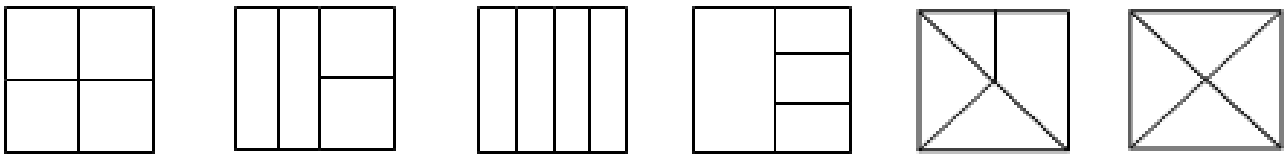
Name _____

Some students partitioned a rectangular cake in different ways.

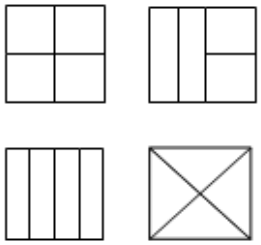
<u>Circle</u> each cake that is correctly partitioned into <u>fourths</u>.



A **B** **C** **D** **E** **F**

Explain your reasoning.

Standard(s)	**2.G.3** 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.
Materials	SF, Paper, pencil
Task	Provide materials to the student. Read the problem to the student: *Some students partitioned a rectangular cake in different ways. Look at each cake. Is each cake partitioned into fourths? Explain your reasoning.*

Continuum of Understanding		
Developing Understanding	• Incorrectly circles one or more cakes that are not partitioned into fourths. • Circles some cakes that are partitioned into fourths, but not all. • • Justification does not include an understanding that each cake needed to be partitioned into 4 pieces. • Explanation did not include an understanding that each fractional part needs to be the same size.	<u>Solution:</u>  **<u>Note</u>**: Although each fractional piece may not be the same shape, the size (area) of each fractional piece has the same area. Each piece represents one-fourth of the whole rectangular cake.
Complete Understanding	• Correctly circles all cakes correctly partitioned into fourths. • Explanation includes an understanding that there needs to be four pieces and that each fractional piece needs to be the same size.	