Place Value Cards

Some ways to use:

**Representation practice:** go from cards to materials or vice versa. Can make a game if you take turns turning over a tens and a ones place, continue until you can not make your number from the remaining base ten materials. (Use multiples of smaller tens and ones possibilities.)

**Race to 100:** Draw cards from stacks of tens and one’s place cards, add that many base ten materials to your stack. First to 100 (or 200 or 1000) wins. Needed: many ones place cards, multiples of 10 and 20. (Higher values for racing higher.)

**More:** Each player has a deck of each place value being used. Players turn over one of each place being used. For example: player A turns over 100, 70 and 3, player B turns over 300, 10 and 1. Player B takes the cards. Variation: play so that the winner has the smaller number.

**Board game:** use cards to determine how far a player moves on a game board or on a hundred’s board. (Typically uses smaller ten’s place cards.)

**Multidigit addition/subtraction problems:** build problems by overlapping appropriate cards. Physically break apart numbers and rearrange to support varied mental strategies. Can also use the cards to link manipulative strategies to symbolic strategies.

**Puzzles:** Have all relevant cards face up. Students pick out card needed to make a number sentence true. Examples:

\[
\begin{array}{c}
20 + 5 = 73 \\
20 + 5 = 3 \\
8 + 45 = \_ \_ \_ \_ \\
\end{array}
\]

Needs an 8 and a 40.

Needs an 8 and two tens place separated by 30. (Eg. 10 and 40)

Needs a 3 and two tens places separated by 50.

**Subtraction squeeze:** Players can cooperate or compete. Choose three tens and three ones. Make 2 two digit numbers that are as close as possible on the number line. Example: A player pulls a 10, 40 and 60, and a 2, 5, and 8. They make an 18 and a 45, so they squeezed down to 27 apart. Could they have done better?

![Number Line](image-url)
<table>
<thead>
<tr>
<th>3000</th>
<th>4000</th>
</tr>
</thead>
<tbody>
<tr>
<td>5000</td>
<td>6000</td>
</tr>
<tr>
<td>7000</td>
<td>8000</td>
</tr>
<tr>
<td>9000</td>
<td>?000</td>
</tr>
<tr>
<td>1000</td>
<td>?000</td>
</tr>
<tr>
<td>2000</td>
<td>????</td>
</tr>
</tbody>
</table>