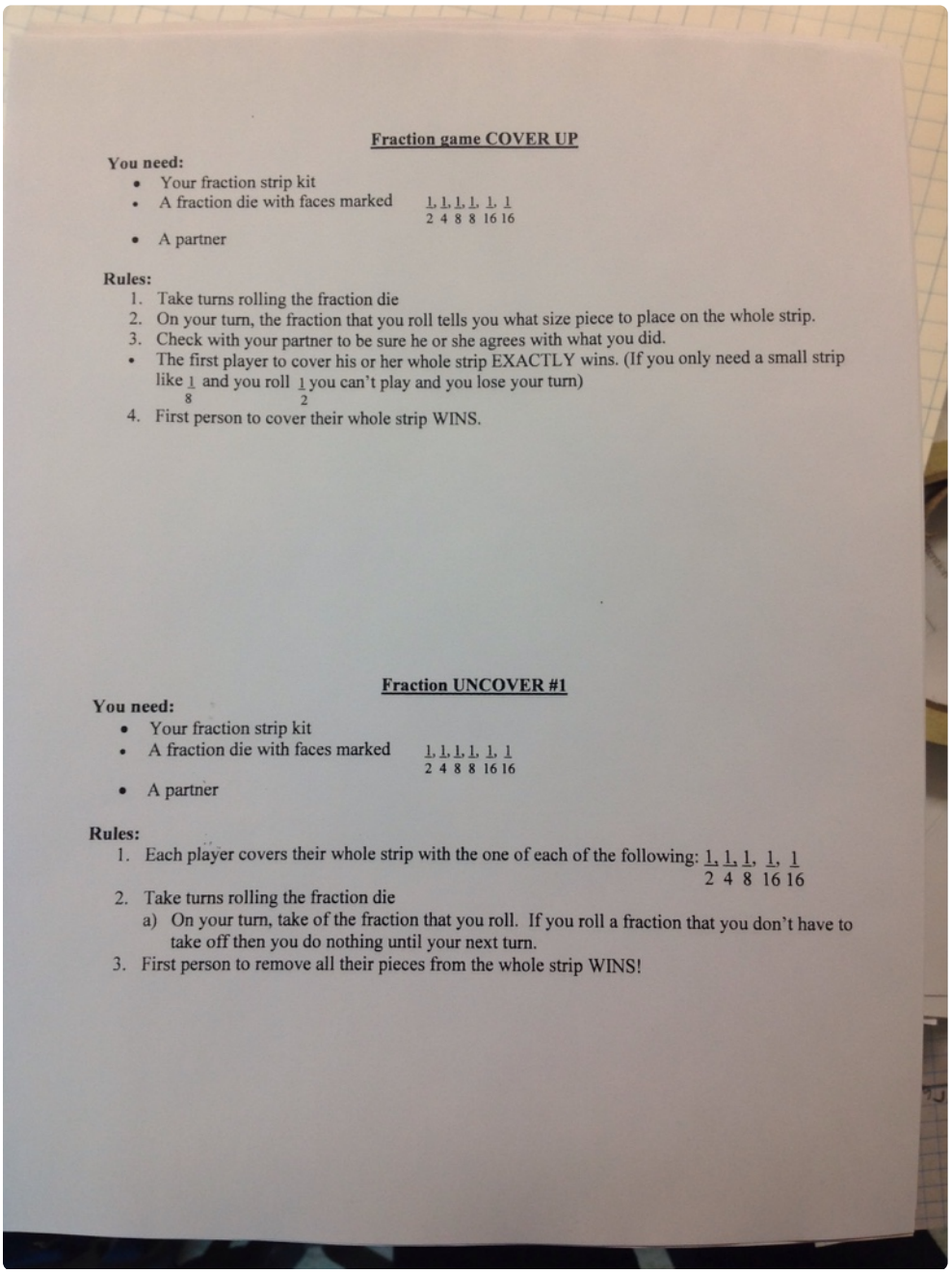
Students make their own fraction kit to play the game, consisting of a whole strip, two 1/2, four 1/4, eight 1/8 and sixteen 1/16s.

Teacher makes a fraction dice.



