

# PLACE VALUE ELEMENTARY FOLDER GAMES

Gr 2-3

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## Targets standards in this area:

### • Number & Operations in Base Ten

For full descriptions, see page 2.

## What's Included

- 10 activity folders with answer cards
- 10 sets of manipulatives
- 10 storage pouches
- 2 pawns
- Spinner
- Flip-top storage box
- Reproducible assessment (on page 3 of this guide)
- Reproducible versions of manipulatives (on pages 4–15)

## Before You Begin

- To set up the folder games, place the manipulatives and answer cards in their corresponding storage pouches. (The pieces are color-coded to match the pouches and folders.) Place pawns in the Monster Numbers and Place Value Race pouches. You will also need to attach a spinner to the Monster Numbers folder. Simply snap the front and back of the spinner together through the hole in the folder. Slip the pouches inside their folders in the storage box, and your folder games are ready to use!

## About the Folder Games

Ten easy-to-play folder games provide independent, hands-on practice with place value. Each folder includes materials and simple, illustrated instructions for an engaging, focused activity—plus a bonus activity to reinforce the new concept. You can set the games in your math center and have students rotate through, or invite students to select games to play on their own at their desks. However you use them in your classroom, these folder games are a great way to boost important math skills!

## Getting Started

Before students play the games on their own, be sure to model each one. Invite volunteers to help you. Select a folder and point out that the front of the folder shows the materials students need. Next, read the instructions together. Remind students to look at the illustrations to make sure they understand what to do. Have volunteers take turns playing the game and prompt them to check their work with the answer card. Finally, read and discuss the Brainiac Challenge. Explain that students can use a blank sheet of paper to complete the challenge.

**Note:** If any manipulatives are lost, simply photocopy the reproducible versions on pages 4–15.

## Assessment

- Observe students as they play the games and review their work on the Brainiac Challenge activities. Note which skills have been mastered and where more practice is needed.
- A reproducible assessment can be found on page 3. The assessment can be used as a pre-assessment tool to identify which folders students should be able to work on independently. It can also be used to identify which skill sets students need to develop further before they play the games independently. As a post-assessment tool, the questions can be used to check student understanding and record student progress. Each question on the assessment corresponds to a skill covered in a specific folder. See page 2 for a complete list of games.

Meeting Individual Needs

ELL

• Have each ELL student pair up with another student who can help them create an ongoing vocabulary word bank with index cards they will continuously add to a ring. Pairs will write vocabulary words from the folder activity they're about to play on the front of an index card, discuss its meaning (making connections), and draw a picture/give an example of the word on the back of the card. Each word should be on a separate index card. Students should repeat this before playing each folder game and simply add the cards to the ring as they finish. This will become the students' reference for all place value folder activities. (Key terms that can be addressed include: ones, tens, hundreds, thousands, place value, greater than, less than, equal to, expanded notation, rounding, and digit.)

• Walk students through the instructions for each game and help them solve a few of the problems. Remind students to use the illustrations to help them understand how the game is played.

Reteach/Extra Support

Direct students to work on folder games that target areas where they need extra practice or reinforcement. (The tabs on the folders—as well as the chart at the right—show the math concept that each game targets.) Walk students through the instructions and help them solve a few of the problems, or have them complete the activities on their own. Prompt students to explain the reasoning behind their answers.

Challenge

After students complete the Brainiac Challenge for each game, invite them to create their own math problems for the folders. Add the new math problems to the folders as additional challenge activities.

