

EQUIVALENT FRACTIONS GAME SHOW

Equivalent or not?	Find it!	Common Denominators	Simplify	Word Problems
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

EQUIVALENT FRACTIONS
GAME SHOW

SCOREBOARD

RESET PAGE

LEVEL 4



SELF-CHECKING | NO PREP

WORKING SCOREBOARD

The scoreboard works **ONLY** in the PowerPoint version. Google Slides, unfortunately, does not have the same capabilities so you will need to track the scores on that version.



INTERACTIVE GAMEBOARD

The point values only disappear after used on the Powerpoint version. Google Slides, unfortunately, does not have the same capabilities so you will need to keep track with the included question tracker.



The gameboard is a 6x5 grid of colored boxes. The columns are labeled: 'Equivalent or not?' (blue), 'Find it!' (orange), 'Common Denominators' (pink), 'Simplify' (yellow), and 'Word Problems' (green). The rows represent point values: 100, 200, 300, 400, and 500. To the right of the grid is the text 'EQUIVALENT FRACTIONS GAME SHOW' and two buttons: 'SCOREBOARD' and 'RESET PAGE'.

Equivalent or not?	Find it!	Common Denominators	Simplify	Word Problems
100	100	100	100	100
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500	500	500	500	500

EQUIVALENT FRACTIONS
GAME SHOW

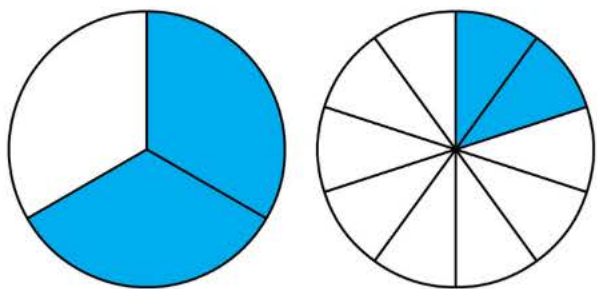
SCOREBOARD
RESET PAGE

CATEGORY 1: EQUIVALENT OR NOT?

Students need to determine whether two fractions are equivalent or not.

EQUIVALENT OR NOT? FOR 100

Are these fractions equivalent?



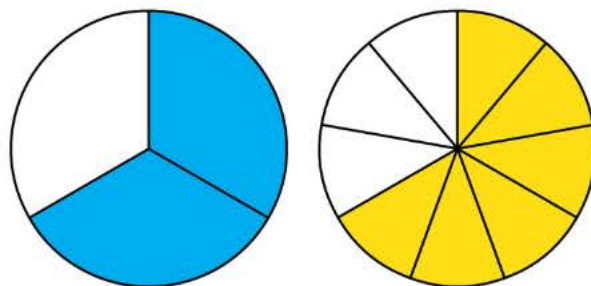
SCOREBOARD

ANSWER

GAME BOARD

EQUIVALENT OR NOT? FOR 200

Are these fractions equivalent?



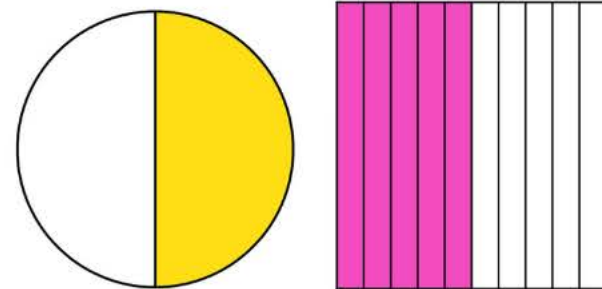
SCOREBOARD

ANSWER

GAME BOARD

EQUIVALENT OR NOT? FOR 300

Are these fractions equivalent?



SCOREBOARD

ANSWER

GAME BOARD

EQUIVALENT OR NOT? FOR 400

Are these fractions equivalent?

$$\frac{6}{8} \quad \frac{4}{6}$$

SCOREBOARD

ANSWER

GAME BOARD

EQUIVALENT OR NOT? FOR 500

Are these fractions equivalent?

$$\frac{6}{10} \quad \frac{3}{5}$$

SCOREBOARD

ANSWER

GAME BOARD

CATEGORY 2: FIND IT!

Students are given a fraction and they need to find another fraction that is equivalent.

