Parts of Sets

Students identify and name halves and fourths using small dot sets.

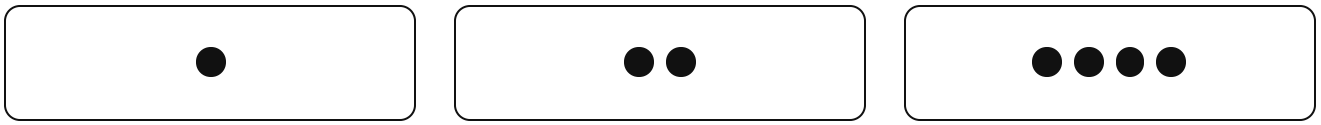
1.NS.3.b "Represent and name halves and fourths of a whole, using a region/area model (e.g., pie pieces, pattern blocks, paper folding, drawings) and a set model (e.g., eggs, marbles, counters) limited to two or four items."

NAME _____ DATE _____

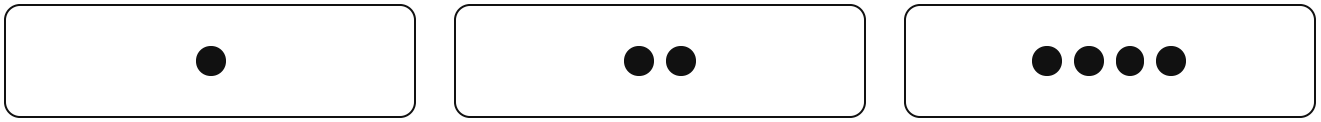
Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE PARTS

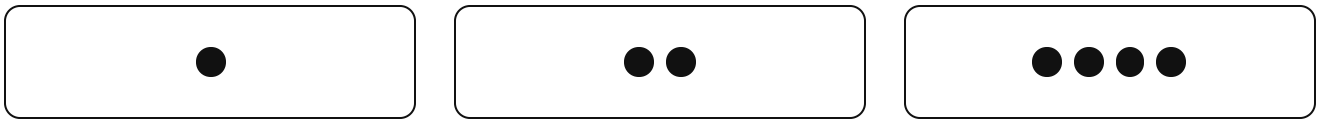
a



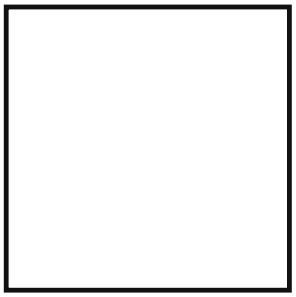
b



c



2 MAKE PARTS





ANSWER KEY

Parts of Sets

GRADE 1 · 1.NS.3.b

HOW TO RUN THIS PAGE

Read the prompts aloud. Students first identify halves and fourths of small sets, then draw and name equal shares of whole regions.

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 PARTS

SAY "Each row has groups of dots. Listen to the whole set and the part name, then circle the group that shows that part."

ROW	SAY	STUDENTS CIRCLE
a	A whole set has 2 dots. Which group shows one half of the set?	**1 dots**
b	A whole set has 4 dots. Which group shows one half of the set?	**2 dots**
c	A whole set has 4 dots. Which group shows one fourth of the set?	**1 dots**

PART 2 · MAKE PARTS

SAY "Outline 1 is one whole square. Draw a line to make two equal parts; shade one and name it. Outline 2 is one whole rectangle. Divide it into four equal parts; shade one and name it. Explain how you know your shares are equal."

- Outline 1 (square): **Two equal parts with one shaded, named one half**
- Outline 2 (rectangle): **Four equal parts with one shaded, named one fourth**

WHAT TO ACCEPT

Circle 1 dot, 2 dots and 1 dot in Part 1. In Part 2, require student-drawn equal-area halves/fourths, one shaded part and correct oral naming. Accept equivalent partitions; tracing a word alone does not show the fraction.