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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 into  other numbers of equal parts  (e.g., 3, 5, 6, 8, 10). | 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 know  fraction words). | 1. Student partitions wholes into equal parts and   names the unit, but cannot relate the size of  parts to the number of equal parts in a whole. | 1. Student successfully partitions wholes into   equal parts, names the unit, and relates the  size of parts to the number of equal parts in a  whole. |
| **Observations/Documentation** | | |
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