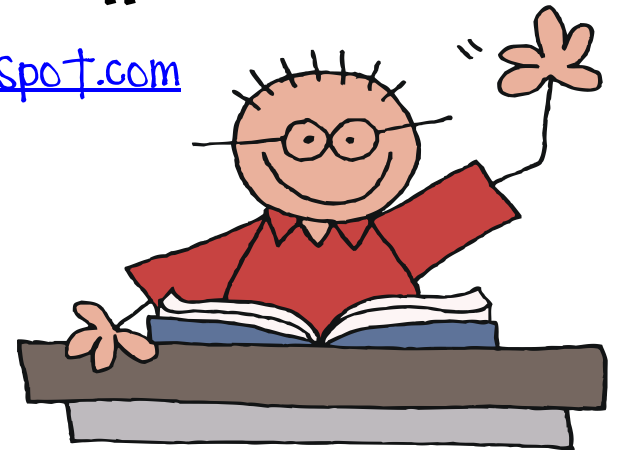


# Place Value Packet of Fun!

By: Cara Carroll

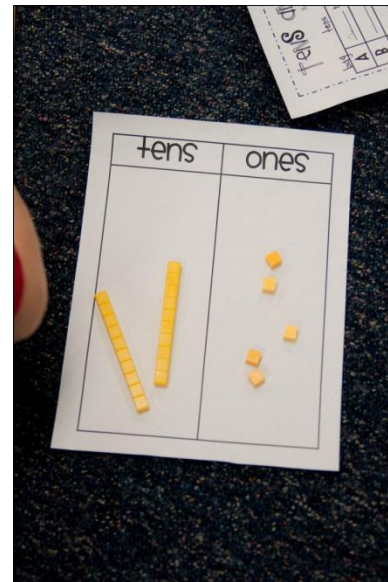
<http://thefirstgradeacademy.blogspot.com>



Graphics courtesy of scrappin' Doodles

# TENS AND MORE

For this individual activity, prepare several different baggies or containers with a set of bundled and loose objects. (For example: toothpicks, pencils, q-tips, straws... anything that can be bundled together to make a set of 10. You can even introduce this activity with base 10 blocks.) Place several 10's bundles in a baggie/container along with loose objects (to represent the 1's group). Assemble several different baggies/containers each containing different amounts of your chosen object. Label each baggie/container with a letter. Students will remove each set of objects from the baggie/container and correctly place them on a place value workmat. The bundled objects should be placed in the tens column, the loose objects placed in the ones column. Using the place value workmat as a reference, students will record their work on the corresponding recording sheet.



# TENS AND MORE

bag      tens      ones      number

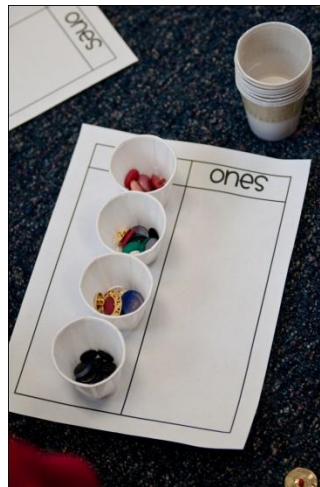
|          |           |           |       |
|----------|-----------|-----------|-------|
| <b>A</b> | ____ tens | ____ ones | _____ |
| <b>B</b> | ____ tens | ____ ones | _____ |
| <b>C</b> | ____ tens | ____ ones | _____ |
| <b>D</b> | ____ tens | ____ ones | _____ |
| <b>E</b> | ____ tens | ____ ones | _____ |

bag      tens      ones      number

|          |           |           |       |
|----------|-----------|-----------|-------|
| <b>F</b> | ____ tens | ____ ones | _____ |
| <b>G</b> | ____ tens | ____ ones | _____ |
| <b>H</b> | ____ tens | ____ ones | _____ |
| <b>I</b> | ____ tens | ____ ones | _____ |
| <b>J</b> | ____ tens | ____ ones | _____ |

# Scoop & Sort

For this individual activity, place a set of small objects into a paper bag or container. (I introduce this activity using buttons, but you can use anything small...marshmallows, ones cubes, etc.) Students reach into the bag/container and scoop out a handful of objects (I like for my kids to use small cups to scoop, but you could use anything. Students will count out the objects that were scooped and make as many groups of tens as possible. Each group of 10 should be placed in a small dixie cup or plastic container and then placed in the 10's column on the place value workmat. (The reason I have my kids place each set of 10 in a cup/container is so that they can immediately SEE the group instead of trying to count out the objects again.) The loose objects...all the leftovers...represent the ones and should be placed on the workmat accordingly. Students will record their scoop & sorts onto the corresponding recording sheet.



# Scoop & Sort

| scoop | tens    | ones    | number |
|-------|---------|---------|--------|
| 1     | ___tens | ___ones | ___    |
| 2     | ___tens | ___ones | ___    |
| 3     | ___tens | ___ones | ___    |
| 4     | ___tens | ___ones | ___    |
| 5     | ___tens | ___ones | ___    |

| scoop | tens    | ones    | number |
|-------|---------|---------|--------|
| 6     | ___tens | ___ones | ___    |
| 7     | ___tens | ___ones | ___    |
| 8     | ___tens | ___ones | ___    |
| 9     | ___tens | ___ones | ___    |
| 10    | ___tens | ___ones | ___    |

# Make the Most/Make the Least

Materials needed: Make the most/make the Least place value workmats, deck of cards (jack, queen, king, ace removed...you can get these at the Dollar Tree!)

In this partner game, players will place cards on the place value workmat to make the highest...or lowest...number. You can tell the kids how they will be playing...to make either the highest or the lowest number...and use the corresponding workmat to show their work.

Partners will share a deck of cards and place them face down between their workmats.

Player 1 will pick a card from the top of the deck and decide where to place it on their workmat...either the tens or ones column (OR hundreds/tens/ones column.) Once the card has been placed, it cannot be moved. Player 2 will choose a card from the top of the deck and decide where to place it on his/her workmat. Again, once the card is placed, it can't be moved. Players will continue to place cards on their workmats until the columns are filled (1 card in each column). The player who makes the highest...or lowest...number is the winner!

I usually have my kids start by playing 7 rounds of "Make the Most". The winner gets to choose what they play next...Make the Most or Make the Least. My advanced learners really enjoy playing this game with the hundreds/tens/ones workmat.

# Make the Most

tens

ones

# Make the Least

tens

ones



# Make the Most

hundreds

tens

ones

# Make the Least

hundreds

tens

ones

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

# toss the dice

ALways a crowd favorite, this game is played with two people, a die, and a "toss the dice" recording sheet. The recording sheet should be shared between the two players (to keep track of their score). Player 1 will roll the die and then decide where to write that amount on their recording sheet underneath the "Player 1" column (either the tens or ones box...OR...the hundreds/tens/ones box.) Once they have written the number, it cannot be erased. (I make my kids use markers so they aren't tempted 😊) Player 2 rolls the die and records that amount underneath the "Player 2" column in either the tens or ones...OR...hundreds/tens/ones box. Player 1 tosses the die and records the number in the empty box. Player 2 does the same. The player with the HIGHEST number wins the round and writes a 1 next to his/her amount. The other player will write a 0 next to his/her amount. The player with the most points at the end of the game is the winner. I keep extra recording sheets in this math tub because the kids like to play more than once and against different opponents. Sometimes I'll vary this game by having the kids see who can make the lowest number as well.



# toss the dice



## player 1

|      |      |       |
|------|------|-------|
| tens | ones | _____ |
| tens | ones | _____ |
| tens | ones | _____ |
| tens | ones | _____ |
| tens | ones | _____ |
| tens | ones | _____ |

## player 2

|      |      |       |
|------|------|-------|
| tens | ones | _____ |
| tens | ones | _____ |
| tens | ones | _____ |
| tens | ones | _____ |
| tens | ones | _____ |
| tens | ones | _____ |



# toss the dice



## player 1

|          |      |      |       |
|----------|------|------|-------|
| hundreds | tens | ones | _____ |
| hundreds | tens | ones | _____ |
| hundreds | tens | ones | _____ |
| hundreds | tens | ones | _____ |
| hundreds | tens | ones | _____ |
| hundreds | tens | ones | _____ |

## player 2

|          |      |      |       |
|----------|------|------|-------|
| hundreds | tens | ones | _____ |
| hundreds | tens | ones | _____ |
| hundreds | tens | ones | _____ |
| hundreds | tens | ones | _____ |
| hundreds | tens | ones | _____ |
| hundreds | tens | ones | _____ |

# Race To 100

"If you can make 10, trade it in!"

This game can be played with 2-4 players. Players will need a pair of dice, base ten blocks (hundreds/tens/ones), and a Race to 100 workmat to play.

Player 1 rolls the dice and collects that amount of ones cubes and places them in the ones column of his workmat. The other players will follow suit and do the same. Players will continue to roll the dice and collect ones cubes, and when they have enough ones to make a group of ten, they trade it in for a 10's rod and place it on their workmat accordingly. My kids know this game as the "If you can make a 10, trade it in!" game. Players will continually count their ones and trade groups of 10 in for tens rods, and the first player to collect 10 tens rods will trade it in for a 100 block and win the game!

