



Activities for Comparing and Ordering Fractions



# Fraction Line Ups

Laura Candler



**Fraction Line Ups**  
Partner Practice Activity

Directions  
1. Shuffle the deck of fraction cards and place them face down in the Fraction Cards Draw Pile box on the sequencing mat.

Fraction Cards Draw Pile

**Fraction Line Ups**

Least

Fraction Cards Discard Pile

**Fraction Line Up Detectives**  
Super Sleuths Challenge Game

Object of the Game  
To use mathematical clues to complete the fraction line up and solve the case

Game Set Up and Overview  
Players sit side by side and place one Fraction Detectives game board between them. The deck of fraction cards is shuffled and placed face down on the Top Secret folder. Decide who is Detective 1 and who is Detective 2. Both players start with two cards and

**Fraction Line Up Detectives**

Fraction Cards

$\frac{1}{6}$   $\frac{2}{4}$   $\frac{2}{3}$

Pretty look at their face up, in any

He or she places the reason for the thumbs up, if the final clues and

places one fraction

up or passing and drawing a new cards in the Discard

plete the line up the Detective who and keeps them,

each player, and

2 begins the game

5.

ost fraction cards.

# Fraction Line Ups

by Laura Candler

## Targeted Skills

Comparing fractions and sequencing three or more fractions according to their relative values

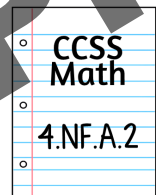
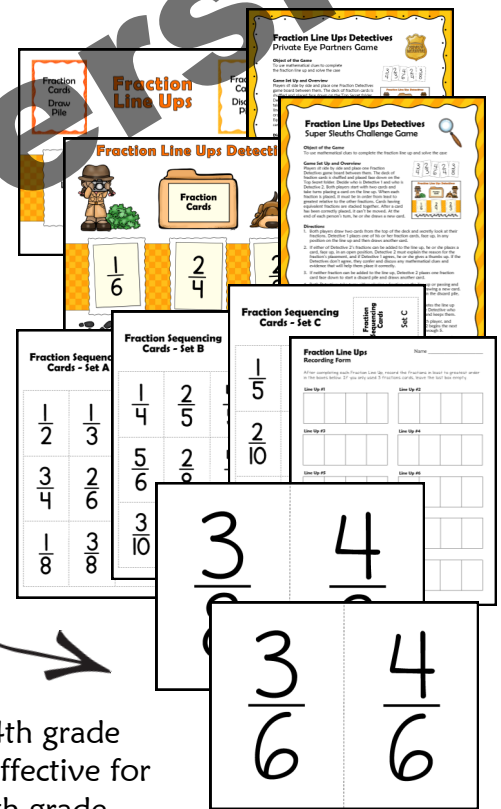


This teaching resource includes a whole group introductory lesson on sequencing three or more fractions with unlike denominators, a cooperative learning practice activity, a partner practice activity and two Fraction Line Ups Detectives games. The partner practice activity and games can be used in math centers, in small guided math groups, or during whole group instruction with students working in pairs. This packet includes step-by-step directions for the teacher, student directions, and printable materials for each activity. Some of the game materials have both color and black & white options, so be sure to print only the pages you plan to use.

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**Important!** The 30 large fraction cards for the whole group introductory lesson are located in a separate PDF file inside the Fraction Line Ups product folder.

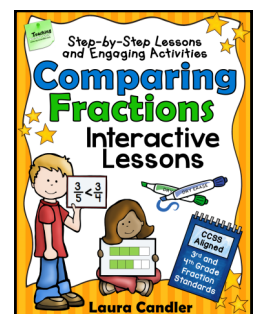


## Common Core Standards

These lessons and activities are aligned with the 4th grade CCSS math standard 4.NF.A.2, and they're also effective for reviewing comparing and ordering fractions in 5th grade.

## Comparing Fractions: Interactive Lessons

Fraction Line Ups is one of the products designed to supplement the lessons in [Comparing Fractions: Interactive Lessons](#). This comprehensive resource includes step-by-step interactive lessons to help students explore the concepts of equivalent fractions, comparing fractions, and ordering fractions. These teacher-directed lessons and activities are designed to stretch your students' thinking as you guide them through the development of important fraction concepts. [Click here to preview this product in my TpT store.](#)



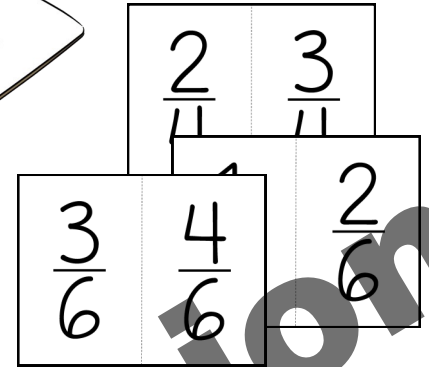
# Sequencing Three or More Fractions

## Whole Group Introductory Lesson

In this lesson, students learn to compare and order three or more fractions. They explore the strategies in a whole group activity and practice this skill in groups of three or four students.

### Materials Needed

- Large fraction card for each student
- Individual dry erase boards and markers

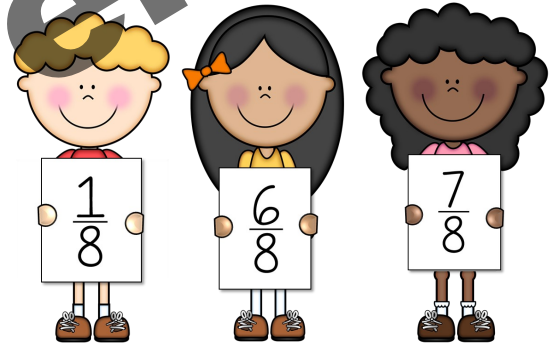


### Advanced Preparation

Each student will need one fraction card that's large enough to be seen at a distance. You can prepare the cards by writing large fractions on half-sheets of paper, or you can print the 30 large fraction cards that came with this product. To ensure a high level of active participation throughout the lesson, each student will need a dry erase board and a marker.

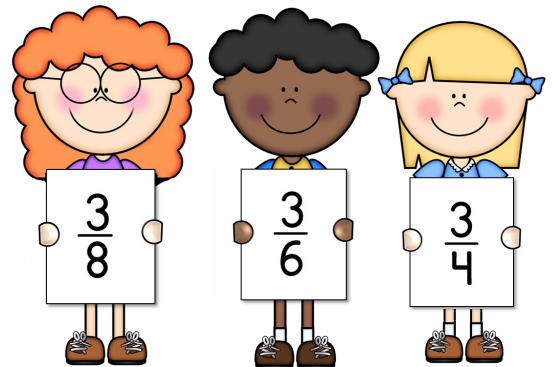
### Step 1. Sequencing Fractions with Like Denominators or Like Numerators

Start the lesson by reviewing strategies for sequencing fractions with the same denominator. Choose three large fraction cards having the same denominator from the set you prepared and ask three student volunteers to come to the front of the room. Give each volunteer one fraction card to hold up, and make sure they're standing in random order. Ask the other students to write the three fractions in order from least to greatest on their dry erase boards and to place their boards face down when finished.



When all dry erase boards are face down, ask the students at the front of the room to line up in order with the smallest fraction on the left and the largest fraction on the right. Ask the other students to hold up their dry erase boards to reveal how they sequenced the fractions. Call on a student to explain the steps he or she used to decide the order of those fractions. Discuss the fact that when fractions have the same denominator, we only need to compare their numerators and put them in order from the smallest to the largest numerator. If you have fraction bars available, use them or draw a visual model to demonstrate the concept.

Repeat the activity, this time choosing three different students and using three fractions having the same numerator. During the discussion, ask your students if they notice something unusual about the order of the fractions. They might be surprised to discover that when the numerators are the same, the largest fraction is the one with the smallest denominator. Visual models will help your students see that the larger the denominator, the smaller the size of the fractional part. Repeat the activity using three or four different fractions having like denominators or like numerators.



# Sequencing Three or More Fractions

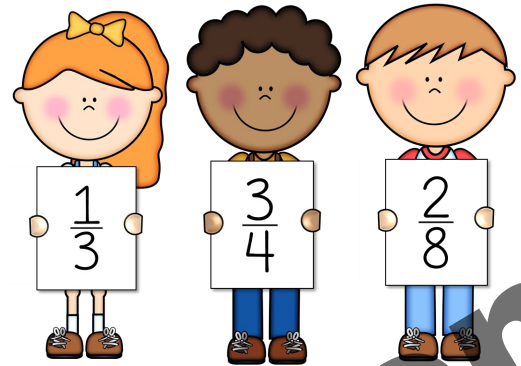
## Whole Group Introductory Lesson (Continued)

### Step 2. Sequencing Fractions with Unlike Denominators

When your students feel confident about sequencing fractions with like numerators or like denominators, it's time to introduce strategies for sequencing fractions that have different numerators and denominators. Using the same procedure as in Step 1, choose three new volunteers to stand at the front of the class, and give them three fractions with different numerators and denominators.

Ask the students who are seated to write the three fractions in order on their dry erase boards, and then to pair up with a partner to discuss their reasons for the placement of each fraction.

While they're working, ask the three volunteers to compare fractions and to line up with their fractions in order from least to greatest. When everyone is ready, ask the students who are seated to hold up their dry erase boards to show how they arranged the three fractions. Compare their responses to the fraction line up displayed by the three student volunteers.



### Step 3. Exploring Strategies for Sequencing Three Fractions

Lead a class discussion to explore strategies for placing three fractions in order. As your students share suggestions, record their strategies on a chart or an interactive whiteboard for students to refer to later. Remind your students that no matter which strategy they use first, they should check the order of the three fractions using a different strategy.

Common strategies for sequencing fractions include:

- Compare two of the fractions and place them in order with the smaller fraction on the left and the larger fraction on the right. Then compare the third fraction to the others to find where it should be placed in the line-up.
- Find the least common denominator of all three fractions, convert them to fractions with the same denominator, and then compare numerators.
- Draw a number line and label the benchmarks 0,  $\frac{1}{2}$ , and 1. Compare each fraction to those benchmarks, and place it where it belongs on the number line.
- Use fraction manipulatives to model all three fractions and compare them.
- Draw a fraction bar to illustrate each fraction and compare the three fraction bars.



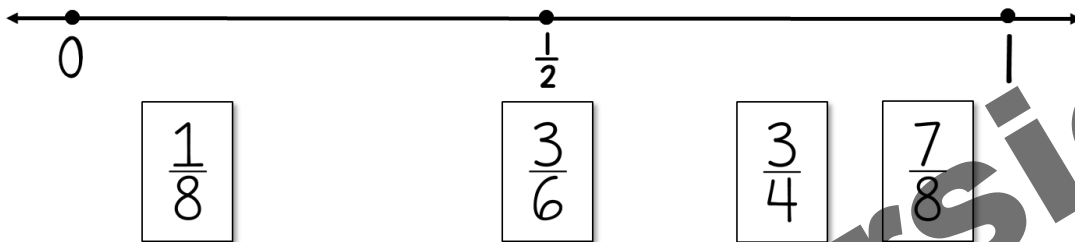
Repeat the class fraction line up activity several times, each time selecting three new student volunteers who have fractions with unlike denominators. After fraction line up, discuss the strategies used to sequence those fractions.

# Sequencing Three or More Fractions

## Whole Group Introductory Lesson (Continued)

### Step 4. Sequencing More than Three Fractions

After your students are able to correctly sequence three fractions, repeat the activity using four fractions. Arranging four fractions in order is more challenging, so be sure to spend time after each line up discussing specific strategies for sequencing four fractions. One method is to determine which fraction is the smallest, which one is the largest, and then compare the remaining two fractions to determine where they should be placed in the sequence. Another method is to draw a number line, label it with the benchmarks 0,  $\frac{1}{2}$ , and 1, and compare each fraction to those benchmarks and locate where it belongs on the number line.



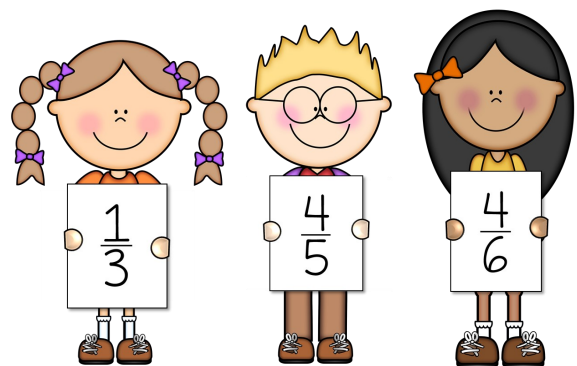
### Step 5. Guided Practice Activity: Fraction Mix Up Line Up

**Fraction Mix Up Line Up** is a guided practice activity that will get your students up and moving as they practice sequencing fractions. Each student will need a large fraction card for the activity. To begin the activity, ask everyone to stand and push in their chairs. Say, “Mix Up!” and ask your students to walk quietly around the room holding their fraction cards. After 10 or 15 seconds, say, “Freeze,” and ask your students to gather in teams of three or four. Ask the newly-formed teams to move to the perimeter of the room, and stand shoulder to shoulder with their teammates facing the center of the room.

Next, say, “Line Up!” and ask the members of each team to line up in order with the smallest fraction on the left and the largest on the right. Encourage them to discuss their reasons and strategies while they work. Ask everyone to face the center of the room when finished.

The quickest way to check the team line ups is to evaluate them as each group finishes. Give each team a thumbs up if you agree with their fraction order, or ask them to try again if you don't. Another option is to wait until all groups are ready and check them together as a class. Ask one team at a time to step forward, and call on at least one team member to explain their strategy for lining up the fractions.

Repeat the Fraction Mix Up Line Up activity several more times. Say, “Mix Up!” to get them moving and “Freeze!” to stop them. Each time you ask them to form new groups, encourage them to find students who were not in one of their previous groups.



### Fraction Mix Up Line Up

Cooperative Learning Activity

# Fraction Line Ups Partner Practice

## Overview and Teaching Tips

In this activity, students work with a partner to place fraction cards on a sequencing mat and arrange them in order from least to greatest.

### Materials for Each Pair of Students

- 1 Deck of small fraction cards
- 1 Fraction Line Ups sequencing mat
- 1 Fraction Line Ups directions
- 1 Fraction Line Ups Recording Form

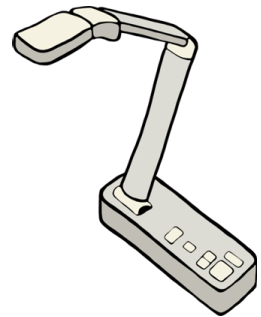
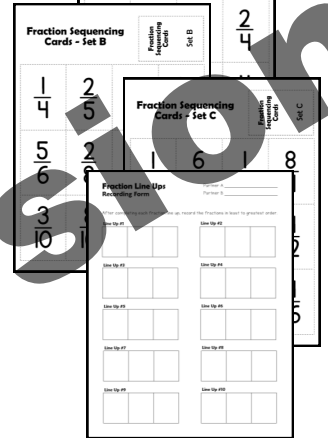
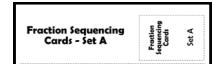
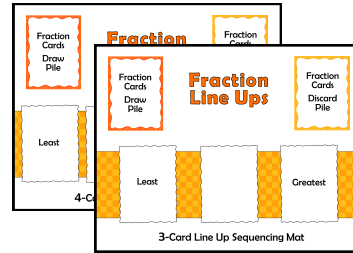
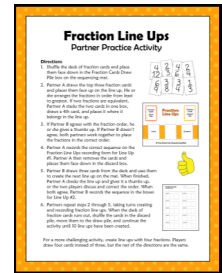
### Advanced Preparation

To create the decks of fraction cards, print at least one set of 12 fraction cards for every two students and cut them apart. The three leveled sets of fraction cards are identified as A, B, and C. Set A includes 12 basic fractions that are easy to compare, so you might want to introduce the activity using the fractions in Set A. When your students are ready for more of a challenge, you can combine all three sets to create one deck of 36 fraction cards. If you create a separate deck of fraction cards for each level, print each set on a different color paper so they don't get mixed together. Paper clip each deck of fraction cards together with the title card on top of the set.

Print the directions and a 3-Card Line Up Sequencing Mat for each pair of students. You may also want to print the 4-card Line Up Sequencing Mat for students who need a challenge. Finally, print one recording form every two students.

### How to Introduce Fraction Line Ups Partner Practice

1. Assign partners, seat them together, and give each pair one sequencing mat, one copy of the directions, one recording form, and a deck of at least 12 fraction cards. Ask partners to decide who will be Partner A and who will be Partner B and to write their names in the designated spaces on the form. Explain that Fraction Line Ups is not a competitive game with winners and losers, it's a partner activity in which they work together to practice comparing and ordering fractions.
2. Display a copy of the 3-Card Sequencing Mat under a document camera or draw it on chart paper or on the board. Ask a student to come forward and demonstrate the steps as you read the activity directions aloud. Remind your students to use the math strategies they learned in the previous lesson and to discuss their reasons for sequencing the fraction cards in a particular order. Show them how to record their work in the boxes on the recording form after each round of the activity.
3. After you finish demonstrating the steps, provide class time for your students to complete the activity with their partners. As they work, walk around the room, observing them, listening to their conversations, and checking the placements of their fractions.
4. When your students have mastered fraction line ups using three cards, challenge them to create line ups with four cards.

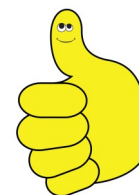
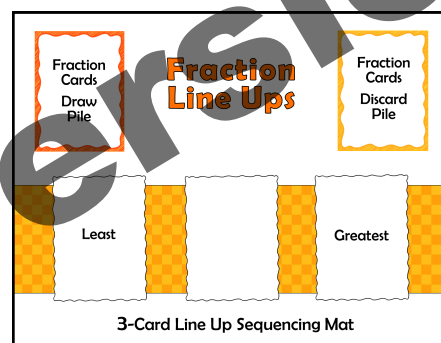
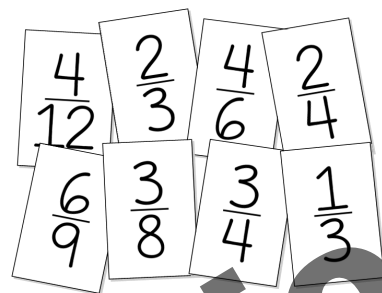


# Fraction Line Ups

## Partner Practice Activity

### Directions

1. Shuffle the deck of fraction cards and place them face down in the Fraction Cards Draw Pile box on the sequencing mat.
2. Partner A draws the top three fraction cards and places them face up on the line up. He or she arranges the fractions in order from least to greatest. If two fractions are equivalent, Partner A stacks the two cards in one box, draws a 4th card, and places it where it belongs in the line up.
3. If Partner B agrees with the fraction order, he or she gives a thumbs up. If Partner B doesn't agree, both partners work together to place the fractions in the correct order.
4. Partner A records the correct sequence on the Fraction Line Ups recording form for Line Up #1. Partner A then removes the cards and places them face down in the discard box.
5. Partner B draws three cards from the deck and uses them to create the next line up on the mat. When finished, Partner A checks the line up and gives it a thumbs up, or the two players discuss and correct the order. When both agree, Partner B records the sequence in the boxes for Line Up #2.
6. Partners repeat steps 2 through 5, taking turns creating and recording fraction line ups. When the deck of fraction cards runs out, shuffle the cards in the discard pile, move them to the draw pile, and continue the activity until 10 line ups have been created.



Fraction Line Ups Recording Form		Partner A _____	Partner B _____
After completing each Fraction line up, record the fractions in order from least to greatest order.			
Line Up #1		Line Up #2	
Line Up #3		Line Up #4	
Line Up #5		Line Up #6	
Line Up #7		Line Up #8	
Line Up #9		Line Up #10	

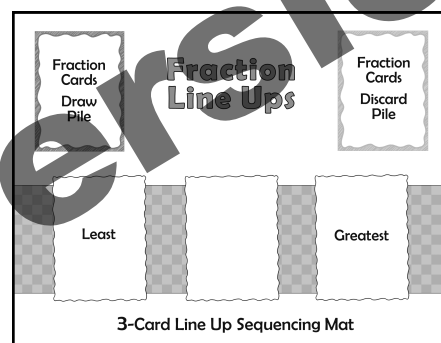
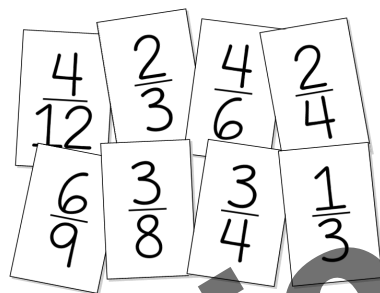
For a more challenging activity, create line ups with four fractions. Players draw four cards instead of three, but the rest of the directions are the same.

# Fraction Line Ups

## Partner Practice Activity

### Directions

1. Shuffle the deck of fraction cards and place them face down in the Fraction Cards Draw Pile box on the sequencing mat.
2. Partner A draws the top three fraction cards and places them face up on the line up. He or she arranges the fractions in order from least to greatest. If two fractions are equivalent, Partner A stacks the two cards in one box, draws a 4th card, and places it where it belongs in the line up.
3. If Partner B agrees with the fraction order, he or she gives a thumbs up. If Partner B doesn't agree, both partners work together to place the fractions in the correct order.
4. Partner A records the correct sequence on the Fraction Line Ups recording form for Line Up #1. Partner A then removes the cards and places them face down in the discard box.
5. Partner B draws three cards from the deck and uses them to create the next line up on the mat. When finished, Partner A checks the line up and gives it a thumbs up, or the two players discuss and correct the order. When both agree, Partner B records the sequence in the boxes for Line Up #2.
6. Partners repeat steps 2 through 5, taking turns creating and recording fraction line ups. When the deck of fraction cards runs out, shuffle the cards in the discard pile, move them to the draw pile, and continue the activity until 10 line ups have been created.



