3rd Grade
Exit Tickets

Set 1: Patterns in Addition and Subtraction

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3rd Grade Set 1 Exit Ticket Scoring Record

Session	1.1.2	1.1.3	1.1.3	1.1.4	1.2.1	1.2.2	1.2.3
Standard	3.MD.3	3.OA.9	3.OA.9	3.OA.9	3.OA.9	3.OA.9	3.NBT.2

3rd Grade Set 1 Exit Ticket Scoring Record

Session	1.2.4	1.3.1	1.3.2	1.3.3	1.3.4	1.3.5	1.4.1
Standard	3.NBT.2	3.NBT.2	3.NBT.2	3.NBT.2	3.NBT.2	3.NBT.2	3.NBT.2

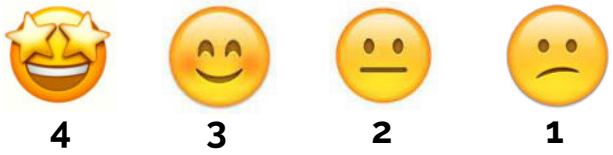
3rd Grade Set 1 Exit Ticket Scoring Record

Session	1.4.2	1.4.3	1.4.4	1.4.5			
Standard	3.NBT.2	3.NBT.2	3.NBT.2	3.NBT.2			

Name: _____

Learning Target: ***I am learning to use information provided in graphs.***

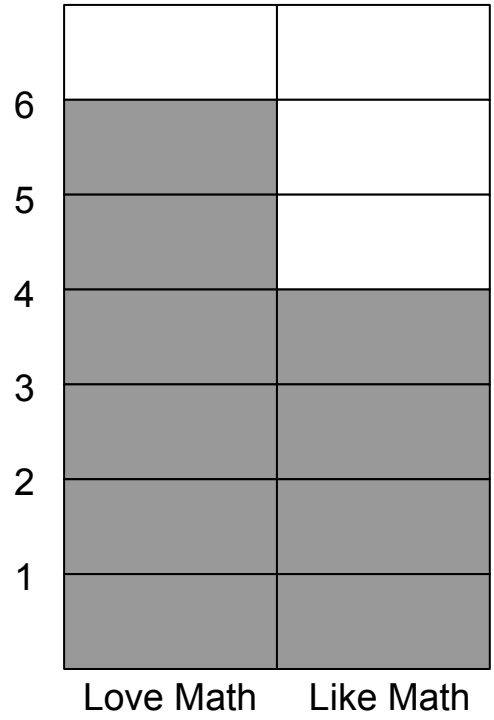
After today's learning, how do you feel about your progress toward our goal?



4 3 2 1

Use the data collected in a class about students who like math, and students who love math to answer the questions below.

How Students Like Math



How many students in all are represented on the graph? _____

How many more students love math than like math? _____

3.MD.3 1.1.2

Name: _____

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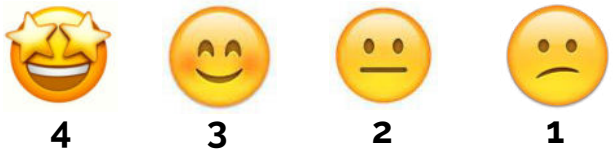

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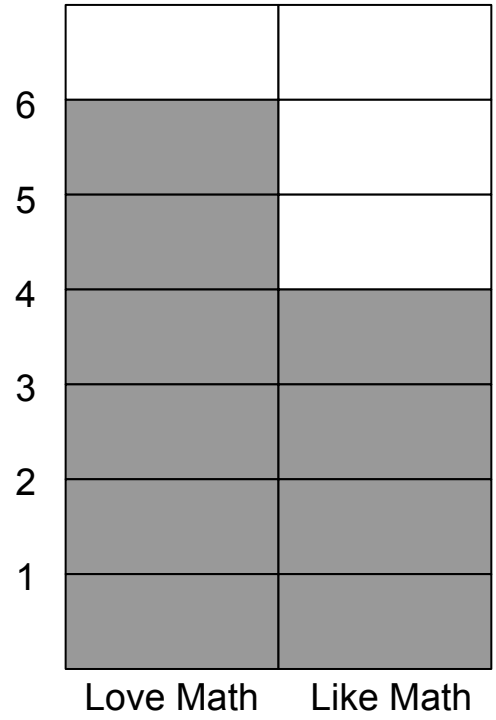

How many students in all are represented on the graph? _____

How many more students love math than like math? _____

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Name: **ANSWER KEY**

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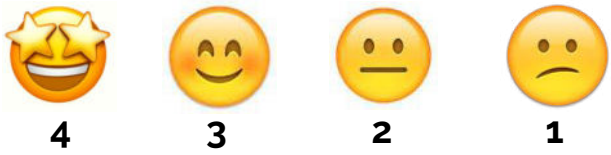

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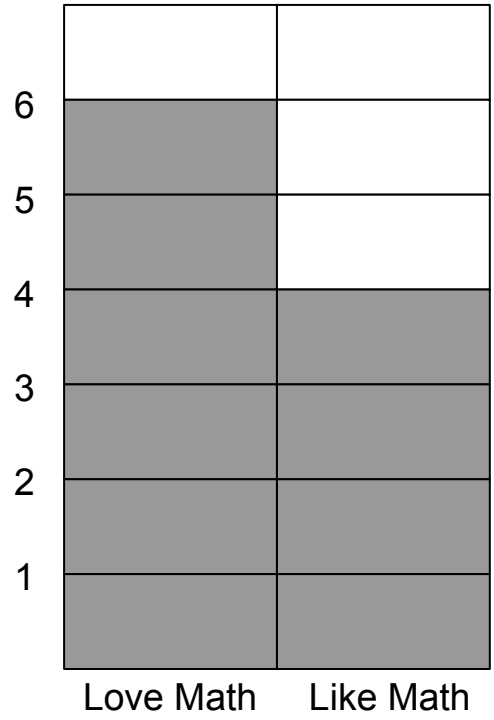

How many students in all are represented on the graph? **10**

How many more students love math than like math? **2**

3.MD.3 1.1.2

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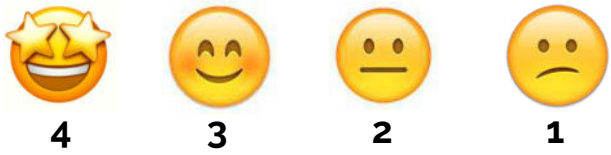
After today's learning, how do you feel about your progress toward our goal?



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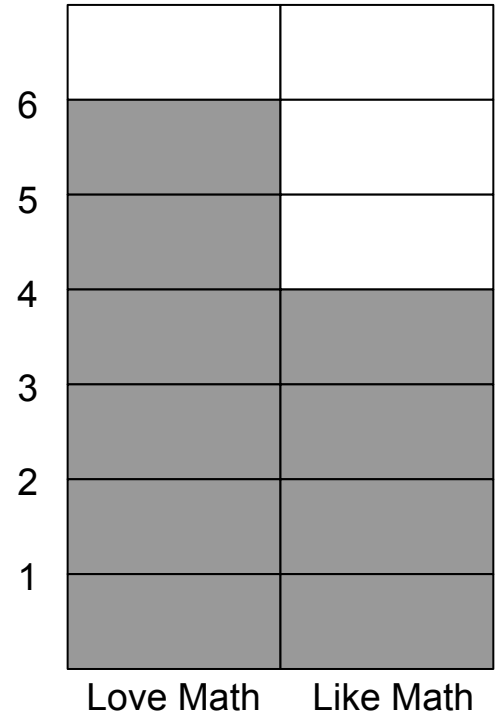

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Name: _____

Learning Target: ***I am learning to use patterns to add.***

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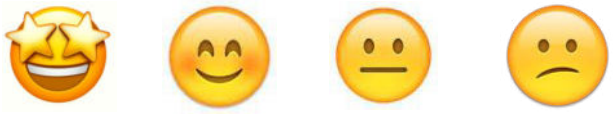
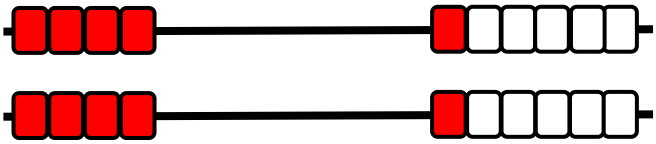
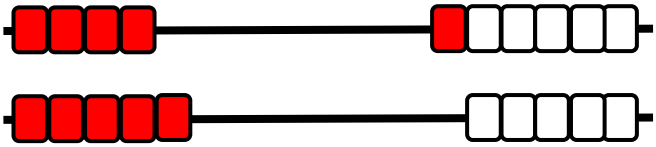


4 3 2 1

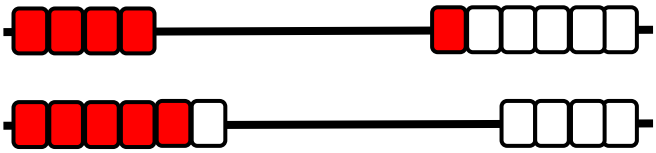
Use each number rack to solve each math fact.



4 + 4 = _____



4 + 5 = _____



4 + 6 = _____

Think about it! How can you use the first problem, to help solve the other problems?

3.OA.9 1.1.3

Name: _____

Learning Target: ***I am learning to use patterns to add.***

After today's learning, how do you feel about your progress toward our goal?

