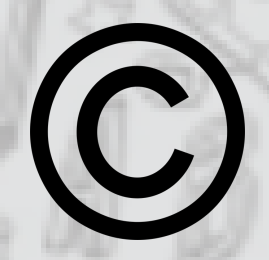




EDUKALA



 **dheerya**
foundation



MATH

**2nd
Grade**



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INTRODUCTION TO PLACE VALUE

- In mathematics, place value is the value of a digit based on its position in a number. Understanding place value is an essential concept in mathematics as it helps us to read, write, and compare numbers accurately. For example, the digit 5 in the number 54 has a different value than the digit 5 in the number 456. In the first number, 5 is in the units place and has a value of 5, while in the second number, 5 is in the tens place and has a value of 50.



OBJECTIVES

- At the end of the activities the students will know about place value (unit and tens)





PRE-ASSESSMENT



- Level 1: Ask the students if they know what are place values.
- Level 2: Ask the students to give examples for unit place value and tens place value.





PRE-ASSESSMENT



- Ask students , "How do you recognise things through your senses?"
- Ask the students to draw the organ which help to recognise the things (like eyes, nose or ears)



PRE-REQUISITES

- Bingo cards with numbers ranging from 10-99.
- Any number of objects (pens, books, rocks, etc



ACTIVITY:

- Create bingo cards with numbers ranging from 10 to 99. Each bingo card should have different numbers and the numbers should be randomly placed.
- Call out numbers at random, but instead of saying the entire number, say only the units and tens digits. For example, if you say "four and seven", the students should look for the number 47 on their bingo card.
- Encourage students to practice saying the entire number when they find it on their card.
- The first student to get five numbers in a row, either horizontally, vertically or diagonally, calls out "Bingo!" and is the winner.



ACTIVITY:

- Hide a variety of objects (such as blocks, coins, or small toys) around the classroom, each group of objects representing a different two-digit number.
- Give each student a worksheet with two columns labeled "Tens" and "Units".
- Instruct students to find the hidden objects and record the number they represent in the appropriate column on their worksheet.
- Once students have found and recorded all of the hidden numbers, have them work in pairs or small groups to put the numbers in order from smallest to largest.
- For an extra challenge, have students create their own number sets and hide them for other groups to find.



POST-ASSESSMENT

Name: _____ Date: _____ Score: _____



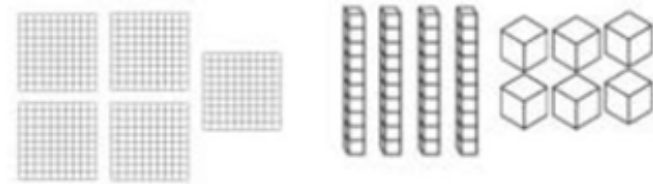
Direction: Write the underlined digit to its corresponding place value.

Ex. 123

1. 23
2. 762
3. 179
4. 538
5. 642

Hundreds	Tens	Ones
		3

Direction: Count the blocks and write it in **standard** and **expanded form**.



hundreds tens ones

Standard Form:

Expanded form:

 + +

Name _____

Date _____



COUNTING TENS AND ONES TO 20 SHEET 4

Write the missing numbers on the table.

	Picture	Place Value	Number				
1)		<table border="1"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			_____
Tens	Ones						
2)		<table border="1"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			_____
Tens	Ones						
3)		<table border="1"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			_____
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4)		<table border="1"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			_____
Tens	Ones						
5)		<table border="1"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			_____
Tens	Ones						
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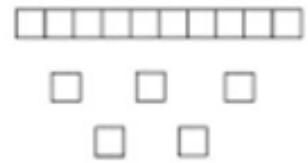
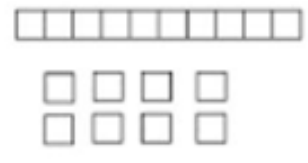
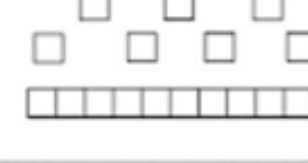
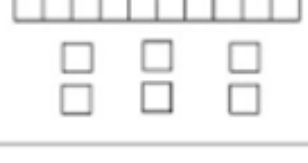
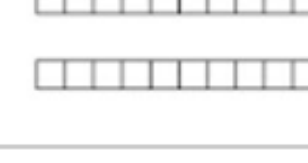
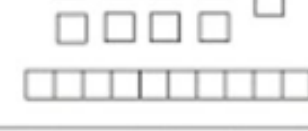


POST-ASSESSMENT

Name _____ Date _____

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