

ELEMENTARY CORNER (K-6)

I Am the Greatest!

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EALRs:

- 1.1 understand and apply concepts and procedures from number sense *number and numeration, computation, and estimation*
- 2 The student uses mathematics to define and solve problems

GRADES: 4th (can adapt for any grade level)

MATERIALS:

Teacher materials: Number cards 0 - 9 (3 of each), markers, overhead or white board

Student materials: Paper, marker

PLAYERS: Small group to whole class

OBJECT OF THE GAME: to have the greatest number

DIRECTIONS:

1. Students use the marker to write four lines horizontally on their paper. (As if writing a four digit number.)
2. Teacher shuffles the cards.
3. Teacher randomly selects a card from the deck and announces the number to the students.
4. Students have 5 seconds to choose which blank and write the number on that blank.
5. Students are using marker so they cannot move the number around once the number is placed.
6. Repeat steps 3 and 4 until all blanks are filled.
7. Teacher then asks individual students to read aloud their number as they write it on the board. Note: once a number is listed, no one else may announce that number.
8. Once all numbers the students have created are on the board, students discuss which one is the greatest. 8. Those students with the greatest num-

ber stand and shout, "I AM THE GREATEST!"

9. Teacher asks the students if there is a way to arrange the digits to create a number larger than what is listed on the board. 10. Repeat game as many times as desired or time permits.
10. At some point, teacher facilitates student discussion of the place value patterns used to win the game.

SOME VARIATIONS:

- I Am the Least
- include more blanks to have students practice larger numbers
- include a decimal in the line up
- discuss probability as you lessen cards used (For example, only have three lines and use six cards)
- fractions could be incorporated by having students determine if the number drawn goes on the numerator space or the denominator space or add a mixed number to the choice
- change it to use addition, subtraction, multiplication, and/or division:

$$\underline{\quad} + \underline{\quad} \times \underline{\quad} - \underline{\quad} = \underline{\quad}$$

Students may determine where to put parentheses to increase or decrease total.

