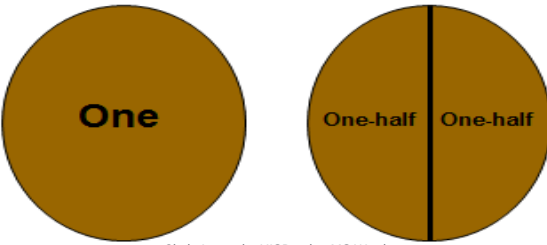
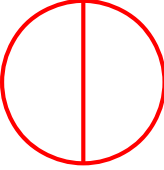
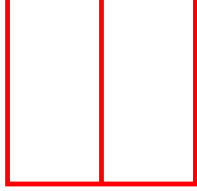
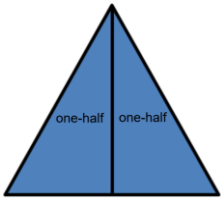


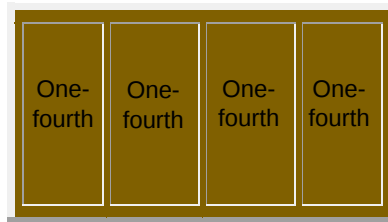
Monday – 20-25 minutes	
Activity / Task	Cut out all the circles. Place the circles in a pile. Choose one circle.  Circle Image by HISD using MS Word <i>Read math story:</i> Camilla has a whole cookie to share with a friend. How can Camilla partition the cookie so that each friend has an equal part? Fold the circle to make two equal shares.  Circle Image by HISD using MS Word Repeat with all the circles. Write 3 things you learned about partitioning circles into two equal parts. Draw 2 examples of a circle portioned into two equal parts. Write 1 question or 1 conclusion about what you have learned.
Resources	Circles

Tuesday – 20-25 minutes	
Activity / Task	Look at the 2-dimensional shapes shown below. They are all partition into halves.  Shape Image by HISD using 1,2,3 Math Fonts  Shape Image by HISD using 1,2,3 Math Fonts  Shape Image by HISD using 1,2,3 Math Fonts Use the shapes in the “Show Halves” resource. Draw lines to partition the shapes into two equal parts. Make sure you label each of these parts as shown on the triangle below.  Shape Image by HISD using MS Word
Resources	Show Halves

Wednesday – 20-25 minutes

Activity / Task

Look at the candy bar shown below. Can you share the candy bar among four friends equally? Why? or why not?



Read math story: Remember that each piece must be partition into equal pieces.

Alexis has a brownie to share equally with herself and three other friends. How should Alexis partition the brownie?



Repeat partitioning shapes into fourths using Shapes resource.

Practice partitioning the shapes into four equal parts.

Resources

Shapes (square, rectangle, circle and hexagon)

Thursday – 20-25 minutes

Activity / Task

Which Part will I Share? Half or Fourth?

Which shape shows two equal parts? Which shape shows four equal parts? How do you know?

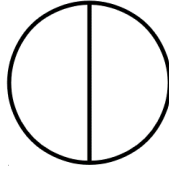


Image by HISD Curriculum using 1.2,3 Math Fonts

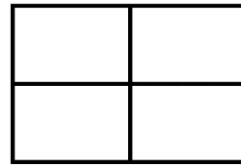


Image by HISD Curriculum using 1.2,3 Math Fonts

Read math story:

Jack has a sandwich to share with a friend. How should Jack partition the sandwich?



Image by OpenClipart-Vectors from Pixabay

Look at the shapes partitioned into halves and fourths in the table. Which partition would work best for Jack and his friend? Why? How do you know?

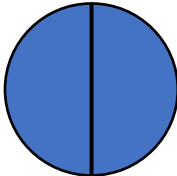
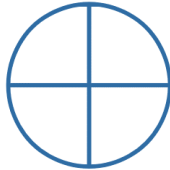
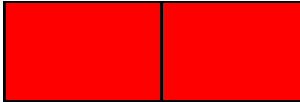
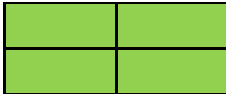
Halves	Fourths
	
	

Image by HISD Curriculum using 1.2,3 Math Fonts

Use the Halves and Fourths resource to sort shapes that have been partition into two or four equal parts. Remember the partitions must be equal.

