

Objective: The player or team with the most whole circles wins.

Before you Play:

Color and cut out each fraction piece and the spinner.

Place the colored fraction pieces in separate stacks of $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, and 1 whole.

You will need a large paperclip and a pencil to use as a dial for your spinner.

Depending on the number of students playing the game, you need to decide to play as individuals or as teams. Players will use a score sheet to record totals.

How to Play: Use the spinner to determine who goes first. Each player spins. The player who spins and lands on the fractional number that represents the largest piece goes first (for example, $\frac{1}{3}$ is larger than $\frac{1}{4}$).

The first player or team member spins.

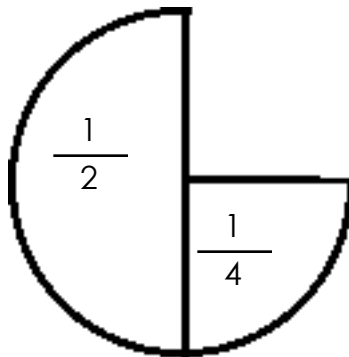
The player reads the directions on the space where the dial stops and selects the matching fraction from one of the stacks of cut fraction pieces.

The player places the fraction piece on the table or floor.

This is the beginning of a whole circle for this player or team.

The next player spins and selects a matching fraction to begin his or her own whole circle.

Each time a player spins, his or her goal is to form a whole circle from either matching or equivalent fraction pieces. For example, a player could spin $\frac{1}{2}$ and on her next turn, spin $\frac{1}{4}$. Her circle is beginning to take shape and will look like this:



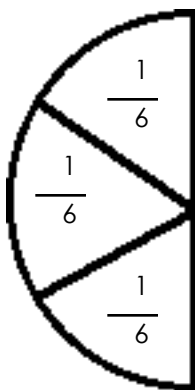
If she spins $\frac{1}{4}$ on her next turn, she can form a whole circle and record it as a point on the score sheet. However, if she spins $\frac{1}{3}$ on her next turn, she will not be able to complete her circle because the $\frac{1}{3}$ piece is too large and will overlap.

She may place her $\frac{1}{3}$ piece on the table to begin the process for a new circle. If a player spins one whole, this is an automatic point.

A player may spin only once during his or her turn and the player must take the fractional piece indicated by the spinner.

He or she uses the piece to either gradually create a whole circle or begin a new circle.

As students play, they learn which fraction pieces work together and which ones do not. For example, a half of a circle could be made by placing three $\frac{1}{6}$ pieces together. Students also learn by recording how the whole is made on the score sheet:



Play should continue until all of the fraction pieces are used.

SUGGESTIONS:

