Zombie Catchers

Object of the game:
To catch 3 complete zombies

Materials Needed:
- Zombie Catcher Game Cards
- White boards/Dry Erase Markers/Erasers

To play:
Shuffle the Zombie Catcher cards and put them in a stack where everyone can reach them, with the problem side up.

On your turn you can either draw a card and solve a problem or, if you have a trade card, you can trade with another player for a zombie part. You can only do one or the other, not both, on one turn.

First player draws a card and solves the problem. If you solve the problem correctly, keep the card and turn it over to see what part of a zombie you earned.

If you draw a trade card you can save it. You can use it later instead of drawing a card to trade one of your zombie parts with another player who has a part you need. The other player cannot refuse your trade. When you have used a trade card, return it to the bottom of the stack.

To win:
First player to put together 3 complete zombies wins. They do not have to be 3 different zombies.

Sudden Death: If you run out of problem cards before anyone has completed 3 complete zombies, players take turns drawing from the trade cards at the bottom of the pile and trading until someone completes 3 zombies.

Printing: Black & White, Horizontal, 2-sided, flip on short side, laminate for durability

Unit: 4th – Fractions
Lesson: 4.3.A - 4.3.B - 4.3.E - Decompose fractions – pictures & models
Zombie Catchers

1. D	**2.** B	**3.** B	**4.** A	**5.** C	**6.** D
7. C	**8.** D	**9.** A	**10.** A	**11.** D	**12.** A
13. B	**14.** A	**15.** C	**16.** D	**17.** A	**18.** D
19. B	**20.** B	**21.** C	**22.** D	**23.** D	**24.** A
25. C	**26.** C	**27.** A	**28.** B	**29.** D	**30.** C

1. Which expression is equivalent to $\frac{9}{8}$?

A. $\frac{3}{8} + \frac{3}{8}$

B. $\frac{1}{2} + \frac{2}{3} + \frac{6}{3}$

C. $\frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9}$

D. $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$

2. Which expression is equal to $\frac{6}{5}$?

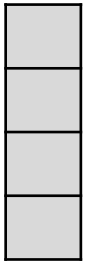
A. $\frac{1}{6} + \frac{1}{5}$

B. $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

C. $\frac{1}{5} + \frac{6}{1}$

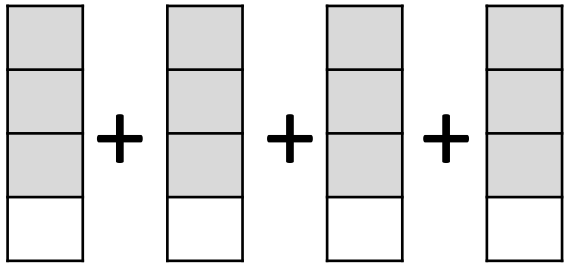
D. $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

3. This model is shaded to represent one whole.



Model Y is shaded to represent a number greater than one.

Model Y:



Which expression CANNOT be used to represent this number?

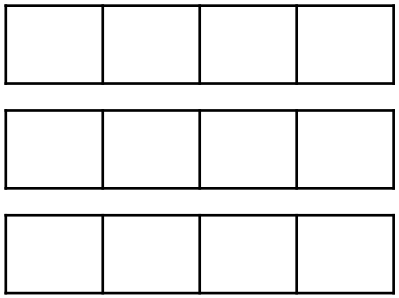
A. $\frac{4}{4}+\frac{4}{4}+\frac{4}{4}$

B. $\frac{1}{4}+\frac{1}{4}+\frac{1}{4}+\frac{1}{4}$

C. $\frac{4}{4}+\frac{4}{4}+\frac{3}{4}+\frac{1}{4}$

D. $\frac{3}{4}+\frac{3}{4}+\frac{3}{4}+\frac{3}{4}$

4. This model can be shaded to represent the fraction $\frac{7}{4}$.



Which number sentence represents two different ways that $\frac{7}{4}$ can be represented with shaded fractions on the model?

