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| **Comparing and Regrouping Fractional Parts Behaviours/Strategies** | | | |
| 1. Student turns over a card, but   struggles to partition wholes into  equal parts and does not know  how many parts are in the whole.  “How many parts do I need  to show sixths?” | 1. Student turns over a card, but   struggles to partition wholes  into equal parts and chooses an  inappropriate whole (e.g., uses  Pattern Blocks to show fourths). | 1. Student chooses a whole, but   struggles to partition it into equal  parts, and parts are not all equal or they do not cover the whole exactly. | 1. Student partitions wholes into   equal parts, but struggles to  compare with unit fractions. |
| **Observations/Documentation** | | | |
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| 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 combines equal parts to   make wholes, but struggles to name the wholes and leftover parts. | 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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| Big Idea | | | | | Indicators from Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can partition a whole into equal parts and name the unit fraction. **(Activities 17, 18, 19, 20, 21)** |  |  |  |  |  |  |  |  |  |
| Student realizes that the number of equal parts names the part. **(Activities 17, 18, 19, 20, 21)** |  |  |  |  |  |  |  |  |  |
| Student realizes that dividing a whole into more equal parts produces smaller parts. **(Activities 17, 18, 19)** |  |  |  |  |  |  |  |  |  |
| Student realizes that dividing a whole into smaller parts produces more parts. **(Activities 17, 18, 19)** |  |  |  |  |  |  |  |  |  |
| Student can compare fractional parts to determine which is bigger/smaller. **(Activities 18, 19, 21)** |  |  |  |  |  |  |  |  |  |
| Student can regroup fractional parts into wholes. **(Activities 20, 21)** |  |  |  |  |  |  |  |  |  |
| Student uses math language when comparing parts and naming wholes and leftover parts.  **(Activities 18, 19, 20, 21)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Partitions a whole into equal parts and names the unit fraction. **(Activities 17, 18, 19, 20, 21)** |  |  |  |
| Realizes that the number of equal parts names the part. **(Activities 17, 18, 19, 20, 21)** |  |  |  |
| Realizes that dividing a whole into more equal parts produces smaller parts. **(Activities 17, 18, 19)** |  |  |  |
| Realizes that dividing a whole into smaller parts produces more parts. **(Activities 17, 18, 19)** |  |  |  |
| Compares fractional parts to determine which is bigger/smaller. **(Activities 18, 19, 21)** |  |  |  |
| Regroups fractional parts into wholes. **(Activities 20, 21)** |  |  |  |
| Uses math language when comparing parts and naming wholes and leftover parts.  **(Activities 18, 19, 20, 21)** |  |  |  |

Strengths:

Next Steps: