

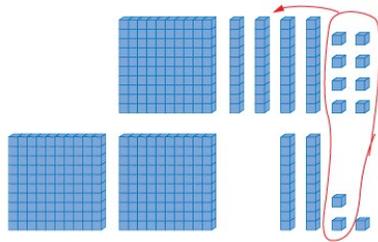
# Activity 6 Assessment

## Adding and Subtracting Larger Numbers

### Conceptual Meaning of Whole Number Addition and Subtraction

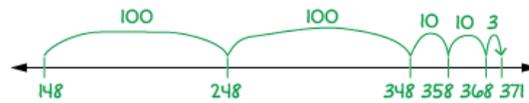
Recognizes addition and subtraction situations and models concretely to add or subtract to 1000

$$148 + 223 = ?$$



Models and symbolizes ways to solve problems to 1000

$$148 + 223 = ?$$



Uses an understanding of place value to decompose both numbers to solve problems to 10 000

$$896 - 345 = ?$$

$$800 - 300 = 500$$

$$90 - 40 = 50$$

$$6 - 5 = 1$$

$$500 + 50 + 1 = 551$$

"I subtracted the hundreds, the tens, and then the ones."

### Observations/Documentation

# Activity 6 Assessment

## Adding and Subtracting Larger Numbers

### Conceptual Meaning of Whole Number Addition and Subtraction (cont'd)

Uses an understanding of place value to add and subtract to 10 000 using the standard algorithm

$$\begin{array}{r} 3348 \\ + 6548 \\ \hline 9896 \end{array}$$

"I had 16 ones. So I traded 10 ones for 1 ten."

Estimates to determine if answer to problem is reasonable

$$896 - 345 = ?$$

"896 is close to 900. 345 is close to 350.  
 $900 - 350 = 550$ . 550 is close to 551, the answer I calculated, so my answer is reasonable."

Creates and solves addition and subtraction problems flexibly using a variety of strategies

1874 raffle tickets were sold in advance. 227 more tickets were sold at the door. How many tickets were sold altogether?

$$\begin{array}{r} 111 \\ 1874 \\ + 227 \\ \hline 2101 \end{array}$$

### Observations/Documentation