Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use your pencil to show how Mrs. Gee should share her bread with Mrs. Smith so they both have an equal share.

Why do you think Mrs. Gee should divide her bread this way?

Explain how you know the bread is shared equally:

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_KEY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use your pencil to show how Mrs. Gee should share her bread with Mrs. Smith so they both have an equal share.

This shape could be divided into halves or fourths because each way would allow the teachers to have equal shares.

Examples of what students might write. You are checking to see if they understand that the pieces should be equal in size and that to be fair each teacher should get the same amount.

Why do you think Mrs. Gee should divide her bread this way?

The student should explain that the bread was divided into equal parts. The teachers would get the same amount.

Explain how you know the bread is shared equally:

If halves: each teacher would get 1 piece. Each piece is the same size

If fourths: each teacher would get 2 pieces. Each piece is the same size