

Place Value

This activity makes use of beads or tamarind seeds to teach students about the place value of two- and three-digit numbers. The concept of grouping and skip-counting is also included in this activity to make students understand the relationship between ones, tens and hundreds.

Objective:

- To identify the place and the place value of given digits in a number
- To understand the relationship between ones, tens, and hundreds

Activity:

- The students should be divided into groups, and each group will be provided some quantity (below 100) of beads or tamarind seeds.
- Following this, the students will be asked to group the beads in tens. A worksheet for this activity should also be given to them.
- Then, the students will be asked to write the number of groups of ten in the “Tens” column and the number of the remaining beads in the “Ones” column in the given worksheet.
- After finishing the above three steps, the students should be given a quantity of beads that is greater than a hundred.
- The students will then be asked to make groups of tens again. The teacher should provide instructions to students about how those groups of tens should be merged to form another single set. The way in which 10 tens make a hundred should explained through the process of skip counting.
- At the ends, the students should record the number of hundreds, tens, and ones in the given worksheet.

Discussion:

- How many tens can you make from the numbers 43, 105, and 6?
- How many ones can be made from the numbers 56, 138, and 3?
- How do you split the number according to the place value? For example, $40 + 3$.
- How many tens are needed to make 150?

Expected outcomes:

After the completion of this activity, the students will achieve the following:

- be able to group number in terms of ones, tens, and hundreds.
- be able to split a number according to its place value.