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Line Up #1		Line Up #2	
Line Up #3		Line Up #4	
Line Up #5		Line Up #6	
Line Up #7		Line Up #8	
Line Up #9		Line Up #10	

For a more challenging activity, create line ups with four fractions. Players draw four cards instead of three, but the rest of the directions are the same.



# Fraction Line Ups

Fraction  
Cards  
Draw  
Pile

Fraction  
Cards  
Discard  
Pile

Least

Greatest

## 3-Card Line Up Sequencing Mat

# Fraction Line Ups

Fraction  
Cards  
Draw  
Pile

Fraction  
Cards  
Discard  
Pile

Least

Greatest

## 3-Card Line Up Sequencing Mat

# Fraction Line Ups

Fraction  
Cards  
Draw  
Pile

Fraction  
Cards  
Discard  
Pile

Least

Greatest

## 4-Card Line Up Sequencing Mat

# Fraction Line Ups

Fraction  
Cards  
Draw  
Pile

Fraction  
Cards  
Discard  
Pile

Least

Greatest

## 4-Card Line Up Sequencing Mat

# Fraction Sequencing Cards - Set A

Title Card ↓

Fraction  
Sequencing  
Cards

Set A

$$\frac{1}{2}$$

$$\frac{1}{3}$$

$$\frac{2}{3}$$

$$\frac{2}{4}$$

$$\frac{3}{4}$$

$$\frac{2}{6}$$

$$\frac{3}{6}$$

$$\frac{4}{6}$$

$$\frac{1}{8}$$

$$\frac{3}{8}$$

$$\frac{5}{8}$$

$$\frac{7}{8}$$

# Fraction Sequencing Cards - Set B

Title Card ↓

Fraction  
Sequencing  
Cards

Set B

$$\frac{1}{4}$$

$$\frac{2}{5}$$

$$\frac{4}{5}$$

$$\frac{1}{6}$$

$$\frac{5}{6}$$

$$\frac{2}{8}$$

$$\frac{4}{8}$$

$$\frac{1}{10}$$

$$\frac{3}{10}$$

$$\frac{8}{10}$$

$$\frac{3}{12}$$

$$\frac{9}{12}$$

# Fraction Sequencing Cards - Set C

Title Card ↓

Fraction  
Sequencing  
Cards

Set C

$$\frac{1}{5}$$

$$\frac{6}{8}$$

$$\frac{1}{9}$$

$$\frac{8}{9}$$

$$\frac{2}{10}$$

$$\frac{5}{10}$$

$$\frac{9}{10}$$

$$\frac{4}{12}$$

$$\frac{6}{12}$$

$$\frac{10}{12}$$

$$\frac{3}{15}$$

$$\frac{4}{16}$$

# Fraction Cards

Create Your Own

Title Card ↓

Fraction  
Cards

Preview Version



# Fraction Line Ups

## Recording Form

Partner A \_\_\_\_\_

Partner B \_\_\_\_\_

After completing each fraction line up, record the fractions in least to greatest order.

**Line Up #1**

--	--	--

**Line Up #2**

--	--	--

**Line Up #3**

--	--	--

**Line Up #4**

--	--	--

**Line Up #5**

--	--	--

**Line Up #6**

--	--	--

**Line Up #7**

--	--	--

**Line Up #8**

--	--	--

**Line Up #9**

--	--	--

**Line Up #10**

--	--	--

# Fraction Line Ups

## Recording Form

Partner A \_\_\_\_\_

Partner B \_\_\_\_\_

After completing each fraction line up, record the fractions in least to greatest order.

**Line Up #1**

--	--	--	--

**Line Up #2**

--	--	--	--

**Line Up #3**

--	--	--	--

**Line Up #4**

--	--	--	--

**Line Up #5**

--	--	--	--

**Line Up #6**

--	--	--	--

**Line Up #7**

--	--	--	--

**Line Up #8**

--	--	--	--

**Line Up #9**

--	--	--	--

**Line Up #10**

--	--	--	--

# Fraction Line Ups Detectives Games

## Overview and Teaching Tips

Fraction Line Ups Detectives is a partner game for practicing comparing and ordering fractions. There are two variations of the game, Private Eye Partners and Super Sleuths Challenge. In both variations, the players are referred to as Detectives, and they're encouraged to discuss the mathematical clues and evidence that support the placement of their fraction cards.

The two variations have different directions, but they use the same game boards. One game board has three spaces on the line up, and the other has four spaces. In most cases, it's best to start with the 3-card line up board and make the other game board available for those who want a more challenging game.

### Materials Needed

Private Eye Detectives and Super Sleuths Challenge require similar materials: a deck of small fraction cards, the student directions for that game, and one game board that the two players will share. Both players should also keep a dry erase board handy for solving fraction comparison problems during the game or to use when justifying why they placed a fraction where they did.

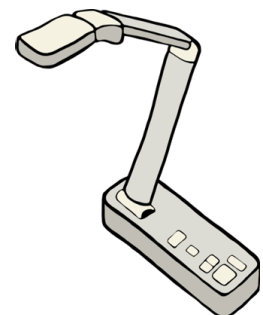
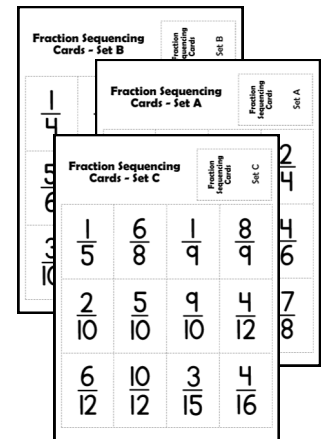
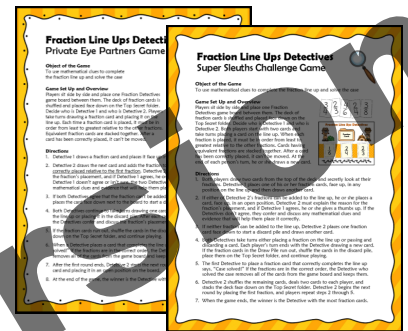
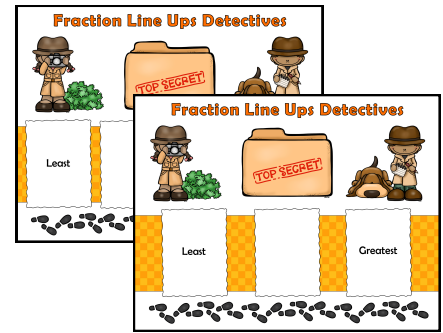
### How to Prepare the Fraction Cards

The decks of fraction cards for both games can be created from the cards on pages 13 - 15 which are the same sets used for the partner practice activity. Set A has basic fractions that easy to compare, so you might want to start with that set. Sets B and C include more challenging fractions, and you can add those cards to the deck when your students are ready for them. If you decide to keep the three sets of fraction cards separate, print each set on a different color paper so they don't get mixed together. Paper clip each set of fraction cards together with the title card on top.

### How to Introduce Fraction Line Ups Detectives

Private Eye Partners is easier so it's best to introduce that game first and teach Super Sleuths Challenge later. No matter which game you choose, introduce it to your class in a whole group setting before making the game available for students to play in a math center or with a partner.

