Regrouping Fractional Parts Behaviours/Strategies 2. Student partitions wholes into equal parts, but 1. Student takes a block, but struggles to 3. Student partitions wholes into equal parts, struggles to name the unit (does not know but struggles to combine equal parts to make partition it into equal parts, and parts do not cover whole exactly. fraction words). wholes as he or she does not know how many parts make a whole. "I don't know what each part is." "I don't know how many parts to use." **Observations/Documentation** 4. Student partitions wholes into equal parts, Student combines equal parts to make 6. Student successfully partitions wholes into 5. but struggles to combine equal parts to make wholes, but struggles to name the wholes and equal parts, names the unit, and combines wholes. leftover parts. equal parts to make wholes. "I made two and have "I made two wholes and two left over." have two thirds left over." **Observations/Documentation**