	640	430	640
660	210	670	640	540	210	600	220
500	400	640	420	630	670	550	600
300	540	530	300	400	360	520	500
620	520	700	650	620	660	550	330