# Folder Skills

Folder	Skill
"X" Marks the Spot	Understanding Place Value
"Unwrapping" Place Value	Place Value to the Hundreds Place
Monster Numbers	Addition and Subtraction
More or Less Monkeys	Comparing Numbers
Supersizing Numbers	Expanded Notation
Scary Places	Identifying Place
Sweet Spots	Identifying Value
Numbers Up	Numbers in Word Form
Number Roundup	Rounding to the Nearest Ten and Hundred
Place Value Race	Place Value Review

# Standards Correlation

Folder(s)	Number & Operations in Base 10
"X" Marks the Spot; "Unwrapping" Place Value; Scary Places; Place Value Race	Understanding that the three digits of a three-digit number represent amounts of <b>hundreds, tens, and ones</b>
"X" Marks the Spot; "Unwrapping" Place Value	<b>Counting within 1,000</b> ; skip-counting by 5s, 10s, and 100s
"X" Marks the Spot; "Unwrapping" Place Value; Supersizing Numbers; Numbers Up; Place Value Race	Reading and writing numbers to 1,000 in <b>number, word, and expanded form</b>
More or Less Monkeys; Sweet Spots; Place Value Race	<b>Comparing numbers</b> based on hundreds, tens, and ones digits using $>$ , $=$ , and $<$
"Unwrapping" Place Value; Monster Numbers	Fluently adding and subtracting within 100 using place value, properties of operations, and the relationship between addition and subtraction
Monster Numbers; Place Value Race	<b>Adding and subtracting within 1,000</b> using models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
"X" Marks the Spot; "Unwrapping" Place Value; Place Value Race	Mentally <b>adding or subtracting 10 or 100</b> to a given number 100-900
Number Roundup; Place Value Race	Using place value understanding to <b>round</b> to the nearest 10 or 100
Monster Numbers	Fluently <b>adding and subtracting within 1,000</b> using strategies and algorithms

Assessment Answers

- |             |             |                                 |           |
|-------------|-------------|---------------------------------|-----------|
| 1. A. 133   | 4. C. 759   | 7. C. 310                       | 9. A. 140 |
| 2. C. 6,700 | 5. B. 8,930 | 8. C. eight hundred fifty-seven | 10. B. 90 |
| 3. A. 509   | 6. B. 9,402 |                                 |           |

Name \_\_\_\_\_ Date \_\_\_\_\_

# PLACE VALUE

**1** Circle the number that is **10** less than **143**.

A. 133  
B. 153  
C. 123

**6** Circle the number that has **9** thousands, **4** hundreds, and **2** ones.

A. 4,290  
B. 9,402  
C. 9,042

**2** Circle the number that has a **7** in the hundreds place.

A. 7,157  
B. 1,873  
C. 6,700

**7** Arrange the following digits to build the largest number possible.

0 1 3

A. 301  
B. 130  
C. 310

**3** Circle the correct answer.

$107 + 402 = \underline{\quad}$

A. 509  
B. 305  
C. 600

**8** Circle the written form of **857**.

A. five hundred eighty-seven  
B. eight hundred seventy-five  
C. eight hundred fifty-seven

**4** Circle the correct answer.

$756 < \underline{\quad}$

A. 723  
B. 699  
C. 759

**9** Round **136** to the nearest **10**.

A. 140  
B. 135  
C. 130

**5** Circle the correct answer.

$8,000 + 900 + 30 = \underline{\quad}$

A. 8,903  
B. 8,930  
C. 8,309

**10** What is the value of the underlined digit?


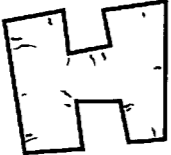


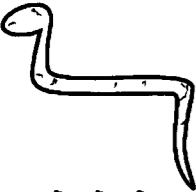



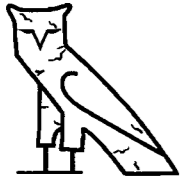

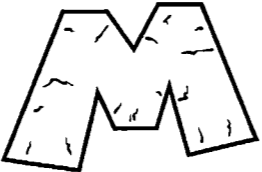
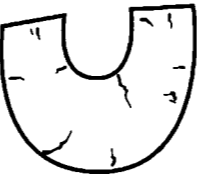
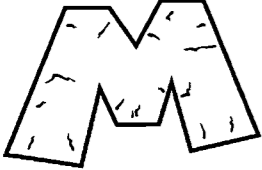

