

## Beach Ball Fractions

### Purpose

Students will be able to describe a shaded portion as “\_\_ out of \_\_ parts” and write the fraction for the shaded part using a shape divided into eight or fewer congruent parts.

### Materials

*For each group of students:* beach balls that have different colors and are divided into congruent shapes, copies of Black Line Master (BLM) *Fractions of Shapes*

### Activity

#### A. Introduction

1. Hold up a beach ball and ask students to discuss its attributes [e.g., three of the sections are white; they are all the same size].
2. Continue in this manner in order to establish that other colored sections are the same size.
3. Ask: “How many different sections are on the beach ball?” [e.g., 6].
4. Ask: “How many of the sections are [insert color]?” [e.g., 3].
5. Demonstrate how to write this finding in fraction form [e.g., 3 out of 6 parts as a fraction is  $\frac{3}{6}$ ].

#### B. Group Activity

1. Move students into groups of three or four to write similar statements about their beach balls.
2. Play a group game in which a student tosses a beach ball in the air and calls out a color.
3. Direct the student who catches the ball to name an “out of part” and the fraction that names that part.

**EXTENDING  
THE****ACTIVITY**

Using plastic fraction pieces, have students continue to practice describing “out of parts” and fractions.

**MEETING  
INDIVIDUAL****NEEDS**

For students who are having trouble with this concept, use unifix cubes of two different colors. Make a unifix “train” using one red and three blues. Ask students, “How many cubes in all? How many are red?” Direct students to name the part of the whole train that is red [one out of four]. Continue in this way until the concept seems clear.


**Standards Link  
1.1.7**


## Questions for Review


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### Basic Concepts and Processes


During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:


 How many parts are in this shape?

 How many parts are shaded?

 How would you name this shaded part?

 What tells you the “out of” part?

 What would the fraction be that names the shaded part?

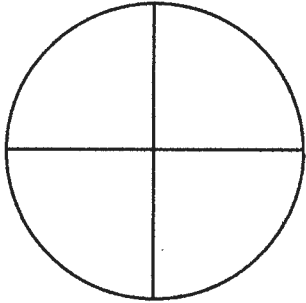
 How do you know the fraction that names this part?

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

# Fractions of Shapes

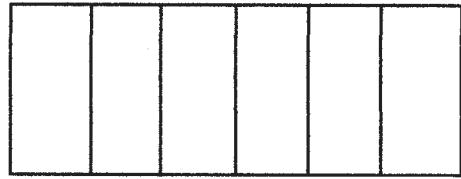
1.



Color 3 of the 4 parts.

The fraction is \_\_\_\_\_.

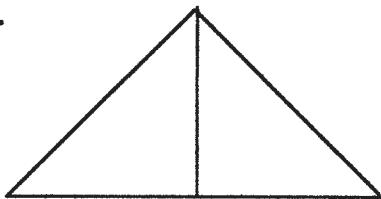
2.



Color 5 of the 6 parts.

The fraction is \_\_\_\_\_.

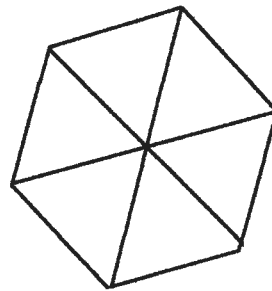
3.



Color 1 of the 2 parts.

The fraction is \_\_\_\_\_.

4.



Color 1 of the 6 parts.

The fraction is \_\_\_\_\_.

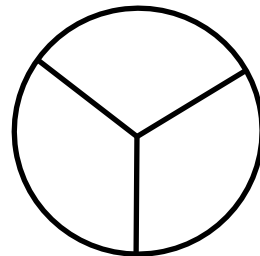
5.



Color 3 of the 5 parts.

The fraction is \_\_\_\_\_.

6.



Color 2 of the 3 parts.

The fraction is \_\_\_\_\_.

# Fractions of Shapes

## Teacher Directions

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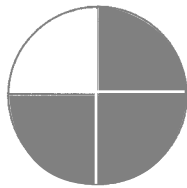
Provide students with a copy of the BLM *Fractions of Shapes*. Have students color in the number of sections that represent the fraction listed in each question.

Review answers with the students by having volunteers draw the correct answers on the board.

## Answer Key

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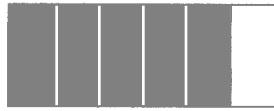
1.



Color 3 of the 4 parts.

The fraction is  $\frac{3}{4}$ .

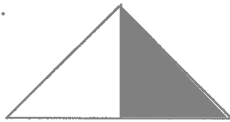
2.



Color 5 of the 6 parts.

The fraction is  $\frac{5}{6}$ .

3.



Color 1 of the 2 parts.

The fraction is  $\frac{1}{2}$ .

4.



Color 1 of the 6 parts.

The fraction is  $\frac{1}{6}$ .

5.



Color 3 of the 5 parts.

The fraction is  $\frac{3}{5}$ .

6.



Color 2 of the 3 parts.

The fraction is  $\frac{2}{3}$ .