FIND IT! FOR 100

Find the fraction that is equivalent to $\frac{3}{4}$.

$$\frac{70}{100}, \frac{9}{12}, \frac{7}{8}, \frac{1}{3}$$

SCOREBOARD

ANSWER

GAME BOARD

FIND IT! FOR 200

Find the fraction that is equivalent to $\frac{4}{5}$.

$$\frac{14}{15}, \frac{20}{32}, \frac{80}{100}, \frac{45}{50}$$

SCOREBOARD

ANSWER

GAME BOARD

FIND IT! FOR 300

Find the fraction that is equivalent to $\frac{5}{8}$.

$$\frac{20}{32}, \frac{40}{56}, \frac{15}{16}, \frac{8}{56}$$

SCOREBOARD

ANSWER

GAME BOARD

FIND IT! FOR 400

Find the fraction that is equivalent to $\frac{11}{12}$.

$$\frac{88}{90}, \frac{33}{66}, \frac{25}{60}, \frac{55}{60}$$

SCOREBOARD

ANSWER

GAME BOARD

FIND IT! FOR 500

Find the fraction that is equivalent to $\frac{3}{10}$.

$$\frac{7}{20}, \frac{15}{50}, \frac{40}{60}, \frac{39}{100}$$

SCOREBOARD

ANSWER

GAME BOARD

CATEGORY 3: COMMON DENOMINATORS

Students need to find the least common denominator for the two given fractions.

COMMON DENOMINATORS FOR 100

Find the least common denominator.

$$\frac{1}{3} \quad \frac{3}{8}$$

SCOREBOARD

ANSWER

GAME BOARD

COMMON DENOMINATORS FOR 200

Find the least common denominator.

$$\frac{9}{10} \quad \frac{4}{12}$$

SCOREBOARD

ANSWER

GAME BOARD

COMMON DENOMINATORS FOR 300

Find the least common denominator.

$$\frac{1}{2} \quad \frac{4}{5}$$

SCOREBOARD

ANSWER

GAME BOARD

COMMON DENOMINATORS FOR 400

Find the least common denominator.

$$\frac{1}{5} \quad \frac{3}{4}$$

SCOREBOARD

ANSWER

GAME BOARD

COMMON DENOMINATORS FOR 500

Find the least common denominator.

$$\frac{2}{6} \quad \frac{3}{10}$$

SCOREBOARD

ANSWER

GAME BOARD

CATEGORY 4: SIMPLIFY

Students need to simplify the fraction to its lowest terms.

SIMPLIFY FOR 100

Simplify the fraction.

$$\frac{8}{32}$$



SCOREBOARD

ANSWER

GAME BOARD

SIMPLIFY FOR 200

Simplify the fraction.

$$\frac{40}{64}$$



SCOREBOARD

ANSWER

GAME BOARD

SIMPLIFY FOR 300

Simplify the fraction.

$$\frac{21}{30}$$



SCOREBOARD

ANSWER

GAME BOARD

SIMPLIFY FOR 400

Simplify the fraction.

$$\frac{15}{36}$$



SCOREBOARD

ANSWER

GAME BOARD

SIMPLIFY FOR 500

Simplify the fraction.

$$\frac{44}{48}$$



SCOREBOARD

ANSWER

GAME BOARD

CATEGORY 5: WORD PROBLEMS

Students need to solve words problems involving equivalent fractions.

WORD PROBLEMS FOR 100

Yvonne is responsible for reporting the attendance at a local youth basketball game. The person she is reporting to wants to know the ratio of attendees who are there to support the home team. There were 75 people who came to support the home team out of 100 total people who came. How can Yvonne simplify the number of people who came to support the home team out of the total number of attendees?

[SCOREBOARD](#)[ANSWER](#)[GAME BOARD](#)

WORD PROBLEMS FOR 200

Rafael is comparing a bucket of apples to a box of oranges. The bucket of apples is $\frac{2}{3}$ full, while the box of oranges is $\frac{1}{4}$ full. What is the common denominator Rafael needs to find in order to compare how full the bucket and box are?

[SCOREBOARD](#)[ANSWER](#)[GAME BOARD](#)

WORD PROBLEMS FOR 300

Elif is returning her rental car to the airport. She needs to return it with the same amount of gas as when she picked it up. When she picked it up, the person at the counter, who was practicing their fractions, told her the tank was $\frac{12}{18}$ full. Now that she is filling up her car to return it, she needs to figure out how full the tank needs to be. Does it need to be $\frac{2}{3}$ full, $\frac{6}{10}$ full, $\frac{4}{5}$ full, or $\frac{7}{9}$ full to be the same as when she picked up the car?

[SCOREBOARD](#)[ANSWER](#)[GAME BOARD](#)

WORD PROBLEMS FOR 400

Yannick wants to surprise his mother with a new dining room table to replace her very old one. However, it needs to fit the dining room in the same way, taking up $\frac{3}{8}$ of the dining room. He finds a table he thinks she will like. He measures it and sees that it will take up $\frac{14}{32}$ of the dining room. Will this new table take up the same amount of space in the dining room?

