

# Partition Shapes

Halves, Fourths,  
Quarters



I.G.3



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Cassie 

# Teacher Directions

## Math Tasks:

I give my students a math task once a week. The common core really focuses on student thinking and going deeper. Not all of the information is given in each task and that is on purpose. For example: If the students need to figure out how many legs they counted at the zoo, they first need to make an estimate of how many of each animal they saw. The teacher does not tell them how many animals, but guides them in their thinking. For example if a student says (thinking they are hilarious of course) "I saw a million hippos at the zoo!", the teacher can say: "Would you really see that many? Ok well as long as you do the math right, the number is up to you."

The students can work in partners or groups to complete the task. Try not to give them too much help or information. Remember: the new core is trying to get them to become independent and deep thinkers. Below are some guiding questions you can ask. When finished, have students share their thinking and their work.

Is there another way you can do that?

How do you know?

What have you discovered?

What other choices do you have?

How are these similar?

How are these different?

Where can you find that answer? What do you find difficult or challenging?

Describe..... Explain..... Tell.....

Restate-"Can you tell me what he said?"

# Teacher Directions

## Exit Tickets

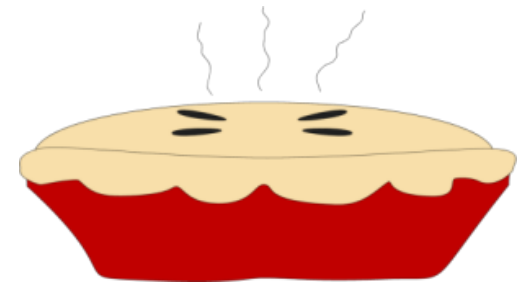
At the end of a lesson, I pass out an exit ticket. Using exit tickets is a quick and effective way to assess learning. I usually grade them either as my students walk out the door for recess or after school. If I grade them before recess and a student's work is incorrect, I send the student back to his/her desk to complete the exit ticket accurately before going to recess. If I grade them after school, I make a list of students who need to be in my re-teaching group.

## I Can's....

These are the objectives for G 3 that are to be displayed and talked about throughout the unit. They are colorful and in kid friendly terms.

# Bakery

A bakery has cakes shaped as rectangles and pies shaped as circles. How many different ways can you split the cakes and pies into equal pieces?



Extension: The bakery has cherry pies. Each cherry pie has 20 cherries. How many cherries are in 2 pies?

# Pizza Party

Pho invited 3 friends over for a pizza party. She ordered two large pizzas. How can she split the pizzas so each person gets equal pieces?



Extension: Each pizza cost \$12. How much did Pho spend on both pizzas?



# Licorice Rope

Rose has a licorice rope. She wants to share it with you! Do you want half of the rope or a fourth of the rope? Explain your thinking.



Extension: Ask the class what their favorite flavor of licorice is (red or black). Make a graph showing the results.

# Playdate

Nathan and his friend Lincoln get to play at the park today. Nathan's mom gives him a candy bar to share with Lincoln. How can they split the candy bar so that each person gets an equal share?



Extension: When the boys get to the park, they see their friends Brian and Noah. How can they split the candy bar so each boy gets an equal piece?



# TEACH ME

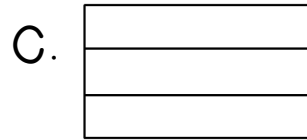
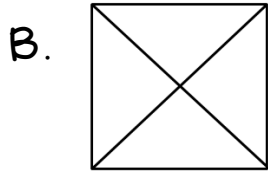
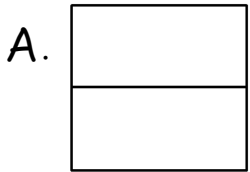
I don't know anything about fractions! Teach me everything you know!

