

FRACTIONS

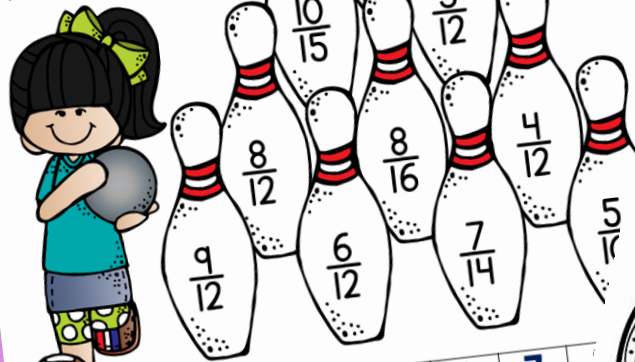
NO PREP GAMES

Common Core Aligned

Equivalent Fraction BOWLING

4.NF.A.1

Player 1 rolls 2 dice and uses the smaller number as the numerator and larger number as the denominator. If a 5 is rolled, roll again. He may "knock down" all pins that are equivalent to that fraction by drawing an "X" on them. He rolls the dice again and repeats this process. Player 1 records the total number of pins knocked down by his 2 rolls in the "Frame 1" box and erases all of the "X's". Player 2 repeats the same process. Players alternate turns. The player with the most points after 10 frames wins the game!!!!

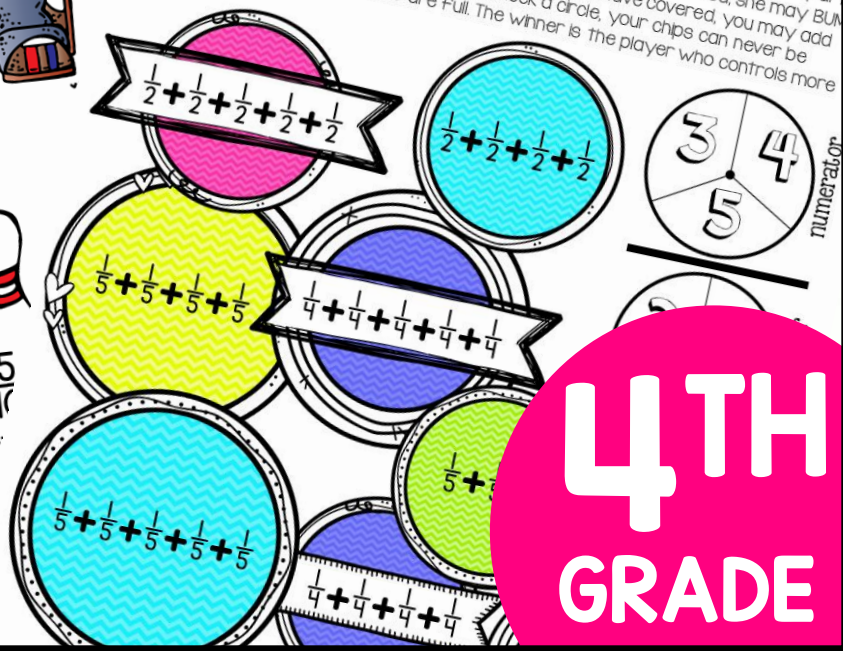


FRAME	1	2	3	4	5	6	7
PLAYER							

UNIT FRACTION Bump

You will need: 2 sets of chips

Directions: Spin the spinners to find your fraction, which may be an improper fraction. You may cover a circle equal to the fraction rolled. Alternate turns with your partner. If your partner rolls a fraction that names a circle you have covered, she may bump you off. If you roll a fraction that names a circle you have covered, you may add another chip and LOCK that circle. Once you lock a circle, your chips can never be bumped off. Play until all circles are full. The winner is the player who controls more circles.



14 Fun & Engaging Games

Your students will love playing



PARTY PLANNER

Multiplying Whole Numbers & Fractions

4.NF.B.4c



Welcome to the party!!!

