

# A Key to Understanding this Book

The titles identify the type of sample item.

## Solve Subtraction Problems with Comparison

**Objective 1**  
Numbers,  
Operations, and  
Quantitative  
Reasoning

TEKS number and student expectation

### TEKS 4.3A

The student is expected to use addition and subtraction to solve problems involving whole numbers

The underlined, circled and checked words show what the student should mark.

### Sample Item

On Monday 468 children visited the park. On Tuesday 674 children came to the park. How many more children visited the park on Tuesday than on Monday? Mark your answer.

- (A) 206
- B 212
- C 352
- D 1,160

$$\begin{array}{r} 6\ 14 \\ 67\cancel{4} \\ - 4\cancel{6}8 \\ \hline 206 \end{array} \quad \begin{array}{r} 1 \\ 206 \\ + 468 \\ \hline 674 \end{array}$$

All of the writing in this font or free style drawing shows what the student should write.

### Task Analysis

The task analysis shows what a student must know and be able to do to show quality success with the sample item. This better ensures a depth of understanding of the tested concept and that the TEKS are being taught. All of the listed skills in a task analysis may not be required for the sample item, but they may be necessary for similar items

The student must know

1. to subtract when the relationship of like units is comparison to find the difference.
2. that when two quantities are being compared to find the difference the larger of the two numbers is the minuend and the smaller is the subtrahend.
3. that the result of subtraction is called the difference.
4. that the sign for subtraction is read as minus (-).
5. that subtraction is the inverse of addition.
6. how to subtract three-digit numbers with and without regrouping.

### Test-Taking Strategy

1. Survey the problem and its choice of answers, noting that calculation will probably be required since the answer choices are given as exact amounts.
2. Read the entire problem.

The given test-taking strategy is not the only possible strategy or the easiest strategy for solving the item. It is designed to require the student to apply the student expectations for this grade level. The strategy is also designed to require the students to show their work in a way that allows the teacher to diagnose their needs.

3. Reread the question and underline the units asked for in the question--children.
4. Circle the words describing what the question is asking about the children--how many more visited the park on Tuesday than on Monday.
5. Reread the problem to verify the relationship between the units--two totals are being compared.
6. Underline the quantities and their units if needed to answer question.
7. Select an operation that matches the relationship between the units--comparison (total - total = ? difference).
8. Solve the problem.
9. Check calculation.
10. Check for reasonableness by using the solution to answer the question--206 more children visited the park on Tuesday than on Monday.