# 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) 5min

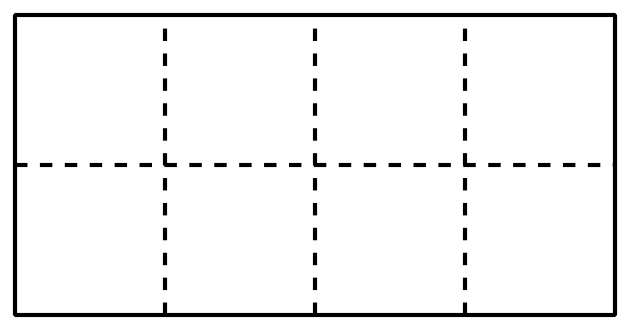
Label the Parts

### Standards Alignments

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

### Student-facing Task Statement

1. Label each part with the correct fraction.

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1. Partition and shade the rectangle to show .

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### Student Responses

1. Student labels each part with .
2. Any drawing that shows 4 equal parts and 1 shaded part is acceptable. Sample responses:

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