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| **Partitioning Behaviours/Strategies** | | | |
| 1. Student partitions whole (area or length) into parts that are  not equal.    “I folded the strip into 4 parts.” | 2. Student partitions whole (area or length) into equal parts.    “I folded the line into 4 equal parts.” | 3. Student names the unit fraction.    “Each part represents one-sixth.” | 4. Student counts parts using  unit fractions.    “1 one-fourth, 2 one-fourths,  3 one-fourths, 4 one-fourths” |
| **Observations/Documentation** | | | |
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| 5. Student compares unit fractions.    “One-half is bigger than one-third of the same whole.” | 6. Student understands relationship between number of parts and size of parts.  “When I divide the whole into more parts, the parts get smaller. | 7. Student uses fraction symbol to represent fractional quantities  of whole.    “4 one-sixths of the apples  are green.” | 8. Student compares fractions with the same denominator.    “3 one-quarters is bigger than  2 one-quarters because one more one-quarter is shaded.” |
| **Observations/Documentation** | | | |
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