1 | Numbers up to 1000

Warm Up

Vocabulary

- Place Value
- Expanded Form
- Greater Than
- Less Than

1. **Write each of the following numbers in words and expanded form.**

	In Words	Expanded Form
16	Sixteen	10+6
59	Fifty - nine	50+9
61	Sixty - one	60+1
14	Fourteen	10+4
32	Thirty - two	30+2
47	Forty - seven	40+7
88	Eighty - eight	80+8
99	Ninety - nine	90+9

Now, answer the following questions:

(a) Use the seventh letter of each of the given numbers to spell a new number.

The new number is 19. The number name is Nineteen.

(b) The greatest number among the given numbers is 99.

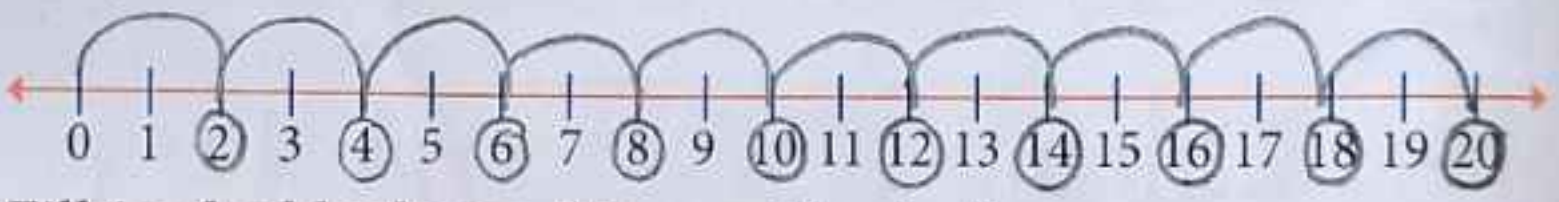
- It can be written as 9 tens 9 ones.
- On the abacus, it can be shown as:

- The number just before it is 98.
- The number just after it is 100.

(c) Write the numbers in decreasing order.

99, 88, 61, 59, 47, 32, 16, 14

2. Draw jumps in 2s from 0 on the given number line.



3. Fill in the blanks by skip counting in 5s.

4. Fill in the blanks by skip counting in 10s.

5. Compare the following using <, > or =.

(a) 25 < 30 (b) 59 < 91 (c) 72 = 72

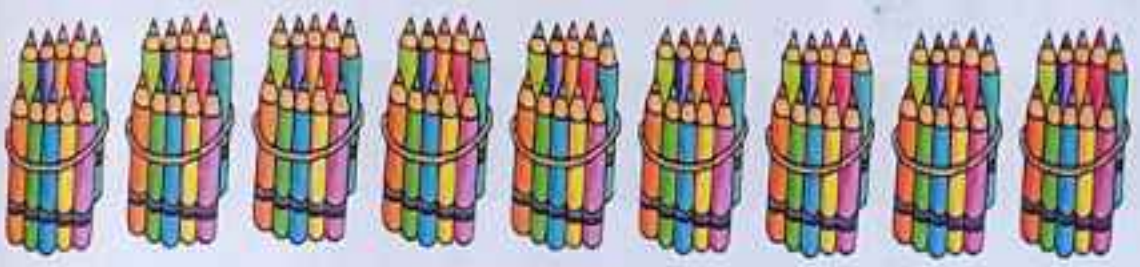
(d) 66 > 56 (e) 84 > 48 (f) 27 < 46

NUMBERS UP TO 100

In class 1, we have learnt 1- and 2-digit numbers. Every number is 1 greater than the number before it. The greatest 2-digit number is **99**, read as **ninety-nine**.

1 more than 99 or **99 + 1** is **100**.
It is read as **one hundred**.

Pictorially, 100 can be shown as below:

