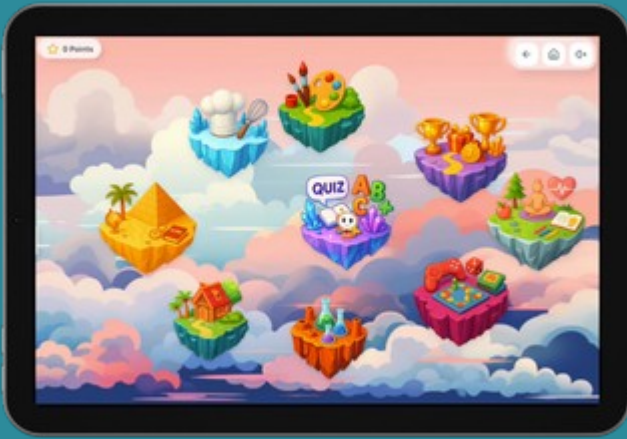


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Share It Fairly - Foundation

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Teacher quick-start

Share It Fairly - Foundation

Purpose and starting point

Students share between known recipients, count how many each gets, check equal numbers and repair unfair shares. They also build groups of a known size and count the full groups. Begin by checking one-to-one counting, total quantity and numeral matching. Teacher reads every prompt.

Prepare once

Use up to 10 large school-safe counters or blocks per student, the supplied mats and cards, and chosen response pages. Counters replace classroom markers or tiles in assessment. Avoid small swallowable objects, real food and purchases. Use cards as whole pages with pointing; cutting and laminating are optional. Keep answer pages away during independent work.

Choose pages and support

Start with small totals, spaced objects and adult modelling. Introduce each higher-count case before selecting its page. Core tasks reach 10. Extension asks students to repair or explain within 10. Every student takes a maker and checker turn. Speaking, pointing, drawing, device access and adult recording are valid. Reading, writing, cutting, speed, eye contact and fluent speech are not attainment criteria.

Use the virtual panels honestly

Open a working copy of the app on a tablet or PC in Classroom Edit view. The teacher moves independent native counters and students in direction, or the student uses a school-approved device. Slide 10 teaches sharing between 3 and 10 between 2. Slide 17 teaches groups of 2 from 6 and 10. Slide 18 supplies 8 fresh tile counters for individual grouping. Reset the pool between tasks. Move the labelled covers to show only active recipients. No extra app, account or internet is needed. Slideshow dragging and self-marking are not features.

Observe individually

Use AS1 for physical sharing and AS2 with actual virtual movement. Allow about 4 minutes per student for both transfers and explanation: around 100 minutes for 25 students plus access time. Collect taught evidence across lessons 2-5 and extra normal observation blocks. Partner correctness or quiz recall alone is insufficient. Record access support separately from mathematical prompting. Normal read-aloud, pointing, adult recording and device access do not lower Secure.

Lesson 1: What makes a share equal?

45 minutes | Equal means the same number

Learning and resources

Students distribute one to each in turn, count both shares and check all counters are used. Use slides 2-8 and 10, D1-D2, G1 two/four-recipient mats and first cards, W1 support and counters.

5 min: Notice and diagnose

Quick-look familiar arrangements of 2 and 3. Count 4 once. Ask the student to point to each counter, say the total and match numeral 4. Note repeated or missed objects and whether the last count names the whole collection.

8 min: Model

Count 4, name two recipients, then give one to each in turn until the pool is empty. Count 2 in both shares. Repeat with 6 between 2, giving 3 each. Contrast 4 arranged as 3 and 1: ask, 'Are the numbers the same?' Keep all 4 visible.

12 min: Guided turns

Play G1 with 4 between 2, 6 between 2 and 4 between 4. Maker distributes; checker counts every share and checks the original total. Swap so each student performs both roles. Ask, 'How many each? How do you know?'

10 min: Represent

Use W1 support after practical sharing. Students draw shares and record each quantity, or direct an adult to record. Address more cases explicitly before choosing core pages in later lessons. Recount the total objects when a drawing is unclear.

5 min: Virtual sharing

In classroom Edit view on slide 10, leave the spare 4 aside, uncover recipients 1-3 and keep 4 inactive. A student directs the teacher to move the 6 counters one each in turn. Count 2 in every share and check all 6 used.

5 min: Exit and next step

Individually share 4 between 2 and show or explain 2 each. Support with spaced counters and small totals. Extend by explaining why 3 and 1 is unequal. Record the student's own action and any content prompt; plan more counting or distribution practice as needed.

Lesson 2: Share among more recipients

45 minutes | Count and check every share

Learning and resources

Students distinguish the number of recipients from the number in each share. Use slides 8-12, D1, M1, G1 mats/cards, W1 chosen level or W2 support, AS1/OBS and counters.

5 min: Retrieve

Ask students to show what equal shares mean. Count both shares in a 4-between-2 example. Equal refers to the same number, even if spacing or shape differs.

8 min: Model

Share 6 between 3 to give 2 each; share 8 between 4 to give 2 each; share 9 between 3 to give 3 each. Keep the total fixed and count every share. Say, 'Three recipients tells us who gets a share. Three each tells us how many.' Count by ones or recognise equal sharing groups; instant recognition of 9 is not required.

12 min: Guided stations

Use G1 cases including practical 10 between 2. Alternative materials checker and physically recount. Check both shares have 5 and all 10 are used. Each student must make a distribution, not only agree with a partner.

10 min: Respond

Select a taught W1 level or W2 support. Students use objects before drawing or directing a response. Keep generic space and adult-read stems. Support with small totals and an adult model; extend with an empty room within 10.

5 min: Virtual sharing

Reset slide 10 in classroom Edit view. Move the spare 4 into the pool to use all 10. Keep recipients 1 and 2 active and move labelled covers over 3 and 4. Student directs distribution; count 5 in each and check the empty pool.

5 min: Exit and observation

Share 6 between 3: show 2 each. Ask, 'What did 3 tell us?' Begin individual physical AS1 only after that student's sharing learning is taught. Withhold AS1A. Record actual action, counting, explanation and access/content prompts on OBS. Virtual transfer follows taught grouping in lessons 4-5.

Lesson 3: Repair an unequal share

45 minutes | Keep the total fixed

Learning and resources

Students rebuild and repair an unequal distribution while preserving every counter. Use slides 14-15 and 21, D2, G2 supplied rules/error cards, W2 chosen level, OBS and counters.

5 min: Recall

Revisit counting every recipient's share. Ask, 'Do they have the same number?' Show that a same-size space does not prove a same-size share.

8 min: Model

Build 6 shared as 4 and 2. Count all 6, then move one from the share of 4 to the share of 2. Count 3 and 3. Say, 'Both have 3. All 6 stay.' Do not add or discard counters. Make the picture look equal.

15 min: Repair the Share

Use G2's supplied error cards. Maker rebuilds the pictured unequal distribution; checker counts the fixed total. Move existing counters, count every corrected share, explain and swap. Use 4 as 3/1, 6 as 4/2, 6 as 3/2/1 and 8 as 3/2/2/1 before higher extension cases. Accept any valid move sequence preserving the total and target equality.

7 min: Record a repair

W2 gives two roomy cases per level. Students rebuild physically, draw corrected shares and show the move/check, and direct adult recording. Support uses 4 and 6; core uses 6 and 8; extension uses 10 and 9. All must hold the matched red key during independent evidence.

5 min: Rearrange

Spread out one corrected share without adding or removing objects. Count it again. Ask, 'Has the number changed?' The count proves the quantity stays the same, regardless of spacing.

5 min: Exit and observation

Individually explain or point to a fixed-total repair, rather than only circling equal. Use rotations for further physical sharing evidence and record each student's own actions and prompts. Extend by repairing 8 as 6/2 using two moves; keep optional leftovers separate from Secure requirements.

Lesson 4: Make groups of a known size

45 minutes | Count groups and count in each

Learning and resources

Students build complete equal-size groups and distinguish groups from objects in each. Use slides 16-20, D3, M2, G1 grouping cards/mat, W3 chosen level, AS2/OBS and counters.

5 min: Contrast

Use 6 counters for two different questions: 'Share between 3' gives 2 each; 'Make groups of 3' gives 2 groups with 3 in each. Ask which quantity is given before moving counters.

8 min: Model

Make groups of 2 from 6: build one full group, repeat with the remainder, then count 3 groups and check 2 in each. Make groups of 4 from 8: 2 groups with 4 in each. Then make groups of 2 from 10: 5 groups. Check each required size and all objects used.

12 min: Guided turns

Play G1's grouping branch with the supplied cards and six-zone mat. Maker fills a group to the named size; checker counts only completed occupied groups and checks each size. Empty mat zones are not groups. Swap roles for each student's tactical action.

10 min: Grouping practice

Use a taught W3 support/core/extension page. Students make groups physically before drawing, then record separate group and in each answers. Adult reads or records without telling the action/result. Support with 10 2s or 6 in 3s; extension explains a check within 10.

5 min: Virtual grouping

In classroom ECU view, reset slide 17. Use the 6 pool counters, leaving spare 4 aside, for groups of 2. Student directs movement into zones and counts 3 full groups. Reset and combine all 10 for 5 groups of 2. Count full occupied groups only and check every size.

5 min: Exit and observation

Individually make groups of 4 from 8: show 2 groups and 4 in each. Continue AS2 virtual observations only after grouping is taught, using fresh slide 22 and withholding AS2A. Record actual movement/direction, both quantities, checking and any content prompts.

Lesson 5: Transfer and explain

45 minutes | Individual physical and virtual evidence

Learning and resources

Students independently represent the actual question, count accurately and explain their equality check. Use AS1/AS2, OBS, rubric, fresh slide 22, taught G1/G2 stations, practice pages and selected quiz questions. Withhold answer pages and rehearsed final results.

5 min: Retrieve

Ask, 'Are we finding how many each or how many groups?' Revisit the named condition before students act.

6 min: Rehearse a different example

Use 4 between 2 and 6 in groups of 3 for practice, with physical counters and oral checking. Do not reveal the final 10-between-2 or 8-in-2s transfer answers. 7 multi-modal supports and familiar access supports remain available.

25 min: Individual transfers and stations

Observe one student at a time. AS1: represent 10 classroom markers with counters and share between 2 recipients. Student distributes counts, checks both shares and all 10 used, and explains through speech, pointing drawing or adult recording. AS2: reset native slide 22 with 8 tile counters and empty zones. Student makes or directs the teacher to make groups of 2 in classroom Edit view, count 4 full groups and 2 in each, and explains the check. A printed AS2 alone is not virtual evidence. Other students use taught G1/G2 and short practice while the teacher observes.

Observation time and judgement

Allow about 4 minutes per student for both tasks and explanation: around 100 minutes for 25 plus access time. This 25-minute block cannot complete the whole class. Combine observations from lessons 2-5 with additional normal blocks. Use each student's own evidence plus taught zero/error/rearrangement practice; no speed threshold, quiz-only judgement or invented percentage pass rule.

6 min: Feedback

Choose taught quiz question/answer pairs for feedback after evidence. Count the checked object models. Focus on confusing recipients with each, or groups with in each.

3 min: Reflect and next step

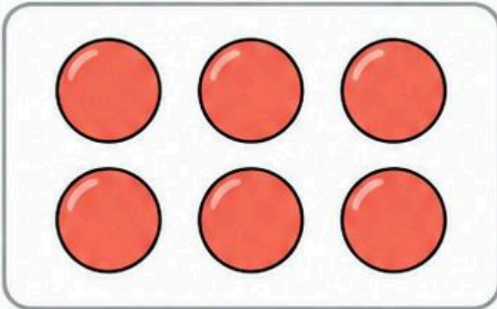
Student shows one way they checked. Record access support and content prompts separately. Use the four-level rubric across representation, equality/completeness, count/check and explanation. Normal access does not lower Secure. Plan a specific next small step from observed evidence.

Share It Fairly

6 counters. Share them between 3.

Before

The counters



The students

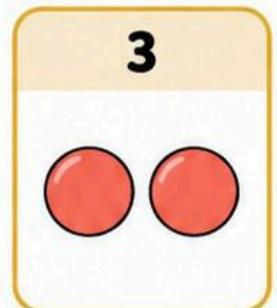
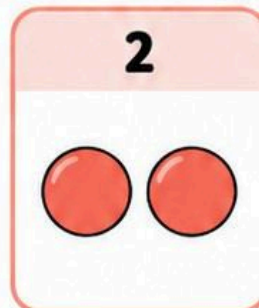
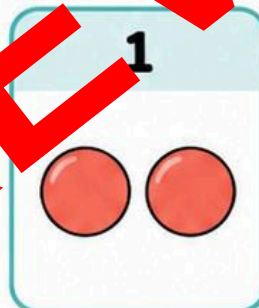


After

The counters



The students



1

Count all 6.

2

Give one to each in turn.

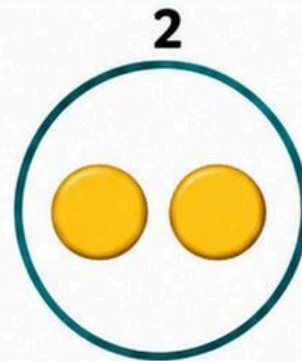
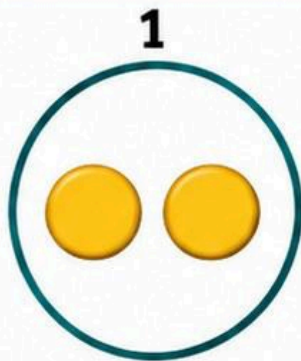
3

Count and check every share.

2 each. The same number. All 6 used.

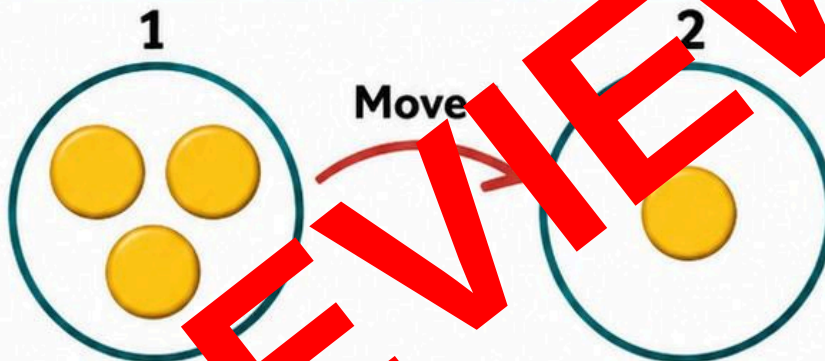
Are the shares equal?

Equal



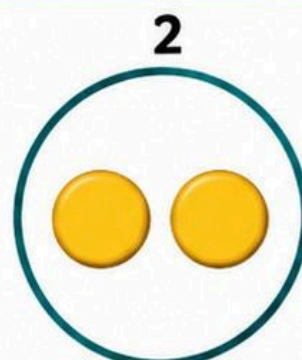
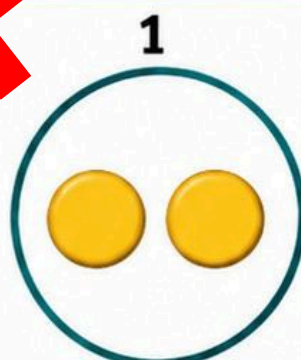
2 and 2. The same number.

Unequal



3 and 1. Different numbers.

Repair

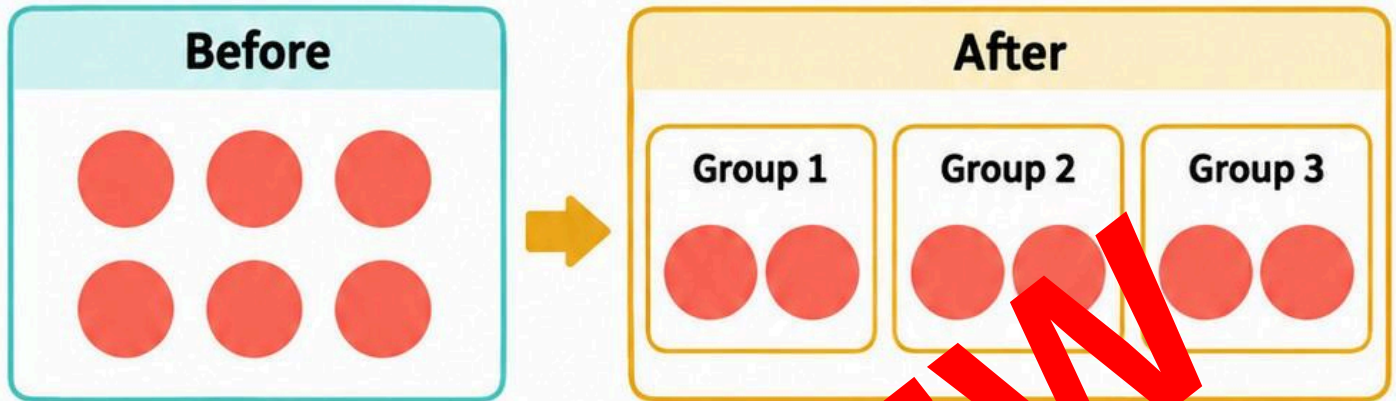


Move 1 from the larger share to the smaller share.

Count every share. All 4 counters stay.

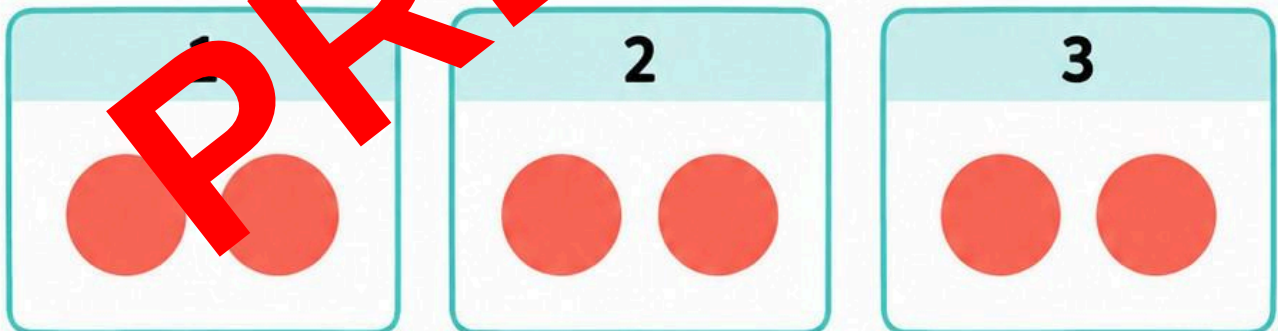
Sharing and grouping

Make groups of 2 from 6.



3 groups. 2 in each. All 6 used.

Share 6 between 3.



2 each. The same number. All 6 used.

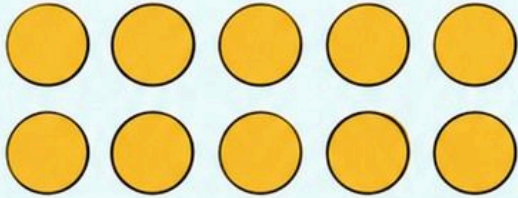
Sharing: how many each? **Grouping:** how many groups?

