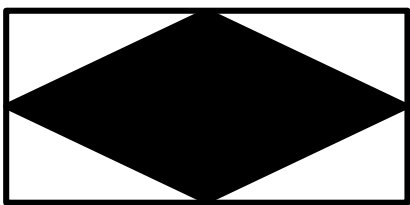
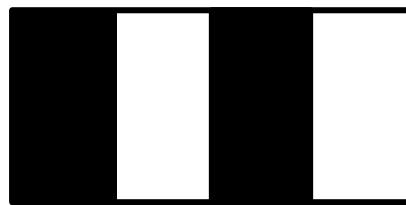


Name: \_\_\_\_\_

## Shading Halves

Mr. Fletcher asked the students to shade a half of each rectangle. Below is what some students did when they shaded. Circle the rectangles where half is shaded in. Cross out the rectangles that are not shade in half.

If you think the students forgot a way to shade, use the last square to show how you would do it.



MCC2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.