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| **Comparing and Regrouping Fractional Parts Behaviours/Strategies** | | | |
| 1. Student chooses a whole, but struggles to partition it into equal parts, and parts are not equal or they do not cover the whole exactly. | 1. Student partitions wholes into equal parts, but compares parts of different wholes. | 1. Student partitions wholes into equal parts, but struggles to combine equal parts to make wholes. | 1. Student successfully partitions wholes into equal parts, compares with unit fractions, and combines equal parts to make wholes. |
| **Observations/Documentation** | | | |
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| **Partitioning Sets Behaviours/Strategies** | | | |
| 1. Student shares items equally when there are no leftovers.   Diagram  Description automatically generated  “I shared 4 straws and each person got 2 straws.” | 1. Student shares some items equally but is not sure how to partition the leftover and then name it.   Diagram  Description automatically generated  “I’m not sure  how to divide  the leftover  straw.” | 1. Student shares items equally, including leftovers, and uses fractions to name the amount each sharer gets.   Diagram  Description automatically generated  “Each person got  two and one-half straws.” | 1. Diagram     Description automatically generatedStudent shares items equally, including leftovers, and recognizes some equivalent fractions.   “Each person got  one and one-third  straws. If I cut the  leftover straw in sixths, each person gets one and two-sixths straws.” |
| **Observations/Documentation** | | | |
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**Master 64: Activity 22 Assessment**

**Number**

**Early Fractional Thinking: Consolidation**