Share 10 between 2

1

Count 10

Pool of 10



1



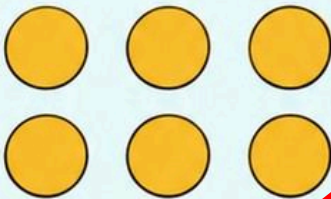
2



2

Give one to each in turn

Pool of 6



1



2



3

Count and check

Pool of 0

1



2



5 each.

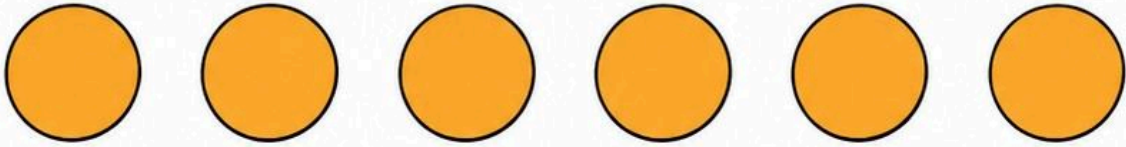
**Both shares have 5.
All 10 used.**

I give one to each
student in turn.
I count both shares.



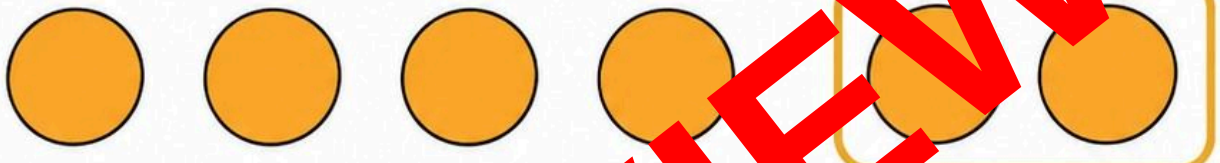
Make groups of 2 from 6

1 Count 6



There are 6 counters.

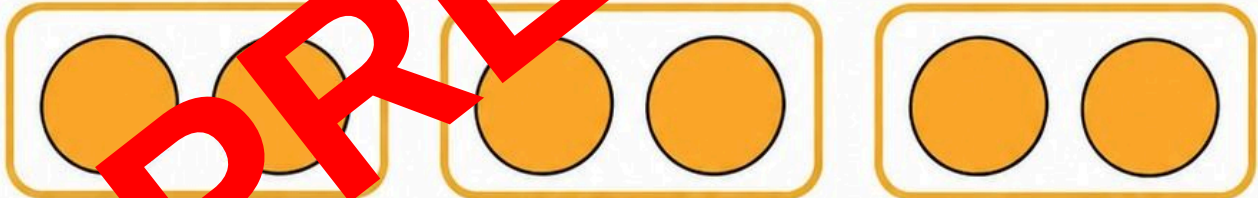
2 Make a full group of 2



4 counters are left.

1 group of 2.

3 Keep making groups of 2



Group 1

Group 2

Group 3

3 groups. 2 in each. All 6 used.

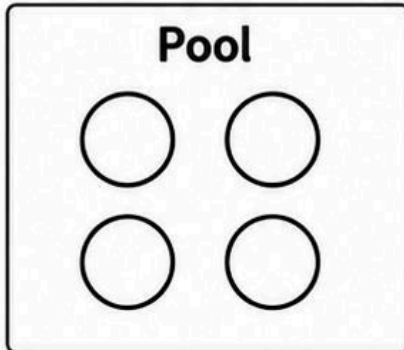


I count the full groups.
I check 2 in each.

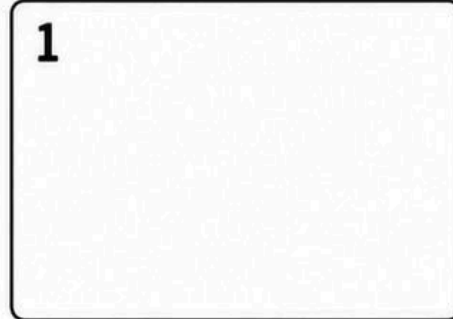
Name: _____

Share It Fairly

4 counters. Share between 2.



1



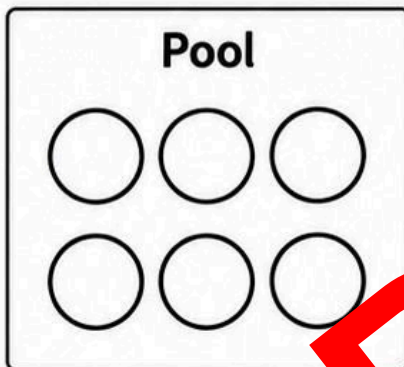
2



Each:

Check: _____

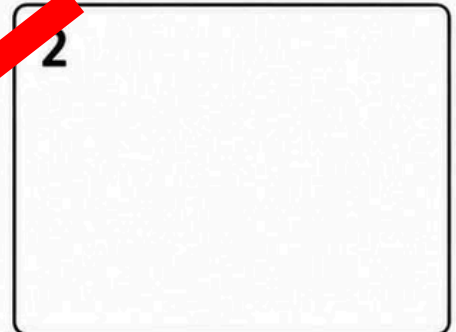
6 counters. Share between 2.



1



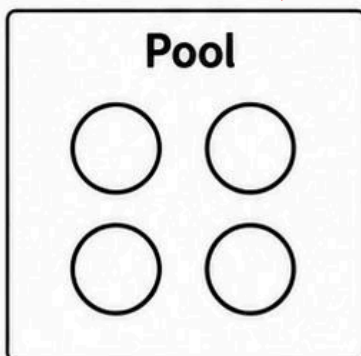
2



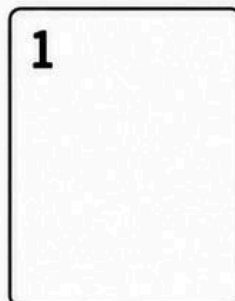
Each:

Check: _____

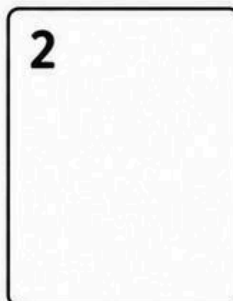
4 counters. Share between 4.



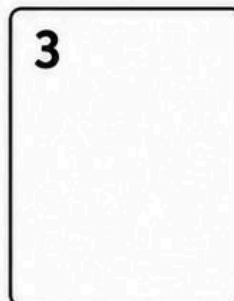
1



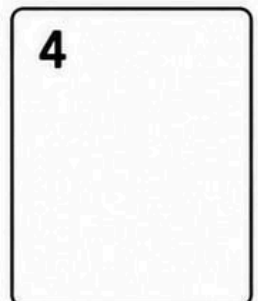
2



3



4



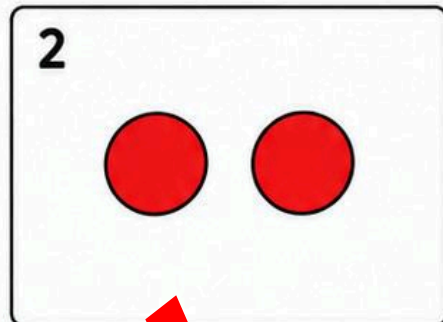
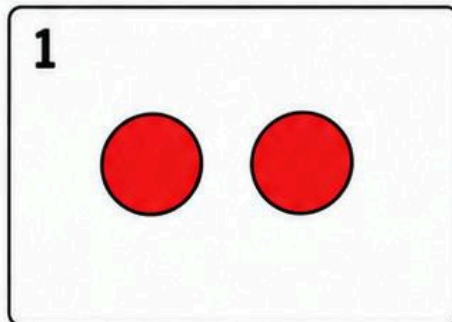
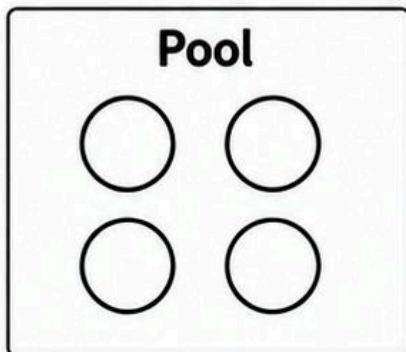
Each:

Check: _____

Name: ANSWERS

Share It Fairly

4 counters. Share between 2.

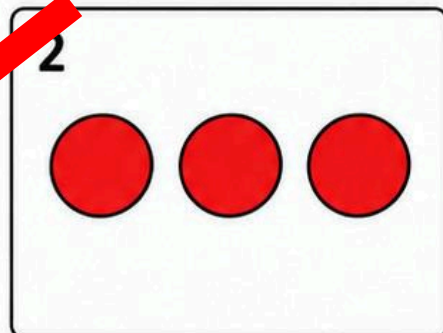
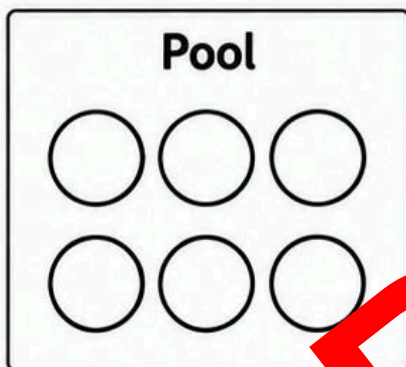


Each:

2

Check: Both have 2. All 4 used.

6 counters. Share between 2.

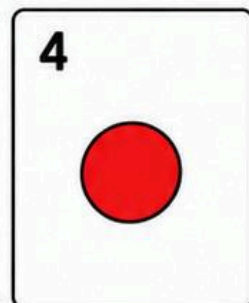
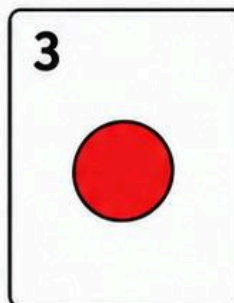
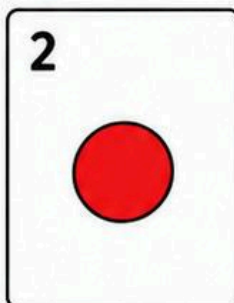
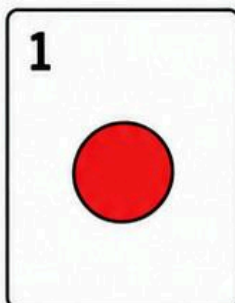
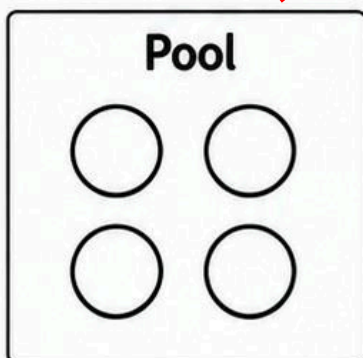


Each:

3

Check: Both have 3. All 6 used.

4 counters. Share between 4.



Each:

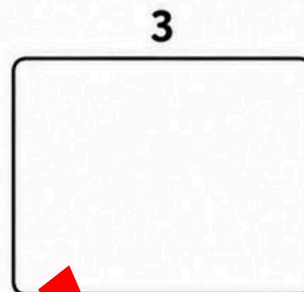
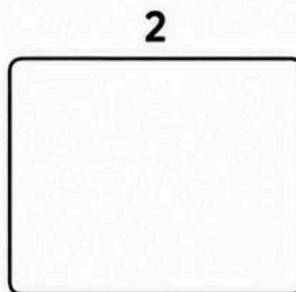
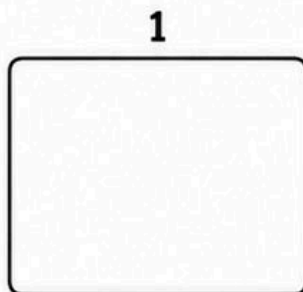
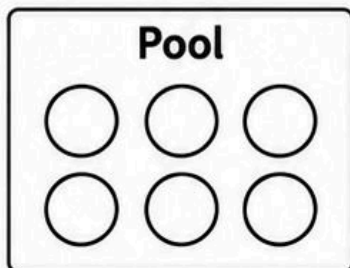
1

Check: Each has 1. All 4 used.

Name: _____

Share It Fairly

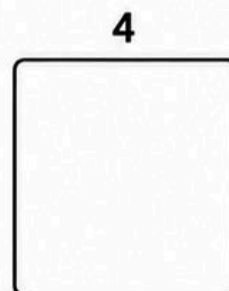
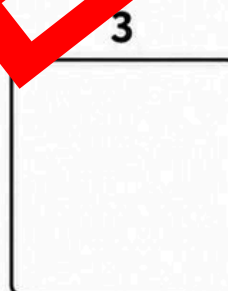
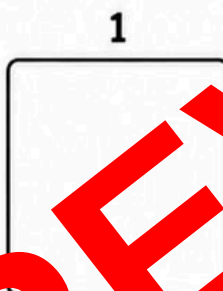
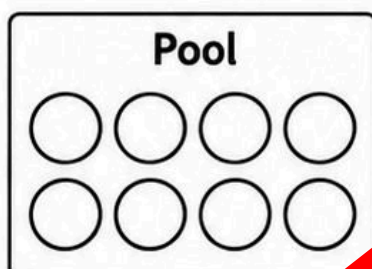
6 counters. Share between 3.



Each: _____

Check: _____

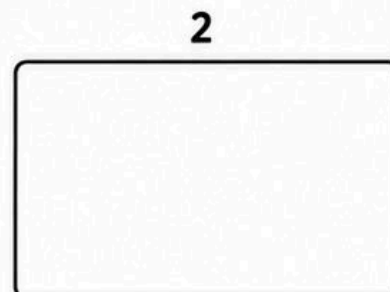
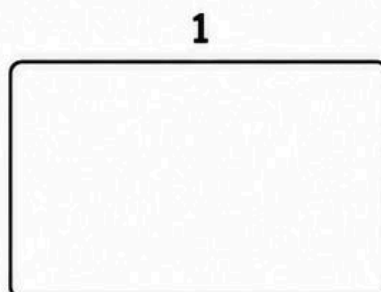
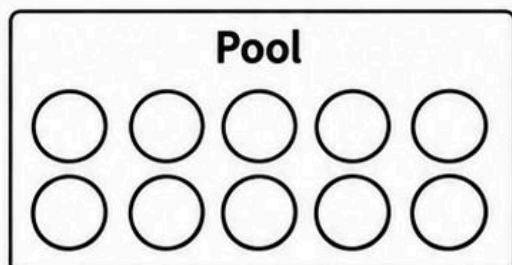
8 counters. Share between 4.



Each: _____

Check: _____

10 counters. Share between 2.



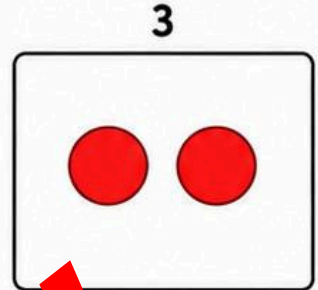
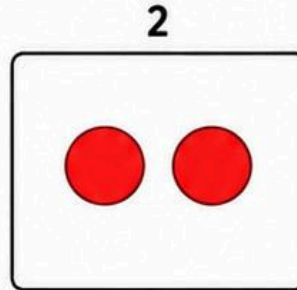
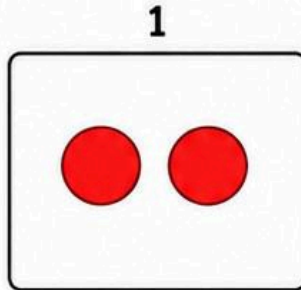
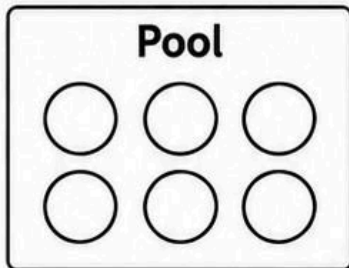
Each: _____

Check: _____

Name: ANSWERS

Share It Fairly

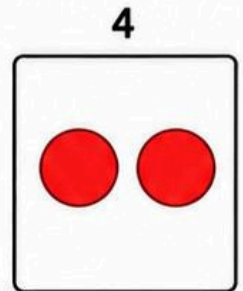
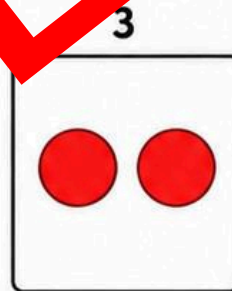
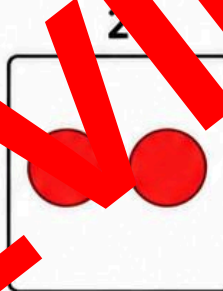
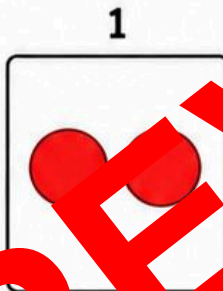
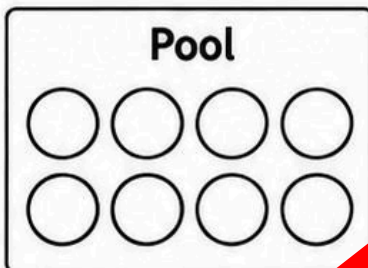
6 counters. Share between 3.



Each: 2

Check: ✓ Each has 2. All 6 used.

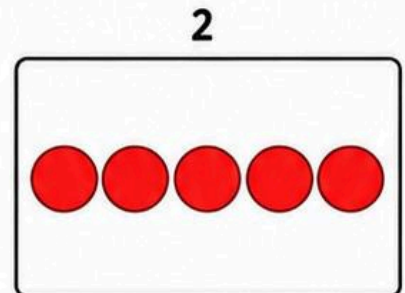
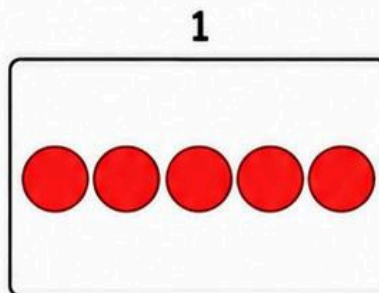
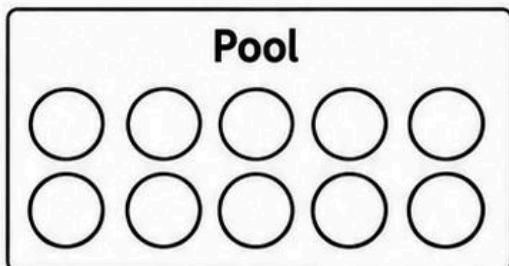
8 counters. Share between 4.



Each: 2

Check: ✓ Each has 2. All 8 used.

10 counters. Share between 2.



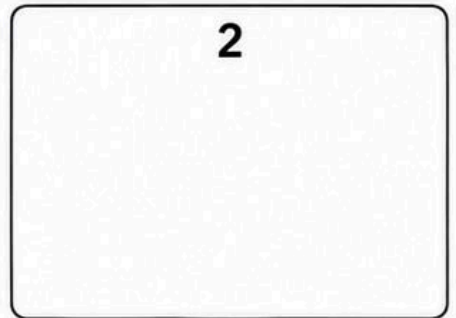
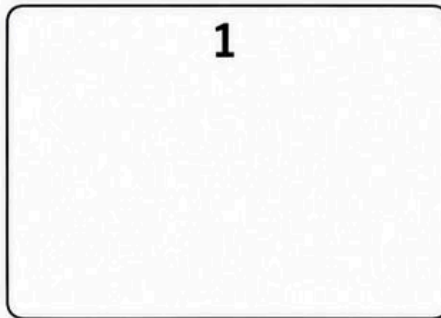
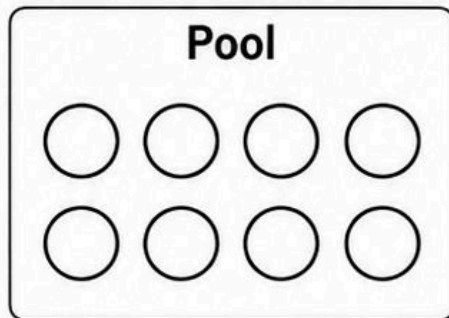
Each: 5

Check: ✓ Both have 5. All 10 used.

Name: _____

Share It Fairly

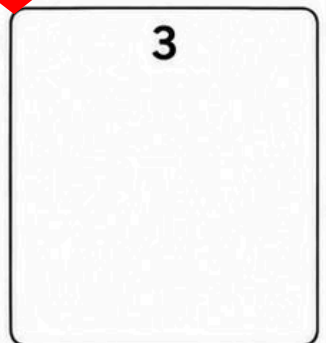
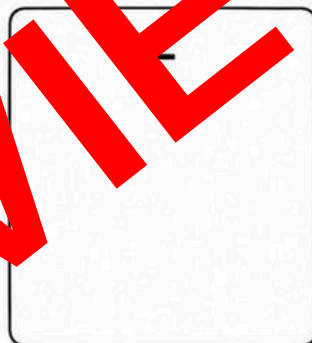
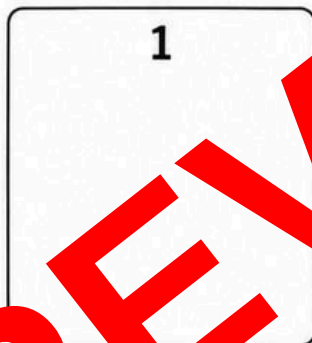
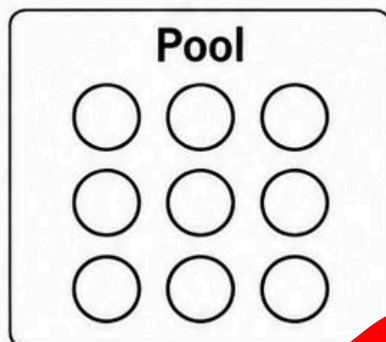
8 counters. Share between 2.



Each: _____

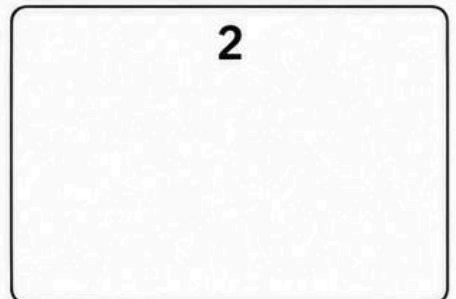
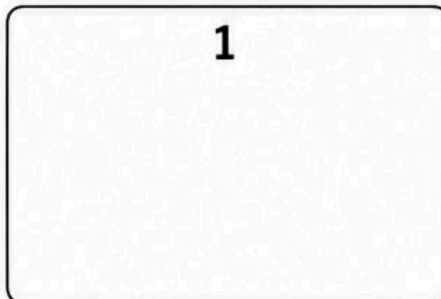
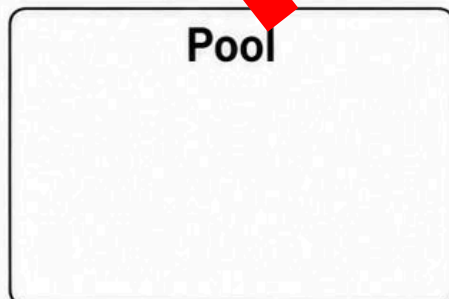
Check: _____

9 counters. Share between 3.



Each: _____ Check: _____

0 counters. Share between 2.



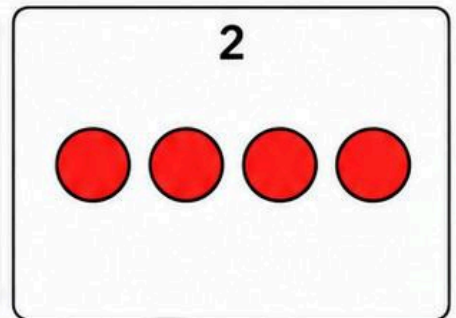
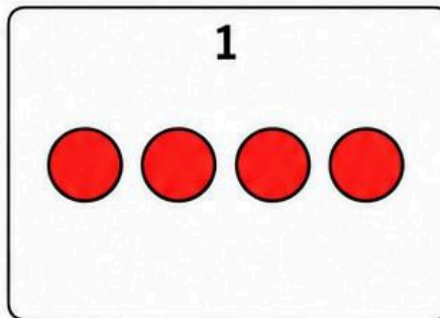
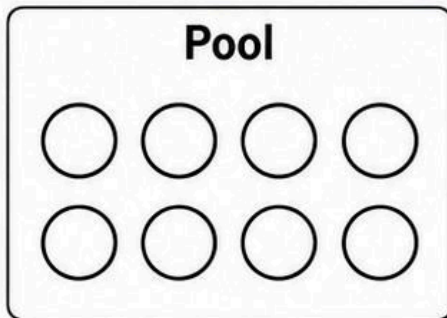
Each: _____ Check: _____

How did you check? _____

Name: ANSWERS

Share It Fairly

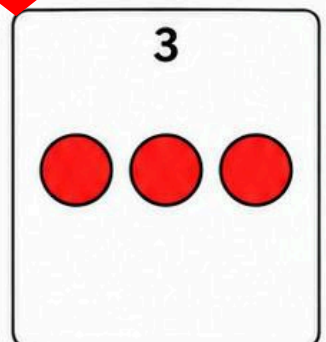
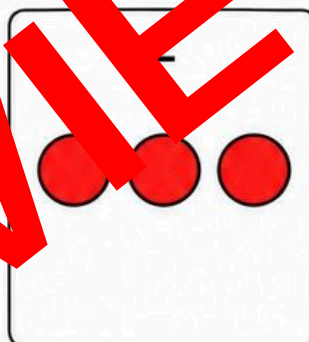
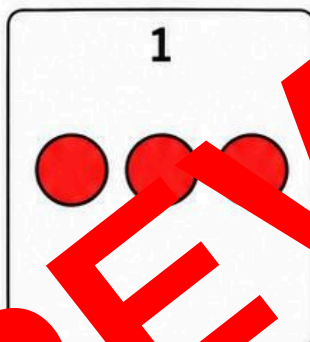
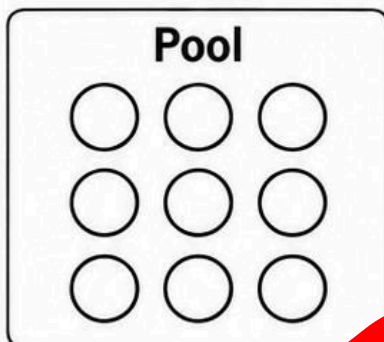
8 counters. Share between 2.



Each: 4

Check: Both have 4. All 8 used.

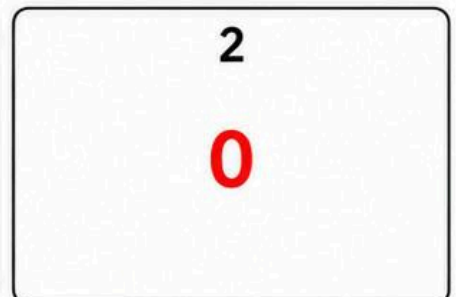
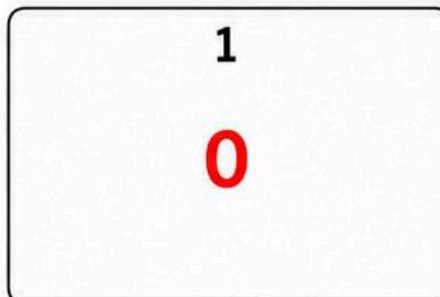
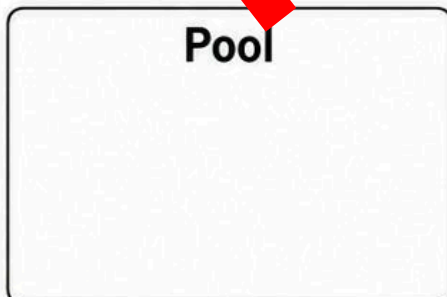
9 counters. Share between 3.



Each: 3

Check: Each has 3. All 9 used.

0 counters. Share between 2.



Each: 0

Check: Both shares are empty.

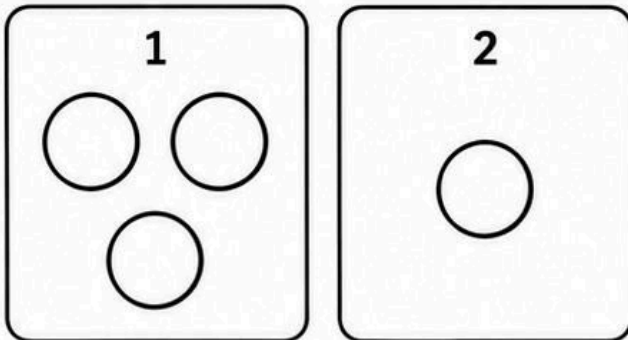
How did you check? I counted every share. The same number.

Name: _____

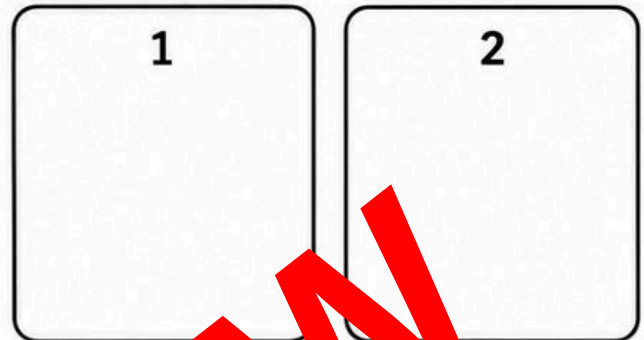
Repair the Share

1. 4 counters shared between 2.

Before:



My repair:



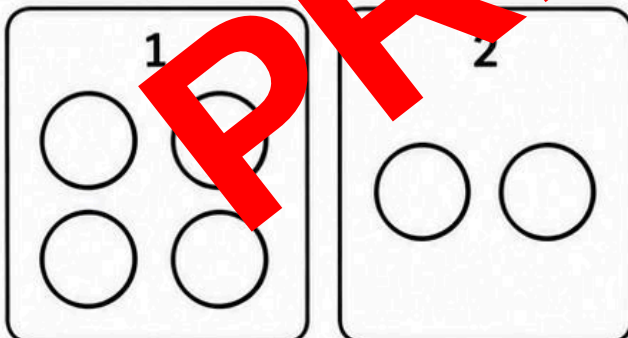
Each: _____

I moved: _____

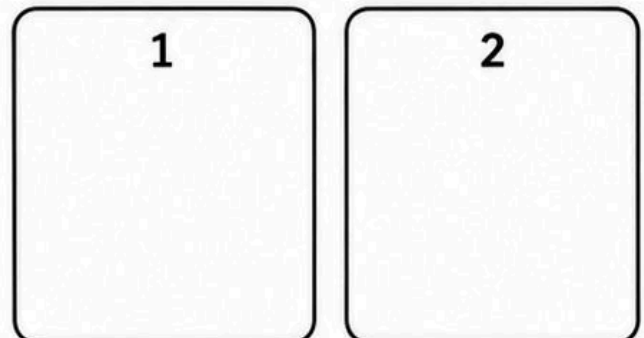
I checked: _____

2. 6 counters shared between 2.

Before:



My repair:



Each: _____

I moved: _____

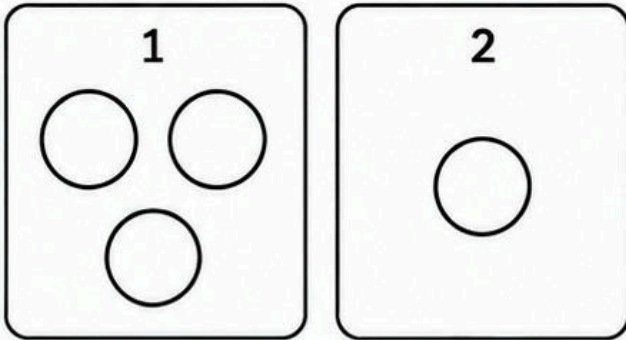
I checked: _____

Name: **ANSWERS**

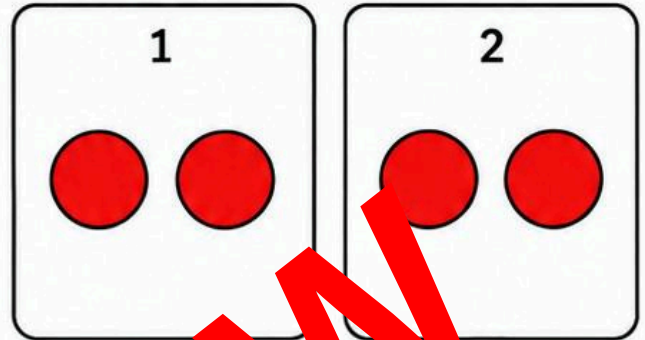
Repair the Share

1. 4 counters shared between 2.

Before:



My repair:



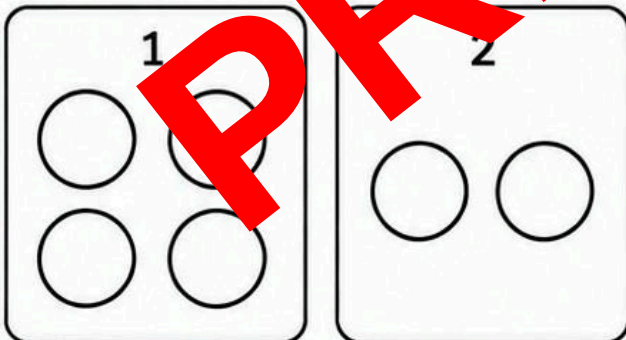
Each: **2**

I moved: **1 from Student 1 to Student 2**

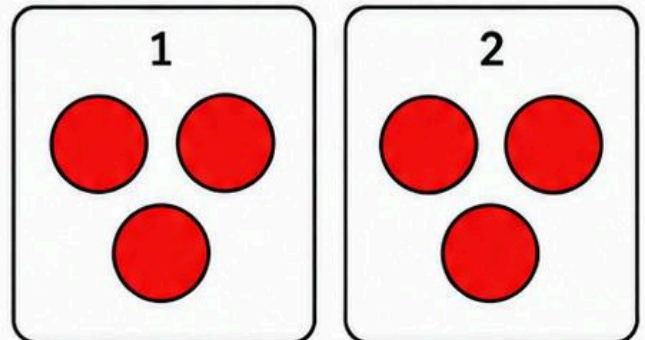
I checked: **Both have 2. All 4 stay.**

2. 6 counters shared between 2.

Before:



My repair:



Each: **3**

I moved: **1 from Student 1 to Student 2.**

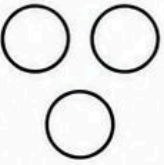
I checked: **Both have 3. All 6 stay.**

Name: _____

Repair the Share

6 counters shared between 3.

Before:

1	2	3
		

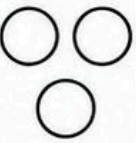
My repair:

1	2	3

Each: _____
I moved: _____
I checked: _____

8 counters shared between 4.

Before:

1	2	3	4
			

My repair:

1	2	3	4

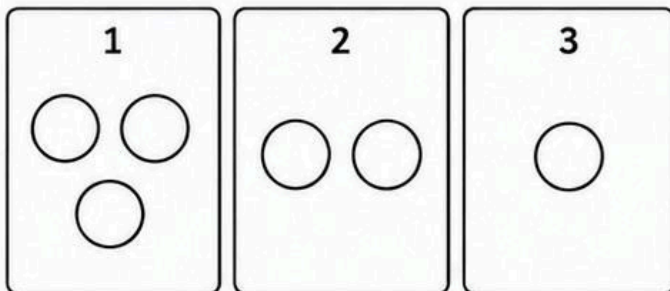
Each: _____
I moved: _____
I checked: _____

Name: ANSWERS

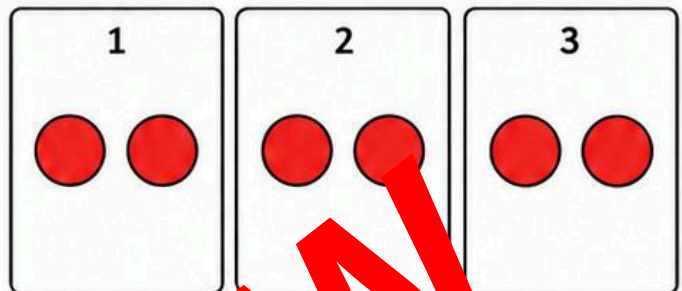
Repair the Share

6 counters shared between 3.

Before:



My repair:



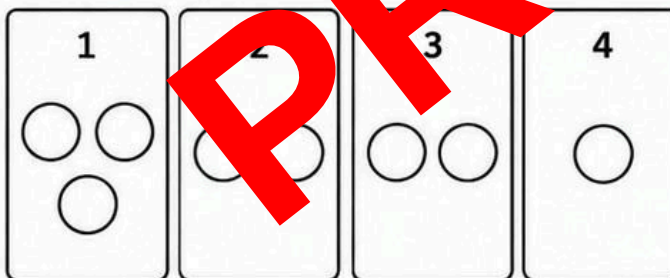
Each: 2

I moved: 1 from Student 1 to Student 3.

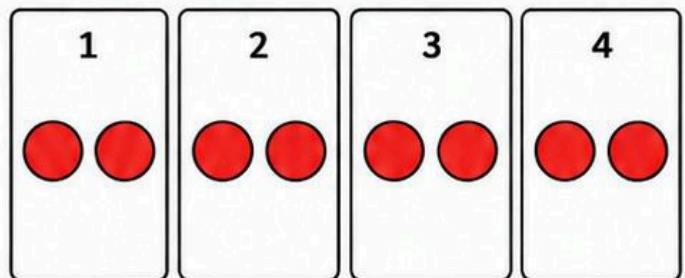
I checked: Each has 2. All 6 stay.

8 counters shared between 4.

Before:



My repair:



Each: 2

I moved: 1 from Student 1 to Student 4.

I checked: Each has 2. All 8 stay.

Name: _____

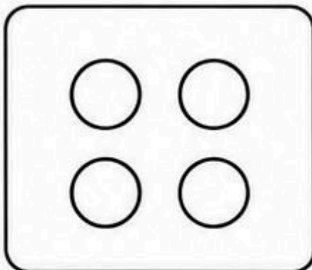
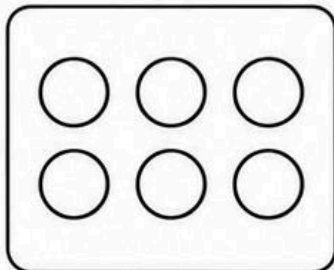
Repair the Share

10 counters shared between 2.

Before:

1

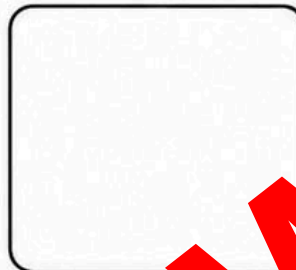
2



My repair:

1

2



Each: _____

I moved: _____ I checked: _____

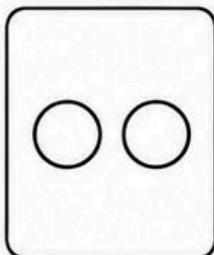
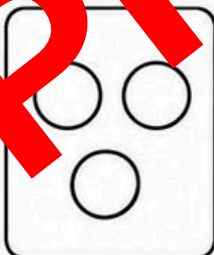
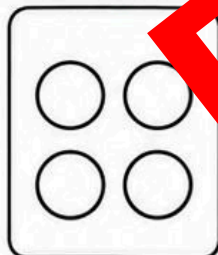
9 counters shared between 3.

Before:

1

2

3

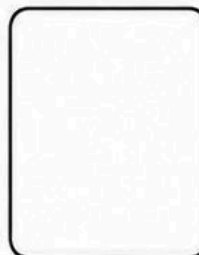


My repair:

1

2

3



Each: _____

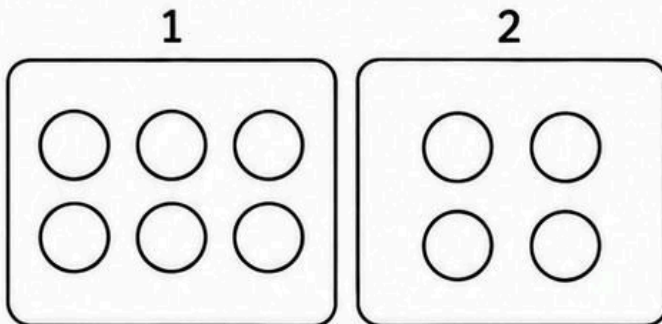
I moved: _____ I checked: _____

Name: **ANSWERS**

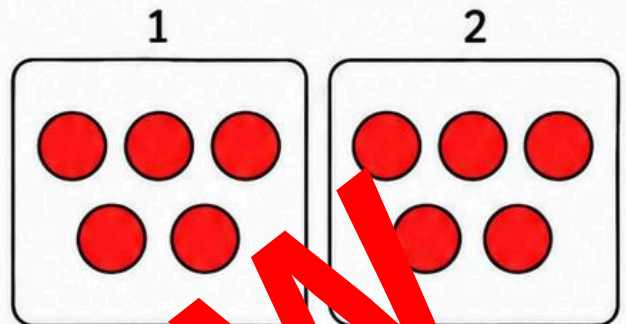
Repair the Share

10 counters shared between 2.

Before:



My repair:

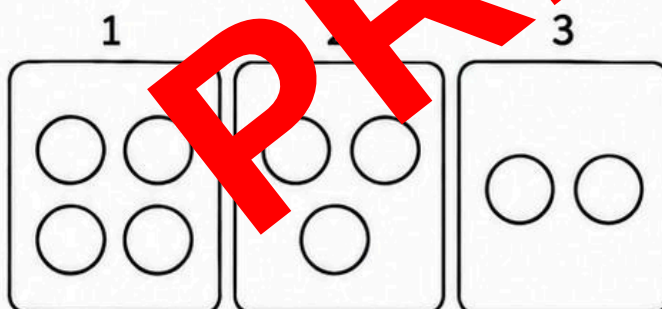


Each: **5**

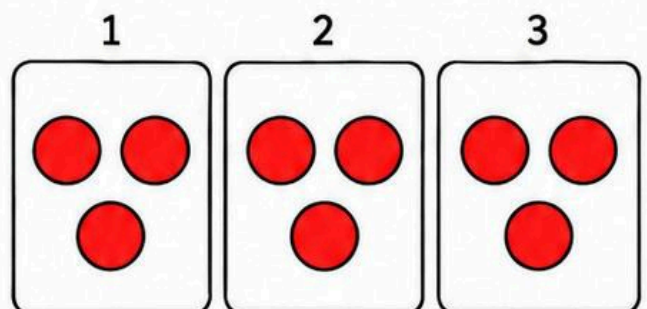
I moved: **1 from Student 1 to Student 2.** I checked: **Both have 5. All 10 stay.**

9 counters shared between 3.

Before:



My repair:



Each: **3**

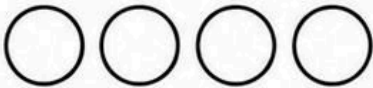
I moved: **1 from Student 1 to Student 3.** I checked: **Each has 3. All 9 stay.**

Name: _____

Make Equal Groups

4 counters. Make groups of 2.

Pool

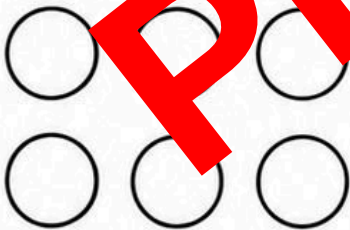


My groups

Groups: _____ In each: _____ Check: _____

6 counters. Make groups of 3.

Pool



My groups

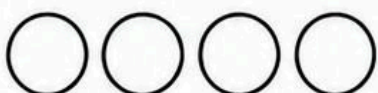
Groups: _____ In each: _____ Check: _____

Name: ANSWERS

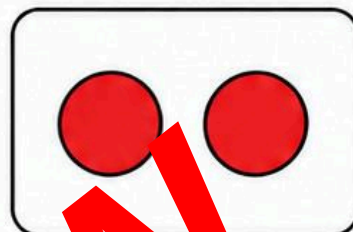
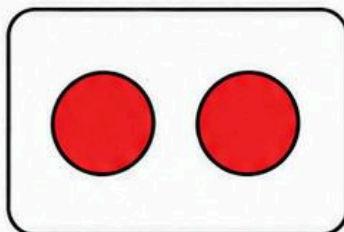
Make Equal Groups

4 counters. Make groups of 2.

Pool



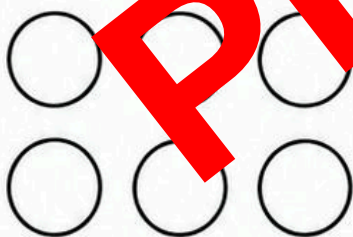
My groups



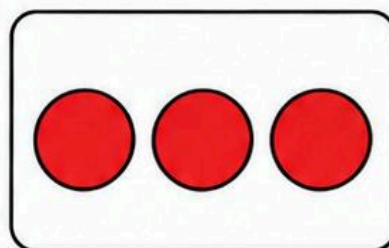
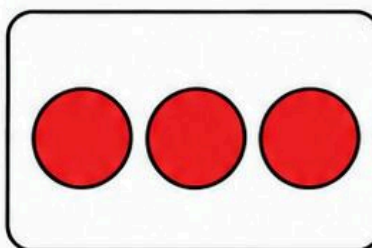
Groups: 2 In each: 2 Check: All 4 used. Each group has 2.

6 counters. Make groups of 3.

Pool



My groups



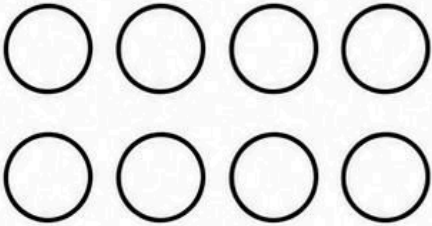
Groups: 2 In each: 3 Check: All 6 used. Each group has 3.

Name: _____

Make Equal Groups

8 counters. Make groups of 2.

Pool



My groups

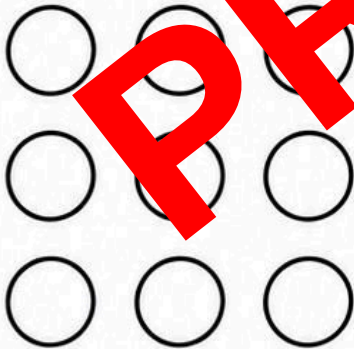
Groups:

In each:

Check: _____

9 counters. Make groups of 3.

Pool



My groups

Groups:

In each:

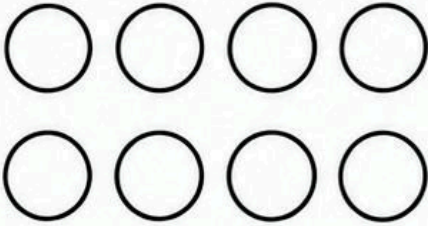
Check: _____

Name: **ANSWERS**

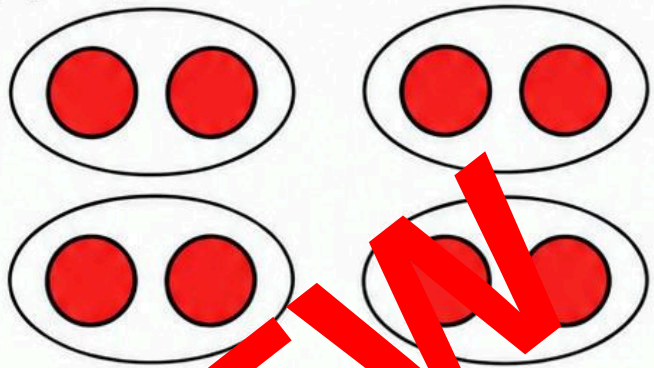
Make Equal Groups

8 counters. Make groups of 2.

Pool



My groups



Groups:

4

In each:

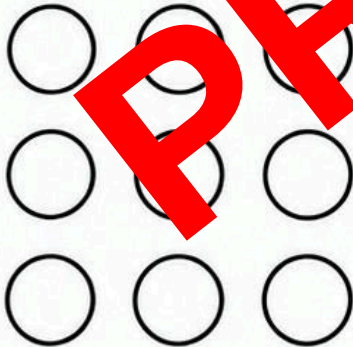
2

Check:

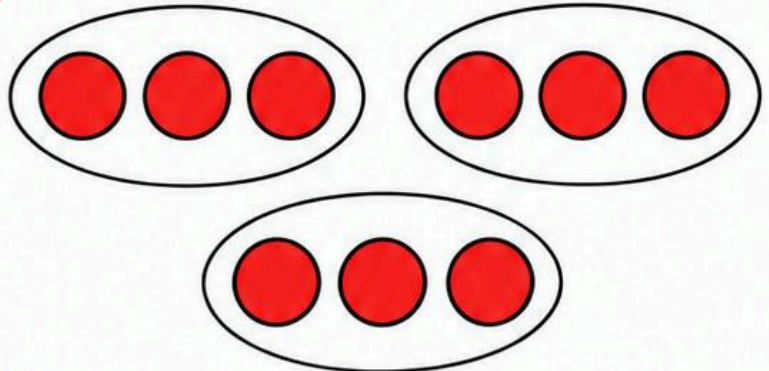
All 8 used. Each group has 2.

9 counters. Make groups of 3.

Pool



My groups



Groups:

3

In each:

3

Check:

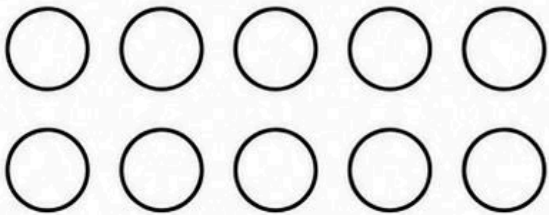
All 9 used. Each group has 3.

Name: _____

Make Equal Groups

1. 10 counters. Make groups of 2.

Pool



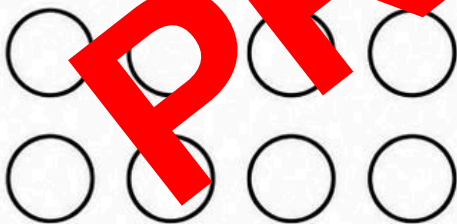
My groups

Groups: _____ In each: _____ Check: _____

Explain how you checked: _____

2. 8 counters. Make groups of 4.

Pool



My groups

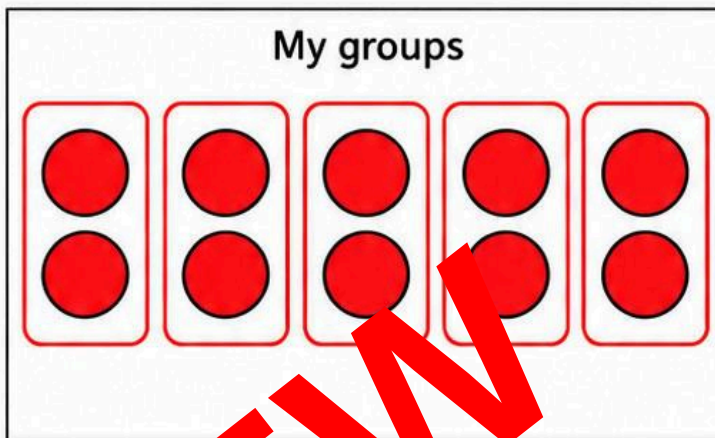
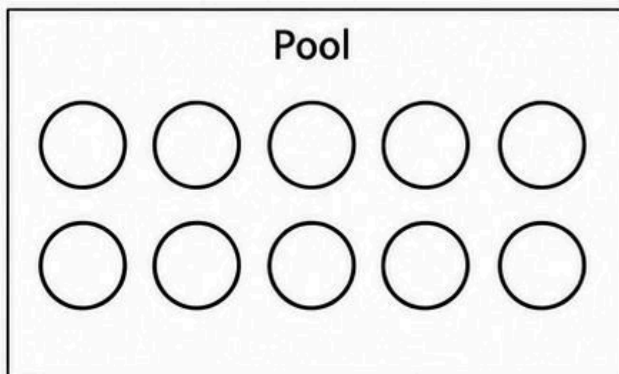
Groups: _____ In each: _____ Check: _____

Explain how you checked: _____

Name: **ANSWERS**

Make Equal Groups

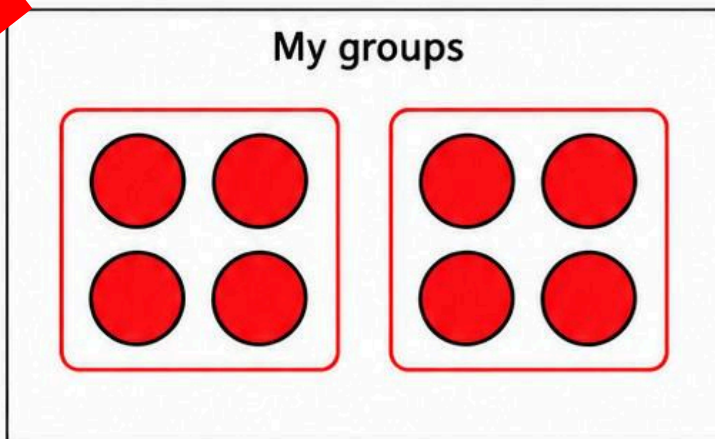
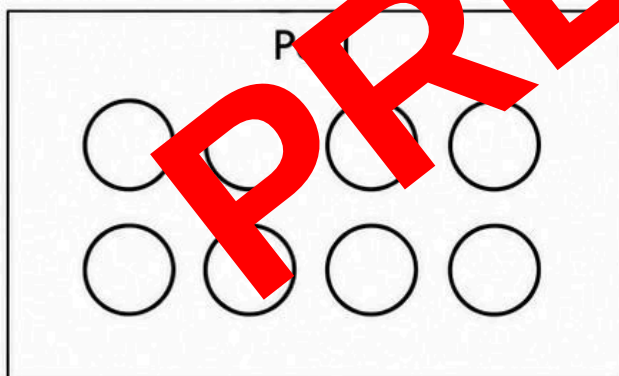
1. 10 counters. Make groups of 2.



Groups: **5** In each: **2** Check: **All 10 used.**

Explain how you checked: **Each group has 2**

2. 8 counters. Make groups of 4.



Groups: **2** In each: **4** Check: **All 8 used.**

Explain how you checked: **Each group has 4.**

Fair Share Stations

Equipment:

- up to 10 large counters
- supplied sharing/group mats
- supplied task cards

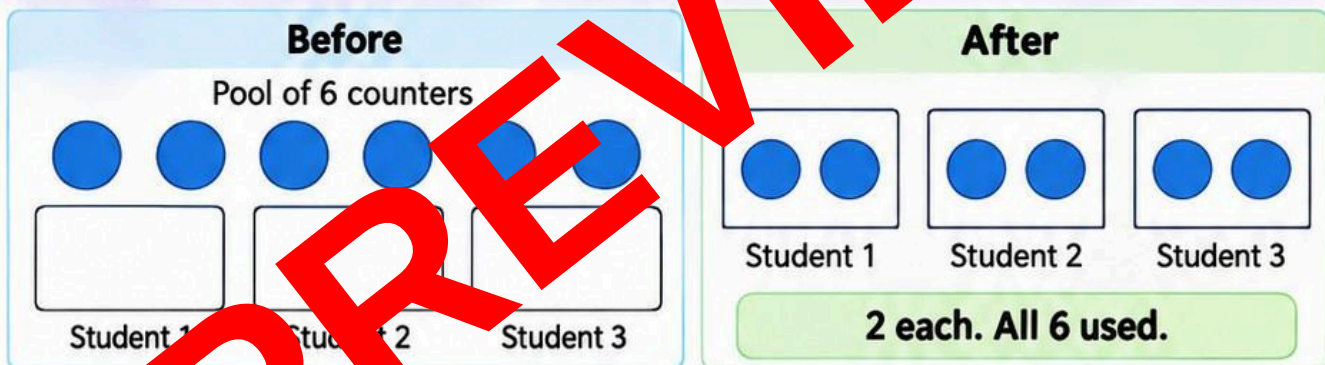
Roles:

- Maker builds.
- Checker counts.
- swap after each turn so everyone does both.

Sharing steps:

1. Count the total.
2. Name the students on the card.
3. Give one counter to each in turn until the pool is empty.
4. Count every share.
5. Say how many each and check all counters are used.

Example: 6 counters between 3 students



Grouping branch:

1. Read the required group size.
2. Make one full group, then another until the pool is empty.
3. Count only full occupied groups.
4. Check each group size and all counters used.
5. Choose the supplied group mat and grouping cards.

Final:

- use whole pages with pointing
- cutting optional
- complete the task using only the supplied equipment.

Share Between 2

Pool

Student 1

Student 2

PREVIEW

Count the pool. Share one each. Check every share.

Share Between 3

Pool

Student 1

Student 2

Student 3

PREVIEW

Count the pool. Share one each. Check every share.

Share Between 4

Pool

Student 1

Student 2

Student 3

Student 4

Count the pool. Share one each. Check every share.

Make Equal Groups

Pool

Zone 1

Zone 2

Zone 3

Zone 4

Zone 5

Zone 6

Read the group size on your card. Count only full occupied groups.
Empty zones do not count.

