



# LEARNER GUIDE – 3<sup>rd</sup> Grade

Episode: 315

## Phonics Skill

A **prefix** is added to the beginning, or the front, of a word to change the word and its meaning.

**un-** means **not**

**re-** means **again**

## Read It

### Boxes and Bullets

Main idea:

### Supporting Details

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•

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## Try It

Add the prefix -un and -re to make the new word. How does the prefix change the meaning?

un-	Base Word	re-	Base Word
	happy		try
	kind		write
	do		examine

## Write It

What word is missing? Fill in the blank with one of the words from above.

Are you \_\_\_\_\_ when it snows outside or does it make you smile?

When my neighbor said mean words, he was being \_\_\_\_\_.

My handwriting was really messy, so I have to \_\_\_\_\_ my letter to my grandma so she can read it.

# Me and Misty

By: Maddy Gilbert  
(A true story)



It all started in first grade when Misty joined the class. We weren't the best of friends. For These 3 reasons:

1. I wanted to help her but she didn't want help.
2. She was different from me.
3. We wanted to do projects differently.

Then we started to become friends when I asked my mom for some advice. My mom gave me advice from her favorite book, the Bible. One thing she told me to try was to give a "gentle answer" instead of a mean answer. She said gentle answers make other people feel more calm, but mean answers make other people more angry. The second thing she told me to do was think about "whatever is admirable, excellent, or *praiseworthy*." I tried to think of things that are *praiseworthy* in Misty. It was really hard at first, but then I saw some *praiseworthy* things in Misty! For example, she shared the reading tent with someone else in our class instead of keeping it for herself.

Then quarantine struck!!!! While my school was doing at-home learning, me and Misty had a LOT of video calls. While we were doing the video calls we had lots and lots of fun which meant that our friendship was growing.

The next school year we got along better than before. Then after 1 or 2 months Misty started virtual learning. I didn't see her for a while. When she came back from virtual learning we got along much better because I had some space from her.

Then we had to quarantine for 10 days again. While we were in quarantine the second time, me and Misty had some video calls again and had some more fun. Misty played music and I could hear it. We both love music! And then we jumped on our beds. We also did some of our school work together. Then when we could go back to in person learning me and Misty were almost B.F.F.s!

Now we get along much, much better. I am glad that we are friends now!



# Boxes and Bullets

Main idea:

## Supporting Details





# LEARNER GUIDE – 3rd Grade

Episode: 316

## Phonics Skills

A **prefix** is added to the beginning, or the front, of a word to change the word and its meaning.

**-un** means **not**  
**-re** means **again**

## Read It

Read the story below. Circle the words that start with the prefixes **-un** and **-re**.

Grace loved rereading stories. She wanted to be Peter Pan, but unfortunately her class didn't think she could play the part.

Nana reminded Grace that she can be anything she wants to be. Grace restarted her practice for the play.

## Words To Know

**character** - the person in the story  
**action** - is something you do

## Write It

Fill in the blank with the missing word.

unfortunate      ungrateful  
reread      remind      restart

\_\_\_\_\_ not lucky  
\_\_\_\_\_ read again  
\_\_\_\_\_ not thankful  
\_\_\_\_\_ to begin doing  
                 something again  
\_\_\_\_\_ to tell someone  
                 something again

## Think About It



Who are the characters in the story above?

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What are the character's actions?

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# Learning Guide with Mrs. Radue

## Week 1, Episode 1

Grades 2-3  
Intermediate/  
Advanced English  
Language Development  
with Mrs. Radue  
(T/Th 9:30-10am)

### English Language Development

- Verbs are action words (skate, kick, cook, talk, nap, play, yell, etc.)
- Inflectional Endings are the endings that we add to words that change the meaning just a little bit. We can add inflectional endings that change the meaning in several different ways, but in this lesson we focus on the endings "-ed" and "-ing" to verbs to give information about when the action happened.
  - The "-ed" ending tells us that an action happened in the **PAST**.
  - The "-ing" ending tells us that an action is happening in the **PRESENT**.



### Writing Connection

- Write about what you did yesterday and what you are doing now using verbs with inflectional endings! Circle or highlight the inflectional ending.
  - Yesterday I played outside. Now I am watching television.



### Vocabulary

Verb: an action,  
something you DO

Past: a time that has  
already happened

Present: the time  
that is happening  
right now

### Home Connections and Reading Tips

Practicing inflectional endings is fun! Play a game with someone at home.

- **Player 1** - say a root word (verb)
  - Examples: play, jump, kick, cook, eat, brush, etc.
- **Player 2** - use "-ed" and "-ing" to make a past tense and present tense verb using the root word (kick = kicked & kicking)
  - Hint: some root words don't change into past tense using "-ed"! (Examples: run → ran, swim → swam)  
These verbs are "irregular". If you choose an irregular verb, just say, "it's irregular!" and move to a new one.
- **Player 1** - Use the past tense ("-ed") version of the verb in a sentence! **STEM**: "Yesterday, I (verb+ed)."
- **Players 2** - Use the present tense ("-ing") version of the verb in a sentence! **STEM**: "I am (verb+ing) right now!"
- Switch roles and play again!

# Learning Guide with Mrs. Radue

## Week 1, Episode 2

**Grades 2-3**  
**Intermediate/  
Advanced English**  
**Language Development**  
with Mrs. Radue  
(T/Th 9:30-10am)

### English Language Development

- Nouns are people, places, and things.
- Singular nouns represent just one person, place or thing.
- Plural nouns represent multiple people, places, or things.
- There are several different ways to create plural nouns. The most common is by simply adding an -s to the end of a singular noun, but many words don't follow this rule!
- Nouns that end in 's', 'ss', 'sh', 'ch', 'x', and, 'z': add -es.
- Nouns that end in 'f' or 'fe': change the 'f' or 'fe' to -ves.
- Nouns that end in 'o':
  - Vowel before the 'o'? Just add -s. Consonant before the 'o'? Add -es.
- Nouns that end in 'y':
  - Vowel before the 'y'? Just add -s. Consonant before the 'y'? Change the 'y' to -ies.

### Writing Connection

- Write sentences about things that you like! Try to write about some singular nouns and some plural nouns. Challenge yourself to use words with different endings like: -s, -es, -ves, and -ies. Don't forget to follow the rules!
  - You can use this sentence stem to get started, if you'd like:
    - I like (singular or plural noun)!

### Vocabulary

People: mom, dad,  
teacher, doctor,  
grandma, grandpa,  
dentist, firefighter

Places: school, home,  
playground, grocery  
store, soccer field

Things: ball, toy, cup,  
dog, cat, chair, bed,  
brush, pan, pot, table

### Home Connections and Reading Tips

Go on a noun search! Read a book, magazine, or even the back of a cereal box! As you read, look out for nouns. Remember, nouns are people, places, and things. When you find a noun, write it down! Make a chart to sort your nouns into groups like the one below. When you're finished. Circle the plural nouns and put boxes around the singular nouns!

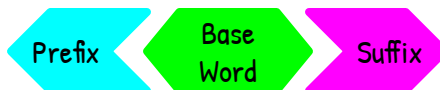
People	Places	Things
Mom	School	Toys
Doctors	Home	Dogs
Teachers	Playgrounds	Chair

# Learning Guide with Mrs. Radue

## Week 2, Episode 3 & 4

Grades 2-3  
Intermediate/  
Advanced English  
Language Development  
with Mrs. Radue  
(T/Th 9:30-10am)

### English Language Development



- Prefixes are the word parts that come BEFORE a word and change the meaning of the word a little bit.
- Suffixes are the word parts that come AFTER a word and change the meaning of the word a little bit.
- Some of the most commonly used prefixes in the English language are: un-, pre-, re-, and dis-.
- Some of the most commonly used suffixes in the English language are: -ful, -less, -er, -est, and -ly.
- When you know the meanings of the most common prefixes and suffixes, you can understand what many more words mean by thinking about what the base word means + what the prefix or suffix means to come up with a definition for the word!

### Writing Connection



Write about your week! Try to use at least one prefix or suffix in each sentence.

Circle the prefix or suffix and explain what it means to a family member!



### Prefix/Suffix

un- : not  
pre- : before  
re- : again  
dis- : no, not  
mis- : wrong  
-ful : full of  
-less : without  
-est : most  
-ly : how it is done  
-er : more

### Home Connections and Reading Tips

How many real words can you make with the following prefixes, base words, and suffixes? If you're not sure if it is a real word or not, use a dictionary or look the word up online! Can you use one in a sentence?

Prefixes	Base Words	Suffixes
un-	honest	-ful
pre-	help	-less
re-	cool	-est
dis-	happy	-ly
mis-	sweet	-er



# Learning Guide with Mrs. Radue

## Week 3, Episode 5

Grades 2-3  
Intermediate/  
Advanced English  
Language Development  
with Mrs. Radue  
(T/Th 9:30-10am)

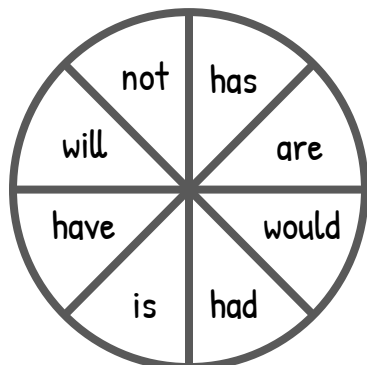
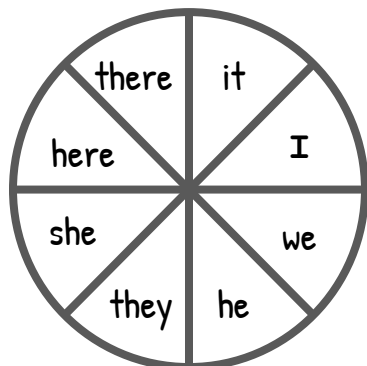
### English Language Development

- Contractions are words that are created by putting two words together, removing some letters, and replacing the missing letter(s) with an apostrophe ('). They are used in speaking and writing to say or write more quickly!
- Most contractions are created using one of several common words as the second word. These words are: "not", "have", "had", "has", "will", "is", "would", and "are".
- Some contractions look the same but have different meanings, so it is important to test it out to be sure you are using the contraction correctly! For example, contractions that are created using "has" and "is" look the same and contractions that are created using "would" and "had" look the same!
  - She + is = she's AND she + has = she's (but they mean something different and are used differently in sentences!)
  - They + would = they'd AND they + had = they'd (but they mean something different and are used differently in sentences!)



