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| **Addition and Subtraction of Fractions with Unlike Denominators** | | | |
| Concretely solves problems.  + = ?    “I used fraction strips. I can see that = and that + = , or 1.” | Models pictorially to solve problems.  – = ?    “I used a double number line. I modelled on the top line and on the bottom line, then found the difference. From the double number lines, I see the difference is .” | Uses equivalent fractions to symbolically solve problems.  + + = ?  “I wrote equivalent fractions  with denominator 6.  = and =  + + = + + = ,  or 1 whole.” | Fluently and flexibly solves problems.  3 - 2 = ?  “I know that 3 = 3, so I counted on, in eighths, from 2 to 3.  I counted on .” |
| **Observations/Documentation** | | | |
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