

Math Progress Report

Instructional Period:
April 6 - July 19, 2020

Prepared by Math Tutor: Vanessa Ott

CURRICULUM: *Stepping Stones* (SS) by Origo.

- Each Grade Level 1-6 has two books (A & B) with 12 Modules.
- Each Module has 12 Lessons.

APRIL – MAY 2020

Tevita had forgotten a large percentage of SS Grade 3 Book B content, which is where his SS learning was suspended in May 2019. April-May 2020 Math instruction involved rapid remediation of concepts from Grade 3 Modules 1-6, and a thorough review of Modules 7-12. ([Click here for SS Grade 3 Contents on pp. 5-6 below.](#))

JUNE – 2/3 JULY

As of July 19, Tevita completed SS Grade 4 Modules 1-5. ([Click here for SS Grade 4 Contents on pp. 7-8 below.](#))

MATH	
Strengths	Needs
Solid ability to do standard algorithms for multi-digit addition, subtraction, and multiplication. He can do standard algorithm division with 1-digit divisors. Tevita finally accomplished memorization of basic subtraction facts this summer. Now he is fluent in addition, subtraction, multiplication, and division facts. He enjoys manipulatives. This summer, that meant cooking to learn capacity and mass measurement and conversions.	Tevita has great difficulty with word problems for a number of reasons including: visual/spatial reasoning challenges; weak English skills; forgets all the steps and doesn't keep track of details. He is making significant improvement using the strategy described on p. 9 of this report (VUPLES ☑). He needs much more practice with word problems, and constant adherence to VUPLES strategy until it become automatic. Visualizations Shapes & Drawing Shapes – Tevita learned to draw a 3-D box just this summer. He needs more instruction and practice drawing geometric shapes. He enjoys drawing. If this can be done in Art class, it would help a lot. Remembering Math facts (e.g.; $\frac{1}{4}$ hr = ? min; $2\frac{1}{2}$ L = ? mL; # days in a week, etc.), and Math word definitions (e.g., quotient; kilo-; right angle; etc.). He needs to do more study, and be verbally quizzed regularly to

MATH	
Strengths	Needs
He has made a lot of progress in a relatively short amount of time. The more successful he becomes, the more he enjoys Math.	remember what has been taught & learned, otherwise he forgets. At some point, with enough quizzing, it becomes part of his memory. Tevita does extremely well with a structured curriculum such as <i>Stepping Stones</i>. He needs a Math curriculum that he, his home helpers, & his mother can follow. This is the only way to help him reflect upon and advance his studies.
Comments, Concerns, and Suggested Next Steps	
Tevita's SY 2020-201 Math instruction needs to begin at a "Grade" (i.e., performance) level indicated by both this report and his upcoming August 2020 diagnostic tests. Starting at the appropriate level and progressing forward systematically with a structured curriculum will ensure there are no gaps in his understanding of foundational mathematical principles and practices. Since he has proven to be proficient with standard algorithms, he is encouraged to use a calculator when doing complex word problems. This prevents him from getting bogged down in working out sums, differences, products, and quotients using the standard algorithms <i>all</i> the time. Tends to start in the middle of the page when reading, and writing. For example, he'll start reading a page, or a section, and skip the important information in the header or introductory paragraph. He has to be watched to be sure he's reading all the words on the page or in a word problem. Also, when beginning to work on problem, he'll start in the middle of a page and leave a lot of white space, so he runs out of room. He's been encouraged to try and fit his answers in smaller spaces and organize his work on a blank page starting in the top left corner and proceeding L to R, Top to Bottom from there. Keep an eye out for when he "stalls." It's helpful to continually prod him to finish his independent work, check in, and see if there is a problem. Otherwise, he just sits there, staring at what he's done wrong, and spinning his wheels.	

