



*Creating a whole generation of
kids that are confident in maths*

**BUILDING A
FOUNDATION OF MATHS**
PART 3 OF 3

**STUDENT WORKBOOK
SAMPLE**

**ORANGE
LESSON TWO**





*Creating a whole generation of
kids that are confident in maths*

This book is part of a suite of resources developed to support your student in enjoying and understanding maths. Please use this as a tool towards the end of each lesson for practicing what they have learnt.

Worksheets will never replace a well-trained and confident teacher (you), so please use your judgment and use this only to the extent that works for your student.

This book has been made available to you in downloadable form to minimise our impact on the environment and to minimise the impact on printing and delivery costs so that we can make this as inexpensive as possible for you.

We are committed to providing you with quality resources that simplify your teaching and amplify your student's mastery of maths.

By downloading this we ask that you consciously agree to honor the subscription for which you paid, whether for your school, your tutoring company or your own home so that we can continue to provide you and others with transformational maths resources.



**MATHS
AUSTRALIA**

ORANGE LEVEL TWO Student Workbook

Copyright © 2026 by Maths Australia

All rights reserved.

Printed in Australia

Completion Checklist

Check off each lesson as you complete it.

ORANGE LEVEL TWO

- 1A - Place Value (Hundreds, Tens, Units)
- 1B - Place Value (Hundreds, Tens, Units)
- 2 - Sequencing
- 3 - Inequalities
- 4 - Rounding To Ten, Estimation
- 5 - Multi-Digit Addition (Place-Value Notation)
- 6 - Addition With Regrouping
- 7 - Skip Counting By Two
- 8 - Skip Counting By Ten
- 9 - Skip Counting By Five
- 10 - Column Addition
- 11 - Money - Decimal Point And Dollars
- 12 - Rounding To Hundreds
- 13 - Addition - Money
- 14 - Subtraction - Money
- 15 - Ordinal Numbers, Tally Marks
- 16 - Bar Graphs, Line Graphs
- 17 - Gauges, Thermometers
- 18 - Telling Time - Minutes Only
- 19 - Telling Time - Hours Only
- 20 - Telling Time - Hours And Minutes Combined
- 21 - Measurement - Perimeter, Linear Measure
- 22 - Thousands, Place-Value Notation
- 23 - Rounding To Thousands
- 24 - Multiple Digit Column Addition
- 25 - More Multiple Digit Column Addition
- 26 - Multiple Digit Subtraction

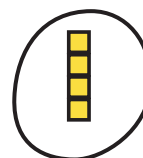
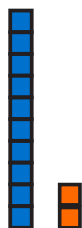
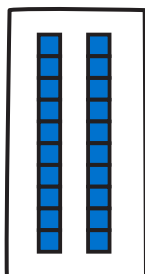
[illegible]

	1	2	3	4	5	6
27 - Two Digit Subtraction With Regrouping						
28 - Three Digit Subtraction With Regrouping						
29 - Four Digit Subtraction With Regrouping						
30 - Multiple Digit Column Subtraction (Extended)						

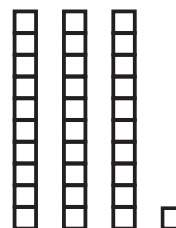
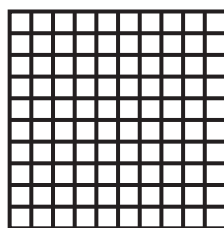
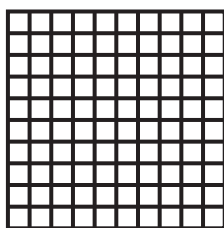
Sequencing

Build the following and place them in order left to right, smallest to largest. Colour the blocks and then draw a circle around the smallest number of blocks shown, and a rectangle around the largest number of blocks.

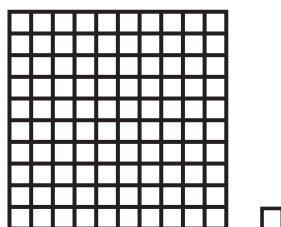
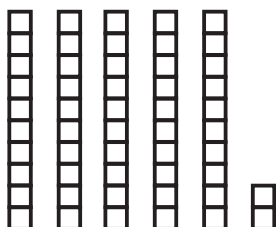
Example:



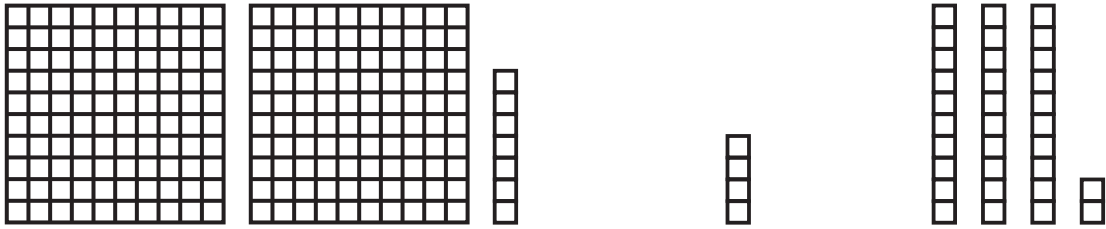
4, 12, 20



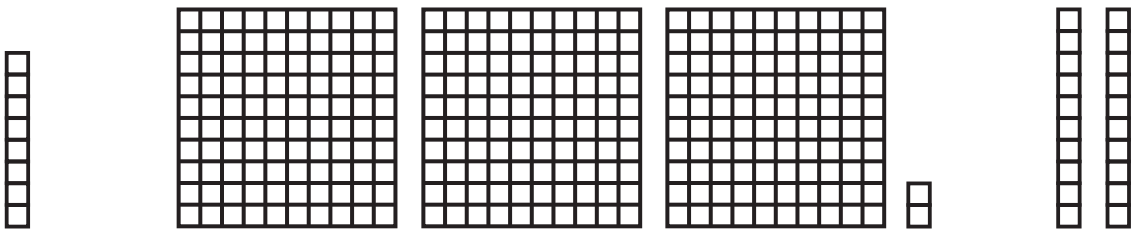
____, _____, _____



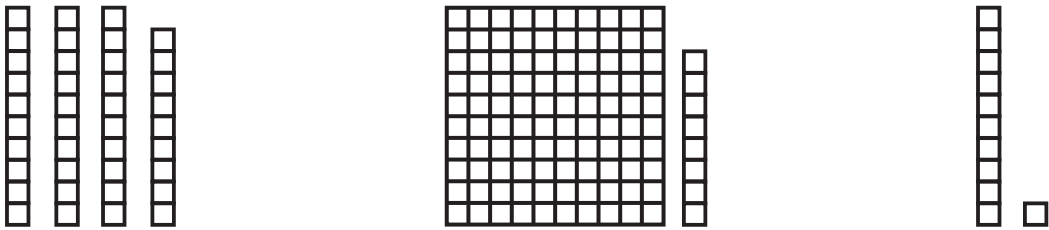
____, _____, _____



_____ ? _____ ? _____



_____ ? _____ ? _____



_____ ? _____ ? _____

Sequencing

Draw the following and write them in the correct order from left to right, smallest to largest.

4

55

162

____, _____, _____

16

3

136

____, _____, _____

11

54

341

____, _____, _____

79

78

75

____,____,____

17

15

51

____,____,____

152

65

98

____,____,____

Sequencing

Build the following to show the sequence then fill in the blanks with the correct numbers for each sequence to continue.

5 , 6 , — , — , — , 10

8 , — , — , 11 , 12 , —

6 , — , — , 3 , — , — , 0

10 , 9 , — , — , — , —

— , — , 6 , 7 , 8 , — , —

71 , — , — , 74 , —

34 , 36 , — , — , — , —

— , 15 , — , 17 , — , —

120 , — , 118 , — , 116 , — , —

— , — , 7 , — , — , 4 , 3

Sequencing

Fill in the blanks with the correct numbers for each sequence. Write underneath what you did with each sequence.

Example:

3 , 4 , 5 , 6 , 7 , 8 , 9 , 10

I added one to each number

12 , 14 , , , 20 , , ,

1 , , 5 , , , 11 , 13 ,

 , 10 , 12 , , , , 20 ,

112, __, __, 115, __, __, __, __

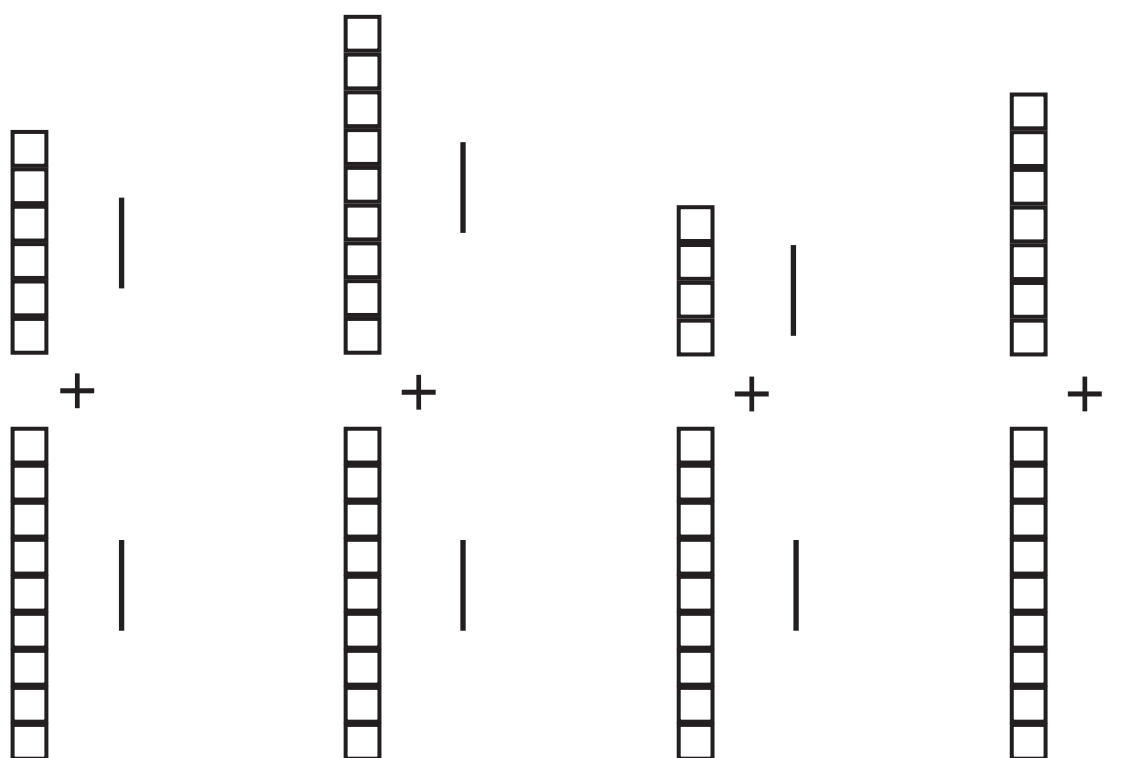
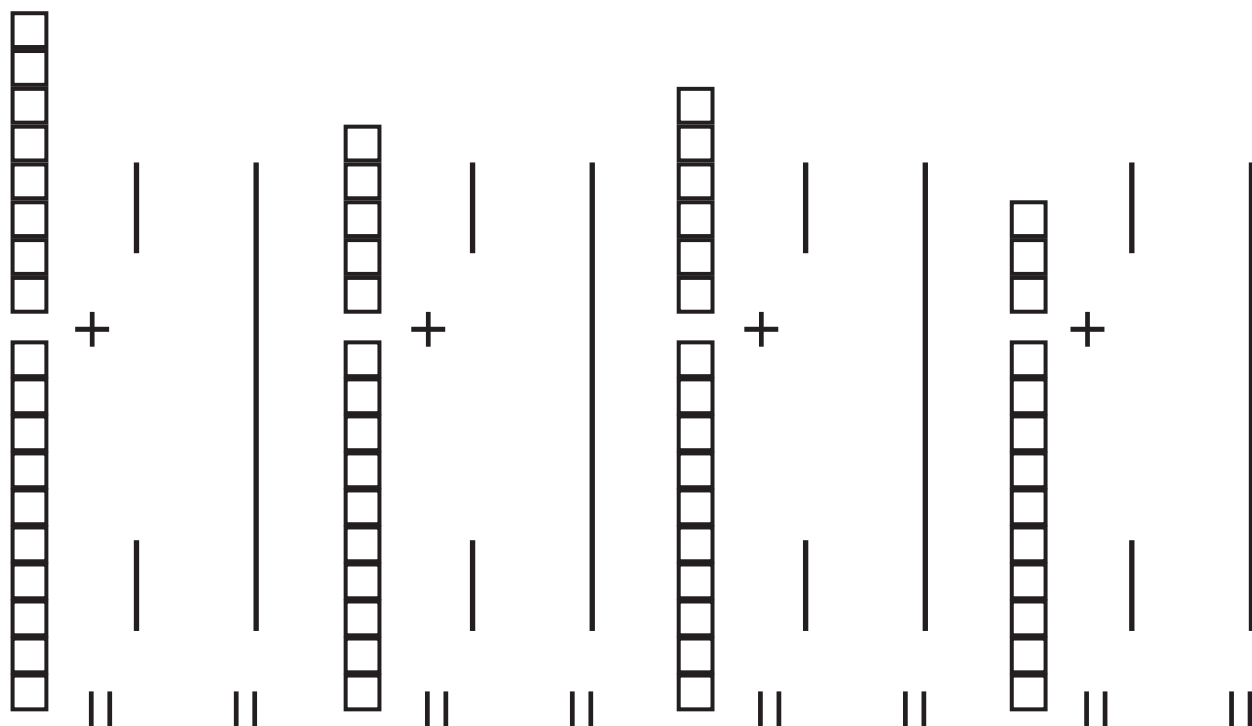
200, __, 204, __, __, __, 212

