UNIT FRACTIONS COUNTING GAME

UNIT D Use unit fractions to name and count fractional amounts

NOTE

Given that this is an auditory game, the student responses are in the form of quotes from transcripts. Remember: It is the frequent repetition of this fraction unit counting that solidifies the true understanding that each unit is an individual, unique measure of a whole AND how to count (by various units) beyond the whole.

If the student…	The teacher could…
Hesitates: "One uh…"	-Encourage the student to ask a question of the person on their left or right. -Ask previous student (or several previous students) to repeat their count. -Provide wait time.
States their count with a questioning tone: "4 one-fourths?"	-Ask the student: "what number came before you?", "what number would come after you?" -Encourage the student to restate their count with conviction to see if it feels right. Ask the group: -"Can anyone explain why they think 4 one-fourths is right?" -"Let's go back a few people and make a run at that count again."
Loses track of what she/he is counting: "8 one-eighths, 1 and 10 one-eighths… No!"	-Redirect student to thinking about what they are counting. "What unit fraction are we counting?" -Ask the student to think about "what does 1 and 10 one-eighths mean?" (This could lead to a very fruitful discussion about eighths beyond eight-eighths, and the process of adding fractions such as 8 one-eighths and ten more eighths). -Encourage students to model and/or visualize the one-eighths while counting.
Has difficulty moving beyond 1 in the count of fractional units once a whole has been reached. e.g., student 7 states: 7 one-sevenths" and student 8 does not know how to continue.	-Make long strips of paper that are pre-folded into sevenths; Lay down the first strip which consists of 7 one-seventh segments; Then lay down a second strip of sevenths to move beyond the first strip and count one segment to get to 8 one-sevenths. This could be illustrated on the Interactive Whiteboard using the CLONE feature. -Draw attention to the fact that student is now counting beyond a whole.