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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)**  shapes  parts  equal areas  unit fraction  whole | | **Skills (Verbs)**  partition  express | |
| **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). | |