



1) Use the number line to calculate the missing number in each part-whole model.

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| <p>a)</p> | |
| <p>b)</p> | |
| <p>c)</p> | |

2) Complete the subtraction to match each representation and work out the answer.

| <table border="1"> <tr><th colspan="3">Hundreds</th></tr> <tr><td>●</td><td>●</td><td>●</td></tr> <tr><td>●</td><td>●</td><td>●</td></tr> </table> | Hundreds | | | ● | ● | ● | ● | ● | ● | <table border="1"> <tr><th colspan="3">Tens</th></tr> <tr><td>●</td><td>●</td><td>●</td></tr> <tr><td>●</td><td>●</td><td>●</td></tr> </table> | Tens | | | ● | ● | ● | ● | ● | ● | <table border="1"> <tr><th colspan="2">Ones</th></tr> <tr><td>●</td><td>●</td></tr> </table> | Ones | | ● | ● | <p>a)</p> <table border="1"> <tr><td></td><td>6</td><td>5</td><td>2</td></tr> <tr><td>-</td><td>2</td><td>4</td><td>2</td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> | | 6 | 5 | 2 | - | 2 | 4 | 2 | | | | | | | | | | | | | | | | | | |
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| Hundreds | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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1) Rubia and Barney are working out the answer to this word problem.

There were 658 grams of pasta in a jar. Barney used 436g in his pasta bake. How much pasta is left in the jar?

Look at their methods. Explain any mistakes each child has made.

| Rubia | Barney | | | | | | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|--|--|--|--|--|---|---|---|
| | <table border="1" style="margin: auto;"> <tr><td></td><td>6</td><td>5</td><td>8</td></tr> <tr><td>-</td><td>4</td><td>3</td><td>6</td></tr> <tr><td colspan="4" style="border-top: 1px solid black;"></td></tr> <tr><td></td><td>2</td><td>8</td><td>2</td></tr> </table> | | 6 | 5 | 8 | - | 4 | 3 | 6 | | | | | | 2 | 8 | 2 |
| | 6 | 5 | 8 | | | | | | | | | | | | | | |
| - | 4 | 3 | 6 | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | 2 | 8 | 2 | | | | | | | | | | | | | | |

2) Is Rubia correct? Explain your reasons.



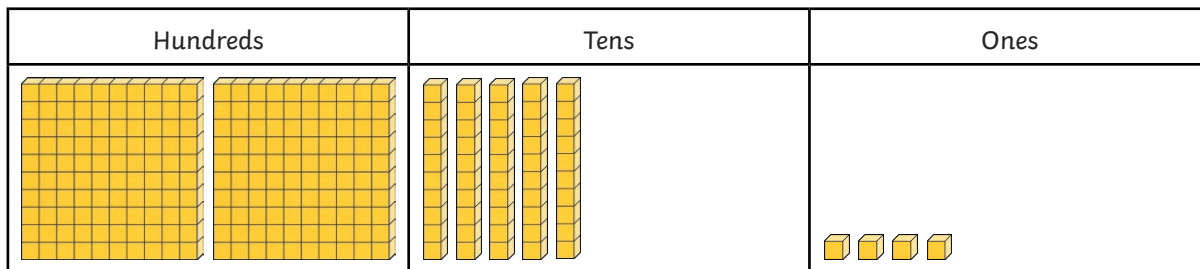
The digits replaced by A and B in this calculation must both be smaller than 6.

| | | | |
|---|---|---|---|
| | 5 | 7 | 9 |
| - | 3 | A | 8 |
| | | | |
| | 2 | B | 1 |

This calculation does not use exchanging.



- 1) Jennifer starts off with the number that is represented by the base ten below. She subtracts one hundred, some tens and some ones. She does not use exchanging at all.



How many different calculations can she make? Think about how you could work through this systematically and sensibly to make sure you do not miss out any of the possibilities. One has been done for you.

| | | | | | | | | | | | | | | | | | | | | |
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- 2) I have three mystery numbers: X, Y and Z. Each number is a whole number with 3 digits.

The difference between Y and X is 121. The difference between Y and Z is 210.

What could my numbers be? Find three possibilities and show your workings.

| | | |
|-----|-----|-----|
| X = | X = | X = |
| Y = | Y = | Y = |
| Z = | Z = | Z = |

| | | | | | | | | | | | | | | | | | | | | |
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