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| **Clarity for Learning** |
| **Standard KY.3.G.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. |
| **Concepts (Nouns)**shapespartsequal areasunit fractionwhole | **Skills (Verbs)**partitionexpress |
| **Learning Progressions***Prerequisites:** Partition circles and rectangles into two, three, or four equal shares;
* describe the shares using the words halves, thirds, half of, a third of, etc.; and
* describe the whole as two halves, three thirds, four fourths.
* Recognize that equal shares of identical wholes need not have the same shape.

*Grade Level Skills:** Partition shapes into parts with equal areas in the context of hands-on materials (halves, thirds, fourths, sixths, eighths) using fraction pieces.
* Partition shapes into parts with equal areas with visual models (drawings/pictures) (halves, thirds, fourths, sixths, eighths)
* Express the area of each part as a unit fraction of the whole.

*Clarifications:*Partitioned parts should be halves, thirds, fourths, sixths, eighths. Students partition a shape into 6 parts with equal areas and describe the area of each part as 1/6 of the area of the shape. KY.2.G.3→KY.3.G.2 (KY.3.NF.1) |
| **Learning Intentions (I am learning to...)** | **Success Criteria (I know I’m successful when...)** |
| Partition shapes into equal parts and identify those parts. | * I can partition shapes into parts with equal areas using manipulatives.
* I can partition shapes into parts with equal areas using drawings and pictures.
* I can state how many equal parts the shape is divided or partitioned into (ex. four equal parts, three equal parts, etc.).
* I can identify the unit fraction that each piece represents once the shape has been divided or partitioned (ex. each part is ¼ of the total area of the rectangle).
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