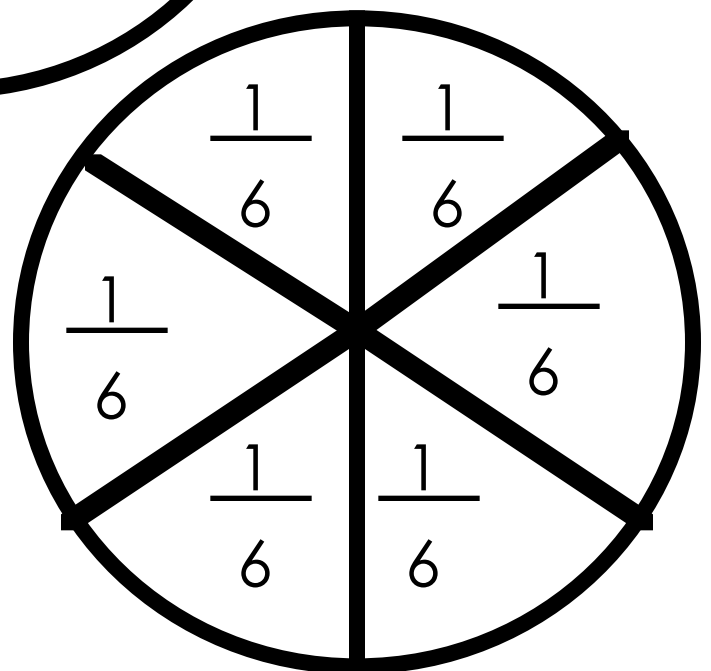
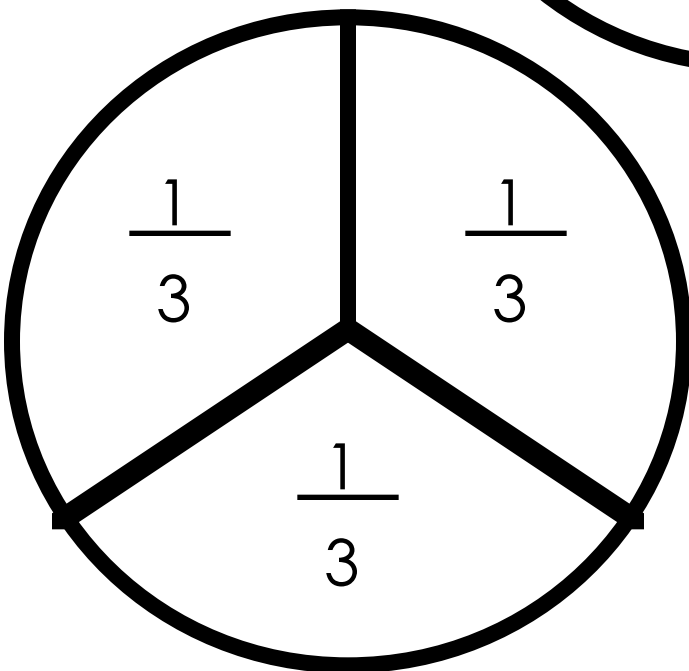
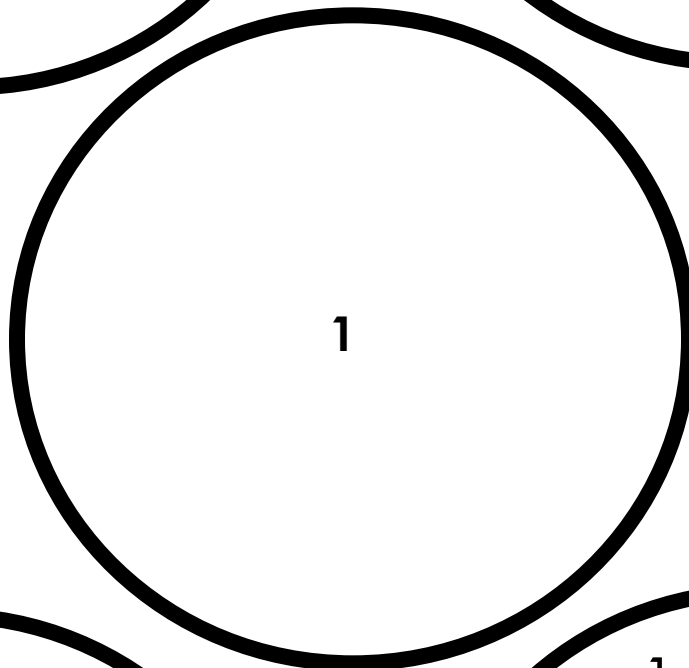
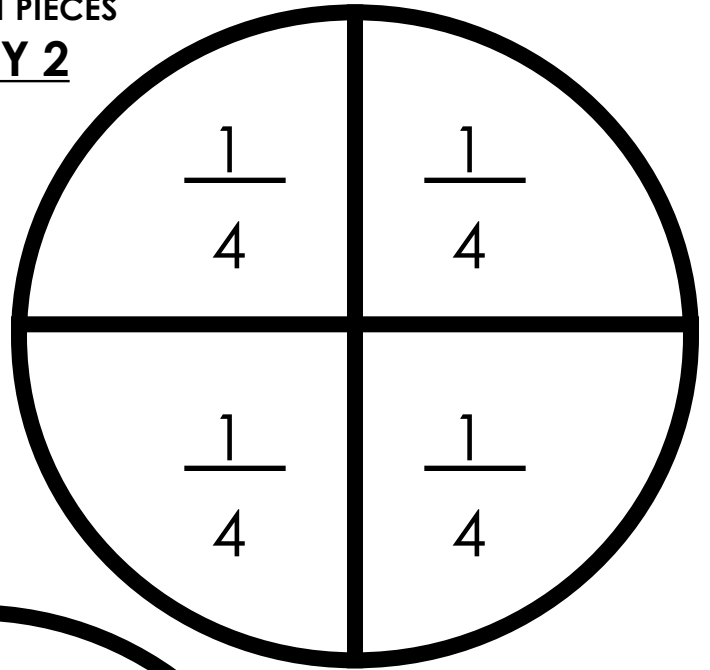
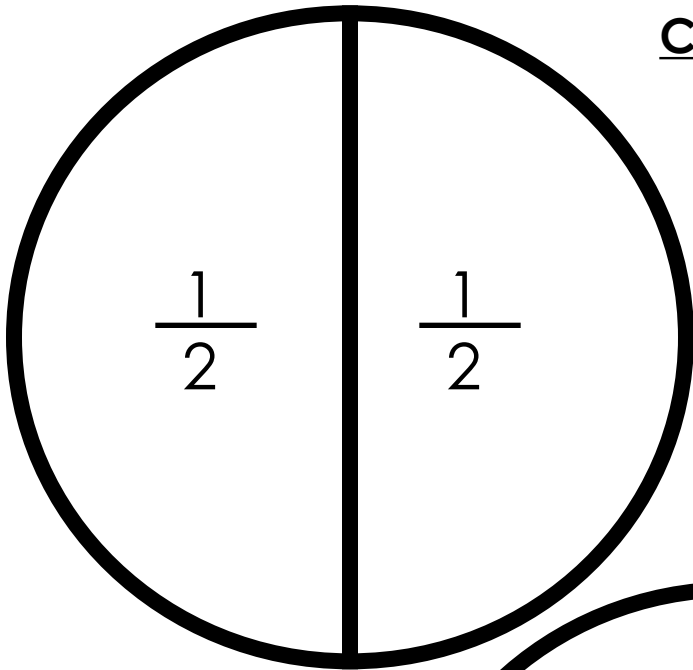
To avoid confusion of which wholes belong to whom, be sure that students place their fractional pieces in play away from the other players pieces on the tabletop or floor.

