1 Math Unit 13: Equal Shares

Content Area: **Mathematics**
Course(s):
Time Period: **Marking Period 4**
Length: **10 days**
Status: **Published**

Unit Overview

Equal Shares

In this unit, students learn to determine if a two-dimensional shape has been partitioned into equal shares. They also partition two-dimensional shapes to create equal shares (halves and quarters). Students will identify whether or not a partitioned shape shows equal shares and explain why or why not.

In Grade 2, students extend this work to include thirds, and they use words such as "three thirds" to describe all three shares of a whole partitioned into three equal parts. Formal fraction notation is introduced in Grade 3. Students will learn about these topics:

- **Partitioning:** When a shape is divided into parts, each part is a share. When all shares of a two-dimensional shape are the same size, the shares are equal shares. Students determine if circles and rectangles are divided into equal shares. They also partition two-dimensional shapes into halves and fourths. Students partition identical shapes in different ways to conclude that equal shares of a shape may not look the same as the equal shares of an identical shape.
- **Describing Equal Shares:** When describing equal shares, students should be encouraged to use language such as a half, half of, fourth, quarter of, and so on. The use of such language promotes an understanding of the relationship between equal shares and the whole. Students conclude that the more equal-sized partitions in a shape, the smaller parts.

What Students Are Learning

- Students compare partitioned circles and rectangles and describe the shares as equal shares or not equal shares.
- Students partition circles, rectangles, and squares into two or four equal shares.
- Students count the number of shares in an equally-partitioned and describe them.

Number Routines

- What's Another Way to Write It?
- Greater Than or Less Than
- Notice & Wonder

Standards

MATH.1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter

of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Materials

Core Materials:

Reveal Math

13.1 Compare and Order Lengths

13.2 More Ways to Compare Lengths

13.3 Strategies to Measure Lengths

13.4 More Strategies to Measure Lengths

13.5 Tell Time to the Hour

Supplemental Materials:

- ST Math
- Happy Numbers
- 3 Act Lessons
- Building Fact Fluency Kit
- Brainingcamp Manipulatives
- Nearpod Lessons
- Brainpop Resources
- Online Resources

Technology

CS.K-2.8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
CS.K-2.8.1.2.AP.2	Model the way programs store and manipulate data by using numbers or other symbols to represent information.
CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.
CS.K-2.8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
CS.K-2.8.1.2.DA.4	Make predictions based on data using charts or graphs.
CS.K-2.8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Assessment

Formative Assessment

- Unit Readiness Diagnostics
- Lesson Checks
- Exit Tickets
- Teacher Observation

Summative Assessment

- Unit Assessment Performance Task
- Benchmark Tests
- Alternative Assessments: Performance Tasks & Projects

Accommodations & Modifications

Special Education

Differentiated Instruction			
Accommodate Based on Students' Individual Needs: Strategies			
Time/General • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	**Processing** • Extra response time • Have students verbalize steps • Repeat, clarify, or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	**Comprehension** • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	**Recall** • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology • Computer/whiteboard • Tape recorder • Spell-checker	**Tests/Quizzes/Grading** • Extended time • Study guides • Focused/chunked	**Behavior/Attention** • Consistent daily structured	**Organization** • Individual daily planner • Display a

• Audio-taped books	tests • Read directions aloud	routine • Simple and clear classroom rules • Frequent feedback	written agenda • Note-taking assistance • Color code materials

504

- In class/pull out support with special ed teacher Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks Graphic organizers
- Vocabulary support Mnemonic devices
- Songs/videos to reinforce concepts Limit number of questions
- Scribe Manipulatives Calculators Reteach pages Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System Another look homework video
- Practice buddy

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Manipulatives
- Math Diagnosis & Intervention System

At-risk of Failure

- Additional time during intervention time
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Manipulatives
- Calculators
- Reteach pages

- Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System
- Another look homework video
- Practice buddy

Gifted & Talented

- Independent projects
- Enrichment pages
- Online games
- Leveled Homework
- Extension Activities
- Today's Challenge

Interdisciplinary Connections

SCI.K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
SCI.K-2.ETS1.B	Developing Possible Solutions Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions, such as climate change, to other people.
ELA.RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
ELA.W.IW.1.2.B	Develop the topic with facts or other information and examples related to the topic.
HE.K-2.2.2.2.PF	Physical Fitness

Career Readiness, Life Literacies & Key Skills

Creativity and Innovation: Brainstorming can create new, innovative ideas.

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Example: Students will share ideas of multiple strategies and draw models to illustrate their perspective to the solution path they utilize to solve word problems.

Critical Thinking and Problem-Solving: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

Example: Students will work in small groups and collaborate to identify possible solutions paths to word problems, utilizing the strategies they have learned to solve addition and subtraction operations, such as place value charts, number lines, hundred chart, ten frames, etc., that could best illustrate the solution to the problem.

Digital Citizenship: Individuals should practice safe behaviors when using the Internet.

- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the Internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Example: Students will model appropriate use of all digital platforms and share examples of their work that exhibit proper use of various platforms.

Interaction of Technology and Humans: Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.

- **8.2.2.ITH.3:** Identify how technology impacts or improves life.

Example: Students will track their progress using Reveal Math or other math programs often utilized in class. Students will discuss the pros and cons of using the program with the teacher. Students will use analog and digital clocks.

Career Ready Practices

STEM Career: Landscape Architect- Students talk about the work of a landscape architect.

Students use knowledge of what different pants need to grow to plan what plants would be ideal for a garden.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.