

## Lesson 2: Nombremos partes como fracciones

### 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

- Usemos fracciones para describir partes.

### 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, Spanish (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)

🕒 5 min

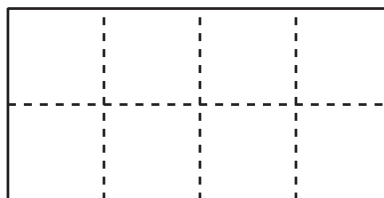
Marca las partes

### Standards Alignments

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

### Student-facing Task Statement

1. Marca cada parte con la fracción que le corresponde.



2. Parte y colorea el rectángulo para mostrar  $\frac{1}{4}$ .



### Student Responses

1. Student labels each part with  $\frac{1}{8}$ .
2. Any drawing that shows 4 equal parts and 1 shaded part is acceptable. Sample responses:

