Resource: VDOE Mathematics Curriculum Frameworks, September 2016.

| **SOL Objective** | **Essential Knowledge and Skills** |
| --- | --- |
| K.5 – The student will investigate fractions by representing and solving practical problems involving equal sharing with two sharers. | * Share a whole equally with two sharers, when given a practical situation.
* Represent fair shares concretely or pictorially, when given a practical situation.
* Describe shares as equal pieces or parts of the whole (e.g., halves), when given a practical situation.
 |
| 1.4 – The student will1. represent and solve practical problems involving equal sharing with two or four sharers; and
2. represent and name fractions for halves and fourths, using models.
 | * Share a whole equally with two or four sharers, when given a practical situation. (a)
* Represent fair shares pictorially, when given a practical situation. (a)
* Describe shares as equal pieces or parts of the whole (e.g., halves, fourths), when given a practical situation. (a)
* Represent halves and fourths of a whole, using a region/area model (e.g., pie pieces, pattern blocks, paper folding, and drawings). (b)
* Name fractions represented by drawings or concrete materials for halves and fourths. (b)
 |
| 2.4 – The student will1. name and write fractions represented by a set, region, or length model for halves, fourths, eighths, thirds, and sixths;
2. represent fractional parts with models and with symbols; and
3. compare the unit fractions for halves, fourths, eighths, thirds, and sixths, with models.
 | * Recognize fractions as representing equal-size parts of a whole. (a)
* Name and write fractions represented by a set model showing halves, fourths, eighths, thirds, and sixths. (a, b)
* Name and write fractions represented by a region/area model showing halves, fourths, eighths, thirds, and sixths. (a, b)
* Name and write fractions represented by a length model showing halves, fourths, eighths, thirds, and sixths. (a, b)
* Represent, with models and with symbols, fractional parts of a whole for halves, fourths, eighths, thirds, and sixths, using:
* region/area models (e.g., pie pieces, pattern blocks, geoboards);
* sets (e.g., chips, counters, cubes); and
* length/measurement models (e.g., fraction strips or bars, rods, connecting cube trains). (b)
* Compare unit fractions for halves, fourths, eighths, thirds, and sixths), using words (greater than, less than or equal to) and symbols (>, <, =), with models. (c)
* Using same-size fraction pieces, from region/area models or length/measurement models, count the pieces (e.g., one-fourth, two-fourths, three-fourths, etc.) and compare those pieces to one whole (e.g., four-fourths will make one whole; one-fourth is less than a whole). (c)
 |