

Box Cars and One-Eyed Jacks
Booth #333

PLACE VALUE GAMES

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BOOST PALM SPRINGS

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BoxCarsEduc



BoxcarsEducation

■ ■ ■ ■ Place Value ■ ■ ■ ■

■ ■ ■ ■ ■ Teaching Tips ■ ■ ■ ■ ■

- **Games support** the instruction of place value concepts with base-ten manipulatives.
- **Always sit players side by side** so they are reading numbers properly; use tens bracelets, thousands bracelets, playing mats / fun foam for building place values.
- **For cards,** sort out all tens, Jacks, Queens and Kings and use cards from 0-9 only.
- **Place Value dice come in a variety of values** which you can use to build differentiation and a variety of concepts into your instruction.
- **Use number lines:** 0 - 9, 0-100, or tape ten together for a 0-1000 line.
- **Use chunking place value strategies** with regular dice or in 3-in-a-cube dice.
- **Foam mats/ Dry Erase Boards**

100's, 10's AND 1's HORSE RACE

**PLAYER
ONE**

**PLAYER
TWO**

HUNDREDS

TENS

ONES

HUNDREDS

TENS

ONES

100's 10's AND 1's BETWEENERS HORSE RACE

PLAYER ONE

PLAYER TWO

PLAYER THREE

ROLL ON PLACE VALUE – PRIMARY

		ROLLS			STANDARD FORM		
		HUNDREDS	TENS	ONES	HUNDREDS	TENS	ONES
ROUND ONE	PLAYER ONE						
	PLAYER TWO						
ROUND TWO	PLAYER ONE						
	PLAYER TWO						
ROUND THREE	PLAYER ONE						
	PLAYER TWO						

ROLL ON PLACE VALUE RECORDING SHEET

My Name _____ My Partner's Name _____

ROUND #	MY NUMBER	$> = <$	MY PARTNER'S NUMBER

SUPER SIX SHOWDOWN

LEVEL: 2 up

SKILLS: identifying 100's and 10's and 1's, greatest/least, probability

PLAYERS: 2 (1 vs 1)

EQUIPMENT: tray of dice (each player needs 18 of their own color), gameboard

GOAL: to build greater numbers than your opponent in each of your six rows/rounds

GETTING STARTED:

Each player selects their own color of dice and removes all 18 from the tray. Player One begins by rolling a die and placing it into any row on their side of the tray. Player Two then rolls a die, and places it into any place on their side of a tray. *Players can place any roll into any space on their side of the tray throughout the game, it does not have to be played out one row at a time.

Players continue to alternate turns, building hundreds-place numbers in all six rows on their side of the tray. When all 36 dice have been rolled out, players compare the numbers they have built. The player with the largest number in each row scores a point for that row. Players may wish to place markers on their side beside winning rows to keep track of points. In the event that the numbers are equal, both players score a point. The player with the most points at the end of the game wins! If players are tied for points, the player who builds the biggest number wins.

EXAMPLE:

	PLAYER ONE			PLAYER TWO		
	HUNDREDS	TENS	ONES	HUNDREDS	TENS	ONES
<input checked="" type="checkbox"/>	6	6	1	2	5	3
<input checked="" type="checkbox"/>	6	5	2	6	5	2
<input type="checkbox"/>	2	4	2	5	4	4
<input type="checkbox"/>	2	5	3	6	4	3
<input type="checkbox"/>	1	5	2	5	5	2
<input type="checkbox"/>	1	2	2	3	2	2

Students can record these math sentences in their journals

- ☐ $661 > 253$, Player One scores Row 1
- ☒ $652 = 652$, Both players score Row 2
- ☒ $242 < 544$, Player Two scores Row 3
- ☒ $253 < 643$, Player Two scores Row 4
- ☒ $152 < 452$, Player Two scores Row 5
- ☒ $122 < 322$, Player Two scores Row 6

Player Two wins, 5 points to 2.

