Share the Whole

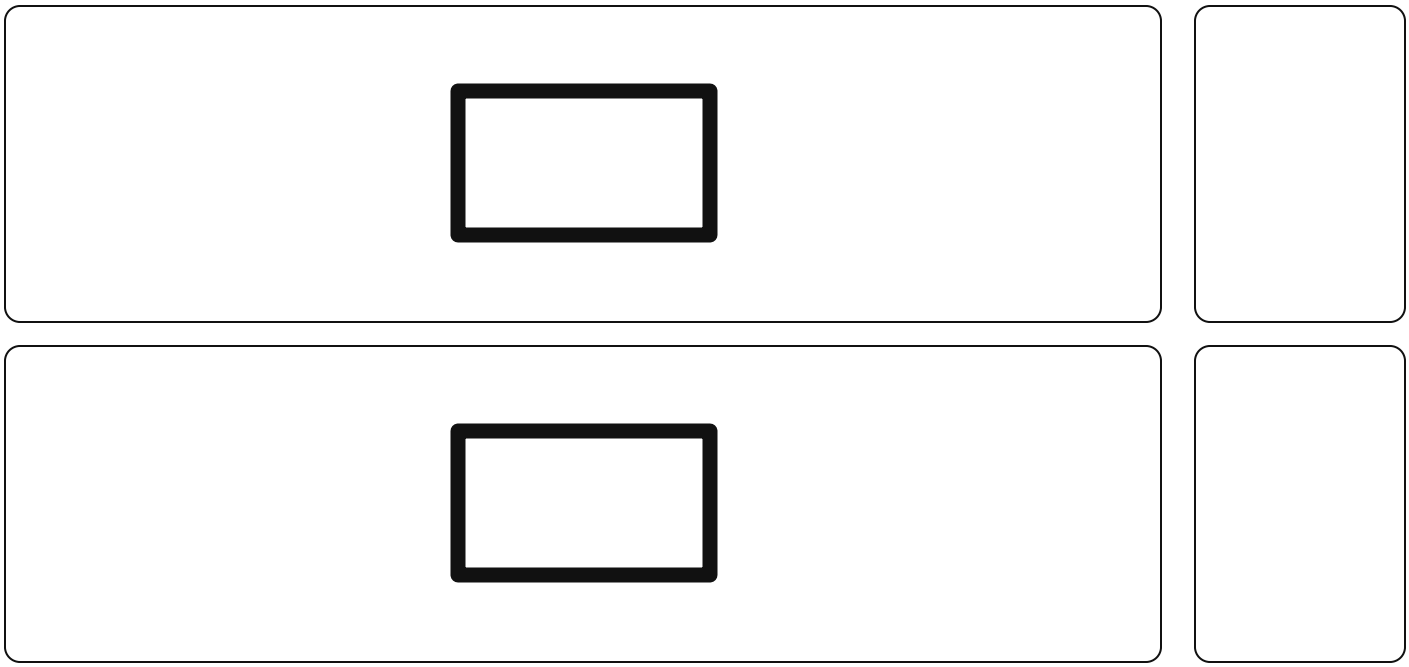
Students partition rectangles, compare shares, and count shares in a whole.

1.NOS.F.14 "Partition circles and rectangles into equal shares (halves and fourths) recognizing that decomposing into more equal shares creates smaller shares. Determine how many equal shares are needed to make a whole (e.g., two halves)."

NAME _____ DATE _____

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

1 MAKE SHARES



2 MAKE ONE

a) 2 | 3 | 4

b) 2 | 4 | 3

ANSWER KEY

Share the Whole

GRADE 1 · 1.NOS.F.14

HOW TO RUN THIS PAGE

Read the directions aloud and give students time to draw and think. Check that each rectangle has equal shares, and listen to each student's comparison. Record any help given separately.

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

PART 1 · MAKE SHARES

SAY "Can you draw lines inside the top rectangle to make two equal shares? Can you draw lines inside the bottom rectangle to make four equal shares? Write the number of shares you made in each box, then tell me which rectangle has smaller shares."

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

PART 2 · MAKE ONE

SAY "Listen to each question. Circle the number that answers it."

ROW	SAY	STUDENTS CIRCLE
a	How many fourths make one whole? Circle the number.	**4**
b	How many halves make one whole? Circle the number.	**2**

WHAT TO ACCEPT

Accept any lines that make two equal shares in the top rectangle and four equal shares in the bottom rectangle, with 2 and 4 written in the boxes. The student should say that the bottom rectangle has smaller shares. Circle-row answers are 4, then 2.