

Activity 14 Assessment

Exploring Equal Parts

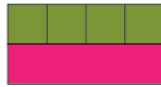
Exploring Fractions

Partitions whole (area or length) into equal parts



"I folded the line into 4 equal parts."

Counts parts using unit fractions



"1 one-fourth, 2 one-fourths,
3 one-fourths, 4 one-fourths"

Understands the meaning of the numerator and denominator



"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."

Compares unit fractions



"One-half is bigger than one-third of
the same whole."

Observations/Documentation

Activity 14 Assessment

Exploring Equal Parts

Partitioning Quantities to Form Fractions (con't)

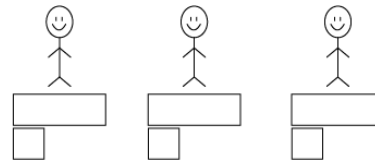
Understands relationship between number of parts and size of parts

"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