



Excited



Nervous

Look!



Edison with his mother and sister are going to a night festival.

Can you tell what the numbers you see in the picture?

Between the numbers, which one is bigger?

Learning Objectives

- Count and write numbers up to 1,000
- Learn about place value for hundreds, tens, and ones

Maths Lingo

- Hundreds
- Abacus



Ninety-seven, ninety-eight, ninety-nine, ...

We have learnt about tens numbers before.

Now, try to match the middle column with the correct answers from the left and right columns!

Thirty-five

• 2 tens and 8 ones •

35

Sixty-nine

• 5 tens and 4 ones •

69

Fifty-four

• 3 tens and 5 ones •

28

Twenty-eight

• 9 tens and 2 ones •

54

Ninety-two

• 6 tens and 9 ones •

92

Numbers and Number Names

- This block represents **1 one**.



This long block is a group of 10 smaller blocks.
It represents **1 ten**. So, 10 ones = 1 ten.



This big grid block is a group of 10 tens.
It represents **1 hundred**. So, 10 tens = 1 hundred.
We use these blocks to count bigger numbers step by step.

	Numbers	Number Names
	200	Two hundred
	400	Four hundred
	500	Five hundred
	900	Nine hundred
	990	Nine hundred ninety
	999	Nine hundred ninety-nine
	1,000	One thousand



Exercise 1A

1. Complete the missing numbers.

201										210
421							427			
751					755					
881										890

2. Match the number to its number name.



563



696



275



912

• Six hundred ninety-six

• Nine hundred twelve

• Five hundred sixty-three

• Two hundred seventy-five

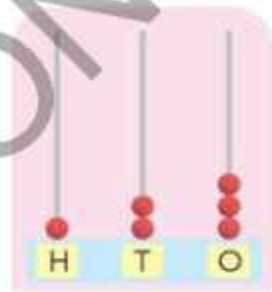
Spike Abacus

We use an abacus to show numbers. An abacus has rods with beads that move up and down. This abacus has three rods: one for hundreds (H), one for tens (T), and one for ones (O). We can put up to 9 beads on each rod.

Let's see how we show the number 123 on the abacus.

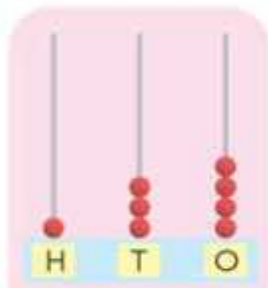
The number 123 is made up of 1 hundred, 2 tens, and 3 ones.

So, we put 3 beads on the ones rod, 2 beads on the tens rod, and 1 bead on the hundreds rod.

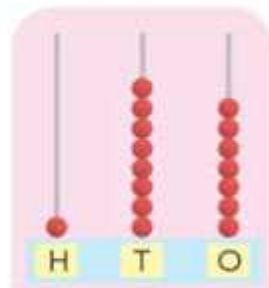
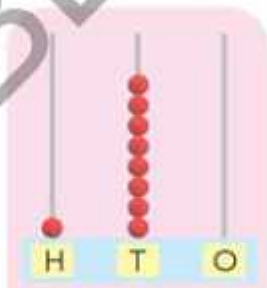
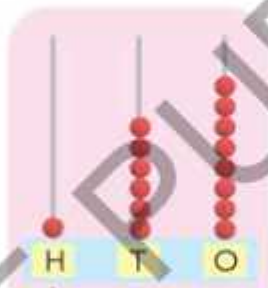


Exercise 1B

1. Look at the spike abacus and write the number shown.



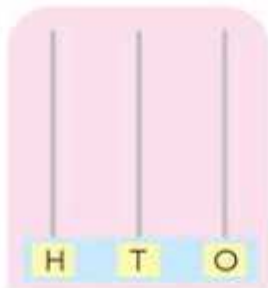
134



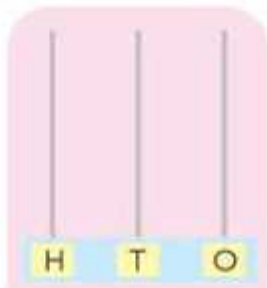
2. Draw the beads on the abacus to represent the given number.