To introduce the game, display a copy of the game board so that all students can see it and choose two student volunteers to demonstrate each step. Explain that the players are referred to as Detectives and that the objective is to solve the case by completing the fraction line up. Demonstrate how to set up the game board, and designate one student as Detective 1 and the other as Detective 2.

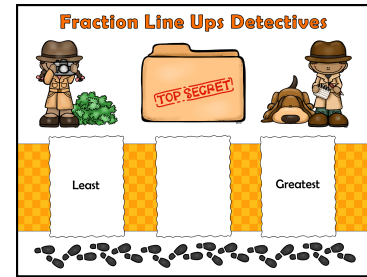


# Fraction Line Ups Detectives Games

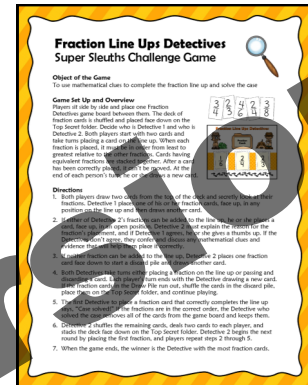
## Overview and Teaching Tips (Continued)

As you read the directions aloud, ask the student volunteers to demonstrate each step. Emphasize the importance of discussing the mathematical clues and evidence that guide decisions about where to place fractions in the line up.

After the demonstration, assign partners and seat them together. Distribute the game materials and provide class time to play the game. As your students are working, walk around the room to observe them and assess their understanding of fraction concepts.



After your students have played Private Eye Partners, bring your class together and introduce Super Sleuths Challenge. This game is similar to Private Eye Partners, but both Detectives start with two fraction cards and have to choose which card to play when it's their turn. At the end of each player's turn, he or she draws a new card to replace the one that was played. Having to choose which fraction card to play makes Super Sleuths Challenge more rigorous because players have to use mathematical thinking and reasoning to decide which card to play.



### Additional Tips for Playing Fraction Line Ups Detectives

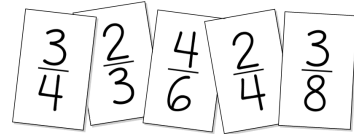
- Both variations of the game consist of a series of “rounds” that end when a fraction line up has been correctly completed. At the end of each round, the Detective who solved the case and completed the line up removes the cards from the game board and keeps them. The remaining fraction cards are shuffled and stacked on the Top Secret folder before the next round begins.
- The game ends when all fraction cards have been used or when it becomes clear that the final fraction line up cannot be completed with any of the remaining cards. At the end of the game, both Detectives count the cards they earned from the cases they solved, and the Detective with the most cards wins.
- Playing the game using only the 12 fraction cards from Set A will create an easy game that can be completed quickly. To create longer, more challenging games, add fraction cards from Sets B and/or Set C to create a deck of 24 or 36 fraction cards. The entire deck can be shuffled together, or you can keep the sets separate and have students play through the decks one at a time. You can also use the blank template on page 16 to create your own fraction cards to add to the deck.
- Students can keep the same partners for each game, or you can use the “Play and Switch” strategy to give them an opportunity to work with other classmates. After students finish playing each game, ask them to discuss strategies for winning the game with their partner. Then ask them to find new partners for the next game.

# Fraction Line Ups Detectives Private Eye Partners Game



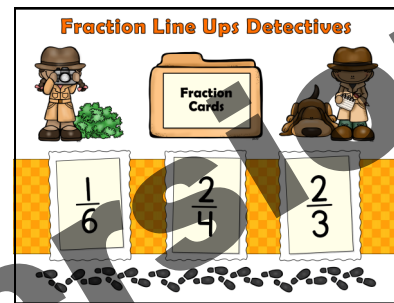
## Object of the Game

To use mathematical clues to complete the fraction line up and solve the case



## Game Set Up and Overview

Players sit side by side and place one Fraction Detectives game board between them. The deck of fraction cards is shuffled and placed face down on the Top Secret folder. Decide who is Detective 1 and who is Detective 2. Players take turns drawing a fraction card and placing it on the line up. Each time a fraction card is placed, it must be in order from least to greatest relative to the other fractions. Equivalent fraction cards are stacked together. After a card has been correctly placed, it can't be moved.



## Directions

1. Detective 1 draws a fraction card and places it face up in any position on the line up.
2. Detective 2 draws the next card and adds the fraction to the line up if it can be correctly placed relative to the first fraction. Detective 2 must explain the reason for the fraction's placement, and if Detective 1 agrees, he or she gives a thumbs up. If Detective 1 doesn't agree or isn't sure, the two Detectives confer and discuss any mathematical clues and evidence that will help them place the fraction.
3. If both Detectives agree that the fraction can't be added to the line up, Detective 2 places the card face down next to the board to start a discard pile.
4. Both Detectives continue to take turns drawing one card and adding the fraction to the line up or placing it in the discard pile. After each card is played or discarded, the Detectives confer and discuss the fraction's placement to be sure it's correct.
5. If the fraction cards run out, shuffle the cards in the discard pile, place them face down on the Top Secret folder, and continue playing.
6. When a Detective places a card that completes the line up, he or she says, "Case solved!" If the fractions are in the correct order, the Detective who solved the case removes all of the cards from the game board and keeps them.
7. After the first round ends, Detective 2 starts the next round by drawing a fraction card and placing it in an open position on the board.
8. At the end of the game, the winner is the Detective with the most fraction cards.

# Fraction Line Ups Detectives Private Eye Partners Game

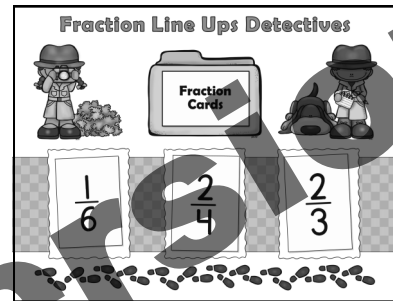
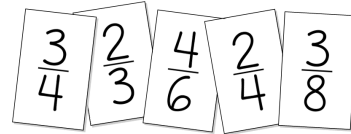


## Object of the Game

To use mathematical clues to complete the fraction line up and solve the case

## Game Set Up and Overview

Players sit side by side and place one Fraction Detectives game board between them. The deck of fraction cards is shuffled and placed face down on the Top Secret folder. Decide who is Detective 1 and who is Detective 2. Players take turns drawing a fraction card and placing it on the line up. Each time a fraction card is placed, it must be in order from least to greatest relative to the other fractions. Equivalent fraction cards are stacked together. After a card has been correctly placed, it can't be moved.



## Directions

1. Detective 1 draws a fraction card and places it face up in any position on the line up.
2. Detective 2 draws the next card and adds the fraction to the line up if it can be correctly placed relative to the first fraction. Detective 2 must explain the reason for the fraction's placement, and if Detective 1 agrees, he or she gives a thumbs up. If Detective 1 doesn't agree or isn't sure, the two Detectives confer and discuss any mathematical clues and evidence that will help them place the fraction.
3. If both Detectives agree that the fraction can't be added to the line up, Detective 2 places the card face down next to the board to start a discard pile.
4. Both Detectives continue to take turns drawing one card and adding the fraction to the line up or placing it in the discard pile. After each card is played or discarded, the Detectives confer and discuss the fraction's placement to be sure it's correct.
5. If the fraction cards run out, shuffle the cards in the discard pile, place them face down on the Top Secret folder, and continue playing.
6. When a Detective places a card that completes the line up, he or she says, "Case solved!" If the fractions are in the correct order, the Detective who solved the case removes all of the cards from the game board and keeps them.
7. After the first round ends, Detective 2 starts the next round by drawing a fraction card and placing it in an open position on the board.
8. At the end of the game, the winner is the Detective with the most fraction cards.

# Fraction Line Ups Detectives Super Sleuths Challenge Game

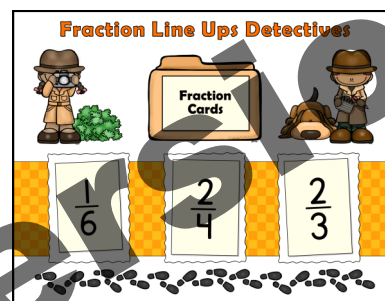
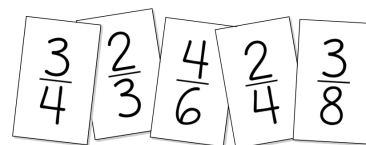


## Object of the Game

To use mathematical clues to complete the fraction line up and solve the case

## Game Set Up and Overview

Players sit side by side and place one Fraction Detectives game board between them. The deck of fraction cards is shuffled and placed face down on the Top Secret folder. Decide who is Detective 1 and who is Detective 2. Both players start with two cards and take turns placing a card on the line up. When each fraction is placed, it must be in order from least to greatest relative to the other fractions. Cards having equivalent fractions are stacked together. After a card has been correctly placed, it can't be moved. At the end of each person's turn, he or she draws a new card.



## Directions

1. Both players draw two cards from the top of the deck and secretly look at their fractions. Detective 1 places one of his or her fraction cards, face up, in any position on the line up and then draws another card.
2. If either of Detective 2's fractions can be added to the line up, he or she places a card, face up, in an open position. Detective 2 must explain the reason for the fraction's placement, and if Detective 1 agrees, he or she gives a thumbs up. If the Detectives don't agree, they confer and discuss any mathematical clues and evidence that will help them place it correctly.
3. If neither fraction can be added to the line up, Detective 2 places one fraction card face down to start a discard pile and draws another card.
4. Both Detectives take turns either placing a fraction on the line up or passing and discarding a card. Each player's turn ends with the Detective drawing a new card. If the fraction cards in the Draw Pile run out, shuffle the cards in the discard pile, place them on the Top Secret folder, and continue playing.
5. The first Detective to place a fraction card that correctly completes the line up says, "Case solved!" If the fractions are in the correct order, the Detective who solved the case removes all of the cards from the game board and keeps them.
6. Detective 2 shuffles the remaining cards, deals two cards to each player, and stacks the deck face down on the Top Secret folder. Detective 2 begins the next round by placing the first fraction, and players repeat steps 2 through 5.
7. When the game ends, the winner is the Detective with the most fraction cards.

# Fraction Line Ups Detectives Super Sleuths Challenge Game

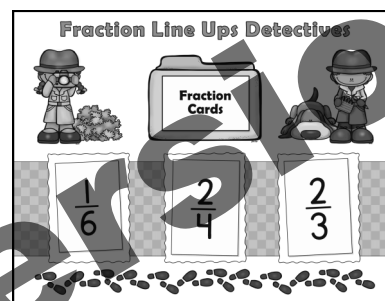
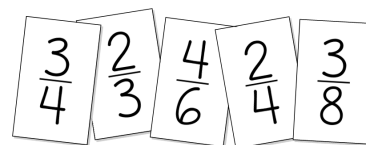


## Object of the Game

To use mathematical clues to complete the fraction line up and solve the case

## Game Set Up and Overview

Players sit side by side and place one Fraction Detectives game board between them. The deck of fraction cards is shuffled and placed face down on the Top Secret folder. Decide who is Detective 1 and who is Detective 2. Both players start with two cards and take turns placing a card on the line up. When each fraction is placed, it must be in order from least to greatest relative to the other fractions. Cards having equivalent fractions are stacked together. After a card has been correctly placed, it can't be moved. At the end of each person's turn, he or she draws a new card.

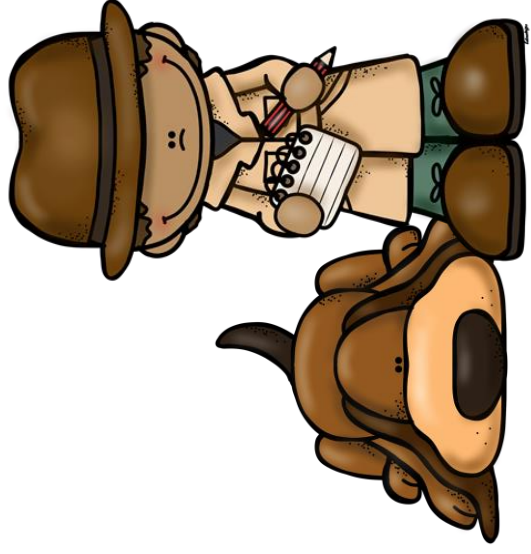
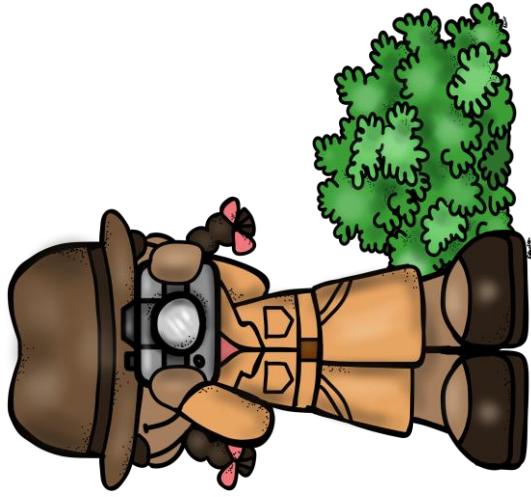


## Directions

1. Both players draw two cards from the top of the deck and secretly look at their fractions. Detective 1 places one of his or her fraction cards, face up, in any position on the line up and then draws another card.
2. If either of Detective 2's fractions can be added to the line up, he or she places a card, face up, in an open position. Detective 2 must explain the reason for the fraction's placement, and if Detective 1 agrees, he or she gives a thumbs up. If the Detectives don't agree, they confer and discuss any mathematical clues and evidence that will help them place it correctly.
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7. When the game ends, the winner is the Detective with the most fraction cards.

