Share Size Talk

Students listen to equal-share stories and mark the matching math word or number.

CCSS.Math.Content.1.G.A.3 "Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of..."

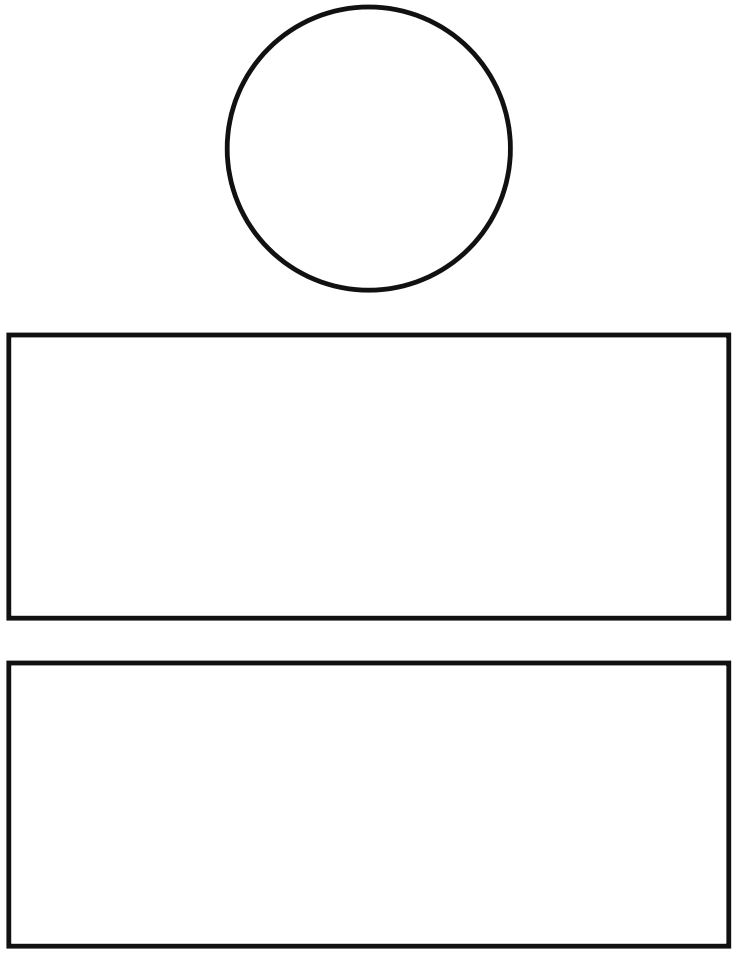
NAME _____ DATE _____

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

1 CIRCLE IT

a	**half**	**fourth**	**whole**
b	**half**	**fourth**	**whole**
c	**half**	**fourth**	**whole**

2 MAKE EQUAL SHARES



ANSWER KEY

Share Size Talk

GRADE 1 · 1.G.A.3

HOW TO RUN THIS PAGE

Model the vocabulary using a separate shape. Then have children independently partition the printed circle and rectangles. Emphasize equal area and compare shares only for same-size wholes.

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

PART 1 · CIRCLE IT

SAY "Listen to each equal-share story. I will read the words in each row, then you will circle the word that answers the question."

ROW	SAY	STUDENTS CIRCLE
a	A rectangle is split into two equal shares. What is one share called? The choices are half, fourth, and whole. Circle the word that names one share.	**half**
b	A circle is split into four equal shares. One share is called a quarter. Which other word means the same as quarter? The choices are half, fourth, and whole. Circle the matching word.	**fourth**
c	Two same-size rectangles are split into equal shares. One has two shares, and one has four shares. Which word names a smaller share? The choices are half, fourth, and whole. Circle the word.	**fourth**

PART 2 · MAKE EQUAL SHARES

SAY "Outline 1 is a whole circle. Divide it into two equal shares and shade half. Name one share and tell how many halves make the whole. Outlines 2 and 3 are same-size whole rectangles. Divide one into halves and the other into fourths; shade one share in each. Name the shares, including quarter, and explain why a fourth is smaller than a half of these same-size wholes."

- Outline 1 (circle): **Two equal-area shares; one shaded half; two halves make the whole.**
- Outline 2 (rectangle): **Two equal-area shares; one shaded half.**
- Outline 3 (rectangle): **Four equal-area shares; one shaded fourth or quarter; four make the whole. A fourth is smaller than a half of the same-size rectangle.**

WHAT TO ACCEPT

Part 1: half, fourth, fourth. Part 2: assess actual student partitions, not tracing or word selection. Accept any equal-area partitions into two or four. Ask for half of, fourth of or quarter of, and two/four shares making a whole.