Make a Whole

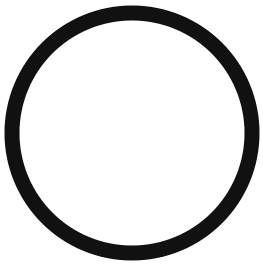
Students partition circles and rectangles, then count the equal shares in each whole.

1.G.A.23.a "Describe "the whole" as two of or four of the shares of circles and rectangles partitioned into two or four equal shares."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

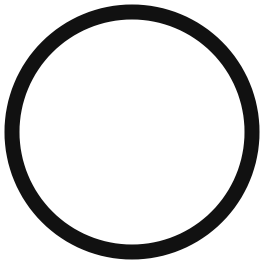
1 ONE CUT





2 TWO CUTS





ANSWER KEY

Make a Whole

GRADE 1 · 1.G.A.23.a

HOW TO RUN THIS PAGE

Read each part aloud. Students draw lines on the printed shape outlines, then write how many equal shares make each whole. Check the drawn shares as well as the numbers.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · ONE CUT

SAY "Draw one straight line from top to bottom through the middle of each shape beside a box. Are the shares the same size? Write in each box how many equal shares make that whole."

- Box 1 (beside circle): **2**
- Box 2 (beside rectangle): **2**

PART 2 · TWO CUTS

SAY "Draw one straight line from top to bottom and one from side to side through the middle of each shape beside a box. Are all the shares the same size? Write in each box how many equal shares make that whole."

- Box 1 (beside rectangle): **4**
- Box 2 (beside circle): **4**

WHAT TO ACCEPT

Accept 2 for each shape in One Cut and 4 for each shape in Two Cuts only when the drawn lines make equal shares. In Two Cuts, the lines must cross at the center.