Category	Instruction Delivery	Instructional Steps
Texas Essential Skills and Knowledge	Mathematics 2.3.D: The student is expected to identify examples and non-examples of halves, fourths, and eighths.	**Engage** The teacher gathers students on the carpet and presents a paper "pizza" cut into different ways: one cut into two equal parts, one into four equal parts, and one cut unevenly. The teacher asks, "If we were sharing this pizza with friends, which one would be fair? Which would not be fair?" Students briefly discuss with a partner, activating prior knowledge about equal sharing.
Performance Measure & Assessment	To measure mastery of TEKS 2.3.D, students will complete a structured task in which they: Sort a set of shapes into halves, fourths, eighths, and non-examples Correctly identify at least 4 out of 5 examples Draw one accurate example of either halves, fourths, or eighths Draw one non-example showing unequal parts Provide a brief oral or written explanation using the terms equal parts and the appropriate fraction name Mastery is demonstrated when a student can accurately identify and justify examples and non-examples without teacher prompting. The teacher will use observation notes, student work samples, and exit tickets to determine whether students	**Explore** Students work in small groups with sets of fraction circles, paper shapes, and pre-cut examples showing both correct and incorrect partitions. Without direct instruction, groups sort the pieces into categories they create themselves. The teacher circulates, prompting thinking with questions such as, "How do you know these parts are equal?" and "What makes this one different?" **Explain** Groups share their sorting strategies. The teacher introduces precise vocabulary: halves, fourths, eighths, equal parts, non-examples. Using student examples, the teacher

	have met the required level of rigor and to guide reteaching or enrichment..
Learning Objectives	Students will identify and distinguish between examples and non-examples of halves, fourths, and eighths by analyzing shapes and real-world objects partitioned into equal and unequal parts, demonstrating understanding through discussion and sorting tasks.
Objective Statement	Today, we will learn how to tell whether something is divided into halves, fourths, or eighths — and how to spot when it is not divided equally.
Purpose of Learning	Understanding equal parts helps students build foundational fraction concepts that will later support operations with fractions, measurement, and real-world problem solving involving sharing and dividing items fairly.
Explicit Connection to Earlier Learning	Students previously explored partitioning shapes into two and four equal parts in first grade and earlier in second grade. This lesson builds on that knowledge by asking students not only to recognize equal partitions, but also to analyze and justify why some partitions are incorrect (non-examples), strengthening conceptual

clarifies that equal parts must be the same size, not just the same number of pieces. Students practice identifying whether displayed shapes are examples or non-examples and justify their reasoning aloud.

Elaborate
Students apply their understanding to real-world contexts. Each student receives a worksheet or digital activity showing objects (sandwiches, chocolate bars, paper strips, shapes) partitioned in various ways. Students label each as halves, fourths, eighths, or not equal. Advanced learners create their own examples and non-examples on grid paper to challenge classmates.

Evaluate
To assess understanding, students complete a brief exit task: they draw one example and one non-example of halves, fourths, or eighths and write a sentence explaining why. The teacher uses responses to determine mastery and plan reteach or enrichment as needed.

	understanding of fairness and equal shares.	
Supports Available	English Learners (EL) To support English Learners, the teacher intentionally integrates visual, linguistic, and collaborative scaffolds throughout the lesson. Key vocabulary such as halves, fourths, eighths, equal parts, and not equal is introduced using visuals, gestures, and real objects. Anchor charts with labeled pictures remain visible during activities. Sentence stems are provided to support academic language, such as: "This is a half because ___." "These parts are equal/not equal because ___." Students work with bilingual partners when possible and may respond orally or by pointing instead of writing. Directions are chunked into small steps, and the teacher checks for understanding frequently. Manipulatives allow EL students to demonstrate conceptual understanding even if expressive language is still developing. Special Education (SPED)	

	Students receiving special education services benefit from structured supports and reduced cognitive load. The teacher pre-teaches concepts using concrete manipulatives before moving to pictorial representations. Tasks are broken into clearly sequenced steps with modeling at each stage. Students may work in a small teacher-led group for additional guided practice.	
	Supports may include:	
	Color-coding equal parts to visually highlight fairness	
	Using templates with shapes already drawn	
	Providing fewer examples per task	
	Allowing verbal responses instead of written explanations	
	Frequent check-ins and positive reinforcement	
	Assistive tools such as larger manipulatives, tactile shapes, or digital fraction tools may be used to support access.	
	Dyslexia Supports	
	To support students with dyslexia, the lesson minimizes heavy reading demands and emphasizes visual and hands-on learning.	

	Instructions are read aloud and paired with visuals. Key words are displayed in a dyslexia-friendly font and reinforced orally. Students demonstrate understanding primarily through sorting, building, drawing, and explaining rather than writing lengthy responses. Additional supports include: Step-by-step visual directions Highlighting important words in directions Allowing oral explanations or recorded responses Providing extra processing time Using consistent routines and clear structure This ensures students focus on mathematical reasoning rather than decoding text. Gifted and Talented (GT) Gifted learners are provided opportunities for depth, complexity, and creative application. After demonstrating mastery, students extend their thinking by:	

	Creating their own examples and non-examples to challenge peers Explaining multiple ways to partition the same shape Exploring whether shapes can be divided into equal parts in different orientations Connecting fractions to real-world problem solving (sharing scenarios, design tasks) Justifying reasoning using precise mathematical language GT students may also design a "fair-sharing" scenario or create a mini-poster explaining how to determine if parts are equal, promoting leadership and advanced reasoning.	