

Reading and Understanding Whole Numbers



Name _____

Series F – Reading and Understanding Whole Numbers

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Series Authors:

Rachel Flenley
Nicola Heringer

Looking at whole numbers – read and write numbers to 999 999

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

Thousands	Hundreds	Tens	Units
6	7	1	5
six thousand		seven hundred	and fifteen

1 Express the following in numerals:

- a four thousand three hundred and sixty two _____
- b three hundred and twenty four _____
- c eight thousand nine hundred and three _____
- d four thousand eight hundred and forty one _____
- e seven hundred and three _____
- f five thousand four hundred and 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 and ninety |
| 2 709 | one thousand and three |
| 8 341 | four thousand six hundred and thirty nine |
| 1 003 | two thousand seven hundred and nine |
| 6 790 | eight thousand three hundred and forty one |

Looking at whole numbers – read and write numbers to 999 999

We read and write large numbers in groups of three.

321

4 321

54 321

654 321

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 friend. Ask them to check your grouping. Are you correct?

a 56 78

b 65 89

c 856 21

d 33333

e 54 0912

f 4514 2



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?

- 5 Convert the following abbreviations into numerals:

a £60 K

£

b 4 kilograms

grams

c £66 K

£

d 8 kilometres

metres

- 6 Are the following statements true or false?

a £36 K = £3 600	True / False
b Seventy four thousand three hundred and two = 74 320	True / False
c Six hundred and seventy four thousand and thirty nine = 674 039	True / False
d £51 K = £51 000	True / False
e Two hundred thousand eight hundred and two = 200 802	True / False
f Fifty one thousand and sixty = 5 560	True / False

Looking at whole numbers – order numbers to 999 999

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, 468 457, 115 468, 250 015, 98 652, 12 698

_____, _____, _____, _____, _____, _____

4 Arrange the following numbers in *descending* order:

36 817, 408 453, 115 468, 252 013, 89 632, 12 898

_____, _____, _____, _____, _____, _____

Looking at whole numbers – order numbers to 999 999

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

a  23 560

37 682

b  **123 691**

223 691

c 110 420

80 682

6 Write a number that is:

a More than 5 678

--	--

b Close to 56 018

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c A little less than 78 931

--

d Almost double 4 000

--

e Between 34 612 and 38 901

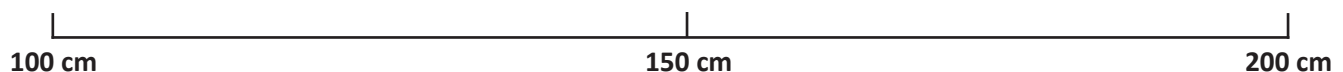
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f Less than half of 88 000

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

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

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



Looking at whole numbers – create and compare numbers

1 Use the following digits to make:

1	7	3	6	4
---	---	---	---	---

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

5	2	6	3	8
---	---	---	---	---

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 – create and compare numbers

4

This table shows the population of 10 cities.

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	270 324	279 975
Braggersville	125 382	130 194
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 city. This city has a 4 in the units place and a zero in the thousands place. You move to _____.
- d In 2001 you decided to go on a holiday. You only visited cities that had a population of between 40 000 and 99 000. Which cities did you visit?

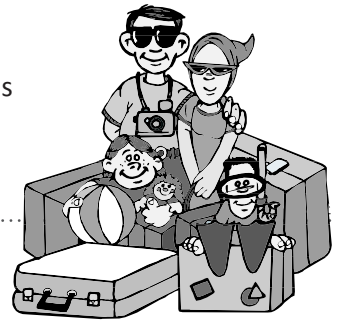
- e Many cities showed growth between 1996 and 2001. List the ones that grew by more than 5 000 residents.

- 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 gran 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 friend 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 and a free set of steak knives.
- 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

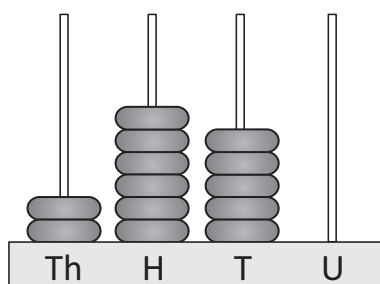
- 4 Play expanded notation memory with a friend. Make a copy of this page, cut out the cards, mix them up and place them face down. Take turns turning over two cards at a time. Each time you make a match, you keep the set. The person with the most cards wins.