4 3 2 1

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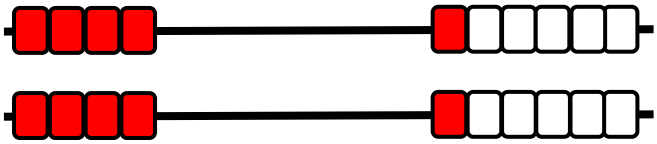
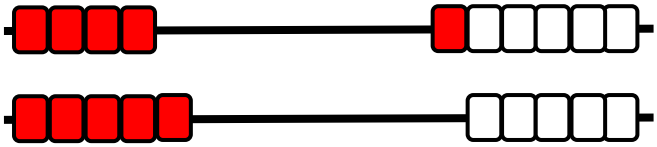
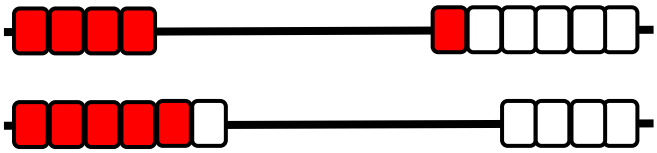


4 + 4 = _____



4 + 5 = _____



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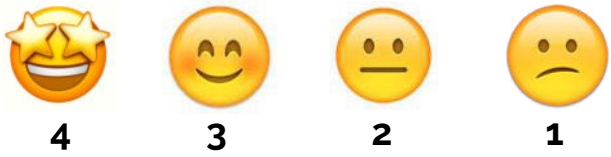

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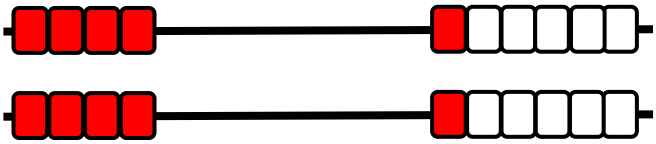
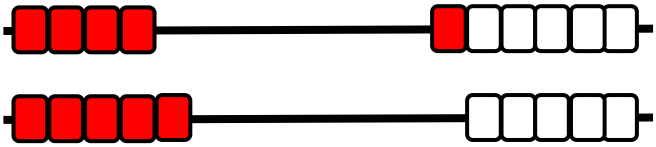
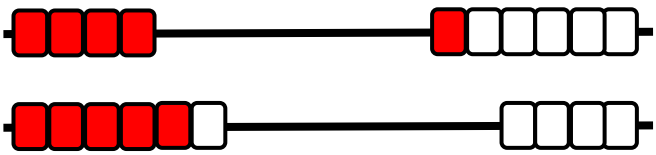


4 + 4 = 8



4 + 5 = 9



4 + 6 = 10

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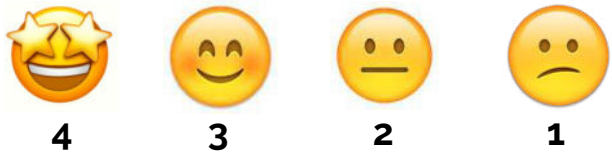

4 3 2 1

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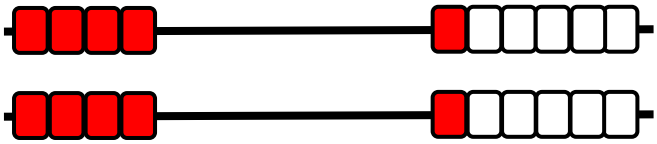

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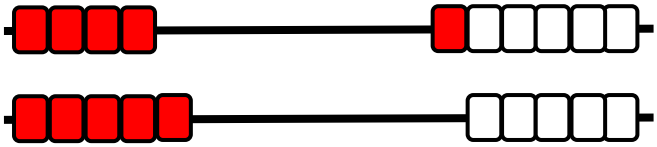

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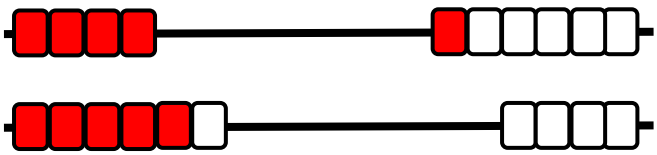

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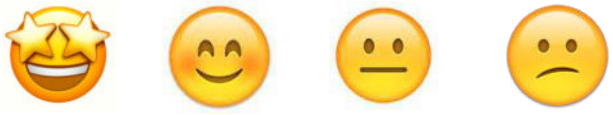
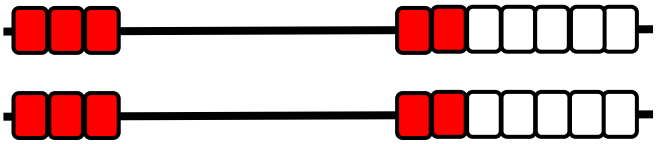
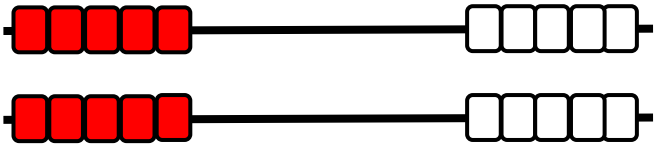


4 3 2 1

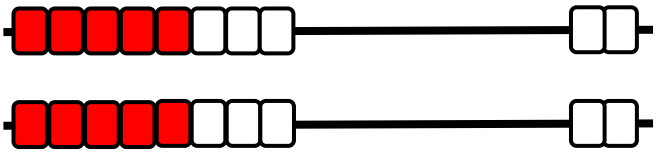
Solve each doubles fact.



3 + 3 = _____



5 + 5 = _____



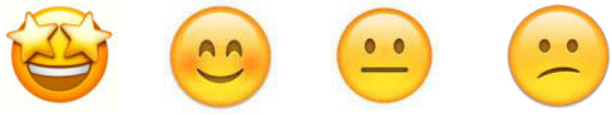
8 + 8 = _____

Think about it! How can you use the first two problems to help solve the third problems?

Name: _____

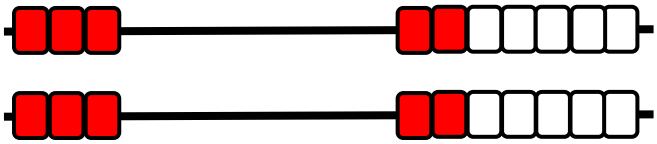
Learning Target: ***I am learning to use patterns to add.***

After today's learning, how do you feel about your progress toward our goal?

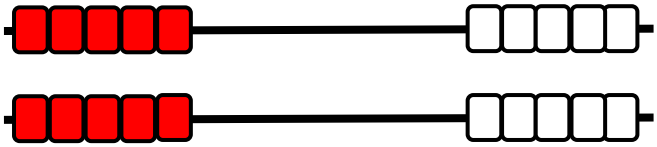


4 3 2 1

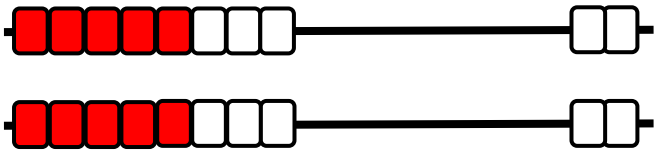
Solve each doubles fact.



3 + 3 = _____



5 + 5 = _____



8 + 8 = _____

Think about it! How can you use the first two problems to help solve the third problems?

3.OA.9 1.1.4

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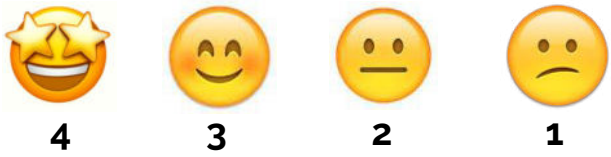

4 3 2 1

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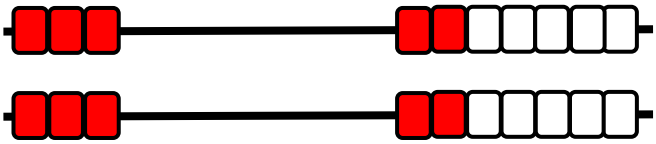
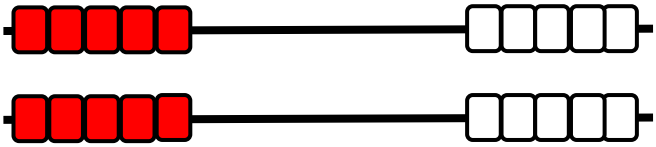
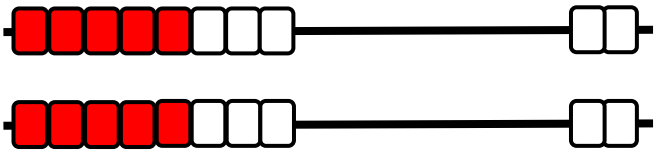


3 + 3 = 6



5 + 5 = 10



8 + 8 = 16

Think about it! How can you use the first two problems to help solve the third problems?

Name: **ANSWER KEY**

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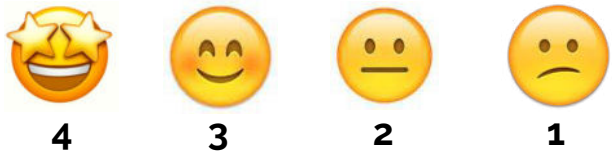
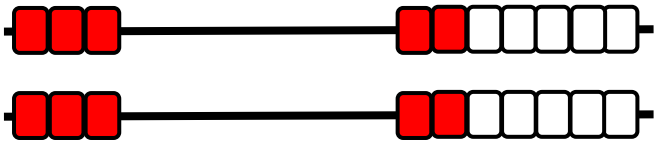
After today's learning, how do you feel about your progress toward our goal?

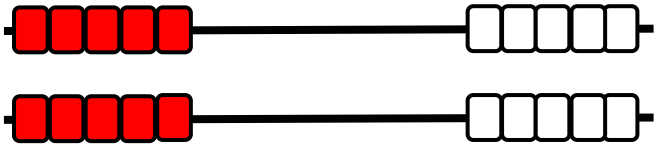


4 3 2 1

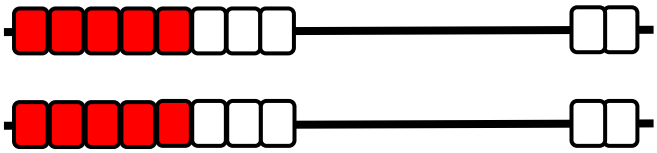
Solve each doubles fact.



3 + 3 = 6



5 + 5 = 10



8 + 8 = 16

Think about it! How can you use the first two problems to help solve the third problems?

