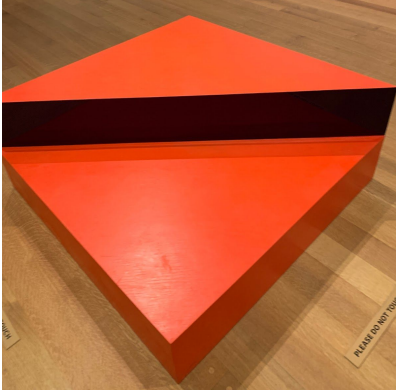


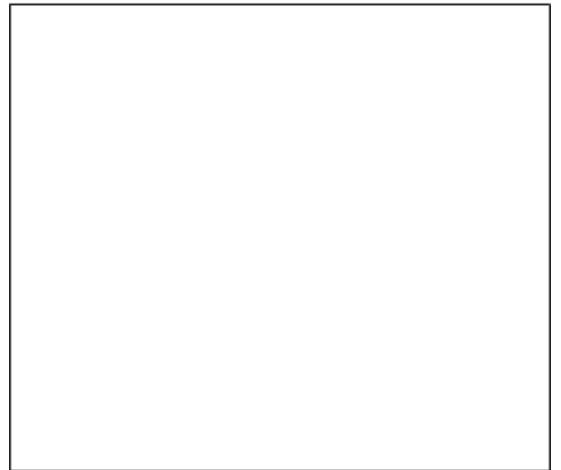
Name: _____

A



What fraction is this square sculpture partitioned into?

Sketch



Sketch what it would look like to partition the current fraction in half again. Now what fraction would the whole square be partitioned into?

B



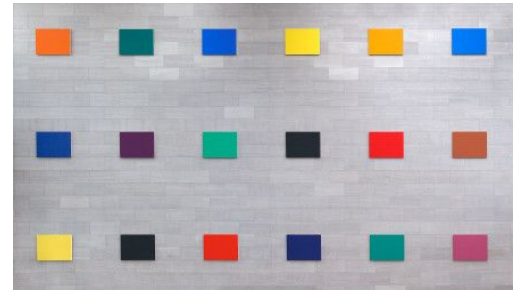
What fraction of the pies is sitting on top of the glass case?

Sketch



Sketch what it would look like to partition that pie into the same fraction you just found.

C Look at the set of rectangles.
How many parts make up the whole set?



What fraction of the rectangles are blue or green?

Is that more or less than half of the rectangles? How do you know?

How could you change it to make exactly half the rectangles blue or green?

D



How many parts is this painting divided into?

Would you call these fifths? Why or why not?

Sketch



Sketch what it might look like if the artist painted this as fifths.

E



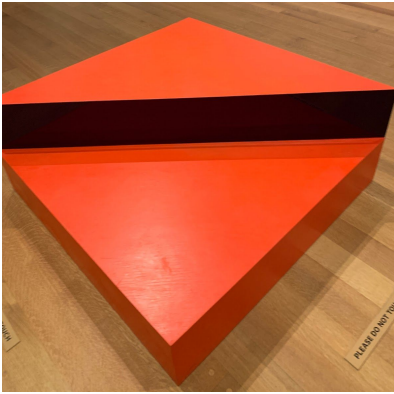
- Look closely at the cake in the top right corner. It is $\frac{1}{2}$ of the cake. Sketch what the **whole** cake would look like.
- Look at the yellow cake in the front row. Notice it has layers of cake and frosting. What fractional unit represents the total layers of the cake?
- Mr. Thiebaud sliced the cake on the left of the middle row into 8 equal pieces. He will be sharing the cake equally with 15 friends and have a piece himself. What should he do now? Write and sketch your thinking.

F. Bonus: Where else do you see fractions?

Record the name of the piece of artwork or object and sketch what you see!

Name: _____

A

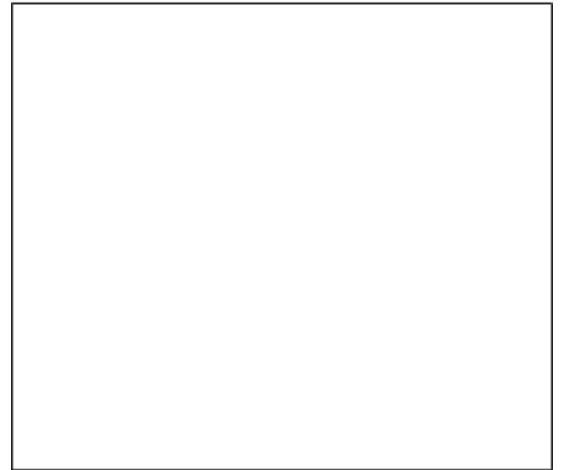


What fraction is this square sculpture **partitioned** into?

Halves or $\frac{2}{2}$

Misconception: $\frac{1}{2}$ (unless the student is defending the idea that $\frac{1}{2}$ is raised and $\frac{1}{2}$ is lowered)

Sketch what it would look like to **partition** the fraction in half again. Now what fraction would the whole square be partitioned into?



B



What fraction of the pies is on top of the glass case? **One sixth or $\frac{1}{6}$**

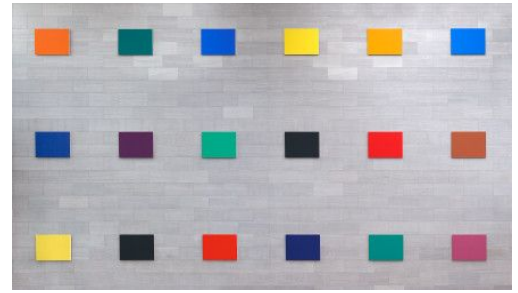
Big idea: fractions can be equal parts of a **set** not just part of a whole object. In this case the group of pies is a set.

Sketch

Sketch what it would look like to **partition** that pie into the same fraction you just found.



C Look at the set of rectangles.
How many parts make up the whole set?
18



What fraction of the rectangles are blue or green?
7/18

Is that more or less than half of the rectangles? How do you know?
Less than half because half of 18 is 9.

How could you change the artwork to make exactly half the rectangles blue or green? **You could swap a red and yellow with a blue and green (or any other way).**

D



How many parts is this painting divided into? **5**

Would you call these fifths? Why or why not?
No, because fifths means five equal parts and these parts are not all equal.

Sketch



Sketch what it might look like if the artist painted this as fifths.

E



- d. Look closely at the cake in the top right corner. It is $\frac{1}{2}$ of the cake. Sketch what the **whole** cake would look like.

(Sketch a whole circle with a partition down the middle.)

(Misconception: students may partition the half in half again instead of creating a whole.)

- e. Look at the yellow cake in the front row. Notice it has layers of cake and frosting. What **fractional unit** represents the total layers of the cake?

(3 thirds, $\frac{3}{3}$)

- f. Mr. Thiebaud sliced the cake on the left of the middle row into 8 equal pieces. He will be sharing the cake equally with 15 friends and will have a piece himself. What should he do now? Write and sketch your thinking.

(Slice each piece in half to create 16 equal pieces.)

F. Bonus: Where else do you see fractions?

Record the name of the piece of artwork or object and sketch what you see!