Resources

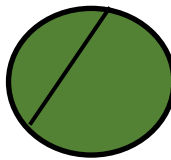
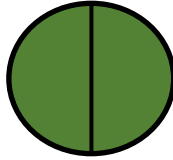
Halves and Fourths

Friday – 20-25 minutes

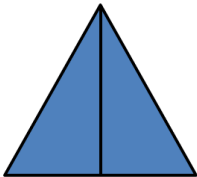
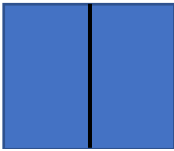
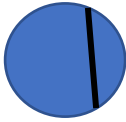
Activity / Task

**Do You
Represent My
Half?**

Which circle represents one half? How do you?



Look at the examples and non-examples. Which is an example of an equal share? How do you know? Can you find a shape partitioned into two equal parts?

Examples	Non-Examples
 Image by HISD Curriculum using MS Word  Image by HISD Curriculum using MS Word	 Image by HISD Curriculum using MS Word  Image by HISD Curriculum using MS Word
Create your own example.	Create your own non-example.

Use the Examples and Non-Examples resource and Shapes resource to sort shapes that have been partitioned into two or four equal parts. Remember the partitions must be equal!!!

Resources

Examples and Non-Examples
Shapes

Monday – 20-25 minutes

Activity / Task

Collect objects that have different lengths: a notebook, an eraser, a marker and a pencil.



Image by HISD Curriculum using iPhone

Place the objects on the table and order them from shortest to longest.

Answer the following questions on a sheet of notebook paper using complete sentences:

- Is the notebook longer or shorter than the eraser?
- Which item is the longest?
- Is the pencil longer or shorter than the marker?
- Which item is the shortest?
- Is the marker longer or shorter than the eraser?

Resources

Objects (Examples: Notebook, eraser, marker and pencil)
Sheet of paper

Tuesday – 20-25 minutes

Activity / Task

Collect objects of different lengths (examples: a pencil, a book, a glue stick, a crayon) and set of same-sized objects (examples, paperclips, beans, craft sticks, erasers etc.).

Place the objects on a table.

Draw each object of different length on a sheet of paper (leaving space under each drawing).

Example using paperclips:

Predict how many same-sized objects you are going to use to measure the length of each object (write you prediction next to your drawing).



Measure the length of each object, using the paperclips.

Write about how many paperclips each item measured in length and draw the paperclips below each item. Use a complete sentence to say the length.

Example:



The pencil measured about 4 paperclips in length.

Compare your estimate measurement and your actual measurement.

Write a complete sentence using comparative language (example: “My estimate of ____ paperclips was greater than my actual measurement of ____ paperclips.”)

Repeat the activity with the objects collected: pencil, book, glue stick and crayon.

Resources

Set of same-sized objects (Examples: paperclips, beans, craft sticks, crayons, erasers)
Objects to measure (Examples: a pencil, a book, a glue stick, a crayon)
Sheet of paper

Wednesday – 20-25 minutes

Activity / Task

Collect objects of different lengths (examples: sheet of paper, a book, a spoon, water bottle) and a set of small objects of the same size (example: beans)

Place the objects on a table.

Draw each object on the sheet of paper.

Example using sheet of paper and beans:

Predict how many **beans**, you are going to use to measure the length of the object.

Write your prediction, using a complete sentence (example: The sheet of notebook paper is about ____ beans long).

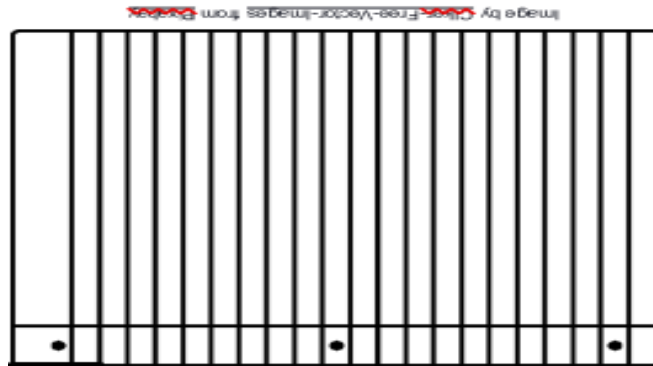


Image by HISD Curriculum using MS Word

Measure the length of each object with the beans and write a complete sentence using your actual measurement (example: The sheet of notebook paper measured about ____ beans).

Repeat the activity with all the objects of different lengths.

