## Unit 6 Lesson 8: Are All Pieces Created Equal?

### WU Number Talk: 5 Ones (Warm up)

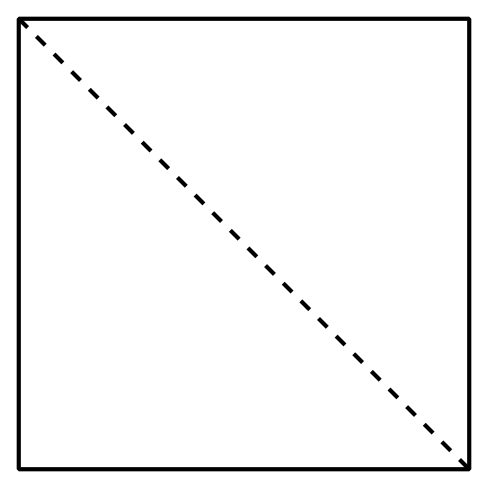
#### Student Task Statement

Find the value of each expression mentally.

### 1 Make Quarters and Halves

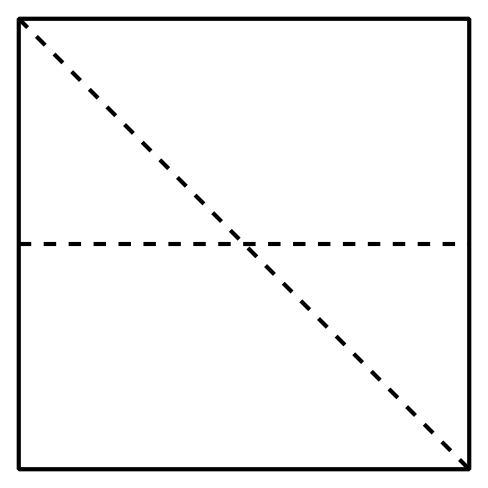
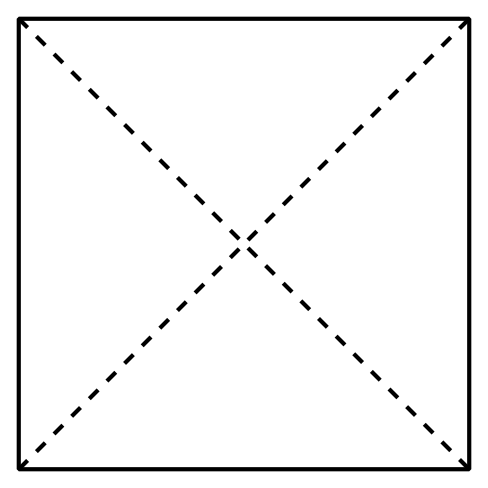
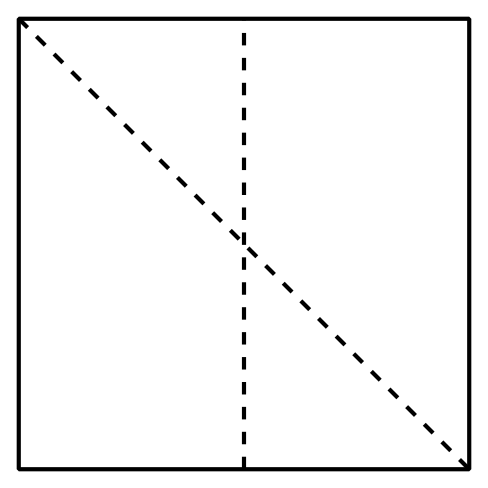
#### Student Task Statement

Lin wanted to partition this square into quarters. She started by splitting the square into halves.

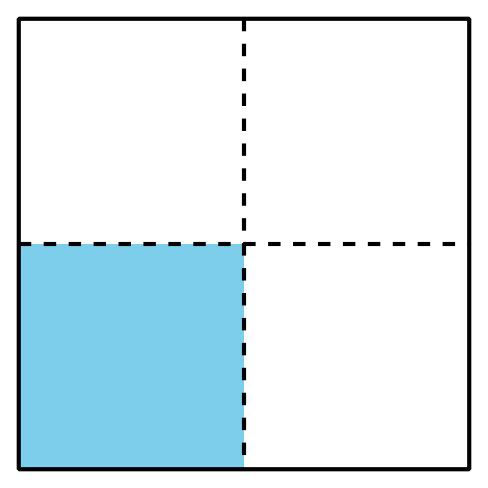
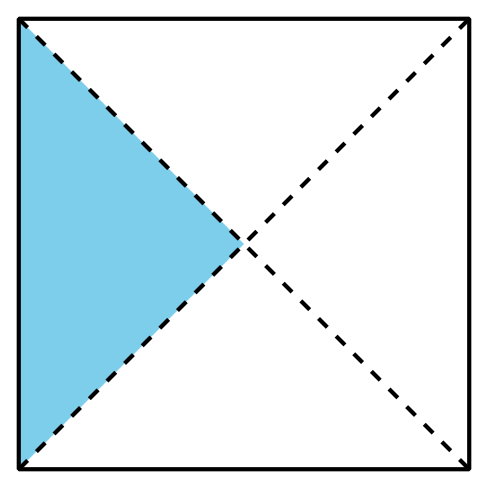


After she drew the first line, she tried 3 different ways to make fourths.

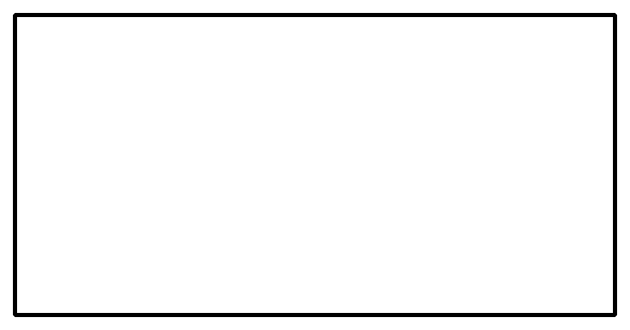
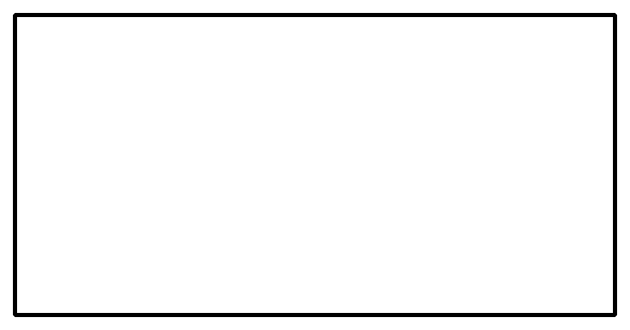
1. Which of these shows fourths or quarters? Explain and share with your partner.

* A
* B
* C

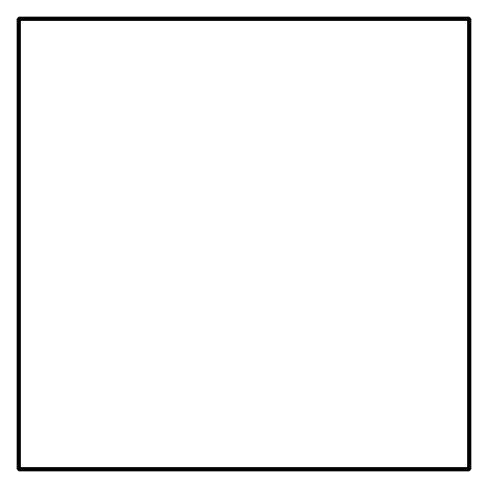
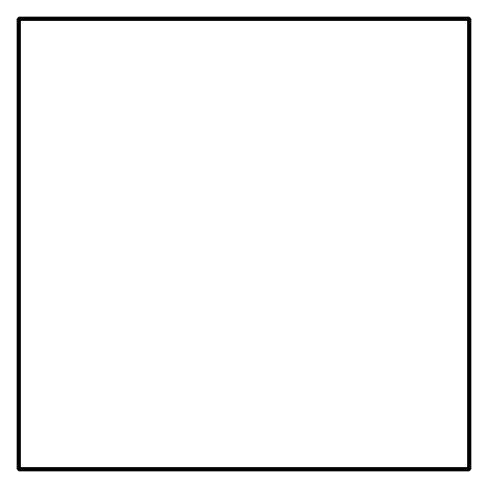
1. Name the shaded piece.