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 units	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 units

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

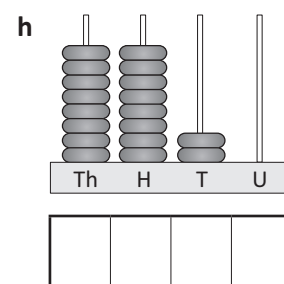
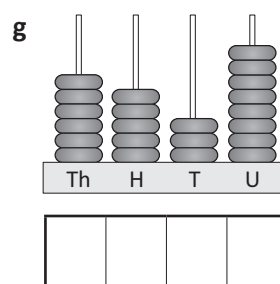
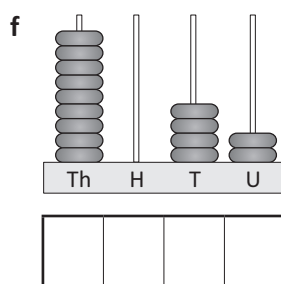
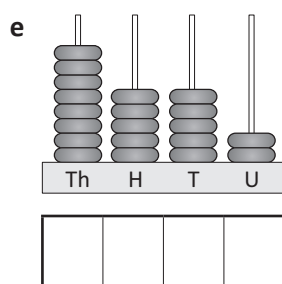
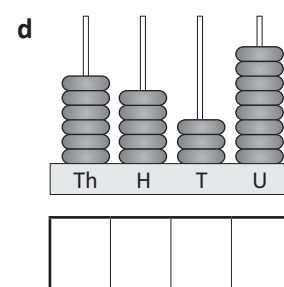
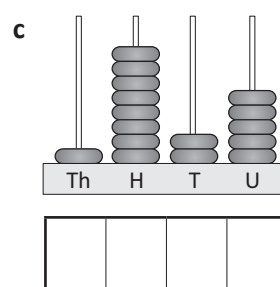
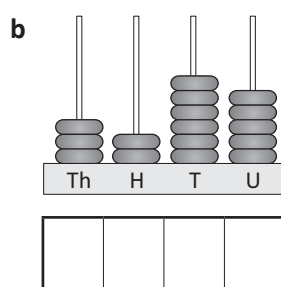
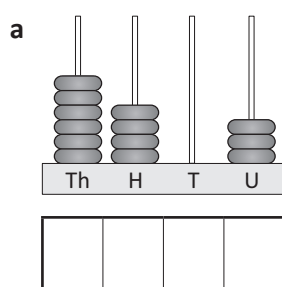
5 is worth 50 or five tens

0 is worth zero or no units

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

		Thousands	Hundreds	Tens	Units
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

4 600

b + 1

768

c + 1 000

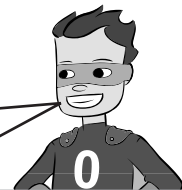
3 590

d - 100

9 128

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

Down

- four thousand and eighty six
- seven hundred
- two hundred and four
- seven thousand and fifty
- nine thousand two hundred and seven
- two thousand one hundred and thirty
- six thousand four hundred and 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 units •

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: 2 568 023.

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	Units
45 168		4	5	1	6	8
			5	4	9	4
	7	1	8	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 5 4 9 157	9 000	b 9 5 4 4		c 85 7 4 9	
d 4 6 7 849		e 12 4 68		f 4 6 88	
g 1 34		h 9 4 115		i 9 9 4 913	

3 True or False?

- a In the number 567 923, the 7 has the value of 7 000. _____
- b In the number 899 471, the 8 has the value of 80 000. _____
- c In the number 705 532, the zero holds the value of the ten 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 units 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 6 digits.

If you add one unit to me I have 7 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 a million 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 unit place is the smallest even number.

My middle digit is one more than the units digit.

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

What number am I?

I am _____

Write a problem for a friend 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



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.



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 units digit.

The number is in the top half of the hundreds chart.

What is the number?



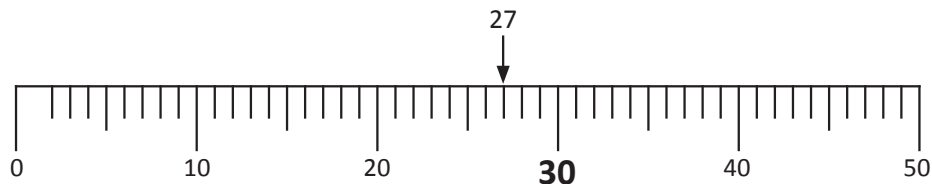
Which clues were not needed? Explain:

Round and estimate – round to a power of 10

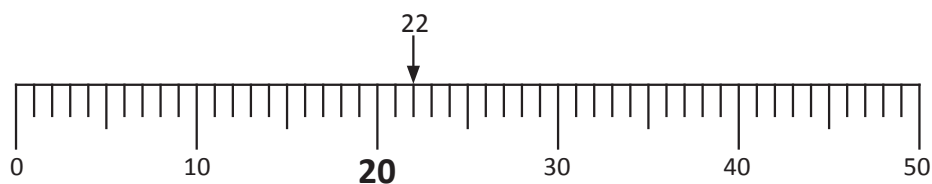
Rounding makes big numbers easier to work with. We round up if the number is exactly halfway between the 10s or over the halfway mark. We round down if the number is under the halfway mark.

Rounding to the nearest 10

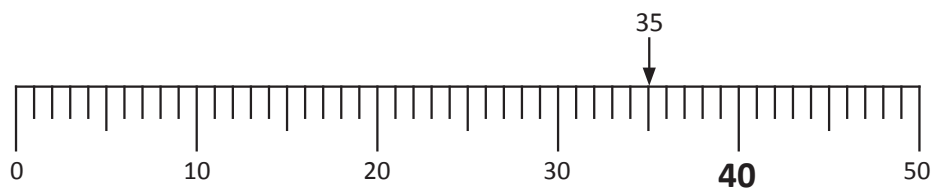
27 is over halfway between the 10s, so it rounds up to 30.



