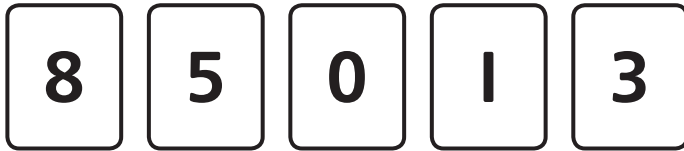


10,000s, 1,000s, 100s, 10s and 1s

1 a) The digit cards represent a 5-digit number.



TTh	Th	H	T	O

What does the digit 5 represent?

What does the digit 1 represent?

What does the digit 8 represent?

What is the digit in the 100s position?

b) The digit cards 5 and 8 swap positions.

Write the new number in numerals and then in words.

In numerals:

In words: _____

2 Draw lines to match the value of the digit 4 in each of the four numbers.

43,250

32,409

34,250

23,546

4

40

4,000

40,000

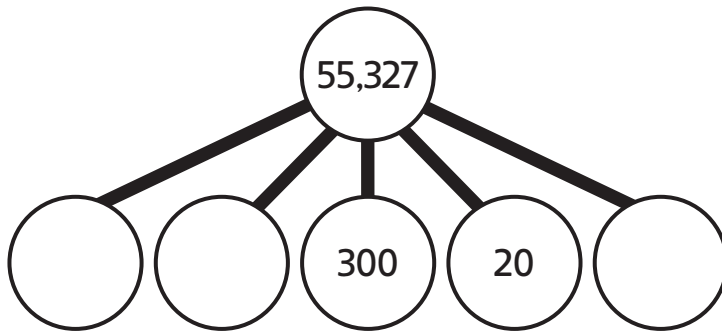
400

- 3 Draw more counters on the place value grid to show the number 26,415.

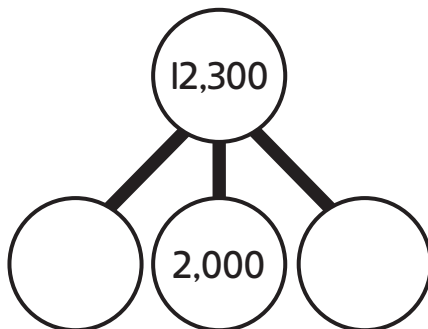
TTh	Th	H	T	O
10,000	1,000 1,000 1,000 1,000 1,000	100 100 100 100		1 1 1

- 4 Complete each part-whole model.

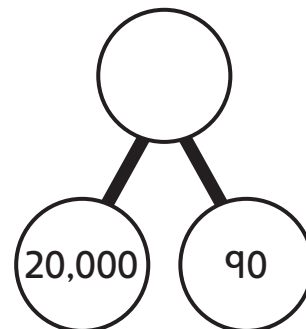
a)



b)



c)



- 5 a) What is 1,000 more than 13,572?

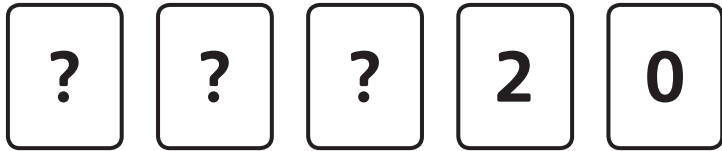
b) What is 100 more than 13,572?

c) What is 200 less than 13,572?

d) What is 50,000 more than 13,572?



6 Max uses these digit cards to make three 5-digit numbers.



His first number is greater than 60,000.

His second number has an even number of tens.

His final number has a digit with the value 5,000.

What could be the missing digits on the cards?

, and

Which numbers could Max make?

I wonder if any of the digits can be the same.



Reflect

Show or write the value of each digit in the number 64,231.

-
-
-
-