Name: \_\_\_\_\_

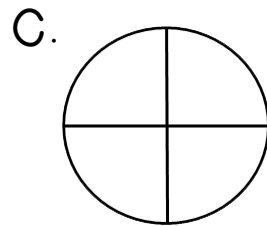
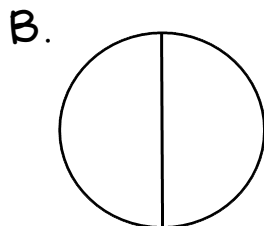
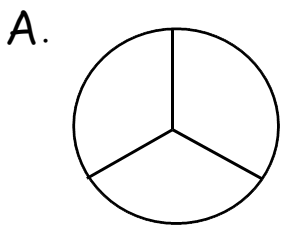
# EXIT TICKET 1.G.3

Solve each problem below.

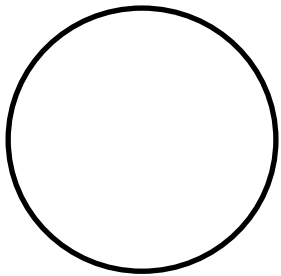
1. What shape is divided into halves?



2. What shape is divided into fourths?



3. Split the two shapes below into halves.

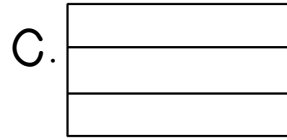
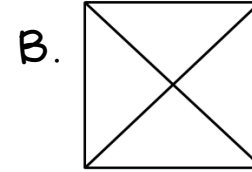
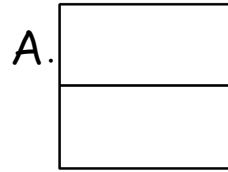


Name: \_\_\_\_\_

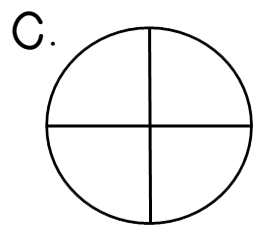
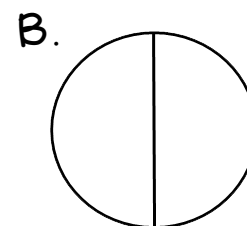
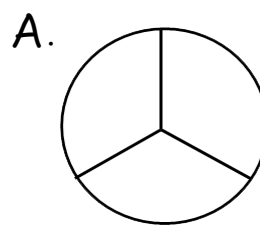
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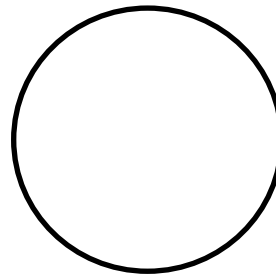
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2. What shape is divided into fourths?



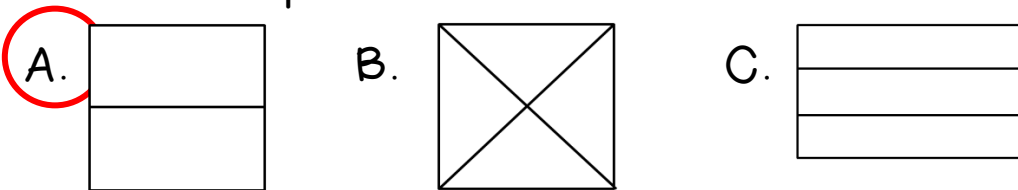
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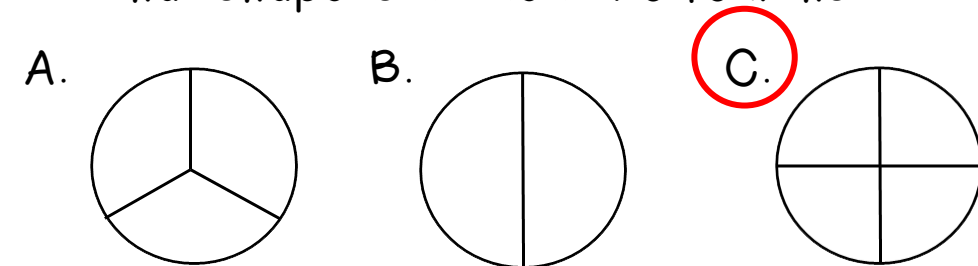
# EXIT TICKET 1.G.3 KEY

Solve each problem below.