# Race To 100

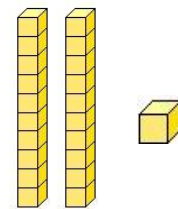
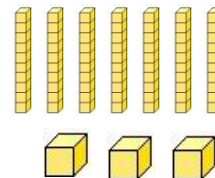
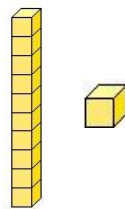
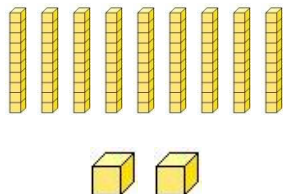
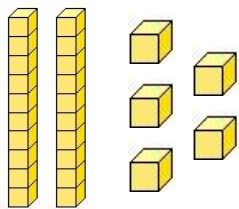
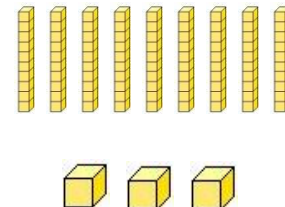
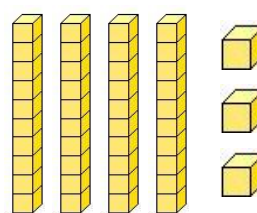
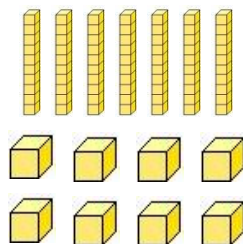
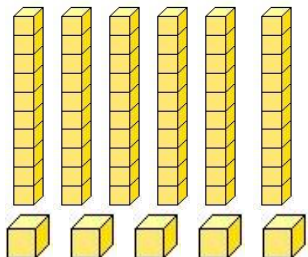
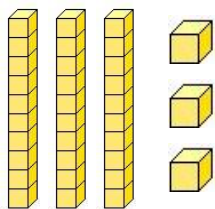
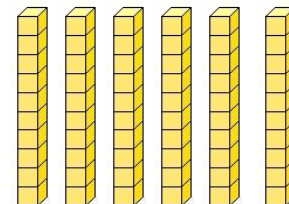
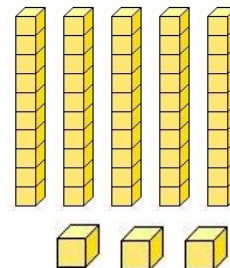
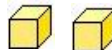
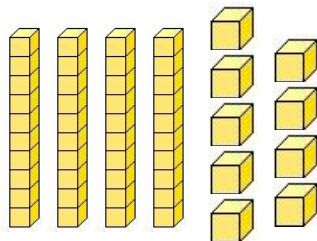
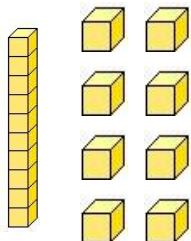
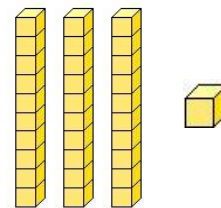
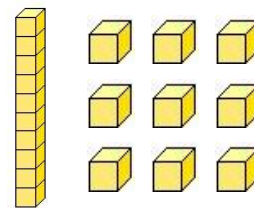
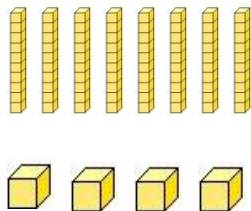
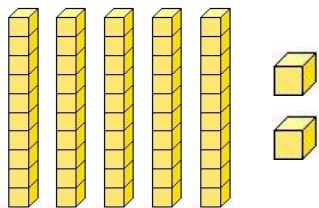
| hundreds | tens | ones |
|----------|------|------|
|          |      |      |

# Line up

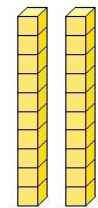
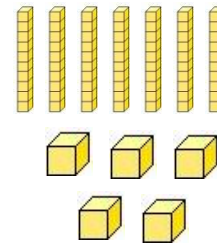
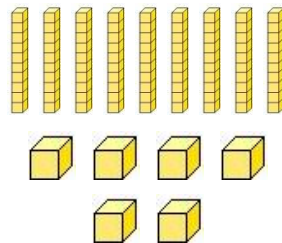
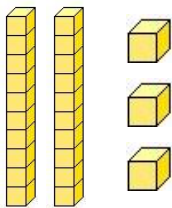
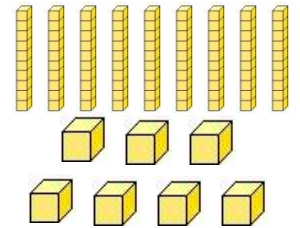
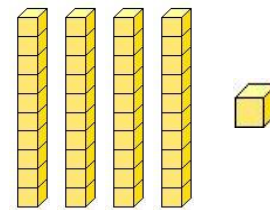
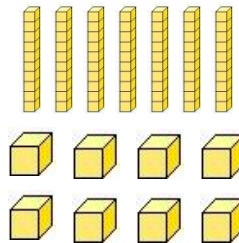
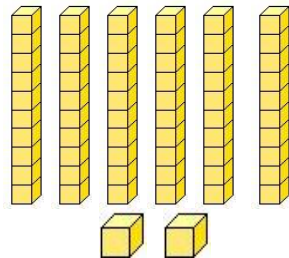
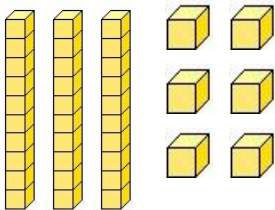
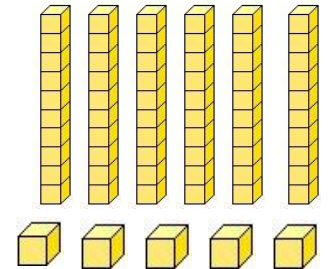
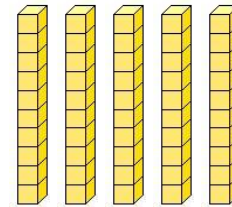
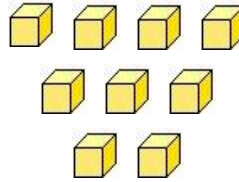
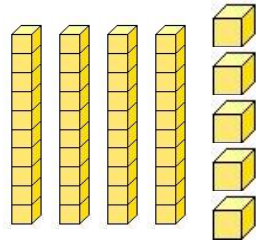
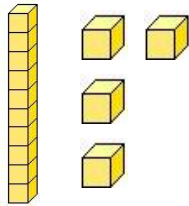
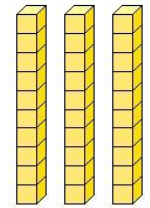
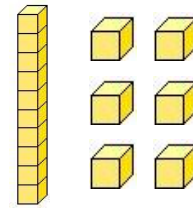
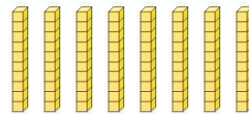
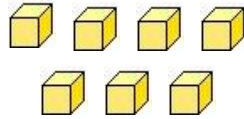
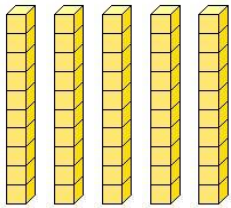
For this individual activity, students will need a Line Up workmat (bus full of kids) and a stack of base 10 block cards. I prepare this activity by laminating & cutting the base 10 block cards and putting them into a plastic baggie. I make one baggie per Line Up workmat (usually 4-5 workmats & baggies in a math tub). Students will remove the cards from their baggie and mix them up, face down. Then he will remove 4 cards from the pile and determine the amount shown on each card. Once the amount for each card is determined, students will line up their cards in order...from least to greatest...on the LINE UP workmat. After the base 10 block cards have been ordered correctly, students will record their work on the corresponding recording sheet.



