|  |
| --- |
| **Partitioning Wholes into Equal Parts** **Behaviours/Strategies** |
| 1. Student takes an item, but struggles to partition it into equal parts, and parts are not equal.
 | 1. Student partitions wholes into 2 and 4 equal

parts, but struggles to cut or fold wholes intoother numbers of equal parts (e.g., 3, 5, 6, 8, 10). | 1. Student partitions wholes into equal parts, but

struggles to prove that they are equal. |
| **Observations/Documentation** |
|  |  |  |
|  |  |  |
| 1. Student partitions wholes into equal parts, but

struggles to name the unit (does not knowfraction words). | 1. Student partitions wholes into equal parts and

names the unit, but cannot relate the size ofparts to the number of equal parts in a whole. | 1. Student successfully partitions wholes into

equal parts, names the unit, and relates thesize of parts to the number of equal parts in awhole. |
| **Observations/Documentation** |
|  |  |  |