

Place Value Game

Materials:

Giant digits printed on paper (scroll down and print pages 2-34)

How to play:

Hand out 3, 4, or 5 digit cards randomly to students. Each student should have only one card.

Ask the students to make a specific number.

They line up in the front of the room, with the digit cards held up in front of their chest for the class to see.

You can check to see if they've made the correct number.

Then, ask place value questions about the number.

Example:

You hand the digits 0, 6, 7, and 8, to four different students.

Then you say, "Make the number eight thousand sixty-seven."

The students line up in the front of the room, and hold the digits in front of their chest for the rest of the class to see.

Billy has the 8. He lines up first and holds up his digit.
Mary has the 0. She lines up second and holds up her digit.
Jane has the 6. She lines up third and holds up her digit.
Joey has the 7, so he lines up last and holds up his digit.

Together, they have made the number 8,067.

Then ask questions like:

Which student has the digit in the hundreds place?
Which student's digit has the greatest value?
What would we have if we added a thousand to this number?

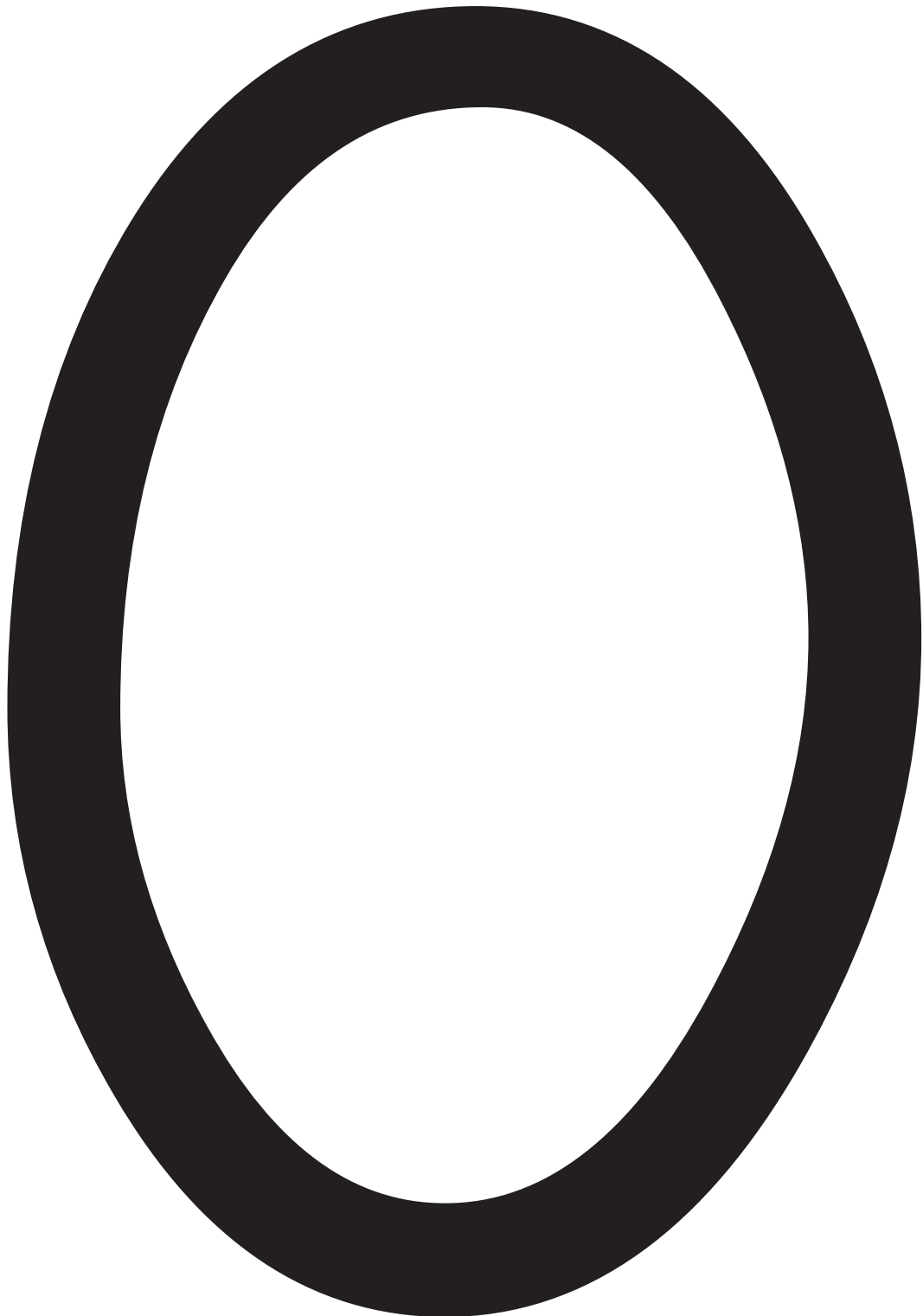
You can also try having the kids scramble to make the greatest possible number using the digits. (8,760)

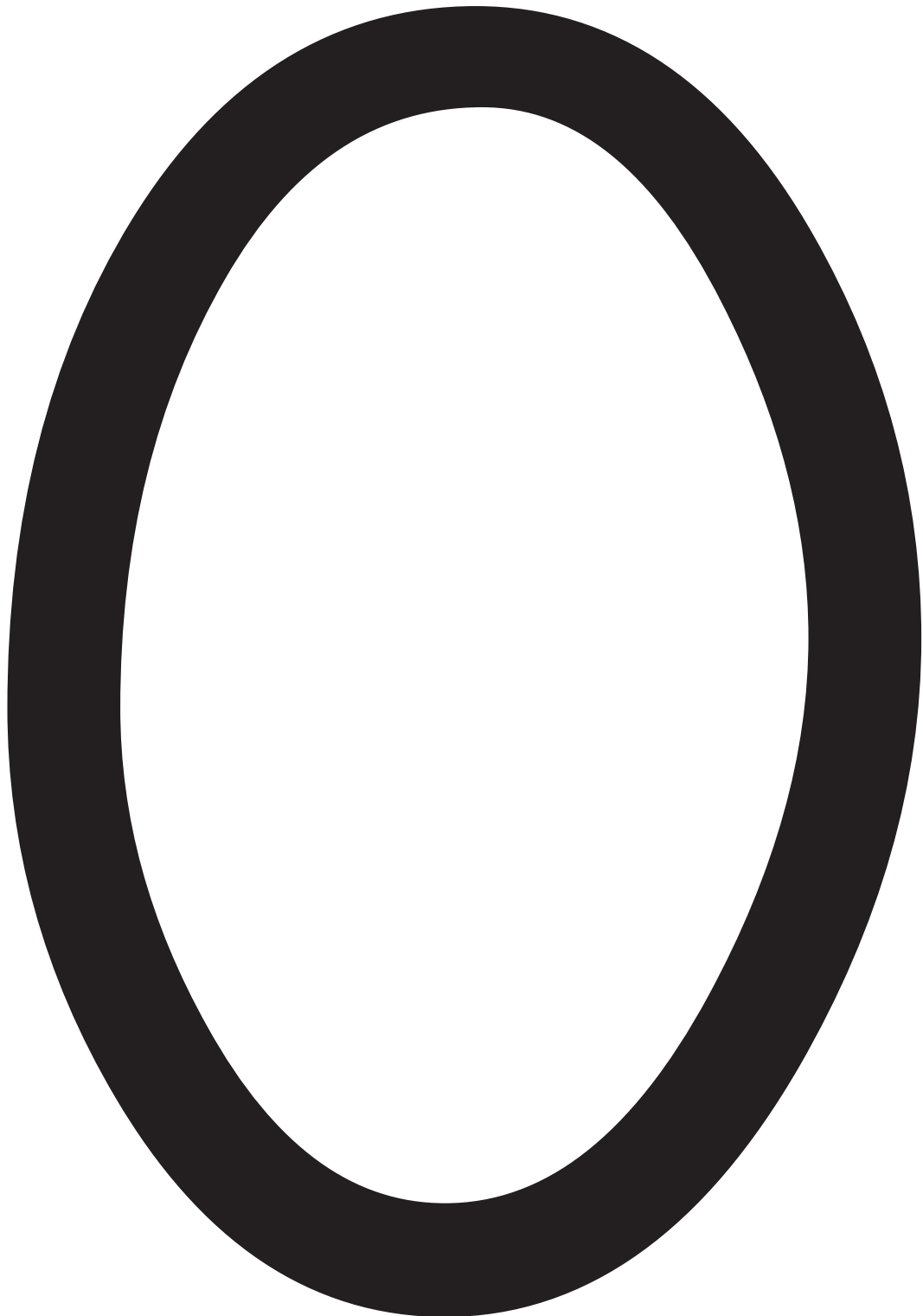
Or the smallest possible number. (0678)

