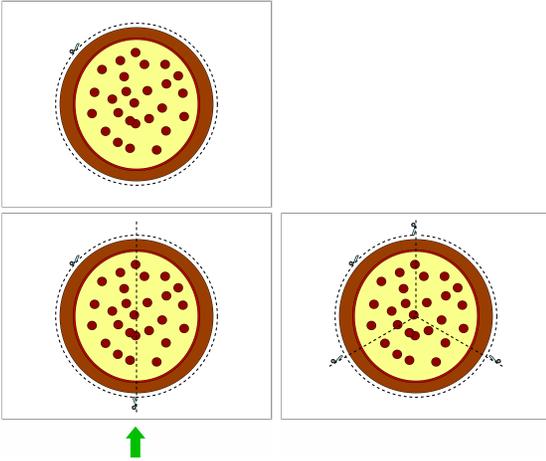


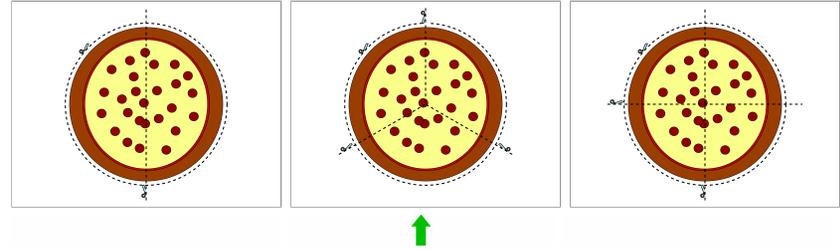
# Mathematics Task 1: Parts of Wholes

## Materials and Setup

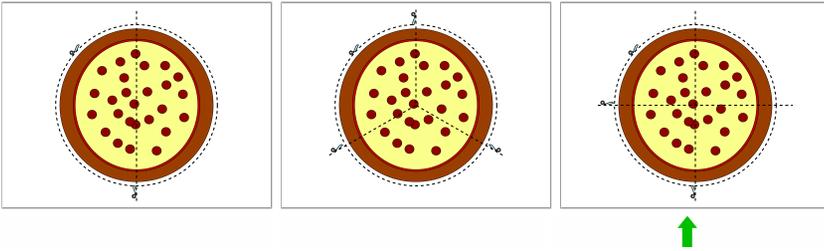
Item 1



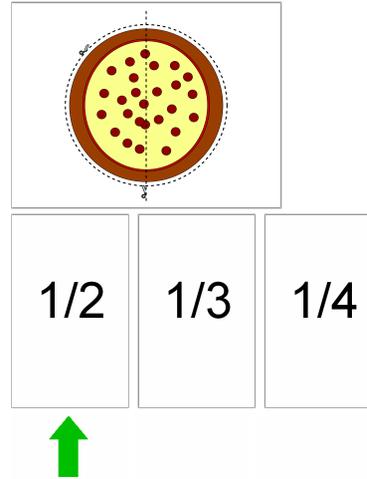
Item 2



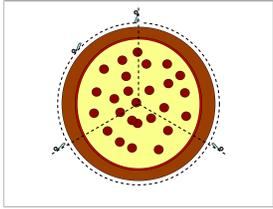
Item 3



Item 4



Item 5



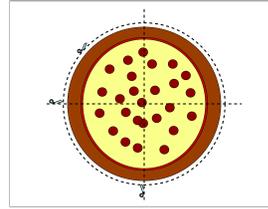
1/2

1/3

1/4



Item 6



1/2

1/3

1/4



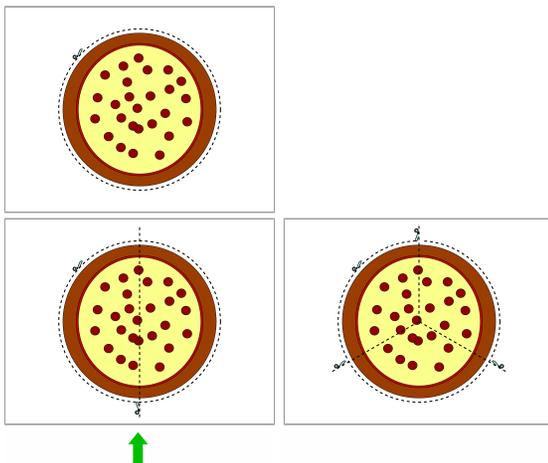
**Access Limitations**

Blind (Item 4, 5, 6)

