STEMscopes TEXAS MATH
POWERED BY ACCELERATE LEARNING

Grade 1

Lesson Sample

Content Review

Built for Texas Math

Table of Contents

A Math Program for Texas Educators

GUIDED LESSON TOUR

Welcome to Your Lesson Sample

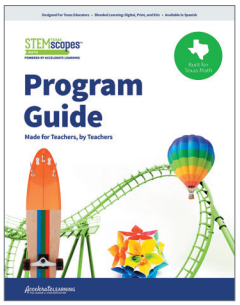
The following pages feature resources that mirror what teachers and students can access digitally. Each section includes clear navigation steps that seamlessly guide you through the content online, ensuring quick and easy access. Look for red circle callouts in the top left corner, which correspond directly to the titles of online documents.

Our lessons are also referred to as Scopes online. Scopes are built on a solid foundation of proven educational strategies, featuring a wealth of resources and materials fully aligned to the TEKS.

From our online platform, you can:

- Personalize your experience by bookmarking your favorite elements, crafting lesson plans, and effortlessly managing your students and classes.
- Access detailed preparation instructions, facilitation prompts, discussion questions, and sample student answers, providing everything you need for successful hands-on learning.
- Preview assignments from the student's view.
- Assign activities and assignments to students digitally, grade submissions, and provide feedback seamlessly within our user-friendly interface.
- Download and print files for added flexibility!

Explore the STEMscopes Texas Math Program Guide for a deeper dive into our lesson design and comprehensive program details.



Log In and Review!

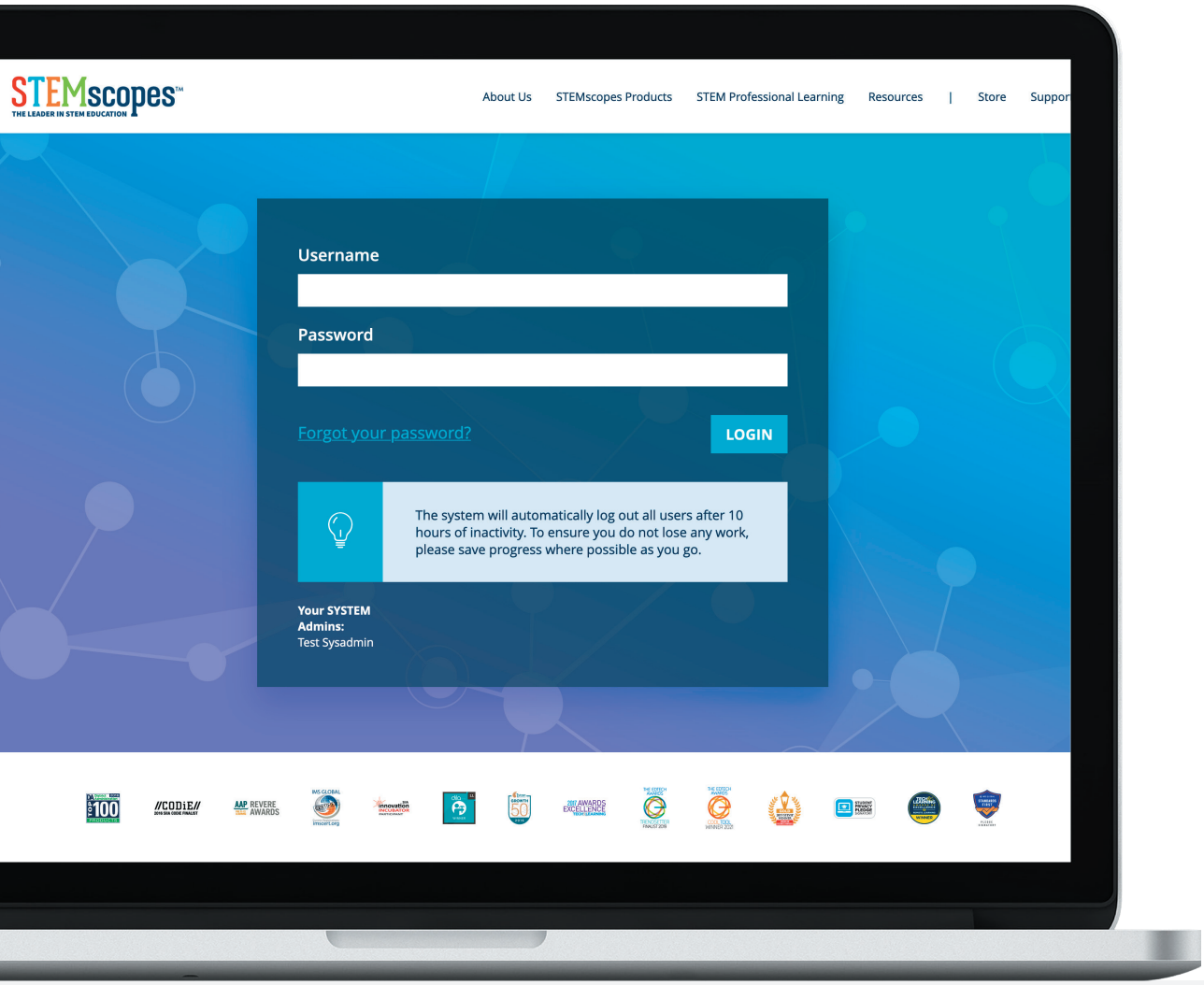
The entire STEMscopes Texas Math curriculum is online.

Use the **navigation steps** to follow along online and explore all that STEMscopes Texas Math offers educators and students.

Access our full curriculum online in two easy ways:

1. Log in using your district's unique review URL and credentials.
2. Sign up at ***accelerateLearning.com/math/tx***.

All student digital and print resources are available in English and Spanish.



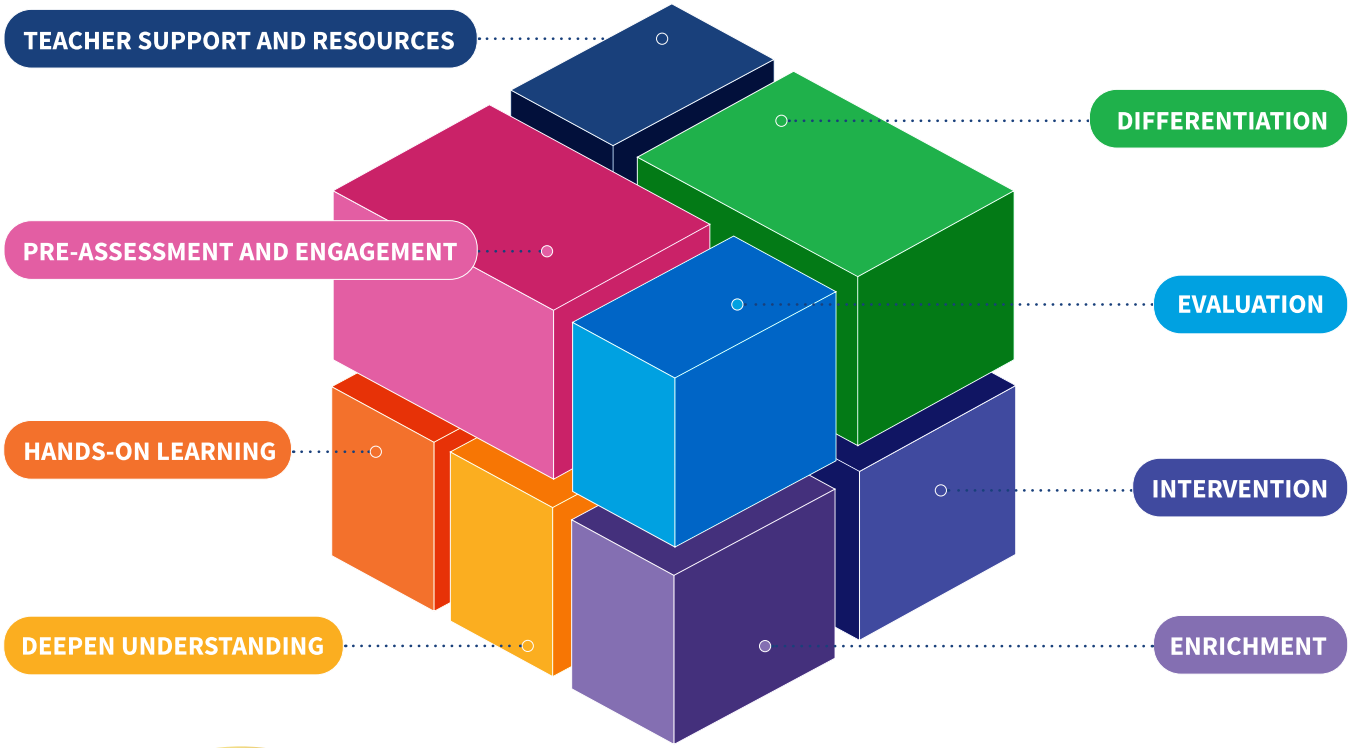
AccelerateLEARNING
THE LEADER in STEM EDUCATION

Lesson Design

A Comprehensive Math Solution

Each lesson is intentionally designed to provide teachers and students with everything they need for engaging and meaningful math instruction and learning.

Everything You Need, All In One Place



Grade 1 Lessons

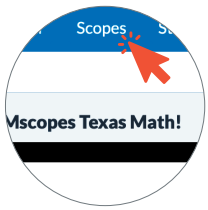
LESSON	TEKS
Add and Subtract within 10	1.3B, 1.3C, 1.3E, 1.5D
Add and Subtract within 20	1.3B, 1.3E, 1.5D
Addition and Subtraction Strategies	1.3D, 1.5E, 1.5F, 1.5G
Addition and Subtraction Problem Solving	1.3F
Data Analysis	1.8A, 1.8B, 1.8C
Two-Dimensional Shapes	1.6A, 1.6B, 1.6C, 1.6D, 1.6F
Three-Dimensional Solids	1.6B, 1.6E
Fractions	**1.6G, 1.6H**
Time	1.7E
Length	1.7A, 1.7B, 1.7C, 1.7D
Compose and Decompose Numbers to 120	1.2B, 1.2C, 1.3A, 1.5A, 1.5B, 1.5C
Compare and Order Numbers to 120	1.2A, 1.2D, 1.2E, 1.2F, 1.2G
Money	1.4A, 1.4B, 1.4C
Personal Financial Literacy	1.9A, 1.9B, 1.9C, 1.9D

Grade 1, Fractions

NAVIGATION STEPS

Log In

Use Your Credentials

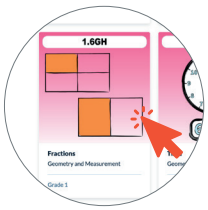


Click Scopes

Click on Scopes in the Blue Navigation Bar

Filter

Filter to 1st Grade on the Left-Hand Side



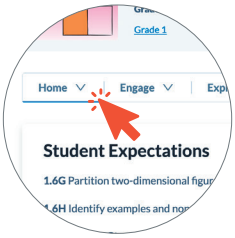
Select Tile

Select and Click on the Fractions Scope Tile

Home | Engage | Explore | Explain | Elaborate | Evaluate | Intervention | Acceleration

Home

NAVIGATION STEPS



Click Home

Click on Home in the White Menu Bar

Review Content

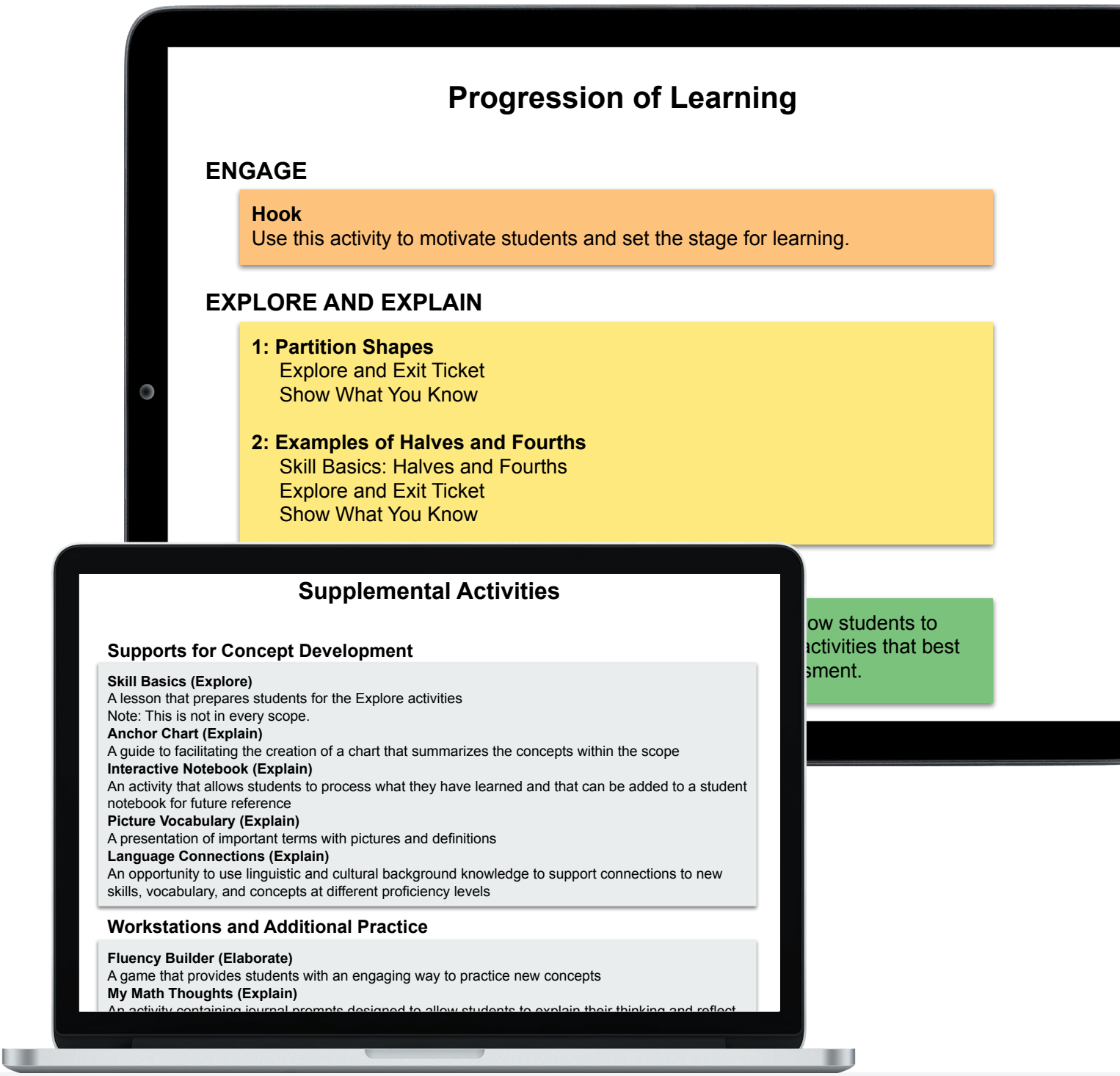
Use the Dropdown to Review Teacher Support and Resources

Our program is built by practicing and former teachers, so we know what you need to teach and that your curriculum should provide it all.

Each lesson starts with a tailored **Home** section with planning essentials, including a daily lesson calendar, comprehensive standards analysis, and letters for communicating with families.

SCOPE OVERVIEW

The Scope Overview provides a comprehensive insight into the key components that enable teachers to deliver a well-rounded and effective learning experience. It includes a Progression of Learning, which details the essential elements for mastering the standards and offers Supplemental Activities that present various options for assessment, intervention, and enrichment of the core content.



CONTENT SUPPORT

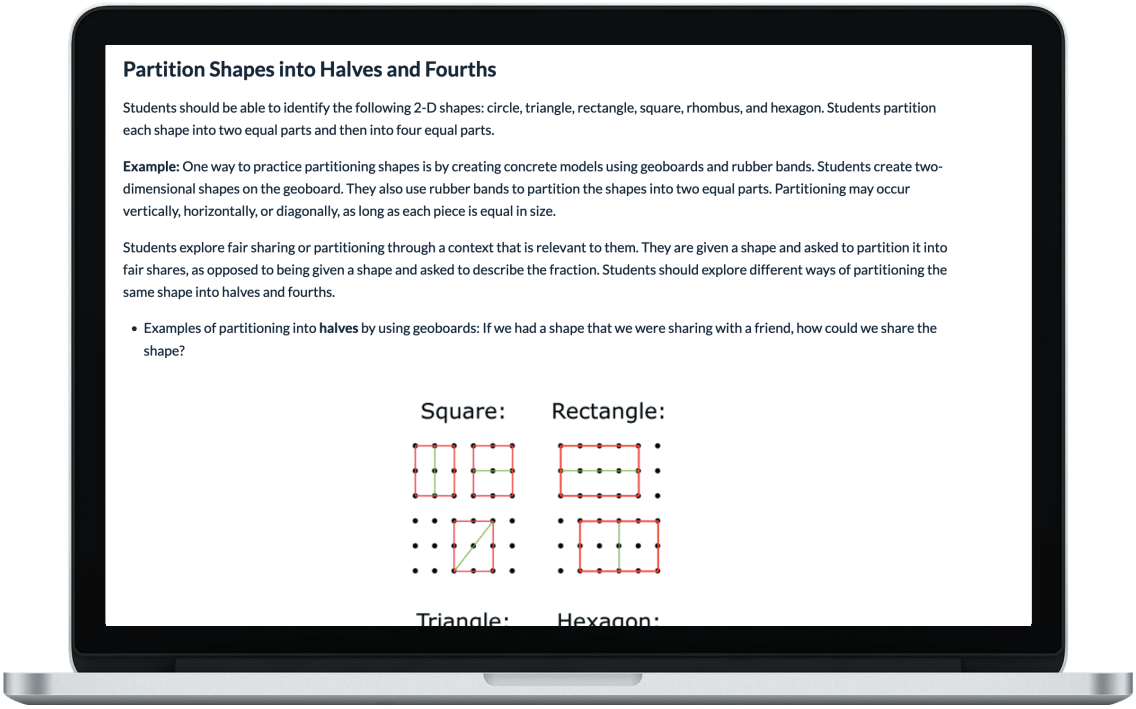
Content Support is a comprehensive unit overview that provides the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

1.6G Partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words.

1.6H Identify examples and non-examples of halves and fourths.

Background Knowledge

In previous grades, students explore two-dimensional shapes. They should be able to identify these shapes and describe their attributes. This serves as the foundation as they begin to explore fractions. Students should have prior knowledge of how to share a whole or a specific amount. They could have practiced this inside or outside of the classroom. Students should be able to share an amount physically by using objects.



CONTENT UNWRAPPED

Content Unwrapped breaks down the TEKS by identifying the nouns and verbs within the standards, includes a list of instructional implications, and provides a vertical alignment.

Standards

1.6G Partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words.

1.6H Identify examples and non-examples of halves and fourths.

Dissecting the Standard

Breakouts

1.6G

(i) Partition two-dimensional figures into two fair shares or equal parts.

(ii) Partition two-dimensional figures into four fair shares or equal parts.

(iii) Describe the parts using words.

1.6H

(i) Identify examples of halves.

(ii) Identify examples of fourths.

(iii) Identify non-examples of halves.

(iv) Identify non-examples of fourths.

Verbs: What should students be doing?

- *describe*: to tell about the characteristics of something using words
- *identify*: to recognize or name
- *partition*: to divide into equal parts

Nouns: What concrete words should students know?

- *equal parts*: pieces of an object or model that have the same size or value as the other parts of a whole
- *example*: a representation that follows a rule or has certain characteristics
- *fourth*: one of four equal parts
- *half*: one part of a whole that is divided into two equal pieces
- *nonexample*: a representation that does not follow a rule or does not have certain characteristics
- *two-dimensional*: flat; having only length and width

Implications for Instruction

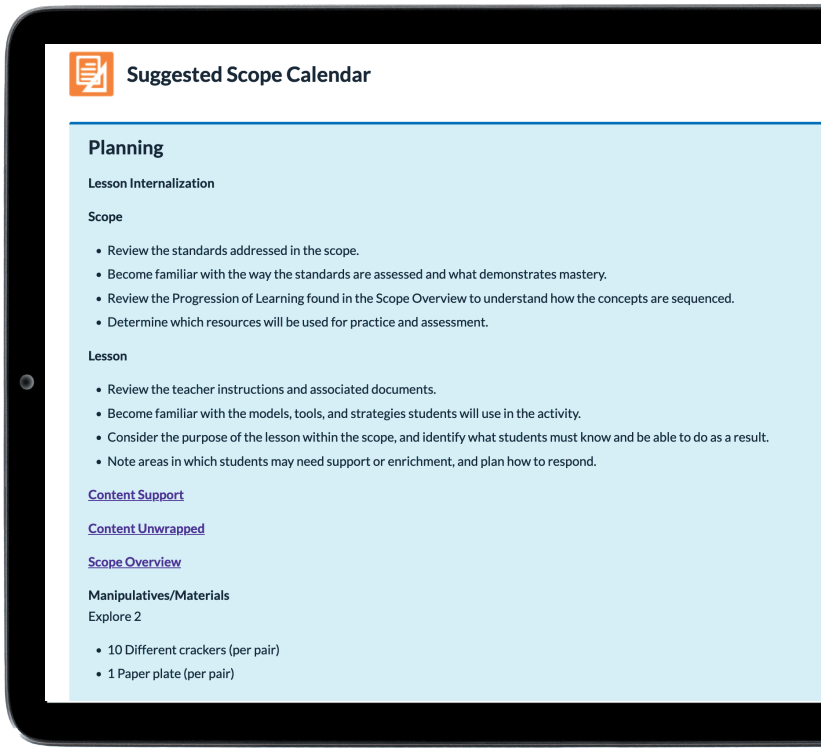
- Students should know the names and attributes of two-dimensional shapes used to model fractions and equal shares.
- Students need multiple opportunities partitioning by folding or cutting actual concrete objects before drawing lines to partition shapes on paper. Connecting the partitioning of objects to real-world experiences will also help students understand the concept of fractions.
- Allowing students to share the way they partitioned a shape with other students will help those students understand that some shapes can be partitioned in many different ways.
- Students should understand that when partitioning circles and rectangles into equal shares, the parts have to be the same size. Just because a figure is divided into 2 parts or 4 parts does not mean that it is divided into equal shares. Students are not expected to write the fraction using fraction notation.
- Students should reason that partitioning a shape into more equal shares creates smaller shares. They should explore and justify reasoning about the relationship of parts to the whole.

Vertical Alignment

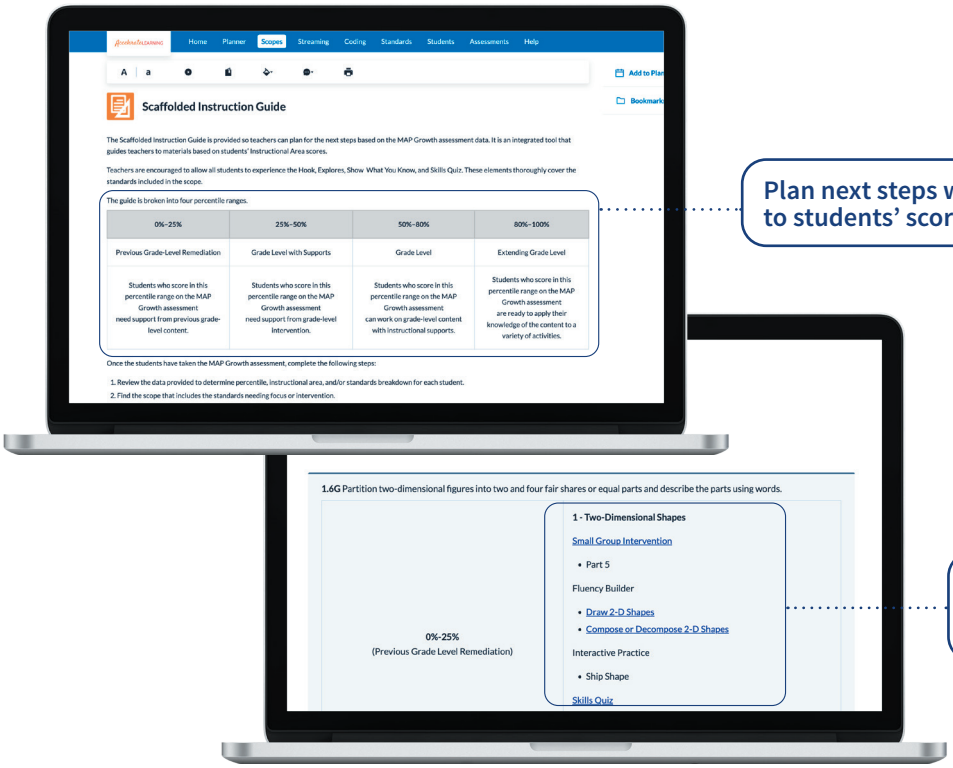
STANDARD
1.6G Partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words.
1.6H Identify examples and non-examples of halves and fourths.
2.3A Partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words.
2.3D Identify examples and non-examples of halves, fourths, and eighths.
3.3E Solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8.
3.6E Decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape.

SUGGESTED SCOPE CALENDAR

Dive deep into comprehensive, structured unit and lesson plans that detail daily objectives, questions, tasks, materials, instructional assessments, and suggested timing.



SCAFFOLDED INSTRUCTION GUIDE



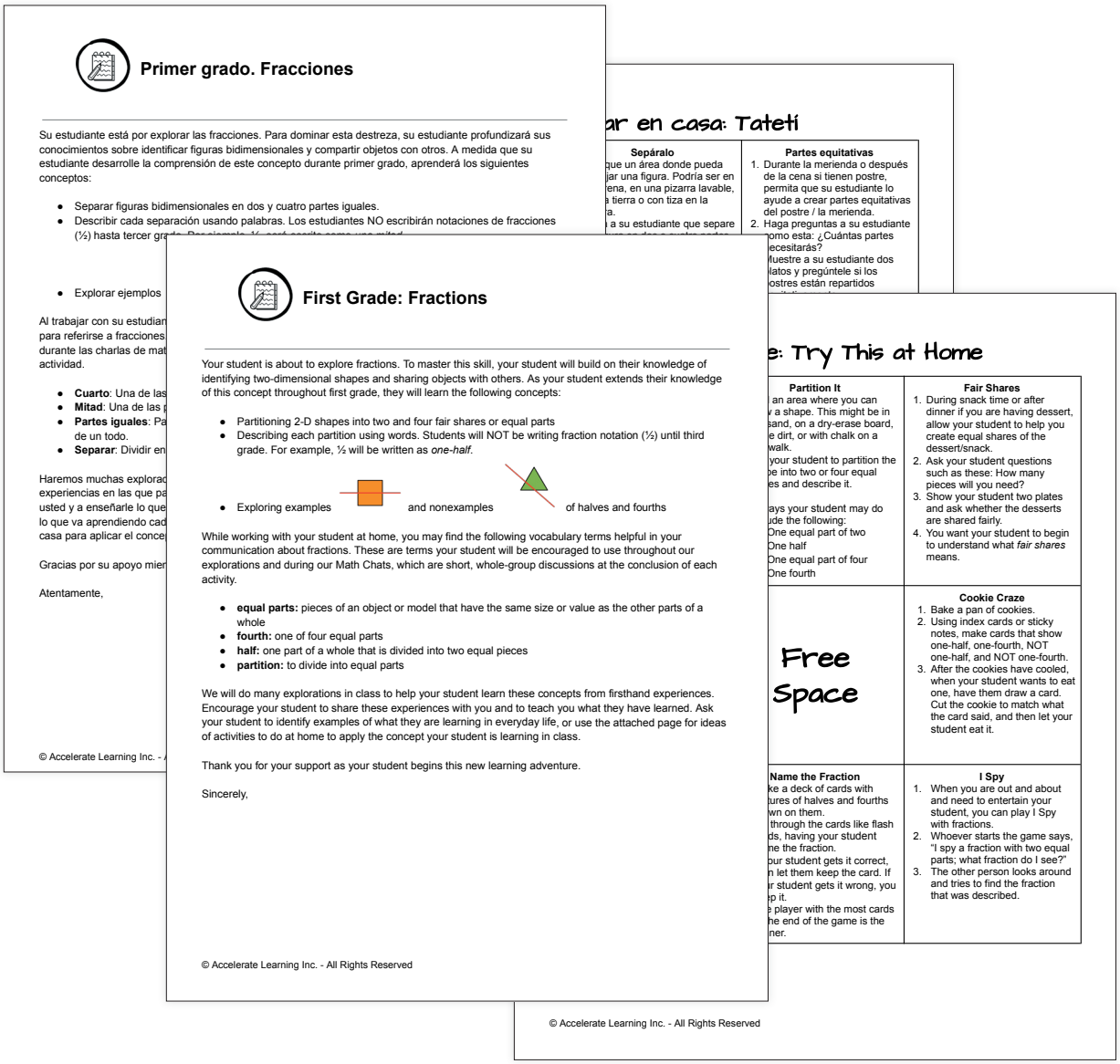
Plan next steps with activities tailored to students' scores.

Access activities through direct links and then print or digitally assign.

TAKE-HOME LETTER

Procedure and Facilitation Points

1. As you prepare for each scope, send a Take-Home Letter with students the week before to explain planned concepts and ways to help at home.
2. Have students return a signed copy of the Tic-Tac-Toe: Try This at Home page when completed to share with the class.
3. Be prepared to explain activities as questions arise. Some letters include resources that should be cut out and used with students.



Primer grado. Fracciones

Su estudiante está por explorar las fracciones. Para dominar esta destreza, su estudiante profundizará sus conocimientos sobre identificar figuras bidimensionales y compartir objetos con otros. A medida que su estudiante desarrolle la comprensión de este concepto durante primer grado, aprenderá los siguientes conceptos:

- Separar figuras bidimensionales en dos y cuatro partes iguales.
- Describir cada separación usando palabras. Los estudiantes NO escribirán notaciones de fracciones (½) hasta tercer gra

- Explorar ejemplos

Al trabajar con su estudian
para referirse a fracciones
durante las charlas de mat
actividad.

- **Cuarto**: Una de las
- **Mitad**: Una de las
- **Partes iguales**: Pa
- **Separar**: Dividir en

Haremos muchas explorac
experiencias en las que pa
usted y a enseñarle lo que
lo que va aprendiendo cad
casa para aplicar el conce

Gracias por su apoyo mien

Atentamente,

© Accelerate Learning Inc. -

ar en casa: Tateti

Sepáralo	Partes equitativas
que un área donde pueda jar una figura. Podría ser en ena, en una pizarra lavable, tierra o con tiza en la a. a su estudiante que separe	1. Durante la merienda o después de la cena si tienen postre, permita que su estudiante lo ayude a crear partes equitativas del postre / la merienda. 2. Haga preguntas a su estudiante omo esta: ¿Cuántas partes ecesitarás? luestre a su estudiante dos latos y pregúntele si los ostres están repartidos

First Grade: Fractions

Your student is about to explore fractions. To master this skill, your student will build on their knowledge of identifying two-dimensional shapes and sharing objects with others. As your student extends their knowledge of this concept throughout first grade, they will learn the following concepts:

- Partitioning 2-D shapes into two and four fair shares or equal parts
- Describing each partition using words. Students will NOT be writing fraction notation (½) until third grade. For example, ½ will be written as *one-half*.

- Exploring examples and nonexamples of halves and fourths

While working with your student at home, you may find the following vocabulary terms helpful in your communication about fractions. These are terms your student will be encouraged to use throughout our explorations and during our Math Chats, which are short, whole-group discussions at the conclusion of each activity.

- **equal parts:** pieces of an object or model that have the same size or value as the other parts of a whole
- **fourth:** one of four equal parts
- **half:** one part of a whole that is divided into two equal pieces
- **partition:** to divide into equal parts

We will do many explorations in class to help your student learn these concepts from firsthand experiences. Encourage your student to share these experiences with you and to teach you what they have learned. Ask your student to identify examples of what they are learning in everyday life, or use the attached page for ideas of activities to do at home to apply the concept your student is learning in class.

Thank you for your support as your student begins this new learning adventure.

Sincerely,

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e: Try This at Home

Partition It	Fair Shares
an area where you can a shape. This might be in and, on a dry-erase board, e dirt, or with chalk on a walk. your student to partition the e into two or four equal es and describe it. ays your student may do de the following: One equal part of two One half One equal part of four One fourth	1. During snack time or after dinner if you are having dessert, allow your student to help you create equal shares of the dessert/snack. 2. Ask your student questions such as these: How many pieces will you need? 3. Show your student two plates and ask whether the desserts are shared fairly. 4. You want your student to begin to understand what *fair shares* means.
Free Space	**Cookie Craze** 1. Bake a pan of cookies. 2. Using index cards or sticky notes, make cards that show one-half, one-fourth, NOT one-half, and NOT one-fourth. 3. After the cookies have cooled, when your student wants to eat one, have them draw a card. Cut the cookie to match what the card said, and then let your student eat it.
Name the Fraction ke a deck of cards with ures of halves and fourths wn on them. through the cards like flash ds, having your student e the fraction. ur student gets it correct, let them keep the card. If r student gets it wrong, you p it. player with the most cards e end of the game is the ner.	**I Spy** 1. When you are out and about and need to entertain your student, you can play I Spy with fractions. 2. Whoever starts the game says, "I spy a fraction with two equal parts; what fraction do I see?" 3. The other person looks around and tries to find the fraction that was described.

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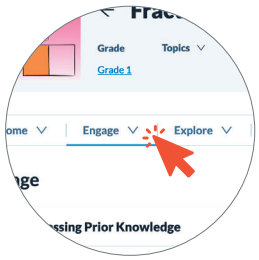
Engage

NAVIGATION STEPS



Click Engage

Click on Engage in the White Menu Bar

Review Content

Use the Dropdown to Review Engage Content

Our **Engage** activities kick off student learning by capturing students' attention and making math approachable! Use these elements to pinpoint knowledge gaps and inform your instructional approach.

ACCESSING PRIOR KNOWLEDGE

Diagnostic

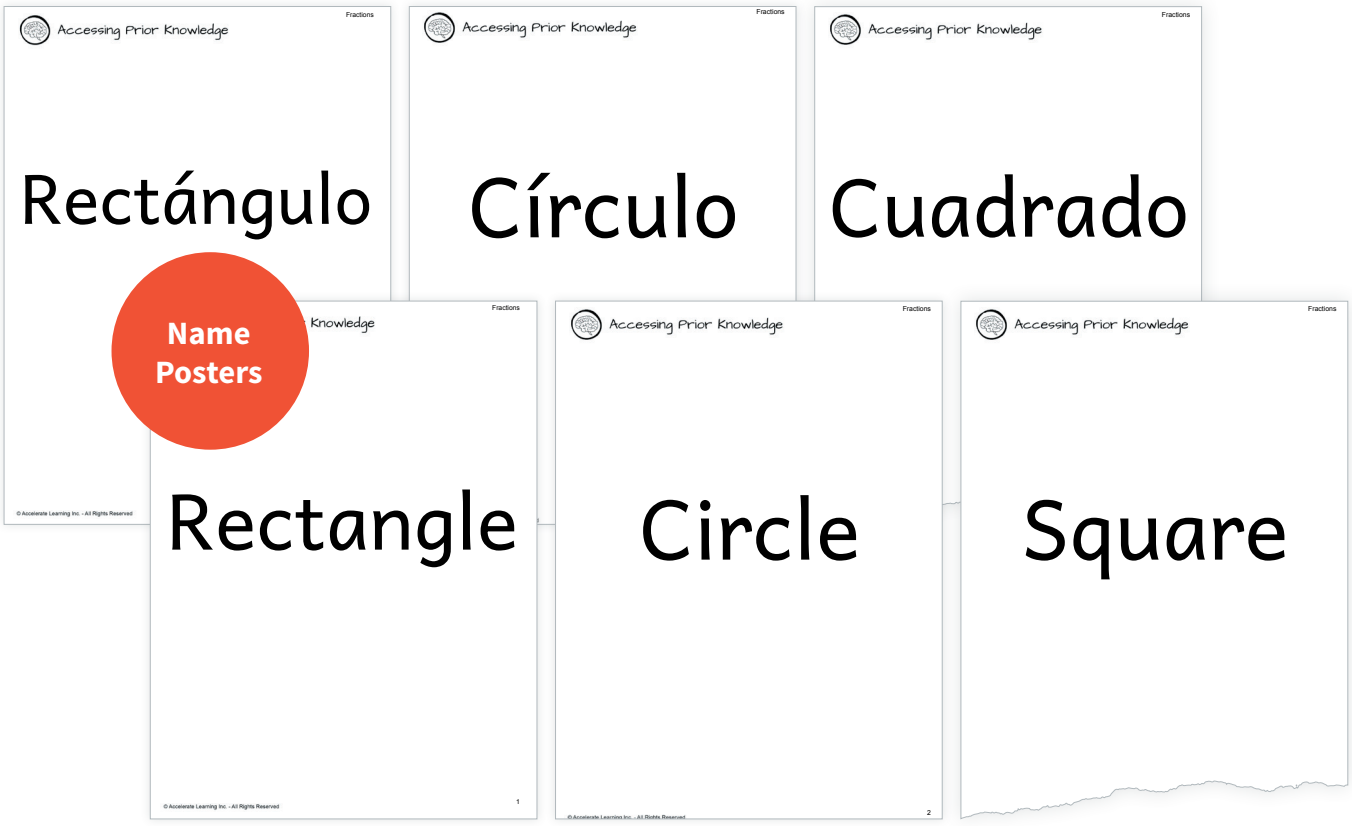
Accessing Prior Knowledge is a brief, teacher-led activity to gauge students' prior knowledge before engaging in the inquiry process. This diagnostic assessment is aligned with previously taught content standards. Students name various two-dimensional shapes, identify whether they are different sizes and whether they are in the standard position or a rotated position.

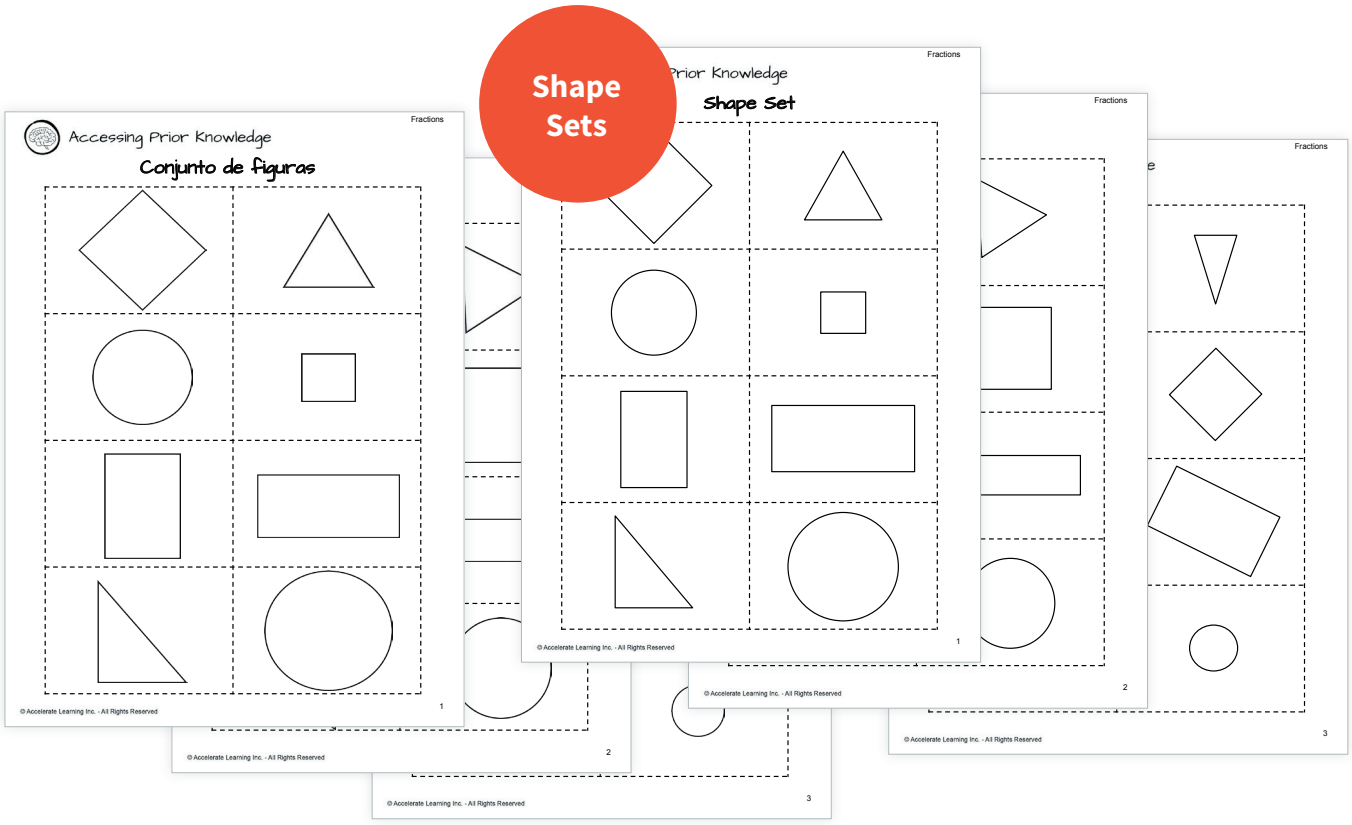
Preparation

- Plan to have students work independently to complete this activity.
- Print and cut out the Shape Set. Each student needs one shape from the document.
- Hang the Name Posters around the classroom.

Procedure and Facilitation Points

1. Give each student a shape, and ask students to take a moment to study their shapes.
2. Direct students' attention to the Name Posters hanging around the classroom. Walk over to each one, and read the poster to the class.
3. Tell students to look at their shapes. Each student needs to think about the attributes of their shape and recall the name. There are four possibilities:
    a. Rectangle
    b. Circle
    c. Square
    d. Triangle
4. Direct students to walk to the Name Poster that correctly names their shape when you say, "Go."
5. Encourage students to show their shapes to partners to see if the partners agree that the students are with the correct names.
6. Facilitate a class discussion about the shapes. This provides an opportunity to gather an understanding of prior student knowledge before beginning the lessons. Encourage students to support their answers, and check for understanding and misconceptions. Ask the following discussion questions:
    a. What do you notice about the shape? *Answers will vary. My shape is a circle; it has a curved side. My shape is a rectangle; it has 4 sides and 4 vertices.*
    b. What characteristics do the shapes in the rectangle and square groups have in common? *The two shapes both have 4 sides and 4 vertices. The square is also called a rectangle.*
    c. Could we put the squares in the rectangle category? Why or why not? *Yes, a square is a special kind of rectangle.*
    d. Could we put the rectangles in the square category? Why or why not? *No, a rectangle is not always a square because it does not always have 4 equal sides.*
7. If students are struggling to complete this task, do the Foundation Builder to fill the gap in prior knowledge before moving on to other parts of the scope.


Accessing Prior Knowledge
Fractions
Rectángulo
Círculo
Cuadrado
Name Posters
Rectangle
Circle
Square
1
2


Accessing Prior Knowledge
Fractions
Conjunto de figuras
Shape Sets
Shape Set
1
2
3

FOUNDATION BUILDER

This early intervention activity fills gaps in understanding before diving into new content. Students name various two-dimensional shapes whether they are different sizes or whether they are in the standard position or a rotated position.

Preparation

- Plan to have students work in groups of 3–4 to complete this activity.
- Prepare to project the Slideshow.
- Print a Student Handout for each student.
- Place one rectangle, one square, one circle, and one triangle manipulative in a resealable bag for each group.

Procedure and Facilitation Points

Part I

1. Project the Slideshow for the class.
2. Allow students to look at the pictures of the shapes on Slide 1. Read the questions aloud.
3. Allow students to look at the pictures of the shapes on Slide 2. Read the questions aloud.
4. As students are discussing their responses to the questions, look out for students who are having difficulty naming the shapes as you walk around listening to student conversations. Encourage students to discuss how they decided that a square could also be called a rectangle with their elbow partners.
5. Invite students to share their thoughts with the class and discuss the attributes of each shape.

Part II

1. Give a bag with the shapes inside to each group and the Student Handout to each student. Have students remove the contents of the bag.
2. Let students explore the attributes of the shapes by feeling and observing them. Encourage students to use the objects to name the shapes as they complete the Student Handout. Ask students to describe the shapes' attributes in complete sentences (for example, "The square has 4 sides.").
3. Bring the class together, and discuss learning as a group. Ask the following questions:
    a. What are the attributes of a rectangle? *Rectangles have 4 sides and 4 vertices; opposite sides are equal.*
    b. Why is a square a rectangle? *Squares have 4 sides and 4 vertices, and their sides are equal.*
    c. Why is a rectangle not a square? *It doesn't have 4 equal sides.*
    d. What do you notice about a circle? *Answers will vary. Circles don't have any vertices. The sides are not straight; they are round.*
    e. What do you notice about the small rectangle and the large rectangle? *Answers will vary. They both have 4 sides and 4 vertices. They are the same shape but just a different size. One is turned differently, but it is still a rectangle.*
4. Discuss the concept of naming the shapes by their attributes. Have students brainstorm real objects that would be the same as the shapes in the container.
    a. What are some shapes you see around our classroom? *Answers will vary. I see a piece of paper that is a rectangle. Our calendar is a rectangle. Our trash can has a circle on the bottom.*

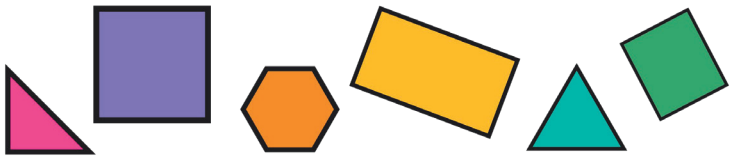
Student Handout

Fractions

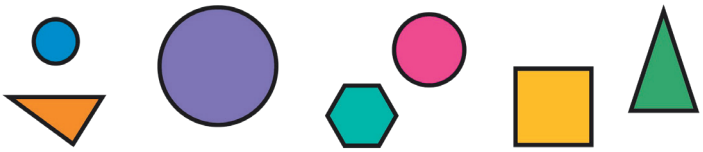
ndation Builder

Name: _____ Date: _____

Draw a circle around each rectangle.