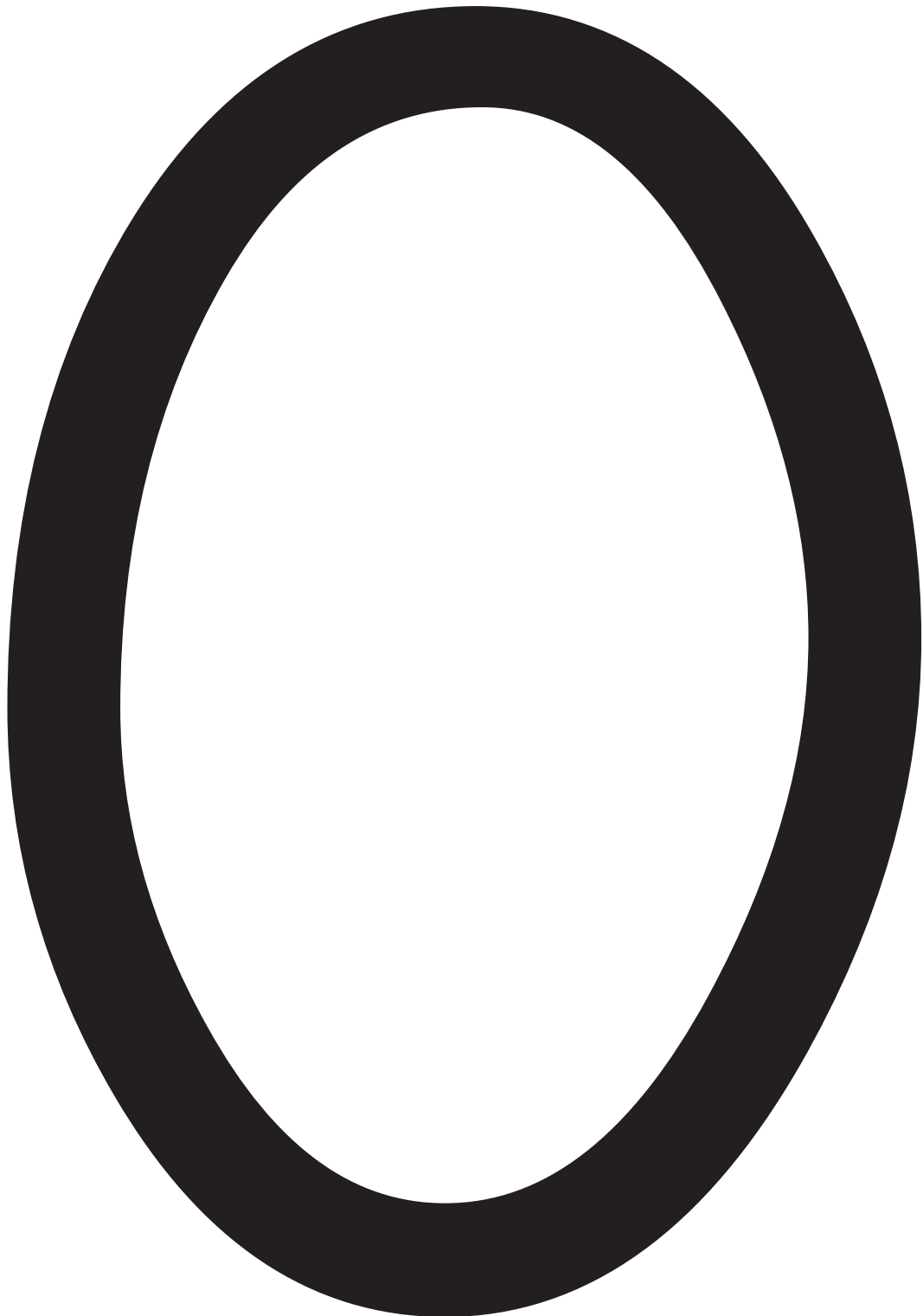
Notes: This game can be played with numbers as large or small as you'd like.

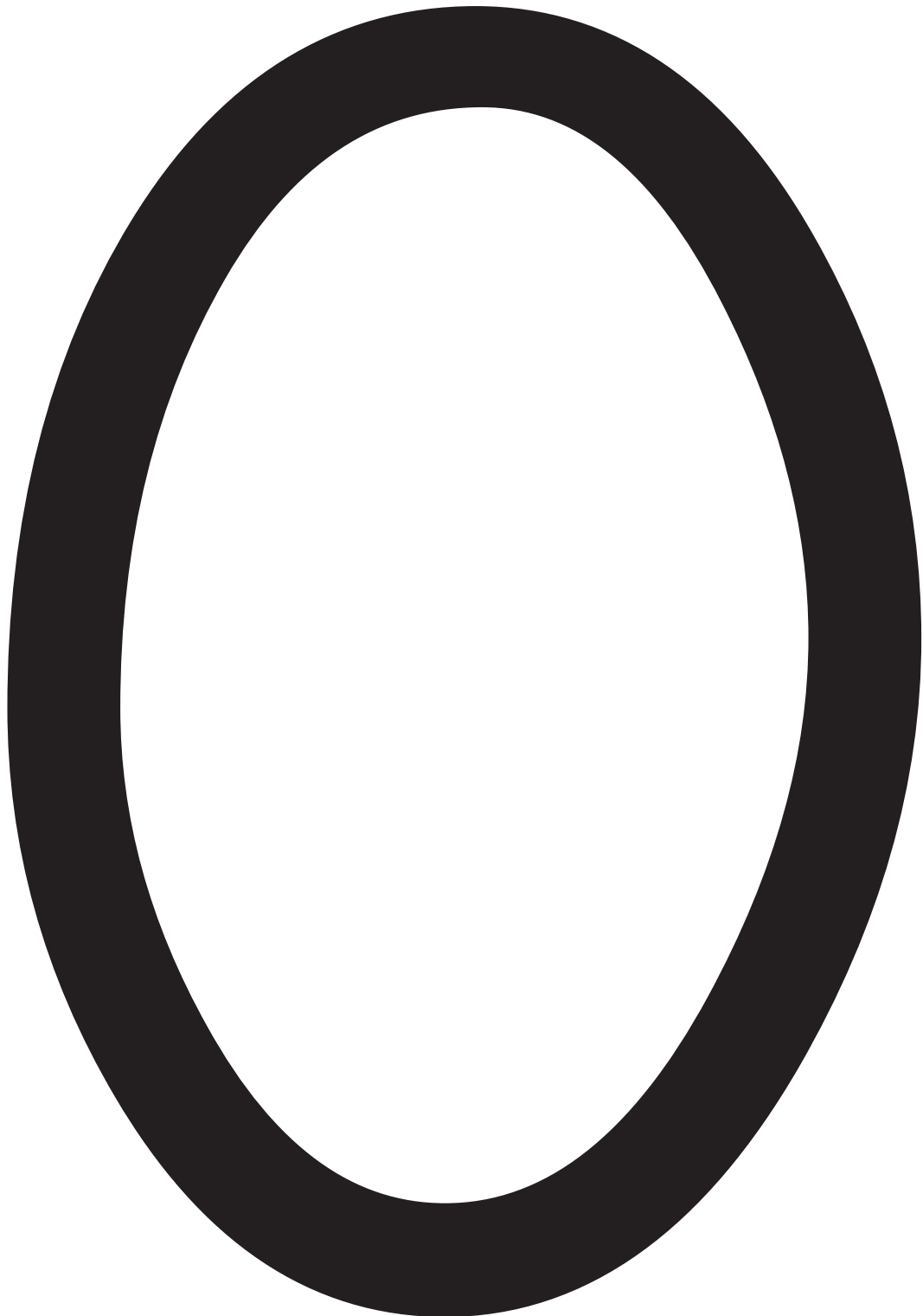
Students often have the most difficulty with zeros in large numbers.
(example: 1,070 is harder than 1,345)

For an added challenge, hand out commas and have the students place them in the correct places.

















