Number
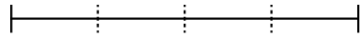
Activity 16 Assessment
Sharing Equally
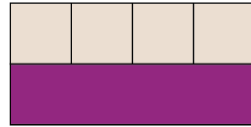
Exploring Fractions

Partitions whole (area or length) into equal parts	Counts parts using unit fractions	Understands the meaning of the numerator and denominator	Compares unit fractions
"I folded the line into 4 equal parts."	"1 one-fourth, 2 one-fourths, 3 one-fourths, 4 one-fourths"	"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."	"One-half is bigger than one-third of the same whole."

Observations/Documentation

Mathology 4
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Activity 16 Assessment
Sharing Equally
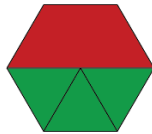
Exploring Fractions (cont'd)			
Understands relationship between number of parts (denominator) and the size of the parts "When I divide the same whole into 8 equal parts or 10 equal parts, there are more tenths and each tenth is smaller than each eighth."	Moves comfortably across different representations of fractions "As a set, the trapezoid represents $\frac{1}{4}$ (1 of 4 items). As an area model, the trapezoid represents $\frac{1}{2}$."	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 $\frac{2}{3}$."	Uses fraction sense (e.g., benchmarks) to compare and order fractions "I know $\frac{4}{6}$ is a little more than half, $\frac{8}{9}$ is pretty close to one whole, and $\frac{1}{5}$ is close to zero."
Observations/Documentation			