A. $\frac{2}{4}+\frac{2}{4}+\frac{3}{4}=\frac{5}{4}+\frac{2}{4}$

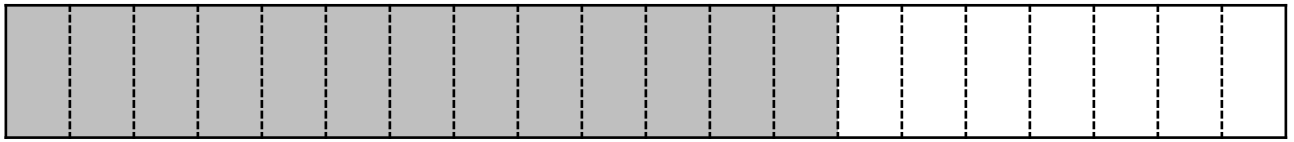
B. $\frac{3}{4}+\frac{4}{4}=\frac{1}{4}+\frac{4}{4}+\frac{1}{4}$

C. $\frac{1}{4}+\frac{1}{4}+\frac{1}{4}=\frac{3}{4}+\frac{4}{4}$

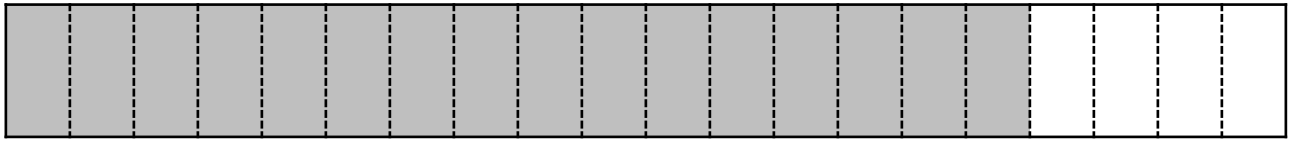
D. $\frac{2}{4}+\frac{3}{4}+\frac{2}{4}=\frac{7}{4}+\frac{1}{4}$

5. Ignacio and Elaine read the same book. The shaded part of each model represents the fraction of the book that each student read.

Ignacio



Elaine



Which expression can be used to find the difference between the fraction of the book Elaine read and the fraction of the book Ignacio read?

A. $\frac{16}{4} - \frac{13}{7}$

B. $\frac{7}{13} - \frac{4}{16}$

C. $\frac{16}{20} - \frac{13}{20}$

D. $\frac{20}{16} - \frac{20}{13}$

6. Zeke used $\frac{3}{4}$ cup white sugar, $\frac{3}{4}$ cup brown sugar, and $2\frac{1}{4}$ cups of flour to bake some cookies.

What was the difference between the amount of flour and the combined amount of sugar Zeke used?

A. $3\frac{3}{4}$ cups

B. $1\frac{2}{4}$ cups

C. $\frac{2}{4}$ cup

D. $\frac{3}{4}$ cup

7. The fraction $\frac{3}{8}$ can be represented by this expression.

$$\frac{1}{8} + \frac{1}{8} + \square$$

What fraction belongs in the $\square$ to complete the expression?