### Writing Connection

Use a paperclip and a pencil to spin the spinners to the left. Spin both spinners and see if you can make a real contraction by combining the two words! If you made a real contraction, use it to write a sentence! If you made a nonsense contraction, spin again!



### Home Connections and Reading Tips

Go on a contraction hunt! Read something at home. It could be a book, a newspaper, or even a cereal box! How many contractions can you find? Can you write the words used to create the contractions?

_____ + _____ = _____'		
Could	Not	Couldn't
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

# Learning Guide with Mrs. Radue

## Week 3, Episode 6

**Grades 2–3  
Intermediate/  
Advanced English  
Language Development  
with Mrs. Radue  
(T/Th 9:30–10am)**

### English Language Development

- WH Questions are questions that include some of the most commonly used question words that all begin with **WH** or **H**, like “who”, “what”, “where”, “when”, “why” and “how”.
- The question word used in the question tells the reader what type of answer should be given:
  - Who? → The answer should be a **person** or **character**.
  - Where? → The answer should be a **place**.
  - When? → The answer should be a **time**.
  - Why? → The answer should be a **reason**.
  - What? → The answer should be a **thing** or **action**.
  - How? → The answer should be a **number** or **description of the way something is done**.



### Writing Connection

Challenge someone at home! Start by creating six question sentences – one that begins with each of the six question words: “who”, “what”, “where”, “when”, “why”, and “how”. Write down your questions, but leave the first word blank! Give your questions to someone at home to see if they can figure out which question word completes the sentence!



### Home Connections & Reading Tips

You can ask questions about stories as you read, as we did in the lesson. You can also ask questions about images and have great conversations! Look at the camping scene below or in the attached document on the website. Ask questions about the camping scene using each of the question words at least one time. Have someone at home help you practice by taking turns asking and answering questions! You can also practice this game in any setting you are in, like your living room, the playground, or the store!



# Learning Guide with Mrs. Radue

## Week 4, Episode 7

**Grades 2-3  
Intermediate/  
Advanced English  
Language Development  
with Mrs. Radue  
(T/Th 9:30-10am)**

### Homophones

flower/flour

no/know

here/hear

ate/eight

hole/whole

bare/bear

blew/blue

knight/night

plane/plain

deer/dear

do/due

I/eye

won/one

red/read

allowed/aloud

see/sea

hour/our

made/maid

might/mite

new/knew

witch/which

would/wood

herd/heard

great/grate

tail/tale

wrap/rap

to/two/too

there/their/they're



### English Language Development

#### Homophone

**Homo =  
Same**

**Phone =  
Sound**

- Homophones are words that sound the same, but are spelled differently and have different meanings.
- Homophones can make reading and spelling tricky! It is helpful to learn some of the most common homophones, how to spell them, and what they mean.

### Writing Connection

Try to write sentences using both versions of a homophone pair in one sentence! For example, with the hour/our homophones I could write this sentence:

*Our family is going on a walk in one hour.*

What sentences can you make using both versions of a homophone pair?



### Home Connections and Reading Tips

Go on a homophone hunt! Read something. Anything! It could be a book, a newspaper, a magazine, or even a cereal box! See if you can find any of the homophones in the list to the left. If you find one, tell someone at home the meaning of the word and the matching homophone pair!

If you'd like to reread the book that we read together during the lesson, Wish for Lola, you can download a copy from the website or print a copy if you have a printer!

# Learning Guide with Mrs. Radue

## Week 4, Episode 8

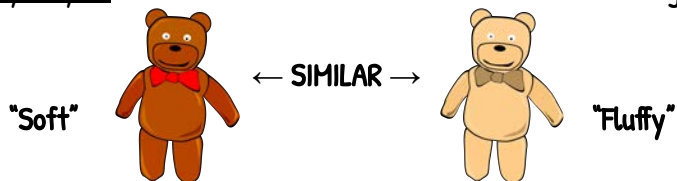
Grades 2-3  
Intermediate/  
Advanced English  
Language Development  
with Mrs. Radue  
(T/Th 9:30-10am)

### Vocabulary

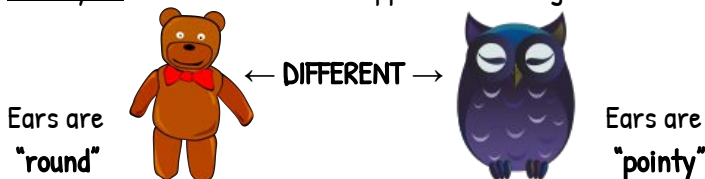
Large  
Understood  
Favor  
Discuss  
Follow  
Grant  
Several  
Much  
Only  
Began  
Small  
Amount  
Give  
Stopped  
Watch  
Lead  
Received  
Opposition  
Multiple  
Misunderstood  
Improve  
Rights  
Deserve  
Proofreader  
Column  
Suffrage  
Amendment  
Reality

### English Language Development

- Synonyms are words that have the same or similar meanings.

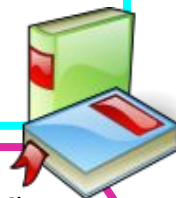


- Antonyms are words that have opposite meanings.



### Writing Connection

Choose two objects in your home and describe them! What do you notice about your items that is similar? What is different? Can you choose two synonyms to describe what is similar about your two items? Then, choose two antonyms to describe what is different about your two items. Done? Grab two new items and try again! 😊



### Home Connections and Reading Tips

Read a book, magazine, or even the back of a cereal box! As you read, look out for words you might be able to think of synonyms and antonyms for. Often times, verbs (action words) and adjectives (describing words) work well. Write your word in the middle column. Write a synonym to go with your word in the left column and an antonym in the right column! See the example below!

Synonym	My Word	Antonym
Exhausted	Tired	Energized
_____	_____	_____
_____	_____	_____
_____	_____	_____



# Learning Guide with Mrs. Radue

## Week 5, Episode 9

**Grades 2–3  
Intermediate/  
Advanced English  
Language Development  
with Mrs. Radue  
(T/Th 9:30–10am)**

## English Language Development

- Main Idea: The main point in the text that the author wants the reader to learn.
- Supporting Detail: Pieces of information in the text that support the main idea.



## Writing Connection

Challenge someone at home! Start by creating six question sentences – one that begins with each of the six question words: “who”, “what”, “where”, “when”, “why”, and “how”. Write down your questions, but leave the first word blank! Give your questions to someone at home to see if they can figure out which question word completes the sentence!



## Home Connections & Reading Tips

You can ask questions about stories as you read, as we did in the lesson. You can also ask questions about images and have great conversations! Look at the camping scene below or in the attached document on the website. Ask questions about the camping scene using each of the question words at least one time. Have someone at home help you practice by taking turns asking and answering questions! You can also practice this game in any setting you are in, like your living room, the playground, or the store!



# Learning Guide with Mrs. Radue

## Week 5, Episode 10

Grades 2-3  
Intermediate/  
Advanced English  
Language Development  
with Mrs. Radue  
(T/Th 9:30-10am)

### Vocabulary

#### Adjectives:

Fluffy

Tall

Spicy

Bright

Large

Broken

Beautiful

Short

Green

Sticky

Narrow

Smart

#### Adverbs:

Gracefully

Outside

Loudly

Rarely

Fast

Neatly

Noisily

Often

Yesterday

Slowly

Very

Quietly

### English Language Development

- Noun: a person, place or thing.
- Adjective: a word that describes a person, place or thing (noun).
- Verb: an action word.
- Adverb: a word that describes an action (verb).



### Home Connections and Reading Tips

#### Directions for Adjectives and Adverbs Mad Libs

- First, fill in all of the blank spaces below with either an adjective or an adverb, according to what is next to the blank space.
- Once you have completed this, insert those words into the story. Put the first word in the first blank, the second word in the second blank, etc.
- Finally, read the story and enjoy!

- \_\_\_\_\_ Adjective
- \_\_\_\_\_ Adjective
- \_\_\_\_\_ Adjective
- \_\_\_\_\_ Adverb
- \_\_\_\_\_ Adverb
- \_\_\_\_\_ Adjective
- \_\_\_\_\_ Adjective
- \_\_\_\_\_ Adverb
- \_\_\_\_\_ Adverb



Once upon a time, there was a (adj)\_\_\_\_\_ dog, named Scout. Scout was very (adj)\_\_\_\_\_. His friends thought that was (adj)\_\_\_\_\_. One day, the dogs were playing (adv)\_\_\_\_\_ with their toys. Scout ran (adv)\_\_\_\_\_ to catch the ball that his friend threw.

When Scout got the ball, he ran back to his (adj)\_\_\_\_\_ friend. Now it was Scout's turn to throw the (adj)\_\_\_\_\_ ball. Scout's friend didn't want to chase the ball. Scout (adv)\_\_\_\_\_ asked, "why not?" Scout's friend was scared to go alone, so Scout and his friend went together. Scout and his friends lived (adv)\_\_\_\_\_ ever after.

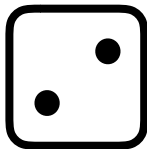
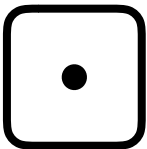
# 4 in a Row: Multiples of 10

**Materials:** two crayons (one color for player 1 and another color for player 2) and a die

**Directions:**

1. Player 1 rolls the die. Find the column with the matching number shown on the die. Start at the bottom of that column and if player 1 correctly answers the first multiplication problem in that column he/she can color in that box.
2. If the problem was answered incorrectly he/she cannot color in that box.
3. Player 2: Repeat step 1-2. If a box is already colored in the column you rolled move to the box above it.
4. Continue playing until one player has 4 in a row!

