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| **Conceptual Meaning of Addition and Subtraction of Decimals** | | |
| Recognizes addition and subtraction situations and models concretely to add or subtract to hundredths    **24.26 + 15.57 = 39.83** | Models and symbolizes ways to solve problems using an open number line.  **24.26 + 15.57 = ?** | Uses an understanding of place value to add or subtract decimals with hundredths (decomposes both numbers).  **24.26 + 15.57 = ?**    “I decomposed both numbers, added the whole numbers, then added the hundredths.” |
| **Observations/Documentation** | | |
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| **Conceptual Meaning of Addition and Subtraction of Decimals (con’t)** | | |
| Uses an understanding of place value to decompose one number.  **24.26 + 15.57 = ?**    “I used place value to add on the second number.” | Uses estimation and mental math strategies to check reasonableness of solutions.  **4.497 + 7.299 + 3.512 =?**  “I used compatible numbers to estimate. 4.497 is close to 5, 7.299 is close to 7, and 3.512 is close to 3; 7 + 3 + 5 = 15. I calculated 15.308, so my answer is reasonable.” | Solves addition and subtraction problems flexibly, using a variety of strategies.  36.462 − 25.108 = ?  36.462 – 25 = 11.462  11.462 – 0.108 = 11.354 |
| **Observations/Documentation** | | |
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| **Adding and Subtracting Fractions with Like Denominators** | | | |
| Concretely solves problems.  **+ = ?**    “Because each whole is divided into fourths, I can add the parts.  3 fourths + 2 fourths = 5 fourths.  5 fourths make 1 whole and .” | Models pictorially to solve problems.    **+ = = 1**  “I modelled on the number line,  then counted on from :  4 fourths, 5 fourths.” | Models symbolically to solve problems.    “I converted 3 to ,  then subtracted. I checked my answer using addition.” | Fluently and flexibly solves addition and subtraction problems.    “ needs to be added to the other fractions to equal 2.” |
| **Observations/Documentation** | | | |
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