



Independent Practice (You Do)

4th Grade - Readiness Standard 7 - 3.NF.3d

Learning Target: I will compare fractions with the same numerator or denominator

Readiness for comparing fractions with different numerators and denominators

Title of Game: Play “Whose fraction is Greater?”

Number of Players: 2

Objective: To be the player with the most (or least) cards at the end of the game.

Materials:

- 1 set of fraction-cards per player (*For easy of sorting, give each player a set copied on different colored paper.*)
- 1 recording sheet per player

Directions:

- Player 1 turns over their top card and writes their fraction on the recording sheet
- Player 2 turns over their top card and writes the fraction on the recording sheet **only if** it has the same numerator or same denominator as Player 1s card.
 - If Player 2’s card does not have the same numerator or denominator, place the card at the bottom of the pile and choose the next card.
- The player with the greater fraction writes the correct inequality sign and says,
“My fraction ___ is greater than ___, because ___.”
- The player with the greater fraction takes both cards
- Repeat with Player 2 turning over their top card first until all cards have been played

Decide the Winner:

- At the end of the game, the teacher flips a coin
 - If the coin lands **heads up**, the winner is the player with the **greater** number of cards
 - If the coin lands **tails up**, the winner is the player with the **lesser** number of cards

Accessibility Option:

- Use the optional recording sheet for students requiring visual support for verifying answers. (p. 30 and 31)



Names _____

Date _____

Learning Target: I will compare fractions with the same numerator or denominator

4th Grade - RS 7 - 3.NF.3d

Independent Practice: Whose Fraction is Greater?

(Recording Sheet)

Directions:

- Player 1 turns over their top card and writes their fraction on the recording sheet.
- Player 2 turns over their top card and writes the fraction on the recording sheet **only if** it has the same numerator or same denominator as Player 1's card.
 - If Player 2's card does not have the same numerator or denominator, place the card at the bottom of the pile and choose the next card.
- The player with the greater fraction writes the correct inequality sign and says,

"My fraction ___ is greater than ___, because ___."
- The player with the greater fraction takes both cards.
- Repeat until all cards have been played.

| | |
|--|---|
| Round 1 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div> | Round 2 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div> |
| Round 3 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div> | Round 4 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div> |
| Round 5 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div> | Round 6 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div> |
| Round 7 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div> | Round 8 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div> |
| Round 9 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div> | Round 10 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">_____ Player 1</div> <div style="text-align: center;">_____ Player 2</div> </div> |

Learning Target: I will compare fractions with the same numerator or denominator

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Independent Practice: Whose Fraction is Greater?

(Recording Sheet – Option 2)

Directions:

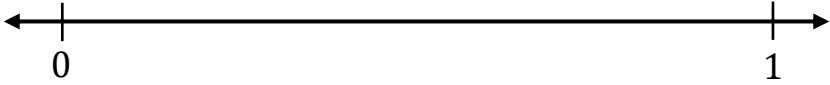
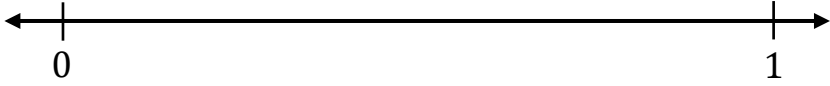
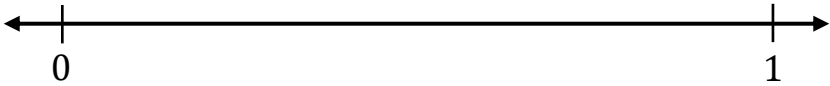

