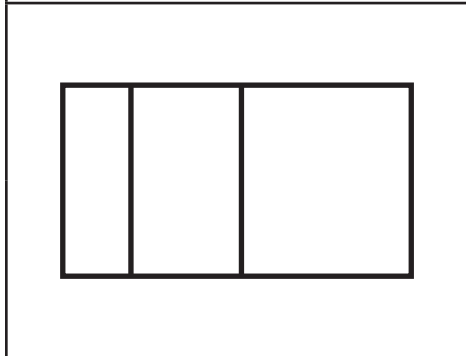
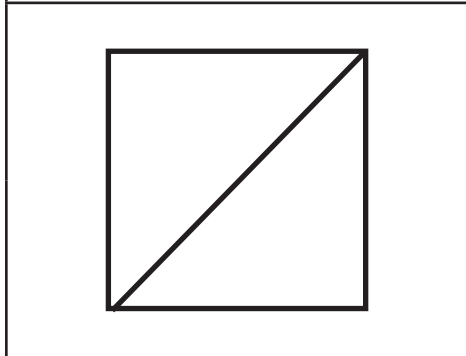
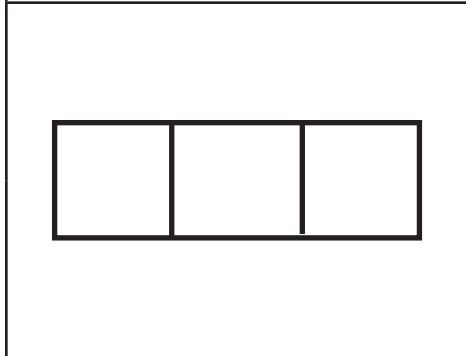
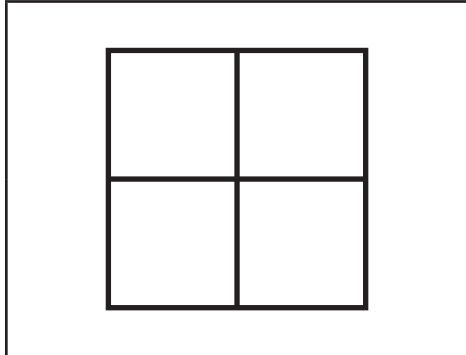
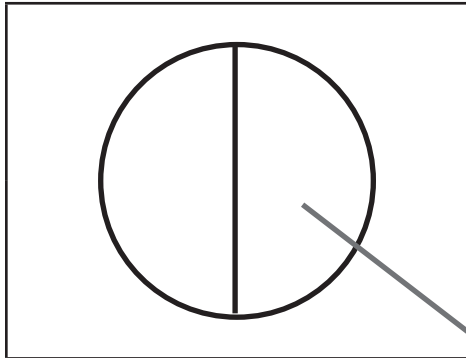


Name: _____

Partitions

Draw a line from each picture to the correct label.



fourths

sixths

halves

thirds

fifths

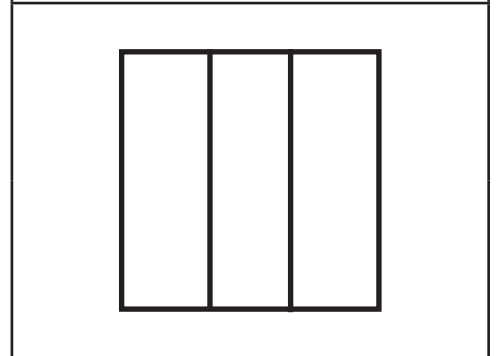
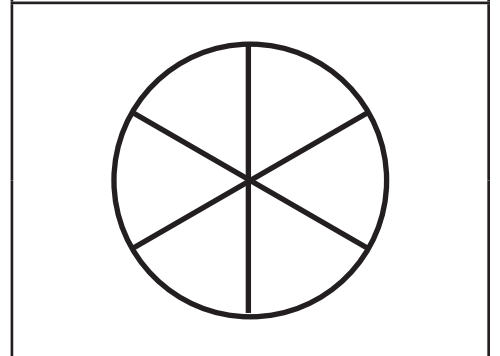
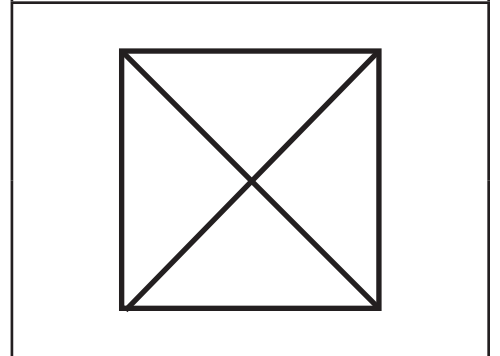
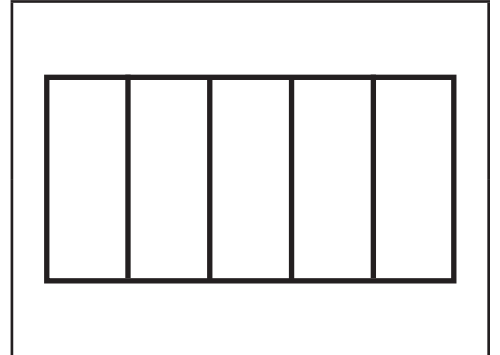
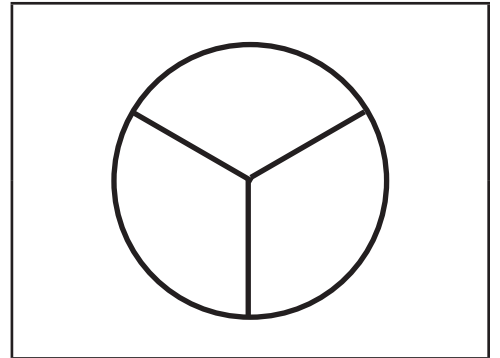
thirds

