


# “What’s My Rule?”

NAME	 DATE
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①

Rule	
+ 5	

in	out
3	8
4	
7	
8	
9	

②

Rule	
- 6	

in	out
16	10
14	
12	
11	
9	

③

Rule	
+ 8	

in	out
4	12
	10
5	
	15
9	

④

Rule	

in	out
13	10
4	1
9	
	8
6	

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# Assessment Check-In

## Unit 3 Lessons 5 - 7

Name \_\_\_\_\_ Date \_\_\_\_\_

1.) Solve the subtraction problems. Use the number line if needed.

2.OA.2

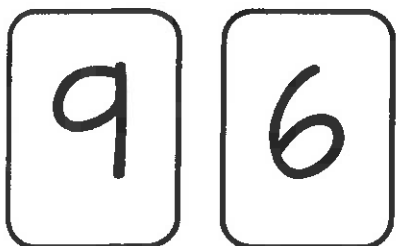


$9 - 7 = \underline{\hspace{2cm}}$        $15 - 12 = \underline{\hspace{2cm}}$        $18 - 3 = \underline{\hspace{2cm}}$

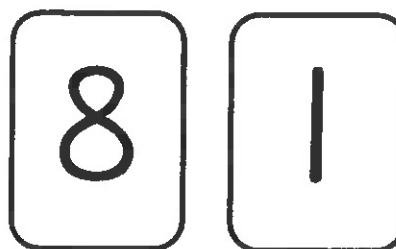
$13 - 2 = \underline{\hspace{2cm}}$        $7 - 4 = \underline{\hspace{2cm}}$        $11 - 8 = \underline{\hspace{2cm}}$

2.) Use the two cards below to write a subtraction fact.

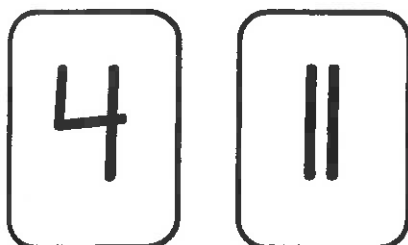
2.OA.2



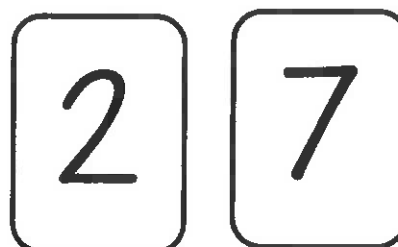
\_\_\_\_\_  
Subtraction Fact



\_\_\_\_\_  
Subtraction Fact



\_\_\_\_\_  
Subtraction Fact



\_\_\_\_\_  
Subtraction Fact

3.) Follow the rule. Fill in the missing numbers.

2.NBT.7 ; SMP7

Rule
+ 6

in	out
2	8
3	9
5	
9	

Rule
- 4

in	out
6	2
8	
10	
5	

Rule
+ 10

in	out
1	
5	15
	20
100	

Rule
- 5

in	out
6	
	3
5	
12	

# Assessment Check-In

## Unit 3 Lessons 8 - 10

Name \_\_\_\_\_ Date \_\_\_\_\_

1.) Solve the doubles fact. Use the doubles fact to help solve the next two subtraction problems.

2.OA.2

$4 + 4 = \underline{\hspace{2cm}}$

$8 - 4 = \underline{\hspace{2cm}}$

$9 - 4 = \underline{\hspace{2cm}}$

$9 + 9 = \underline{\hspace{2cm}}$

$18 - 9 = \underline{\hspace{2cm}}$

$17 - 9 = \underline{\hspace{2cm}}$

2.) Think of a doubles fact that can help you solve the following problems. Write your helper fact and solve.

2.OA.2

$9 - 5 = ?$

Helper fact: \_\_\_\_\_

$9 - 5 = \underline{\hspace{2cm}}$

$13 - 7 = ?$

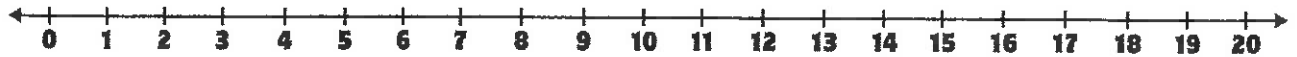
Helper fact: \_\_\_\_\_

$13 - 7 = \underline{\hspace{2cm}}$

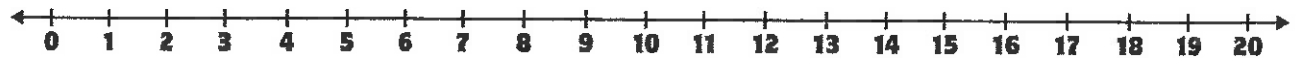
3.) Use the going-back-through-10 strategy. Show your work on the number line.

