Show Part of the Whole

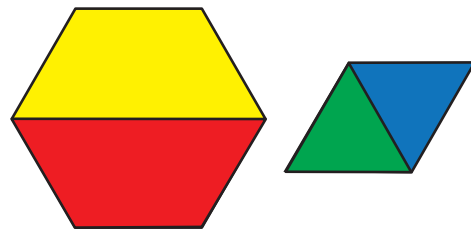| half	fourth	third	sixth	eighth

✔ Check-In: Questions 1–3

1. Kim is thinking about the names of parts of shapes. She calls the red trapezoid one-half of the yellow hexagon. She then wonders how the green triangle can also be called one-half of the blue rhombus.
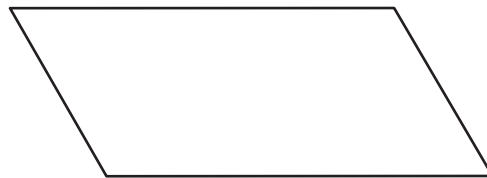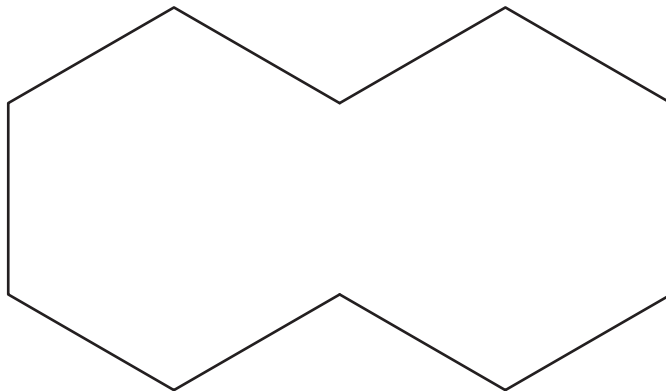
> Something seems wrong. Both parts cannot be "half."

Kim

Do you agree with Kim? Why or why not?

2. This is the whole:

A. Shade one-fourth of the whole in the shape above.

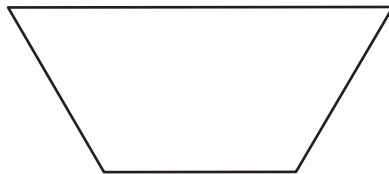**B.** The blue rhombus is one-_____ of the shape.

3. This is the whole:

A. Shade one-half of the whole in the shape above.

B. The red trapezoid is one-_____ of the shape.

C. Two red trapezoids are one-_____ of the shape.

D. The blue rhombus is one-_____ of the shape.

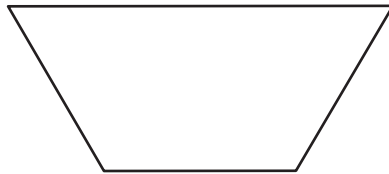**For Questions 4–5, trace a block or blocks and shade to show the part described.**
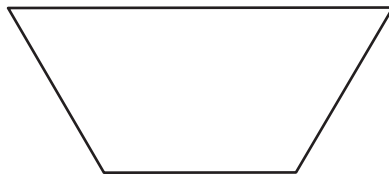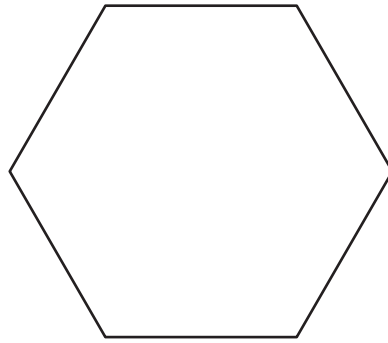
4. This is the whole:

A. Show one-third of the whole.

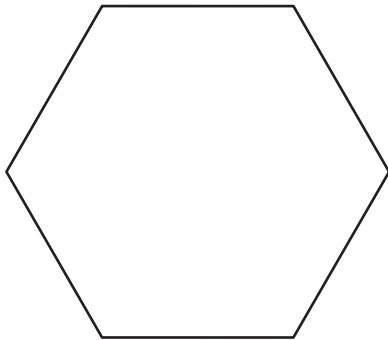**B.** Show two-thirds of the whole.

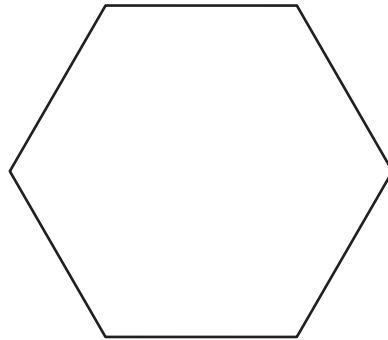**C.** Show three-thirds of the whole.
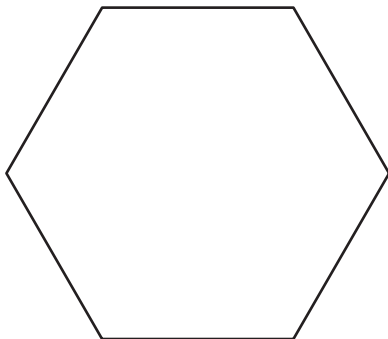
5. This is the whole:
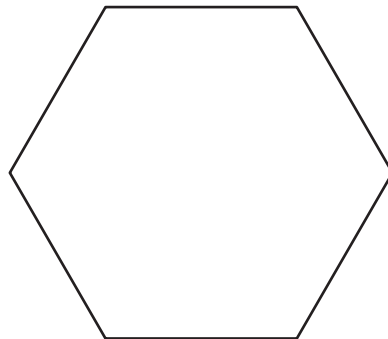
A. Show one-fourth of the whole.

B. Show two-fourths of the whole.

C. Show three-fourths of the whole.

D. Show four-fourths of the whole.

Name _____ Date _____

Show Part of the Whole Check-In: Questions 1–3 Feedback Box	Expectation	Check In	Comments
Partition shapes and sets into equal shares. [Q# 2–3]	E2		
Use words and models to describe equal shares (e.g., half, third, fourth, sixth). [Q# 1–3]	E4		
Recognize that the same fractional parts of different-size unit wholes are not equal. [Q# 1]	E7		

	Yes . . .	Yes, but . . .	No, but . . .	No . . .
MPE3. Check for reasonableness. I look back at my solution to see if my answer makes sense. If it does not, I try again. [Q# 1]				
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 1]				