1) a) $\frac{7}{8}$

b) $1 \frac{5}{10}=1 \frac{1}{2}$

c) $1 \frac{7}{9}$

2) a) $2 \frac{3}{5}-\frac{7}{10}=1+1 \frac{3}{5}-\frac{7}{10}=1+1 \frac{6}{10}-\frac{7}{10}=1 \frac{9}{10}$
b) $5 \frac{1}{2}-\frac{5}{8}=4+1 \frac{1}{2}-\frac{5}{8}=4+1 \frac{4}{8}-\frac{5}{8}=4 \frac{7}{8}$
c) $3 \frac{5}{6}-\frac{11}{12}=2+1 \frac{5}{6}-\frac{11}{12}=2+1 \frac{10}{12}-\frac{11}{12}=2 \frac{11}{12}$
3) $2 \frac{1}{2}-\frac{7}{8}=1+1 \frac{1}{2}-\frac{7}{8}=1+1 \frac{4}{8}-\frac{7}{8}=1 \frac{5}{8}$


Either method is correct as long as children have explained why they prefer it. Children will have different reasons for preferring one method over the other. For example, they may find equivalent fractions easier to understand when they are represented as a picture.

1) a) Maya's bar model shows the correct answer of $1 \frac{3}{8}$.
b) Hashim forgot to make the fractions equivalent. As a result, he subtracted a mixture of quarters and
 eighths. This has caused him to do the subtraction incorrectly.
2) a) When Sam found the equivalent fraction of $\frac{1}{3}$, he multiplied the whole number by 2 which gave him $2 \frac{2}{6}$. He should have only changed the digits in the fraction to give him $\frac{2}{6}$.
b) $3 \frac{1}{3}-\frac{5}{6}=2+1 \frac{1}{3}-\frac{5}{6}=2+1 \frac{2}{6}-\frac{5}{6}=2 \frac{3}{6}=2 \frac{1}{2}$
3) a) Children should recognise that flexible partitioning is more effective as drawing a bar model for a larger number would take longer and you are more likely to make a mistake.
b) $5 \frac{1}{2}-\frac{7}{10}=4+1 \frac{1}{2}-\frac{7}{10}=4+1 \frac{5}{10}-\frac{7}{10}=4 \frac{8}{10}=4 \frac{4}{5}$
4) a) $2 \frac{3}{5}-\frac{7}{10}=1 \frac{9}{10}$
b) $4 \frac{1}{2}-\frac{3}{4}=3 \frac{3}{4}$
c) $\frac{5}{6}+2 \frac{1}{3}=3 \frac{1}{6}$
5) $6 \frac{1}{12}-\frac{1}{2}=5 \frac{7}{12}$
$6 \frac{1}{12}-\frac{1}{3}=5 \frac{9}{12}$
$6 \frac{1}{12}-\frac{1}{4}=5 \frac{10}{12}$
$6 \frac{1}{12}-\frac{1}{6}=5 \frac{11}{12}$
