

Name \_\_\_\_\_

# HANDS ON Lesson 11.7

## Partition Rectangles



**COMMON CORE STANDARD—2.G.2**  
*Reason with shapes and their attributes.*

Use color tiles to cover the rectangle.  
Trace around the square tiles.  
Write how many.



Number of rows: \_\_\_\_  
Number of columns: \_\_\_\_  
Total: \_\_\_\_ square tiles



Number of rows: \_\_\_\_  
Number of columns: \_\_\_\_  
Total: \_\_\_\_ square tiles

### Problem Solving

Solve. Write or draw to explain.

3. Nina wants to put color tiles on a square. 3 color tiles fit across the top of the square. How many rows and columns of squares will Nina need? How many color tiles will she use in all?

Number of rows: \_\_\_\_  
Number of  
columns: \_\_\_\_  
Total: \_\_\_\_ square tiles

\_\_\_\_ tiles

## Lesson Check (2.G.2)

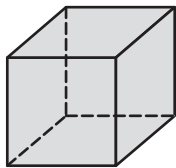
1. Use color tiles to cover the rectangle. How many tiles did you use?



\_\_\_\_\_ tiles

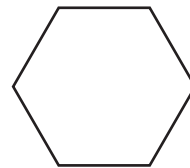
## Spiral Review (2.MD.10, 2.G.1)

2. How many faces does a cube have?



\_\_\_\_\_ faces

3. How many angles does this shape have?



\_\_\_\_\_ angles

4. Use the tally chart. How many more children chose art than reading?

\_\_\_\_\_ children

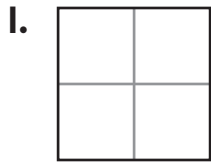
Favorite Subject	
Subject	Tally
reading	
math	
science	
art	

**Equal Parts**



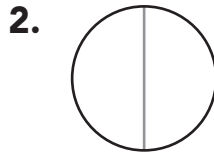
**COMMON CORE STANDARD—2.G.3**  
Reason with shapes and their attributes.

Write how many equal parts there are in the whole.  
Write halves, thirds, or fourths to name the equal parts.



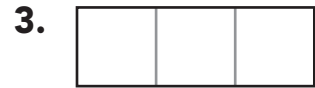
\_\_\_\_ equal parts

\_\_\_\_\_



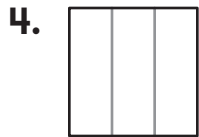
\_\_\_\_ equal parts

\_\_\_\_\_



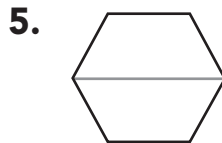
\_\_\_\_ equal parts

\_\_\_\_\_



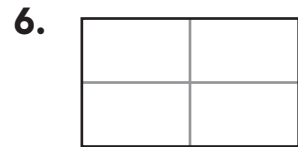
\_\_\_\_ equal parts

\_\_\_\_\_



\_\_\_\_ equal parts

\_\_\_\_\_



\_\_\_\_ equal parts

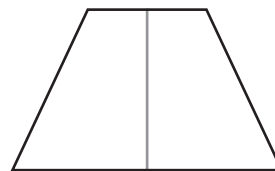
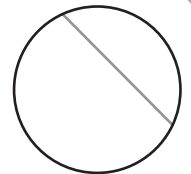
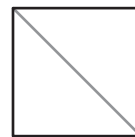
\_\_\_\_\_

**Problem Solving**



7. Sort the shapes.

- Draw an X on the shapes that do not show equal parts.
- Circle the shapes that show halves.



