

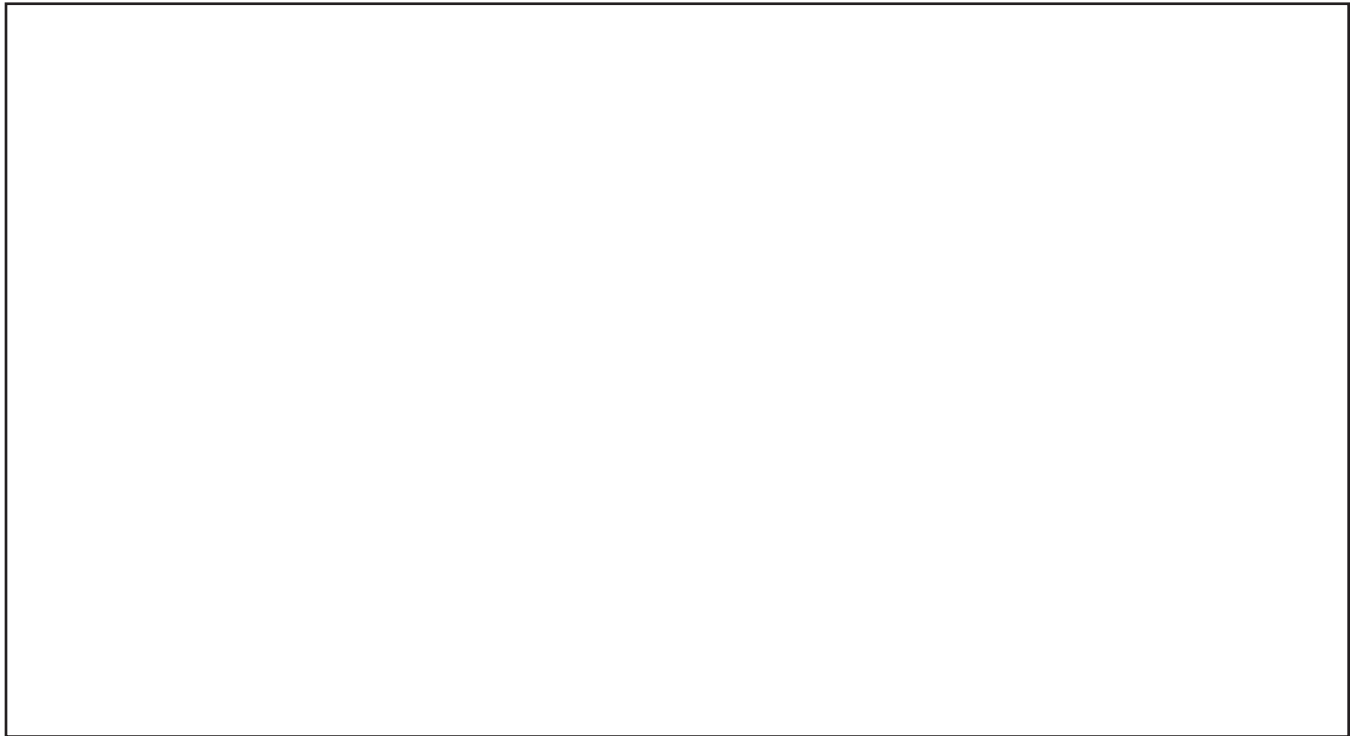
How Many More

1. Look at the *At the Circus* page and find two groups of objects to compare.

There are _____ and _____ .

How many more _____ than _____ ?

Draw a picture for your problem. Write 2 number sentences. For each number sentence, draw a box around the number that tells how many more.



 addition number sentence

 subtraction number sentence



Check-In: Questions 2–6

Draw a picture and write number sentences for each problem. For each number sentence, draw a box around the number that tells how many more.