$9 \times 80 =$	$8 \times 70 =$	$4 \times 40 =$	$20 \times 3 =$	$50 \times 8 =$	$10 \times 5 =$
$30 \times 2 =$	$60 \times 5 =$	$20 \times 3 =$	$9 \times 40 =$	$2 \times 60 =$	$30 \times 4 =$
$4 \times 40 =$	$10 \times 3 =$	$9 \times 20 =$	$90 \times 7 =$	$7 \times 80 =$	$20 \times 6 =$
$30 \times 2 =$	$20 \times 4 =$	$90 \times 7 =$	$60 \times 2 =$	$9 \times 10 =$	$80 \times 2 =$
$3 \times 60 =$	$4 \times 90 =$	$60 \times 2 =$	$3 \times 30 =$	$30 \times 7 =$	$60 \times 8 =$
$5 \times 40 =$	$60 \times 4 =$	$4 \times 70 =$	$60 \times 5 =$	$10 \times 8 =$	$20 \times 5 =$
$50 \times 6 =$	$3 \times 50 =$	$5 \times 50 =$	$3 \times 70 =$	$50 \times 7 =$	$3 \times 40 =$



# Close To 100

**Materials:** 2 sets of number cards 0-9 (cut out)

**Directions:**

1. Work with a partner. Cut the bottom portion of this sheet in half so each player can record their answers. Place the number cards face down. Each player draws 4 cards.
2. Each player chooses 2 cards to complete the expression to make a value as close to 100 as possible. Write the 2-digits and the product.
3. The player closest to 100 wins.



Level 1: Player 1		
Round 1	___ x 1___ =	_____
Round 2	___ x 1___ =	_____
Round 3	___ x 1___ =	_____
Round 4	___ x 1___ =	_____
Round 5	___ x 1___ =	_____

Level 1: Player 2		
Round 1	___ x 1___ =	_____
Round 2	___ x 1___ =	_____
Round 3	___ x 1___ =	_____
Round 4	___ x 1___ =	_____
Round 5	___ x 1___ =	_____

Level 2: Player 1		
Round 1	___ x 2___ =	_____
Round 2	___ x 2___ =	_____
Round 3	___ x 2___ =	_____
Round 4	___ x 2___ =	_____
Round 5	___ x 2___ =	_____

Level 2: Player 2		
Round 1	___ x 2___ =	_____
Round 2	___ x 2___ =	_____
Round 3	___ x 2___ =	_____
Round 4	___ x 2___ =	_____
Round 5	___ x 2___ =	_____



0

1

2

3

4

5

6

7

8

9

0

1

2

3

4

5

6

7

8

9



# My Step-by-Step VISUAL MODELS for Word Problem Checklist

Steps	Directions	✓
1	Read entire problem put in “chunks” (I)	
2	Rewrite the question in sentence form with a blank space for the answer	
3	Determine who and/or what is involved in the problem	
4	Draw the unit bar(s)	
5	Go back to the “chunks” (I) and check (✓) when each part is added into the adjusted unit bars, put in question mark	
6	Correctly compute and solve the problem	
7	Write the answer in the sentence, and make sure the answer make sense	

Name \_\_\_\_\_

Kegan collected 35 apples at the apple orchard. He wanted to put them into 5 bags. How many apples would be in each bag?

**Sentence Form:**

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**Visual Model**

**Computation**

Kegan collected 35 apples at the apple orchard. He wanted to put them into 5 bags. How many apples would be in each bag?

Sentence Form:

Kegan has \_\_\_\_\_ apples in each bag.

Visual Model	Computation
<div>apples</div> <div><div>bags</div><div><div></div><div></div><div></div><div></div><div>?</div></div><div>35</div></div>	strategies may vary

# Representing Division

**Directions:** Complete each row. Draw out base ten blocks to represent the problem then solve.

Problem	Base Ten Drawing	Answer
$48 \div 4$		
$66 \div 6$		
$36 \div 3$		
$70 \div 5$		

Directions: Use the multiplying-up strategy to divide.

$$80 \div 5 =$$

$$64 \div 4 =$$

$$68 \div 4 =$$

$$56 \div 14 =$$



# Estimate & Compare Quotients

**Materials:** expression cards (cut out), recording sheet (below)

## Directions:

1. Shuffle the cards and place them face down.
2. Player 1 draws two cards. Come up with an estimate for each expression shown on the cards and determine which of the two has the greatest value. Record your answers on the sheet below.
3. Player 2 gives feedback. If correct, player 1 keeps the cards, otherwise the player must return the cards.
4. Take turns and continue steps 2–3 until no cards are left.
5. The player with the most cards wins

**Player 1**

Card 1 Estimate	Card 2 Estimate	Which expression is greater?

**Player 2**

Card 1 Estimate	Card 2 Estimate	Which expression is greater?



$$92 \div 4$$

$$52 \div 13$$

$$100 \div 25$$

$$100 \div 20$$

$$66 \div 22$$

$$84 \div 7$$

$$65 \div 5$$

$$84 \div 12$$

$$72 \div 18$$

$$45 \div 15$$

$$63 \div 3$$

$$88 \div 22$$

$$72 \div 3$$

$$69 \div 3$$

$$96 \div 24$$

$$78 \div 6$$

$$68 \div 4$$

$$90 \div 6$$

$$57 \div 19$$

$$84 \div 4$$

$$80 \div 8$$

$$96 \div 12$$

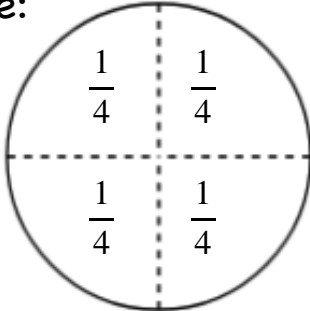
$$60 \div 15$$

$$91 \div 7$$

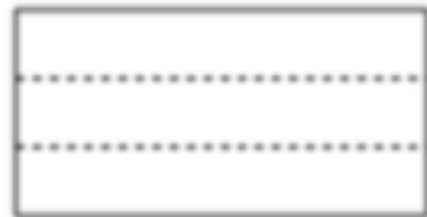
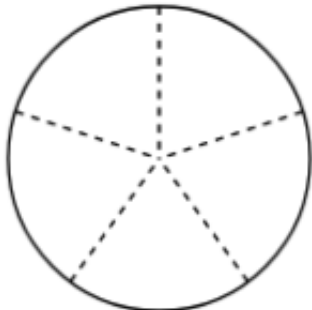
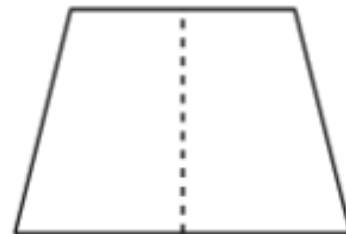
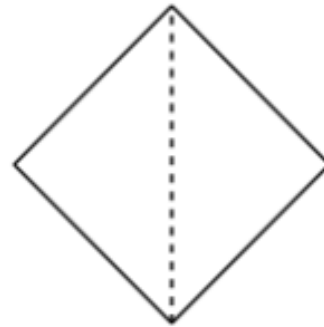
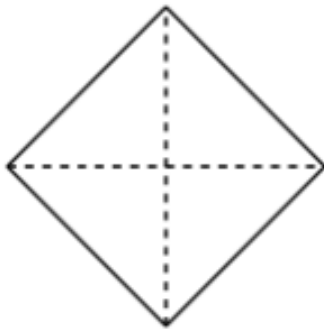
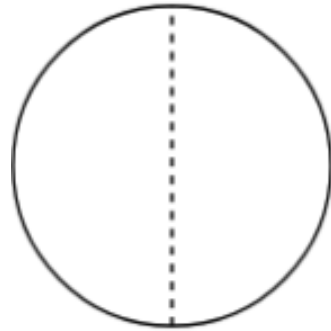
# Reading and Writing Fractions

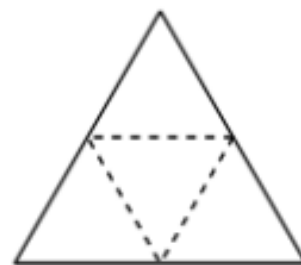
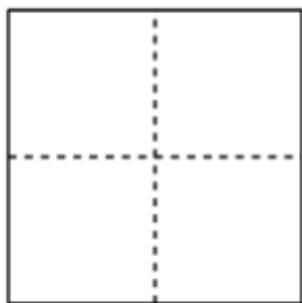
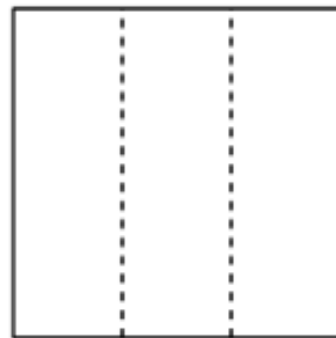
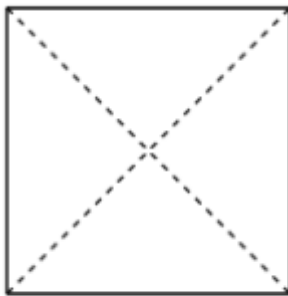
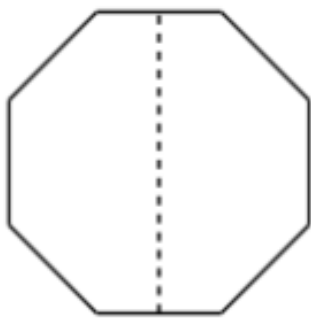
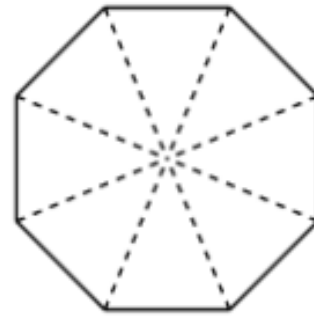
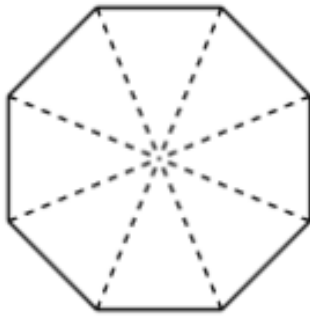
**Directions:** Label each part of the pictures and practice reading the fraction.

