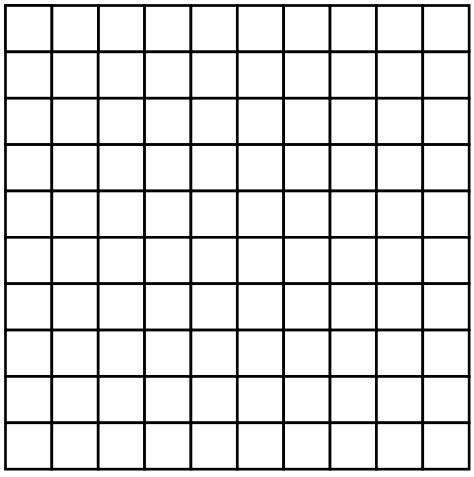
Name _____ Date _____

Add and Subtract Decimals with Models and Strategies

1. On Monday, Tanya ran 0.3 of a mile at school and 0.65 of a mile at soccer practice.

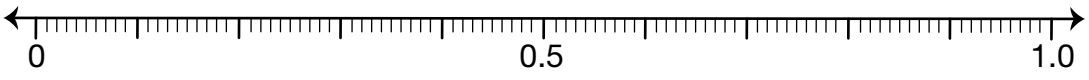
A. Did she run more or less than one mile? How do you know?

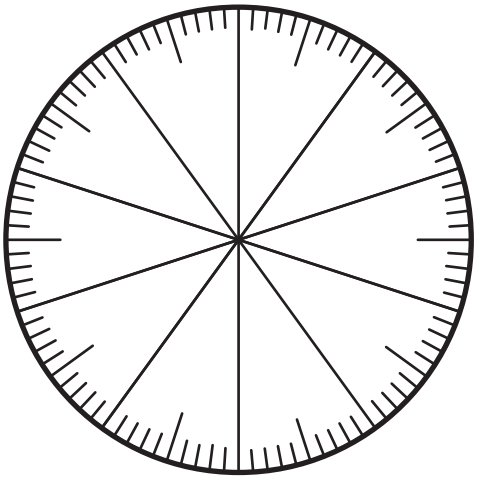
B. How far did Tanya run on Monday? Show how to use a hundredths grid to solve the problem.



Number sentence _____

C. Show how to solve the problem another way using base-ten shorthand, a number line, or the hundredths circle. Choose one way.



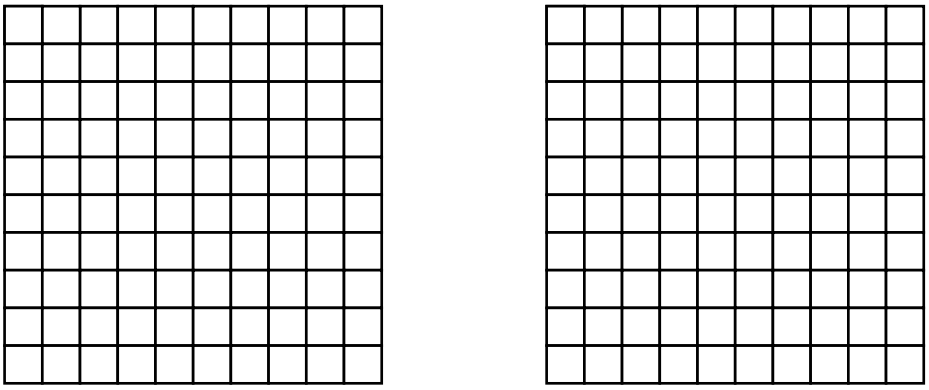


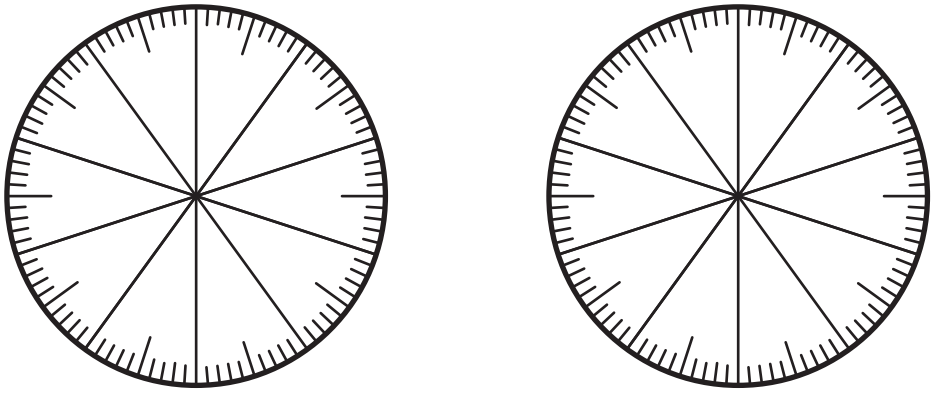
Name _____ Date _____

2. Nila wants to run a total of 1.5 miles today. She ran 0.7 of a mile before breakfast. How many more miles does she need to run?

A. Explain how to estimate the difference.

B. Show how to use a hundredths grid, base-ten shorthand, or the hundredths circle to solve the problem. Choose one way.





Number sentence _____

C. How do you know your answer in Question 2B is reasonable?

Name _____ Date _____

Add and Subtract Decimals with Models and Strategies Feedback Box	Expec-tation	Check In	Comments
Represent numbers to the hundredths using circle pieces, grid models, base-ten pieces, number lines, and symbols. [Q#1B–C, 2B]	E1		
Estimate decimal sums and differences. [Q#1A, 2A]	E9		
Add and subtract decimals using models and strategies. [Q#1B–C, 2B]	E7		

Name _____ Date _____

	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# 1B–C, 2B]				
MPE3. Check for reasonableness. I look back at my solution to see if my answer makes sense. If it doe not, I try again. [Q# 2C]				
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 1–2]				
MPE6. Use labels. I use labels to show what numbers mean. [Q# 1B, 2B]				