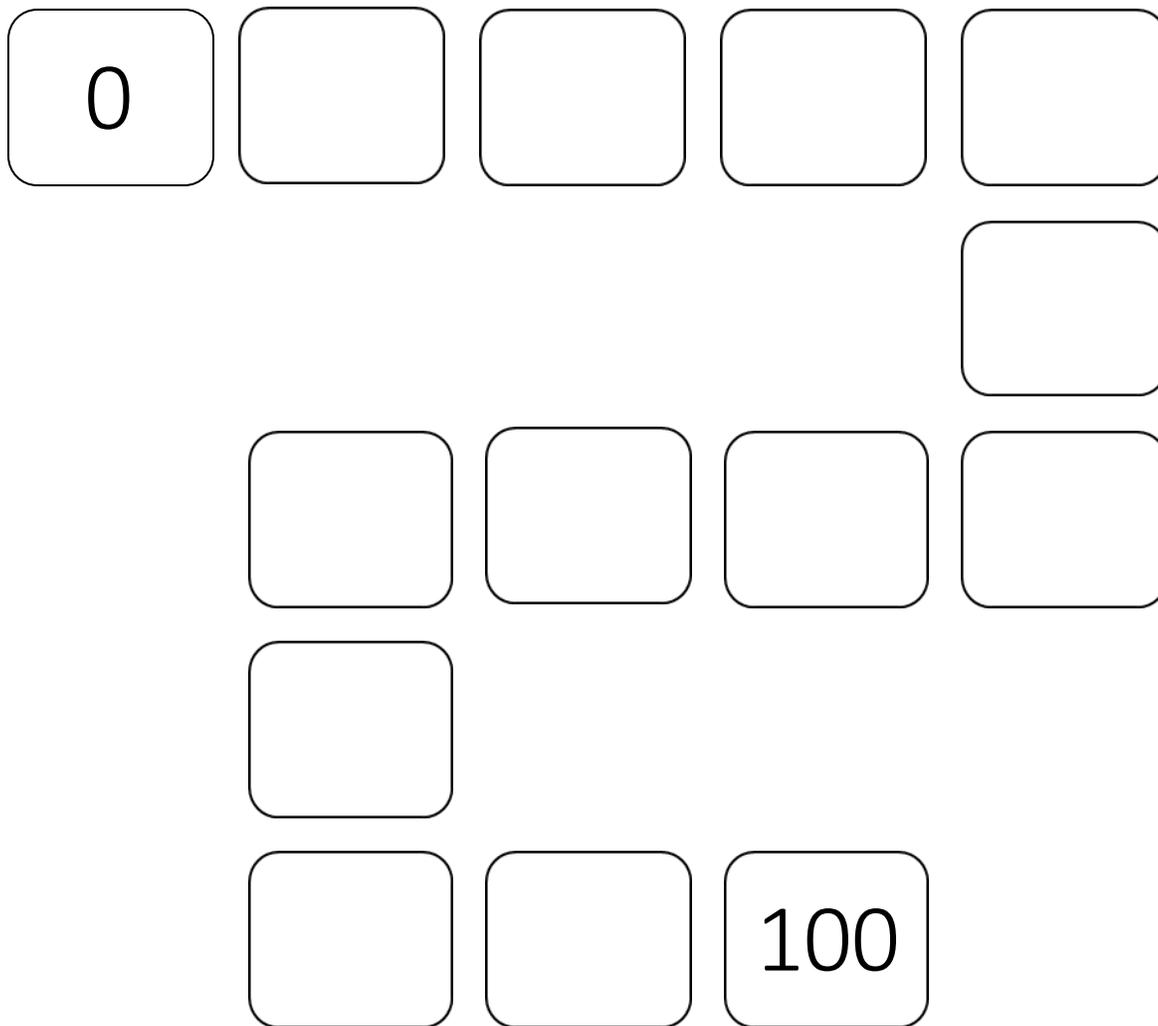


Place value board game

Audience: K-2

Players: 2+



**For students:**

Roll two 9-sided dice or turn over 2 cards in the 0-9 range.

Use the two numbers to make a 2-digit number. Write your number on one of the empty stepping stones.

When you add a number to one of the empty stepping stones, you need to think about where that number would go in the number line 0-100.

If there is no empty stepping stone where you need to write the number you have made, you lose a turn. Record this lost turn as a tally mark. The winner is the person with the smallest tally mark score.

**For parents:**

Ask your child:

1. What 2-digit numbers could you make with your two numbers?
2. How many tens are there in your number?
3. How many ones are there in your number?
4. Where could you put your number on the game board?
5. Why have you put your number in that stepping stone?

# Place value board game



## Overview of task

The game requires 2 or more players. Players take turns to throw a two 9-sided dice or turn over 2 cards in the 0-9 range. The two numbers are used to make a 2-digit number, which is recorded on one of the stepping stones. The object of the game is to record all the numbers on the stepping stones without missing a turn.



## Links to syllabus and progressions

- Supports conclusions by explaining or demonstrating how answers were obtained MA1-3WM
- Apply place value, informally to count, order, read and represent two and three- digit numbers MA1-4NA
- QuN7: Recognises numerals from a given range from 0-100

# Target audience: K-2



## Task variation

- Dice or card range can be modified
- Number of stepping stones can be modified
- Use 3, 4 or 5- digit numbers
- Can play alone or multiple players



## Things to consider

- Ask students to give reasons for their moves.
- Numbers must be in sequential order



## Why use this task?

This task provides an opportunity to make, record, compare and order two-digit numbers. All areas are integral parts in developing deep place value understanding.