[SCOREBOARD](#)[ANSWER](#)[GAME BOARD](#)

WORD PROBLEMS FOR 500

Polina is trying to complete all of the missions in a new video game she recently started playing. There are a total of 84 missions. Polina has completed 56 of them. What is the simplest fraction that Polina can use to represent her progress in the game?

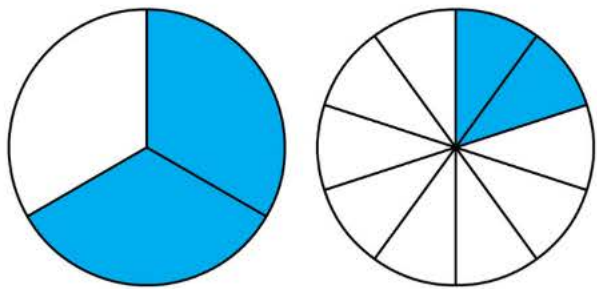
[SCOREBOARD](#)[ANSWER](#)[GAME BOARD](#)

ANSWER SLIDES BUILT IN

Questions are all linked to their corresponding answer slides in both versions.

EQUIVALENT OR NOT? FOR 100

No, these fractions are not equivalent.



SCOREBOARD

GAME BOARD

FIND IT! FOR 200

$$\frac{80}{100}$$

SCOREBOARD

GAME BOARD

COMMON DENOMINATORS FOR 300

10

SCOREBOARD

GAME BOARD

SIMPLIFY FOR 400

$$\frac{5}{12}$$



SCOREBOARD

GAME BOARD

WORD PROBLEMS FOR 500

$\frac{2}{3}$ is the simplest fraction that Polina can use to represent her progress in the game.



SCOREBOARD

GAME BOARD

INCLUDES:

- ✓ POWERPOINT + GOOGLE SLIDES™
- ✓ INTERACTIVE & LINKED FOR EASY GAMEPLAY
- ✓ ANSWER KEY BUILT INTO GAME
- ✓ ENGAGING AND SUPER FUN
- ✓ REVIEW OF KEY CONTENT AND SKILLS
- ✓ TEACHER MANUAL
- ✓ EMAIL SUPPORT

**STUDENTS
WILL BE BEGGING
TO PLAY!**



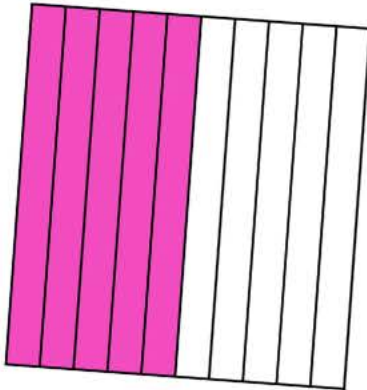
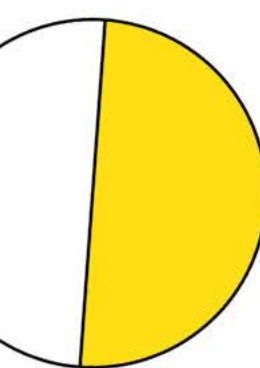
Just Play-No Prep

FIND IT! FOR 400
Find the fraction that is equivalent to $\frac{11}{12}$.

$\frac{88}{90}$	$\frac{33}{66}$	$\frac{25}{60}$	$\frac{55}{60}$
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ANSWER GAME BOARD ERASER

EQUIVALENT OR NOT? FOR 300
Are these fractions equivalent?



SCOREBOARD ANSWER

WORD PROBLEMS FOR 100
Yvonne is responsible for reporting the attendance at a local youth basketball game. The person she is reporting to wants to know the ratio of attendees who are there to support the home team. There were 75 people who came to support the home team out of 100 total people who came. How can Yvonne simplify the number of people who came to support the home team out of the total number of attendees?



SCOREBOARD GAME BOARD

**JUST OPEN THE
GAME AND PLAY!
PERFECT FOR WHOLE GROUP
OR STATION WORK!**



"MY STUDENTS LOVED THIS GAME! IT WAS A GREAT WAY FOR US TO TALK ABOUT MAIN IDEA AND GET THEM THINKING ABOUT IT. THEY HAD FUN WITH IT AND WERE VERY INTERESTED IN EACH TEXT. IT WAS ALSO EASY TO FIGURE OUT AND USE IN CLASS."



"THIS RESOURCE WAS AMAZING! MY STUDENTS ABSOLUTELY LOVED WHEN I WOULD PLAY THIS WITH THEM, TO THE POINT THEY STARTED ASKING ME TO PLAY IT!"