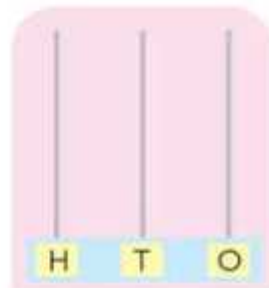
127



156



145



173

Expanded Form of Numbers

Let's look at how 63 is made up:

$$\begin{aligned} 63 &= 6 \text{ tens} + 3 \text{ ones} \\ &= 60 + 3 \end{aligned}$$

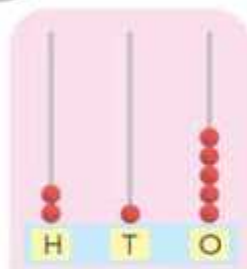
To show 63 on the abacus, we put 6 beads on the tens rod and 3 beads on the ones rod.



For a 3-digit number like 215, we write it as:

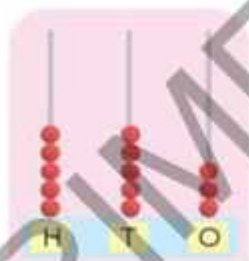
$$\begin{aligned} 215 &= 2 \text{ hundreds} + 1 \text{ ten} + 5 \text{ ones} \\ &= 200 + 10 + 5 \end{aligned}$$

On the abacus, we put 5 beads on the ones rod, 1 bead on the tens rod, and 2 beads on the hundreds rod.

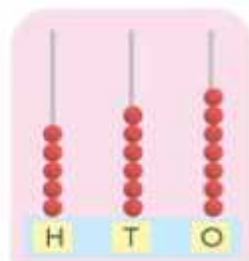
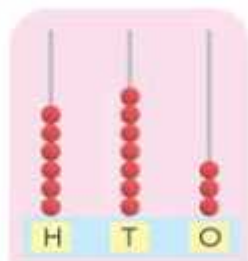
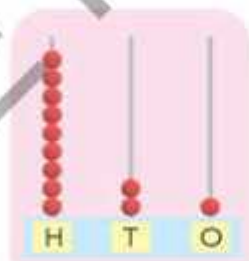


Exercise 1C

1. Write the number shown on each abacus.



553



2. Write the number and the number name for each of the following.

305	Three hundred five
416	
551	

Five hundred twenty-eight
Nine hundred forty-seven
Three hundred six

3. Write the following numbers in expanded form.

347

3 hundreds + 4 tens + 7 ones

$300 + 40 + 7$

408

769

298

903

4. Write the number for each expanded form.

3 hundreds + 4 tens + 7 ones =

$500 + 20 + 8 =$

7 hundreds + 0 tens + 2 ones =

$200 + 80 + 4 =$

Place Value



Scan Me!

Look at the number **573**. It is a 3-digit number.

Starting from the right, the first digit is in the **ones place**, the next is in the **tens place**, and the last is in the **hundreds place**.

In **573**, the digit **3** is in the **ones** place, so its place value is 3 ones or **3**.

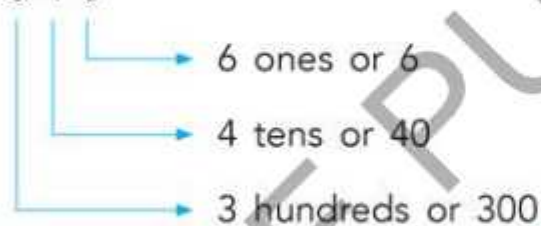
The digit **7** is in the **tens** place, so its place value is 7 tens or **70**.

The digit **5** is in the **hundreds** place, so its place value is 5 hundreds or **500**.

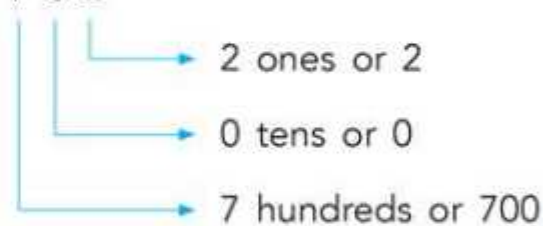
To help you understand better, look at the place value of each digit in the numbers below:

Hundreds	Tens	Ones
5	7	3

3 4 6



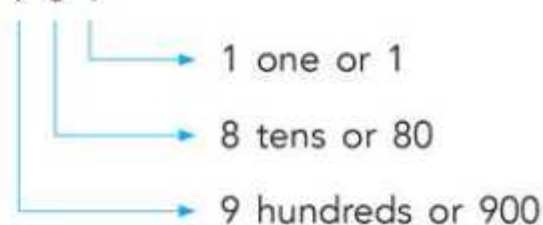
7 0 2



Remember

Place value of 0 is always 0.

9 8 1





Exercise 1D

1. Fill in the blanks.

In 654, 4 is at **ones** place.