Play as a class or in a small guided math group before students play independently.

HAVE FUN WITH “WHOLE”!!!

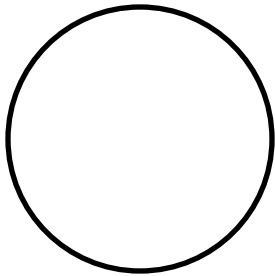
FRACTION PIECES

COPY 2

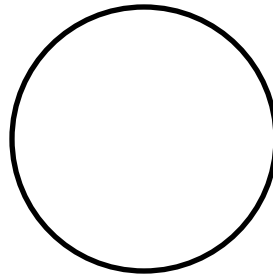


"WHOLES" SCORE RECORDING SHEET

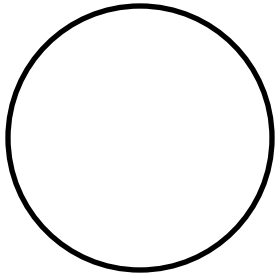
Draw a model of how your whole circle is made
each time you form one whole:



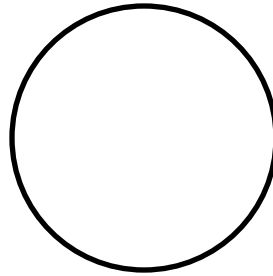
1 POINT



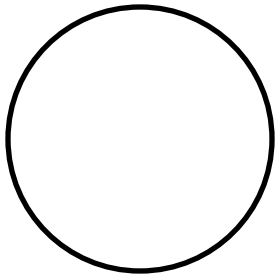
6 POINTS



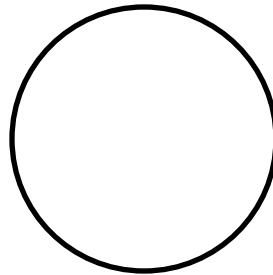
2 POINTS



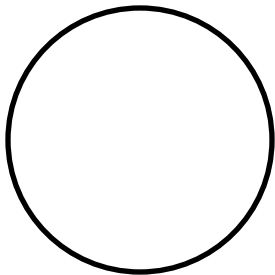
7 POINTS



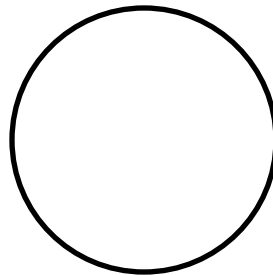
3 POINTS



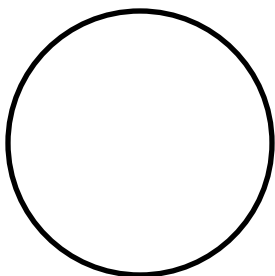
8 POINTS



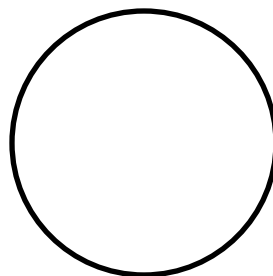
4 POINTS



9 POINTS



5 POINTS



10 POINTS

SPINNER