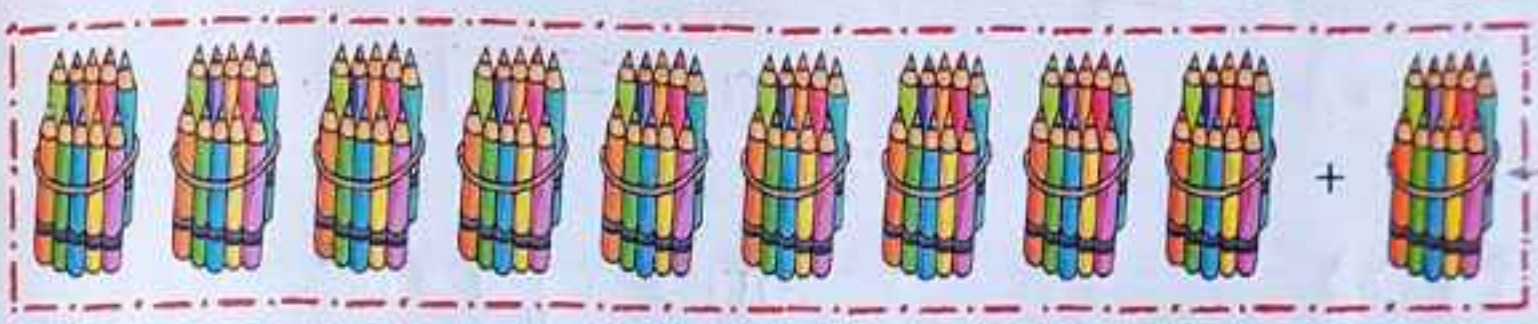


9 tens

+

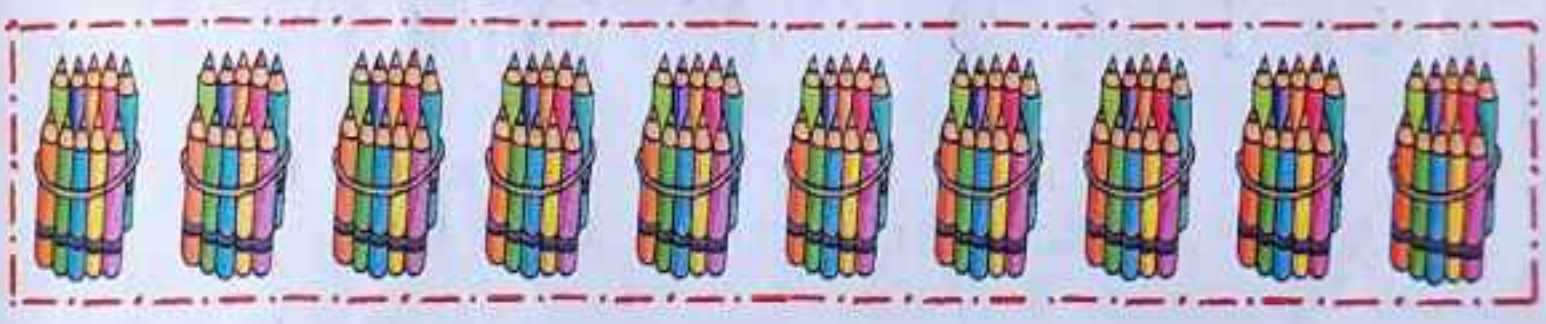
9 ones + 1 one = 10 ones

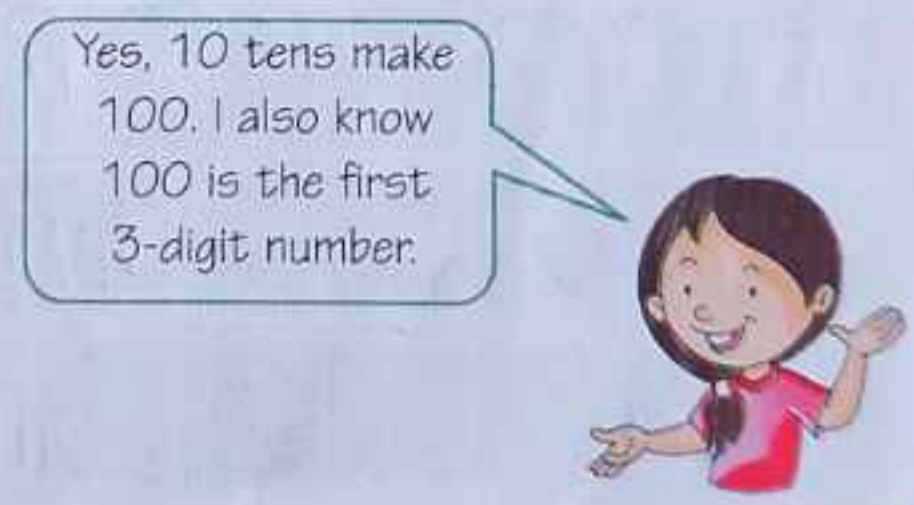
10 ones = 1 ten



9 tens + 1 ten = 10 tens

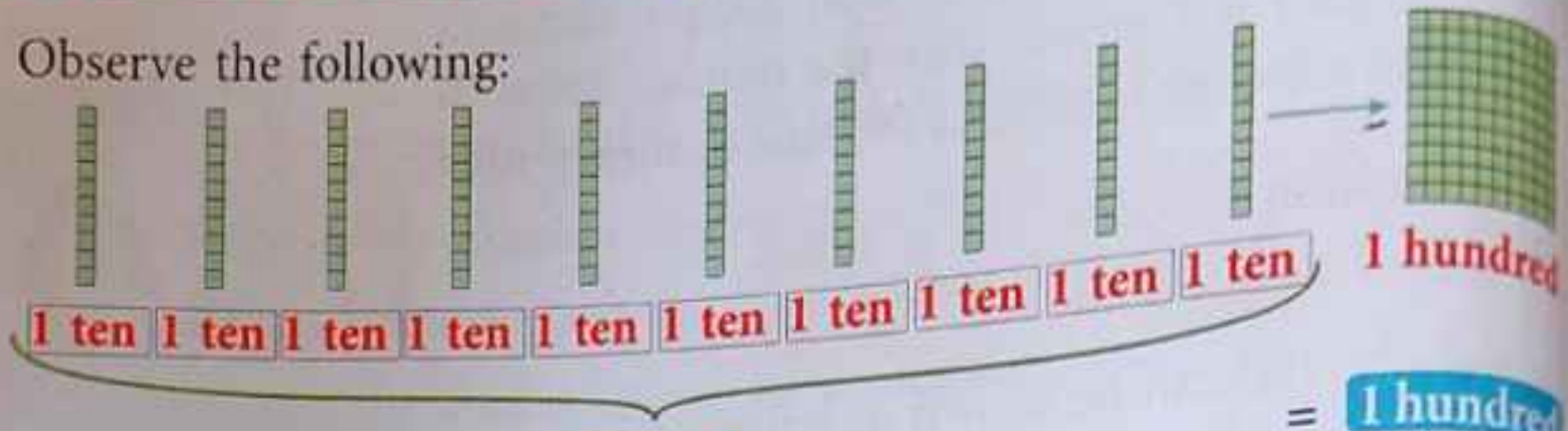
10 tens = 1 hundred





COUNTING IN HUNDREDS

Observe the following:



Hundreds	We write	We say
	100	One hundred
	200	Two hundred
	300	Three hundred
	400	Four hundred
	500	Five hundred
	600	Six hundred
	700	Seven hundred
	800	Eight hundred
	900	Nine hundred

Class Work

Complete the following.

						Number	Number name
1.	10 tens	=	1	hundred	=	100	One hundred
2.	20 tens	=	2	hundreds	=	200	Two hundred
3.	30 tens	=	3	hundreds	=	300	Three hundred
4.	40 tens	=	4	hundreds	=	400	Four hundred
5.	50 tens	=	5	hundreds	=	500	Five hundred
6.	60 tens	=	6	hundreds	=	600	Six hundred
7.	70 tens	=	7	hundreds	=	700	Seven hundred
8.	80 tens	=	8	hundreds	=	800	Eight hundred
9.	90 tens	=	9	hundreds	=	900	Nine hundred

BUILDING NUMBERS UP TO 199

Observe the following:

□

Hundreds	Tens	Ones
1	0	1

101

□□

Hundreds	Tens	Ones
1	0	2

102

□□□

Hundreds	Tens	Ones
1	0	3

103

Hundreds	Tens	Ones
1	0	4

104

Class Work

Count and write the numbers. Also, read the numbers aloud.

1. 

Hundreds	Tens	Ones
1	0	3

103

2. 

Hundreds	Tens	Ones
1	0	5

105

3. 

Hundreds	Tens	Ones
1	0	7

107

4. 

Hundreds	Tens	Ones
1	0	8

108

5. 

Hundreds	Tens	Ones
1	0	9

109

6. 

Hundreds	Tens	Ones
1	1	0

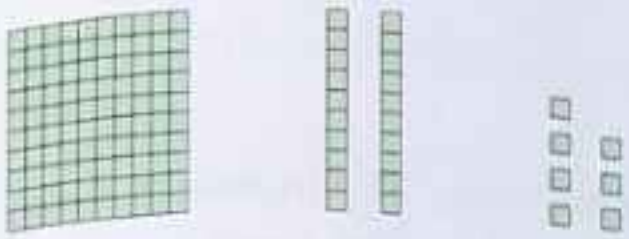
110

HUNDREDS, TENS AND ONES

Count and fill in the boxes. ***One has been done for you.***

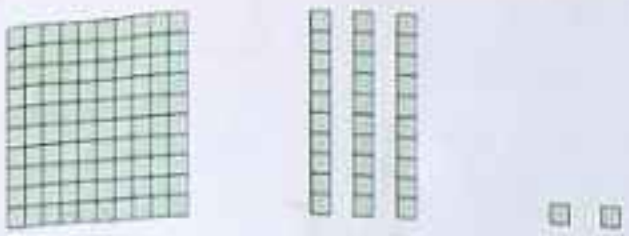
H	T	O
1	1	4

1 hundred 1 ten 4 ones = 114 One hundred fourteen



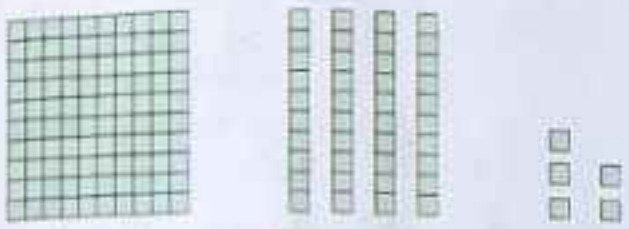
H	T	O
1	2	7

1 hundred 2 tens 7 ones = 127 One hundred twenty-seven



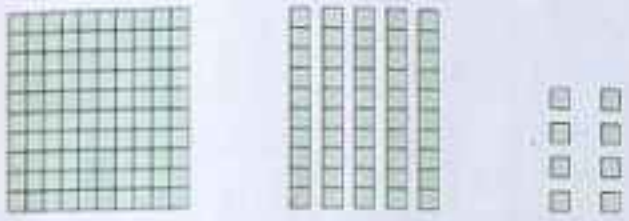
H	T	O
1	3	2

1 hundred 3 tens 2 ones = 132 One hundred thirty-two



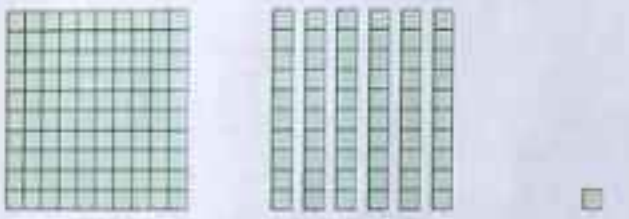
H	T	O
1	4	5

1 hundred 4 tens 5 ones = 145 One hundred forty-five



H	T	O
1	5	8

1 hundred 5 tens 8 ones = 158 One hundred fifty-eight



H	T	O
1	6	1

1 hundred 6 tens 1 one = 161 One hundred sixty-one

H	T	O
1	7	3

1 hundred 7 tens 3 ones = 173 One hundred seventy-three

Exercise 1A

1. **Count the number of blocks of each type and write the numbers formed both in numeral and word form.** ***One has been done for you.***

(a)

1 hundred | 0 tens | 5 ones

H	T	O
1	0	5

105

One hundred five

(b)

1 hundred | 3 tens | 4 ones

H	T	O
1	3	4

134

One hundred thirty-four

(c)

1 hundred | 6 tens | 5 ones

H	T	O
1	6	5

165

One hundred sixty-five

(d)