Resources

Objects of different lengths (examples: sheet of notebook paper, book, spoon, and water bottle)
Beans
Pencil
Sheet of paper

Thursday – 20-25 minutes

Activity / Task	Collect a hand full of paperclips, a hand full of beans, a toothpaste tube, a toilet paper roll, toothbrush, and pencil. Place the objects on a table. Draw the objects on a sheet of paper. Estimate which object requires more (or fewer) beans or paper clips, to measure the length of. Use the following sentence stem to complete your estimation. • I know that it will take more (less) _____ to measure the length of a _____? Predict how many beans, you are going to use to measure the length of each object. Predict how many paper clips, you are going to use to measure the length of each object. Use the following sentence stems to complete your prediction. • I predict it will take more _____ beans to measure the length of the toothpaste tube. • The toothpaste tube is about _____ beans long. • The toothpaste tube is about _____ paperclips long. • It took more _____ beans than _____ paperclips to measure the length of the toothpaste tube. Measure the length of the objects using both the beans and the paper clips and record the measurements next to the picture. Repeat this activity with the different-sized objects: a toothpaste tube, a toilet paper roll, a toothbrush and a washcloth.
Resources	Objects to measure (Example: toothpaste tube, a toilet paper roll, a toothbrush or a pencil) Sheet of paper Paper clips Beans

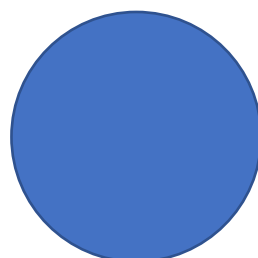
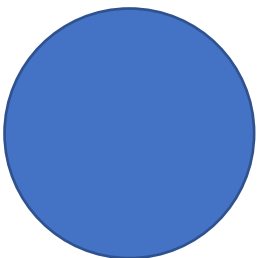
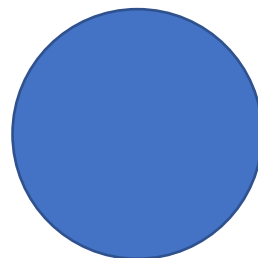
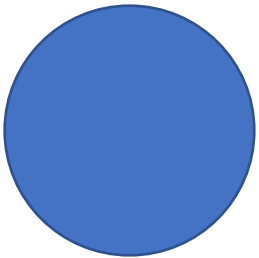
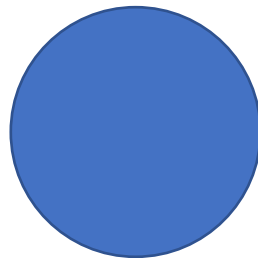
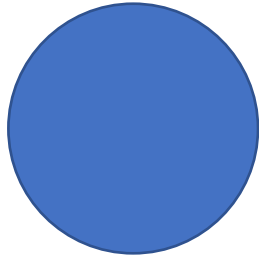
Friday – 20-25 minutes

Activity / Task	Collect a hand full of paperclips, hand full of beans, a picture frame, a Kleenex box, a table mat or a backpack. Place the objects on a table. Draw the objects on a sheet of paper. Use the sentence stems below to complete your predictions, using the paperclips and beans as measurement tools. • I predict that it will take more _____ than _____ to measure the length of the _____. • I estimate that the _____ is about _____ long. • I estimate that the _____ is about _____ long. Use the sentence stems below to complete your measurements, using the paperclips and beans as measurement tools. • The _____ is about _____ long. • The _____ is about _____ long. • It took more _____ than _____ to measure the length because _____. Repeat this activity with the objects collected: a marker, picture frame, Kleenex box, table mat and backpack.
Resources	Objects: Marker, picture frame, tissue box, table mat or backpack Paperclips and beans Sheet of Paper Pencil

Circles

Directions:

- Cut out all the circles.
- Choose one circle.
- Fold the circle into two equal parts.



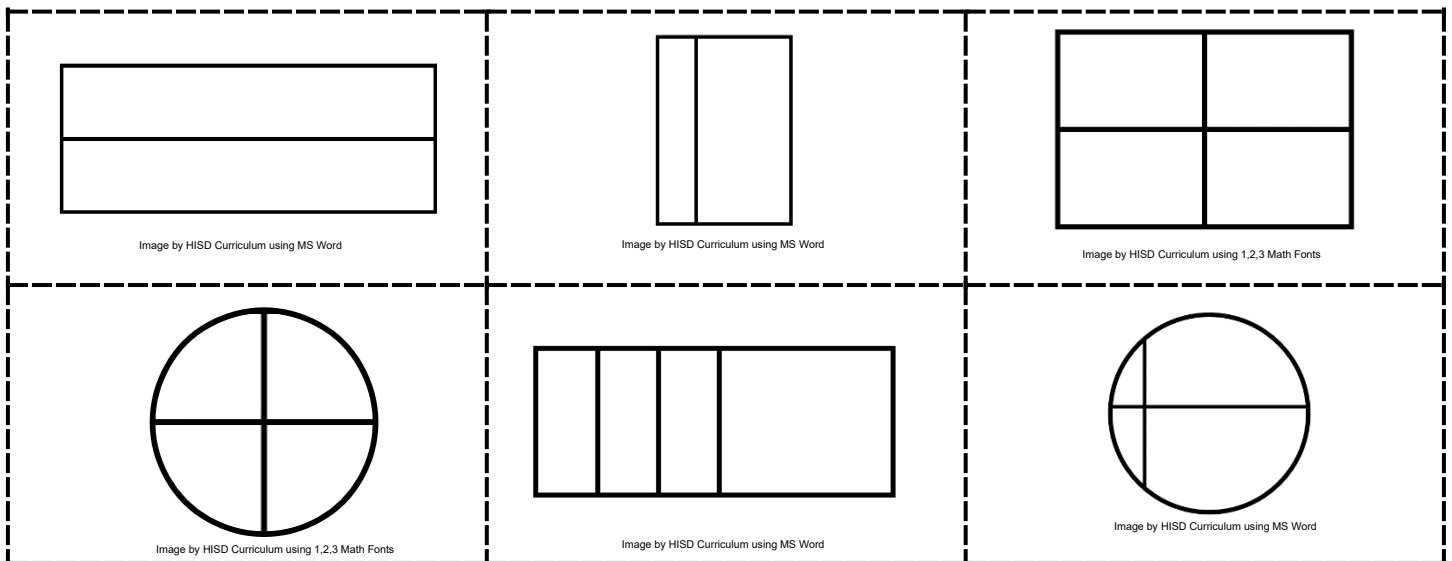
Examples and Non-Examples

Directions:

- Cut out the shapes cards.
- Sort the shape cards into two groups, examples and non-examples of shapes partition into equal parts onto the chart.

Examples	Non-Examples

Cut shape cards along the dotted lines.



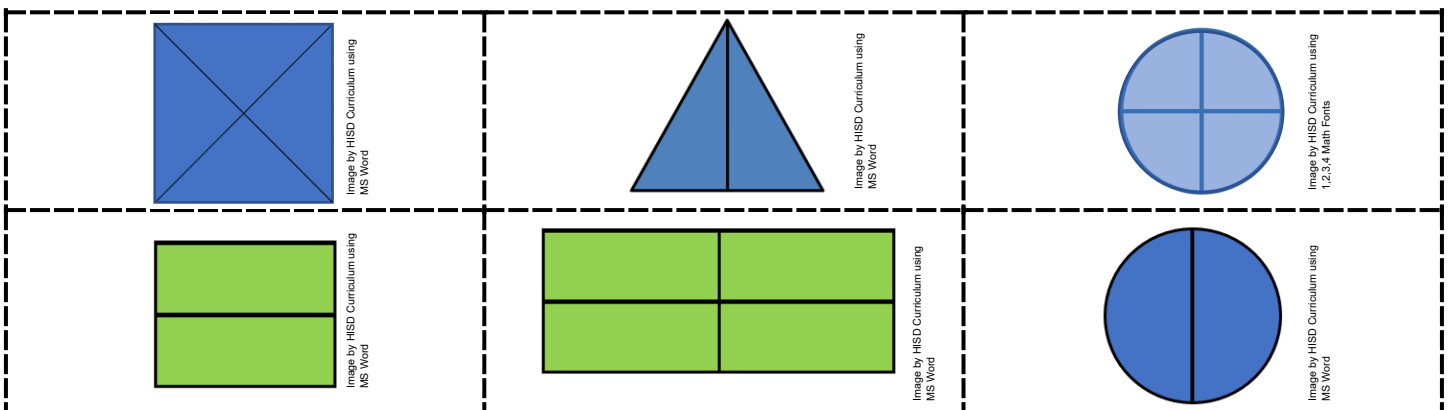
Halves and Fourths

Directions:

- Cut out the shapes cards.
- Sort the shape cards into two groups, halves or fourths onto the chart below.

