



Topic A

Partitioning a Whole into Equal Parts

3.G.2, 3.NF.1

Focus Standard:	3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.</i>
Instructional Days:	4	
Coherence	-Links from: G2–M8	Time, Shapes, and Fractions as Equal Parts of Shapes
	-Links to: G4–M5	Fraction Equivalence, Ordering, and Operations

In Topic A, students partition a whole using a ruler to precisely measure equal parts. They then see how cups can be used to measure equal parts of water. From there, students are invited to fold fraction strips and then estimate to draw pictorial models. The topic culminates in an exploration, wherein they model a designated fraction with a meter string, 12 ounces of water, 200 grams of clay, a $4'' \times 4''$ square, a $12'' \times 1''$ strip, and a $6'' \times 2''$ strip. Students then tour the fraction displays created by their peers and analyze their observations. They specify that the whole contains a certain number of equal parts.

A Teaching Sequence Toward Mastery of Partitioning a Whole into Equal Parts

- Objective 1:** Specify and partition a whole into equal parts, identifying and counting unit fractions using concrete models.
(Lesson 1)
- Objective 2:** Specify and partition a whole into equal parts, identifying and counting unit fractions by folding fraction strips.
(Lesson 2)
- Objective 3:** Specify and partition a whole into equal parts, identifying and counting unit fractions by drawing pictorial area models.
(Lesson 3)
- Objective 4:** Represent and identify fractional parts of different wholes.
(Lesson 4)