

Place Value Game: 3-Digits

Materials:

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

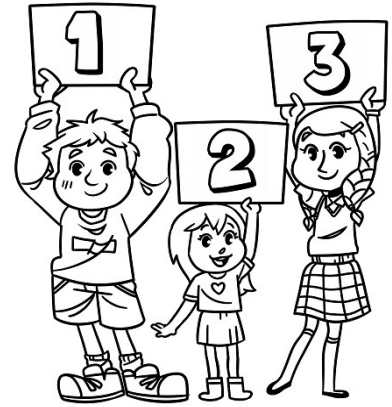
How to play:

Hand out 3 different 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 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, 4, and 7 to three different students.

Then you say, "Make the number seven hundred forty."

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

Caden has the 7. He lines up first and holds up his digit.

Emily has the 4. She lines up second and holds up her digit.

The



What is the value of Emily's digit? (40)

What would we have if we added a ten to this number? (750)

If Emily and Madeline switch places, what number would we have? (704)

Notes:

Students often find numbers with zeros particularly challenging.
(example: 506 is more difficult than 526)

Place Value Game: 3-Digits

Digits: 3, 6, 0

Have students make the number six hundred thirty. (630)

Choose a student to read the number aloud.

Ask the student: If we added 10 to this number, what would we have? (640)

Have student 3 and student 0 switch places. (603)

Choose a student to read the number aloud.

Ask the student: Which digit is in the hundreds place? (6)

Then ask: What is the value of the digit in the hundreds place? (600)

Have student 6 and student 0 switch places. (063, or 63)

Choose a student to read the number aloud.

Ask the student: Which digit has the greatest value? (6 has a value of 60)

Then ask: Which digit has the least value? (The first digit has a value of 0.)

Digits: 1, 4, 4

Have students make the number four hundred fourteen. (414)

Choose a student to read the number aloud.

Ha

Ha



? (514)

Choose a student to read the number aloud.

Ask the student: What is the value of the digit in the ones place? (4)

Then ask: What is the value of the digit in the tens place? (40)

Digits: 9, 0, 7

Have students make the number seven hundred ninety. (790)

Choose a student to read the number aloud.

If we added 10 to this number, what would we have? (800)

Have the students in the tens place and ones place switch positions. (709)

Choose a student to read the number aloud.

Ask the student: If we subtracted 9, what would we have? (700)

Then ask: What is the value of the digit in the tens place? (0)

Make the largest number possible with these digits. (970)

Choose a student to read the number aloud.

Ask the student: Which digit is in the hundreds place? (9)

Then ask: What is the value of the digit in the hundreds place? (900)



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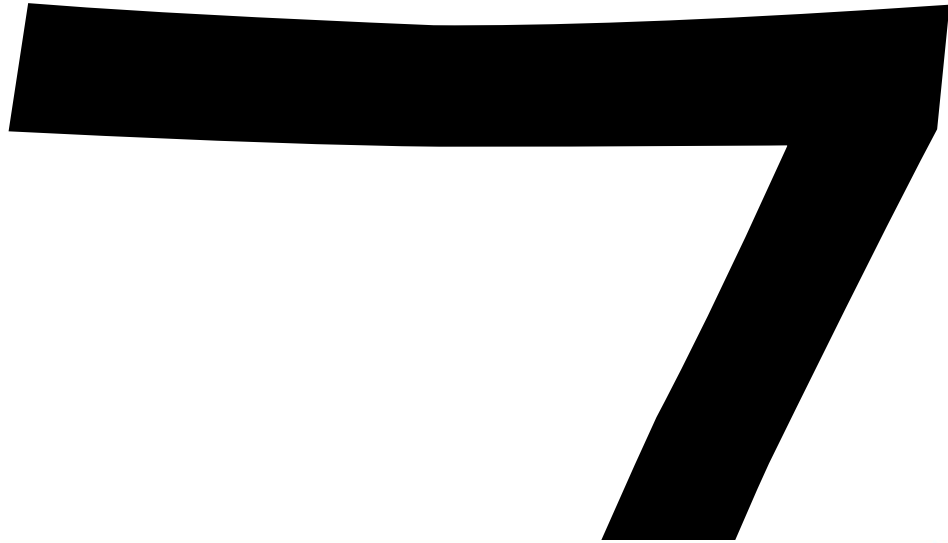


