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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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