Fraction game COVER UP

You need:

- Your fraction strip kit
- A fraction die with faces marked $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}, \frac{1}{8}, \frac{1}{16}, \frac{1}{16}$
- A partner

Rules:

1. Take turns rolling the fraction die
2. On your turn, the fraction that you roll tells you what size piece to place on the whole strip.
3. Check with your partner to be sure he or she agrees with what you did.
- The first player to cover his or her whole strip EXACTLY wins. (If you only need a small strip like $\frac{1}{8}$ and you roll $\frac{1}{2}$ you can't play and you lose your turn)
4. First person to cover their whole strip WINS.

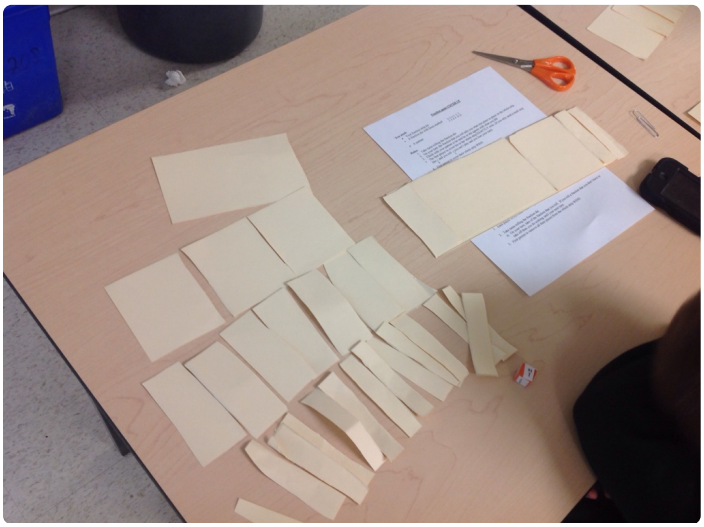
Fraction UNCOVER #1

You need:

- Your fraction strip kit
- A fraction die with faces marked $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}, \frac{1}{8}, \frac{1}{16}, \frac{1}{16}$
- A partner

Rules:

1. Each player covers their whole strip with the one of each of the following: $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}, \frac{1}{16}, \frac{1}{16}$
2. Take turns rolling the fraction die
   a) On your turn, take of the fraction that you roll. If you roll a fraction that you don't have to take off then you do nothing until your next turn.
3. First person to remove all their pieces from the whole strip WINS!



Fraction game UNCOVER #2

You need:

- Your fraction strip kit
- A fraction die with faces marked $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}, \frac{1}{8}, \frac{1}{16}, \frac{1}{16}$
- A partner

Rules:

1. Each player covers their whole strip with the two $\frac{1}{2}$ pieces
2. Take turns rolling the fraction die
3. On your turn, take one of 3 options:
   a) roll the die and remove a piece (only if you have a piece the size of the piece indicated by the fraction facing up on the die).
   b) exchange any of the pieces on your whole strip for equivalent pieces;
   c) do nothing until your next turn
4. First person to remove all their pieces from the whole strip WINS!

- The first player to uncover his or her whole strip EXACTLY wins.

Fraction game UNCOVER #3

You need:

- Your fraction strip kit
- A fraction die with faces marked $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}, \frac{1}{8}, \frac{1}{16}, \frac{1}{16}$
- A partner

Rules:

1. Each player covers their whole strip with the two $\frac{1}{2}$ pieces
2. Take turns rolling the fraction die
3. On your turn, take one of 3 options:
   a) roll the die and remove one or more pieces from your board as long as they add up to the fraction facing up on the die. (Ex. If you roll ½ and you have two ¼ pieces they can be removed)
   b) exchange any of the pieces on your whole strip for equivalent pieces;
   c) do nothing until your next turn
4. First person to remove all their pieces from the whole strip WINS!

- The first player to uncover his or her whole strip EXACTLY wins.

