



How to Administer the Quick Check:

- The Quick Check consists of two parts: an Instructor portion which includes solutions and a Student portion with problems for each concept.
- **Your student need only complete the Quick Check problems for the concepts for which you responded **Unsure**.**
- Have your student complete the Quick Check items independently. You may attempt to clarify the wording of a question, but you should not provide hints about how to solve a problem.
- Return to the Question Block when you have checked your student's work.
- *You should now be able to answer **Yes** or **No** for each question.*
- Click **Next** to go to the next screen.

3.1

Does my student have a strong understanding of place value?

3.1a

Watch and listen as your student points to the digit that tells how many tens.

2 5 3

Student should point to the 5.

3.1b

Watch and listen as your student points to the digit that tells how many units (or ones).

4 8 0

Student should point to the 0.



3.2

Can my student correctly add and subtract multiple-digit numbers (including those which require regrouping)?

3.2a

$239 + 145 = \underline{\hspace{2cm}}$

384

$$\begin{array}{r} & & 1 & & & \\ & 2 & 3 & 9 & & \\ + & 1 & 4 & 5 & & \\ \hline & 3 & 8 & 4 & & \end{array}$$

3.2b

$310 - 176 = \underline{\hspace{2cm}}$

134

$$\begin{array}{r} & & 10 & & & \\ & 2 & 0 & 10 & & \\ - & 1 & 7 & 6 & & \\ \hline & 1 & 3 & 4 & & \end{array}$$



3.3

Can my student explain how regrouping (aka “carrying” or “borrowing”) works using the language of place value?

3.3a

$183 + 109 = \underline{\quad}$

- Listen to your student explain why they wrote a 1 above the 8.

$$\begin{array}{r} 1 \\ 183 \\ + 109 \\ \hline 292 \end{array}$$

The units (or ones) are added first, $9 + 3 = 12$. There are more than 9 units (or ones) so you make a new ten from the ones ($10 + 2$). The 2 units (or ones) stay in the units place. The other ten units (or ones) are regrouped (or carried) as a ten, and are counted with the other value in the tens place. The 8 is in the tens place in this problem so the 1 represents the regrouping (or carrying) of the ten units (or ones).

Note: Your student may have used different terms, drawn a picture, or used a model to help explain about regrouping (carrying).

3.3b

$451 - 32 = \underline{\quad}$

- Listen to your student explain why they wrote a 4 above the 5 and changed the 1 to 11.

$$\begin{array}{r} 4 \ 11 \\ 451 \\ - 32 \\ \hline 419 \end{array}$$

The units (or ones) are subtracted first, but $1 - 2$ shows that there are more units (or ones) in the bottom number. In order to subtract you have to regroup (or borrow). This means one ten will “change groups” from the tens group into the units (or ones). The 4 above the 5 shows that one ten was taken from 50 and added to the one unit (or one) to make 11.

Note: Your student may have used different terms, drawn a picture, or used a model to help explain about regrouping (borrowing).



How to complete the Quick Check:

- You only need to complete the problems your parent or instructor assigns.

3.1

3.1a

Point to the digit that tells how many tens. Tell your instructor your answer.

2 5 3

3.1b

Point to the digit that tells how many units (or ones). Tell your instructor your answer.

4 8 0



3.2

3.2a

$239 + 145 = \underline{\hspace{2cm}}$

3.2b

$310 - 176 = \underline{\hspace{2cm}}$



3.3

3.3a

$183 + 109 = \underline{\hspace{2cm}}$

Explain to your instructor why you wrote a 1 above the 8.

3.3b

$451 - 32 = \underline{\hspace{2cm}}$

Explain to your instructor why you wrote a 4 above the 5 and changed the 1 to 11.



3.4

3.4a

On Monday, Steve read 123 pages of his book. On Tuesday, he read 169 pages. How many pages has he read in all?

3.4b

While on vacation, Riley saw many tall buildings. One building was 425 feet tall, and another was 580 feet tall. What is the difference in the heights of the buildings?