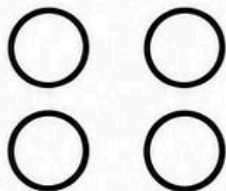
Sharing Cards

Name: _____

1

4 counters. Share between 2.

Pool



Shares

1.

2.

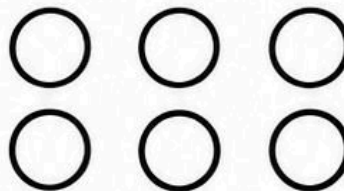
Each: _____

Check: _____

2

6 counters. Share between 2.

Pool



Shares

1.

2.

Each: _____

Check: _____

3

6 counters. Share between 3.

Pool



Shares

1.

2.

3.

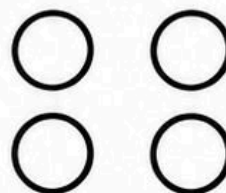
Each: _____

Check: _____

4

4 counters. Share between 4.

Pool



Shares

1.

2.

3.

4.

Each: _____

Check: _____

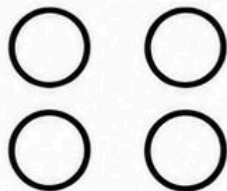
Sharing Cards

Name: **ANSWERS**

1

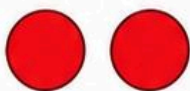
4 counters. Share between 2.

Pool

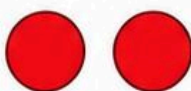


Shares

1.



2.



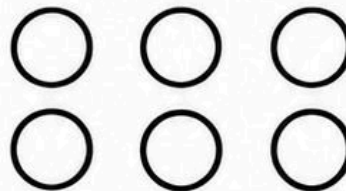
Each: 2

Check: Both 2; all 4 used.

2

6 counters. Share between 2.

Pool



Shares

1.



2.



Each: 3

Check: Both 3; all 6 used.

3

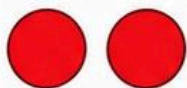
6 counters. Share between 3.

Pool

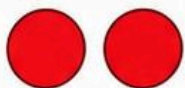


Shares

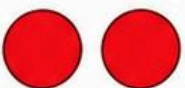
1.



2.



3.



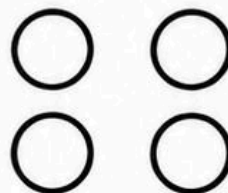
Each: 2

Check: Each 2; all 6 used.

4

4 counters. Share between 4.

Pool



Shares

1.



2.



3.



4.



Each: 1

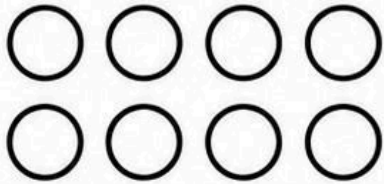
Check: Each 1; all 4 used.

Name: _____

Sharing Cards

8 counters. Share between 4.

Pool



Shares

Student 1

Student 2

Student 3

Student 4

Each: _____

Each: _____

Each: _____

Each: _____

Check: _____

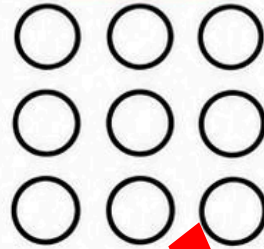
Check: _____

Check: _____

Check: _____

9 counters. Share between 3.

Pool



Shares

Student 1

Student 2

Student 3

Each: _____

Each: _____

Each: _____

Check: _____

Check: _____

Check: _____

10 counters. Share between 2.

Pool



Shares

Student 1

Student 2

Each: _____

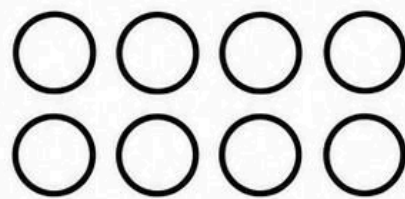
Each: _____

Check: _____

Check: _____

8 counters. Share between 2.

Pool



Shares

Student 1

Student 2

Each: _____

Each: _____

Check: _____

Check: _____

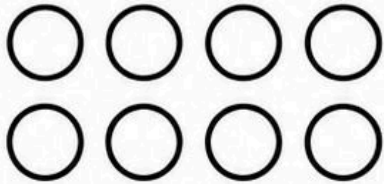
Name: _____

ANSWERS

Sharing Cards

8 counters. Share between 4.

Pool



Shares

Student 1



Each: 2

Check: 2

Student 2



Each: 2

Check: 2

Student 3



Each: 2

Check: 2

Student 4

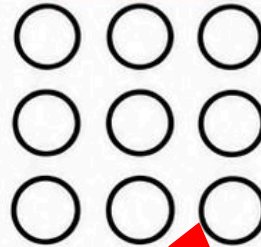


Each: 2

Check: 2

9 counters. Share between 3.

Pool



Shares

Student 1



Each: 3

Check: 3

Student 2



Each: 3

Check: 3

Student 3



Each: 3

Check: 3

10 counters. Share between 2.

Pool



Shares

Student 1



Each: 5

Check: 5

Student 2

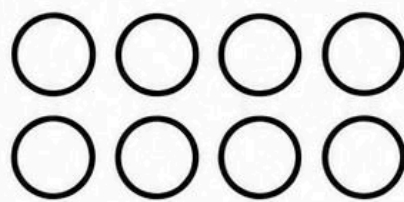


Each: 5

Check: 5

8 counters. Share between 2.

Pool



Shares

Student 1



Each: 4

Check: 4

Student 2



Each: 4

Check: 4

Name: _____

Sharing and Grouping Cards

0 counters. Share between 2.

Pool:

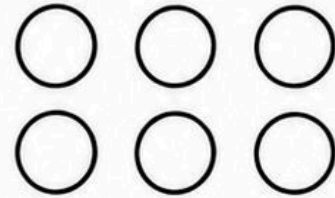
Student 1

Student 2

Each:

Check:

6 counters. Make groups of 2.



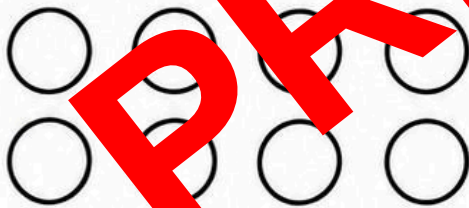
My groups:

Groups:

In each:

Check:

8 counters. Make groups of 4.



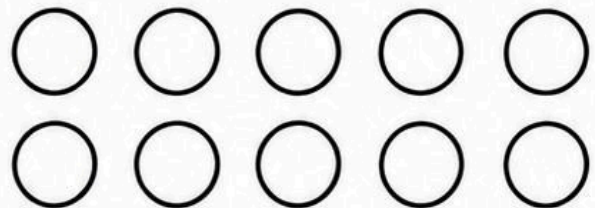
My groups:

Groups:

In each:

Check:

10 counters. Make groups of 2.



My groups:

Groups:

In each:

Check:

Name: **ANSWERS**

Sharing and Grouping Cards

0 counters. Share between 2.

Pool:

Student 1

Student 2

0

0

Each:

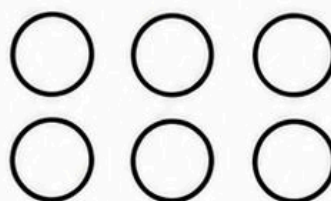
0

Check:

Both empty.

6 counters. Make groups of 2.

Pool:



My groups:



Groups:

In each:

Check:

2

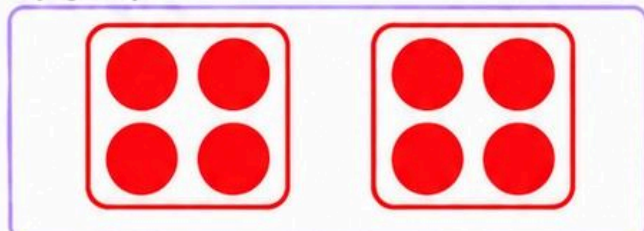
All 6 used.

8 counters. Make groups of 4.

Pool:



My groups:



Groups:

In each:

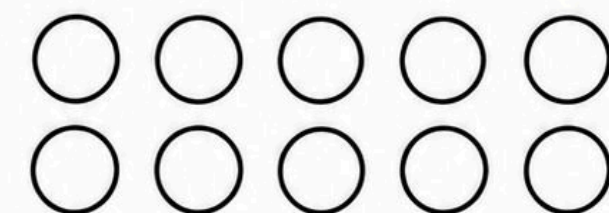
Check:

2

4

All 8 used.

10 counters. Make groups of 2.



My groups:



Groups:

In each:

Check:

5

2

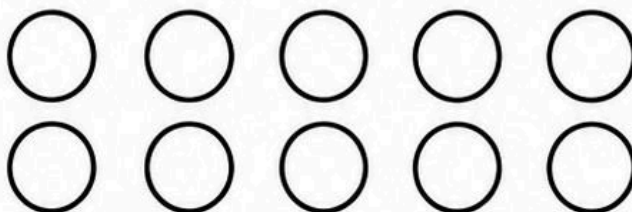
All 10 used.

My Two Turns

Name: _____

Turn 1: Sharing

10 counters. Share between 2.



1

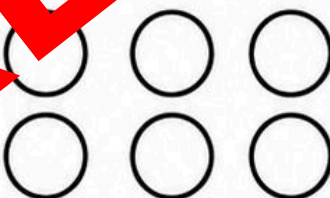
2

Each: _____

Check: _____

Turn 2: Grouping

6 counters. Make groups of 2



My groups:

Groups: _____

In each: _____

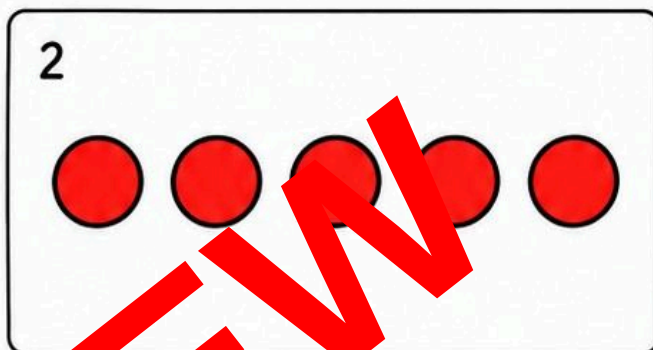
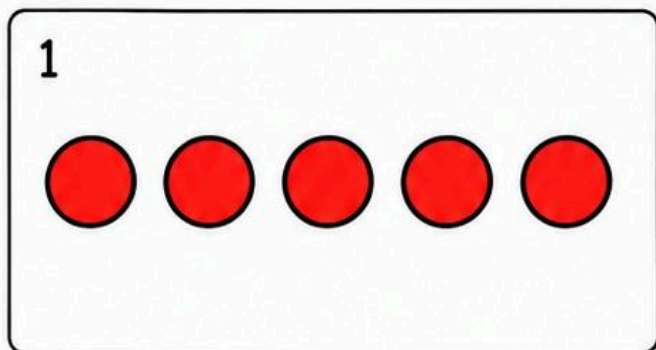
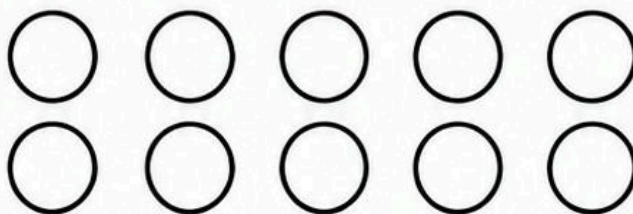
Check: _____

My Two Turns

Name: ANSWERS

Turn 1: Sharing

10 counters. Share between 2.

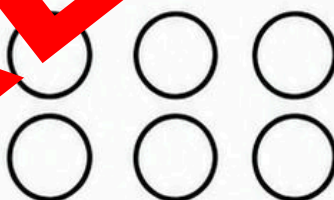


Each: 5

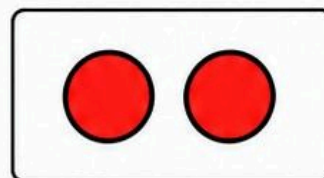
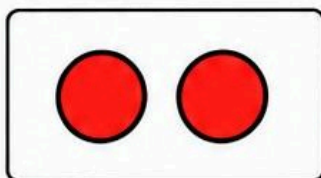
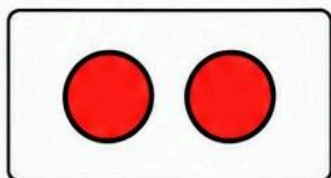
Check: Both 5. All 10 used.

Turn 2: Grouping

6 counters. Make groups of 2



My groups.



Groups: 3

In each: 2

Check: Each 2. All 6 used.

Repair the Share

Equipment

- up to 10 large counters
- supplied error cards and sharing mats

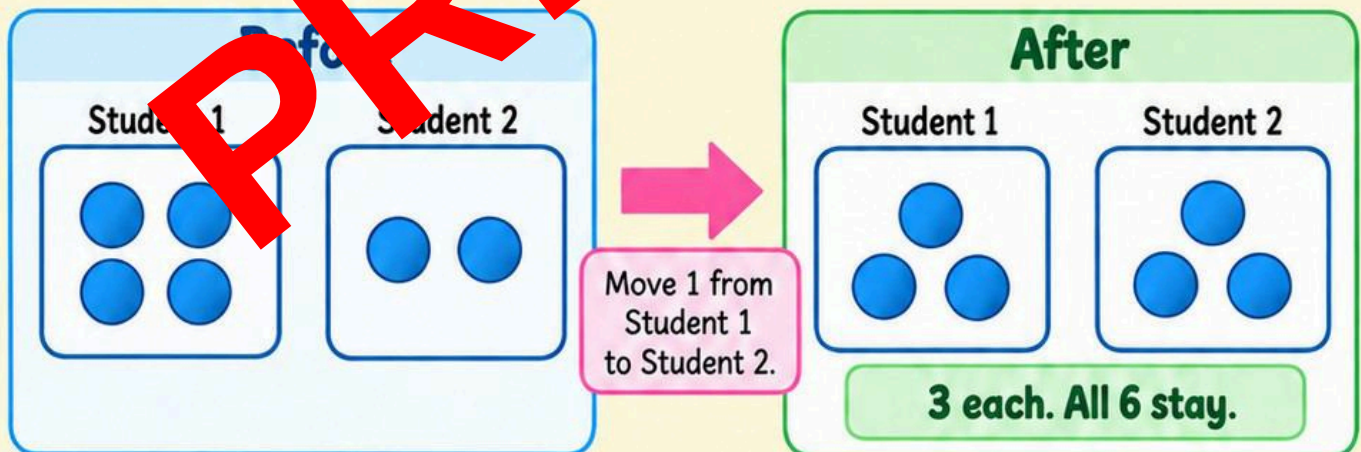
Rules

You will work in pairs. One student is the Maker and the other is the Checker. The Maker rebuilds the wrong shares on the card. The Checker counts every counter.

- 1 Read the total and the number of students.
- 2 Build the Before picture.
- 3 Count all the counters.
- 4 Move existing counters between students until all shares have the same number.
- 5 Count every share and check the original total.
- 6 Explain why the shares are equal.

Swap roles after each turn.

Worked example: 6 between 2



Tip: Keep all counters. Do not add or throw any away.

Any move sequence that keeps the total and makes every share equal is valid.
Use whole cards with pointing; cutting optional.

Repair Cards

Name: _____

1. 4 counters between 2.

Before:

1 ○ ○ ○ ○	2 ○
--------------	--------

My repair model:

1	2
---	---

Each: _____

I moved _____.

Check: _____

2. 6 counters between 2.

Before:

1 ○ ○ ○ ○ ○ ○	2 ○ ○
------------------	----------

My repair model:

1	2
---	---

Each: _____

I moved _____.

Check: _____

3. 6 counters between 3

Before:

1 ○ ○ ○ ○	2 ○ ○	3 ○
--------------	----------	--------

My repair model:

1	2	3
---	---	---

Each: _____

I moved _____.

Check: _____

4. 8 counters between 4.

Before:

1 ○ ○ ○ ○	2 ○ ○	3 ○ ○	4 ○
--------------	----------	----------	--------

My repair model:

1	2	3	4
---	---	---	---

Each: _____

I moved _____.

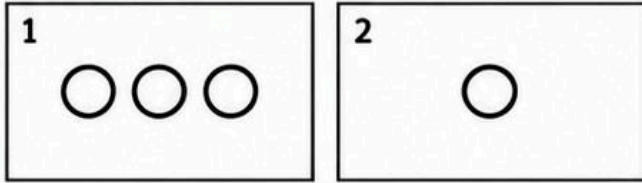
Check: _____

Repair Cards

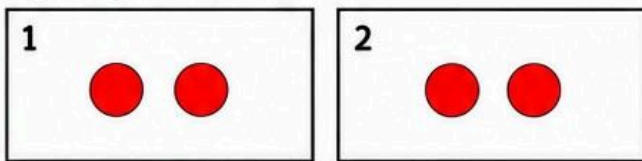
Name: ANSWERS

1. 4 counters between 2.

Before:



My repair model:



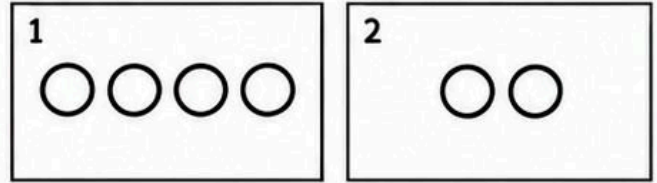
Each: 2

I moved 1 from 1 to 2.

Check: All 4; each 2

2. 6 counters between 2.

Before:



My repair model:



Each: 3

I moved 1 from 1 to 2.

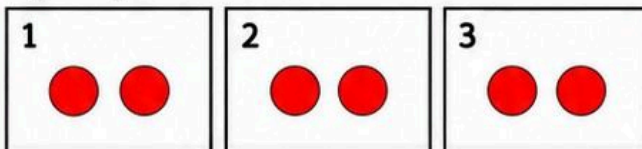
Check: All 6; each 3

3. 6 counters between 3

Before:



My repair model:



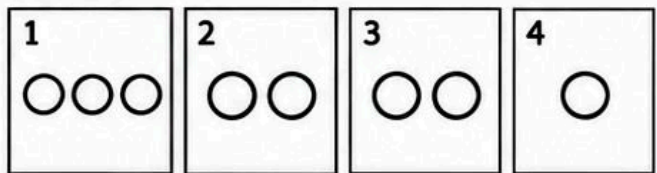
Each: 2

I moved 1 from 1 to 3.

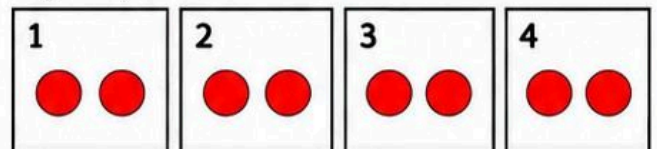
Check: All 6; each 2

4. 8 counters between 4.

Before:



My repair model:



Each: 2

I moved 1 from 1 to 4.

