

Games

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**If one of you wants to become first,
then he must serve the rest of you like a slave.
So it is with the Son of Man.
The Son of Man did not come for other people to serve him.
He came to serve others.
The Son of Man came to give his life to save many people.**

Matthew 20: 27, 28 ICB

Three Digits Game – Taken from [Keeping Count](#) by Claire Owen published by ETA Cuisenaire ©2005 p. 11

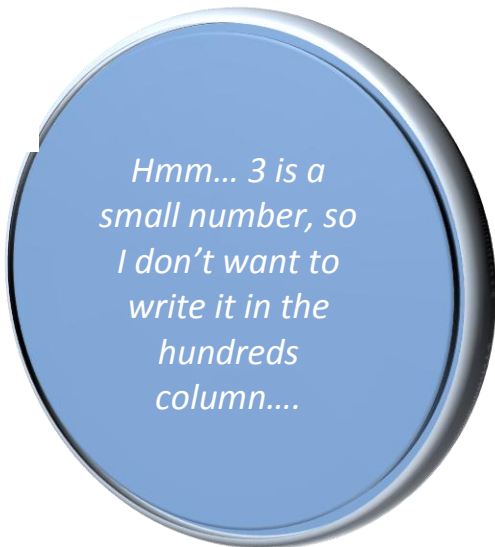
To play “Three Digits,” two players will need 10 digit cards, like these:

1	2	3	4	5	6	7	8	9	0
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1. Turn the cards face-down and mix them together.
2. Each player draws boxes for a three digit number.

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3. Players take turns picking a card and writing the digit in one of the boxes.. (The aim of the game is to make the greatest possible number.)



4. In between turns, the cards are mixed again.

5. After three rounds, the player with the greater number scores one point.

Play the game again. The first player with five points wins.

A Place Value Lesson in a Game Format

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Math

THE PLACE VALUE GAME

AUTHOR: Terry Sayre, Tigard, OR

GRADE LEVEL/SUBJECT: 1-8, place value

OVERVIEW: In this activity, students will play a game that reinforces their place value skills.

OBJECTIVE: Students will

a. demonstrate their understanding of place value to 1,000,000.

RESOURCES/MATERIALS: dice, overhead of activity sheet, activity sheets (one per student).

In order to facilitate this activity, you must create an activity sheet. The activity sheet can be easily made with a spreadsheet application or with pencil and paper.

DESIGNING AN ACTIVITY SHEET:

1. Create a spreadsheet with 10 columns and fifteen rows.
2. In the top left cell write “millions.” In the next cell write “one-hundred thousands”, and then “ten-thousands” in the next and so on until you end with “ones” on the far, right cell of the activity sheet.

ACTIVITIES AND PROCEDURES:

Introduction:

1. Facilitate a team builder activity that creates two person cooperative teams.
2. Ask the class “How long would it take to count to a million?”
3. In pairs, students will predict how far they could count in two minutes. Using a timer, one student in each pair will begin to quietly count while the other partner monitors the count. At the end of two minutes ask partners to record how far they counted. Then ask the students to switch roles.

Lesson Outline

1. Review place value with the class.
2. Explain to the class that you are going to play a game with them. The winner of the game must have the highest number.
3. On the overhead, roll a die. The students should put the number that was rolled on the activity sheet that will give them the highest number.
4. Play the game with the class two or three times or until they get the hang of it.
5. Give the class time to play this game with their partners. Before each round, cooperative groups should decide if they are trying for a high number or a low number.

Closure:

1. Review of place value to 1,000,000.
2. Ask the class what they liked most about this activity.

Adapting:

Try adding or taking away place values or inserting decimal points to make the game easier or more challenging!

E-Mail

[Terry](#)

"All the Alligator" is the title of this lesson on Greater Than and Less Than

Subject(s): Math Grades(s): Grades PreK-1, Grades 2-3

Place Value and Everything in its Place

Title – Al the Alligator (Greater than/Less than)

By – Kelly

Subject – Math

Grade Level – 1st-2nd

Materials:

number cards (0-10) (maybe 0-20 for 2nd grade or end of 1st)

Number line (0-20 or higher)

Alligator hand puppet (or oven mitt)

Al the Alligator is a special alligator.

He never eats people... He only eats numbers- Large numbers!

When he sees two numbers he will always want to eat the largest number.

Write two numbers on the board.

Discuss which of those numbers is larger (farther away from 0).

Now show students that if Al was going to eat one of those numbers he would eat the number -.

