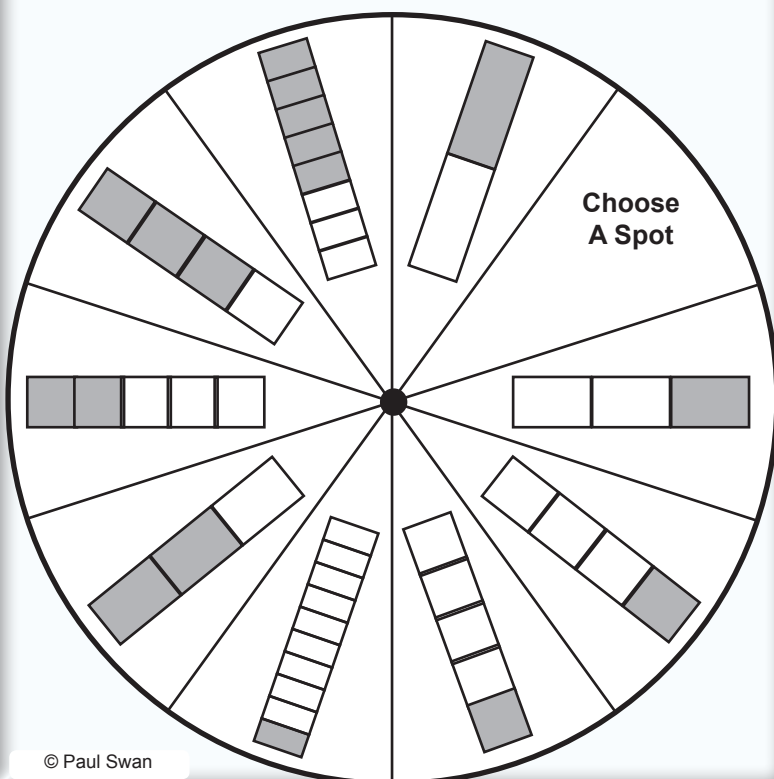


# Equivalent Fraction Match 1

$\frac{1}{2}$	1 fourth	$\frac{5}{8}$	$\frac{2}{5}$	1 fifth	1 third
$\frac{2}{5}$	2 fifths	2 thirds	$\frac{3}{4}$	$\frac{1}{2}$	1 tenth
1 third	3 fourths	1 half	$\frac{1}{4}$	$\frac{1}{10}$	5 eighths
1 tenth	$\frac{1}{4}$	$\frac{3}{4}$	2 thirds	$\frac{5}{8}$	2 fifths
$\frac{2}{3}$	1 half	3 quarters	$\frac{1}{5}$	$\frac{1}{3}$	$\frac{5}{8}$
1 quarter	$\frac{1}{5}$	$\frac{1}{3}$	1 tenth	$\frac{2}{3}$	1 fifth

## Equivalent Fraction Match 1



© Paul Swan

## Equivalent Fraction Match 1

A game for two players.

**Aim:** To be the first player to place three counters next to each other, in a row, column or diagonal.

**Materials Required:** 36 transparent counters, 18 of one colour and 18 of another colour.

- Players take turns to flick the spinner and place a counter on the board that is equivalent to the fraction shown on the spinner.
- Play continues until one player has placed three counters, next to each other, in a row, column or diagonal.

### Variation

- Play 4 in a row, column or diagonal.
- Allow a 'bump off' rule.

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## Equivalent Fraction Match 1: Region Model

This fraction game is designed to help students link representations of fractions with the name of the fraction and the symbol representing the fraction.

### Australian Curriculum Links

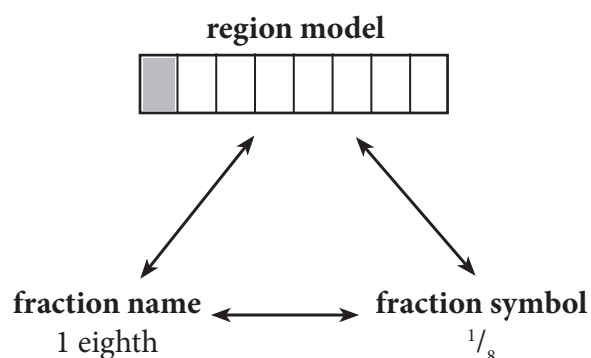
Yr 5 ACMNA102: Compare and order common unit fractions and locate and represent them on a number line.

Yr 6 ACMNA125: Compare fractions with related denominators and locate and represent them on a number line.

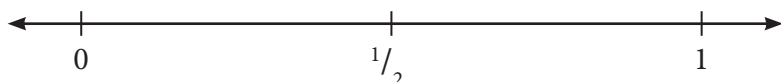
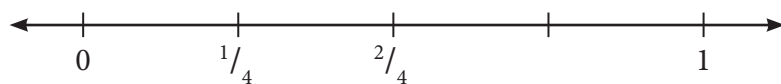
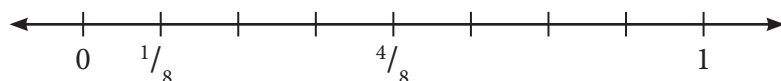
### Teacher notes

A unit fraction is one where the numerator (top number) is one (1). A fraction is named by the number of equal parts. The word denominator is derived from the word to name.

Prior to playing this game, students should be given opportunities to partition regions into equal sized parts. Links should be made to the naming of fractions and associated symbols. It is simpler for students to partition a rectangular region rather than a circular one so it is recommended that when students are first learning about fraction, circles be avoided.



The Australian Curriculum Mathematics makes specific mention of number lines. The number line is a different fraction model. A student may be given an empty number line and asked to divide it equally to represent fractions. For example a number line may be marked into 8 equal parts. Each division would represent 1 eighth of the distance between 0 and 1. If a second line was marked into 4 equal division over the same length then links between fractions may be made.



The number may be extended to show that fractions may be greater than one.

