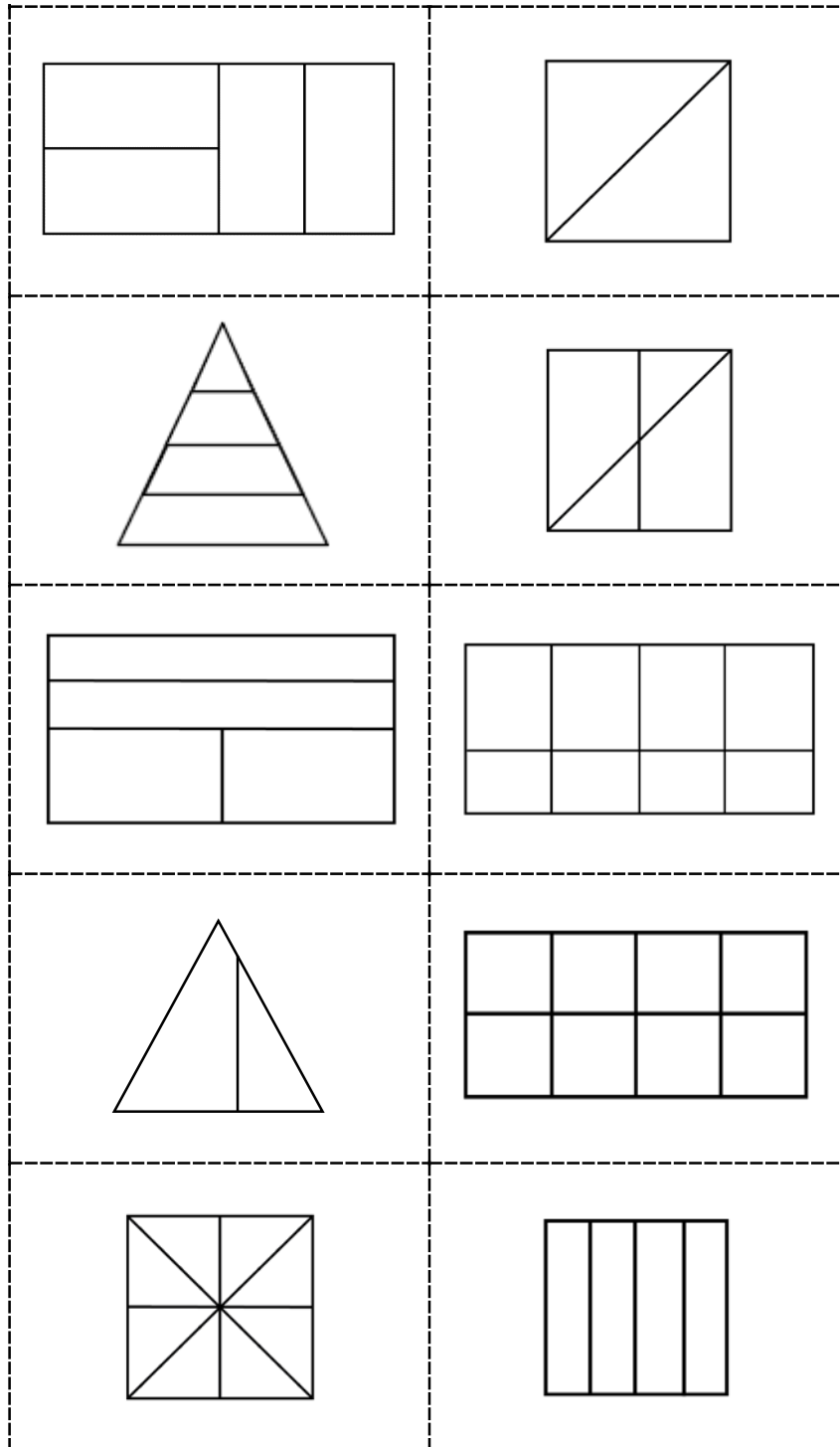


<p><b>2(3) Number and operations.</b> The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole.</p>	<p><b>2(3)(D)</b> The student is expected to identify examples and non-examples of halves, fourths, and eighths.</p>
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Fraction Cards</li> </ul>	
<p><b>Procedure:</b> Show the student one Fraction Card at a time and ask him or her to identify the model as an example or non-example. Prompt the student to identify halves, fourths, and eighths.</p> <p><b>Is this model an example or non-example of halves, fourths, or eighths? Why or why not?</b></p> <p><b>If so, which fraction (halves, fourths, or eighths) does this model represent?</b></p> <p><i>Repeat as necessary.</i></p>	
<p><b>Check Student’s Responses:</b></p>	
<ol style="list-style-type: none"> <li>Identified the fraction model as: <ul style="list-style-type: none"> <li><input type="checkbox"/> An example of _____</li> <li><input type="checkbox"/> Non-example</li> </ul> </li> <li>Identified the fraction model as: <ul style="list-style-type: none"> <li><input type="checkbox"/> An example of _____</li> <li><input type="checkbox"/> Non-example</li> </ul> </li> <li>Identified the fraction model as: <ul style="list-style-type: none"> <li><input type="checkbox"/> An example of _____</li> <li><input type="checkbox"/> Non-example</li> </ul> </li> <li>Identified the fraction model as: <ul style="list-style-type: none"> <li><input type="checkbox"/> An example of _____</li> <li><input type="checkbox"/> Non-example</li> </ul> </li> <li>Identified the fraction model as: <ul style="list-style-type: none"> <li><input type="checkbox"/> An example of _____</li> <li><input type="checkbox"/> Non-example</li> </ul> </li> </ol>	<p><b>Notes:</b></p>

**Fraction Cards**



**2(3)(D)** The student is expected to identify examples and non-examples of halves, fourths, and eighths.

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

**What did you observe?**

- The student **correctly identified the examples and non-examples and identified the parts as halves, eighths, and fourths**. Provide this student with the opportunity to identify various examples and non-examples of other models such as strips, number lines, and different polygons.
- The student **only identified examples of fractions with congruent parts**. Provide this student with the opportunity to discover that fractions need not be congruent to be equal (they may have the same area).

*A teaching strategy might include asking the student to fold two pieces of paper in half: one with a vertical fold and one with a horizontal fold. Prompt the student to cut the paper with the vertical fold along the fold (in half). Prompt the student to fold one of the halves in half and cut along the fold. Prompt the student to place the two pieces, which make the half of the whole piece of paper, on top of the half of the paper that was folded horizontally. Debrief the activity using question such as:*

- *When you folded the each piece of paper, which fraction did you represent?*
- *Did the halves on the two pieces of paper look the same? Are these both halves since they did not look alike?*
- *What happened when you cut one of the halves and covered one of the halves on the other piece of paper?*