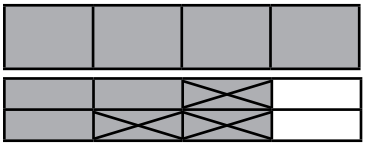
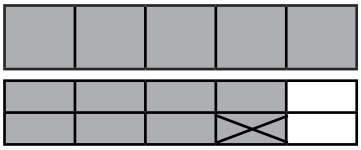
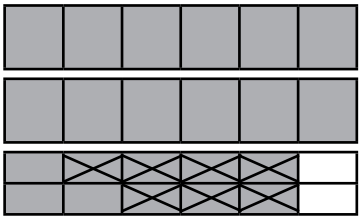
1) a) $1\frac{3}{4} - \frac{3}{8} = 1\frac{3}{8}$



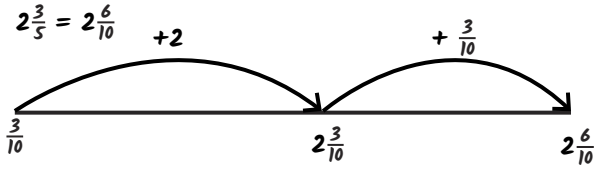
b) $1\frac{4}{5} - \frac{1}{10} = 1\frac{7}{10}$



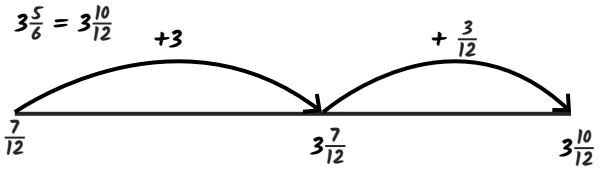
c) $2\frac{5}{6} - \frac{7}{12} = 2\frac{3}{12} = 2\frac{1}{4}$



2) a) $2\frac{3}{10}$



b) $3\frac{3}{12} = 3\frac{1}{4}$

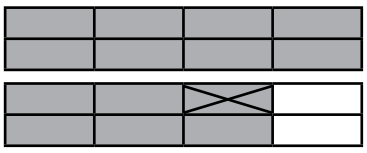


3) Children will have different reasons for preferring one method over the other. For example, they may prefer finding the difference over subtracting; or they may find equivalent fractions easier to understand when they are represented as a picture.

1) a) Ashton forgot to make the fractions equivalent. This meant that he subtracted one quarter instead of one eighth.

b) Saqib crossed off the empty space on the bar model, instead of crossing off the shaded in space that represents the fraction. This meant that he did not actually subtract any of the fraction.

c) $1\frac{3}{4} - \frac{1}{8} = 1\frac{5}{8}$



2) a) Yes, Isla's picture is correct.

b) $2\frac{1}{8}$ is left.

3) Katie is wrong. $\frac{5}{6}$ is equivalent to $\frac{10}{12}$ so $1\frac{5}{6} - \frac{10}{12} = 1$. There is no leftover fraction.

1) *Angelica ate $1\frac{3}{6}$. Keenan ate $1\frac{5}{6}$.*

$1\frac{5}{6} - 1\frac{3}{6} = \frac{2}{6} = \frac{1}{3}$

Keenan ate $\frac{1}{3}$ of a chocolate bar more than Angelica.

2) a) $1\frac{2}{5} + \frac{5}{10} = 1\frac{9}{10}$

b) $3\frac{1}{4} + \frac{1}{2} = 3\frac{3}{4}$

c) $3\frac{2}{3} + \frac{3}{9} = 4$

d) $3\frac{5}{12} + \frac{1}{2} = 3\frac{11}{12}$

$3\frac{7}{12} + \frac{1}{3} = 3\frac{11}{12}$

$3\frac{8}{12} + \frac{1}{4} = 3\frac{11}{12}$

$3\frac{9}{12} + \frac{1}{6} = 3\frac{11}{12}$

$3\frac{10}{12} + \frac{1}{12} = 3\frac{11}{12}$