Draw a circle around each circle.



Draw an example of a triangle you see in our classroom.

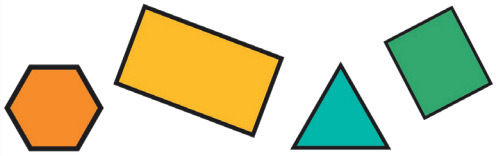
Draw an example of a square you see in our classroom.

Fractions

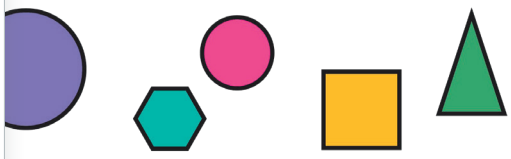
Builder

Name: _____ Date: _____

dedor de cada rectángulo.



dedor de cada círculo.



un triángulo que ves en nuestro salón de clases.

un cuadrado que ves en nuestro salón de clases.

HOOK - LET'S SHARE A WAFFLE!

Use the Hook to motivate students and start to connect their learning to real-world contexts. Students model equally sharing a waffle and describe how they shared it.

Preparation

- Plan to show the Phenomena.
- Part II: Print the Student Handout for each student.

Procedure and Facilitation Points

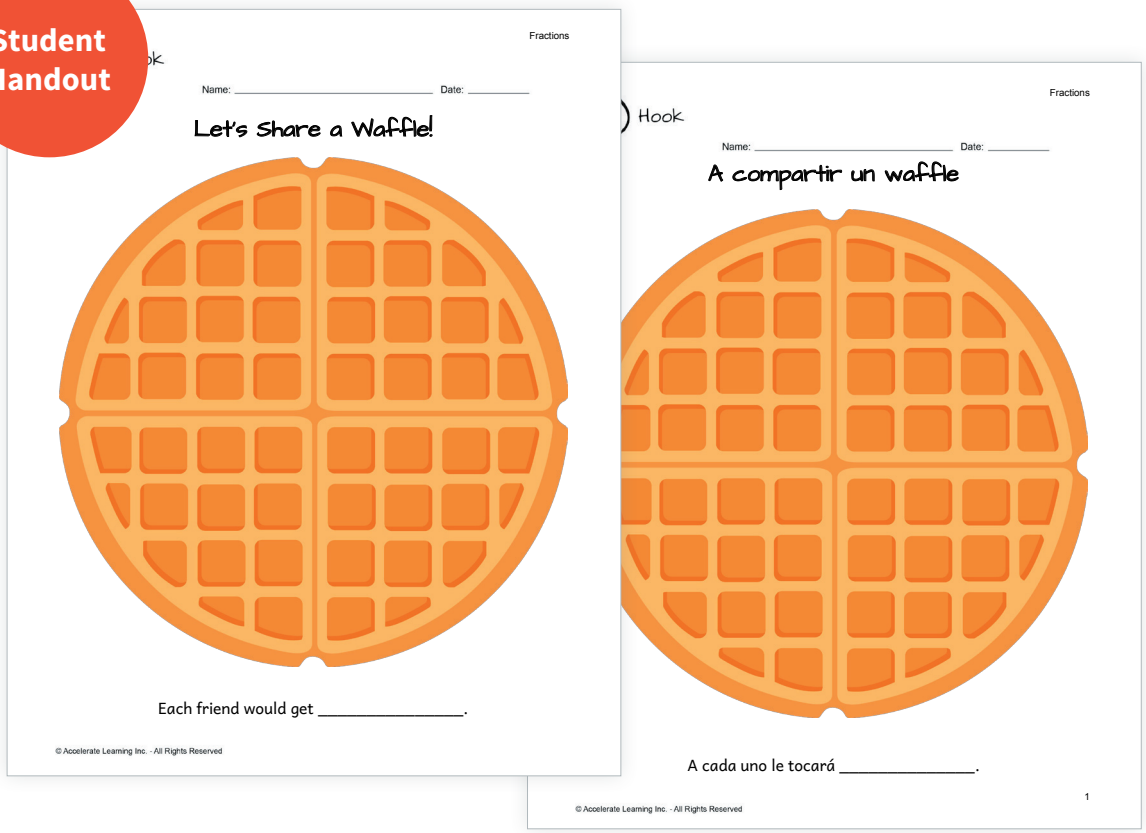
Part I: Pre-Explore

1. Introduce this activity toward the beginning of the scope. The class will revisit the activity and solve the original problem after students have completed the corresponding Explore activities.
2. Show the Phenomena. Ask students the following questions: What do you notice? Where can you see math in this situation? Allow students to share all ideas.
3. Explain the scenario to the class: Who does not love waffles? Four friends were sharing a waffle. They wanted to make sure that they each had an equal amount. How much of the waffle did each friend get? How can they make sure that each share is equal?
4. Allow the students to ask questions and clarify the context as needed. Encourage them to share their thoughts and experiences with the class using the following questions:
    a. Have you ever eaten a waffle?
    b. What types of toppings can you add to a waffle?
    c. What does it mean to share something?
    d. What other types of food can you share with friends?
5. Discuss the following questions with the class:
    a. **DOK-1** What information do we know? *Four friends are sharing a waffle, and they want equal amounts.*
    b. **DOK-1** What information do we need to find out? *How much of the waffle does each friend get? How can they make sure that each share is equal?*
6. Ask students to turn and talk to share how they would solve the problem. They are not required to solve it yet.
7. Move on to complete the Explore activities.

Part II: Post-Explore

1. After students have completed the Explore activities for this topic, show the Phenomena again, and repeat the scenario.
2. Discuss the following questions with the class:
   a. **DOK-1** What information do we know? *Four friends are sharing a waffle, and they want equal amounts.*
   b. **DOK-1** What information do we need to find out? *How much of the waffle does each friend get? How can they make sure that each share is equal?*
3. Give each student a Student Handout. Instruct students to draw how they will share the waffle equally among the 4 friends. Ask students to fill in the sentence stem to describe their equal shares.
4. Discuss the following questions with the class:
   a. **DOK-3** How did you partition the waffle among the four friends? *I split it into 4 equal shares.*
   b. **DOK-3** How would you describe the share that one friend would receive? *One of four equal pieces; one-fourth; a fourth of; one quarter; a quarter of*
   c. **DOK-3** What are some ways we can make sure that we share the whole waffle equally? *If we cut the waffle and stack the shares on top of each other, each share should be the same size.*
5. As an extension, challenge students to draw another waffle shaped like a square or rectangle and to partition the waffle to share with four friends.

Student Handout


Fractions

Name: _____ Date: _____

Let's Share a Waffle!

Each friend would get _____.

Hook

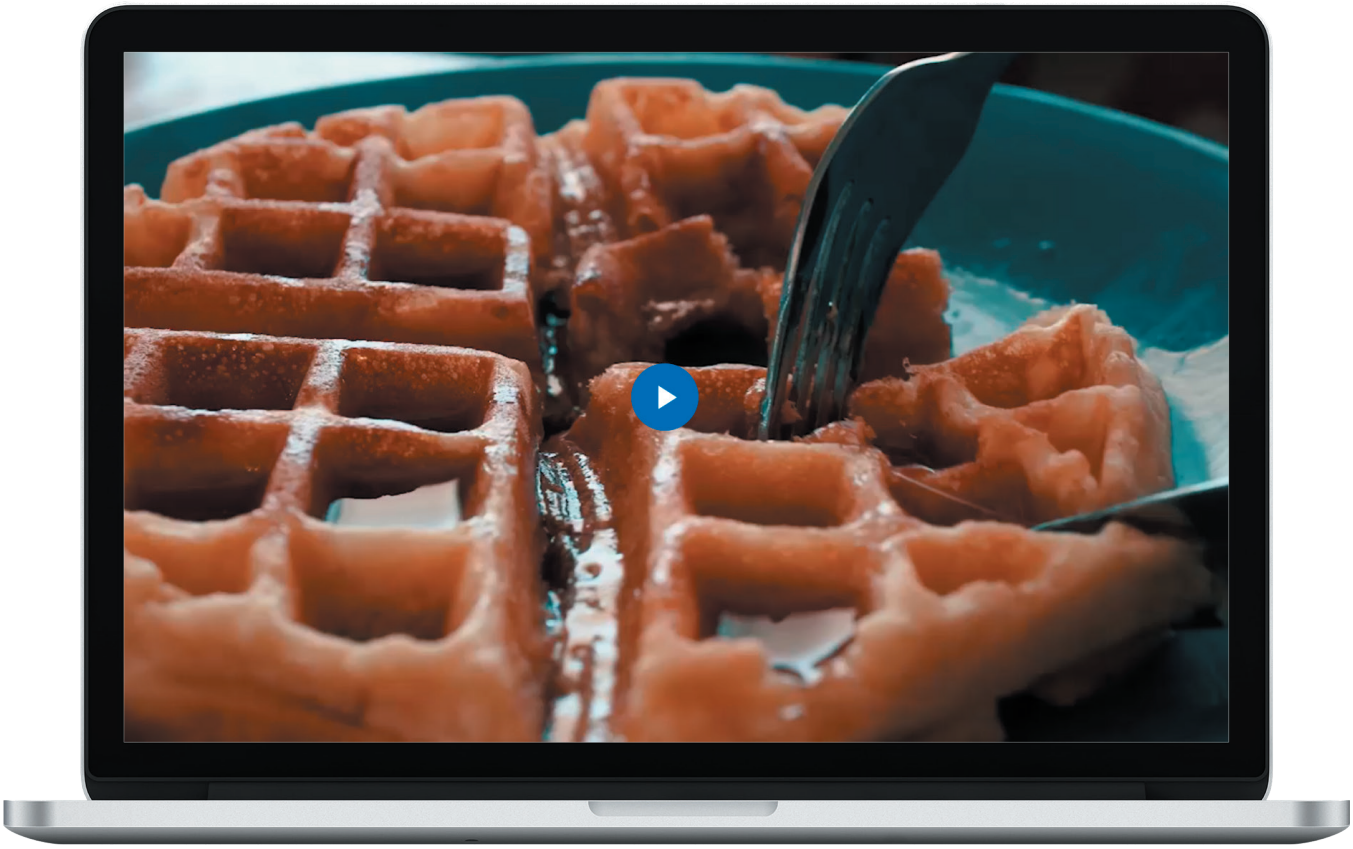
Fractions

Name: _____ Date: _____

A compartir un waffle

A cada uno le tocará _____.

1

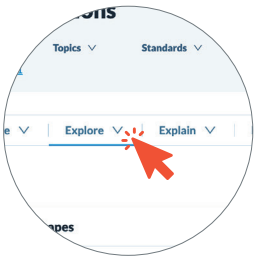


Scan and Watch the Hook Phenomena Video

Home | Engage | **Explore** | Explain | Elaborate | Evaluate | Intervention | Acceleration

Explore

NAVIGATION STEPS



Click Explore

Click on Explore in the White Menu Bar

Review Content

Use the Dropdown to Review Explore Content

Scaffolded, hands-on **Explore** activities are at the heart of each lesson. We know students learn best by doing, so we go beyond worksheets and memorization, providing opportunities to engage in rich mathematical discourse within real-world contexts.

EXPLORE 1 - PARTITION SHAPES

Students explore how to partition different shapes into two and four fair shares or equal parts.

Mathematical Process Standards

- (A) Apply mathematics to problems arising in everyday life, society, and the workplace.
- (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.
- (G) Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Preparation

- Plan to have students work in groups of 3 to 4 to complete this activity.
- Print the Shape Cutouts for each group. Laminate them, or place in plastic sheet protectors for use with a dry-erase marker.
- Cut construction paper vertically into 2 rectangular halves. Each student will need 2 pieces.
- Print the Student Journal and an Exit Ticket for each student.
- For students who need more support in recalling information, see our Fraction Circles Supplemental Aids element in the Intervention section.

Procedure and Facilitation Points

Part I

1. Read the following scenario to the class: *Today is a special day. It is both of my dogs' birthday. You heard that right. My two dogs have the same birthday. For their birthday, I need you to help me design a dog-friendly cake for them. Just remember, I will have to divide it into two shares, and those shares have to be equal. We do not want either one of the dogs to get upset if the other one gets more cake. Can you help me?*
2. Help students access the task by asking the following guiding questions:
    a. Do you have any pets? What kinds of pets do you have?
    b. How do you celebrate your birthday or your pet's birthday?
    c. What do you think it means to be "dog-friendly"?
    d. What does it mean to divide into equal shares?
    e. What do you already know about shapes and fractions?
3. Distribute a half-sheet of construction paper and a marker to each student.

4. Explain to students that the half sheet represents the cake. Allow students a few moments to discover the manipulative and experience how it works with their groups.
5. Instruct students to decide how they will partition the cake into two fair shares or equal parts. Encourage students to discuss and explore how many different ways of partitioning with their groups. Once they have decided how to partition, ask students to fold the construction paper and draw a line where the cake needs to be divided.
6. Monitor and talk with students as needed to check for understanding using the following guiding questions:
    a. **DOK-2** How can you make sure that your cake is partitioned so that it is fair, or equal, for both dogs? *Answers will vary. The shapes are the same size and same shape. When we fold the paper, the shapes are the same size.*
    b. **DOK-2** Is there only one way to partition the cake into two fair shares? *No, you can fold the paper in two different ways.*
    c. **DOK-1** What do we call the parts of the whole when we partition them into 2 equal parts? *Halves, one-half*
7. Give each student a Student Journal and ask students to record how they partitioned their cake into two fair shares.
8. Invite students to look at the cake again by providing a new half-sheet of construction paper.
9. Read the following scenario to the class: Oh no! I forgot. Each dog gets to invite a friend, so there will be four dogs and each dog needs a piece of cake. Can you help me decide how to divide the cake into four fair shares or equal parts?
10. Instruct students to decide how they will partition the cake into four fair shares or equal parts. Encourage students to discuss and explore how many different ways of partitioning with their groups. Once they have decided how to partition, ask students to fold the construction paper and draw a line where the cake needs to be divided.
11. Ask students to share how they partitioned the cake into four equal parts with their groups. Students record their partition on their Student Journals.

Student Journal

Fractions

ore

Name: _____ Date: _____

Partition Shapes

Part 1

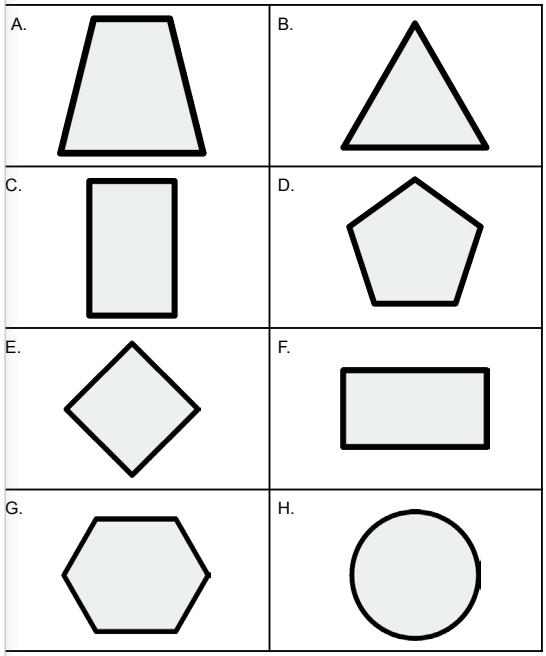
Draw how you partitioned your cake into two equal parts.

Draw how you partitioned your cake into four equal parts.

Fractions

) Explore

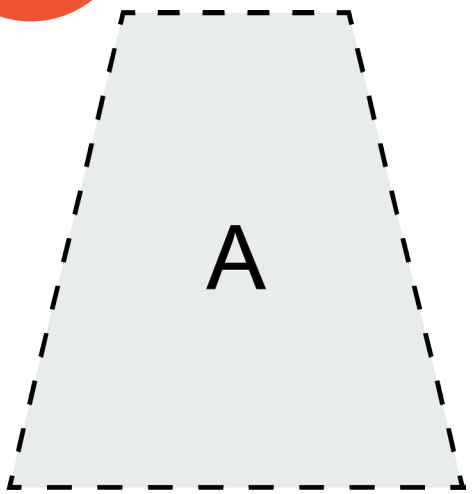
d how you partitioned the shapes into 2 equal parts. Circle the
s that can be partitioned in 4 fair shares.



Shape Cutouts

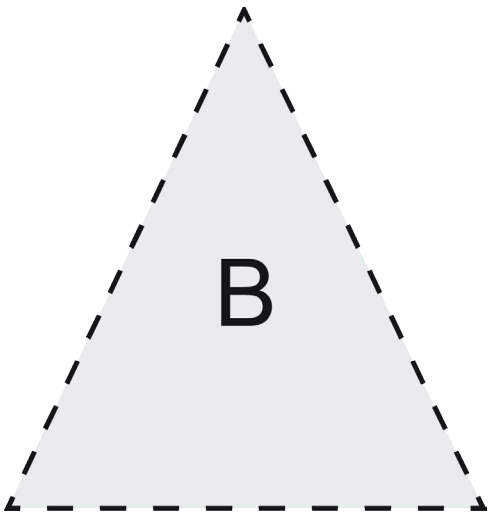
Fractions

Shape Cutouts



Explore

Fractions



Student Journal

Fractions

ore

Name: _____ Date: _____

Dividir figuras

Parte 1

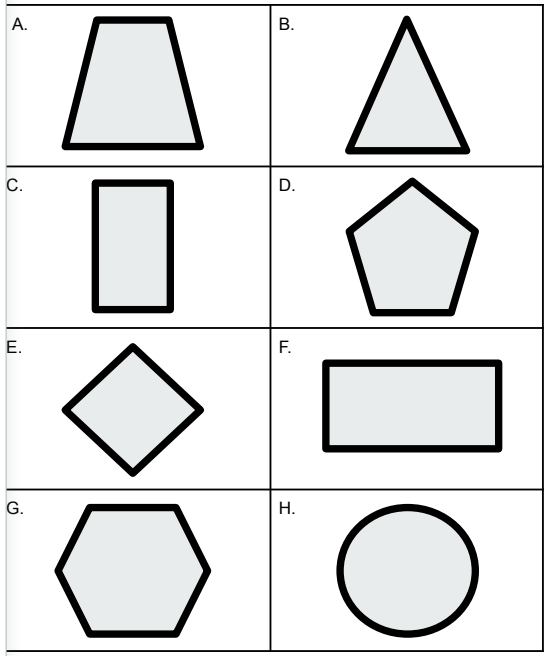
Dibuja cómo dividiste tu pastel en dos partes iguales.

Dibuja cómo dividiste tu pastel en cuatro partes iguales.

Fractions

) Explore

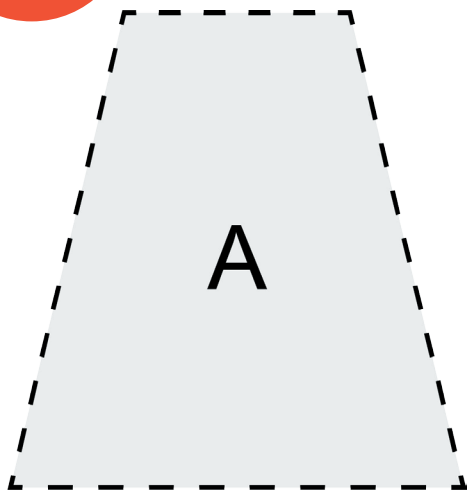
ra cómo dividiste las figuras en 2 partes iguales. Encierra con un
las figuras que se pueden dividir en 4 partes iguales.



Shape Cutouts

Fractions

Recortables de figuras



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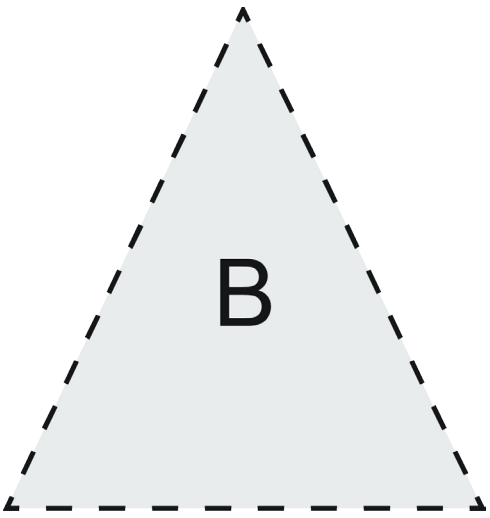
Explore

Fractions

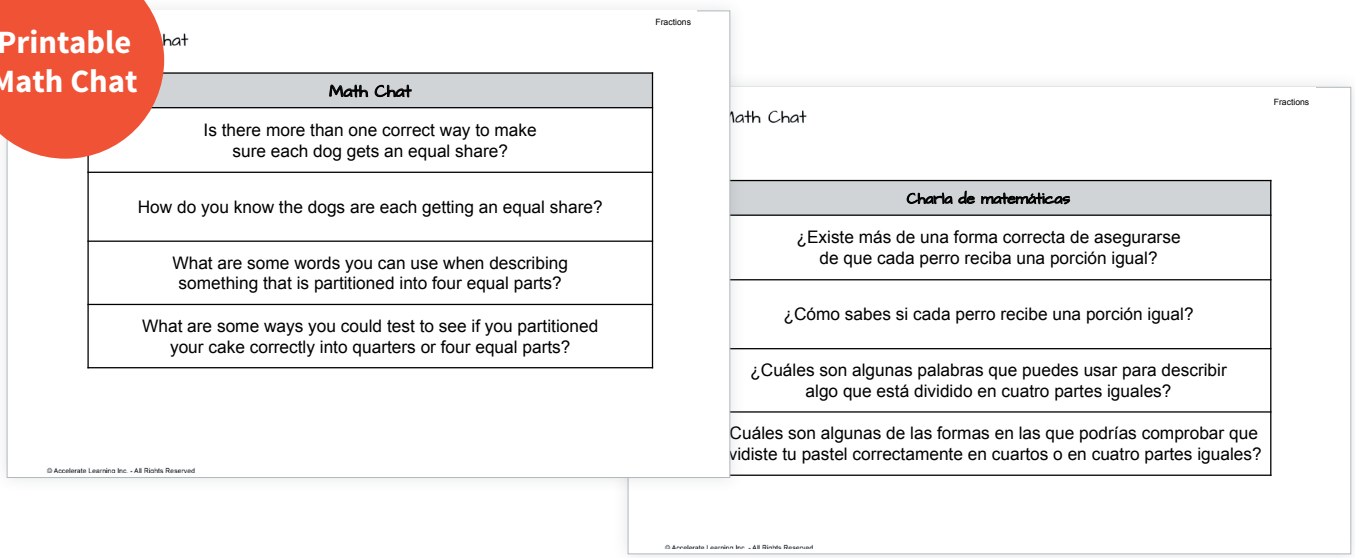


Math Chat

After the Explore Part I, invite the class to a Math Chat to share their observations and learning.

