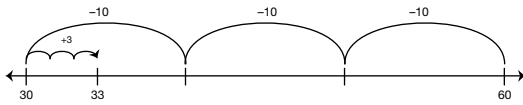## Student Activity Book

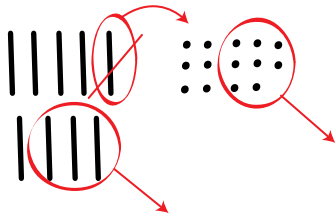### Which Answer Makes Sense
(SAB pp. 449–450)
Questions A–E

Strategies will vary. Possible strategies given:
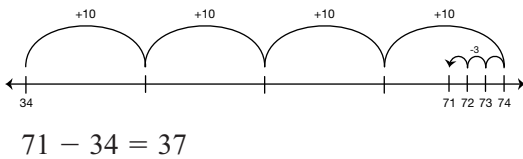
A. 30; 27 is close to 30 and $60 - 30 = 30$.

B. 30; 18 is close to 20 and $50 - 20 = 30$. I thought $50 - 20$ is 30 and added on 2: 31, 32.

C. 25; 22 is close to 25 and $50 - 25 = 25$. I thought about coins: $50¢ - 25¢$, but it's only $22¢$ so I have to add 3 back on: 26, 27, 28.

D. 50; 38 is close to 40 and 94 is close to 90. $90 - 40 = 50$. I used base-ten pieces to find $94 - 38 = 56$

E. 40; 71 is close to 70 and 34 is close to 30. $70 - 30 = 40$

$71 - 34 = 37$

Name _____ Date _____

Which Answer Makes Sense

Look at each problem. Circle the number that is the best estimate of the correct answer. Tell your neighbor why you think so. Then find an exact answer.

	Estimate	Solve
A.	60 − 27 30 45 55	
B.	50 − 18 15 30 45	

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Name _____ Date _____

	Estimate	Solve
C.	50 − 22 10 25 70	
D.	94 − 38 30 40 50	
E.	71 − 34 20 40 60	

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Name ———————————— Date ————————————

Pretzel Problem

Fern bought a big bag of tiny pretzels. There were 97 pretzels in the bag. Fern ate 38 pretzels. How many pretzels were left?
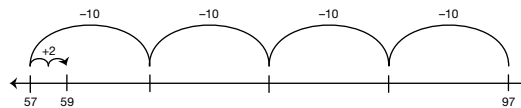
1. Show or tell how you estimated the answer.

2. Show or tell how you solved the problem. Write a number sentence and include labels.

3. Is your answer reasonable? How do you know?

4. Solve the same problem a different way to check your calculations.

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Pretzel Problem (SAB p. 451)
Questions 1–4

1. Estimation strategies will vary. Possible response: I used friendly numbers. 97 is almost 100. 38 is almost 40. 100 − 40 is 60.

2. Subtraction strategies will vary.
97 pretzels − 38 pretzels = 59 pretzels;
Possible response: To solve 97 − 38, I used my 200 Chart and counted back three tens (87, 77, 67) and eight more ones (66, 65, 64, 63, 62, 61, 60, 59) so my answer is 59 pretzels.

3. Possible responses: My answer is reasonable because 59 is very close to my estimate of 60.

4. Subtraction strategies will vary. Possible response:

Name ———————————— Date ————————————

Pretzel Problem
Feedback Box

	Expectation	Check In	Comments
Estimate differences using mental math strategies (e.g., rounding using benchmarks, using friendly numbers, composing and decomposing numbers, counting on). [Q#1]	E3		
Subtract multidigit numbers using mental math strategies (e.g., composing and decomposing numbers, counting up) with number lines, a 200 Chart, and base-ten pieces. [Q#2]	E5		
	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#1–2]				
MPE2. Find a strategy. I choose good tools and an efficient strategy for solving the problem. [Q#1–2]				
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#3]				
MPE4. Check my calculations. If I make mistakes, I correct them. [Q#4]				
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q#1–4]				

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