

## **PRACTICE TASK: I HAVE, WHO HAS?**

*Adapted from Mathwire.com's Game I have, Who Has?*

### **STANDARDS FOR MATHEMATICAL CONTENT**

MCC3.G.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.*

### **STANDARDS FOR MATHEMATICAL PRACTICES**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.

### **BACKGROUND KNOWLEDGE**

Students will have had experience dividing circles and rectangles into two, three, and four equal shares in third grade. This task will help students further develop their understanding of partitioning shapes into parts with equal area by using halves, thirds, fourths, sixths, and eighths.

### **ESSENTIAL QUESTIONS**

- What is the purpose of studying fractions?
- How do you know if a shape shows \_\_\_\_\_ (halves, thirds, fourths, sixths, or eighths?)
- Describe what a fraction looks like in a shape?

### **MATERIALS**

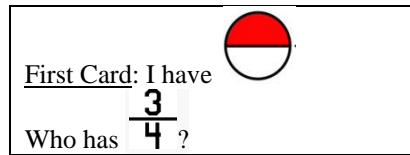
- I Have, Who Has Game Cards

### **GROUPING**

- Whole Group

### **TASK DESCRIPTION, DEVELOPMENT, AND DISCUSSION**

Print out and cut apart the three pages of I Have, Who Has? game cards. Randomly distribute **ALL** of the cards. There are 24 cards. Some students may have more than 1 card. If there are not enough cards, partner students up so that at least all partners get 1 card. Begin with the 1<sup>st</sup> card that says



Students will read the card aloud. Each player must pay attention to his/her card to know when it is their turn. Continue to play until the last card is read. The last card says that it is the last card. While the pictures are in color, the cards will print clearly if printed in gray scale.

### **FORMATIVE ASSESSMENT QUESTIONS**

- How did you know what fraction you had?
- Why was it important to listen carefully?
- Is it possible to show each fraction in a different way? Show me your fraction in a different way.

- How could you help a friend who thought  meant  $\frac{1}{3}$ ?



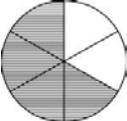
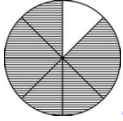



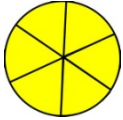

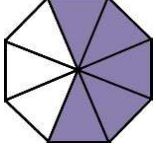
### **DIFFERENTIATION**


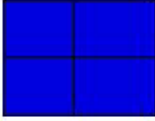

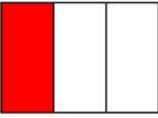

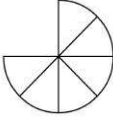
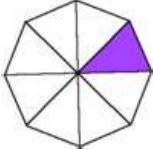

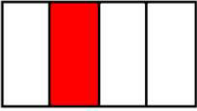

#### **Extension**

- Students may recreate the game with their own illustrations. They could also create a board game using fraction cards similar to these.

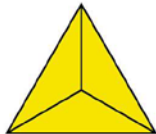
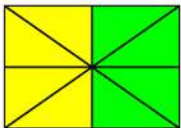
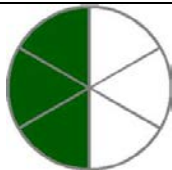
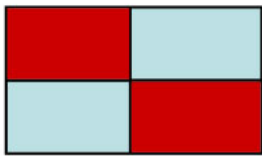
#### **Intervention**

- Students that struggle with fractions may need peer assistance during this game. Before beginning, give the student support by using questioning techniques to help them discover the fraction picture. They may need to write the fraction on the card or in their journal to help them remember the fraction as they play the game. It is possible to send a copy of this game home with the student to practice.

<p>First Card: I have </p> <p>Who has <math>\frac{3}{4}</math> ?</p>	<p>I have </p> <p>Who has <math>\frac{4}{6}</math> ?</p>
<p>I have </p> <p>Who has <math>\frac{7}{8}</math> ?</p>	<p>I have </p> <p>Who has <math>\frac{2}{3}</math> ?</p>
<p>I have </p> <p>Who has <math>\frac{2}{8}</math> ?</p>	<p>I have </p> <p>Who has <math>\frac{3}{8}</math> ?</p>
<p>I have </p> <p>Who has <math>\frac{6}{6}</math> ?</p>	<p>I have </p> <p>Who has <math>\frac{1}{6}</math> ?</p>
<p>I have </p> <p>Who has <math>\frac{5}{8}</math> ?</p>	<p>I have </p> <p>Who has <math>\frac{2}{6}</math> ?</p>

<p>I have </p> <p>Who has <math>\frac{4}{4}</math> ?</p>	<p>I have </p> <p>Who has <math>\frac{1}{1}</math> ?</p>
<p>I have </p> <p>Who has <math>\frac{1}{3}</math> ?</p>	<p>I have </p> <p>Who has <math>\frac{5}{6}</math> ?</p>
<p>I have </p> <p>Who has <math>\frac{6}{8}</math> ?</p>	<p>I have </p> <p>Who has <math>\frac{1}{8}</math> ?</p>
<p>I have </p> <p>Who has <math>\frac{2}{2}</math> ?</p>	<p>I have </p> <p>Who has <math>\frac{1}{4}</math> ?</p>
<p>I have </p> <p>Who has <math>\frac{8}{8}</math> ?</p>	<p>I have </p> <p>Who has <math>\frac{3}{3}</math> ?</p>

**Georgia Department of Education**  
Common Core Georgia Performance Standards Framework  
*Third Grade Mathematics • Unit 5*

<p>I have </p> <p>Who has <math>\frac{4}{8}</math> ?</p>	<p>I have </p> <p>Who has <math>\frac{3}{6}</math> ?</p>
<p>I have </p> <p>Who has <math>\frac{2}{4}</math> ?</p>	<p>I have </p> <p>Who has <math>\frac{1}{2}</math> ?</p> <p>This is the last card.</p>