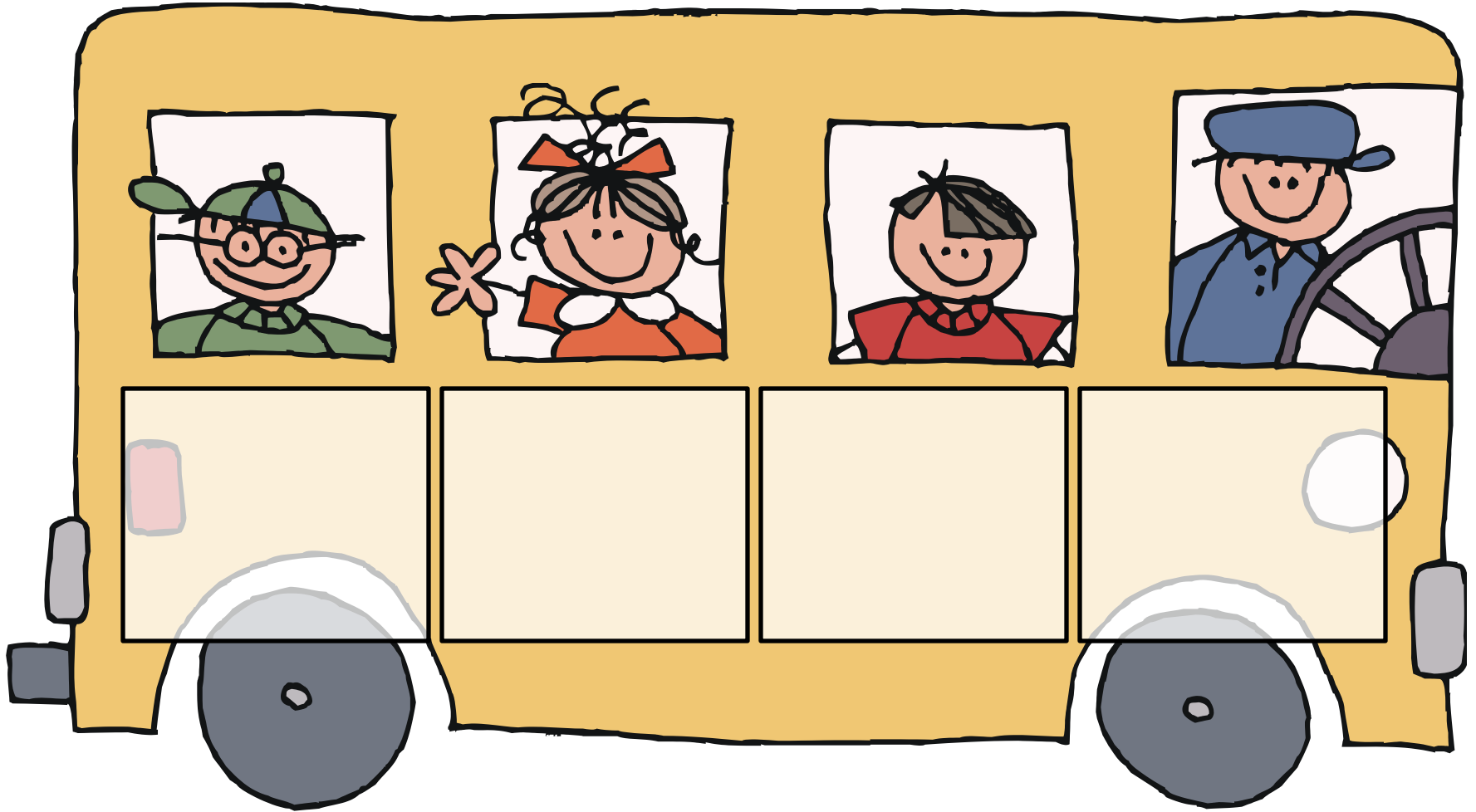
# Line Up Base ten block cards



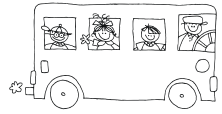
# Line Up Base ten block cards



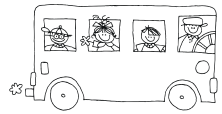
# Line Up!



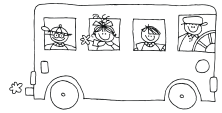
# Line Up



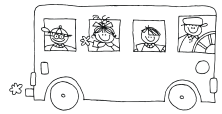
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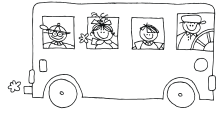
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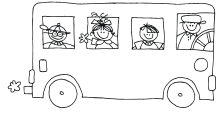
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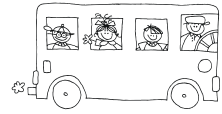
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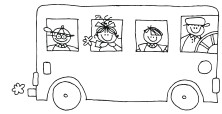
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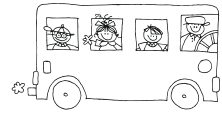
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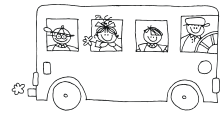
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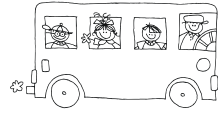
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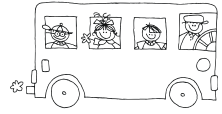
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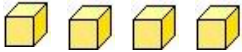
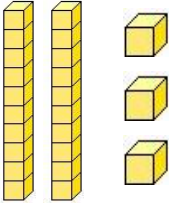
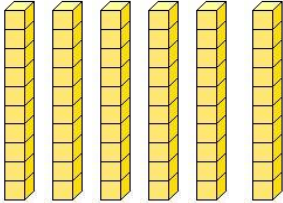
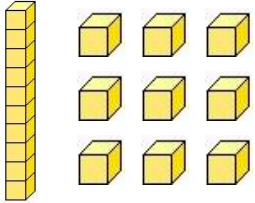
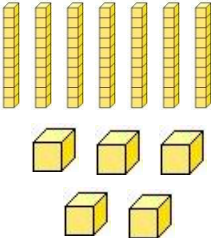
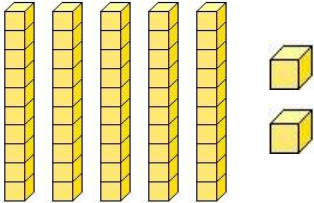
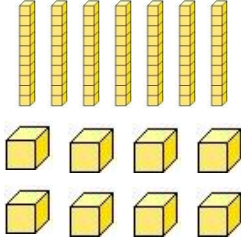
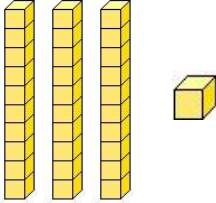
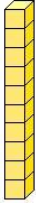
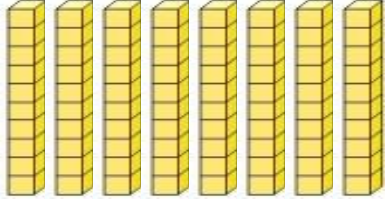
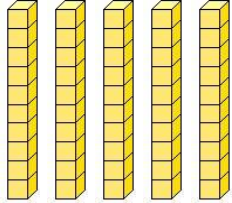
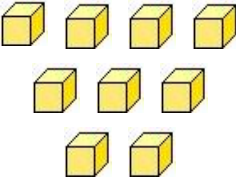
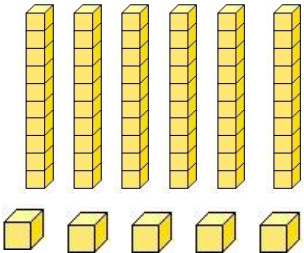
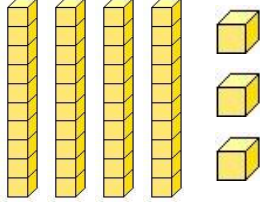
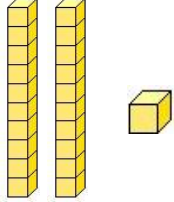
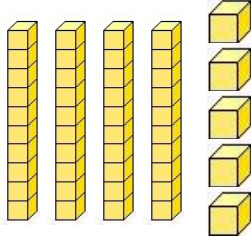
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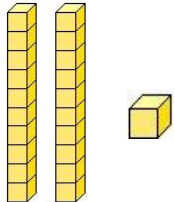
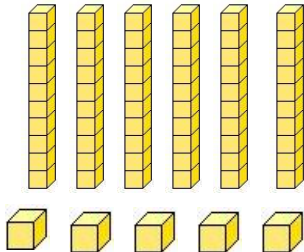
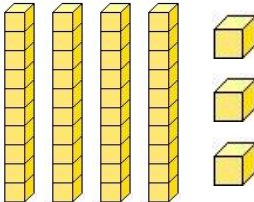
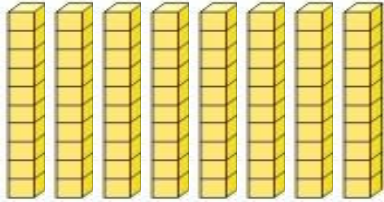
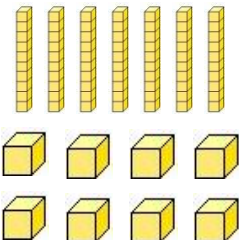
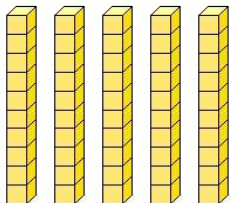
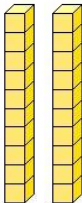
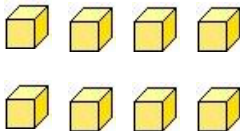
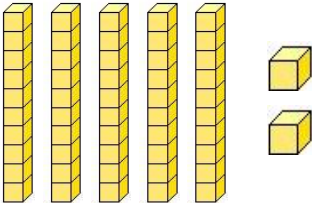
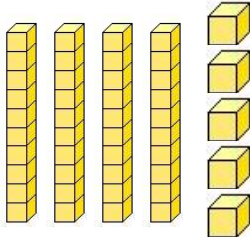
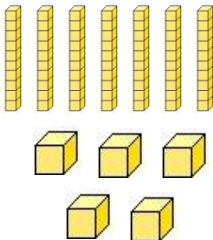
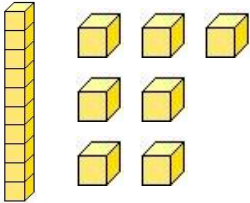
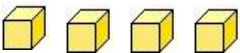
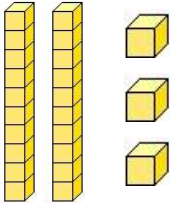
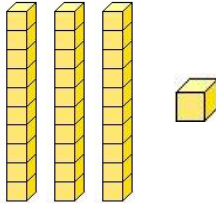

To prepare this game, laminate COVER UP game mats (4x4 base ten block mats) & laminate and cut-up the number cards and place in a baggie. Depending on how the game is played will determine how many baggies of number cards you will need, so you may need to laminate/cut/bag-up several sets of number cards. Here are a couple of ways to play...

