# Place Value Game: 4-Digits

### **Materials:**

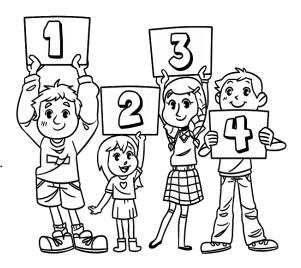
Large digits printed on paper (print from pages 3-35 of this PDF)

### How to play:

Hand out 4 different digit cards randomly to students. Each student should have only one card.

Ask the students to make a specific number.

They line up in the front of the room, with the digit cards held up for the class to see.



You can check to see if they've made the correct number. Then ask place value questions about the number.

## **Example:**

You hand the digits 0, 6, 7, and 8, to four different students.

Then valuear "Make the number eight thousand sixty-seven"



st of the class to

Together, they have made the number 8,067.

Then ask questions, such as:

Which student has the digit in the hundreds place? Which student's digit has the greatest value? What would we have if we added a thousand to this number?

You can also try having the kids scramble to make the greatest possible number using the digits. (8,760)

Or have them make the smallest possible number. (0678, or 678)

#### Notes:

Students often have the most difficulty with zeros in large numbers. (example: 1,070 is harder than 1,345)

For an added challenge, hand a comma card to a student and have him/her place it in the number.

# Place Value Game: 4-Digits

Digits: 5, 6, 0, 3

Have students make the number five thousand thirty-six. (5,036)

Choose a student to read the number aloud.

If we added 1,000 to this number, what would we have? (6,036)

Have student 6 and student 0 switch places. (5,630)

Choose a student to read the number aloud.

If we added 100 to this number, what would we have? (5,736)

Make the largest number possible with these digits. (6,530)

Choose a student to read the number aloud.

If we subtracted 10 from this number, what would we have? (6,530)

Make the smallest number possible with these digits. (0356, or 356)

Choose a student to read the number aloud.

If we subtract 100 from this number, what would we have? (256)

Digits: 2, 0, 0, 7



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Choose a student to read the number aloud.

If we subtracted 1 from this number, what would we have? (7,199)

Make the smallest number possible with these digits. (0072)

Choose a student to read the number aloud.

If we added 1,000 to this number, what would we have? (1,072)

Digits: 1, 0, 9, 8

Have students make the number eight thousand nine hundred one. (8,901)

Choose a student to read the number aloud.

If we added 100 to this number, what would we have? (9,001)

Have student 0 and student 9 switch places. (8,091)

Choose a student to read the number aloud.

If we subtracted 1,000 from this number, what would we have? (7,091)

Make the largest number possible with these digits. (9,810)

Choose a student to read the number aloud.

If we subtracted 1 from this number, what would we have? (9,809)



