




## In-Class Game

### *The Great Fraction Race* (Lesson 2-6)

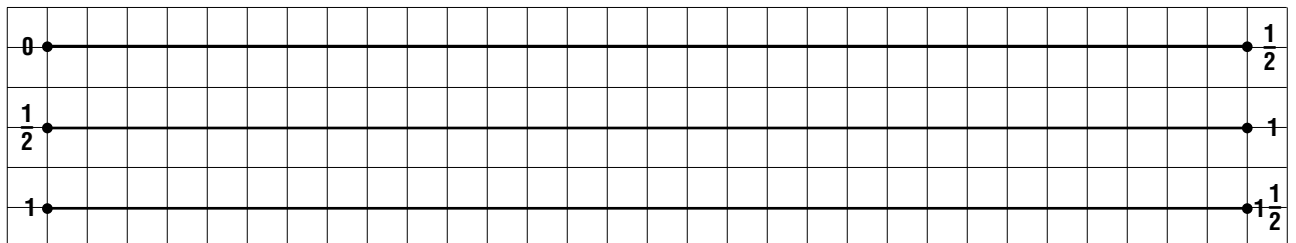
#### ● Get Ready!

Separate the class into groups of four.

- The Great Fraction Race master, p. 6
- grid paper 
- 1 red number cube and 1 white number cube 
- small colored candies 

#### ● Get Set!

Make a copy of The Great Fraction Race master on page 6 for each student in the class. Make a game board for each group. To create the game board, take a sheet of grid paper and mark as shown below until you reach 10.



Make sure that each student has a small colored candy piece to use as a marker. Give each group two number cubes.

#### ● Go!

- The number on the white number cube represents the numerator of the fraction, and the number on the red number cube represents the denominator. So, a white 6 and a red 5 represent  $\frac{6}{5}$ .
- Each square on the racetrack counts as  $\frac{1}{60}$ .
- Each player rolls both number cubes and places his or her marker on the spot represented by the fraction that was rolled. For example, if Player A rolls white 1, red 2, he or she places a marker on the spot 30 squares from 0 (because  $\frac{1}{2} = \frac{30}{60}$ ). All plays should be from left to right; at the end of one line, begin at the left end of the next line.
- The first player to reach the finish line is the winner.

## In-Class Game

### *The Great Fraction Race* (Lesson 2-6)

#### Work in groups of four.

- In this game, the number on the white number cube represents the numerator of the fraction, and the number on the red number cube represents the denominator of the fraction. So, a white 6 and a red 5 represents  $\frac{6}{5}$ .
- The least common denominator of the six numbers on a number cube is 60. Thus, each square on the racetrack counts as  $\frac{1}{60}$ .
- A player rolls both number cubes and places his or her marker on the spot represented by the fraction that was rolled. For example, if Player A rolls white 1, red 2, he or she places a marker on the spot 30 squares from 0 (because  $\frac{1}{2} = \frac{30}{60}$ ). Each player then rolls and places their marker appropriately. All plays should be from left to right; at the end of one line, begin at the left end of the next line. If, on the next turn, Player A rolls white 3, red 2, he or she moves the marker an additional 90 squares (because  $\frac{3}{2} = \frac{90}{60}$ ). If, on the next turn, Player A rolls white 3, red 2, he or she moves the marker an additional 90 squares (because  $\frac{3}{2} = \frac{90}{60}$ ).
- It is possible for more than one marker to occupy the same square. The first player to reach the finish line is the winner.