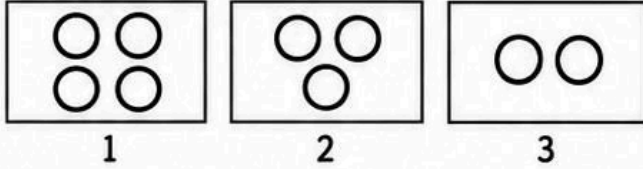
Check: All 8; each 2

Name: _____

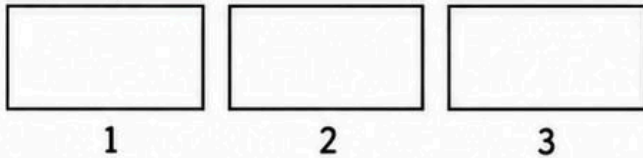
Repair Cards

9 counters between 3.

Before:



My repair:



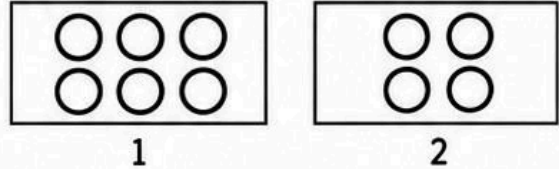
Each: _____.

I moved _____.

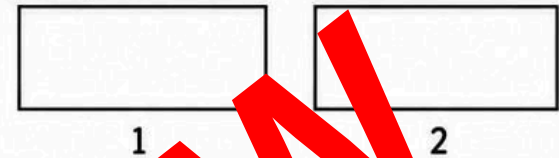
Check: _____.

10 counters between 2.

Before:



My repair:



Each: _____.

I moved _____.

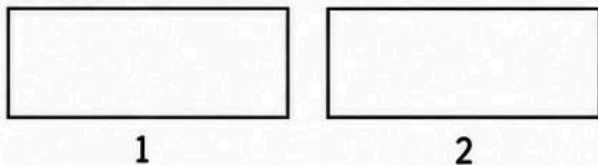
Check: _____.

8 counters between 2.

Before:



My repair:



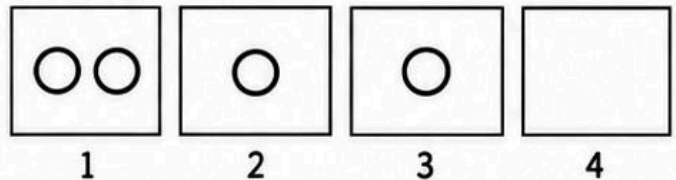
Each: _____.

I moved _____.

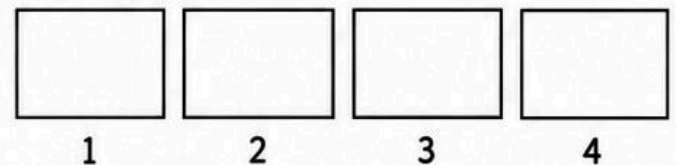
Check: _____.

4 counters between 4.

Before:



My repair:



Each: _____.

I moved _____.

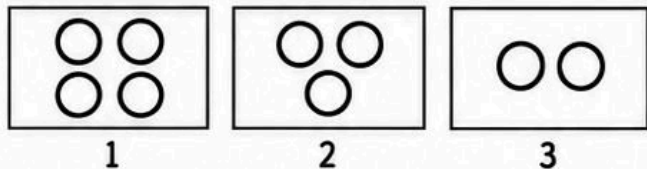
Check: _____.

Name: **ANSWERS**

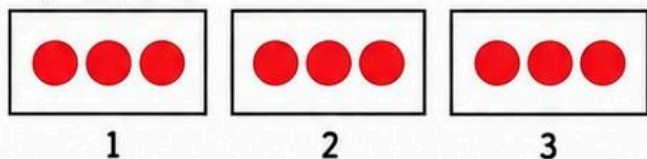
Repair Cards

9 counters between 3.

Before:



My repair:



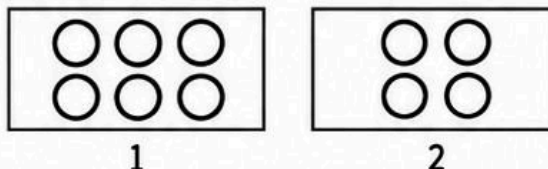
Each: 3.

I moved 1 from 1 to 3.

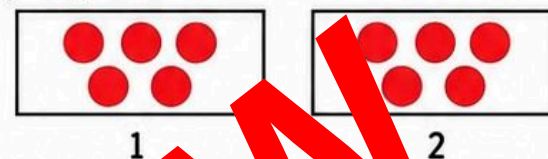
Check: All 9; each 3.

10 counters between 2.

Before:



My repair:



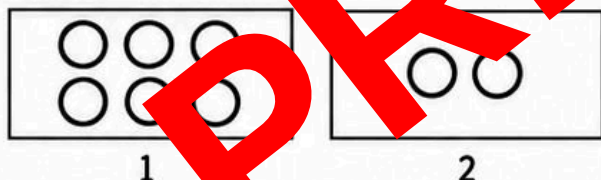
Each: 5.

I moved 1 from 1 to 2.

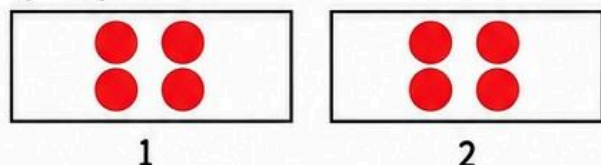
Check: All 10; each 5.

8 counters between 2

Before:



My repair:



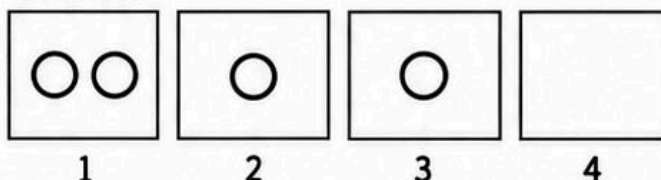
Each: 4.

I moved 2 from 1 to 2.

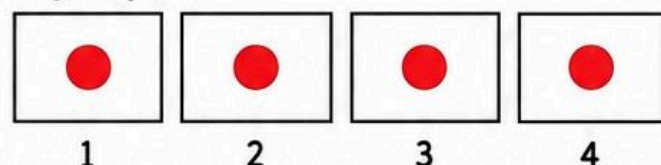
Check: All 8; each 4.

4 counters between 4.

Before:



My repair:



Each: 1.

I moved 1 from 1 to 4.

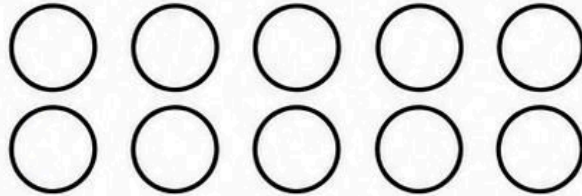
Check: All 4; each 1.

Name: _____

Share the Markers

Use 10 large counters as classroom markers. Share them between 2 students.

Markers to share:



Student 1

Student 2

Each gets:

Each gets:

How many does each student get?

I checked:

Why are shares the same?

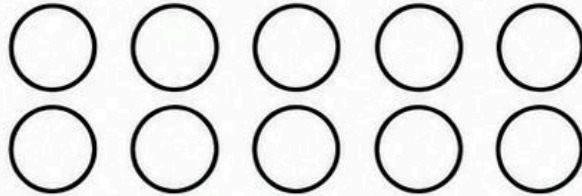
Observe real objects. Read aloud, pointing or adult recording may be used. Withhold answers during individual assessment.

Name: **ANSWERS**

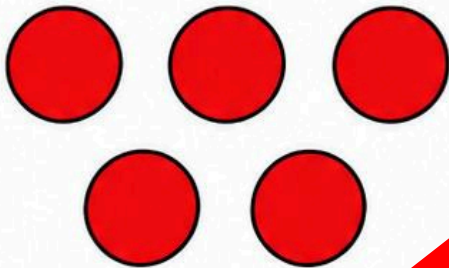
Share the Markers

Use 10 large counters as classroom markers. Share them between 2 students.

Markers to share:



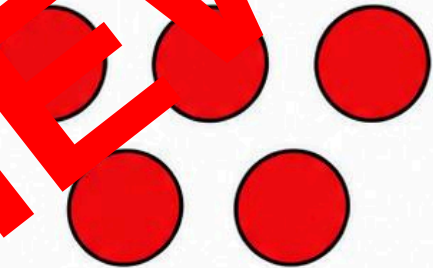
Student 1



Each gets:

5

Student 2



Each gets:

5

How many does each student get? **5 each.**

I checked: **Both shares have 5. All 10 used.**

Why are shares the same? **They have the same number.**

Name: _____

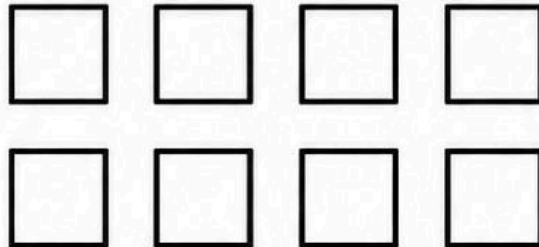
Make Groups on the Screen

Move 8 tile counters into groups of 2.

Use the movable counters on lesson slide 22 in classroom Edit view.

Student moves or directs the movement.

Available pool:



My groups:

PREVIEW

Groups:

In each:

My action: _____

My check: _____

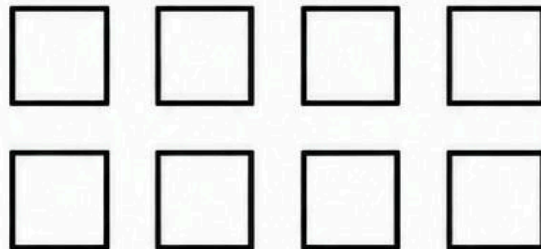
Name: **ANSWERS**

Make Groups on the Screen

Move 8 tile counters into groups of 2.

Use the movable counters on lesson slide 22 in classroom Edit view.
Student moves or directs the movement.

Available pool:



My groups:



Groups:



In each:



My action: **I moved or directed 8 tiles into 4 groups of 2.**

My check: **Each group has 2. All 8 used.**

Individual Observation Record

Name: _____ Date: _____ Teacher: _____

Physical sharing task: '10 marker counters between 2 students.'

Actual student actions and quantities:

Counting or small-group recognition strategy:

Student's equality explanation/check:

Virtual grouping task: '8 tile counters, groups of 2; available on slide 22 in classroom Edit view.'

Actual movement/direction and quantities:

Groups/In each response and:

Independence and access:

Access supports used (read-aloud, pointing, device, adult recording):

Mathematical prompts given, or independent:

Next teaching step:

Record individual actions in both media. Partner correctness, quiz recall or a printed AS2 alone is insufficient. Normal access supports do not lower Secure; record prompts that tell the mathematics.

Share It Fairly Rubric

Name: _____

Date: _____

1. Represent practical question.

- Emerging:** Needs adult reconstruction of total, recipients or group size.
- Developing:** Represents one question with mathematical prompts.
- Secure:** Independently represents sharing and grouping in the observed physical/virtual tasks.
- Deepening:** Explains which quantity is given and repairs a mismatched representation.

2. Equal quantity and completeness.

- Emerging:** Unequal shares or partial groups accepted, or objects disappear.
- Developing:** Checks some shares after a prompt.
- Secure:** Checks each share/group is equal, required size met and total accounted for.
- Deepening:** Diagnoses a fixed-total error and explains a valid repair.

3. Count/subitise and check.

- Emerging:** Misses/recounts object or confuses the number of groups with the number in each.
- Developing:** Counts some correctly with reminders.
- Secure:** Counts/recognises small groups accurately, distinguishes groups/in each, reaches 10.
- Deepening:** Verifies another valid way or explains unchanged rearrangement.

4. Explain the result.

- Emerging:** Cannot connect action to answer yet.
- Developing:** Points/says part of process with prompts.
- Secure:** Shows/says/draws why represented result is equal and answers the actual question.
- Deepening:** Gives a clear checking reason and useful correction.

Normal read-aloud, pointing, device access and adult recording do not lower Secure. Record mathematical prompts. Use individual task evidence plus taught practice, not quiz recall or partner correctness alone. No speed, reading or fine motor score; no percentage pass rule.

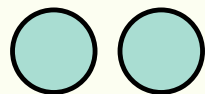
**Share It Fairly
Foundation**



Share. Count. Check.

4 counters. Share them between

Student 1



Student 2

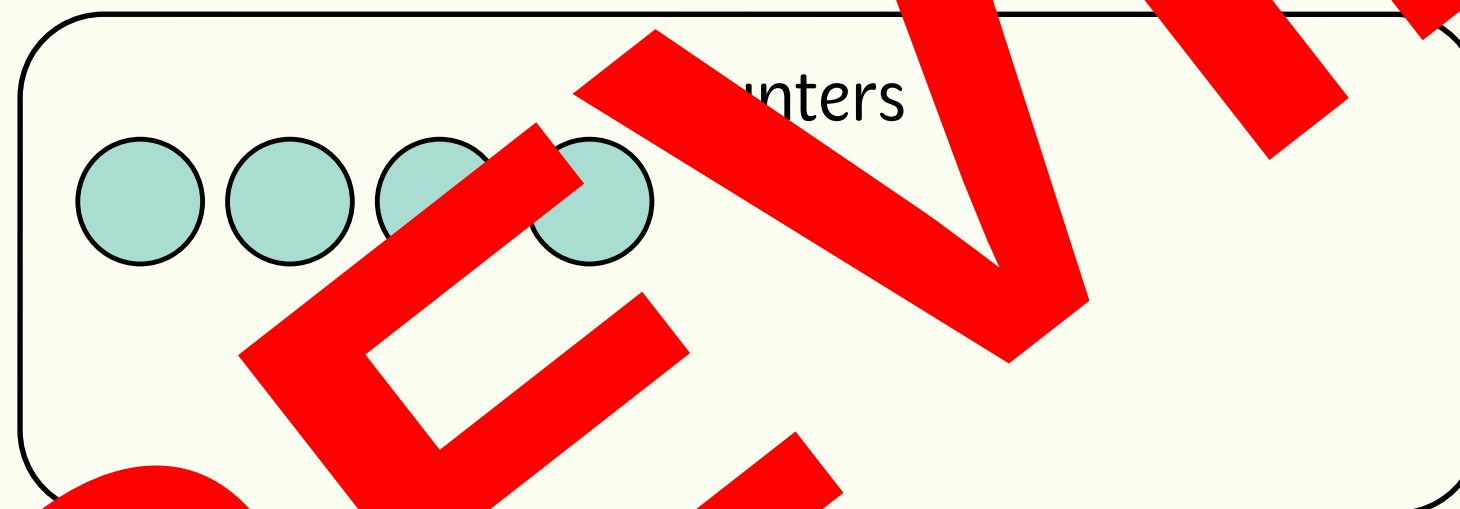


2 each. The same number. All 4 used.



Count each counter once.

Point to each counter as you count.



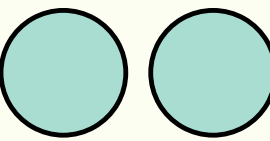
How many altogether? Match the numeral 4.



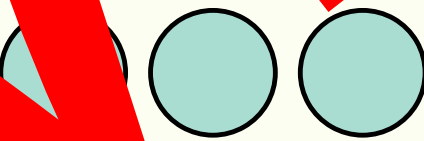
A quick look

How many do you see? Count to check.

This collection



This collection

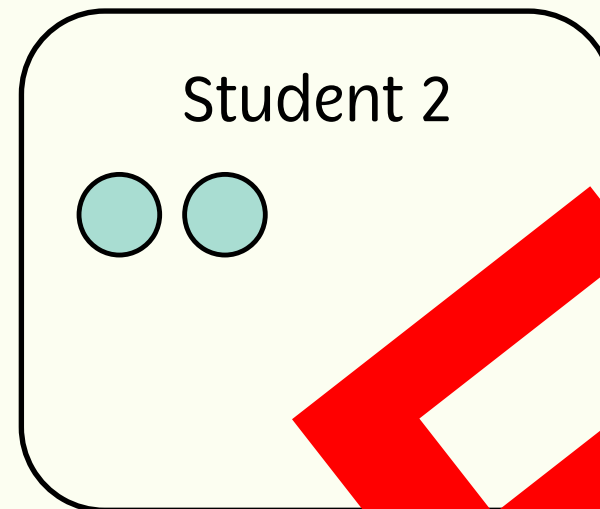
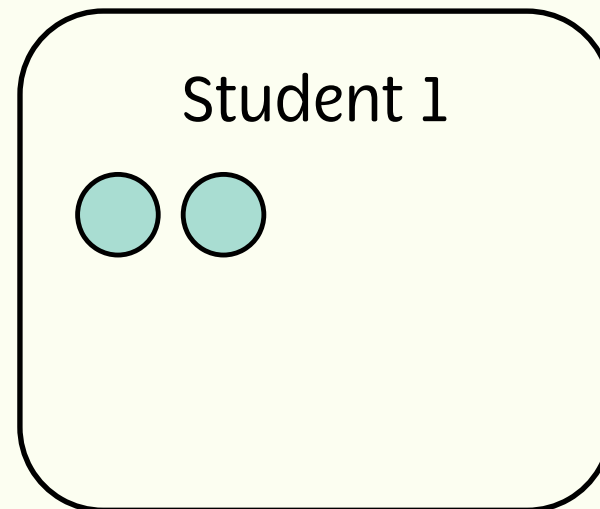


You can recognise a small group or count each one.

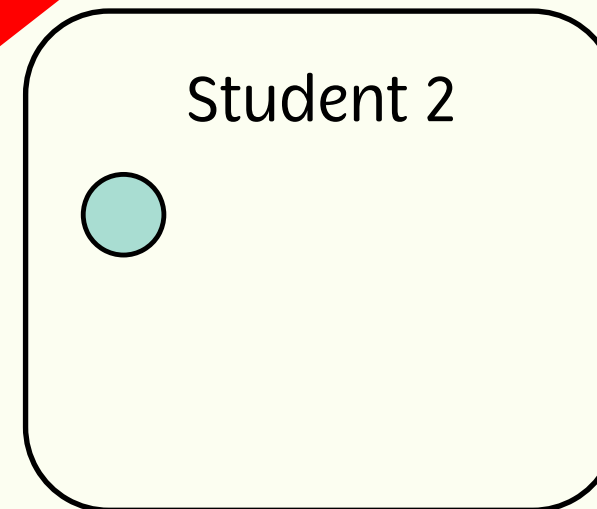
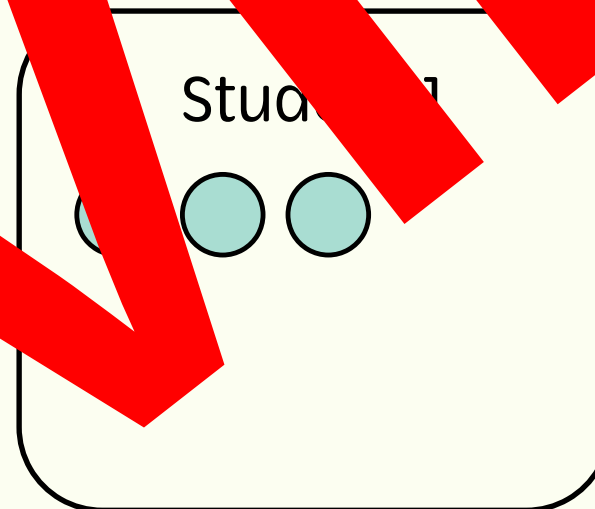


Are the shares equal?