3.OA.9 1.1.4

Name: _____

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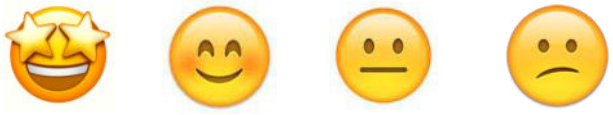
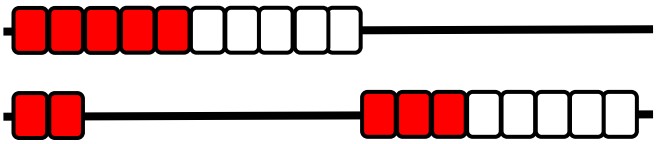
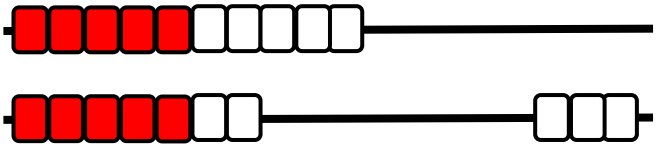


4 3 2 1

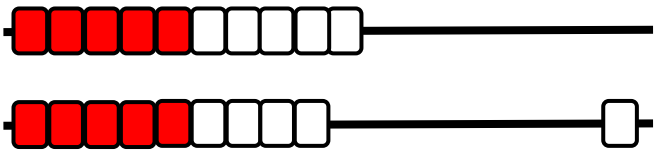
Solve each add tens fact.



10 + 2 = _____



10 + 7 = _____



10 + 9 = _____

Think about it! What do all of your answers have in common? Why?

Name: _____

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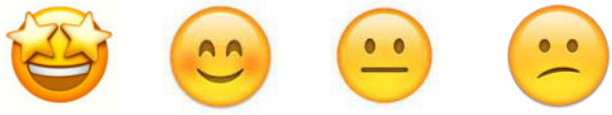

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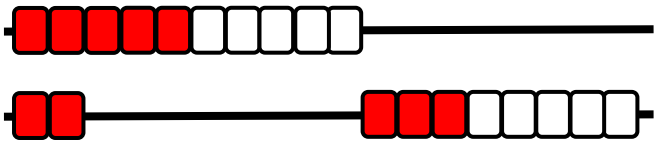
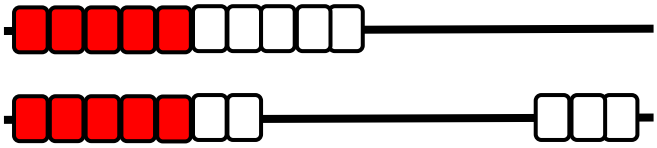
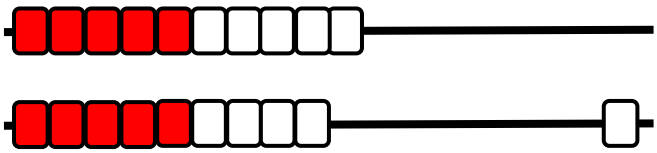


10 + 2 = _____



10 + 7 = _____



10 + 9 = _____

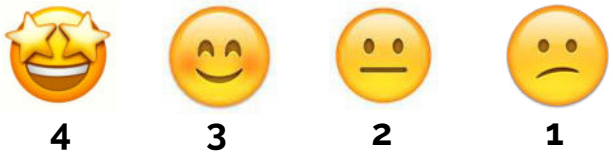
Think about it! What do all of your answers have in common? Why?

3.OA.9 1.1.5

Name: **ANSWER KEY**

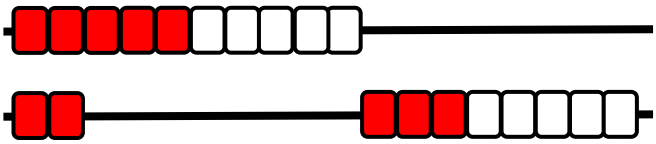
Learning Target: ***I am learning to use patterns to add.***

After today's learning, how do you feel about your progress toward our goal?

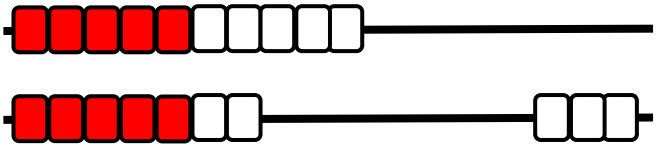


4 3 2 1

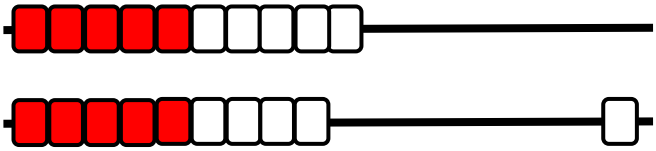
Solve each add tens fact.



10 + 2 = **12**



10 + 7 = **17**



10 + 9 = **19**

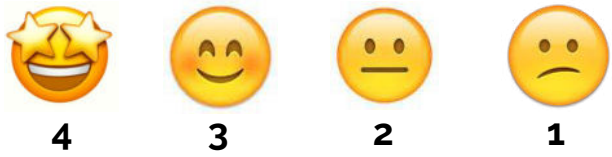
Think about it! What do all of your answers have in common? Why?

3.OA.9 1.1.5

Name: **ANSWER KEY**

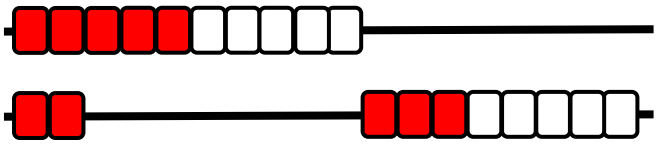
Learning Target: ***I am learning to use patterns to add.***

After today's learning, how do you feel about your progress toward our goal?

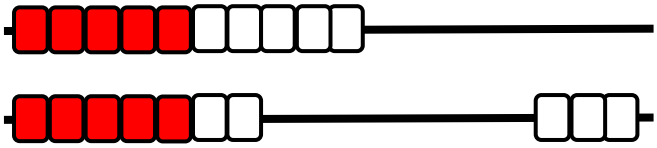


4 3 2 1

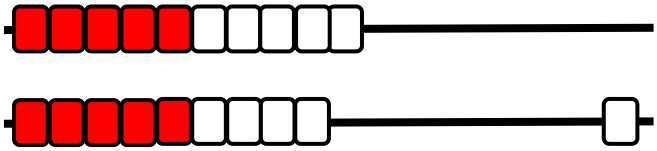
Solve each add tens fact.



10 + 2 = **12**



10 + 7 = **17**



10 + 9 = **19**

Think about it! What do all of your answers have in common? Why?

3.OA.9 1.1.5

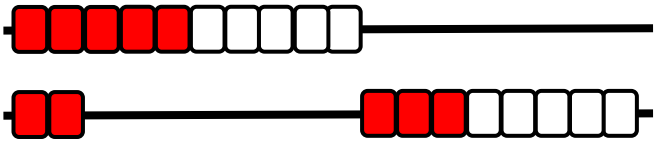
Name: _____

Learning Target: ***I am learning to use patterns to subtract.***

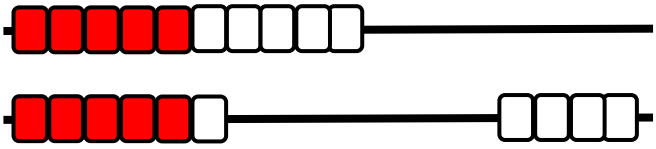
After today's learning, how do you feel about your progress toward our goal?

4 3 2 1

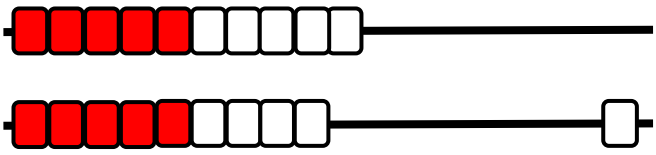
Solve each back to ten fact. You can cross out the beads to show they've been subtracted.



12 - 2 = _____



16 - 6 = _____



19 - 9 = _____

Think about it! What do all of your answers have in common? Why?

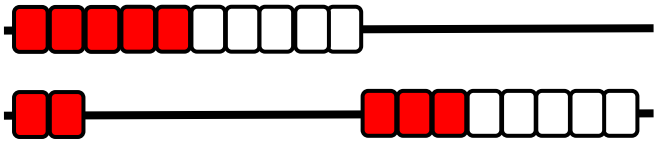
Name: _____

Learning Target: ***I am learning to use patterns to subtract.***

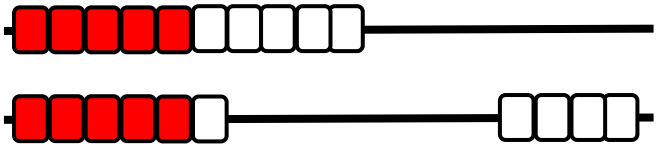
After today's learning, how do you feel about your progress toward our goal?

4 3 2 1

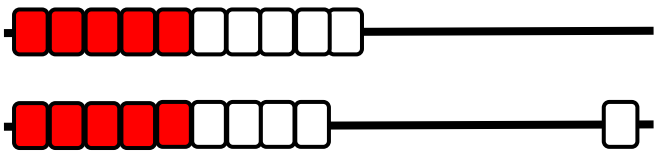
Solve each back to ten fact. You can cross out the beads to show they've been subtracted.



12 - 2 = _____



16 - 6 = _____



19 - 9 = _____

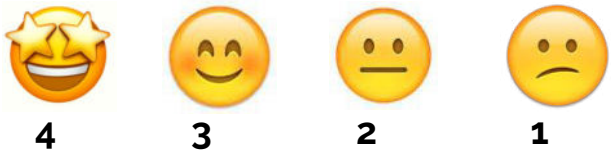
Think about it! What do all of your answers have in common? Why?

3.OA.9 1.2.1

Name: **ANSWER KEY**

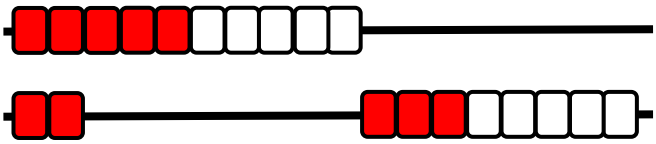
Learning Target: ***I am learning to use patterns to subtract.***

After today's learning, how do you feel about your progress toward our goal?

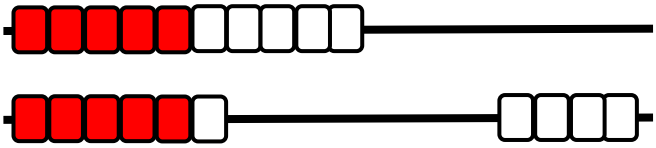


4 3 2 1

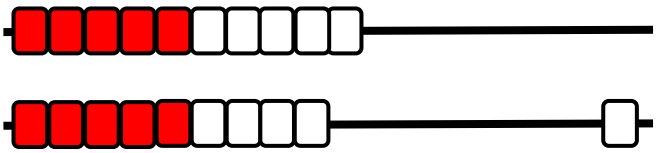
Solve each back to ten fact. You can cross out the beads to show they've been subtracted.



