



First Name: _____ Last Name: _____ Grade: _____

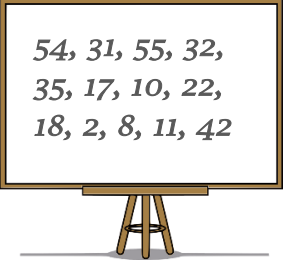
Teacher: _____ Parent's email: _____

Number Clues

This Math Challenge presents “Who Am I” puzzles and Number puzzles. The puzzles give clues about a number, and we have to figure out what the number is. These problems are great to strengthen our number sense, our logic and critical thinking. Enjoy.

Kinder & First Grade: solve at least 3 problems.
Second & Third Grade: solve at least 7 problems.
Fourth Grade and above: solve at least 12 problems.

		<i>Answer</i>
1.	<p>One-digit number</p> <p>a. I am a one-digit odd number. I am greater than the sum of 3 and 4. Who am I?</p> <p>b. I am the biggest one-digit even number. I look like two zeroes that have been attached together. Who am I?</p>	<p>a.</p> <p>b.</p>
2.	<p>Two-digit number</p> <p>a. I am greater than 10 but less than 13. I am an even number. Who am I?</p> <p>b. I am greater than 35 but less than 55. I am an even number. My ones digit is the same as my tens digit. Who am I?</p>	<p>a.</p> <p>b.</p>
3.	<p>Two-digit number</p> <p>a. I am an even two-digit number. The sum of all my digits is 3. The order of my digits, from left to right, goes from smallest to greatest. Who am I?</p> <p>b. I am less than the value of 8 tens, but I am more than the value of 5 tens. I am an odd number, and my digits are different. If you add my digits together, you get 10. Who am I?</p>	<p>a.</p> <p>b.</p>
4.	<p>Two-digit number</p> <p>I am a two-digit number exactly half-way between 10 and 20. Who am I?</p>	
5.	<p>Three-digit number</p> <p>I am a 3-digit odd number greater than 200. The sum of my digits altogether is 15. All of my digits are odd and different. The order of my digits, from left to right, goes smallest to greatest. Who am I?</p>	
6.	<p>Three-digit numbers</p> <p>a. I am a 3-digit number. My ones digit is the number when you double 4. My hundreds digit is an even number larger than 5 but smaller than 8. My tens digit is half the ones digit. Who am I?</p> <p>b. I am a 3-digit number. My ones digit is an odd number larger than 7. My tens digit is 5 less than 6. My hundreds digit is the same as the tens. Who am I?</p> <p>c. I am a 3-digit number. My tens digit is less than 1. My ones digit is the number of sides of a triangle. My hundreds digit is the same as $10 - 3$. Who am I?</p>	<p>a.</p> <p>b.</p> <p>c.</p>

<p>7. Three-digit number My ones digit and my hundreds digit are both different and less than 6 and more than 3. My tens digit is the smallest even number. If you double me, I will be more than a thousand. Who am I?</p>	
<p>8. Find the two mystery numbers below. Each mystery number is a two-digit whole number between 1 and 50.</p> <p>a) The first mystery number has a remainder of 1 when divided by 5. When it is divided by 8 the remainder is 2. This mystery number is ____.</p> <p>b) The second mystery number has two digits. It has a remainder of 2 when divided by 3. When it is divided by 4, the remainder is 1. When it is divided by 5, the remainder is 4. This mystery number is ____.</p>	<p>a.</p> <p>b.</p>
<p>9. Who am I?</p> <ul style="list-style-type: none"> • I am an even 5-digit number. • My tens digit is $\frac{2}{3}$ of 12. • My hundreds digit is the number of sides in a hexagon. • My ten-thousands digit is an even prime number. • All my digits are even and different. • If you triple me, I'll be larger than 70,000. 	
<p>10. Mrs. Smith has the following numbers on the board: 54, 31, 55, 32, 35, 17, 10, 22, 18, 2, 8, 11, 42.</p> <p>She asks Maya to cross out all numbers evenly divisible by 7.</p> <p>She asks Audrey to cross out all numbers that are multiples of 5.</p> <p>She asks Quentin to cross out numbers that are evenly divisible by 6.</p> <p>She asks Maria to cross out all the numbers with a factor of 4.</p> <p>She finally crosses all prime numbers.</p> <p>What number will be left on the board?</p>	
<p>11. What is the number?</p> <ul style="list-style-type: none"> • The number has six digits. • All of the digits are odd. • The thousands digit is larger than 3 but less than 6. • The tens digit is the fourth smallest prime number. • The hundreds digit is the same as $270 \div 30$. • The ones digit is the number of interior angles in a triangle. • The hundred-thousands digit is a square root of 9. • The ten thousands digit is a third of the hundreds digit. 	
<p>12. A student asked his math teacher, Mr. Clark, his age. He gave these clues: "Find the greatest possible difference of two prime numbers that are between 50 and 100. My age is a decade older than this number."</p>	

<p>13. Find the value of N given the following clues:</p> <ul style="list-style-type: none"> • N is a whole number. • N is divisible by 6 and not divisible by 11. • N is larger than 60. • 5 is not a factor of N. • N is less than 100. • The sum of the digits of N is 12. 	
<p>14. What number satisfies the following rhyme?</p> <p style="text-align: center;">A multiple of 11 I be, not odd but even you see, my digits a pair, when multiplied there, make a cube and square out of me.</p>	
<p>15. I am a palindrome that is less than half a million. I am symmetrical with 0 in my tens place and in my thousands place. I am an even number, and I am more than a quarter of a million. Who am I?</p>	
<p>16. Celeste is making bags of treats. If Celeste wants to use all of her candy in the bags, what is the largest number of treat bags she can make? Use the clues below to help her.</p> <ul style="list-style-type: none"> • She has 84 lollipops and 56 miniature candy bars. • Each bag needs to have the same number of lollipops. • Each bag needs to have the same number of candy bars. 	
<p>17. Mihika's locker number is the product of the least pair of consecutive primes that have a difference of 6. What is Mihika's locker number?</p>	
<p>18. Find the positive difference between M and N given the following clues:</p> <ul style="list-style-type: none"> • Of all the whole numbers between 100 and 400, M of them have the digit 3 in them. • Of all the whole numbers between 100 and 400, N of them have the digit 8 in them. 	

Solution is available on May 5, 2023
www.mathinaction.org