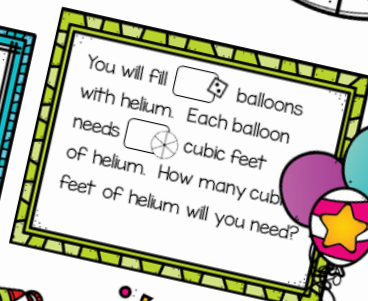
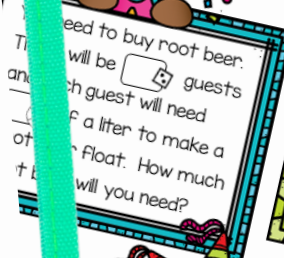
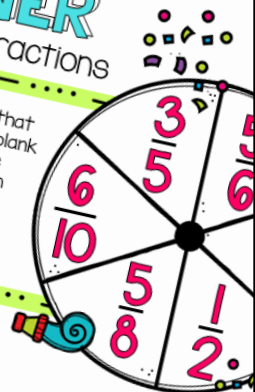


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PARTY PLANNER

Multiplying Whole Numbers & Fractions

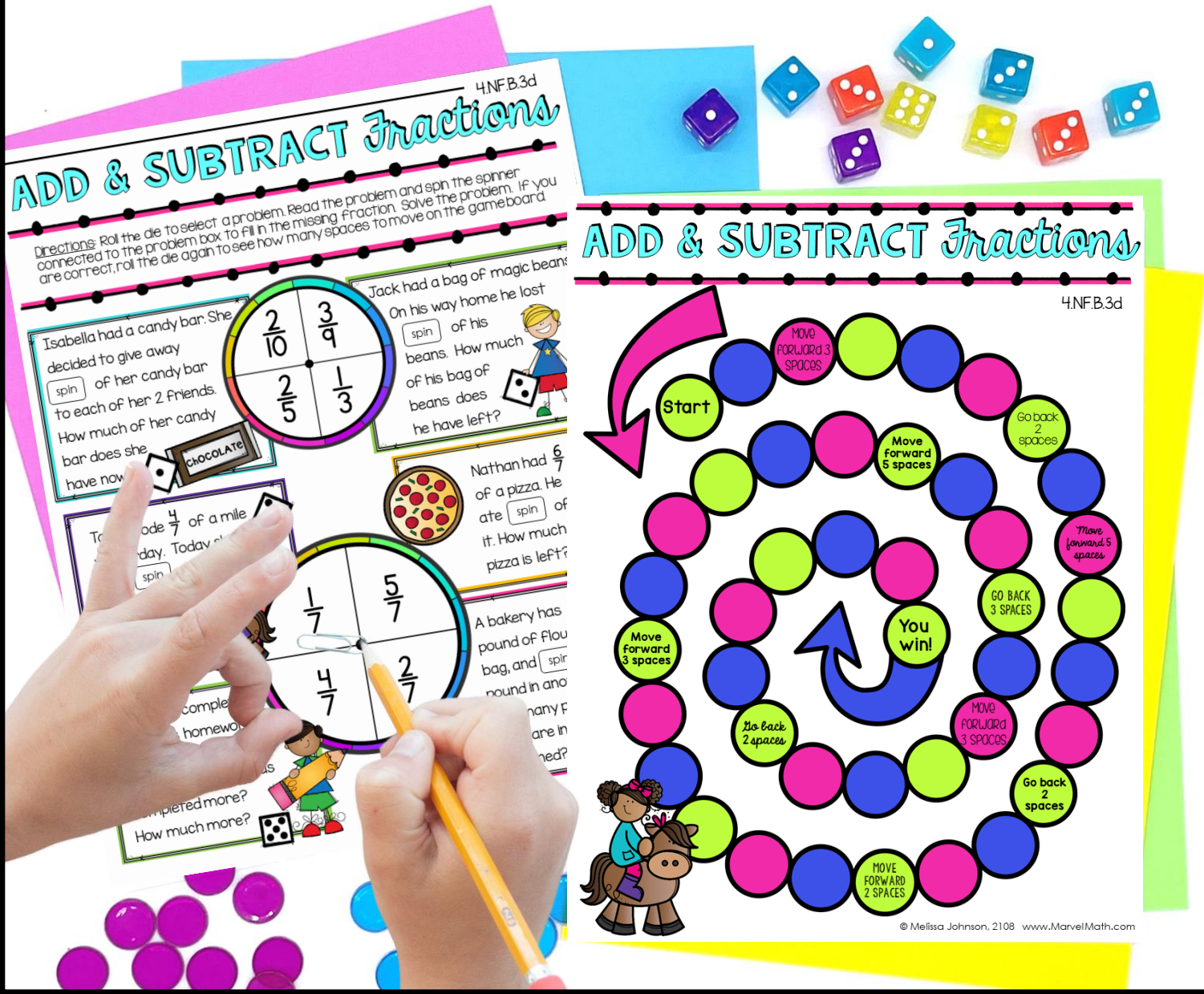
...a word problem to solve. Roll 1 die and multiply that number by 2 to find the number to use in the first blank. ...problem. Spin the fraction spinner to find the number to use in the second blank. Solve the problem and have your partner check your work using the key. If you are correct, you may roll 1 die again and move that many spaces on the game board.



