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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 knowfraction words). | 1. Student partitions wholes into equal parts,

but struggles to combine equal parts to makewholes as he or she does not know how manyparts make a whole. |
| **Observations/Documentation** |
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| 1. Student partitions wholes into equal parts,

but struggles to combine equal parts to makewholes. | 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 combinesequal parts to make wholes. |
| **Observations/Documentation** |
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