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| **Solving Inequalities** | | | |
| Recognizes inequality symbols and their meaning in various inequality equations  *m* > 6  *m* 6  “Each time, the unknown can be any number greater than 6. In the second equation, it could also be 6. There are many quantities that would work.” | Represents solutions to simple inequalities by graphing on a number line and testing solutions.    “The unknown plus 3 needs to be less than or equal to 10. I could count on 7 from 3 to get 10.  So, I know the unknown  must be 7 or less.” | Uses inverse operations to re-write inequalities, then solves.    “I am going to verify by choosing 2 | Flexibly solves inequalities, then verifies and graphs the solutions.  18 – *m* < 8  “What numbers can I take away from 18 for the answer to be less than 8?”  I can rearrange the equation to find the unknown: 18 – 8 < *m* |
| **Observations/Documentation** | | | |
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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 (con’t)** | | |
| 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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