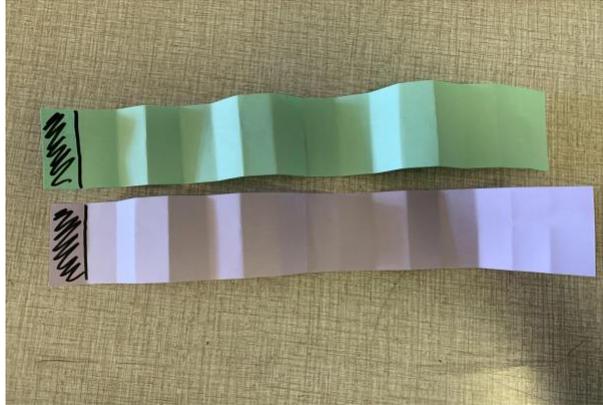
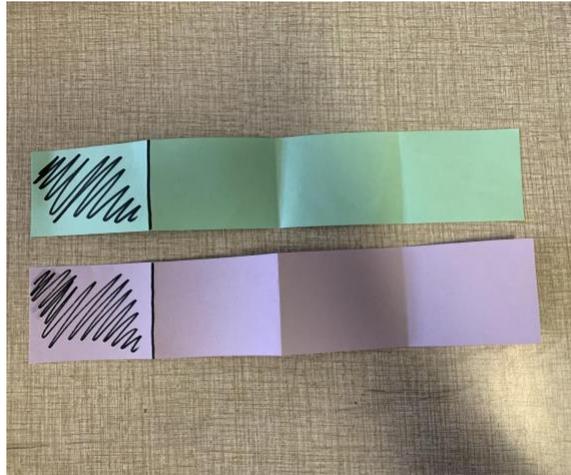


Anticipated Student Responses

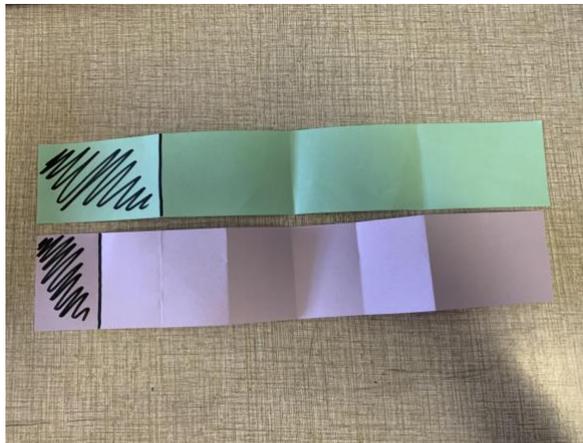
Student A: Misunderstands and folds the paper 4 times, making 16 parts. (We will only show this if more than one student has this misconception).



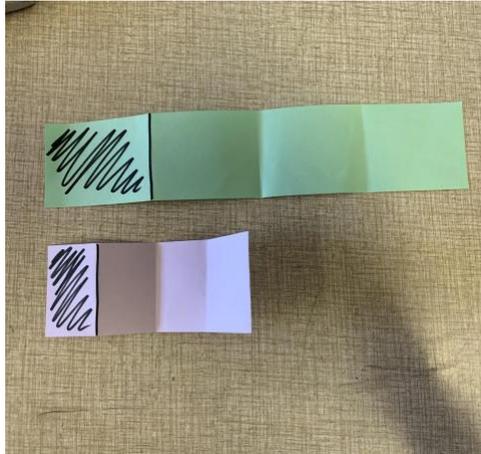
Student B: Folds both papers into 4 parts. Identifies Ms. Ashley's jump as the same length as Ms. Cortez's jump.



Student C: Correct response. Understands to fold one paper into 4 equal parts. For the other paper, they first fold it in half to make the 2m strip into 1m. Then folds the 1m into 4 equal parts. Shades 1 part.



Student D: Correct response. Understands to fold one paper into 4 equal parts. For the other paper, they first fold it in half and cut off 1m to show the remaining 1m. Then folds the 1m into 4 equal parts. Shades 1 part.



Student E: Correct response. Understands to fold one paper into 4 equal parts. For the other paper, they first fold it in half and then they fold only the 1m into 4 equal parts leaving the other side alone. Shades 1 part.

