

# Three in a Row

**Big Idea:** Place Value

**Suits:** Years 1-8

**Materials:**

Dice (6 or 10 sided)

Number Lines

**Instructions:**

**A game for 2 – 4** (either individuals or teams)

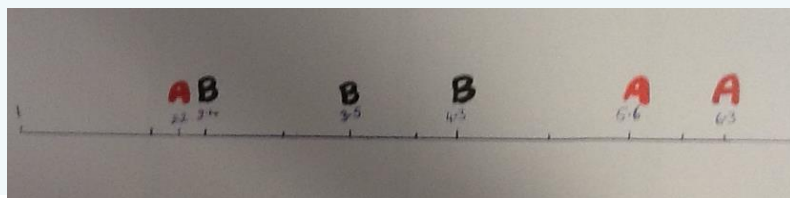
The winner has three numbers in a row on the number line. (Numbers do not need to be consecutive)

Example game uses two, 6 sided dice to create 2-digit numbers with ones and tenths

- Discuss the range of the number line (1-7)



- Player A rolls the dice and chooses between 6.5 or 5.6 to place on the number line. (5.6 was chosen)
- Player B rolls a 3 and a 4 and chooses 4.3
- Players take it in turns until one player has three in a row



North Coast Region  
*Mathematics*



# Teacher Notes

Supports students in standard partitioning, comparing and ordering numbers. Encourages students to use number lines to count and sequence numbers.

**Be aware that:**

- students may use only the face value of the dice to make choices and need support to develop place value understanding

In the early stages of this activity it is important for students to recognise the order of numbers and paying attention the reasoning for the positioning. As students skills progress so to does the expectation for more accuracy when placing numbers on the number line and their reasoning.

**Differentiate the task by:**

- Roll the dice and place the numbers on the number line
- Change the place value range to hundreds or hundredths
- Combine common and decimal fractions

**Challenge students by:**

- using common fractions.
- using different coloured dice, one colour is the numerator and the other the denominator.

This will have students work regularly with improper fractions. It will help students who have the misconception that fractions only occur between 0 and 1.

**Guiding Questions:**

- *Why did you choose to use that number?*
- *Before you throw what are you hoping to roll? Why?*

North Coast Region  
*Mathematics*

