

3. The Ocean City Sharks added all the laps they swam at camp together. They swam 550 laps altogether. Their goal is to swim 1000 laps. How many more laps do they have to swim to reach their goal?

Estimate:

Number sentence _____

 **Check-In: Questions 4–6**

Show how to use paper and pencil to solve this problem.

4. Two 9-foot sharks compared their weight at camp. The blue shark weighed 352 pounds and the mako shark weighed 523 pounds.
- A. Which shark weighed more?
- B. How many more pounds did that shark weigh than the other?

Estimate:

Number sentence _____

Show how to use mental math to solve this problem.

- 5.** A small cup of fish costs \$4.50 at the camp snack stand. A tiger shark has \$1.40. How much more money does the shark need to buy a cup of fish?

Estimate:

Number sentence _____

- 6.** Choose one problem from Questions 1–5 and check your subtraction with addition.

Name _____ Date _____

**Swim Camp for Sharks
Check-In: Questions 4–6
Feedback Box**

	Expectation	Check In	Comments
Subtract multidigit numbers using mental math strategies. [Q# 5]	E6		
Subtract multidigit numbers using paper-and-pencil methods (e.g., expanded form and compact). [Q# 4]	E7		
Estimate differences using mental math strategies. [Q# 4–5]	E8		

	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# 4–5]				
MPE2. Find a strategy. I choose good tools and an efficient strategy for solving the problem. [Q# 4–5]				
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# 4–5]				
MPE4. Check my calculation. If I make mistakes, I correct them. [Q# 6]				
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 4–6]				
MPE6. Use labels. I use labels to show what numbers mean. [Q# 4–6]				