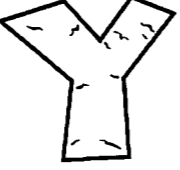
5, 192

A. 9  
B. 90  
C. 900









## "X" MARKS THE SPOT



## "UNWRAPPING" PLACE VALUE

 <b>117</b>	 <b>161</b>	 <b>380</b>	 <b>251</b>
 <b>444</b>	 <b>106</b>	 <b>606</b>	 <b>324</b>
 <b>721</b>	 <b>1,000</b>	 <b>222</b>	 <b>823</b>
 <b>600</b>	 <b>535</b>	 <b>212</b>	

## MONSTER NUMBERS

<p><b>1</b></p> <p><math>233 + 502</math></p> <p>a. 725 b. 735 c. 375</p> <p>Check your answer. </p>	<p><b>2</b></p> <p><math>861 + 113</math></p> <p>a. 974 b. 904 c. 998</p> <p>Check your answer. </p>
<p><b>3</b></p> <p><math>724 + 234</math></p> <p>a. 598 b. 907 c. 958</p> <p>Check your answer. </p>	<p><b>4</b></p> <p><math>105 + 682</math></p> <p>a. 707 b. 689 c. 787</p> <p>Check your answer. </p>
<p><b>5</b></p> <p><math>102 + 437</math></p> <p>a. 539 b. 567 c. 457</p> <p>Check your answer. </p>	<p><b>6</b></p> <p><math>378 + 114</math></p> <p>a. 374 b. 499 c. 492</p> <p>Check your answer. </p>
<p><b>7</b></p> <p><math>566 + 135</math></p> <p>a. 771 b. 701 c. 689</p> <p>Check your answer. </p>	<p><b>8</b></p> <p><math>276 + 253</math></p> <p>a. 509 b. 529 c. 478</p> <p>Check your answer. </p>

## MONSTER NUMBERS (CONTINUED)

9

$805 + 137$

- a. 492
- b. 921
- c. 942

Check your answer.



10

$231 + 198$

- a. 429
- b. 422
- c. 329

Check your answer.



11

$608 - 102$

- a. 501
- b. 459
- c. 506

Check your answer.



12

$337 - 216$

- a. 120
- b. 112
- c. 121

Check your answer.



13

$482 - 241$

- a. 241
- b. 441
- c. 220

Check your answer.



14

$976 - 854$

- a. 126
- b. 122
- c. 189

Check your answer.



15

$525 - 125$

- a. 403
- b. 400
- c. 300

Check your answer.



16

$824 - 768$

- a. 67
- b. 42
- c. 56

Check your answer.



## MONSTER NUMBERS (CONTINUED)

17

$425 - 279$

- a. 208
- b. 146
- c. 108

Check your answer.



18

$934 - 763$

- a. 211
- b. 191
- c. 171

Check your answer.



19

$624 - 295$

- a. 477
- b. 329
- c. 379

Check your answer.



20

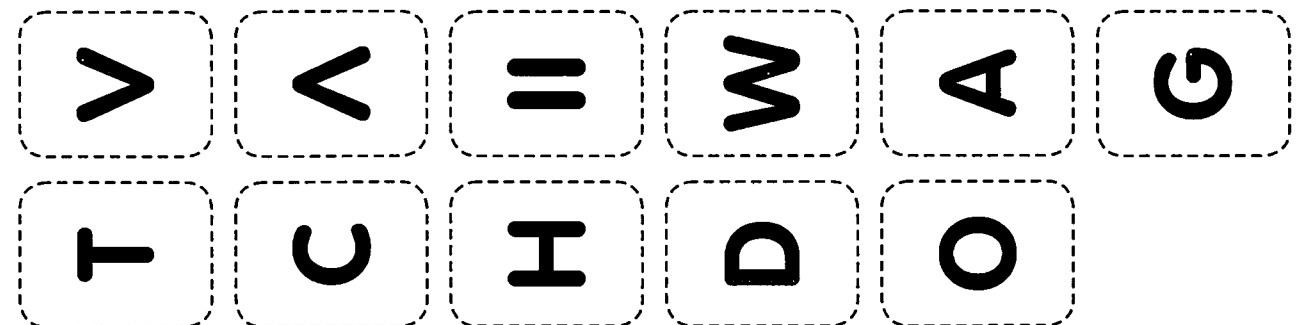
$532 - 288$

- a. 244
- b. 251
- c. 455

Check your answer.



## MORE OR LESS MONKEYS



## SUPERSIZING NUMBERS

123	151	549
217	451	727
363	989	279
441	$100 + 20 + 3$	$100 + 50 + 1$
$500 + 40 + 9$	$400 + 50 + 1$	$200 + 10 + 7$
$700 + 20 + 7$	$200 + 70 + 9$	$300 + 60 + 3$
$400 + 40 + 1$	$900 + 80 + 9$	

## SCARY PLACES

0	1	2	3	4
5	6	7	9	

## SWEET SPOTS

<p>1 What is the <b>largest</b> number you can make using these digits?</p> <p><b>3 7</b></p>	<p>2 What is the <b>smallest</b> number you can make using these digits?</p> <p><b>8 1 1</b></p>	<p>3 What is the <b>largest</b> number you can make using these digits?</p> <p><b>0 1</b></p>
<p>4 What is the <b>largest</b> number you can make using these digits?</p> <p><b>5 6</b></p>	<p>5 What is the <b>smallest</b> number you can make using these digits?</p> <p><b>7 4</b></p>	<p>6 What is the <b>smallest</b> number you can make using these digits?</p> <p><b>4 2</b></p>
<p>7 What is the <b>smallest</b> number you can make using these digits?</p> <p><b>2 1 9</b></p>	<p>8 What is the <b>largest</b> number you can make using these digits?</p> <p><b>2 9</b></p>	<p>9 What is the <b>smallest</b> number you can make using these digits?</p> <p><b>8 3</b></p>

