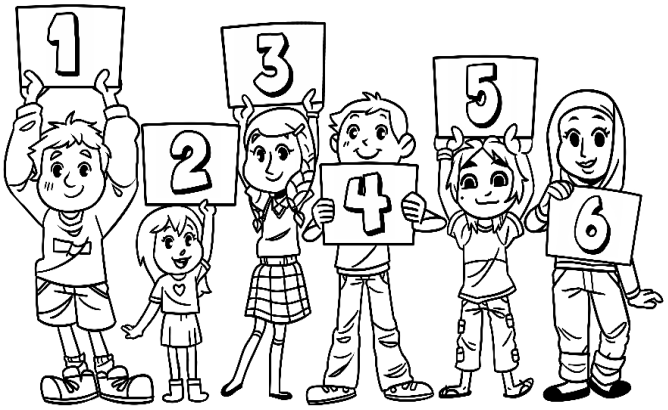
Place Value Game: 6-Digits



Materials:

Large digits printed on paper
(print from pages 3-23 of this PDF)

How to play:

Hand out 6 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, 5, 6, 2, 1, and 9 to six different students.

Then you say, "Make the number one hundred twenty thousands, six hundred fifty-nine."

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

Lucas has the 1. He lines up first and holds up his digit.

Then as[illegible]

Which student has the digit in the ten-thousands place? (Isabella)
Which student's digit has the greatest value? (Lucas')
What is the value of Michael's digit? (600)
What is the value of Maria's digit? (9)
What would we have if we added ten thousand to this number? (130,659)

You may have the kids rearrange themselves to make the largest possible number using the digits. (965,210)

Or make the smallest possible number. (012569 or 12,569)

Notes:

Students often find numbers with zeros particularly challenging.
(example: 150,092 is more difficult than 154,192)

For an added challenge, hand a comma card to a student and have him/her move it to the correct place.

Place Value Game: 6-Digits

Digits: 5, 1, 9, 0, 0, 7

Have students make the number seven hundred ninety thousand, fifteen. (790,015)
Choose a student to read the number aloud.
Ask the student: If we added 10,000, what would we have? (800,015)

Have student 7 and student 1 switch places. (190,075)
Choose a student to read the number aloud.
Ask the student: What is the value of the digit in the ten thousands place? (90,000)

Make the largest number possible with these digits. (975,100)
Choose a student to read the number aloud.
Ask the student: If we subtracted 10, what would we have? (975,090)

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Digits: 9, 8, 1, 2

Have st 20,189)
Choose a student to read the number aloud.
Ask the student: What is the value of the digit in the thousands place? (0)

Have student 9 and student 0 switch places. (229,180)
Choose a student to read the number aloud.
Ask the student: What is the value of the digit in the thousands place? (9,000)

Make the largest number possible with these digits. (982,210)
Choose a student to read the number aloud.
Ask the student: If we added five hundred, what would we have? (982,710)

Make the smallest number possible with these digits. (012289 or 12,289)
Choose a student to read the number aloud.
Ask the student: If we subtracted 10,000, what would we have? (2,289)

Digits: 1, 1, 5, 5, 0, 0

Have students make the number one hundred fifty thousand, one hundred five. (150,105)
Choose a student to read the number aloud.
Ask the student: What digit is in the hundreds place? (1)
Then ask: What is the value of that digit? (100)

Make the largest number possible with these digits. (551,100)
Choose a student to read the number aloud.
Ask the student: If we subtracted 1, what would we have? (551,099)


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