In 465, 4 is at **hundreds** place.

In 723, 2 is at **tens** place.

In 659, 6 is at _____ place.

In 379, 9 is at _____ place.

In 732, 2 is at _____ place.

In 273, 2 is at _____ place.

In 459, 5 is at _____ place.

In 630, 0 is at _____ place.

In 541, 1 is at _____ place.

2. Fill in the blanks.

In 256, the place value of 6 is _____.

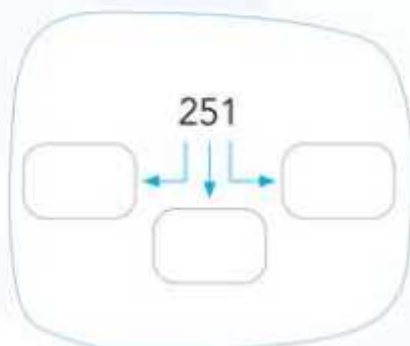
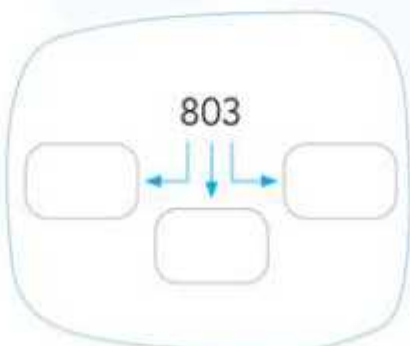
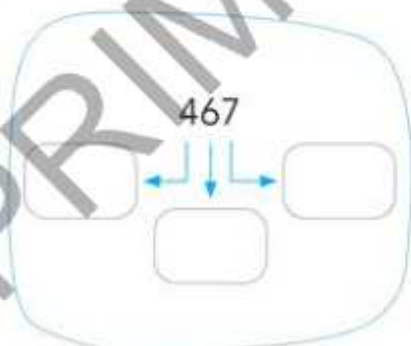
In 265, the place value of 6 is _____.

In 625, the place value of 6 is _____.

In 954, the place value of 4 is _____.

In 945, the place value of 4 is _____.

3. Write the place value of each digit in the given boxes.



Comparison of Numbers



Scan Me!

Let's compare 256 and 63.

2	5	6
---	---	---

is a 3-digit number

and

6	3
---	---

is a 2-digit number

Other words for greater are **bigger** and **larger**.



Since 256 has more digits, it is greater than 63.

So, 256 is **greater** than 63 and 63 is **smaller** than 256.

A number with more digits is always greater than a number with fewer digits.

Compare 403 and 752.

First, compare the hundreds digits. The digit 4 is smaller than 7.

So, 403 is **smaller** than 752 and 752 is **greater** than 403.

Compare 367 and 381.

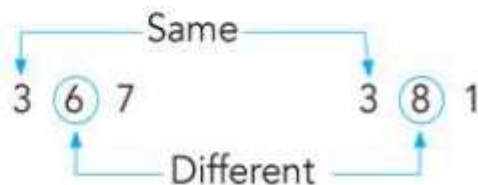
First, compare the hundreds digits.

Both numbers have 3 in the hundreds place, so they are the same.

Next, compare the tens digits.

The digit 6 is smaller than 8.

So, 367 is **smaller** than 381 and 381 is **greater** than 367.



Compare 587 and 581.

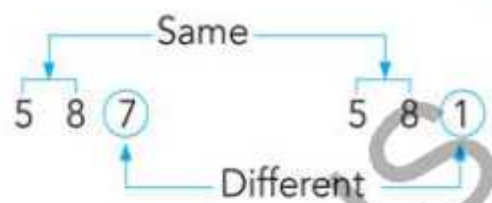
The hundreds digits is the same (5).

The tens digits is also the same (8).

Finally, compare the ones digits.

The digit 7 is greater than 1.

So, 587 is **greater** than 581 and 581 is **smaller** than 587.



Here is how to compare two 3-digit numbers.

- Look at the hundreds digit. The bigger digit means the bigger number.
- If the hundreds digits are the same, look at the tens digit.
- If the tens digits are also the same, look at the ones digit.

Let's arrange 3-digit numbers in ascending order.

666, 528, 771, 187, 185 → 185, 187, 528, 666, 771

Next, arrange 3-digit numbers in descending order.

891, 659, 202, 401, 116 → 891, 659, 401, 202, 116



Exercise 1E

1. Circle the greater number.

451

453

793

983

259

251

773

573

2. Circle the smaller number.

753

75

856

847

254

154

539

662

Even and Odd Numbers

I have 4 apples.



