OP B Use models to compose and decompose fractions with like denominators as a form of adding and subtracting fractions	
Grade	Curriculum Expectations
1	• divide whole objects into parts and identify and describe, through investigation, equal-sized parts of the whole, using fractional names (e.g., halves; fourths or quarters).
2	• regroup fractional parts into wholes, using concrete materials (e.g., combine nine fourths to form two wholes and one fourth);
3	• divide whole objects and sets of objects into equal parts, and identify the parts using fractional names (e.g., one half; three thirds; two fourths or two quarters), without using numbers in standard fractional notation.
7	• use a variety of mental strategies to solve problems involving the addition and subtraction of fractions and decimals;
7	• add and subtract fractions with simple like and unlike denominators, using a variety of tools and algorithms;
7	• demonstrate, using concrete materials, the relationship between the repeated addition of fractions and the multiplication of that fraction by a whole number;
8	• solve problems involving addition, subtraction, multiplication, and division with simple fractions.
9D	• simplify numerical expressions involving integers and rational numbers, with and without the use of technology;
9D	• solve problems requiring the manipulation of expressions arising from applications of percent, ratio, rate, and proportion;
9D	• identify, through investigation with technology, the geometric significance of m and b in the equation y = mx + b
9P	• make comparisons using unit rates (e.g., if 500 mL of juice costs $2.29, the unit rate is 0.458¢/mL; this unit rate is less than for 750 mL of juice at $3.59, which has a unit rate of 0.479¢/mL);
9P	• solve problems requiring the expression of percents, fractions, and decimals in their equivalent forms
9P	• simplify numerical expressions involving integers and rational numbers, with and without the use of technology;*