2. There are 7 monkeys and 2 elephants. How many more monkeys than elephants?

addition number sentence

subtraction number sentence

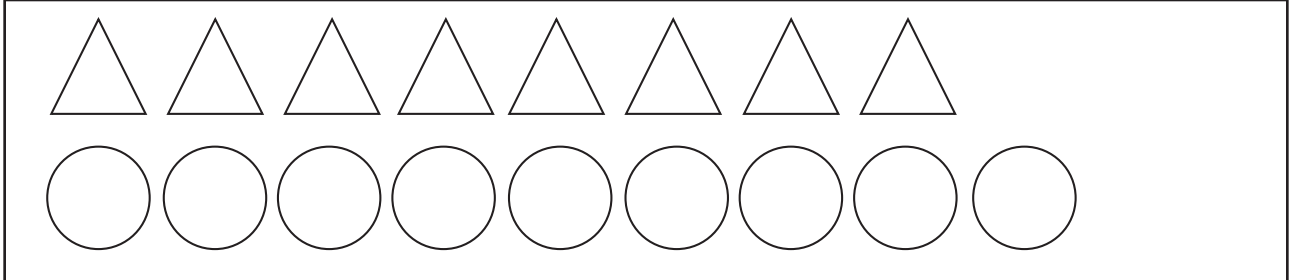
3. There are 9 clowns with blue wigs and 5 clowns with red wigs. How many more clowns have blue wigs than red wigs?

addition number sentence

subtraction number sentence

Write number sentences for each problem. Draw a box around the number that tells how many more.

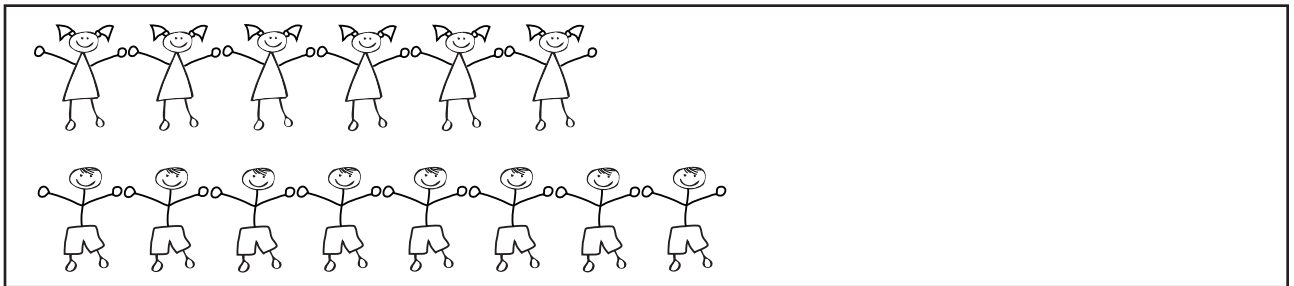
4. How many more circles than triangles?



addition number sentence

subtraction number sentence

5. How many more boys than girls?



addition number sentence

subtraction number sentence

6. Draw a line between the addition problems and subtraction problems that go together in a fact family.

$4 + 6 = 10$

$8 - 2 = 6$

$7 + 2 = 9$

$7 - 4 = 3$

$6 + 2 = 8$

$10 - 4 = 6$

$3 + 4 = 7$

$9 - 4 = 5$

$4 + 5 = 9$

$9 - 7 = 2$

Name _____ Date _____

**How Many More
Check-In: Questions 2–6
Feedback Box**

	Expectation	Check In	Comments
Represent addition and subtraction using drawings and number sentences. [Q#2–5]	E2		
Find the related subtraction sentence for an addition sentence. [Q#2–6]	E3		
Use strategies that apply the properties of addition (e.g., turn around, zero) to solve addition and subtraction problems. [Q#2–5]	E4		
Find the unknown whole number in an addition or subtraction equation relating three whole numbers. [Q#2–5]	E5		
Solve word problems involving two whole numbers whose answer is less than or equal to 10. [Q#2–5]	E6		
Add or subtract within 10 using invented, counting, and reasoning strategies. [Q#2–5]	E7		

Yes . . .

Yes, but . . .

No, but . . .

No . . .

	Yes . . .	Yes, but . . .	No, but . . .	No . . .
MPE1. Know the problem. I read the problem carefully. I know the questions to answer and what information is important. [Q#2–5]				
MPE2. Find a strategy. I choose good tools and an efficient strategy for solving the problem. [Q#2–5]				