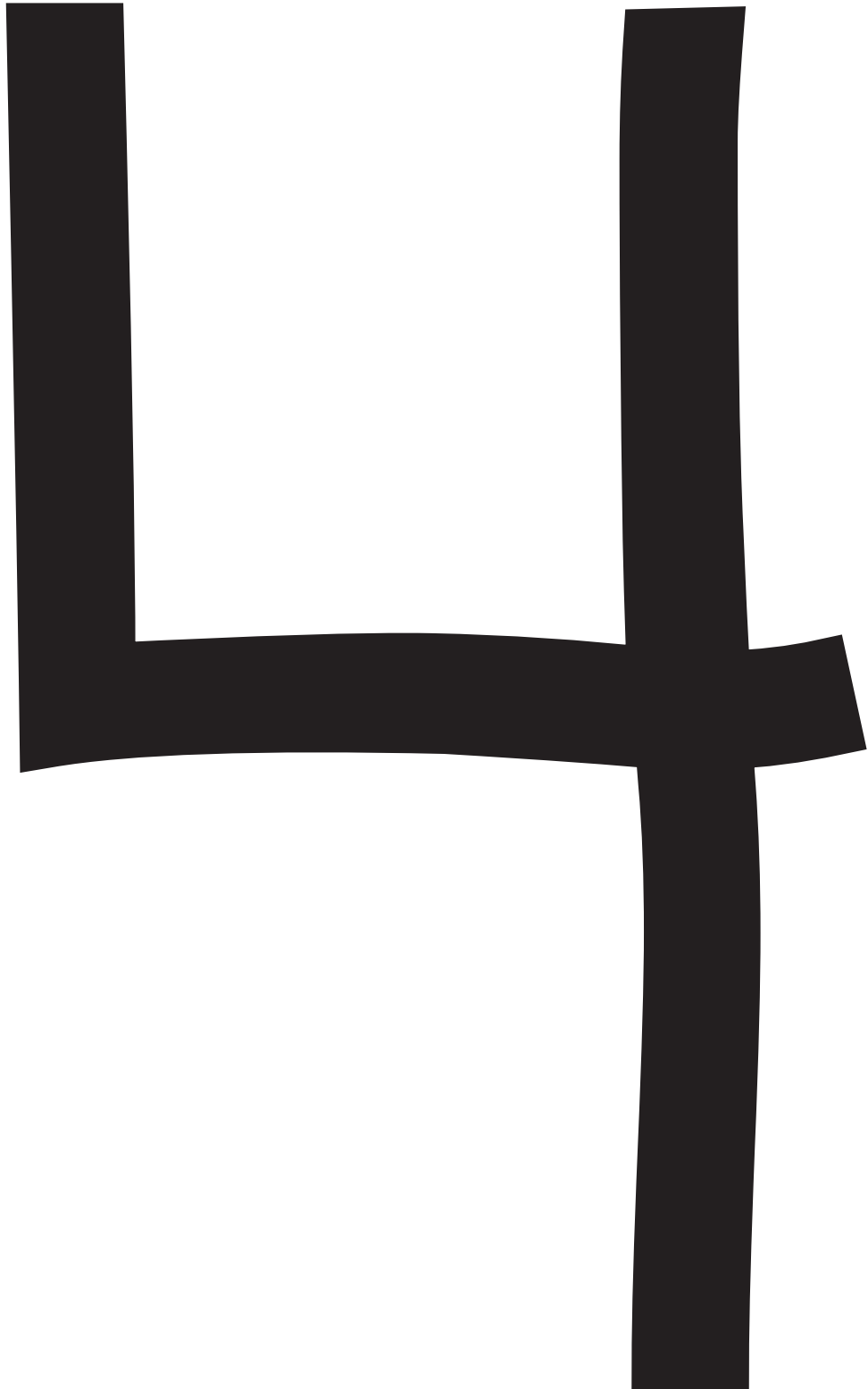


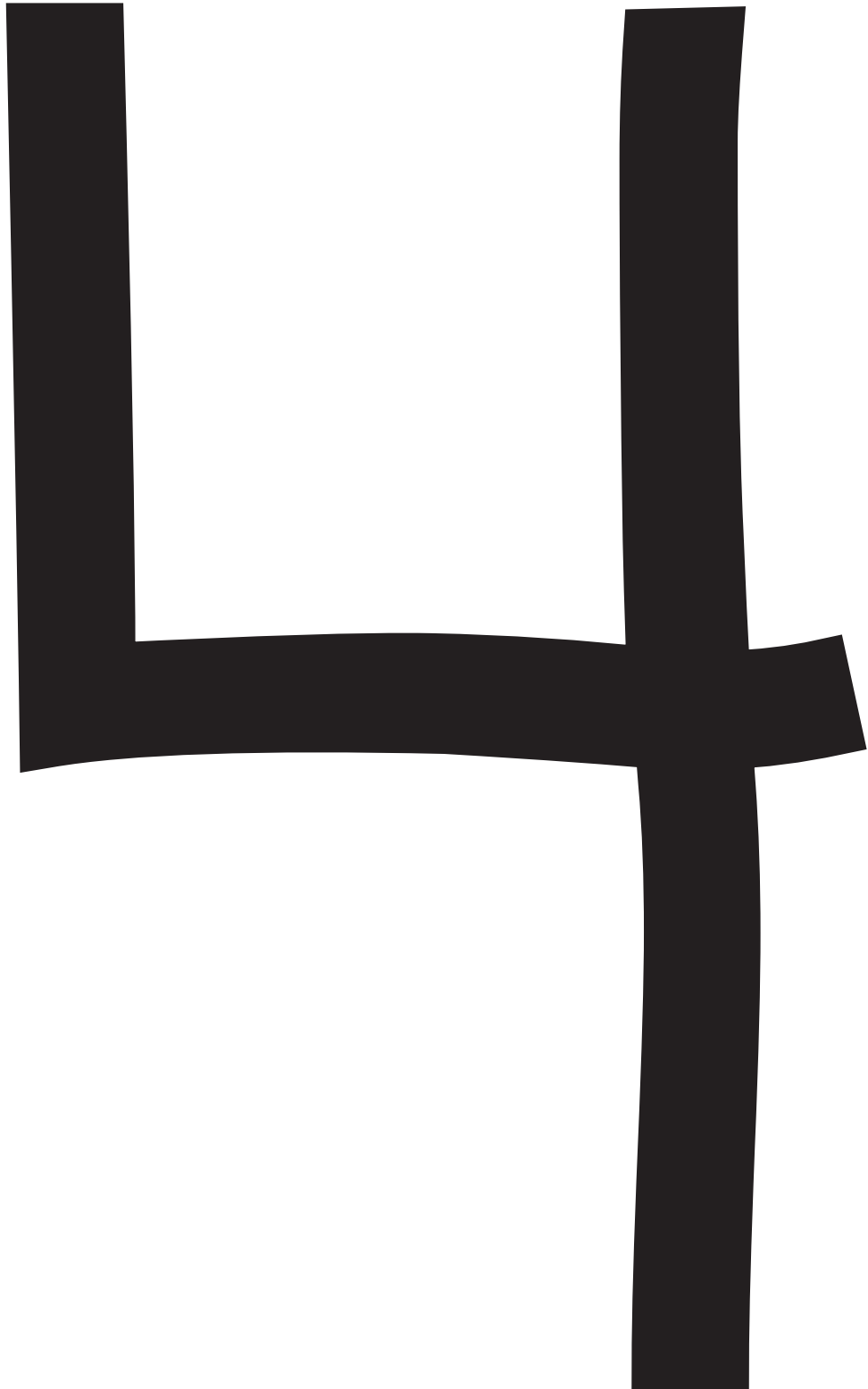


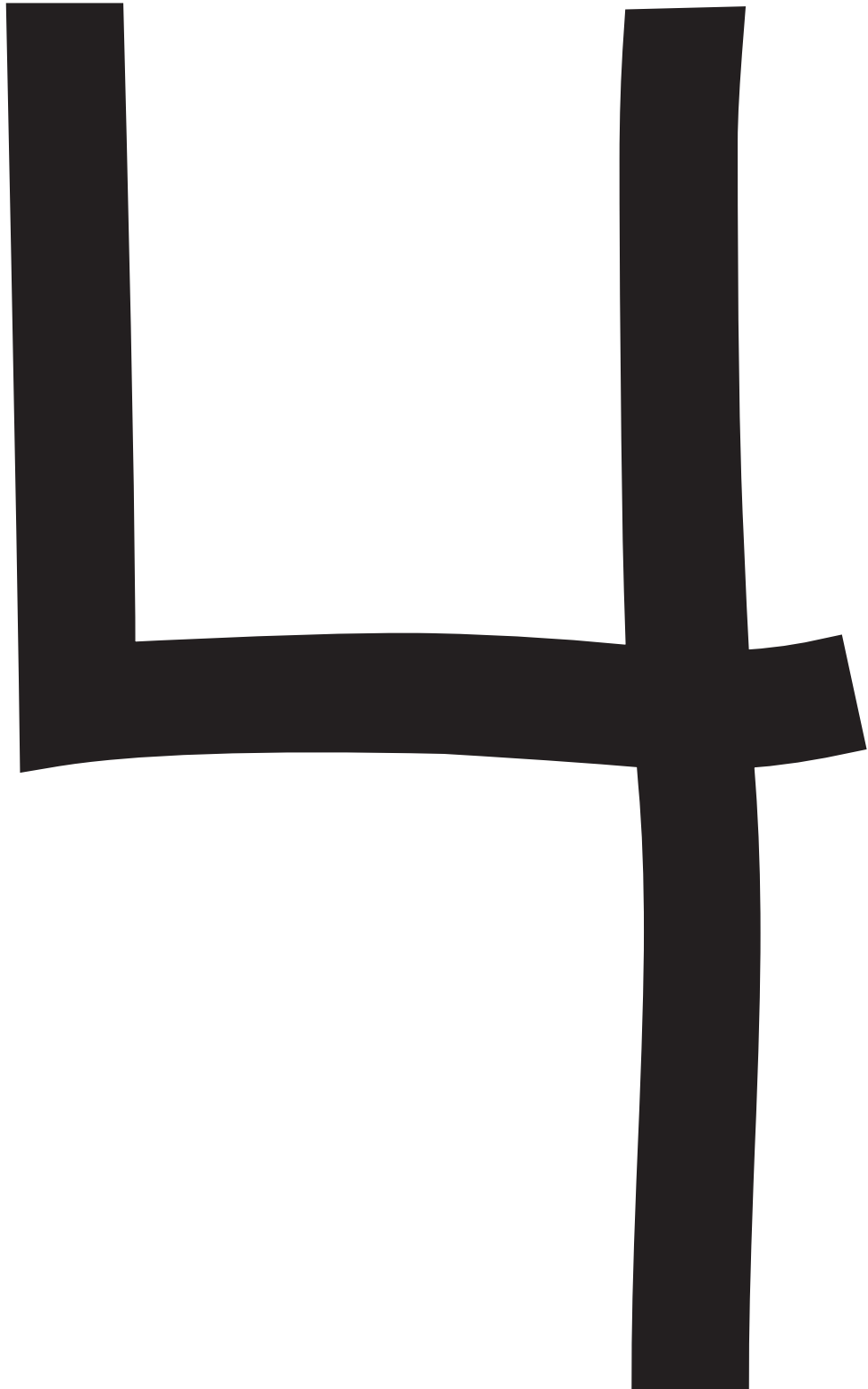