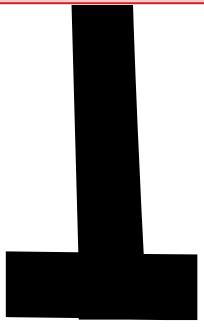






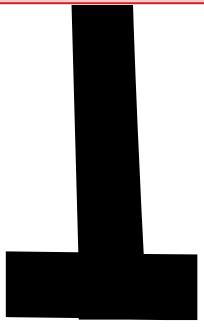






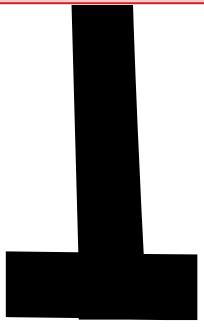


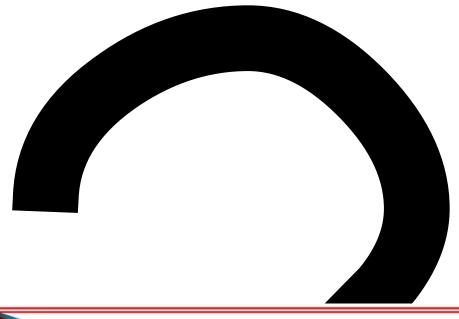




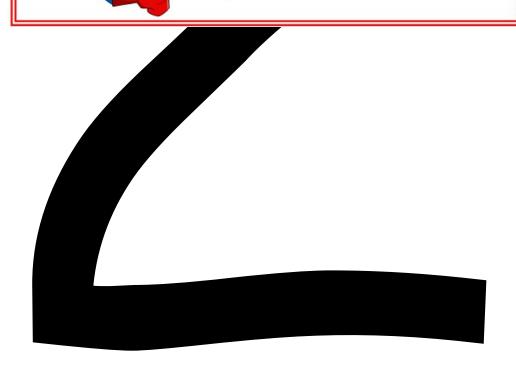


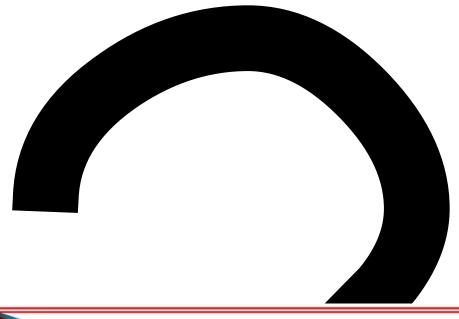




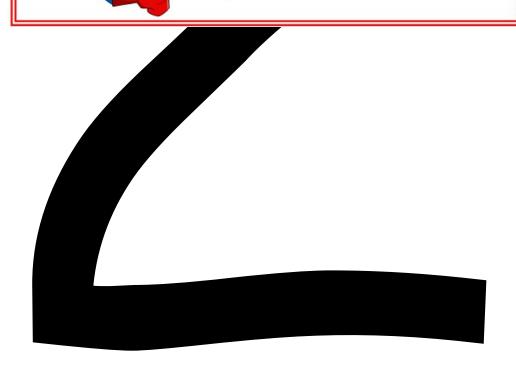


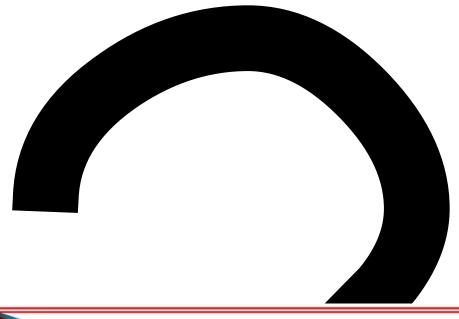