1 hundred | 8 tens | 2 ones

H	T	O
1	8	2

182

One hundred eighty-two

2. **Write the numerals.** ***One has been done for you.***

(a) One hundred seven 107

(b) One hundred thirteen 113

(c) One hundred twenty-eight 128

(d) One hundred thirty-two 132

(e) One hundred fifty 115 (f) One hundred sixty-four 164

(g) One hundred seventy-six 176 (h) One hundred eighty-three 183

(i) One hundred ninety-five 195 (j) One hundred ninety-nine 199

3. **Write the number names.** ***One has been done for you.***

(a) 118 One hundred eighteen (b) 120 One hundred twenty

(c) 139 One hundred thirty-nine (d) 148 One hundred forty-eight

(e) 157 One hundred fifty-seven (f) 162 One hundred sixty-two

(g) 179 One hundred seventy-nine (h) 180 One hundred eighty

(i) 191 One hundred ninety-one (j) 198 One hundred ninety-eight

4. **Complete the table.**

100	101	102	103	104	105	106	107	108	109
110	111	112	113	114	115	116	117	118	119
120	121	122	123	124	125	126	127	128	129
130	131	132	133	134	135	136	137	138	139
140	141	142	143	144	145	146	147	148	149
150	151	152	153	154	155	156	157	158	159
160	161	162	163	164	165	166	167	168	169
170	171	172	173	174	175	176	177	178	179
180	181	182	183	184	185	186	187	188	189
190	191	192	193	194	195	196	197	198	199

5. **Write the missing numerals.**

(a) 101, 103, 105, 107, 109, 111, 123

(b) 124, 125, 126, 127, 128, 129, 130

(c) 188, 189, 190, 191, 192, 193, 194

(d) 140, 130, 120, 110, 100, 90, 80

(e) 199, 198, 197, 196, 195, 194, 193

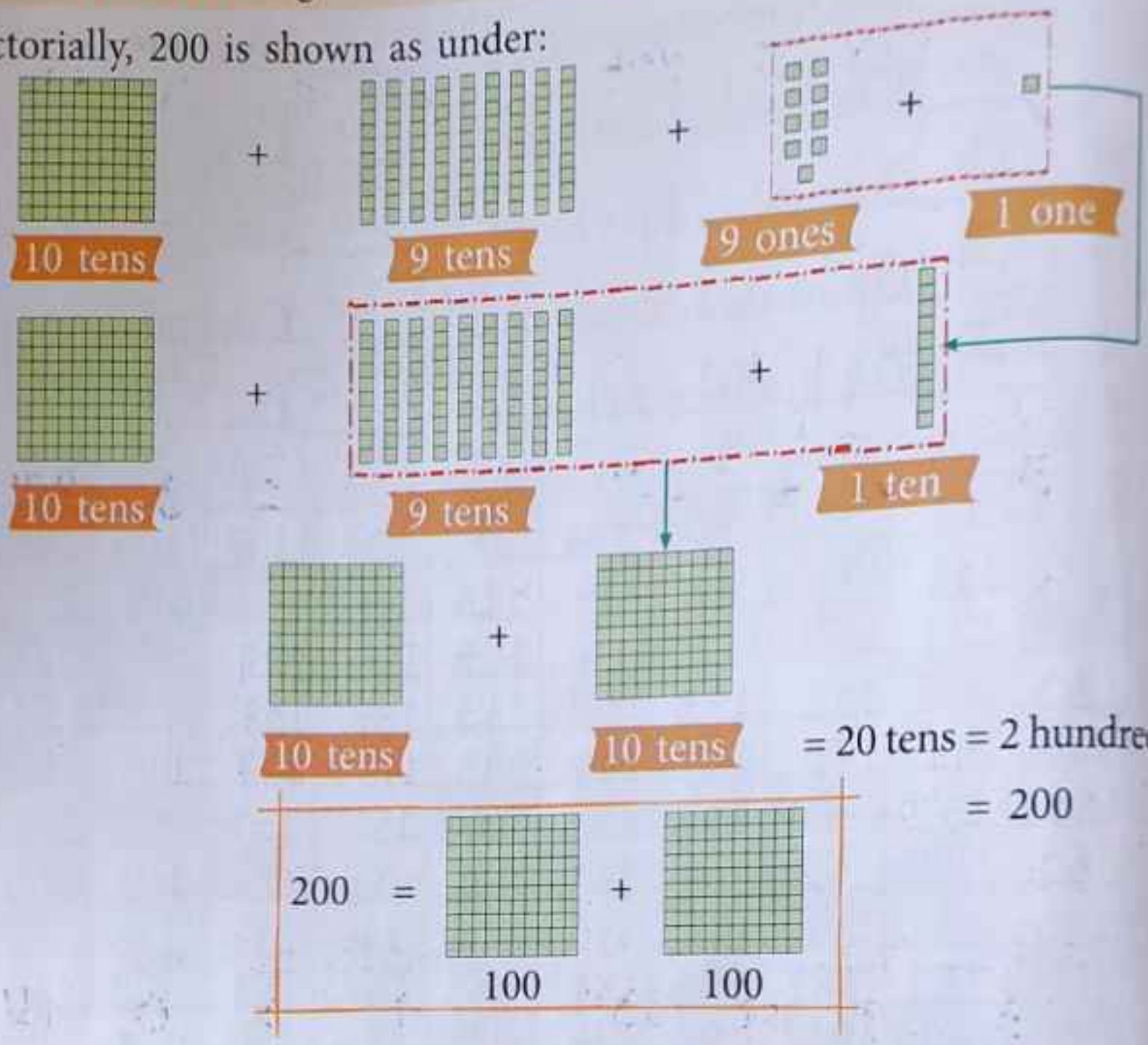
NUMBERS FROM 200 TO 1000

In the earlier section of the chapter, we have learnt 3-digit numbers up to 19

199 means 19 groups of tens and 9 more.

1 more than 199 is given the name **two hundred.** We write this as **200.**

Pictorially, 200 is shown as under:



Numbers after 200 are formed as follows:

Hundreds	Tens	Ones
2	0	1

201

Hundreds	Tens	Ones
2	0	2

202

and so on

Class Work

Count and write the numbers.

1. 

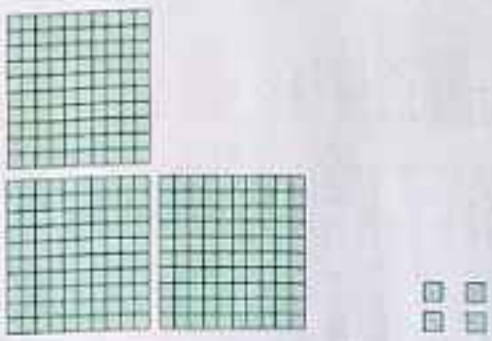
Hundreds	Tens	Ones
2	0	5

205

2. 

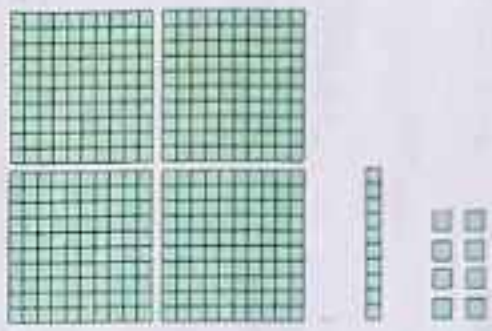
Hundreds	Tens	Ones
3	0	3

303

3. 

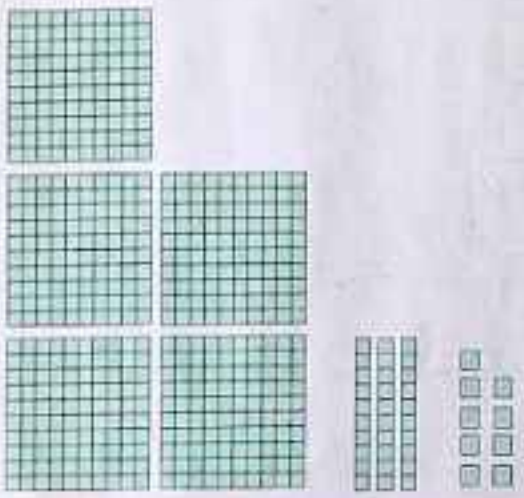
Hundreds	Tens	Ones
3	0	4

304

4. 

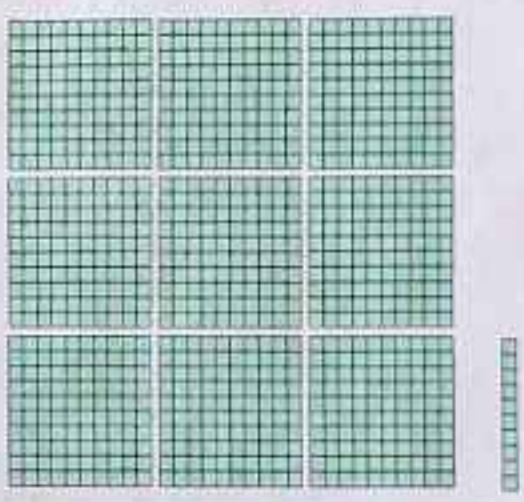
Hundreds	Tens	Ones
4	1	8

418

5. 

