Purpose & SOL

• The student will be able to identify the one’s place value through movement.
• Math 1.1b, 2.1a

Materials

• Cards with multi-digit numbers
  – See attached – print double sided ‘flip pages on short edge’
• Header cards (hang around the room)

Introduction

Review the concept of tens place and ones place with the students.
Have students march in place and repeat:
“I don’t know what I’ve been told
Tens are big and ones are small” (jump for tens, squat for ones)
Review several examples with students showing the number and picture of base 10 blocks. 34 = 3 jumps, 4 squats
For 2nd grade – 254 = 2 star jumps, 4 jumps, 4 squats

Implementation

1) Place task cards in a central location.
2) Students retrieve a card by walking, skipping, hopping, marching, etc.
3) Students take the card to the spot in the room that is labeled with the same number that is in the ones place on their card. For example if their number is 34, the student should take the card to the area with the number 4.
4) Have all students hold the cards above their head to check for accuracy.
   – Students may perform exercises based on their card (jumps + squats) or the whole class can do a designated exercise before retrieving a new card.
5) When the teacher says ‘go’, students return the card and pick up a new card (“grab and go”)
   – Option: students may retrieve without teachers ‘go’ signal, after exercising.
6) Continue retrieval with remaining time.

Cool Down

Students reach up to the sky and lean to the left, whisper count by 10s. Students reach up to the sky and lean to the right, whisper count by 10s.

Modifications

Do this activity with the same cards, but find a different place value.

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1st grade

Two digit numbers
2nd grade

Three digit numbers