I can describe, compare, and create different shapes!

K.MD.1, K.MD.2, K.G.4, K.G.6, 3.NF.1
MP.1, 2, 3, 4, 6, 7, 8

Materials: pre-cut pattern block shapes, recording sheet, tape or glue stick

Directions:

1. Get a bag of shapes and a recording sheet.
2. Explore the shapes by yourself or with a partner.
3. Choose 2 shapes and glue/tape to your recording sheet.
4. Compare the shapes; think about how the shapes are alike and how the shapes are different and record your discoveries on your recording sheet.
5. Next, see if you can build a new shape using the pattern block cut-outs.
6. Glue or tape your new shape on your recording sheet and describe your new shape.

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Comparing and Describing Shapes

I chose these shapes to compare!

These shapes are alike because…	These shapes are different because…

I made a new shape!

My new shape is_____

I made it by _____

Some words that describe my new shape are_____

_____

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I can evaluate relationships between equal parts and wholes!

1.G.3, 2.G.3, 3.NF.1
MP.1, 2, 4, 7, 8

Materials: pattern blocks, recording sheet

Directions:

1. Choose 1 bag of pattern blocks and a recording sheet from the folder.
2. Using your recording sheet as a guide, explore the pattern blocks.
3. Record your observations on your recording sheet.

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Exploring Relationships Between Equal Parts and Wholes

Name: _____ Date: _____

Pattern Blocks: The yellow hexagon is the whole.	
PREDICTIONS:	**DISCOVERIES:**
I think it will take _____ red trapezoids to equal 1 yellow hexagon.	It took _____ red trapezoids to equal 1 yellow hexagon.
I think it will take _____ blue parallelograms to equal 1 yellow hexagon.	It took _____ blue parallelograms to equal 1 yellow hexagon.
I think it will take _____ green triangles to equal 1 yellow hexagon.	It took _____ green triangles to equal 1 yellow hexagon.
I think it will take 1 red trapezoid plus _____ green triangles to equal 1 yellow hexagon.	It took 1 red trapezoid plus _____ green triangles to equal 1 yellow hexagon.
I think it will take 1 blue parallelogram plus _____ green triangles to equal 1 yellow hexagon.	It took 1 blue parallelogram plus _____ green triangles to equal 1 yellow hexagon.

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I can identify and name different parts of a whole using fractions!

2.G.3, 3.OA.2, 3.NF.1, 3.G.2
MP.1, 2, 3, 4, 7, 8

Materials: pattern blocks, recording sheet

Directions:

1. Get some pattern blocks and a recording sheet.
2. Using your recording sheet as a guide, explore the pattern blocks.
3. Record your observations on your recording sheet.

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Identifying and Naming Parts of a Whole Using Fractions

Name: _____ Date: _____

Pattern Blocks

If the **yellow hexagon** is the whole, what piece shows one-half?

If the **yellow hexagon** is the whole, what piece shows one-sixth?

If the **yellow hexagon** is the whole, what piece shows one-third?

If the **blue parallelogram** is the whole, what piece shows one-half?

If the **red trapezoid** is the whole, what piece shows one-third?

If the **yellow hexagon** is the whole, what pieces would you need to show two-thirds?

If the **yellow hexagon** is the whole, what pieces would you need to show four-sixths?

If the **yellow hexagon** is the whole, what pieces would you need to show six-sixths?

THINK ABOUT IT…

If TWO yellow hexagons make the whole, what pieces would you need to show one-sixth?

If TWO yellow hexagons make the whole, what pieces would you need to show three-fourths?

If TWO red trapezoids make the whole, what pieces would you need to show four-sixths?

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I can create a whole when given a fractional part!

2.G.2, 3.OA.2, 3.NF.1
MP.1, 2, 3, 4, 7, 8

Materials: pattern blocks, graph paper, colored pencils or crayons, task cards

Directions:

1. Get some pattern blocks.
2. Remove the cards from the bag.
3. Choose a card, read the task, and use pattern blocks to help you with your thinking.
4. Use the graph paper and colored pencils to show your thinking and record your answers.
5. Repeat until you have worked through 5 cards.

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If the yellow hexagon is one-half, what could the whole look like?	If the green triangle is one-fourth, what could the whole look like?
If the blue parallelogram is one-third, what could the whole look like?	If the red trapezoid is one-sixth, what could the whole look like?
If the yellow hexagon is one-third, what could the whole look like?	If the green triangle is one-eighth, what could the whole look like?
If 2 red trapezoids are one-half, what could the whole look like?	If 3 green triangles are one-third, what could the whole look like?
If a yellow hexagon is two-thirds, what could the whole look like?	If a red trapezoid is three-fourths, what could the whole look like?

Pattern blocks

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I can find different fractional parts that cover the same amount of space!

3.NF.3a
MP.1, 2, 3, 4, 7, 8

Materials: pattern blocks, worksheet

Directions:

1. Choose some pattern blocks and a recording sheet from the folder.
2. Using your recording sheet as a guide, explore the pattern blocks.
3. Record your observations on your recording sheet.

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Fractional Parts that Cover the Same Amount of Space

Name: _____ Date: _____

Pattern Blocks

Find the piece that covers half of the yellow hexagon. Using the piece as a guide, see how many other same color pieces you can use to cover exactly half of the yellow hexagon.	The _____ piece covers half of the yellow hexagon. Other ways to cover exactly half of the yellow hexagon are by using:
Find the piece that covers one-third of the yellow hexagon. Using the piece as a guide, see how many other same color pieces you can use to cover exactly one-third of the yellow hexagon.	The _____ piece covers one-third of the yellow hexagon. Other ways to cover exactly one-third of the yellow hexagon are by using:
Find the pieces that cover two-thirds of the yellow hexagon. Using the pieces as a guide, see how many other same color pieces you can use to cover exactly two-thirds of the yellow hexagon.	The _____ pieces cover two-thirds of the yellow hexagon. Other ways to cover exactly two-thirds of the yellow hexagon are by using:

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I can express whole numbers as fractions!

3.NF.3c
MP.1, 2, 3, 4, 7, 8

Materials: sorting mat, cards, recording sheet

Directions:

1. Get the cards and sorting mat from the folder.
2. Work with a partner to sort the cards and place in the matching sections of the mat. You may use fraction circles or squares to model the fractions if you need help.
3. Use the sorted cards to help you answer the questions on the recording sheet.

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Expressing Whole Numbers as Fractions

Place the cards in the appropriate box.

2	3
4	5

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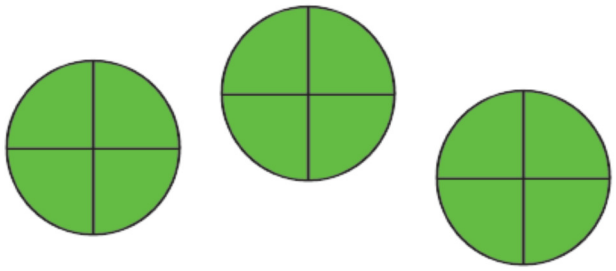
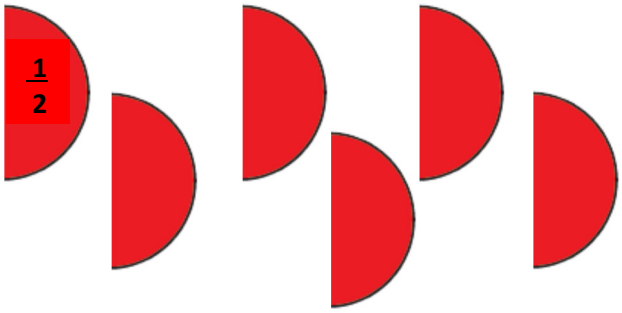
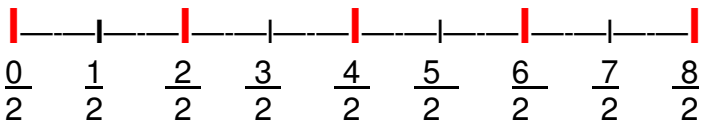
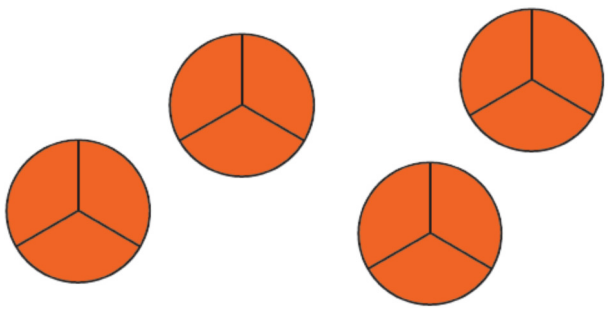
$\frac{3}{1}$	
	Three pizzas shared with only 1 person.
$\frac{9}{3}$	$\frac{4}{1}$
Four cookies shared with only 1 person.	$\frac{12}{3}$
	

