

Place Value Tag

Pillar: Active Living
Division(s): I and II
Grade Levels: 2-4
Core Curriculum Connections: Math

I. Rationale: Children are scattered all over the 'place' to reinforce 'place value' in this physical math activity. Through a modified game of tag, students have the opportunity to practice various locomotor movements and activate their minds as they are challenged to demonstrate their understanding of place value concepts. Students in grades two, three, and four give meaning to numbers up to 100, 1000, or 10 000 respectively by identifying the value that each digit represents.

II. Core Curriculum Outcomes: Mathematics (Grades 2-4)

Strand: Number (Number Concepts)
Students will: <ul style="list-style-type: none"> use numbers to describe quantities
Grade 2: Demonstrate, concretely and pictorially, place value concepts to give meaning to numbers up to 100.
Grade 3: 5. Demonstrate, concretely and pictorially, place value concepts to give meaning to numbers up to 1000. [C, R, V]
Grade 4: 6. Demonstrate, concretely, pictorially and symbolically, place value concepts to give meaning to numbers up to 10 000. [C, V, R, T]

III. Materials:

- Index cards with various numbers through the 10 000's place (depending on grade level)

IV. Procedure/Activity Description:

- Scatter children in the area and designate 3/4 as taggers and 1/4 as card holders.
- Instruct taggers to chase and the card holders to avoid being caught.

3. Ask all children to move according to a pre-selected locomotor skill such as skipping, hopping, jogging, marching, dancing, leaping, jumping, or shuffling while trying to either tag or avoid the tag.
4. Tagged children freeze in a sports skill statue. In order to move again, another student who is also a place value card holder must come to the student who is frozen in position and ask them to answer the question on their card. For example, if the place value card has the number 456 on it and the 4 is circled, they need to identify place value of the digit correctly. If they answer correctly (100), they move. If not, the person needs to help them figure it out.
5. Rotate taggers and card holders every few minutes to keep the game fresh.

V. Source:

- Lesson idea adapted from the Active Academics web site and originally posted on PE Central.org
-