

Grade 2

Unit 4.2	Unit Title Partitioning Shapes Into Equal Shares	Lesson 1	Day 1 -10
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Lesson Focus

1. Standards Addressed	2. Content to be Learned	3. Mathematical Practices	4. Essential Question
<p>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., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<ul style="list-style-type: none"> •Partition circles and rectangles into two equal shares (parts) and describe the shares using the words halves and the phrase “half of”. • Partition circles and rectangles into three equal shares (parts) and describe the shares using the words thirds and the phrase “third of”. •Partition circles and rectangles into four equal shares (parts) and describe the shares using fourths or quarters and the phrases “fourth of” and “quarter of”. •Describe the whole as two halves, three thirds, four fourths. (In later grades this would be the same as $\frac{2}{2}$, $\frac{3}{3}$ and $\frac{4}{4}$). •Recognize that equal shares of identical wholes need not have the same shape. 	<p>SMP2 Reason abstractly and quantitatively. SMP4 Model with mathematics. SMP7 Look for and make use of structure.</p>	<ul style="list-style-type: none"> •How can you partition a circle into two, three, or four equal shares? •How can you partition a rectangle into two, three, or four equal shares? •How do you know if a shape shows halves, thirds, or fourths? •How do you find a half of, third of, or fourth of a whole? <p>How do you describe the whole of a circle or rectangle that has been partitioned into equal shares (parts)?</p> <ul style="list-style-type: none"> •How can drawing a diagram help when solving problems about equal shares? •Do equal shares of identical wholes have to have the same shape? Give an example.
5. Prerequisite Knowledge	6. Essential Vocabulary	7. Possible Misconceptions	8. Necessary Materials
<ul style="list-style-type: none"> •Partition circles and rectangles into two and four equal shares. •Describe the whole as two of or four of the shares. •Understand that decomposing into more equal shares creates smaller shares. (1G.3) 	<p>Halves, thirds, fourths Half or, third of, fourth of Whole, Semi-circle Two halves, three thirds, four fourths</p>	<ul style="list-style-type: none"> •Understanding whole. •Recognizing equal shares of identical wholes when the shapes are not identical. 	<p>OnCore Lesson 105 – 108 Student pages 209 – 216 K-5 Math Resources <i>Dividing a Rectangle into Equal Parts</i> <i>Mr. Zed's Cakes</i> Investigations Unit 7 Session 2.1 – 2.4 Snap-in 2.3A pages C80-81 <i>NOTE: fractional representation $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ is not a requirement at this grade level.</i></p>

Instruction

9. Instruction Practices (What are the teachers doing)

Teachers will guide students to partition circles and rectangles into two equal shares (parts) and describe the shares using the word halves and phrase “half of”, three equal shares using the word thirds and the phrase “third of”, and four equal shares using the word fourths and the phrase “fourth of”. They will help students understand that the whole can be described as two halves, three thirds, and four fourths depending on how many shares the whole has been partitioned into. (In later grades, they will see this in fraction form as $\frac{2}{2}$, $\frac{3}{3}$, and $\frac{4}{4}$). Teachers will provide students with the visuals to help them understand that equal shares of identical wholes need not have the same shape. Teachers will use OnCore Lesson 105 – 108 and the K-5 Math Resources Activities. They will use the Investigations materials, sparingly. In these lessons the fractional terms are used and written, and this is not a requirement of this standard, students will be introduced to this in the third grade.

10. Learning Practices (What are the students doing)

Students will partition circles and rectangles into two equal shares (parts) and describe the shares using the word halves and phrase “half of”, three equal shares using the word thirds and the phrase “third of”, and four equal shares using the word fourths and the phrase “fourth of”. They will understand that the whole can be described as two halves, three thirds, and four fourths depending on how many shares the whole has been partitioned into. (In later grades, they will see this in fraction form as $\frac{2}{2}$, $\frac{3}{3}$, and $\frac{4}{4}$). Students will study various visuals to help them understand that equal shares of identical wholes need not have the same shape. They will practice using OnCore student pages and the K-5 Math Resources Activities. Some students may utilize the Investigations materials, as determined by their teachers.