22, __, __, 16, __, __, 10, __

__, 6, 9, __, __, __, 21

Sequencing - Cumulative Review

Build the following questions and match the maths symbols to the answers shown with the blocks. Colour the blocks then write the maths symbols underneath to match the blocks.



Build, write, and say your answers to the following questions.

$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

$$6 + 9 = \underline{\quad}$$

$$9 + 3 = \underline{\quad}$$

$$9 + 9 = \underline{\quad}$$

$$9 + 0 = \underline{\quad}$$

Bethany ate nine grapes, and then she ate five more. How many grapes did she eat altogether?

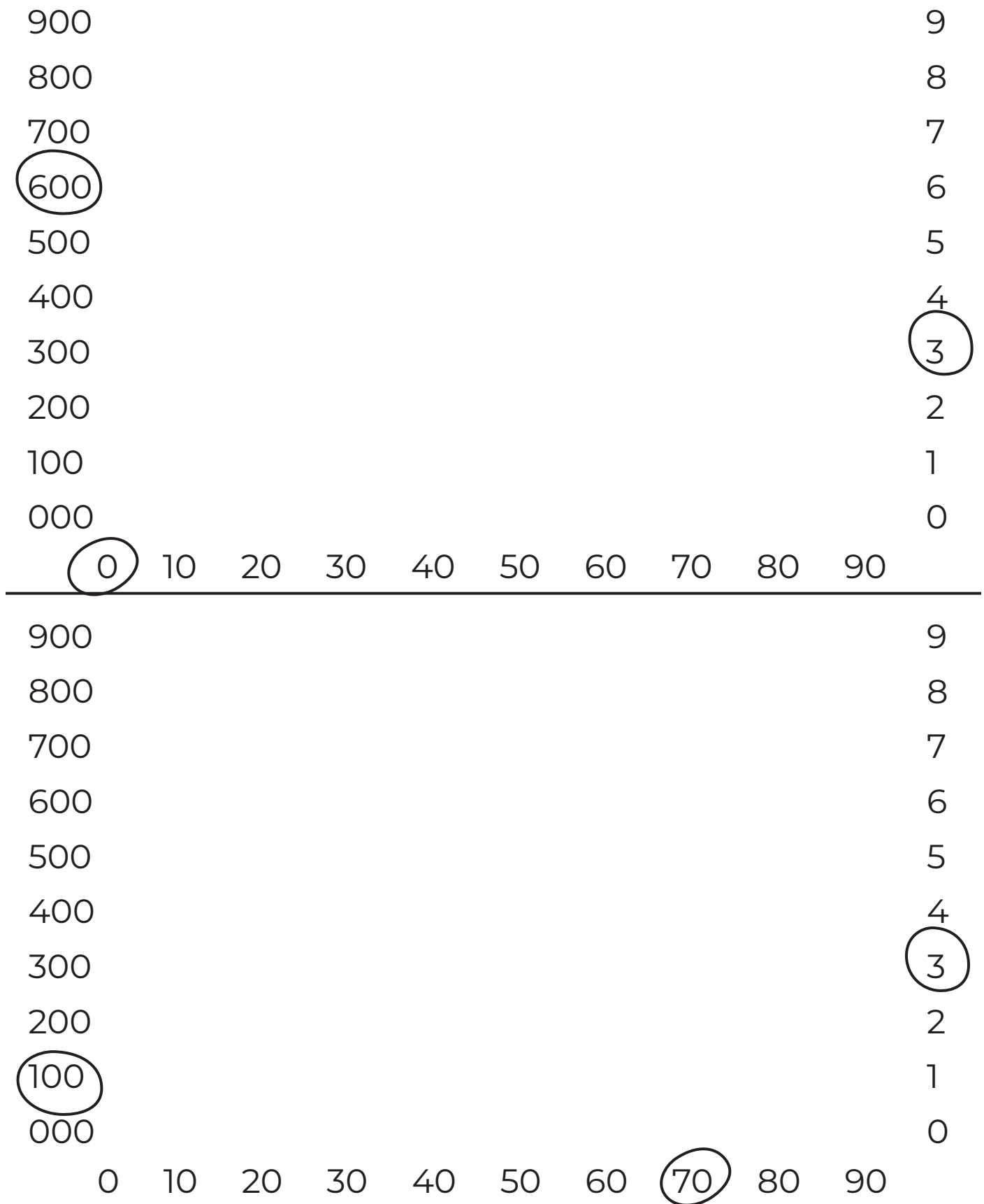
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

