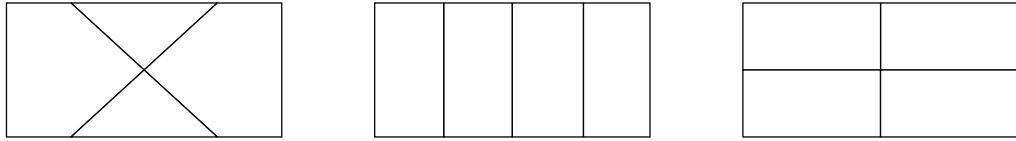
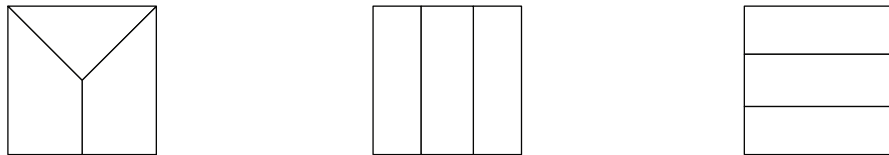


Fourths, Thirds, and Halves

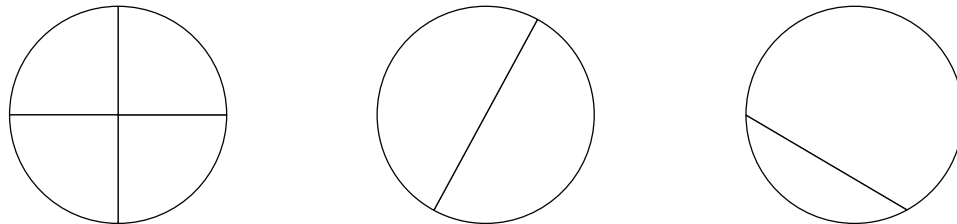
1. Circle the rectangles that show fourths.



2. Circle the squares that show thirds.



3. Circle the shapes that show halves.



4. Josh says, “Natasha and Jason ate the same amount of pizza for lunch.” Do you agree with Josh? Why or why not?

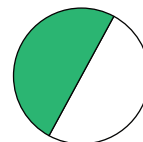


Natasha

I ate half of a pizza for lunch.



I ate half of a pizza for lunch, too.



Jason

Name _____ Date _____

Fourths, Thirds, and Halves Feedback Box

| | Expectation | Check In | Comments |
|--|-------------|----------|----------|
| Use words and models to describe equal shares (e.g., half, half of). [Q# 1–4] | E4 | | |
| Recognize that equal shares of the same whole do not have to be the same shape. [Q# 1–3] | E5 | | |
| Recognize that the same fractional parts of different-size unit wholes are not equal. [Q# 4] | E7 | | |

Yes . . .

Yes, but . . .

No, but . . .

No . . .

| | 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# 4] | | | | |
| MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 4] | | | | |