Cumulative Review

1. Create a fraction equivalent to $\frac{2}{3}$ with a denominator of 12. _____

2. Which fraction is equivalent to $\frac{6}{8}$? _____

A.

B.

C.

D.

3. Create a fraction equivalent to $\frac{4}{5}$ with a denominator of 15. _____

4. Find the missing numerator to make the equation true.

$$\frac{8}{28} = \frac{\quad}{7}$$

Cue Cards

To generate equivalent fractions: Multiply or divide the numerator and denominator by the same number.	$\frac{1}{6} = \frac{\quad}{42}$
$\frac{25}{15} = \frac{\quad}{3}$	$\frac{10}{60} = \frac{\quad}{12}$
$\frac{1}{7} = \frac{\quad}{42}$	$\frac{4}{8} = \frac{\quad}{32}$

Fraction Go Fish Directions

Materials: Fraction Go Fish cards

Setting Up the Game: Deal 5 cards to each player and place remaining cards facedown in a pile.

Playing the Game: Players take turns asking another player for a specific card. The requestor must have a fraction card equivalent to what is requested. For example, "Joe, do you have any fractions equivalent to $\frac{2}{4}$?"

If the second player has any cards that meet the request, all such cards are given to the requestor.

The requestor then places the equivalent cards in front of him or her and takes another turn. The player may ask any other player for cards equivalent to any card in his or her hand.

However, if the second player has no cards that meet the request, he or she responds, "Go fish."

The requestor then draws the top card from the pile of facedown cards. If the player draws a card that meets the request, he or she shows it to the other players, places the equivalent cards in front of him or her, and takes another turn.

The player's turn is over when he or she draws a card from the pile that does not meet the request. Play continues in a counterclockwise direction.

Ending the Game: When 1 player runs out of cards, the game ends.

Winning the Game: The player with the most pairs of equivalent fractions at the end of the game wins.

Variations of the Game: Include 2 to 5 "wild" cards in the fraction cards. These cards can be used to create an equivalent fraction to any of the fractions in the deck. They are not surrendered to another player requesting an equivalent fraction. Encourage students to use wild cards for fractions that have few or no equivalent fractions in the deck, such as $\frac{2}{7}$ or $\frac{9}{10}$.

Name: _____

Independent Practice

1. Create a fraction equivalent to $\frac{12}{15}$ with a denominator of 5. _____

2. Is $\frac{2}{3}$ equivalent to $\frac{3}{3}$? Why or why not?

_____

_____

_____

3. Which fraction is equivalent to $\frac{1}{2}$? _____

A. $\frac{2}{6}$

B. $\frac{2}{4}$

C. $\frac{6}{8}$

D. $\frac{9}{10}$

4. To create a fraction equivalent to $\frac{12}{20}$ with a denominator of 10, would you multiply or divide both the numerator and denominator by the same number? Explain.

_____

_____

_____

Answer Key: Cumulative Review

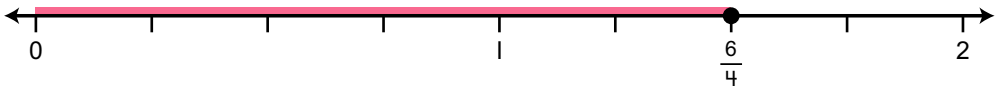
1. Create a fraction equivalent to $\frac{2}{3}$ with a denominator of 12. $\frac{8}{12}$

2. Which fraction is equivalent to $\frac{6}{8}$? B

A.

B.

C.



D.

3. Create a fraction equivalent to $\frac{4}{5}$ with a denominator of 15. $\frac{12}{15}$

4. Find the missing numerator to make the equation true.

$$\frac{8}{28} = \frac{2}{7}$$

Answer Key: Cue Cards

To generate equivalent fractions: Multiply or divide the numerator and denominator by the same number.	$\frac{1}{6} = \frac{7}{42}$
$\frac{25}{15} = \frac{5}{3}$	$\frac{10}{60} = \frac{2}{12}$
$\frac{1}{7} = \frac{6}{42}$	$\frac{4}{8} = \frac{16}{32}$

Answer Key: Independent Practice

1. Create a fraction equivalent to $\frac{12}{15}$ with a denominator of 5. $\frac{4}{5}$

2. Is $\frac{2}{3}$ equivalent to $\frac{3}{3}$? Why or why not?

No. Two multiplied by $1\frac{1}{2}$ equals 3, but 3 multiplied by $1\frac{1}{2}$ equals $4\frac{1}{2}$.

3. Which fraction is equivalent to $\frac{1}{2}$? B

A. $\frac{2}{6}$

B. $\frac{2}{4}$

C. $\frac{6}{8}$

D. $\frac{9}{10}$

4. To create a fraction equivalent to $\frac{12}{20}$ with a denominator of 10, would you multiply or divide both the numerator and denominator by the same number? Explain.

You would divide both the numerator and denominator by the same number, because 20 divided by 2 equals 10.