12 - 2 = **10**



16 - 6 = **10**



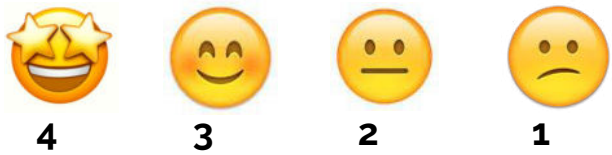
19 - 9 = **10**

Think about it! What do all of your answers have in common? Why?

Name: **ANSWER KEY**

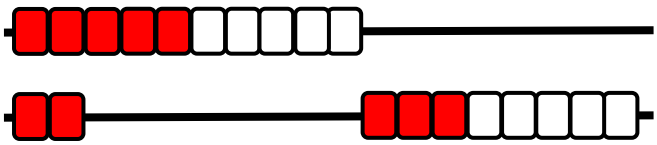
Learning Target: ***I am learning to use patterns to subtract.***

After today's learning, how do you feel about your progress toward our goal?

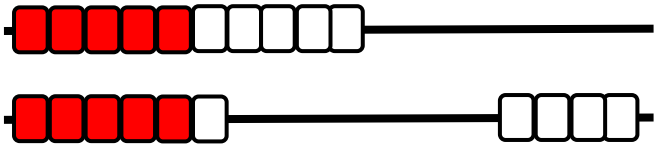


4 3 2 1

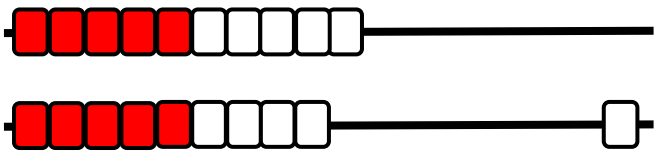
Solve each back to ten fact. You can cross out the beads to show they've been subtracted.



12 - 2 = **10**



16 - 6 = **10**



19 - 9 = **10**

Think about it! What do all of your answers have in common? Why?

3.OA.9 1.2.1

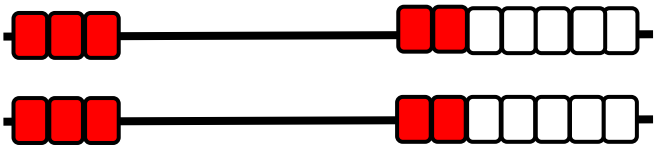
Name: _____

Learning Target: ***I am learning to use patterns to subtract.***

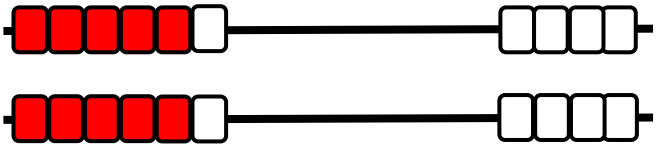
After today's learning, how do you feel about your progress toward our goal?

4 3 2 1

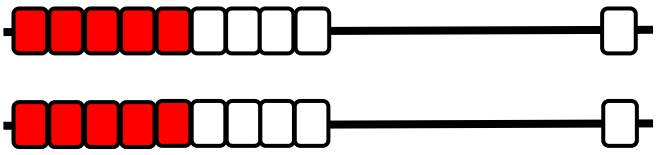
Solve each take half fact. You can cross out the beads to show they've been subtracted.



6 - 3 = _____



12 - 6 = _____



18 - 9 = _____

Think about it! What do all of your answers have in common? Why?

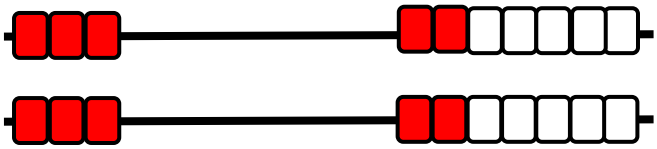
Name: _____

Learning Target: ***I am learning to use patterns to subtract.***

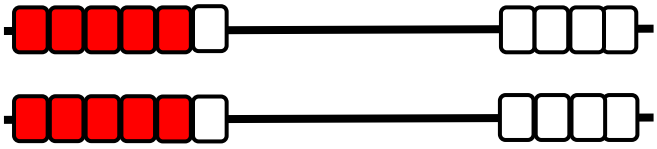
After today's learning, how do you feel about your progress toward our goal?

4 3 2 1

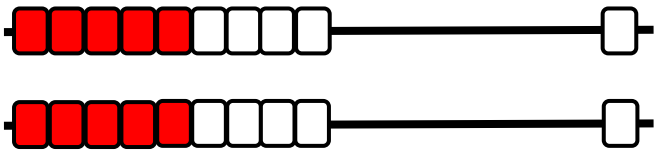
Solve each take half fact. You can cross out the beads to show they've been subtracted.



6 - 3 = _____



12 - 6 = _____



18 - 9 = _____

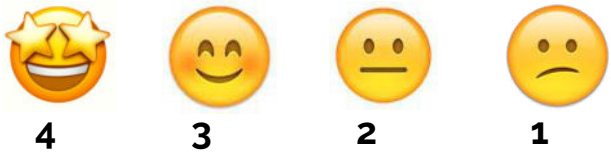
Think about it! What do all of your answers have in common? Why?

3.OA.9 1.2.2

Name: **ANSWER KEY**

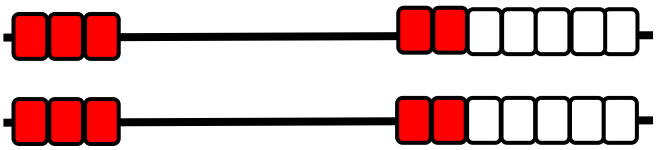
Learning Target: ***I am learning to use patterns to subtract.***

After today's learning, how do you feel about your progress toward our goal?

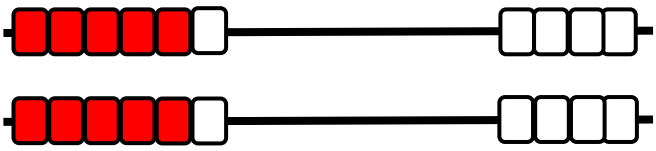


4 3 2 1

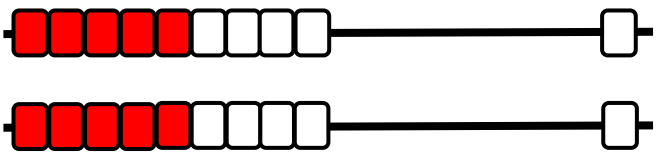
Solve each take half fact. You can cross out the beads to show they've been subtracted.



6 - 3 = 3



12 - 6 = 6



18 - 9 = 9

Think about it! What do all of your answers have in common? Why?

3.OA.9 1.2.2

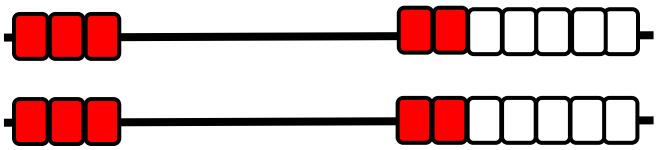
Name: **ANSWER KEY**

Learning Target: ***I am learning to use patterns to subtract.***

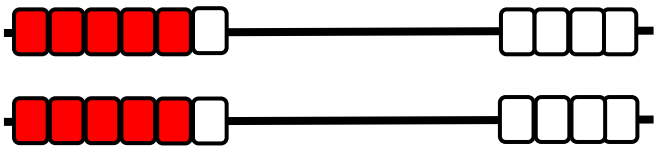
After today's learning, how do you feel about your progress toward our goal?

4 3 2 1

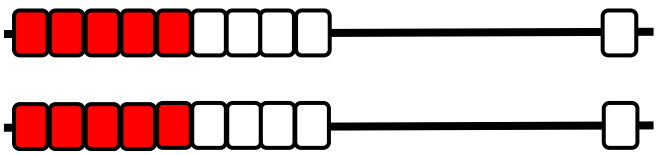
Solve each take half fact. You can cross out the beads to show they've been subtracted.



6 - 3 = 3



12 - 6 = 6



18 - 9 = 9

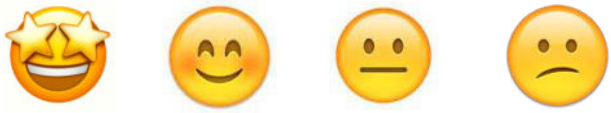
Think about it! What do all of your answers have in common? Why?

3.OA.9 1.2.2

Name: _____

Learning Target: ***I am learning to add and subtract.***

After today's learning, how do you feel about your progress toward our goal?



4 3 2 1

Read the story problem below.

Alex's toy rocket flies 17 centimeters on his first try. On his second try, the rocket flew 8 centimeters. How much farther did the first rocket fly than the second rocket?

Which of the following represents this story?

- ◯ $17 + 8 = r$
- ◯ $r + 17 = 8$
- ◯ $8 - r = 17$
- ◯ $r + 8 = 17$

Draw a model below to solve how much farther the first rocket went.

Remember that a letter in an equation is a ***variable*** *and represents the unknown value.*

3.NBT.2 1.2.3

Name: _____

Learning Target: ***I am learning to add and subtract.***

After today's learning, how do you feel about your progress toward our goal?

4 3 2 1

Read the story problem below.

Alex's toy rocket flies 17 centimeters on his first try. On his second try, the rocket flew 8 centimeters. How much farther did the first rocket fly than the second rocket?

Which of the following represents this story?

- ◯ $17 + 8 = r$
- ◯ $r + 17 = 8$
- ◯ $8 - r = 17$
- ◯ $r + 8 = 17$

Draw a model below to solve how much farther the first rocket went.

Remember that a letter in an equation is a ***variable*** *and represents the unknown value.*

3.NBT.2 1.2.3

Name: **ANSWER KEY**

Learning Target: ***I am learning to add and subtract.***

After today's learning, how do you feel about your progress toward our goal?