Halves	Fourths

Cut shape cards along the dotted lines.

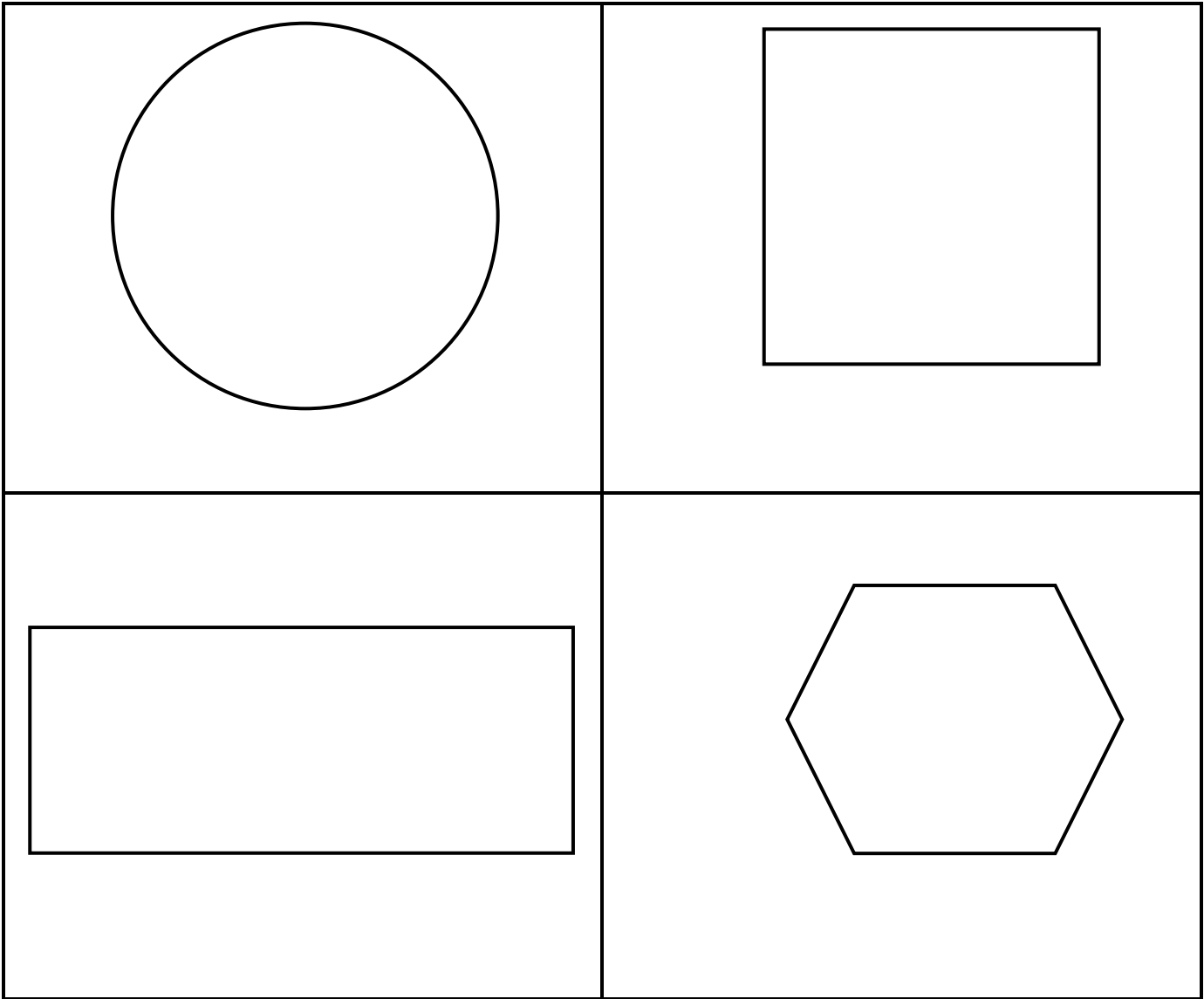




Shapes

Directions:

- Draw lines to partition the shapes into four equal parts.
- Label each of the parts you created.



Show Halves

Directions:

- Draw lines to partition the shapes into two equal parts.
- Label each of the parts you created.