## SWEET SPOTS (CONTINUED)

10 What is the **smallest** number you can make using these digits?

**1 5 1**

11 What is the **smallest** number you can make using these digits?

**5 1 6**

12 What is the **largest** number you can make using these digits?

**3 7 3**

13 What is the **largest** number you can make using these digits?

**1 2 6**

14 What is the **largest** number you can make using these digits?

**6 8**

15 What is the **largest** number you can make using these digits?

**2 5**

16 What is the **smallest** number you can make using these digits?

**5 1 2**

17 What is the **largest** number you can make using these digits?

**3 5 4**

18 What is the **smallest** number you can make using these digits?

**7 1 8**

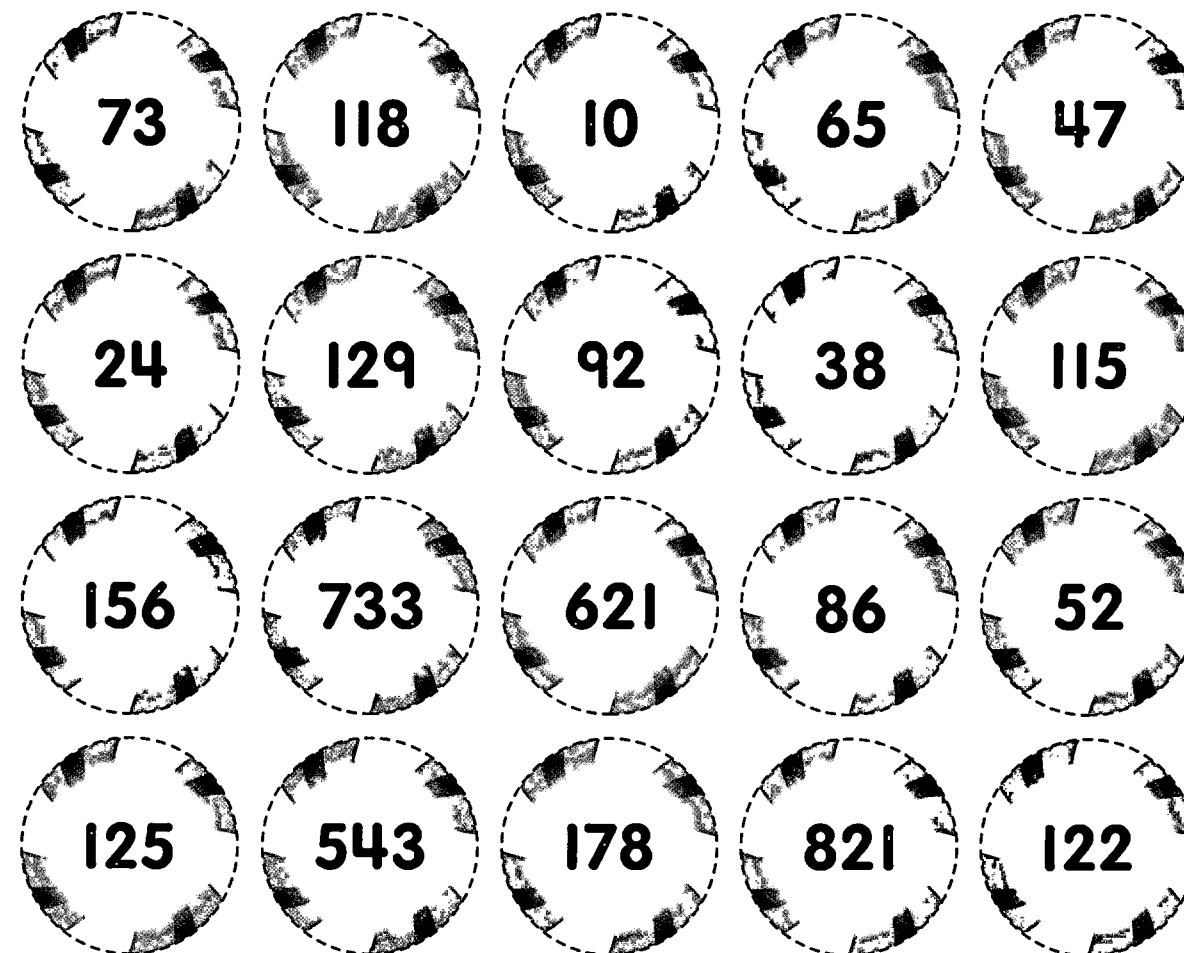
19 What is the **largest** number you can make using these digits?

**2 8 1**

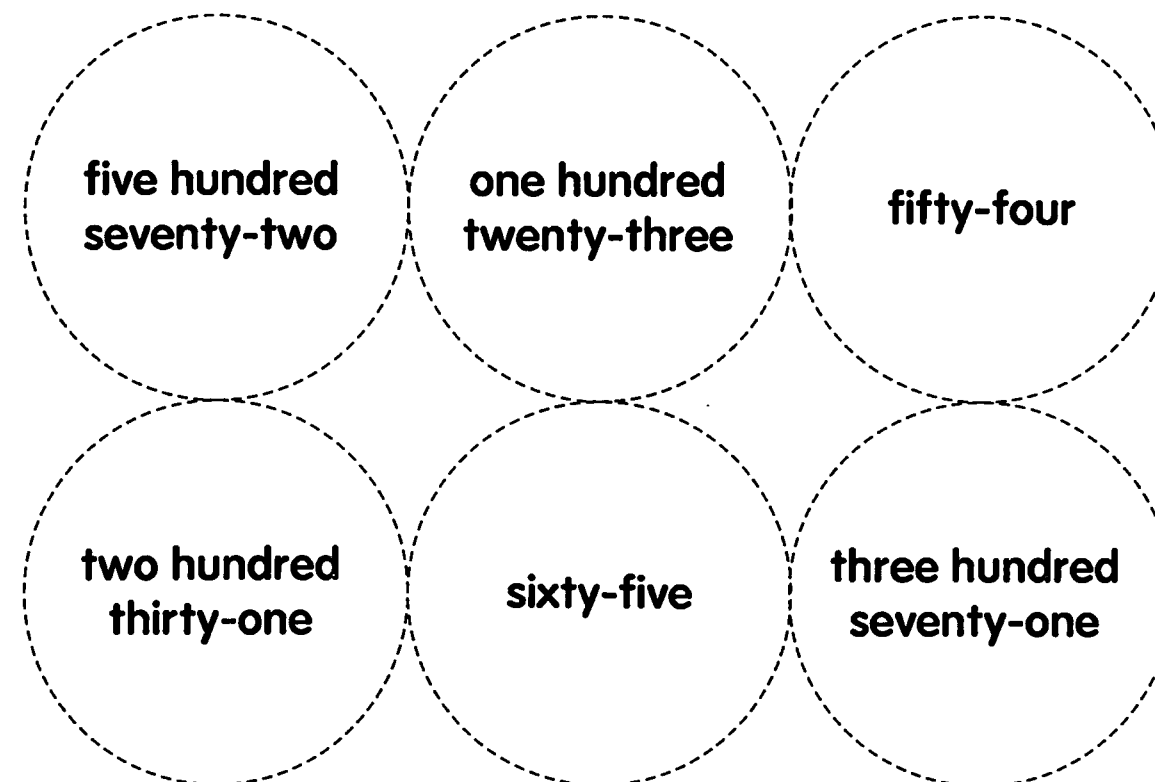
20 What is the **smallest** number you can make using these digits?

**2 1 2**

## SWEET SPOTS (CONTINUED)



## NUMBERS UP



## NUMBERS UP (CONTINUED)

eight hundred ten	twenty-seven	four hundred fifty-nine
nine hundred forty-one	<b>572</b>	<b>123</b>
<b>54</b>	<b>231</b>	<b>65</b>
<b>371</b>	<b>810</b>	<b>27</b>
<b>459</b>	<b>941</b>	

## NUMBER ROUNDUP

<b>100</b>	<b>30</b>	<b>10</b>	<b>80</b>
<b>70</b>	<b>700</b>	<b>80</b>	<b>30</b>
<b>60</b>	<b>40</b>	<b>400</b>	<b>500</b>
<b>20</b>	<b>50</b>	<b>90</b>	<b>200</b>
<b>900</b>	<b>800</b>	<b>600</b>	<b>300</b>

## PLACE VALUE RACE

Solve.  
537  
+260

1



If you answer correctly,  
**MOVE 2 SPACES.**

413 ? 314

2



What symbol belongs  
between these numbers?

If you answer correctly,  
**MOVE 3 SPACES.**

Solve.  
937  
-312

3



If you answer correctly,  
**MOVE 2 SPACES.**

How many hundreds are  
in 794?

4



If you answer correctly,  
**MOVE 3 SPACES.**

115  
What is the value of the  
underlined digit?

5



If you answer correctly,  
**MOVE 2 SPACES.**

290 ? 209

6



What symbol belongs  
between these numbers?

If you answer correctly,  
**MOVE 3 SPACES.**

## PLACE VALUE RACE (CONTINUED)

600 + 70 + 1  
What is this number?

7



If you answer correctly,  
**MOVE 2 SPACES.**

350  
In what place is the  
underlined digit?

8



If you answer correctly,  
**MOVE 3 SPACES.**

108  
In what place is the  
underlined digit?

9



If you answer correctly,  
**MOVE 2 SPACES.**

What number is  
10 more than 80?

10



If you answer correctly,  
**MOVE 3 SPACES.**

Round 95 to the nearest ten.

11



If you answer correctly,  
**MOVE 2 SPACES.**

Round 319 to the nearest  
hundred.

12



If you answer correctly,  
**MOVE 3 SPACES.**