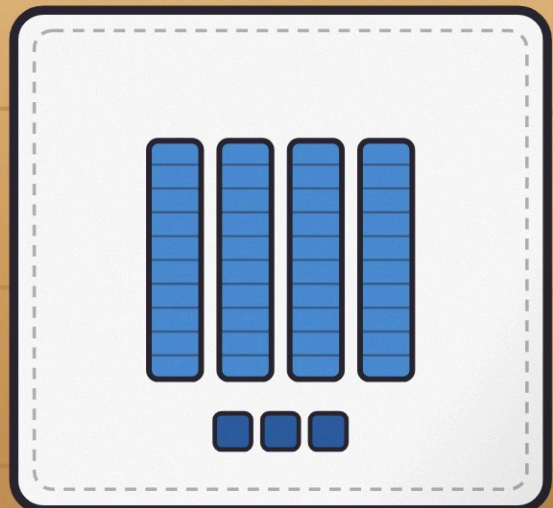
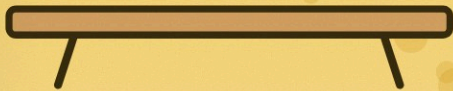


Place Value: Tens and Ones

TASK BOX



23

43 ✓

47

• 22 pages • 3 levels

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Color Set

PAGES 6–9



Place Value
Reference (Color)
REFERENCE

6



Level 1 Cards
(Color)
CARDS

7



Level 2 Cards
(Color)
CARDS

8



Level 3 Cards
(Color)
CARDS

9

02 The Ink-Saver Set

PAGES 11–14



Place Value
Reference (Ink-
Saver)
REFERENCE

11



Level 1 Cards (Ink-
Saver)
CARDS

12



Level 2 Cards (Ink-
Saver)
CARDS

13



Level 3 Cards (Ink-
Saver)
CARDS

14

03 Key, Data and Home

PAGES 16–21



Answer Key and
Card List
REFERENCE

16



Task Box Data
Sheet
LOG

17



Percent Graph
TRACKER

18



Filled Example
EXAMPLE

19



Practice at Home
NOTES

20



Phrase Bank
REFERENCE

21

TWO BLOCK COLORS, ONE BOX

Sections 1 and 2 are the same cards twice: accent-colored blocks for a laminated classroom box, black-on-white blocks for a photocopier or a copy that goes home. Every bar and square is a plain drawn shape; nothing on a card says its level except a dot code in the corner.

PRACTICE, NOT A TEST

Independent work practice with a data sheet attached. It counts cards with the right numeral marked and nothing else; what that means for a student is your team's call.

Start Here — Three Steps

Ninety seconds of reading. The cards need scissors and nothing else.



1

Print and cut

Print the reference page and the three card pages from the color set (pages 6–9) on cardstock, or the ink-saver set (pages 11–14) on plain paper. Laminate if the box will live in a rotation.

Cut along the dashed lines. Keep each level in its own bag; the dot code puts a mixed-up box back together.



2

Run the cards

Hand over one card and say the same short line each time (page 21). The child counts the bars, counts the loose squares, and marks one numeral — a circle, a clothespin or a chip. Laminated cards take a dry-erase marker and wipe clean.

Start at Level 1 unless the student already reads two-digit numbers as tens and ones without help; the answer key (page 16) has every card.



3

Record and graph

Write the date, the level, cards correct and cards given on the data sheet (page 17) the same day, and what help was given in your own words.

Plot the percent on the graph (page 18). Send the family page (page 20) home the week the box is new.

WHAT THIS FILE IS

A fillable PDF with cut-apart base-ten block cards and a place value reference page built in, plus the data pages behind them. The cards are a print task (a numeral is circled, clipped or covered); the data sheet, graph, family page and headers take typing. It works offline, with no account or subscription, and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a test of anything. It carries no prompt hierarchy, fading schedule or mastery rule; it describes how to run the cards already printed and how to count what happened.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Nothing here decides what a percent means for a student, when to move up a level, or what the goal should say. Every one of those is a blank you fill from your own team's plan and your district's wording.