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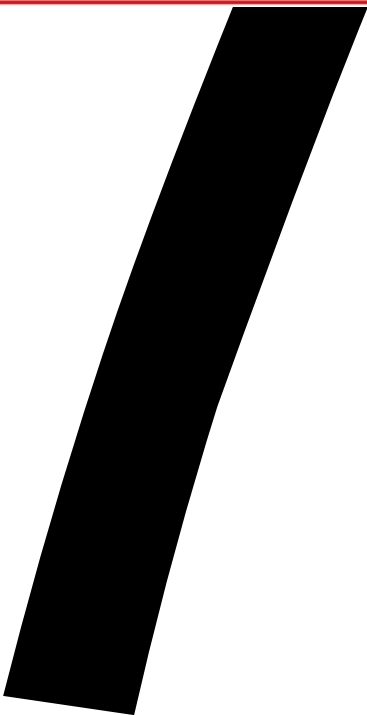
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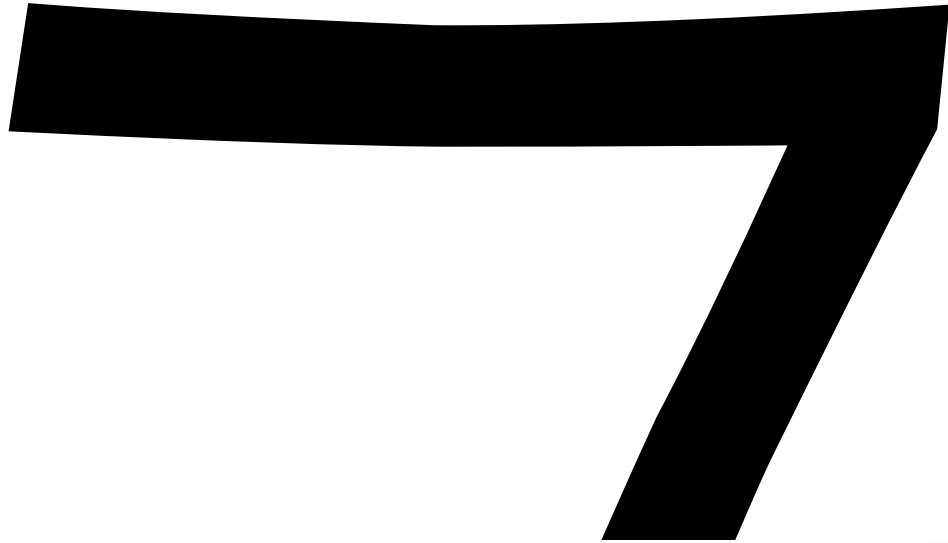
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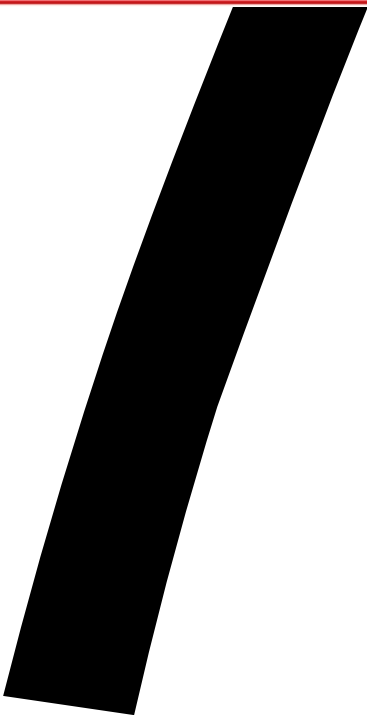
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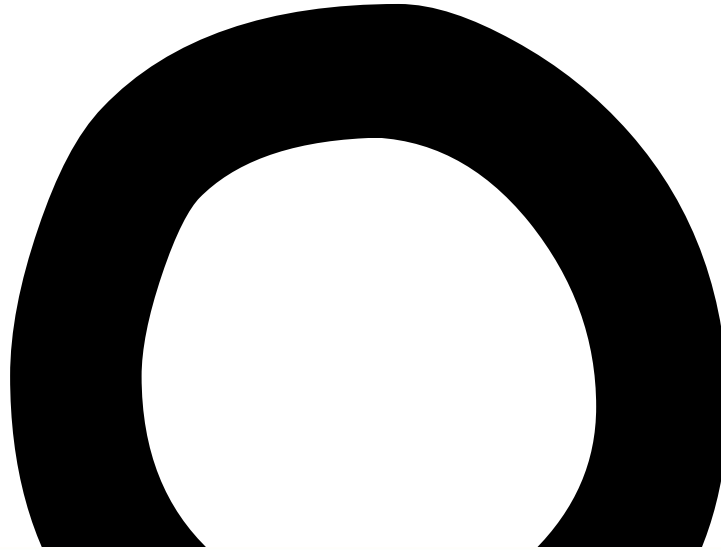
