

The Big "Z"

Building Fluency: place value and rounding to nearest 10 and 100

Materials: gameboard, a die, game marker, scrap paper and pencil

Number of Players: 2-4

Directions:

1. A player rolls the die and moves one space vertically, horizontally, or diagonally to any space that contains the number on the die.
2. Points are determined by the value of the number and records on scrap paper. Example: Player is on 542 and rolls a 6. If the player moves to 461, the score is 60. If the player moves to 625, the score is 600.
3. Players total their scores on paper and at the end of the game, player with the highest score wins.

Variation/Extension: Players roll the die and travel that many spaces. If the number of the die is even (2, 4, 6) the player rounds the number in the space landed on to the nearest 10. If the number on the die is odd (1, 3, 5), the player rounds the number to the nearest hundred.

342	423	364	132	453	361	534		
234	536	425	241	421	613	362		
625	461	653	423	362	425	241		
542	124	315	532	641	253	364		
		453	265	154	635	126		
		241	643	435	514	243		
		532	356	643	351	436		
		324	413	534	165	513	234	652
		143	365	413	243	351	146	425
		651	543	564	136	562	251	536
		425	264	132	653	351	413	624

Corn Shucks



Building Fluency: review place value - compare multi-digit numbers

Materials: recording sheet, digit cards (or 0-9 die)

Number of Players: 2-4

Directions:

1. The first player selects 4 digit cards and makes the largest possible four-digit number with those digits.
Example: cards show these digits: 6, 4, 3, 3, this order makes the largest possible number for those digits.
2. The player writes that number on line 1.
3. The second player selects 4 digit cards and makes the smallest possible number for those digits.
4. The player writes that number on line 10.
5. The next player selects 4 digit cards and must make a number that falls between the other two. They can choose any line to place that number on.
6. The next player selects 4 digit cards and makes a number using those digits that could be placed on an empty line between any two existing numbers.
7. Game continues until a number is correctly placed on each line. (All 10 lines contain a number and they are in the correct order), OR players cannot place a number correctly on any of the empty lines.

Variation/Extension: Once students understand the game they can create their own recording sheet in their math notebook. Teacher can modify this game by changing the number of digits or number of lines.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

0

1

2

3

4

5

6

7

8

9

0

1

2

3

4

5

6

7

8

9

Rounding to the Tens/Hundreds Showdown

Building Fluency: rounding to nearest ten and nearest hundred

Materials: recording sheet, deck of standard playing cards (remove 10's and face cards) or digit cards

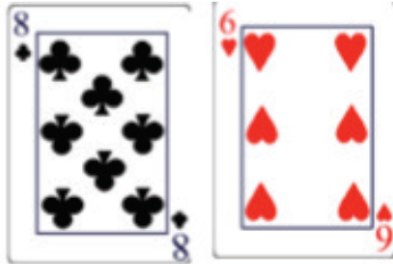
Number of Players: 2

Directions:

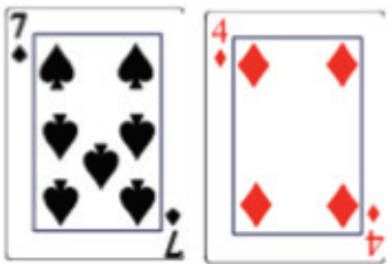
1. Each player takes two cards from the deck and places them on the table in the order drawn. Each player rounds their number to the nearest ten. Players may use a number line to help in rounding. Players should record their cards drawn and the rounded number on the recording sheet.
2. The player with the largest rounded number takes all 4 cards. In the event of a tie, draw new cards and the winner gets all 8 cards.
3. Continue until all cards are drawn.
4. The player with the most cards at the end wins.

Example: Player 1 wins the round!

PLAYER 1

Cards Drawn	Rounded Number
 <p>86</p>	90

PLAYER 2

Cards Drawn	Rounded Number
 <p>74</p>	70


Use the number line to help you round!



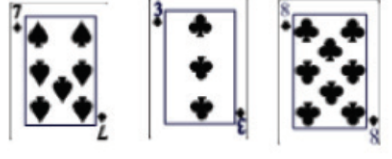
Variation/Extension: Each player takes 3 cards from the deck and places them in the order drawn. Players round the numbers to the nearest HUNDRED. The player with the largest number takes all 6 cards.