Hundreds	Tens	Ones
5	3	9

539

6. 

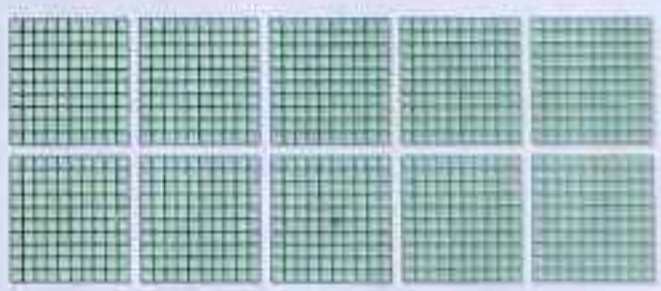
Hundreds	Tens	Ones
9	1	0

910

THE NUMBER 1000

One more than 999 is **1000**. It is a 4-digit number and is equal to **10 hundreds**, or **100 tens**.

The number name for **1000** is **one thousand**.



10 hundreds = 1000

Exercise 1B

1. **Write the numbers in order from 201–300.**

201	202	203	204	205	206	207	208	209	210
211	212	213	214	215	216	217	218	219	220
221	222	223	224	225	226	227	228	229	230
231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250
251	252	253	254	255	256	257	258	259	260
261	262	263	264	265	266	267	268	269	270
271	272	273	274	275	276	277	278	279	280
281	282	283	284	285	286	287	288	289	290
291	292	293	294	295	296	297	298	299	300

2. **Write the numbers from 301–400.**

301	302	303	304	305	306	307	308	309	310
311	312	313	314	315	316	317	318	319	320
321	322	323	324	325	326	327	328	329	330
331	332	333	334	335	336	337	338	339	340
341	342	343	344	345	346	347	348	349	350
351	352	353	354	355	356	357	358	359	360
361	362	363	364	365	366	367	368	369	370
371	372	373	374	375	376	377	378	379	380
381	382	383	384	385	386	387	388	389	390
391	392	393	394	395	396	397	398	399	400

3. **Write the numbers from 501–600.**

501	502	503	504	505	506	507	508	509	510
511	512	513	514	515	516	517	518	519	520
521	522	523	524	525	526	527	528	529	530
531	532	533	534	535	536	537	538	539	540
541	542	543	544	545	546	547	548	549	550
551	552	553	554	555	556	557	558	559	560
561	562	563	564	565	566	567	568	569	570
571	572	573	574	575	576	577	578	579	580
581	582	583	584	585	586	587	588	589	590
591	592	593	594	595	596	597	598	599	600

4. **Write the numbers from 651–700.**

651	652	653	654	655	656	657	658	659	660
661	662	663	664	665	666	667	668	669	670
671	672	673	674	675	676	677	678	679	680
681	682	683	684	685	686	687	688	689	690
691	692	693	694	695	696	697	698	699	700

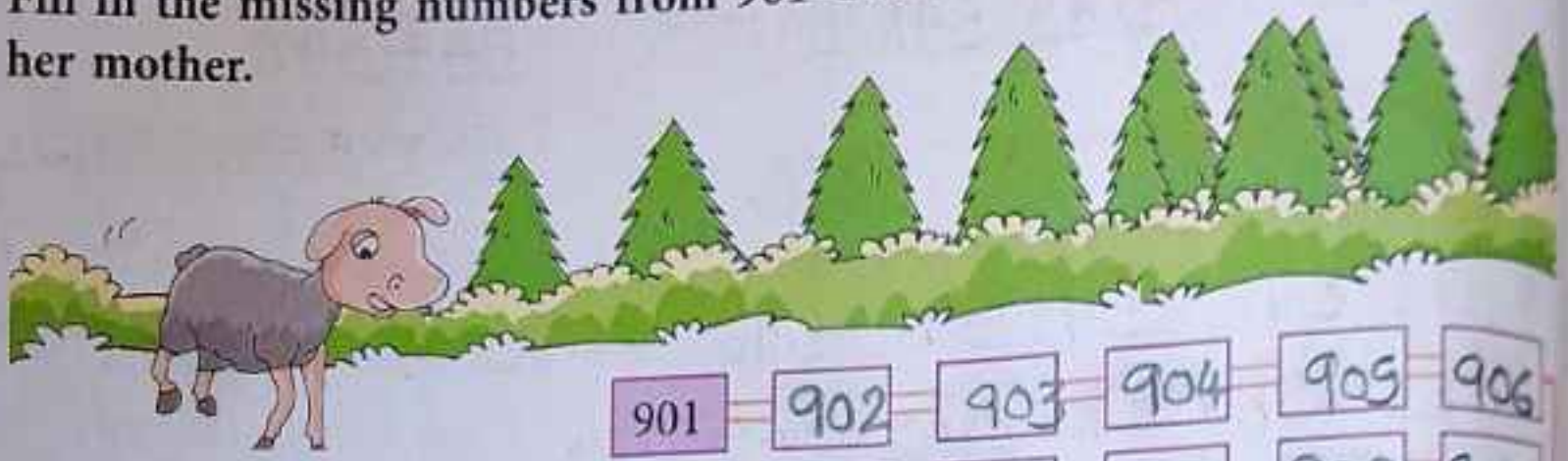
5. **Write the numbers from 721–750.**

721	722	723	724	725	726	727	728	729	730
731	732	733	734	735	736	737	738	739	740
741	742	743	744	745	746	747	748	749	750

6. **Write the numbers from 861–890.**

861	862	863	864	865	866	867	868	869	870
871	872	873	874	875	876	877	878	879	880
881	882	883	884	885	886	887	888	889	890

7. **Fill in the missing numbers from 901–1000 to help the baby lamb reach her mother.**



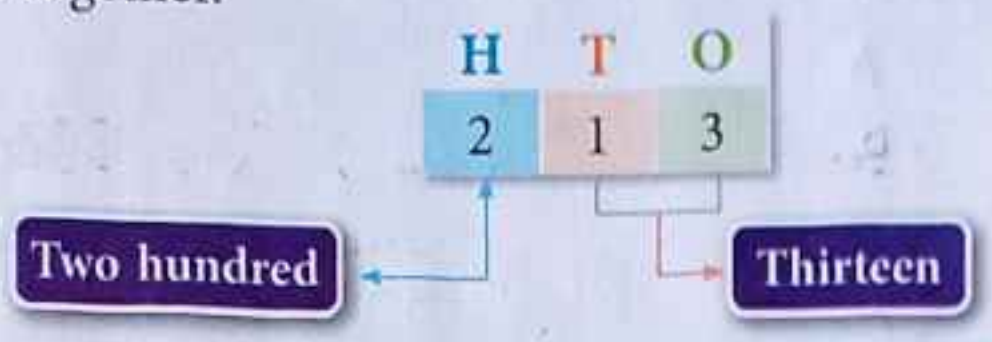
916	915	914	913	912	911	910	909	908	907
917	918	919	920	921	922	923	924	925	926
936	935	934	933	932	931	930	929	928	927
937	938	939	940	941	942	943	944	945	946
956	955	954	953	952	951	950	949	948	947
957	958	959	960	961	962	963	964	965	966
976	975	974	973	972	971	970	969	968	967
977	978	979	980	981	982	983	984	985	986
993	992	991	990	989	988	987			
994	995	996	997	998	999	1000			

Did you ever help someone on the way? Express your thoughts on the following:

It is a good deed to help someone in need.

NUMBER NAMES

To read a 3-digit number, we first read the hundreds digit and then the last two digits together.



213 is read as, '**two hundred thirteen**'.

Similarly,

(a) 356 is read as 'three hundred fifty-six'.

(b) 760 is read as 'seven hundred sixty'.

(c) 999 is read as 'nine hundred ninety-nine'.

