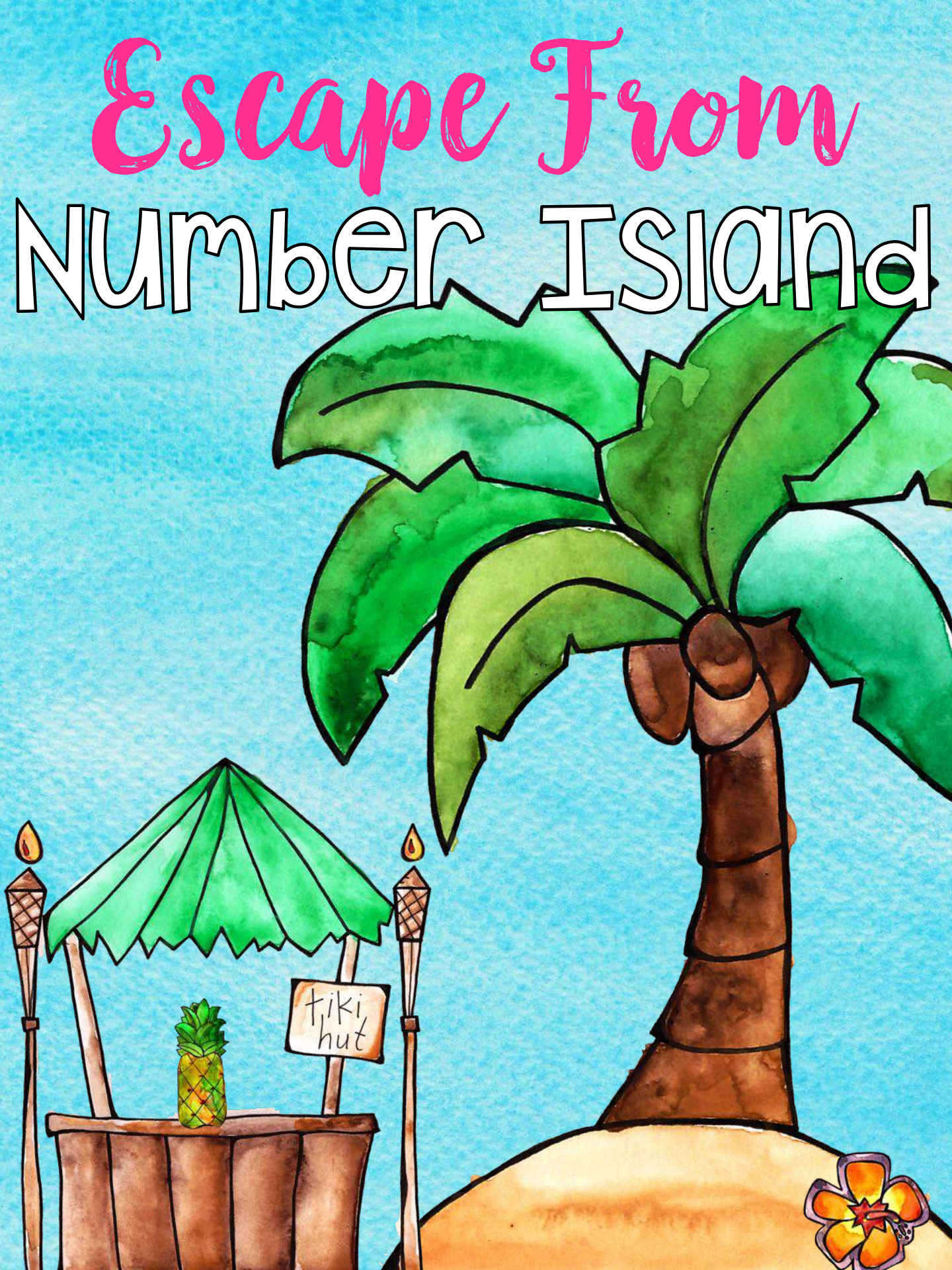
Escape From Number Island



TEACHER NOTES

Welcome to Escape From Number Island! This is a culminating activity for fourth grade place value and rounding standards. This is a game where students must work together to escape from Number Island. To escape, students must unlock a series of clues to discover a device that will allow them to contact a rescue plane.

I have includ
up of the ac
students into

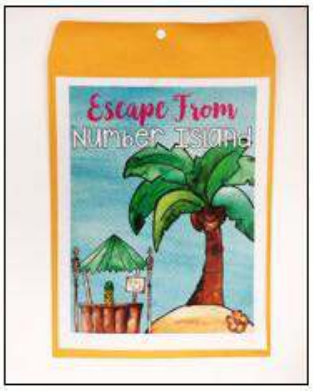
Physical Ver
- 3-digit
- 4 digit
- 5-lette
- 5-color
- multi-l
- sandwi
- large e
- large e
- small e

- 4-digit
- 5-lette
- 3-digit
- 5-color

- Clue 1-I baggies
- Clue 2- envelop
- Clue 3- large e
- Clue 4- large e for this
- In this Form.