1. Partner Play (2-6 players): Each player chooses a COVER UP game board (4x4 game mats with base ten blocks) and a baggie of number cards (1 baggie per player). Players will also need counters (transparent chips, unifix cubes, etc.) to cover up the spaces on their boards as needed. Players remove number cards from their baggies and place them face down in front of their game mat. Player 1 draws a card from the top of his stack and covers up the same amount of base 10 blocks on his game mat (with a counter) if his game mat has that amount. Players 2-6 draw a card from their stacks and do the same. The player that covers up 4 sets of base 10 block sets first (horizontally, vertically, or diagonally) is the winner.
2. Small Group BINGO: These game mats can also be used as BINGO boards. Give each student a set of counters and you keep a stack of the number cards. Call out the numbers and students cover up that amount on their boards using their counters. The first student to cover up 4 base 10 block sets on their game mat shouts, "COVER UP!" and wins the game. Of course, you can always play BLACKOUT and the student who covers up their entire board first wins the game!

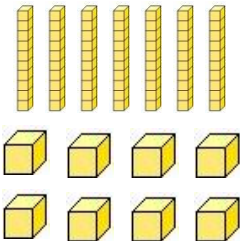
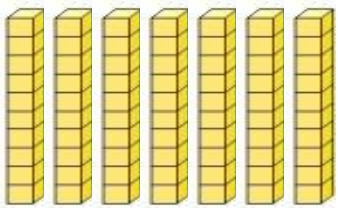
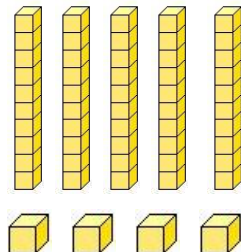
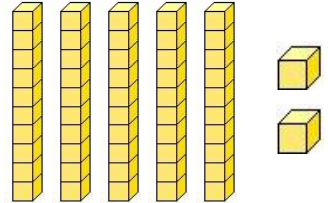
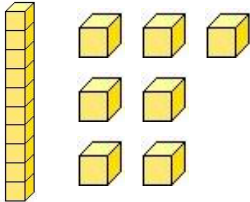
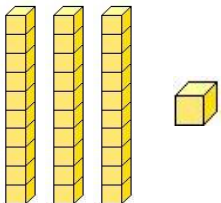
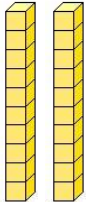

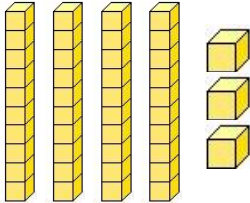
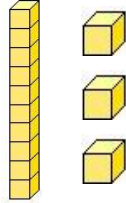
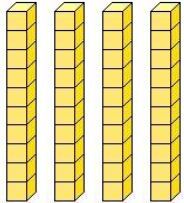
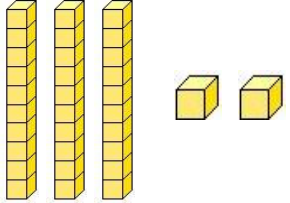
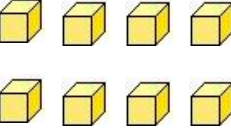
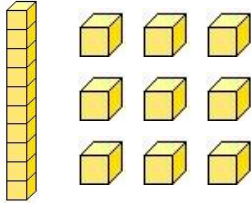
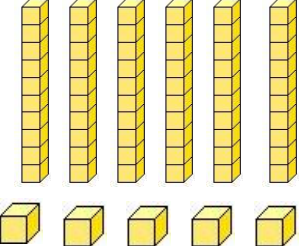
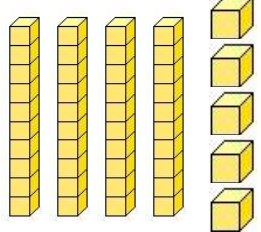
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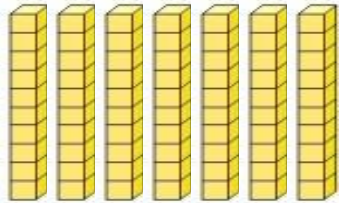
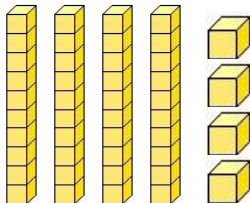
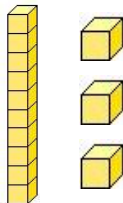
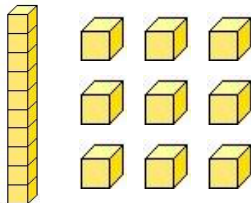
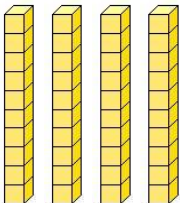
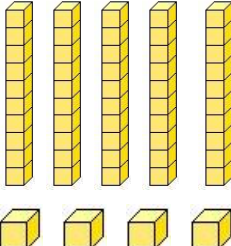
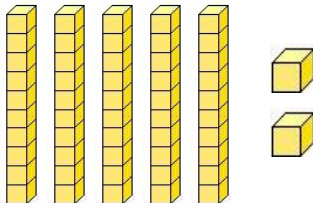
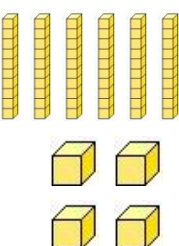
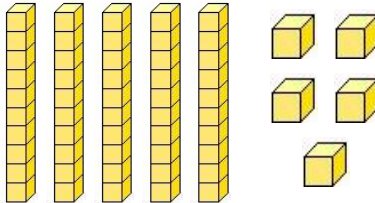
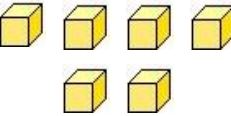
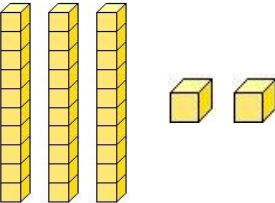
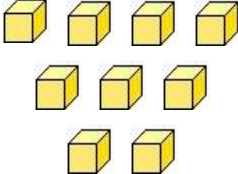
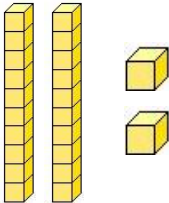
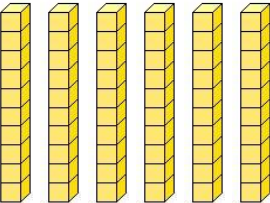
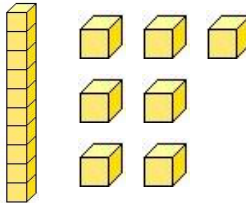
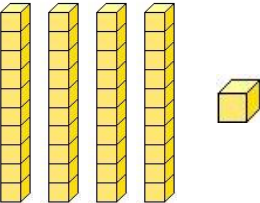
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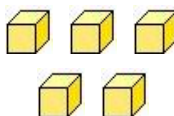
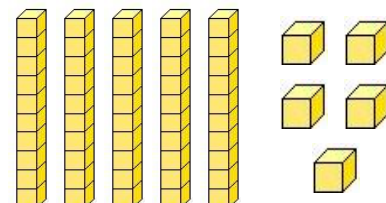
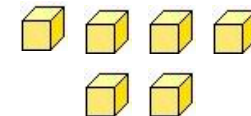
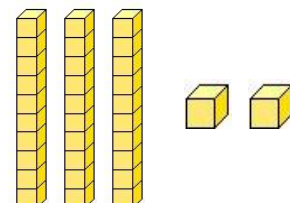
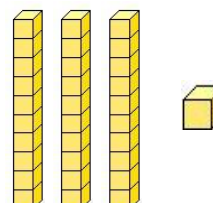
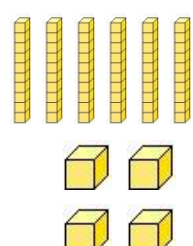
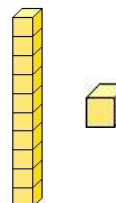
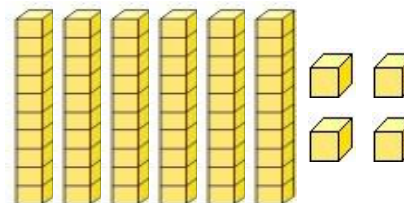
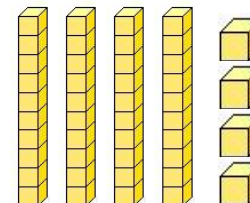
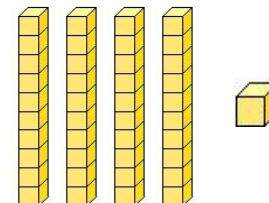
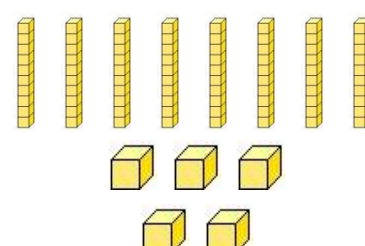
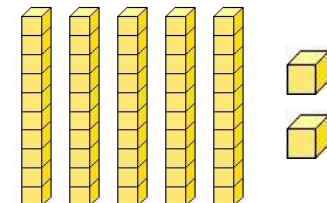
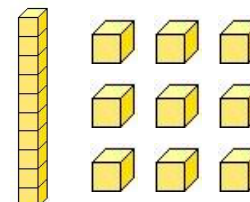
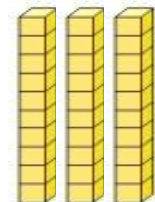
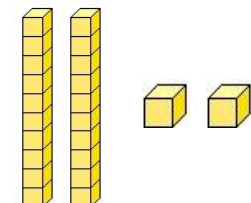
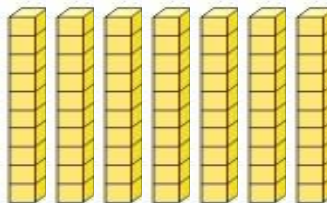
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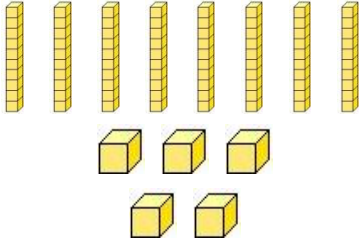
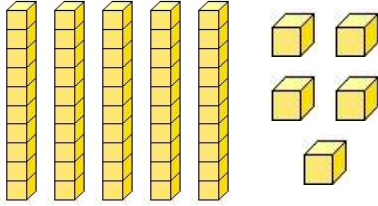

