

STAGE 2

Year 3 Maths: Term 1

Student pack. numbers, adding and subtracting, number patterns and NAPLAN preparation

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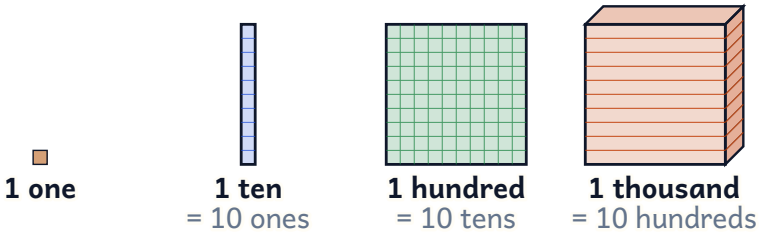
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Learn it tens, hundreds and a thousand

The big idea

Each group is **10 times** the one before. 10 ones make **1 ten**, 10 tens make **1 hundred**, and 10 hundreds make **1 thousand**. You can trade 10 of one group for **1 of the next**, and the number stays the same.





The pieces show it: 10 ones make 1 ten, 10 tens make 1 hundred and 10 hundreds make 1 thousand. Trade 10 of one piece for 1 of the next and the number stays the same.

Learn it tens, hundreds and a thousand (continued)

Trade: to give 10 of one group for 1 of the next group, or the other way round.

Hundred: 10 tens. It is also 100 ones.

Thousand: 10 hundreds. It is also 1 000 ones.

✗ Not right

A hundred is the same as 10 ones.

✓ Right

10 ones make only **1 ten**. A hundred is **10 tens**, which is **100 ones**.

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See it done: trading tens for hundreds

Write 4 hundreds and 13 tens as one number.

1 10 tens make 1 hundred, so **trade** 10 of the 13 tens for 1 hundred.

13 tens = 1 hundred and 3 tens

2 Add the hundreds.

4 hundreds + 1 hundred = 5 hundreds

3 5 hundreds and 3 tens, with no ones.

H	T	O
5	3	0

Answer: 4 hundreds and 13 tens is 530.

Core Questions 1 to 14

Fill in each gap with a number. Trade 10 of one group for 1 of the next.

1 1 ten = ☐ ones — 1 mark

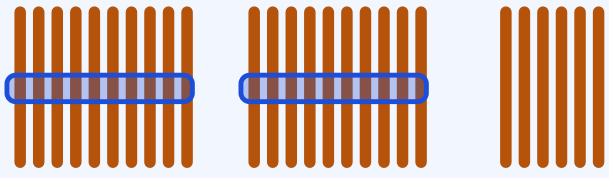
2 1 hundred = ☐ tens — 1 mark

3 1 thousand = ☐ hundreds — 1 mark

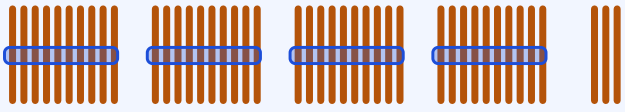
4 20 tens = ☐ hundreds — 1 mark

Count the bundles of ten and the ones.

5 How many pop sticks are there? ☐ 1 mark



6 How many pop sticks are there? ☐ 1 mark

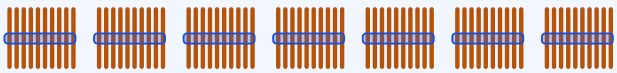


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Core tens, hundreds and a thousand (continued from page 10)

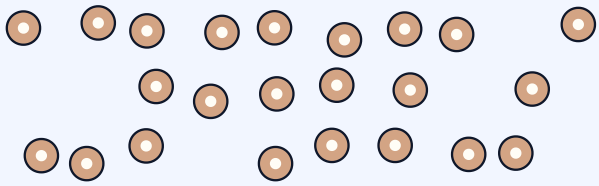
Count the bundles of ten and the ones. (continued)

7 How many pop sticks are there? 1 mark

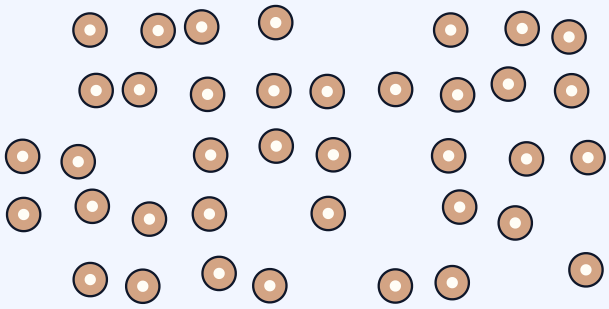


Look at the counters.