Equal: 4 counters



Unequal: 4 counters

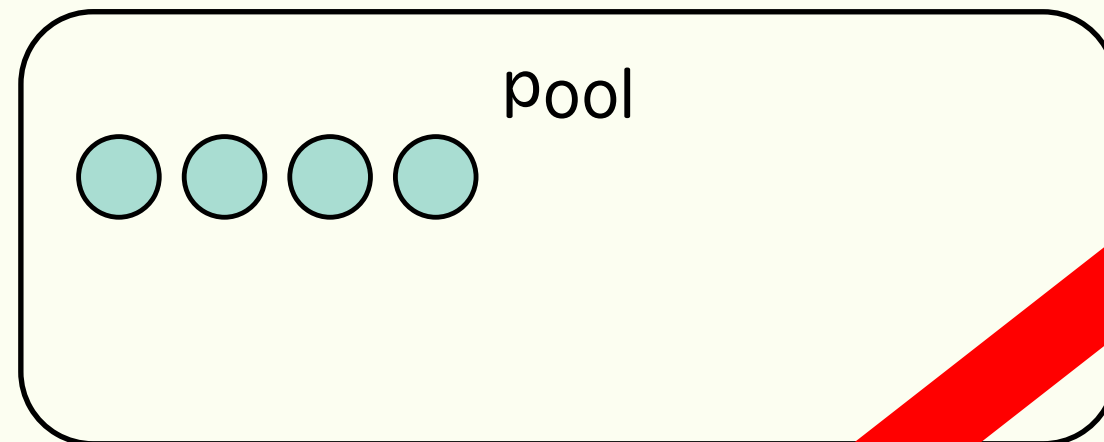


Count both shares. Equal shares have the same number.

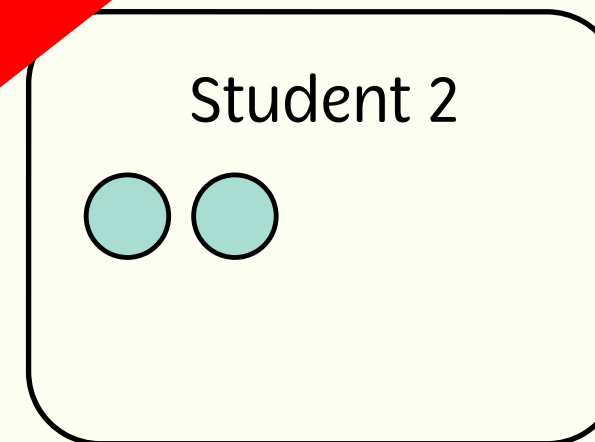
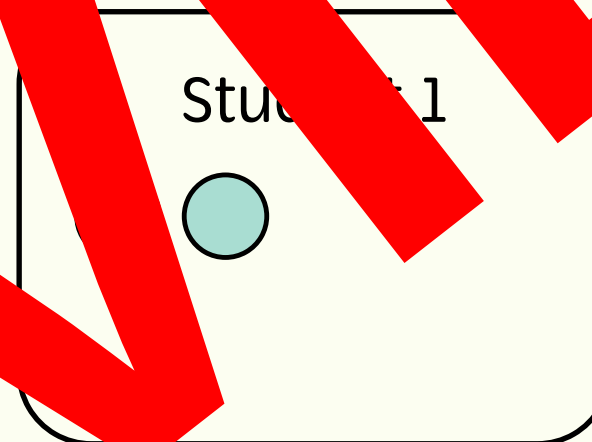


Share 4 between 2

Before: all 4 in the pool



After: 2 each



Give 2 to each in turn. Count both shares.

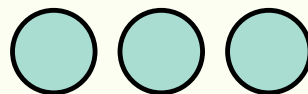
All 4 used. Both shares have 2.



Share 6 between 2

Count all 6. Give one to each in turn

Student 1



Student 2



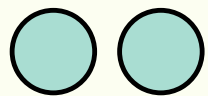
3 each. Count both shares. All 6 used.



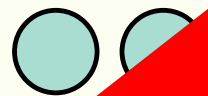
Share 6 between 3

3 tells us how many students get a share.

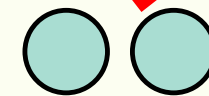
Student 1



Student 2



Student 3



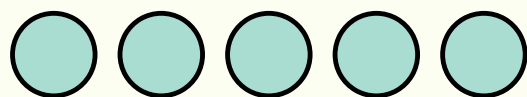
2 each. The same number. All 6 used.



Share 10 between 2

Use 10 counters on your mat. Share one at a time.

Student 1



Student 2



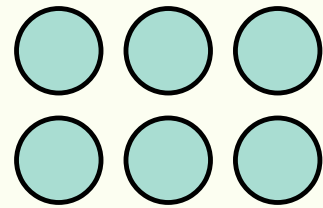
Count each share. 5 each. All 10 used.



Move the counters to share

Use 6 for 3 students. Then use 10 for 4 students.

Pool: use these 6



Spare 4 for



Cover for 3

2 students: cover 3 and 4. 4 students: uncover all.

Student 1

Student 2

Student 3

Student 4

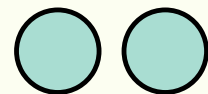
Inactive



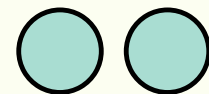
Share 8 between 4

Count 8. Give one to each of the students in turn.

Student 1



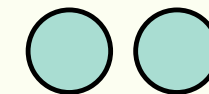
Student 2



Student 3



Student 4



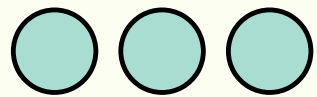
2 each. Check all 4 shares. All 8 used.



Share 9 between 3

Count every share. You can count by ones.

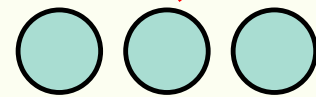
Student 1



Student 2



Student 3



3 each. Every share has 3. All 9 used.



Maker and checker

Maker: count 6 and share between 3.

Checker: count every share.

Show why each student has the same number.

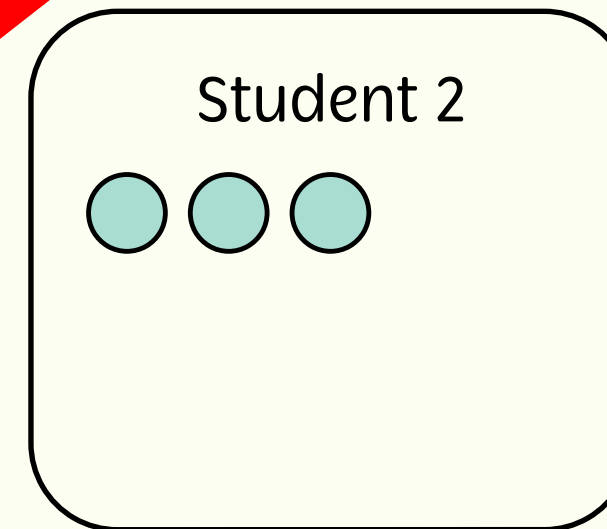
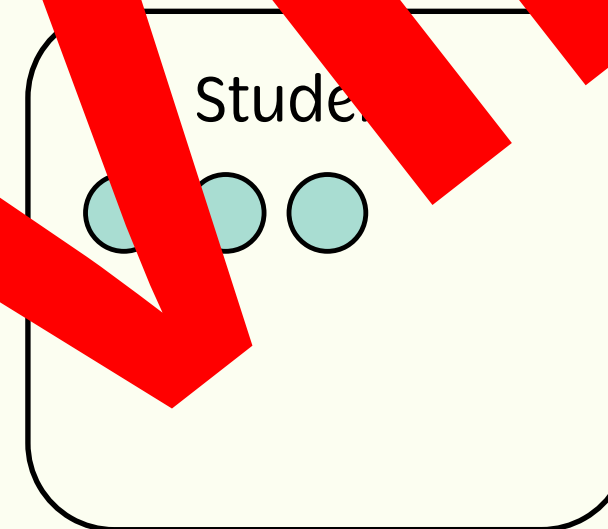
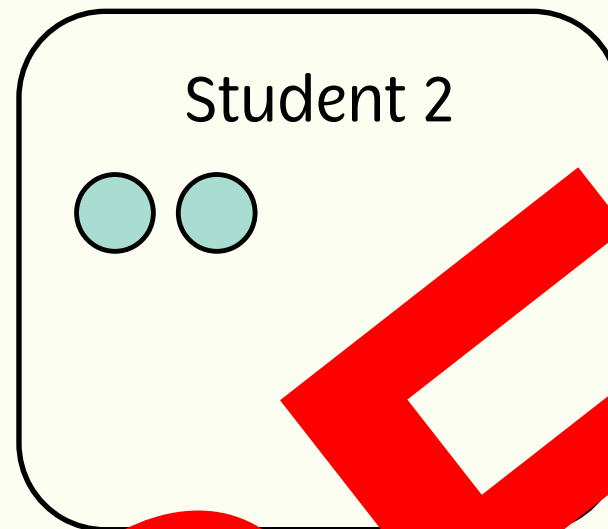
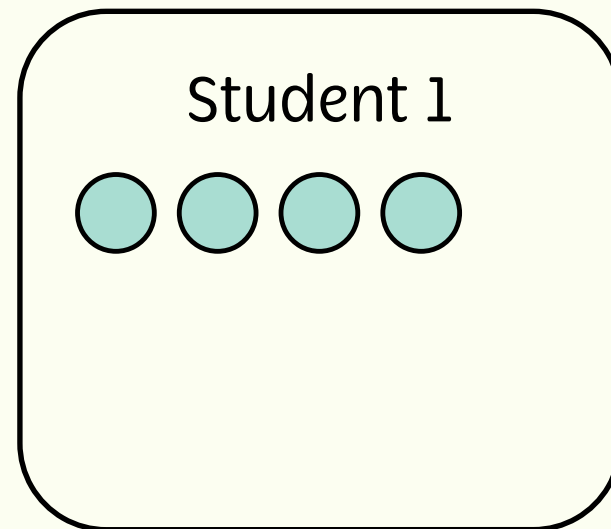
Swap jobs. Each student makes and checks.

Student 1	Student 2	Student 3
☐ ☐	☐	☐ ☐



Repair the share

Before: 6 counters



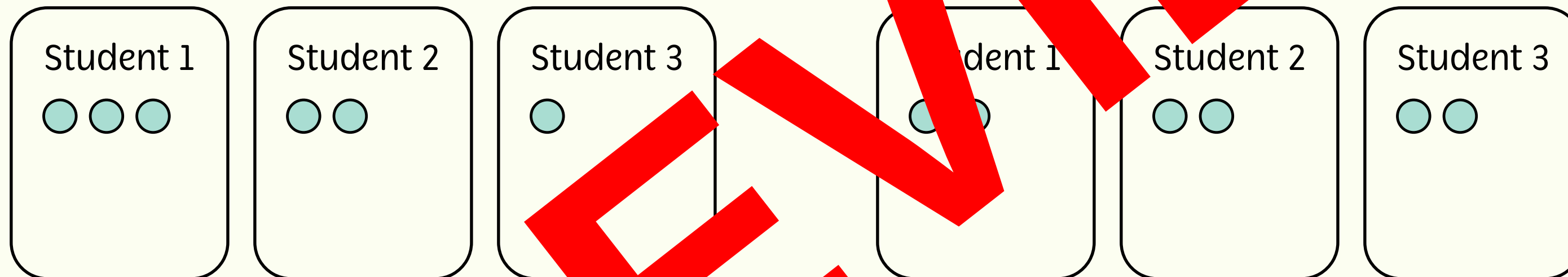
Move 1 from the larger share to the smaller share.

Want 3 and 3. All 6 stay.



Check every share

Before: 6 counters



Move 1 from the share of 3 to the share of 1.

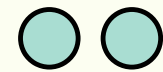
2 each. All 6 stay.



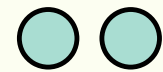
Sharing and grouping

Share 6 between 3

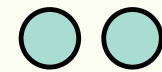
Student 1



Student 2



Student 3



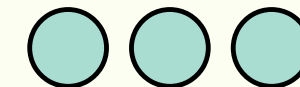
2 each

Make groups of 3 from 6

Group 1



Group 2



2 groups. 3 in each.

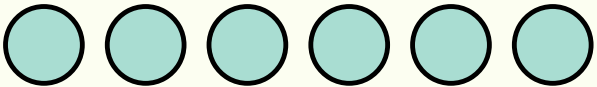
What is given to students or the size of each group?



Move counters into groups

Make groups of 2. Use 6 counters, then use 10

Pool: use these 6



Spare 4 for 10



Group 1

Group 2

Group 3

Group 4

Group 5

Group 6

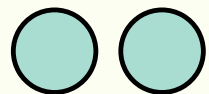
Count only full groups. Check 2 in every full group.



Groups of 2 from 6

Build a group with 2. Keep making groups of 2

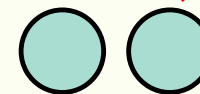
Group 1



Group 2



Group 3



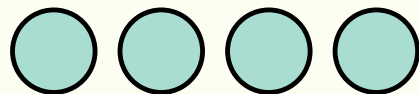
groups of 2 in each. All 6 used.



Groups of 4 from 8

Build a group with 4. Use the rest to make another

Group 1



Group 2



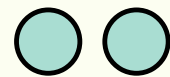
groups of 4 in each. All 8 used.



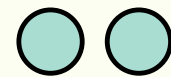
Groups of 2 from 10

Each full group needs 2 counters.

Group 1



Group 2



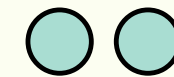
Group 3



Group 4



Group 5



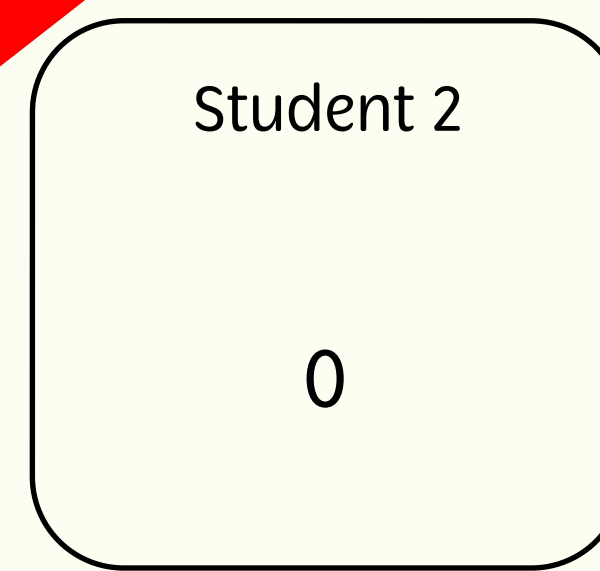
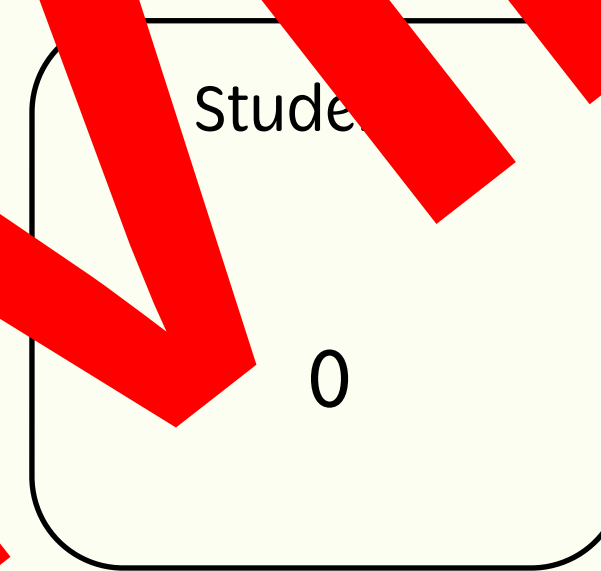
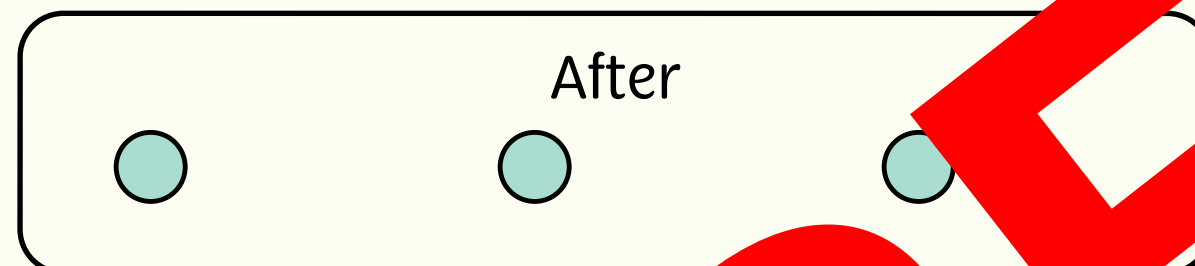
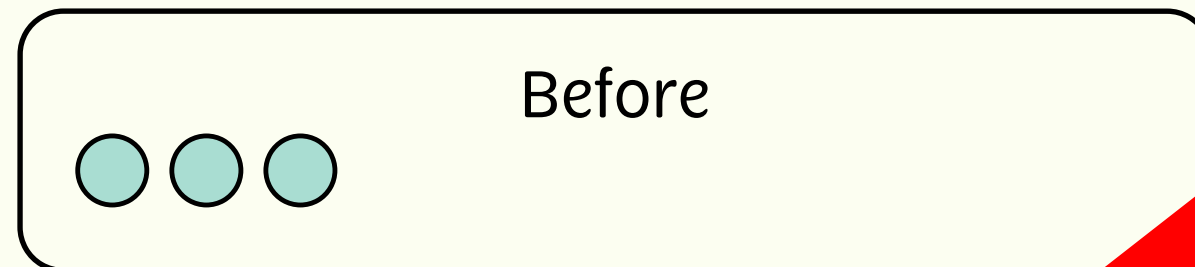
2 groups in each. All 10 used.



Same number. Empty shares.

Rearrange the same 3

counters between 2



Still 3. None added or taken away.

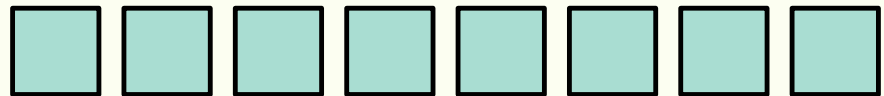
0 each. Both shares are empty.



Your virtual turn

8 tile counters. Make groups of 2.

Move tiles from the pool



Group 1

Group 2

Group 3

Group 4

Group 5

Group 6

How many full groups? How many in each? Show your check.



How did you check?