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab.

A student answers only by counting on the reference page. That is expected at first; put it away once a level runs clean without it. The **Ask a Question** tab on the product page reaches me, and a fix is a free update.

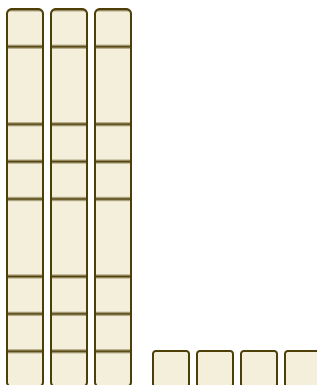
CONFIDENTIALITY, AND WHERE THIS FILE LIVES

A filled-in data sheet, graph or example-style note is a student record: initials only on anything that leaves your hands, first name only on the family page. The cards and reference page live in the box; the data sheet and graph stay in the student's folder so the trend is the first thing anyone finds.

REFERENCE

Place Value Reference (Color)

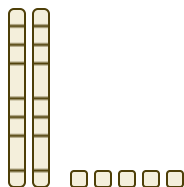
One worked example, plus six more at a smaller size. Print once, laminate, keep it with the box.



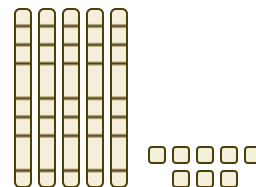
$$34 = 3 \text{ tens and } 4 \text{ ones}$$



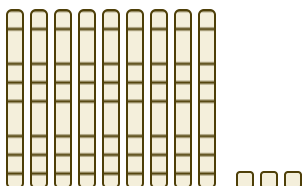
$$10 = 1 \text{ & } 0$$



$$25 = 2 \text{ & } 5$$



$$58 = 5 \text{ & } 8$$



$$93 = 9 \text{ & } 3$$

HOW THE BLOCKS ARE DRAWN

Each tall bar is one ten, drawn as ten small segments joined together so it reads as a single piece, not ten loose squares. Each separate small square is one — count the bars first, then the loose squares after. The number of bars is the tens digit; the number of loose squares is the ones digit.

USING THIS PAGE AS A SUPPORT

Lay it beside the box. A child who is unsure finds a close example above and counts the bars and squares the same way. Note on the data sheet whether it was out (“reference out” in the help column), and put it away once a level runs clean without it.

THIS PAGE IS NOT A CARD

None of the seven numbers above are cards in the box — every card number is listed on the answer key instead (page 16). This page only shows how a bar and a square are drawn.

SAME PAGE, TWO COLORS

This reference is printed once in each set — accent-colored blocks here, black-on-white blocks in the ink-saver set — so either copy of the box has the same support beside it.

CARDS

Level 1 Cards (Color)

12 cards, numbers 12–39, two numerals to choose from. Print on cardstock, cut along the dashed lines. This is the color block set; the same cards are on page 12 in the ink-saver set.

1	2	3
4	5	6
7	8	9
10	11	12

RUNNING A LEVEL 1 CARD

Hand over one card and say the same short line each time: “How many tens? How many ones?” The child counts the bars, counts the loose squares, and marks one of the two numerals. The wrong numeral is always different in both digits, so the first cards are nearly impossible to get wrong.

THE DOT CODE

One dot in the corner means a Level 1 card. If the box gets mixed up, the dots put it back together without reading a number. Every card is listed on the answer key (page 16) by the small number in its bottom-left corner.

CARDS

Level 3 Cards (Ink-Saver)

12 cards, numbers 45–98, four numerals to choose from. Print on cardstock, cut along the dashed lines. This is the ink-saver (black and white) block set; the same cards are on page 9 in the color set.

 1	 2	 3
 4	 5	 6
 7	 8	 9
 10	 11	 12

RUNNING A LEVEL 3 CARD

Four numerals, and one is always the two digits reversed — the classic place-value slip of answering 34 as 43. Reading the bars first, then the loose squares, in that order every time, is the habit this level rewards. Three dots mark this level.