A. $\frac{2}{8}$

C. $\frac{1}{8}$

B. $\frac{3}{8}$

D. $\frac{1}{16}$

8. Which expression is equivalent to $\frac{5}{7}$?

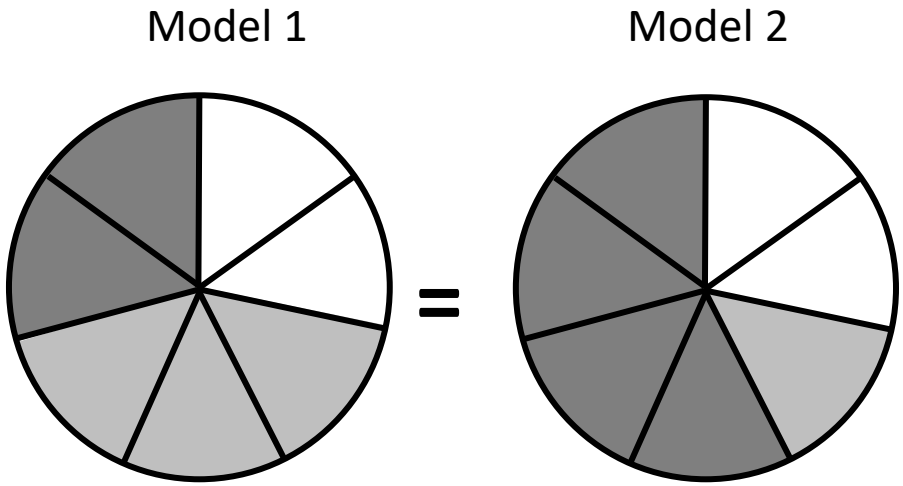
A. $\frac{3}{4} + \frac{2}{3}$

B. $\frac{5}{1} + \frac{1}{7}$

C. $\frac{5}{1} + \frac{5}{1} + \frac{5}{1} + \frac{5}{1} + \frac{5}{1} + \frac{5}{1} + \frac{5}{1}$

D. $\frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7}$

9. The two models are shaded to represent the same fraction, $\frac{5}{7}$.



Which equation shows that the two models represent the same fraction?

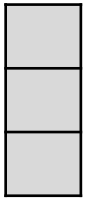
A. $\frac{2}{7}+\frac{3}{7}=\frac{4}{7}+\frac{1}{7}$

B. $\frac{2}{7}+\frac{3}{7}=\frac{5}{7}+\frac{1}{7}$

C. $\frac{1}{2}+\frac{1}{3}=\frac{1}{4}+\frac{1}{1}$

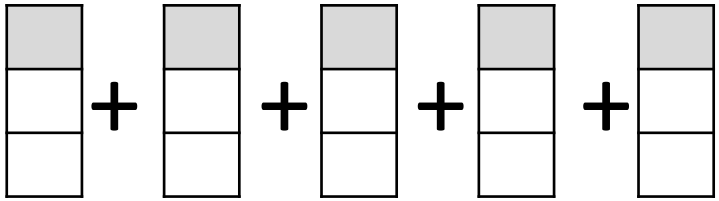
D. $\frac{1}{2}+\frac{1}{3}=\frac{1}{5}+\frac{1}{1}$

10. This model is shaded to represent one whole.



Model Y is shaded to represent a number greater than one.

Model Y:



Which expression CANNOT be used to represent this number?

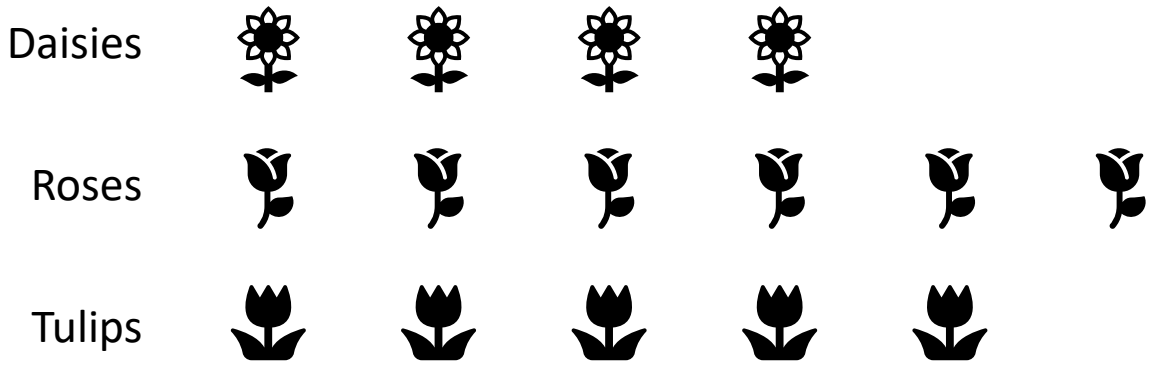
A. $\frac{3}{3}+\frac{3}{3}+\frac{3}{3}+\frac{3}{3}+\frac{3}{3}$

B. $\frac{2}{3}+\frac{3}{3}$

C. $\frac{1}{3}+\frac{1}{3}+\frac{1}{3}+\frac{1}{3}+\frac{1}{3}$

D. $\frac{1}{3}+\frac{1}{3}+\frac{1}{3}+\frac{2}{3}$

11. The number of each kind of flower in a vase is shown.



Which expression can be used to find the fraction of flowers in the vase that are daisies or tulips?

