

Big Ideas Math® Game Closet



Match Them Up

● Materials:

- One set of cards per group

● Directions:

Play in groups of 2–4.

- 1.) One player shuffles the cards and deals 8 cards to each player.
- 2.) The remaining cards are then placed in the middle of the table with the top one turned over to begin the discard pile.
- 3.) Beginning to the right of the dealer, students take turns drawing one card either from the pile or the top of the discard pile. When a player gets three cards of one value ($\frac{1}{2}$, .5, 50%), they lay them on the table face up. Each turn concludes with the player putting a card on the discard pile.
- 4.) Play continues until all matches are made, or a student runs out of cards.
- 5.) If necessary, students should shuffle the discard pile to continue play.

● Who Wins?

When play stops, the player with the greatest number of matches wins.

● Variations:

- 1.) Students could play with just 2 combinations: fractions and decimals; percents and decimals; or fractions and decimals.
- 2.) Students can create their own set of cards with any numbers. Mixed numbers could add to the difficulty.

● Discuss:

When would it be easier to use the fraction or decimal form of a number?

Is the percent form of the number ever used for calculations?

Why are numbers written as percents?

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

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

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

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

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

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

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

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

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

$$\frac{3}{5}$$

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

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

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

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

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

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

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

$$\frac{7}{10}$$

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

.25

.5

.75

1.0

.33...

.66...

.1666...

.8333...

.2

.4

.6

.8

.125

.375

.625

.875

.1

.3

.7

.9

25%

50%

75%

100%

$33\frac{1}{3}\%$

$66\frac{2}{3}\%$

$16\frac{2}{3}\%$

$83\frac{1}{3}\%$

20%

40%	60%	80%	12.5%
37.5%	62.5%	87.5%	10%
30%	70%	90%	

For more durable cards, cut cards into groups of four (2 on top, 2 on bottom) and glue onto index cards before cutting apart.