Really Good Stuff® **Activity Guide**

Place Value Display Magnets Set

Congratulations on your purchase of this Really Good Stuff® **Place Value Display Magnets Set**—a versatile tool for providing students with a clear place value reference and for interactive reinforcement activities.

This Really Good Stuff® product includes:
- 1 *Decimal Point Magnet*
- 3 *Comma Magnets*
- 5 *Period Magnets*
- 15 *Place Magnets*
- This Really Good Stuff® Activity Guide

Displaying the *Place Value Display Magnets Set*

Before introducing the **Place Value Display Magnets Set,** make copies of this Really Good Stuff® Activity Guide and file the pages for future use. To create your place value periods headings, place the five large multi-colored *Period Magnets* (Billions, Millions, Thousands, Ones, Decimals) side by side on your magnetic whiteboard or chalkboard. Beneath the periods headings, place the color-coded *Place Magnets* at an angle to allow students to read them easily. Add the *Decimal Point* and *Comma Magnets.* When using the *Magnets* for instruction, display them low enough so that you and/or students can easily reach to write numbers above the periods headings. When using the *Magnets* for reference, place them up high and out of the way so that students can easily see them.

Reading and Saying Large Numbers

To introduce students to the skill of reading large numbers, write a non-decimal number with a value in the billions above the *Period Magnets,* making sure that none of the digits in the number repeat so that you can refer to each by number. For example: Write *6,345,802,971.* Ask students why the commas are helpful when reading a big number.

Copy and distribute the *Periods and Places Reproducible.* Ask students to explain what pattern they see on the reproducible. Discuss the fact that under each period heading, there is a hundreds, a tens, and a ones place. Have students copy the number from the board onto their reproducible. Tell students to use the headings to help them say the number: They should read from left to right, reading number, then the name of the period heading when they arrive at a comma. Using the example they have copied onto the reproducible, model by saying, "six billion." Explain that they say six because it is in the ones place of the billions period. State, "three hundred forty-five million," followed by "eight hundred two," then pause for students to say the word *thousand.* Lastly, finish by reading, "nine hundred seventy-one." Ask a volunteer to read the entire number.

If a student has not brought it up, point out that the wording under the *Period Magnets* differs from the wording on their reproducible. Explain that the *Place Magnets* will tell them the value of each place, indicating that, for example, the 8 is worth eight hundred thousand. Ask students to look at the *Magnets* and give the values of some of the other digits in the number *6,345,802,971.* Repeat the activity with a new number, giving students many opportunities to read several numbers from their reproducible, and to identify values of the digits in those numbers, by referring to the *Magnets.*

Reading and Saying Decimals

Explain to students that although it's easy to mistakenly add the word *and* when reading big numbers, they should only say *and* when they arrive at a decimal. To reinforce the skill of reading decimals, set up the *Magnets* for instruction, and write *325.487* in the hundreds and hundredths places above the *Period Magnets.* Explain that the first part of this number is read as *three hundred twenty-five and* because they came to a decimal. Next, tell students to read the number that they see following the decimal and to say *only* the *place* of the last digit: *Four hundred eighty-seven thousandths* because there is a number in the thousandths place. Ask for a volunteer to read the entire number. Erase the 7 from the board above the *thousandths* place and challenge a student to read the new number of three hundred *twenty-five and forty-eight hundredths* because the last digit that appears is in the hundredths place. Repeat the activity with a new number, giving students several opportunities to read numbers to a variety of decimal places.

Reinforcing Place Value Concepts

Display the *Periods Magnets* on your board, low enough for student interaction. Randomly stage the *Place Magnets* to the side and out of order. Challenge a student or group of students to move the *Place Magnets* beneath the *Period Magnets* in the correct order. For an additional challenge, stage the *Place Magnets* in incorrect order beneath the *Periods Magnets* and direct students to fix the display by rearranging the *Place Magnets* into their correct positions.

Billions			,	Millions			,	Thousands			,	Ones			.	Decimals		
hundreds	tens	ones		hundreds	tens	ones		hundreds	tens	ones		hundreds	tens	ones		tenths	hundredths	thousandths