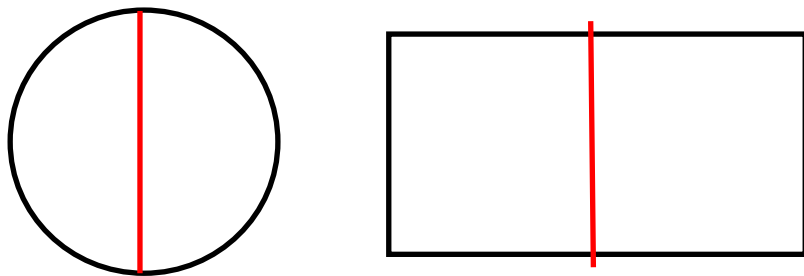
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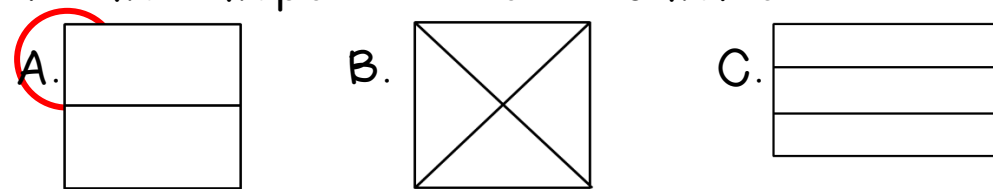
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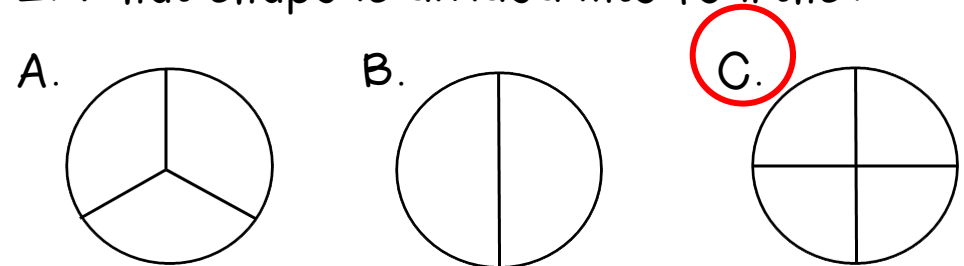
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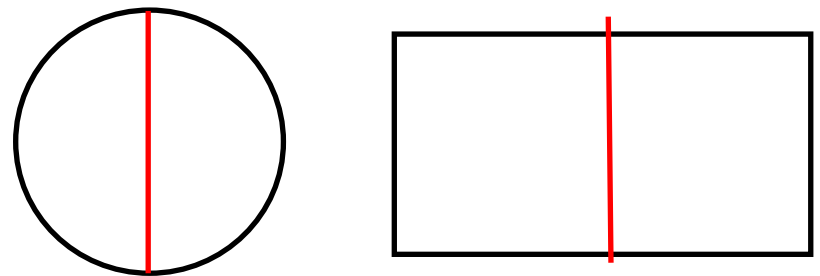
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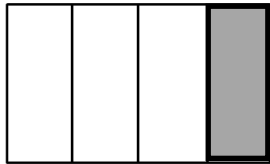
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# EXIT TICKET 1.G.3

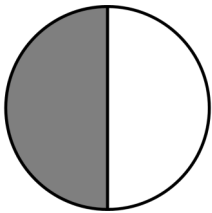
Solve each problem below.

1. Which sentence describes the picture below?



- A. a quarter of the rectangle is shaded.
- B. half of the rectangle is shaded.
- C. a third of the rectangle is shaded.

2. Which sentence describes the picture below?



- A. a quarter of the circle is shaded.
- B. half of the circle is shaded.
- C. a third of the circle is shaded.

# EXIT TICKET 1.G.3

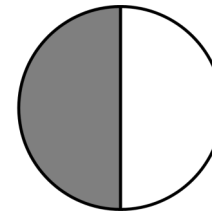
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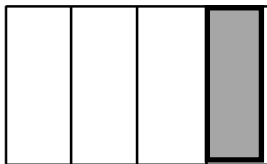


- A. a quarter of the circle is shaded.
- B. half of the circle is shaded.
- C. a third of the circle is shaded.