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Just Print and Play

No cutting needed



Color and Blackline Versions

For every game

Equivalent Fraction BOWLING ^{4.NF.A.1}

Player 1 rolls 2 dice and uses the smaller number as the numerator and larger number as the denominator. If a 5 is rolled, roll again. He may "knock down" all pins that are equivalent to that fraction by drawing an "X" on them. He rolls the dice again and repeats this process. Player 1 records the total number of pins knocked down by his 2 rolls in the "Frame 1" box and erases all of the "X's". Player 2 repeats the same process. Players alternate turns. The player with the most points after 10 frames wins the game!!!!

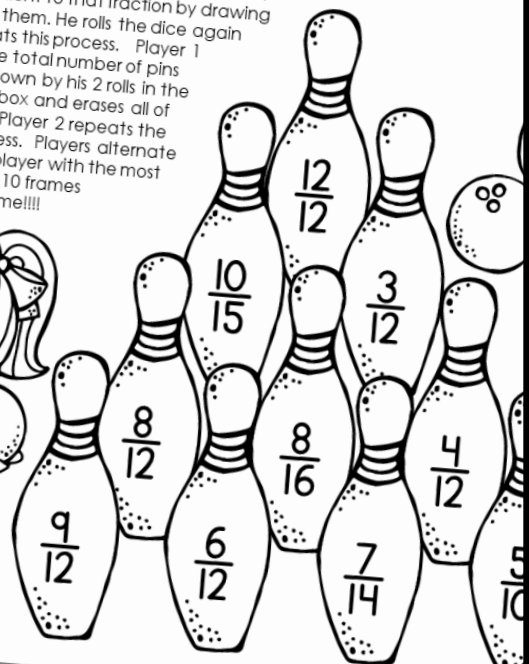


FRAME	1	2	3	4	5	6	7	8	9	10
PLAYER 1										
PLAYER 2										

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Equivalent Fraction BOWLING

Player 1 rolls 2 dice and uses the smaller number as the numerator and larger number as the denominator. If a 5 is rolled, roll again. He may "knock down" all pins that are equivalent to that fraction by drawing an "X" on them. He rolls the dice again and repeats this process. Player 1 records the total number of pins knocked down by his 2 rolls in the "Frame 1" box and erases all of the "X's". Player 2 repeats the same process. Players alternate turns. The player with the most points after 10 frames wins the game!!!!



	1	2	3	4	5	6	7	8
PLAYER								

Keys for Every Game

Make these perfect for self-checking math stations

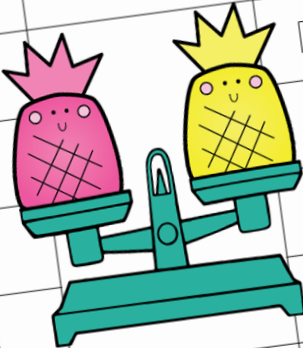
Compare FRACTIONS 4.NF.A.2

You will need: 2 markers or 2 sets of chips, 1 die

Directions: Roll the die to see what fraction you will use. Find an empty box that your fraction could be placed into to make the comparison or statement true. Have your partner check your work with the key. If you are correct, color that square (or place a chip on top of it). Take turns with your partner. The first player to color 3 boxes that touch along any side wins!