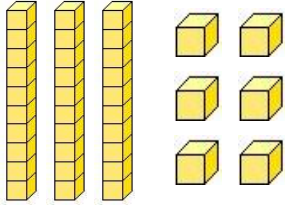
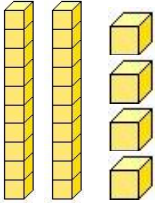
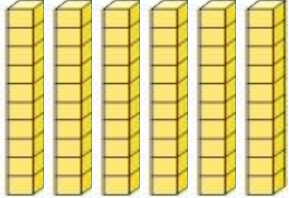
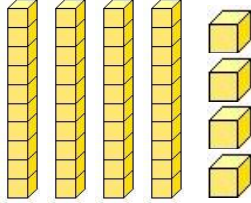
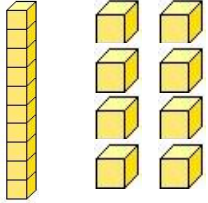
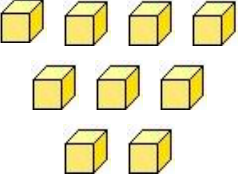
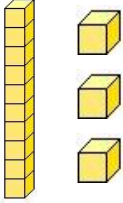
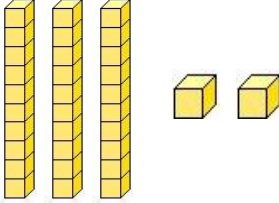
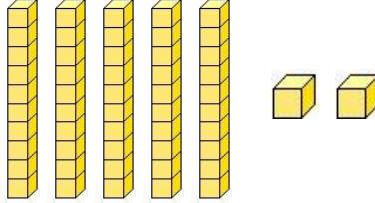
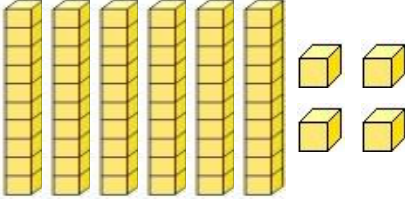
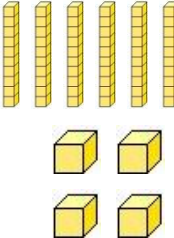
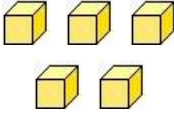
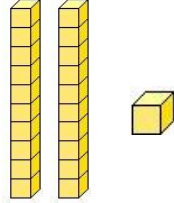
# Cover Up

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# Cover Up

|   |   |   |   |
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# Cover Up

|  |   |   |   |
|--|---|---|---|
|   |    |    |    |
|   |    |    |    |
|  |   |   |   |
|  |  |  |  |

4

Cover Up

23

Cover Up

60

Cover Up

19

Cover Up

75

Cover Up

52

Cover Up

78

Cover Up

31

Cover Up

10

Cover Up

80

Cover Up

50

Cover Up

9

Cover Up

65

Cover Up

43

Cover Up

21

Cover Up

45

Cover Up

20

Cover Up

8

Cover Up

51

Cover Up

11

Cover Up

10

Cover Up

54

Cover Up

52

Cover Up

13

Cover Up

40

Cover Up

32

Cover Up

19

Cover Up

44

Cover Up

64

Cover Up

55

Cover Up

6

Cover Up

9

Cover Up

22

Cover Up

60

Cover Up

41

Cover Up

5

Cover Up

11

Cover Up

85

Cover Up

30

Cover Up

36

Cover Up

24

Cover Up

18

Cover Up

Cover Up

Cover Up

Cover Up

Cover Up

Cover Up

Cover Up

# Roll, Record, Write, & Solve

For this individual activity, students will need a die and the roll, record, write, & solve recording sheet. Students will roll the die once and write the amount in the tens column on their recording sheet. (I have my students use straight lines to represent the 10's and dots to represent the ones. When representing 100's, students draw a square.) Students will roll the die again and write the amount in the ones column on their recording sheet (using dots)

**Example:**

| tens | ones |
|------|------|
|      | ⋮    |

| hundreds | tens | ones |
|----------|------|------|
| □        |      | ⋯    |

After the amounts have been recorded, students will write the amount of 10's & 1's, and then show the number sentence to represent their number (expanded notation).

**Example:**

|                   |                   |
|-------------------|-------------------|
| <u>  2  </u> tens | <u>  3  </u> ones |
|-------------------|-------------------|

|                       |                   |                   |
|-----------------------|-------------------|-------------------|
| <u>  1  </u> hundreds | <u>  4  </u> tens | <u>  2  </u> ones |
|-----------------------|-------------------|-------------------|

$$\underline{20} + \underline{3} = \underline{23}$$

$$\underline{100} + \underline{40} + \underline{2} = \underline{142}$$

# Roll, Record, Write, & Solve

Record your roll.

| tens | ones |
|------|------|
|      |      |

Write the amount.

\_\_\_\_\_ tens      \_\_\_\_\_ ones

Show the number sentence.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Record your roll.

| tens | ones |
|------|------|
|      |      |

Write the amount.

\_\_\_\_\_ tens      \_\_\_\_\_ ones

Show the number sentence.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Record your roll.

| tens | ones |
|------|------|
|      |      |

Write the amount.

\_\_\_\_\_ tens      \_\_\_\_\_ ones

Show the number sentence.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Record your roll.

| tens | ones |
|------|------|
|      |      |

Write the amount.

\_\_\_\_\_ tens      \_\_\_\_\_ ones

Show the number sentence.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



# Roll, Record, Write, & Solve

Record your roll.

| hundreds | tens | ones |
|----------|------|------|
|          |      |      |

Write the amount.

\_\_\_ hundreds \_\_\_ tens \_\_\_ ones

Show the number sentence.

\_\_\_ + \_\_\_ + \_\_\_ = \_\_\_

Record your roll.

| hundreds | tens | ones |
|----------|------|------|
|          |      |      |

Write the amount.

\_\_\_ hundreds \_\_\_ tens \_\_\_ ones

Show the number sentence.

\_\_\_ + \_\_\_ + \_\_\_ = \_\_\_

Record your roll.

| hundreds | tens | ones |
|----------|------|------|
|          |      |      |

Write the amount.

\_\_\_ hundreds \_\_\_ tens \_\_\_ ones

Show the number sentence.

\_\_\_ + \_\_\_ + \_\_\_ = \_\_\_

Record your roll.

| hundreds | tens | ones |
|----------|------|------|
|          |      |      |

Write the amount.

\_\_\_ hundreds \_\_\_ tens \_\_\_ ones

Show the number sentence.

\_\_\_ + \_\_\_ + \_\_\_ = \_\_\_

# Show Me What You Need

For this individual activity, students will need a set of number cards and a "Show Me What You Need" recording sheet. I divided this activity up into tens & ones and hundreds/tens/ones. You will need to separate the number cards depending on the place value amount you want to work on with your kids.

Each student takes a baggie of number cards and a recording sheet. Students PULL a number card from the baggie and write it in the "number" column on the recording sheet. Looking at the number, students decide how many base 10 blocks they will need to represent that amount. Students circle...or color...the tens and ones (or hundreds/tens/ones) they will need to make that amount. Students continue to PULL numbers and show the amount until the recording sheet is filled. I like to make a double-sided copy of the recording sheet to give my students more opportunities to practice.