MIXING LEVELS IN ONE BOX

A student who is solid at Level 3 can get a mixed handful from all three levels; the dots sort them back afterward. Record the level as “mixed” on the data sheet so the percent is read against the right cards.

LOG

Task Box Data Sheet

One row per session. It measures one thing: cards with the right numeral marked. Plot the percent on page 18.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	DATE	LEVEL	CARDS USED	CARDS CORRECT	CARDS GIVEN	PERCENT	HELP GIVEN	INITIALS
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								

FIGURING THE PERCENT

Cards correct divided by cards given, times 100, rounded to the nearest whole number. A card is correct when exactly one numeral is marked and it matches the blocks; a card with two marks, or none, counts as given and not correct. “Cards used” is the card numbers handed over that session.

THE HELP COLUMN IS YOUR OWN CODE

Write what you actually did — nothing, pointed to the bars and squares, counted out loud together, reference page out. Use the same short words every session so two rows can be compared. This file does not supply a prompt hierarchy or a fading rule; that is your team’s plan.

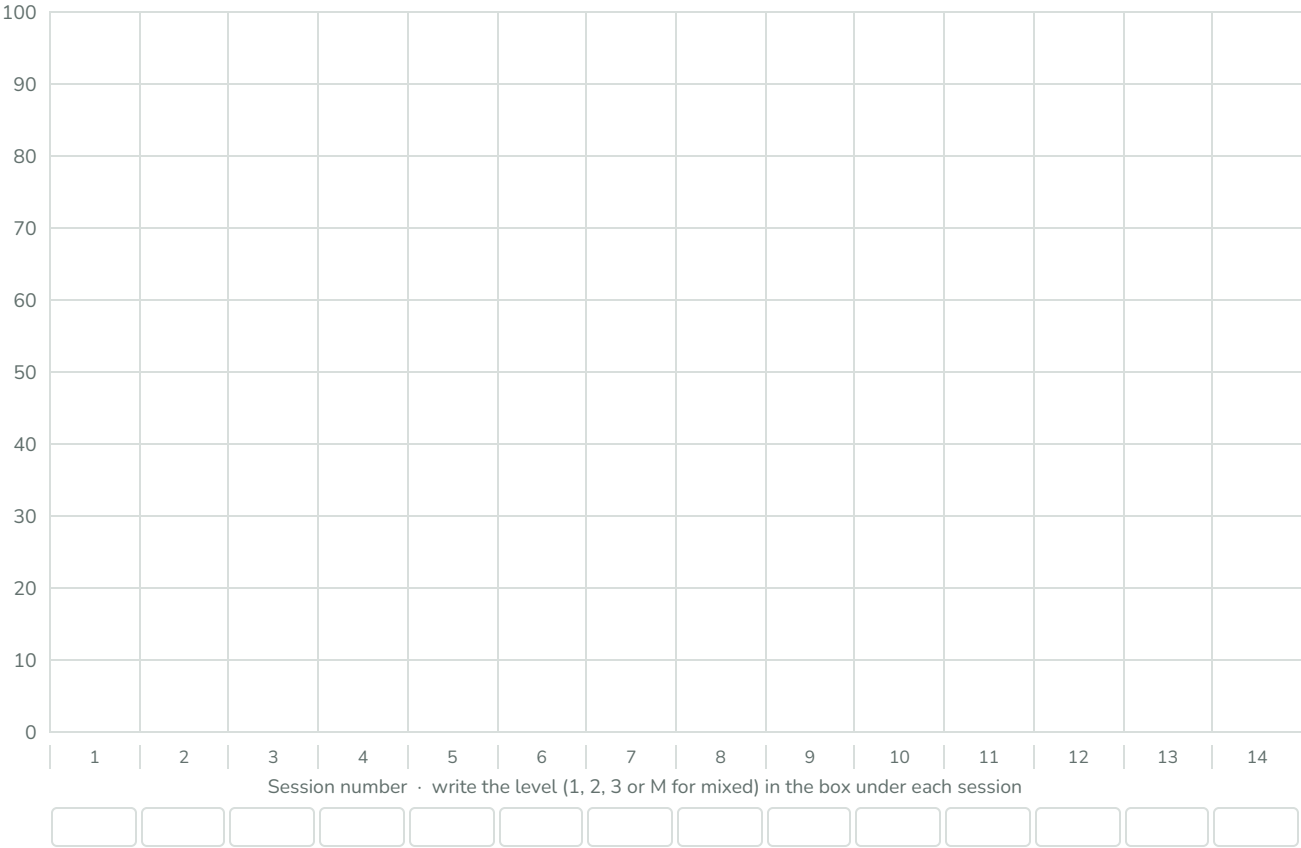
 TRACKER

Percent Graph

Fourteen sessions across, 0 to 100 percent. One graph per student per task box.

STUDENT	TASK BOX	CRITERION (YOUR TEAM SETS IT)

PERCENT CORRECT · ONE DOT PER SESSION, THEN DRAW THE LINE



A LEVEL CHANGE IS A BREAK IN THE LINE

When the level goes up, expect the percent to dip — that is a harder set, not a lost skill. Start a fresh line segment at each level change so the graph is read within a level, not across one.

SETTING THE CRITERION FIELD

This page prints no target and no typical rate. Write the criterion your team agreed to in the field above before the first session, from the goal on the data sheet (page 17), so every dot is read against the same line.

BRINGING THIS PAGE TO A MEETING

A line is easier to read across a table than a column of percents. Copy or screenshot this page for a progress report or a family conference; the raw rows stay on the data sheet.

THREE FLAT SESSIONS

