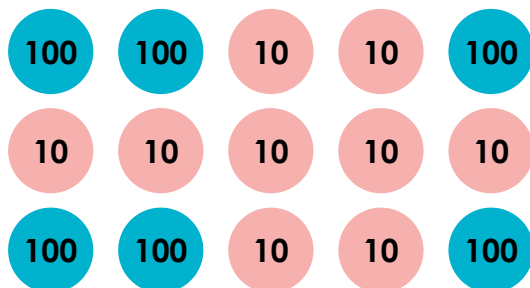


# Represent Numbers to 1,000

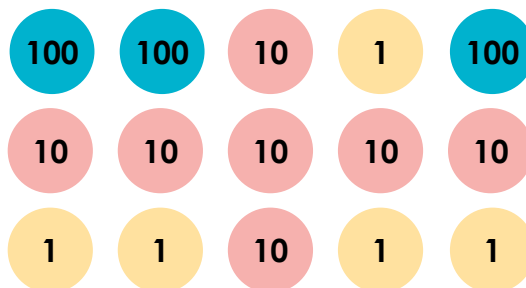
1a. Julian has created the representation below.



He thinks sixty-nine has been represented. Is he correct? Prove it.

R

1b. Vicky has created the representation below.



She thinks three hundred and fifty-seven has been represented. Is she correct? Prove it.

R

2a. Investigate three different possible numbers for the rules below.

- Has a digit sum of 15
- Is greater than 246 but less than three hundred and sixty-one

Represent the numbers using your chosen representation.

PS

2b. Investigate three different possible numbers for the rules below.

- Has a digit sum of 18
- Is greater than 478 but less than five hundred and ninety-two

Represent the numbers using your chosen representation.

PS

3a. Adele is talking about representing numbers.

She says,



To represent any 3-digit number, we must have a number greater than one in the hundreds, tens and ones column.

Do you agree? Explain why.

R

3b. Kylian is talking about representing numbers.

He says,



If the tens or ones has no value in a 3-digit number, we replace it with two zeros to represent the hundreds.

Do you agree? Explain why.

R

## Represent Numbers to 1,000

- 1a.** Julian is incorrect because the number 690 has been represented. We must add a zero as a place holder for the ones column.
- 1b.** Vicky is incorrect because the number 375 has been represented. She has miscounted the ones and tens.
- 2a.** Various answers, for example: 267; 339; 294. Accept suitable representations for each answer.
- 2b.** Various answers, for example: 486; 549; 558. Accept suitable representations for each answer.
- 3a.** No, I disagree because for any 3-digit number we must have a value greater than ones in the hundreds and any value in the tens and ones column. For example: 130, 805
- 3b.** No, I disagree because if the tens or ones have no value in a 3-digit number we use zero as a place holder. For example: 905, 620