

Name: _____

Dear Families:

We have been learning about place value and how to write numbers in a variety of ways. Please encourage your child to use a dry erase marker and this reproducible throughout the school year to practice place value skills and to show you what he or she has learned. Pick numbers randomly, or use a deck of playing cards or dice to help you generate numbers.

Place Value Practice

Write a number.

Show it in a different way.

Write a number.

Show it in a different way.

Write a number.

Show it in a different way.

Use this space to record the numbers you create.



Really Good Stuff® Instructional Guide

Place Value Write Again® Cards - Primary

This Really Good Stuff® product includes:

- 12 Place Value Write Again® Cards - Primary, Write Again® wipe-off laminate
- This Really Good Stuff® Instructional Guide

Congratulations on your purchase of these Really Good Stuff® **Place Value Write Again® Cards - Primary**—an interactive way to make learning place value interesting.

Meeting the Standards

The Really Good Stuff® **Place Value Write Again® Cards - Primary** align with the Common Core State Standards for Mathematics below. For alignment with other state standards, please refer to our website's Standards Match.

Number and Operations in Base Ten

- K.NBT.A.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
- 1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases.
- 1.NBT.B.2a** 10 can be thought of as a bundle of ten ones—called a “ten.”
- 1.NBT.B.2b** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- 1.NBT.B.2c** The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- 2.NBT.A.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases.
- 2.NBT.A.1a** 100 can be thought of as a bundle of ten tens—called a “hundred.”
- 2.NBT.A.1b** The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- 2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Preparing the Place Value Write Again® Cards - Primary

Before introducing the **Place Value Write Again® Cards - Primary**, make copies of this Really Good Stuff® Instructional Guide, and file for future use.

Or, download another copy of it from our website at www.reallygoodstuff.com. Always use a dry erase marker on the *Cards* in order to preserve their Write Again® wipe-off laminate surface. Decide ahead of time whether you wish to permanently label the *Cards* with student names or allow students to write their name each time they use a *Card*.

Introducing the Place Value Side

Distribute a dry erase marker, a marker eraser, and a *Place Value Card* to each student. Explain that these *Cards* have two sides: one for recording place value up to the thousands place, and another for recording numbers in a variety of ways. Urge students to look at both sides, and then direct them to place the *Cards* on their desks with the *Place Value side* faceup. Have students point to each place value box as you say them together.

Begin by saying an appropriate number for your students' level. For example, you might say, “six hundred and forty three.” Ask students to use the dry erase marker to record the number in the appropriate boxes on the *Card*. Once students are finished, have them share their answers and then erase the number. Repeat this process for several other numbers.

Introducing the Place Value Practice Side

Distribute a dry erase marker, a marker eraser, and a *Place Value Card* to each student. Direct students to place the *Cards* on their desks with the *Place Value Practice side* faceup. Introduce or review the different ways to represent a number, such as draw pictures, expanded form, base-ten notation, and written form, with students. Choose a number, and ask students to record the number at the top of the first box. Tell students how you would like them to represent the number in a different way, and have them complete the task in the bottom of the box. Encourage students to share their work. Have students record a different number in the second and third boxes and to represent those numbers in the same manner. Repeat this process for several

other numbers. As students become more adept at representing numbers, mix up the process by choosing three different numbers and three different ways to represent them.

Roll the Dice

Urge students to practice their place value skills independently with dice and a *Place Value Card*. Based on the skill level of students involved in this activity, start with two dice and urge students to work on creating numbers up to 99, or three dice to create numbers up to 999, or four dice if they are ready to make numbers up to 9,999. Instruct students to roll the dice to form a number based on the numbers rolled and to record it in the boxes on the *Place Value* side of their *Card*.

Use the same dice to create numbers to record on the *Place Value Practice* side of the *Card*, and showcase them in different ways. For example, if a student rolls 6, 3, and 2, they would record the number 632 in each box on their *Card* and then showcase it through pictures, written form, and base-ten notation. Or, roll the dice three times to create three different numbers. This activity can be repeated many times and be used as an independent workstation, during math groups, morning work, or as an option for students who finish their work early.

Variation: Instead of dice, have students use playing cards or primary number cards to make numbers to record on the *Card*.

Place Value People

Use the *Place Value Write Again® Cards - Primary* as a whole group activity, during a morning meeting, or even as a math warm-up, or time filler: Select four students to stand in front of the room with large single-digit numbers written on whiteboards or cards. The remaining members of the class will work in pairs with a dry erase marker, eraser, and a *Card*. Starting with numbers, such as 5, 6, 9, and 1, hand each of the selected students a whiteboard or card with one of those numbers. Call out a number containing those four numbers, such

as five thousand, one hundred and ninety-six, and ask students to form that number by standing in the correct place value order. Instruct the seated students to record this number on the *Place Value* side of their *Cards*. Repeat the activity by calling out different numbers that can be formed using the same four numbers. For young learners, adapt this activity by using only two numbers to create numbers in the tens, or three numbers to create numbers in the hundreds.

Choose, Order, and Stand

Provide an enriched activity for students who are comfortable with place value by writing the numbers 1 through 9 using one whiteboard for each number: Place the whiteboards on a table. Assign different students a specific place value: For example, you might say, “Sally you are the ones, Johnny you are the tens, Susie you are the hundreds, and Jacob you are the thousands.” Call out a number, and have those students find the appropriate single-digit numbers from the table, and then stand in the correct place value order. Once the students are in the correct order, tell the rest of the class to record the number on the *Place Value* side of their *Cards*. After their answers have been checked, have those four students choose other students and continue the activity with a new number. As students become more comfortable with place value in the thousands, consider having one student stand with a whiteboard that has only a comma, and that student be responsible for standing in the correct place to create the number in the thousands place.

Place Value Practice at Home

Copy, laminate, and distribute the *Place Value Write Again® Card Reproducibles* to send home for students to practice their place value skills throughout the school year.

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| | | |
|--------------------|------------------|--|
| Place Value | ones | |
| | tens | |
| | hundreds | |
| | thousands | |

Use this space to record the numbers you create.