Fraction game #4 = Create your own rules

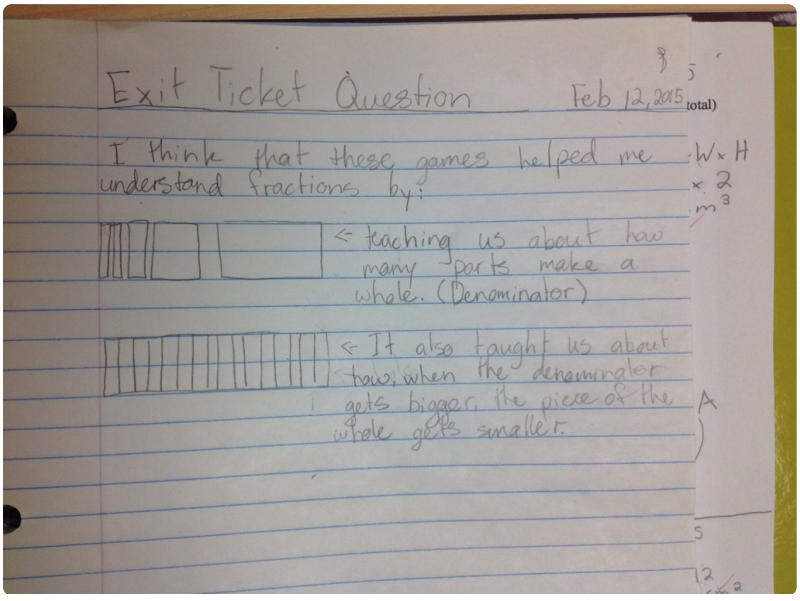
New rules
-cover your whole with whatever parts you want
-roll the die and take off the fraction you get or an equivalent fraction
-when the whole is uncovered, roll the die and cover the whole with the fraction you have rolled, or an equivalent fraction
-whomever uncovers and then recovers their whole first wins.

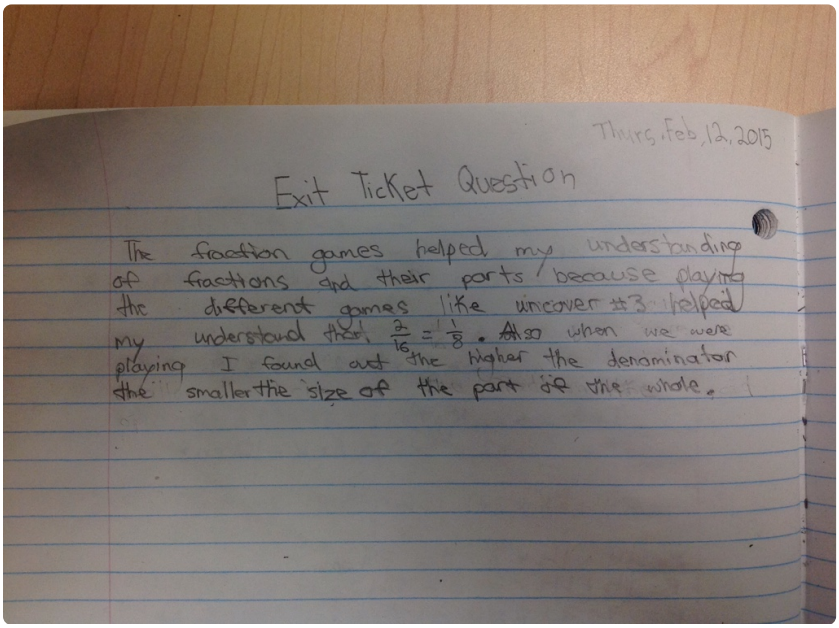
What do you notice about the denominator?

About the size of the denominator?

Exit Ticket
Playing the fraction game, what have you learned about the whole and the parts of a fraction?
Explain your thinking (you could show your thinking with mathematical pictures)

-It shows me all of the different ways to make a whole
-I learned that a half, a quarter, an eighth and two sixteenths make a whole
-I learned there are many ways to make a whole





Thurs, Feb 12, 2015

Exit Ticket Question

The fraction games helped my understanding of fractions and their parts because playing the different games like uncover #3 helped my understand that, $\frac{2}{16} = \frac{1}{8}$. ~~Also~~ also when we were playing I found out the higher the denominator the smaller the size of the part of the whole.