 $\frac{1}{3}$	 $\frac{4}{9}$	 $\frac{3}{7}$	 $\frac{5}{10}$	 $\frac{6}{8}$	 $\frac{4}{6}$
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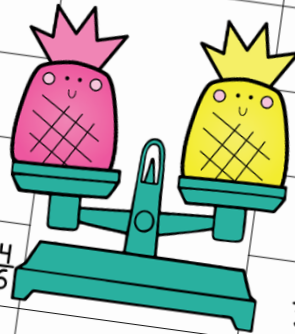
$\square > \frac{4}{7}$	$\frac{3}{10} < \square$	$\frac{1}{9} < \square < \frac{2}{3}$
$\frac{1}{2} < \square < \frac{9}{10}$	$\square < \frac{4}{8}$	$\square = \frac{1}{2}$
$\frac{4}{8} < \square$	$\frac{1}{2} > \square > \frac{1}{8}$	$\frac{4}{7} > \square$
$\square < \frac{1}{2}$		$\frac{1}{2} < \square$
$\frac{1}{3} < \square$	$\frac{3}{9} = \square$	
$\frac{6}{10} < \square$		



Compare FRACTIONS 4.NF.A.2

KEY

$\frac{5}{10}$ $\frac{4}{6}$ $\frac{6}{8}$	$\frac{1}{3}$ $\frac{4}{9}$ $\frac{3}{7}$ $\frac{5}{10}$ $\frac{6}{8}$ $\frac{4}{6}$	$\frac{1}{3}$ $\frac{4}{9}$ $\frac{3}{7}$ $\frac{5}{10}$
$\frac{6}{8}$ $\frac{4}{6}$		$\frac{1}{3}$ $\frac{4}{9}$ $\frac{3}{7}$
$\frac{6}{8}$ $\frac{4}{6}$		$\frac{5}{10}$
$\frac{1}{3}$ $\frac{4}{9}$ $\frac{3}{7}$		$\frac{1}{3}$ $\frac{4}{9}$ $\frac{3}{7}$
$\frac{3}{7}$ $\frac{5}{10}$ $\frac{6}{8}$ $\frac{4}{6}$		$\frac{1}{3}$ $\frac{4}{9}$ $\frac{3}{7}$
$\frac{6}{8}$ $\frac{4}{6}$	$\frac{1}{3}$	$\frac{6}{8}$ $\frac{4}{6}$

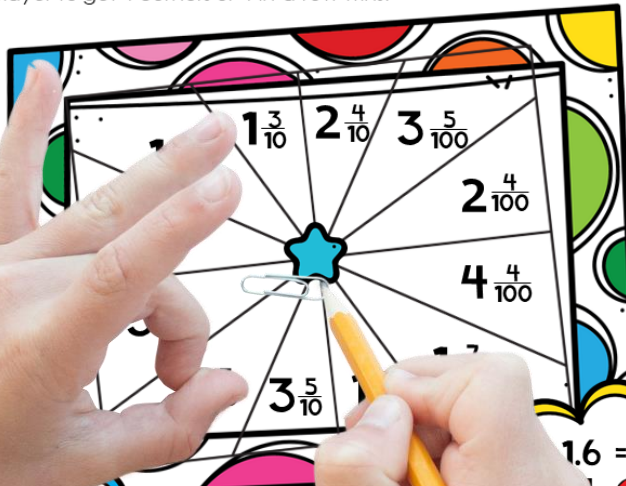


Meaningful Practice

Every game practices important skills. In this game students think about related multiplication facts to solve division.

Fraction & Decimal BINGO

Each player will write the decimals into squares on his or her own bingo board. One player will spin the fraction spinner below. All players may place a chip over the equivalent decimal on his or her own board. Players take turns spinning the spinner. The first player to get 4 corners or 4-in-a-row wins!



$$1.6 = 1 \frac{6}{100}$$

$$1.6 = 1 \frac{6}{10}$$

Fraction & Decimal BINGO

Write each of the decimals below in a different box on your bingo board. You may write the decimals in any order. Use each decimal once.

1.3	1.03	3.05	3.5
3.30	4.40	2.04	4.4
4.04	1.7	1.07	3.3
3.37	3.50	1.70	2.4

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Fraction & Decimal BINGO

Write each of the decimals below in a different box on your bingo board. You may write the decimals in any order. Use each decimal once.

1.3	1.03	3.05	3.5
3.30	4.40	2.04	4.4

About the Author

This resource was created by Melissa Johnson, who has 16 years of k-10 teaching experience and a masters degree in Mathematics Education. Her resources build conceptual understanding, make connections between math topics and engage students in the mathematics they are learning.



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