8 Circle groups of ten, then write how many counters. 1 mark



9 Circle groups of ten, then write how many counters. 1 mark



Trade, then write the number.

10 12 tens and 5 ones 1 mark

11 1 thousand and 11 hundreds 1 mark

Solve each problem about groups.

12 The canteen orders 10 boxes of straws. Each box holds 100 straws. How many straws is that? 1 mark

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2 Learn it — Two ideas: words from parts, and the sentence for a gap



1. Work out a hard word from its parts

Split it, say each part, put them together, then check.

1 Split	2 Say each part	3 Join them	4 Check
in | aud | ible	in = not, aud = hear, ible = able to be	not able to be heard	read it in its sentence

Prefix	Means	Example
bi-	two	bicycle
mis-	wrongly	misspell
pre-	before	preview
in-	not, or into	invisible, inhale



2. Choose the sentence for a gap

Read before the gap and after it. Ask what job the missing sentence does.

1 Read	2 Job	3 Point back	4 Test it
the sentence before and the one after	a reason, an example, an answer to a worry, or a link?	this, that, they, but: what do they point to?	read the text with your choice in the gap

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Tutor page for student page 10

1 Core p10

1 ten = **10** ones — **10**

Working: A ten is a bundle of ones. Count them: there are 10 ones in 1 ten, so the gap is 10

Common slip: Writes 1, copying the 1 from the question. Ask: "How many single sticks are in one bundle of ten?"

2 Core p10

1 hundred = **10** tens — **10**

Working: 1 hundred is 100 ones. Each ten is 10 ones, and 10 tens is 100 ones, so 1 hundred = 10 tens

Common slip: Writes 100, mixing up tens and ones. Ask: "How many tens fit in one hundred? Count them: 10, 20, 30 and on."

3 Core p10

1 thousand = **10** hundreds — **10**

Working: 1 thousand is 1 000 ones. Count in hundreds: 100, 200, 300, 400, 500, 600, 700, 800, 900, 1 000. That is 10 hundreds

Common slip: Writes 1 000, copying the whole number. Ask: "How many hundreds do you count to reach 1 000?"

4 Core p10

20 tens = **2** hundreds — **2**

Working: 10 tens make 1 hundred. 20 tens is 10 tens and 10 tens, which is 1 hundred and 1 hundred So 20 tens = 2 hundreds

Common slip: Writes 200, which is the number of ones. Ask: "We want hundreds, not ones. How many tens fit in one hundred?"

Session notes: what to revisit next week

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Support continued

S2 Find it The creek had flooded the paddock. 1 The farmer moved the sheep to higher ground. Which sentence fits the gap? 1 mark

(A) Sheep eat grass.
(B) The farmer wore a hat.
(C) The water was too deep for them.
(D) It was Tuesday.

S3 Find it Tom tripped on the last step. 1 That made everyone at the bottom laugh. Which sentence fits the gap? 1 mark

(A) The stairs were made of wood.
(B) Tom has a brother.
(C) The floor was blue.
(D) His books flew across the floor.

S4 Word meaning autograph: auto means self and graph means write. What does autograph mean? 1 mark

(A) a machine that writes
(B) a book about cars
(C) a person's own writing

S5 Word meaning telephone: tele means far and phone means sound. What does telephone mean? 1 mark

(A) a sound from far away
(B) a loud noise
(C) a far-off place

S6 Word meaning transport: trans means across and port means carry. What does transport mean? 1 mark

(A) carry back
(B) carry under
(C) carry across

S7 Word meaning biology: bio means life and logy means the study of. What does biology mean? 1 mark

(A) the study of life
(B) the study of rocks
(C) a way of writing

Tutor note. Support: three short gaps, then four words from parts. Ask: which sentence does the next sentence answer? Which part of the word helps?

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