And point the mouth of the puppet towards that number.

Repeat several times until you feel that students are beginning to understand the idea.

Then have two students come to the front and draw two numbers.

Then have them stand facing the rest of the class.

As a class decide which number is greater and have Al eat that number. Repeat with the remaining numbers.

After you have practiced with the number cards. Tell students that there is a special way to write which number is greater. Knowing how Al eats numbers will help them to remember which way to write the symbol.

Then look at the numbers you have written on the board and discuss which one they thought was bigger.

Then since that was the number that Al would eat we draw this symbol that looks like his mouth

“eating” the largest number ($<$ or $>$) Repeat with the other pairs of numbers. When you have

filled in the sign with all the pairs of numbers. Write several new pairs of numbers on the board

and have students come up to the board and fill in the correct sign.

* I followed up my lesson with a short worksheet (5 questions) to see if all students understood the concept.

* The puppet can also be put in a center with the number cards to allow students hands on practice.

E-Mail

Kelly

Making Math Fun with Place Value Games

Grade 2, Math, Place Value

Common Core Standards:Math.2.NBT.1aMath.2.NBT.4Math.2.NBT.5

<script src='https://www.teachingchannel.org/videos/second-grade-math-lesson/embed?format=js'
type='text/javascript'></script>

Lesson Objective

Make learning fun and incorporate practice with games

Length

7 min

Questions to Consider

- How does the repetition in a game allow for practice without redundancy?
- Notice the different ways in which game requires students to compare quantities using place value.
- In what ways does the partner and whole group work help to scaffold learning?

Common Core Standards

Math.2.NBT.1a, Math.2.NBT.4, Math.2.NBT.5

1:00:00

Great Lesson Ideas –

[music]

Place Value Games

Lisa, Students

STUDENTS:

One, two, I love you!

STUDENTS:

Ten, ten!

LISA:

Lisa (VO)

LESSON IDEA:

PLACE

VALUE

GAMES

Lisa (VO)

Lisa, Students

Lisa (VO)

01:00:51 Lisa, Students

Tanner [PH], let's see what you got. A six!
Go back and [INAUDIBLE].

LISA:

I have games for just about every math concept that I teach. And that's why when I teach it, I model it, we share it together, and then I give it to them independently.

LISA:

Hi, my name's Lisa Bologna, I teach second grade at Jerabek Elementary School. And today's lesson is Place Value Games.

LISA:

Games are a great way to teach students, because it gets them involved, and it gets their competition going and it gets them really thinking about things.

LISA:

So, boys and girls, we've been talking about place value in math.

LISA:

And we talked about what the different parts of a number are. There's the ones, the tens, and the hundreds, are the numbers that we're working with right now.

LISA:

How many of these one cubes do we find on a, on this stick right here?

STUDENT:

Ten.

Lisa (VO)

Lisa, Students

PLACE VALUE MODEL

LISA:

A ten. Ten of them. And how many ten sticks do we find in this flat right here?

LISA:

Samantha?

STUDENT:

Ten.

LISA:

Ten? Hmm.

LISA:

A lot of them, they need to see that, to see that there are a hundred pieces in that 100 flat. There are 10 one cubes in the ten stick. For them to really get the idea.

Once we review place value a little bit, I told them we were going to play a game, which they all love.

LISA:

It's called the trash can game. Okay. The first thing I'm gonna do is roll the cube. I have to put the number that lands somewhere on the place value model.

LISA:

This part right here stands for what?

STUDENT:

Hundred.

LISA:

The hundreds. This one right here is?

STUDENTS:

Tens.

LISA:

And this one right here is?

STUDENTS:

Ones.

LISA:

How many digits are gonna go on this number? Dylan?

DYLAN:

Three?

LISA:

Three. But I'm gonna roll the dice four times. And one of those number, whichever one I decide, can go into the trash can. I'm trying to make the number that has the greatest value. Ooh, the first number I rolled was a five. So I think I'm gonna put the five in the hundreds spot. Was that a good choice?

STUDENTS:

Yeah.

LISA:

Okay. Let's roll it again and see. A three. Where do you suppose you put the three? I can put it in the tens spot, the ones spot, or throw it away and not use it at all.

STUDENT:

In the ones?

LISA:

You want me to put it in the ones?

STUDENT:

01:01:41 Lisa, Students

01:02:11 Lisa, Students

Yeah.

LISA:

Okay, we'll try that. Let's put it in the ones. And I'm gonna roll it again. And I got another three. What are you thinking, Michael?