Example:



Practice reading: one fourth





# Fraction Strips

## Materials:

- fraction strip template
- scissors
- crayons or markers
- envelopes

## Directions:

1. Label the longest strip as one whole,  $\frac{1}{1}$ . Color the strip red.
2. Label the parts of each strip with the correct unit fraction.  
Color them the following colors:  $\frac{1}{2}$  yellow,  $\frac{1}{3}$  green,  $\frac{1}{4}$  blue,  $\frac{1}{6}$  orange,  $\frac{1}{8}$  white.
3. Cut out and order the fraction strips from the largest to the smallest sized pieces. What do you notice about the numerators? What do you notice about the denominators? Record your observations below.
4. Write your name on the back of each fraction strip and store them in an envelope.

What do you notice about the numerators?: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do you notice about the denominators?: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

# Fraction Match Up

**Directions:** Cut out all the cards. Scatter the cards facedown in two piles, one with the fraction cards and one with the shape cards. With 2 players take turns flipping over 2 cards, one from each pile, trying to make a match. If you don't make a match flip both cards over and it's the other players turn. The player with the most pair of matches wins!

$$\frac{5}{6}$$

$$\frac{1}{4}$$

$$\frac{7}{8}$$

$$\frac{3}{4}$$

$$\frac{5}{8}$$

$$\frac{4}{6}$$

$$\frac{6}{8}$$

$$\frac{2}{6}$$

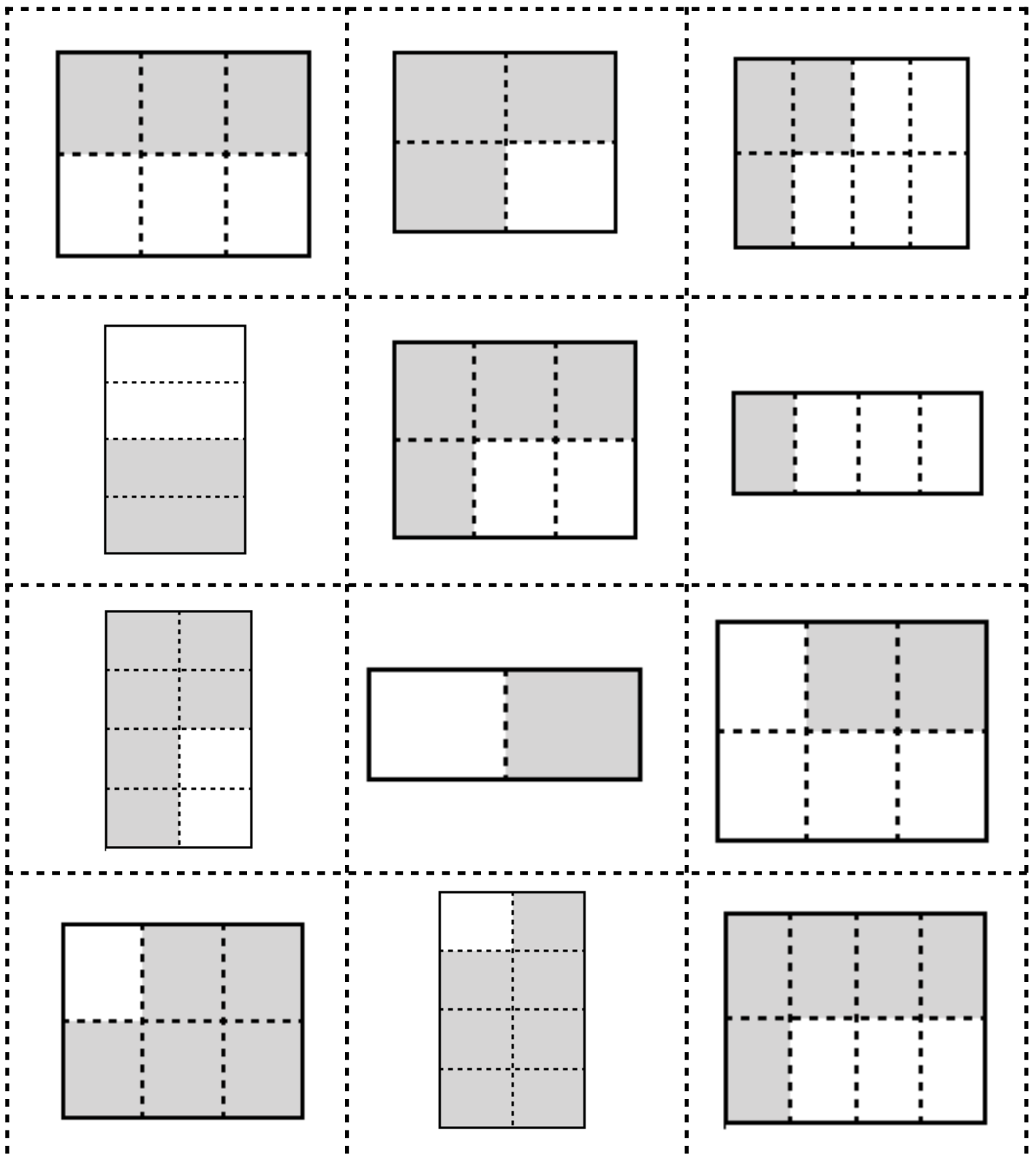
$$\frac{1}{2}$$

$$\frac{2}{4}$$

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

$$\frac{3}{6}$$





# Secret Fractions

## Materials:

- SECRET fraction cards cut out
- UNIT fraction cards cut out
- game board for each player

## Directions:

1. Place the SECRET fraction cards face down in a pile. Place the UNIT fraction cards place down in a pile.
2. Each player draws 1 SECRET fraction card. This will be the fraction you will try to build with the UNIT fraction cards.
3. On your turn draw a UNIT fraction card or trade in your SECRET fraction card for a new one.
4. When you have enough unit fractions to make your secret fraction fill in your secret fraction on the game board.

Secret Fraction			
$\frac{3}{8}$	=	$\frac{1}{8}$	$\frac{1}{8}$
		$\frac{1}{8}$	$\frac{1}{8}$

$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{3}$
$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$
$\frac{1}{4}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{8}$
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	

$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{3}$
$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$
$\frac{1}{4}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{8}$
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	

Secret Fraction $\frac{2}{2}$	Secret Fraction $\frac{2}{3}$	Secret Fraction $\frac{3}{3}$	Secret Fraction $\frac{2}{4}$
Secret Fraction $\frac{3}{4}$	Secret Fraction $\frac{4}{4}$	Secret Fraction $\frac{2}{6}$	Secret Fraction $\frac{4}{6}$
Secret Fraction $\frac{5}{6}$	Secret Fraction $\frac{2}{8}$	Secret Fraction $\frac{3}{8}$	Secret Fraction $\frac{5}{8}$

### Player 1 Gameboard

1 whole											
$\frac{1}{2}$				:	$\frac{1}{2}$						
$\frac{1}{3}$			:	$\frac{1}{3}$			:	$\frac{1}{3}$			:
$\frac{1}{4}$		:	$\frac{1}{4}$		:	$\frac{1}{4}$		:	$\frac{1}{4}$		:
$\frac{1}{6}$	:	$\frac{1}{6}$	:	$\frac{1}{6}$	:	$\frac{1}{6}$	:	$\frac{1}{6}$	:	$\frac{1}{6}$	:
$\frac{1}{8}$	:	$\frac{1}{8}$	:	$\frac{1}{8}$	:	$\frac{1}{8}$	:	$\frac{1}{8}$	:	$\frac{1}{8}$	:
1 whole											
$\frac{1}{2}$				:	$\frac{1}{2}$						
$\frac{1}{3}$			:	$\frac{1}{3}$			:	$\frac{1}{3}$			:
$\frac{1}{4}$		:	$\frac{1}{4}$		:	$\frac{1}{4}$		:	$\frac{1}{4}$		:
$\frac{1}{6}$	:	$\frac{1}{6}$	:	$\frac{1}{6}$	:	$\frac{1}{6}$	:	$\frac{1}{6}$	:	$\frac{1}{6}$	:
$\frac{1}{8}$	:	$\frac{1}{8}$	:	$\frac{1}{8}$	:	$\frac{1}{8}$	:	$\frac{1}{8}$	:	$\frac{1}{8}$	:

