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| **Comparing Fractions of a Whole** **Behaviours/Strategies** |
| 1. Student takes a square, but

struggles to partition it into equalparts, and parts are not equal. | 1. Student partitions wholes into

2 and 4 equal parts, but struggles to partition whole into 8 equal parts. | 1. Student partitions wholes into

equal parts, but struggles to prove that they are equal. | 1. Student partitions wholes into equal parts, but struggles to name the unit (does not know fraction words).

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_n04_a18_t04_blm.jp |
| **Observations/Documentation** |
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| 1. Student partitions wholes into

equal parts and names the unit,but does not realize that dividinga whole into more equal partsproduces smaller parts. | 1. Student partitions wholes into equal parts and names the unit, but does not realize that dividing a whole into smaller parts produces more parts.
 | 1. Student partitions wholes into

equal parts and names theunit, but struggles to use mathlanguage to compare parts. | 1. Student successfully partitions

wholes into equal parts, namesthe unit, and relates the size of the parts to the number of equal parts in a whole. |
| **Observations/Documentation** |
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