

Lesson 2: Name Parts as Fractions

Standards Alignments

Building On	2.G.A.3
Addressing	3.G.A.2, 3.NF.A.1
Building Towards	3.NF.A.1

Teacher-facing Learning Goals

- Express the area of each part as a unit fraction of the whole.
- Partition shapes into halves, thirds, fourths, sixths, and eighths.

Student-facing Learning Goals

- Let's use fractions to describe parts.

Lesson Purpose

The purpose of this lesson is for students to partition shapes into equal parts and express each equal-size part as a unit fraction.

Previously, students partitioned rectangles that each represented 1 into fractional parts by folding. They now draw lines to partition a shape and use the fraction notation they learned to label each part as a unit fraction and describe a shaded part as a unit fraction. This lesson is the first time that students work with fraction strips, which will be used multiple times in the unit.

Access for:

Students with Disabilities

- Engagement (Activity 1)

English Learners

- MLR8 (Activity 2)

Instructional Routines

Which One Doesn't Belong? (Warm-up)

Materials to Copy

- Partition the Strips (groups of 2): Activity 1

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

What student strategies surprised you in today's lesson? How will you build on those strategies as students develop ideas about fractions?

Cool-down (to be completed at the end of the lesson)

 5 min

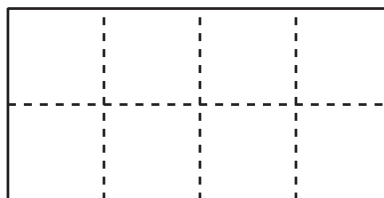
Label the Parts

Standards Alignments

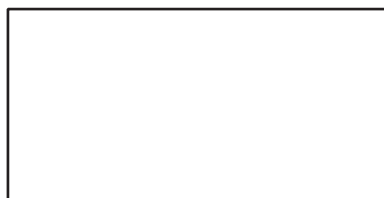
Addressing 3.G.A.2, 3.NF.A.1

Student-facing Task Statement

1. Label each part with the correct fraction.



2. Partition and shade the rectangle to show $\frac{1}{4}$.



Student Responses

1. Student labels each part with $\frac{1}{8}$.
2. Any drawing that shows 4 equal parts and 1 shaded part is acceptable. Sample responses:

