1a. Which image is the odd one out?
Explain your answer.

A. 

B. 

C. 

1b. Which image is the odd one out?
Explain your answer.

A. 

B. 

C. 

2a. Use the cards below to complete the inequality statements.

A. 

B. 

C. 

2b. Use the cards below to complete the inequality statements.

A. 

B. 

C. 

3a. Sam has written a statement about the image below. Do you agree?

There are 10 hundreds in this image, which is 1,000.
Explain your answer.

3b. Ben has written a statement about the image below. Do you agree?

There are 6 hundreds in this number.
Explain your answer.
4a. Which image is the odd one out? Explain your answer.

A. 

B. 

C. 

5a. Use the cards below to complete the inequality statements.

A. 

B. 

C. 

6a. Taylor has written a statement about the image below. Do you agree?

This number has no hundreds.

Explain your answer.
7a. Which image is the odd one out? Explain your answer.

A. three hundreds and ten tens
   ![Three hundreds and ten tens]

B. ten ones, nine tens and four hundreds
   ![Ten ones, nine tens and four hundreds]

C. ![H T O grid with three hundreds and ten tens]

7b. Which image is the odd one out? Explain your answer.

A. ![H T O grid with ten hundreds and ten tens]

B. ten ones, nine tens and four hundreds
   ![Ten ones, nine tens and four hundreds]

C. ![H T O grid with ten ones, one hundred and nine tens]

8a. Use the cards below to complete the inequality statements.

A. ![Cards with 100, 100, and 100]

B. ![Cards with 100, 100, and 100]

C. nine tens, six hundreds and ten ones
   ![Cards with nine tens, six hundreds, and ten ones]

   _____ > _____

   _____ < _____

8b. Use the cards below to complete the inequality statements.

A. ![Cards with 100, 100, and 100]

B. ten ones, one hundred and nine tens
   ![Cards with ten ones, one hundred, and nine tens]

C. ![Cards with 100]

9a. George has written a statement about the image below. Do you agree?

This number has ten hundreds.

Explain your answer.

9b. Shazana has written a statement about the image below. Do you agree?

This number has two hundreds.

Explain your answer.
Reasoning and Problem Solving

Hundreds

Developing
1a. A because B and C are 400, but A is 300.
2a. Various answers, for example: A (500) > B (400) or C (200) < B (400)
3a. Yes, there are 10 hundreds in the image, which is 1,000.

Expected
4a. C because A and B are 500, but C is 600.
5a. Various answers, for example: A (300) > B (200) or A (300) < C (500)
6a. No, the number is 100 because there are 10 counters in the Tens column in the place value grid.

Greater Depth
7a. C because A and B are 400, but C is 100.
8a. Various answers, for example: C (700) > A (500) or B (300) < A (500)
9a. Yes, ten hundreds is 1,000, which is the number that the image represents.

Developing
1b. C because A and B are 600, but C is 500.
2b. Various answers, for example: B (800) > A (500) or C (100) < B (800)
3b. No, there are 7 hundreds in the image, so the number is 700.

Expected
4b. A because B and C are 200, but A is 100.
5b. Various answers, for example: A (1,000) > C (600) or B (200) < C (600)
6b. No, the number is 900 (8 x 100 and 10 x 10 = 100).

Greater Depth
7b. C because A and B are 500, but C is 200.
8b. Various answers, for example: B (1,000) > C (300) or A (200) < C (300)
9b. No, there are five hundreds in the number represented by the image.
1. Match the blocks to the numbers.

2. Complete the number track below.

3. True or false? The image below represents the number 580.

4. Fill in the missing digits.

5. Write as many 3-digit numbers as you can using these digit cards.

6. Shabana says,

7. Model A is the same as Model B. Do you agree? Explain why.
1. Fill in the correct letter to match the place value charts to the correct numbers.

Table 1:

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2:

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. fifty-two  B. 205  C. 310  D. thirty-one  E. 301

2. Fill in the missing numbers and insert shapes to represent Base 10.

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

600  0  8

3. Suzie has five digit cards.

6  9  1  3  4

She wants to make the largest 3-digit number possible using 3 of these cards.

The largest number I can make is six hundred and ninety-four because I’ve used the three largest digits.

Is Suzie correct? Explain your answer.
Comparing Numbers

1. Use >, < or = to complete the statement.

three hundred and fifty-six

300 + 40 + 6

2. True or false?

two hundred and seventy-five

> 

3. Add 10s to the chart to show a number greater than 317 but less than 400.

<table>
<thead>
<tr>
<th>100s</th>
<th>10s</th>
<th>1s</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>100</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

4. Which representations show the smallest number?

A. 53 tens

B. 5 hundreds, 2 tens and 2 ones

C. five hundred and twenty-one

D. 521

5. Look at the statement below. Which numbers could fill the gap?

200 + 50 + 7 > ? > one hundred and forty-nine

6. Which number is the greatest? Prove it.

seven hundred and thirty-two

700 + 20 + 3

7. Compare the numbers adding < or > and then follow the clues to crack the code.

five hundred and ninety-two

6 hundreds and 21 ones

A = tens digit of the greatest number
B = ones digit of the lowest number
C = hundreds digit of the lowest number
D = the lowest odd digit