4 3 2 1

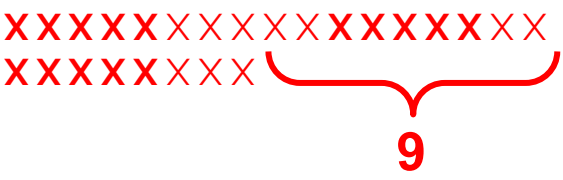
Read the story problem below.

Alex's toy rocket flies 17 centimeters on his first try. On his second try, the rocket flew 8 centimeters. How much farther did the first rocket fly than the second rocket?

Which of the following represents this story?

- ○ $17 + 8 = r$
- ○ $r + 17 = 8$
- ○ $8 - r = 17$
- ● $r + 8 = 17$

Draw a model below to solve how much farther the first rocket went.



Remember that a letter in an equation is a ***variable*** *and represents the unknown value.*

3.NBT.2 1.2.3

Name: **ANSWER KEY**

Learning Target: ***I am learning to add and subtract.***

After today's learning, how do you feel about your progress toward our goal?

4 3 2 1

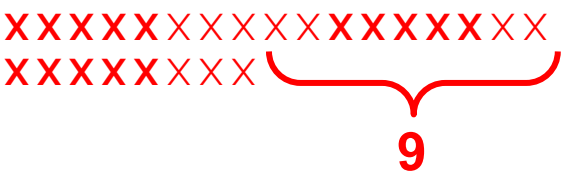
Read the story problem below.

Alex's toy rocket flies 17 centimeters on his first try. On his second try, the rocket flew 8 centimeters. How much farther did the first rocket fly than the second rocket?

Which of the following represents this story?

- ○ $17 + 8 = r$
- ○ $r + 17 = 8$
- ○ $8 - r = 17$
- ● $r + 8 = 17$

Draw a model below to solve how much farther the first rocket went.



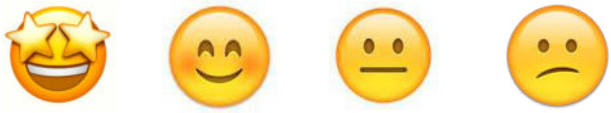
Remember that a letter in an equation is a ***variable*** *and represents the unknown value.*

3.NBT.2 1.2.3

Name: _____

Learning Target: ***I am learning to add and subtract.***

After today's learning, how do you feel about your progress toward our goal?



4 **3** **2** **1**

Write an expression that uses addition and has a sum of 18.

18 = _____

Write an expression that uses addition and has a sum of 13.

_____ = 13

Write an expression that uses addition and has a sum of 20.

20 = _____

Vocabulary:.

Expression: A combination of numbers and operation symbols.

Sum: The total found during addition.

3.NBT.2 1.2.4

Name: _____

Learning Target: ***I am learning to add and subtract.***

After today's learning, how do you feel about your progress toward our goal?

4 **3** **2** **1**

Write an expression that uses addition and has a sum of 18.

18 = _____

Write an expression that uses addition and has a sum of 13.

_____ = 13

Write an expression that uses addition and has a sum of 20.

20 = _____

Vocabulary:.

Expression: A combination of numbers and operation symbols.

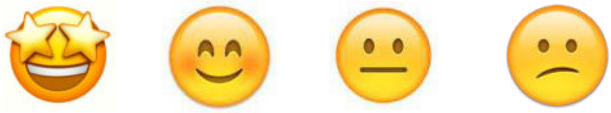
Sum: The total found during addition.

3.NBT.2 1.2.4

Name: **ANSWER KEY**

Learning Target: ***I am learning to add and subtract.***

After today's learning, how do you feel about your progress toward our goal?



4 3 2 1

Write an expression that uses addition and has a sum of 18.

18 = **Answers vary: 9+9 or 12+6 or 10+8**

Write an expression that uses addition and has a sum of 13.

Answers vary: 6+7 or 10+3 or 5+8 = 13

Write an expression that uses addition and has a sum of 20.

20 = **Answers vary: 10+10 or 12+8 or 9+11**

Vocabulary:.

Expression: A combination of numbers and operation symbols.

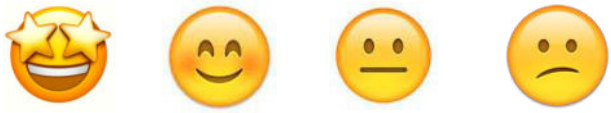
Sum: The total found during addition.

3.NBT.2 1.2.4

Name: **ANSWER KEY**

Learning Target: ***I am learning to add and subtract.***

After today's learning, how do you feel about your progress toward our goal?



4 3 2 1

Write an expression that uses addition and has a sum of 18.

18 = **Answers vary: 9+9 or 12+6 or 10+8**

Write an expression that uses addition and has a sum of 13.

Answers vary: 6+7 or 10+3 or 5+8 = 13

These questions are intended to prepare students for similar questions found in the Ohio State Test collection of Released Items.

Write an expression that uses addition and has a sum of 20.

20 = **Answers vary: 10+10 or 12+8 or 9+11**

Vocabulary:.

Expression: A combination of numbers and operation symbols.

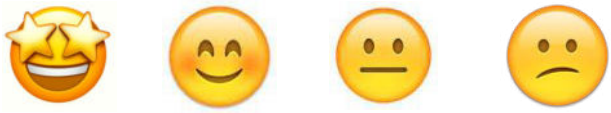
Sum: The total found during addition.

3.NBT.2 1.2.4

Name: _____

Learning Target: ***I am learning to add based on place value.***

After today's learning, how do you feel about your progress toward our goal?



4 **3** **2** **1**

Use what you know about tens and ones, to continue each counting pattern.

Add 1

33, _____, _____, _____, 37, _____

Add 1

52, _____, 54, _____, _____, _____

Add 10

4, 14, _____, _____, 44, _____

Add 10

17, 27, _____, _____, _____, 67

Think about it! What do all of your add one answers have in common? Why? What do all of your add ten answers have in common? Why?

3.NBT.2 1.3.1

Name: _____

Learning Target: ***I am learning to add based on place value.***

After today's learning, how do you feel about your progress toward our goal?

4 **3** **2** **1**

Use what you know about tens and ones, to continue each counting pattern.

Add 1

33, _____, _____, _____, 37, _____

Add 1

52, _____, 54, _____, _____, _____

Add 10

4, 14, _____, _____, 44, _____

Add 10

17, 27, _____, _____, _____, 67

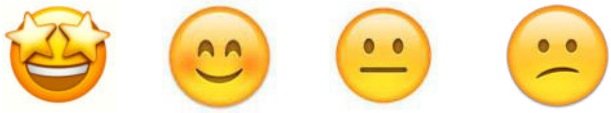
Think about it! What do all of your add one answers have in common? Why? What do all of your add ten answers have in common? Why?

3.NBT.2 1.3.1

Name: **ANSWER KEY**

Learning Target: ***I am learning to add based on place value.***

After today's learning, how do you feel about your progress toward our goal?



4 3 2 1

Use what you know about tens and ones, to continue each counting pattern.

Add 1

33, 34, 35, 36, 37, 38

Add 1

52, 53, 54, 55, 56, 57

Add 10

4, 14, 24, 34, 44, 54

Add 10

17, 27, 37, 47, 57, 67

Think about it! What do all of your add one answers have in common? Why? What do all of your add ten answers have in common? Why?

3.NBT.2 1.3.1

Name: **ANSWER KEY**

Learning Target: ***I am learning to add based on place value.***

After today's learning, how do you feel about your progress toward our goal?

4 3 2 1

Use what you know about tens and ones, to continue each counting pattern.

Add 1

33, 34, 35, 36, 37, 38

Add 1

52, 53, 54, 55, 56, 57

Add 10

4, 14, 24, 34, 44, 54

Add 10

17, 27, 37, 47, 57, 67

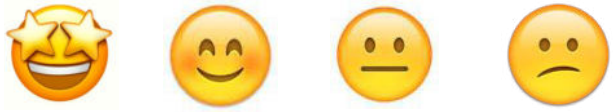
Think about it! What do all of your add one answers have in common? Why? What do all of your add ten answers have in common? Why?

3.NBT.2 1.3.1

Name: _____

Learning Target: ***I am learning to add fluently using various strategies.***

After today's learning, how do you feel about your progress toward our goal?

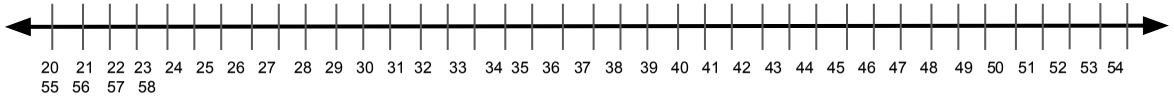


4 **3** **2** **1**

3.NBT.2 1.3.2

Use the number line to solve the following equation:

$25 + 27 = m$

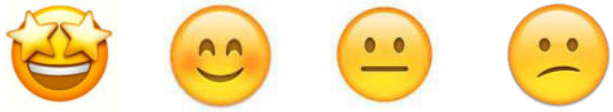


m = _____

Name: _____

Learning Target: ***I am learning to add fluently using various strategies.***

After today's learning, how do you feel about your progress toward our goal?

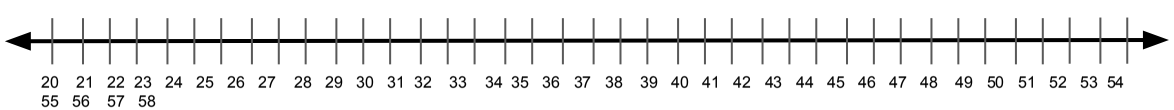


4 **3** **2** **1**

3.NBT.2 1.3.2

Use the number line to solve the following equation:

$25 + 27 = m$

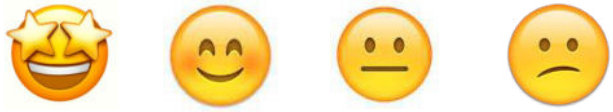


m = _____

Name: **ANSWER KEY**

Learning Target: ***I am learning to add fluently using various strategies.***

After today's learning, how do you feel about your progress toward our goal?

