

Roll and Round – Place Value Practice II

Instructions

Laminate the sheets or place them in plastic sleeve protectors.
Each student will need a dry erase marker and a rolling die.



If you have kids that like to throw the dice hard, you can save yourself a lot of grief by getting small clear food containers, and put one die in each one. then place it upside down on the table. The students just shake them to get the digits they need.

Students are to roll the die and write down the digit in the squares near the top of the sheet. They will need to roll 4 times. If the roll the same number twice they should write zero as the digit.



0. Roll your dice to create a new number from, starting at the ones place
1. Write the number in word form.
2. Write the number in expanded form.
3. Draw the number in model form.
(1,000s cubes, 100s flats, 10s rods, and unit squares)
4. Round the original number to the nearest 10.
5. Round the original number to the nearest 100.
6. Round the original number to the nearest thousand.
7. Round the original number to the nearest ten-thousand
8. Add 10 to the original number.
9. Add 100 to the original number.
10. Add 1,000 to the original number.
11. Subtract 10 from the original number.
12. Subtract 100 from the original number.
13. Subtract 1,000 from the original number.
14. Write the original number and make it lesser by 1.
15. Write the original number and make it greater by 1.
16. Finally, they are to write a math question involving the original number. They are free to use any of the data above to help them think it out. For example: *What is 2,671 rounded to the nearest 10? Answer 2,670*



The sheet takes about 20 minutes at first. After a few weeks, most students will be able to finish it correctly within 10 minutes. Students still struggling with number sense will need a lot of redirection. I let the ones who finish early help anyone with a hand up. It is nice to hear how students coach their peers through the processes.

After moving on from number sense and rounding to multiplication, I started using this with the group of students who were clearly lost, and it has helped many of them finally catch on to number manipulation. But I still have some that will need another month or so.

Name _____ # _____ Date _____

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1, Word Form

2, Expanded Form

0, Place Value, or Standard Form

Roll your die to create your number and write it below.



hundred
thousands



ten
thousands



thousands

,



hundreds



tens



ones

3, Model Form

4, Rounded by 10

5, Rounded by 100

6, Rounded by 1,000

7, Rounded by 10,000

8, Add 100

9, Add 1,000

10, Add 10,000

11, Subtract 100

12, Subtract 1,000

13, Subtract 10,000

14, Make it lesser by 1



15, Make it greater by 1



16, Math Story