Activity 11 Assessment
Consolidation

Partitioning Quantities to Form Fractions

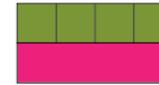| Partitions whole (area or length) into parts that are not equal	Partitions whole (area or length) into equal parts	Names the unit fraction	Counts parts using unit fractions
"I folded the strip into 4 parts."	"I folded the line into 4 equal parts."	"Each part represents one-sixth."	"1 one-fourth, 2 one-fourths, 3 one-fourths, 4 one-fourths"

Observations/Documentation

Activity 11 Assessment
Consolidation

Partitioning Quantities to Form Fractions (con't)

Compares fractions to the benchmark one-half	Understands relationship between number of parts and size of parts	Uses fraction symbol to represent fractional quantities of whole	Compares fractions with the same denominator or same numerator
"One-third is less than the benchmark one-half."	"When I divide the whole into more parts, the parts get smaller."	"$\frac{4}{6}$ of the apples are green."	"$\frac{3}{4} > \frac{2}{4}$ because one more part is shaded." "$\frac{3}{4} > \frac{3}{6}$ because fourths are larger than sixths."
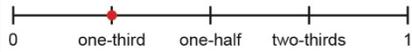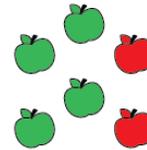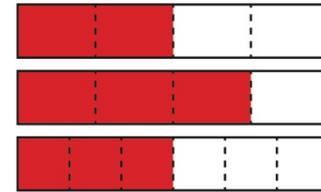
Observations/Documentation

Mathology 3
Copyright © 2023 Pearson Canada Inc.

The right to reproduce or modify this page is restricted to purchasing schools.
This page may have been modified from its original.