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| **Naming Fractional Amounts** **Behaviours/Strategies** |
| 1. Student turns over two cards, but struggles

to visually compare fraction sizes and namefractional amounts as he or she cannot namethe unit (i.e., does not know fraction words). | 1. Student turns over two cards, but struggles

to visually compare fraction sizes and namefractional amounts, and matches number ofshaded parts to first word on card. | 1. Student visually compares fraction sizes and

names some fractional amounts, but struggleswith sixths, eighths, and tenths. |
| **Observations/Documentation** |
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| 1. Student visually compares fraction sizes and

names fractional amounts, but struggles toexplain thinking. | 1. Student visually compares fraction sizes and

names fractional amounts, but does not realize that each shape can represent two fractional amounts. | 1. Student successfully visually compares fraction

sizes, names fractional amounts, and explainsthinking using math language. |
| **Observations/Documentation** |
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