N/A (Not Applicable) (Item 1, 2, 3)

## Parts of Wholes: Item 1

### Setup



### Script

Do: For each divided pizza, fit the pieces together to make a whole pizza, but make sure that the cut lines are clearly visible.

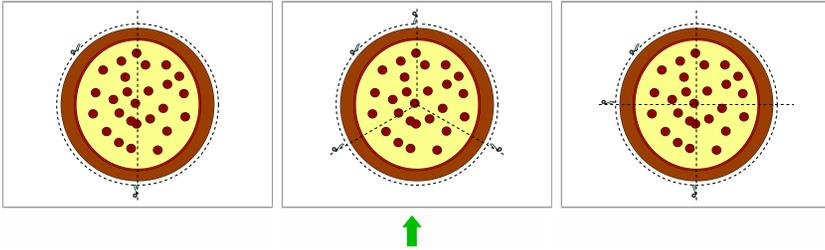
Say: ***We're going to work with fractions. Here is a picture of a whole pizza*** (indicate the whole pizza). ***Here are other pizzas cut into parts*** (indicate each of the divided pizzas). ***Tell (show) me which pizza is cut in half: this*** (indicate the pizza cut in half) ***or this*** (indicate the pizza cut in thirds)?

## TRY 1

	→	Record 1	→	Next Item
	→	Record 0	→	Next Item
	→	Record NR	→	Next Item

## Parts of Wholes: Item 2

### Setup

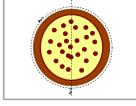


### Script

Do: For each divided pizza, fit the pieces together to make a whole pizza, but make sure that the cut lines are clearly visible.

Say: **Tell (show) me which pizza is cut into thirds: this** (indicate the pizza cut in half), **this** (indicate the pizza cut in thirds), **or this** (indicate the pizza cut in fourths)?

### TRY 1

	→	Record 2	→	Next Item
	→	Remove Incorrect Student Response	→	<b>TRY 2</b>
	→	Remove 	→	<b>TRY 2</b>

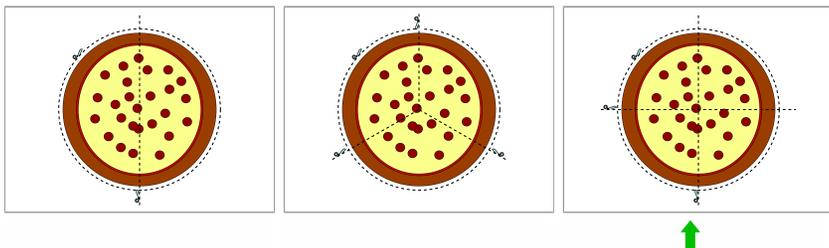
### TRY 2

**Tell (show) me which pizza is cut into thirds:** (indicate each remaining option)?

	→	Record 1	→	Next Item
	→	Record 0	→	Next Item
	→	Record NR	→	Next Item

Parts of Wholes: Item 3

Setup



Script

Do: For each divided pizza, fit the pieces together to make a whole pizza, but make sure that the cut lines are clearly visible.

Say: **Tell (show) me which pizza is cut into fourths: this** (indicate the pizza cut in half), **this** (indicate the pizza cut in thirds), **or this** (indicate the pizza cut in fourths)?

TRY 1

	→	Record 2	→	Next Item
	→	Remove Incorrect Student Response	→	<b>TRY 2</b>
	→	Remove	→	<b>TRY 2</b>

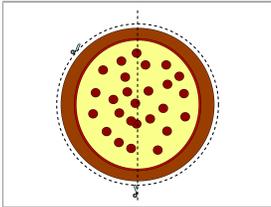
TRY 2

**Tell (show) me which pizza is cut into fourths:** (indicate each remaining option)?

	→	Record 1	→	Next Item
	→	Record 0	→	Next Item
	→	Record NR	→	Next Item

Parts of Wholes: Item 4

Setup



$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{4}$
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Script

Do: Fit the pieces of the divided pizza together to make a whole pizza, but make sure that the cut lines are clearly visible.

Say: ***This picture of a pizza has been cut into two equal pieces*** (indicate the pizza). ***Tell (show) me how much is this piece of pizza*** (indicate one of the pieces): ***one-half*** (indicate the  $\frac{1}{2}$  card), ***one-third*** (indicate the  $\frac{1}{3}$  card), ***or one-fourth*** (indicate the  $\frac{1}{4}$  card)?

TRY 1

	→	Record 2	→	Next Item
	→	Remove Incorrect Student Response	→	TRY 2
	→	Remove $\frac{1}{3}$	→	TRY 2

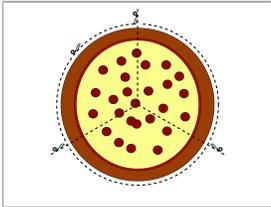
TRY 2

***Tell (show) me how much is this piece of pizza:***  
(indicate each remaining option)?

	→	Record 1	→	Next Item
	→	Record 0	→	Next Item
	→	Record NR	→	Next Item

Parts of Wholes: Item 5

Setup



$1/2$	$1/3$	$1/4$
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Script

Do: Fit the pieces of the pizza together to make a whole pizza, but make sure that the cut lines are clearly visible.

Say: ***This picture of a pizza has been cut into three equal pieces*** (indicate the pizza). ***Tell (show) me how much is this piece of pizza*** (indicate one of the pieces): ***one-half*** (indicate the  $1/2$  card), ***one-third*** (indicate the  $1/3$  card), ***or one-fourth*** (indicate the  $1/4$  card)?

TRY 1

	→	Record 2	→	Next Item
	→	Remove Incorrect Student Response	→	TRY 2
	→	Remove $1/2$	→	TRY 2

TRY 2

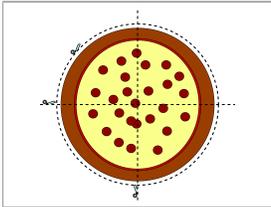
***Tell (show) me how much is this piece of pizza:***  
(indicate each remaining option)?

	→	Record 1	→	Next Item
	→	Record 0	→	Next Item
	→	Record NR	→	Next Item

Mathematics Task 1:

Parts of Wholes: Item 6

Setup



$1/2$	$1/3$	$1/4$
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Script

Do: Fit the pieces of the pizza together to make a whole pizza, but make sure that the cut lines are clearly visible.

Say: ***This picture of a pizza has been cut into four equal pieces*** (indicate the pizza). ***Tell (show) me how much is this piece of pizza*** (indicate one of the pieces): ***one-half*** (indicate the  $1/2$  card), ***one-third*** (indicate the  $1/3$  card), ***or one-fourth*** (indicate the  $1/4$  card)?

At the completion of the task say: ***We're finished working with fractions.***

TRY 1

Correct	→	Record 2	→	Next Item
Incorrect	→	Remove Incorrect Student Response	→	TRY 2
NR	→	Remove $1/3$	→	TRY 2

TRY 2

***Tell (show) me how much is this piece of pizza:***  
(indicate each remaining option)?

Correct	→	Record 1	→	Next Item
Incorrect	→	Record 0	→	Next Item
NR	→	Record NR	→	Next Item