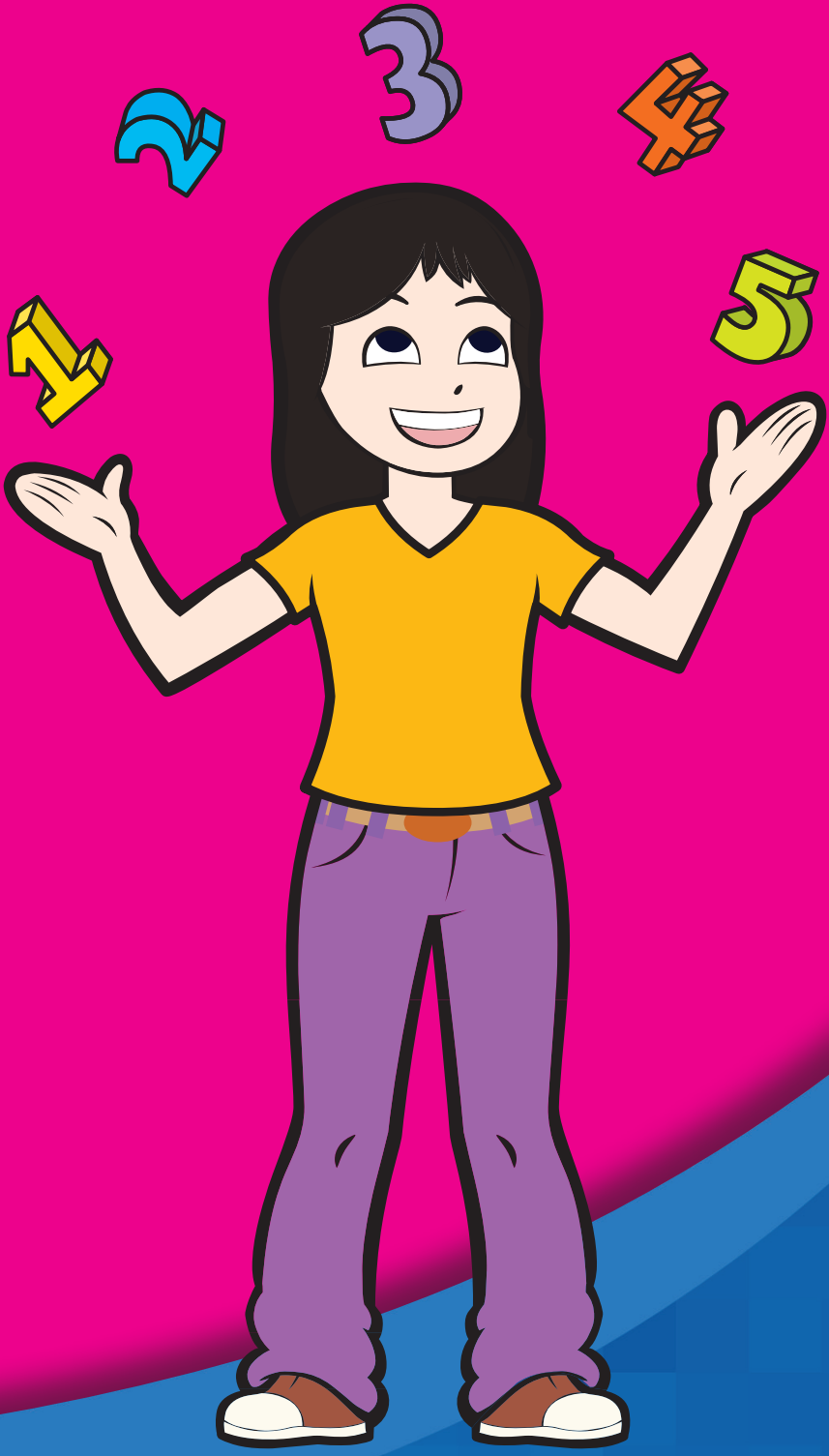


# Reading and Understanding Whole Numbers



Name \_\_\_\_\_

# Series F – Reading and Understanding Whole Numbers

## Contents

### Topic 1 – Looking at whole numbers (pp. 1–8)

Date completed

- read and write numbers to 100 000 \_\_\_\_\_
- order numbers to 100 000 \_\_\_\_\_
- represent and compare numbers \_\_\_\_\_
- it's holiday time! – *apply* \_\_\_\_\_
- the new place is right! – *apply* \_\_\_\_\_

### Topic 2 – Place value of whole numbers (pp. 9–16)

- expanded notation \_\_\_\_\_
- place value to 4 digits \_\_\_\_\_
- place value to 6 digits \_\_\_\_\_
- place value mastermind – *apply* \_\_\_\_\_
- who am I? – *solve* \_\_\_\_\_

### Topic 3 – Round and estimate (pp. 17–24)

- round \_\_\_\_\_
- estimate \_\_\_\_\_
- calculations \_\_\_\_\_
- round and estimate challenges – *solve* \_\_\_\_\_
- shop till you drop – *apply* \_\_\_\_\_

Series Authors:

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Nicola Herringer

# Looking at whole numbers – read and write numbers to 100 000

We read and write numbers in the order that we say them.

Thousands	Hundreds	Tens	Ones
6	7	1	5

        └───┬───┬───┬───┘  
        six thousand seven hundred fifteen

## 1 Express the following in numerals:

- a four thousand three hundred sixty two \_\_\_\_\_
- b three hundred twenty four \_\_\_\_\_
- c eight thousand nine hundred three \_\_\_\_\_
- d four thousand eight hundred forty one \_\_\_\_\_
- e seven hundred three \_\_\_\_\_
- f five thousand four hundred two \_\_\_\_\_

## 2 Write the following in words:

- a 5 816 \_\_\_\_\_
- b 915 \_\_\_\_\_
- c 8 466 \_\_\_\_\_
- d 254 \_\_\_\_\_
- e 7 615 \_\_\_\_\_
- f 2 598 \_\_\_\_\_

## 3 Match the numerals with the words:

- 4 639                  six thousand seven hundred ninety
- 2 709                  one thousand three
- 8 341                  four thousand six hundred thirty nine
- 1 003                  two thousand seven hundred nine
- 6 790                  eight thousand three hundred forty one

# Looking at whole numbers – read and write numbers to 100 000

We read and write large numbers in groups of three.

321

4 321

54 321

We work from right to left and we put a gap between each group of numbers.

- 4 These numbers have been grouped incorrectly. Re-group the numbers and read the new numbers out loud to a partner. Ask them to check your grouping. Are you correct?

a 56 78

b 65 89

c 856 21

d 33333

e 10 0000

f 4514 2



Did you know?

- 5 Convert the following abbreviations into numerals:

a \$60 K

\$

b 4 000 metres

km

c \$66 K

\$

d 3 000 grams

kg

The abbreviation K comes from the Greek word *khilioi*, and it means thousand. It is used in many job advertisements and in measurement. A salary of 70 K is \$70 000, and 1 000 grams is 1 kilogram. When else do we use the term kilo or K?

- 6 Are the following statements true or false?

a \$36 K = \$3 600	True / False
b Seventy four thousand three hundred two = 74 320	True / False
c Seventy four thousand thirty nine = 74 039	True / False
d \$51 K = \$51 000	True / False
e Ninety nine thousand eight hundred five = 99 805	True / False
f Fifty one thousand sixty = 5 560	True / False

# Looking at whole numbers – order numbers to 100 000

When ordering numbers, we need to pay close attention to the position and value of each digit.

Which is the largest? 6 093 3 069 3 960 6 039

1 Circle the larger number:

a 8 434 / 8 340

b 5 492 / 5 692

c 17 015 / 17 150

d 9 840 / 8 999

e 4 815 / 4 518

f 25 194 / 25 941

g 768 / 7 068

h 87 158 / 87 155

2 Insert > (greater than) or < (less than) to make each statement true.

a 6 482  6 681

b 9 452  9 360

c 84 945  85 105

d 1 999  2 009

e 1 469  1 649

f 75 136  73 156

g 94 054  91 504

h 7 819  7 815

3 Arrange the following numbers in *ascending* order:

46 827, 68 457, 15 468, 25 015, 98 652, 12 698

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4 Arrange the following numbers in *descending* order:

36 817, 48 453, 15 468, 25 013, 89 632, 12 898

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

# Looking at whole numbers – order numbers to 100 000

5 Look at each set of numbers and list some that come in between. Write them in order.

a 23 560


37 682

b 23 692


25 692

c 10 420


80 682

6 Write a number that is:

a More than 5 678

b Close to 56 018

c A little less than 78 931

d Almost double 4 000

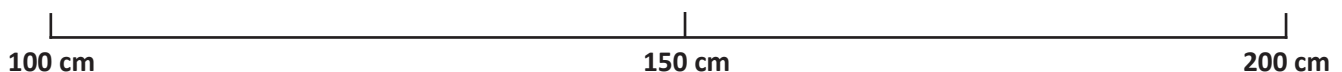
e Between 34 612 and 38 901

f Less than half of 88 000

g Now write 2 more problems for a partner to answer:

7 Here are the heights of 5 students. Place them on the number line. Find your height and that of two partners and add these to the partial number line.

Sarah	174 cm
Huy	152 cm
Jack	148 cm
Emma	167 cm
Nikita	121 cm



# Looking at whole numbers – represent and compare numbers

1 Use the following digits to make:



a The highest number

b The lowest odd number

c The lowest number

d The amount of money you would like to win

e The highest even number

2 Use the digits



to make different 3 digit numbers.

