In-Class Game

The Great Fraction Race

● 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 per group

- 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.
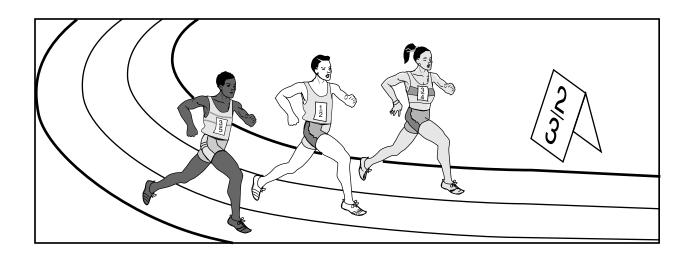
● Go! _____

- 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 $\left(\text{because } \frac{1}{2} = \frac{30}{60}\right)$. 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

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 $\left(\text{because } \frac{1}{2} = \frac{30}{60}\right)$. 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 $\left(\text{because } \frac{3}{2} = \frac{90}{60}\right)$. If, on the next turn, Player A rolls white 3, red 2, he or she moves the marker an additional 90 squares $\left(\text{because } \frac{3}{2} = \frac{90}{60}\right)$.

- It is possible for more than one marker to occupy the same square. The first player to reach the finish line is the winner.