

Title: Math Unit: Sharing and Fractions

Learning Intention/Description of Learning Activity:

This assessment is for the Math unit on *Sharing & Fractions*. Students should learn about sharing in math because it helps them understand division and fractions, and it can also help them develop other skills: Sharing is used to explain division, which is calculating how much each person gets when a quantity is shared equally. Equal sharing problems can help students understand fractions. For example, if you share one brownie equally between two people, each person gets half a brownie, or $\frac{1}{2}$. Students should learn about fractions in math because they help develop critical thinking, problem-solving, and analytical skills. Fractions are also important because they are used in many real-world situations, such as cooking, baking, and music. Fractions are used in many everyday situations, such as cooking, baking, and music. Fractions help students develop critical thinking skills, which can be applied to problem-solving in many situations. Visualizing fractions can help students understand what fractions represent and how they work. For example, asking a child to eat half their food on their plate can help them visualize what half looks like.

Teacher Comments/Feedback:

NAME is currently at an “emerging” level of understanding for grade-level expectations.

HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE struggled to complete the work and so support was given one-to-one to complete most of the worksheet pages. HE/SHE required reminders and prompts to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown such as, with the worksheet walk-through videos. HE/SHE was unable to demonstrate the ability to solve questions for equal sharing and simple fractions equations independently.

Next steps:

Spend some time exploring equal sharing of whole items and breaking up items into pieces that can be named as a fraction. When cutting up a sandwich for example, can the sandwich be cut into two equal parts? What is the fraction for each part? Can a sandwich be cut into four equal parts? What is the fraction name for each part? Can you share three cookies between two people equally? What can you do to solve the problem of sharing three cookies between two people? Can one cookie be made into a fraction?

Student Self Reflection:

Proficiency Scale

Emerging	Developing	Proficient	Extending
Beginning to or not yet demonstrating learning in relation to standards. Emerging is not failing	Demonstrating learning in relation to learning standards with growing consistency. Developing is not failing	Showing competence and consistency when demonstrating learning in relation to the learning standards. Proficient is not perfect.	Showing increasing depth and complexity and demonstrating learning in a variety of contexts. Extending is not bonus or accelerated work.

Emerging	Developing	Proficient	Extending
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