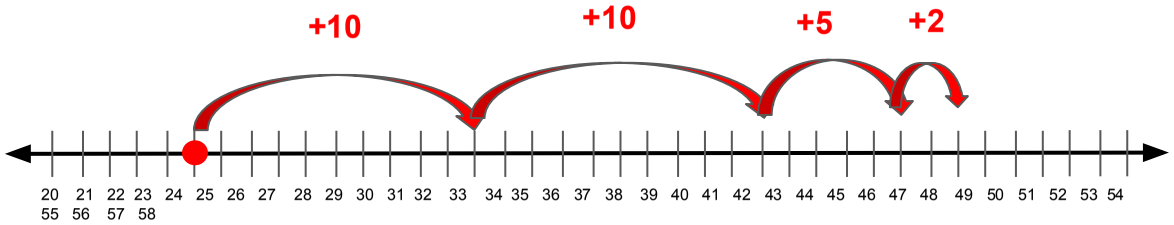


4 3 2 1

3.NBT.2 1.3.2

Use the number line to solve the following equation:

$25 + 27 = m$

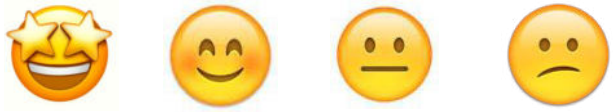


$m =$ **52**

Name: **ANSWER KEY**

Learning Target: ***I am learning to add fluently using various strategies.***

After today's learning, how do you feel about your progress toward our goal?

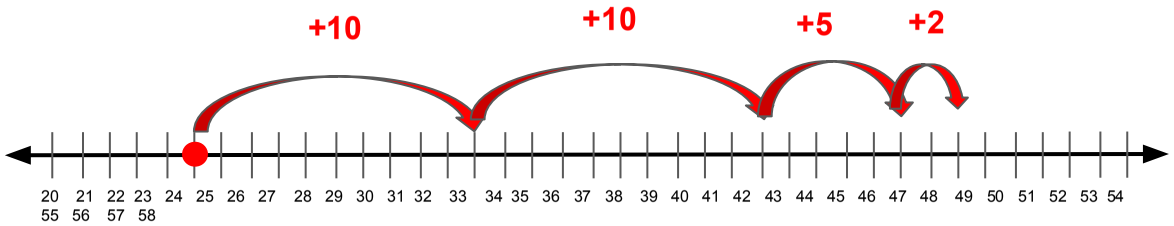


4 3 2 1

3.NBT.2 1.3.2

Use the number line to solve the following equation:

$25 + 27 = m$

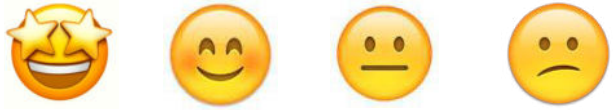


$m =$ **52**

Name: _____

Learning Target: ***I am learning to add fluently using various strategies.***

After today's learning, how do you feel about your progress toward our goal?

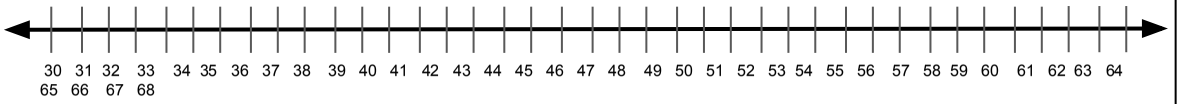


4 **3** **2** **1**

3.NBT.2 1.3.3

Use the number line to solve the following equation:

$32 + 19 = k$

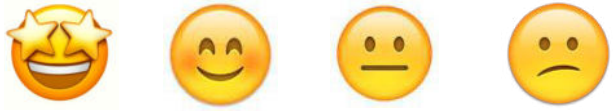


k = _____

Name: _____

Learning Target: ***I am learning to add fluently using various strategies.***

After today's learning, how do you feel about your progress toward our goal?

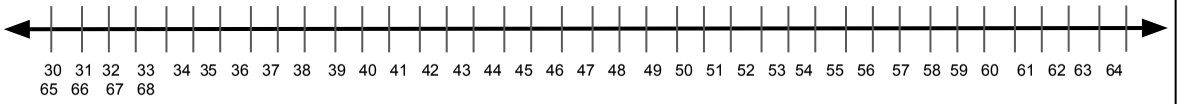


4 **3** **2** **1**

3.NBT.2 1.3.3

Use the number line to solve the following equation:

$32 + 19 = k$

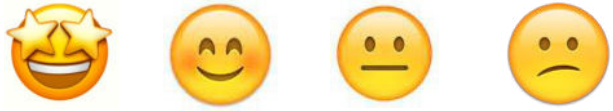


k = _____

Name: **ANSWER KEY**

Learning Target: ***I am learning to add fluently using various strategies.***

After today's learning, how do you feel about your progress toward our goal?

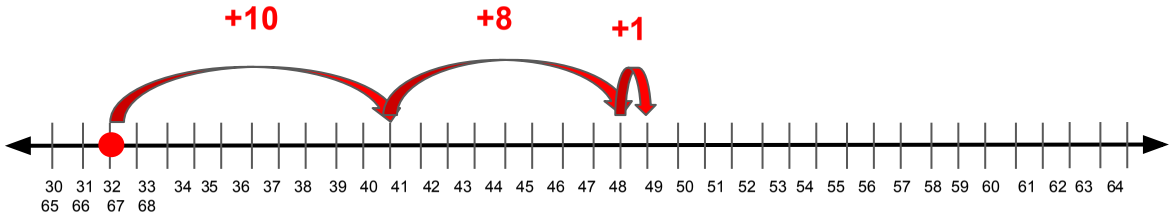


4 3 2 1

3.NBT.2 1.3.3

Use the number line to solve the following equation:

$$32 + 19 = k$$



$k =$ **51**

Name: **ANSWER KEY**

Learning Target: ***I am learning to add fluently using various strategies.***

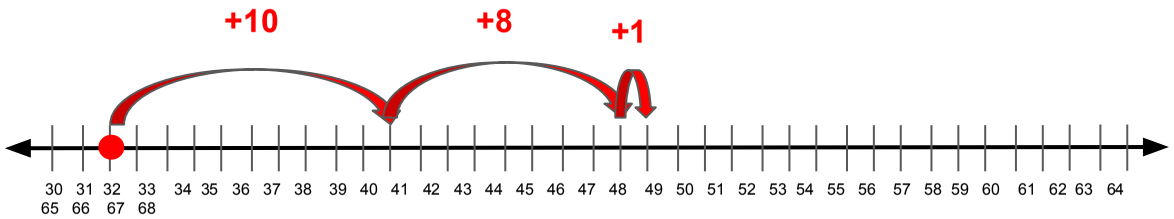
After today's learning, how do you feel about your progress toward our goal?

4 3 2 1

3.NBT.2 1.3.3

Use the number line to solve the following equation:

$$32 + 19 = k$$

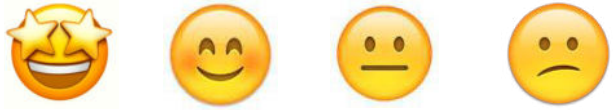


$k =$ **51**

Name: _____

Learning Target: ***I am learning to add fluently using various strategies.***

After today's learning, how do you feel about your progress toward our goal?

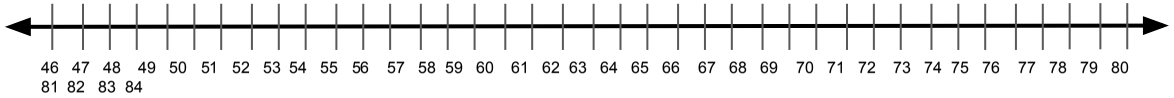


4 **3** **2** **1**

3.NBT.2 1.3.4

Use the number line to solve the following equation:

$t = 46 + 35$

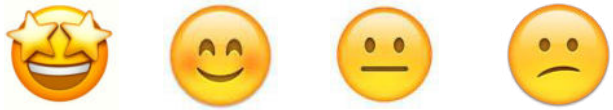


t = _____

Name: _____

Learning Target: ***I am learning to add fluently using various strategies.***

After today's learning, how do you feel about your progress toward our goal?

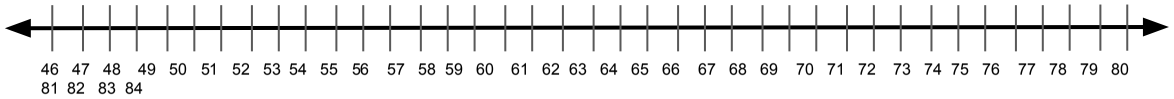


4 **3** **2** **1**

3.NBT.2 1.3.4

Use the number line to solve the following equation:

$t = 46 + 35$

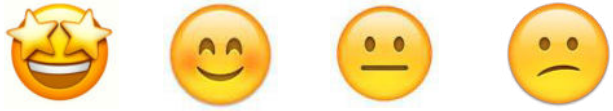


t = _____

Name: **ANSWER KEY**

Learning Target: ***I am learning to add fluently using various strategies.***

After today's learning, how do you feel about your progress toward our goal?

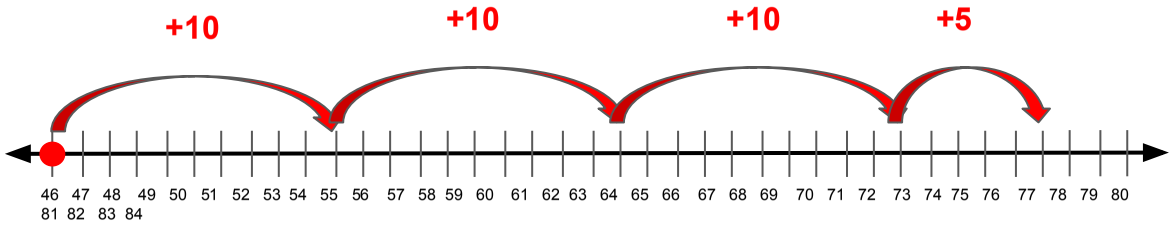


4 **3** **2** **1**

3.NBT.2 1.3.4

Use the number line to solve the following equation:

$t = 46 + 35$

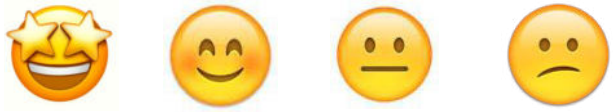


$t =$ **81**

Name: **ANSWER KEY**

Learning Target: ***I am learning to add fluently using various strategies.***

After today's learning, how do you feel about your progress toward our goal?