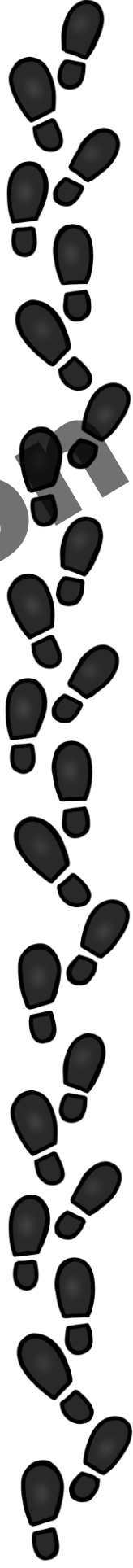


# Fraction Line Ups Detectives

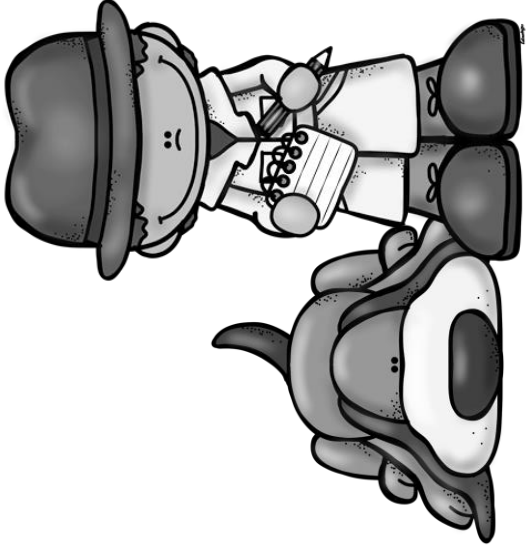
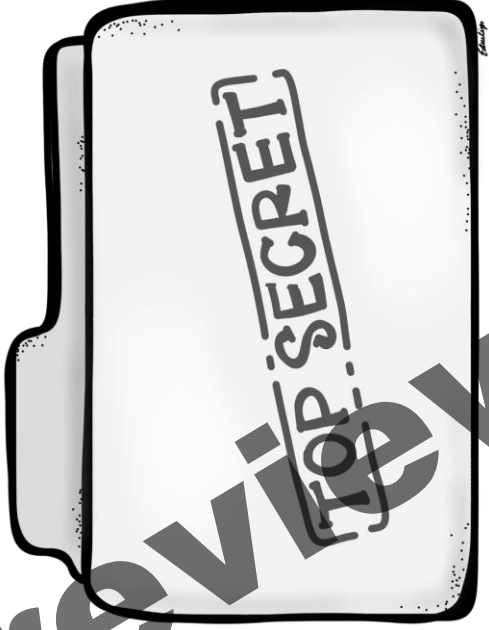
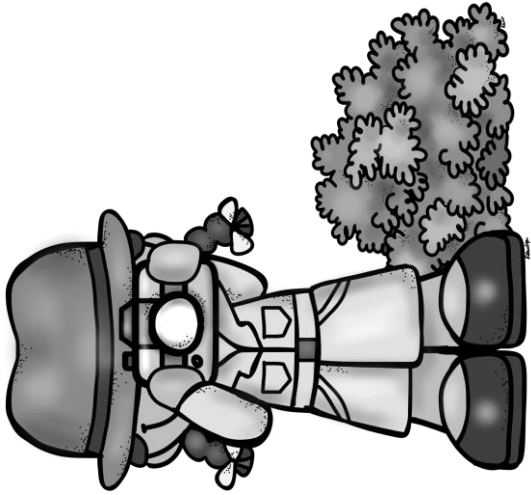


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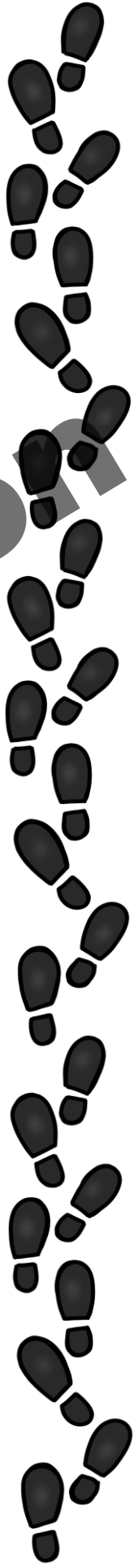


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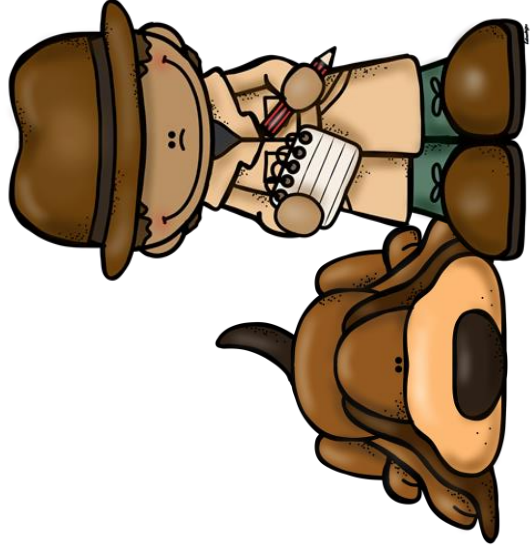
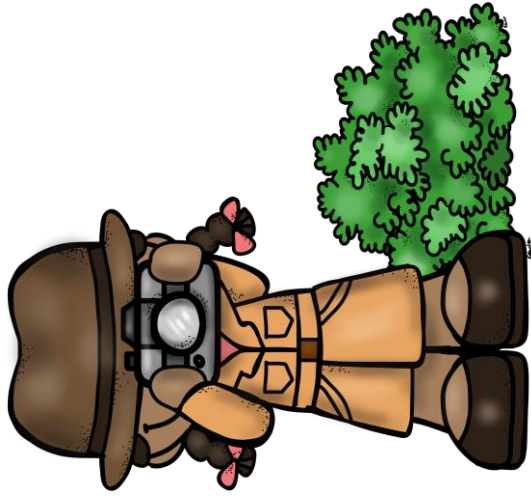


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# Fraction Line Ups Detectives

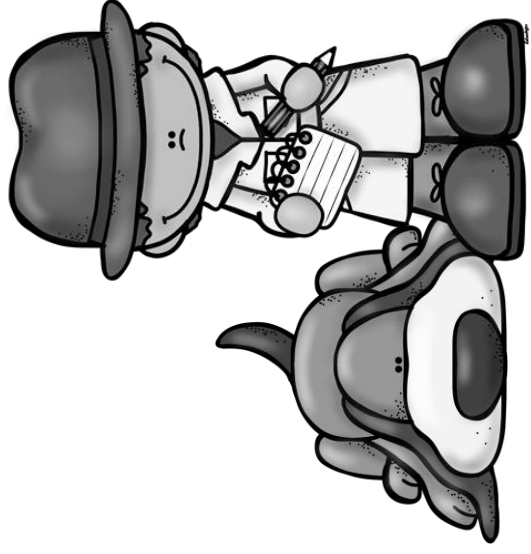
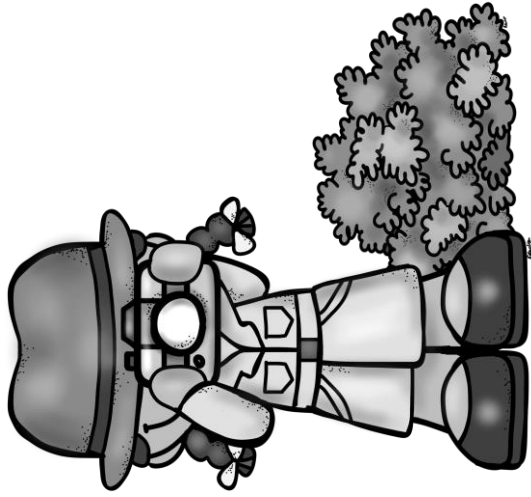


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# Fraction Line Ups Detectives



