

Three or More Fractions Decisions Games

e.g.

Divide the fraction cards between two players. Players lay their cards face up on the table. They take it in turns to select a fraction card and place it appropriately on the Decisions Board. There is only room for one card on each space. The winner is the first to place all their cards.

$$\frac{1}{8}$$

$$\frac{4}{10}$$

$$\frac{1}{10}$$

$$\frac{3}{8}$$

Same as $\frac{1}{2}$	More than $\frac{1}{4}$	Less than $\frac{1}{2}$	Same as $\frac{3}{4}$
More than $\frac{3}{4}$	More than $\frac{1}{2}$	Less than $\frac{1}{4}$	More than $\frac{1}{2}$
Same as $\frac{1}{2}$	Same as $\frac{1}{4}$	Less than $\frac{1}{2}$	One whole
More than $\frac{3}{4}$	More than $\frac{1}{2}$	Less than $\frac{1}{4}$	Same as $\frac{1}{2}$

Fractions Decisions Games

Developed in 2002 by Ann Caroline Coles from Weatherfield School at our Talking Maths Workshop in Bedfordshire organised by Barbara Conridge.

We have come up with a variety of different instructions for this activity depending on how well your children are used to working together and dealing with frustrations. Now that fractions are being introduced in Year 3, you may well want to provide extra boards and cards with more or different fractions. You might want to increase the number of cards. We hope you and your children will come up with other ways to play and please tell us so that we can add your version. Like many of our other games this is one which lends itself to the children making their own much more attractive versions and trying them out on other groups.

A sound enabled version can be found at Mantralingua www.mantralingua.com who have produced attractive versions of many of our activities.

The webaddress for this activity is:

<http://collaborativelearning.org/fractionsdecisions.pdf>

This activity was last updated 28th February 2018

**Basic principles
behind our talk
for learning
activities:**

...build on prior knowledge.
...move from concrete to abstract thinking.
...ensure everyone works with everyone else.
...extend social language into curriculum language.

**Oracy in action!
Oracy in context!**

...provide motivating ways to go over the same topic more than once.

It's vital to talk it before you write it!

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible interactive teaching materials in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter "PAPERCLIP" is also updated regularly.

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Fraction Decisions - Game 1

Divide the fraction cards between two players. Players lay their cards face up on the table. They take it in turns to select a fraction card and place it appropriately on the Decisions Board. There is only room for one card on each space. The winner is the first to place all their cards.

Fraction Decisions - Game 2

Divide the fraction cards between two players. Players lay their cards face down spread out on the table. They take it in turns to select a fraction card and place it appropriately on the Decisions Board. There is only room for one card on each space. The winner is the first to place all their cards.

Fraction Decisions - Game 3

Divide the fraction cards between two players. Players lay their cards face down on the table. They take it in turns to select a fraction card and place it appropriately on the Decisions Board. If there is no suitable space on the board, they can lay their card on a space, where there is already a card placed, BUT ONLY IF THEIR IS NO OTHER SPACE AVAILABLE. The winner is the first to fill the board.

$\frac{1}{8}$	$\frac{4}{10}$	$\frac{7}{8}$	$\frac{3}{6}$
$\frac{3}{8}$	$\frac{1}{10}$	$\frac{2}{8}$	$\frac{6}{8}$
$\frac{9}{10}$	$\frac{4}{8}$	$\frac{2}{10}$	$\frac{6}{8}$
$\frac{6}{10}$	$\frac{5}{8}$	$\frac{5}{10}$	$\frac{8}{8}$

Fractions Decisions Board

Same as $\frac{1}{2}$	More than $\frac{1}{4}$	Less than $\frac{1}{2}$	Same as $\frac{3}{4}$
More than $\frac{3}{4}$	More than $\frac{1}{2}$	Less than $\frac{1}{4}$	More than $\frac{1}{2}$
Same as $\frac{1}{2}$	Same as $\frac{1}{4}$	Less than $\frac{1}{2}$	One whole number
More than $\frac{3}{4}$	More than $\frac{1}{2}$	Less than $\frac{1}{4}$	Same as $\frac{1}{2}$

More cards here from colleagues. We have coloured the numbers to make it easier to keep sets in order. We recommend you choose collaborative activity monitors to keep your activities tidy and make them last longer in these austere times! Please send us new cards sets and new decision boards.

$\frac{2}{4}$	$\frac{1}{3}$	$\frac{1}{6}$	$\frac{6}{8}$
$\frac{8}{12}$	$\frac{10}{12}$	$\frac{2}{8}$	$\frac{2}{3}$
$\frac{9}{10}$	$\frac{4}{8}$	$\frac{3}{10}$	$\frac{6}{6}$
$\frac{11}{12}$	$\frac{5}{7}$	$\frac{2}{7}$	$\frac{8}{8}$

$\frac{1}{3}$	$\frac{5}{12}$	$\frac{9}{10}$	$\frac{6}{12}$
$\frac{3}{7}$	$\frac{1}{9}$	$\frac{1}{7}$	$\frac{3}{4}$
$\frac{5}{5}$	$\frac{3}{9}$	$\frac{2}{10}$	$\frac{6}{8}$
$\frac{6}{7}$	$\frac{5}{9}$	$\frac{5}{10}$	$\frac{7}{8}$

Here are some blank cards for your more attractive versions