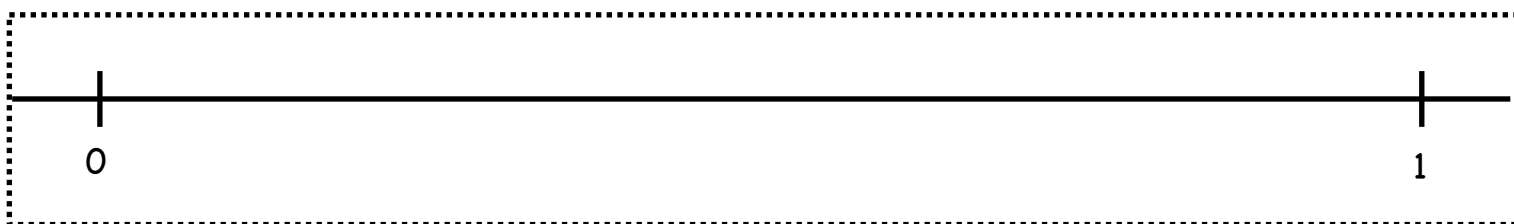
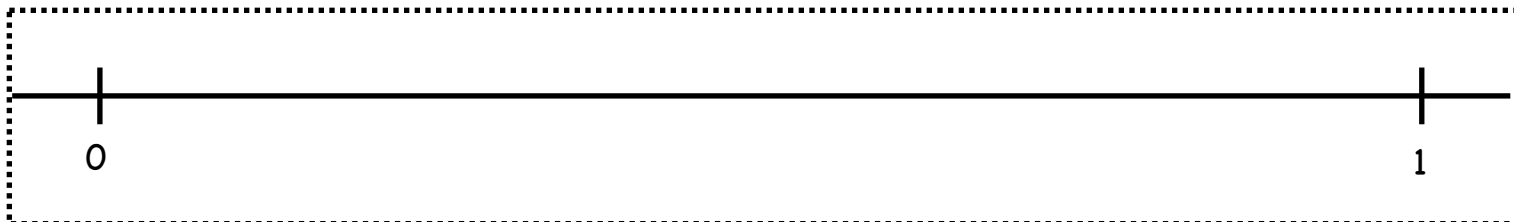
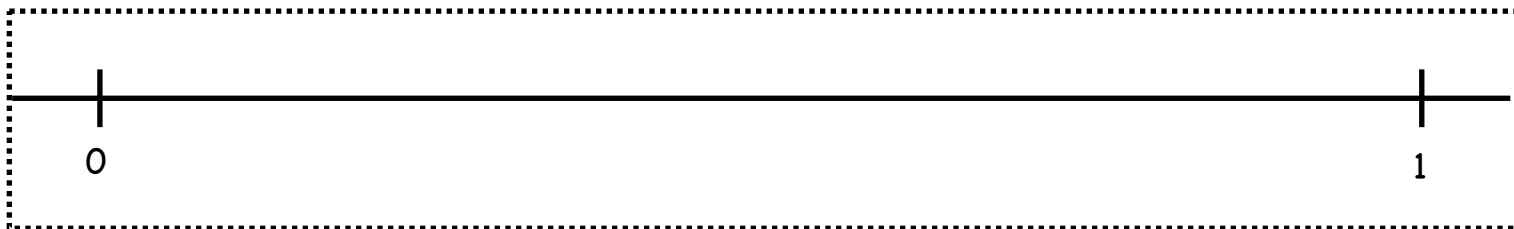
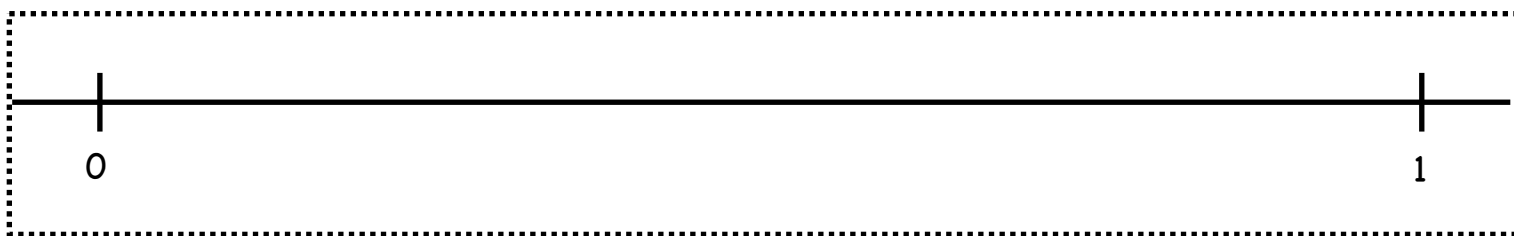
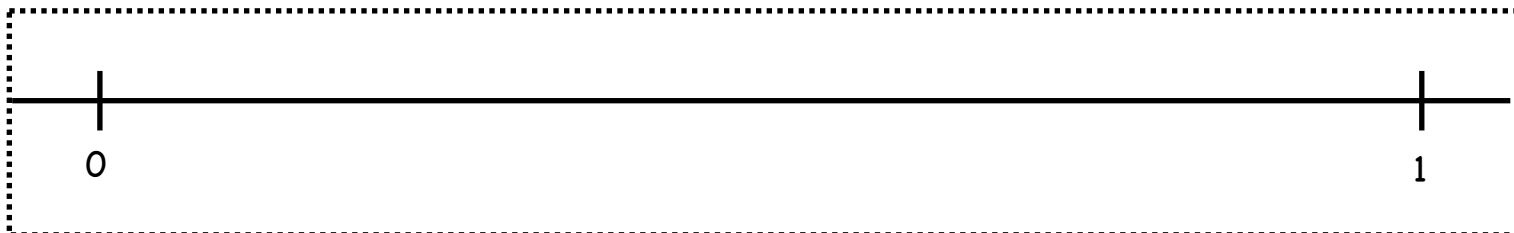
### Player 2 Gameboard

1 whole											
$\frac{1}{2}$				:	$\frac{1}{2}$						
$\frac{1}{3}$			:	$\frac{1}{3}$			:	$\frac{1}{3}$			:
$\frac{1}{4}$		:	$\frac{1}{4}$		:	$\frac{1}{4}$		:	$\frac{1}{4}$		:
$\frac{1}{6}$	:	$\frac{1}{6}$	:	$\frac{1}{6}$	:	$\frac{1}{6}$	:	$\frac{1}{6}$	:	$\frac{1}{6}$	:
$\frac{1}{8}$	:	$\frac{1}{8}$	:	$\frac{1}{8}$	:	$\frac{1}{8}$	:	$\frac{1}{8}$	:	$\frac{1}{8}$	:
1 whole											
$\frac{1}{2}$				:	$\frac{1}{2}$						
$\frac{1}{3}$			:	$\frac{1}{3}$			:	$\frac{1}{3}$			:
$\frac{1}{4}$		:	$\frac{1}{4}$		:	$\frac{1}{4}$		:	$\frac{1}{4}$		:
$\frac{1}{6}$	:	$\frac{1}{6}$	:	$\frac{1}{6}$	:	$\frac{1}{6}$	:	$\frac{1}{6}$	:	$\frac{1}{6}$	:
$\frac{1}{8}$	:	$\frac{1}{8}$	:	$\frac{1}{8}$	:	$\frac{1}{8}$	:	$\frac{1}{8}$	:	$\frac{1}{8}$	:

# Cut, Fold, Label

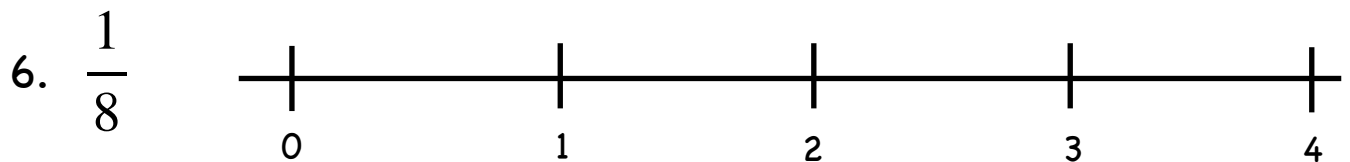
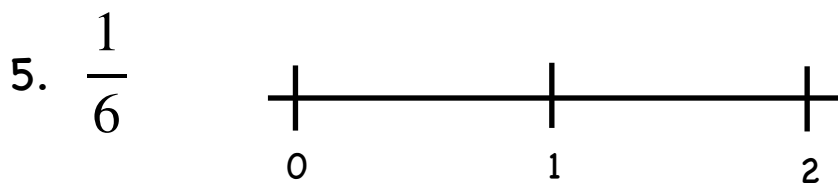
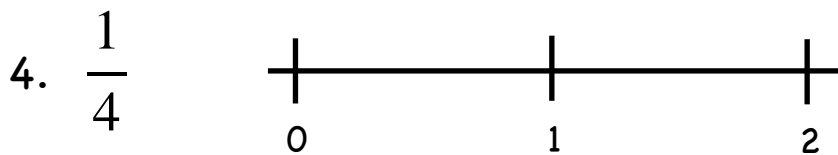
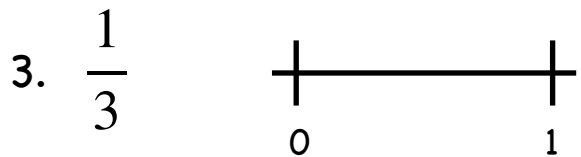
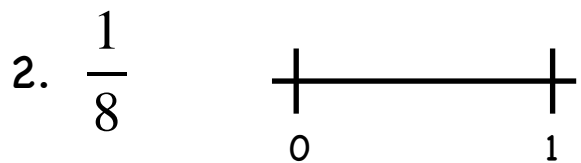
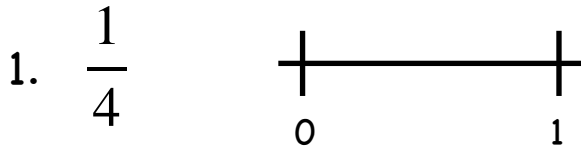
## Directions:

1. Cut out all 5 number lines.
2. Fold the first number line into halves. Draw tick marks to show the halves.  
Label the number  $\frac{1}{2}$ .
3. Fold the next number line into thirds. Draw tick marks to show the thirds. Label the number  $\frac{1}{3}$ .
4. Continue with fourths, sixths, and eighths.



# Locate the Fraction

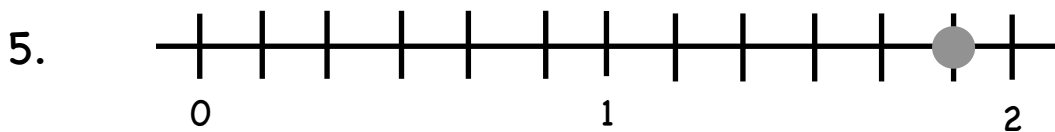
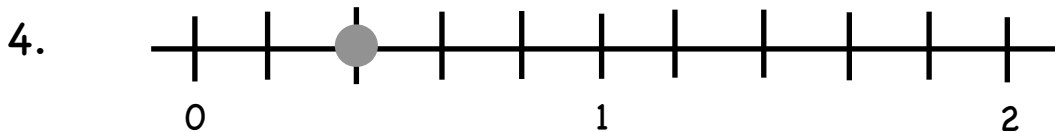
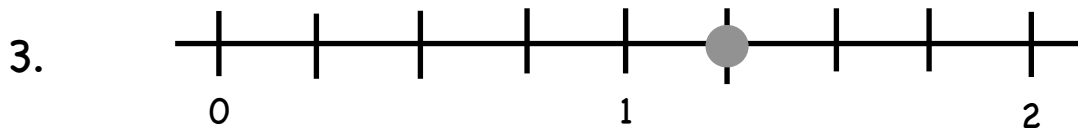
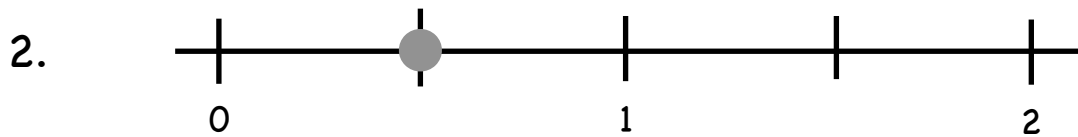
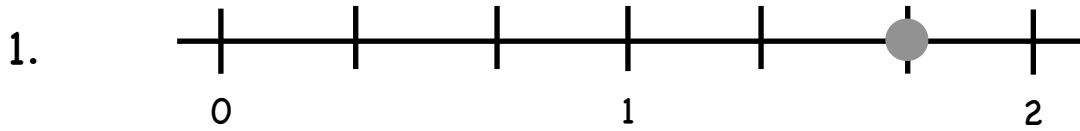
**Directions:** Partition each number line. Locate and label each fraction.