NUMBER LINE STRATEGIES

1. Placing Dice, Cards or Dominoes on Number Lines (0-12), (0-20), (0-100)

- **Greatest / Least**
- **Greatest / Between / Least**
- **Benchmark Rounding Strategies**
Dice, dominoes or cards on Number Line
Fingers down on benchmarks
Round to nearest decade
- **Estimating Sums/Differences Using Benchmarks**

2. 1000 Number Line Work

- **Greatest / Least**
- **Greatest / Between / Least**
- **Walking the Number Line**
- **Rounding Strategies**
To the nearest 100
To the nearest 10

3. Relay on the Number Line

FLIPPIN' OUT

000	100	200	300	400	500	600	700	800	900	1000
00	10	20	30	40	50	60	70	80	90	100

Hundreds	Tens	Ones	Hundreds	Tens	Ones
Player One			Player Two		

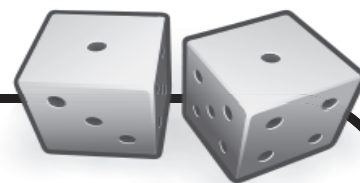
Betweeners



<i>Roll</i>	<i>Least</i>	<i>Between</i>	<i>Greatest</i>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

1. Three players, each need the same type of dice.
2. Each player rolls their dice.
3. Players arrange the three numbers: *Least, Between, Greatest*.
4. *Between* WINS the round and scores one point
5. Record the rolls.
6. In the event of a tie, no points are awarded.

Who's In The Middle?



LEVEL: Grade 1 – 3

SKILLS: Place value to 100, betweenness

PLAYERS: 2

EQUIPMENT: 1 deck of cards Ace – 9 (Ace = 1), paper and pencil, 1 – 100 chart

GETTING STARTED: Each player draws four cards and makes two two-digit numbers with them. After players have made their numbers, two more cards are turned over to make a new two-digit number. The first card turned over takes the tens place and the second takes the ones place. Player score a point if the new number falls between the two numbers they have made. They may need to use a 1 – 100 chart to determine if they score a point. Making a large spread between their two numbers will help a player score more often. Players continue drawing four new cards, making two new numbers each and drawing new two-digit numbers for comparison. The first player to reach twenty points is the winner.

VARIATION: For K – 1 students, play with a deck of cards from Ace – 10 and turn only one card over at a time.

EXAMPLE:

6	3
---	---

A	2
---	---

Player 1 draws Ace, 2, 3 and 6, builds 63 and 12 and scores.

5	2
---	---

5 and 2 are drawn and put in the middle as 52.

4	3
---	---

A	2
---	---

Player 2 draws Ace, 2, 3 and 4, builds 43 and 12, both lower than 52. No points scored!

Place Value Patterns

Students typically begin pattern work in the early primary grades and it often remains a challenge throughout their elementary years. Pattern counting is an excellent way to practice place value and explore number patterns. When doing this activity with students, it is best to go through several examples, and allow for plenty of practice.

To Model:

Roll a decade die (00-90) and a ones (0-9) die. Example : $60 + 8 = 68$

Players now verbalize a plus (+) 1 pattern 68, 69, 70, 71.

Players now verbalize a minus (-) 1 pattern 68, 67, 66, 65.

Players now verbalize a plus (+) 2 pattern 68, 70, 72, 74.

Players now verbalize a plus (+) 10 pattern 68, 78, 88, 98.

Players now verbalize a plus (+) 5 pattern 68, 73, 78, 83.

Any additional numeric patterns can be introduced once the students are ready. Using a hundreds board with this activity may be beneficial as students will begin to see and understand the patterns that appear. This will extend into addition and subtraction strategies once 2-digit concepts are introduced.

Once players have mastered these patterns, more complex scenarios can be introduced and practiced.

Roll a hundreds die (000-900), decade die (00-90) and a ones (0-9) die.

Example $300 + 20 + 4 = 324$

Players now verbalize a plus (+) 1 pattern 324, 325, 326, 327.

Players now verbalize a plus (+) 10 pattern 324, 334, 344, 354.

Players now verbalize a minus (-) 10 pattern 324, 314, 304, 294.

Players now verbalize a plus (+) 50 pattern 324, 374, 424, 474.

Players now verbalize a minus (-) 50 pattern 324, 274, 224, 174.

The bonus to students rolling dice is that combinations will come up where they must make logical predictions and expand their knowledge of number sense.

These place value activities can be explored using decimal dice as well.

Teaching Tip: Players can record all of their patterns for future practice.



Place Value Line Up

Player One

Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>

Reject

Reject

Reject

Least ←

→ Greatest

Player Two

Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>

Reject

Reject

Reject

Star 99 / Two Digit Scramble

00	-	09	_____
10	-	19	_____
20	-	29	_____
30	-	39	_____
40	-	49	_____
50	-	59	_____
60	-	69	_____
70	-	79	_____
80	-	89	_____
90	-	99	_____

00	-	09	_____
10	-	19	_____
20	-	29	_____
30	-	39	_____
40	-	49	_____
50	-	59	_____
60	-	69	_____
70	-	79	_____
80	-	89	_____
90	-	99	_____

Fill in Frenzy / Three Digit Scramble

000	-	099	_____
100	-	199	_____
200	-	299	_____
300	-	399	_____
400	-	499	_____
500	-	599	_____
600	-	699	_____
700	-	799	_____
800	-	899	_____
900	-	999	_____

000	-	099	_____
100	-	199	_____
200	-	299	_____
300	-	399	_____
400	-	499	_____
500	-	599	_____
600	-	699	_____
700	-	799	_____
800	-	899	_____
900	-	999	_____

- ☆ Draw 2 (or 3) cards or roll 2 (or 3) place value dice to make a two (or three) digit number.
- ☆ Player can choose how to set their number and then write the number in the appropriate space on gameboard.
- ☆ If a player cannot use their roll, it counts as a strike and play moves to the next player.
- ☆ The first player to fill all 10 spaces is the winner.

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PLAY ON WORDS

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DISAPPEARING ALPHABET

a	<u>b</u>	c	<u>d</u>	e	f	g	h	i
j	k	l	m	<u>n</u>	o	<u>p</u>	q	r
s	t	<u>u</u>	v	<u>w</u>	x	y	<u>z</u>	

A	B	C	D	E	F	G	H	I
J	K	L	<u>M</u>	<u>N</u>	O	P	Q	R
S	T	U	V	<u>W</u>	X	Y	<u>Z</u>	

									A
									B
									C
									D
									E
									F
									G
									H
									I
									J
									K
									L
									M
									N
									O
									P
									Q
									R
									S
									T
									U
									V
									W
									X
									Y
									Z

WORD RACE

PHONOGRAM SUGGESTIONS

ack	an	aw	est	ill	oke	ough	ump
ad	and	ay	et	in	og	ound	un
ail	ank	eat	ice	ine	old	ow	unk
ain	ap	ed	ick	ing	ook	oy	up
ake	ar	ell	id	ink	or	ub	ur
ale	ash	er	ide	ip	op	uck	
all	at	en	ight	it	ore	ug	
ame	ate	ent	ike	ock	ot	um	

WORD RACE

ra__	su__	pa__
ru__	sa__	pu__
re__	se__	pe__
ri__	si__	pi__
ro__	so__	po__

__ent	__ash	__ur
__ing	__ack	__ate
__ock	__un	__ap
__id	__unk	__ow
__ice	__ub	__ike

RHYMING SNAPPERS

LEVEL: grade 1 and up

SKILLS: identifying rhyming pairs

PLAYERS: 2

EQUIPMENT: one thirty-sided alphabet die

GOAL: to earn points by verbalizing rhyming pairs

GETTING STARTED:

Player One rolls the die, and both players identify the starting letter. Both players try to be the first to give a rhyming pair. One of the words must start with the letter rolled. If a ☆ is rolled, the die is re-rolled.