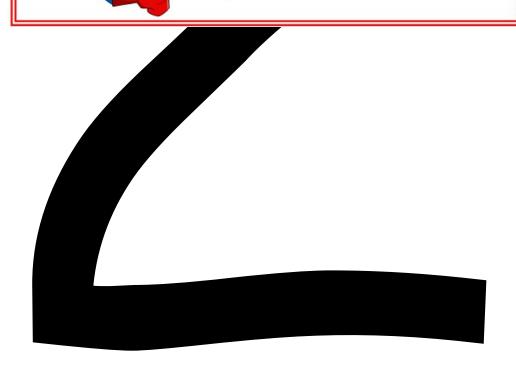


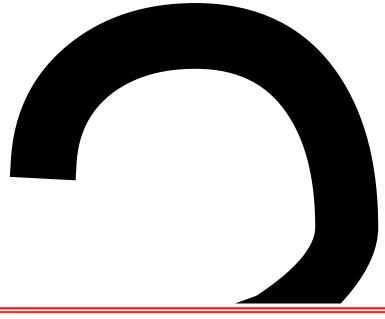




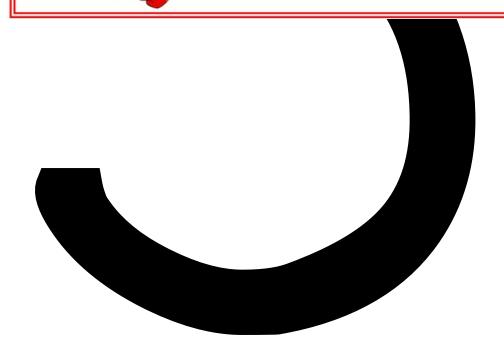


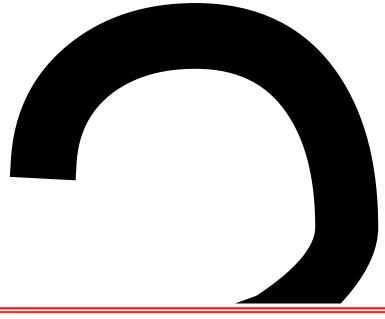




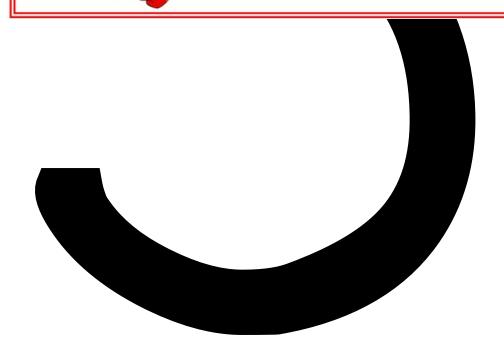


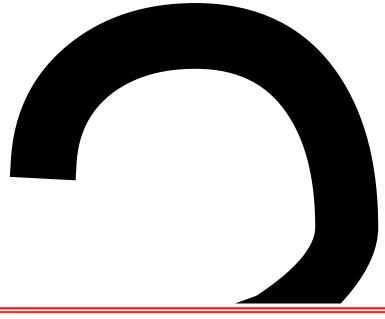




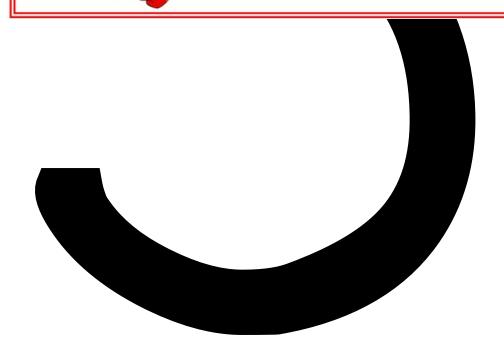