Exercise 1C

1. **Write the numerals.** ***One has been done for you.***

(a) Two hundred fifty-six 256

(b) Three hundred seventy-one 371

(c) Five hundred seventy 570

(d) Six hundred ninety-nine 699

(e) Seven hundred forty-seven 747

(f) Eight hundred eighty-five 885

(g) Nine hundred eighty-two 982

(h) Nine hundred ninety-nine 999

2. **Write the number names.** ***One has been done for you.***

(a) 225 Two hundred twenty-five

(b) 349 Three hundred forty-nine

(c) 832 Eight hundred thirty-two

(d) 516 Five hundred sixteen

(e) 702 Seven hundred two

(f) 800 Eight hundred

(g) 777 Seven hundred seventy-

(h) 609 Six hundred nine

(i) 385 Three hundred eighty-five

(j) 499 Four hundred ninety-nine

3. **Match the numeral with its number name.**

(a)	963 - D	A.	Four hundred twenty-five
(b)	797 - F	B.	Six hundred seventy-two
(c)	425 - A	C.	Nine hundred eighty-nine
(d)	672 - B	D.	Nine hundred sixty-three
(e)	399 - G	E.	Eight hundred ninety-eight
(f)	989 - C	F.	Seven hundred ninety-seven
(g)	898 - E	G.	Three hundred ninety-nine

4. **Write the number just before ...**

(a) 153 154 (b) 764 765 (c) 908 909

(d) 812 813 (e) 358 359 (f) 599 600

5. **Write the number just after ...**

(a) 189 190 (b) 623 624 (c) 842 843

(d) 593 592 (e) 789 790 (f) 900 901

6. **Write the numbers just before and after the given numbers.**

(a) 172 173 174 (b) 651 652 653 (c) 309 310 311

(d) 435 436 437 (e) 501 502 503 (f) 699 700 701

7. **Write the number or numbers between the given numbers.**

(a) 278 and 280 279 (b) 451 and 454 452 453

(c) 798 and 800 799 (d) 648 and 651 649 650

(e) 629 and 635 630 631 632 633 634

(f) 864 and 870 865 866 867 868 869

PLACE VALUE AND FACE VALUE

- The **face value** of a digit is its actual value.
- The **place value** of a digit depends upon its place in the number.

Face value of a digit in a number never changes whereas its place value changes with the place.

Consider the number 532.

H	T	O
5	3	2

The digit 2 is at the ones place.
The place value of 2 is 2 ones = 2
The face value of 2 is 2.

The digit 3 is at the tens place.
The place value of 3 is 3 tens = 30
The face value of 3 is 3.

The digit 5 is at the hundreds place.
The place value of 5 is 5 hundreds = 500
The face value of 5 is 5.

Exercise 1D

1. Write the place value of each encircled digit.

(a) 6 (4) 5 4 tens

(b) (3) 3 8 3 hundreds

(c) 2 9 (5) 5 ones

(d) (8) 1 5 8 hundreds

(e) (6) 4 8 6 hundreds

(f) 1 (8) 7 8 tens

2. Fill in the blanks.

(a) In 683, the digit 8 is at tens place.

(b) In 720, the digit 7 is at hundreds place.

(c) In 958, the digit 8 is at ones place.

3. **Fill in the blanks.**

(a) In 374, the place value of 7 is 7hundreds the face value of 7 is 7

(b) In 483, the place value of 4 is 4hundreds, the face value of 4 is 4

(c) The face value and place value of a digit in a number is the same Ones place.

(d) The sum of the place value and face value of 5 in 750 is 55

50+5 = 50

Maths Lab Activity (Teacher to Assist) EL

The teacher will take 3 to 4 sets of 3 boxes or trays. Now, he/she will put two of three open boxes or trays on a table.

The trays on each set have to be marked with letters H (hundred), T (tens) and O (ones). Besides each set of boxes or trays, the teacher should have a set of 30 buttons or counters of the same colour. A set of 30 different coloured buttons can be used for the other set.

Now, divide the children into two equal groups.

Turn by turn call one pair of students, one from each group. Give each of them different 3-digit numbers in word form, say 215 and 407.

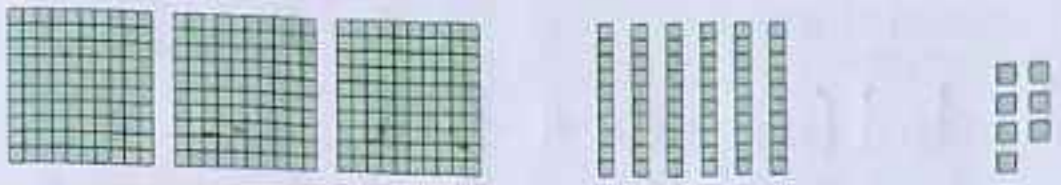
Each child according to the number given to him/her has to put correct number of buttons in the correct box.

For 215, 2 buttons in H tray, 1 in T tray and 5 in O tray. Similarly, the other child at the same time puts 4 buttons in H tray, 0 in T tray and 7 in O tray. Give 10 seconds or whatever time the teacher decides to each pair. Repeat this for another pair and so on and so forth till all the children have got a chance. The team with the greater number of correct entries wins the game.

EXPANDED FORM

There were 367 visitors for the school exhibition today.

The number 367 can be represented with blocks and by the place value chart as shown below:



Hundreds	Tens	Ones
3	6	7

So, 367 = 3 hundreds + 6 tens + 7 ones

= 300 + 60 + 7

Thus, the number 367 can be written in different ways as:

Standard form: 367

Expanded form: 300 + 60 + 7

Word form: Three hundred sixty-seven

The **expanded form** of a 3-digit number is given by the **sum of the place values of its digit in hundreds, tens and ones places.**

Exercise 1E

1. **Write the number of hundreds, tens and ones for each number and hence write each number in the expanded form.** ***One has been done for you.***

	Number	Hundreds	Tens	Ones	Expanded form
(a)	256	2	5	6	200 + 50 + 6
(b)	327	3	2	7	300+20+7
(c)	473	4	7	3	400+70+3
(d)	789	7	8	9	700+80+9
(e)	807	8	0	7	800+00+7

2. Complete the table with the help of the first row. *One has been done for you.*

	Word form	H	T	O	Expanded form	Standard form
(a)	Three hundred twenty-five	3	2	5	300 + 20 + 5	325
(b)	Six hundred twelve	6	1	2	600+10+2	612
(c)	Two hundred thirty-six	2	3	6	200+30+6	236
(d)	Four hundred fifty-six	4	5	6	400+50+6	456
(e)	Six hundred sixty-one	6	6	1	600+60+1	661

3. **Write the following in standard form.**

(a) 200 + 30 + 1 = 231 (b) 900 + 10 + 7 = 917

(c) 500 + 40 + 9 = 549 (d) 800 + 20 + 6 = 826

(e) 400 + 70 + 3 = 473 (f) 700 + 30 + 3 = 733

(g) 300 + 0 + 4 = 304 (h) 200 + 30 + 0 = 230

4. **Write the following in expanded form.**

(a) 365 = 300 + 60 + 5 (b) 248 = 200 + 40 + 8

(c) 827 = 800 + 20 + 7 (d) 980 = 900 + 80 + 0

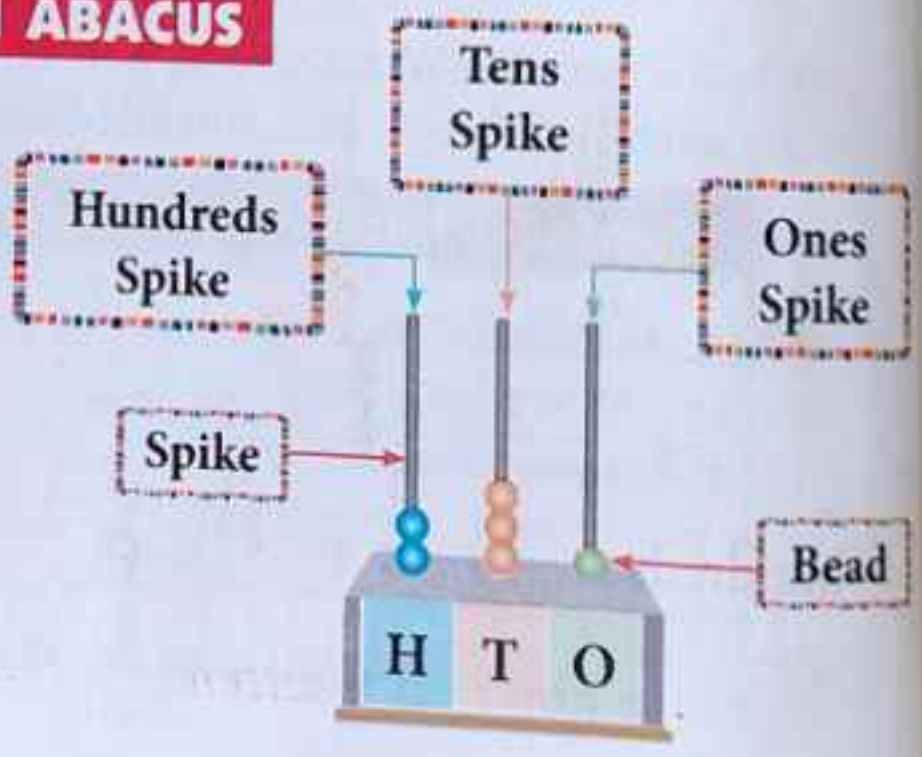
(e) 405 = 400 + 00 + 5 (f) 359 = 300 + 50 + 9

(g) 719 = 700 + 10 + 9 (h) 694 = 600 + 90 + 4

THREE-DIGIT NUMBERS ON ABACUS

A **spike abacus** is a tool that has beads which slide on rods (called spikes).

