



1)

TTh	Th	H	T	O
○ ○	○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○	○ ○	○

TTh	Th	H	T	O
○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○	○	○ ○ ○ ○ ○

TTh	Th	H	T	O
○		○ ○ ○ ○ ○ ○ ○	○ ○	○ ○ ○ ○ ○ ○ ○ ○

23 621 45 314 10 536

2)

TTh	Th	H	T	O
○ ○ ○ ○ ○		○ ○ ○ ○	○ ○	○ ○ ○ ○ ○ ○ ○ ○

TTh	Th	H	T	O
○ ○ ○ ○	○ ○		○	○ ○

TTh	Th	H	T	O
○ ○		○ ○ ○ ○	○ ○ ○ ○ ○	○ ○

40 325 32 012 20 620

3)

20 420

23 042

20 342

twenty thousand, three hundred and forty-two
--

twenty-three thousand and forty-two

twenty thousand, four hundred and twenty
--



1)

<p>(A) Jenny will say the number 32 604.</p>	<p>(B) When counting forwards, the second number will be 10 004.</p>	<p>(C) Jenny will say the number -1604.</p>
<p>True. Because Jenny is counting in 1000s, only the thousands digit will change, together with the tens of thousands digit as the number increases.</p>	<p>False. The second number will be 10 604. Only the thousands digit changes when counting in thousands.</p>	<p>False. The lowest positive number Jenny will say is 604 so the first negative number will be -396.</p>

2) **B is incorrect. It does not have a value of 56 243. 560 thousands have a value of 560 000. The number is 560 243.**



1) a) **There are many possible answers, including the following.**

(A) 9000 (B) 10 200 (C) 15 300 (D) 20 400

b) **There are many possible answers. Teachers may wish to encourage children to think about decimals. They may also wish to change the instruction for B and remove the multiple of 10 instruction.**