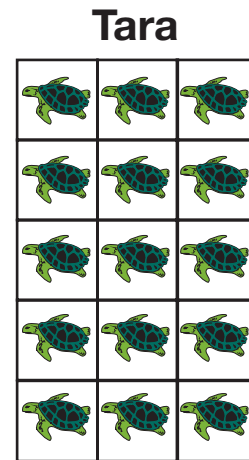
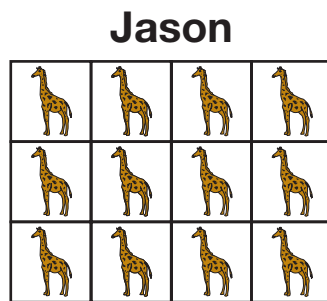


# Problems with Zoo Stickers

1. Solve the problems about Jason’s and Tara’s sheets of stickers. Show or tell how you solved each problem and write a number sentence.



- A.** How many stickers does Jason have?

Number sentence \_\_\_\_\_

- B.** How many stickers does Tara have?

Number sentence \_\_\_\_\_

- C.** Who has more stickers?

- D.** How many more?

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

**2. A.** Each giraffe sticker costs 2¢. How much did Jason spend?

**B.** Each turtle sticker costs 3¢. How much did Tara spend?

**3.** Carla bought 4 rows of 5 stickers. How many stickers does she have?

Number sentence \_\_\_\_\_

**Solve the problems. Show or tell how you solved the problems.  
Remember to use labels.**

**4.** Miguel and Emily bought zoo stickers. Miguel bought 3 rows of 2 stickers and Emily bought 5 rows of 2 stickers.

**A.** How many stickers does Miguel have?

**B.** How many stickers does Emily have?

**C.** How many stickers do they have altogether?

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

<b>Problems with Zoo Stickers Feedback Box</b>	Expectation	Check In	Comments
Represent multiplication problems using tiles, drawings, number lines, rectangular arrays, and number sentences. [Q# 1–4]	E2		
Solve multiplication problems using strategies (e.g., skip counting, repeated addition) with tiles, drawings, number lines, rectangular arrays, and number sentences. [Q# 1–4]	E7		

	Yes . . .	Yes, but . . .	No, but . . .	No . . .
<b>MPE1. Know the problem.</b> I read the problem carefully. I know the questions to answer and what information is important. [Q# 1–4]				
<b>MPE2. Find a strategy.</b> I choose good tools and an efficient strategy for solving the problem. [Q# 1–4]				
<b>MPE5. Show my work.</b> I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 1–4]				
<b>MPE6. Use labels.</b> I use labels to show what numbers mean. [Q# 1–4]				