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| **Partitioning and Describing Parts of a Whole Behaviours/Strategies** |
| Diagram  Description automatically generatedStudent shares some items equally but ignores the leftover. “I shared 5 sandwiches and each person got 2 sandwiches.” | Student shares some items equally but is not sure how to partition the leftover. Diagram  Description automatically generated“I’m not sure how to divide the leftover sandwich.” | Diagram  Description automatically generatedStudent shares items equally, including leftovers, but cannot use fractions to name the amount each sharer gets. “Each person gets 2 plus a bit more.” |
| **Observations/Documentation** |
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| Diagram  Description automatically generatedStudent shares items equally, including leftovers, and uses fractions to name the amount each sharer gets. “Each person got two plus one half.” | Chart, scatter chart  Description automatically generatedStudent partitions a whole into equal parts, but doesn’t consider the whole when discussing fractions.“8 children got 1 one-half a sandwich each. I know 2 one-halves make a whole. So, I put 8 one-halves together to make 4 wholes. There were 4 whole sandwiches to start with.” | A picture containing shape  Description automatically generatedStudent shares items equally, including leftovers, solves equal-sharing problems, and recognizes that one-half and two-fourths of the same whole are equal. “I can divide each leftoversandwich into 2 equal parts and give each person 1 one-half. Or, I can divide each whole into 4 equal parts and give each person 2 one-fourths.” |
| **Observations/Documentation** |
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