Lesson Maker Pro

Make Equal Shares

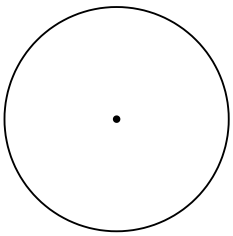
Draw, name and explain equal parts of the same whole.

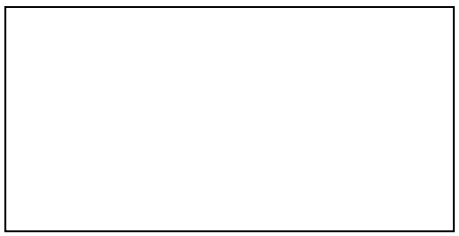
NY-2.G.3 Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words halves, thirds, half of, a third of, etc. Describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

NAME _____ DATE _____

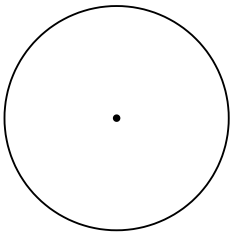
Partition the wholes

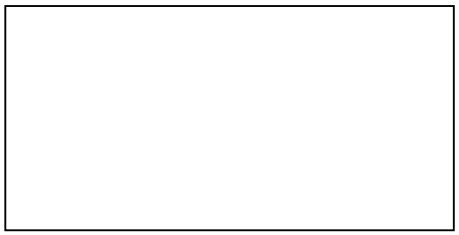
Divide each whole into 2 equal shares. Shade one share. Name the shaded share: one half.



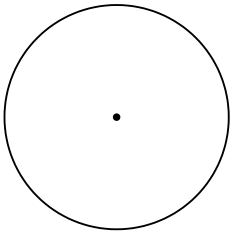


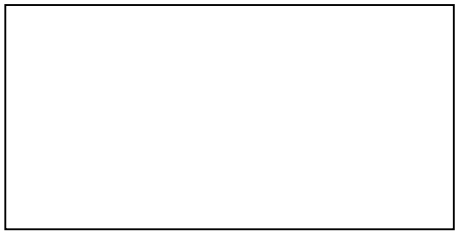
Divide each whole into 3 equal shares. Shade one share. Name the shaded share: one third.





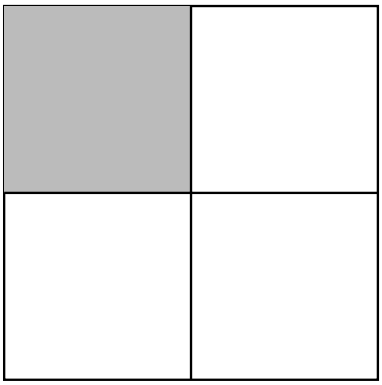
Divide each whole into 4 equal shares. Shade one share. Name the shaded share: one fourth.

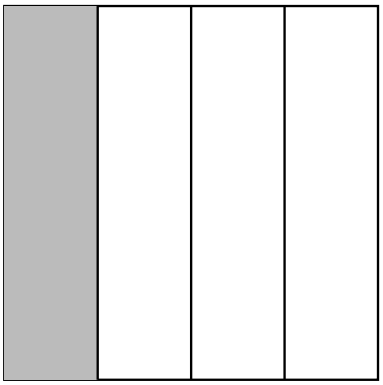




Equal shares can look different

1. These squares are the same size. What fraction of each is shaded? Do the shaded parts have equal area even though they have different shapes? Explain by folding, tracing or comparing equal pieces.





2. Complete and read aloud: A whole is ___ halves, ___ thirds, or ___ fourths. One of three equal shares is called _____.

3. Draw a rectangle with four parts that are NOT equal. Explain why one part cannot automatically be called one fourth.

Teacher Key

Page 1: two equal-area shares in each first-row whole, three in each second-row whole, four in each third-row whole; exactly one shaded. Accept different orientations. Circles may use equal sectors; rectangles may use equal strips. Drawing is approximate: check the intended equal-area partition, not perfect motor precision. Offer folding or manipulatives without supplying the answer.

Page 2: both shaded areas are one fourth of equal-sized wholes. One is a square and one a long rectangle, but each is one of four equal-area parts. The whole contains 2 halves,3 thirds,4 fourths; one third. An unequal partition fails because fraction names require equal-area shares, not merely a count of pieces.

The former recognition/sorting task remains available as introductory support; this replacement requires the student to make and explain partitions.