

Date _____

Grade 5 Interview – Unit 1: Numbers to 1 000 000

1. Provide the student with a place value chart and counters. Have them represent the numeral twenty thousand nine hundred twelve. Then ask the student to add one counter to their group of 9 counters. Ask the student to tell you what the new number is. Then ask them to explain the meaning of the two 1 digits in the new number? (Note the student's use of accurate mathematical language and understanding of the place value system.)

Record student representation of 20 912	Record student representation of 21 012
How did the value of the number change when you added a counter to the group of 9?	
Do the two <u>1</u> s in the new number (2 <u>1</u> 0 <u>1</u> 2) have the same value (mean the same thing)? Explain.	

Name _____

Date _____

2. Have the student read the following numerals. (Listen to ensure they do not use “and”.) Ask the student to record an expression for each numeral. Record their response.

a. 5895 ☐ _____

b. 30 400 ☐ _____

c. 16 701 ☐ _____

d. 457 648 ☐ _____

3. Have the student read the following number words and then ask them to record the numeral. (Record the student’s response.)

a. Three thousand sixty _____

b. Fifty-five thousand four hundred ninety-three _____

c. Two hundred thousand four hundred one _____

4. Read the following numerals to students. Have them record the numeral they heard.

a. 6582 ☐

b. 75 640 ☐

c. 450 025 ☐

Three thousand sixty

Fifty-five thousand four hundred ninety-three

Two hundred thousand four hundred one