* A
* Shape A has a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shaded.
* B
* Shape B has a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shaded.

1. Show 2 different ways to partition the rectangle into quarters or fourths. Shade in a fourth of each rectangle.

* 
* 

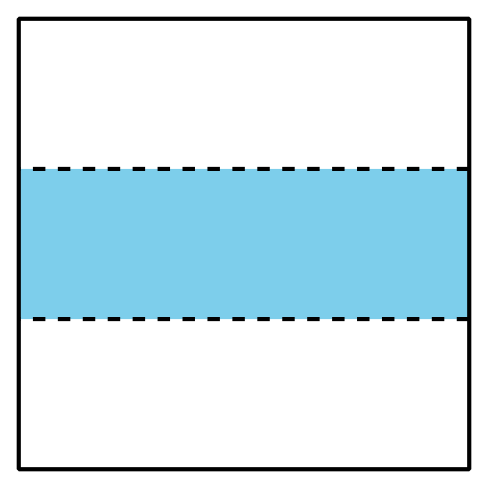
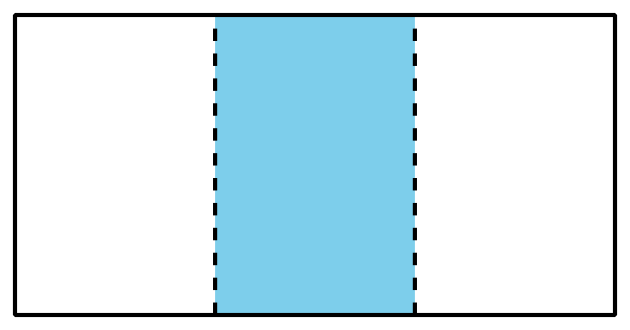
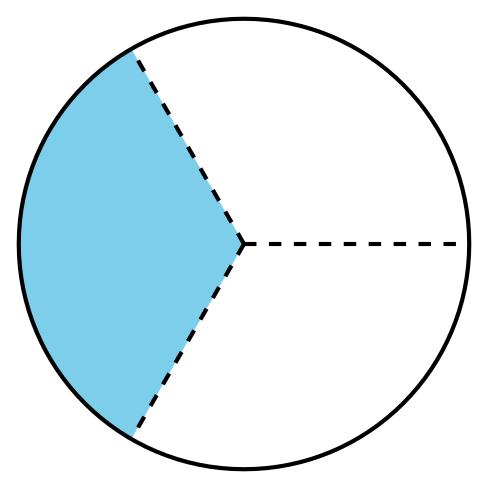
1. Show 2 different ways to partition the square into halves.  
   Shade in a half of each square.

