CGI Problem Type Resource

**Standards addressed by these problems: 2.NBT.7, 2.NBT.2, 2.NBT.3, 2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.6 (Add more sets to problems below to address this standard), 2.NBT.9**

Overall purpose of these problem types: Students will use their **understanding of base ten to solve multi-digit addition/subtraction problems within 1000**. Students should also extend their understanding of properties of operation from single-digit number to multi-digit numbers. Possible problems that can be used to address are JRU, SRU, PPW-WU. Other addition and subtraction problem types can address these standards; however, examples of those problem types do not appear in this document.

*(NOTE: Any of these problems can be used as a pre/post test or ongoing assessment of students’ understanding.)*

**JRU (Join-Result Unknown):**

There are \_\_\_\_\_ students at Northwest Elementary that joined the running club in January. \_\_\_\_\_\_\_ more students joined the running club in February. How many students joined the running club in January and February?

(200, 300) (250, 300) (250, 310) (250, 360)

Cristin has \_\_\_\_ silly bands in her gigantic silly band collection. At her birthday party she received \_\_\_\_\_ more silly bands. How many silly bands does she have altogether?

(400, 500) (420, 500) (425, 420) (485, 426)

**SRU (Separate-Result Unknown)**

At Wal-Mart the gumball machine has \_\_\_\_ gumballs. On Saturday, \_\_\_\_\_ gumballs were bought from the machine. How many gumballs were left?

(500, 100) (450, 100) (450, 120) (400, 120)

There were \_\_\_\_\_ seashells on the coast of Florida. A wave came and washed \_\_\_\_ seashells away. How many seashells are left?

(700, 200) (780, 210) (795, 225) (750, 275)

**PPW-WU (Part-Part-Whole, Whole Unknown)**

Smithville Elementary School had a great turnout of students at their K-2 Science Night. There were \_\_\_\_ kindergarteners, \_\_\_\_\_ first grade students, and \_\_\_\_\_\_ second grade students. How many students were there altogether?

(100, 100, 100) (100, 110, 110) (110, 105, 101) (110, 105, 108)

Mr. Young’s class made a reading goal for their second grade classroom. During the year they read \_\_\_\_\_ fiction books and \_\_\_\_\_ non-fiction books. How many books did they read altogether?

 (300, 400) (300, 490) (320, 520) (320, 590)