Big Ideas in Number Resource Information

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

Name of Game or Activity: Minute Madness

Instructions: Students roll a dice to get a starting number. They then have 1 minute to add repeatedly add 10 (or 100, 1000, etc). Teacher focus is on recognising place value patterns (for example, the tens increases by 1 each time), bridging hundreds and zero holding a place.

The type of dice, digits in starting number or place value focus (tens, hundreds, thousands, etc) can be adjusted for differentiation.

Resources: Dice, whiteboard and marker or maths book and pencil.

BliN Micro Content

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	**X**
There are patterns in the way we write numbers	**X**
Patterns in the number system can help us build other numbers	**x**
Place value columns have names	
Zero can hold a place	**x**
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	**x**
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)	