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| **Comparing and Regrouping Fractional Parts Behaviours/Strategies** | | | |
| 1. Student turns over a card, but   struggles to partition wholes into  equal parts and does not know  how many parts are in the whole.  “How many parts do I need  to show sixths?” | 1. Student turns over a card, but   struggles to partition wholes  into equal parts and chooses an  inappropriate whole (e.g., uses  Pattern Blocks to show fourths). | 1. Student chooses a whole, but   struggles to partition it into equal  parts, and parts are not all equal or they do not cover the whole exactly. | 1. Student partitions wholes into   equal parts, but struggles to  compare 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 to  combine equal parts to make  wholes. | 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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