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

4.NBT.5

Solve the following problems. Choose two ways to solve this problem.

The dancing bear family loves when their trainer gives them little treats to reward them for a good performance. If the trainer gives the dancing bear family 34 treats each show, how many treats will the trainer need for 22 shows?

|  |  |
| --- | --- |
|  |  |

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

4.NBT.5

Solve the following problems. Choose two ways to solve this problem.

The dancing bear family loves when their trainer gives them little treats to reward them for a good performance. If the trainer gives the dancing bear family 34 treats each show, how many treats will the trainer need for 22 shows?

|  |  |
| --- | --- |
|  |  |

|  |
| --- |
| Teacher notes: |
|

|  |  |
| --- | --- |
| **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | **Got It:** Student essentially understands the target concept. |
| **0 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. | **1 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. | **2 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. | **3 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 |