

**Age Level:** 4<sup>th</sup> grade

**Subject area:** Mathematics

**Materials Needed:**

- Dice
- Place value Yahtzee sheets
- Pencil/pen
- Plastic cup

**Standard:**

4. NBT.1: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

**Objectives:**

The students will be able to recognize what numbers go in which place value.

The students will be able to memorize the different place values.

**Learning Activities:**

Technology:

- Online worksheets
- Document camera

Required vocabulary:

- Place value: The place a single digit goes on a number.

Opening Element:

Today, we are going to play place value Yahtzee. Have you played or heard of this game before? Let me explain to you how this game works. You will have a chance to roll twice. You can either save some numbers and roll to get some bigger numbers, or throw all the dice back in the cup, and roll them all again. Whatever number you get that's what number you match up on your sheet. For example, one answer on the sheet says a number five in the tens place. If the number you rolled has a five in the tens place, then you can write that number in the space beside it. If by the end, you have blank spaces and do not roll a number that matches the blank space, put an X in the space. I will show the students how to play by doing an example and they will play together after that. I will be looking to see if remember to place your numbers in the correct place value spot.

Instructional Methods:

Guided Practice Strategies:

First, have them roll the dice.

Second, select the spot on the card you want to fill with the numbers that you have rolled on the dice (roll again if choose to do so).

Last, write down the number that you made with the dice and place the numbers in the correct order.

Determine how many points they got at the end of the game.

Independent Concrete Practice/Application:

- Can look at numbers anywhere outside of school and determine their place values.
- Practice writing random numbers and then figure out the place value of the numbers that you created.

Differentiation:

- Card holder to hold the Yahtzee paper
- Bigger dice for visual impairments
- Pencil grips
- Help each other.
- Fidgets for Bennett

Wrap-up:

Alright what can you tell me about place values today? What does each place stand for/represent? How are we going to tell when which numbers are in which place? Follow ones, tens, hundreds, thousands. Have them show me before they leave.

**Assessment:**

Formative: Telling me the numbers they got on their dice so that they can determine which number go in which place value, and I can help them if needed.

Summative: Looking at their papers that they put the right numbers in the right place value.

**Reflection:**

Overall, the lesson went fairly well. I think they understood the game for the most part as I talked them through the game at the beginning, and by the end they were wanting more turns rolling the dice. Doing so, I knew they were getting into the game and knew what they needed to do. I helped them when they put the place values in the wrong spots, and explained to them why “this number goes in the hundreds spot instead of the tens.” I think that two could have played together instead of separately. Bennett gets distracted easily, and having him always doing something is a must. There are pros and cons to playing together- the pros are that they would stay on track and learn more, and the cons would be they would probably end up fighting about who is right and who is wrong. I defiantly need to watch when I am talking to older students versus the younger ones- 4<sup>th</sup> graders are no longer considered “friends.”