Show me what you need number cards

13

9

24

41

50

63

38

92

87

71

15

26

Show me what you need number cards

11

5

33

57

43

62

30

99

84

76

19

21

Show me what you need number cards

101

110

124

241

450

363

238

792

587

671

815

926

Show me what you need number cards

111

305

433

257

743

962

630

199

484

876

409

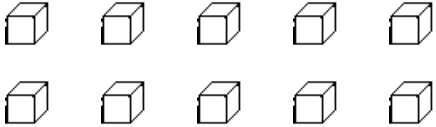
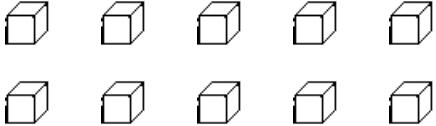
521

# Show Me What You Need

number

tens

ones

|       |  |   |
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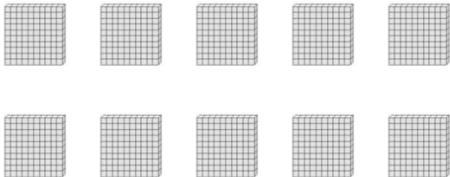
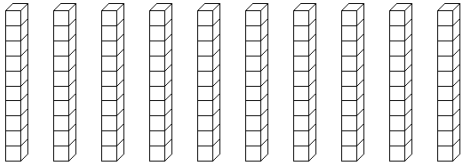
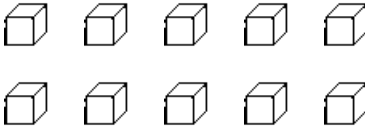
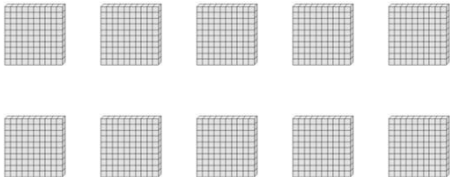
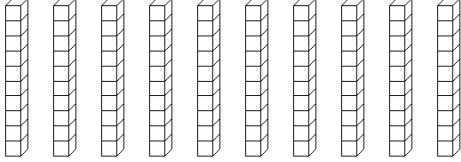
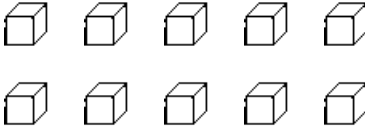
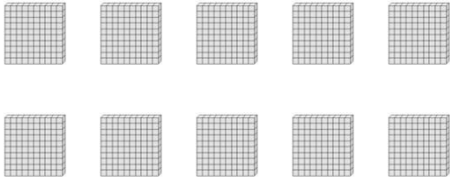
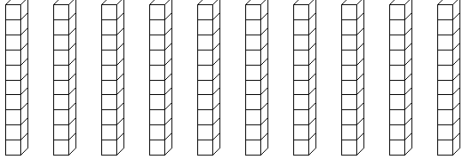
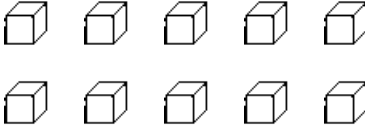
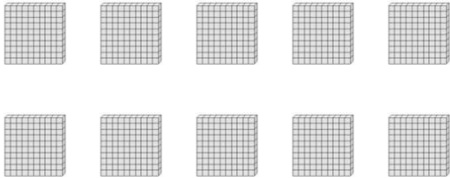
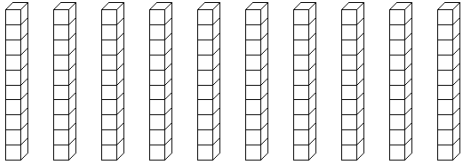
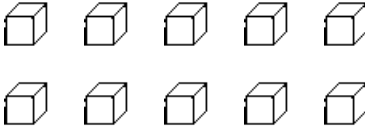
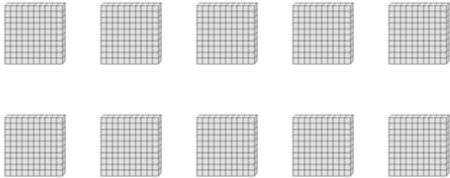
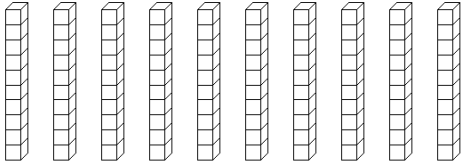
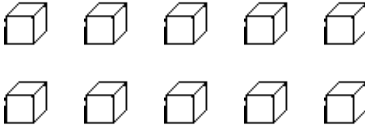
# Show Me What You Need

number

hundreds

tens

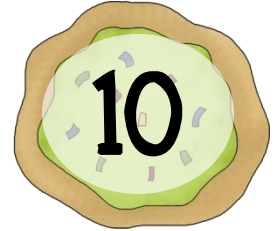
ones

|       |   |  |   |
|-------|---|--|---|
| <hr/> |    |    |    |
| <hr/> |    |    |    |
| <hr/> |    |    |    |
| <hr/> |   |   |   |
| <hr/> |  |  |  |



# Build It, Break It, Make It

For this partner activity, students will need a game board, place value workmat, dice, snap cubes/unifix cubes, and a counter. Players place their counters on the START cookie jar. Player 1 rolls the die and moves that number of spaces. He will collect the same number of unifix/snap cubes on which he lands. For example, if he lands on a cookie with the number 11, he will collect 11 snap/unifix cubes. Player 2 rolls the die, moves that number of spaces, and collects the same number of unifix/snap cubes on which he lands. As players collect unifix/snap cubes, they will build a train. When both players reach FINISH, they will break their train into groups of 10 and place them in the 10's column on their place value workmats. All the loose snap/unifix cubes will be placed in the ones column of their workmats. The player who makes the highest number wins the game. Players can also collect cubes and play to see who makes the lowest number.



# Triple Scoop

To prepare this hands-on activity, laminate and cut out the ice cream cones and the pink/blue/white ice cream scoops. This is an activity that I keep in my math tubs. I have 4 sets of the scoops and cones in the math tub at once so that each kid in the group has their own set to assemble. Students will match 3 scoops of ice cream (pink/blue/white) to the ice cream cone by matching the base 10 blocks/number sentence/and tens & ones to the corresponding number. If you want to leave out a scoop or two, you can do that as well. After students have matched all the scoops to the corresponding cones, they can make their own triple scoop cone using construction paper and cone/scoop templates. Students can choose a number and write it on their cone and then write the number sentence/expanded notation, base 10 block pictures, and tens/ones on their scoops. The place value cones can be displayed on a bulletin board or in your math center... "Get the Scoop on Place Value!"

26

38

10

51

76

82

65

19

47

98

23

40

36

74

85

2 tens  
6 ones

3 tens  
8 ones

1 ten  
0 ones

5 tens  
1 one

7 tens  
6 ones

8 tens  
2 ones

6 tens  
5 ones

1 ten  
9 ones

4 tens  
7 ones

9 tens  
8 ones

2 tens  
3 ones

4 tens  
0 ones

3 tens  
6 ones

7 tens  
4 ones

8 tens  
5 ones

$20 + 6$

$8 + 02$

$10 + 0$

$1 + 05$

$70 + 6$

$2 + 08$

$60 + 5$

$6 + 01$

$40 + 7$

$8 + 06$

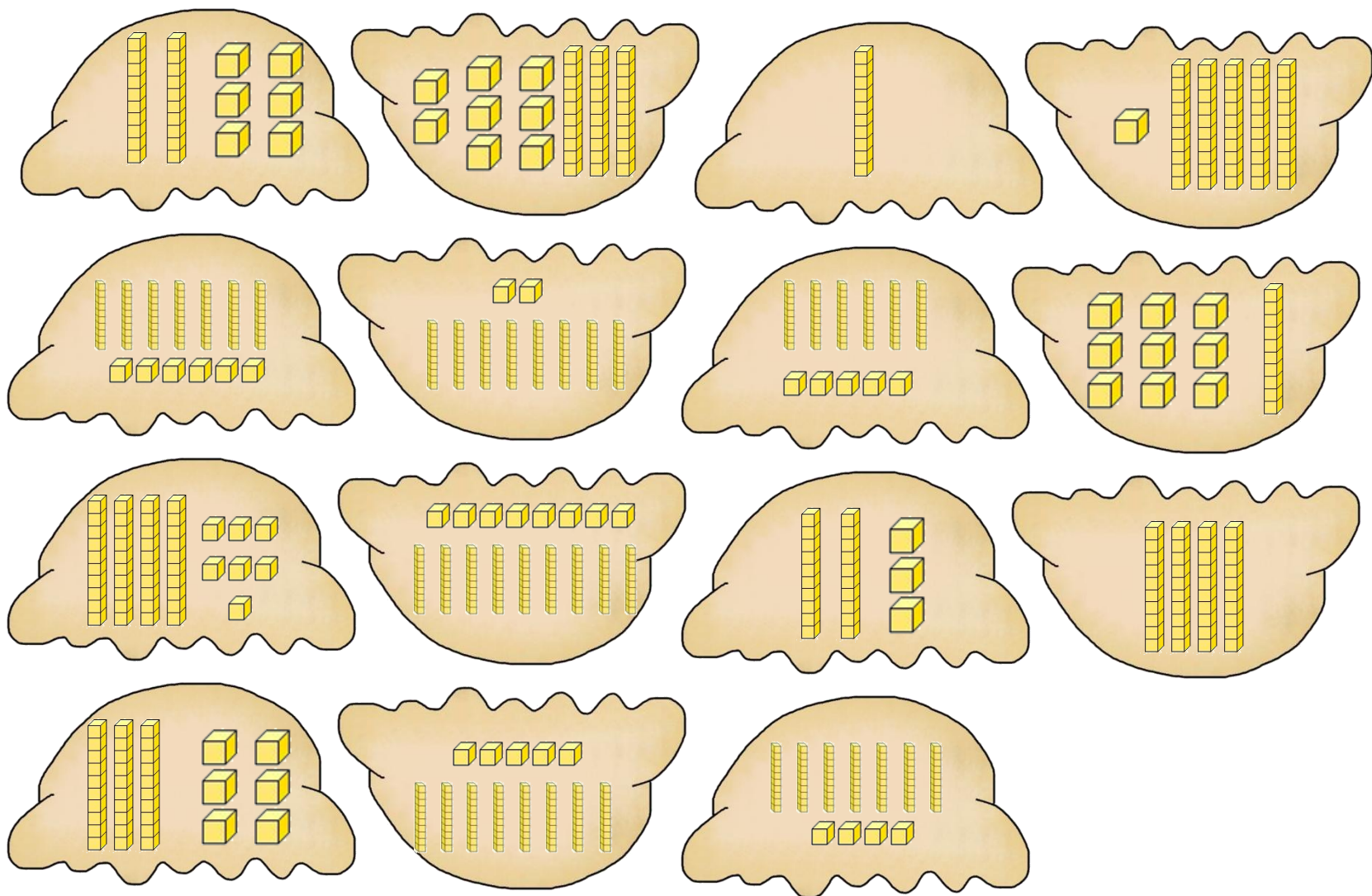
$20 + 3$

$0 + 04$

$30 + 6$

$4 + 07$

$80 + 5$

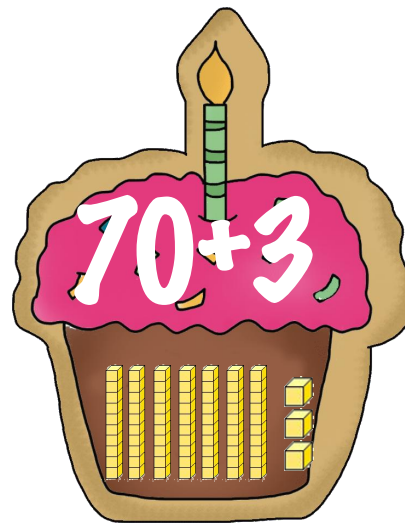
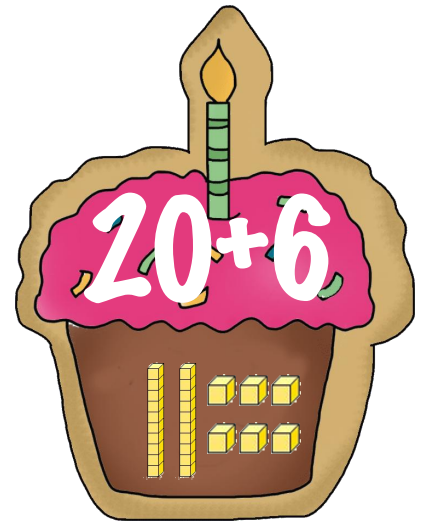
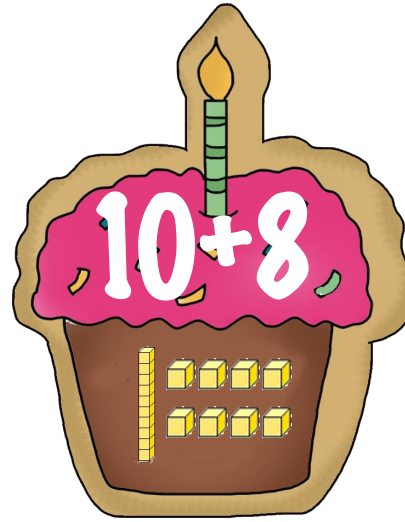
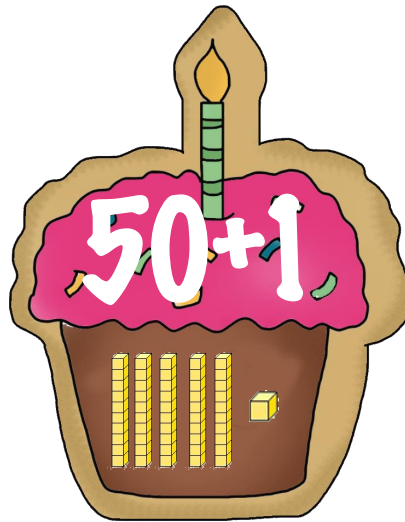
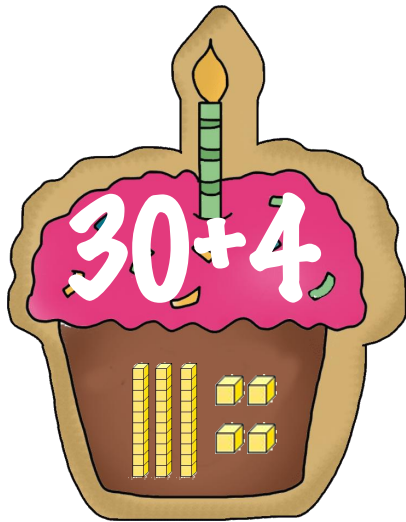


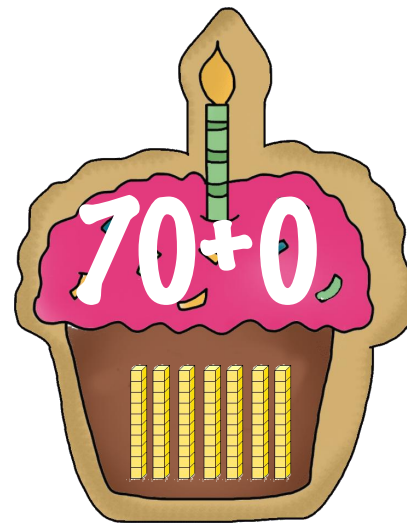
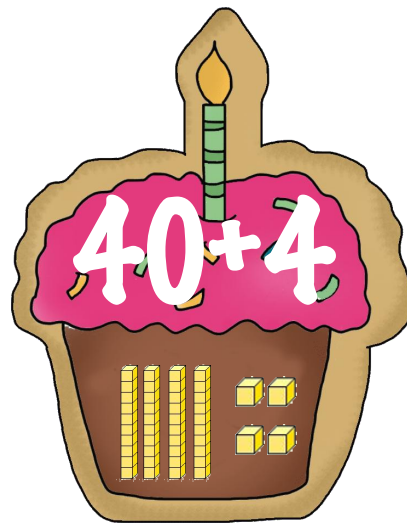
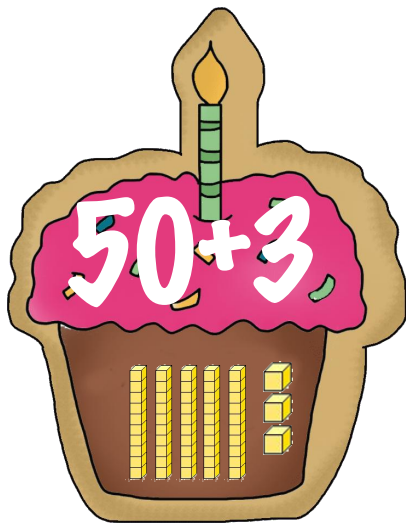
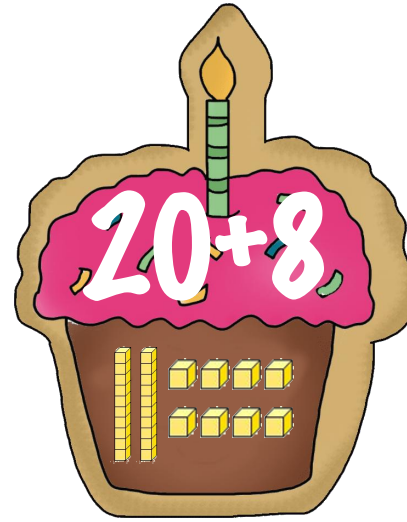
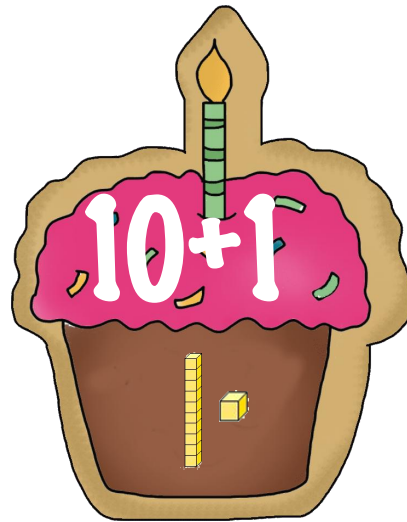
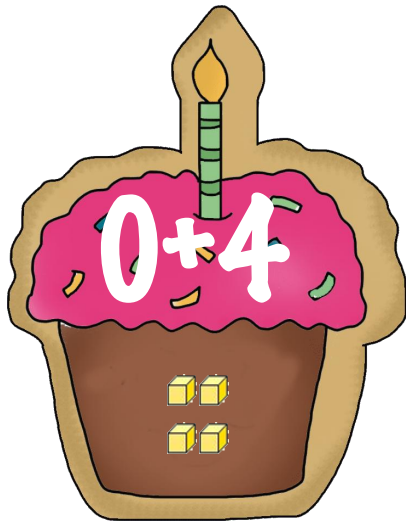
# Sweet on Place Value

To prepare this hands-on activity, laminate and cut out the cupcakes and then cut between the top portion of the cupcake and the bottom. Students will match the number sentence/expanded notation (top of the cupcake) to the base ten blocks (bottom of the cupcake).