A. $\frac{6}{6} + \frac{5}{5}$

B. $\frac{4}{4} + \frac{5}{5}$

C. $\frac{6}{15} + \frac{5}{15}$

D. $\frac{4}{15} + \frac{5}{15}$

12. On Monday, Pete and Ted completed a total of $\frac{7}{10}$ of their group project. Pete completed $\frac{3}{10}$ of the project.

What fraction of the group project did Ted compete on Monday?

A. $\frac{4}{10}$

B. $\frac{4}{7}$

C. $\frac{7}{10}$

D. $\frac{3}{4}$

13. Which expression is equal to $\frac{7}{5}$?

A. $\frac{3}{2} + \frac{4}{3}$

B. $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

C. $\frac{7}{1} + \frac{1}{5}$

D. $\frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7}$

14. The fraction $\frac{4}{5}$ can be represented by this expression.

$$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \square$$

What fraction belongs in the $\square$ to complete the expression?

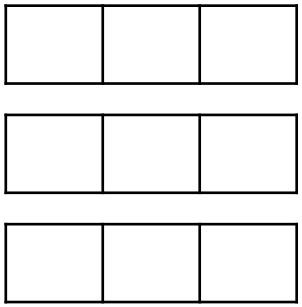
A. $\frac{1}{5}$

C. $\frac{1}{4}$

B. $\frac{3}{4}$

D. $\frac{1}{20}$

15. This model can be shaded to represent the fraction $\frac{8}{3}$.



Which number sentence represents two different ways that $\frac{8}{3}$ can be represented with shaded fractions on the model?

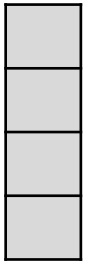
A. $\frac{1}{3}+\frac{1}{3}+\frac{5}{3}=\frac{4}{3}+\frac{4}{3}$

B. $\frac{1}{3}+\frac{5}{3}=\frac{2}{3}+\frac{6}{3}$

C. $\frac{5}{3}+\frac{3}{3}=\frac{4}{3}+\frac{4}{3}$

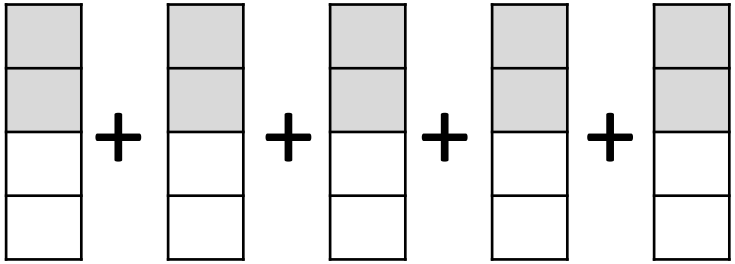
D. $\frac{4}{1}+\frac{4}{2}=\frac{6}{3}+\frac{2}{3}$

16. This model is shaded to represent one whole.



Model Y is shaded to represent a number greater than one.

Model Y:



Which expression CANNOT be used to represent this number?

A. $\frac{2}{4}+\frac{2}{4}+\frac{2}{4}+\frac{2}{4}+\frac{2}{4}$

B. $\frac{4}{4}+\frac{4}{4}+\frac{2}{4}$

C. $\frac{3}{4}+\frac{3}{4}+\frac{2}{4}+\frac{2}{4}$

D. $\frac{5}{2}+\frac{5}{2}$

17. Kimber made cookies to sell at her Bakery.

- $\frac{4}{10}$ of the cookies were Peanut Butter
- $\frac{3}{10}$ of the cookies were chocolate chip
- The rest were sugar cookies.

What fraction of the cookies were sugar cookies?

A. $\frac{3}{10}$, because $\frac{4}{10} + \frac{3}{10} = \frac{7}{10}$ and $\frac{10}{10} - \frac{7}{10} = \frac{3}{10}$

C. $\frac{7}{10}$, because $\frac{4}{10} + \frac{3}{10} = \frac{7}{10}$

B. $\frac{1}{10}$, because $\frac{4}{10} - \frac{3}{10} = \frac{1}{10}$

D. $\frac{17}{10}$, because $\frac{4}{10} + \frac{3}{10} = \frac{7}{10}$ and $\frac{10}{10} + \frac{7}{10} = \frac{17}{10}$

18. Christian used parts of two sticks of butter to make biscuits for his family. The models are shaded to represent the part of each stick of butter he used.