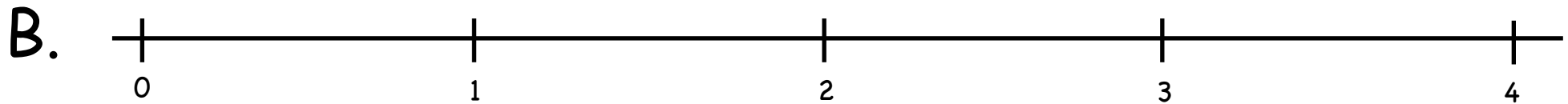
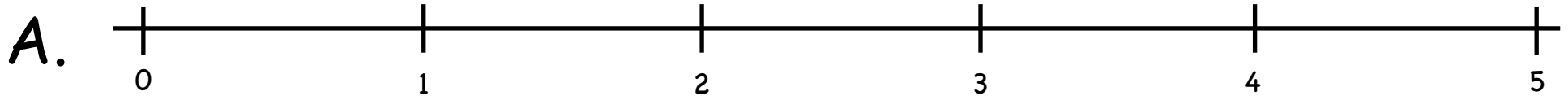
# Guess The Fraction

**Directions:** Guess which fraction is displayed with a dot on the number line. Label the fraction.



# Find the Fraction

**Directions:** Using the fractions from below locate where each fraction belongs on the number line and make tick marks to show where it belongs. Label the tick marks with the fraction. Cross off the fractions as you use them.



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

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

# Equivalent Fraction Roll

**Materials:** 6 die

**Directions:**

1. Player 1 rolls 2 die and makes a fraction with the 2 amounts shown on the die. If you roll any fives, they count as a wild card and can be any number you'd like.
2. Player 2 rolls 6 die and tries to create a fraction that is equivalent to Player 1's fraction. (remember fives are wild)
3. If you cannot, re-roll as many number die as you'd like. You can re-roll your number cubes twice.
4. If you can make equivalent fractions, record your statement and show or explain how you know the fractions are equivalent.
5. You get 1 point for each pair of equivalent fractions you write.
6. Repeat steps 1-5 starting with Player 2. Play 8 rounds.

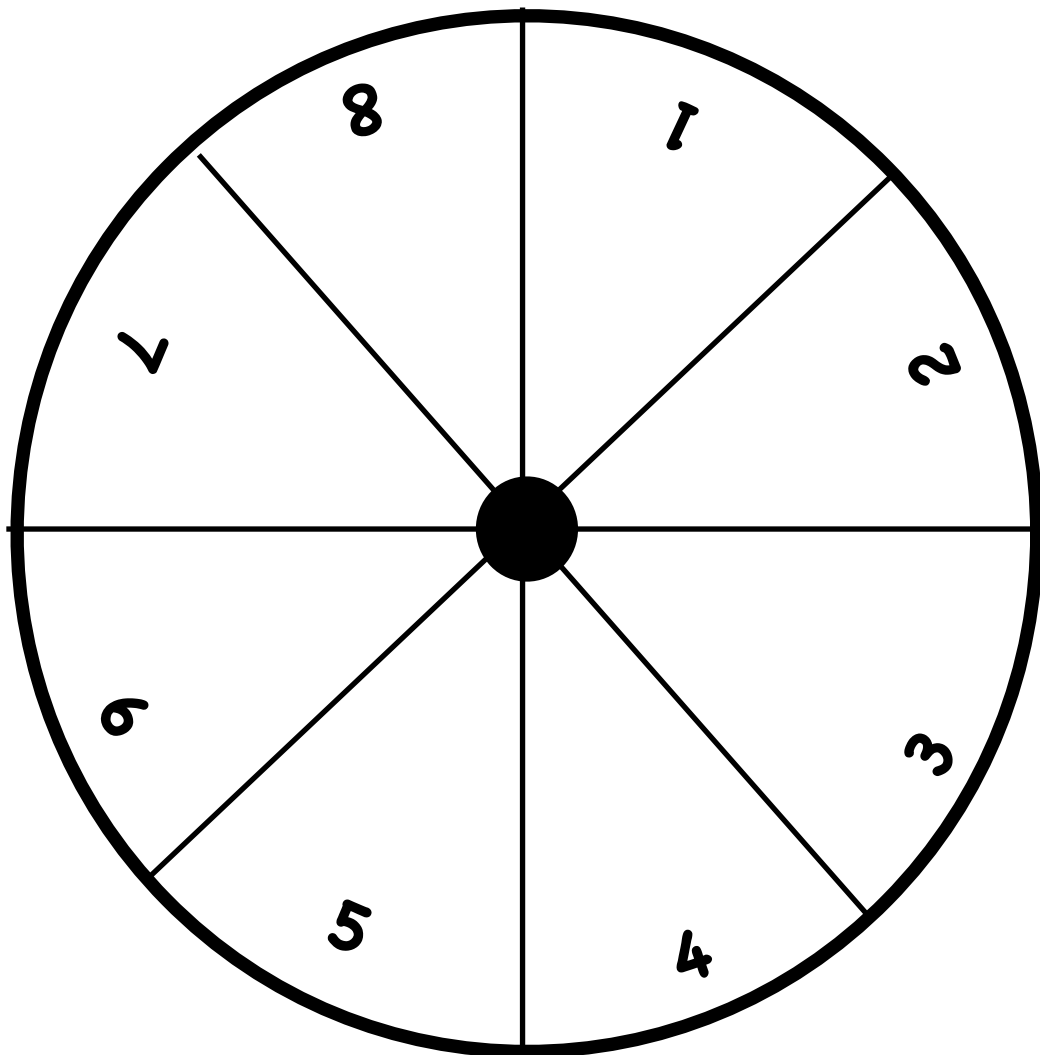
	Equivalent Fractions	If an equivalent fraction was created, circle the player who gets the point.		Equivalent Fractions	If an equivalent fraction was created, circle the player who gets the point.
Round 1	$\frac{\square}{\square} = \frac{\square}{\square}$	Player 1 or Player 2	Round 5	$\frac{\square}{\square} = \frac{\square}{\square}$	Player 1 or Player 2
Round 2	$\frac{\square}{\square} = \frac{\square}{\square}$	Player 1 or Player 2	Round 6	$\frac{\square}{\square} = \frac{\square}{\square}$	Player 1 or Player 2
Round 3	$\frac{\square}{\square} = \frac{\square}{\square}$	Player 1 or Player 2	Round 7	$\frac{\square}{\square} = \frac{\square}{\square}$	Player 1 or Player 2
Round 4	$\frac{\square}{\square} = \frac{\square}{\square}$	Player 1 or Player 2	Round 8	$\frac{\square}{\square} = \frac{\square}{\square}$	Player 1 or Player 2

# Same But Different

**Materials:** fraction strips (cut out), make a spinner with a pencil and paperclip, recording sheets for each player

**Directions:**

1. Both players choose a denominator: 2, 3, 4, 6, or 8. Then spin for the numerator of your fraction.
2. Use fraction strips to find an equivalent fraction. Draw a diagram on the recording sheet.
3. Write an equivalent fraction statement on the recording sheet.
4. Use the tiles to compare your fraction with your partner's fraction.
5. The player with the greatest fraction earns 1 point. The player with the most points wins.



# Player 1

## Recording Sheet

	Diagram	Equivalent Statement
Round 1		$\frac{\square}{\square} = \frac{\square}{\square}$
Round 2		$\frac{\square}{\square} = \frac{\square}{\square}$
Round 3		$\frac{\square}{\square} = \frac{\square}{\square}$
Round 4		$\frac{\square}{\square} = \frac{\square}{\square}$
Round 5		$\frac{\square}{\square} = \frac{\square}{\square}$

# Player 2

## Recording Sheet

	Diagram	Equivalent Statement
Round 1		$\frac{\square}{\square} = \frac{\square}{\square}$
Round 2		$\frac{\square}{\square} = \frac{\square}{\square}$
Round 3		$\frac{\square}{\square} = \frac{\square}{\square}$
Round 4		$\frac{\square}{\square} = \frac{\square}{\square}$
Round 5		$\frac{\square}{\square} = \frac{\square}{\square}$

1 whole

$$\frac{1}{2}$$

$$\frac{1}{2}$$

$$\frac{1}{3}$$

$$\frac{1}{3}$$

$$\frac{1}{3}$$

$$\frac{1}{4}$$

$$\frac{1}{4}$$

$$\frac{1}{4}$$

$$\frac{1}{4}$$

$$\frac{1}{6}$$

$$\frac{1}{6}$$

$$\frac{1}{6}$$

$$\frac{1}{6}$$

$$\frac{1}{6}$$

$$\frac{1}{6}$$

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

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

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

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

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

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

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

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

# Fractions Take Action

## Directions:

1. Cut out and mix up the number cards and place them face down in a pile.
2. Player 1 draws one card and decides whether that number will be the numerator or denominator for both players. Circle your choice on the recording sheet below. Then both players fill in that number on the recording sheet.
3. Next, each player draws on card to fill in the blank on the recording sheet for their fraction.
4. Compare the fractions. The player with the greater fraction earns 2 points.
5. If the fractions are equivalent, each player earns 1 point.
6. Repeat steps 2-5 but this time it's Player 2's turn to draw the first card. The player with the most points wins!

