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| **Comparing and Regrouping Fractional Parts Behaviours/Strategies** |
| 1. Student turns over a card, but

struggles to partition wholes intoequal parts and does not knowhow many parts are in the whole.“How many parts do I needto show sixths?” | 1. Student turns over a card, but

struggles to partition wholesinto equal parts and chooses aninappropriate whole (e.g., usesPattern Blocks to show fourths). | 1. Student chooses a whole, but

struggles to partition it into equalparts, and parts are not all equal or they do not cover the whole exactly. | 1. Student partitions wholes into

equal parts, but struggles tocompare with unit fractions. |
| **Observations/Documentation** |
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| 1. Student partitions wholes into

equal parts, but compares parts of different wholes. | 1. Student partitions wholes into

equal parts, but struggles tocombine equal parts to makewholes. | 1. Student combines equal parts to

make one whole, but struggles to name the unit fraction used. | 1. Student successfully partitions

wholes into equal parts, compares with unit fractions, and combines equal parts to make wholes. |
| **Observations/Documentation** |
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