



CCTCA 2026

POWER PLAY

Primary Place Value Games

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MAKE A TEN SHAKERS

- LEVEL:** Kindergarten - Grade 2
- SKILL:** fact fluency, subitizing, making a sum of 10
- SET UP:** vertical or horizontal, 1 die in each slot, 1 shaker for 2 students
- PLAYERS:** 2 (cooperative pair) or solitaire
- GOAL:** call out number, immediately give missing addend to equal a sum of 10

GETTING STARTED:

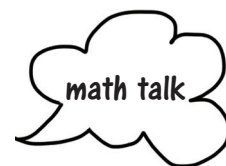
For solitaire or pair work have students shake a container, hold it still, then say out loud their numbers as they work down the slots:

SEE	SAY
	"4"
	"3"
	"3"
	"6"
	"1"
	"2"
	"4"



Have students then go back through, working from the top, giving the missing addend to equal 10.

SEE		SAY
	+6	"10"
	+7	"10"
	+7	"10"
	+4	"10"
	+9	"10"
	+8	"10"
	+6	"10"



Have students work toward full fluency,

see say
"4 + 6 = 10"

Have students record their "ten facts" using the recording sheets when ready.

Make Decades

My Shakes

Tens	Ones					
		=	<u>34</u>	+	<u>6</u>	= <u>40</u>
		=	<u> </u>	+	<u> </u>	= <u> </u>
		=	<u> </u>	+	<u> </u>	= <u> </u>
		=	<u> </u>	+	<u> </u>	= <u> </u>
		=	<u> </u>	+	<u> </u>	= <u> </u>
		=	<u> </u>	+	<u> </u>	= <u> </u>
		=	<u> </u>	+	<u> </u>	= <u> </u>

What do you add to get to the next decade?

Tens	Ones					
		=	<u> </u>	+	<u> </u>	= <u> </u>
		=	<u> </u>	+	<u> </u>	= <u> </u>
		=	<u> </u>	+	<u> </u>	= <u> </u>
		=	<u> </u>	+	<u> </u>	= <u> </u>
		=	<u> </u>	+	<u> </u>	= <u> </u>
		=	<u> </u>	+	<u> </u>	= <u> </u>
		=	<u> </u>	+	<u> </u>	= <u> </u>

What do you add to get to the next decade?

PLACE VALUE FACE OFF

- LEVEL:** Grade 1
- SKILLS:** read, compare and order numbers to 100, variation to 999
- PLAYERS:** 2
- EQUIPMENT:** cards (Ace=1) - 9, gameboard or place value mat (page 118-119); for variation use 0-9 dice, 00-90 dice
- GOAL:** to be the player with the greatest number and collect the most cards by the end of the game

GETTING STARTED: Players divide cards evenly between themselves. Each player turns over two cards and places them onto the gameboard. The first number turned over is the tens number and the second is the ones. Both players say their numbers. Have them verbalize, for example, “six tens and two ones equals sixty-two”. The player with the greatest number gets all cards. In the event of a TIE (ie. each player has the same number) FACE OFF is declared. First, each player places three cards face down. Then, each player turns over two cards, building a two digit number. The player with the greatest number gets all of the cards. Play continues until one player has collected all of the cards.

EXAMPLE:

PLAYER ONE

43

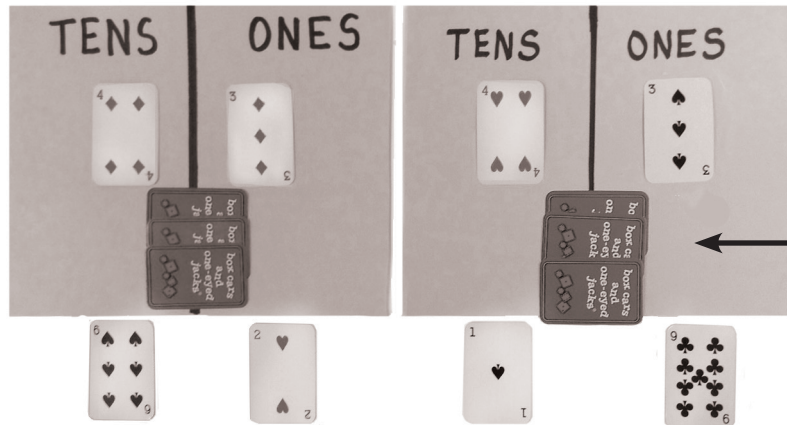
“forty-three”

FACE OFF IS DECLARED!