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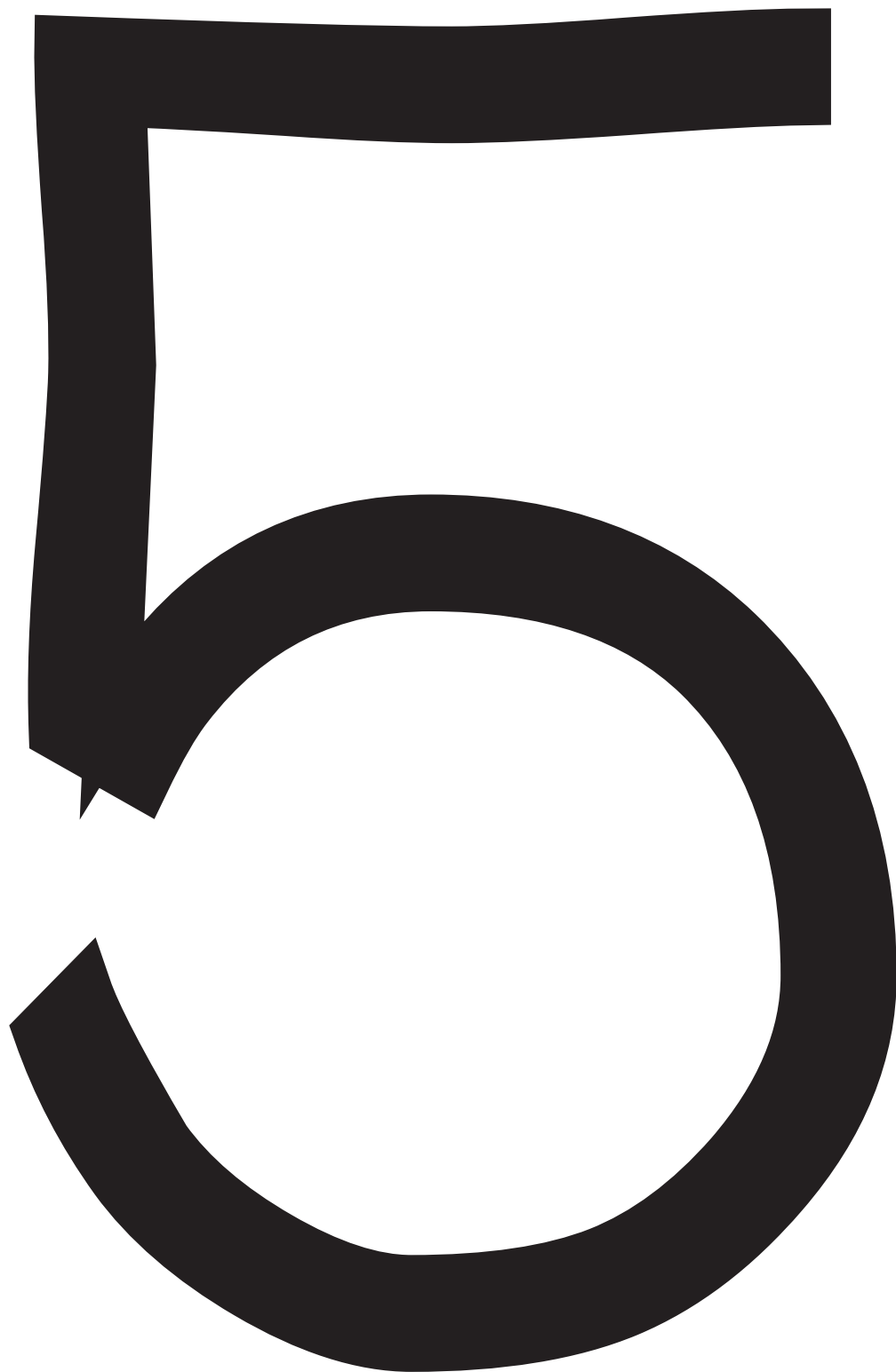
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