Assessment : Section C Checkpoint

Teacher Instructions

Give students access to connecting cubes.
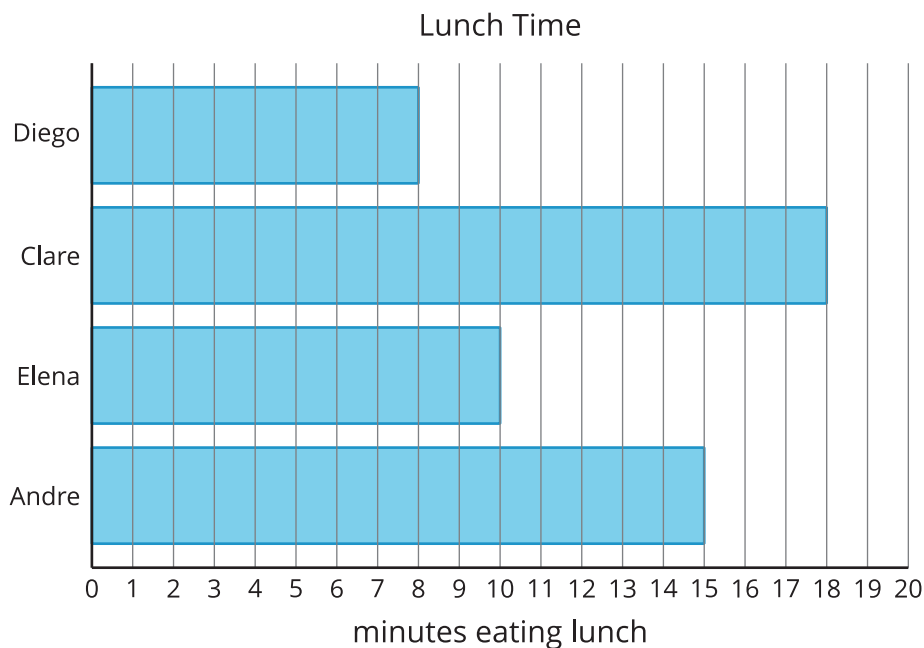
Problem 1

Goals Assessed

• Represent and solve Compare problems with unknowns in all positions within 100.

Statement

The graph shows how many minutes some students spent eating lunch.

1. How many more minutes did Clare spend eating lunch than Diego? Show your thinking using drawings, numbers, or words.

2. Write an equation that represents this situation.

Solution

1. 10. Clare spent 18 minutes and Diego spent 8. 18 is 10 more than 8.

2. Sample responses: $18 - 8 = 10$ or $8 + 10 = 18$ or equivalent.
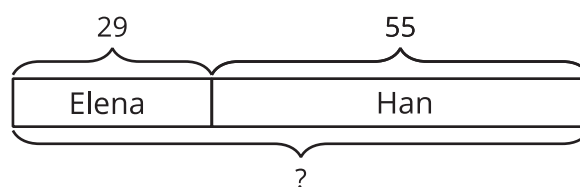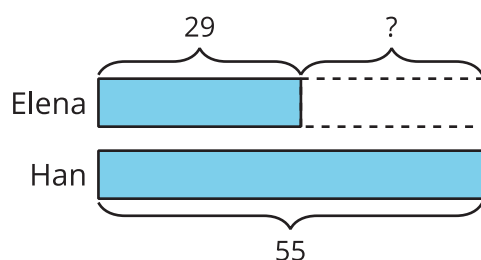
Problem 2

Goals Assessed

- Make sense of and interpret tape diagrams.

Statement

Elena has 29 pennies in her piggy bank. Han has 55 pennies in his piggy bank. How many fewer pennies does Elena have than Han?

1. Which tape diagram represents this story? Explain how you know.

2. Write an equation to show how you could find the unknown number. Use a ? for the unknown number.
3. Find the unknown number.

Solution

1. The first tape diagram shows that Elena has 29 pennies and Han has 55 pennies and the ? is for how many more Han has than Elena. The other tape diagram shows how many pennies Elena and Han have together.
2. $29 + ? = 55$ or $55 - 29 = ?$ or equivalent
3. 26