3 Use the numbers you have made in Question 2 to make the statements true:

a  is greater than

b  is less than

c  is close to

d  is about double

# Looking at whole numbers – represent and compare numbers

- 4 This table shows the population of 10 regional centres.  
Use the information to answer the following questions:

Name	Population 1996	Population 2001
Rainsalot	92 273	98 981
Funkytown	59 936	68 715
Point Lonely	24 945	45 299
Dullsville	15 906	24 640
Nirvana	67 701	68 443
Dodgy Meadows	70 324	79 975
Braggersville	90 382	95 194
Letsgo	15 906	11 368
Notsoniceton	42 848	44 451
Mt Hero	21 751	20 525



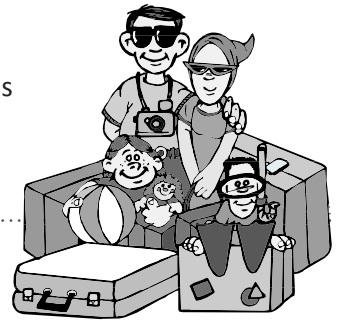
- a The population of the mystery place in 2001 is less than it was in 1996. It has decreased by approximately 1 000 people. The place is \_\_\_\_\_.
- b You have gone back in time to 1997. You live in a city that has a population of more than 55 000 but less than 60 000. You live in \_\_\_\_\_.
- c It is now 2001. You have decided to move to a larger centre. This centre has a 4 in the ones place and a zero in the thousands place. You move to \_\_\_\_\_.
- d In 2001 you decided to go on a holiday. You only visited centres that had a population of between 40 000 and 99 000. Which towns did you visit?  
\_\_\_\_\_  
\_\_\_\_\_
- e Many regional centres showed growth between 1996 and 2001. List the ones that grew by more than 5 000 residents.  
\_\_\_\_\_
- f Your family moved here in 1996 and since then, the population has nearly doubled. Where did you move to?  
\_\_\_\_\_





**Getting ready**

Your family has just won the dream trip of a lifetime! You have won an all expenses paid trip to 5 towns or cities of your choice. That's right, anywhere in the world with everything paid for.



**What to do**

Your job is to plan the trip, following these guidelines:

- 1 Your dad hates big cities so one place must have a population of 10 000 or less.
- 2 Your mum wants to shop. Big time.
- 3 Your grandma has always wanted to see New York.
- 4 You get to choose the other two places.

Record your selections in the left column of the table below:

Place	Population



**What to do next**

Use an atlas or the internet to help you research the population of your 5 towns or cities, then use the information to answer the following:

- a** Order your towns from smallest population to largest:

\_\_\_\_\_

\_\_\_\_\_

- b** Choose two of your destinations and write their populations in words:

\_\_\_\_\_

\_\_\_\_\_

- c** Find a way to divide your places into two numerical categories such as odd/even, smaller than 100 000/greater than 100 000. Get a partner to see if they can work out the rule that you have applied.



Getting ready

The aim of this game is to order as many numbers on a game board as possible. You'll play the game in a group of 3 or 4. You'll need a pencil and the game show boards below.



What to do

Oh no! She called 49 and I have nowhere to put it, I've got 48 in the top spot.



**THINK**

- 1 Decide who will be the game show host and who will be the contestants.
- 2 The host calls a number between the values specified at the top of the board. Start with Game 1.
- 3 Without showing the host, the contestants choose where they will put the number on their own board. The numbers must be placed in order going up from the lowest number. Once a number is placed, it cannot be moved.
- 4 The host calls another number. If the contestants can place it on their board, they do so.
- 5 After the host has called 8 numbers, the person with the most numbers on the board wins. They score a point.
- 6 Play 3 games. The person with the highest score after 3 games wins.
- 7 You can play again and choose your own number ranges. You will need to draw your own boards.

**Game 1**  
1 – 50


**Game 2**  
50 – 100


**Game 3**  
500 – 1 000


# Place value of whole numbers – expanded notation

When we write numbers using expanded notation, we identify and name the value of each digit.

$$4\,231 = 4\,000 + 200 + 30 + 1$$

## 1 Express the numbers in expanded notation:

a 8 246

b 468

c 761

d 1 645

e 971

f 7 385

g 1 978

## 2 Express the expanded notation in numerals:

a  $600 + 80 + 7 =$

b  $3\,000 + 700 + 40 + 5 =$

c  $800 + 30 + 4 =$

d  $200 + 60 + 9 =$

e  $2\,000 + 800 + 40 + 6 =$

f  $7\,000 + 900 + 20 + 5 =$

g  $200 + 40 + 5 =$

h  $9\,000 + 800 + 30 + 2 =$

## 3 Answer the following questions.

a Tim says 4 329 in expanded notation is written as  $4\,000 + 3\,000 + 29$ . Is he correct? \_\_\_\_\_

b Now he says that 5 847 is written as  $5\,000 + 800 + 40 + 7$ . Is he correct this time? \_\_\_\_\_

c Look carefully at the number 8 953. Why don't we expand it as  $8 + 9 + 5 + 3$  ?

\_\_\_\_\_

d What is the point of a zero in the middle of 7 049? It has no value so why not just leave it out?

