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| READY, SET, GO FRACTIONS!$$\frac{1}{2}$$ | $$\frac{3}{5}$$ | $$\frac{3}{4}$$ |
| $$\frac{1}{4}$$ | $$\frac{2}{3}$$ | $$\frac{1}{5}$$ |
| $$\frac{3}{8}$$ | $$\frac{1}{3}$$ | $$\frac{1}{8}$$ |

**DIRECTIONS: Laminate and cut out each fraction card to use with each of the following activities.**

**Directions: Pull a card from the pile and identify an equivalent fraction. If you are correct, you may cover/color the space to claim it. If you are incorrect, place the card at the bottom of the pile. Work to occupy as many spaces as possible.**

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|  $\frac{2}{4}$ =  $$\frac{3}{9}=$$ |  $\frac{4}{6}$ = $\frac{10}{12}$ = | $$\frac{5}{15}=$$$$\frac{9}{10}=$$ |
| $\frac{6}{9}$ = $$\frac{2}{16}=$$ | $$\frac{4}{8}=$$ $\frac{6}{16}$ = | $$\frac{3}{15}=$$$$\frac{2}{10}=$$ |
|  $\frac{12}{14}$ =  $\frac{3}{15}=$ |  $\frac{2}{6}$ = $$\frac{7}{14}=$$ | $$\frac{6}{12}=$$ $\frac{6}{10}=$ |

**Directions: Students take turns pulling a fraction card from the pile. When the card is pulled the student must place it in a space on the tray so that the fractions are ordered from least to greatest (or vice versa, depending on the teacher’s directions). The student who is unable to place their card loses. FOLD ON THE DOTTED LINES TO MAKE THE TRAY.**

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|  |  |  |
|  |   $$ \frac{1}{2}$$ |  |
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|   0.33 =  0.50 =  |  0.25 =  0.6 =  |  0.15 = 0.75 = |
|  0.075 = 0.9 = |  0.375 = 0.35 =  |  0.4 = 0.09 = |
|  0.125 = 0.66 = |  0.02 = 0.2 = |  0.33 =  0.06 =  |

**Directions: Pull a card from the pile and identify an equivalent decimal. If you are correct, you may cover/color the space to claim it. If you are incorrect, place the card at the bottom of the pile. Work to occupy as many spaces as possible.**