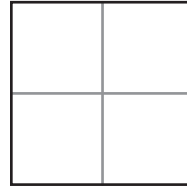
## Lesson Check (2.G.3)

1. What are the 3 equal parts of the shape called?



\_\_\_\_\_

2. What are the 4 equal parts of the shape called?



\_\_\_\_\_

## Spiral Review (2.NBT.5, 2.G.1)

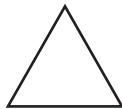
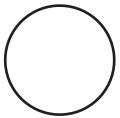
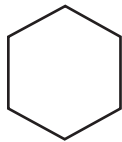
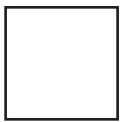
3. What is the sum?

$$\begin{array}{r} 87 \\ + 45 \\ \hline \end{array}$$

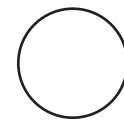
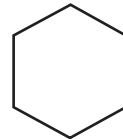
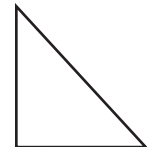
4. What is the difference?

$$\begin{array}{r} 59 \\ - 15 \\ \hline \end{array}$$

5. Circle the quadrilateral.



6. Circle the hexagon.



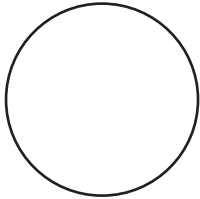
**Show Equal Parts of a Whole**



**COMMON CORE STANDARD—2.G.3**  
Reason with shapes and their attributes.

Draw to show equal parts.

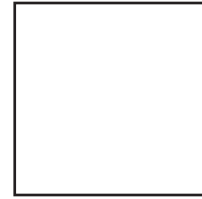
1. halves



2. fourths



3. thirds



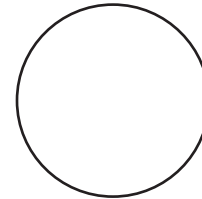
4. thirds



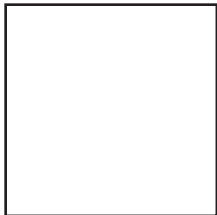
5. halves



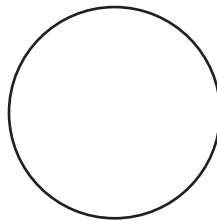
6. fourths



7. fourths



8. halves



9. thirds



**Problem Solving** 

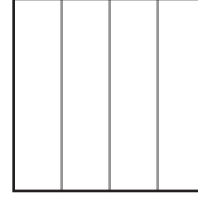
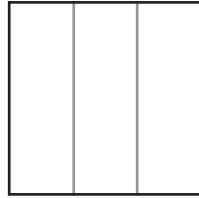
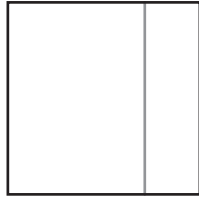
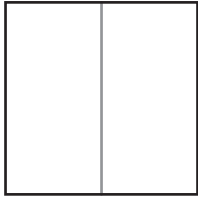
Solve. Write or draw to explain.

10. Joe has one sandwich. He cuts the sandwich into fourths. How many pieces of sandwich does he have?

\_\_\_\_\_ pieces

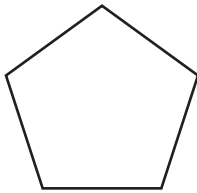
## Lesson Check (2.G.3)

1. Circle the shape divided into fourths.



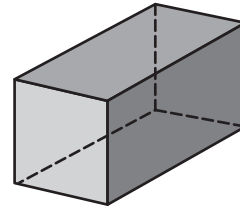
## Spiral Review (2.MD.4, 2.G.1)

2. How many angles does this shape have?



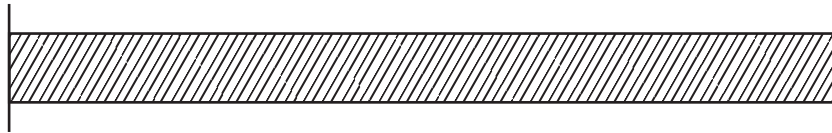
\_\_\_ angles

3. How many faces does a rectangular prism have?



\_\_\_ faces

4. Use a centimeter ruler. Measure the length of each object. How much longer is the ribbon than the string?



\_\_\_ centimeters long

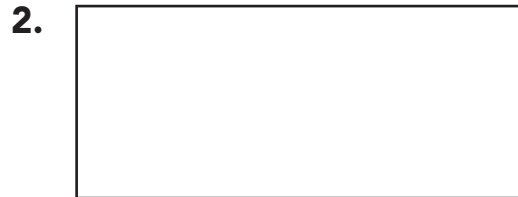
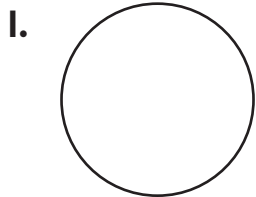
Name \_\_\_\_\_