	Circle One:	Use <, >, or =	
		Player 1	Player 2
Round 1	like numerators like denominators	<div><div></div><div></div></div>	<div><div></div><div></div></div>
Round 2	like numerators like denominators	<div><div></div><div></div></div>	<div><div></div><div></div></div>
Round 3	like numerators like denominators	<div><div></div><div></div></div>	<div><div></div><div></div></div>
Round 4	like numerators like denominators	<div><div></div><div></div></div>	<div><div></div><div></div></div>
Round 5	like numerators like denominators	<div><div></div><div></div></div>	<div><div></div><div></div></div>



**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

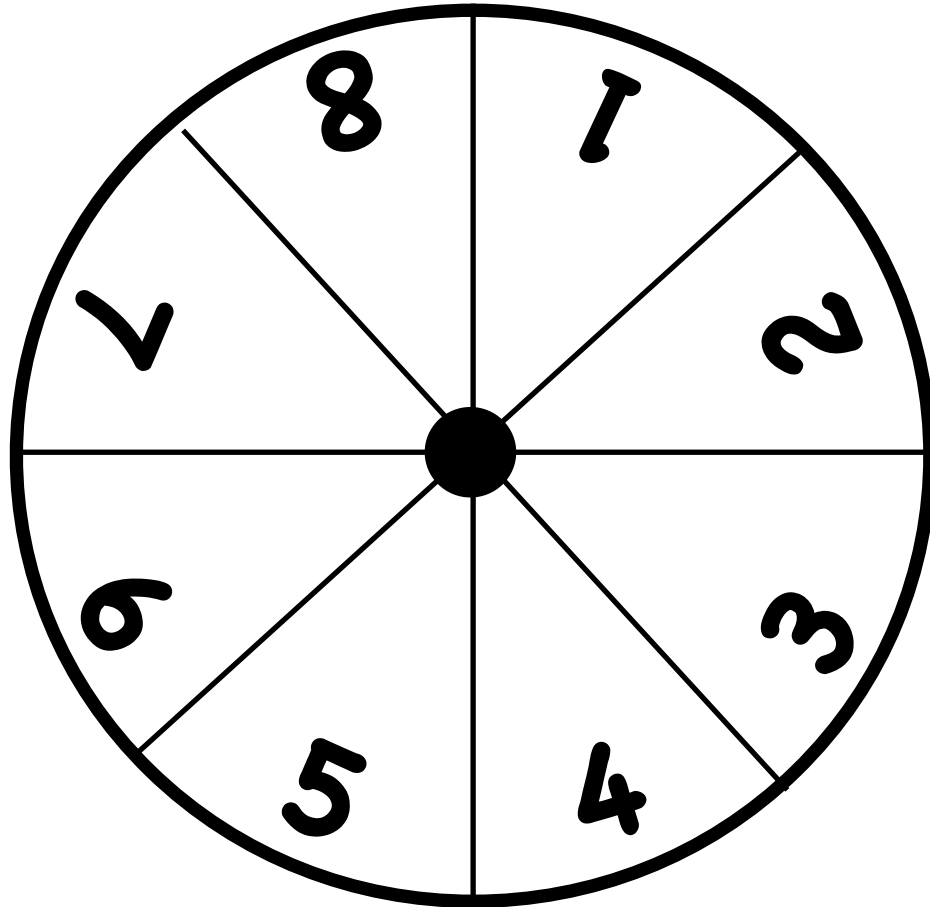
**9**

# Spin To Win! (same denominator)

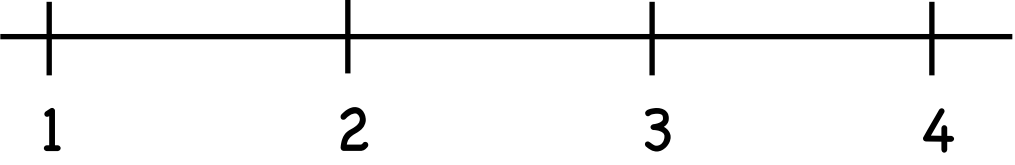
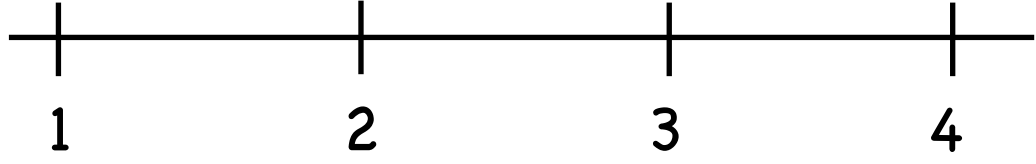
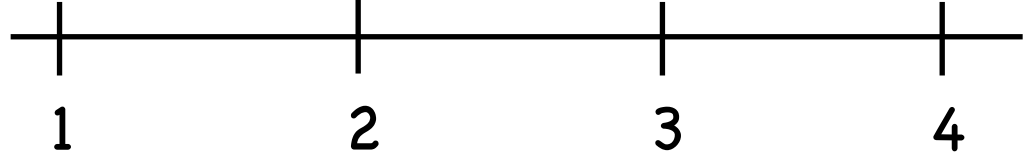
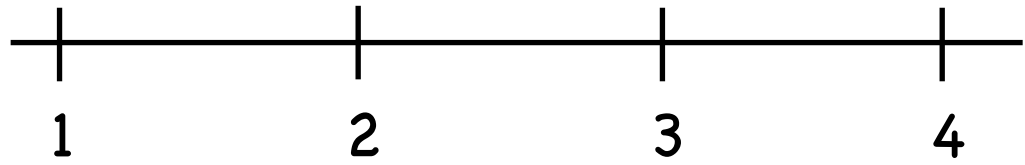
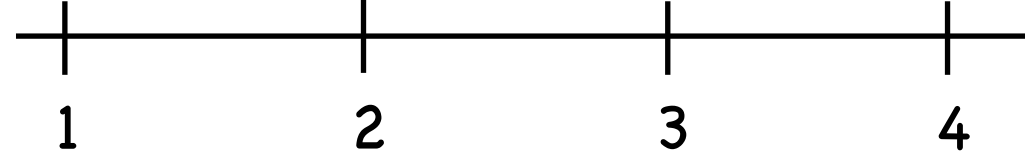
**Materials:** make a spinner with a pencil and paperclip, 2 different color crayons, recording sheet

**Directions:**

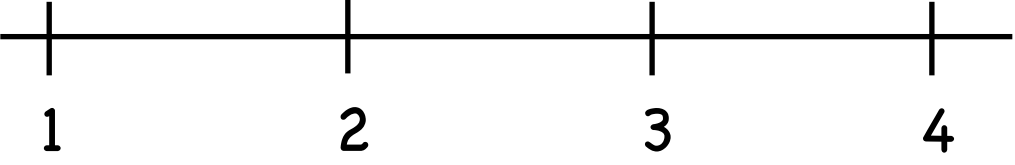
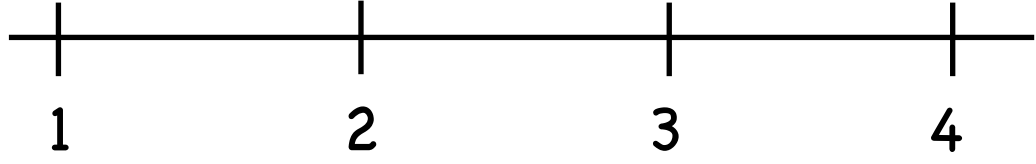
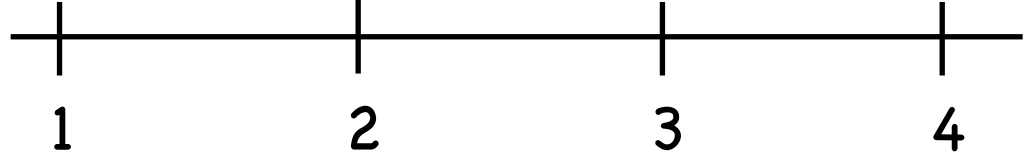
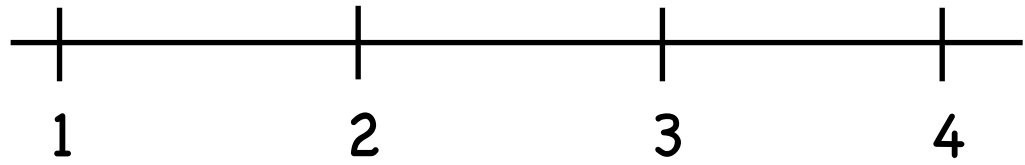
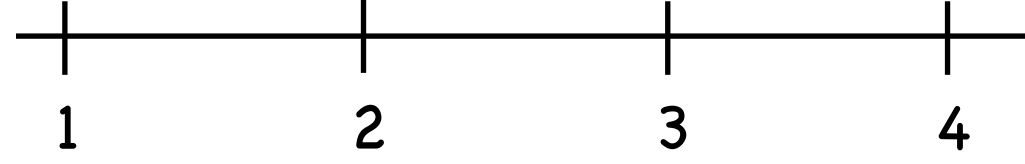
1. Player 1 chooses a denominator for the first round: 2, 3, 4, 6, or 8.
2. Each player spins for the numerator of their fraction.
3. Use the recording sheet. Each player, locate and label your fractions on the same number line.
4. The greatest fraction wins and picks the denominator for the next round.
5. Repeat for 10 rounds. The player who wins the most rounds, wins the game.



