

Master 49: Activity 19 Assessment

Partitioning Sets

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