

N4.6

Figure 12.10

Given the whole, find the part.

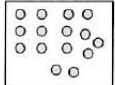
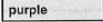
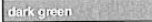
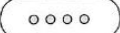
	This rectangle is one whole. —find <u>one-fourth</u>. —find <u>two-thirds</u>. —find <u>five-thirds</u>.
	Brown is the whole. Find <u>one-fourth</u>.
	Dark green is one whole. What rod is <u>two-thirds</u>?
	Dark green is one whole. What rod is <u>three-halves</u>?
	Eight counters are a whole set. How many are in <u>one-fourth</u> of a set?
	Fifteen counters are a whole. How many counters make <u>three-fifths</u>?
	Nine counters are a whole. How many are in <u>five-thirds</u> of a set?

Figure 12.11

Given the part, find the whole.

	This rectangle is <u>one-third</u>. What could the whole look like?
	This rectangle is <u>three-fourths</u>. Draw a shape that could be the whole.
	This rectangle is <u>four-thirds</u>. What rectangle could be the whole?
	Purple is <u>one-third</u>. What rod is the whole?
	Dark green is <u>two-thirds</u>. What rod is the whole?
	Yellow is <u>five-fourths</u>. What rod is one whole?
	Four counters are <u>one-half</u> of a set. How many counters are in the set?
	Twelve counters are <u>three-fourths</u> of a set. How many counters are in the full set?
	Ten counters are <u>five-halves</u> of a set. How many counters are in one set?

From Van de Walle et. al. (2014). *Teaching Student-Centered Mathematics Grades: Developmentally Appropriate Instruction for Grades 3 – 5 (2nd Ed.)*. Toronto: Pearson Education, Inc. (p. 215-216).