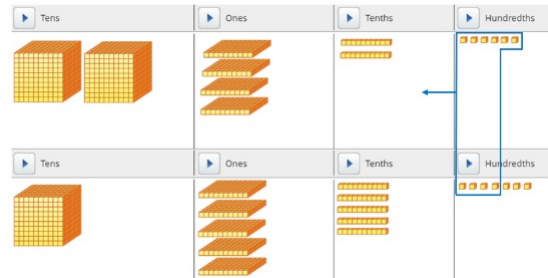


# Activity 32 Assessment

## Operations with Fractions and Decimals Consolidation

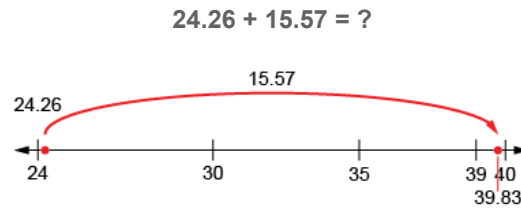
### Conceptual Meaning of Addition and Subtraction of Decimals

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.



Uses an understanding of place value to add or subtract decimals with hundredths (decomposes both numbers).

$$24.26 + 15.57 = ?$$

$$24 + 15 = 39 \text{ (whole numbers)}$$

$$0.26 + 0.57 = 0.83 \text{ (decimals)}$$

$$39 + 0.83 = 39.83$$

“I decomposed both numbers, added the whole numbers, then added the hundredths.”

### Observations/Documentation

# Activity 32 Assessment

## Operations with Fractions and Decimals Consolidation

### Conceptual Meaning of Addition and Subtraction of Decimals (con't)

Uses an understanding of place value to decompose one number.

$$24.26 + 15.57 = ?$$

$$15.57 = 15 + 0.57$$

$$24.26 + 15 = 39.26$$

$$39.26 + 0.57 = 39.83$$

"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.

$$36.462 - 25.108 = ?$$

$$36.462 - 25 = 11.462$$

$$11.462 - 0.108 = 11.354$$

| Tens | Ones | Tenths | Hundredths | Thousandths |
|------|------|--------|------------|-------------|
| 3    | 6    | 4      | 5          | 2           |
| 2    | 5    | 1      | 0          | 8           |
| 1    | 1    | 3      | 5          | 4           |

### Observations/Documentation

# Activity 32 Assessment

## Operations with Fractions and Decimals Consolidation

### Adding and Subtracting Fractions with Like Denominators

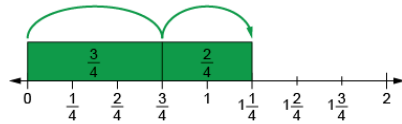
Concretely solves problems.

$$\frac{3}{4} + \frac{2}{4} = ?$$



“Because each whole is divided into fourths, I can add the parts.  
3 fourths + 2 fourths = 5 fourths.  
5 fourths make 1 whole and  $\frac{1}{4}$ .”

Models pictorially to solve problems.



$$\frac{3}{4} + \frac{2}{4} = \frac{5}{4} = 1\frac{1}{4}$$

“I modelled on the number line,  
then counted on from  $\frac{3}{4}$ .  
4 fourths, 5 fourths.”

Models symbolically to solve problems.

$$3\frac{1}{8} - \frac{6}{8} = ?$$

$$3\frac{1}{8} = \frac{25}{8}$$

$$\frac{25}{8} - \frac{6}{8} = \frac{19}{8}, \text{ or } 2\frac{3}{8}$$

“I converted  $3\frac{1}{8}$  to  $\frac{25}{8}$ ,  
then subtracted. I checked my  
answer using addition.”

Fluently and flexibly solves addition and subtraction problems.

$$1\frac{3}{10} + \frac{8}{10} + ? = 2\frac{7}{10}$$

$$1\frac{3}{10} + \frac{8}{10} = 1\frac{11}{10} = 2\frac{1}{10}$$

$$2\frac{7}{10} - 2\frac{1}{10} = \frac{6}{10}$$

$$2\frac{1}{10} + \frac{6}{10} = 2\frac{7}{10}$$

“ $\frac{6}{10}$  needs to be added to the other  
fractions to equal  $2\frac{7}{10}$ .”

### Observations/Documentation