A frog jumped 18 inches on his first jump and 13 inches on his second jump. How far did the frog jump in total? Show your work on the number line.

Name 2.NBT.5

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Max had a string that was 63 inches long. He cut off 18 inches. How much did he have left? Show your work on the number line.

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| Teacher notes:  Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  Students who demonstrate full mastery can use a number line to accurately solve 18 + 13 and 63 - 18. They can use the number line to add and subtract by tens and ones efficiently.  Students who demonstrate partial mastery may use the number line, but may come up with an incorrect answer. Sometimes students answer are off by ten and/or one because they start counting with the number they start with, instead of accurately counting by starting with the next number. For example, for 18 + 13 some students will say 10 when they start with 18, so when they count by tens they will not go to 28, but stay at 18. Then when counting by ones, when adding 3 more, they will say one when they start at 18, so their answer might by one less than the correct answer. |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |