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

2) a) $\frac{4}{8}$ b) $\frac{2}{10}$ c) $\frac{9}{11} - \frac{5}{11} = \frac{4}{11}$

1) Lisa's model is not correct. Her model has started with $\frac{7}{8}$, not $\frac{6}{8}$.
The second model is correct.

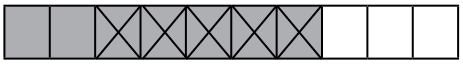
a) A shows $\frac{10}{10} - \frac{8}{10}$ which gives the answer $\frac{2}{10}$.

B shows $\frac{6}{10} - \frac{2}{10}$ which gives the answer $\frac{4}{10}$.

The answer to C ($\frac{12}{10} - \frac{10}{10}$) is $\frac{2}{10}$.

Therefore, A and C give the correct answer of $\frac{2}{10}$.

b) Children's answers should show a model and a matching calculation where the answer equals $\frac{2}{10}$.
For example:



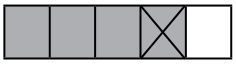
$\frac{7}{10} - \frac{5}{10} = \frac{2}{10}$

1) Children's answers should include at least one of each type of representation. For example:

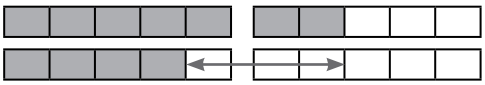
- calculation

$\frac{7}{5} - \frac{4}{5} = \frac{3}{5}$

- bar model showing taking away

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

- bar model showing finding the difference

($\frac{7}{5} - \frac{4}{5} = \frac{3}{5}$) 

2) Children's word problems should fit the calculation $\frac{7}{12} - \frac{6}{12} = \frac{1}{12}$. For example:

A pizza was cut into 12 slices. There were 7 slices left. James ate some of the pizza and then there was 1 slice left.
What fraction of the pizza did James eat?