PLAYER TWO

43

“forty-three”



6 tens

2 ones

1 ten

9 ones

62

“sixty-two”

19

“nineteen”

THREE CARDS
FACE DOWN FOR
“TIE BREAK”

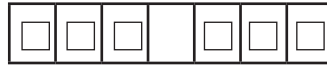


Player One verbalizes “sixty-two is greater than nineteen because 6 tens are greater than 1 ten” and collects all of the cards.

NOTE: Rules can be changed to play for LEAST number winning.

HUNDRED HORIZONTAL SHAKE UP

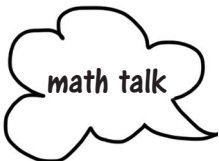
- LEVEL:** Grade 2 and up
- SKILL:** comparing 3-digit numbers $>$ $<$
- SET UP:** horizontal only, 3 dice in a row, 1 blank slot, 3 dice in a row
1 shaker per pair
- PLAYERS:** 2 (1 vs 1)
- GOAL:** to have the greatest 3-digit number



GETTING STARTED:

Have students stand or sit side-by-side. One player will be creating a HUNDREDS number on the left hand side of the container, the other a HUNDREDS number on the right hand side of the container. One player shakes until  is called. The container is placed down and the two numbers are verbalized.

			blank slot			
four	two	six		five	three	one
hundreds	tens	ones		hundreds	tens	ones
"426"				"531"		
four hundred twenty-six				five hundred thirty-one		
Player One				Player Two		



Both players say their number, then Player Two says " $531 > 426$ ". The player with the greatest number scores a point. Play continues for a set period of time. The player with the most points is the winner. In the event of a TIE (same number) both players score a point. Players shake for new combinations/hundreds numbers, and again compare their two numbers.

WHO'S IN BETWEEN?

LEVEL: Grade 1-2

SKILLS: place value to 100, between

PLAYERS: 2

EQUIPMENT: cards (K=0, Ace=1) - 9, place value mats, 0-100 number lines


GOAL: to build a two-digit number that fits in the established range

GETTING STARTED:

STEP ONE: Each player draws four cards to create two, two-digit numbers. Using the place value mat, have players build the greatest possible and least possible numbers with the cards, in order to create the greatest possible spread (DIFFERENCE) between the two numbers.

EXAMPLE:

PLAYER ONE draws:



makes:

TENS	ONES
1 of diamonds	2 of spades

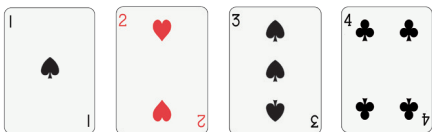
12

RANGE

TENS	ONES
6 of hearts	3 of diamonds

63

PLAYER TWO draws:



makes:

TENS	ONES
1 of spades	2 of hearts

12

RANGE

TENS	ONES
4 of clubs	3 of spades

43

STEP TWO: After players have made their two numbers, only two more cards are turned over for both players to use. The first card is the tens number, the second card is the ones number. Players now check to see if this two-digit number falls BETWEEN the two numbers they have made in Step One. Players score a point if it falls between the two they have made.

Turn over 5 of clubs and 2 of diamonds create 52.




Fifty-two fits between twelve and sixty-three. Player One scores a point. Fifty-two does not fit between twelve and forty-three so Player Two does not score for this round.

Players draw four new cards and make two new two-digit numbers, again trying to create the greatest difference as possible between the two. Two new cards are turned over for comparison. The first player to reach twenty points is the winner.


TEN FOR ME

- LEVEL:** Grade 2 - 4
- SKILLS:** Adding, patterning, place value, learning numbers on a hundred board
- PLAYERS:** 2
- EQUIPMENT:** One decadie, one ten-sided (0-9) die per player, blank hundred board (see reproducibles), pencil
- GETTING STARTED:** Each player needs their own gameboard. The goal of the game is to be the first player to fill in ten spaces on their gameboard in any direction (horizontally, vertically, or diagonally). However, this does not include filling in the top row (1-10) only, or the last column (10-100); as these could be quickly filled in by rolling the decadie or the ten-sided (0-9) die by itself.
- To begin, Player One rolls the decadie and ten-sided die together and adds these to find their sum; or, Player One can choose to just roll one die by itself and record this number on their gameboard.