I have 5 apples.

Indy has 4 apples.
She puts them in groups of 2, and each group has exactly 2 apples. So, 4 is an even number.

Pascal has 5 apples.
He also tries to make groups of 2, but 1 apple is left over. This means 5 is an odd number.

Even numbers are numbers that can be grouped in pairs without any left over.

Examples: 2, 4, 6, 8, 10, 12, and so on.

Key clue: Even numbers always end with 0, 2, 4, 6, or 8.

Odd numbers are numbers that always have 1 left over when grouped in pairs.

Examples: 1, 3, 5, 7, 9, 11, and so on.

Key clue: Odd numbers always end with 1, 3, 5, 7, or 9.



Exercise 1F

1. Group the items below in twos, and label each row as even or odd.

	Odd
	
	
	
	

2. Colour the even numbers blue and the odd numbers green.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	24	24	25	26	27	28	29	30

Ordinal Numbers

Ordinal numbers tell us the position of things in a line or order. They tell us the order of people or objects, like first, second, or third.

In this picture, 10 students are standing in a line. Let's find out each student's position!



From left to right:

Edison is the **first** (1st) student.

Elma is the **second** (2nd) student.

Pascal is the **third** (3rd) student.

Indira is the **fourth** (4th) student.

Indy is the **fifth** (5th) student.

Alfi is the **sixth** (6th) student.

Mika is the **seventh** (7th) student.

Johan is the **eighth** (8th) student.

Robin is the **ninth** (9th) student.

Naufal is the **tenth** (10th) student.

Each ordinal number shows the exact place of the each student in line. We use ordinal numbers to describe positions in a line or group.

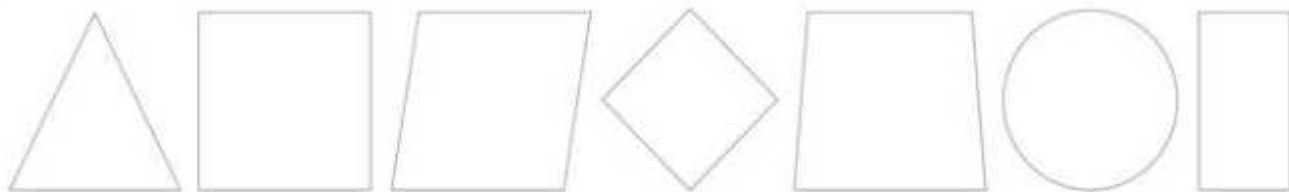


Exercise 1G

1. Count from the left and cross (X) the object as instructed.

Fourth							
Seventh							
Third							
Fifth							

2. Colour the third and the sixth shapes from left to right.





Practice Makes Perfect

1. Match each number to its correct number name and expanded form.

$400 + 60 + 2$

605

Three hundred seventy-nine

$800 + 30 + 4$

462

Four hundred sixty-two

$300 + 70 + 9$

834

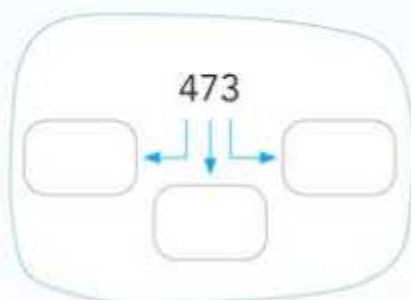
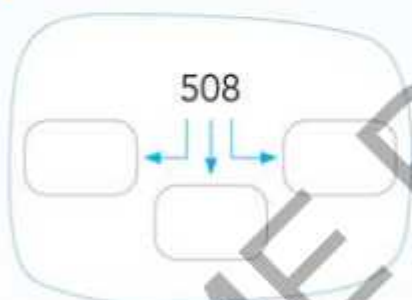
Six hundred five

$600 + 5$

379

Eight hundred thirty-four

2. Write the place value of each digit in the given boxes.



3. Circle the greatest number and cross the smallest number.

793

237

397

937

461

641

146

416

872

782

287

682

358

564

297

408

247

742

724

274

541

145

154

451



Pick the Right Answer

Intellectual Development

Tick (✓) the correct answer.

