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| **Solving Unknowns in Equations** | | |
| Uses concrete materials to “guess and check.”    “I know that 3 multiplied by 4 is 12.” | Draws and interprets pictures using a balance model.    “I placed 1 in each group until the pans balanced; ◼ = 2” | Decomposes and recomposes numbers.  3 × 8 =  “I can decompose the equation into parts that can help me solve for the unknown.” |
| **Observations/Documentation** | | |
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| **Solving Unknowns in Equations (cont’d)** | | |
| Uses relationships and properties of operations (inverse operations, associative property).    “I rewrote the equation as a division equation: ” | Writes a statement for a given equation and solves for the unknown.  “I had a bag of baby carrots. I shared them equally with me and 5 friends and we each ended up with 3. How many baby carrots were in the bag to start?” | Flexibly uses multiple strategies to solve equations.  ◼ × 2 = 30 – 4  “I know something times 2 is equal to 26, because 30 − 4 is 26.  I can rewrite using division: 26 ÷ 2 = So, the unknown is 13.” |
| **Observations/Documentation** | | |
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