Fractions Formative

Which pizza has the largest slices? Explain how you know you are right.

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A pizza has 4 slices. The friends ate 9 slices altogether. How many whole pizzas did they have? Show your work!

Sam ate 2 slices of his pizza. Jan ate 3 slices of her pizza. Who ate more? How do you know?

[](https://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjr2OmclYvTAhVHxYMKHdcaATYQjRwIBw&url=https://www.superteacherworksheets.com/pz-fraction-pizzas.html&psig=AFQjCNFTS1TWqwIlxYQM7NGnxN4SkS6uBA&ust=1491407527902589) Sam Jan

[](https://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjr2OmclYvTAhVHxYMKHdcaATYQjRwIBw&url=https://www.superteacherworksheets.com/pz-fraction-pizzas.html&psig=AFQjCNFTS1TWqwIlxYQM7NGnxN4SkS6uBA&ust=1491407527902589)

Toby ate ½ of a pizza. His friend Bob said he ate more because he ate 2/4 of a pizza. Who is right? Explain your thinking using pictures numbers and words.

Diagnostic Fractions

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| Success Criteria | Not Yet | Almost There | Got It | WOW |
| Demonstrates an understanding of the relationship between size of fractional parts and the number of fractional parts |  |  |  |  |
| Compare and order fractions by considering the size and the number of fractional parts |  |  |  |  |
| Demonstrates an understanding of equivalency |  |  |  |  |
| Regroups fractional parts to represent mixed numbers |  |  |  |  |
| Uses fractional vocabulary and symbols to explain thinking |  |  |  |  |

Factions Summative Assessment

Mr. Babcock orders a pizza with 6 slices. Mrs. Tyler orders a pizza with 8 slices. Both pizzas are the same size. Which pizza has bigger slices? Explain your thinking using pictures numbers and words.

A pizza has 5 slices. Our class ate 23 slices. How many pizzas did we have? Was there any left for Mr. B to have some? Clearly explain your reasoning using pictures, numbers and words.

At Alex’s birthday party, Jenny ate 3/6 of the cake. Jill ate 1/3. Who ate the most cake? Explain your thinking using pictures, numbers, and words.

Kayla ate 3 slices of her pizza. Jon ate 2 slices of his pizza. Rob ate 2 slices of his pizza and. Who ate the most pizza? Clearly explain your thinking using fractions.

[](https://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwjdmJr8uIvTAhVn4IMKHTZeBGoQjRwIBw&url=https://www.pinterest.com/blmgr86/ideas-for-school-9-12-years-fractions/&psig=AFQjCNF5HjLxNuxvKECyvG6SiJotrJfbVw&ust=1491416659286018&cad=rjt)[](https://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjr2OmclYvTAhVHxYMKHdcaATYQjRwIBw&url=https://www.superteacherworksheets.com/pz-fraction-pizzas.html&psig=AFQjCNFTS1TWqwIlxYQM7NGnxN4SkS6uBA&ust=1491407527902589)Kayla Rob Jon

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| **Categories** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Knowledge and Understanding**  **Fraction concepts** | demonstrates limited knowledge of facts, procedures by applying them with several major errors (1/3) | demonstrates some knowledge of facts, terms, procedural skills by applying them with several minor errors or omissions (4/6) | demonstrates considerable knowledge of facts, procedural skills, by applying them with few minor errors or omissions | demonstrates a thorough knowledge of facts, procedural skills, by applying them with rarely any errors or omissions |
| **Thinking**  **understands the problem**  **makes a plan(chooses a strategy)**  **carries out the plan** | demonstrates limited effectiveness in: understanding what the problem is asking  choosing a strategy and rarely carrying it through to an accurate solution  has difficulty justifying, correctness of solution | demonstrates some effectiveness in: understanding what the problem is asking  choosing an appropriate strategy and sometimes carrying it through to an accurate solution | demonstrates considerable effectiveness in: understanding what the problem is asking  choosing an appropriate strategy and usually carrying it through to an accurate solution | is highly effective in:  understanding what the problem is asking  choosing an effective strategy and consistently carrying it through to an accurate solution |
| **Communication**  **expresses mathematical ideas orally , visually and in writing using numbers symbols, pictures, graphs, diagrams and words** | communicates mathematical thinking with little evidence of organization, clarity,  uses few conventions, vocabulary and/or terminology | communicates mathematical thinking with some degree of organization, clarity  uses some basic conventions, vocabulary and terminology with to convey mathematical information | communicates mathematical thinking with an appropriate degree of organization, clarity,  uses most appropriate conventions, vocabulary and terminology to convey mathematical information | communicates mathematical thinking with a high degree of organization, clarity  uses conventions, vocabulary and terminology effectively to convey mathematical information |