**Place Value Interview (1.NBT)**

**Questions to ask while students complete the tasks. Take notes on what they say and do.**

Can you explain to me what you did? Why did you choose to write it that way?

Can you draw a picture to help solve this problem?

**Task 1: Ask the student, “Can you make the number 48 using the base 10 blocks?”**

**Task 2: Ask the student, “How many do you have if you have 8 ones and 4 tens? How do you know?”**

**Task 3: Ask the student how many groups of ten would you need to make the number “48.”**

**Task 4: Ask the student, “How can you make the number 65 using the base 10 blocks?”**

**Task 5: What is the value of, or how much is, 1 hundred, 4 tens, 6 ones?**

**Task 6: There were 58 ducks in a pond. 10 ducks flew away. How many ducks are left in the pond?**

**Task 7: There were 64 ducks in a pond. 10 more came. How many ducks are in the pond now?**

**Task 8: There are 37 red crayons and 9 blue crayons in a box. How many crayons are in the box?**

**Task 9: 42 first grade students are on the playground. 30 more students join them. How many students are on the playground?**

**Task 10: Which number is greater 45 or 54?**

Sasha is counting beads as she puts them in a cup. She has just counted the 97th bead. What numbers will Sasha say for the next 5 beads?

97, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_\_

**Write the number that is shown below.**

**Tom has borrowed books from the library. Answer the questions below about how many books he borrowed.**

 

**How many groups of tens?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_**

**How many ones are left over?**

**\_\_\_\_\_\_\_\_\_\_\_\_**

**How many books all together?**

**\_\_\_\_\_\_\_\_\_\_\_**

 

 

 

**Look at the number. Draw the tens and ones to match.**

|  |  |
| --- | --- |
| 67 | Draw tens and ones. |
| 114 | Draw hundreds, tens and ones. |