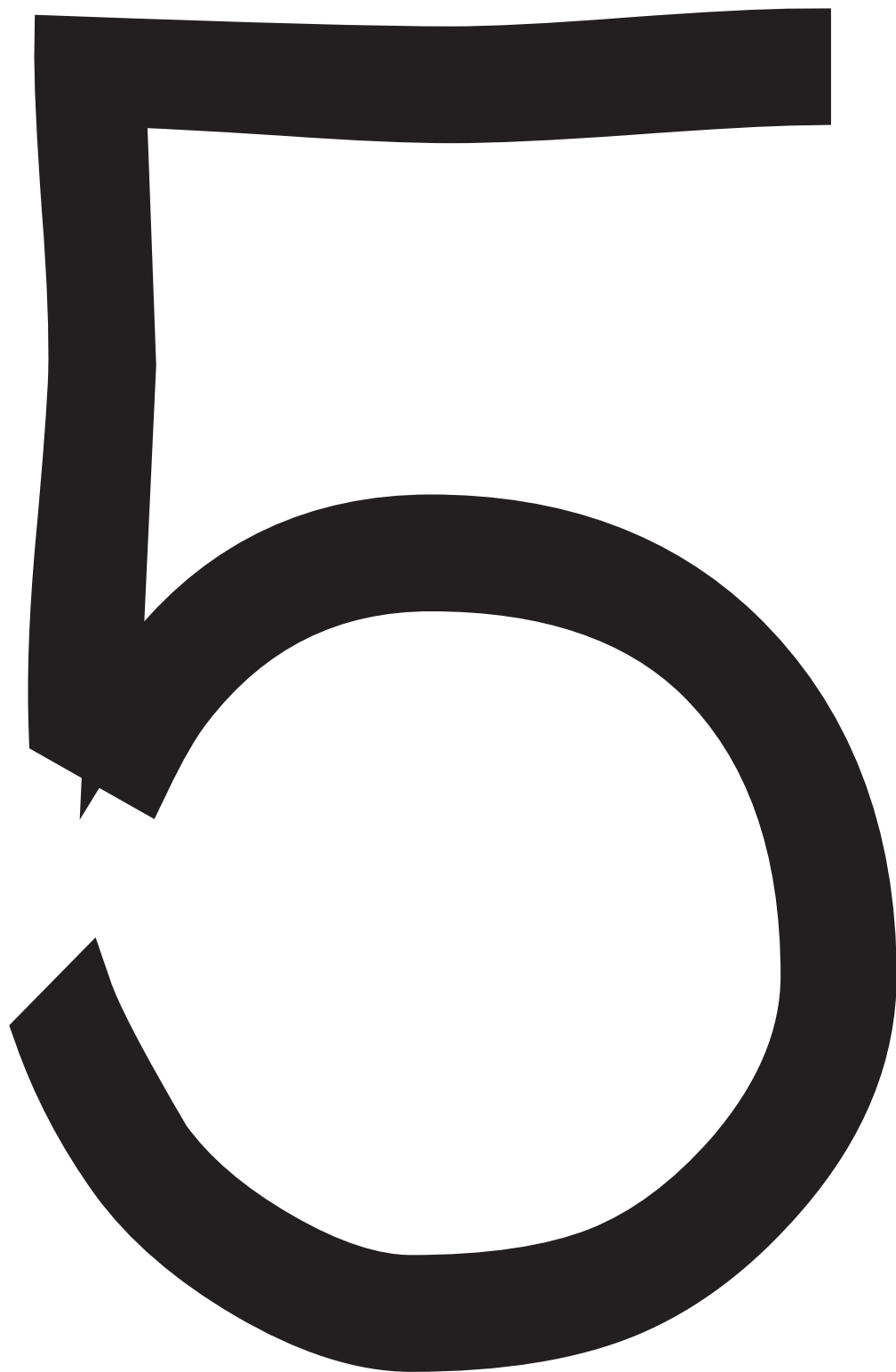
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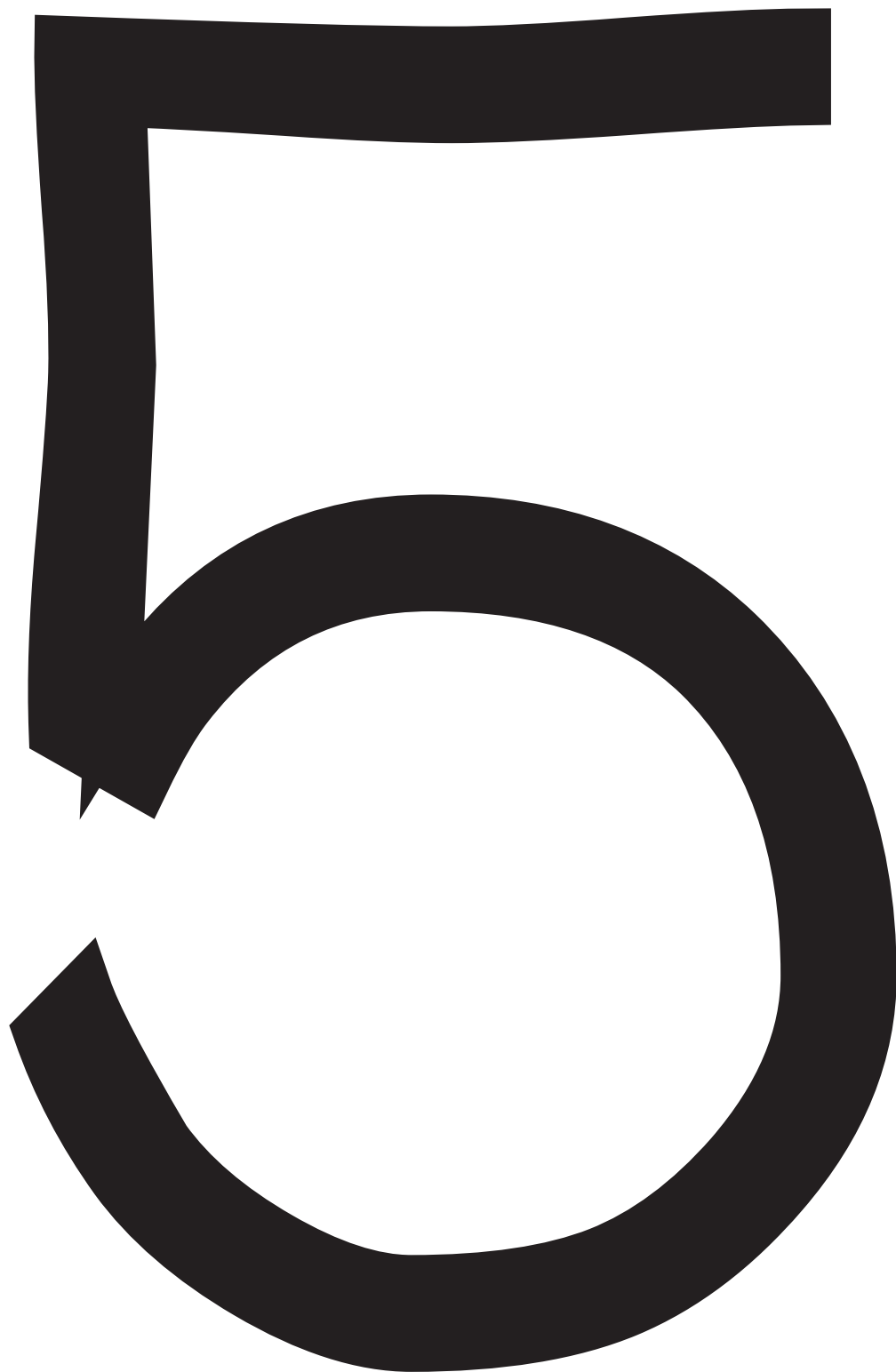


