

Name _____ Date _____

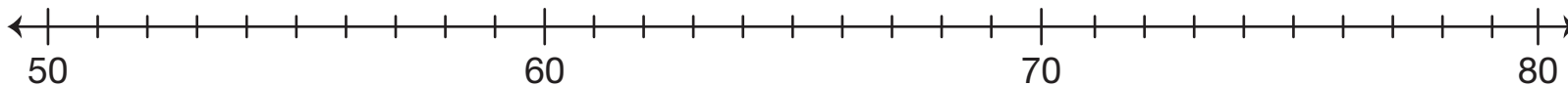
Money Problems

Solve each problem two ways using a number line, 200 Chart, or coins. Write a number sentence and show or tell how you solved the problem. Use labels to show what your numbers mean.

1. Sam had 75¢. He spent 25¢ on a toy car. How many money did he have left?

One way:

Another Way:



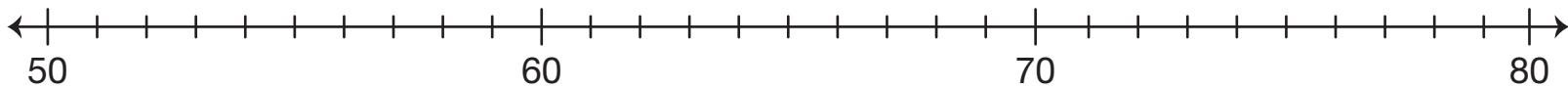
Number sentence _____

Name _____ Date _____

2. Rosa had 65¢. She spent 19¢ on a rubber snake. How much money does she have left?

One way:

Another Way:



Number sentence _____

Name _____ Date _____

Money Problems Feedback Box	Expectation	Check In	Comments
Identify, describe, and use patterns on the 200 Chart and number line.	E1		
Connect representations of quantities using number lines, 200 Charts, and number sentences.	E2		
Represent subtraction using multiple representations (e.g., counters, drawings, number sentences, number lines, 200 Chart).	E3		

Yes . . .

Yes, but . . .

No, but . . .

No . . .

	Yes . . .	Yes, but . . .	No, but . . .	No . . .
MPE2. Find a strategy. I choose good tools and an efficient strategy for solving the problem.				
MPE3. Check for reasonableness. I look back at my solution to see if my answer makes sense. If it does not, I try again.				
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking.				
MPE6. Use labels. I use labels to show what numbers mean.				