Questions	Sample Student Responses
DOK-3 Is there more than one correct way to make sure each dog gets an equal share?	Yes, you can fold it in different ways: horizontally, diagonally, or vertically.
DOK-3 How do you know the dogs are each getting an equal share?	The shapes look the same when you fold them; the shapes are the same size and same shape.
DOK-1 What are some words you can use when describing something that is partitioned into four equal parts?	We all get the same; we all get a fourth; each person gets one-fourth of what we are sharing; or each person gets a fourth of or a quarter of.
DOK-4 What are some ways you could test to see if you partitioned your cake correctly into quarters or four equal parts?	Cut the shapes out, put the shapes on top of each other, or look at the shapes and see if they are the same size and shape.

Printable Math Chat



Fractions

hat

Math Chat
Is there more than one correct way to make sure each dog gets an equal share?
How do you know the dogs are each getting an equal share?
What are some words you can use when describing something that is partitioned into four equal parts?
What are some ways you could test to see if you partitioned your cake correctly into quarters or four equal parts?

Fractions

ath Chat

Charla de matemáticas
¿Existe más de una forma correcta de asegurarse de que cada perro reciba una porción igual?
¿Cómo sabes si cada perro recibe una porción igual?
¿Cuáles son algunas palabras que puedes usar para describir algo que está dividido en cuatro partes iguales?
Cuáles son algunas de las formas en las que podrías comprobar que vidiste tu pastel correctamente en cuartos o en cuatro partes iguales?

Part II

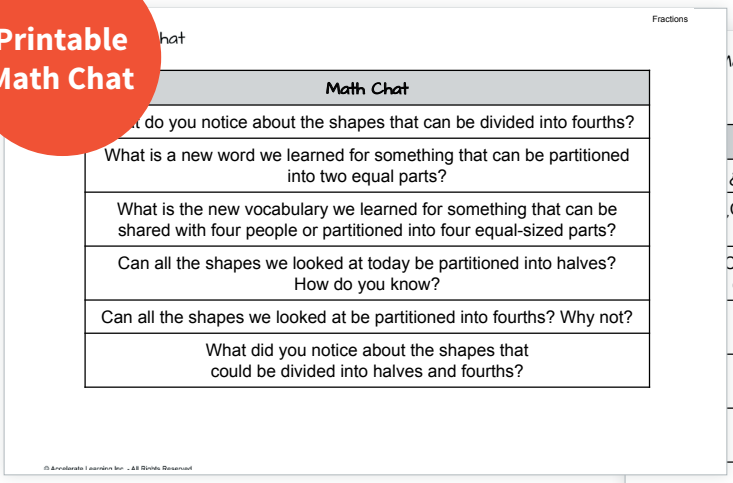
1. Provide each group with a set of Shape Cutouts and dry-erase markers.
2. Encourage students to look at the shapes provided and talk with their groups about how they can divide the shapes into two equal parts. Ask students to explore how they would partition a shape into 2 equal parts using the dry-erase marker.
3. Instruct students to record how they partitioned the shapes on their Student Journals.
4. Challenge students to sort the shapes by those that can be divided in half in more than one way and those that can only be partitioned into two halves using a single line as the option.
5. Monitor and talk with students as needed to check for understanding using the following guiding questions:
    a. **DOK-2** How many different ways can this shape be partitioned into halves? *Answers will vary. This hexagon can be divided horizontally, vertically, and diagonally both ways.*
    b. **DOK-2** How can you check to see if the halves are equal? What are some different strategies you can use? *Answers will vary. Folding it, drawing a line to see if both halves are the same, cutting it, seeing if both shapes look the same/are alike.*
    c. **DOK-3** Why can you only partition this shape into two equal halves using one line? How can you double-check yourself? What is another way you could check your answer? *Answers will vary. You cannot fold it/draw on it/or cut it to have two equal shapes, or two shapes that look alike or are the same. You can check by drawing the lines/folding/cutting to see if the shapes are the same.*
6. Encourage students to see if any of the shapes can be partitioned into four equal parts, also known as fourths or quarters. Ask students to circle the shapes that can be partitioned in four fair shares on their Student Journals.
7. Ask students to share their strategies, and encourage students to ask each other questions and make connections. Encourage students to notice the similarities and differences between the processes used to partition and identify equal parts.

Math Chat

After the Explore Part II, invite the class to a Math Chat to share their observations and learning.

Questions	Sample Student Responses
DOK-3 What do you notice about the shapes that can be divided into fourths?	They are the same shapes we could divide into halves in more than one way. Other students may notice that there are five shapes you can divide into fourths and 3 you can only divide into halves.
DOK-2 What is a new word we learned for something that can be partitioned into two equal parts?	Halves, half of
DOK-2 What is the new vocabulary we learned for something that can be shared with four people or partitioned into four equal-sized parts?	Fourths, a fourth of, quarters, a quarter of
DOK-3 Can all the shapes we looked at today be partitioned into halves? How do you know?	Yes. We partitioned/cut the shapes and they were the same size.
DOK-3 Can all the shapes we looked at be partitioned into fourths? Why not?	No, some shapes can only be folded in half or cut in half. You cannot make more than two shapes that look alike, look the same, or are equal.
Choose a Structured Conversation routine to facilitate the following question: **DOK-3** What did you notice about the shapes that could be divided into halves and fourths?	The same shapes that could be divided into fourths had more than one way to divide them into halves. The same number of shapes can be divided into fourths as divided into halves in more than one way.

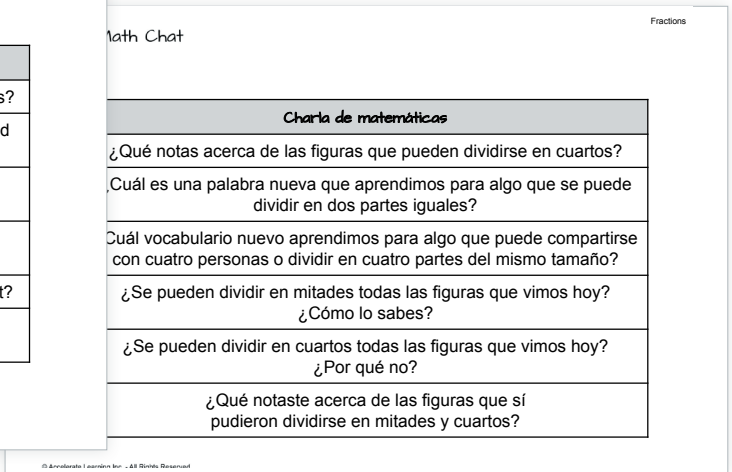
Printable Math Chat



Fractions

hat

Math Chat
t do you notice about the shapes that can be divided into fourths?
What is a new word we learned for something that can be partitioned into two equal parts?
What is the new vocabulary we learned for something that can be shared with four people or partitioned into four equal-sized parts?
Can all the shapes we looked at today be partitioned into halves? How do you know?
Can all the shapes we looked at be partitioned into fourths? Why not?
What did you notice about the shapes that could be divided into halves and fourths?



Fractions

lath Chat

Charla de matemáticas
¿Qué notas acerca de las figuras que pueden dividirse en cuartos?
¿Cuál es una palabra nueva que aprendimos para algo que se puede dividir en dos partes iguales?
¿Cuál vocabulario nuevo aprendimos para algo que puede compartirse con cuatro personas o dividir en cuatro partes del mismo tamaño?
¿Se pueden dividir en mitades todas las figuras que vimos hoy? ¿Cómo lo sabes?
¿Se pueden dividir en cuartos todas las figuras que vimos hoy? ¿Por qué no?
¿Qué notaste acerca de las figuras que sí pudieron dividirse en mitades y cuartos?

Post-Explore - Exit Ticket Formative

1. Have students complete the Exit Ticket to formatively assess their understanding of the concept.
2. Complete the Anchor Chart as a class.
3. Have each student complete their Interactive Notebook.

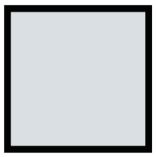
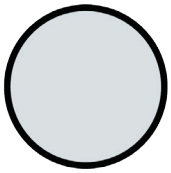
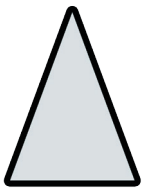
Exit Ticket

Fractions

Name: _____ Date: _____

Partition Shapes Exit Ticket

Partition the shape into halves and/or fourths. Circle the name of the shape. Circle how you partitioned the shape.

Shape	Shape Name	Equal Parts
	Circle Rectangle Square Triangle	Halves Fourths
	Circle Rectangle Square Triangle	Halves Fourths
	Circle Rectangle Square Triangle	Halves Fourths
	Circle Rectangle Square Triangle	Halves Fourths

Fractions

Date: _____

figuras
de salida

tos. Encierra con un círculo el
círculo cómo dividiste la figura.

la figura	Partes iguales
ulo ngulo rado gulo	Mitades Cuartos
ulo ngulo rado gulo	Mitades Cuartos
ulo ngulo rado gulo	Mitades Cuartos
ulo ngulo rado Triángulo	Mitades Cuartos

Instructional Supports

1. If food can be used in the classroom, bring in a rectangular cake, and use a plastic utensil to cut the cake the same way the students partitioned their paper. This could also be done by creating a mini "cake" out of soft modeling dough.
2. If students need additional support partitioning to show equal shares, consider cutting out the pieces and laying them on top of one another to show whether they are the same size. Providing nonexamples for students could generate good discussions on some attributes that have to be considered when partitioning.
3. If students need additional support with the phrase *quarter of*, consider showing the relationship of quarters to a $1.00 or quarters to a football or basketball game, where each of them is separated into 4 equal-sized parts.
4. If students need additional support with partitioning the shapes using a dry-erase marker, consider using plain paper and making enough copies for students to be able to fold the shapes into equal parts.
5. Consider challenging students to practice different ways to partition in equal fair shares of halves or fourths using a geoboard, where students can use rubber bands to show where to divide, or fair share, on a variety of rectangles.

Language Supports

To launch this Explore, read the scenario statement (without the question) three times. After the first read, ask, "What is this scenario about?" Listen for and clarify any questions about the context. After the second read, ask, "What should we do to the cake?" After the third read, ask, "How are we going to make sure that both dogs get a fair share of the cake?" and "What does fair sharing mean?" Once students have shared their thoughts, allow them to begin working on the task.

Use the following sentence structures to support students in sharing their thoughts about their work:

- To make equal shares, I need to _____.
- I partitioned the cake into ___ equal pieces.
- I know they are equal because _____.

Consider providing students time to restate what they heard their partners say before sharing their own thoughts with the class.

As students are working, capture student-generated language that depicts their understanding of the terms *partition*, *halves*, and *fourths*. Create an anchor chart using students' language along with mathematical terms and drawings.

Facilitate a structured conversation between pairs of students. Use the following sentence structures to support students in asking and answering questions. Allow students to take turns being Partner A and Partner B.

- Partner A: How did you partition your cake?
- Partner B: I partitioned my cake by_____.
- Partner A: What do you call the pieces of cake you made?
- Partner B: The pieces are _____ (halves/fourths) because _____.

For Part II, have students play a game of "Convince Your Friend." Students will find partners and take turns sharing their thoughts using the following sentence stems. Students may ask each other questions or challenge each other's thinking. Have the students mix themselves up and find new partners to repeat the process. Repeat for a third time, and then debrief as a class and allow students to share their refined reasoning.

- I know this shape can be divided into parts in more than one way because ___.
- I know this shape cannot be divided into fourths because ___.

The following English Language Proficiency Standards are supported:
1.ACEFH, 2.CDEGHI, 3.BCDEFGH, 4.GIJK

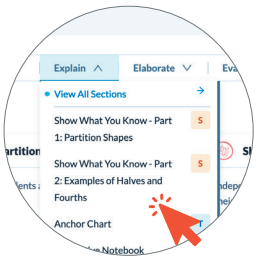
Embedded supports in every lesson!

Explain

NAVIGATION STEPS

Click Explain

Click on Explain in the White Menu Bar



Review Content

Use the Dropdown to Review Explain Content

In the **Explain** section, students form authentic connections and apply their learning to various contexts. They deepen their understanding and build confidence as they master the lesson standards.

More practice and formative assessment opportunities!

SHOW WHAT YOU KNOW - PART 1: PARTITION SHAPES

Formative

Students apply the knowledge and skills learned during the Explore using this practice.

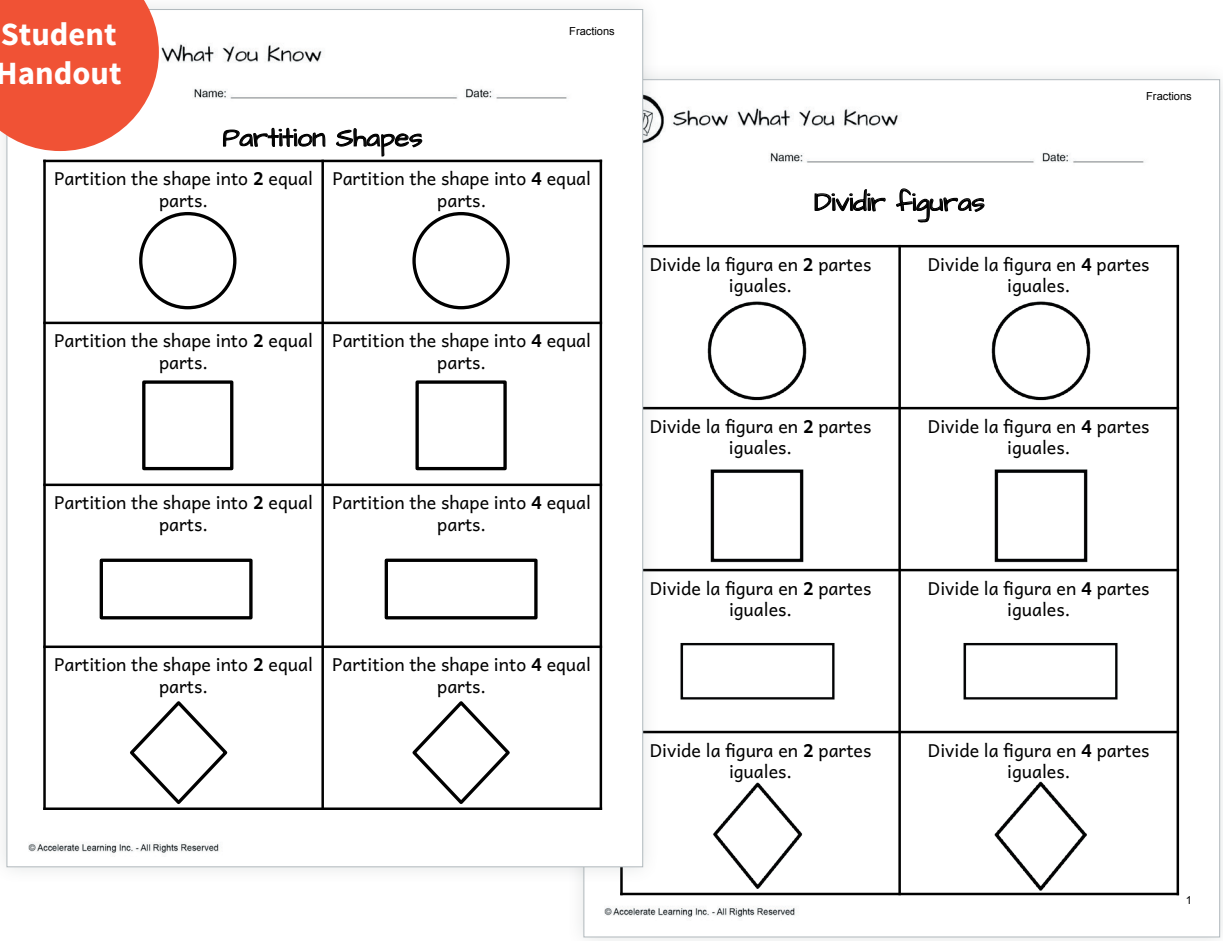
Preparation

- Print a Student Handout for each student.
- The Show What You Know correlates with the Explore of the same title.

Procedure and Facilitation Points

1. Reading assistance may be needed for some students to complete this activity.
2. Students should individually complete the Show What You Know activity that correlates with the Explore activity already completed.
3. Provide manipulatives as needed, especially those manipulatives used in the Explore.
4. This element can be used to assess whether intervention is needed for each student.

Student Handout



Fractions

What You Know

Name: _____ Date: _____

Partition Shapes

Partition the shape into **2** equal parts.	Partition the shape into **4** equal parts.
Partition the shape into **2** equal parts.	Partition the shape into **4** equal parts.
Partition the shape into **2** equal parts.	Partition the shape into **4** equal parts.
Partition the shape into **2** equal parts.	Partition the shape into **4** equal parts.

Fractions

Show What You Know

Name: _____ Date: _____

Dividir figuras

Divide la figura en **2** partes iguales.	Divide la figura en **4** partes iguales.
Divide la figura en **2** partes iguales.	Divide la figura en **4** partes iguales.
Divide la figura en **2** partes iguales.	Divide la figura en **4** partes iguales.
Divide la figura en **2** partes iguales.	Divide la figura en **4** partes iguales.

1

INTERACTIVE NOTEBOOK

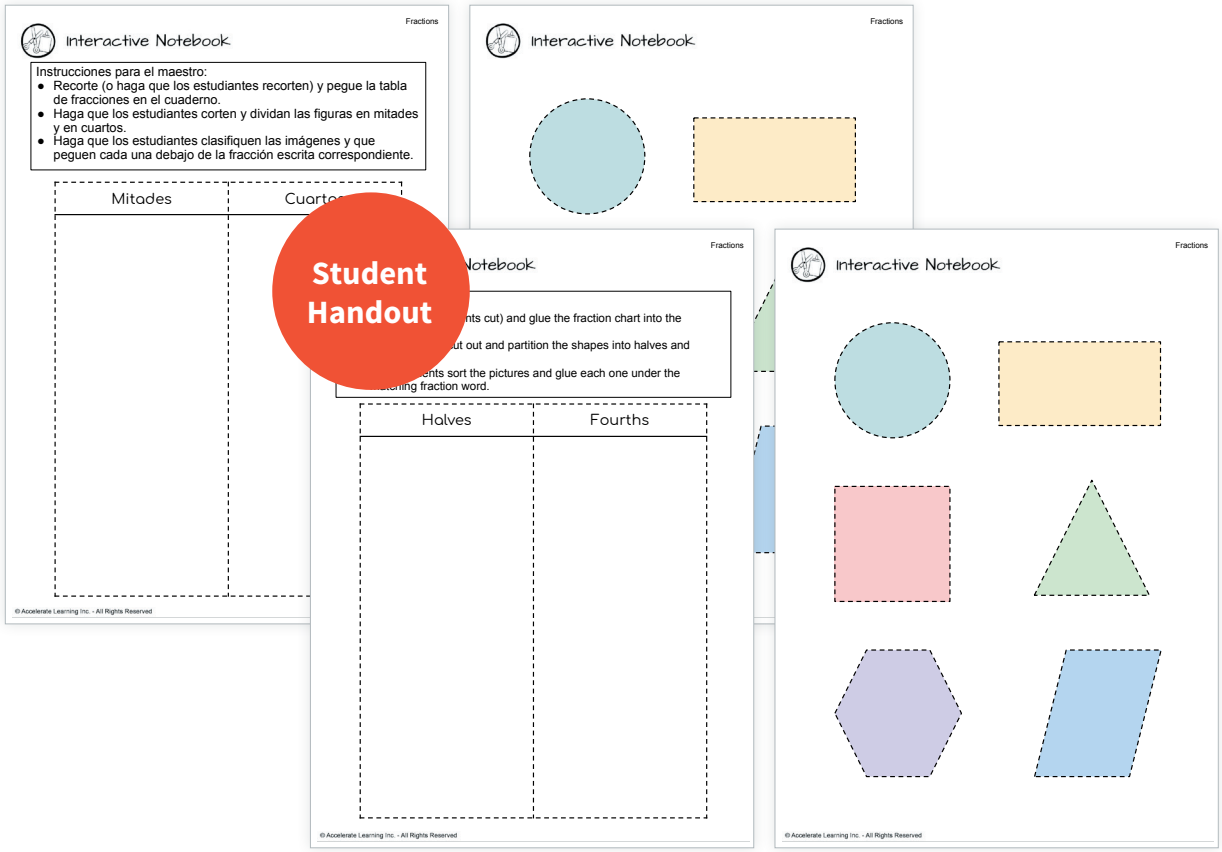
Students take notes, express ideas, and process the information presented in class using the activity and notebook.

Preparation

- Print a Student Handout for each student.

Procedure and Facilitation Points

1. Prepare an Interactive Notebook using a spiral or composition notebook for each student. Students can use the first few pages to create a Table of Contents with page numbers to keep track of activities.
2. Pre-cut or allow students to cut the pieces for each Student Handout according to the teacher instructions given in the box on the first page.
3. Allow time for students to complete the activity and then glue the pieces in their Interactive Notebook.
4. Interactive Notebooks can be used as a student reference during independent work and can be sent home at the end of the year as a record of their learning.



LANGUAGE CONNECTIONS

Students have the opportunity to use their linguistic and cultural background knowledge to support connections to new skills, vocabulary, and concepts at their proficiency levels.

Preparation

- Determine each student's English proficiency level.
- Print a Student Handout for each student at their English proficiency level.
- Allow students to have access to the Picture Vocabulary for this scope.
- Print a Place Value Chart for each student.
- Gather a set of base ten blocks for each student.