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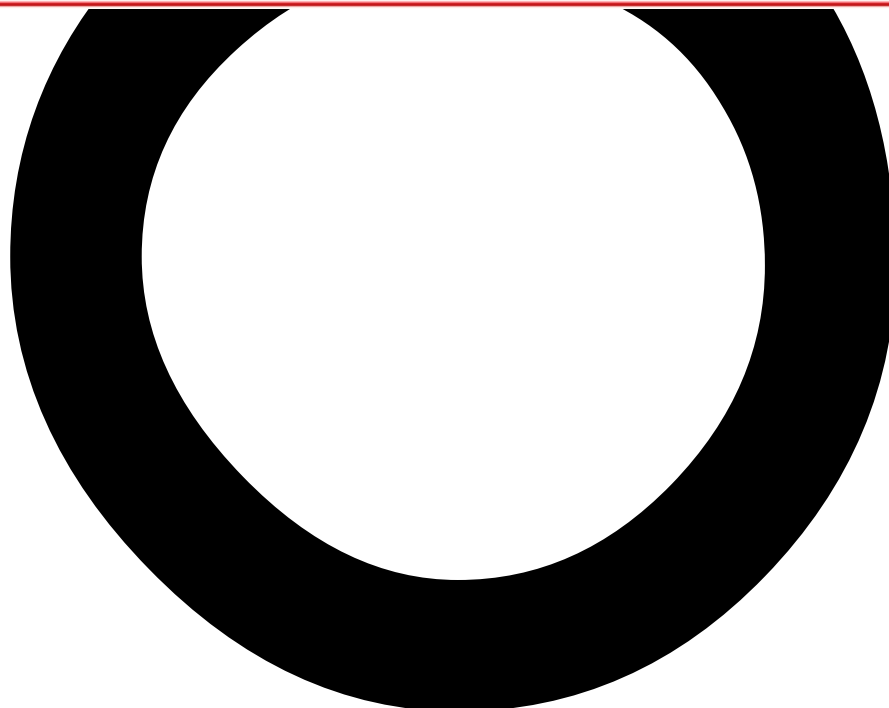
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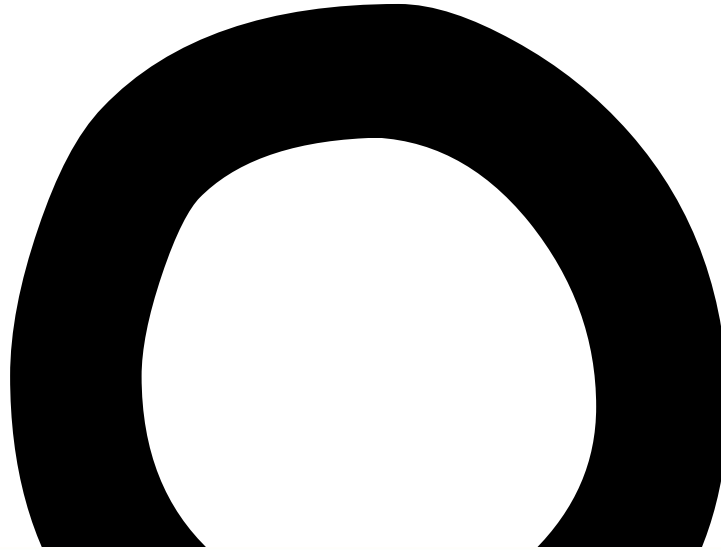
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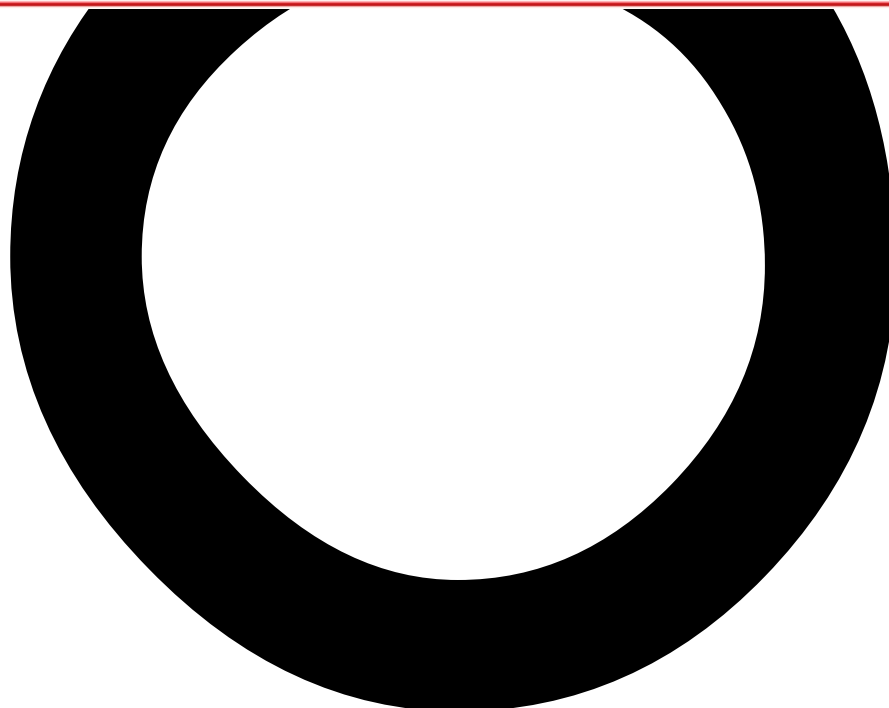
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