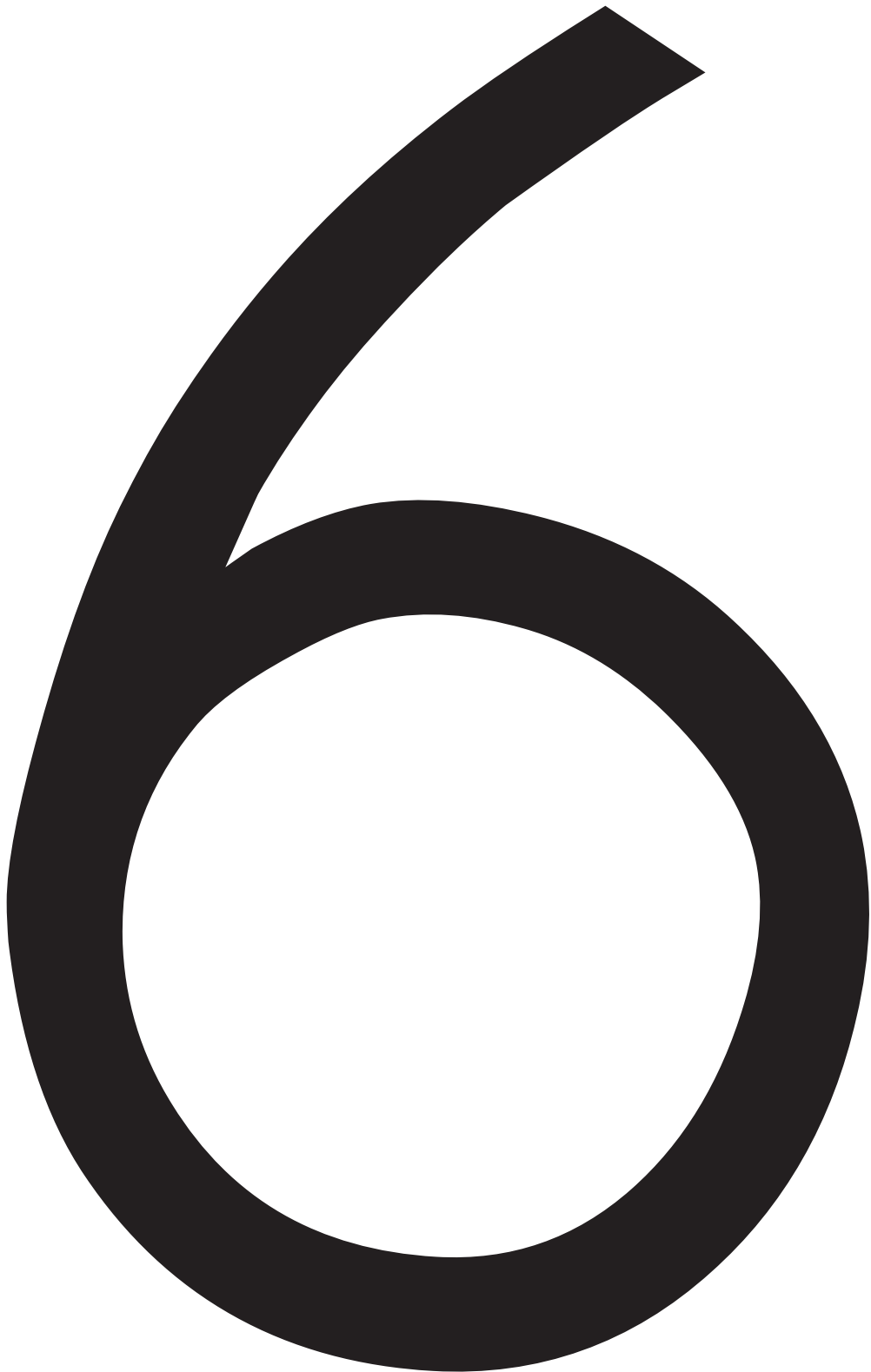


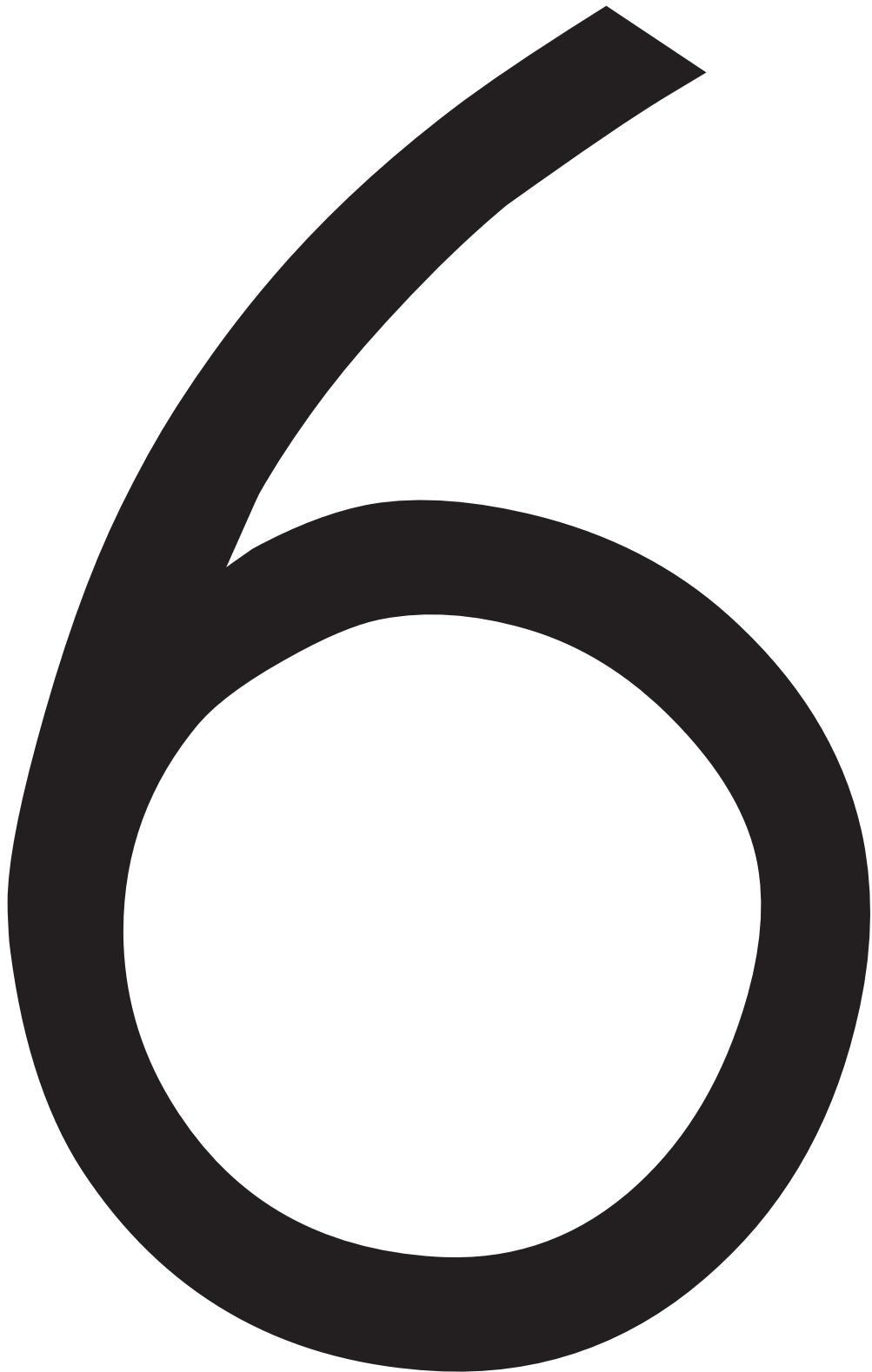


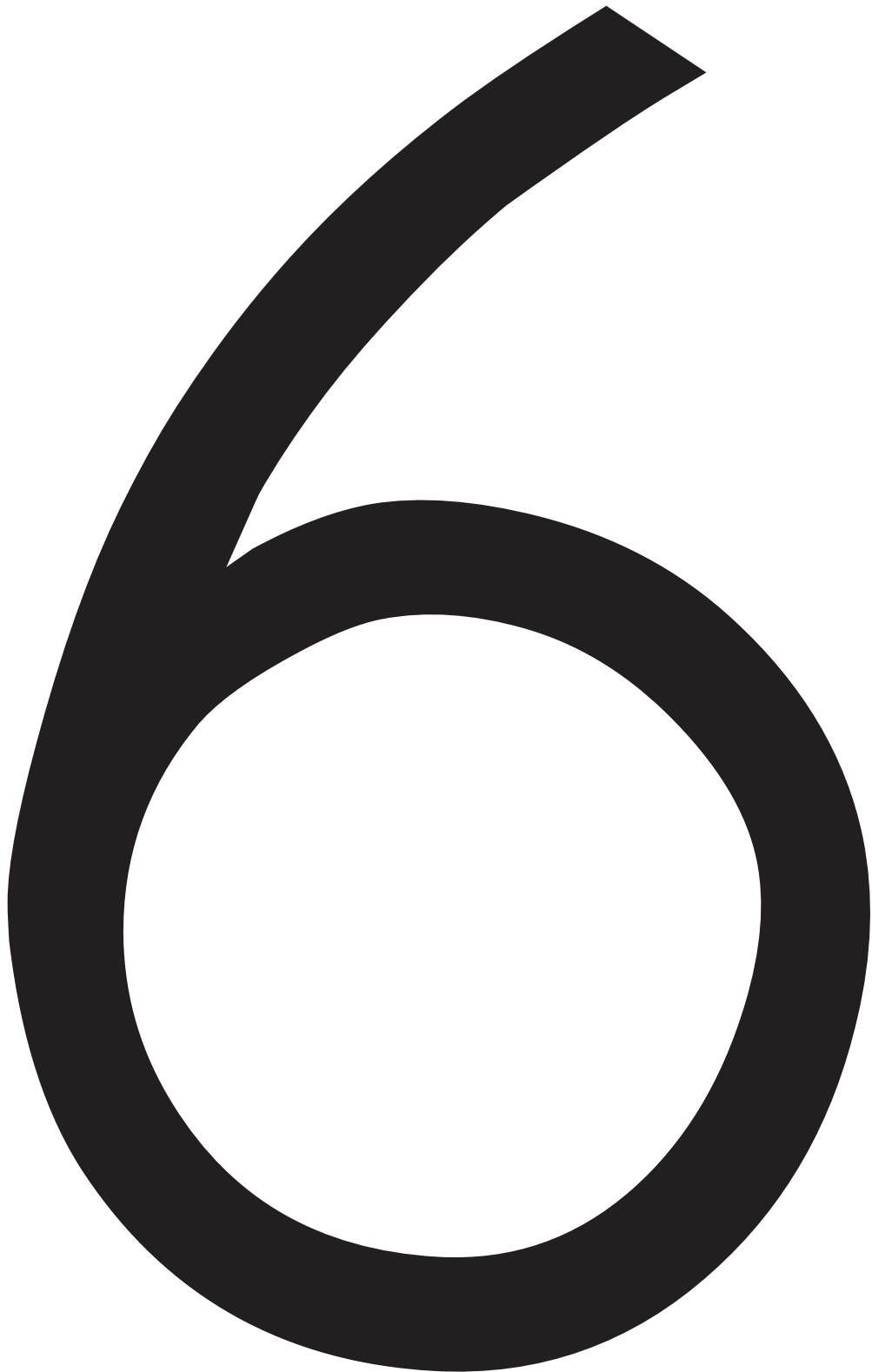




