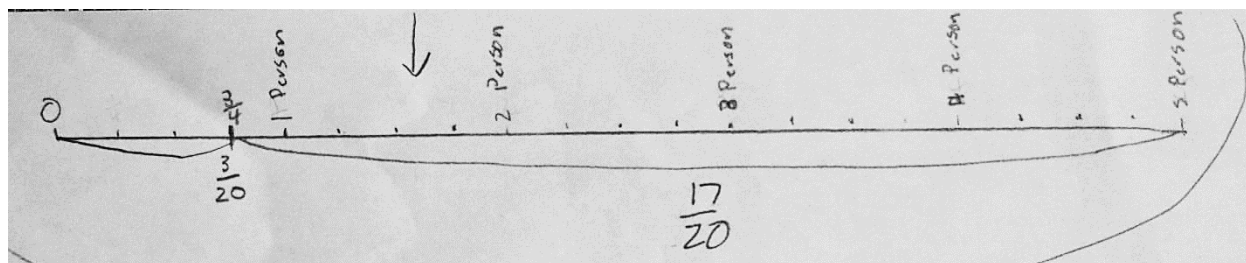


SPRINKLES ON A CAKE & RUNNING RELAY

OPERATION N

Multiply fractions using models and symbols

Sample 3



This student correctly used a number line to demonstrate their understanding of the amount of race that has been completed. They partitioned the number line in such a way that both labels (distance and people) are shown accurately on the line at the same time. This demonstrates an ability to use one number line with two different scales. These labels allow the student to easily identify the complement of $\frac{3}{20}$ as $\frac{17}{20}$. This student could be encouraged to further demonstrate their understanding by labelling what the segment $\frac{3}{20}$ represents – however, overall this sample indicates understanding of the use of a number line to multiply fractions.

Sample 4

This student first attempts to use an algorithm to solve the problem, demonstrating that they understand what operation is required. The student then attempted to utilize a grid model to 'show their work'. Students often create models after using an algorithm (as a communication tool) as opposed to using a model to help them attain their answer (as a thinking tool). It would be interesting to ask the student how the algorithm connects to the diagram.