EXAMPLE:

Player One rolls: 

Player One fills in 36 in the appropriate space on their board.

Player Two rolls only one die: 

Player Two fills in 5 in the fifth space in the top row of their gameboard.

If a player rolls and the corresponding space has already been filled in, that player misses their turn.

Players alternate rolling and filling in their own gameboards until one player has successfully filled in ten consecutive spaces in any direction. This player then verbalizes "Ten for Me" and wins the game.



TEACHING TIPS:

1. How do you fill in the hundred (100) space on your board (players do not add their dice)? Players can roll the following to partially fill in their hundred (100) space:

TEN FOR ME

SUPER SIX SHOWDOWN

LEVEL: 2 up

SKILLS: identifying 100's and 10's and 1's, greatest/least, probability

PLAYERS: 2 (1 vs 1)

EQUIPMENT: tray of dice (each player needs 18 of their own color), gameboard

GOAL: to build greater numbers than your opponent in each of your six rows/rounds

GETTING STARTED:

Each player selects their own color of dice and removes all 18 from the tray. Player One begins by rolling a die and placing it into any row on their side of the tray. Player Two then rolls a die, and places it into any place on their side of a tray. *Players can place any roll into any space on their side of the tray throughout the game, it does not have to be played out one row at a time.

Players continue to alternate turns, building hundreds-place numbers in all six rows on their side of the tray. When all 36 dice have been rolled out, players compare the numbers they have built. The player with the largest number in each row scores a point for that row. Players may wish to place markers on their side beside winning rows to keep track of points. In the event that the numbers are equal, both players score a point. The player with the most points at the end of the game wins! If players are tied for points, the player who builds the biggest number wins.

EXAMPLE:

PLAYER ONE			PLAYER TWO			
HUNDREDS	TENS	ONES	HUNDREDS	TENS	ONES	
6	6	1	2	5	3	<input type="checkbox"/> 661 > 253, Player One scores Row 1
6	5	1	6	5	2	<input checked="" type="checkbox"/> 652 = 652, Both players score Row 2
2	4	4	5	4	4	<input checked="" type="checkbox"/> 242 < 544, Player Two scores Row 3
2	5	3	6	4	3	<input checked="" type="checkbox"/> 253 < 643, Player Two scores Row 4
1	4	5	1	5	2	<input checked="" type="checkbox"/> 152 < 452, Player Two scores Row 5
1	3	2	3	2	2	<input checked="" type="checkbox"/> 122 < 322, Player Two scores Row 6

↓ Students can record these math sentences in their journals

Player Two wins, 5 points to 2.

SUPER SIX SHOWDOWN

PLAYER
ONE

PLAYER
TWO

HUNDREDS

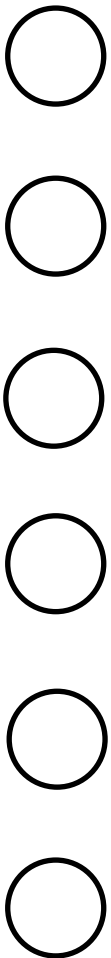
TENS

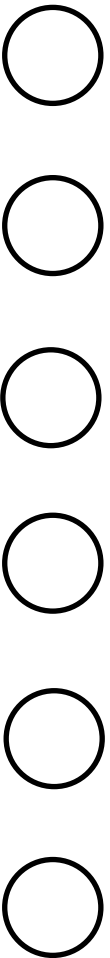
ONES

HUNDREDS

TENS

ONES





ROLL ON PLACE VALUE

		HUNDRED THOUSANDS	TEN THOUSANDS	THOUSANDS	HUNDREDS	TENS	ONES
ROUND ONE	PLAYER ONE						
	PLAYER TWO						
ROUND TWO	PLAYER ONE						
	PLAYER TWO						
ROUND THREE	PLAYER ONE						
	PLAYER TWO						

The goal of the game is to create the largest number. Players take turns rolling a die, placing it into the tray and announcing its place value for that roll. After 6 rolls, players compare numbers. A point is earned by the player with the largest number. A Place Value Systems die is rolled to identify a specific place value (for example 100's). A second point is earned by the player with the highest place value in that place. A third "upside down bonus point" is awarded to the player with the biggest number when the tray is rotated 180 degrees and the numbers are compared.



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