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| **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, 6, 8).Shape, rectangle  Description automatically generated | 1. Student partitions wholes into equal parts, but

struggles to prove that they are equal. |
| **Observations/Documentation** |
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| 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** |
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