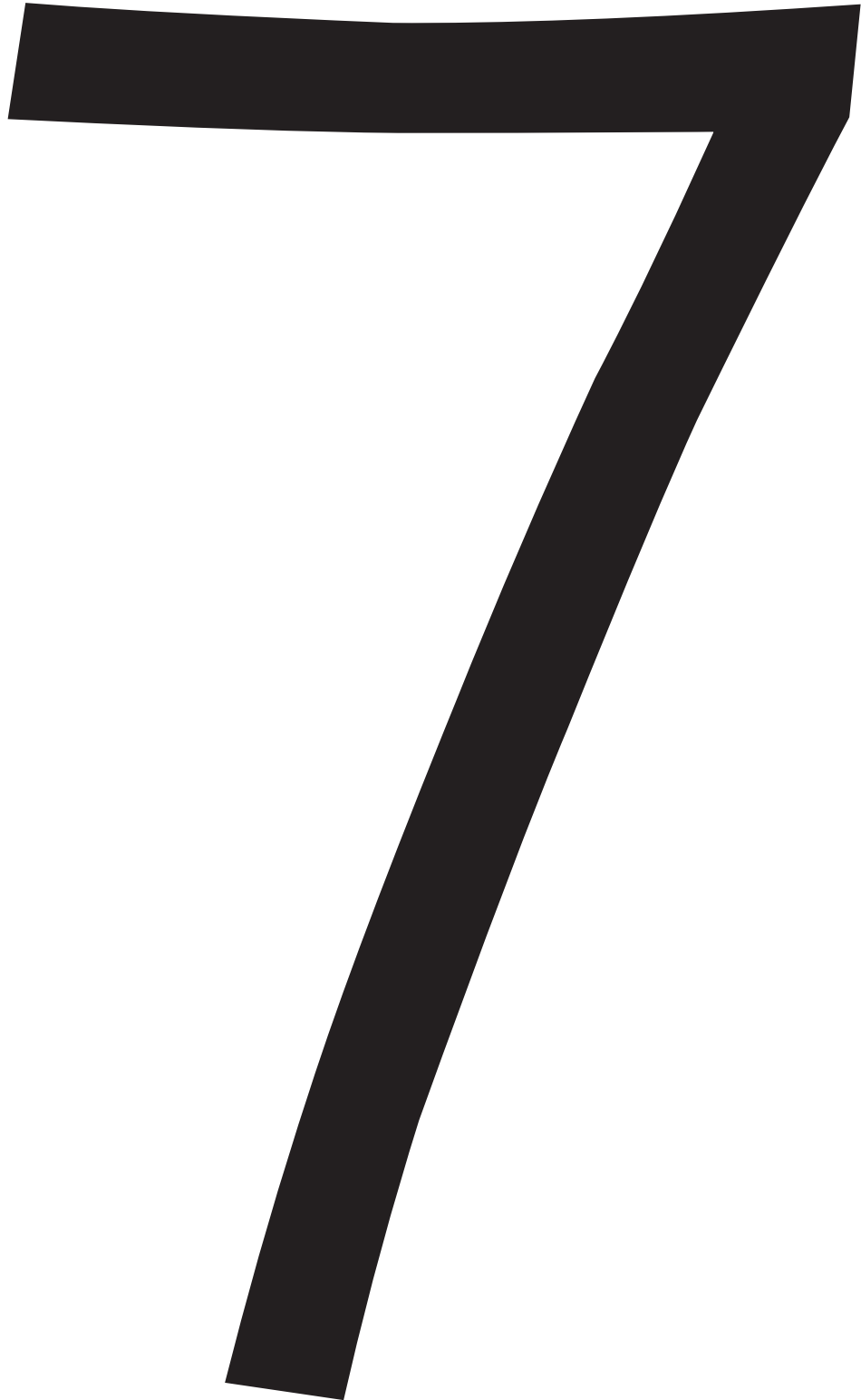




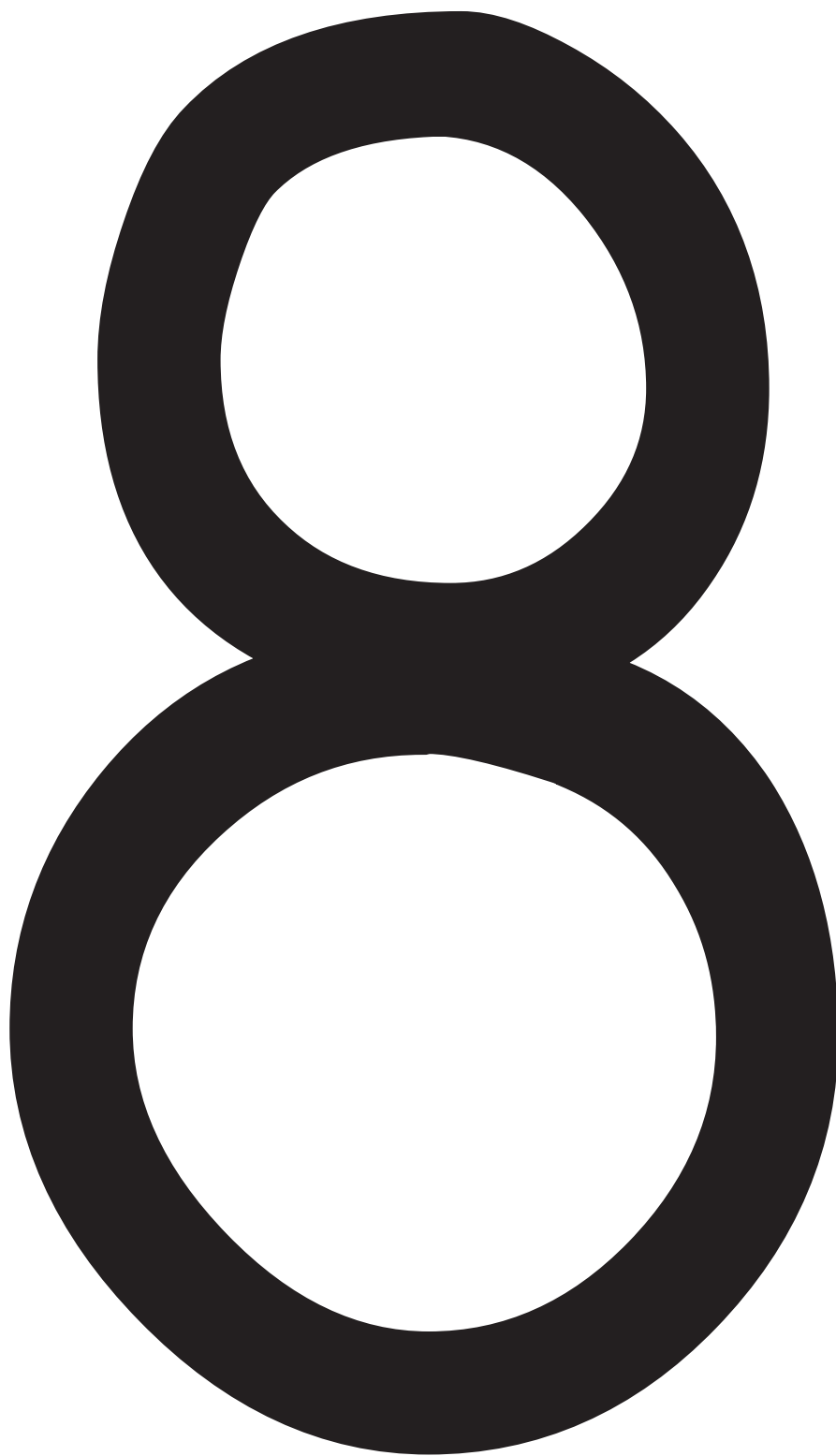


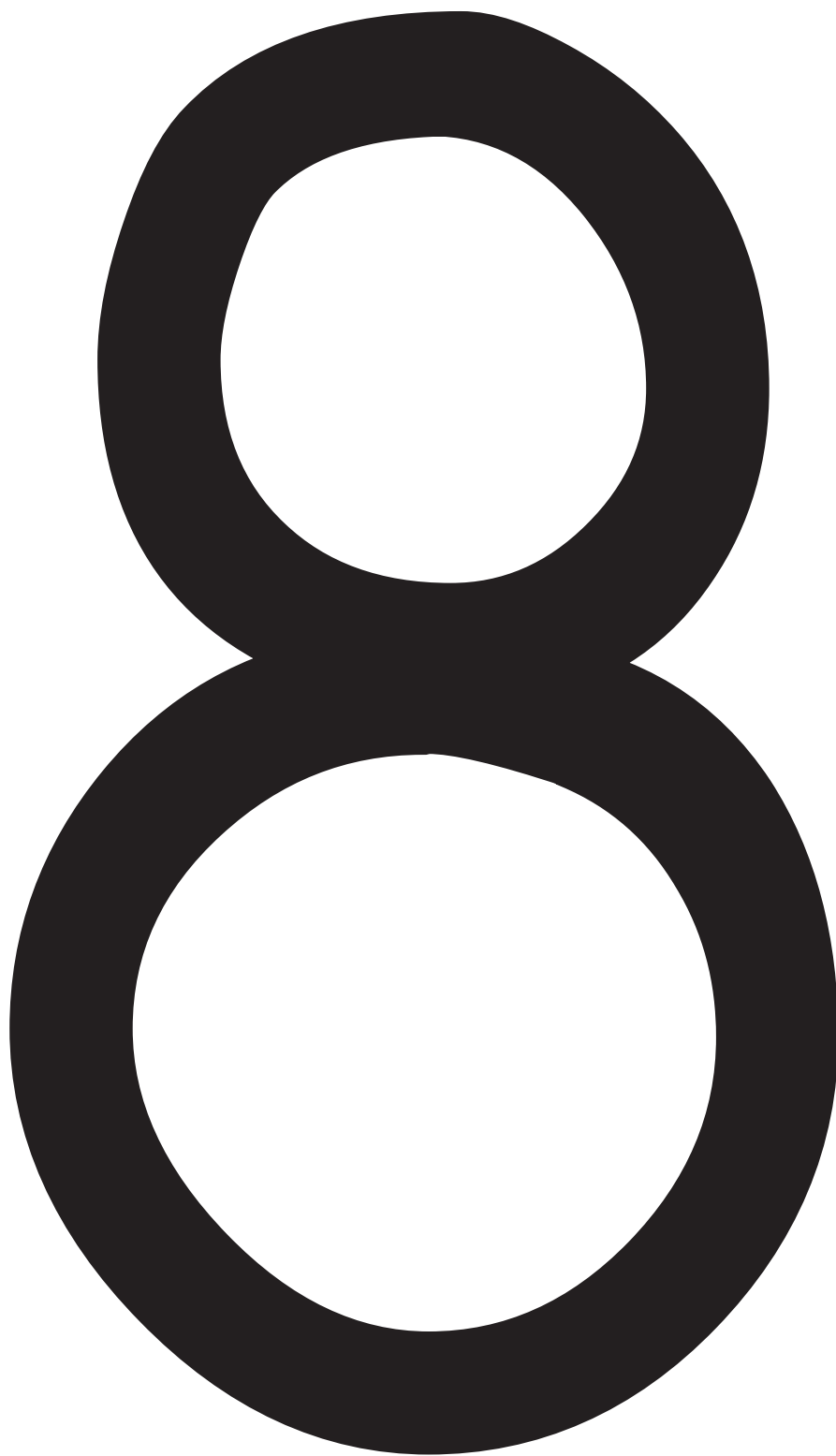