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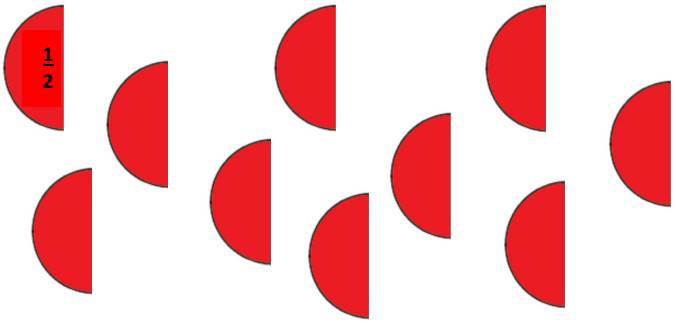
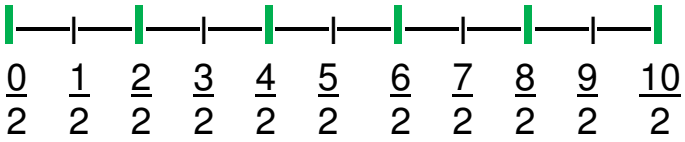
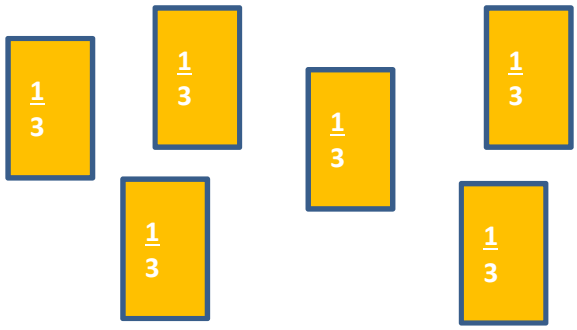
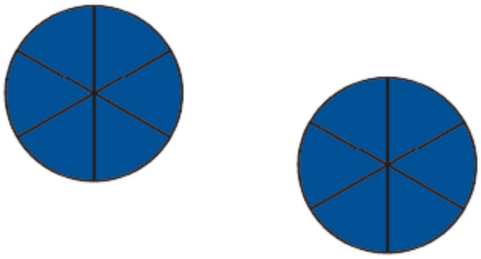
$\frac{5}{1}$	$\frac{15}{3}$
	Five brownies shared with only 1 person.
	$\frac{2}{1}$
$\frac{8}{4}$	
Two cupcakes shared with only 1 person.	

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Expressing Whole Numbers as Fractions

Name: _____ Date: _____

What are three different ways to show the number 4 as a fraction? Explain your thinking with either pictures or words.

What are three different ways to show the number 8 as a fraction? Explain your thinking with either pictures or words.

Draw a picture or write a story that shows what 6 looks like.

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