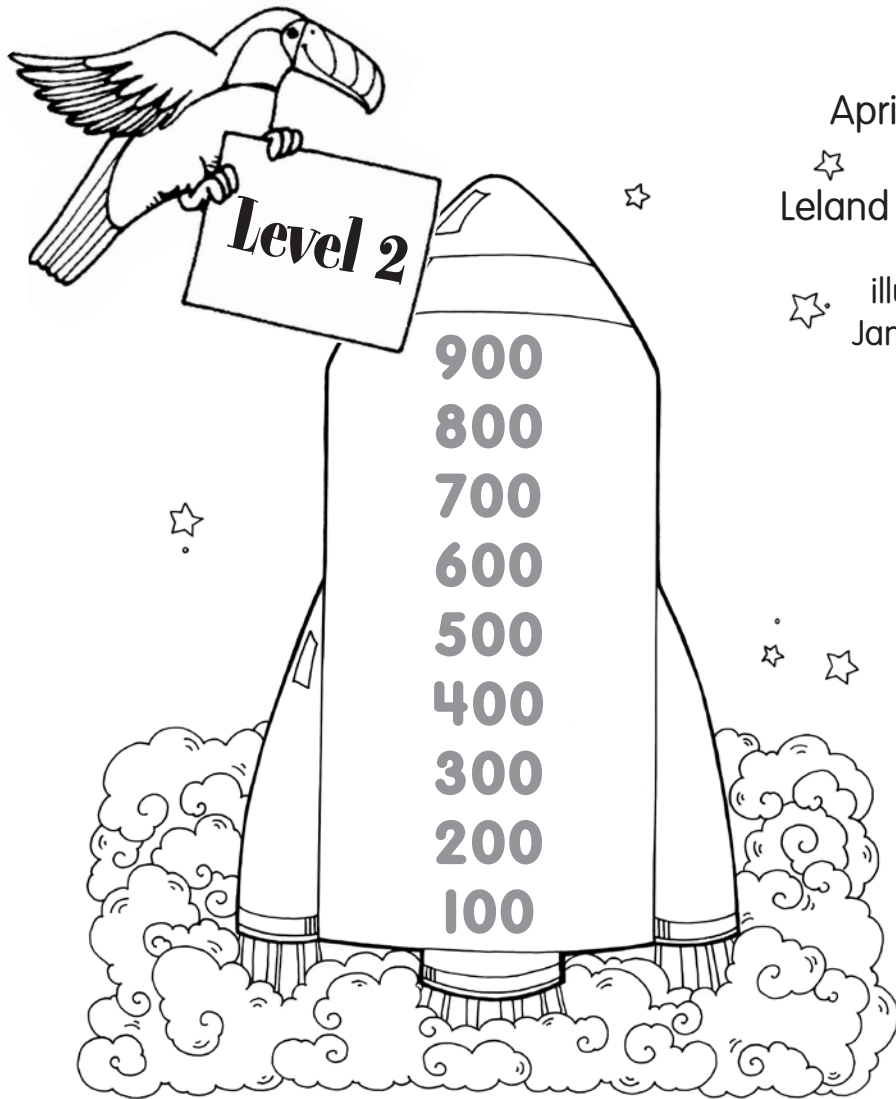


Specific Skills

# Place Value

Practice Pages and Easy-to-Play Learning Games  
for Base-Ten Number Concepts



by  
April Duff, M.Ed.  
★ and  
Leland Graham, Ph.D.

★ illustrated by  
Janet Armbrust

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# Introduction

In *Specific Skills: Place Value* you will find a collection of reproducible math activities, pattern pages, and easy-to-play learning games to help students, especially struggling learners, develop an understanding of base-ten concepts and number quantities. Each book in this series also includes assessment opportunities in the form of a pretest/posttest, which has been formatted according to national standards. A special feature in this series is the “Place Value for Parents” letter. This reproducible handout incorporates math-related literature with fun at-home activities to further enhance the child’s understanding of place value. The authors believe that the letter will also encourage parental involvement. Finally, provided in the back of each resource book is a list of Web sites that may be useful to teachers and parents. Some of the Web sites are information based, which may be helpful in designing lesson plans. Other Web sites offer place value games that children will enjoy playing while learning number concepts at the same time.