STUDENT:

Trash can?

LISA:

In the trash can? We'll give it a try. The last number is a four. Using those four numbers, is that the greatest number I could have come up with?

LISA:

However, there were times when I could possibly roll the dice and have to put that larger number in the trash can. That's showing the children the value of the number. And having them realize that the hundreds place means more than, than the ones place.

LISA:

Michael, why'd you do that? Did you not make the biggest number you thought you could?

STUDENT:

No.

LISA:

Who had something different than 632?

STUDENT:

Lisa (VO)

Lisa, Students

01:02:53 PLACE VALUE MODEL

Lisa (INTV)

Lisa (VO)

Lisa, Students

Two hundred thirty six.

LISA:

Two hundred thirty six. So you're going to write 236 right here. So I want you to put your number in and then put 632 on the other side, that was the greatest, and then you're going to put either a greater-than, a less-than, or an equals-to sign in between those two numbers.

LISA:

Children do very well learning from each other. Sometimes better than they do learning from the teacher.

LISA:

If a child thinks of something and explains it in their words, kids pick that up really easily and it's real exciting for them.

STUDENT:

That's a one. I got five, baby.

LISA:

One again.

STUDENT:

Yes!

LISA:

Four hundred fifty five. Yeah.

LISA:

We continue playing that for a while and then I introduce another game. I want to teach you one more game. But this one we're going to play as a group. This one is

01:03:49 101 AND OUT

Lisa, Students

Lisa (INTV)

Lisa, Students

called 101 and Out.

LISA:

Every time I roll my dice this time, it can be either counting as one cubes or I can make that number represent ten sticks. You would have to roll the dice six times, every one of those rolls had to count.

LISA:

And every time I roll the dice, we're going to add that number to the number before. But I can't go over 100. If I go to 101, I lose. I'm out. You ready to play against each other? Okay.

LISA:

I played one side of the room against the other side of the room.

LISA:

Michael, come on up and roll for your team.

STUDENT:

Three.

LISA:

Threes. So talk to your team, what do you want it to do? Three or a 30?

STUDENTS:

Thirty.

LISA:

Thirty, okay. Evan, your turn.

STUDENT:

Five.

01:04:31 Lisa, Students

Lisa (INTV)

Lisa, Students

LISA:

Talk to your team if you want, what do you want it to be?

STUDENT:

It should be a fifty because we can get the closest amount.

LISA:

Okay, so what should I make it?

STUDENT:

Fifty!

LISA:

And the competition set in there. It was a lot of fun.

LISA:

So 5743. Anybody's game still! Ready?

STUDENT:

Two.

STUDENTS:

Twenty! Twenty! Twenty!

LISA:

Three.

STUDENTS:

Thirty, thirty, three!

LISA:

Remember, this was roll four. You only have two more rolls after this.

STUDENTS:

Thirty, thirty, thirty.

LISA:

Thirty. Here we go, Team A, are you

01:05:13 Lisa, Students

watching? A one.

STUDENTS:

Ten, ten, ten!

STUDENT:

Ten.

LISA:

Ten. So what is 63 plus 10? Let's see what you got. Ooh, he got a six.

STUDENTS:

Ooh!

LISA:

Wait, wait, wait. Before Samantha rolls.

What are you hoping for, Samantha? A

two? Let's see, see what you get. Five. So

73 plus ... Five or 50?

STUDENTS:

Five, five!

LISA:

Five, and what's the answer? Seventy-

eight. Okay, Tanner. Let's see. What's

Tanner hoping for?

STUDENTS:

Six!

LISA:

Roll it, Tanner, let's see what you got! A

six!

STUDENTS:

Yeah!

LISA:

Go back and talk to your team.

01:06:00 Lisa, Students
Place Value Games

Lisa (VO)

01:06:27 Students
01:06:30 **With special thanks to Lisa Bologna
and the staff and students at
Jerabek Elementary School**
CREDITS
Wingspan Pictures Logo
01:06:40 Fade to black

STUDENTS:

Six, six, six!

LISA:

And what is 93 plus six, Tanner?

STUDENT:

Ninety-nine?

LISA:

Ninety-nine! Very good! So that game,
who was the winner?

STUDENTS:

Team B.

LISA:

If you learned something today, raise your
hand. If you learned something, then
guess what? You are definitely a winner.
Very good.

LISA:

They need that chance to see the way it's
supposed to be done first, and then doing
it together and separately. It's just
practice, but if you call it a game, they
think it's really cool.

[music]

[music]