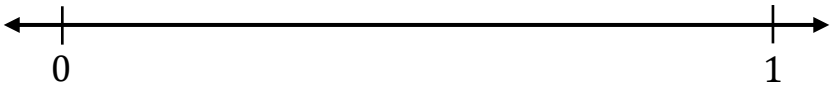
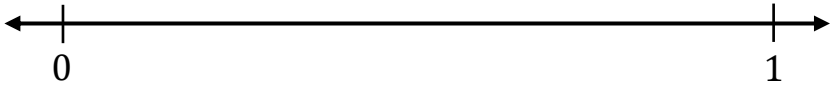
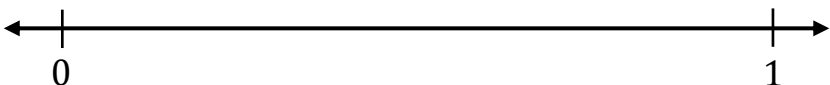
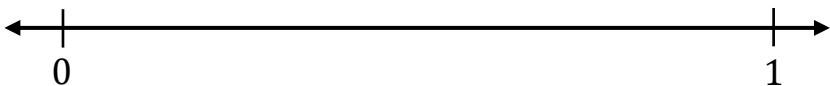
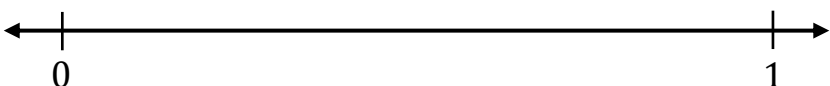
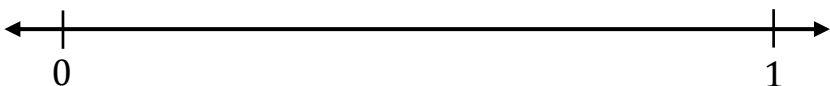
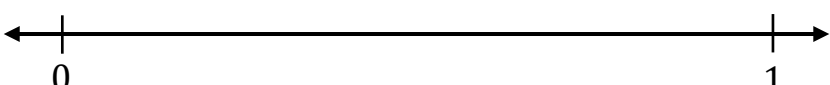
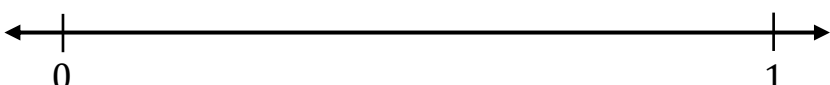
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- Repeat until all cards have been played.

| | | |
|-----------|--|--|
| 1. | <div style="text-align: center; margin-bottom: 10px;"> $\frac{\quad}{\quad}$ Player 1 </div> <div style="text-align: center;"> $\frac{\quad}{\quad}$ Player 2 </div> | <div style="text-align: center; margin-bottom: 10px;"> </div> <div style="text-align: center;"> </div> |
| 2. | <div style="text-align: center; margin-bottom: 10px;"> $\frac{\quad}{\quad}$ Player 1 </div> <div style="text-align: center;"> $\frac{\quad}{\quad}$ Player 2 </div> | <div style="text-align: center; margin-bottom: 10px;"> </div> <div style="text-align: center;"> </div> |
| 3. | <div style="text-align: center; margin-bottom: 10px;"> $\frac{\quad}{\quad}$ Player 1 </div> <div style="text-align: center;"> $\frac{\quad}{\quad}$ Player 2 </div> | <div style="text-align: center; margin-bottom: 10px;"> </div> <div style="text-align: center;"> </div> |
| 4. | <div style="text-align: center; margin-bottom: 10px;"> $\frac{\quad}{\quad}$ Player 1 </div> <div style="text-align: center;"> $\frac{\quad}{\quad}$ Player 2 </div> | <div style="text-align: center; margin-bottom: 10px;"> </div> <div style="text-align: center;"> </div> |

Independent Practice: Whose Fraction is Greater?

(Recording Sheet – Option 2 Continued)

| | | |
|-----------------|-----------------|--|
| 5. | |  |
| <u> </u> | <u> </u> |  |
| Player 1 | Player 2 | |
| 6. | |  |
| <u> </u> | <u> </u> |  |
| Player 1 | Player 2 | |
| 7. | |  |
| <u> </u> | <u> </u> |  |
| Player 1 | Player 2 | |
| 8. | |  |
| <u> </u> | <u> </u> |  |
| Player 1 | Player 2 | |
| 9. | |  |
| <u> </u> | <u> </u> |  |
| Player 1 | Player 2 | |
| 10. | |  |
| <u> </u> | <u> </u> |  |
| Player 1 | Player 2 | |



Fraction Cards (Set A)

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| | |
|------------------------|------------------------|
| $\frac{1}{2}$ Set A | $\frac{1}{4}$ Set A |
| $\frac{2}{4}$ Set A | $\frac{3}{4}$ Set A |
| $\frac{1}{8}$ Set A | $\frac{2}{8}$ Set A |
| $\frac{3}{8}$ Set A | $\frac{4}{8}$ Set A |
| $\frac{6}{8}$ Set A | $\frac{7}{8}$ Set A |



Fraction Cards (Set B)

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| | |
|------------------------|------------------------|
| $\frac{1}{3}$ Set B | $\frac{2}{3}$ Set B |
| $\frac{1}{6}$ Set B | $\frac{2}{6}$ Set B |
| $\frac{3}{6}$ Set B | $\frac{4}{6}$ Set B |
| $\frac{5}{6}$ Set B | $\frac{1}{4}$ Set B |
| $\frac{2}{4}$ Set B | $\frac{3}{4}$ Set B |