# EXIT TICKET 1.G.3 KEY

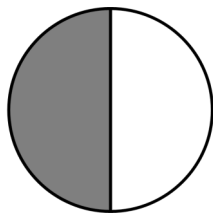
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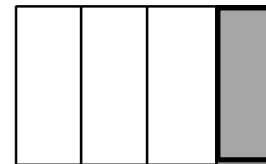


- ☐ A. a quarter of the circle is shaded.
- ☒ B. half of the circle is shaded.
- ☐ C. a third of the circle is shaded.

# EXIT TICKET 1.G.3 KEY

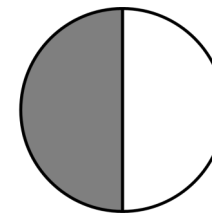
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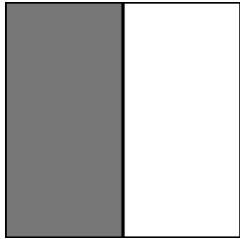


- ☐ A. a quarter of the circle is shaded.
- ☒ B. half of the circle is shaded.
- ☐ C. a third of the circle is shaded.

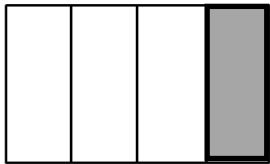
Name: \_\_\_\_\_

# EXIT TICKET 1.G.3

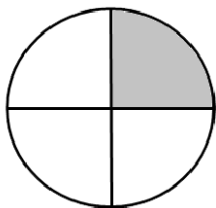
Circle all the words or phrases that describe the picture below.



1. half of      a quarter of      a fourth of



2. half of      a quarter of      a fourth of

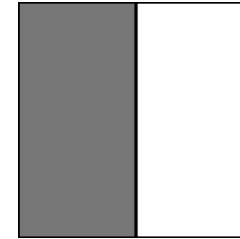


3. half of      a quarter of      a fourth of

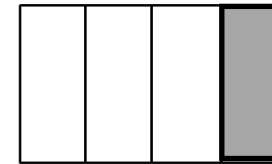
Name: \_\_\_\_\_

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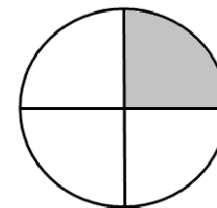
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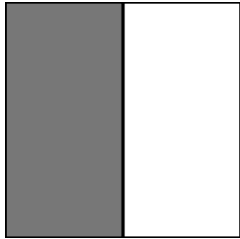
3. half of      a quarter of      a fourth of

Name: \_\_\_\_\_

Name: \_\_\_\_\_

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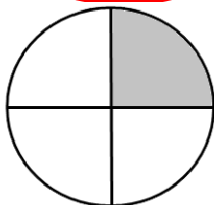
1. half of

a quarter of

a fourth of



2. half of

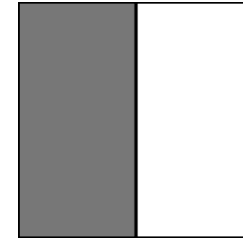
a quarter ofa fourth of

3. half of

a quarter ofa fourth of

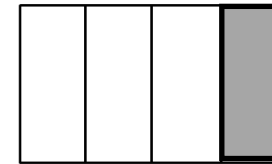
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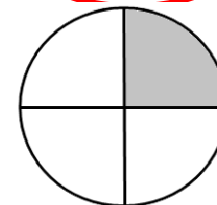
1. half of