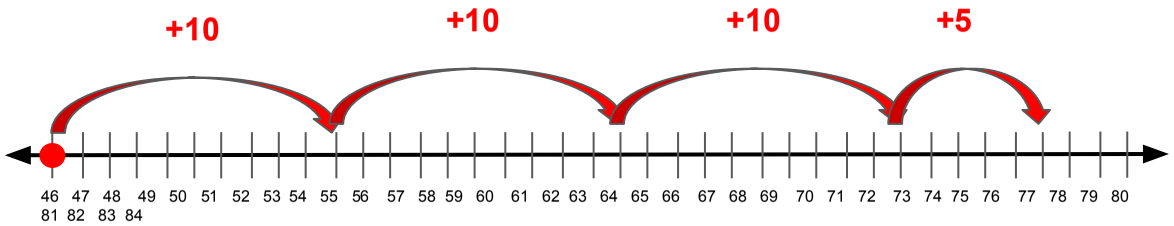


4 **3** **2** **1**

3.NBT.2 1.3.4

Use the number line to solve the following equation:

$t = 46 + 35$

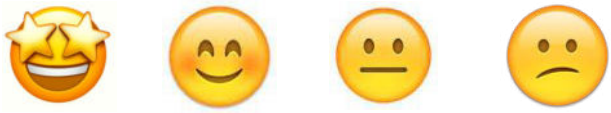


$t =$ **81**

Name: _____

Learning Target: ***I am learning to add using various strategies***

After today's learning, how do you feel about your progress toward our goal?



4 **3** **2** **1**

Nolan read 42 pages last week and 39 pages this week. How many pages did he read? *Show your work in numbers or models below.*

Marty read 35 pages last week and 51 pages this week. How many pages did he read? *Show your work in numbers or models below.*

Who read more pages in all?

_____ read more pages.

3.NBT.2 1.3.5

Name: _____

Learning Target: ***I am learning to add using various strategies***

After today's learning, how do you feel about your progress toward our goal?

4 **3** **2** **1**

Nolan read 42 pages last week and 39 pages this week. How many pages did he read? *Show your work in numbers or models below.*

Marty read 35 pages last week and 51 pages this week. How many pages did he read? *Show your work in numbers or models below.*

Who read more pages in all?

_____ read more pages.

3.NBT.2 1.3.5

Name: **ANSWER KEY**

Learning Target: ***I am learning to add using various strategies***

After today's learning, how do you feel about your progress toward our goal?

4 3 2 1

Nolan read 42 pages last week and 39 pages this week. How many pages did he read? *Show your work in numbers or models below.*

42 + 39 = 81

Marty read 35 pages last week and 51 pages this week. How many pages did he read? *Show your work in numbers or models below.*

35 + 51 = 86

Who read more pages in all?

_____ read more pages.

3.NBT.2 1.3.5

Name: **ANSWER KEY**

Learning Target: ***I am learning to add using various strategies***

After today's learning, how do you feel about your progress toward our goal?

4 3 2 1

Nolan read 42 pages last week and 39 pages this week. How many pages did he read? *Show your work in numbers or models below.*

42 + 39 = 81

Marty read 35 pages last week and 51 pages this week. How many pages did he read? *Show your work in numbers or models below.*

35 + 51 = 86

Who read more pages in all?

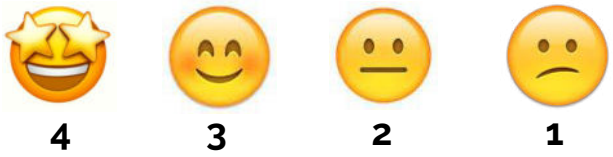
_____ read more pages.

3.NBT.2 1.3.5

Name: _____

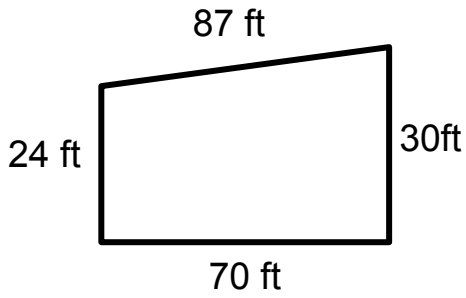
Learning Target: ***I am learning to add using various strategies***

After today's learning, how do you feel about your progress toward our goal?



4 **3** **2** **1**

Leon walked around a path at the park. How far did he walk all together?



Show you thinking using a number line, quick sketches or numbers.

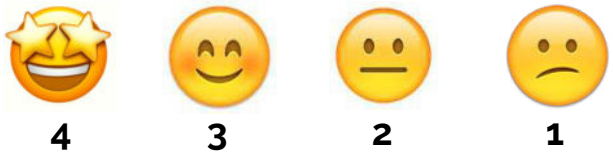
Leon walked _____ feet.

3.NBT.2 1.4.1

Name: _____

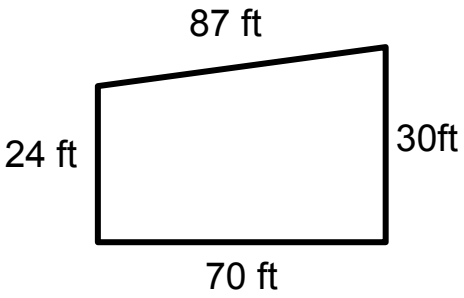
Learning Target: ***I am learning to add using various strategies***

After today's learning, how do you feel about your progress toward our goal?



4 **3** **2** **1**

Leon walked around a path at the park. How far did he walk all together?



Show you thinking using a number line, quick sketches or numbers.

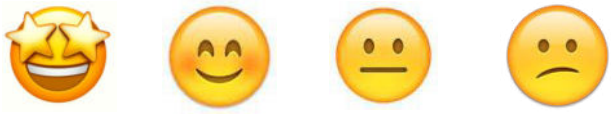
Leon walked _____ feet.

3.NBT.2 1.4.1

Name: **ANSWER KEY**

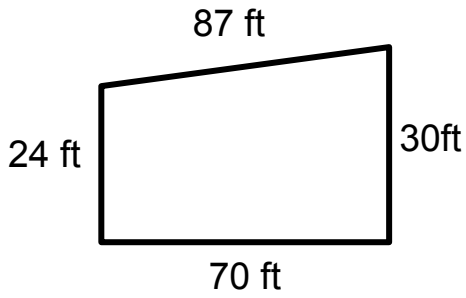
Learning Target: ***I am learning to add using various strategies***

After today's learning, how do you feel about your progress toward our goal?



4 3 2 1

Leon walked around a path at the park. How far did he walk all together?



Show you thinking using a number line, quick sketches or numbers.

30
+ 70
100

87 = 80 + 7
24 = 20 + 4
100 + 11
111

100 + 111 = 211

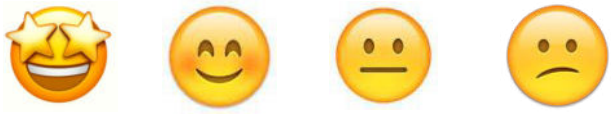
Leon walked **211** feet.

3.NBT.2 1.4.1

Name: **ANSWER KEY**

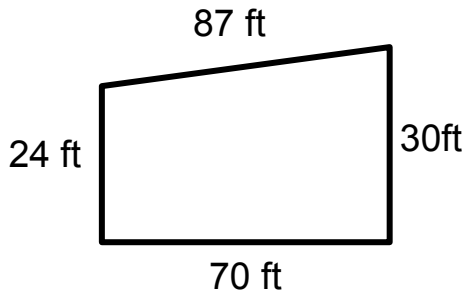
Learning Target: ***I am learning to add using various strategies***

After today's learning, how do you feel about your progress toward our goal?



4 3 2 1

Leon walked around a path at the park. How far did he walk all together?



Show you thinking using a number line, quick sketches or numbers.

30
+ 70
100

87 = 80 + 7
24 = 20 + 4
100 + 11
111

100 + 111 = 211

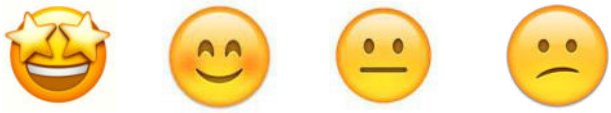
Leon walked **211** feet.

3.NBT.2 1.4.1

Name: _____

Learning Target: ***I am learning to add using various strategies***

After today's learning, how do you feel about your progress toward our goal?



4 **3** **2** **1**

Marlo earned $87 in September and $55 in October. How much did she earn in total? *Show your work in numbers or models below.*

Travis earned $68 in September and $72 in October. How much did he earn in all? *Show your work in numbers or models below.*

Who earned more in all?

_____ earned the most.

3.NBT.2 1.4.2

Name: _____

Learning Target: ***I am learning to add using various strategies***

After today's learning, how do you feel about your progress toward our goal?

4 **3** **2** **1**

Marlo earned $87 in September and $55 in October. How much did she earn in total? *Show your work in numbers or models below.*

Travis earned $68 in September and $72 in October. How much did he earn in all? *Show your work in numbers or models below.*

Who earned more in all?

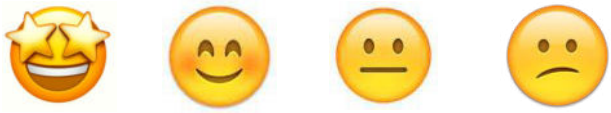
_____ earned the most.

3.NBT.2 1.4.2

Name: **ANSWER KEY**

Learning Target: ***I am learning to add using various strategies***

After today's learning, how do you feel about your progress toward our goal?



4 3 2 1

Marlo earned $87 in September and $55 in October. How much did she earn in total? *Show your work in numbers or models below.*

87 = 80 + 7
55 = 50 + 5
130 + 12
142

Travis earned $68 in September and $72 in October. How much did he earn in all? *Show your work in numbers or models below.*

68 = 60 + 8
72 = 70 + 2
130 + 10
140

Who earned more in all?

Marlo earned the most.

3.NBT.2 1.4.2

Name: **ANSWER KEY**

Learning Target: ***I am learning to add using various strategies***

After today's learning, how do you feel about your progress toward our goal?

4 3 2 1

Marlo earned $87 in September and $55 in October. How much did she earn in total? *Show your work in numbers or models below.*

87 = 80 + 7
55 = 50 + 5
130 + 12
142

Travis earned $68 in September and $72 in October. How much did he earn in all? *Show your work in numbers or models below.*

68 = 60 + 8
72 = 70 + 2
130 + 10
140

Who earned more in all?