\_\_\_\_\_

# Place value of whole numbers – expanded notation

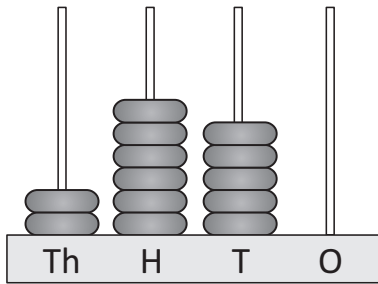
- 4 Play expanded notation memory with a partner. Make a copy of this page, cut out the cards, mix them up and place them face down. Take turns turning over two cards at a time. Each time you make a match, you keep the set. The person with the most cards wins.



32 831	12 300	3 588
9 219	5 912	88 307
12 890	15 502	2 389
30 000 + 2 000 + 800 + 30 + 1	10 000 + 2 000 + 300	3 000 + 500 + 80 + 8
9 000 + 200 + 10 + 9	5 thousands, 9 hundreds, 1 ten and 2 ones	80 000 + 8 000 + 300 + 7
10 000 + 2 000 + 800 + 90	10 000 + 5 000 + 500 + 2	2 thousands, 3 hundreds, 8 tens and 9 ones

# Place value of whole numbers – place value to 4 digits

The place or position of a digit in a number helps us understand its value.



**2 650**

2 is worth 2 000 or two thousands

6 is worth 600 or six hundreds

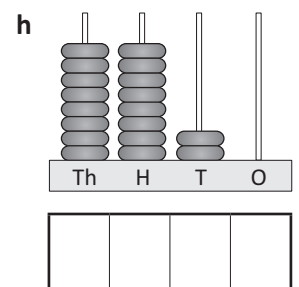
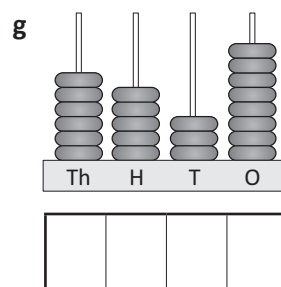
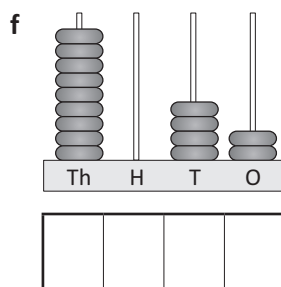
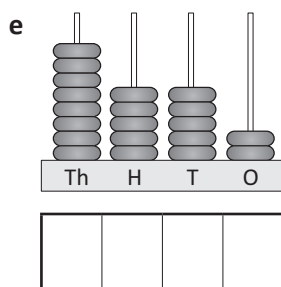
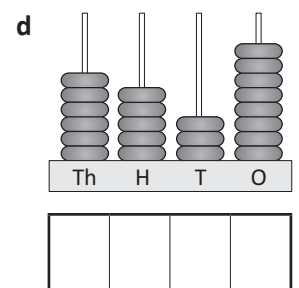
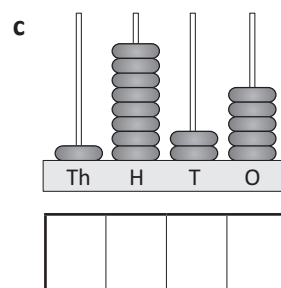
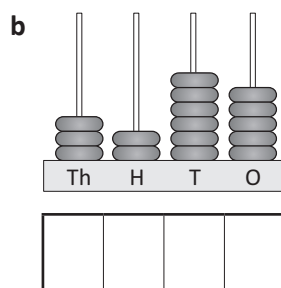
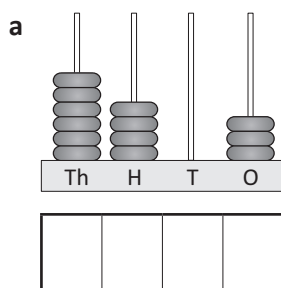
5 is worth 50 or five tens

0 is worth zero or no ones

**1** Fill in the place value chart for each number. The first one has been done for you.

	Thousands	Hundreds	Tens	Ones
a	465	4	6	5
b	8 972			
c	45			
d	798			
e	4 507			
f	3 041			

**2** Write the number shown on each abacus.



# Place value of whole numbers – place value to 4 digits

3 What is the value of the 5 in these numbers?

a 6 157

b 9 544

c 5 749

d 4 546

e 785

f 2 359

4 Write the next 3 numbers in each sequence. The first sequence has been done for you.

a + 100

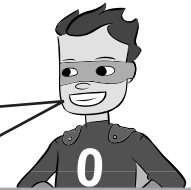
b + 1

c + 1 000

d - 100

Zero plays an important role in numbers. It tells us that the value of the column is nothing and holds the place of the other numbers.

I have \$6 055. Without the zero I only have \$655!



5 Complete the cross number puzzle. Make sure you include the zeros in the right places.

1			2		3
		4		5	
	6		7		
	8				
					9
10					

**Across**

- four thousand two hundred seven
- seven thousand ninety four
- two thousand five hundred sixty
- one thousand forty seven
- nine thousand forty three

**Down**

- four thousand eighty six
- seven hundred
- two hundred four
- seven thousand fifty
- nine thousand two hundred seven
- two thousand one hundred thirty
- six thousand four hundred three
- sixty

# Place value of whole numbers – place value to 6 digits

Look at the number **123 456**

- 1 is worth 100 000 or one hundred thousand •
- 2 is worth 20 000 or two ten thousands •
- 3 is worth 3 000 or three thousands •
- 4 is worth 400 or four hundreds •
- 5 is worth 50 or five tens •
- 6 is worth 6 or six ones •

When we write large numbers we put a space after every three numbers. This is because our brains prefer small chunks of information. We chunk from right to left.

