

EASY PLACE VALUE

Note:

This program is designed to help students understand the values represented by the tens and ones digits. It is not a replacement for concrete materials, rather it should be used as a complement to them.

The *Easy Place Value Gadget* has the huge advantage over conventional physical materials, of allowing all the class to see the exact same number of resources at the same time, allowing for whole class activities. It also is quick and easy to set up, with no fuss finding the resources and packing them up again.

An added bonus with the Gadget, is that the base ten blocks, when selected, can be grouped and ungrouped on-screen, something that the concrete resource cannot actually do.

This Gadget is intended to be used after the *Ten Frames Gadget*, which explores the numbers to 20 in great detail.

Informal Counting

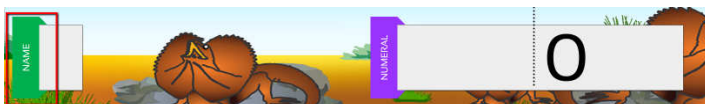
1. Counting on

This can be used to count on from a starting point. Put a Tens stick on the desk and shade (this is the starting point). Have the students count on from the ones then shade them into a Tens stick. Count on again from the Tens place. Every time a new ten is reached then the stick of ten moves across into the Tens place.

2. Counting on with the Easy Place Value Gadget

Have the students count with you with the Gadget.

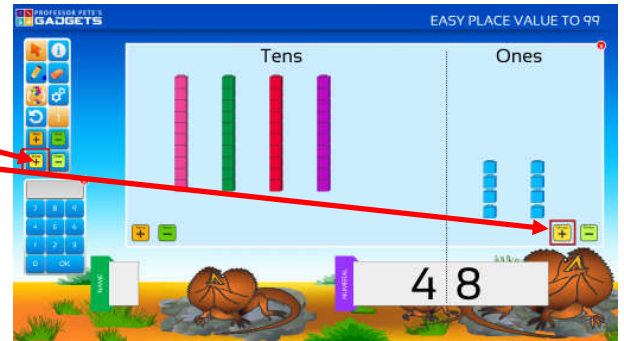
- Select Unifix cubes (open the resources option box)
- Hide the EXPANDER box (close it by clicking on it) but keep open the NUMERAL box.



* A "Tens & Ones" chart is attached to this file. It may be enlarged if needed, and printed on larger paper or cardboard before laminating.

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- Count on, starting at one. There are two count-on buttons: in the Toolbox or in the Ones place (choose the one that best allows you to stand without obscuring the screen for students).
- When the number of cubes reaches ten then the cubes animate to "make a ten", which then moves into the Tens place

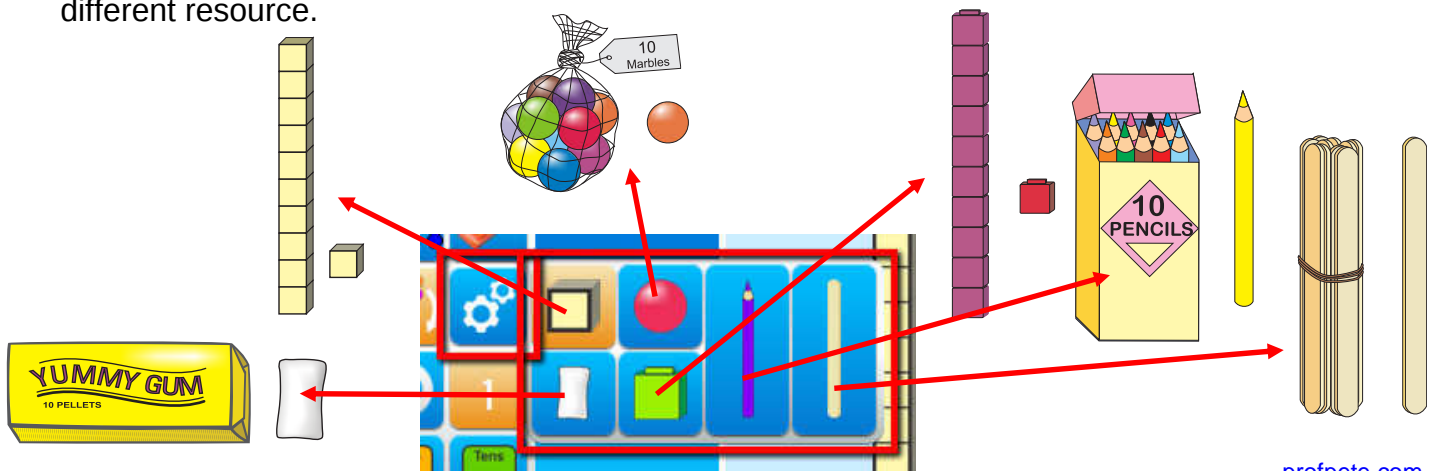


- Continue counting. It is not necessary at this stage for students to be able to read the numbers in the NUMERAL box. The numbers will be on-screen incidentally but will gradually immerse


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- Count f
- Say:** W
- you see
- Note:** D
- number
- first. It i
- difficult
- Ensure
- on-scre
- countin
- Start co
- backwards.
- Actually reading the numeral on-screen is not essential but will be learned incidentally at this stage.
- Vary the resources counted on-screen.: click the resources button in the toolbox and select a different resource.



Count with the animation off

- After a while, students should understand that when a new ten is reached (e.g., 28, 29, **30**), ten ones animate to form a group of ten, and counting back (e.g., 62, 61, 60, **59**), a ten will ungroup into 10 ones, as each ten is reached.
- Once students understand what is happening with counting, it may be easier to count with the animation turned off. This allows for a more fluid experience with counting, without the interruption of the grouping animations.
- Click the animation button to turn the animation off:



animation on



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