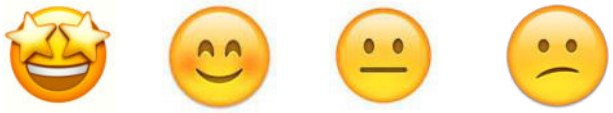
Marlo earned the most.

3.NBT.2 1.4.2

Name: _____

Learning Target: ***I am learning to add using various strategies***

After today's learning, how do you feel about your progress toward our goal?



4 **3** **2** **1**

What is the sum of 64, 33, and 71?
Show your thinking using number lines, quick sketches or numbers.

The sum is _____.

What is the sum of 28, 113, and 57?
Show your thinking using number lines, quick sketches or numbers.

The sum is _____.

3.NBT.2 1.4.3

Name: _____

Learning Target: ***I am learning to add using various strategies***

After today's learning, how do you feel about your progress toward our goal?

4 **3** **2** **1**

What is the sum of 64, 33, and 71?
Show your thinking using number lines, quick sketches or numbers.

The sum is _____.

What is the sum of 28, 113, and 57?
Show your thinking using number lines, quick sketches or numbers.

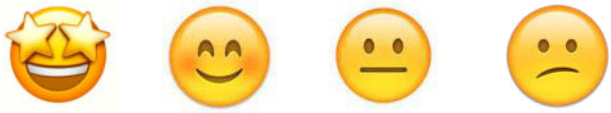
The sum is _____.

3.NBT.2 1.4.3

Name: **ANSWER KEY**

Learning Target: ***I am learning to add using various strategies***

After today's learning, how do you feel about your progress toward our goal?



4 3 2 1

What is the sum of 64, 33, and 71?
Show your thinking using number lines, quick sketches or numbers.

64 = 60 + 4
97 = 90 + 7
33 = 30 + 3
71 = 70 + 1
90 + 7
160 + 8
97
168

The sum is **168**.

What is the sum of 28, 113, and 57?
Show your thinking using number lines, quick sketches or numbers.

28 = 20 + 8
57 = 50 + 7
70 + 15
85

113 = 100 + 10 + 3
85 = 80 + 5
100 + 90 + 8
198

These questions are intended to prepare students for similar questions found in the Ohio State Test collection of Released Items.

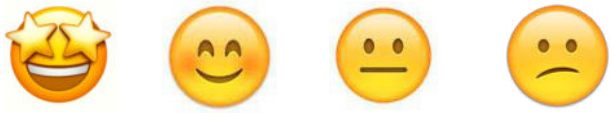
The sum is **198**.

3.NBT.2 1.4.3

Name: **ANSWER KEY**

Learning Target: ***I am learning to add using various strategies***

After today's learning, how do you feel about your progress toward our goal?



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What is the sum of 64, 33, and 71?
Show your thinking using number lines, quick sketches or numbers.

64 = 60 + 4
97 = 90 + 7
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71 = 70 + 1
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160 + 8
97
168

The sum is **168**.

What is the sum of 28, 113, and 57?
Show your thinking using number lines, quick sketches or numbers.

28 = 20 + 8
57 = 50 + 7
70 + 15
85

113 = 100 + 10 + 3
85 = 80 + 5
100 + 90 + 8
198

The sum is **198**.

3.NBT.2 1.4.3

Name: _____

Learning Target: ***I am learning to subtract using various strategies.***

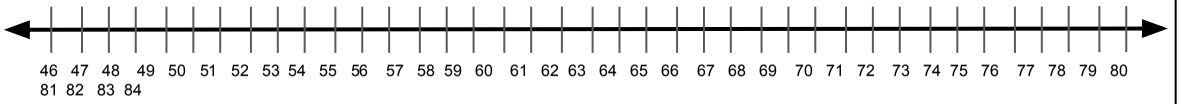
After today's learning, how do you feel about your progress toward our goal?

4 **3** **2** **1**

3.NBT.2 1.4.4

Use the number line to solve the following equation:

$84 - 27 = s$

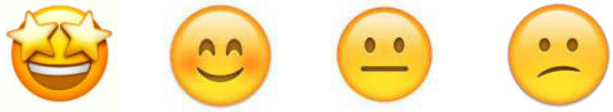


s = _____

Name: _____

Learning Target: ***I am learning to subtract using various strategies.***

After today's learning, how do you feel about your progress toward our goal?

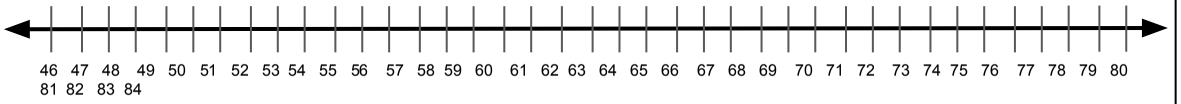


4 **3** **2** **1**

3.NBT.2 1.4.4

Use the number line to solve the following equation:

$84 - 27 = s$

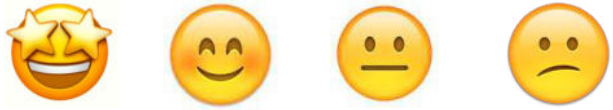


s = _____

Name: **ANSWER KEY**

Learning Target: ***I am learning to subtract using various strategies.***

After today's learning, how do you feel about your progress toward our goal?

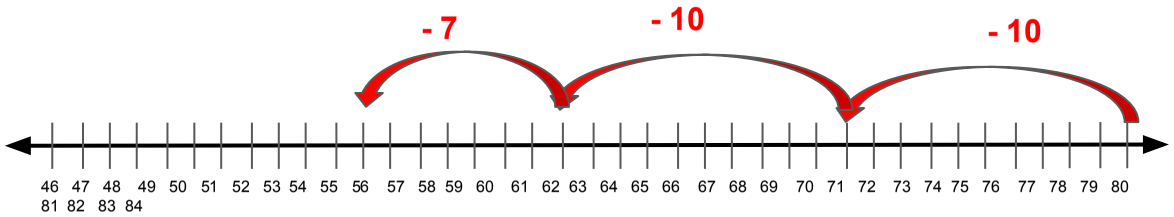


4 3 2 1

3.NBT.2 1.4.4

Use the number line to solve the following equation:

$84 - 27 = s$

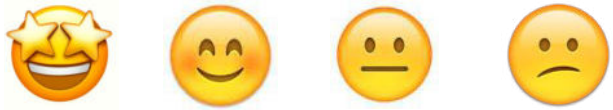


$s =$ **57**

Name: **ANSWER KEY**

Learning Target: ***I am learning to subtract using various strategies.***

After today's learning, how do you feel about your progress toward our goal?

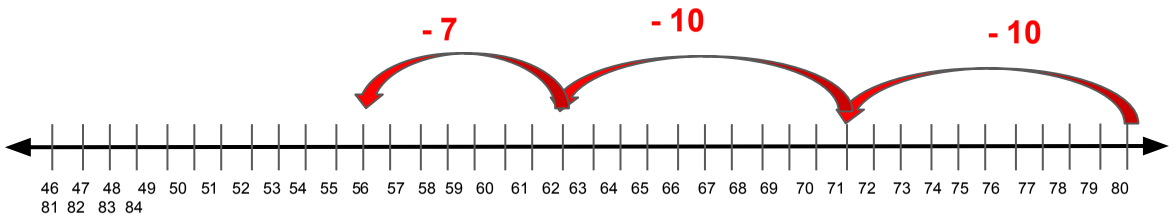


4 3 2 1

3.NBT.2 1.4.4

Use the number line to solve the following equation:

$84 - 27 = s$

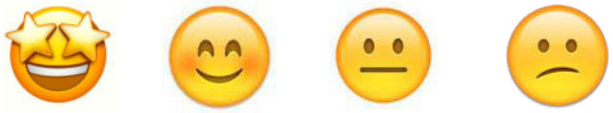


$s =$ **57**

Name: _____

Learning Target: ***I am learning to subtract using various strategies***

After today's learning, how do you feel about your progress toward our goal?



4 **3** **2** **1**

Mr. Powers was measuring picture frames to hang on the wall. The flower picture was 142 centimeters long and the sunset picture was 77 cm long. How much longer is the first picture than the second picture? *Show your thinking using number lines, quick sketches or numbers.*

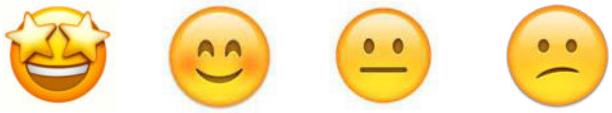
The first picture is _____ cm longer.

3.NBT.2 1.4.5

Name: _____

Learning Target: ***I am learning to subtract using various strategies***

After today's learning, how do you feel about your progress toward our goal?



4 **3** **2** **1**

Mr. Powers was measuring picture frames to hang on the wall. The flower picture was 142 centimeters long and the sunset picture was 77 cm long. How much longer is the first picture than the second picture? *Show your thinking using number lines, quick sketches or numbers.*

The first picture is _____ cm longer.

3.NBT.2 1.4.5

Name: **ANSWER KEY**

Learning Target: ***I am learning to subtract using various strategies***

After today's learning, how do you feel about your progress toward our goal?

4 3 2 1

Mr. Powers was measuring picture frames to hang on the wall. The flower picture was 142 centimeters long and the sunset picture was 77 cm long. How much longer is the first picture than the second picture? *Show your thinking using number lines, quick sketches or numbers.*

77 + 3 = 80 80 + 60 = 140

140 + 2 = 142

60 + 3 + 2 = 65

The first picture is **65** cm longer.

3.NBT.2 1.4.5

Name: **ANSWER KEY**

Learning Target: ***I am learning to subtract using various strategies***

After today's learning, how do you feel about your progress toward our goal?

4 3 2 1

Mr. Powers was measuring picture frames to hang on the wall. The flower picture was 142 centimeters long and the sunset picture was 77 cm long. How much longer is the first picture than the second picture? *Show your thinking using number lines, quick sketches or numbers.*

77 + 3 = 80 80 + 60 = 140

140 + 2 = 142

60 + 3 + 2 = 65

The first picture is **65** cm longer.

3.NBT.2 1.4.5