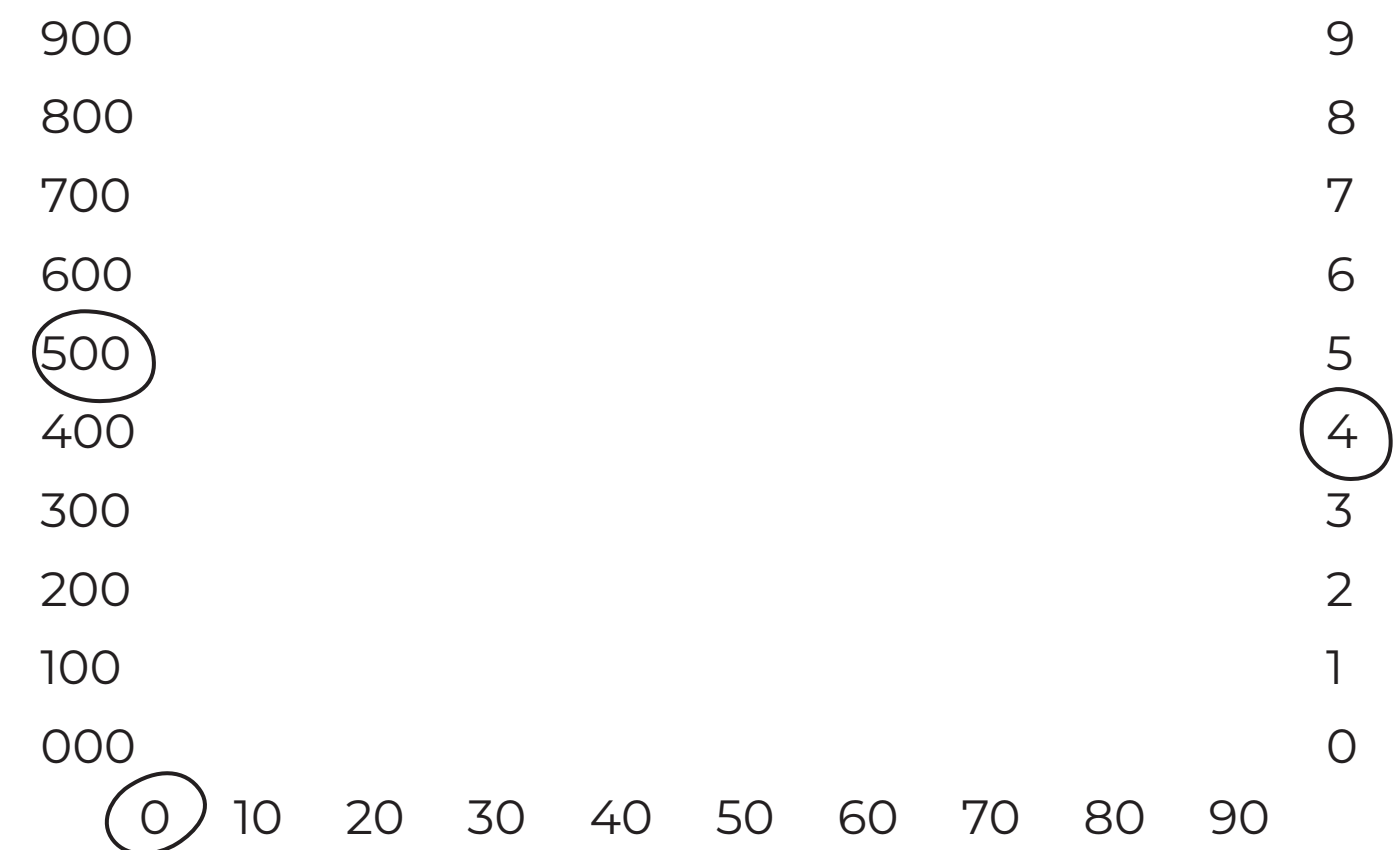
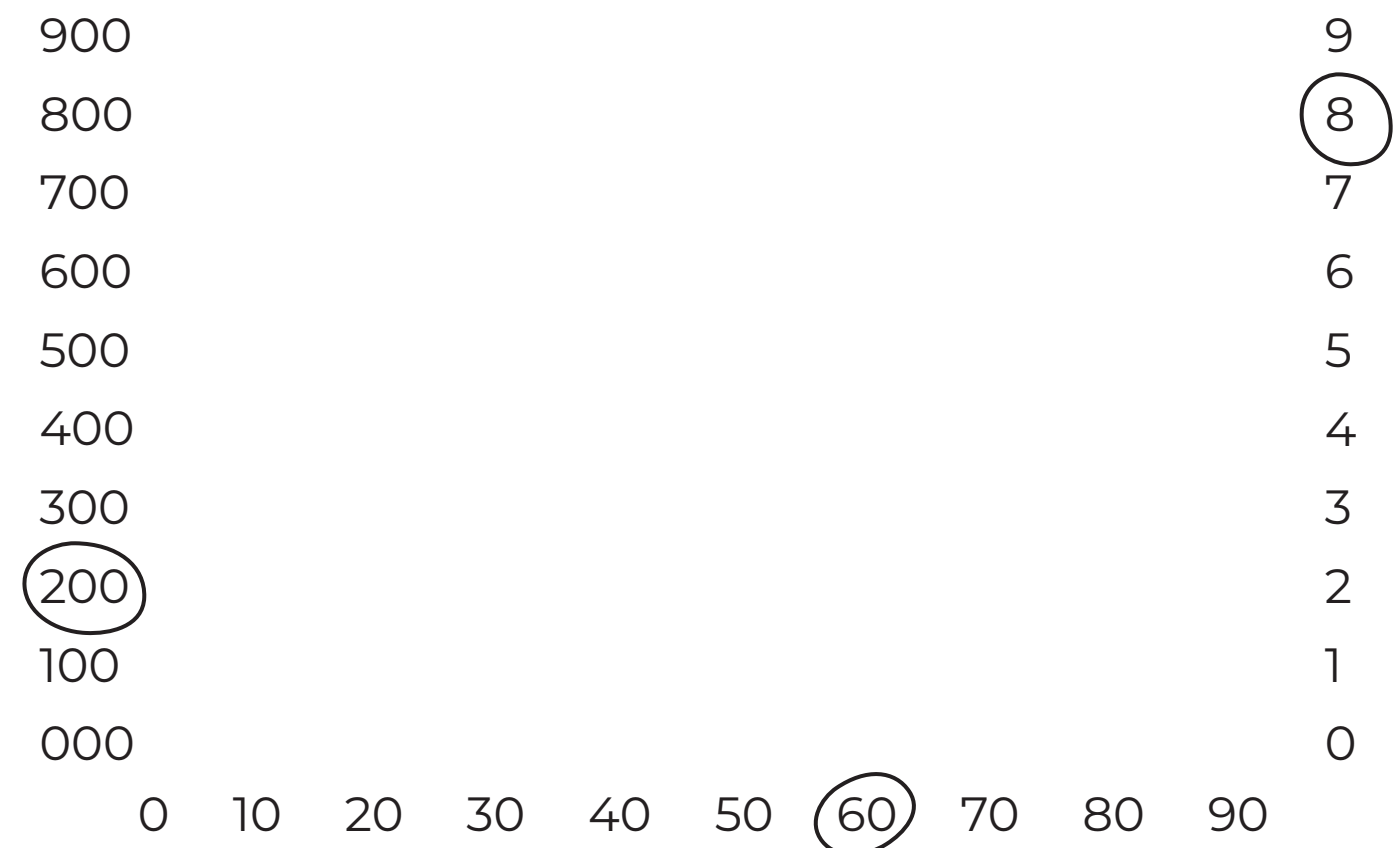
Scott's dog had nine puppies. He had no other puppies. How many puppies does Scott have altogether?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Sequencing - Cumulative Review