EXAMPLE:

Player One rolls a B

Player Two verbalizes “Bag/Rag” and earns 1 point. Players may earn additional points by spelling their words, or by identifying the “rhyming chunk” “ag”.

Players alternate rolling the die. After a set period of time, the player with the most points is the winner.

VARIATION:

To increase the level of difficulty, the players must name three or four rhyming words and/or spell them out loud.

i.e., Roll = N

“Nice, rice, twice and slice”,

or

“New, drew, stew and flew” would all be acceptable answers



TEACHING TIP:

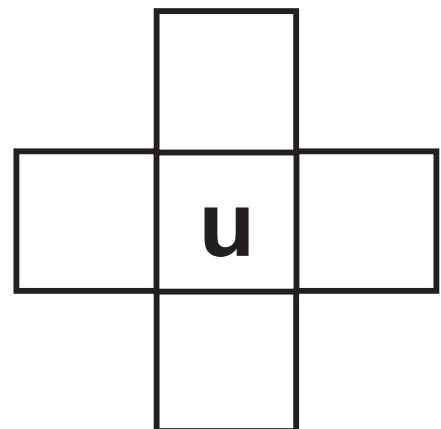
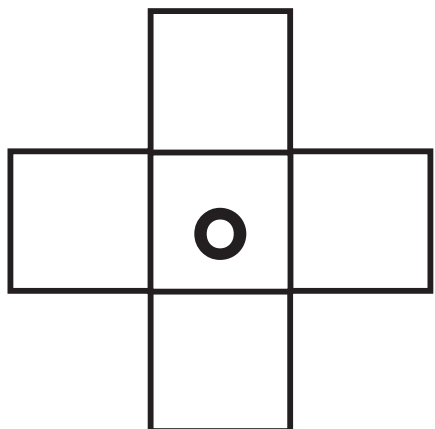
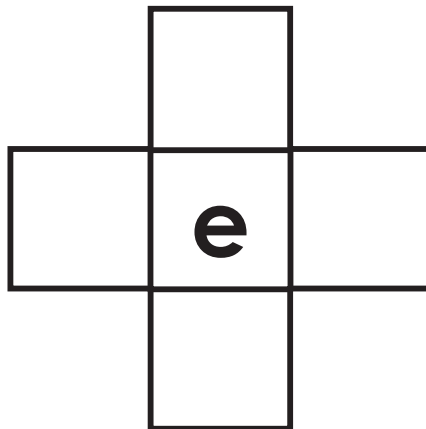
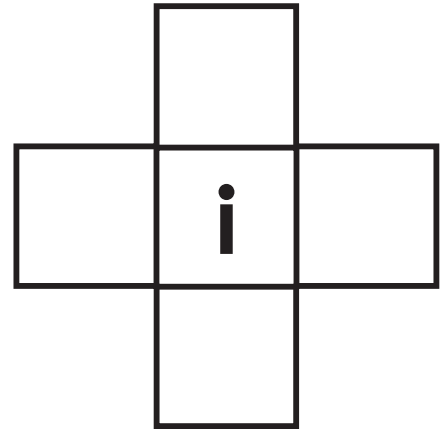
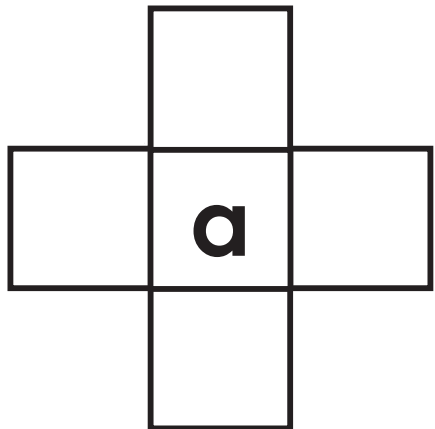
There are many word families that share the same sound-symbol pattern (phonogram). “Rhyming families” are great to work on to establish early success in spelling.

