UNIT FRACTIONS COUNTING GAME

UNIT Duse 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.