Matching Common Fractions

Overview

This activity is designed to be used with small groups or pairs:

- To revisit the fraction concepts and symbols introduced in *The Meaning of Fractions* activity.

- As an alternative introduction to the concepts and language of fractions for students with some prior knowledge.

Skills and Knowledge

- Words and symbols for Common Fractions
- Meaning of Common Fractions

Preparation and Materials

Copy Activity Sheet 1 *Matching Fractions 1* onto stiff paper or card, cut them into pieces and place in labelled envelopes (1 for each pair or small group of students).

Cut also some blank pieces of paper or card roughly the same size as the cards in the sets (4-6 per pair or small group of students).

Suggested Procedure

Introducing the activity

Arrange students in pairs or small groups and give one envelope of *Matching Fractions 1* to each group.

Ask learners to tip the contents onto the table and sort the cards into groups which show the same fraction in different ways.

Explain that there are some **spare diagrams** that do not go in any of the groups.

Circulate to observe students' current understanding of the words and concepts.

Encourage students to:
- Explain clearly why they have put the cards where they have
- Use the fraction words as much as possible

The emphasis should be on knowing how many pieces the whole has been divided into and how many of those are shaded.

Refer to *The Meaning of Fractions* Activity for other suggestions regarding fraction notation and language if you have not used that activity before.

Using the blanks

When all of the other cards are matched, each group of students should have two unmatched diagrams.

Distribute blank pieces of paper or card so that each group has at least two pieces to go with each of the diagrams (4 – 6 pieces per group).

Ask them to create cards (like the other sets) to go with each of these pictures.

Rounding off the activity

One way to finish this activity is to ask students to move around and look at the cards of at least one other group.

Ask:
- *Are they all similar to yours?*
- *Do you agree that all their cards are correct?*
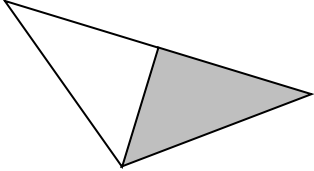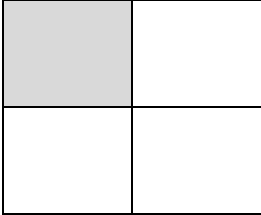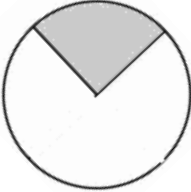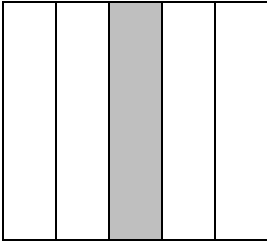
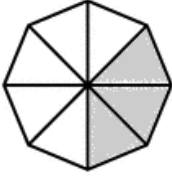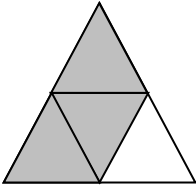If the students have not yet used the Practice Sheets for *The Meaning of Fractions* then they will be a useful follow up for this activity.
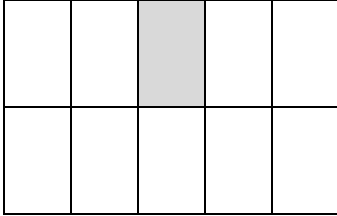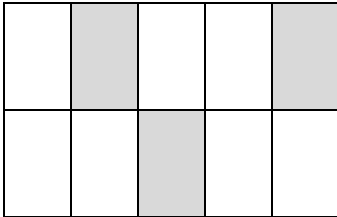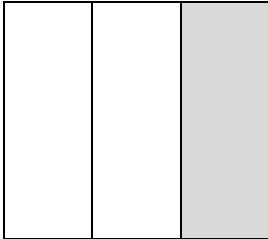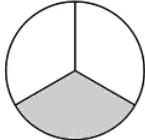
✏ Copy onto card and cut.

$\dfrac{1}{2}$	one half		
$\dfrac{1}{4}$	a quarter		
$\dfrac{3}{4}$	three quarters		

$\dfrac{1}{10}$	one tenth		
$\dfrac{3}{10}$	three tenths		
$\dfrac{3}{4}$	one third		
$\dfrac{2}{3}$	two thirds		