2.OA.2

$$14 - 5 = \underline{\hspace{2cm}}$$



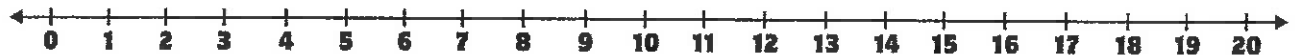
$$13 - 8 = \underline{\hspace{2cm}}$$



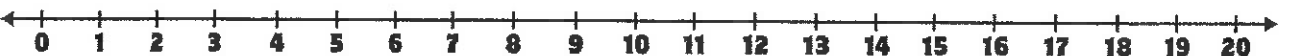
$$17 - 8 = \underline{\hspace{2cm}}$$



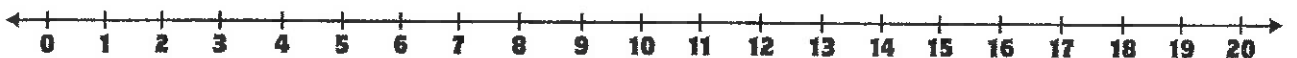
$$15 - 7 = \underline{\hspace{2cm}}$$



$$16 - 9 = \underline{\hspace{2cm}}$$



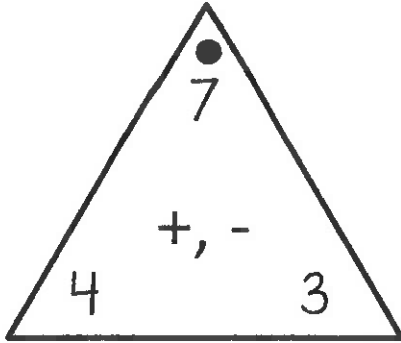
$$14 - 5 = \underline{\hspace{2cm}}$$



# Unit Three Test Review

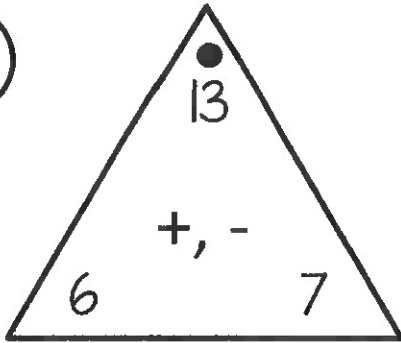
Name \_\_\_\_\_ Date \_\_\_\_\_

1. Write the fact family.



$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$

2.



$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$

3.

Josh is playing *Salute!*

The dealer says the sum is 14.

His partner has a 9 on his forehead.

What number does Josh have? \_\_\_\_\_

4.

Abby is playing *Salute!*

The dealer says the sum is 12

Her partner has a 5 on her forehead.

What number does Abby have? \_\_\_\_\_

How do you know? Explain how you got your answer.

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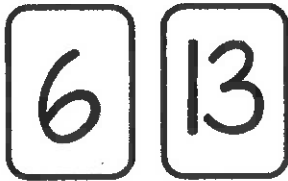
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5.

John is playing *Subtraction Top-It*. He picks up a 14 and 9.  
What is the subtraction fact? \_\_\_\_\_

Amy picks up two cards from the deck of cards. They were  
a 15 and 8. What subtraction fact can you write?  
\_\_\_\_\_

Kevin picks up the following two cards from the deck of  
cards.



Write the subtraction fact.  
\_\_\_\_\_

6.

Solve.

$13 - 5 = \underline{\quad}$

$9 - 7 = \underline{\quad}$

$11 - 6 = \underline{\quad}$

$12 - 8 = \underline{\quad}$

$17 - 9 = \underline{\quad}$

$16 - 7 = \underline{\quad}$

Explain how you solved  $12 - 8$ .

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7.