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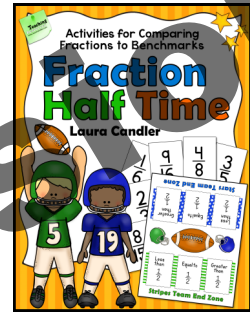
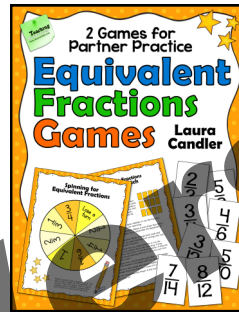
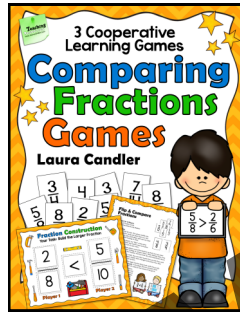
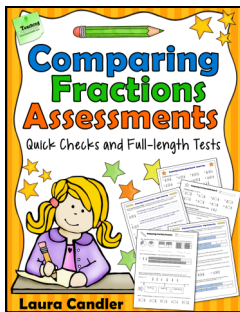
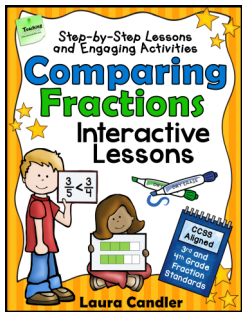
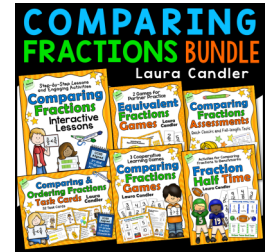
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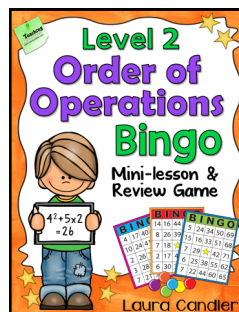
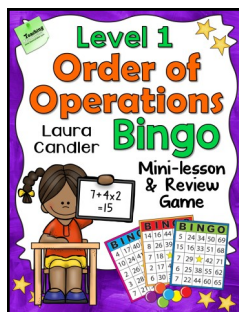
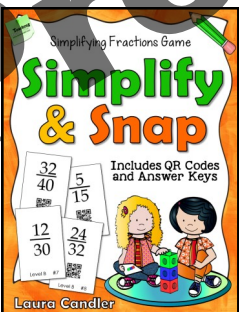
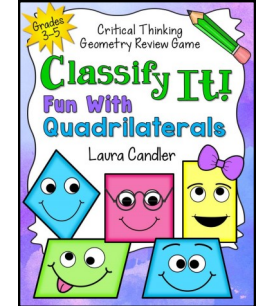
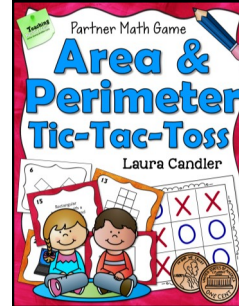
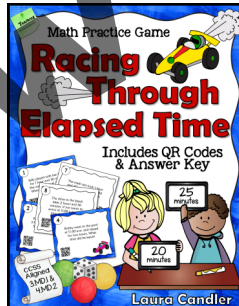
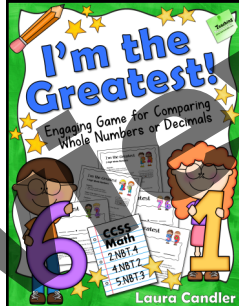
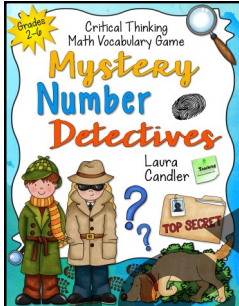


## More Products in the Comparing Fractions Series

This product is just one of the resources in my Comparing Fractions Bundle, a series that includes comparing fractions tests, games, and task cards. Click the bundle image on the right or the covers below to preview these fraction products in my TpT store.



## More Math Products You'll Love from Laura Candler



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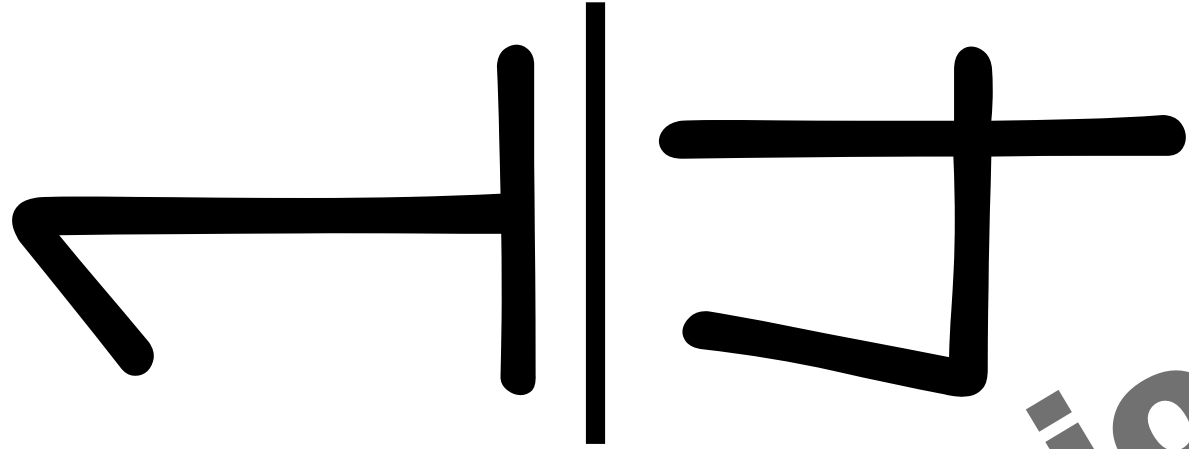
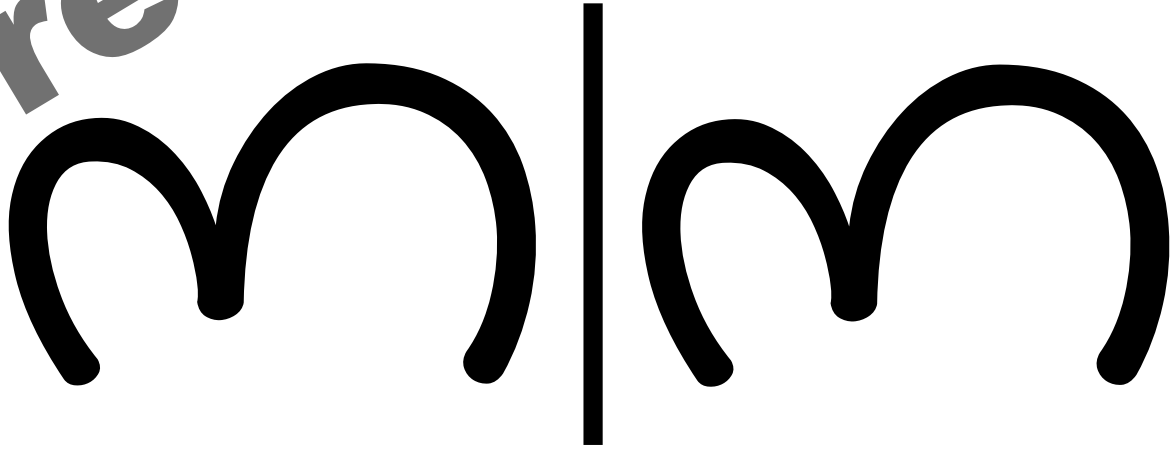
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