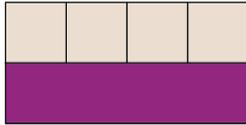


Activity 17 Assessment

Exploring Equivalence in Fractions

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 17 Assessment

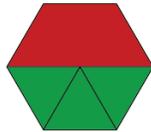
Exploring Equivalence in Fractions

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