

Place Value Game: 2-Digits

Materials:

Large digits printed on paper
(print from pages 3-22 of this PDF)



How to play:

Hand out 2 digit cards to two different 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 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 1 and 2 to two different students.

Then you say, "Make the number twenty-one."

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

Then a



Which student's digit has the greatest value? (Nora)

What is the value of Nora's digit? (20)

What is the value of Williams' digit? (1)

What would we have if we added ten to this number? (31)

What would we have if we subtracted one from their number? (20)

If William and Nora switch places, what number would we have? (12)

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Digits: 5, 4

Have students make the number forty-five. (45)

Choose a student to read the number aloud.

Ask the student: If we added 2 to this number, what would we have? (47)

Have the students in the tens place and ones place switch positions. (54)

Choose a student to read the number aloud.

Ask the student: Which digit is in the hundreds place? (5)

Then ask: What is the value of the digit in the hundreds place? (50)

Digits: 7, 1

Have students make the number seventeen. (17)

Choose a student to read the number aloud.

Ask the student: If we added 10 to this number, what would we have? (27)

Then ask: What if we subtracted 10 instead? (7)

Have the students in the tens place and ones place switch positions. (71)

Choose a student to read the number aloud.

Ask the student: Which digit is in the tens place? (7)

Then ask: What is the value of that digit? (70)

Digits: 8, 0

Have students make the number eighty. (80)

Choose a student to read the number aloud.

Have



Digits: 3, 9

Have students make the number ninety-three. (93)

Choose a student to read the number aloud.

Ask the student: What is the value of the digit in the ones place? (3)

Then ask: What is the value of the digit in the tens place? (90)

Have the students in the tens place and ones place switch positions. (39)

Choose a student to read the number aloud.

Ask the student: If we added 10, what would we have? (49)



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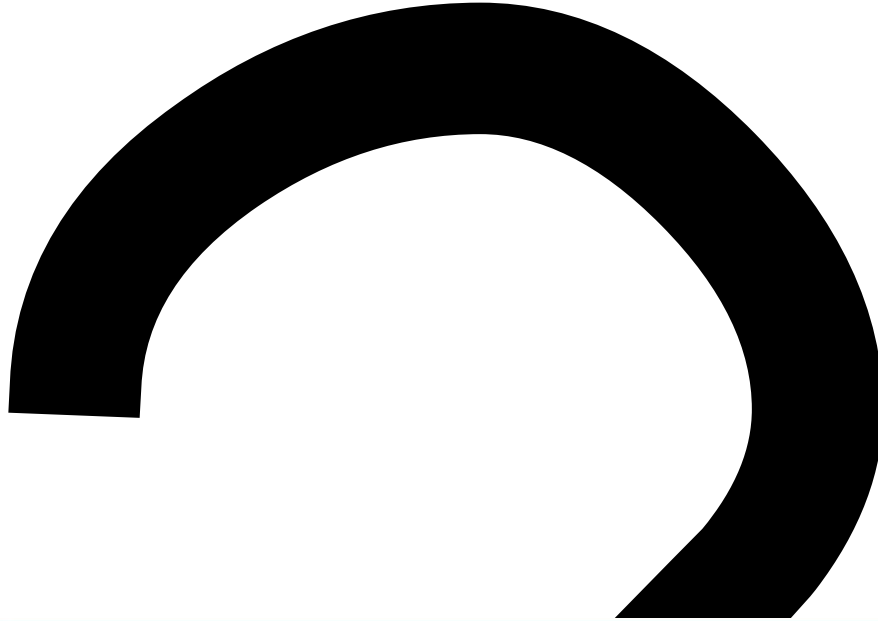
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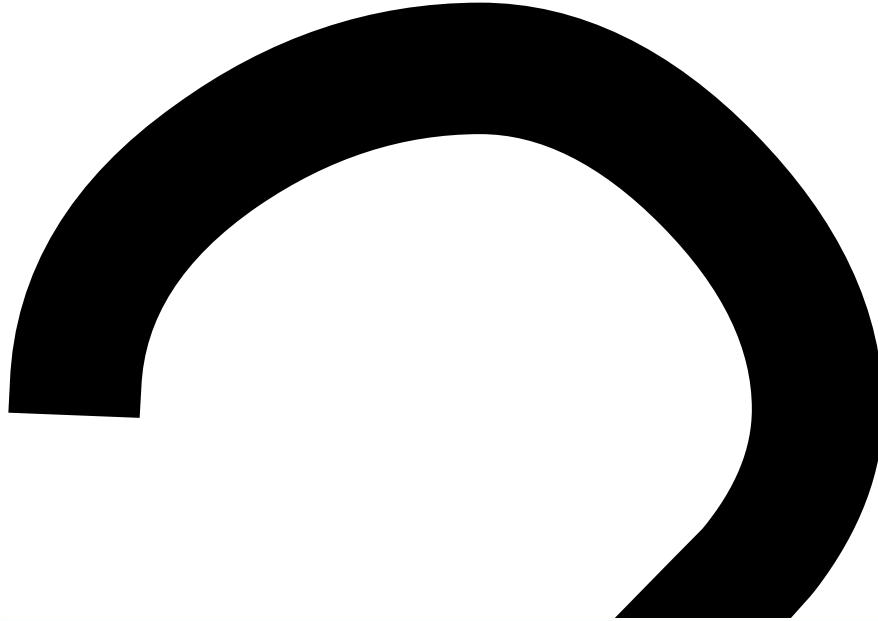
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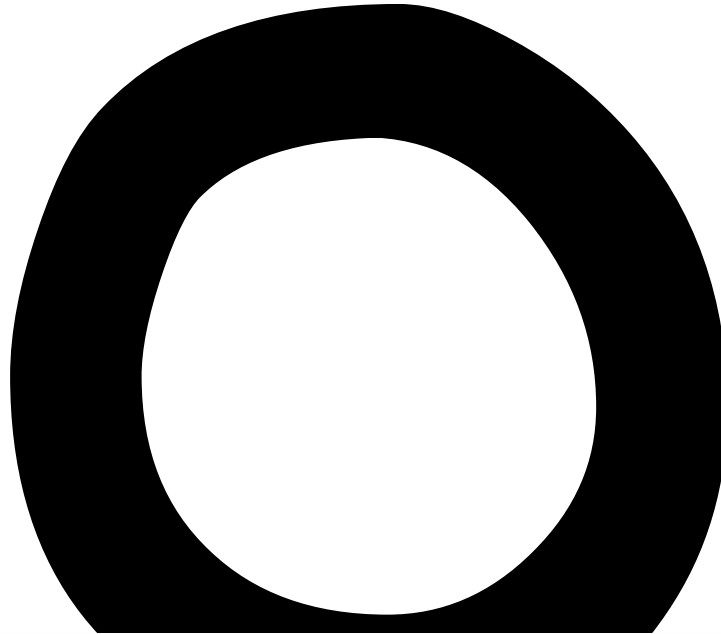


