

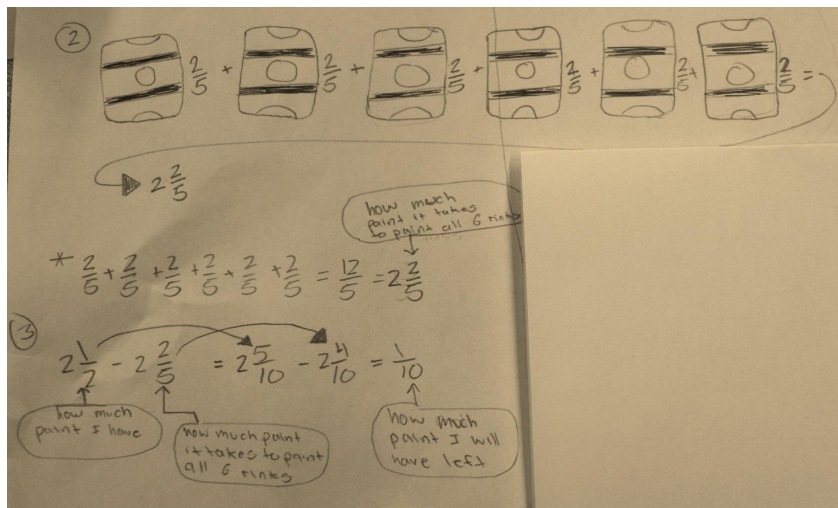
PAINTING NHL ARENAS

OPERATION Q Divide fractions using models and symbols

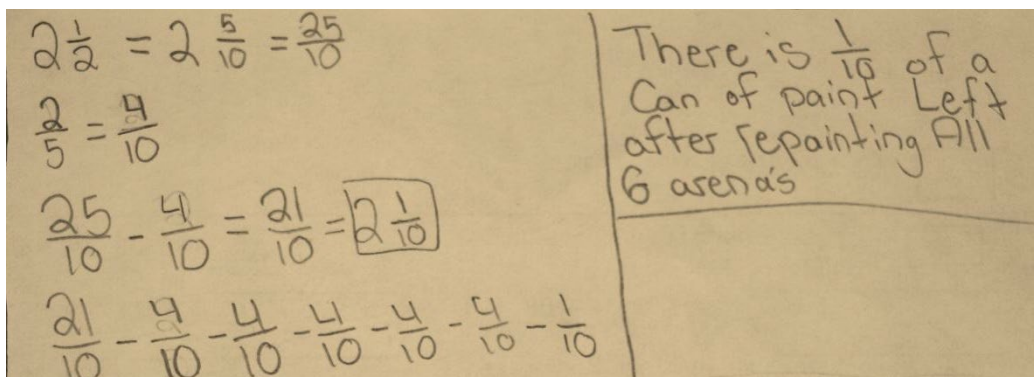
The first three samples show how the various entry points of the task allow students to use a range of strategies and representations to arrive at the correct answer.

Sample 1

This student uses repeated addition to correctly determine the number of arenas that can be painted for the given quantity of paint. She moves on to determine the difference between the paint used and the total amount of paint using common denominators to subtract. In her pictorial representation, the student has represented each arena and used fraction notation to precisely label the amount of paint beside it.



Sample 2



This student converts his mixed number into an improper fraction and determines a common denominator of tenths. He then uses repeated subtraction to correctly identify that six arenas can be painted. Since the student only considers amounts of paint, he easily understands that the answer represents the fraction of paint remaining in one can.