

Really Good Stuff® Activity Guide

Really Good Place Value Pocket Chart™

Congratulations on your purchase of the Really Good Stuff® **Really Good Place Value Pocket Chart™**—an interactive activity for applying place value concepts from thousandths to billions.

This Really Good Stuff® product includes:

- Really Good Place Value Pocket Chart™, with magnetic strip
- 150 Number Cards, laminated
- 5 Place Value Group Cards, laminated
- 15 Place Value Holder Cards, laminated
- 1 Dollar Sign Card, laminated
- 9 Blank Number Cards, laminated
- Storage Pocket
- This Really Good Stuff® Activity Guide

Cleaning and Storing the Really Good Place Value Pocket Chart™

Keep your Pocket Chart in good condition by wiping it occasionally with a damp sponge. Fold the Pocket Chart horizontally along the stitching lines for easy storage.

Assembling and Displaying the Really Good Place Value Pocket Chart™

Before displaying the **Really Good Place Value Pocket Chart™**, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Cut apart the Number, Place Value Group, and Place Value Holder Cards, and store them in the Storage Pocket on back of the Pocket Chart. Hang the Pocket Chart where students will be able to see and interact with it easily. (**Note:** An extra column is included on the Pocket Chart for teaching money values or decimals. Use the Number Cards featuring decimal points and commas for appropriate placement.)

Practice Place Value Charts

Copy the Practice Place Value Chart Reproducible or the Fill-In Place Value Chart Reproducible depending on your students' level, and laminate them. Provide each student with a laminated reproducible, a dry erase marker, and a tissue. As you review lessons on place value using the Pocket Chart, have students work along with you on the reproducible.

Introducing the Really Good Place Value Pocket Chart™

As you place the Cards into the Pocket Chart, review with students the level-appropriate Place Value Group and Place Value Holder Cards. With older students, challenge them to place the appropriate Place Value Group Cards

into the Pocket Chart with the Place Value Holder Cards in the appropriate columns.

Reading Numerals

Review with students how to read numbers using the Pocket Chart. Remind them to read the numbers between the commas, to pause, and then to tell the value of the group. Have students take turns reading aloud the numbers in the Pocket Chart, or tell the class to read the numbers in unison. This approach helps struggling students understand the rhythm of reading large numbers. Challenge students to put their own numbers into the Pocket Chart and to read them for classmates.

Word Numbers to Numerals

On sentence strips, write a variety of numbers (in word form) that you want students to place into the Pocket Chart. (If students are working on thousands, for instance, write *one hundred eighty-four thousand, two hundred and nine*.) Stage a nearby table with a collection of these sentence strips and a sampling of Number Cards. Model for students how to make numerals from the words:

1. Read the word number on one sentence strip.
2. Read the first part of the numeral up to the comma, find these numbers, and put them into the Pocket Chart in the correct pocket. (For example, read *one hundred eighty-four thousand*; select the numbers 1, 8, and 4; and put them underneath the thousands Group Card.)
3. Continue in a similar manner with each part of the numeral.
4. Read entire the numeral (184,209) to confirm that the word number and numeral match.
5. Ask volunteers to repeat the process to make other numerals from word numbers.

Variations:

- Place Number Cards into the Pocket Chart, and challenge students to find the matching sentence strips.
- Challenge students to use index cards to write their own numbers in words and then include their initials and the numeral on the back.

Extension:

- Make this activity into a Words-to-Numerals math center by writing the corresponding numeral on the back of each sentence strip and by telling students to self-check their work.

Number Values

Hold up three or more Number Cards, and challenge volunteers to make the greatest or the least number

All activity guides can be found online:

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possible using all of the numbers, then to show the numbers in the *Pocket Chart*. For example, if you are working with hundreds, select 6, 4, and 7, and guide students to create 764 as the greatest number and 467 as the least number. Have the rest of the class practice by recording their answers on paper as each volunteer works at the *Pocket Chart*.

Working with Zero

Review with students the use of the numeral 0 as a place holder using the *Pocket Chart*: For example, tell students you are thinking of a number that has 3 hundreds, 0 tens, and 5 ones. Remind students that when you say this number aloud, you say *three hundred and five*. Ask for volunteers to come up to the *Pocket Chart* and to form the number using the appropriate pockets. Once the student has correctly placed the *Number Cards*, reinforce the need to place the 0 in the tens place as a place holder even though there are no tens. Continue with additional numbers that contain single or multiple zeros, and then let students try some of their own.

Counting Practice

Stage the *Pocket Chart* with a number. If appropriate, engage students in a detailed discussion of how to count forward from this numeral, beginning by increasing the numbers one at a time in the one's column. Brainstorm what the next number will be when there is a nine in the ones column, a nine in the tens column, and so forth. Stage other numerals, and ask for volunteers to count forward or backward by placing new numbers into the *Pocket Chart*.

Variations:

- Challenge students to count forward or backward by twos, fives, tens, and hundreds.
- Stage the *Pocket Chart* with *Number Cards* to make a numeral; and then ask students to increase the numeral by 5 ones, by 6 hundreds, by 30, or by 2,000 to give your class additional practice in place values.

Reading Decimals

Review with students how to read a number with a decimal and to read the decimal point as the word *and*. Remind students to read the numbers between the commas, to pause, and then to tell the value of the place value group. Have students take turns reading aloud the numbers you put into the *Pocket Chart*, or direct the class to read the numbers together. For example, the complex number of 3,023,573.1 would be read *three (pause) million, twenty-three (pause) thousand, five hundred seventy-three and one tenth*. Have students

practice reading numbers with decimals to gain a sense of the cadence.

Money Values

Place the *Dollar Sign Card* into the appropriate slot in the *Pocket Chart*, several of each *Number Cards* in the bottom pocket for students to use, and play money on a nearby desk. Write a dollar amount for the students to count on the board, and choose a student to come forward to count the coins or bills aloud. Ask another student to choose the correct *Number Cards* and place them in the correct order using the decimal point.

Variation: Challenge students with coin values and bill values written in word form.

Number Fun

Challenge students each morning to guess what the number in the *Pocket Chart* represents. For example, students find the number 4,320 in the *Pocket Chart* one morning and tell them to guess what the number stands for. Indicate that someone might guess that it is how much an elephant weighs or that it is the number of minutes in a school week. Be sure to use numbers from a variety of subjects. A few ideas are the distance to a planet, the population of the United States, and the number of students in their school. After a few times, assign students to be in charge of choosing numbers from school subjects and monitoring the game. Discuss the students' suggestions and then share the answer with the class.

Out of Order

Once students are familiar with the vocabulary of place values, play the review game called *Out of Order*: Stage the *Pocket Chart* with the *Place Value Group Cards* in mixed-up order, and challenge students to put them into the correct pockets. For young students, allow all the time they need to successfully reorganize the numbers. For older students, set a time limit or have two teams compete.

Variation: Include the *Place Value Holder Cards* in mixed-up order.

Goal Setting

After students have mastered place values, use the *Pocket Chart* to keep track of goal setting or fund raising in your classroom: Display the *Pocket Chart* where all can see, and then choose students to change the numerals as the amount changes each week or month. Label a sentence strip with the desired goal, and display it above the *Pocket Chart*; then have students periodically do subtraction problems to see how far they are from their goal.