*Specific Skills: Place Value — Level 2* is aligned with NCTM (National Council of Teachers of Mathematics) Standards. The practice pages and partner games can be used in a variety of ways, including whole group lessons, independent student work, or as enrichment activities at home. Based on various standards, the activities cover the following essential math skills:

- Naming and writing numerals 1–999
- Counting ones, tens, and hundreds
- Using expanded notation
- Ordering and comparing numbers
- Adding and subtracting two- and three-digit numbers with regrouping

Now that children have had many experiences in building number quantities up to 100, they are ready to discover how the base-ten number system works for larger numbers. In the Level 2 activities and games, children will be introduced to the concept of the hundred-grid (also known as a flat in a proportional base-ten set) and how 10 hundred-grids represent 1000. To help children internalize this concept, it is important that they have many opportunities to build numbers up to 400 first with actual objects before using paper-models to represent even larger numbers. As their level of understanding advances, students may enjoy playing the games “Counting On Logs” and “Fly-In 400.” Being able to skip count by 100 from any number is one of the objectives of the game “Unlock the Tens.” Another concept that children will be expected to master is showing the expanded form for numbers up to 999. This skill is the focus of the game “Blast-Off!” Finally, the game “Ten Dollars and Ten Cents” offers a different twist for helping children internalize the concepts of exchanging 10 tens for 100 and 10 hundreds for 1000. Learning about place value concepts can be fun, and more easily mastered, with activities and games!

# Pretest/Posttest



Directions: Circle the correct answers.

1. What is the number?

hundreds	tens	ones
<b>1</b>	<b>2</b>	<b>3</b>

- A. 213      B. 123      C. 321

2. I am an **even** number between 25 and 30. What number am I ?

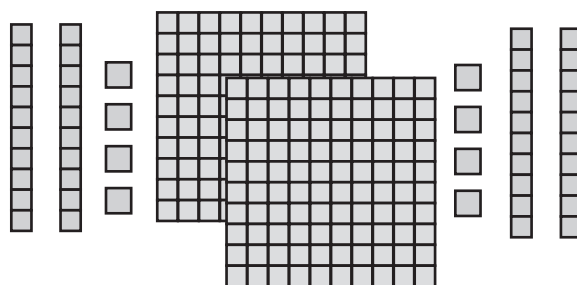
- A. 26      B. 27      C. 29

3. Which number matches the written form?

**eight hundred seventy-five**

- A. 8,705    B. 800,705    C. 875

4. What number is shown?



- A. 2,408    B. 1,424    C. 248

5. Identify the standard form of the number given.

$$300 + 40 + 3$$

- A. 343    B. 30,043    C. 3,043

6. Which number comes between these two numbers?

$$998, \underline{\hspace{2cm}}, 1,000$$

- A. 997    B. 999    C. 996

# Pretest/Posttest

Directions: Circle the correct answers.



7. The following numbers are in order from least to greatest. What is the missing number?

267, 329, \_\_\_\_\_, 403

A. 356      B. 465      C. 299

8. Compare these numbers. Make the number sentence true.

789 ○ 7,089

A. >      B. =      C. <

9. What number is 100 less?

651

A. 650      B. 615      C. 551

10. What number is 100 more?

2,703

A. 2,713      B. 3,703      C. 2,803

11. Add.

$$\begin{array}{r} 356 \\ + 403 \\ \hline \end{array}$$

A. 759      B. 760      C. 750

12. Subtract.

$$\begin{array}{r} 878 \\ - 342 \\ \hline \end{array}$$

A. 665      B. 536      C. 466

# Place Value for Parents

Dear Parents and Guardians,

In math class, your child will be learning about place value (ones, tens, and hundreds) and comparing number quantities up to 1,000. The concept of place value is sometimes difficult for children to grasp. To help your child at home, please consider reading the following books and practicing the included activities together with your child:



*How Much, How Many, How Far, How Heavy, How Long, How Tall Is 1000?* by Helen Nolan and illustrated by Tracy Walker (Kids Can Press, 1995). This delightful story will entertain children with fascinating examples of the quantity of 1000 and encourage them to think about what that number means in different situations. Activity ideas are also included.

*MathStart®: Shark Swimathon* by Stuart J. Murphy and illustrated by Lynne Cravath (HarperCollins, 2001). The clever use of illustrations shows the reader how to regroup numbers while learning if the sharks can attend swim camp. Additional activity suggestions are also included in the book. This is an excellent book to help your child understand subtraction of two-digit numbers.

## Activity: Reading Numbers

**Directions:** Whenever possible, encourage your child to notice the numbers around him or her. While riding in the car or the city bus, discover with your child the wide array of available examples. Numbers are everywhere! Point out building numbers, speed limit signs, billboards, and license plates. Have your child practice saying the whole number. For example, the license number is not just 7-2-6 QL. It is seven hundred twenty-six or  $700 + 20 + 6$ ! Have fun with numbers!

## Activity: Practicing Base-Ten Concepts with Cents!

**Materials Needed:** pennies, dimes, dollars, paper, and pencil

**Directions:** Encourage your child to work with money by pretending to collect a wage. Use a grid as shown below to add and subtract the money as it is "received" and "spent" (similar to a checkbook register). To keep it simple, disperse your child's "earnings" in increments of pennies, dimes, and dollars. When appropriate, direct your child to exchange 10 pennies for a dime, 100 pennies for a dollar bill, and 10 dimes for a dollar bill. This will further enhance the understanding of place value.

Hundreds Dollars — 100¢ each	Tens Dimes — 10¢ each	Ones Pennies — 1¢ each

Thank you for your assistance,