## Recording Sheet - Version 1

	Locate and label your fraction (each player uses a different color).	Use <, >, or =
Round 1		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> <div style="font-size: 2em;">—</div> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> </div>
Round 2		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> <div style="font-size: 2em;">—</div> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> </div>
Round 3		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> <div style="font-size: 2em;">—</div> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> </div>
Round 4		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> <div style="font-size: 2em;">—</div> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> </div>
Round 5		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> <div style="font-size: 2em;">—</div> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> </div>

## Recording Sheet - Version 1

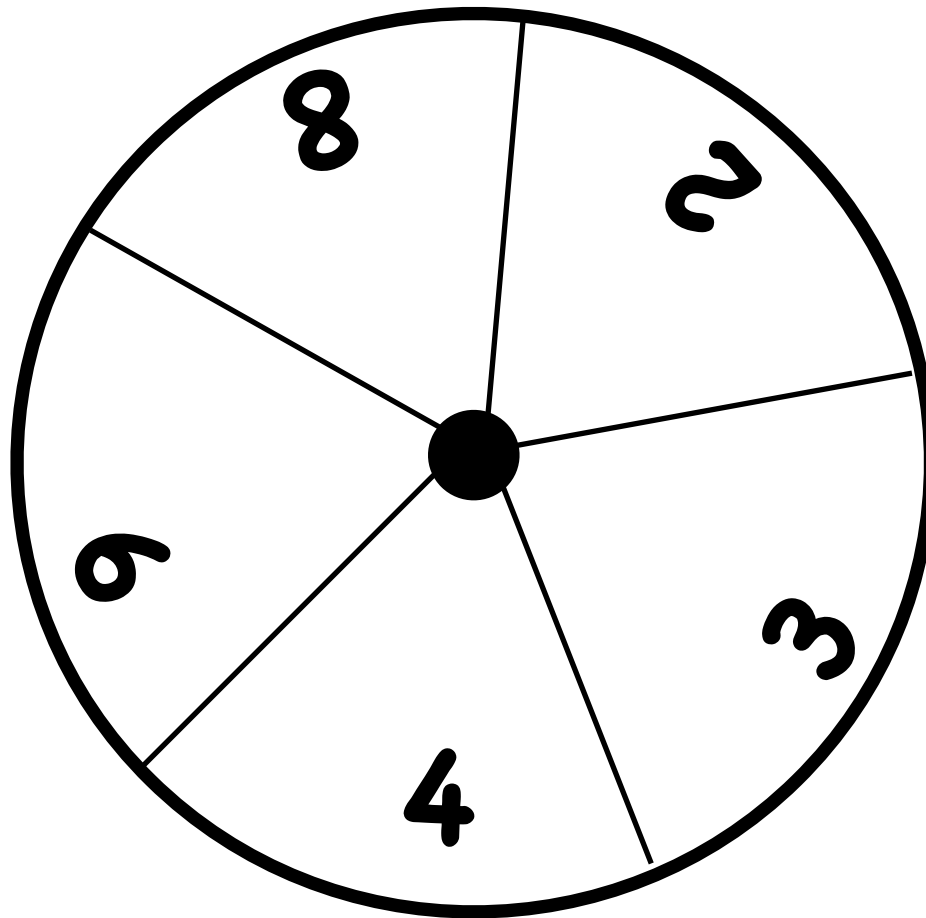
	Locate and label your fraction (each player uses a different color).	Use <, >, or =
Round 6		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> <div style="font-size: 2em;">—</div> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> </div>
Round 7		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> <div style="font-size: 2em;">—</div> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> </div>
Round 8		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> <div style="font-size: 2em;">—</div> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> </div>
Round 9		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> <div style="font-size: 2em;">—</div> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> </div>
Round 10		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> <div style="font-size: 2em;">—</div> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> </div>

# Spin To Win! (same numerator)

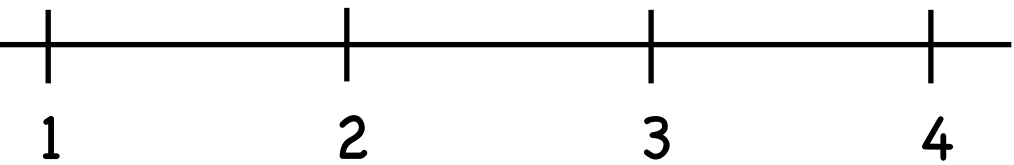
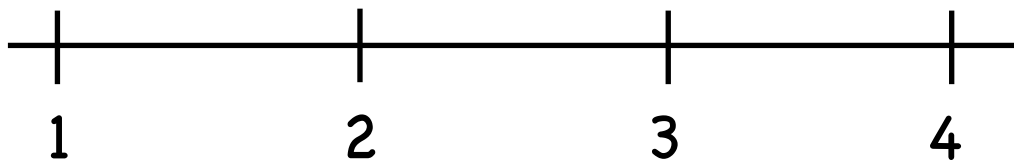
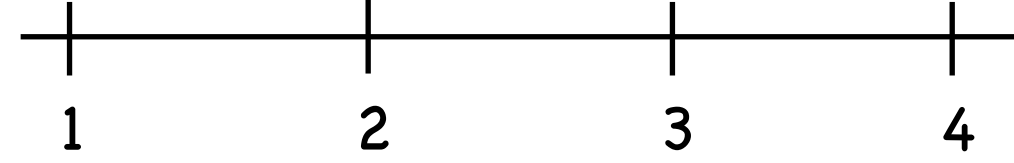
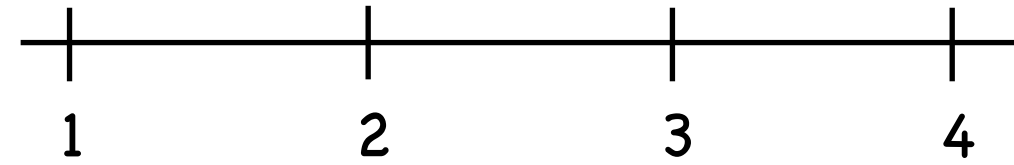
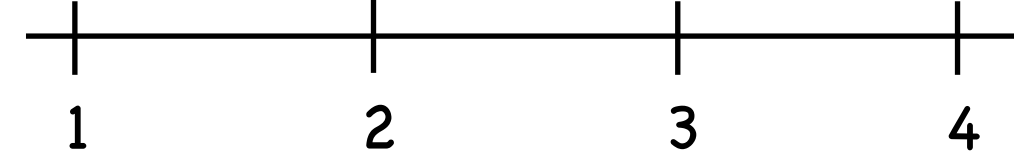
**Materials:** make a spinner with a pencil and paperclip, 2 different color crayons, recording sheet

**Directions:**

1. Player 1 chooses a numerator for the first round: 2, 3, 4, 6, or 8.
2. Each player spins for the denominator of their fraction.
3. Use the recording sheet. Each player, locate and label your fractions on the same number line.
4. The greatest fraction wins and picks the numerator for the next round.
5. Repeat for 10 rounds. The player who wins the most rounds, wins the game.

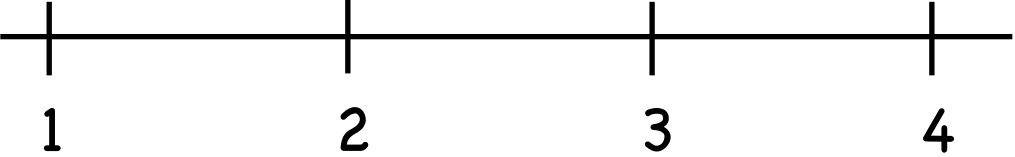
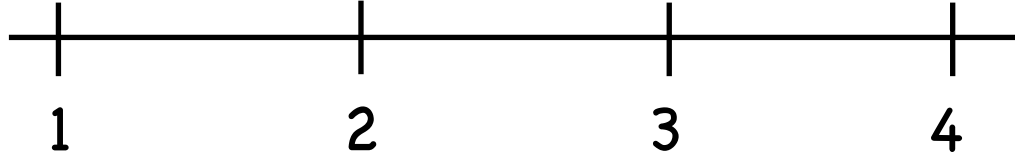
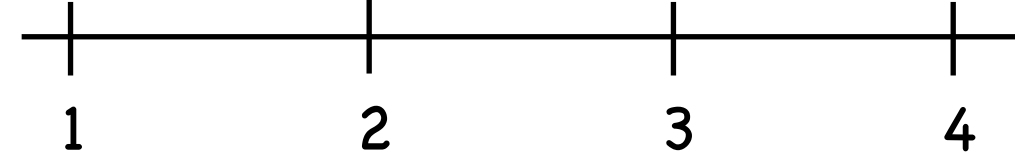

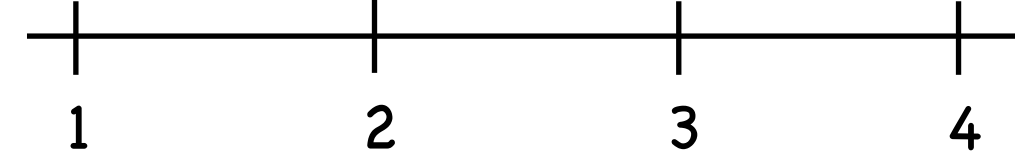


## Recording Sheet - Version 2

	Locate and label your fraction (each player uses a different color).	Use <, >, or =
Round 1		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> <div style="text-align: center;">—</div> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> </div>
Round 2		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> <div style="text-align: center;">—</div> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> </div>
Round 3		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> <div style="text-align: center;">—</div> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> </div>
Round 4		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> <div style="text-align: center;">—</div> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> </div>
Round 5		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> <div style="text-align: center;">—</div> <div style="text-align: center;"> <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/>  <input style="width: 40px; height: 40px; border: 1px solid black; margin: 0 auto 10px auto;" type="text"/> </div> </div>



## Recording Sheet - Version 2

	Locate and label your fraction (each player uses a different color).	Use <, >, or =
Round 6		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div> <div style="font-size: 2em;">—</div> <div style="text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div> </div>
Round 7		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div> <div style="font-size: 2em;">—</div> <div style="text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div> </div>
Round 8		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div> <div style="font-size: 2em;">—</div> <div style="text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div> </div>
Round 9		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div> <div style="font-size: 2em;">—</div> <div style="text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div> </div>
Round 10		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div> <div style="font-size: 2em;">—</div> <div style="text-align: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> </div> </div>