Fractions Strategy Ladder

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| 1 | 2 | 3 | 4 | 5 |
|  | Understands that the problem is asking him/her to distribute. | Can share fairly, but may not split the remainder into the correct number of pieces or into uneven pieces. | Can share fairly and divide remainder between 2 or 4 sharers. | Can share fairly and divide remainder between 2 or 4 sharers and are able to verbally name the amount each child has. |
| -Use only problems that result in whole numbers.  -Have students use manipulatives to act out the problem. | * “Is that fair/equal?” * “How can you share the last cookie fairly? * “Make sure you share everything!”   -Use manipulatives. If solving for a mixed fraction make sure the manipulatives can be divided. | * “How did you divide/split the last cookie? Why?” * “Is that fair/equal?” * “Will they be getting the same amount?”   -Use piece of paper and allow student to divide it and then compare the pieces to see if they are the same.  -Show the students how to appropriately split a unit. | * “How many cookies did each child get?” * “How did you divide/split the last cookie? Why?” * “What does it mean when we split something in half?”   -Use anchor chart  -Make sure students understand the concept of ‘whole’  -Use sentence frame to help students explain their thinking of. | * “How many cookies did each child get?” * “How did you divide/split the last cookie? Why?” * “How could we record our thinking so someone else will understand what’s in our picture?”   -Extend students thinking with 3 or 6 sharers. |

Least Sophisticated <-------------------------------------------------------------------> Most Sophisticated