A B C D
Ordering Numbers

1. Fill the gaps in the number line using the numbers below.

A | B | C | D | E
---|---|---|---|---
650 | 654 | 660 | 666 | 662 | 658 | 664 | 656 | 652

5. Elsie the elephant wants to reach the pear. She can only go through the maze by stepping on descending numbers.

<table>
<thead>
<tr>
<th>323</th>
<th>319</th>
<th>318</th>
<th>311</th>
</tr>
</thead>
<tbody>
<tr>
<td>330</td>
<td>335</td>
<td>329</td>
<td>309</td>
</tr>
<tr>
<td>336</td>
<td>332</td>
<td>330</td>
<td>352</td>
</tr>
<tr>
<td>341</td>
<td>368</td>
<td>355</td>
<td>310</td>
</tr>
</tbody>
</table>

Elsie can take 2 routes as shown.

2. Put these numbers in ascending order.

426 381 329 894 677

_____,_____,_____,_____,_____

6. Hunter and Willow are placing numbers in ascending order. Explain who is correct?

Hunter

150 250 200 350 400 450

Willow

150 300 450 600 750 900

How many routes can she take?

7. Using the place value counters below, create four different 3-digit numbers. You can reuse counters for each new number.

Write the numbers you have created below in descending order.

_____,_____,_____,_____
Numbers to 1,000 (page 2)

1. 608 and 610
2. 580
3. 428
4. 509; 590; 905; 950
5. No because Shabana has used 4 hundreds, 1 ten and 8 ones. She has 418, not 408.
6. No because Model A has 1 hundred and 6 ones = 106 whereas Model B has 1 hundred and 6 tens = 160. Model A is correct.

100s, 10s and 1s (page 3)

1. Table 1 = B. 205 and Table 2 = D. thirty-one
2. | Hundreds | Tens | Ones |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>600</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>
3. Suzie is incorrect because 964 is the largest three-digit number that could be made using these digit cards. 9 is the largest digit so it should be placed in the hundreds column, 6 is the second largest digit so this should be placed in the tens column followed by the digit 4 in the ones column.

Comparing Numbers (page 4)

1. >
2. True
3. Possible answers: any number of tens between 2 and 9.
4. C and D
5. Any number between and including 150 and 256.
6. 732 is the greatest. Both numbers have an equal value in the hundreds column but 732 has a greater value in the tens column.
7. <; Code is 2 2 5 1
Ordering Numbers (page 5)

1. A = 652, B = 656, C = 658, D = 662 and E = 664
2. 329, 381, 426, 677 and 894
3. 364 (A), 346 (C) and 308 (B)
4. False because 767 is greater than 676. Lucie’s sequence should read: 670, 676, 767, 776 and 777.
5. Various answers, for example:

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<th>318</th>
<th>311</th>
</tr>
</thead>
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<td>355</td>
<td>310</td>
</tr>
</tbody>
</table>

6. Willow is correct because her numbers are all in ascending order. Hunter is incorrect because 200 is less than 250.
7. Various answers, for example: 531, 526, 314 and 243 or 444, 353, 325 and 138.

Types of Nouns (page 6)

1. Germany, Egypt
2. elephant, water
3. February – proper, pack – collective, island – common
4. collective
5. potatoes, Olympic
6. A because the proper noun (Victorian) has a capital letter.
7. Alex is correct because ‘flock’ is the correct collective noun for sheep.

Pronoun or Noun? (page 7)

1. Nouns: Pete, animals, humans, people; Pronouns: I, I, they, I, them, they, me, them
2. Jack plays basketball with his friends during the summer holidays.
3. ‘Dog’ and ‘it’
4. The tree roots were sticking out of the path so Molly fell over them, but Nadia helped them up.
5. The bird collected sticks and it built a nest. It laid some eggs and they soon hatched.
6. The noun phrase ‘The sisters’, because it makes the subject of the sentences clear.
7. Bobby is incorrect, because replacing it with a pronoun would make the subject of the sentences unclear.
Recognising Adjectives in Sentences (page 8)

1. False, sentence B contains the noun ‘magic’ but no adjectives.
2. Sentence C because the adjective ‘shiny’ does not describe the size or colour.
3. They are incorrect. In sentence A, ‘giant’, ‘gold’ and ‘tiny’ are adjectives and ‘girl’, ‘necklace’ ‘bracelet’ and ‘earrings’ are nouns. In sentence B, ‘books’ and ‘library’ are nouns and ‘three’ and ‘new’ are adjectives.

Past and Present Tense (page 9)

1. A = Simple Present; B = Simple Past; C = Simple Past
2. A = eats, drops; B = built, lived
3. ‘Sit’ is an irregular verb that needs changing to ‘sat’. The sentence should be written as, ‘An eagle swooped down from high in the mountains and sat next to a beautiful waterfall.’

Using Adverbs to Express Time, Place and Cause (page 10)

1. A – T or time; B – P or place; C – C or cause
2. lately, already
3. true - inside
4. furthermore
5. Various answers, for example: otherwise, furthermore.
6. B – is the odd one out because ‘below’ is an adverb of place whereas ‘today’ and ‘immediately’ are adverbs of time.
7. Imran has used the adverb of cause ‘as a result’. Ella has used the adverb of time ‘late’.