

# Fair Shares

1. Draw the number of people listed in the first column. Draw the number of plates you need to share the cookies in the second column. Use counters to decide how you would share your cookies fairly. Show on the plates how many cookies each person gets. If there are any leftovers, draw them in the third column.


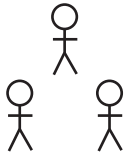
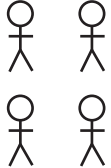
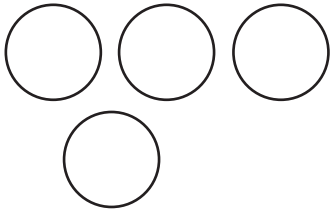
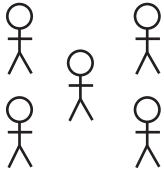
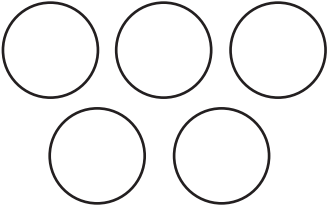
\_\_\_\_\_ People  15 Cookies 

People	Number of Cookies on Each Plate	Leftovers

\_\_\_\_\_ groups of \_\_\_\_\_ and \_\_\_\_\_ left over.

2. Share the cookies fairly. Draw cookies on the plates to show how many each person gets. Then draw the leftovers. Fill in the blanks in the sentence.

The total number of cookies is \_\_\_\_\_ .


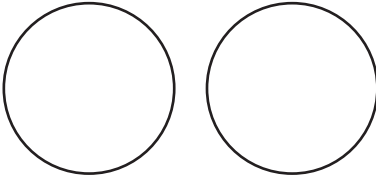

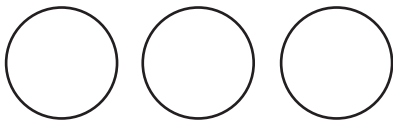

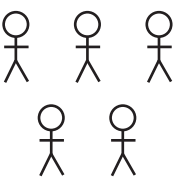
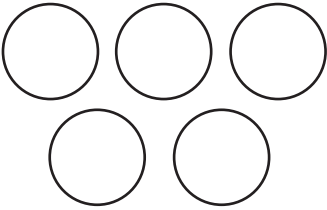
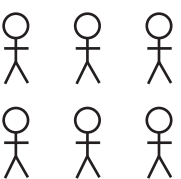
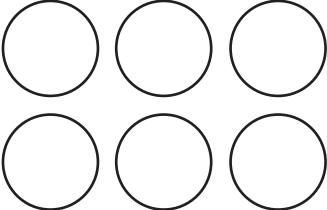
People	Number of Cookies on Each Plate	Leftovers	Words
			_____ groups of _____ and _____ left over
			_____ groups of _____ and _____ left over
			_____ groups of _____ and _____ left over
			_____ groups of _____ and _____ left over



### Check-In: Question 3

3. Divide the cookies fairly. Draw cookies on the plates to show how many each person gets. Then draw the leftovers. Fill in the blanks in the sentence.

The total number of cookies is 10.

People	Number of Cookies on Each Plate	Leftovers	Words
			_____ groups of _____ and _____ left over
			_____ groups of _____ and _____ left over
			_____ groups of _____ and _____ left over
			_____ groups of _____ and _____ left over
			_____ groups of _____ and _____ left over

Name \_\_\_\_\_ Date \_\_\_\_\_

**Fair Shares  
Check-In: Question 3  
Feedback Box**

	Expectation	Check In	Comments
Read and write numbers to 20.	E3		
Represent and identify quantities using counters and pictures.	E4		
Connect representations of quantities using counters, pictures, and symbols.	E5		
Divide a collection of objects into groups of a given size and count the leftovers.	E6		

Yes . . .

Yes, but . . .

No, but . . .

No . . .

	Yes . . .	Yes, but . . .	No, but . . .	No . . .
<b>MPE5. Show my work.</b> I show or tell how I arrived at my answer so someone else can understand my thinking.				
<b>MPE6. Use labels.</b> I use labels to show what numbers mean.				