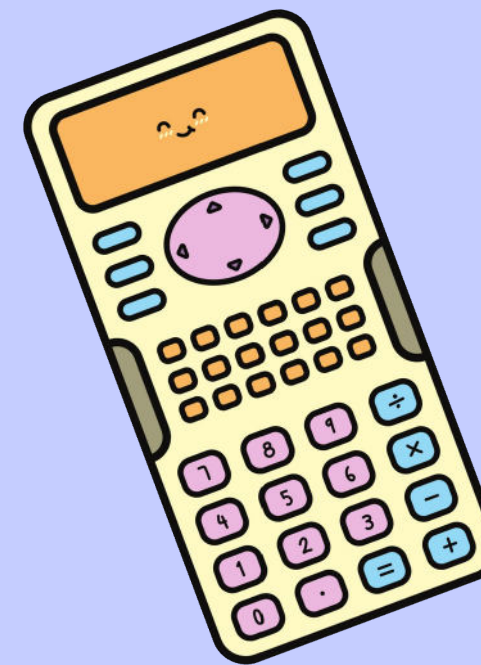
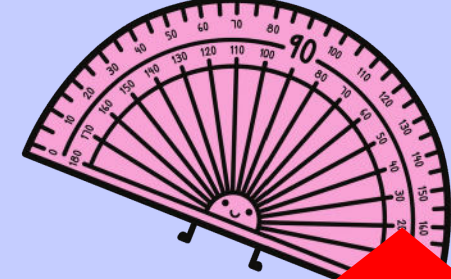
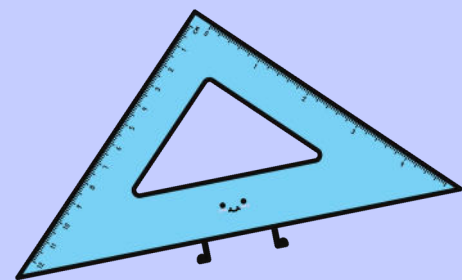
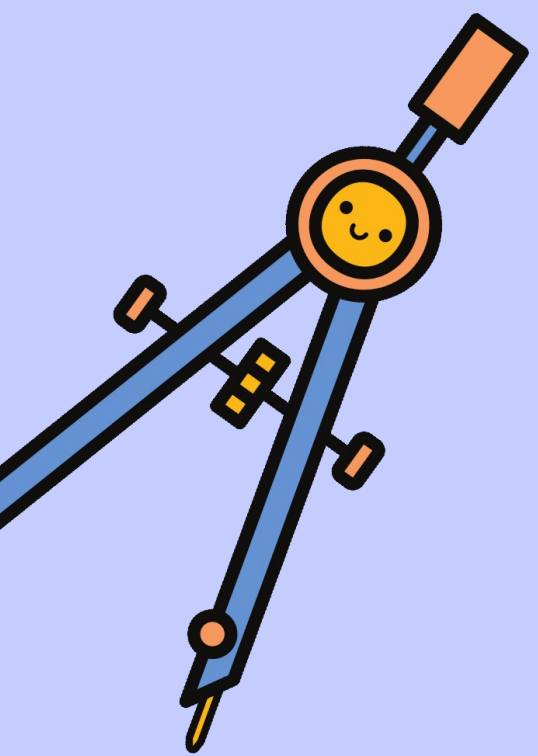
Did every share have the same number?

Did every full group have the size you needed?

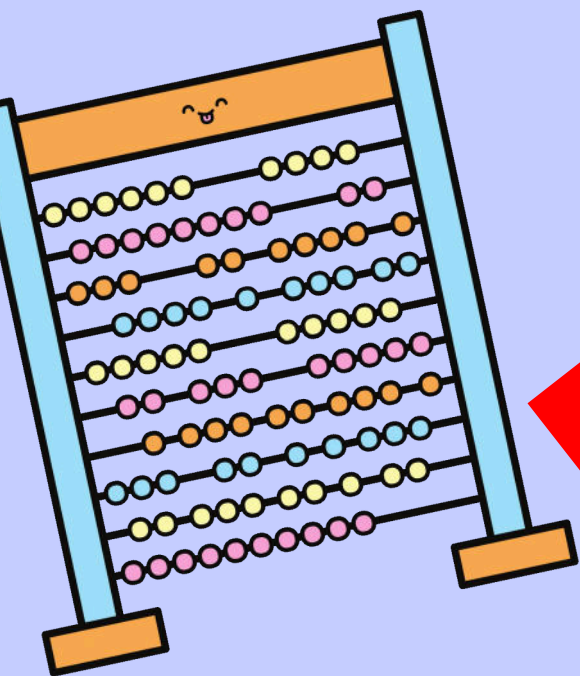
Did you use every counter?

Show your check with words, pointing or a drawing.

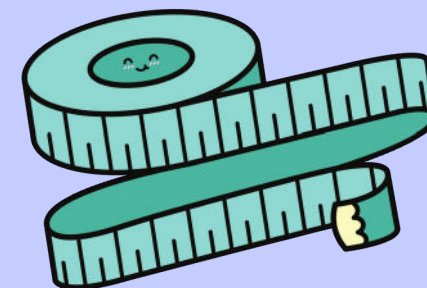
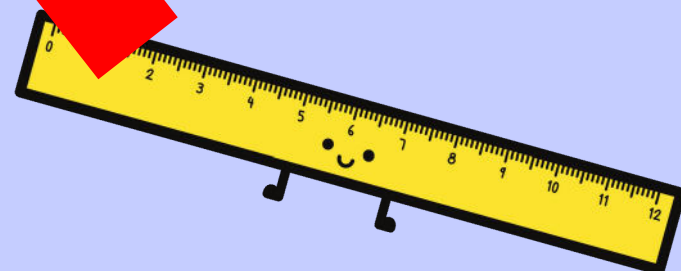




Well done!
You shared and checked



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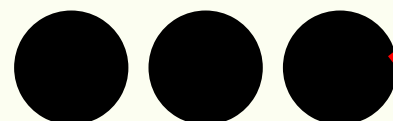
Share It Fairly Quiz



Question 1

Share 4 between 2
How many does each student get?

the counters



Answer 1

2 each. Both shares have 2. 4 us

Student 1

Student 2

count and check the model.



Question 2

Share 6 between 3
How many does each student get?

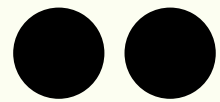
the counters



Answer 2

2 each. Every share has 2.7 million users.

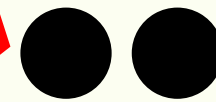
Student 1



Student 2



Student 3



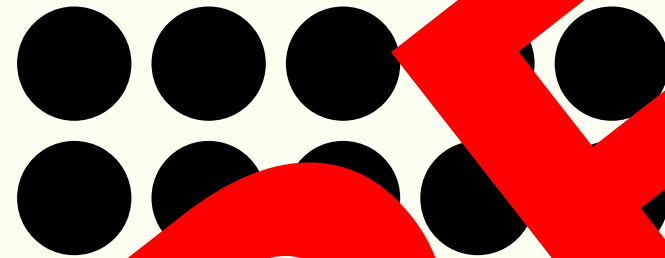
Count and check the model.



Question 3

Share 10 between 2.
How many does each student get?

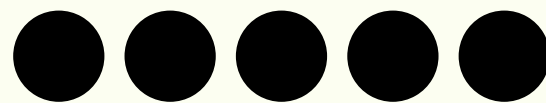
the counters



Answer 3

5 each. Both shares have 5.7 and 10 units

Student 1



Student 2



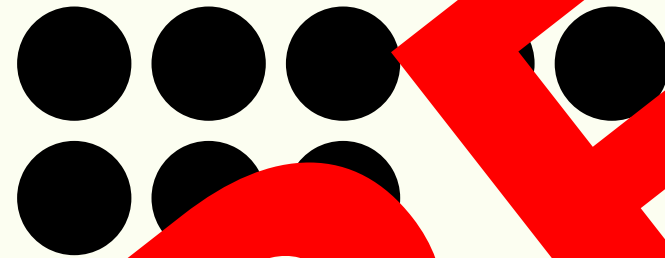
count and check the model.



Question 4

Share 8 between 4
How many does each student get?

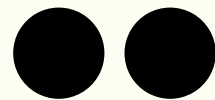
the counters



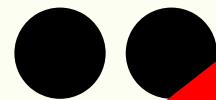
Answer 4

2 each. Every share has 2. A 3 us

Student 1



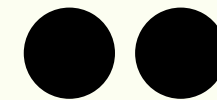
Student 2



Student 3



Student 4



count and check the model.



Question 5

4 counters shared as 3 and 1.
Are the shares equal?

Student 1



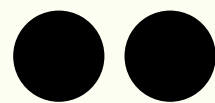
Student 2



Answer 5

No. Move 1 to make 2 and 2 and 4 students

Student 1



Student 2



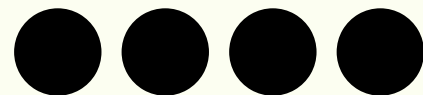
Count and check the model.



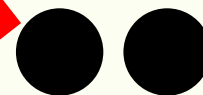
Question 6

6 counters shared as 4 and 2.
How can you fix the share?

Student 1



Student 2



Answer 6

Move 1 to the smaller share. Now each has 6 clay.

Student 1



Student 2



Count and check the model.



Question 7

Make groups of 4 from 12
How many full groups can you make?

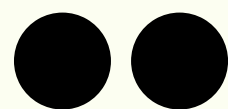
the counters



Answer 7

3 groups. 2 in each. All used.

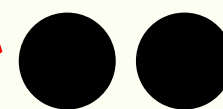
Group 1



Group 2



Group 3



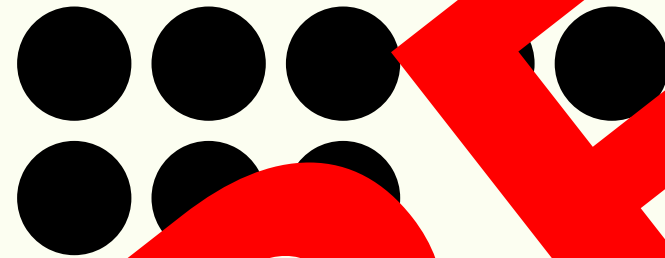
Count and check the model.



Question 8

Make groups of 2 from 12.
How many full groups can you make?

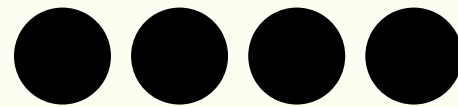
the counters



Answer 8

2 groups. 4 in each. All 8 used.

Group 1



Group 2

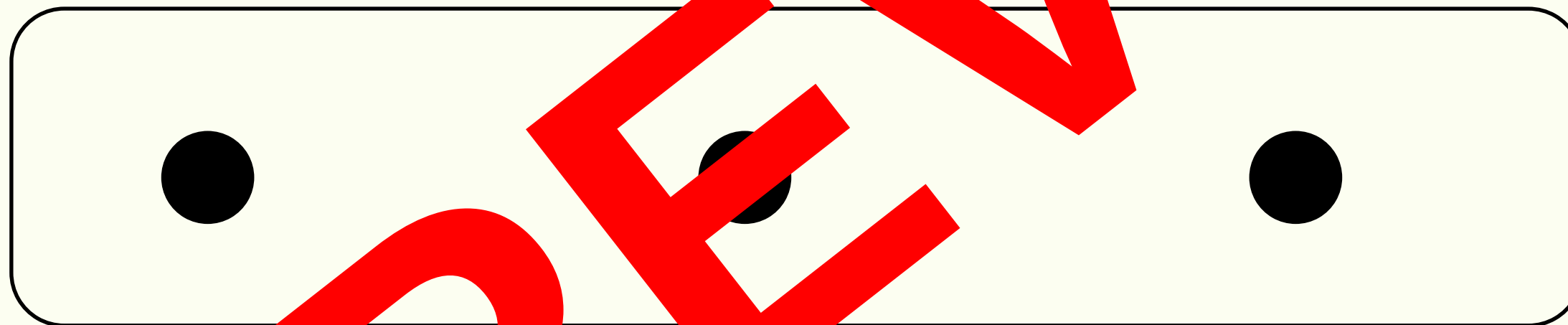


count and check the model.



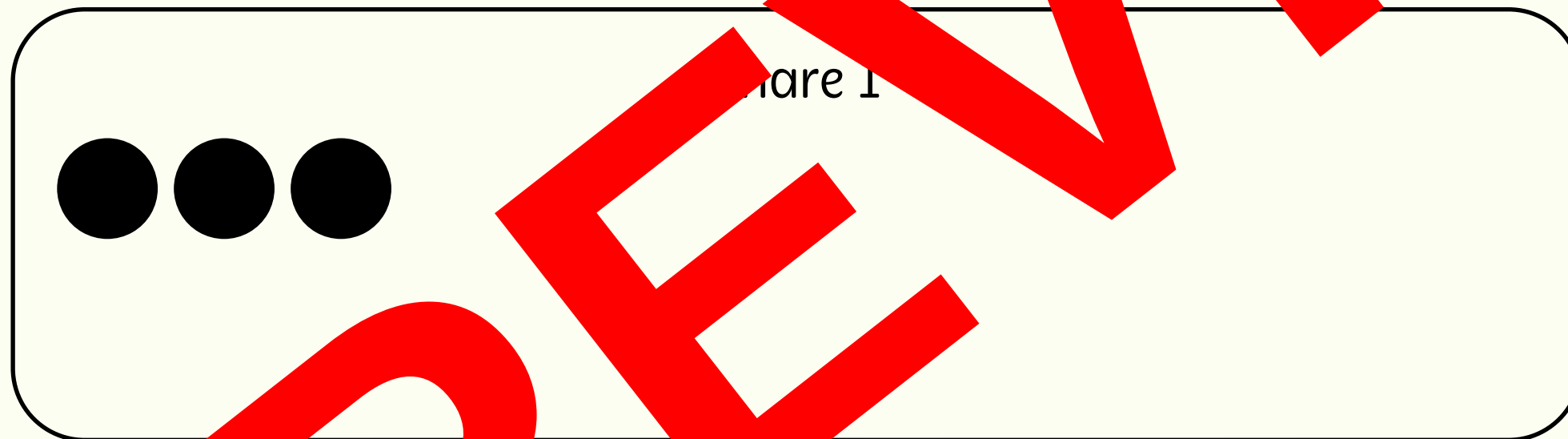
Question 9

These 3 counters were shared equally among 3 people.
How many are in this share now?



Answer 9

Still 3. None added or taken away.



count and check the model.



Question 10

No counters. 2 students get shares
How many does each student get?

Student 1

Student 2



Answer 10

0 each. Both shares are empty.

Student 1

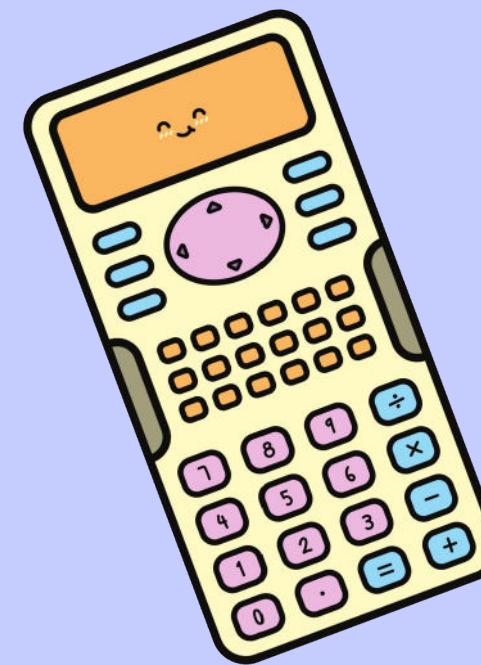
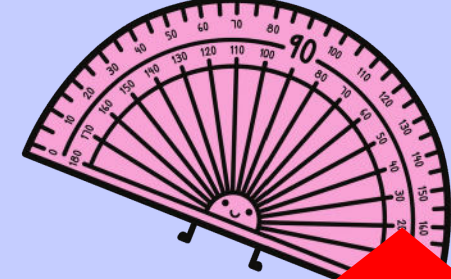
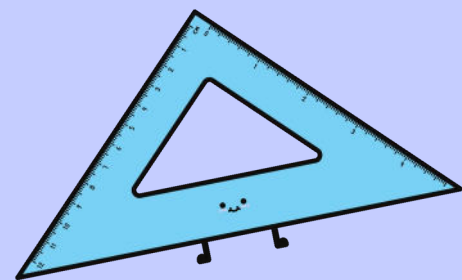
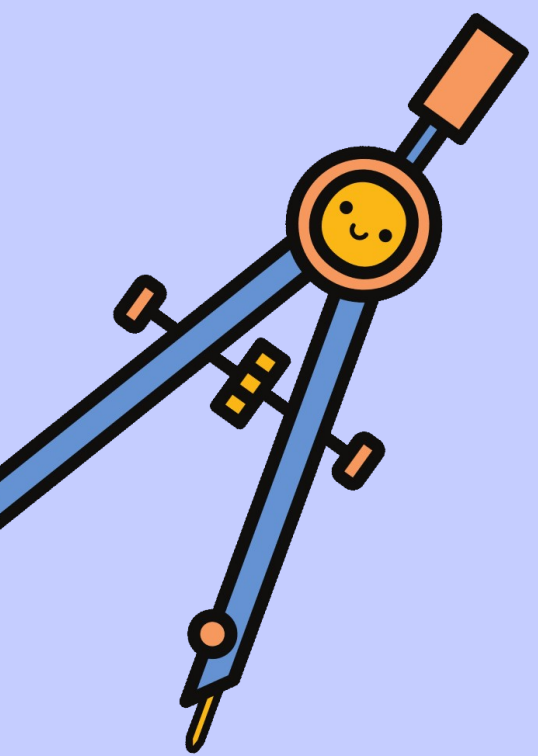
0

Student 2

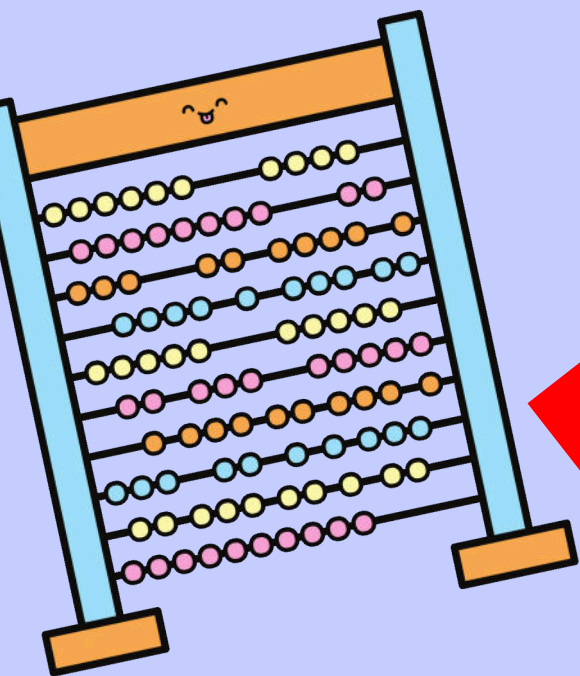
0

count and check the model.





Well done!
You shared and checked



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