halves

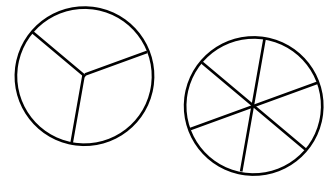
fourths

thirds

unequal parts



Teacher Notes: Partitions 1 (Grade 3)



ONLINE ACTIVITY

[Make a Match: Equal Shares](#)
[Let's Make a Pizza](#)

ESL VOCABULARY

<i>denominator</i>	<i>equal</i>	<i>half</i>	<i>halves</i>
<i>numerator</i>	<i>shares</i>	<i>unequal</i>	<i>thirds</i>
<i>fourths</i>	<i>fifths</i>	<i>sixths</i>	<i>sevenths</i>
<i>eighths</i>			

LEAD-IN ACTIVITY SUGGESTIONS

1. Ask students to talk in pairs or small groups about pizza: Do they like pizza? What's their favorite kind? How much can they eat? Draw a circle on the board to represent a pizza (or use manipulatives to demonstrate). Ask one group how many pieces each student wants, and divide the pizza evenly into that many pieces. Ask the class how many pieces of pizza there are total and how many pieces Student A wanted. Create the equivalent fraction. Turn focus to the online activities.
2. Go back to the pizza drawing (or manipulative) and divide it into unequal parts. Ask how many pieces there are, and say that a different student will get each piece. Is everyone happy with the piece they got? Why or why not? Elicit equal and unequal. Turn focus to the worksheet.

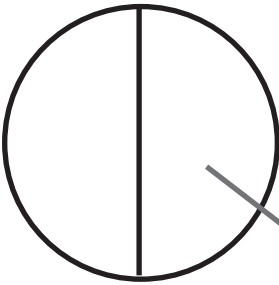
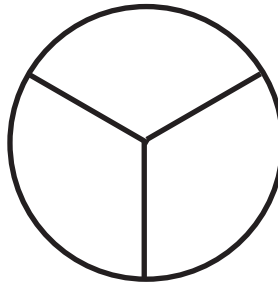
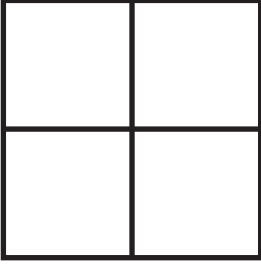


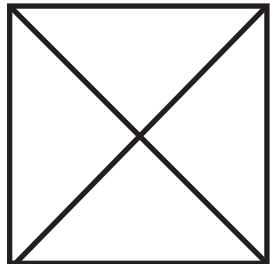
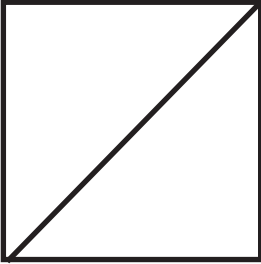
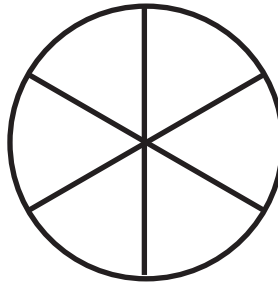
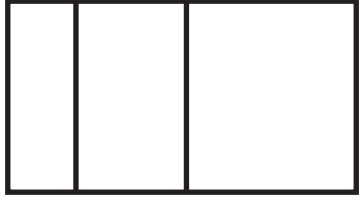
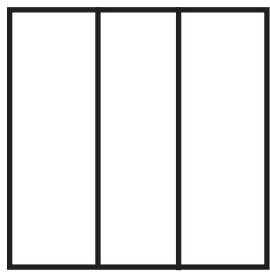
EXTENSION ACTIVITY SUGGESTIONS

1. Give each student a manipulative to work with (something that breaks into pieces but makes up one whole, such as puzzle pieces or cut portions of a paper plate, etc.). Give instructions for different fractions to make and ask students to follow along with their own pieces. For example, ask the class to demonstrate halves, and students should evenly divide their manipulatives into two groups. Then ask the class to create fourths, and so on.
2. Provide students with a set of items in a variety of colors (blocks, candies, markers, etc.). Ask students to work out the fraction each color represents of the total. Are there equal or unequal parts? This can also be done with a variety of sizes or shapes, a variety of types of coins, etc.

ADDITIONAL NOTES

1. **ESL and Special Education:** Emphasize the pronunciation of the different fractions, as the /-ths/ sound may give learners trouble.

Draw a line from each picture to the correct label.

	fourths	
	sixths	
	halves	
	thirds	
	fifths	
	halves	
	fourths	
	thirds	
	unequal parts	