

Teacher Key: Fair Shares and the Whole

Use and look-fors. Read aloud and accept oral explanations, gestures, folds, or counters. PK-K emphasize fair sharing; halves and fourths on page 2 depend on readiness. Formal fraction notation is not required.

1. Equal-area halves; accept folding or valid alternative partitions.
2. No. The two areas are in a 1 : 3 ratio. A midpoint division gives equal shares.
3. 2 counters each, then 4 counters each. Each share is one of two equal parts of its own collection.
4. Top: two equal areas, one half shaded. Bottom: four equal areas, one fourth shaded.
5. No. The long ribbon is twice the length; its half is twice the length of half the short ribbon.
6. Each of the same two children receives two halves of identical loaves, totaling one loaf.

Teacher Decisions and Follow-Up

Listen for

The learner names the original whole and checks equal amounts, not just the number of pieces.

Reduce support when

The learner shares a new object or collection fairly and explains why the shares are equal without copying a partition.

Return to a model when

If two unequal pieces are called halves, return to folding, overlaying, or matching.

A short sequence to compare

Share 4 counters between two toys, then share 8. What changes? Why does each toy still receive half of its collection?

Delayed check: 1–2 weeks later

Share 6 counters fairly between two toys. Then fold a short and a long strip in half. Does half always mean the same number or length? Show or tell why.

Delayed-check interpretation

Each toy gets 3 of the 6 counters. Each strip has two equal-length shares, but halves of different-length strips need not have the same length. Half describes a relationship to its own whole.

Record accuracy, conceptual explanation, and independent transfer separately. Note prompts or models supplied. These are instructional cues, not fixed mastery thresholds. Use the separate delayed-check booklet for student copies.