* 
* 

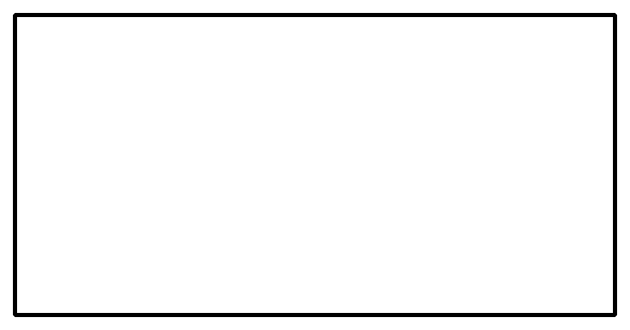
### 2 Make Equal Pieces

#### Student Task Statement

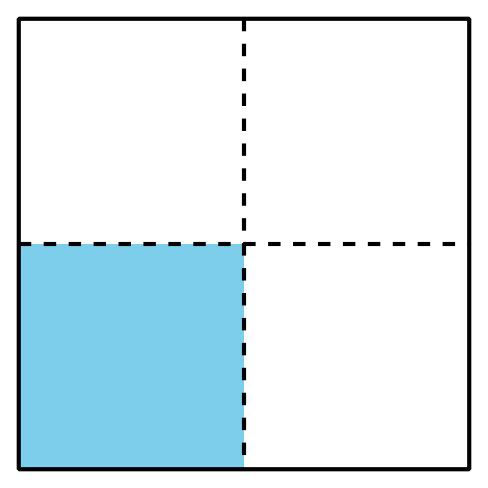
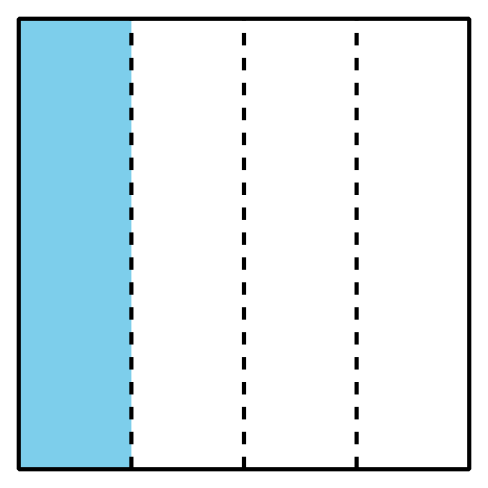
1. Lin, Mai, and Andre were asked to shade in a third of a shape.

* Lin
* 
* Mai
* 
* Andre
* 
* Do all their shapes show a third shaded? Explain and share with a partner.

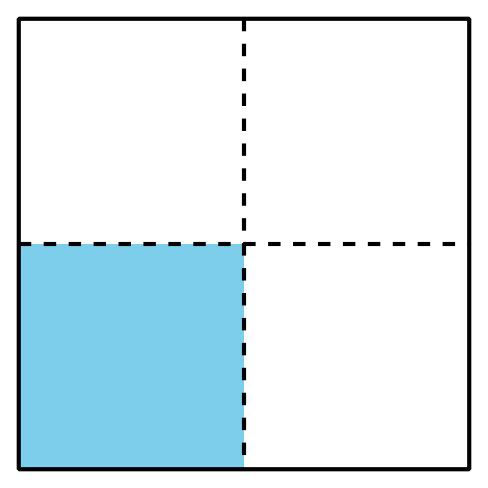
1. Partition the rectangle into thirds and shade a third of the shape.

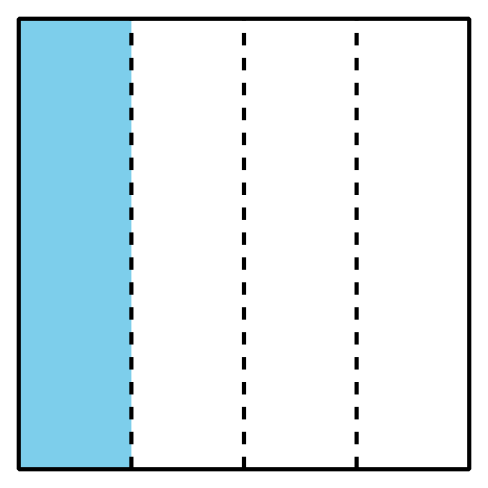
* 

1. Diego’s dad made 2 square pans of cornbread and sliced them up for the family.

* Diego’s Brother
* 
* Diego’s
* 
* Diego’s little brother was upset because he thought his piece of cornbread was smaller than Diego’s. What would you tell him?

#### Images for Activity Synthesis







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