Procedure and Facilitation Points

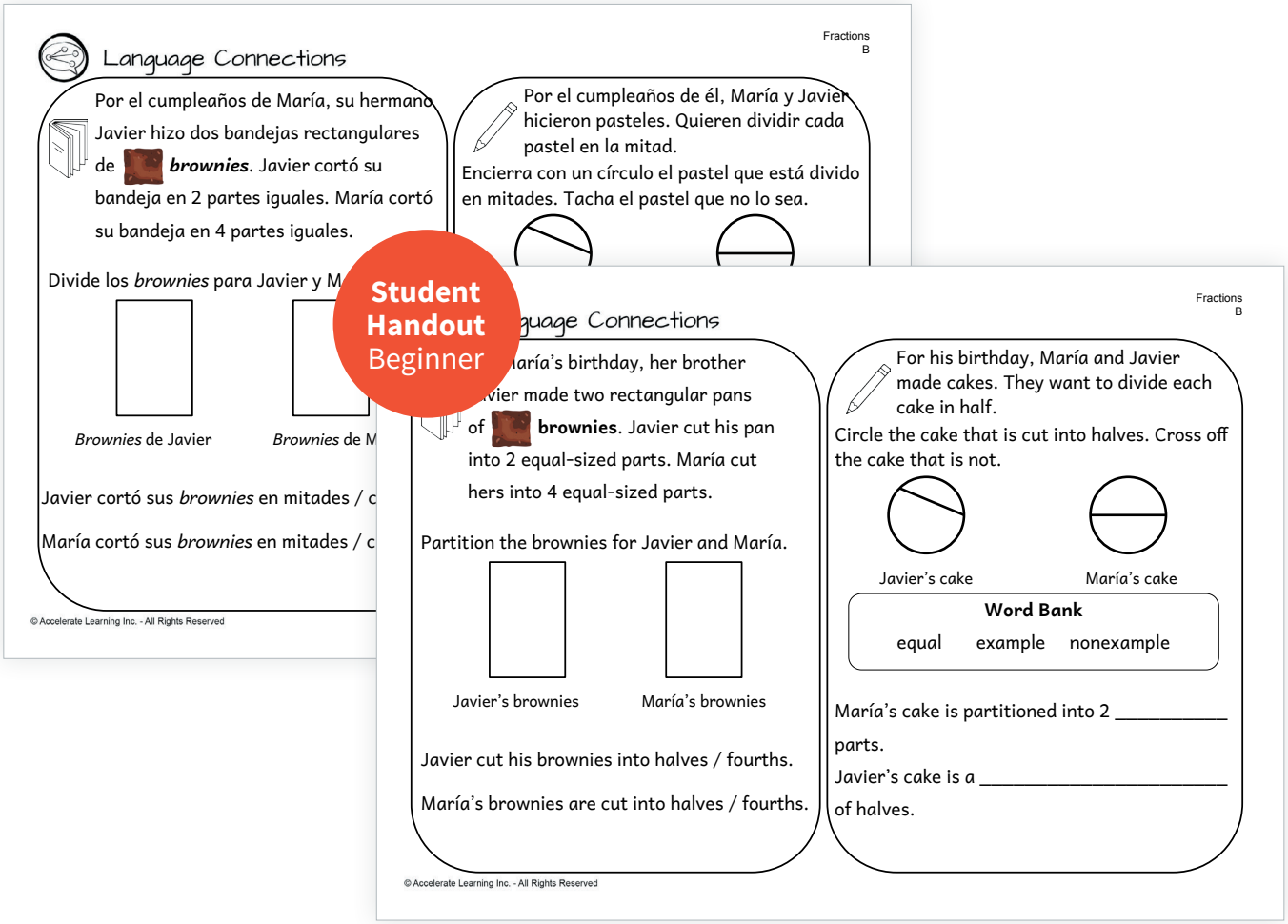
1. Distribute a Student Handout at the appropriate proficiency level to each student.
2. Use the prompts for the listening, speaking, reading, and writing portions. Use gestures, pointing at objects, and visuals as appropriate. See prompts for suggestions.
3. Allow time for students to think with their neighbors before responding.
4. Encourage students to persevere through their thinking and to use mathematical tools and models.
5. Invite students to respond appropriately to each linguistic domain.

Multilingual Learner Support!

Beginner

Have the shape cutouts readily available for students to use. Read the following prompts one at a time:

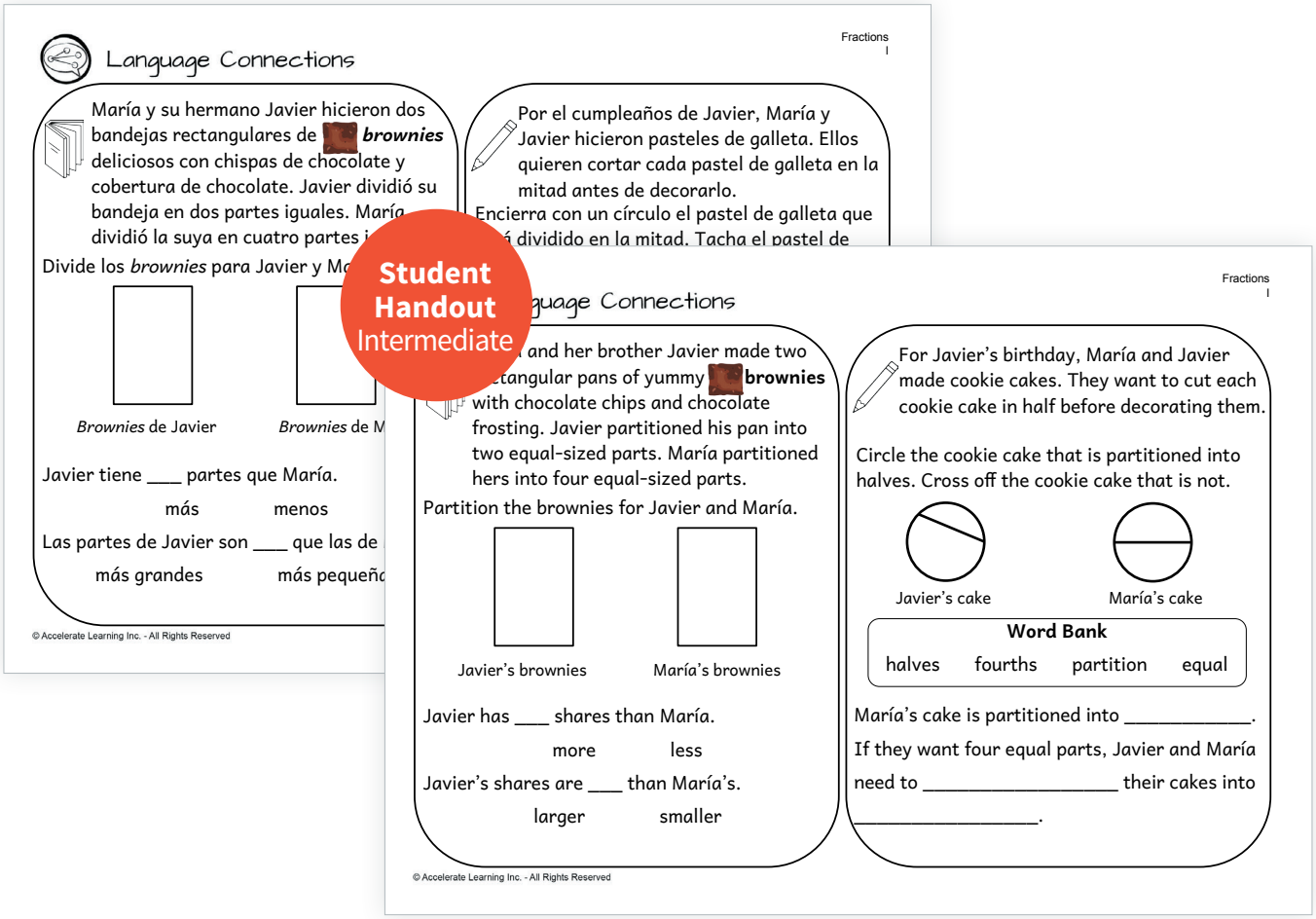
- *Take the shapes out of the bag* (point)*, and spread them out on your desk.*
- *Point to the correct shape when I say its name.*
  - *circle*
  - *rectangle*
- *Choose the two* (hold up 2 fingers) *rectangle cutouts* (point to the rectangle cutout)*. Keep them on the desk. Put the circle cutouts back in the bag* (point).
- *Fold* (gesture folding) *one of the rectangles on your desk into two equal-sized parts.*
- *In a different way, fold* (gesture folding) *the other rectangle into two equal-sized parts.*
- *Share your two folded rectangles with your partners.*
- *Point* (point) *to the halves of the rectangles.*



Intermediate

Have the shape cutouts readily available for students to use. Read the following prompts one at a time:

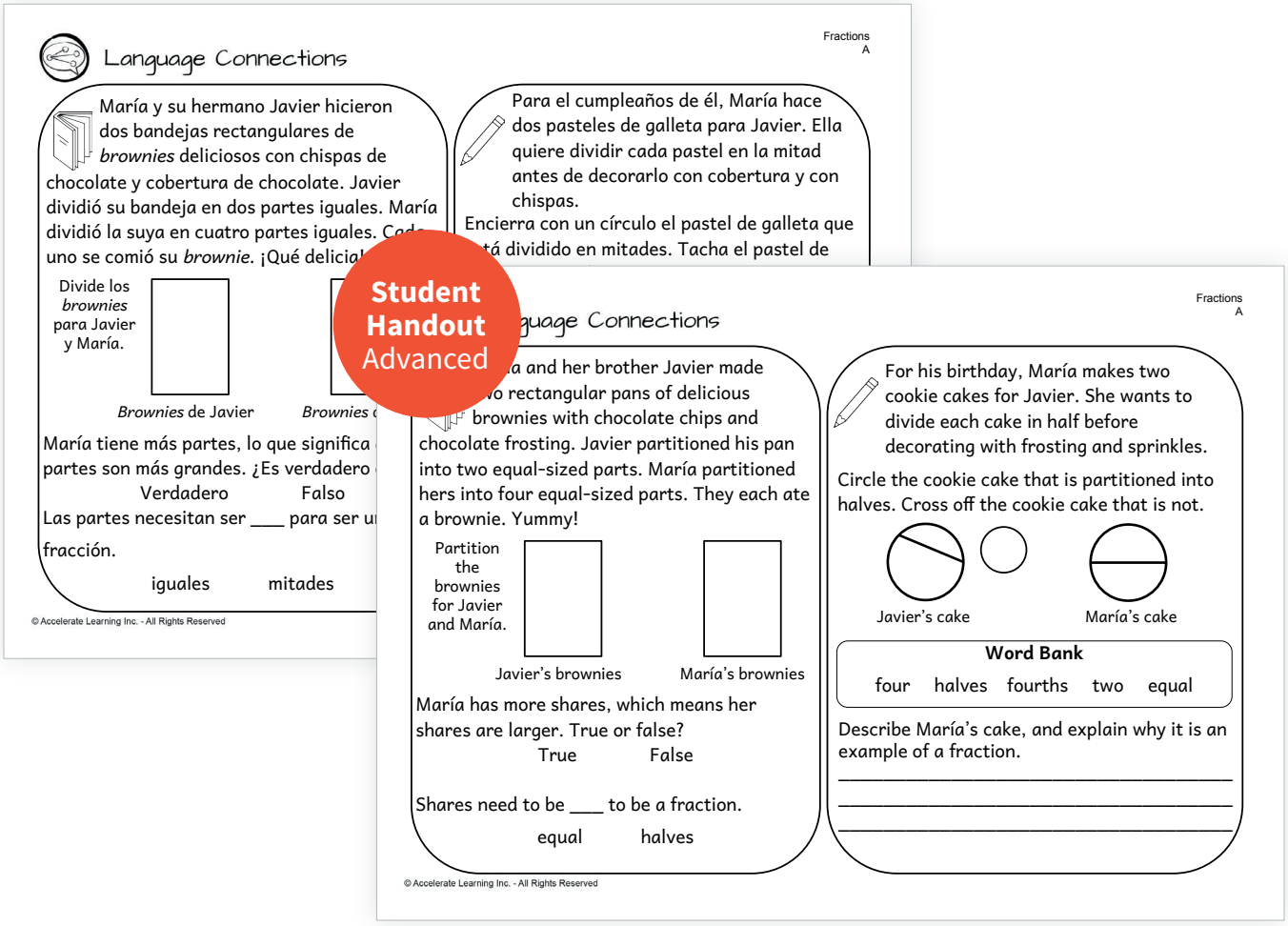
- *Take the shapes out of the bag* (point)*, and spread them out on your desk.*
- *Point to the correct shape when I say its name:*
  - *circle*
  - *rectangle*
- *Select one circle and one rectangle, and follow directions:*
- *Use the rectangle and fold it to make two equal-sized parts.*
- *Use the circle and fold it to make four equal-sized parts.*
- *Point to the correct shape when I say the correct fraction name:*
  - *halves*
  - *fourths*
- *Choose the two rectangle cutouts* (point)*. Keep them on the desk. Put the circle cutouts back in the bag (point).*
- *Fold the two rectangles on your desk into halves — each in a different way.*



Advanced

Have the shape cutouts readily available for students to use. Read the following prompts one at a time:

- *Take the shapes out of the bag, and spread them out on your desk.*
- *Take turns saying the names of and pointing to the shapes with your partners. (circle, rectangle)*
- *Select one circle and one rectangle, and follow the directions:*
  - *Fold the rectangle to make two equal-sized parts.*
  - *Fold the circle to make four equal-sized parts.*
- *Point to the correct shape when I say the correct fraction name:*
  - *halves*
  - *fourths*
- *Keep the two rectangle cutouts on the desk. Put the circle cutouts back in the bag.*
- *Fold the two rectangles on your desk into halves — each in a different way.*
- *Share and compare your two folded rectangles with your partners.*



Language Connections

Fractions
A

María y su hermano Javier hicieron dos bandejas rectangulares de *brownies* deliciosos con chispas de chocolate y cobertura de chocolate. Javier dividió su bandeja en dos partes iguales. María dividió la suya en cuatro partes iguales. Cada uno se comió su *brownie*. ¡Qué delicia!

Divide los *brownies* para Javier y María.

Brownies de Javier

Brownies de María

María tiene más partes, lo que significa que sus partes son más grandes. ¿Es verdadero o falso?

Verdadero Falso

Las partes necesitan ser ___ para ser una fracción.

iguales mitades

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Para el cumpleaños de él, María hace dos pasteles de galleta para Javier. Ella quiere dividir cada pastel en la mitad antes de decorarlo con cobertura y con chispas.

Encierra con un círculo el pastel de galleta que está dividido en mitades. Tacha el pastel de

Student Handout Advanced

Language Connections

Fractions
A

María and her brother Javier made two rectangular pans of delicious brownies with chocolate chips and chocolate frosting. Javier partitioned his pan into two equal-sized parts. María partitioned hers into four equal-sized parts. They each ate a brownie. Yummy!

Partition the brownies for Javier and María.

Javier's brownies

María's brownies

María has more shares, which means her shares are larger. True or false?

True False

Shares need to be ___ to be a fraction.

equal halves

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For his birthday, María makes two cookie cakes for Javier. She wants to divide each cake in half before decorating with frosting and sprinkles.

Circle the cookie cake that is partitioned into halves. Cross off the cookie cake that is not.

Javier's cake

María's cake

Word Bank

four halves fourths two equal

Describe María's cake, and explain why it is an example of a fraction.

MY MATH THOUGHTS

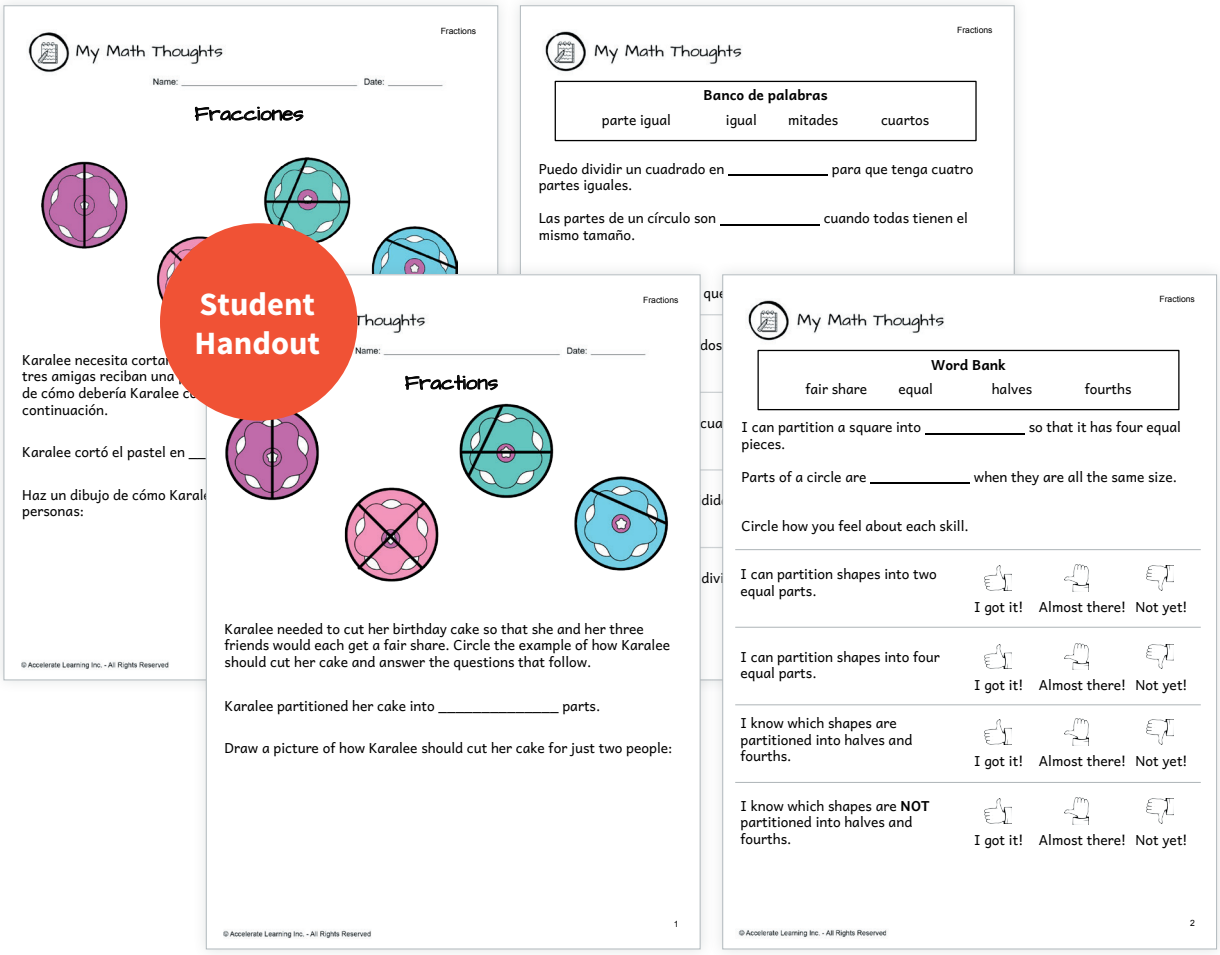
Students have the opportunity to write out their mathematical thoughts and ideas using several avenues.

Preparation

- Print a Student Handout for each student.
- Gather any mathematical tools and models used in this scope to aid students in the writing process.

Procedure and Facilitation Points

1. Reading assistance may be needed for some students to complete this activity.
2. Allow students to discuss their thinking with neighbors before writing their thoughts on paper.
3. Encourage students to persevere through their thinking and to use mathematical tools and models as necessary. Remind students of the word banks provided on most handouts.
4. Invite students to write their answers in complete sentences, using correct spelling, grammar, and punctuation when applicable.



PICTURE VOCABULARY

Students build academic vocabulary and connect vocabulary to their experiences. This element is meant to be used in tandem with Explores.

Preparation

- Prepare to project the Slideshow for the class.
- Print the Student Handout with multiple slides on one page for students to cut and add the Picture Vocabulary to their Interactive Notebooks.

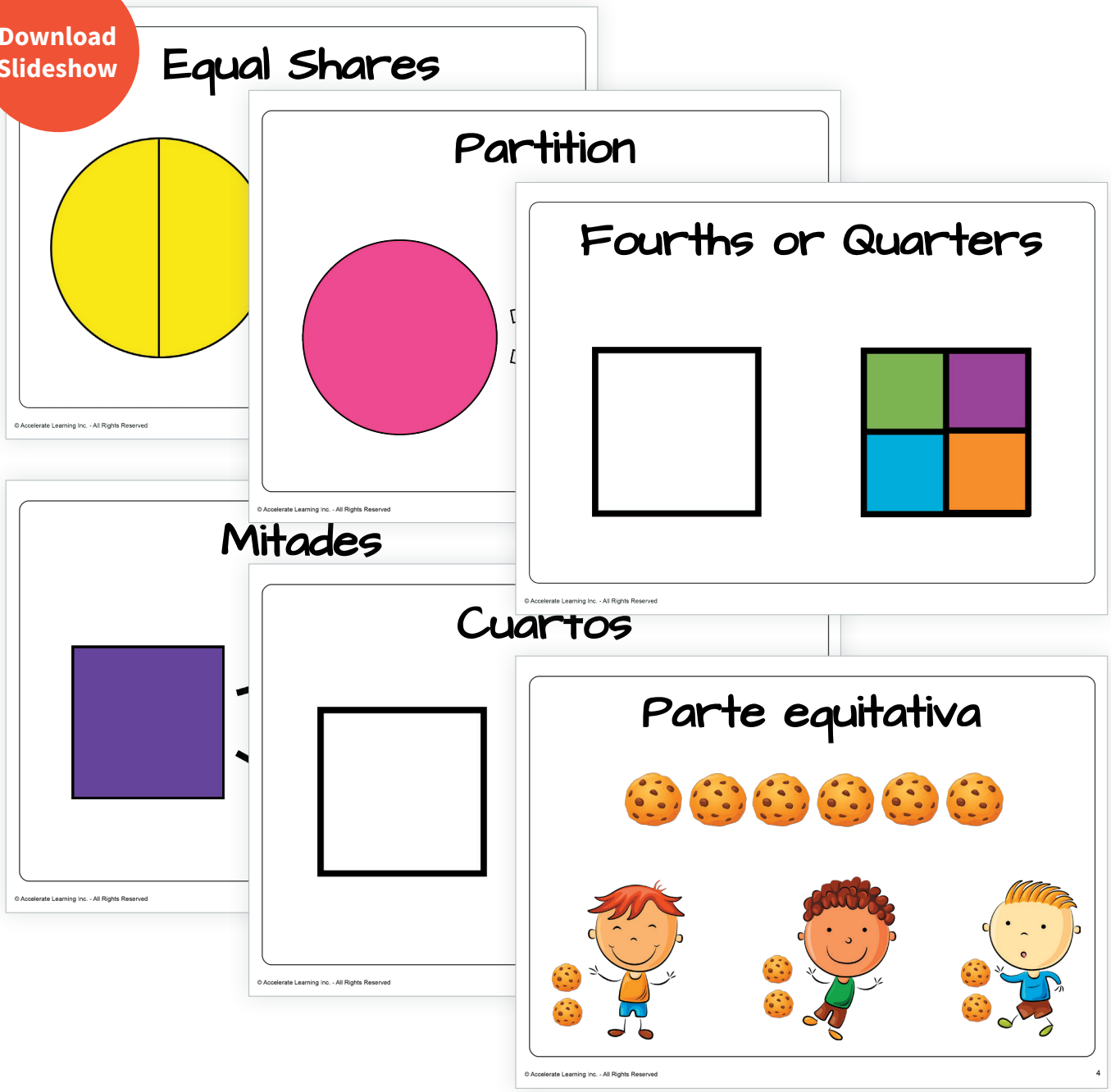
Procedure and Facilitation Points

1. Project the Slideshow for the class.
2. Read words and/or definitions with students. Discuss words or definitions that are unfamiliar to students.
3. Discuss the following questions:
    a. How can you connect this word to your work in the Explore?
    b. How would you rephrase the definition in your own words?
    c. What do you picture in your mind when you hear this word?
4. To practice vocabulary with an engaging game, see Vocabulary Strategies in the Explain section of each Launch scope.
5. Refer to the Slideshow to review Picture Vocabulary as students complete each Explore.