Each spike represents a different place value. From right to left, the place value of the spikes increases in order from ones to tens to hundreds and so on.



Example 1: **Count the number of beads on the spike at each place and write the number.**

Solution: There is one bead at the hundreds spike, zero beads at the tens spike and zero beads at the ones spike. So, the abacus represents

1 hundred + 0 tens + 0 ones = 100

One hundred

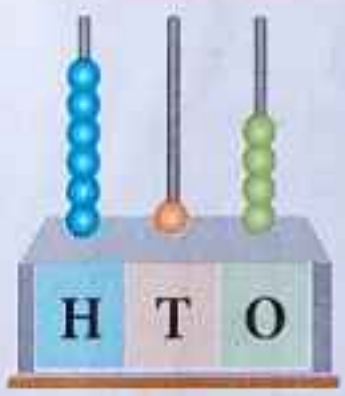
Now, observe the following:

1 hundred + 5 tens + 3 ones

= 153 One hundred fifty-three

2 hundreds + 0 tens + 2 ones

= 202 Two hundred two



6 hundreds + 1 ten + 4 ones

= 614 Six hundred fourteen

7 hundreds + 7 tens + 0 ones

= 770 Seven hundred seventy

Exercise 1F

1. Count the number of beads at each place and write the number shown by the spike abacus in standard form as well as word form. *One has been done for you.*

(a)

132

One hundred thirty-two

(b)

1 4 5

One hundred forty-five

(c)

1 8 9

One hundred eighty-nine

(d)

2 0 1

Two hundred one

(e)

2 2 5

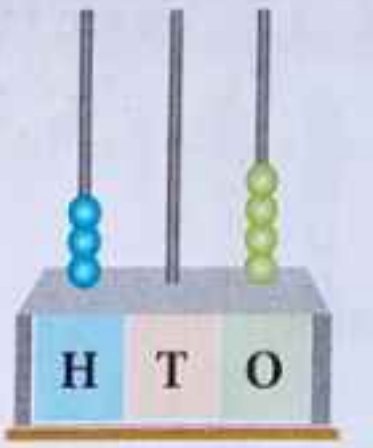
Two hundred twenty-five

(f)

2 6 3

Two hundred sixty-three

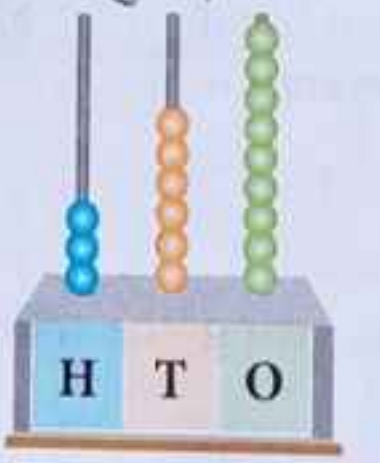
(g)



3 0 4

Three hundred four

(h)



3 6 9

Three hundred sixty-nine

(i)

4 9 0

four hundred ninety

(j)

4 5 3

four hundred fifty- three

(k)

6 7 4

Six hundred seventy-four

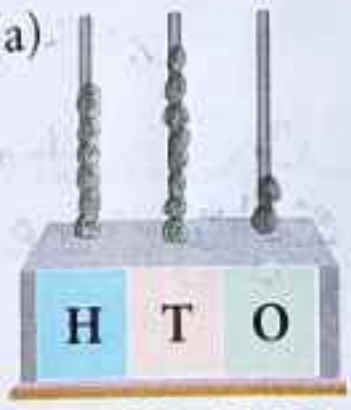
(l)

6 3 6

Six hundred thirty-six

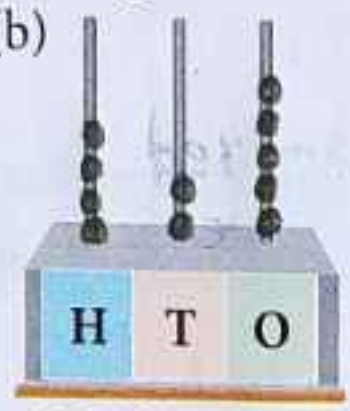
2. Draw beads to show the given number on each abacus.

(a)



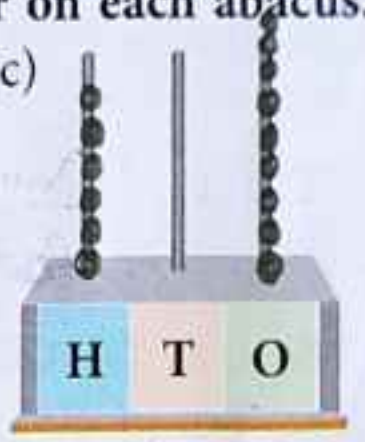
682

(b)



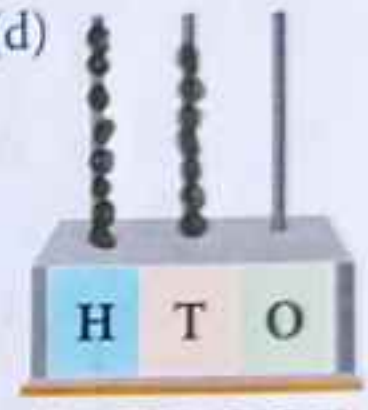
425

(c)



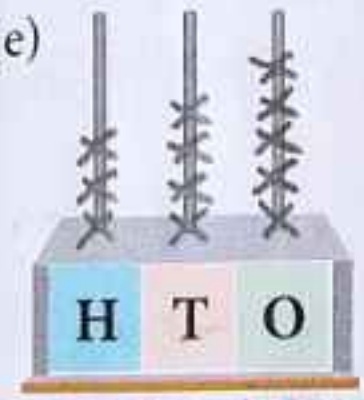
609

(d)



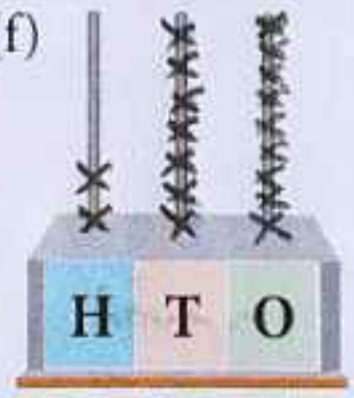
870

(e)



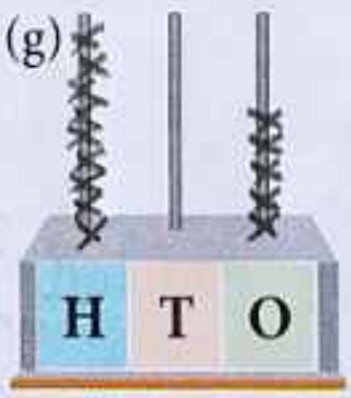
Three hundred forty-five

(f)



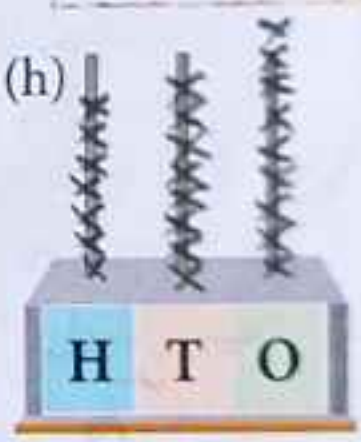
Two hundred seventy-nine

(g)



Nine hundred five

(h)



Seven hundred eighty-nine

COMPARING NUMBERS

We compare the numbers using the following rules:

Having different number of digits

The number with greater number of digits is the larger of the two.

153 > 89
3 digits 2 digits

214 > 6
3 digits 1 digit

415 > 72
3 digits 2 digits

Having the same number of digits

The most common and easy method to compare two numbers with same number of digits is using the place value chart.

Compare the digits in the same place value position from left to right.

- If the digits at the hundreds place are different, then the number with the greater digit is bigger.

Example 2: **Compare 545 and 358.**

Solution: Arranging the digits of the given numbers in the place value chart, we have:

H	T	O
5	4	5
3	5	8

Compare the hundreds.