Example: Player 2 wins the round!

PLAYER 1

Cards Drawn	Rounded Number
 <p>564</p>	600

PLAYER 2

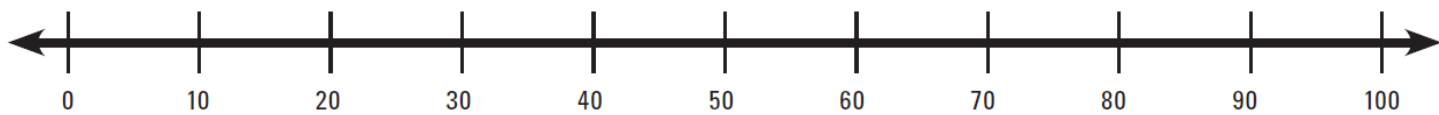
Cards Drawn	Rounded Number
 <p>738</p>	700

Use the number line to help you round!



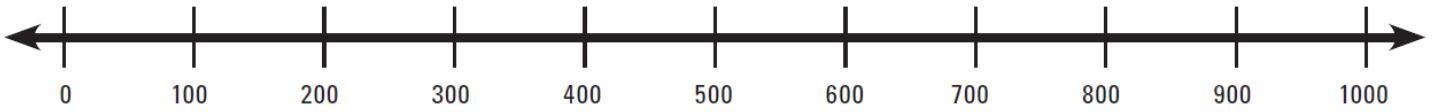
Cards Drawn	Rounded Number

Cards Drawn	Rounded Number



Cards Drawn	Rounded Number

Cards Drawn	Rounded Number



Take Your Places!

Building Fluency: use place value to understand rounding to the nearest 10 or 100

Materials: spinner 0-9 (pencil and paperclip), recording sheet

Number of Players: 2-4

Directions:

1. First player spins, tells the number and says, "Take your places."
2. Each player writes the number on their recording sheet in any place in the first round. A number cannot be moved after it is written.
If you choose not to use the number then it can be placed in the "Trash" column, only 1 number per round.
3. Players in turn spin and announce numbers for all players to place on their sheets.
4. After 4 spins, each player rounds to the nearest hundred.
5. The player with the highest number earns 2 points. If the numbers are the same, each player earns a point.
6. The player with the highest score after 6 rounds wins.