Tips and Tricks

- Print the Student Handout with four slides on a page. Cut out each slide, and create a math word wall in the classroom.
- Download the Picture Vocabulary slides in the Teacher Toolbox under Essentials. Use this to create a slideshow without pictures, and print with multiple slides on one page. To foster student ownership of their own learning, allow students to add their own pictures.

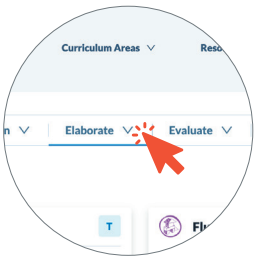
Download Slideshow



Home | Engage | Explore | Explain | **Elaborate** | Evaluate | Intervention | Acceleration

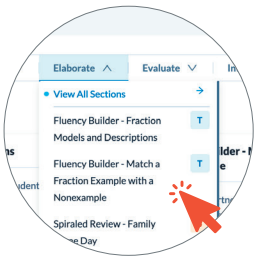
Elaborate

NAVIGATION STEPS



Click Elaborate

Click on Elaborate in the White Menu Bar



Review Content

Use the Dropdown to Review Elaborate Content

Learning math requires a personalized approach. Each lesson's **Elaborate** section offers various resources and activities to differentiate instruction and deepen understanding of diverse learners. This section is ideal for small group instruction, center and station activities, and independent practice.

FLUENCY BUILDER - FRACTION MODELS AND DESCRIPTIONS

Students work in small groups to play a Go Fish! card game.

Preparation

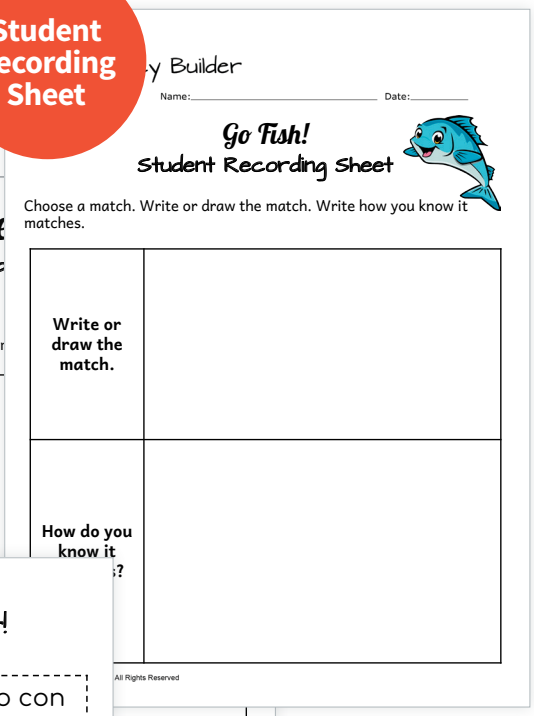
- Print and cut enough sets of Go Fish! Cards for students to share in small groups. (Groups should be no more than four students.) When printing the cards, be sure to print them double-sided so the game logo is on one side of each card.
- Print an Instruction Sheet to go with each set of Go Fish! Cards.
- Consider laminating all printed materials except for the Student Recording Sheet for long-term use. You can place smaller pieces in envelopes or resealable bags.
- Print a Student Recording Sheet for each student.

Procedure and Facilitation Points

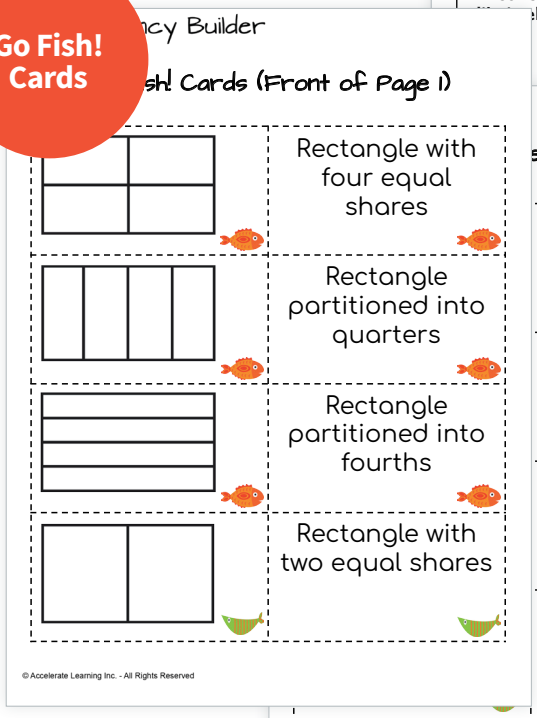
1. Demonstrate playing the game with a group of students.
    a. The dealer gives each player five cards and places all other cards facedown in a pile.
    b. Play moves clockwise. Each player chooses one card from their hand and asks another player for a match. Matching pairs also have matching fish images. If someone asks a player for a card in their possession, the player must give it to them. If the player does not have that type of card, the opponent must “go fish” by taking a card from the facedown pile.
    c. Players put any matches they receive faceup on the table in front of them.
    d. The game continues until all hands are empty and there are no more cards to be drawn.
    e. Each pair of matching cards is worth one point. The player with the most points is the winner.
2. Distribute materials.
3. Have students play the game.
4. At the end of the game, have each player choose one match from the game to complete the Student Recording Sheet. Have students explain why the 2 cards are a match. Encourage students to share their responses with their groups.

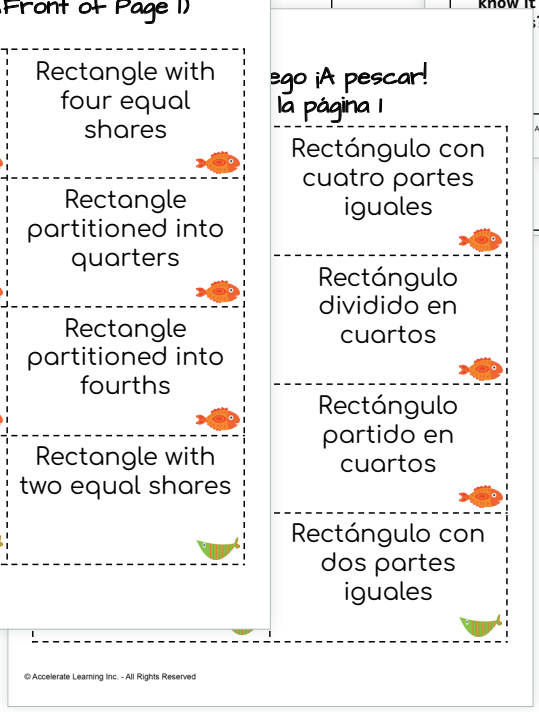
Instruction Sheet

Student Recording Sheet



Go Fish! Cards





FLUENCY BUILDER - MATCH A FRACTION EXAMPLE WITH A NONEXAMPLE

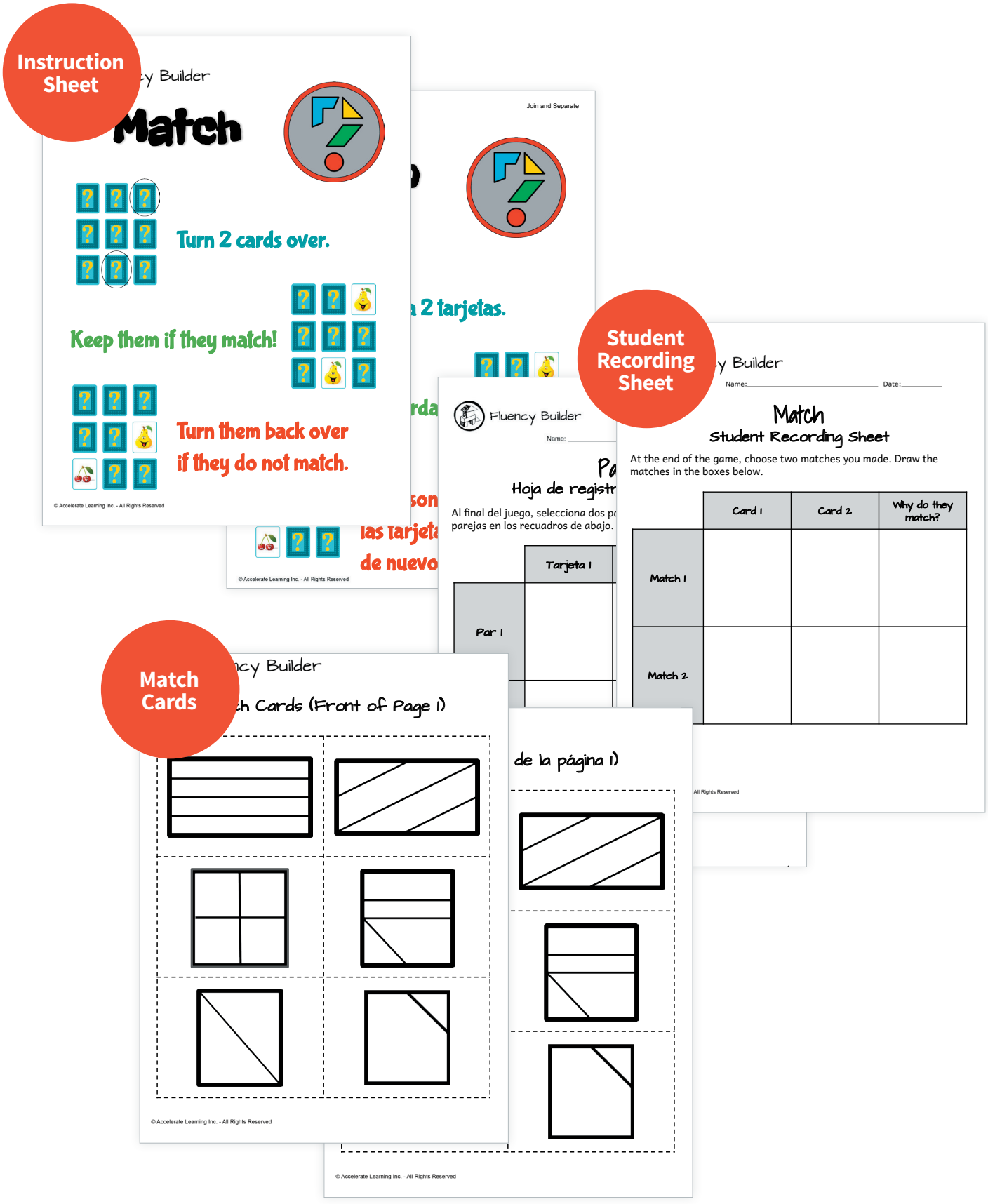
Students turn over two cards and look to match the pictures, numbers, and/or words.

Preparation

- Print and cut out a set of Match Cards for each pair. When printing the cards, be sure to print them double-sided so the game logo is on one side of each card.
- Print an Instruction Sheet to go with each set of Match Cards.
- Consider laminating all printed materials except for the Student Recording Sheet for long-term use. You can place smaller pieces in envelopes or resealable bags.
- Print the Student Recording Sheet for each student.

Procedure and Facilitation Points

1. Show students how to shuffle the cards, and place them facedown in a 4 × 6 array.
2. Demonstrate playing the game with a student.
   a. The first player flips over two cards to try to find a match.
   b. If the player matches two cards, the player keeps the matched set and goes again.
   c. If the player does not find a match, they place the turned cards facedown again, and it is the next player's turn.
   d. Players continue taking turns until all of the matches have been found.
   e. The player who collects more cards wins.
3. Distribute materials.
4. Have students play the game.
5. At the end of the game, have each player record two of the matches they made on the Student Recording Sheet. Have students explain why the 2 cards are a match. Encourage students to share their responses with their partners.


Instruction Sheet
Fluency Builder
Match
Turn 2 cards over.
Keep them if they match!
Turn them back over if they do not match.
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Join and Separate
Student Recording Sheet
Fluency Builder
Name: Date:
Match
Student Recording Sheet
At the end of the game, choose two matches you made. Draw the matches in the boxes below.
Card 1
Card 2
Why do they match?
Match 1
Match 2
Match Cards
Cards (Front of Page 1)
de la página 1)
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SPIRALED REVIEW - FAMILY GAME DAY

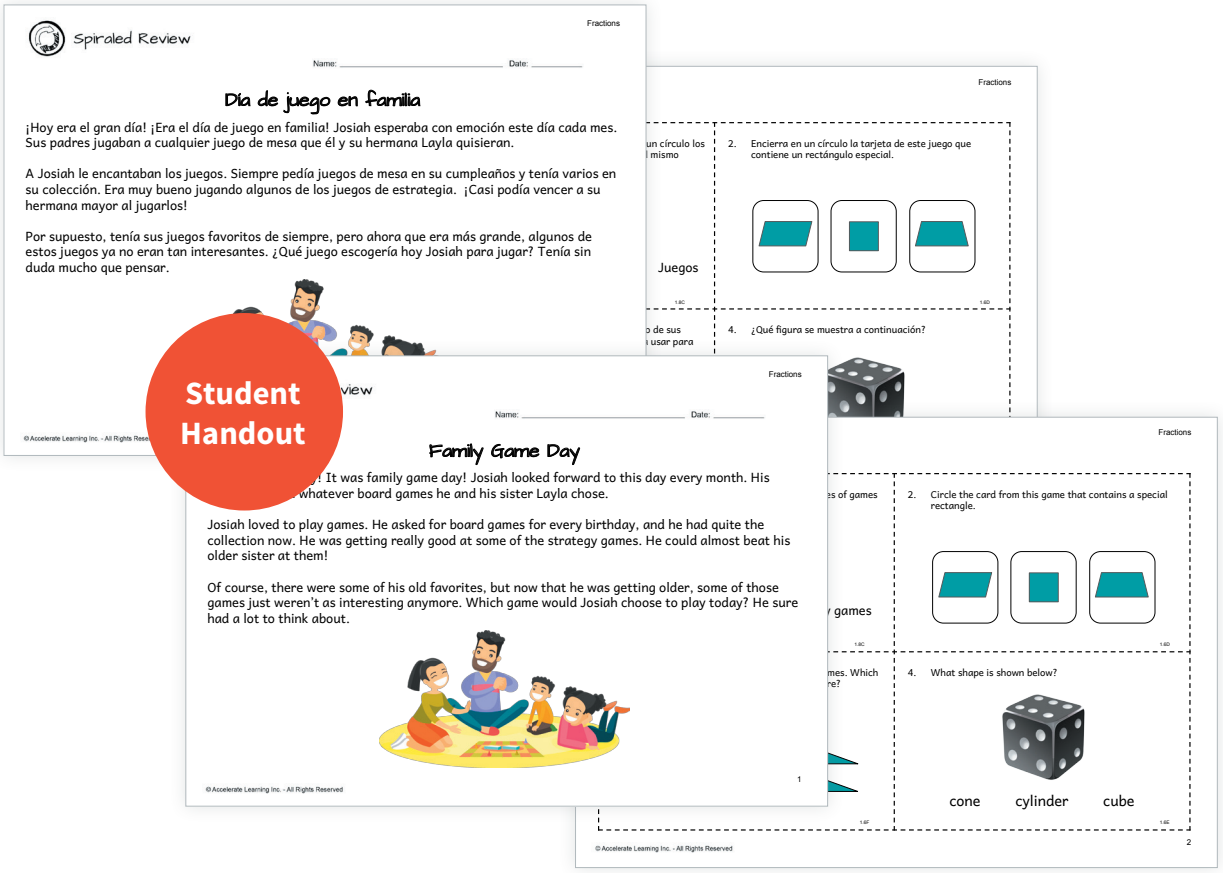
Students review previous or current grade-level content based on the focal points set for each grade.

Preparation

- Print a copy of the Spiraled Review handout for each student.

Procedure and Facilitation Points

1. You may need to provide reading assistance in order for some students to complete this activity.
2. Read the story on the first page to engage student interest before moving on to the questions.
3. Use this spiraled review as a warm-up in class, or send it home for homework, but be sure to discuss answers and strategies with the class as a whole group.
4. Refer to the standard in the lower right-hand corner of each question box to assess the students' content knowledge or need for further intervention.

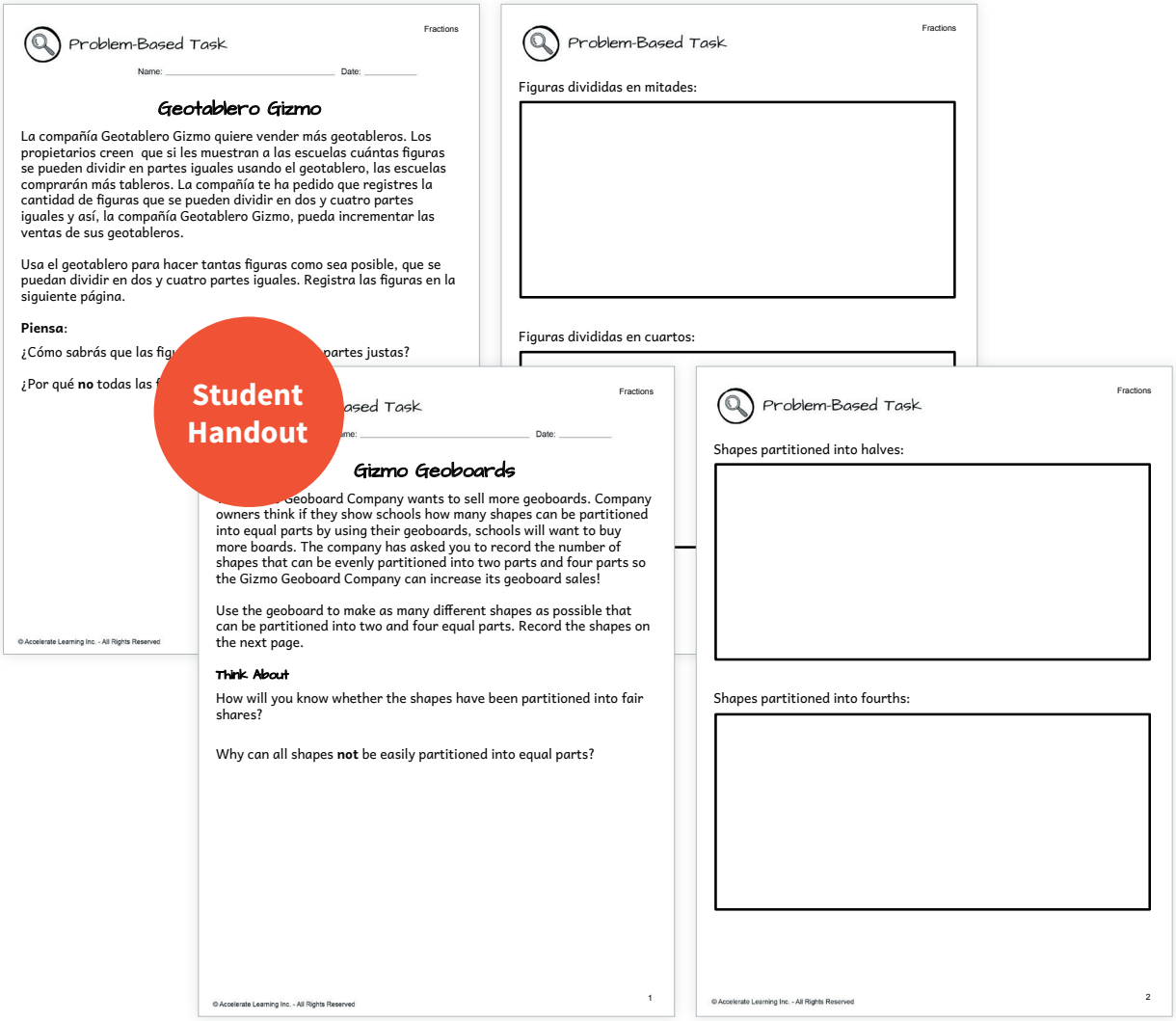


PROBLEM-BASED TASK - GIZMO GEOBOARDS

Students work collaboratively to apply the knowledge and skills they have learned to an open-ended, real-world challenge.