- The place value of 4 in 427 is _____.
 400 100 40 4
- In its short form, $500 + 8$ can be written as _____.
 588 580 508 500
- Eight hundred seven can be written as _____.
 870 807 708 80
- When arranging 278, 827, 782, 752 in descending order, the first number is _____.
 278 782 827 872
- The number name for 479 is _____.
 Four hundred seventy-nine Four hundred nine
 Four hundred ninety-seven Four hundred seven
- The expanded form of 249 can be written as _____.
 $200 + 90 + 2$ $400 + 90 + 2$
 $200 + 40 + 9$ $900 + 20 + 4$



Thinking About Values

Responsible Decision Making

Three years ago, there were 437 tigers in a wildlife park. The forest department started a campaign called 'Save Tigers' to help the tigers. Now, the number of tigers has increased to 608.

- Write the numbers 437 and 608 in words. _____

- Which number is bigger: 437 or 608? _____
- Why do you think it is important to protect wildlife? _____



Fun Time

Critical Thinking

Colour the two number cards that are not in descending order.

982

928

298

829

892

289



Brainy Maths

Intellectual Development

Fill in the blanks.

- Six hundred sixty can be written as _____.
- The place value of _____ always remains the same.
- In 259, the digit with the smallest place value is _____.
- The greatest 3-digit even number is _____.
- A number that is 1 more than the greatest 3-digit number is _____.



Cross (X) the correct answer.

- There are 492 people in a town. Which of these represents the number of people in the town?
 - Four hundred ninety-two
 - Four hundred ninety-four
 - Four nine two
 - Nine hundred twenty-four
- Mika is thinking of a number based on the clues below:
 - There is a 4 in the hundreds place.
 - There is a 7 in the ones place.
 - There is a 5 in the tens place.

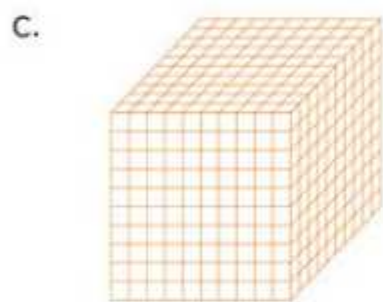
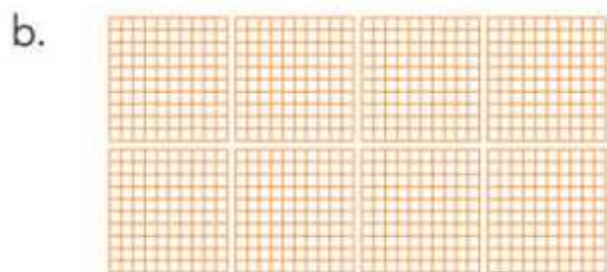
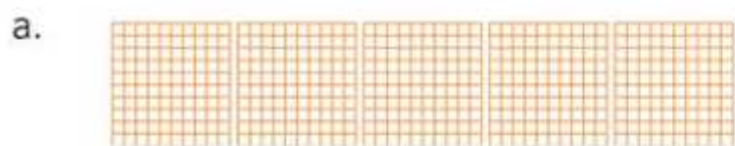
Which number is Mika thinking of?

- | | |
|--------|--------|
| a. 457 | c. 547 |
| b. 475 | d. 745 |

- Arrange the given numbers in order from smallest to greatest.

- | | | | | | | |
|----|-----|-----|-----|-----|-----|-----|
| | 771 | 777 | 717 | 171 | 117 | 177 |
| a. | 117 | 171 | 177 | 771 | 777 | 717 |
| b. | 117 | 171 | 177 | 717 | 777 | 771 |
| c. | 117 | 171 | 177 | 777 | 771 | 717 |
| d. | 117 | 171 | 177 | 717 | 771 | 777 |

5. Which of the following represents the number 1,000?



Activity Zone

Think Deep

Objective : To learn how to read and write 3-digits numbers.
Three students can play this game.

Preparation : Three dice of different colours are needed for the game. The red dice is for the first student, the blue dice is for the second student, and the yellow dice is for the third student.



- How to Play :**
- The first student throws all three dice at the same time. Each student notes down the number that comes up on their dice.
 - The red dice shows the hundreds place.
 - The blue dice shows the tens place.
 - The yellow dice shows the ones place.
 - The student whose dice shows the smallest digit writes the number name formed from the three dice.
 - The student whose dice shows the largest digit gets 1 point. Mark the points in a circle as the game continues.

Red Dice (Hundreds Place)	Blue Dice (Tens Place)	Yellow Dice (Ones Place)	Number Name
5	2	6 ①	Five hundred twenty-six
Total Points			

Remember : If two or all three dice show the same number, ignore the turn and roll the dice again. Continue the game until a student reaches 10 points. The first student to get 10 points wins the game.