

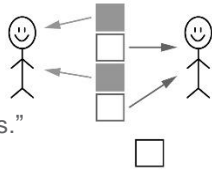
# Master 58: Activity 24 Assessment

## Sharing Equally

### Partitioning and Describing Parts of a Whole Behaviours/Strategies

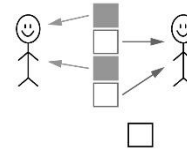
Student shares some items equally but ignores the leftover.

"I shared 5 sandwiches and each person got 2 sandwiches."



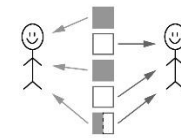
Student shares some items equally but is not sure how to partition the leftover.

"I'm not sure how to divide the leftover sandwich."



Student shares items equally, including leftovers, but cannot use fractions to name the amount each sharer gets.

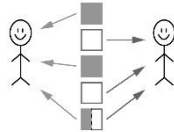
"Each person gets 2 plus a bit more."



### Observations/Documentation

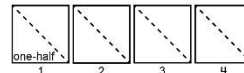
Student shares items equally, including leftovers, and uses fractions to name the amount each sharer gets.

"Each person got two plus one half."



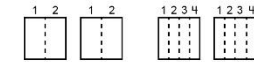
Student partitions a whole into equal parts, but doesn't consider the whole when discussing fractions.

"8 children got 1 one-half a sandwich each. I know 2 one-halves make a whole. So, I put 8 one-halves together to make 4 wholes. There were 4 whole sandwiches to start with."



Student shares items equally, including leftovers, solves equal-sharing problems, and recognizes that one-half and two-fourths of the same whole are equal.

"I can divide each leftover sandwich into 2 equal parts and give each person 1 one-half. Or, I can divide each whole into 4 equal parts and give each person 2 one-fourths."



### Observations/Documentation