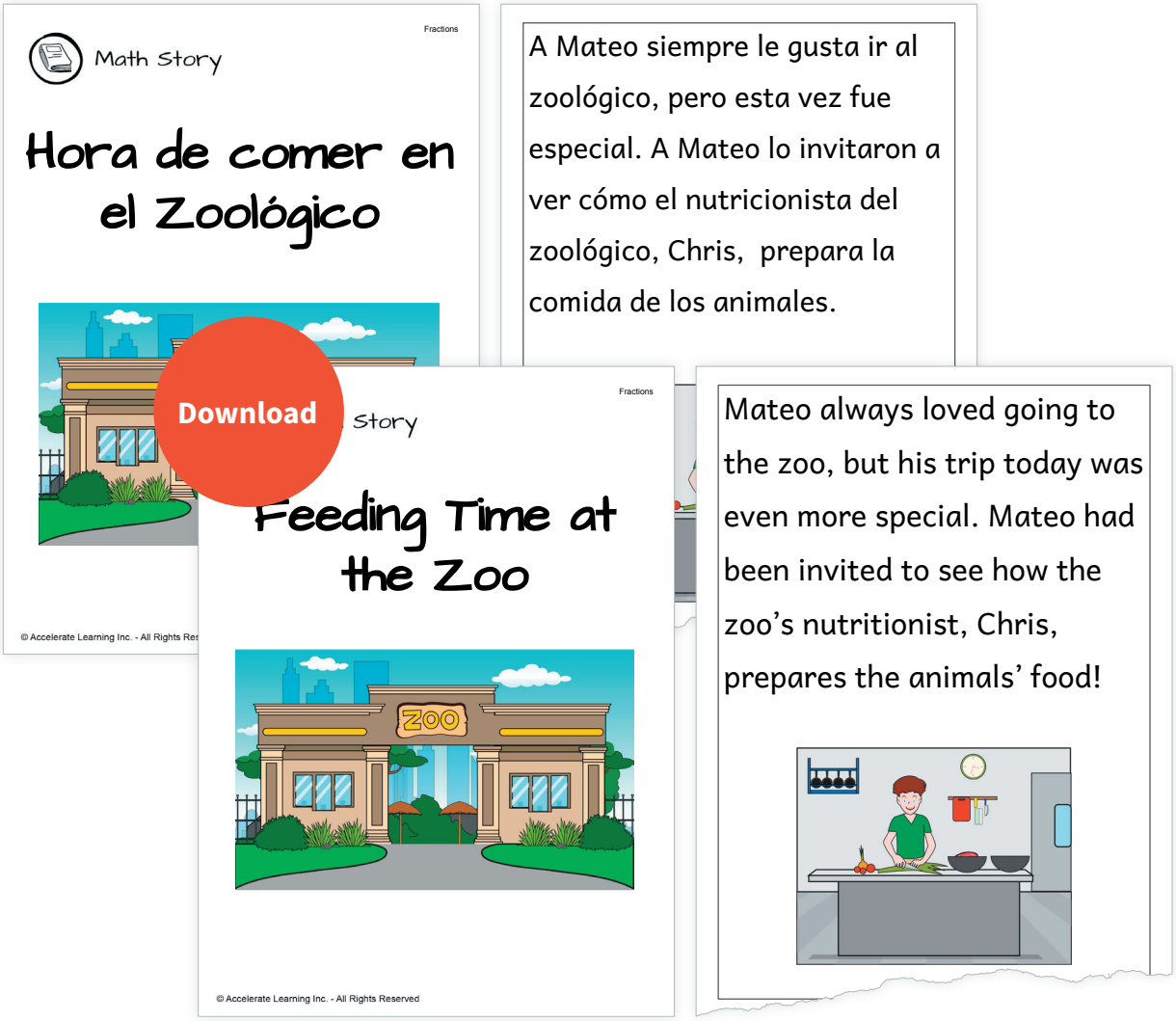
Procedure and Facilitation Points

1. Allow students to work in groups.
2. Encourage students to look back at their Student Journals from the Explore activities if they need to review the skills they have learned.
3. If students are stuck, use guiding questions to help them think through it without telling them what steps to take next. If time permits, allow each group to share their solution with the class.
4. Discuss how different groups tackled the challenge in different ways.



MATH STORY - FEEDING TIME AT THE ZOO

Students will read along as the teacher reads the text aloud, pausing to allow students to answer math and literacy questions.



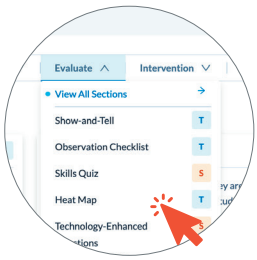
Flipbook online!

Evaluate

NAVIGATION STEPS

Click Evaluate

Click on Evaluate in the White Menu Bar



Review Content

Use the Dropdown to Review Evaluate Content

Assessments are intentionally integrated so that you can **evaluate** student progress and mastery. Collect data through TEKS-aligned assessments, along with student self-reflections and performance tasks.

OBSERVATION CHECKLIST

Diagnostic | Formative

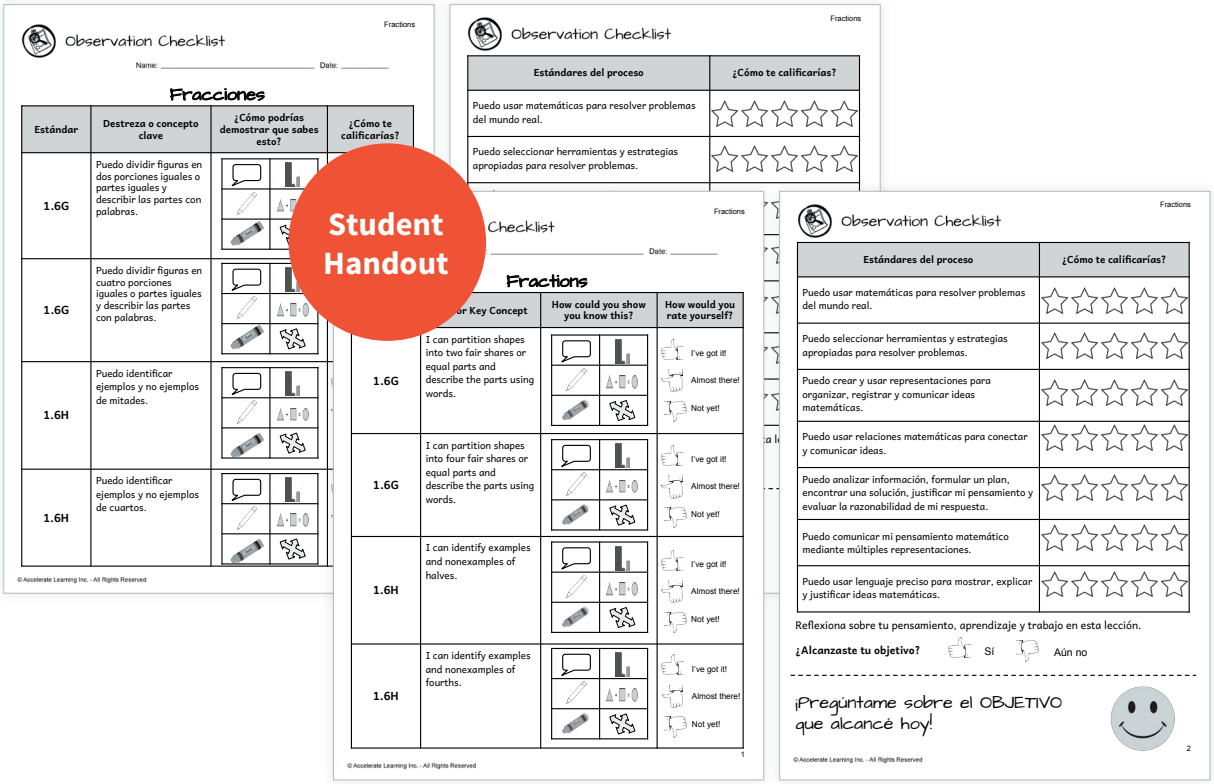
This element provides a breakdown of the key concepts and skills in the scope. It can be used as a formative assessment for teachers and as a self-assessment for students.

Preparation

- Print a Teacher Handout and Student Handout for each student.

Procedure and Facilitation Points

1. Distribute a Student Handout to each student.
2. As students are working through the Explore and Explain activities in the scope, formatively assess their progress by taking anecdotal notes on how key concepts and skills were observed. Reflection questions can be considered to measure the impact of whole-group and small-group activities.
3. Have students reflect on ways they can demonstrate their understanding and self-assess their progress on each key concept or skill as they work through both whole-group and small-group activities.
4. Students can reflect on their thinking, learning, and work in the scope; identify ways they have improved; and establish new learning goals.
5. Colleagues who provide instructional support to students can be equipped with the accommodations and modifications noted on the Teacher Handout.
6. Anecdotal notes provided on the Teacher Handout can be used as documentation for standards-based report cards.



SHOW-AND-TELL

Formative

Students are prompted to complete several tasks by the teacher, and their performances are assessed using a rubric.

Preparation

- Decide whether student performance will be assessed individually or in small groups.
- Print the Teacher Prompts to read from during the assessment.
- Print the Student Cards (if applicable) and an Interview Rubric for each student.
- Gather any materials and manipulatives needed for students to complete each task.

Procedure and Facilitation Points

1. Meet with each student or group of students separate from the class.
2. Read each Teacher Prompt card, and observe each student as they follow the directions.
3. Ask students to record their thinking on the Student Cards (if applicable).
4. Evaluate each student's performance of the task using the Interview Rubric.
5. Once student data has been collected after the assessment, refer to the Scaffolded Instruction Guide in the Home section of this scope to differentiate instruction for each student.

Tips and Tricks

- This element is a performance-based assessment specifically designed for kindergarten and first-grade students.
- It is recommended for this element to be used in small-group settings or one-on-one with students.
- A rubric and an answer key are available to support the teacher in evaluating students' work. The rubric is broken down into specific student actions to support the teacher in objectively scoring each student's assessment. This specific data also reveals what skills the student may need support with so the teacher can make informed instructional decisions.
- Intervention strategies are also provided at the end of the rubric. These assist in providing individualized support for students based on the results of their assessments.

Teacher Prompts

Fractions

ow-and-Tell

Teacher Prompt Card 1

1. Ask the student to look at the baseball card on the student card. Say: "This baseball card needs to be partitioned into two equal parts."
2. Have the student draw a line on the student card where the baseball card would be partitioned into halves.
3. Ask the student to state what each side represents.
4. Ask the student to look at the cookie on the student card. Say: "Four friends are going to share this cookie. How should they split it so everyone gets the same amount?" Ask the student to mark on the cookie how it should be split.
5. Ask the student to state how much each person gets.

Teacher Prompt Card 2

1. Ask the student to identify the pictures on the student card that are examples of halves.
2. Ask the student to identify the pictures on the student card that are nonexamples of halves.
3. Ask the student to identify the pictures on the student card that are examples of fourths.
4. Ask the student to identify the pictures on the student card that are nonexamples of fourths.

Fractions

Show-and-Tell

Name: _____ Date: _____

Tarjeta 1: Instrucciones del maestro

Pida al estudiante que mire la tarjeta de béisbol en la tarjeta del estudiante. Diga: «Esta tarjeta debe ser dividida en dos partes iguales».

Pida al estudiante que dibuje una línea en la tarjeta del estudiante donde se dividiría la tarjeta de béisbol en dos mitades.

Pida al estudiante que diga qué representa cada mitad.

Pida al estudiante que mire la galleta en la tarjeta del estudiante. Diga: «Cuatro amigos van a compartir esta galleta. ¿Cómo deben dividirla para que a cada uno le toque la misma cantidad?». Pida al estudiante que marque cómo dividir la galleta.

Pida al estudiante que diga cuánto le toca a cada persona.

Tarjeta 2: Instrucciones del maestro

Pida al estudiante que identifique las imágenes de la tarjeta del estudiante que son ejemplos de mitades.

Pida al estudiante que identifique las imágenes en la tarjeta del estudiante que no son ejemplos de mitades.

Pida al estudiante que identifique las imágenes en la tarjeta del estudiante que son ejemplos de cuartos.

Pida al estudiante que identifique las imágenes en la tarjeta del estudiante que no son ejemplos de cuartos.

1

Student Card

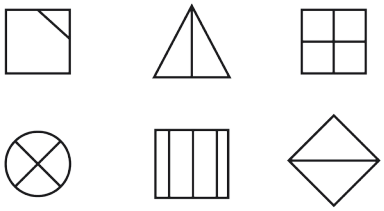
Fractures

ınd-Tell

Name: _____ Date: _____

Student Card 1
(Use with Teacher Prompt Card 1.)

Student Card 2
(Use with Teacher Prompt Card 2.)



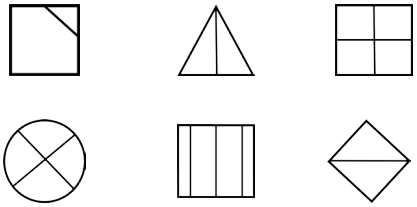
Fractions

Show-and-Tell

Name: _____ Date: _____

Tarjeta del estudiante 1
(Tarjeta 1: Usar con «Instrucciones del maestro»)

Tarjeta del estudiante 2
(Tarjeta 2: Usar con «Instrucciones del maestro»)



1

SKILLS QUIZ

Formative Summative

Skills Quiz is a short, standards-based formative assessment to determine student mathematical fluency with the key concepts and skills in the scope.

Preparation

- Print a Student Handout for each student. The Student Handout can also be assigned digitally.
- Allow students to use manipulatives by request.
- Prepare Supplemental Aids for students who meet eligibility criteria.

Procedure and Facilitation Points

1. Distribute the Student Handout to each student.
2. Prompt students to show what they know in completing the assessment.
3. Allow students to reflect on their performances using the Heat Map.
4. Once student data has been collected after the assessment, refer to the Scaffolded Instruction Guide in the Home section of this scope to differentiate instruction for each student.

Tips and Tricks

- This element can be used as an assessment for learning and can be assigned to students to complete independently at their seats or as part of a workstation.
- For kindergarten and first grade, this element can be used as a one-on-one assessment or a guided small-group task to check for mastery of the standards.
- This element is a perfect opportunity to have a one-on-one conference with each student to discuss their performance, and it can be used as a foundation for setting individualized goals.
- The data from this assessment can be used to provide specific support and intervention.
- A Skills Quiz from a previous unit can also be used as a spiral review.

Student Handout

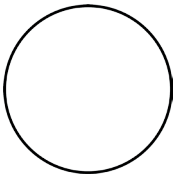
Fractions

lls Quiz

Name: _____ Date: _____

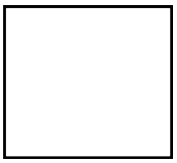
Fractions

1. Draw a line through this circle to partition it into 2 equal parts.



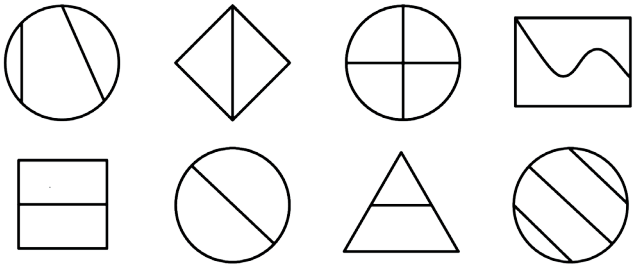
1 part of the circle is called _____.

2. Draw lines through this square to partition it into 4 equal parts.



1 part of the square is called _____.

3. Color in the shapes that show examples of fractions. Put an *X* through each shape that shows a nonexample of fractions.



Fractions

me: _____ Date: _____

Fracciones

a en el
vidirlo en 2

2. Dibuja líneas en el cuadrado para dividirlo en 4 partes iguales.

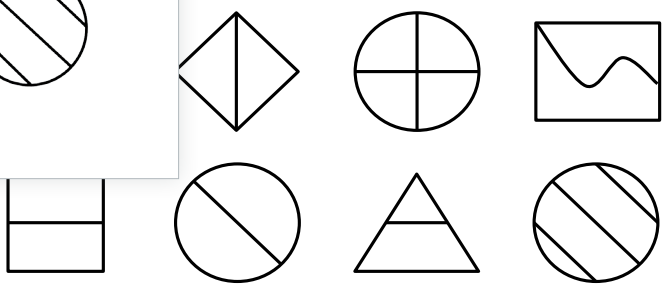
e llama

_____.

1 parte del cuadrado se llama

_____.

uras que muestran fracciones. Escribe una *X*
ra que no sea un ejemplo de fracción.



1

HEAT MAP

Student Self-Reflection

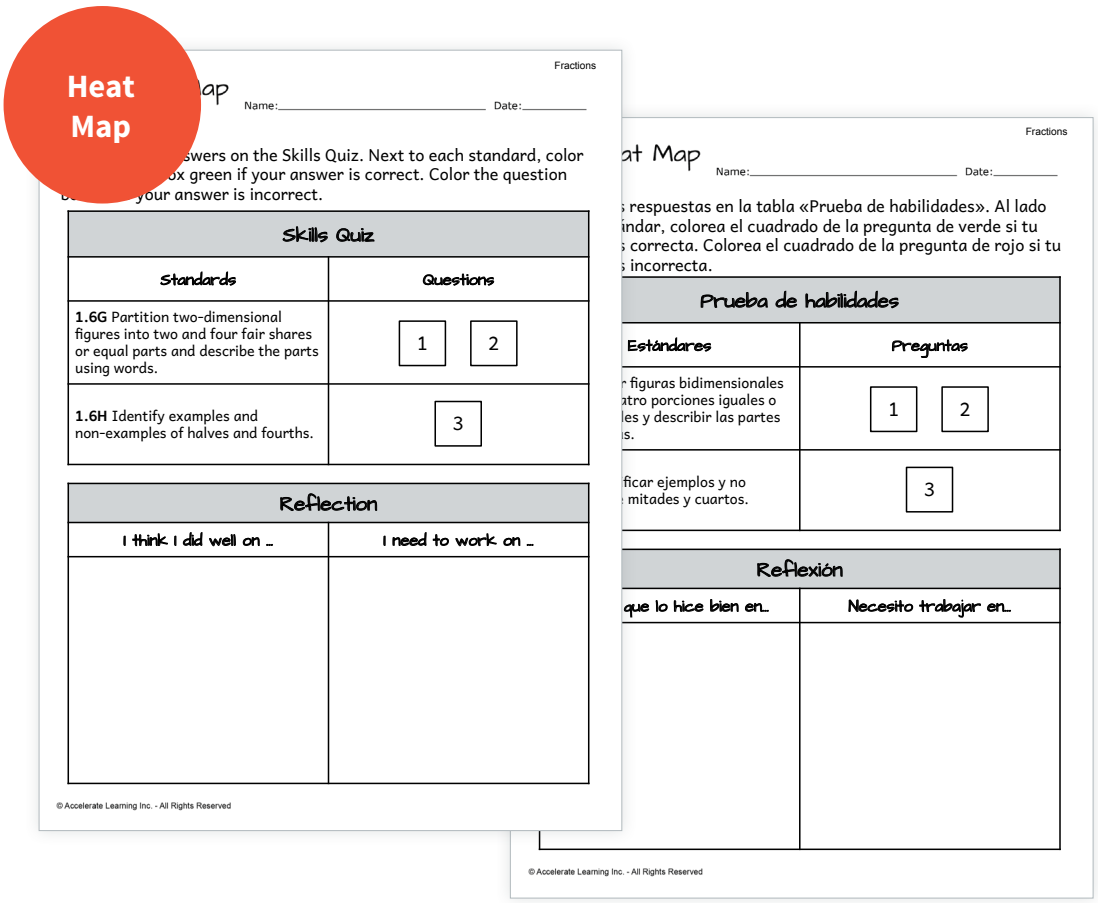
Students analyze their assessment results and determine what they did well and where they can improve.

Preparation

- Determine if students will analyze their Skills Quiz, Standards-Based Assessment, or both.
- Print a Heat Map for each student.
- Gather a red crayon and a green crayon for each student.

Procedure and Facilitation Points

1. Distribute a Heat Map to each student along with red and green crayons. Students should have their graded assessment(s) available.
2. Students use their graded assessment(s) to color-code the Heat Map. For each question answered correctly, students color the corresponding box green. For each question answered incorrectly, students color the corresponding box red.
3. Encourage students to look for patterns in their data, such as a certain standard that was missed more frequently or a standard they have clearly mastered, and use this information to reflect and set goals in the provided table.
4. Refer to the Scaffolded Instruction Guide found in the Home section to provide extension or additional support.



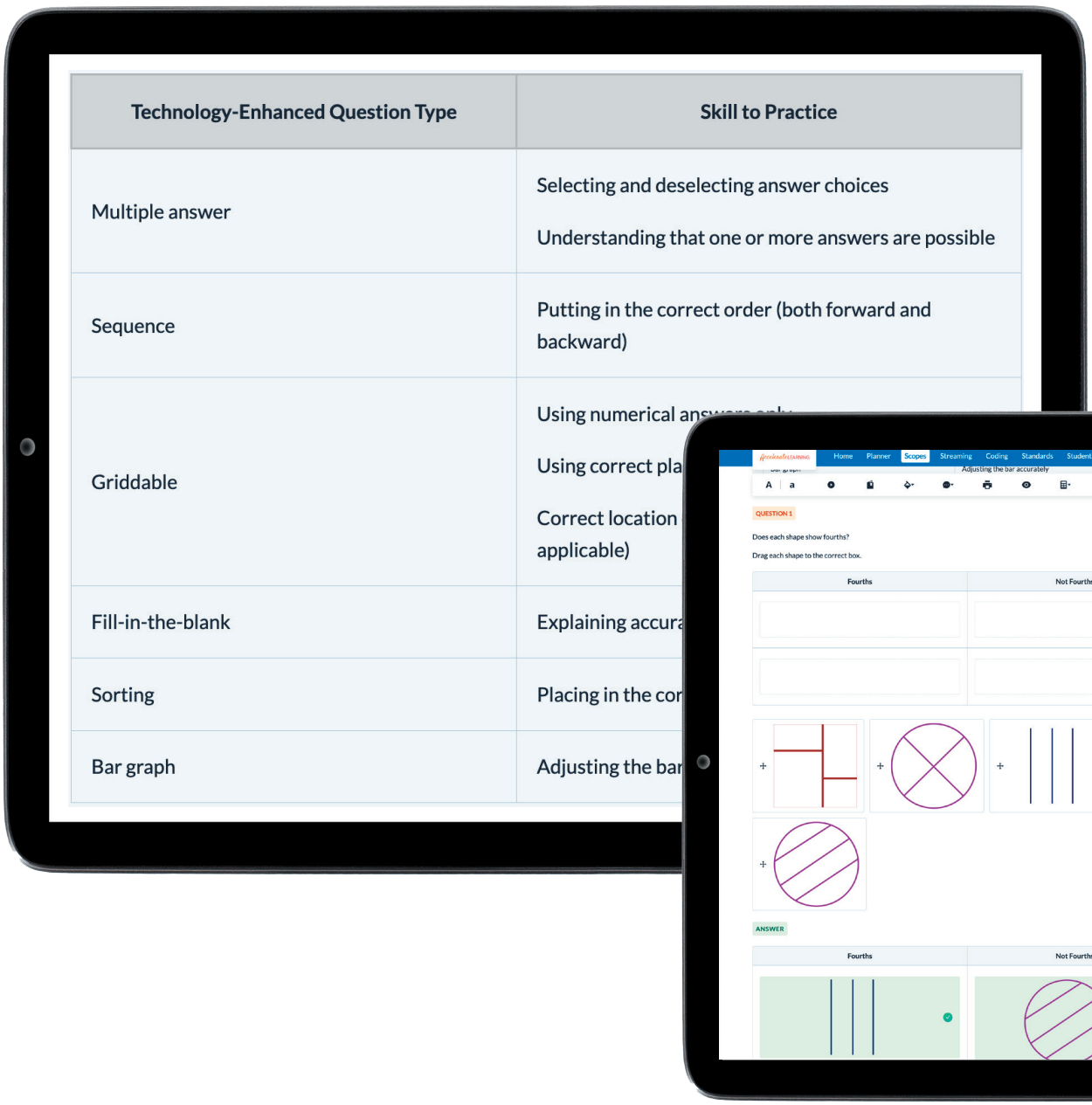
TECHNOLOGY-ENHANCED QUESTIONS

Summative

Technology-Enhanced Questions are designed to allow students to answer question types that are not possible in a paper/pencil format. These computer-based questions use formats that allow for non-conventional question types, including multiple answer, sequence, griddable, fill-in-the-blank, sorting, and bar graph.

