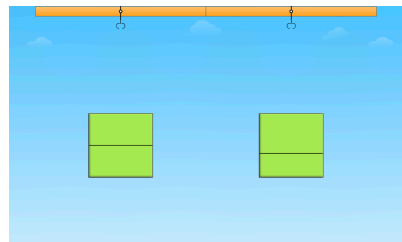




Materials

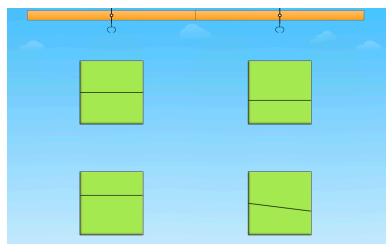
whiteboards and dry erase markers

- Give students whiteboards and dry erase markers. Display the first puzzle from Level 1. Ask students, “What do you notice? How do you think we solve this puzzle?” Ask students to Think, Pair, Share their ideas.
- Try a student’s solution and watch the feedback. Say to students, “How would you describe the rectangle that is correct versus the other rectangles in this puzzle?”
- Share students’ thinking. Solve a few more puzzles in Level 1.

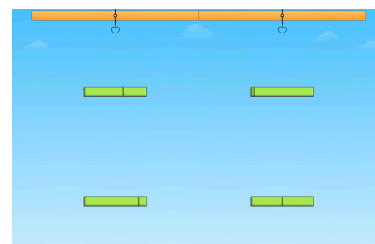


Directions

- Display the first puzzle in Level 2 and ask students which rectangle would be correct. Point to the correct rectangle and ask, “How could we name the parts of this rectangle? How many parts are in this recatangle? Are all of the parts equal?”
- Tell students you want to label each section as a unit fraction. Explain to students that the top number of a fraction (the numerator) is the counting number. Each of these pieces is 1 piece so the numerator is 1. Explain that the bottom number (the denominator) is the cutting number. It tells how many equal pieces or parts the whole has been cut or divided into. Ask students, “How many equal parts has this rectangle been divided into?” Write the unit fraction that would represent each piece and have students write the unit fraction on their whiteboards.



- Repeat with the remaining puzzles in Level 2.
- Display the first puzzle in Level 3. Say to students, “These rectangles look different from the ones in the last puzzles we solved. Can you select the rectangle with equal parts in this puzzle?”
- Solve the remaining puzzles in Level 3.



Sample Questions

- Which rectangle did you choose? Why?
- How do you know these parts are equal?
- How many total equal parts do you see?
- How could we name this piece with a unit fraction?
- Do the equal pieces have to be the same shape? Why or why not?

What to look for

- How does the student:
- identify the rectangle with equal parts?
  - identify the total number of equal parts?
  - discuss the need for each section of the rectangle to cover the same area as the other sections in the rectangle in order for them to be the same fractional part?
  - identify each section as a unit fraction and discuss how many unit fractions are in the whole?