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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 wholes, but struggles to name the wholes and leftover parts. | 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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| Big Idea | Indicators from Learning Progression |
| Curriculum Expectations addressed  |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can partition a whole into equal parts and name the unit fraction.**(Activities 17, 18, 19, 20, 21)** |  |  |  |  |  |  |  |  |  |
| Student realizes that the number of equal parts names the part.**(Activities 17, 18, 19, 20, 21)** |  |  |  |  |  |  |  |  |  |
| Student realizes that dividing a whole into more equal parts produces smaller parts.**(Activities 17, 18, 19)** |  |  |  |  |  |  |  |  |  |
| Student realizes that dividing a whole into smaller parts produces more parts.**(Activities 17, 18, 19)** |  |  |  |  |  |  |  |  |  |
| Student can compare fractional parts to determine which is bigger/smaller.**(Activities 18, 19, 21)** |  |  |  |  |  |  |  |  |  |
| Student can regroup fractional parts into wholes.**(Activities 20, 21)** |  |  |  |  |  |  |  |  |  |
| Student uses math language when comparing parts and naming wholes and leftover parts. **(Activities 18, 19, 20, 21)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Partitions a whole into equal parts and names the unit fraction.**(Activities 17, 18, 19, 20, 21)** |  |  |  |
| Realizes that the number of equal parts names the part.**(Activities 17, 18, 19, 20, 21)** |  |  |  |
| Realizes that dividing a whole into more equal parts produces smaller parts.**(Activities 17, 18, 19)** |  |  |  |
| Realizes that dividing a whole into smaller parts produces more parts.**(Activities 17, 18, 19)** |  |  |  |
| Compares fractional parts to determine which is bigger/smaller.**(Activities 18, 19, 21)** |  |  |  |
| Regroups fractional parts into wholes.**(Activities 20, 21)** |  |  |  |
| Uses math language when comparing parts and naming wholes and leftover parts. **(Activities 18, 19, 20, 21)** |  |  |  |

Strengths:

Next Steps: