

Math Answer Key: Weeks 9-12

Every answer for each worksheet, a sample thinking-box response, and a D/A/P/E scoring guide (Developing, Approaching, Proficient, Exemplary). Accept equivalent correct answers and any reasonable drawing.

m9-1 • Week 9 • Add & Subtract Within 1000

CCSS-M 2.NBT.B.7 • 12 scored items + Show your thinking

- | | |
|--------------------------------------|--------------------------------------|
| 1. 395 (trade 10 ones for 1 ten) | 7. 335 (open a ten) |
| 2. 744 (trade 10 tens for 1 hundred) | 8. 363 (open a hundred) |
| 3. 835 (trade ones and tens) | 9. 267 (open a ten and a hundred) |
| 4. 845 (trade 10 ones for 1 ten) | 10. 557 (open a hundred, then a ten) |
| 5. 876 (trade 10 tens for 1 hundred) | 11. 515 (open a ten) |
| 6. 825 (trade ones and tens) | 12. 374 (open a hundred, then a ten) |

Show your thinking: $376 + 459$: the ones make 15, so 10 ones become 1 ten. Then the tens make 13, so 10 tens become 1 hundred. Two trades: 835.

Scoring guide (2.NBT.B.7): count correct answers out of 12; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 5 correct • A (Approaching): 6 to 9 correct

P (Proficient): 10 to 11 correct • E (Exemplary): all 12 correct with a clear, complete thinking-box explanation

m9-2 • Week 9 • Word Problems Within 1000

CCSS-M 2.NBT.B.7, 2.OA.A.1 • 6 scored items + Show your thinking

- | | |
|--|---|
| 1. $264 + 179 = 443$; 443 apples | 4. $750 - 485 = 265$; 265 pieces |
| 2. $512 - 236 = 276$; 276 books | 5. $318 + 126 = 444$ (or $? - 126 = 318$); 444 ducks |
| 3. $347 + 158 = 505$; 505 bottle caps | 6. $415 + 390 = 805$; 805 meters |

Show your thinking: For example, problem 1: $443 - 179 = 264$, which matches Saturday's apples, so 443 is correct.

Scoring guide (2.NBT.B.7, 2.OA.A.1): count correct answers out of 6; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 2 correct • A (Approaching): 3 to 4 correct

P (Proficient): 5 to 5 correct • E (Exemplary): all 6 correct with a clear, complete thinking-box explanation

m10-1 · Week 10 · Mental Math: +/- 10 and 100

CCSS-M 2.NBT.B.8 · 21 scored items + Show your thinking

- | | |
|-------------|---|
| 1. 162, 182 | 12. 900 |
| 2. 426, 446 | 13. 137, 337 |
| 3. 275, 295 | 14. 559, 759 |
| 4. 604, 624 | 15. 4, 204 |
| 5. 380, 400 | 16. 780, 980 |
| 6. 847, 867 | 17. 321, 521 |
| 7. 781, 801 | 18. 698, 898 |
| 8. 398, 418 | 19. tens |
| 9. 550 | 20. hundreds |
| 10. 291 | 21. She did not trade 10 tens for 1 hundred. $295 + 10 = 305$ (9 tens + 1 ten = 10 tens = 1 more hundred) |
| 11. 169 | |

Show your thinking: *When the tens digit is 9, adding 10 makes 10 tens, which is 1 more hundred. For example, $390 + 10 = 400$.*

Scoring guide (2.NBT.B.8): count correct answers out of 21; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 9 correct · A (Approaching): 10 to 15 correct

P (Proficient): 16 to 20 correct · E (Exemplary): all 21 correct with a clear, complete thinking-box explanation

m10-2 · Week 10 · Mental Math Challenge

CCSS-M 2.NBT.B.8 · 13 scored items + Show your thinking

- | | |
|--------|------------------------|
| 1. 266 | 8. 550 |
| 2. 381 | 9. 447 |
| 3. 299 | 10. 552 |
| 4. 825 | 11. 490 |
| 5. 900 | 12. 830 |
| 6. 502 | 13. 365, 375, 385, 285 |
| 7. 238 | |

Show your thinking: *Answers vary. The riddle and its answer must match (for example, I am 100 more than 250. Answer: 350).*

Scoring guide (2.NBT.B.8): count correct answers out of 13; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 5 correct · A (Approaching): 6 to 9 correct

P (Proficient): 10 to 12 correct · E (Exemplary): all 13 correct with a clear, complete thinking-box explanation

m11-1 · Week 11 · Explain Your Strategies

CCSS-M 2.NBT.B.9 · 7 scored items + Show your thinking

1. 85 ($40 + 30 = 70$, $9 + 6 = 15$, $70 + 15 = 85$; or $49 + 1 = 50$, $50 + 35 = 85$)
2. 92 ($50 + 30 = 80$, $8 + 4 = 12$, $80 + 12 = 92$; any second correct way)
3. 37 ($75 - 30 = 45$, $45 - 8 = 37$; or $75 - 40 = 35$, $35 + 2 = 37$)
4. 538; no trade is needed in the ones ($2 + 6 = 8$); 10 tens trade for 1 hundred because 5 tens + 8 tens = 13 tens
5. 274; open a ten into 10 ones ($11 - 7 = 4$) and a hundred into 10 tens ($13 - 6 = 7$), because there were not enough ones or tens to take away
6. 39, because $39 + 44 = 83$, so $83 - 44 = 39$
7. He added $70 + 14$ wrong. $70 + 14 = 84$, so $56 + 28 = 84$

Show your thinking: $64 + 30$ adds 1 too many because 29 is 1 less than 30. Taking 1 away fixes it: $94 - 1 = 93$.

Scoring guide (2.NBT.B.9): count correct answers out of 7; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 3 correct · A (Approaching): 4 to 5 correct

P (Proficient): 6 to 6 correct · E (Exemplary): all 7 correct with a clear, complete thinking-box explanation

m11-2 · Week 11 · Strategy Sort & Apply

CCSS-M 2.NBT.B.9 · 7 scored items + Show your thinking

1. make a ten
2. compensation
3. break apart
4. number line
5. 382; base-ten drawing
6. 95 (any strategy, for example $57 + 3 = 60$, $60 + 35 = 95$)
7. 35 (any strategy, for example $84 - 50 = 34$, $34 + 1 = 35$)

Show your thinking: Answers vary. For example: compensation, because 49 is 1 less than 50, so taking 50 takes 1 too many and you add 1 back.

Scoring guide (2.NBT.B.9): count correct answers out of 7; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 3 correct · A (Approaching): 4 to 5 correct

P (Proficient): 6 to 6 correct · E (Exemplary): all 7 correct with a clear, complete thinking-box explanation

m12-1 · Week 12 · Unit 2 Review: Part 1

CCSS-M 2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4 · 11 scored items + Show your thinking

1. 445, 450
2. 702, 712
3. 347, 447
4. >
5. <
6. =
7. >
8. $500 + 70 + 4$
9. 803
10. 651
11. 525

Show your thinking: 447, 457, 475. All have 4 hundreds, so compare the tens: 4 tens < 5 tens < 7 tens.

Scoring guide (2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4): count correct answers out of 11; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 4 correct · A (Approaching): 5 to 8 correct

P (Proficient): 9 to 10 correct · E (Exemplary): all 11 correct with a clear, complete thinking-box explanation

m12-2 · Week 12 · Unit 2 Review: Part 2

CCSS-M 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.7, 2.OA.A.1 · 8 scored items + Show your thinking

1. 83

2. 47

3. 90

4. 633

5. 347

6. 325

7. $238 + 154 = 392$; $392 - 300 = 92$; 92 muffins

8. $125 + 100 = 225$; $125 + 225 = 350$; 350 stickers

Show your thinking: $347 + 368 = 715$, so $715 - 368 = 347$ is correct.

Scoring guide (2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.7, 2.OA.A.1): count correct answers out of 8; the thinking box is judged on clarity and completeness.

D (Developing): 0 to 3 correct · A (Approaching): 4 to 6 correct

P (Proficient): 7 to 7 correct · E (Exemplary): all 8 correct with a clear, complete thinking-box explanation