



Resource Overview

Quantile® Measure: 630Q

Skill or Concept: Identify coins by name and value. (QT-N-116)

Excerpted from:



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For full access to these free utilities, visit www.quantiles.com/tools.aspx.**

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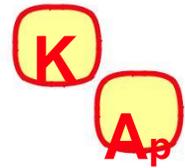
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Student Expectation: Students will find equivalent fractions using fraction circles

Cooperative Learning

Equivalent Fractions

“Equivalent Fraction Land”



Teacher note: In this Cooperative Learning, students will play a game in which they move along a game board by finding the equivalent fractions.

Group size: two to four students

Materials: game board, page 20; game cards, pages 21-22; set of fraction circles for each student, Resource Section pages 1-12; number cubes; game board markers, different color for each player

Before class: Copy the game board and game cards onto cardstock. Before laminating the board and cards, write a number or place a sticker on the back of each card that matches the board for storage. Make 1 set for each group. Locate a number cube and game board markers for each group.

Directions:

- Distribute a set of game cards, game board, and a number cube to each group. Students should have their fraction circles out for use.
- One player will shuffle the cards and place them face-down on the playing surface.
- Each player rolls the number cube. The player with the highest number goes first, and then play moves around to the right (or counterclockwise).
- Player #1 rolls the number cube and moves the specified number of spaces.
- If the player lands on a fraction space, his/her turn is over.
- If the player lands on a card space, he/she must draw a card. The student will then recreate the picture on the card with his/her fraction circles. Next, the student must find an equivalent fraction for the shaded part of the picture on the game board and move to that space. Sometimes players will move forward and sometimes backward. More than one player may occupy a space.
- The winner is the player who lands on the “You Win” space first. Players must roll the exact number to land on this space. If the number rolled is more than this space, then player cannot move, and play goes to the next player.
- If the cards run out before the game is over, players will reshuffle the cards and place them face-down again.