Draw the hundreds, tens and units circled. Colour them in and then write the number in the space below.







*Creating a whole generation of
kids that are confident in maths*

**BUILDING A
FOUNDATION OF MATHS**
PART 3 OF 3

**WORKBOOK SOLUTIONS
SAMPLE**

**ORANGE
LESSON TWO**

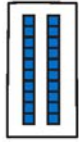


Sequencing

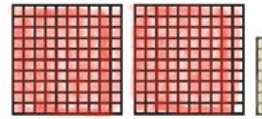
2/1

Build the following and place them in order left to right, smallest to largest. Colour the blocks and then draw a circle around the smallest number of blocks shown, and a rectangle around the largest number of blocks.

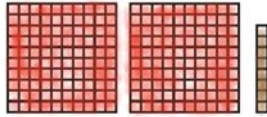
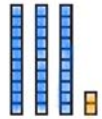
Example:



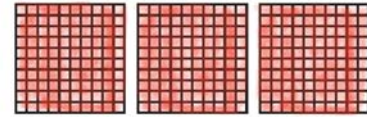
4, 12, 20



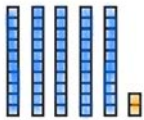
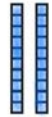
4, 32, 207



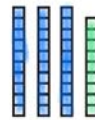
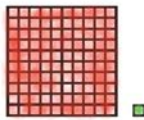
6, 31, 208



8, 20, 302



14, 52, 101



11, 39, 108



Sequencing

2/2

Draw the following and write them in the correct order from left to right, smallest to largest.

4

55

162

4, 55, 162

16

3

136

3, 16, 136

11

54

341

11, 54, 341

79

78

75

75, 78, 79

17

15

51

15, 17, 51

152

65

98

65, 98, 152

Sequencing

2/3

Build the following to show the sequence then fill in the blanks with the correct numbers for each sequence to continue.

5, 6, 7, 8, 9, 10

8, 9, 10, 11, 12, 13

6, 5, 4, 3, 2, 1, 0

10, 9, 8, 7, 6, 5

4, 5, 6, 7, 8, 9, 10

71, 72, 73, 74, 75

34, 36, 38, 40, 42, 44

14, 15, 16, 17, 18, 19

120, 119, 118, 117, 116, 115, 114

9, 8, 7, 6, 5, 4, 3

Sequencing

2/4

Fill in the blanks with the correct numbers for each sequence. Write underneath what you did with each sequence.

Example:

3, 4, 5, 6, 7, 8, 9, 10

I added one to each number

12, 14, 16, 18, 20, 22, 24, 26

I added two to each number.

1, 3, 5, 7, 9, 11, 13, 15

I added two to each number.

8, 10, 12, 14, 16, 18, 20, 22

I added two to each number.

112, 113, 114, 115, 116, 117, 118, 119

I added one to each number.

200, 202, 204, 206, 208, 210, 212

I added two to each number.

22, 20, 18, 16, 14, 12, 10, 8

I subtracted two from each number.

3, 6, 9, 12, 15, 18, 21

I added three to each number.

Sequencing - Cumulative Review

2/5

Build the following questions and match the maths symbols to the answers shown with the blocks. Colour the blocks then write the maths symbols underneath to match the blocks.

Build, write, and say your answers to the following questions.

$$\begin{array}{r} 7 \\ + 9 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 9 \\ + 8 \\ \hline 17 \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 9 \\ + 4 \\ \hline 13 \end{array}$$

$$6 + 9 = 15$$

$$9 + 3 = 12$$

$$9 + 9 = 18$$

$$9 + 0 = 9$$

Bethany ate nine grapes, and then she ate five more. How many grapes did she eat altogether?

$$9 + 5 = 14$$

Scott's dog had nine puppies. He had no other puppies. How many puppies does Scott have altogether?

$$9 + 0 = 9$$

Sequencing - Cumulative Review

2/6

Draw the hundreds, tens and units circled. Colour them in and then write the number in the space below.