**1 Write the number shown in each row of this place value chart. The first one has been done for you.**

	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
45 168		4	5	1	6	8
			5	4	9	4
	1	0	0	9	5	4
		4	6	5	1	2
		2	5	7	7	4
			8	1	9	1
			3	0	4	1

**2 Identify the value of the digit in bold. The first one has been done for you.**

- |          |                                                                        |          |                                                          |          |                                                          |
|----------|------------------------------------------------------------------------|----------|----------------------------------------------------------|----------|----------------------------------------------------------|
| a 49 157 | <input style="width: 100px; height: 30px;" type="text" value="9 000"/> | b 9 544  | <input style="width: 100px; height: 30px;" type="text"/> | c 85 749 | <input style="width: 100px; height: 30px;" type="text"/> |
| d 47 849 | <input style="width: 100px; height: 30px;" type="text"/>               | e 12 468 | <input style="width: 100px; height: 30px;" type="text"/> | f 4 688  | <input style="width: 100px; height: 30px;" type="text"/> |
| g 134    | <input style="width: 100px; height: 30px;" type="text"/>               | h 94 115 | <input style="width: 100px; height: 30px;" type="text"/> | i 94 913 | <input style="width: 100px; height: 30px;" type="text"/> |

**3 True or False?**

- a In the number 67 923, the 7 has the value of 7 000. \_\_\_\_\_
- b In the number 89 471, the 8 has the value of 80 000. \_\_\_\_\_
- c In the number 70 532, the zero holds the value of the thousands place. \_\_\_\_\_

# Place value of whole numbers – place value to 6 digits

## 4 Use the clues to find the mystery numbers:

I have 5 digits.

Every digit is an odd number and every digit in the number is different.

The greatest digit is in the ones place and the smallest digit is in the ten thousands place.

Both the thousands digit and the tens digit are greater than the hundreds digit.

So far, I could be 2 numbers. I am the greater of these.

I am \_\_\_\_\_

I have 5 digits.

If you add a one to me I have 6 digits.

What number am I?

I am \_\_\_\_\_

A useful strategy is to make lines where each digit should go and fill them in as you work them out.



**REMEMBER**

I am one half of ten thousand plus one.

What number am I?

I am \_\_\_\_\_

I have 5 digits.

I have a 6 in the ten thousands place and my digit in the ones place is the smallest even number.

My middle digit is one more than the ones digit.

My thousands digit is double my ones digit and my tens digit is double my thousands digit.

What number am I?

I am \_\_\_\_\_

Write a problem for a partner to solve:





Getting ready

In this game, the objective is to guess a secret 4 digit number. You play with a partner.



You'll need to rule up a page with headings like this:

Number Guess	Number of Correct Digits	Digits in the Correct Place
5 738	2	1



What to do

- 1 Player 1 writes a secret 4 digit number on a scrap of paper.
- 2 Player 2 writes their guess in the Number Guess column.
- 3 Player 1 writes down how many correct digits there are, and how many are in the right column.
- 4 Player 2 uses that information for guess number 2.
- 5 The game continues until the secret number is revealed.
- 6 Swap roles.



What to do next

What strategies can you use to reduce the number of guesses you need to make?

If you reduced the number of digits in the number to 2 or 3, does it make easier to guess?

Can you work out how many 2 digit number possibilities there are?

What about 3 digit number possibilities?

Talk to other pairs. What strategies did they use?  
Try them out if you think they will help you!



**THINK**



Getting ready

In this guessing game there are many clues. Your job is to not only guess the secret number, but to identify which clues are needed and which are true but don't help solve the problem.



What to do

Use the clues and the hundreds chart to help you identify the secret number:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- The number is greater than 8.
- The number is less than 500.
- The number is not a multiple of 5.
- The number is a multiple of 6.
- The number is even.
- Its tens digit is even and is double its ones digit.
- The number is in the top half of the hundreds chart.

What is the number?



**THINK**



What to do next

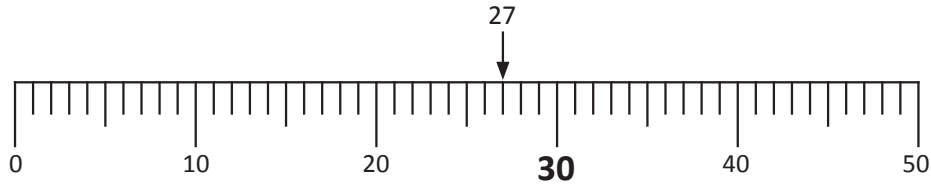
Which clues were not needed? Explain:

# Round and estimate – round

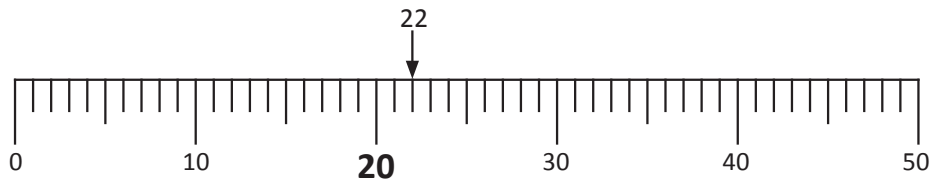
Rounding makes big numbers easier to work with. We round up if the number is exactly halfway between the 10s or over the halfway mark. We round down if the number is under the halfway mark.

