

Student Activity Book


**Cover Rectangles (SAB pp. 659–660)
Questions 1–4**

For Questions 1–4, students’ tile configurations may vary. See Figures 1–2 in the lesson for examples.

- 1. A.* 12
B.* 6
C.* 3
D.* 4
- 2.* 6
- 3. A. 6
B. 3
C. 2
- 4. A. 8
B. 4
C. 2

Name _____ Date _____

Cover Rectangles

Use square-inch tiles to cover the rectangles. 

1. This is the whole:

How many tiles did you use to:

- A. cover the whole rectangle? _____
- B. cover one-half of the rectangle? _____
- C. cover one-fourth of the rectangle? _____
- D. cover one-third of the rectangle? _____

2. Cover one-half of the rectangle a different way than you did in Question 1B. How many tiles did you use?

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Name _____ Date _____

3. This is the whole:

--	--	--	--	--	--

How many tiles did you use to:

- A. cover the whole rectangle? _____
- B. cover one-half of the rectangle? _____
- C. cover one-third of the rectangle? _____

4. This is the whole:

How many tiles did you use to:

- A. cover the whole rectangle? _____
- B. cover one-half of the rectangle? _____
- C. cover one-fourth of the rectangle? _____

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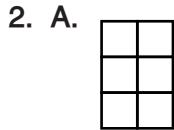
*Answers and/or discussion are included in the lesson.

Partition Rectangles (SAB pp. 661–663)

Questions 1–5

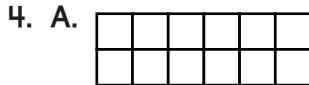
For Questions 1–5, students’ tile configuration may vary.

1. A. 6
- B. 3
- C. 2



B. 2

3. A. 12
- B. *6
- C. *4



B. *3


5. Possible response:



Name _____ Date _____

Partition Rectangles

1. This is the whole:



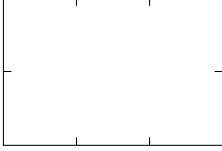
How many tiles did you use to:

A. cover the whole rectangle?

B. cover one-half of the rectangle?

C. cover one-third of the rectangle?

2. This is the whole:



A. Use a ruler and the tick marks to draw a grid on the rectangle.

B. Shade in one-third of the rectangle. How many squares did you shade?

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Name _____ Date _____

✓ **Check-In: Questions 3-5**

3. This is the whole:




How many tiles did you use to:

A. cover the whole rectangle? _____

B. cover one-half of the rectangle? _____

C. shade one-third of the rectangle? _____

4.



A. Use a ruler and the tick marks to draw a grid on the rectangle.

B. Shade in one-fourth of the rectangle. How many squares did you shade?

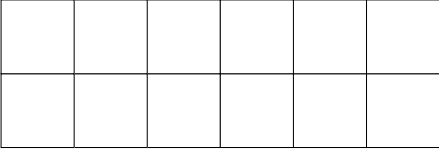
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Name _____ Date _____

5. Shade in one-fourth of the rectangle a different way than you did in Question 4. How many squares did you shade?



Partition Rectangles
Check-In: Questions 3-5
Feedback Box

Expectation	Check In	Comments
Partition rectangles into equal shares. [Q# 3-5]	E2	
Partition a rectangle into rows and columns of the same size unit. [Q# 4]	E3	
Use words and models to describe equal shares (e.g., half, half of, one-third, one-fourth). [Q# 3-5]	E4	
Recognize that equal shares of the same whole do not have to be the same shape. [Q# 5]	E5	

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*Answers and/or discussion are included in the lesson.


Name _____ Date _____

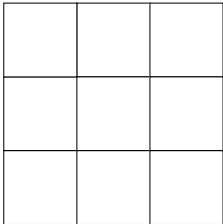
Shade the Shares



Color the parts described.

- Show one of 2 equal shares by shading one-half of the rectangle.


- Show one of 3 equal shares by shading one-third of the rectangle.



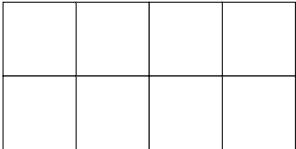
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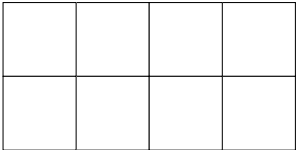
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Name _____ Date _____

- Show one of 4 equal shares by shading one-fourth of the rectangle.


- A. This is the rectangle from Question 3. Shade one-fourth of the rectangle another way.


- Show or tell how you know you shaded one-fourth of the rectangle in Question 4A.



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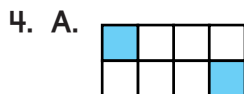
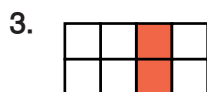
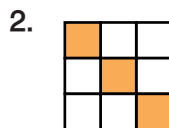
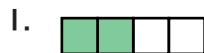
Homework Master TG • Grade 2 • Unit 13 • Lesson 4 2

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Teacher Guide

**Shade the Shares (TG pp. 1–2)
Homework
Questions 1–4**

Responses will vary. Possible responses are given for Questions 1–4.



B. Possible response: I know 2 squares are one-fourth of the 8 squares in the whole because 4 fair shares of 8 is 2.