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| **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 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** | | | |
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| **Exploring Fractions (con’t)** | | | |
| 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 (1 of 4 items). As an area model,  the trapezoid represents .” | Understands that, for the same whole, equivalent fractions represent the same quantity  ” and represent the same amount, but has  twice as many parts as .” | Uses fraction sense (e.g., benchmarks) to compare and order fractions  “I know is a little more than half, is pretty close to one whole,  and is close to zero.” |
| **Observations/Documentation** | | | |
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