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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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