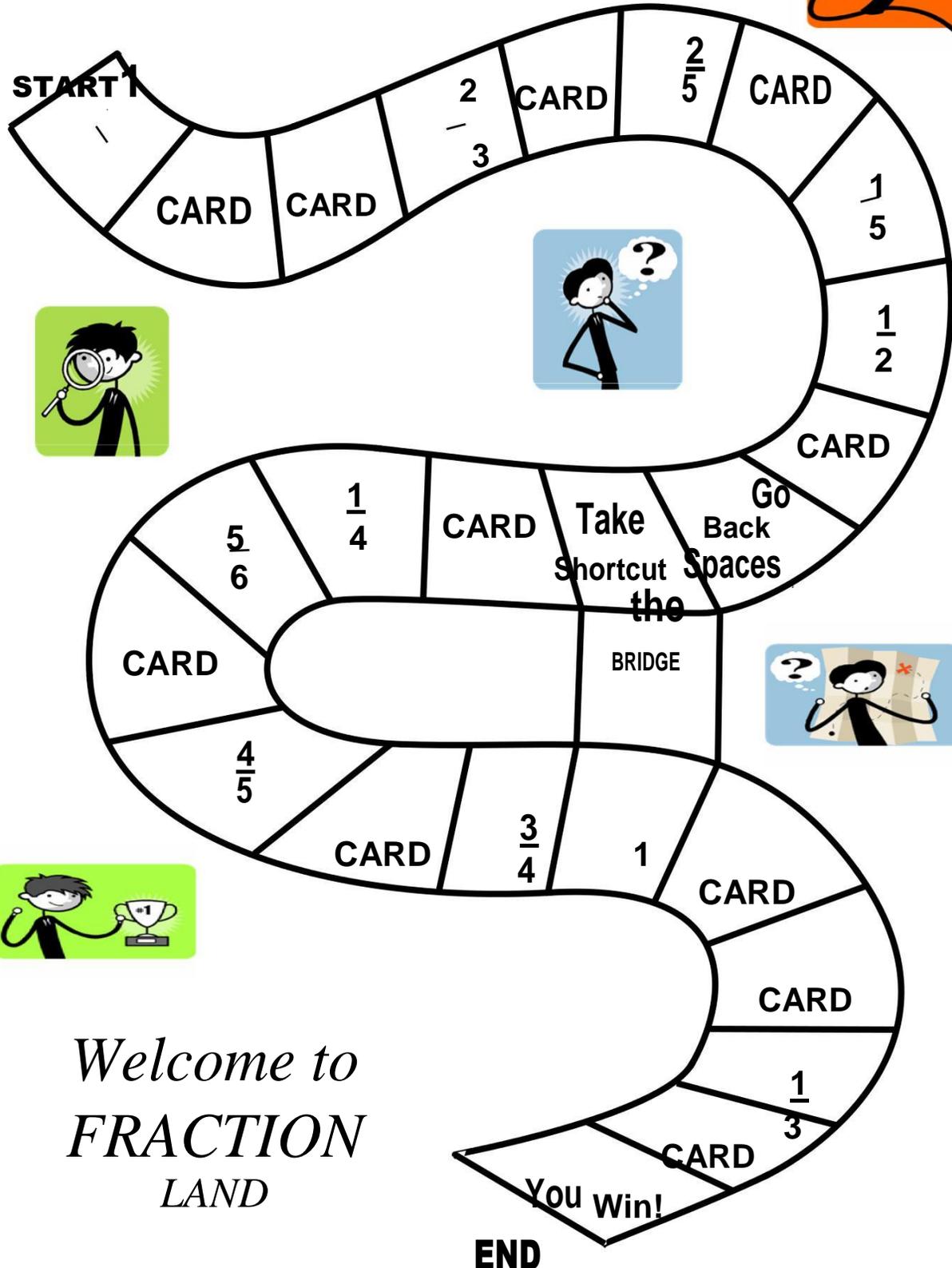


Unit 2 – Lesson 4

Number Concepts

Student Expectation: Students will find equivalent fractions using fraction circles

Cooperative Learning—Game Board Equivalent Fractions “Equivalent Fraction Land”



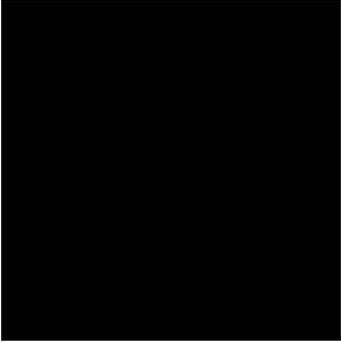
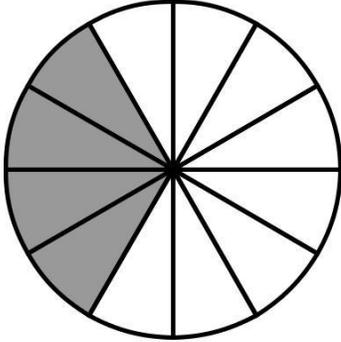
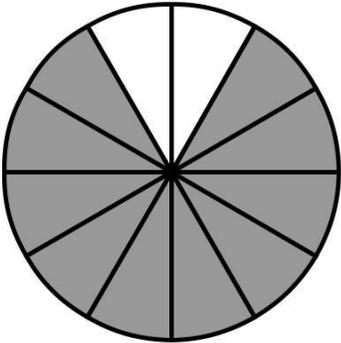
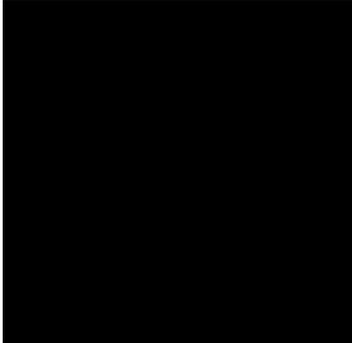
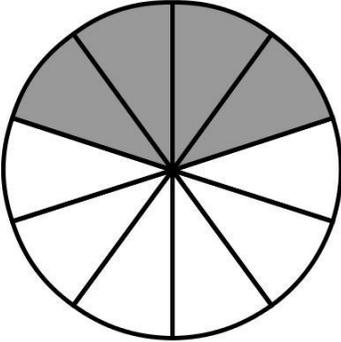
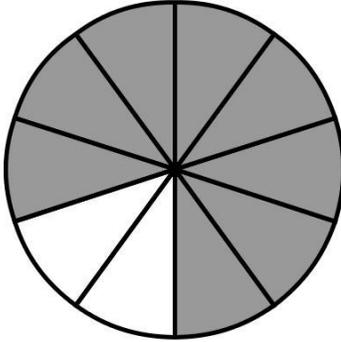
Welcome to
FRACTION
LAND