900		9
800		8
700		7
<u>600</u>	603	6
500		5
400		4
300		<u>3</u>
200		2
100		1
000		0
<u>0</u> 10 20 30 40 50 60 70 80 90		

900		9
800		8
700	173	7
600		6
500		5
400		4
300		<u>3</u>
200		2
<u>100</u>		1
000		0
0 10 20 30 40 50 60 <u>70</u> 80 90		

900		9
800		<u>8</u>
700	268	7
600		6
500		5
400		4
300		3
<u>200</u>		2
100		1
000		0
0 10 20 30 40 50 <u>60</u> 70 80 90		

900		9
800		8
700	504	7
600		6
<u>500</u>		5
400		<u>4</u>
300		3
200		2
100		1
000		0
<u>0</u> 10 20 30 40 50 60 70 80 90		



*Creating a whole generation of
kids that are confident in maths*

**BUILDING A
FOUNDATION OF MATHS**
PART 3 OF 3

**STUDENT ASSESSMENTS
SAMPLE**

**ORANGE
LESSON TWO**



Given our I-CRAVE methodology and the sequential, mastery-based approach of the Brighter Maths Program, these tests are provided as optional assessments.

The incorporation of paced release as a student progresses through each lesson building, drawing, writing and saying, ensures understanding before an algorithm is taught.

These assessments have been grouped into six units of five lessons each unit, enabling prompt intervention and ensuring confidence and enjoyment of maths as the student progresses. The final assessment reviews key learnings from this level to enable progress with confidence.

.....

Student's Name

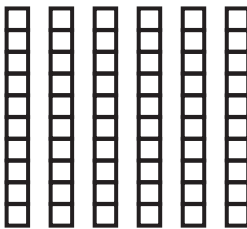
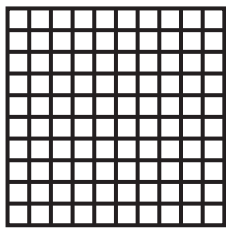
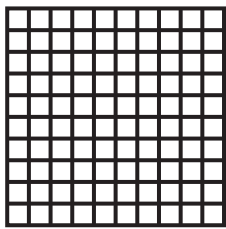
Year

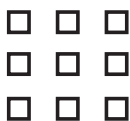
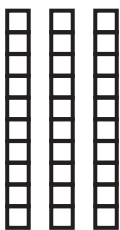
Record your results and the time taken for each unit assessment.

- ☐ **UNIT ONE | Lessons 1 – 5**
Results: Time taken:
- ☐ **UNIT TWO | Lessons 6 – 10**
Results: Time taken:.....
- ☐ **UNIT THREE | Lessons 11 – 15**
Results: Time taken:.....
- ☐ **UNIT FOUR | Lessons 16 – 20**
Results: Time taken:.....
- ☐ **UNIT FIVE | Lessons 21 – 25**
Results: Time taken:.....
- ☐ **UNIT SIX | Lessons 26 – 30**
Results: Time taken:.....
- ☐ **FINAL ASSESSMENT**
Results: Time taken:.....

UNIT ONE : Lesson 1 - Place Value (Hundreds, Tens, Units)

Say and write the following numbers.





Build, draw, write and say the number.

201

455

Three hundred sixty seven

Nine hundred

UNIT ONE : Lesson 2 – Sequencing

Write the numbers in order, from smallest to largest.

24, 13, 31, 204

____ , ____ , ____ , ____

19, 9, 39, 99

____ , ____ , ____ , ____

Write the numbers in order from the largest to the smallest.

118, 81, 84, 100, 18

____ , ____ , ____ , ____ , ____

11, 111, 101, 100

____ , ____ , ____ , ____

Fill in the blanks with the correct number for the sequence.

6 , 7 , 8 , ____ , ____ , ____

25 , 24 , ____ , ____ , ____ , ____ , 19

The children are three, five, six and nine years of age. Write their ages from the youngest to the oldest.

____ , ____ , ____ , ____

UNIT ONE : Lesson 3 - Inequalities

Compare the following. Draw the symbol $<$, $>$ or $=$ on the line to show the relationship between the values.

$$4 + 9 \quad \underline{\hspace{1cm}} \quad 9 + 4$$

$$4 + 5 \quad \underline{\hspace{1cm}} \quad 9 + 0$$

$$13 \quad \underline{\hspace{1cm}} \quad 31$$

$$4 + 7 \quad \underline{\hspace{1cm}} \quad 12 - 1$$

$$100 \quad \underline{\hspace{1cm}} \quad 10$$

$$4 + 4 \quad \underline{\hspace{1cm}} \quad 5 + 5$$

$$4 + 5 \quad \underline{\hspace{1cm}} \quad 1 + 9$$

$$4 + 0 \quad \underline{\hspace{1cm}} \quad 40$$

$$4 + 1 \quad \underline{\hspace{1cm}} \quad 1 + 4$$

$$6 + 3 \quad \underline{\hspace{1cm}} \quad 6 - 3$$

UNIT ONE : Lesson 4 - Rounding To Ten, Estimation

Round each number to the nearest tens place, either up or down.

65 ____

11 ____

73 ____

Round each number to the nearest ten and estimate the answer only.

$$\begin{array}{r} 32 \\ + 49 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \approx \\ \approx + \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 34 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \approx \\ \approx + \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ + 21 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \approx \\ \approx + \\ \hline \\ \hline \end{array}$$

A baker made 27 loaves of bread yesterday and forty two loaves of bread today. Estimate how many loaves of bread the baker made in the last two days. Show your working out.

UNIT ONE : Lesson 5 - Multi-Digit Addition (Place-Value Notation)

Rewrite the numbers using place value notation.

$$376 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$121 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

Estimate, then add the following using place value notation.

