



Check-In: Questions 4–7

4. There were 8 seals swimming in the water. Two got out on the rocks. How many were still in the water?

5. There were 9 adults and 3 children waiting in the food line. How many more adults than children were there?

6. There were 10 lions and tigers in the Big Cats building. Five were tigers. How many lions were there?

7. Show or tell how you solved Question 6. Use words, pictures, or diagrams to explain your thinking. Tell about the tools you used.

Name _____ Date _____

At the Zoo Check-In: Questions 4–7 Feedback Box	Expectation	Check In	Comments
Represent subtraction using pictures, diagrams, counters, number sentences, number lines, and ten frames. [Q#4–7]	E2		
Use strategies that apply the properties of addition to solve subtraction problems. [Q#4–7]	E4		
Solve word problems involving two whole numbers whose answer is less than or equal to 10.	E6		
• Take away/separate [Q#4]			
• Part-whole [Q#6–7]			
• Compare [Q#5–7]			
Subtract using invented, counting (e.g., counting on, counting up, counting back), and reasoning (e.g., making ten, using ten, using doubles) strategies. [Q#4–7]	E7		

	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#4–7]				
MPE2. Find a strategy. I choose good tools and an efficient strategy for solving the problem. [Q#4–7]				
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q#7]				