

Addition Strategies Quiz

Roberto, Nila, and Michael solved a problem using different paper-and-pencil methods.

Roberto's Solution

$$\begin{array}{l} 56 = \mathbf{50} + 6 \\ 28 = 20 + 8 \\ \hline 70 + 14 = 84 \end{array}$$

Nila's Solution

$$\begin{array}{r} 56 \\ + 28 \\ \hline 70 \\ + 14 \\ \hline 84 \end{array}$$

Michael's Solution

$$\begin{array}{r} 1 \\ 56 \\ + 28 \\ \hline 84 \end{array}$$

1. In Roberto's solution, why did he write 50 instead of 5 after the equal sign in the first row?
2. In Nila's solution, where does the 14 come from?
3. In Michael's solution, what does the little 1 above the 5 mean?

4. Estimate and solve using a mental math strategy.

Estimate:

$$\begin{array}{r} 42 \\ + 19 \\ \hline \end{array}$$

5. Estimate and solve using a paper-and-pencil strategy.

Estimate:

$$\begin{array}{r} 76 \\ + 58 \\ \hline \end{array}$$

6. A. Estimate and solve using any strategy.

Estimate:

$$\begin{array}{r} 239 \\ + 143 \\ \hline \end{array}$$

B. How do you know your answer is reasonable?

C. Solve the problem another way to check your answer.

Name _____ Date _____

**Addition Strategies Quiz
Feedback Box**

| | Expectation | Check In | Comments |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------|----------|
| Use and apply place value concepts to make connections among representations of numbers to the thousands using base-ten pieces, number lines, expanded form, and standard form. [Q# 1–3] | E1 | | |
| Add two-digit and three-digit numbers using mental math strategies (e.g., composing and decomposing numbers, counting on) using the 200 Chart, base-ten pieces, and number lines. [Q# 4, 6] | E3 | | |
| Add two-digit and three-digit numbers using paper-and-pencil methods (e.g., expanded form, all-partials, compact). [Q# 1–3, 5–6] | E4 | | |
| Estimate sums using mental math strategies (e.g., rounding using benchmarks, using friendly numbers, composing and decomposing numbers, counting on). [Q# 4–6] | E6 | | |

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. [Q# 4, 5, 6A] | | | | |
| MPE3. Check for reasonableness. I look back at my solution to see if my answer makes sense. If it does not, I try again. [Q# 6B] | | | | |
| MPE4. Check my calculations. If I make mistakes, I correct them. [Q# 6C] | | | | |
| MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. | | | | |