

Lesson 8: Fractions for Regions

Purpose: To introduce fractions for a variety of regions

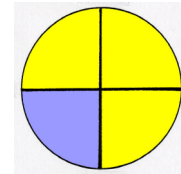
Materials: Paper and pencils, Master #3 "Sketches for Fractions"

TEACHER MODELING/STUDENT COMMUNICATION

Activity 1 Writing fractions for parts of regions

paper
and
pencils

1. Remind students that we found the fraction for a bar by counting the total number of parts and the number of shaded parts, and that today we will write fractions for different shapes.

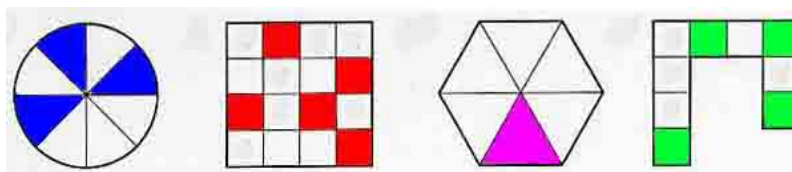


Sketch the circle shown here.

- What is the total number of equal parts in this circle? (4)
- How many parts are yellow? (3)
- What is the fraction for the part of the circle that is colored yellow? ("3 over 4" or "three-fourths") Write this fraction.
- How many parts of the circle are colored blue? (1)
- What is the fraction for the part of the figure that is colored blue? ("1 over 4" or "one-fourth") Write this fraction.

It is important at the introductory stage of fractions, that students be able to focus on concepts such as the "whole" and the "parts" and not be concerned about learning names for fractions or terms such as "numerator" and "denominator."

2. Sketch a few regions such as the these here and ask questions similar to those below.



- How many equal parts are there in the circle? (8)
- How many parts are colored blue? (3)
- What is the fraction for the part of the circle that is colored blue? (3 over 8)
- How many parts of the circle are not colored? (5)
- What is the fraction for the part of the circle that is not colored? (5 over 8)

Repeat such questions for the square, hexagon, or other regions. As fractions come up, refer to them using both informal language such as, "3 over 8" and the common names such as "three-eighths," but accept and encourage the informal oral descriptions.