## Rounding to the nearest 10

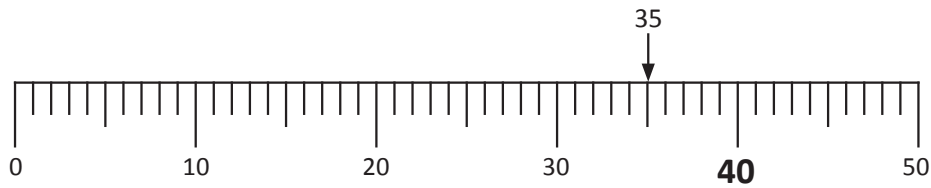
27 is over halfway between the 10s, so it rounds up to 30.



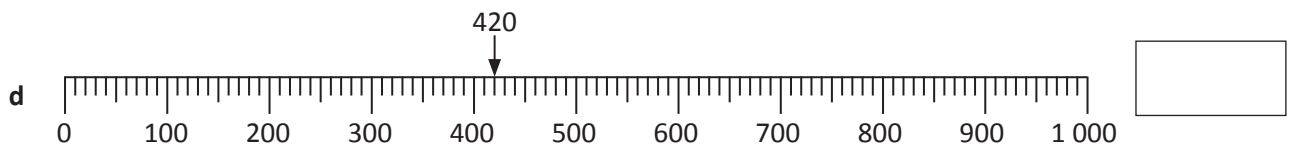
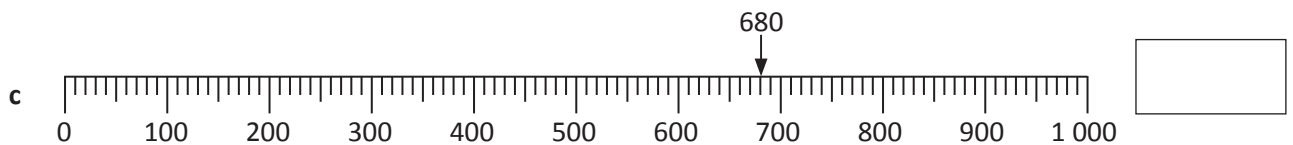
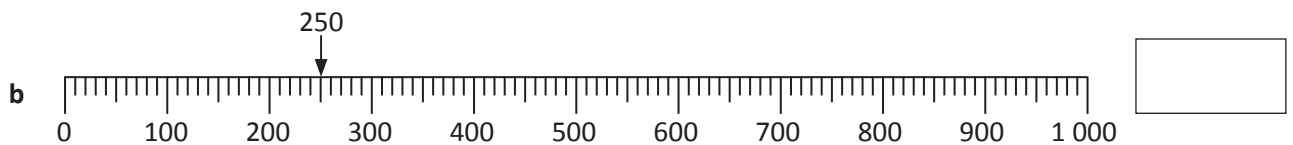
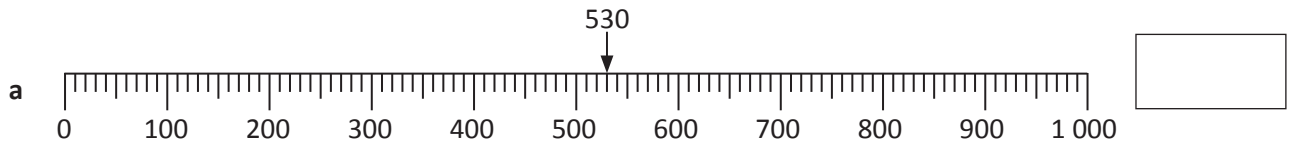
22 is under halfway between the 10s, so it rounds down to 20.



35 is exactly halfway between the 10s, so it rounds up to 40.



1 Round the following numbers to the closest hundred. Find the halfway mark first.



# Round and estimate – round

2 Round the following numbers to the closest hundred:

- |         |                      |         |                      |
|---------|----------------------|---------|----------------------|
| a 235   | <input type="text"/> | b 680   | <input type="text"/> |
| c 513   | <input type="text"/> | d 450   | <input type="text"/> |
| e 5 164 | <input type="text"/> | f 3 748 | <input type="text"/> |

Use the number in the tens place to help you decide!



3 Round the following numbers to the closest thousand:

- |         |                      |         |                      |
|---------|----------------------|---------|----------------------|
| a 942   | <input type="text"/> | b 4 964 | <input type="text"/> |
| c 2 435 | <input type="text"/> | d 9 350 | <input type="text"/> |
| e 5 678 | <input type="text"/> | f 2 845 | <input type="text"/> |

Use the number in the hundreds place to help you decide!