EXAMPLE:

cow/now

low/bow/row

VOWEL CROSSES



REJECT ROLLS

MATCH FIVE

LEVEL: K-4

SKILLS: Short Vowels

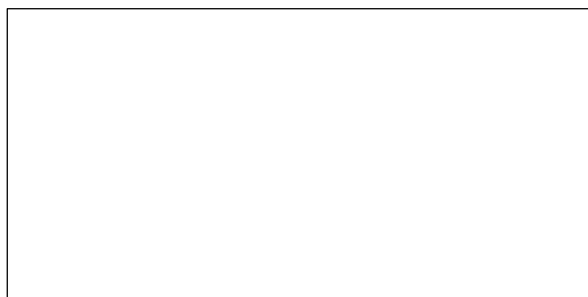
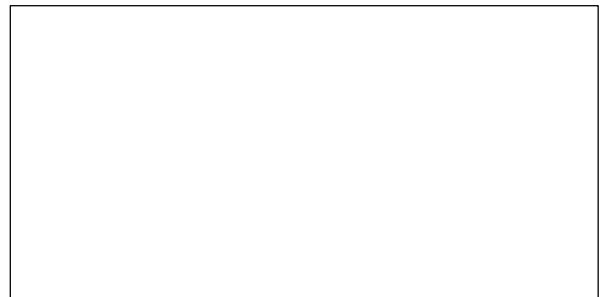
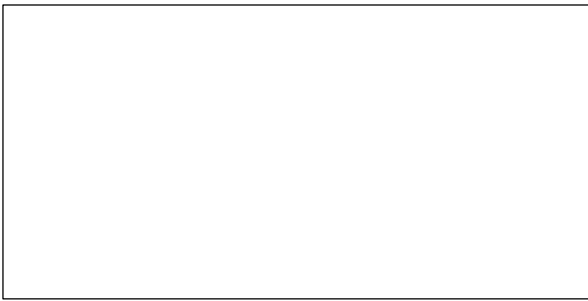
PLAYERS: 1 vs 1

EQUIPMENT: Missing vowel deck, vowel dice

GOAL: Be the player with the most word cards once the deck has been depleted.

GETTING STARTED:

- Each player deals 5 word cards face up.
- Each player rolls a vowel die and makes words with their own cards.
- Players now get to capture any of their opponent's leftover word cards.
- At the end of the round, replenish to a total of 5 word cards each.

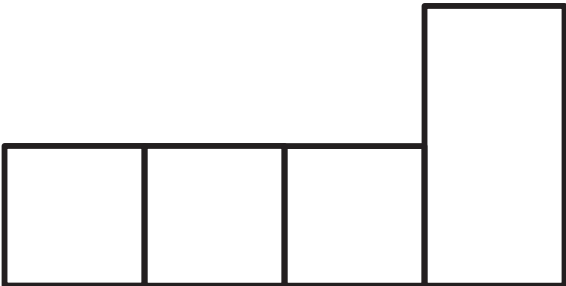
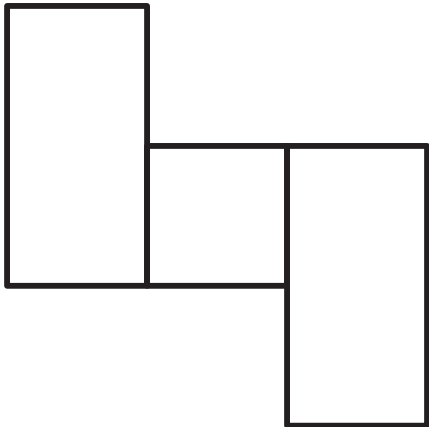
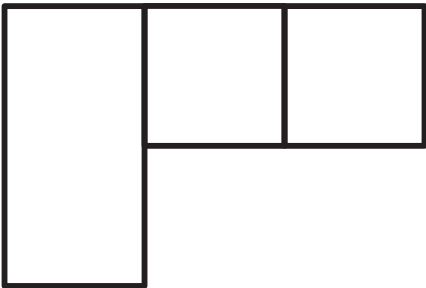
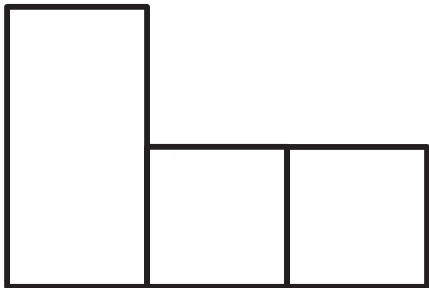