a quarter of

a fourth of



2. half of

a quarter ofa fourth of

3. half of

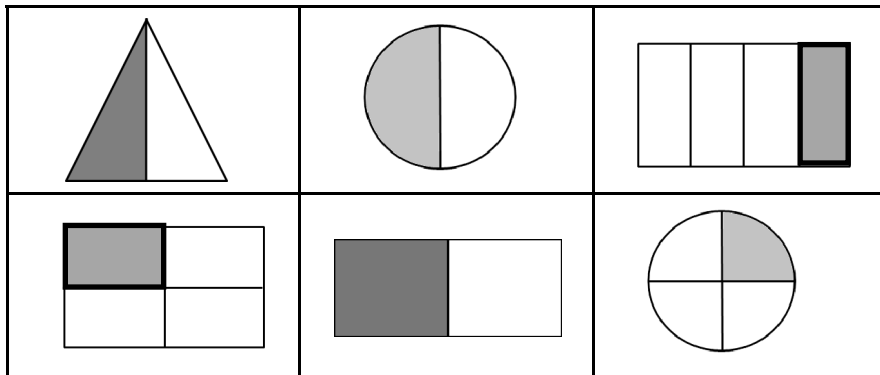
a quarter ofa fourth of



Name: \_\_\_\_\_

# EXIT TICKET 1.G.3

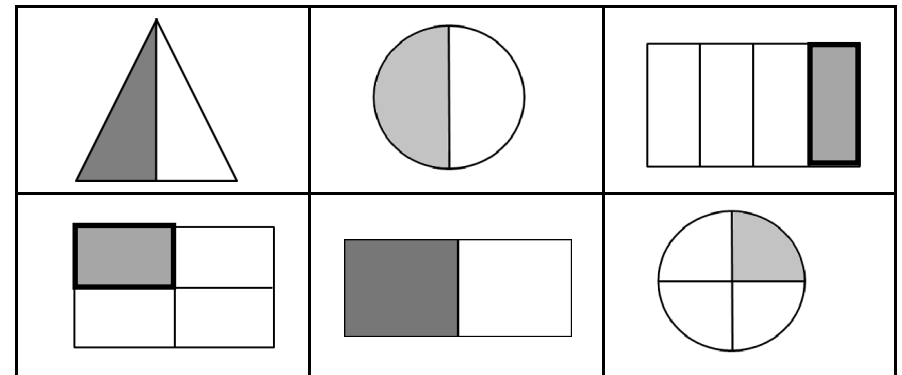
Cut out the fractions from the bottom of the page and glue them in the correct column.

**One-half**
**one-fourth**


Name: \_\_\_\_\_

# EXIT TICKET 1.G.3

Cut out the fractions from the bottom of the page and glue them in the correct column.

**One-half**
**one-fourth**


Name: \_\_\_\_\_

Name: \_\_\_\_\_

# EXIT TICKET 1.G.3 KEY

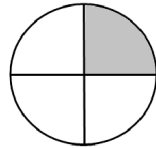
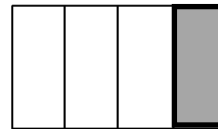
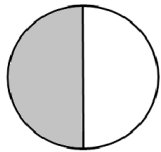
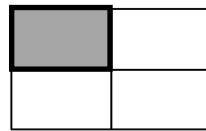
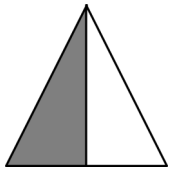
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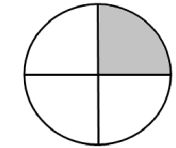
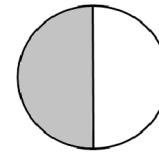
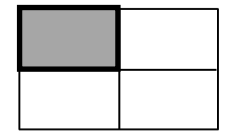
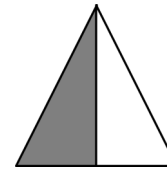
**One-half**

**one-fourth**



**One-half**

**one-fourth**



Name: \_\_\_\_\_

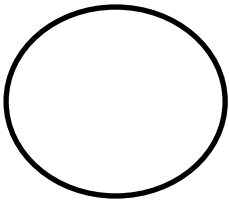
# EXIT TICKET 1.G.3

Solve each problem below.

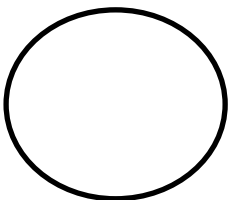
1. Split the rectangle into fourths.



