

NAME IT

OBJECT: To recognize vocabulary words "**numerator**" and "**denominator**" and "**equivalent fractions**"

MATERIALS NEEDED:

FraCard sets
Fraction Fun Activity Book
Pencils and paper

LEVELS: 3rd grade and up

INSTRUCTIONS:

- (Put students into groups of 2 to 6.
- (Let one student shuffle the cards, deal 5 **FraCards** to each player, place remaining cards in the center of the table, and turn over the top card to become the target card.
- (Each player, in turn, plays a card from their hand which matches the target card and names the match saying "same numerator", "same denominator", or "equivalent". This card becomes the new target card.
 - NOTE: Failure to name the match requires the player to draw a penalty card from the deck, which he/she cannot play until his/her next turn.
- (If the player cannot play, he/she may draw one card from the deck and play it, if it is playable. If it is not playable, he/she just adds it to the cards in his/her hand.
- (Play then passes to next player and continues until there is a winner, who is the first player out of **FraCards**.

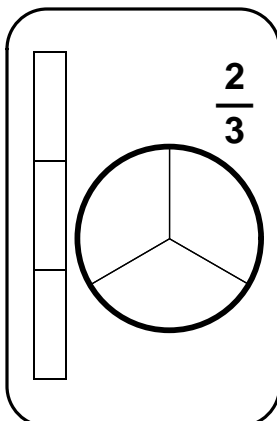
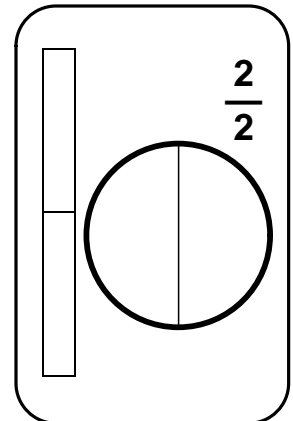
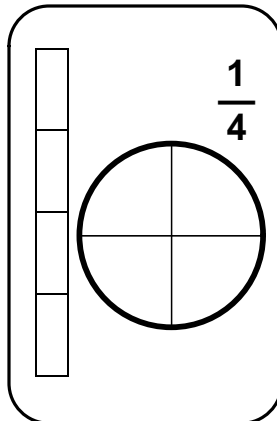
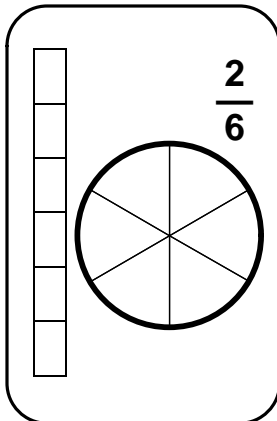
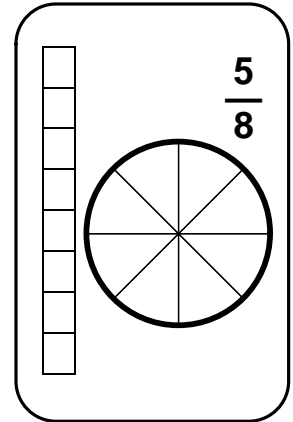
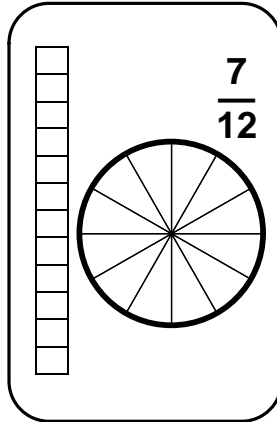
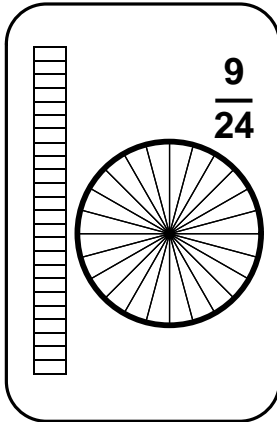
SUGGESTIONS:

- * Require the students to tell what they must multiply/divide by when they match with an equivalent fraction.
- * For beginners or younger students: comparing pie or bar graphs would help build skills and allow them to check themselves.
 - # For same numerator with different denominator, graphs show same number parts shaded, but the size of each part is different.
 - # For same denominator, the total number of parts is the same.
 - # For equivalent fractions, the same portion of the graph is shaded.
- * For advanced students: use only the fractional value on the cards.
- * In addition to **FraCard** activities, refer to Fraction Fun Activity Book page 8, 9 and 10 for more equivalent fractions practice.
- * Use the Name It Practices 1 through 4, pages 1-4 to 1-8, to allow students to internalize values attached to fractions and the various ways they can be represented.

NAME IT PRACTICE 4

Name _____

Complete each card by shading the bar and the pie so that all three parts on each card represent the same value.



Create different cards using the blank cards given. Use a denominator from those already used, or use a different denominator. For each card divide the bar and the pie into equal parts, shade and write the fraction so that all represent same value.

