

# 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..."	<ul style="list-style-type: none"> <li>-Encourage the student to ask a question of the person on their left or right.</li> <li>-Ask previous student (or several previous students) to repeat their count.</li> <li>-Provide wait time.</li> </ul>
States their count with a questioning tone: "4 one-fourths?"	<ul style="list-style-type: none"> <li>-Ask the student:               <ul style="list-style-type: none"> <li>"what number came before you?",</li> <li>"what number would come after you?"</li> </ul> </li> <li>-Encourage the student to restate their count with conviction to see if it feels right.</li> <li>Ask the group:               <ul style="list-style-type: none"> <li>"Can anyone explain why they think 4 one-fourths is right?"</li> <li>"Let's go back a few people and make a run at that count again."</li> </ul> </li> </ul>
Loses track of what she/he is counting: "8 one-eighths, 1 and 10 one-eighths... No!"	<ul style="list-style-type: none"> <li>-Redirect student to thinking about what they are counting. "What unit fraction are we counting?"</li> <li>-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).</li> <li>-Encourage students to model and/or visualize the one-eighths while counting.</li> </ul>
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.	<ul style="list-style-type: none"> <li>-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.</li> <li>-Draw attention to the fact that student is now counting beyond a whole.</li> </ul>