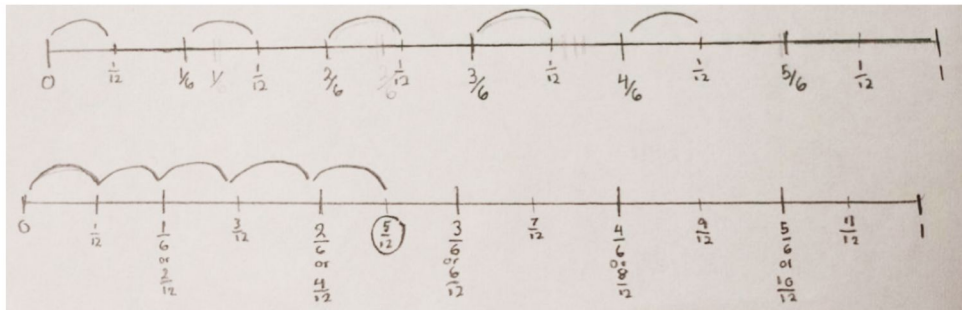
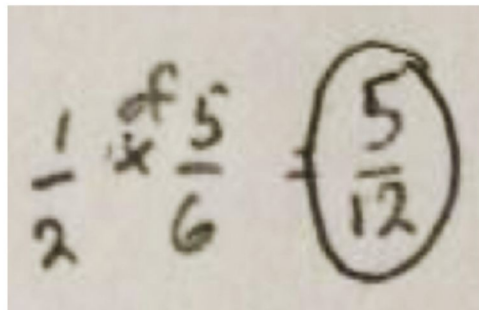


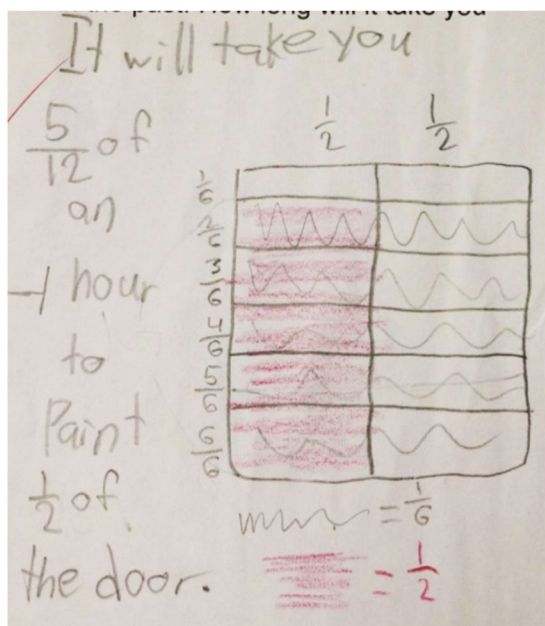
THE PAINTED DOOR

OPERATION N Divide a fraction by a like denominator fraction using models and symbols (e.g., $\frac{10}{4}$ divided by $\frac{3}{4}$)

Sample 3



These students label their algorithm with the word 'of' above the multiplication sign between two fractions, perhaps connecting to previous learning of multiplication meanings. On the top number line, the students have taken half of each of the sixths. The bottom number line shows these quantities arranged consecutively to identify the sum.



Sample 4

These students clearly communicate their thinking within their array model using labels and colours. By considering the overlapping area of the two values, they arrive at the correct answer. The use of specific labels and correct interpretation of the solution demonstrate that the students understand the context and question that is being asked.

Sample 5

These students correctly determine that it will take half of five-sixths of an hour to paint half of the door. They correctly state that this is equivalent to $\frac{5}{12}$ and that this is also equivalent to 25 minutes.