# Describe Equal Parts

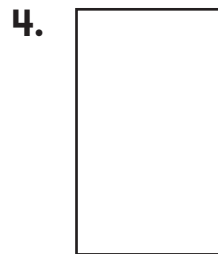


**COMMON CORE STANDARD—2.G.3**  
Reason with shapes and their attributes.

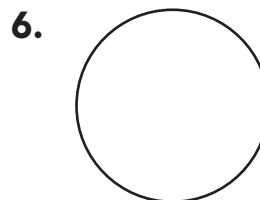
Draw to show halves.  
Color a half of the shape.



Draw to show thirds.  
Color a third of the shape.

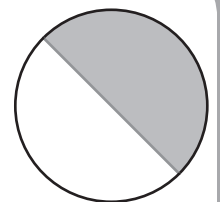
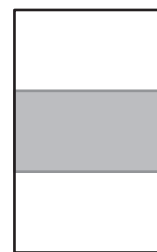
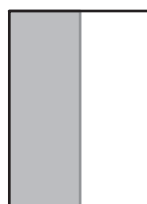
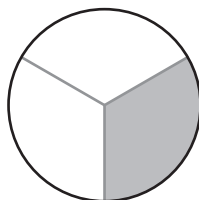
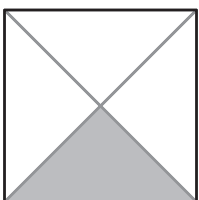


Draw to show fourths.  
Color a fourth of the shape.



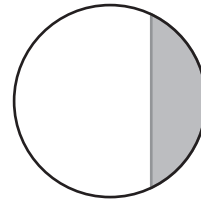
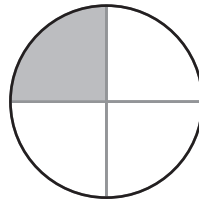
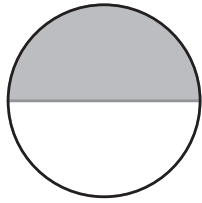
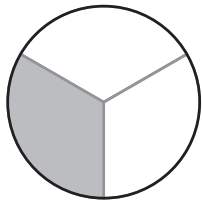
## Problem Solving

7. Circle all the shapes that have a third of the shape shaded.



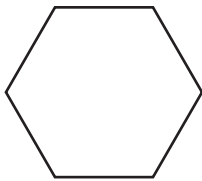
## Lesson Check (2.G.3)

1. Circle the shape that is half shaded.



## Spiral Review (2.MD.1, 2.MD.7, 2.G.1)

2. What is the name of this shape?



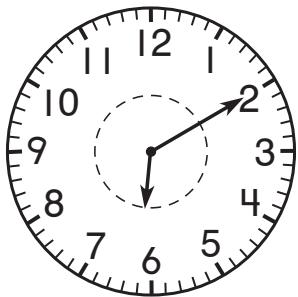
\_\_\_\_\_

3. Use a centimeter ruler. What is the length of the string to the nearest centimeter?



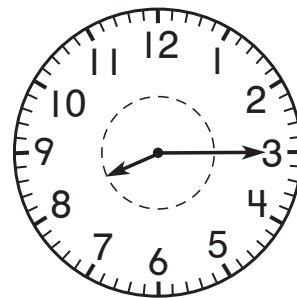
\_\_\_\_\_ centimeters

4. The clock shows the time Chris finished his homework. What time did Chris finish his homework?



\_\_\_\_\_ : \_\_\_\_\_

5. What time is shown on this clock?



\_\_\_\_\_ : \_\_\_\_\_



Name \_\_\_\_\_

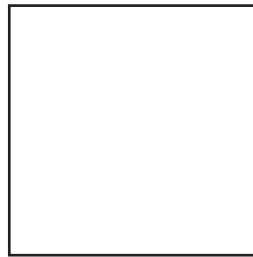
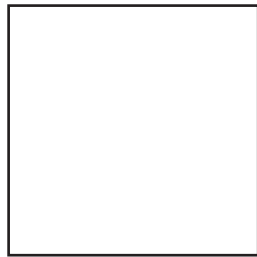
## Problem Solving • Equal Shares



