

2. → A. Make  $\frac{5}{6}$  using all horizontal or all vertical lines
- B. split each sixth into  $[2]$  pieces without changing the shading or original partition-lines and splitting in other direction
- C. Explain the split.
- D. explain why  $6 \times [2]$  is number of pieces in whole now, so [twelfths]
- E. Explain why  $5 \times [2]$  is number of pieces.
- F. Tell a final version:  $\frac{5}{6} = \frac{5 \times [2]}{6 \times [2]} = \frac{[10]}{[12]}$   
 $[2]$  could be 3, 4, 5, etc.

3. A. Show  $\frac{9}{15}$

B. Show grouping by 3

C. Explain making groups of 3 (or  $\frac{3}{15}$ )

D. Explain  $9 \div 3 = 3$  groups shaded

E. Explain  $15 \div 3 = 5$  groups in whole so each is a fifth

F. Tell  $\frac{9}{15} = \frac{9 \div 3}{15 \div 3} = \frac{3}{5}$  groups of 3

{ I can make groups of 3 out of the 9 fifteenths (or 3 shaded) and out of the 15 parts in a whole