4 To find the hidden fact, round the numbers in the clues below and insert the matching letters above the answers. The first clue has been done for you.

<u>30</u>	<u>10</u>	<u>400</u>	<u>40 000</u>	<u>20</u>	<u>40</u>	<u>1 000</u>	<u>10</u>	<u>100</u>	<u>400</u>
		<u>70</u>	<u>80</u>	<u>100</u>	<u>7 000</u>	<u>100</u>	<u>80</u>		
<u>500</u>	<u>200</u>	<u>40</u>	<u>50</u>	<u>900</u>	<u>80</u>	<u>100</u>	<u>1 100</u>	<u>1 000</u>	<u>10</u>
		<u>30 000</u>	<u>900</u>	<u>20</u>	<u>50</u>	<u>1 000</u>	<u>400</u>		

- |                                                |                                                     |
|------------------------------------------------|-----------------------------------------------------|
| <b>S</b> 368 rounded to the nearest hundred    | <b>Q</b> 43 230 rounded to the nearest ten thousand |
| <b>T</b> 1 234 rounded to the nearest thousand | <b>P</b> 69 rounded to the nearest ten              |
| <b>M</b> 27 rounded to the nearest ten         | <b>N</b> 1 146 rounded to the nearest hundred       |
| <b>C</b> 483 rounded to the nearest hundred    | <b>R</b> 83 rounded to the nearest ten              |
| <b>I</b> 43 rounded to the nearest ten         | <b>F</b> 6 726 rounded to the nearest thousand      |
| <b>D</b> 932 rounded to the nearest hundred    | <b>H</b> 199 rounded to the nearest hundred         |
| <b>O</b> 7 rounded to the nearest ten          | <b>L</b> 46 rounded to the nearest ten              |
| <b>E</b> 59 rounded to the nearest hundred     | <b>A</b> 27 468 rounded to the nearest ten thousand |
| <b>U</b> 17 rounded to the nearest ten         |                                                     |

## Round and estimate – estimate

We use estimating when we want an approximate answer to a calculation.

Rounding helps us do this. We round numbers so we can work with them more easily in our heads.

Look at  $333 + 521$ .

Rounded to the nearest 10, they are 330 and 520.

$330 + 520 = 850$

Therefore  $333 + 521$  is approximately 850.

### 1 Complete these steps to see why estimating is handy.

a Use the problem  $57 - 38 = \square$ . Time how long it takes you or a partner to solve it mentally.

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b Now round the numbers to the nearest ten and time how long it takes to solve this problem.

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c Which problem is faster to solve? \_\_\_\_\_

d Can you think of an occasion you would use estimation? \_\_\_\_\_

### 2 Practise estimating with these problems. You can use the middle column to jot down your rounded number sentences or just do them in your head. If you want to add some tension to the activity, race against a partner.

Sentence	Rounded Sentence	Answer
$384 + 53$		
$22 + 69$		
$406 - 89$		
$379 + 203$		
$93 - 61$		
$609 - 498$		
$826 + 599$		
$221 + 11$		
$704 + 341$		
$47 + 996$		

Compare your answers with those of others. Did you all get the same answers? Why or why not?



## Round and estimate – estimate

3 Round then estimate to find the best answer to these calculations. Circle the best answer:

a	$72 - 48 =$	30	20	27
b	$57 + 31 =$	90	15	30
c	$126 - 37 =$	90	100	30
d	$567 - 23 =$	500	550	600
e	$899 + 47 =$	850	950	900
f	$1\ 215 + 134 =$	1 400	1 300	1 000
g	$6\ 454 + 207 =$	6 000	8 000	6 700

Which one is best?



4 Use estimation to assess whether these statements might be true. Tick the ones you think are true and cross the ones you think are false.

a  $568 + 311 > 1\ 000$

b  $27 + 58 > 70$

c  $899 - 378 < 600$

d  $571 - 22 > 500$

e  $245 + 245 > 500$

f  $1\ 005 + 790 > 2\ 000$

5 Use estimation to answer these word problems:

a Sarah is saving money to go to the fair. In week 1 she saves \$13, in week 2 she saves \$19 and in week 3 she saves \$29. Estimate how much money she has at the end of week 3.

b The show bags that Sarah wants cost roughly \$15 each. If she wants to spend half her money on show bags, how many show bags can she buy?

c For lunch, Sarah wants a hot dog, french fries and 3 jam donuts (mmm ... healthy). She has budgeted \$10 for lunch. Look at the price list below and estimate whether she can buy what she wants and stay within her budget.

\_\_\_\_\_

Menu	Price
Pie	\$2.50
Sausage roll	\$2.00
Hot dog	\$3.80
Jam donuts	3 for \$2.00
French fries	\$3.00
Hamburger	\$6.50

# Round and estimate – calculations

When estimating, we always need to check that our answers are **reasonable**.