EMOTIONAL & ACADEMIC HABITS	
Strengths	Needs
Computer fluent. Tevita has been using both a Chromebook and full Windows operating system computer with internet connection for years. This summer, his Language Arts tutoring was all Distance Learning using Google Meets for instruction and Google Drive to share work. He has been learning to use his new Wacom pen pad to work out Math problems in a PowerPoint window shared screen so a remote teacher can see his thinking as he works out a math problem. Tevita is very patient and works hard. He has learned to be more of an independent learner in the last few months.	Tevita needs to be pushed a bit. He often doubts himself when he actually knows the answer, so this delays progress. He needs to be asked a lot of questions to check for understanding, and encouraged often to move on. He had a pledge/mantra this summer. When he stalled, we would chant, "<i>Learn as much as I can as fast as I can; as much as I can as fast as I can...</i>" Sometimes, Tevita hits his frustration level understanding a Math concept. Sometimes he will cry out of frustration, though that is becoming less frequent. When frustration is the cause for his delay, that's when he needs a time out. Breathing exercises, stretching, and drinking water are a big help for him. Tevita needs teachers to be organized and clear about online file and folder names.
Comments, Concerns, and Suggested Next Steps	
School schedule must have Tevita taking medication right before going to lunch. he has difficulty focusing after lunch if he does not take his medication and needs time for it to digest before resuming mental concentration activities. Ongoing encouragement and guidance on how to work independently for a few more months at he will continue to become more proficient at being an independent learner. Guard against guessing. Encourage independent thought. In SY 2019-2020, Tevita lost a lot of ground, and learned helplessness behaviors which had begun to diminish by the end of Grade 5, flared up again. It took several months of coaching in April and May to teach him again how to work independently, and not blurt out an uneducated, illogical guess without thinking through or even understanding a question. Teachers should understand that Tevita is capable of critical thinking if always made to justify his answers. When he gives an answer (right or wrong), ask, "Why do you say that?" He can do it when expected to do so. Self esteem affects his rapid progress. He is often unsure of himself. He is afraid to answer because he is afraid of being wrong, <i>especially</i> in front of other children. Even when alone, the self-doubt (often unwarranted), makes him get stuck in the middle of a problem. So, like a car that occasionally stalls, a little ignition and gas gets it going again. The ignition being asking pointed questions or hints; the gas being encouragement, "C'mon, don't get anxious, think about it, draw a picture, write an equation, you can figure this out."	

Tevita Ahomana Math Evaluation
Common Core Standards

July 19, 2020

Subjective Summary Prepared by Tutor: Vanessa Ott

M = Meets Proficiency			A = Approaching Proficiency			B = Well Below Proficiency			U = unknown		
G-3 Std.	Prof.	Notes	G-4 Std.	Prof.	Notes	G-5 Std.	Prof.	Notes			
3.OA.1	M		4.OA.1	M		5.OA.1	B				
3.OA.2	M		4.OA.2	A	Word Prob. Difficulty	5.OA.2	B				
3.OA.3	M		4.OA.3	A	Word Prob. Difficulty	5.OA.3	B				
3.OA.4	M		4.OA.4	M		5.NBT.1	A				
3.OA.5	A		4.OA.5	B	Visual/Spatial Difficulty	5.NBT.2	A				
3.OA.6	M		4.NBT.1	A		5.NBT.3	A				
3.OA.7	M		4.NBT.2	M		5.NBT.4	A				
3.OA.8	A		4.NBT.3	A		5.NBT.5	M				
3.OA.9	A	Word Prob. Difficulty	4.NBT.4	M		5.NBT.6	A				
3.NBT.1	M		4.NBT.5	A	Fluent with std alorithm calculations. Difficulty explaining.	5.NBT.7	B				
3.NBT.2	M		4.NBT.6	A	Fluent with std alorithm calculations. Difficulty explaining.	5.NF.1	B				
3.NBT.3	M		4.NF.1	A		5.NF.2	B				
3.NF.1	M		4.NF.2	B	Not much fraction work	5.NF.3	A				
3.NF.2	M		4.NF.3	A	Not much fraction work	5.NF.4	B				
3.NF.3	A	Difficulty generating representations of fractions, and understanding them visually.	4.NF.4	A	Not much fraction work	5.NF.5	A				
3.MD.1	A	Tevita still struggles with elapsed time word problems and representing time on number line.	4.NF.5	A	Not much fraction work	5.NF.6	B				
3.MD.2	M		4.NF.6	B	Not taught yet.	5.NF.7	B				
3.MD.3	M		4.NF.7	B	Word Prob. Difficulty	5.MD.1	A				
3.MD.4	A	Not enough training or practice in drawing.	4.MD.1	A	Just learned conversion ratios and measurement	5.MD.2	B				
3.MD.5	M		4.MD.2	A	Struggles w. number lines	5.MD.3	A				
3.MD.6	M		4.MD.3	M		5.MD.4	B				
3.MD.7	M		4.MD.4	U	Not taught yet?	5.MD.5	B				
3.MD.8	M		4.MD.5	B	Just learned rays & angles	5.G.1	B				
3.G.1	A	Needs more work in identifying properites of shapes and comparing;contrasting	4.MD.6	A		5.G.2	B				
3.G.2	M		4.MD.7	B	Very new to angles.	5.G.3	B				
			4.G.1	A		5.G.4	B				
			4.G.2	B							
			4.G.3	B							

GRADE 3 STEPPING STONES CONTENTS

SS-G3-Contents.pdf			Lesson	Title
1	1	Number: Writing three-digit numerals and number names	7	Multiplication: Introducing the symbol
	2	Number: Identifying three-digit numbers on a number line	8	Multiplication: Using the turnaround idea with arrays
	3	Number: Representing four-digit numbers	9	Multiplication: Doubling and halving multiples of ten and five
	4	Number: Writing four-digit numerals and number names	10	Multiplication: Introducing the tens facts
	5	Number: Writing four-digit numbers in expanded form	11	Multiplication: Introducing the fives facts
	6	Number: Locating four-digit numbers on a number line	12	Multiplication: Reinforcing the tens and fives facts
2	1	Addition: Investigating patterns	7	Time: Relating past and to the hour
	2	Addition: Two-digit numbers (with composing)	8	Time: Reading times in different ways
	3	Addition: Two- and three-digit numbers (with composing)	9	Time: Measuring intervals in minutes
	4	Addition: Developing written methods	10	2D shapes: Exploring rectangles
	5	Addition: Solving word problems	11	2D shapes: Exploring rhombuses
	6	Time: Reading and writing to the minute	12	2D shapes: Exploring relationships between shapes
3	1	Multiplication: Introducing the twos facts	7	Multiplication: Solving word problems
	2	Multiplication: Reinforcing the twos facts	8	Number: Working with place value
	3	Multiplication: Extending the twos facts	9	Number: Comparing and ordering three-digit numbers
	4	Multiplication: Introducing the fours facts	10	Number: Comparing and ordering three- and four-digit numbers
	5	Multiplication: Reinforcing the fours facts	11	Number: Rounding two- and three-digit numbers
	6	Multiplication: Extending the fours facts	12	Number: Rounding three- and four-digit numbers
4	1	Division: Introducing the symbol	7	Division: Reinforcing the twos and fours facts
	2	Division: Connecting multiplication and division	8	Common fractions: Reviewing unit fractions
	3	Division: Introducing the tens facts	9	Common fractions: Writing with symbols
	4	Division: Introducing the fives facts	10	Common fractions: Representing unit fractions on a number line
	5	Division: Reinforcing the tens and fives facts	11	Common fractions: Representing as a sum of unit fractions
	6	Division: Introducing the twos and fours facts	12	Common fractions: Relating models
5	1	Multiplication: Introducing the eights facts	7	Multiplication: Solving word problems
	2	Multiplication: Reinforcing the eights facts	8	Subtraction: Counting back to subtract two-digit numbers (with decomposing)
	3	Multiplication: Exploring patterns with the eights facts	9	Subtraction: Counting back to subtract two- and three-digit numbers (with decomposing)
	4	Multiplication: Introducing the ones facts	10	Subtraction: Counting on to subtract two-digit numbers (with composing)
	5	Multiplication: Introducing the zeros facts	11	Subtraction: Counting on to subtract two- and three-digit numbers (with composing)
	6	Multiplication: Reinforcing the ones and zeros facts	12	Subtraction: Solving word problems
6	1	Multiplication: Introducing the nines facts	7	Division: Introducing the ones facts
	2	Multiplication: Reinforcing the nines facts	8	Division: Introducing the zeros facts
	3	Multiplication: Exploring patterns with the nines facts	9	Data: Working with many-to-one picture graphs
	4	Multiplication: Solving word problems	10	Data: Working with bar graphs
	5	Division: Introducing the eights facts	11	Data: Working with line plots
	6	Division: Reinforcing the eights facts	12	Data: Working with line plots (fractions)

GRADE 3 STEPPING STONES CONTENTS

Module	Lesson	Title	Lesson	Title
7	1	Multiplication: Introducing the sixes facts	7	Addition: Introducing the standard algorithm
	2	Multiplication: Reinforcing the sixes facts	8	Addition: Working with the standard algorithm (composing tens)
	3	Multiplication: Introducing the last facts	9	Addition: Working with the standard algorithm (composing hundreds)
	4	Multiplication: Working with all facts	10	Addition: Using the standard algorithm with three-digit numbers
	5	Multiplication: Solving word problems	11	Addition: Introducing the compensation strategy
	6	Addition: Making estimates	12	Addition: Solving word problems
8	1	Division: Introducing the nines facts	7	Common fractions: Identifying improper fractions on a number line
	2	Division: Reinforcing the nines facts	8	Common fractions: Exploring equivalent fractions
	3	Division: Introducing the sixes and last facts	9	Common fractions: Identifying equivalent fractions on a number line
	4	Division: Reinforcing the sixes and last facts	10	Capacity: Reviewing liters and fractions of a liter
	5	Common fractions: Counting beyond one whole	11	Mass: Reviewing kilograms and introducing fractions of a kilogram (grams)
	6	Common fractions: Exploring improper fractions	12	Mass/capacity: Solving word problems
9	1	Subtraction: Making estimates	7	Subtraction: Applying the compensation strategy
	2	Subtraction: Introducing the standard algorithm	8	Common fractions: Comparing unit fractions (length model)
	3	Subtraction: Using the standard algorithm with two-digit numbers (decomposing tens)	9	Common fractions: Comparing unit fractions (number line)
	4	Subtraction: Using the standard algorithm with three-digit numbers (decomposing tens)	10	Common fractions: Making comparisons with the same denominator (number line)
	5	Subtraction: Using the standard algorithm with three-digit numbers (decomposing hundreds)	11	Common fractions: Making comparisons with the same numerator (number line)
	6	Subtraction: Exploring subtraction involving zero	12	Common fractions: Solving comparison word problems
10	1	Area: Calculating the area of rectangles (customary units)	7	Multiplication: Extending known facts
	2	Area: Calculating the area of rectangles (metric units)	8	Multiplication: Using the distributive property with two-digit numbers (partial products)
	3	Area: Using multiplication to calculate area	9	Multiplication: Using the associative property with two-digit numbers (double and halve)
	4	Area: Identifying dimensions of rectangles	10	Algebra: Investigating order with multiple operations
	5	Area: Decomposing composite shapes to calculate area	11	Algebra: Solving problems involving multiple operations
	6	Area: Solving word problems	12	Algebra: Writing equations to match two-step word problems
11	1	Number: Building a picture of 10,000	7	Money: Adding amounts in cents (bridging dollars)
	2	Number: Representing five-digit numbers	8	Money: Working with dollars and cents
	3	Number: Writing five-digit numbers in expanded form	9	Money: Calculating change (cents)
	4	Number: Comparing and ordering five-digit numbers	10	Capacity: Reviewing cups, pints, and quarts
	5	Number: Rounding five-digit numbers	11	Capacity: Introducing gallons
	6	Number: Reinforcing rounding with five-digit numbers	12	Capacity: Solving word problems
12	1	Division: Two-digit numbers	7	Angles: Measuring as fractions
	2	Division: Two-digit numbers (with regrouping)	8	3D objects: Identifying prisms
	3	Division: Thinking multiplication to divide two-digit numbers	9	3D objects: Comparing prisms and pyramids
	4	Division: Making estimates	10	Perimeter: Introducing perimeter
	5	Division: Reinforcing the think-multiplication strategy	11	Perimeter: Exploring the relationship with area
	6	Angles: Comparing using non-standard units	12	Perimeter/area: Solving word problems

GRADE 4 STEPPING STONES CONTENTS

Module	Lesson	Title	Lesson	Title
1	1	Number: Reading and writing five-digit numbers	7	Number: Working with place value
	2	Number: Building a picture of 100,000	8	Multiplication: Reviewing the doubles strategy
	3	Number: Reading and writing six-digit numbers	9	Multiplication: Reviewing the fours and eights facts
	4	Number: Reading and writing six-digit numbers (with teens and zeros)	10	Multiplication: Extending the fours and eights facts
	5	Number: Writing six-digit numbers in expanded form	11	Multiplication: Reviewing and extending the tens facts
	6	Number: Locating six-digit numbers on a number line	12	Multiplication: Exploring patterns
2	1	Addition: Making estimates	7	Addition: Solving word problems
	2	Addition: Reviewing the standard algorithm (composing tens)	8	Multiplication: Doubling and halving three-digit multiples of ten
	3	Addition: Reviewing the standard algorithm (composing hundreds)	9	Multiplication: Reviewing the fives facts
	4	Addition: Working with the standard algorithm (composing in any place)	10	Multiplication: Extending the fives strategy
	5	Addition: Using the standard algorithm with multi-digit numbers	11	Multiplication: Reviewing the nines strategy
	6	Addition: Using the standard algorithm with multiple addends	12	Multiplication: Extending the nines strategy
3	1	Number: Comparing to order six-digit numbers	7	Multiplication: Finding pairs of factors
	2	Number: Comparing to order four-, five- and six-digit numbers	8	Multiplication: Identifying prime and composite numbers
	3	Number: Rounding six-digit numbers	9	Area: Developing a rule to calculate the area of rectangles
	4	Number: Rounding four-, five-, and six-digit numbers	10	Perimeter: Developing a rule to calculate the perimeter of rectangles
	5	Number: Building a picture of one million	11	Perimeter: Working with rules to calculate the perimeter of rectangles
	6	Multiplication: Relating multiples and factors	12	Perimeter/area: Solving word problems
4	1	Subtraction: Making estimates	7	Addition/subtraction: Solving word problems
	2	Subtraction: Reviewing the standard algorithm (decomposing tens or hundreds)	8	Common fractions: Reviewing concepts
	3	Subtraction: Using the standard algorithm (decomposing in any place)	9	Common fractions: Reviewing equivalent fractions
	4	Subtraction: Using the standard algorithm with multi-digit numbers	10	Common fractions: Relating whole numbers
	5	Subtraction: Analyzing decomposition across places involving zero (three-digit numbers)	11	Common fractions: Introducing mixed numbers
	6	Subtraction: Analyzing decomposition across places involving zero (multi-digit numbers)	12	Common fractions: Exploring equivalence with mixed numbers
5	1	Multiplication: Introducing the comparison model	7	Length: Introducing millimeters
	2	Multiplication: Making comparisons involving multiplication and addition (tape diagram)	8	Length: Exploring the relationship between meters, centimeters, and millimeters
	3	Multiplication: Exploring the relationship between multiplication and division (tape diagram)	9	Length: Introducing kilometers
	4	Multiplication: Making comparisons involving division and subtraction (tape diagram)	10	Mass: Exploring the relationship between kilograms and grams
	5	Multiplication: Using tape diagrams to solve word problems	11	Capacity: Exploring the relationship between liters and milliliters
	6	Length: Exploring the relationship between meters and centimeters	12	Length/mass/capacity: Solving word problems involving metric units
6	1	Multiplication: Reviewing the partial-products strategy (two-digit numbers)	7	Length: Exploring the relationship between yards, feet, and inches
	2	Multiplication: Using the partial-products strategy (three-digit numbers)	8	Length: Exploring the relationship between miles, yards, and feet
	3	Multiplication: Using the partial-products strategy (four-digit numbers)	9	Angles: Identifying fractions of a full turn
	4	Multiplication: Using the partial-products strategy (two two-digit numbers)	10	Angles: Using a protractor
	5	Multiplication: Solving word problems	11	Angles: Identifying acute, right, and obtuse
	6	Length: Exploring the relationship between feet and inches	12	Angles: Estimating and calculating

GRADE 4 STEPPING STONES CONTENTS

Module	Lesson	Title	Lesson	Title
7	1	Division: Halving two-digit numbers	7	Common fractions: Adding mixed numbers (composing whole numbers)
	2	Division: Halving to divide by four and eight	8	Common fractions: Subtracting with same denominators
	3	Division: Finding whole number quotients and remainders	9	Common fractions: Calculating the difference between mixed numbers
	4	Division: Solving word problems with remainders	10	Common fractions: Calculating the difference between mixed numbers (decomposing whole numbers)
	5	Common fractions: Adding with same denominators	11	Common fractions: Solving word problems
	6	Common fractions: Adding mixed numbers	12	Common fractions: Interpreting line plots to solve word problems
8	1	Division: Reviewing the relationship between multiplication and division	7	Division: Reinforcing the partial-quotients strategy (four-digit dividends)
	2	Division: Introducing the partial-quotients strategy (two-digit dividends)	8	Division: Solving word problems
	3	Division: Reinforcing the partial-quotients strategy (two-digit dividends)	9	Common fractions: Exploring the multiplicative nature (area model)
	4	Division: Using the partial-quotients strategy (three-digit dividends)	10	Common fractions: Exploring the multiplicative nature (number line model)
	5	Division: Reinforcing the partial-quotients strategy (three-digit dividends)	11	Common fractions: Multiplying mixed numbers (without composing)
	6	Division: Using the partial-quotients strategy (four-digit dividends)	12	Common fractions: Multiplying mixed numbers (with composing)
9	1	Common fractions: Reviewing comparisons with the same numerator or denominator	7	Common fractions: Finding common denominators to make comparisons
	2	Common fractions: Comparing with different numerators and denominators	8	Common fractions: Consolidating comparison strategies
	3	Common fractions: Comparing and ordering	9	Mass: Reviewing pounds and introducing ounces
	4	Common fractions: Calculating equivalent fractions	10	Mass: Exploring the relationship between pounds and ounces
	5	Common fractions: Comparing with related denominators	11	Capacity: Reviewing gallons, quarts, and pints, and introducing fluid ounces
	6	Common fractions: Finding common denominators	12	Capacity/mass: Solving word problems involving customary units
10	1	Decimal fractions: Introducing decimal fractions	7	Decimal fractions: Locating tenths and hundredths on a number line
	2	Decimal fractions: Locating and comparing tenths	8	Decimal fractions: Comparing and ordering
	3	Decimal fractions: Exploring hundredths	9	Decimal fractions: Adding tenths
	4	Decimal fractions: Writing hundredths (without teens or zeros)	10	Decimal fractions: Adding hundredths
	5	Decimal fractions: Writing hundredths (with teens and zeros)	11	Decimal fractions: Adding tenths and hundredths
	6	Decimal fractions: Writing in expanded form	12	Decimal fractions: Solving word problems
11	1	Multiplication: Introducing the standard algorithm with two-digit numbers (regrouping tens)	7	Multiplication: Reinforcing the use-factors strategy
	2	Multiplication: Using the standard algorithm with two-digit numbers (regrouping ones)	8	Multiplication: Solving word problems involving one- and two-digit numbers
	3	Multiplication: Using the standard algorithm with two-digit numbers (regrouping tens and ones)	9	Angles: Exploring points, lines, line segments, and rays
	4	Multiplication: Solving word problems involving two-digit numbers	10	Angles: Identifying parallel and perpendicular lines
	5	Multiplication: Using the associative property with two two-digit numbers (double and halve)	11	Transformations: Reflecting shapes
	6	Multiplication: Using the associative property with two-digit numbers (use factors)	12	Transformations: Identifying lines of symmetry
12	1	Patterns: Working with multiplication and addition patterns	7	Time: Calculating elapsed time
	2	Patterns: Investigating square numbers	8	Time: Introducing seconds
	3	Patterns: Analyzing number patterns	9	Money: Making transactions
	4	Patterns: Analyzing shape patterns	10	Money: Calculating change (bridging dollars)
	5	Time: Reviewing measurement	11	Money: Recording remainders as decimal fractions
	6	Time: Converting between units	12	Money: Solving word problems

HOW TO SOLVE MATH WORD PROBLEMS



Lani has two ribbons. Ribbon A is six inches. When she attaches it to the end of ribbon B, the total length is $2\frac{1}{2}$ feet. How long is ribbon B?

1.) Name the variables.

2.) Convert all measurements to same units.

$$A = 6\text{ in}$$

$$B = ?$$

$$T = 2\frac{1}{2}\text{ ft} = 2.5\text{ ft} = 30\text{ in}$$

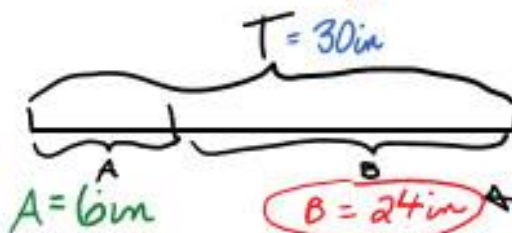
$$2.5\text{ ft} \times \frac{12\text{ in}}{1\text{ ft}} = 30\text{ in}$$

3.) Draw a picture.



4.) Label:

- variables,
- quantities
- units



5.) Write equations.

$$T = A + B$$

$$\text{So... } T - A = B$$

6.) Solve the problem(s).

$$\begin{array}{r} T \\ - A \\ \hline B \end{array} \quad \begin{array}{r} 30\text{ in} \\ - 6\text{ in} \\ \hline 24\text{ in} \end{array}$$

7.) Check your work.

Do it again without looking at what you did before.



Check Your Work

VUPLES ☒ = Variables, Units, Picture, Label, Equation, Solve, & ☒ Check your answer by doing it again with fresh eyes.