Three sessions in a row flat or falling within one level is a reason to read the help column and the notes on the data sheet, not a reason to wait for a fourth. This page counts what is plotted; it does not decide what a flat line means.

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the table above.

Devon is invented, and so is every mark on this page. 8 sessions on this task box, moving up a level when the percent held at the team's criterion for two sessions running.

#	DATE	LEVEL	CARDS USED	CORRECT	GIVEN	PERCENT	HELP GIVEN
1	9/9	L1	1–8	6	8	75%	Pointed to the bars and squares
2	9/11	L1	1–12	12	12	100%	None
3	9/16	L2	1–8	6	8	75%	Counted out loud together
4	9/18	L2	1–12	10	12	83%	Pointed to the bars and squares
5	9/23	L2	1–12	12	12	100%	None
6	9/25	L3	1–10	6	10	60%	Counted out loud together
7	9/30	L3	1–12	9	12	75%	Pointed to the bars and squares
8	10/2	L3	1–12	11	12	92%	None

READING THE NUMBERS

Session 1, Level 1: 6 of 8 cards, 75 percent. The first Level 3 session was 6 of 10, 60 percent — a dip on a harder set, which is the expected shape. The most recent session is 11 of 12, 92 percent. Every percent above is that row's own correct count divided by its given count, rounded to the nearest whole number.

A LINE THIS SHEET COULD WRITE

"On the place value tens and ones task box (Level 3, four numerals to choose from), Devon marked the right numeral on 6 of 10 cards on 9/25 and 11 of 12 on 10/2 (help given: none)."

HOW THE GRAPH WOULD LOOK

8 dots across, with a fresh line segment starting at each level change (page 18); the level box under each session reads 1, 1, 2, 2, 2, 3, 3, 3 for this table. The criterion field would hold whatever Devon's team wrote, not a number this file supplies.

WHAT THIS EXAMPLE IS NOT

One invented child's 8 sessions. It does not predict how quickly any real student moves between levels and sets no typical rate for place value — it exists only to show how the data sheet, the graph and the phrase bank read once real numbers are on them.

THE HELP COLUMN, FILLED IN

Every entry is what the adult did, in the same short words each time — "none," "pointed to the bars and squares," "counted out loud together." None of them is a label for Devon. A row that reads "none" on the help column and 100 percent on the score is what independent work looks like on paper.