2. Split the circle into halves.



3. Split the circle into quarters.



4. Split the rectangle into halves.



Name: \_\_\_\_\_

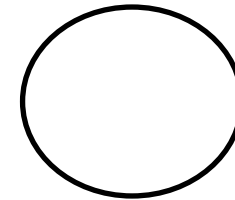
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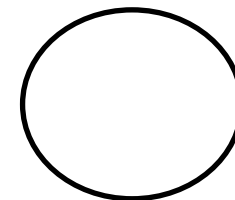
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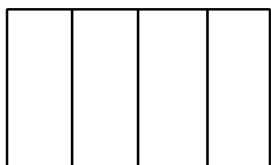


Name: \_\_\_\_\_

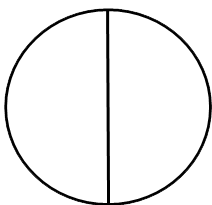
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Solve each problem below.

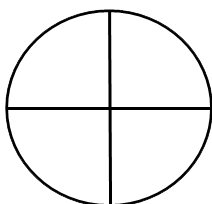
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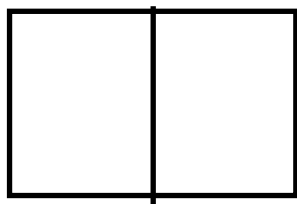
2. Split the circle into halves.



3. Split the circle into quarters.



4. Split the rectangle into halves.

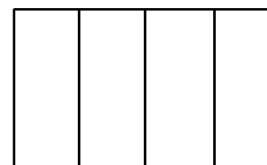


Name: \_\_\_\_\_

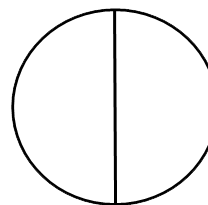
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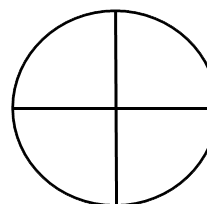
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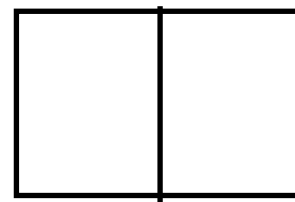
2. Split the circle into halves.



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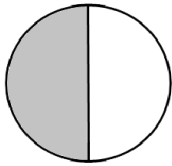


Name: \_\_\_\_\_

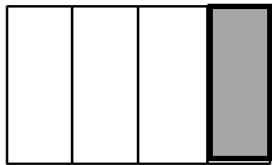
# EXIT TICKET 1.G.3

Solve each problem below by filling in the blanks with the correct phrase.

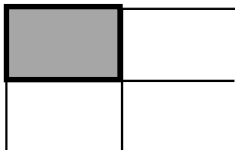
**half of      a fourth of      a quarter of**



1. \_\_\_\_\_ the circle is shaded.



2. \_\_\_\_\_ OR \_\_\_\_\_  
the rectangle is shaded.



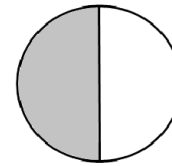
3. \_\_\_\_\_ OR \_\_\_\_\_  
the rectangle is shaded.

Name: \_\_\_\_\_

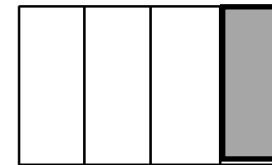
# EXIT TICKET 1.G.3

Solve each problem below by filling in the blanks with the correct phrase.

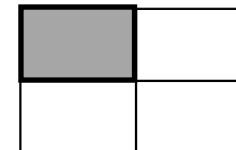
**half of      a fourth of      a quarter of**



1. \_\_\_\_\_ the circle is shaded.



2. \_\_\_\_\_ OR \_\_\_\_\_  
the rectangle is shaded.



3. \_\_\_\_\_ OR \_\_\_\_\_  
the rectangle is shaded.

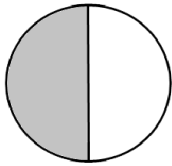
Name: \_\_\_\_\_

Name: \_\_\_\_\_

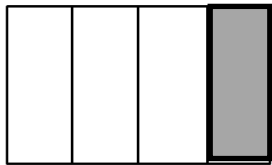
# EXIT TICKET 1.G.3 KEY

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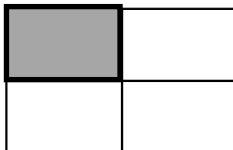
**half of      a fourth of      a quarter of**



1. **Half of** the circle is shaded.