500 is greater than 300.

So, $545 > 358$.

- If the digits at the hundreds place are the same, then we move onto and compare the digits at the tens place. The number with the greater tens digit is bigger.

Example 3: **Compare 780 and 795.**

Solution:

H	T	O
7	8	0
7	9	5

Compare the hundreds.

$700 = 700$.

Compare the tens.

80 is less than 90.

So, $780 < 795$.

- If the digits at both hundreds and tens places are the same, then compare the digits at the ones place.

Example 4: **Compare 467 and 463.**

Solution:

H	T	O
4	6	7
4	6	3

Compare the hundreds.
400 = 400.

Compare the tens.
60 = 60.

Compare the ones.
7 is greater than 3.

So, 467 > 463.

Exercise 1G

1. **Write > or < correctly in the boxes.**

(a) 119 < 129 (b) 243 > 232 (c) 350 < 367

(d) 864 > 521 (e) 632 < 723 (f) 489 < 498

(g) 540 > 524 (h) 873 < 896 (i) 901 > 899

(j) 777 > 444 (k) 602 < 820 (l) 954 < 999

2. **Ring the greatest number.**

(a) 623 264 (893) (b) (416) 283 345 (c) 615 516 (651)

3. **Ring the smallest number.**

(a) 925 445 (213) (b) 715 (481) 826 (c) (556) 860 729

ORDERING NUMBERS

Ordering numbers means writing them from the **smallest to the greatest** or from the **greatest to the smallest**.

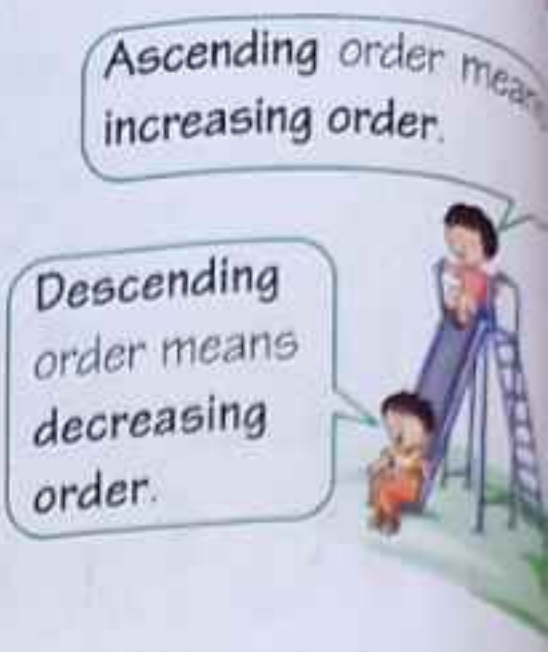
Ascending and Descending Order

- When numbers are written in order from the **smallest to the greatest**, they are in **ascending order**.

For example, 48, 117, 235 and 572 are written in ascending order.

- When numbers are written in order from the **greatest to the smallest**, they are in **descending order**.

  For example, 875, 612, 305 and 57 are written in descending order.



We use a place value chart to order numbers.

Example 5: **Arrange 183, 475, 273, 391 in increasing and decreasing order**

Solution: First, we arrange the numbers in the place value chart as shown below.

H	T	O
1	8	3
4	7	5
2	7	3
3	9	1

Compare the hundreds: $1 < 2 < 3 < 4$

So, the numbers in increasing order are 183, 273, 391, 475.

The same numbers in decreasing order, that is, from the greatest to the smallest will be 475, 391, 273, 183.

Example 6: **Arrange 675, 657, 603, 654 in increasing order.**

Solution:

Step 1: Compare the digits at the hundreds place.

$6 = 6 = 6 = 6$, all equal.

H	T	O
6	7	5
6	5	7
6	0	3
6	5	4

Step 2: Compare the digits at the tens place.

$0 < 5$ and $5 < 7$

So, the smallest number is 603 and the greatest number is 675.

Now, we need to compare the ones of the two numbers with 5 at tens place. We see that $7 > 4$. So, $657 > 654$.
Hence, the numbers in increasing order are 603, 654, 657, 675.

Exercise 1H

1. Arrange the following numbers in ascending order.

(a) 319, 391, 328, 383 — 319, 328, 383, 391

(b) 236, 615, 143, 789 — 143, 236, 615, 789

(c) 893, 915, 898, 909 — 893, 898, 909, 915

2. Arrange the following numbers in descending order.

(a) 117, 171, 177, 135 — 177, 171, 135, 117

(b) 154, 612, 345, 890 — 890, 612, 345, 154

(c) 467, 860, 318, 460 — 860, 467, 460, 318

Mental Maths 21st CS

Answer the following questions.

1. Write the number that comes just before 680. 679.
2. Which is greater: 742 or 724? 742
3. What is the place value of 9 in 935? 9 hundreds
4. What is the sum of the face value and place value of 4 in 348? 40+4=44
5. Write the number that comes just after 535. 536

Chapter Test

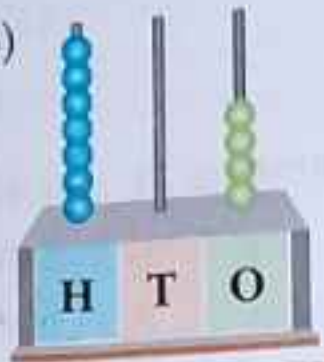
1. What number does each abacus show? Write in both standard and word form.

(a)

3 7 5

Three hundred seventy-five

(b)



7 0 4

Seven hundred four

(c)

1 9 2 9

Nine hundred twenty-nine

2. Compare. Write < or >.

(a) Seven hundred twenty-nine (>) 72 (729)

(b) 328 (<) 300 + 40 + 5 = 345

(c) 870 (>) 8 hundreds 7 ones (807)

MCQs

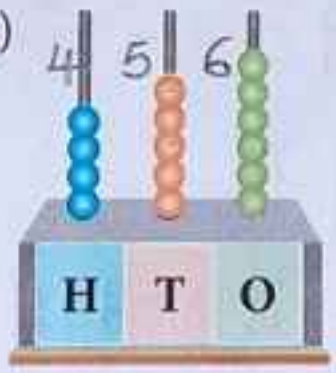
Tick (✓) the correct answer. (Q. 3 to Q. 10)

3. Six hundreds and eight ones is the same as

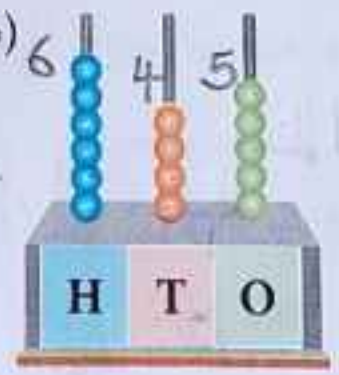
(a) 806 (b) 860 (c) 680 (d) 608 ✓

4. Which abacus shows the number 546?

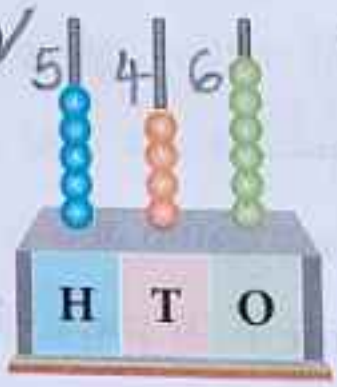
(a)



(b)



(c) ✓



(d)

5. The largest three-digit number is

(a) 900 (b) 999 ✓ (c) 199 (d) 990

6. Which of the following numbers is greater than 5 hundreds but less than 6 hundreds?

(a) 499 (b) 650 ✓(c) 575 (d) 600

7. Which of the following sets of numbers is arranged in decreasing order?

(a) 748, 784, 874, 847 (b) 847, 874, 784, 748

(c) 874, 847, 748, 784 ✓(d) 874, 847, 784, 748

8. Which of the following expressions is false?

(a) $345 < 496$ ✓(b) 2 hundreds 4 tens = 204

(c) 6 hundreds 9 ones < 690 (d) $994 > 949$

9. The place value of 8 in 805 is

(a) 80 (b) 8 (c) 88 ✓(d) 800

10. I am a 3-digit number. My tens digit is 3. My ones digit is two times of the tens digit. My hundreds digit is the sum of the tens and ones digits. What number am I?

(a) 396 (b) 639 ✓(c) 936 (d) 963

H	T	O
9	3	6

11. **Fill in the blanks.**

(a) The numeral for 'eight hundred ninety-eight' is 898.