$\$23 + \$59 = \$1\,000$ . Is this estimation reasonable?

## 1 Are these estimations reasonable? Explain your thinking.

- a Nicola wants a digital camera that costs \$486 and a memory stick that costs \$46. She estimates she will spend approximately \$1 000 on both. Is this estimation reasonable?
- b Shakeb says  $91 + 33$  is close to 120. Is this estimation sensible?
- c Kylie is crazy about dolphins. She has 4 889 pictures of them, 389 stuffed toys, and 481 figurines. She thinks she has about 6 000 items altogether. Is this estimation reasonable?
- d Sean made a list of the money he had spent on lunch over the week. He then estimated that he had spent \$30 over the week. Is this a reasonable estimate?

Mon	\$4.50	Tues	\$5.65	Wed	\$3.85	Thurs	\$6.25	Fri	\$7.70
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## 2 In these problems, work backwards from an estimated answer to find the possible starting points.

- a Daniel bought 3 chocolate bars. He estimated the bars to cost \$2, \$3 and \$1.50. This would make the total estimated cost \$6.50. The **actual** cost was \$6.75. What could each of the chocolate bars have cost?
- \_\_\_\_\_
- b Hung bought 3 books. He estimated their costs to be \$5, \$9 and \$15. This would make the total estimated cost \$29. The **actual** cost was \$33. What could each of the books have cost? Find two possibilities.
- \_\_\_\_\_



What is the difference between the estimation and the actual cost? How could you share that cost difference between the items?

## Round and estimate – calculations

When we use a calculator, it is tempting to rely on it and to stop thinking. Estimating helps us develop an idea of what the possible answer should be. If we make an error with the calculator, we then know to try again.

- 3 Estimate the answer to these problems. Get a partner to check the reasonableness of your estimations, then use a calculator to solve the problems. You can check the thinking of two students at once.

	Estimate	Calculation
a $23 \times 5$	<input type="text"/>	<input type="text"/>
b $47 \times 6$	<input type="text"/>	<input type="text"/>
c $33 \times 8$	<input type="text"/>	<input type="text"/>
d $11 \times 19$	<input type="text"/>	<input type="text"/>
e $97 \times 3$	<input type="text"/>	<input type="text"/>
f $201 \times 4$	<input type="text"/>	<input type="text"/>
g $498 \times 3$	<input type="text"/>	<input type="text"/>

\_\_\_\_\_  
Signed

## Breathe in ... breathe out ... breathe in ... breathe out...

- 4 How many breaths do you take in a day? Not exactly, an estimation will do. You'll need a clock with a second hand. You may also want to use a calculator. Ask a partner to help you keep track of how many breaths you take in a minute, then multiply as necessary.

- a Use this table to help you organise your calculations.

Time Frame	Number of Breaths
per minute	<input type="text"/>
per hour	<input type="text"/>
per day	<input type="text"/>

- b Can you take it further? How many breaths could you take in a week?

- c What about in a year?

How many minutes in an hour? How many hours in a day?



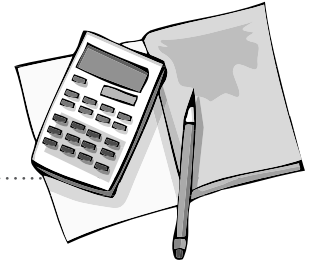
**THINK**





**Getting ready**

Solve these problems using your head, a calculator, a pen and paper. You may work with a partner.



**What to do**

- a You have won \$5 487 in a competition. The organisers have no coins and have to round off the amount so they can give you your winnings in notes. Would you rather they rounded to the nearest \$10, \$100 or \$1 000? Why? How much money would you get in each case?
- b I am now 156 000. I have been rounded to the nearest thousand. List at least 5 numbers I could have been.
- c I am now 145 200 after being rounded to the nearest hundred. List at least 5 numbers I could have been.
- d I am 16 000. What two whole numbers can be multiplied together to make me? How many pairs of numbers can you come up with?

# Shop till you drop

apply



Getting ready

You and a partner will take turns going on 60 second shopping sprees. You'll need a copy of this page, a timer or a clock with a second hand, the items below and your best estimation skills. You may also want to use a calculator for checking.



What to do

- 1 Cut out the items below.
- 2 Decide who will be the first shopper and who will be the timer.
- 3 The timer states a spending limit between the values of \$10 and \$50.
- 4 The shopper then has 60 seconds to estimate what they can buy while staying under the limit. The shopper takes the items they want. It is okay to put things back. (If 60 seconds is too hard, make the time limit 2 minutes.)
- 5 After the time is up, all transactions stop. Add up the purchases, using a calculator if desired.
- 6 If the shopper has stayed under the limit, they get a point. If they go over the limit, they get nothing.
- 7 Swap roles. At the end of that round, the person who was closest to their shopping limit gets a bonus point.



What to do next

Make up some more items for the shopping spree. Or challenge another team to a race.

 \$14.98	 \$18.98	 \$9.99	 \$2.95	 \$1.95
 \$12	 \$3.22	 \$4.99	 \$29.95	 \$7.95