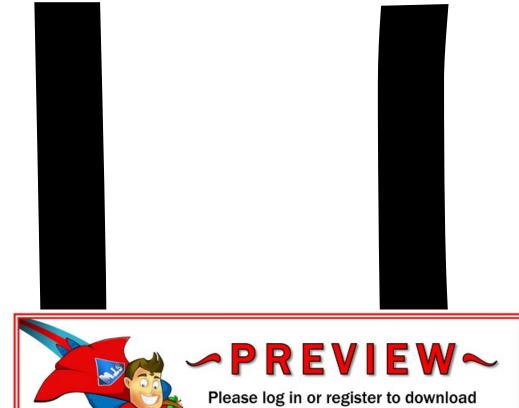




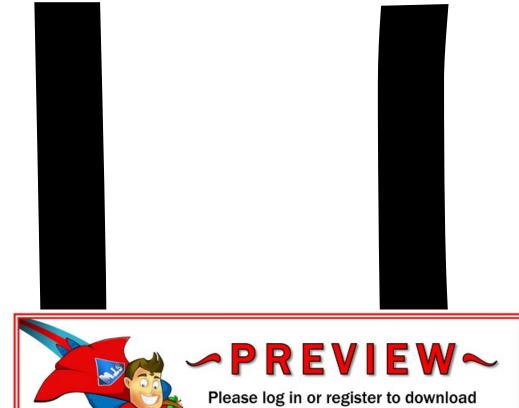




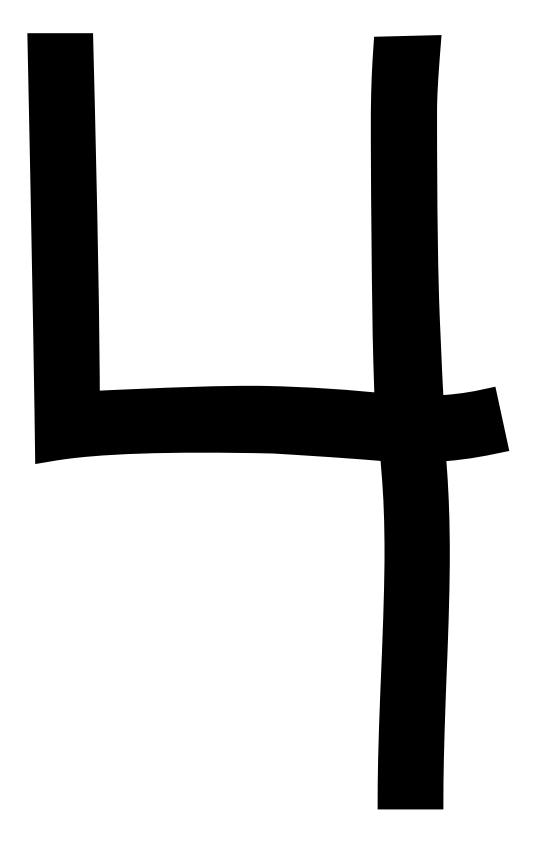


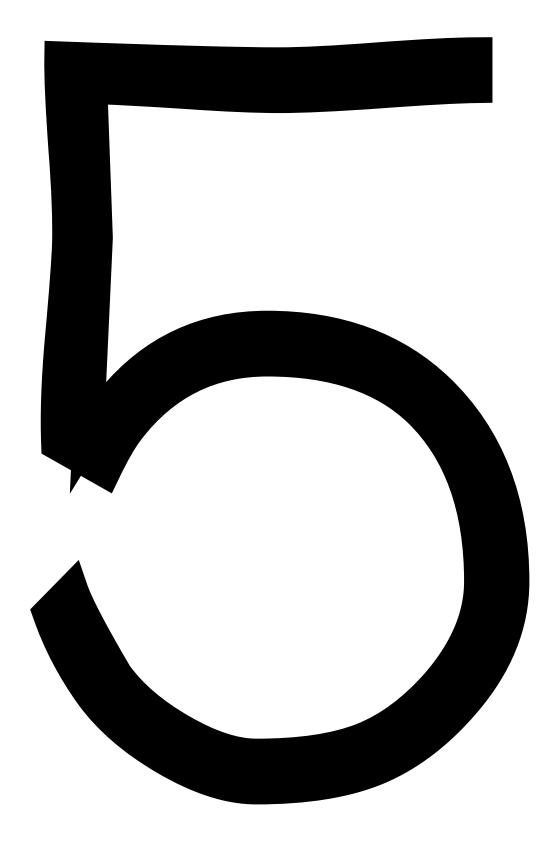


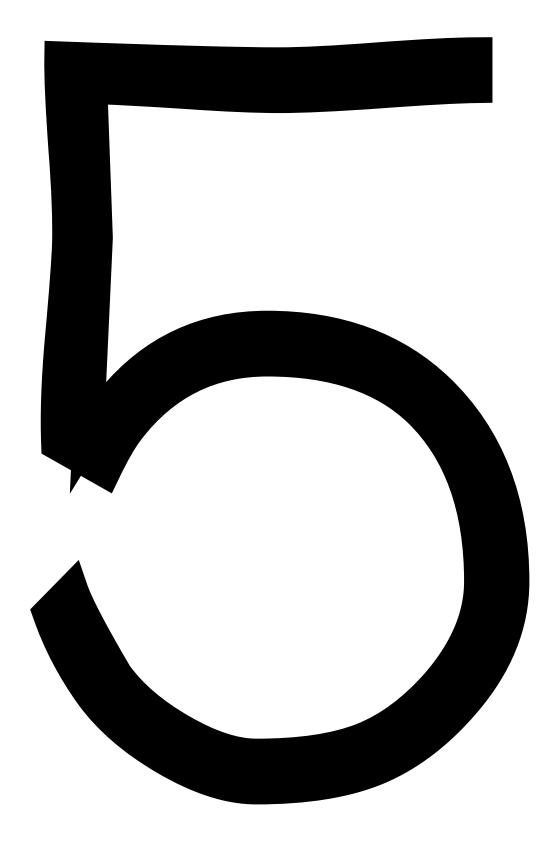
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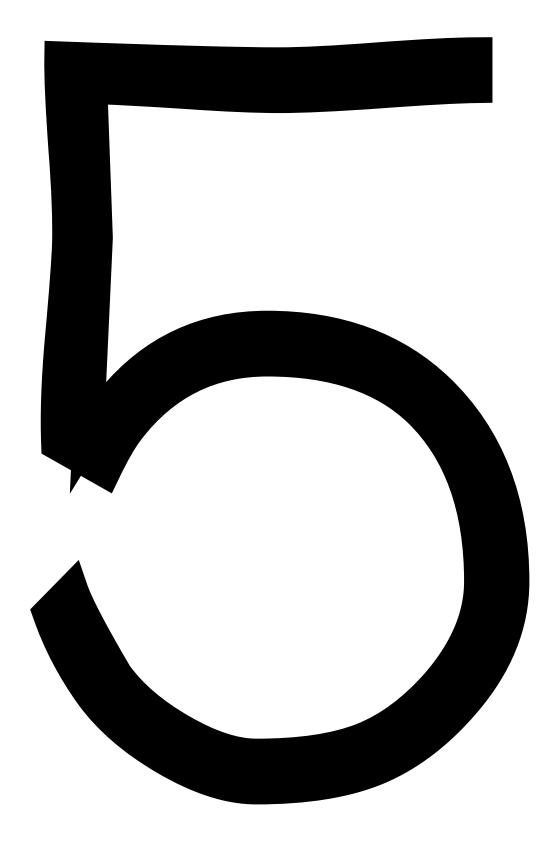


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