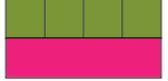
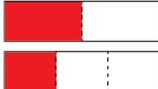


Activity 18 Assessment Consolidation

Exploring Fractions			
<p>Partitions whole (area or length) into equal parts</p>  <p>“I folded the line into 4 equal parts.”</p>	<p>Counts parts using unit fractions</p>  <p>“1 one-fourth, 2 one-fourths, 3 one-fourths, 4 one-fourths”</p>	<p>Understands the meaning of the numerator and denominator</p>  <p>“I counted 4 one-fifths, which tells me I have $\frac{4}{5}$ altogether. 4 is the number of parts shaded and 5 is the total number of equal parts.”</p>	<p>Compares unit fractions</p>  <p>“One-half is bigger than one-third of the same whole.”</p>
Observations/Documentation			

Activity 18 Assessment Consolidation

Partitioning Quantities to Form Fractions (con't)

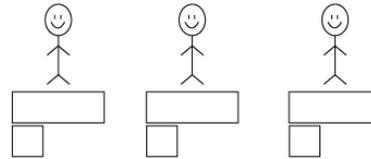
Understands relationship between number of parts and size of parts

“When I divide the whole into more parts, the parts get smaller.

Understands that, for the same whole, equivalent fractions represent the same quantity

“ $\frac{2}{3}$ and $\frac{4}{6}$ represent the same amount, but $\frac{4}{6}$ has twice as many parts as $\frac{2}{3}$.”

Solves equal-grouping problems that result in fractional amounts



“I cut the leftover bar into 3 equal parts. Each person got $1\frac{1}{3}$ bars.”

Flexibly solves equal-grouping problems that result in fractional amounts

“When the leftover bar is cut into 6 equal parts, each person gets $1\frac{2}{6}$ bars. $1\frac{1}{3}$ and $1\frac{2}{6}$ are equivalent.”

Observations/Documentation