

Breaking Open a Thousand

Name

Class

Date

WHAT YOU ARE LEARNING

Every answer is a number and a unit.

Twenty-six *hundreds*, not twenty-six.

Section A — Ten hundreds make a thousand

A1. Fill in the gaps.

1 000 = hundreds = tens = ones

A2. How many hundreds are in the *whole* number?

(a) **1 400** = hundreds

(b) **2 000** = hundreds

(c) **3 600** = hundreds

Section B — Getting past a zero

B1. Write the number.

(a) Just **before** **3 000** =

(b) Just **before** **5 100** =

(c) Just **before** **4 000** =

(d) Just **after** **2 009** =

B2. Keep counting.

(a) By **tens**: 2 970, 2 980, 2 990, ,

(b) By **hundreds**: 3 800, 3 900, ,

B3. You go back **one** from **4 000** and **three digits change**.

Explain why. (Look at what is in the ones, tens and hundreds columns of **4 000** first.)

Section C — The same number, written differently

C1. Fill in the gaps.

(a) **1 500** = hundreds

(b) **3 000** = hundreds

(c) **2 400** = tens

(d) **3 000** = 2 thousands + hundreds

C2. The number line.

Mark **2 900** and **2 090** on the line with arrows.



How many hundreds are in **2 090** ?

NSW Mathematics K–10 Syllabus (2022) · Stage 2

MA2-RN-01 applies an understanding of place value and the role of zero to represent numbers to at least tens of thousands

MAO-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly