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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.$$3 ×∎=6$$“I placed 1 in each group until the pans balanced; ◼ = 2” | Decomposes and recomposes numbers.3 × 8 =$ ∎$ $$3×8=\left(2×8\right)+\left(1×8\right)$$$$\left(2×8\right)+\left(1×8\right)=16+8$$$$16+8=24$$“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).$$20=4×∎$$“I rewrote the equation as a division equation: $20÷4=∎.$” | Writes a statement for a given equation and solves for the unknown.$$∎÷6=3$$“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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