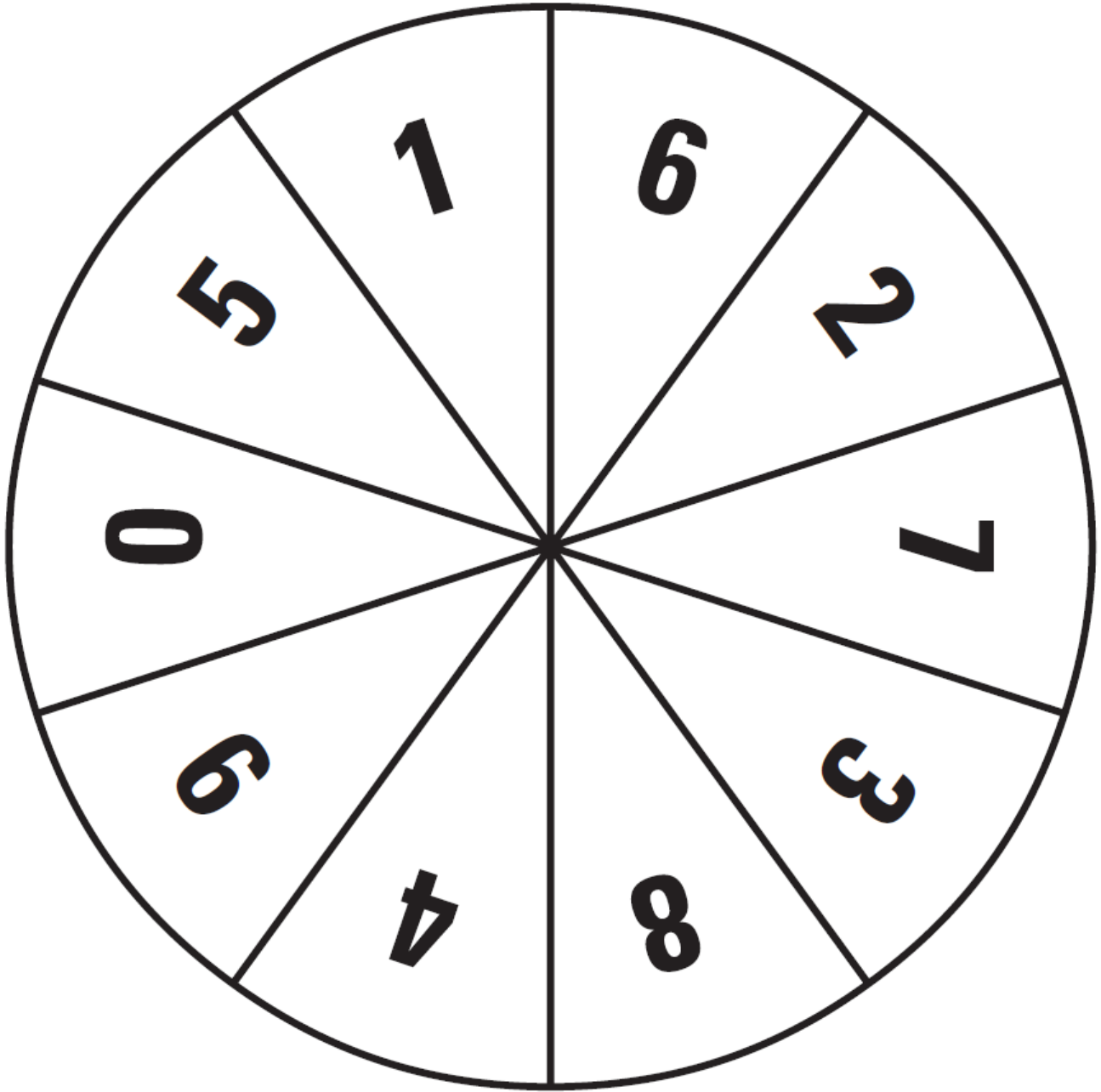
Variation/Extension: Round to the nearest 10. Once students understand the game they can create their own recording sheet in their math notebook.

PLAYER 1		HUNDREDS	TENS	ONES	TRASH	ROUNDED NUMBER	POINTS EARNED
	1.						
	2.						
	3.						
	4.						
	5.						
	6.						

PLAYER 2		HUNDREDS	TENS	ONES	TRASH	ROUNDED NUMBER	POINTS EARNED
	1.						
	2.						
	3.						
	4.						
	5.						
	6.						

PLAYER 3		HUNDREDS	TENS	ONES	TRASH	ROUNDED NUMBER	POINTS EARNED
	1.						
	2.						
	3.						
	4.						
	5.						
	6.						

PLAYER 4		HUNDREDS	TENS	ONES	TRASH	ROUNDED NUMBER	POINTS EARNED
	1.						
	2.						
	3.						
	4.						
	5.						
	6.						



1

6

2

7

3

8

4

9

0

5

1,000

Close Enough

1,000

Building Fluency: Add and subtract within 1000.