Student Expectation: Students will find equivalent fractions using fraction circles

Cooperative Learning—Game Cards

Equivalent Fractions

“Equivalent Fraction Land”

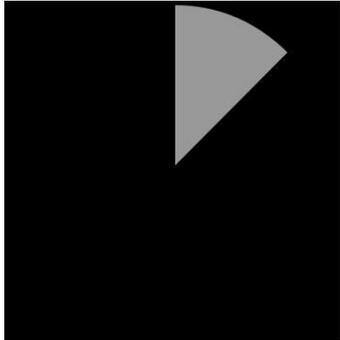
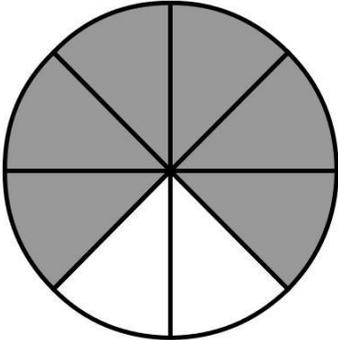
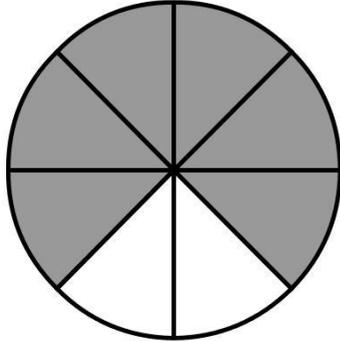
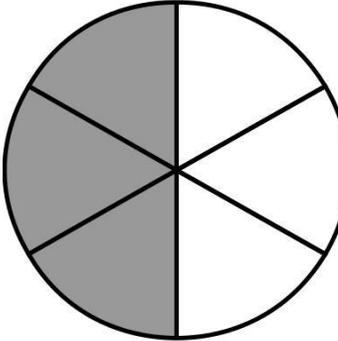
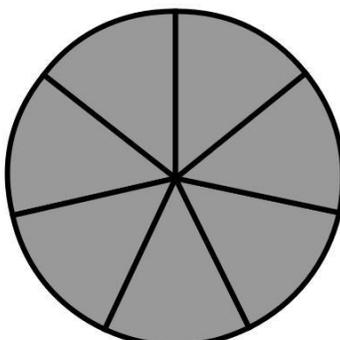
<p>Move to the fraction that is equivalent to:</p> 	<p>Move to the fraction that is equivalent to:</p> 
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Student Expectation: Students will find equivalent fractions using fraction circles

Cooperative Learning—Game Cards

Equivalent Fractions

“Equivalent Fraction Land”

<p>Move to the fraction that is equivalent to:</p> 	<p>Move to the fraction that is equivalent to:</p> 
<p>Move to the fraction that is equivalent to:</p> 	<p>Move to the fraction that is equivalent to:</p> 
<p>Move to the fraction that is equivalent to:</p> 	<p>Move forward up to 6 spaces to your favorite fraction!! Explain your choice!!</p> <p>FRACTION FRENZY CARD</p>