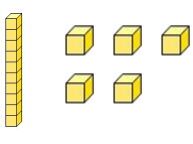
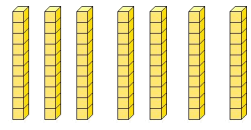
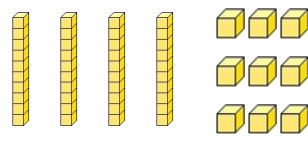
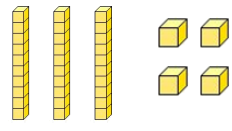
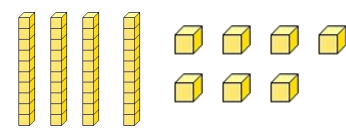
When students have correctly matched each cupcake half, they will complete the corresponding recording sheet.



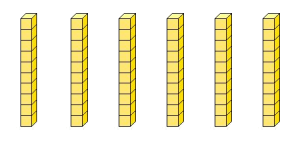
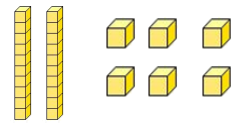
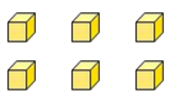
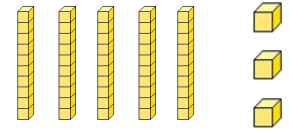
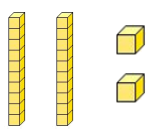




# Sweet on Place Value

|   |                 |
|---|-----------------|
|    | ___ + ___ = ___ |
|    | ___ + ___ = ___ |
|    | ___ + ___ = ___ |
|   | ___ + ___ = ___ |
|  | ___ + ___ = ___ |



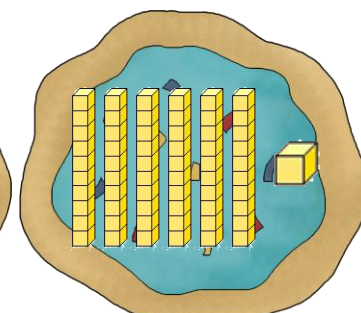
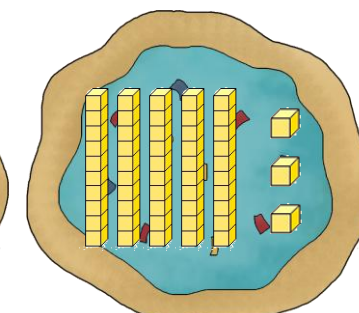
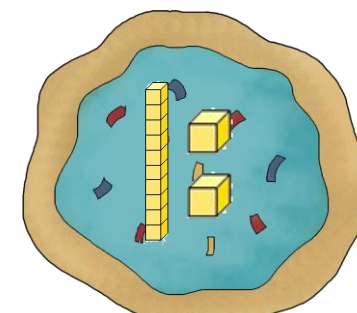
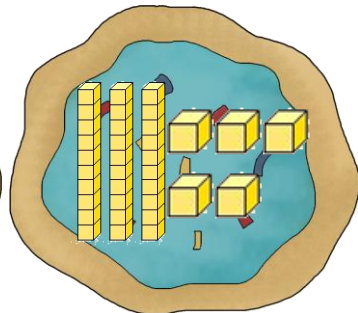
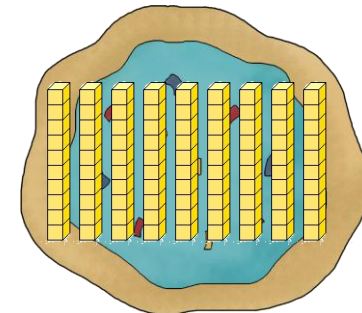
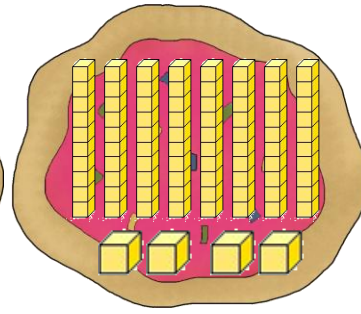
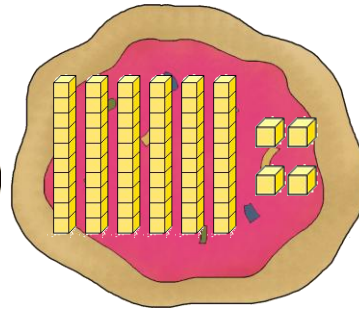
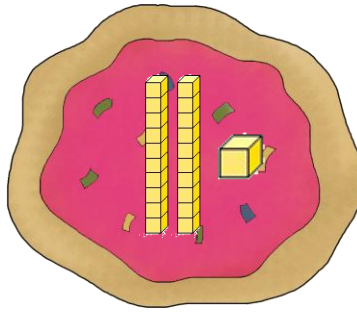
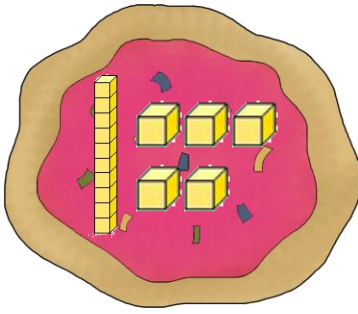
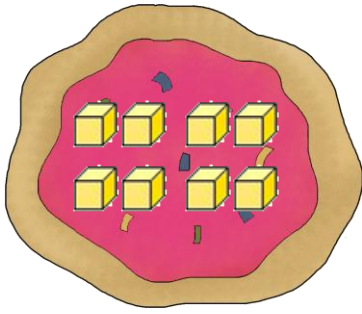
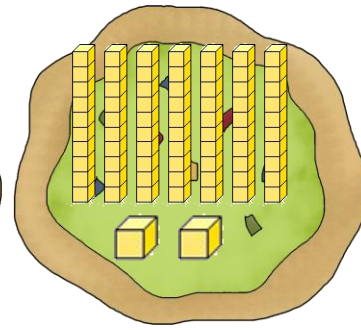
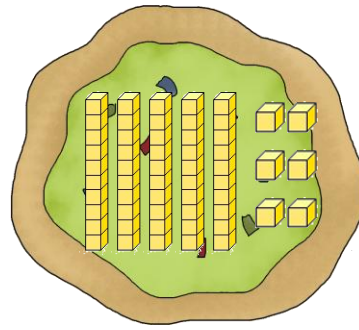
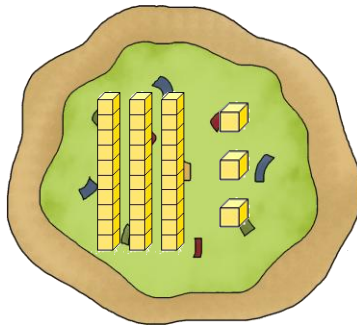
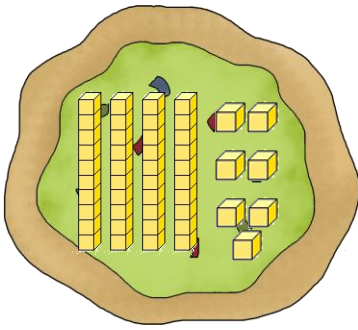
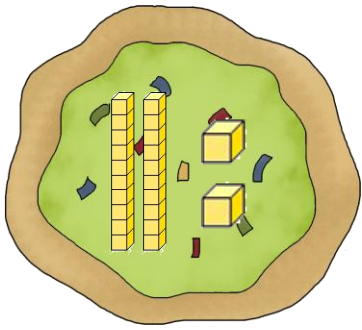
|   |                 |
|---|-----------------|
|    | ___ + ___ = ___ |
|    | ___ + ___ = ___ |
|    | ___ + ___ = ___ |
|   | ___ + ___ = ___ |
|  | ___ + ___ = ___ |

# Who Stole The Cookies?!

To prepare this hands-on activity, laminate and cut out the base 10 block cookies & numeral cookie jars. Students will match the number (cookie jar) to the corresponding set of base 10 blocks (cookies).

When students have correctly matched the cookies to the cookie jars, they can order the sets least to greatest.





# Swish, Dot, Thunk!

Here's a quick transition activity that one of the girls on my team taught me. Explain to the kids that SWISH stands for 100's... DOT stands for 10's... THUNK stands for 1's. When you say SWISH, make a checkmark motion with your finger. When you say DOT, poke the air with your finger. When you say THUNK, make a flicking motion with your fingers. Have the kids listen to the words and watch your motions to figure out the number you're trying to make.

For example:

swish.swish.dot.dot.dot.thunk.thunk.thunk.thunk

would be 234

The kids LOVE this quick little game and beg to play! Sometimes I'll choose a few kids to lead the game and make up their own SWISH, DOT, THUNK place value patterns. This is a great game to play when the kids are standing in line or when you're trying to get their attention!!

# Place Value Workmats

The following two pages are the place value workmats mentioned in several of these activities. Print these on cardstock for durability and laminate! I like to keep a class set of both the tens/ones & the hundreds/tens/ones for group activities... and I love using LOTS of different colors 😊



tens

ones

hundreds

tens

ones

Thank you for purchasing my packet of PLACE VALUE fun! I hope you...and your kids...enjoy these hands-on games and activities. If you have any questions, suggestions, comments, or concerns, please feel free to contact me at [thefirstgradeaparade@gmail.com](mailto:thefirstgradeaparade@gmail.com). And don't forget to stop by my blog for more fun ideas and free printables. Thanks again and happy teaching!

♡ Cara Carroll

<http://thefirstgradeaparade.blogspot.com>