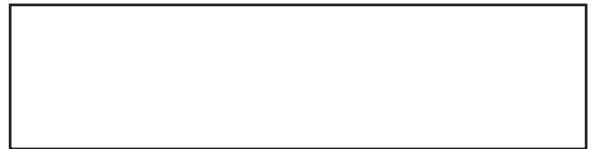
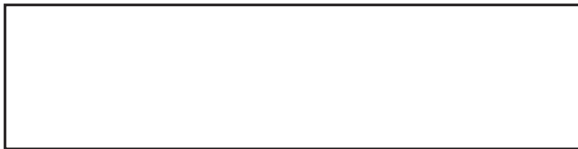
**COMMON CORE STANDARD—2.G.3**  
*Reason with shapes and their attributes.*

**Draw to show your answer.**

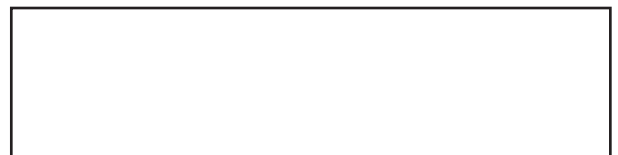
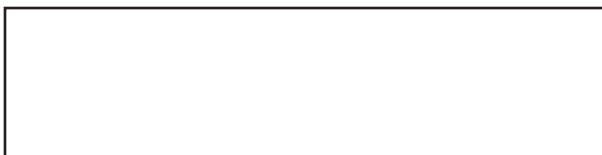
1. Max has square pizzas that are the same size.  
What are two different ways he can divide the pizzas into fourths?



- 
2. Lia has two pieces of paper that are the same size.  
What are two different ways she can divide the pieces of paper into halves?

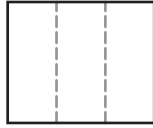


- 
3. Frank has two crackers that are the same size.  
What are two different ways he can divide the cracker into thirds?

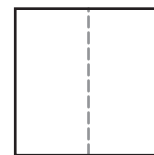
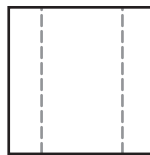
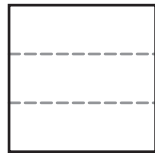
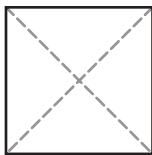


## Lesson Check (2.G.3)

1. Bree cut a piece of cardboard into thirds like this.

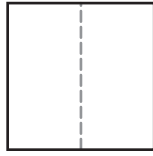
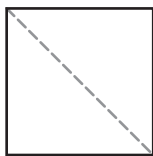
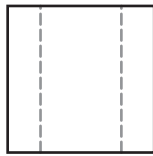
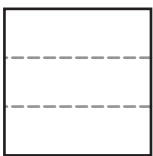


Circle the other shape that is divided into thirds.

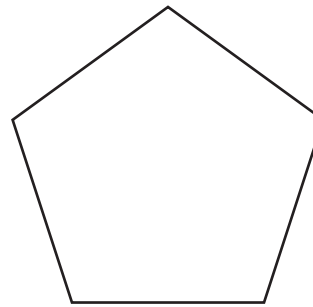


## Spiral Review (2.MD.7, 2.MD.8, 2.G.1)

2. Circle the shape with three equal parts.



3. How many angles does this shape have?



\_\_\_\_\_ angles

4. What is the best estimate for the width of a door?

\_\_\_\_\_ feet

5. Which is another way to write 10 minutes after 9?

\_\_\_\_\_ : \_\_\_\_\_