Equal parts and one whole

NAME	DATE

1 Draw lines to split the strip into 10 equal parts. Shade one tenth of the strip.

2 Which fraction is larger, $\frac{1}{9}$ or $\frac{1}{10}$, and why?

- ○ They are the same size, because both have 1 on top.
- ○ $\frac{1}{10}$ is larger, because 10 is more than 9.
- ○ $\frac{1}{9}$ is larger, because fewer equal parts make bigger parts.

3 The 18 dots below are in 6 equal rows. What fraction of all the dots do 3 dots make?

Row 1 ●●●

Row 2 ●●●

Row 3 ●●●

Row 4 ●●●

Row 5 ●●●

Row 6 ●●●

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4 One of 3 equal groups has 3 counters. Draw the other groups. Write how many counters make the whole.



Whole: 

5 Ana cuts off $\frac{1}{4}$ of a long rope. Noah cuts off $\frac{1}{4}$ of a short rope. Whose piece is longer, and why?

- ○ Noah's piece, because $\frac{1}{4}$ of a shorter rope is longer.
- ○ Ana's piece, because $\frac{1}{4}$ of a longer rope is longer.
- ○ The pieces are the same length, because both are $\frac{1}{4}$.

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1. 9 lines across the strip, making exactly 10 parts that look the same size, and exactly 1 part shaded. Judge the sizes by eye. Parts of clearly different sizes, 11 parts, or more than 1 part shaded does not count.

Evidence for the stated action: Checks the bounded response named here against the supplied problem. A single example does not certify the whole parent skill or outcome.



9 lines across the strip, making exactly 10 parts that look the same size, and exactly 1 part shaded. Judge the sizes by eye. Parts of clearly different sizes, 11 parts, or more than 1 part shaded does not count.

2. 1/9 is larger, because fewer equal parts make bigger parts.

Evidence for the stated action: Checks the bounded response named here against the supplied problem. A single example does not certify the whole parent skill or outcome.

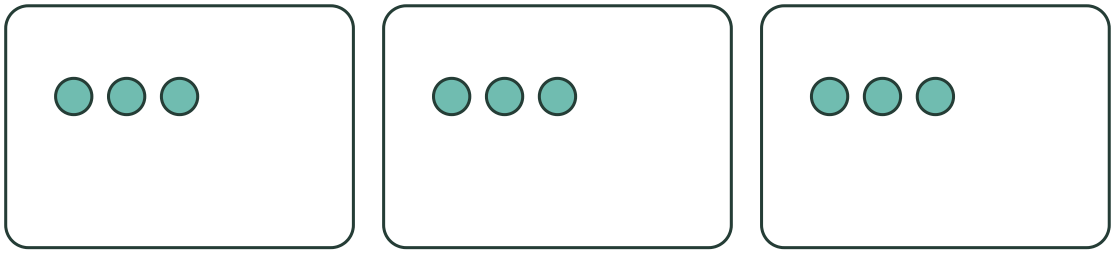
3. 1/6

Practice / supporting evidence: Supporting practice only: this response does not independently demonstrate the full action, method, fluency or physical investigation named by the parent skill.

4. Exactly 3 equal groups of 3 counters, for 9 in the whole. The given group is retained once. Count every drawn group; a total without the complete equal-group model is insufficient.

Evidence for the stated action: Draws all equal groups and records the whole. The isolated product does not establish the reconstruction model.

Equal parts and one whole



Whole: 9

Exactly 3 equal groups of 3 counters, for 9 in the whole. The given group is retained once. Count every drawn group; a total without the complete equal-group model is insufficient.

5. Ana's piece, because 1/4 of a longer rope is longer.

Practice / supporting evidence: Chooses a reason from a list; the skill is to explain it in the child's own words.