Procedure and Facilitation Points

1. Students work individually to complete the questions digitally. This assessment is only available in a computer-based format. Assign students to the assessment before they begin so the system captures their responses and produces data on their performances.



Technology-Enhanced Question Type	Skill to Practice
Multiple answer	Selecting and deselecting answer choices Understanding that one or more answers are possible
Sequence	Putting in the correct order (both forward and backward)
Griddable	Using numerical ans Using correct pla Correct location applicable)
Fill-in-the-blank	Explaining accura
Sorting	Placing in the cor
Bar graph	Adjusting the bar

Intervention

NAVIGATION STEPS

Click Intervention

Click on Intervention in the White Menu Bar

Review Content

Use the Dropdown to Review Intervention Content

Unleash the power of hands-on learning to provide targeted instruction and tackle conceptual misunderstandings head-on! Perfect for **intervention**, re-teaching, or test preparation, these dynamic resources are your go-to tools for transforming math challenges into triumphs in the classroom.

SMALL-GROUP INTERVENTION

Students partition two-dimensional shapes into two and four fair shares or equal parts, describe the parts in words, and identify examples and nonexamples of halves and fourths.

Preparation

- Print and cut out four sets of Shape Cards for each pair of students.
- Print a Teacher Checklist.
- Print a Checkup for each student.

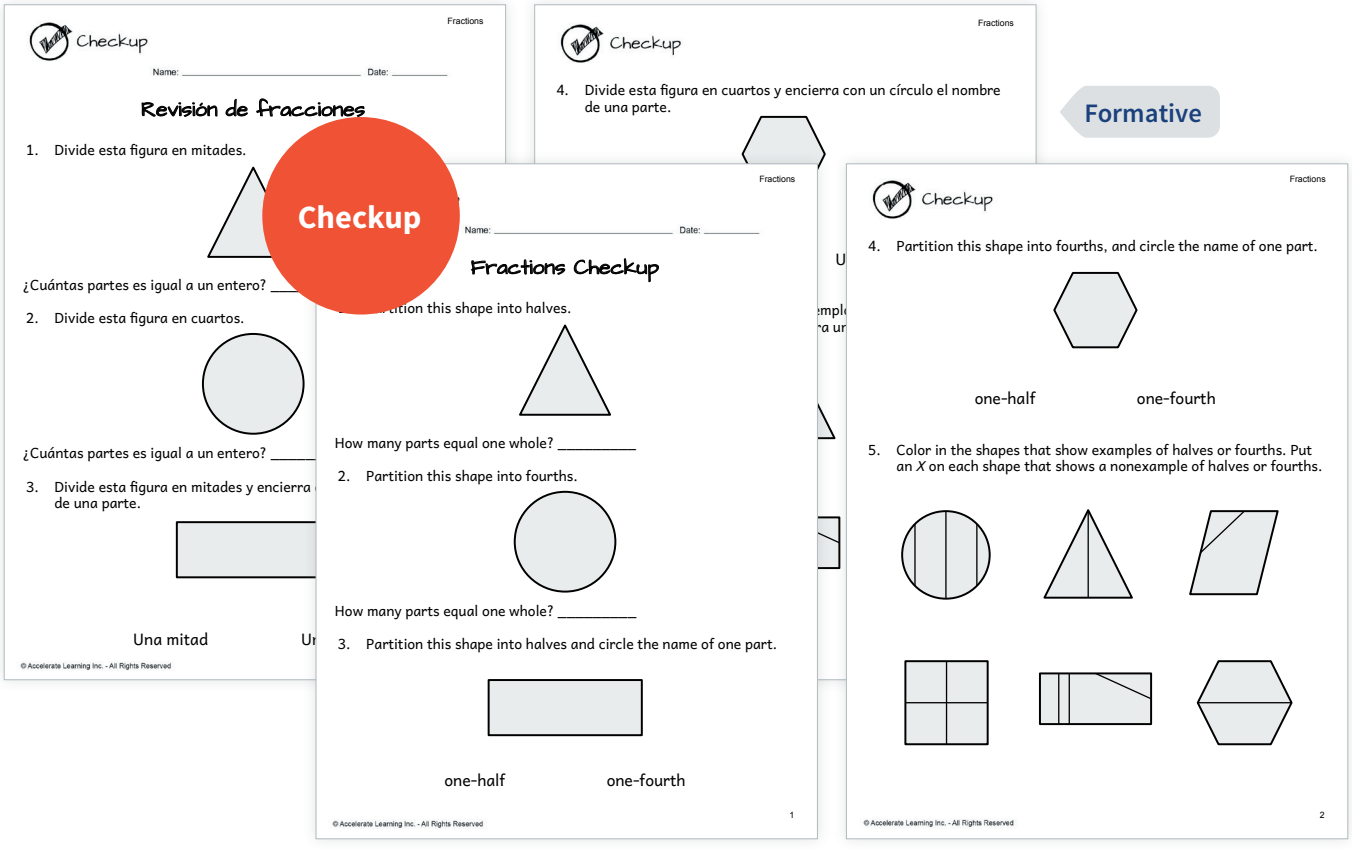
Procedure and Facilitation Points

Part I: Partition Shapes

1. Prior to beginning the activity, ask students to tell you everything they know about fair shares or equal parts, halves, and fourths. As students answer, check to see if they can accurately describe halves, fourths, fair shares, and equal parts. Identify any misconceptions that students have.
2. Have students work in pairs.
3. Each pair should receive two sets of the Shape Cards.
4. Instruct students to fold each shape to partition them into two equal parts and four equal parts (if possible).
5. Watch and listen to each pair as they partition the shapes.
6. Discuss the following questions:
    a. How did you fold the shape to make two equal parts? *We folded it in half. The parts needed to be the same size.*
    b. What is another way to say two equal parts? *Halves*
    c. How did you fold the shape to make four equal parts? *We folded it two times. Each part needed to be the same size.*
    d. What is another way to say four equal parts? *Fourths*
7. Have students put the shapes that could be partitioned into both two and four equal parts in one pile and the shapes that could only be partitioned into two equal parts in another pile.
8. Discuss the following questions:
    a. Why could you not partition all the shapes into four equal parts? *When we tried to fold some shapes two times to make four equal parts, not all parts were equal.*
    b. What did you notice about the shapes that could be divided into halves and fourths? *Answers will vary. The same shapes that could be divided into fourths had more than one way to divide them into halves, or the same number of shapes can be divided into fourths as divided into halves in more than one way*.

Part II: Examples of Halves and Fourths

1. Each pair should receive the other two sets of Shape Cards.
2. Tell students to fold the triangle to make an example and a nonexample of halves, and the rest of the shapes to make examples and nonexamples of fourths.
3. As students work, ask them the difference between shapes that are examples of halves or fourths and shapes that are nonexamples of halves or fourths. Listen to their explanation. Make sure to ask each pair of students this question at least once. If their reasoning is not sound, ask the following guiding questions:
   a. What does a shape that has been partitioned into fourths have to have? *Four equal parts*
   b. If the parts are equal, is this an example or nonexample of fourths? *Example*
   c. If the parts are not equal, is this an example or nonexample of fourths? *Nonexample*
   d. What is the difference between examples and nonexamples of fourths? *Examples have equal parts; nonexamples do not.*
4. Guide students to make the connection between equal and unequal parts.
5. Discuss the following questions:
   a. If you wanted to share equal parts with someone, would you partition the shape into an example or nonexample of halves? Why? *I would partition it into an example because I would want to give each person the same amount.*
6. As students work, encourage them to use appropriate vocabulary to describe the parts, including *halves, fourths, partition, equal parts, and fair shares.*
7. Afterward, allow time for students to complete the Checkup individually.



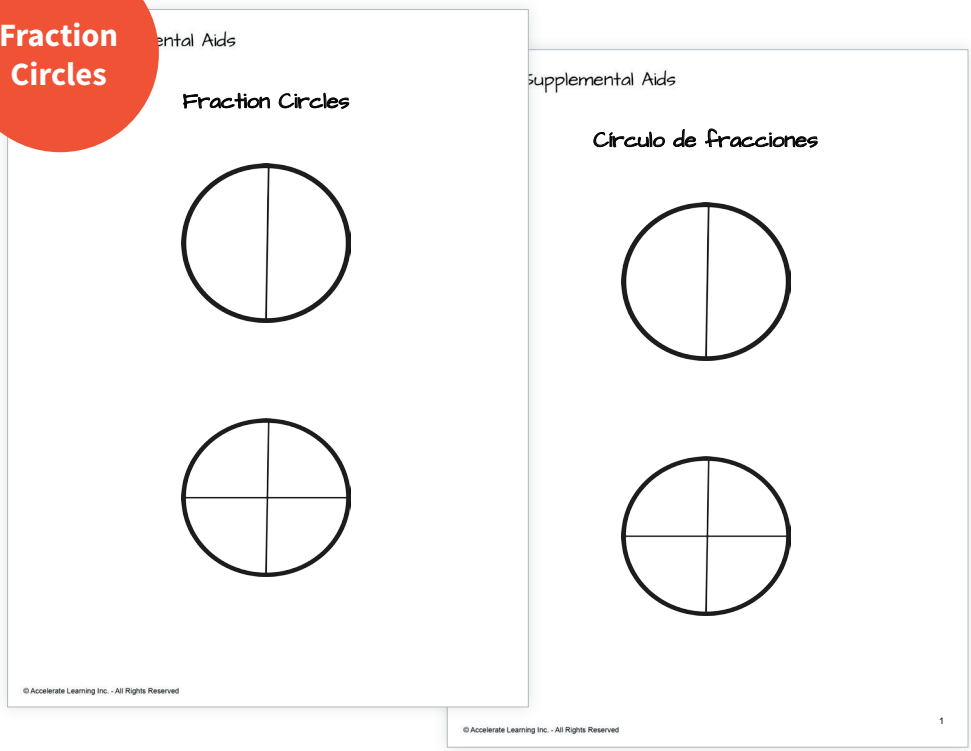
SUPPLEMENTAL AIDS - FRACTION CIRCLES

Students use fraction circles as a pictorial model of fractions.

Procedure and Facilitation Points

- This Student Handouts contain a variety of fraction circles. These can be used to reinforce the following concepts:
  - Identifying fractions
  - Explaining fractional parts
  - Counting fractional parts
  - Representing fractions
  - Composing and decomposing fractions
  - Finding equivalent fractions
  - Comparing fractions
  - Adding and subtracting fractions
  - Multiplying and dividing fractions
- If possible, provide a laminated copy of the fraction circles for each student. The students may then use dry erase markers to shade and identify various fractions.
- Encourage students to draw fraction circles at the top of their paper or assessment as a reminder when working with fractions.

Fraction Circles



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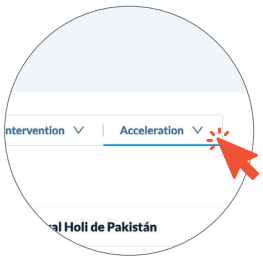
Acceleration

NAVIGATION STEPS



Click Acceleration

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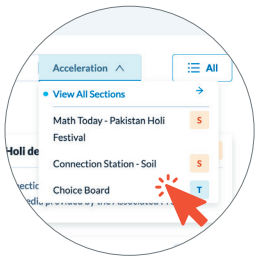


Review Content

Use the Dropdown to Review Acceleration Content

Acceleration activities allow students to dive deeper into the content and its applications, enhancing their understanding and engagement. These enrichment activities are designed for all students, providing opportunities to explore advanced concepts and develop critical thinking skills.

CHOICE BOARD

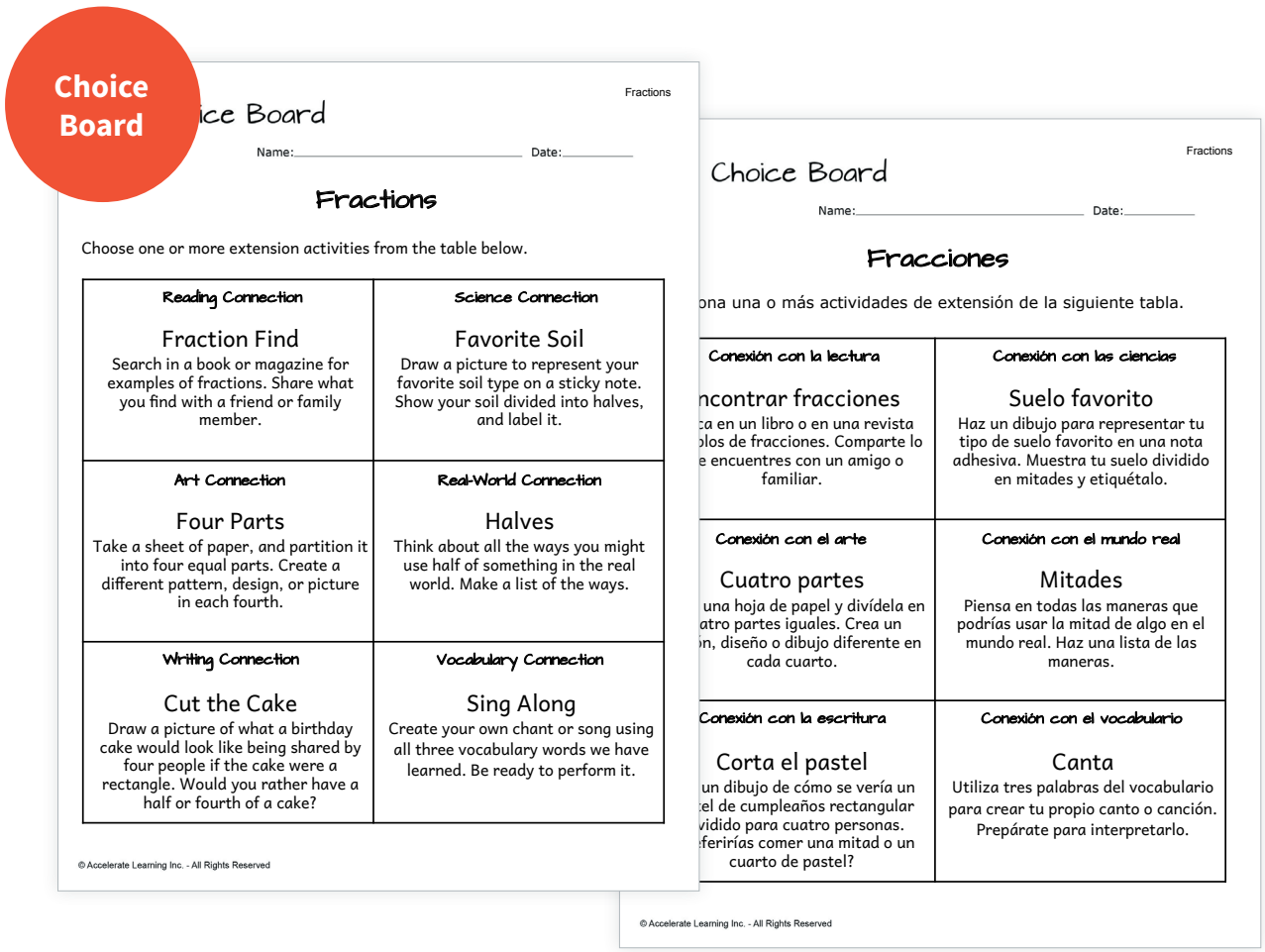
Students explore real-world connections and applications of math content through interactions with engaging activities.

Preparation

- Print a Choice Board for each student.
- Plan ahead for technology use. Access to other activities within the scope may be required for some options on the Choice Board.
- This activity can be completed in class or at home.

Procedure and Facilitation Points

1. Distribute a Choice Board to each student.
2. Allow students time to examine the Choice Board and select the activities they would like to explore.
3. Encourage students to attempt at least three activities on the Choice Board.
4. If time allows, have students share the connections they made in completing the activities they chose.



CONNECTION STATION - SOIL

Students partition different soil types into two and four equal parts and identify examples and nonexamples of soils divided in halves and fourths. This activity aligns to the following science standard:

The student is expected to observe, compare, describe, and sort components of soil by size, texture, and color.

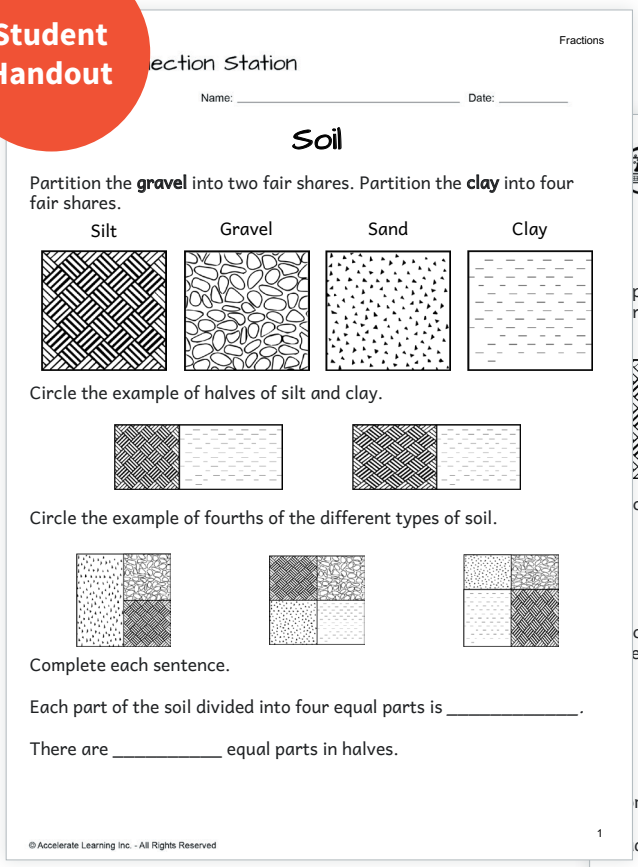
Preparation

- Plan to have students work in pairs.
- Print a Student Handout for each student.

Procedure and Facilitation Points

1. Divide students into pairs, and give each student a Student Handout.
2. Students will use examples of soil to partition them into two and four fair shares.
3. Students will identify an example of halves and an example of fourths by using the soil pictures.
4. Students will complete the sentences to describe the parts.

Student Handout



Fractions

ection Station

Name: _____ Date: _____

Soil

Partition the **gravel** into two fair shares. Partition the **clay** into four fair shares.

Silt Gravel Sand Clay

Circle the example of halves of silt and clay.

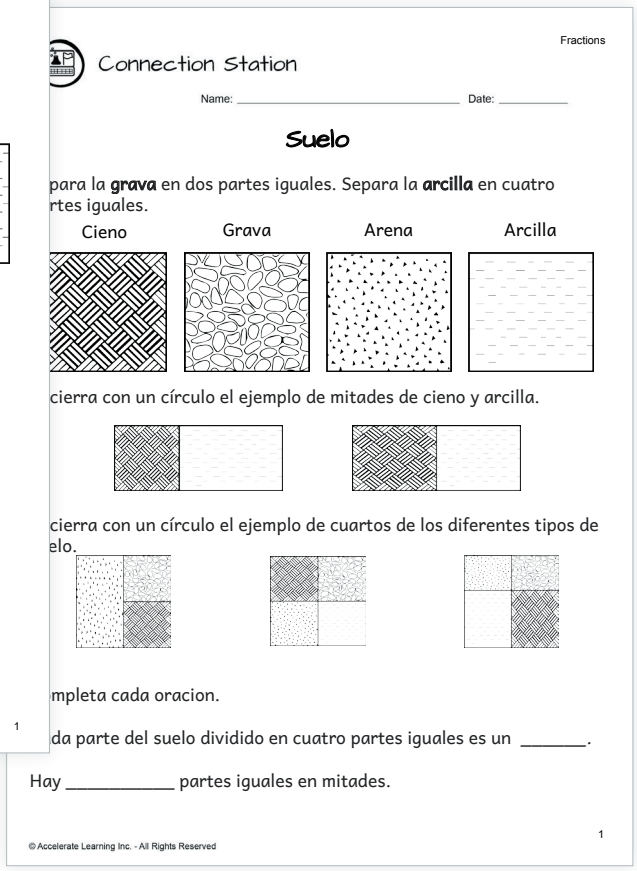
Circle the example of fourths of the different types of soil.

Complete each sentence.

Each part of the soil divided into four equal parts is _____.

There are _____ equal parts in halves.

1



Fractions

Connection Station

Name: _____ Date: _____

Suelo

para la **grava** en dos partes iguales. Separa la **arcilla** en cuatro rtes iguales.

Cieno Grava Arena Arcilla

cierra con un círculo el ejemplo de mitades de cieno y arcilla.

cierra con un círculo el ejemplo de cuartos de los diferentes tipos de elo.

mpleta cada oracion.

da parte del suelo dividido en cuatro partes iguales es un _____.

Hay _____ partes iguales en mitades.

1

MATH TODAY - PAKISTAN HOLI FESTIVAL

Students will explore connections and applications of math and other cross-curricular content through interactions with authentic, real-world events.

Procedure and Facilitation Points

1. Allow students to view the video. Briefly explain that the Holi Festival is celebrated with lots of color and laughter.

Scan and Watch the Video

2. Discuss:
   a. What did you notice about this video? *Answers will vary; for example, people were smearing color on other people; the colors were bright; some people didn't look like they liked people putting colors on their faces.*
   b. Where might math be used in this video? *Answers will vary; for example, counting how many people are at the festival; measuring the color.*
3. Students should complete the Student Handout independently or with partners.

Student Handout

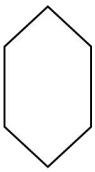
Fractions

Math Today

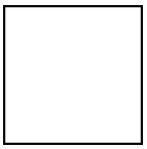
Name: _____ Date: _____

Pakistan Holi Festival

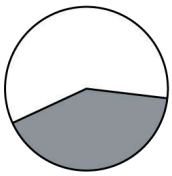
Noor put color on half of her mother's face. Show what her mother looked like by partitioning the hexagon into halves and then coloring one-half.



Tahir put color on one-fourth of Ali's shirt. Partition the rectangle below into fourths, then color one-fourth to show what Ali's shirt looked like.



A group of friends tried to put color on half of Alexis's face. Alexis turned away, but not before her friends colored her face like this. Did they manage to color one-half of her face?

Yes  No

Fractions

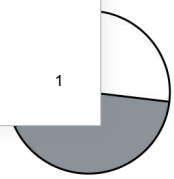
Date: _____

li de Pakistán

cara de su madre. Muestra cómo se
l hexágono en mitades y luego

a camisa de Ali. Divide el
go colorea un cuarto para mostrar

color en la mitad de la cara de
antes de que se volteara, sus
muestra abajo. ¿Pudieron colorear

Sí  No

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