Nolan made a 10 to figure out the sum for  $7 + 5$ . Explain his  
thinking. How does this help?

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8.

Solve using the rule.

Rule
+ 3

3	
5	
7	
10	
11	
14	

Rule
+ 6

2	
5	
8	
9	
11	
13	

9.

Subtract.

$6 - 2 = \underline{\quad}$

$7 - 4 = \underline{\quad}$

$\underline{\quad} - 5 = 5$

$9 - \underline{\quad} = 2$

$\underline{\quad} - 2 = 5$

$9 - \underline{\quad} = 3$

$10 - \underline{\quad} = 3$

$14 - \underline{\quad} = 6$

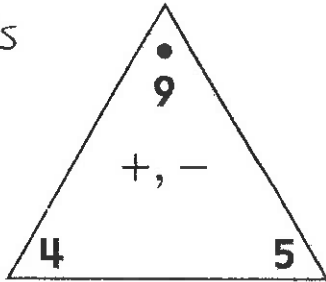
$8 - \underline{\quad} = 6$



## Unit 3 Assessment

- ① Write the fact family.

4 pts



$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$

- ② Beth is playing *Salute!*

2 pts

The dealer says 12.

Her partner has a 5 on his forehead.

What number does Beth have? \_\_\_\_\_

How do you know? Explain your thinking.

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- ③ José is playing *Subtraction Top-It*. He takes a 16 and a 9.

1 pt

Write the subtraction fact. \_\_\_\_\_

- ④ Solve.

3 pts a.  $12 - 3 = \underline{\quad}$

b.  $9 - 7 = \underline{\quad}$

c. Explain how you solved one of the facts above.

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### Unit 3 Assessment (continued)

⑤ Solve.

4 pts

Rule
+5

in	out
5	
9	
11	
25	

⑥ Martin made a 10 to figure out the sum for  $8 + 4$ . Explain Martin's thinking.

1 pt

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⑦ Subtract.

4 pts

a.  $5 - 0 = \underline{\quad}$

b.  $7 - \underline{\quad} = 6$

c.  $\underline{\quad} - 0 = 10$

d.  $\underline{\quad} - 1 = 8$

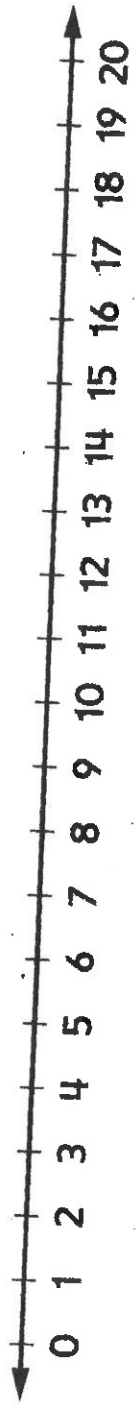
# Number Lines for Subtraction

Lesson 3-6

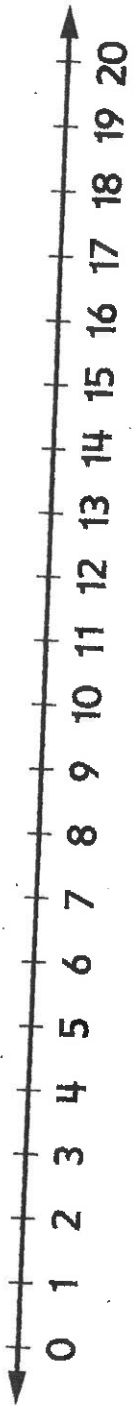
NAME \_\_\_\_\_

DATE \_\_\_\_\_

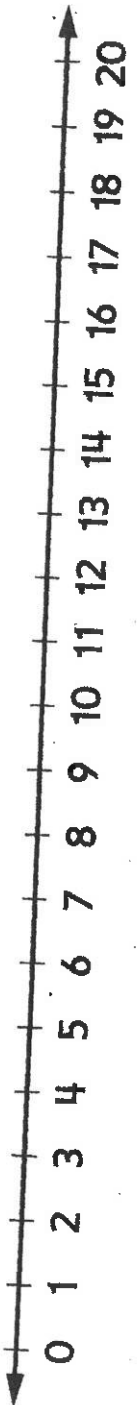
①



②



③



④

