Big Ideas in Number Focus Area: **Place Value**

Name of Game or Activity: **Reading & Writing Large Number**

Instructions:   
1. Identify place values (U, T, H, TH, etc)   
2. Ask students to write a number, make sure the number is written under the correct place value and not random on the board.  
3. Closed questions can be asked (If I was to write 16 000 where would you begin writing it on the board? Which columns have zeroes when writing 600 054?)  
4. Move onto open questions (I am thinking of a number between 9 999 and 10 008, what could it be?)  
5. Extension can be to use flip questions and play ‘Guess My Number’ in which the teacher has a number and the students have to ask questions such as… (Is the number in the ten thousands column greater than 5?)

Resources: whiteboard & marker or Ann Baker Task Card

**BIiN Micro Content**

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| **Order of digits makes a difference** |  |
| **Additive property – The quantity represented by the whole numeral is the sum of the values represented by the individual digits** |  |
| **Positional property – The quantities represented by the individual digits are determined by the position they hold within the whole numeral** |  |
| **Base 10 property – The value of columns or positions increases by a power of 10 moving right to left and decreases by a power of 10 moving from left to right** |  |
| **Multiplicative property – The value of a number is determined by the products of its face and place values** |  |
| **There are patterns in the way we read and say numbers** |  |
| **There are patterns in the way we write numbers** |  |
| **Patterns in the number system can help us build other numbers** |  |
| **Place value columns have names** |  |
| **Zero can hold a place** |  |
| **A 10 group is seen as a special entity which can be counted** |  |
| **The term 10 group can be applies to ‘ten tens’ or ‘ten hundreds’ and so on** |  |
| **We can skip count by ten, hundred etc. both forwards and backwards in place value parts** |  |
| **Numbers can be partitioned in flexible ways using standard and non-standard partitions** |  |
| **Number partitioning can be shown as indicative of digit value and place value. For example, 26=20 + 6 or (2x10) + (6x1)** |  |