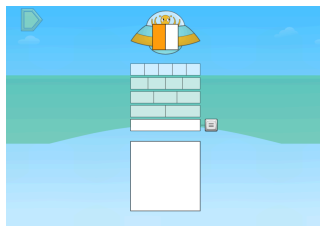


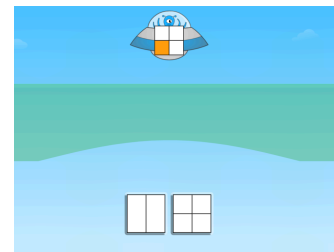
**Materials**

Vocabulary Cards  
 Halves or Halves-Not!  
 Fraction Work Mat  
 Whiteboards and markers  
 Student question sheet (optional)

**Directions**


- Show a puzzle in Level 1 that has halves or fourths. Ask students, “What do you see? How can we help JiJi cross?”
- Ask students, “Which cutting strip do you think we should select?” Ask students to Think-Pair-Share what cutting strip they think we should use and why.
- Share students’ ideas and try what they suggest. Make sure to highlight equal parts/same size, number of partitions, and any fraction vocabulary students might use (half, fourth, half of, fourth of, quarter).
- Ask students, “What do you notice about the size of the pieces we make when we cut, or partition, the shape?” Discuss that the size of each partition is equal (the same).

- Display the first puzzle in Level 2. Ask students, “What is different about this puzzle and the ones we just did?” Ask students to choose the correct shape from the bottom to match what they see in the spaceship.
- Ask students, “What happens to the size of the pieces when we go from halves to fourths? Why do the pieces get smaller?”
- Work through the remaining puzzles in Level 2.


**Sample Questions**

- How did you know which cutting strip to select?
- How did you determine how many partitions to select?
- How did you know you had made something that was the same as what is in the spaceship?
- Why are fourths smaller than halves?

**What to look for**

- How does the student:
- determine how many partitions to divide the shape into?
  - understand the need for the partitions to have an equal area?
  - use the language for fourths and halves?
  - understand the more pieces you partition a shape into, the smaller those pieces become?