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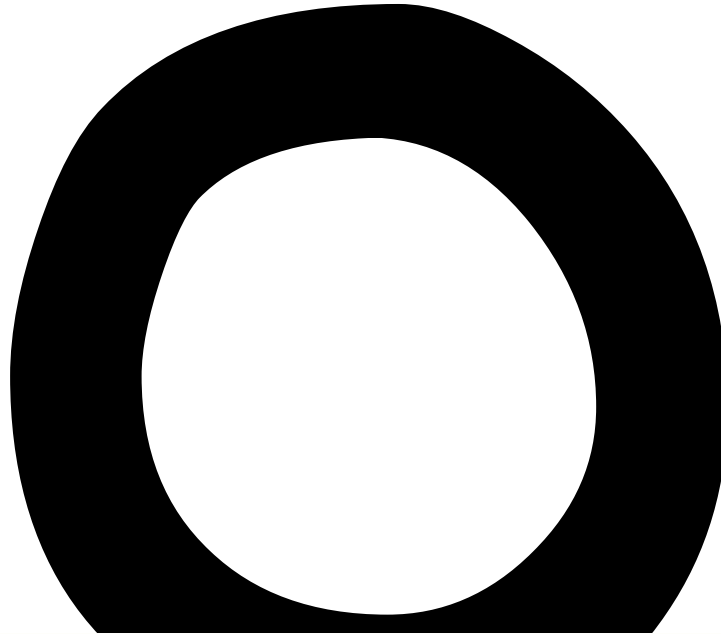