(b) The number name for 580 is Five hundred eighty.

(c) 479 in expanded form is 400 + 70 + 9.

(d) The smallest 3-digit number is 100.

(e) In 210, the digit 0 is at the ones place.

12. **Write 'T' for true and 'F' for false.**

(a) 450 is 45 tens. T

(b) 100 less than 975 is 865. F

(c) Place value of 6 in 860 is 60. T

(d) 9 tens more than 700 is 709. F

(e) The smallest 3-digit number is 102. F

Fun Activity

Look at the following colour code and colour the spaces as instructed to know the flags of various countries.

Blue if the number is between 1 and 40.

Red if the number is between 105 and 124.

Orange if the number is between 201 and 243.

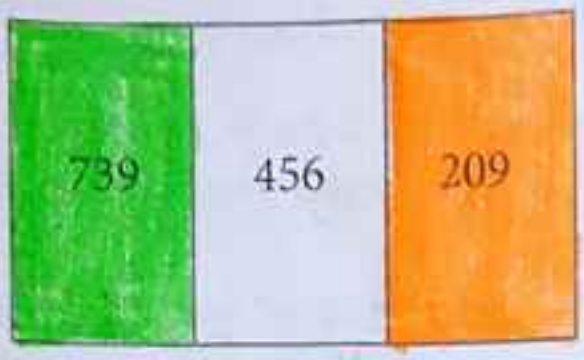
White if the number is between 451 and 498.

Yellow if the number is between 510 and 540.

Green if the number is between 718 and 769.

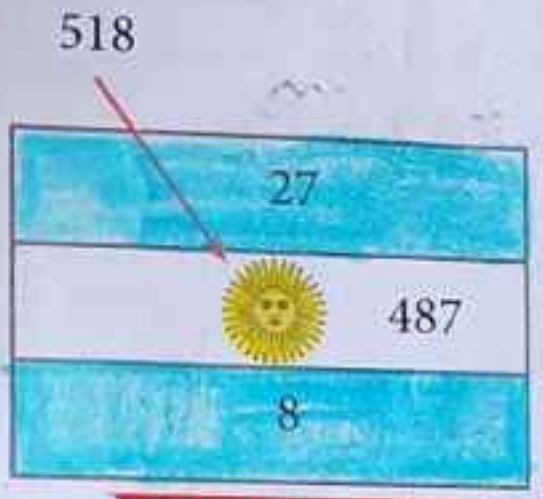
INDIA

JAPAN

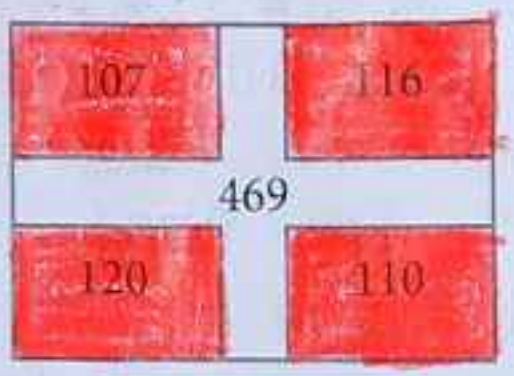


IRELAND

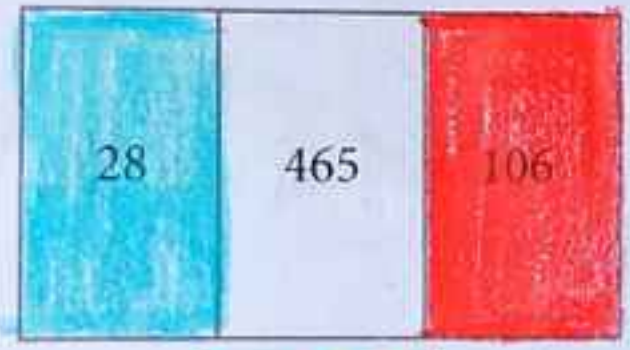
INDONESIA



ARGENTINA



DENMARK



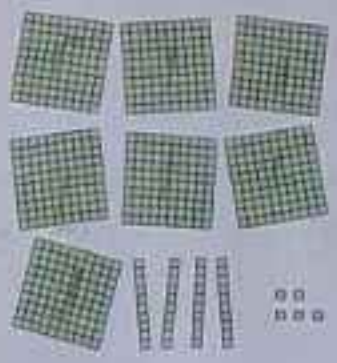
FRANCE

SWITZERLAND

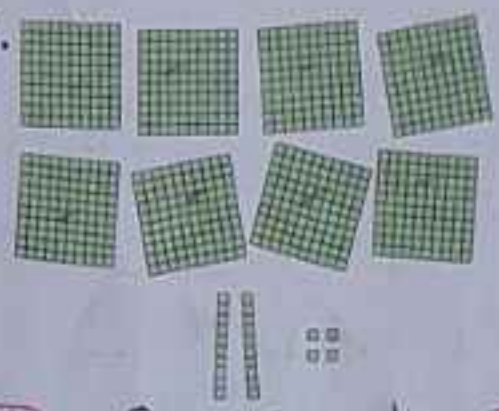
MAURITIUS

Worksheet

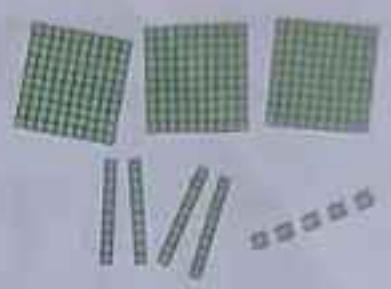
Write the number shown by the dancing blocks in each picture in standard as well as expanded form.

1. 

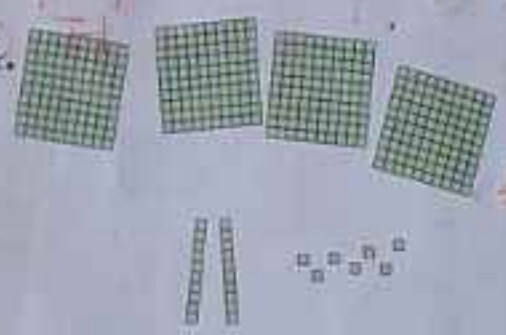
(745) = 700 + 40 + 5

2. 

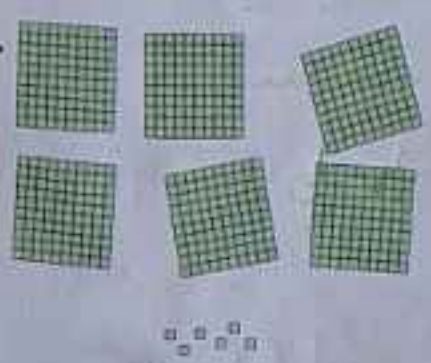
(324) = 800 + 20 + 4

3. 

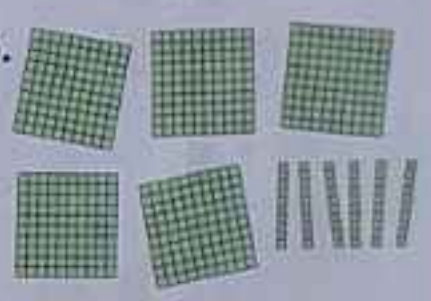
(345) = 300 + 40 + 5

4. 

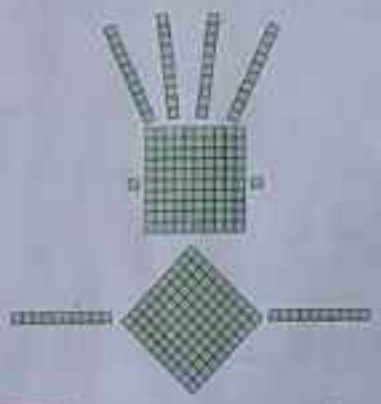
(427) = 400 + 20 + 7

5. 

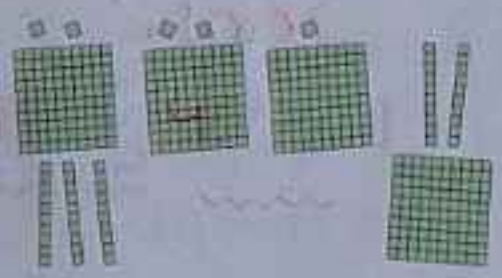
(606) = 600 + 00 + 6

6. 

(560) = 500 + 60 + 0

7. 

(262) = 200 + 60 + 2

8. 

(455) = 400 + 50 + 5

Now, write the numbers in a row from the greatest to the smallest.

824 745 606 560 455 427 345 262