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| **Partitioning and Describing Parts of a Whole Behaviours/Strategies** | | |
| Student does not recognize and describe  one-half. | Student partitions a whole into the correct number of parts, but the parts are not all equal. | Student partitions a whole into two equal parts, but has difficulty dividing a whole into more equal parts. |
| **Observations/Documentation** | | |
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| Student partitions a whole into equal parts, but has difficulty with fraction words. | Student partitions a whole into equal parts, but doesn’t consider the whole when discussing fractions.  “One-half is always bigger than one-fourth.” | Student partitions wholes into equal parts and can accurately describe the parts using fractional names. |
| **Observations/Documentation** | | |
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