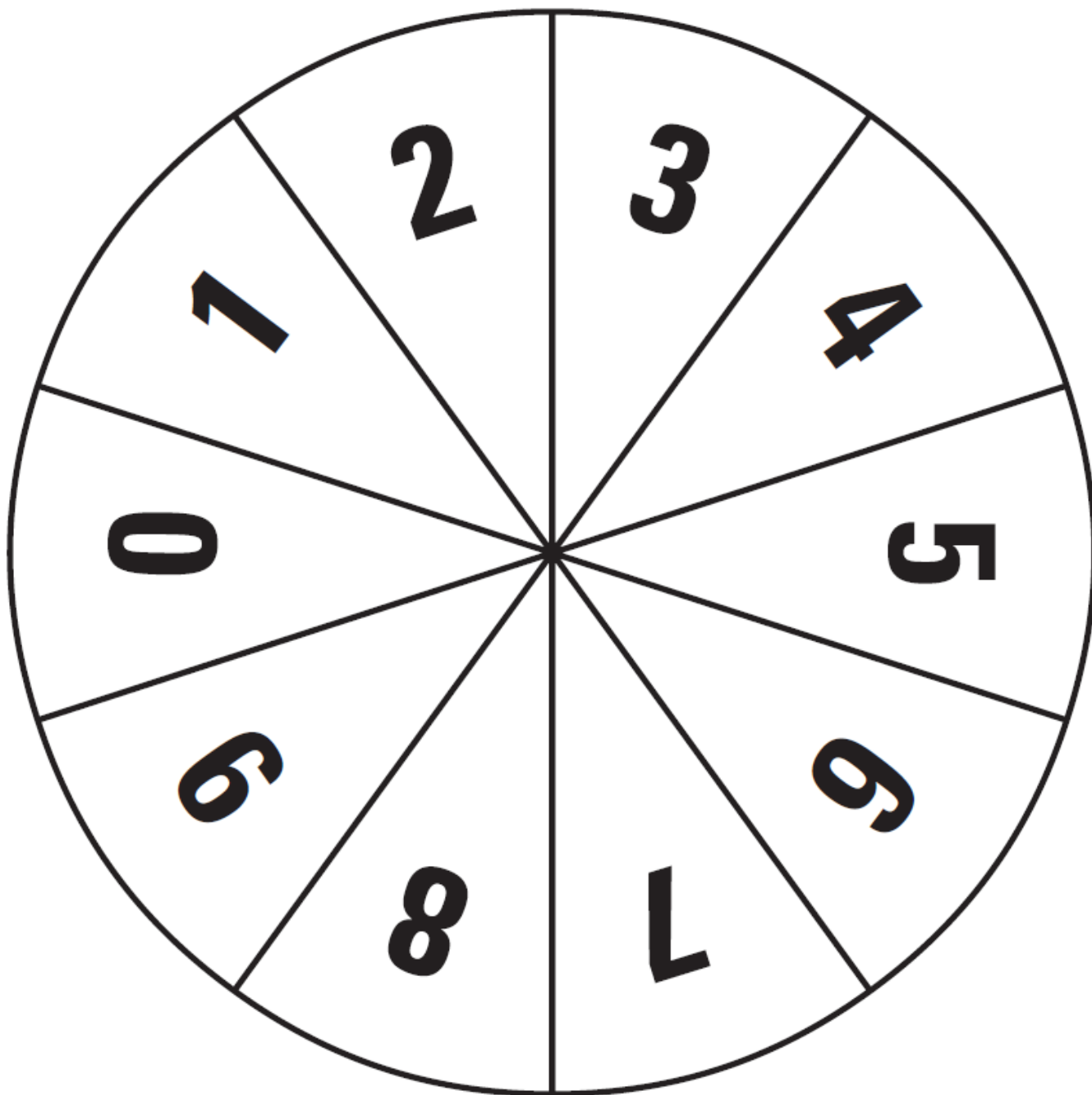
Materials: Spinner (pencil and paper clip), base ten blocks (ones, tens, and hundreds), recording sheet

Number of Players: 2-4

Directions:

1. A player spins and takes either that number of ones, tens, or hundreds blocks
2. The player records the number on their recording sheet. Example: a spin of 4 may be recorded as 4, 40, or 400.
3. Players take turns spinning, collecting blocks, and recording their numbers.
4. After six spins, the player with the total closest to 1000, but not more than 1000, wins the game.

Variation/Extension: Once students understand how to play the game, they can record their work in their math notebook students could vary the game by changing the desired final number.



PLAYER 1

SPIN	NUMBER
1	
2	
3	
4	
5	
6	
TOTAL	

PLAYER 2

SPIN	NUMBER
1	
2	
3	
4	
5	
6	
TOTAL	

PLAYER 3

SPIN	NUMBER
1	
2	
3	
4	
5	
6	
TOTAL	

PLAYER 4

SPIN	NUMBER
1	
2	
3	
4	
5	
6	
TOTAL	