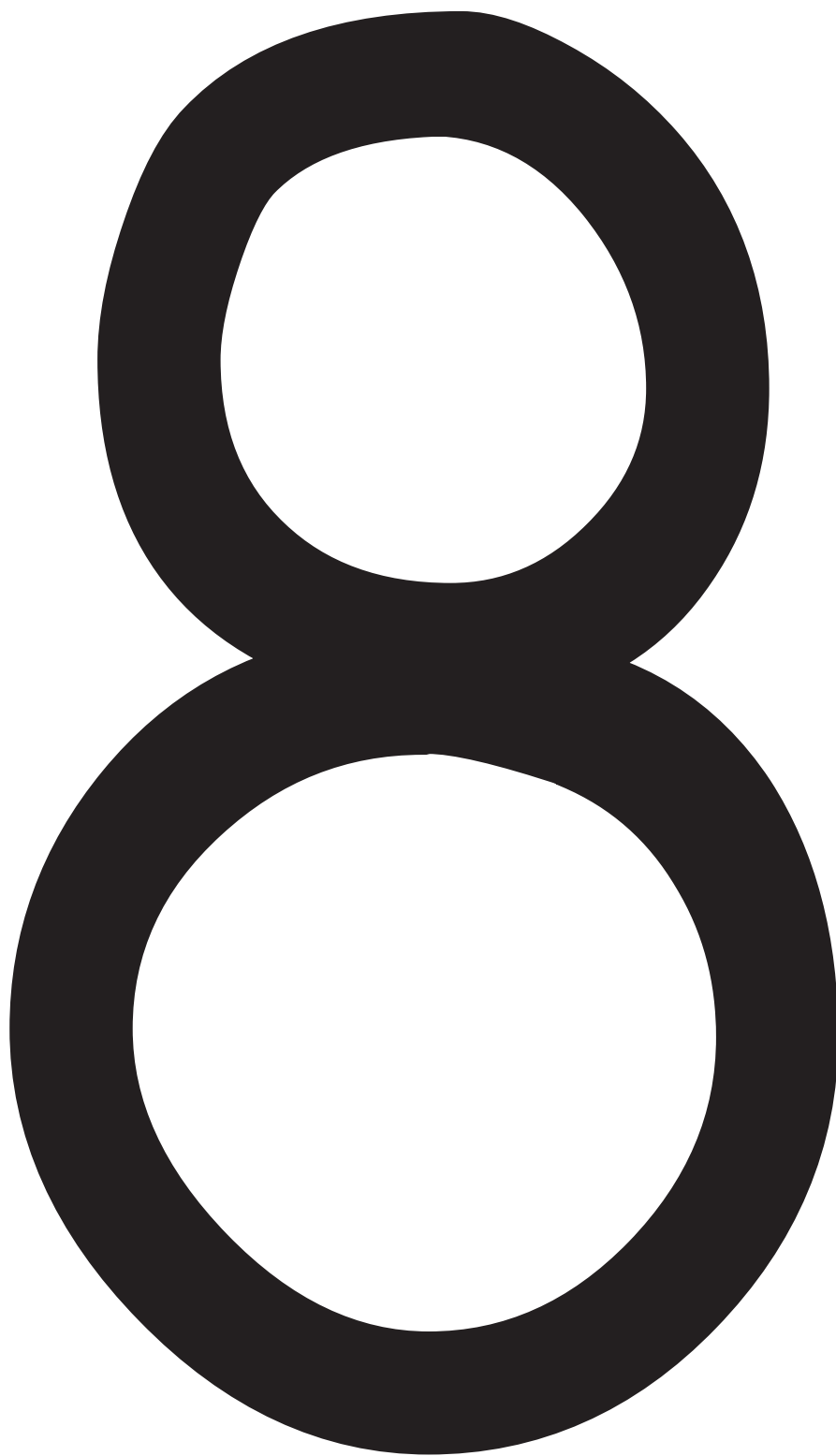












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