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| **Regrouping Fractional Parts** **Behaviours/Strategies** | | |
| 1. Student takes a block, but struggles to partition it into equal parts, and parts do not cover whole exactly. | 1. Student partitions wholes into equal parts, but   struggles to name the unit (does not know  fraction words). | 1. Student partitions wholes into equal parts,   but struggles to combine equal parts to make  wholes as he or she does not know how many  parts make a whole. |
| **Observations/Documentation** | | |
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| 1. Student partitions wholes into equal parts,   but struggles to combine equal parts to make  wholes. | 1. Student combines equal parts to make wholes, but struggles to name the wholes and leftover parts. | 1. Student successfully partitions wholes into   equal parts, names the unit, and combines  equal parts to make wholes. |
| **Observations/Documentation** | | |
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