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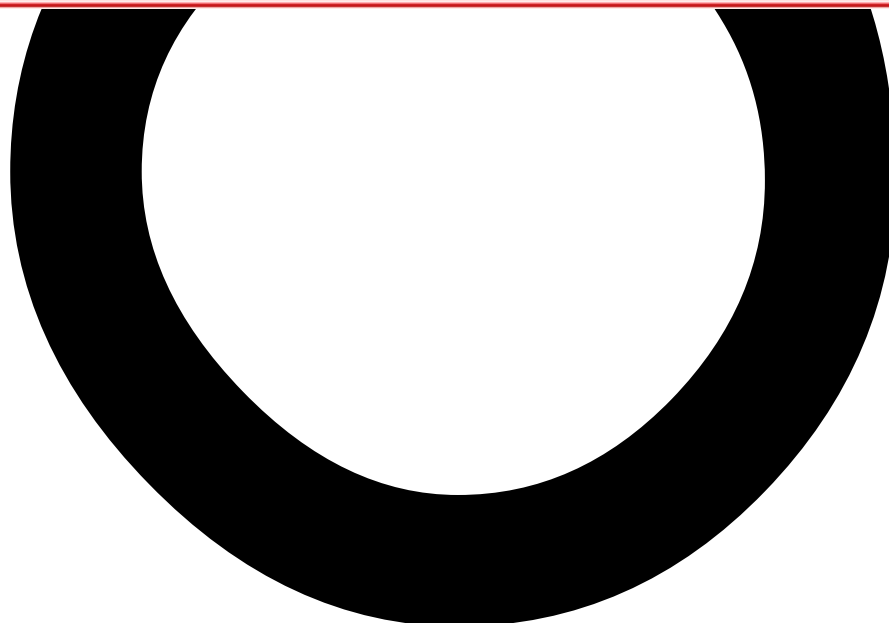
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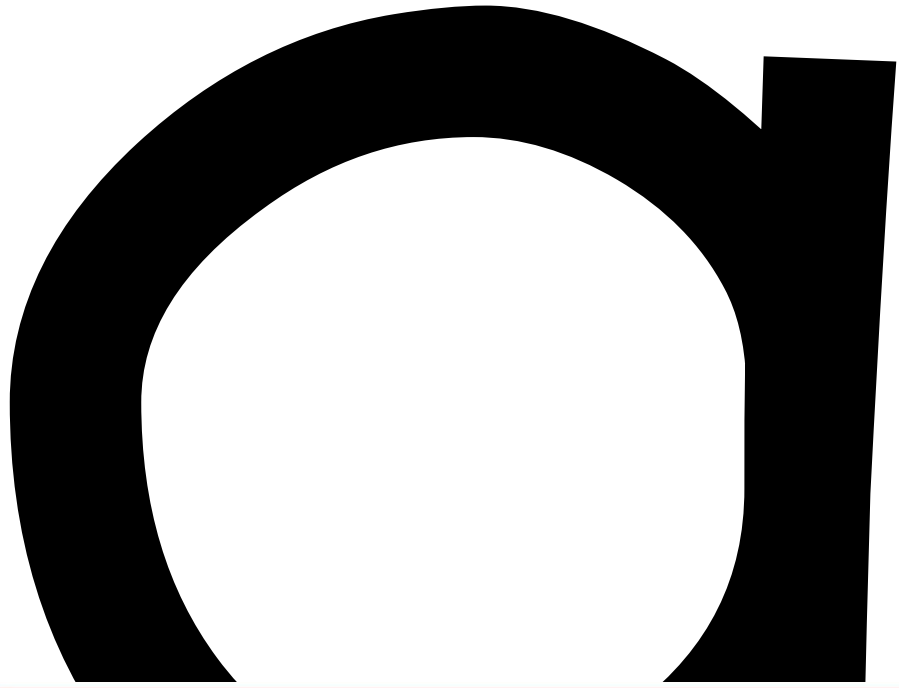




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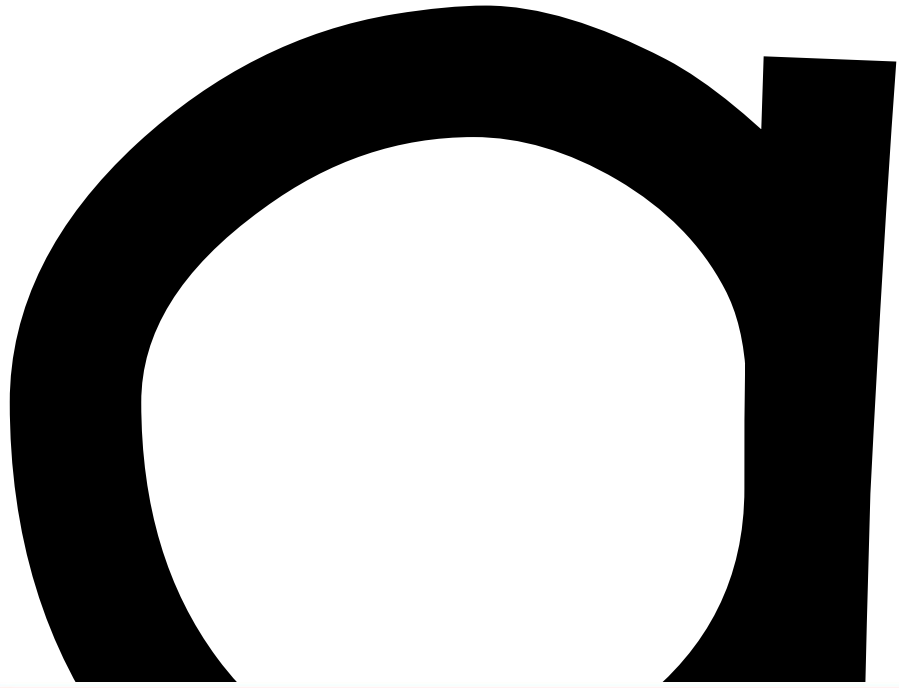
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