

2(3) Number and operations. The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole.

2(3)(A) The student is expected to partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words.

Materials

- Pencil

Procedure:

Prompt the student to draw lines to partition the shapes below into halves, fourths, or eighths.

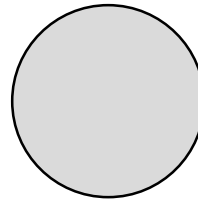
- 1. Partition this shape into two equal parts. What is the name of these parts?**



- 2. Partition this shape into eight equal parts. What is the name of these parts?**



- 3. Partition this shape into four equal parts. What is the name of these parts?**



Check Student’s Responses:

<p>1. Partitioned the shape into _____</p> <p><input type="checkbox"/> Equal parts <input type="checkbox"/> Unequal parts</p> <p>Identified the parts:</p> <p><input type="checkbox"/> Correctly as halves</p> <p><input type="checkbox"/> Incorrectly as _____</p> <p>2. Partitioned the shape into _____</p> <p><input type="checkbox"/> Equal parts <input type="checkbox"/> Unequal parts</p> <p>Identified the parts:</p> <p><input type="checkbox"/> Correctly as eighths</p> <p><input type="checkbox"/> Incorrectly as _____</p> <p>3. Partitioned the shape into _____</p> <p><input type="checkbox"/> Equal parts <input type="checkbox"/> Unequal parts</p> <p>Identified the parts:</p> <p><input type="checkbox"/> Correctly as fourths</p> <p><input type="checkbox"/> Incorrectly as _____</p>	<p>Notes:</p>
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2(3)(A) The student is expected to partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words.

Possible interpretations, issues to follow up on, and implications for teaching

What did you observe?

- The student **correctly partitioned the shapes into equal parts and correctly identified the parts as halves, eighths, and fourths.** Provide this student with the opportunity to partition various strips, number lines, and different polygons.
- The student **incorrectly partitioned the shapes into equal parts.** This student might benefit from partition shapes using concrete models such as a geoboard or paper folding.

A teaching strategy might include asking the student to create a polygon on a geoboard with a rubber band. Prompt the student to use additional rubber bands to partition the shape into halves, fourths, or eighths. Prompt the student to count the number of equal parts and identify the name of the parts.

- The student **incorrectly identified the parts as halves, eighths, and fourths.** This student might benefit from a work bank with words halves, eighths, and fourths to help them name the parts. Additionally, it may be beneficial to assist the student in counting the number of parts before selecting the appropriate name from the word bank.