$\begin{array}{r} 46 \\ + 52 \\ \hline \end{array}$	$\rightarrow \approx$	$\rightarrow 40 + 6$
	$\rightarrow \approx + \underline{\quad}$	$\rightarrow + 50 + 2$
$\underline{\quad}$	$\underline{\quad}$	$\underline{\quad}$

$\begin{array}{r} 120 \\ + 496 \\ \hline \end{array}$	$\rightarrow \approx$	$\rightarrow \quad + \quad +$
	$\rightarrow \approx + \underline{\quad}$	$\rightarrow + \quad + \quad +$
$\underline{\quad}$	$\underline{\quad}$	$\underline{\quad}$

$\begin{array}{r} 104 \\ + 312 \\ \hline \end{array}$	$\rightarrow \approx$	$\rightarrow \quad + \quad +$
	$\rightarrow \approx + \underline{\quad}$	$\rightarrow + \quad + \quad +$
$\underline{\quad}$	$\underline{\quad}$	$\underline{\quad}$

Carla saved one hundred twenty seven five-cent coins and three hundred sixteen ten-cent coins. How many coins has she saved?

$\begin{array}{r} + \\ \hline \end{array}$	$\rightarrow \approx$	$\rightarrow \quad + \quad +$
	$\rightarrow \approx + \underline{\quad}$	$\rightarrow + \quad + \quad +$
$\underline{\quad}$	$\underline{\quad}$	$\underline{\quad}$

UNIT ONE : Timed Review

Review the following addition facts. Answer the following. Time yourself if you like, to see how many you can answer correctly in one minute.

Answers correct _____ Time taken _____

$5 + 5 =$	$2 + 2 =$	$3 + 8 =$
$40 + 60 =$	$20 + 20 =$	$8 + 2 =$
$7 + 8 =$	$50 + 50 =$	$7 + 6 =$
$8 + 8 =$	$8 + 7 =$	$3 + 3 =$
$9 + 8 =$	$3 + 7 =$	$30 + 30 =$
$10 + 90 =$	$40 + 40 =$	$4 + 6 =$
$7 + 7 =$	$4 + 4 =$	$20 + 30 =$
$20 + 80 =$	$6 + 5 =$	$7 + 7 =$
$6 + 6 =$	$9 + 2 =$	$9 + 9 =$
$10 + 40 =$	$6 + 7 =$	$90 + 90 =$



*Creating a whole generation of
kids that are confident in maths*

**BUILDING A
FOUNDATION OF MATHS**
PART 3 OF 3

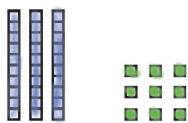
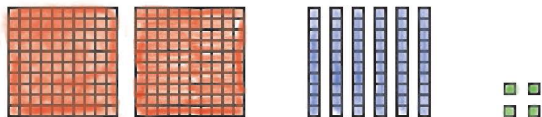
**ASSESSMENTS SOLUTIONS
SAMPLE**

**ORANGE
LESSON TWO**



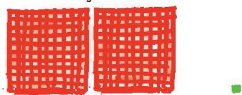
**UNIT ONE : Lesson 1 – Place Value (Hundreds, Tens, Units)**

Say and write the following numbers.



Build, draw, write and say the number.

201



455



Three hundred sixty seven



Nine hundred

**UNIT ONE : Lesson 2 – Sequencing**

Write the numbers in order, from smallest to largest.

24, 13, 31, 204

13, 24, 31, 204

19, 9, 39, 99

9, 19, 39, 99

Write the numbers in order from the largest to the smallest.

118, 81, 84, 100, 18

118, 100, 84, 81, 18

11, 111, 101, 100

111, 101, 100, 11

Fill in the blanks with the correct number for the sequence.

6, 7, 8, 9, 10, 1125, 24, 23, 22, 21, 20, 19

The children are three, five, six and nine years of age. Write their ages from the youngest to the oldest.

3, 5, 6, 9**UNIT ONE : Lesson 3 – Inequalities**Compare the following. Draw the symbol $<$, $>$ or $=$ on the line to show the relationship between the values.

$4 + 9 = 9 + 4$

$4 + 5 = 9 + 0$

$13 < 31$

$4 + 7 = 12 - 1$

$100 > 10$

$4 + 4 < 5 + 5$

$4 + 5 < 1 + 9$

$4 + 0 < 40$

$4 + 1 = 1 + 4$

$6 + 3 > 6 - 3$

**UNIT ONE : Lesson 4 – Rounding To Ten, Estimation**

Round each number to the nearest tens place, either up or down.

65 ↑6011 ↓1073 ↓70

Round each number to the nearest ten and estimate the answer only.

$$\begin{array}{r} 32 \\ + 49 \\ \hline \end{array} \approx \begin{array}{r} 30 \\ + 50 \\ \hline 80 \end{array}$$

$$\begin{array}{r} 12 \\ + 34 \\ \hline \end{array} \approx \begin{array}{r} 10 \\ + 30 \\ \hline 40 \end{array}$$

$$\begin{array}{r} 57 \\ + 21 \\ \hline \end{array} \approx \begin{array}{r} 60 \\ + 20 \\ \hline 80 \end{array}$$

A baker made 27 loaves of bread yesterday and forty two loaves of bread today. Estimate how many loaves of bread the baker made in the last two days. Show your working out.

$$\begin{array}{r} 27 \\ + 42 \\ \hline \end{array} \approx \begin{array}{r} 30 \\ + 40 \\ \hline 70 \end{array}$$

UNIT ONE : Lesson 5 - Multi-Digit Addition (Place-Value Notation)

Rewrite the numbers using place value notation.

$$376 = \underline{300} + \underline{70} + \underline{6}$$

$$121 = \underline{100} + \underline{20} + \underline{1}$$

Estimate, then add the following using place value notation.

