

## MORE THAN, LESS THAN $\frac{1}{2}$

**Learning Objective:** Identify fractions as more than or less than  $\frac{1}{2}$  (or a given amount).

**Intended Outcome:** Accurate identification of fractions, comparing fraction values.

**Game Objective:** To collect 5 fractions more than  $\frac{1}{2}$  and 5 fractions less than  $\frac{1}{2}$ .

**Materials:**

- 2x ten-sided dice
- Paper and pen for recording

**Instructions:**

Play this game in pairs or small groups.

1. Players take turns to roll two ten-sided dice.
2. The smaller number is the numerator and the larger number is the denominator.
3. Place the fraction made on a chart showing if it is more than, less than or equal to  $\frac{1}{2}$ .  
For example, if the numbers 8 and 1 were rolled, the fraction would be  $\frac{1}{8}$ . Or, if the two numbers rolled were 2 and 3, the fraction would be  $\frac{1}{2}$ .

| Less than $\frac{1}{2}$<br>$< \frac{1}{2}$ | Equal to $\frac{1}{2}$<br>$= \frac{1}{2}$ | More than $\frac{1}{2}$<br>$> \frac{1}{2}$ |
|--------------------------------------------|-------------------------------------------|--------------------------------------------|
| $\frac{1}{8}$                              |                                           | $\frac{3}{8}$                              |

4. The first player to have 5 fractions in the less than  $\frac{1}{2}$  column AND 5 fractions in the more than  $\frac{1}{2}$  column wins.

*Hint: A fraction wall could be a useful tool!*

**Variations:**

Change the given fraction to another, for example instead of finding fractions less than and more than  $\frac{1}{2}$  find fractions that are less than and more than  $\frac{1}{3}$ .

Increase the amount of fractions the student must collect to win.

Use decimal notation instead of fraction notation.