2. **a fourth of** OR **a quarter of** the rectangle is shaded.

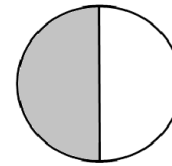


3. **a fourth of** OR **a quarter of** the rectangle is shaded.

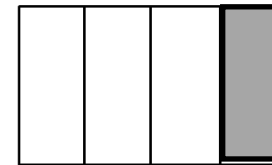
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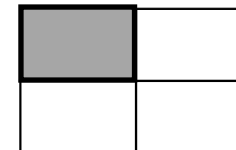
**half of      a fourth of      a quarter of**



1. **Half of** the circle is shaded.



2. **a fourth of** OR **a quarter of** the rectangle is shaded.



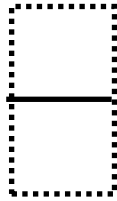
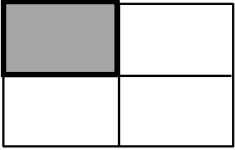
3. **a fourth of** OR **a quarter of** the rectangle is shaded.

Name: \_\_\_\_\_

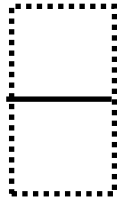
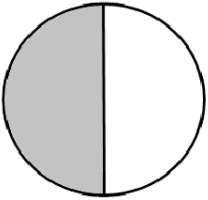
# EXIT TICKET 1.G.3

Write the fraction for each shape below.

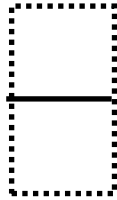
1.



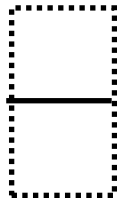
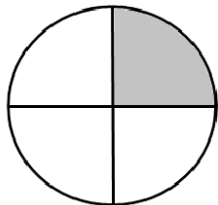
2.



3.



4.

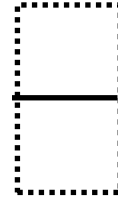
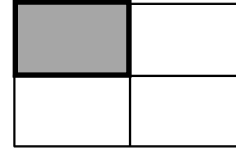


Name: \_\_\_\_\_

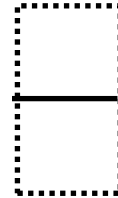
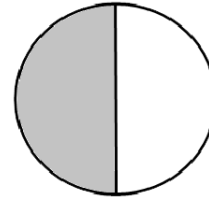
# EXIT TICKET 1.G.3

Write the fraction for each shape below.

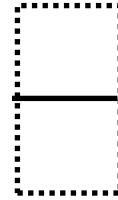
1.



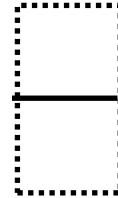
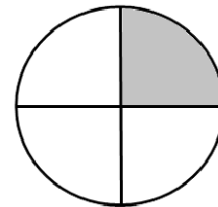
2.



3.



4.





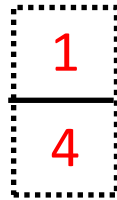
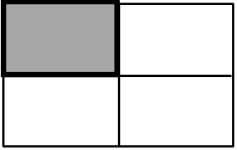
Name: \_\_\_\_\_

Name: \_\_\_\_\_

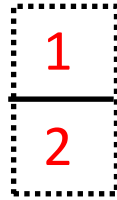
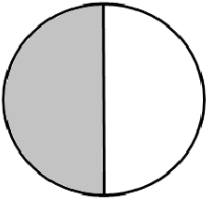
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Write the fraction for each shape below.

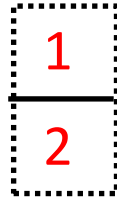
1.



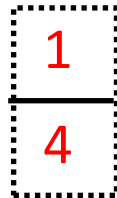
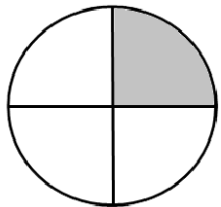
2.



3.



