

Fractions Practice

GRADE 2 • EARLY FRACTIONS

NAME _____

DATE _____

Look at each shape and count its equal parts before you shade. Colour carefully inside the lines!

Part A • Shade the Fraction

Shade each circle to show the fraction.

Shade 1 half ($\frac{1}{2}$)



Shade 1 quarter ($\frac{1}{4}$)



Shade 1 third ($\frac{1}{3}$)



Shade 3 fourths ($\frac{3}{4}$)



Part B • Shade the Bar

Shade the right number of parts in each bar.

Shade $\frac{1}{2}$



Shade $\frac{3}{4}$



Shade $\frac{2}{4}$



Part C • What Fraction Is Shaded?

Write the fraction that the shaded part shows.



Answer: _____



Answer: _____



Answer: _____



Answer: _____

Part D • Write a Fraction Sentence

I shaded _____ out of _____ equal parts. The fraction is _____ .

Fractions Practice

First fraction work is about seeing equal parts: shading half a circle makes the abstract idea concrete, and naming a shaded model connects the picture to the symbol. The sentence frame ties it together in words students can say aloud.

Quick Start

LEARNING TARGET

Students shade models to show a fraction, name the fraction shown by a shaded model, and describe it with a spoken/written sentence frame, attending to equal parts.

TIME

20–25 min

GROUPING

Independent or partners

MATERIALS

Printed sheet, crayons/pencil

Guiding questions: How many equal parts in all? How many did you shade? Can you say it: "___ out of ___"?

Facilitation Sequence

- 1 Launch**
Shade half a circle together. Stress EQUAL parts: count the parts before shading. Say the sentence frame aloud as a class.
- 2 Student work**
Children shade, name, then complete the sentence. Watch for unequal "parts" and miscounting the whole.
- 3 Consolidate & discuss**
Share a shaded model; count parts together; say the fraction in words and symbols.
- 4 Wrap-up**
Each child reads their fraction sentence aloud to a partner. Collect; note who needs the equal-parts reteach.

Answer Key & How to Approach

Item	Expected Answer / How to Approach
Part A/B — shade the models	Any n parts shaded counts — position doesn't matter. Check the COUNT of shaded parts.
Part C — name the shaded bars	1/2; 1/4; 3/4; 2/4. Numerator = shaded parts, denominator = total equal parts.
Part D — sentence frame	Numbers should match the model they choose, e.g. "I shaded 1 out of 2 equal parts. The fraction is 1/2."

Likely Responses, Misconceptions & Teacher Moves

Students may...	What that might mean...	A helpful next move...
Write $\frac{8}{8}$ for 3 shaded of 8	Confusing shaded with total parts.	Ask: how many are shaded? How many in the whole?
Shade unequal parts	Missing the equal-parts rule.	Fold paper strips to test that parts are equal.
Count only shaded for the bottom number	Reversing numerator/denominator.	Re-anchor: bottom = total parts, top = shaded.

Equity, SEL & Trauma-Informed Prompts

Equity	SEL	Trauma-Informed
Use shared contexts — sharing a snack, splitting a team. Colouring lets every child show understanding, including pre-writers.	Fractions can spark "I can't do this." Celebrate careful counting over speed; normalise fixing a miscount.	Keep a predictable part-by-part routine; allow a quiet check before sharing answers aloud.

UDL, Differentiation & Language Supports

More support	Ready for more	Language supports
Pre-count and dot the parts; start with halves; use paper strips to fold and shade.	Shade an equivalent ($\frac{1}{2} = \frac{2}{4}$); draw their own model; compare which shaded part is bigger.	Sentence frame "___ out of ___ equal parts"; oral rehearsal; first-language counting welcome.

Assessment Look-Fors & Next Steps

Criterion	What it looks like here	Helpful next step
Equal parts	Shades the right count; parts are equal.	If unequal, fold paper strips to test.
Naming	Fraction matches the shaded model.	If reversed, re-anchor numerator = shaded.
Sentence	Numbers match the chosen model.	If mismatched, count together and re-say.

Reteach signal: if many shade unequal parts, fold paper strips as a whole class before re-issuing.