ROLLING VOWELS

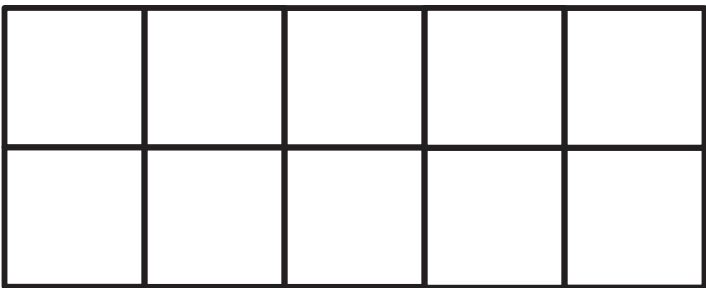
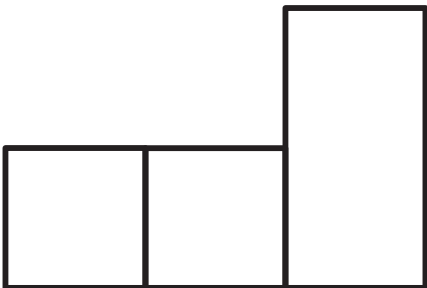
b ____	l ____ d	h ____ r	____ ch
q ____ ck	p ____ r	f ____ l	ch ____ r
tr ____ s	____ t	cl ____	s ____ t
gr ____	d ____ r	h ____ l	r ____ n

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WORD SHAPES



REJECT ROLLS



KEEP YOUR WORD!

LEVEL: Grades 1 and up

SKILLS: Spelling Simple Words

PLAYERS: 2 – 4

EQUIPMENT: Letter tiles, yellow deck with starburst (bonus) cards removed

GOAL: To be the first player to complete 8 word cards.

GETTING STARTED:

Before the game begins, players turn all letter tiles face down. Each player is dealt four word cards (which are placed face up in front of themselves) and the remainder of the deck is placed face down. To begin, Player One selects a tile from the center and attempts to place it on one of their own word cards to complete a word.

If the player is successful, they pick up a new word card from the top of the deck and they continue their turn and select another tile. The player has one more chance to complete a second word card. If they cannot make a word, this letter tile is placed back into the center face up for the other players to use and their turn is over. Player Two now selects a tile. They can now choose either the face up letter (if it can be used) or choose a new (hidden) letter. Play continues until one player has built and completed 8 word cards. The first player to spell 8 words wins the round.

LET'TER ROLL

Letter Bank

[illegible]

3-Letter Words = 3 points each	4-Letter Words = 4 points each	5-Letter Words = 5 points each	6-Letter Words = 6 points each	Rhyming Pairs
Total Words <input type="text"/> x 3 = <input type="text"/>	Total Words <input type="text"/> x 4 = <input type="text"/>	Total Words <input type="text"/> x 5 = <input type="text"/>	Total Words <input type="text"/> x 6 = <input type="text"/>	

Sentences (10 points each):