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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 knowfraction words). |
| **Observations/Documentation** |
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| 1. Student partitions wholes into equal parts

and names the unit, but does not realize thatpartitioning a whole into more equal partsproduces smaller parts. | 1. Student partitions wholes into equal parts and

names the unit, but struggles to compare withunit fractions. | 1. Student successfully partitions wholes into

equal parts, names the unit, relates the size ofparts to the number of equal parts in a whole,and compares with unit fractions. |
| **Observations/Documentation** |
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