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| **Comparing Fractions of a Whole Behaviours/Strategies** | | |
| 1. Student takes a rod, but struggles to partition it into equal parts, and parts are not equal. | 1. Student takes a rod, but struggles to partition   it into equal parts, and parts do not cover whole exactly. | 1. Student partitions wholes into equal parts, but   struggles to name the unit (does not know  fraction words). |
| **Observations/Documentation** | | |
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| 1. Student partitions wholes into equal parts   and names the unit, but does not realize that  partitioning a whole into more equal parts  produces smaller parts. | 1. Student partitions wholes into equal parts and   names the unit, but struggles to compare with  unit fractions. | 1. Student successfully partitions wholes into   equal parts, names the unit, relates the size of  parts to the number of equal parts in a whole,  and compares with unit fractions. |
| **Observations/Documentation** | | |
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