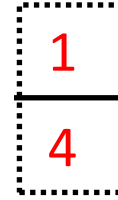
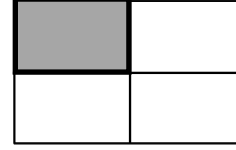
4.



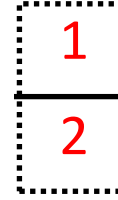
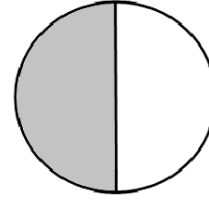
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Write the fraction for each shape below.

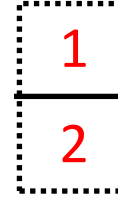
1.



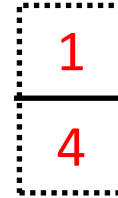
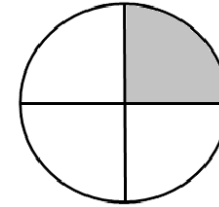
2.



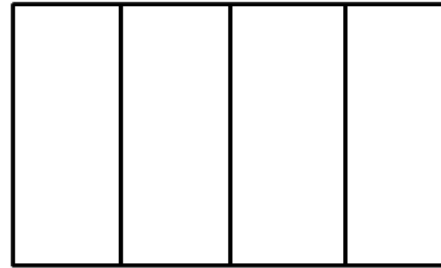
3.



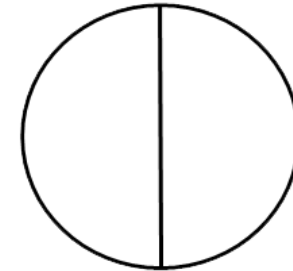
4.



I can split circles and rectangles into two and four equal shares. 1.G.3



4 equal shares



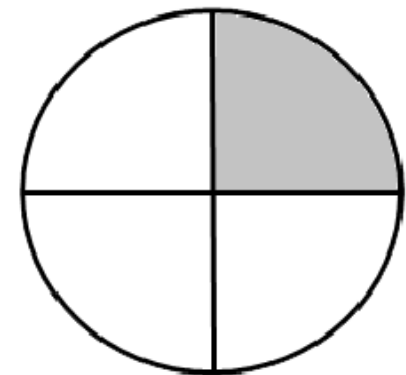
2 equal shares

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I can use the words halves, fourths, quarters, half of, fourth of, and quarter of to describe partitioned shapes. 1.G.2

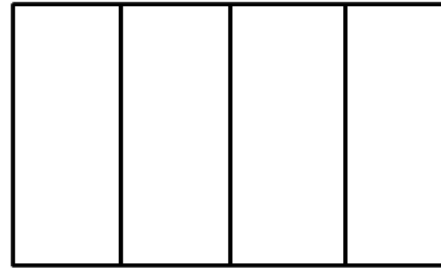
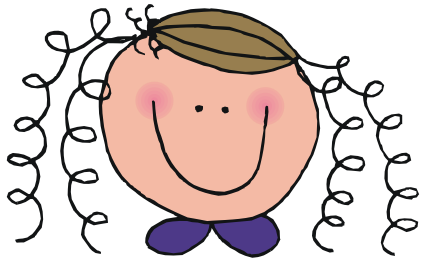


I know that a quarter of or a fourth of the circle is shaded because the circle is split into four equal pieces!



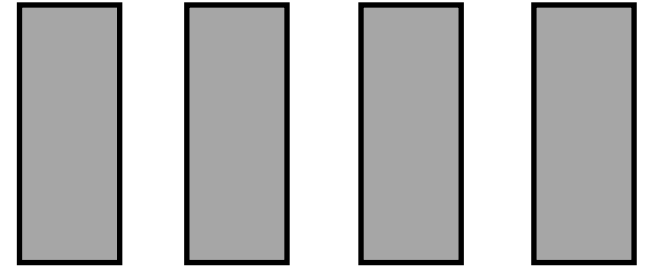
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I understand that splitting a shape into two or four equal pieces gives me smaller pieces. 1.G.3



4 equal shares

=



4 smaller pieces

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## Acknowledgements

