Make a Whole

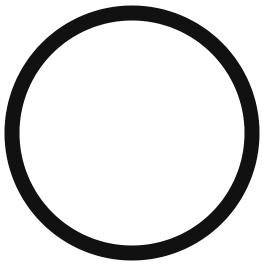
Students partition circles and rectangles, then describe each whole.

1.G.3b "Partition circles and rectangles into two and four equal shares and: Describe the whole as two of, or four of the shares."

NAME _____ DATE _____

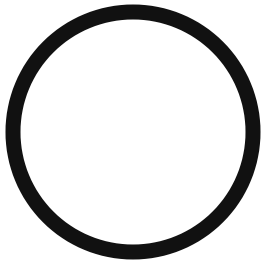
Teacher: this page is run aloud. The script and answers are on the guide page.

1 TWO SHARES





2 FOUR SHARES





ANSWER KEY

Make a Whole

GRADE 1 · 1.G.3b

HOW TO RUN THIS PAGE

Read each part aloud. Have students draw on the printed shapes, write in the boxes, and say how many equal shares make each whole. Listen to each student's response and record any support given.

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

PART 1 · TWO SHARES

SAY "Draw on each shape to make two equal shares. In each box, write how many of those shares make the whole. For each shape, say aloud, 'The whole is ____ of these shares.'"

- Box 1 (beside circle): **One line through the center makes two equal shares; writes 2 and says, 'The whole is two of these shares.'**
- Box 2 (beside rectangle): **One line through the center makes two equal shares; writes 2 and says, 'The whole is two of these shares.'**

PART 2 · FOUR SHARES

SAY "Draw on each shape to make four equal shares. In each box, write how many of those shares make the whole. For each shape, say aloud, 'The whole is ____ of these shares.'"

- Box 1 (beside circle): **Two perpendicular lines through the center make four equal shares; writes 4 and says, 'The whole is four of these shares.'**
- Box 2 (beside rectangle): **Lines make four equal shares; writes 4 and says, 'The whole is four of these shares.'**

WHAT TO ACCEPT

Accept any partition that makes the requested number of equal shares. Record drawing, written number, and oral description separately, along with any support given.