PHYSICAL VERSION DIRECTIONS

- Use one large manila envelope for each group. You may print the cover page and glue that page to the envelope. I like to laminate my envelopes for additional durability. I cut a slit in the opening after laminating.



- Clue 1-Print and cut out the Clue 1 cards. Store these in a sandwich baggie or envelope. Store these in the large envelope.
- Clue 2-You may either print 1 copy for each student or 1 copy for each group. Store these in the large envelope.
- Clue 3-Print and cut out the Clue 3 cards. Store these in a sandwich baggie and store the baggie in the large envelope. Print the Clue 3 Recording Sheet (one per student) and store in the envelope.
- Clue 4-Print and cut out the Clue 4 cards. Store these in a sandwich baggie and store the baggie in the large envelope. Print the Clue 4 Recording sheet and store in the envelope.

- Place a You Escaped card in the small box. I may add tiny cell phone erasers to the box for a little prize.
- Lock the small box with the 5-color lock.
- Place the small box in the large box.
- Place the multi-lock on the large box.
- Place the other three locks on the multi lock.

Escape From Number Island

Oh no! You've been stranded on a deserted island. Fortunately for you, as an amazing mathematician, the island is known as Number Island. If you apply what you have learned about place value and rounding, you will be able to escape the deserted island. You must solve a series of clues that will allow you to access the locked radio that will allow you to call for help. Unfortunately the batteries in the radio are running low, so you must access the radio in one hour or less to use the radio before the batteries die. Follow the directions below to get started.

- ❑ Clue 1-The clue cards are in the folder. Determine which digit is in the ten thousands place in for number. Place the digits in order to create the smallest number possible.
- ❑ Clue 2-Solve the five place value problems by determining which student is correct. Write the first letter of each students' name on a line at the bottom of the page. That code will unlock your next code.
- ❑ Clue 3-Solve each of the rounding problems. As you round, color the corresponding number on the Clue 3 Recording Sheet. Use the recording sheet to find your next code.
- ❑ Clue 4-Multiply and compare each of the 14 equation task cards using the symbols <, >, and =. Determine how many of each type of symbol are used. Those numbers will determine the first three colors on the lock.
  0-green, 1-red, 2-black, 3-white, 4-gray, 5-purple, 6-yellow, 7-black, 8-blue
- ❑ Wait! You need two more colors. To determine the last two colors you must complete the puzzle in the small box.

Four Sets of Clues

1,000,000+300,000 +20,000+900+70+4	542,003
4X100,000+6X10,000+ 8X1,000+2X100+5X10+3	SIX MILLION, THREE HUNDRED SEVENTY-TWO THOUSAND, FIVE HUNDRED FOURTEEN

CLUE 1

CLUE 2

Solve each of the problems below. Write the first letter of each student who was CORRECT on the line at the bottom of the page. That code will unlock your next clue.

Adams and Bennett are looking at the numbers:

658,343 and 694,782

Ada[illegible] says [illegible] va[illegible] 8 in 658,3[illegible]00 time[illegible] the va[illegible] of [illegible] 87[illegible] Be[illegible] sa[illegible] the value 8 in 658,343 is 20 times the value of the 8 in [illegible] Who is [illegible]rec[illegible]

Carlton and Davis have the numbers:

4,378,062 and 4,837,062

Carlto[illegible] say[illegible] the [illegible]lue [illegible] 3 in 4,378,[illegible]62 i[illegible] value of t[illegible]3 in 4,837,062. Davis says t[illegible] va[illegible] of the 3 in 4,378,0[illegible] is l[illegible] t[illegible] va[illegible] the [illegible]837,062. Wh[illegible] correct?

Elli[illegible] Fran[illegible]on [illegible] with [illegible]he numbe[illegible]

456,[illegible]3 a[illegible] 24[illegible]254

Ellis says that the 5 i[illegible]456,20[illegible]s 100 time[illegible] bigger than the 5 in 2[illegible],254. [illegible]nk [illegible]hat the 5 in 456,203 is 1,0[illegible]me[illegible]igger [illegible]han [illegible] 5 in 247,254. Who is c[illegible]rect?

Smith[illegible] and T[illegible]lo[illegible] at the nu[illegible]s:

[illegible]6[illegible]5 [illegible]d 374,219

Smith[illegible] says t[illegible]t the 7 i[illegible]267,045 is 10 times bi[illegible]r th[illegible]ti[illegible]7 in 374,[illegible]. Tilly says that the [illegible] 267,045 [illegible]10 [illegible]mes [illegible]maller than the 7 in 37[illegible]219. Who [illegible]correct?

The teacher wrote the [illegible]mb[illegible] 23[illegible]6. The[illegible] [illegible]witch[illegible] the fo[illegible] an[illegible]e[illegible]ve digits to make 235,964.

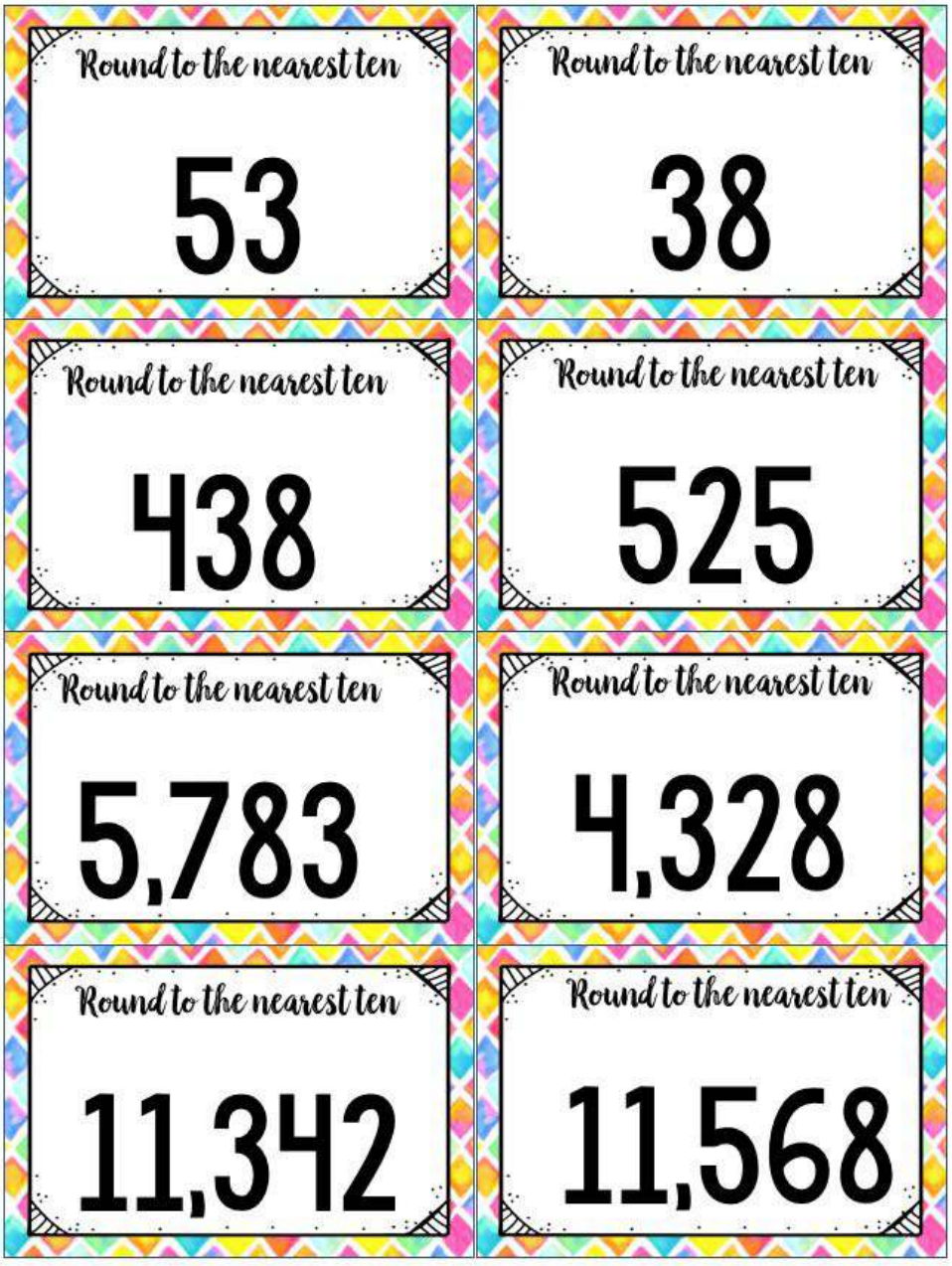
Lainey said that the value of the [illegible] increa[illegible] by [illegible]. Ja[illegible]son said the value of the 5 increased by 1,000. Who is correct?

_____ _____ _____ _____ _____

CLUE 3 RECORDING SHEET

50	500	400	200	25,300	6,800	5,300	12,300	26,600
7,000	40	5,000	3,000	7,000	13,000	45,000	26,000	40,000
11,340	11,350	430	520	5,790	4,320	11,350	11,650	30,000
80,000	26,000							
6,800	6,700							
150,000	110,000							
10,000	5,400							
5,300	150,000							
100,000	4,340							
10,000	210,000							
60,000	60							
80,000	6,800							
4,330	5,780							

CLUE 3



CLUE 4 RECORDING SHEET

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CLUE 4