

Name \_\_\_\_\_ Date \_\_\_\_\_

| <b>At the Zoo<br/>Check-In: Questions 4–7 Feedback Box</b>  | 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 . . . |
|---|-----------|----------------|---------------|----------|
| <b>MPE1. Know the problem.</b><br>I read the problem carefully. I know the questions to answer and what information is important. [Q#4–7] |           |                |               |          |
| <b>MPE2. Find a strategy.</b><br>I choose good tools and an efficient strategy for solving the problem. [Q#4–7]                           |           |                |               |          |
| <b>MPE5. Show my work.</b> I show or tell how I arrived at my answer so someone else can understand my thinking. [Q#7]                    |           |                |               |          |