$$\begin{array}{r} 46 \\ + 52 \\ \hline \end{array} \rightarrow \begin{array}{r} \approx 50 \\ \approx 50 \\ \hline \approx 100 \end{array} \rightarrow \begin{array}{r} 40 + 6 \\ + 50 + 2 \\ \hline 90 + 8 \end{array}$$

$$\begin{array}{r} 120 \\ + 496 \\ \hline \end{array} \rightarrow \begin{array}{r} \approx 120 \\ \approx 500 \\ \hline \approx 620 \end{array} \rightarrow \begin{array}{r} \textcircled{100} + 10 \\ 100 + 20 + 0 \\ + 400 + 90 + 6 \\ \hline 600 + 10 + 6 \end{array}$$

$$\begin{array}{r} 104 \\ + 312 \\ \hline \end{array} \rightarrow \begin{array}{r} \approx 100 \\ \approx 300 \\ \hline \approx 400 \end{array} \rightarrow \begin{array}{r} 100 + 00 + 4 \\ + 300 + 10 + 2 \\ \hline 400 + 10 + 2 \end{array}$$

Carla saved one hundred twenty seven five-cent coins and three hundred sixteen ten-cent coins. How many coins has she saved?

$$\begin{array}{r} 127 \\ + 316 \\ \hline \end{array} \rightarrow \begin{array}{r} \approx 130 \\ \approx 320 \\ \hline \approx 450 \end{array} \rightarrow \begin{array}{r} \textcircled{10} + 3 \\ 100 + 20 + 7 \\ + 300 + 10 + 6 \\ \hline 400 + 40 + 3 \end{array}$$

UNIT ONE : Timed Review

Review the following addition facts. Answer the following. Time yourself if you like, to see how many you can answer correctly in one minute.

Answers correct _____ Time taken _____

$$5 + 5 = \underline{10} \quad 2 + 2 = \underline{4} \quad 3 + 8 = \underline{11}$$

$$40 + 60 = \underline{100} \quad 20 + 20 = \underline{40} \quad 8 + 2 = \underline{10}$$

$$7 + 8 = \underline{15} \quad 50 + 50 = \underline{100} \quad 7 + 6 = \underline{13}$$

$$8 + 8 = \underline{16} \quad 8 + 7 = \underline{15} \quad 3 + 3 = \underline{6}$$

$$9 + 8 = \underline{17} \quad 3 + 7 = \underline{10} \quad 30 + 30 = \underline{60}$$

$$10 + 90 = \underline{100} \quad 40 + 40 = \underline{80} \quad 4 + 6 = \underline{10}$$

$$7 + 7 = \underline{14} \quad 4 + 4 = \underline{8} \quad 20 + 30 = \underline{50}$$

$$20 + 80 = \underline{100} \quad 6 + 5 = \underline{11} \quad 7 + 7 = \underline{14}$$

$$6 + 6 = \underline{12} \quad 9 + 2 = \underline{11} \quad 9 + 9 = \underline{18}$$

$$10 + 40 = \underline{50} \quad 6 + 7 = \underline{13} \quad 90 + 90 = \underline{180}$$

UNIT TWO : Lesson 6 - Addition With Regrouping

Estimate then add the following. Show regrouping accurately in both standard notation and place value notation.

$$\begin{array}{r} \textcircled{14} \\ 605 \\ + 49 \\ \hline 654 \end{array} \rightarrow \begin{array}{r} \approx 610 \\ \approx 50 \\ \hline \approx 660 \end{array} \rightarrow \begin{array}{r} \textcircled{10} + 4 \\ 600 + 00 + 5 \\ + 40 + 9 \\ \hline 600 + 50 + 4 \end{array}$$

$$\begin{array}{r} \textcircled{13} \\ 309 \\ + 14 \\ \hline 323 \end{array} \rightarrow \begin{array}{r} \approx 310 \\ \approx 10 \\ \hline \approx 320 \end{array} \rightarrow \begin{array}{r} \textcircled{10} + 3 \\ 300 + 00 + 9 \\ + 10 + 4 \\ \hline 300 + 20 + 3 \end{array}$$

$$\begin{array}{r} \textcircled{13} \\ 136 \\ + 17 \\ \hline 153 \end{array} \rightarrow \begin{array}{r} \approx 140 \\ \approx 20 \\ \hline \approx 160 \end{array} \rightarrow \begin{array}{r} \textcircled{10} + 3 \\ 100 + 30 + 6 \\ + 10 + 7 \\ \hline 100 + 50 + 3 \end{array}$$

$$\begin{array}{r} \textcircled{12} \\ 115 \\ + 27 \\ \hline 142 \end{array} \rightarrow \begin{array}{r} \approx 120 \\ \approx 30 \\ \hline \approx 150 \end{array} \rightarrow \begin{array}{r} \textcircled{10} + 2 \\ 100 + 10 + 5 \\ + 20 + 7 \\ \hline 100 + 40 + 2 \end{array}$$

Over the course of the day out west, we counted one hundred and fifteen kangaroos, and three hundred seventeen wild brumbies. How many animals did we see? Show your working out.

We saw 432 animals.

$$\begin{array}{r} \textcircled{12} \\ 115 \\ + 317 \\ \hline 432 \end{array} \rightarrow \begin{array}{r} \approx 120 \\ \approx 320 \\ \hline \approx 440 \end{array} \rightarrow \begin{array}{r} \textcircled{10} + 2 \\ 100 + 10 + 5 \\ + 300 + 10 + 7 \\ \hline 400 + 30 + 2 \end{array}$$

UNIT TWO : Lesson 7 - Skip Counting By Two

Skip count by two and answer the following.

$$0, \underline{2}, \underline{4}, \underline{6}, 8, 10, \underline{12}, \underline{14}, \underline{16}$$

$$14, 16, \underline{18}, \underline{20}, 22, \underline{24}, \underline{26}, \underline{28}$$

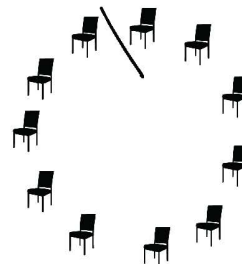
How many bananas do I have?

Six bananas.



How many chairs are in the circle?

Eleven chairs.



How many cars are parked on the road?

Four cars.