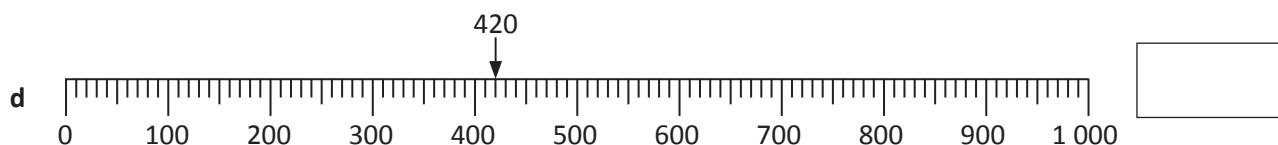
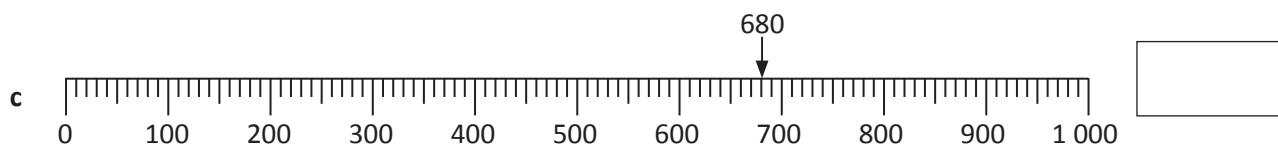
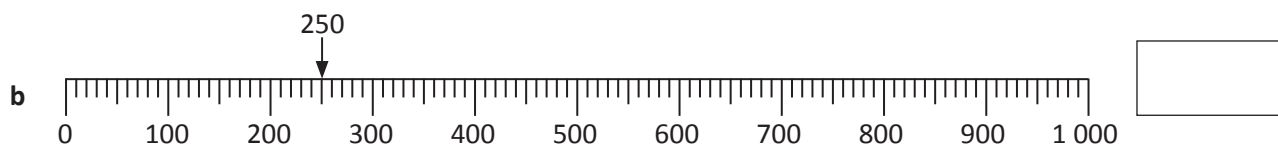
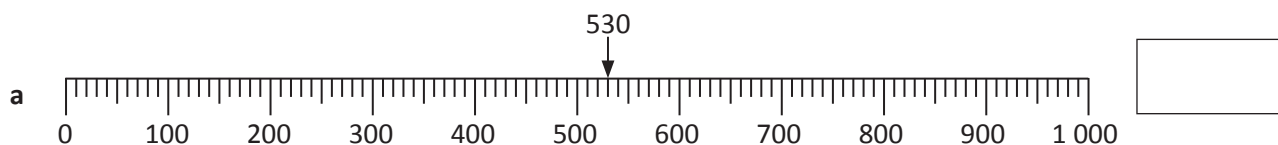
22 is under halfway between the 10s, so it rounds down to 20.



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 to a power of 10

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!



CHECK

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!



CHECK

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.

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

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

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

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 $568 + 311 > 1\,000$ <input type="checkbox"/> | b $27 + 58 > 70$ <input type="checkbox"/> |
| c $899 - 378 < 600$ <input type="checkbox"/> | d $571 - 22 > 500$ <input type="checkbox"/> |
| e $245 + 245 > 500$ <input type="checkbox"/> | f $1\,005 + 790 > 2\,000$ <input type="checkbox"/> |

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, hot chips and 3 jam doughnuts (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/pastie	£2.50
Sausage roll	£2.00
Hot dog	£3.80
Jam doughnuts	3 for £2.00
Hot chips	£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 friend to sign off on your estimations, then use a calculator to solve the problems.

	Estimate	Calculation	
a 23×5	<div></div>	<div></div>	
b 47×6	<div></div>	<div></div>	
c 33×8	<div></div>	<div></div>	
d 11×19	<div></div>	<div></div>	<div>Signed</div>
e 97×3	<div></div>	<div></div>	
f 201×4	<div></div>	<div></div>	
g 498×3	<div></div>	<div></div>	

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	<div></div>
per hour	<div></div>
per day	<div></div>

- b Can you take it further? How many breaths could you take in a week?
- c What about in a year?

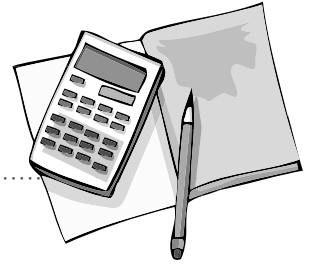




Getting ready



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



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** A number is rounded to the nearest thousand to make 156 000. List at least 5 numbers it could be.
- c** A number is rounded to the nearest hundred to make 145 200. List at least 5 numbers it could be.
- d** What two whole numbers can be multiplied to make 16 000? How many pairs of numbers can you come up with?



Getting ready

You and a friend 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