First stick of butter 

Second stick of butter 

What fraction of the sticks of butter did Christian use for his biscuits?

A. $\frac{3}{8}$

B. $1\frac{2}{8}$

C. $\frac{7}{8}$

D. $1\frac{1}{8}$

19. The fraction $\frac{5}{6}$ can be represented by this expression.

$$\frac{1}{6}+\frac{1}{6}+\frac{1}{6}+\frac{1}{6}+\square$$

What fraction belongs in the $\square$ to complete the expression?

A. $\frac{2}{6}$

C. $\frac{6}{1}$

B. $\frac{1}{6}$

D. $\frac{1}{30}$

20. Which expression is equal to $\frac{5}{10}$?

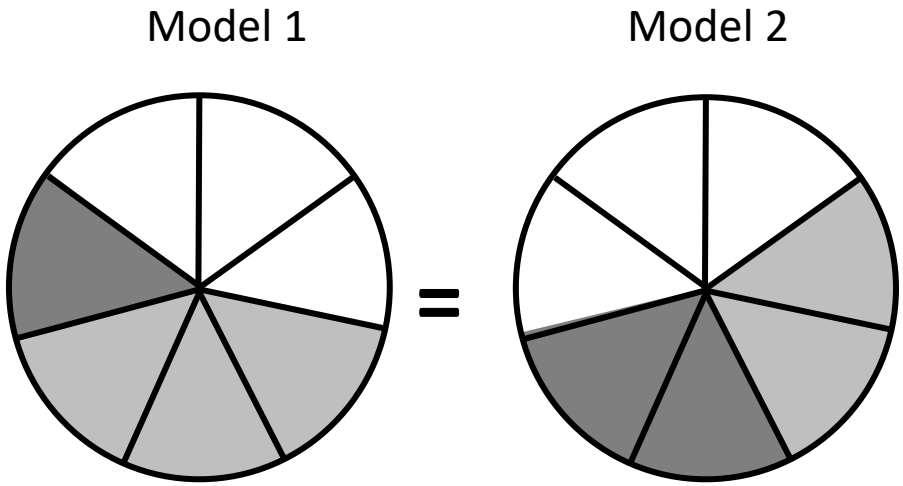
A. $\frac{1}{6} + \frac{4}{4}$

B. $\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10}$

C. $\frac{5}{1} + \frac{1}{10}$

D. $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2}$

21. The two models are shaded to represent the same fraction, $\frac{4}{7}$



Which equation shows that the two models represent the same fraction?

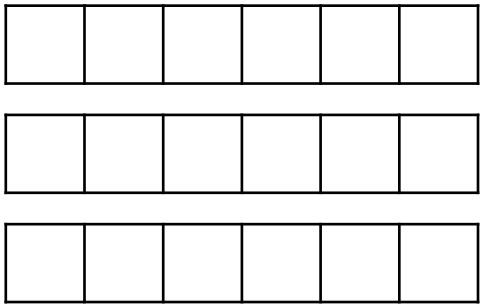
A. $\frac{3}{7}+\frac{1}{7}=\frac{3}{7}+\frac{2}{7}$

B. $\frac{1}{7}+\frac{1}{7}+\frac{1}{7}=\frac{2}{7}+\frac{2}{7}$

C. $\frac{1}{7}+\frac{3}{7}=\frac{2}{7}+\frac{2}{7}$

D. $\frac{1}{5}+\frac{3}{2}=\frac{2}{3}+\frac{2}{4}$

22. This model can be shaded to represent the fraction $\frac{9}{6}$.



Which number sentence represents two different ways that $\frac{9}{6}$ can be represented with shaded fractions on the model?

A. $\frac{4}{3}+\frac{5}{3}=\frac{2}{2}+\frac{7}{4}$

B. $\frac{1}{6}+\frac{1}{6}+\frac{1}{6}+\frac{1}{6}=\frac{1}{6}+\frac{1}{6}+\frac{1}{6}+\frac{1}{6}+\frac{1}{6}$

C. $\frac{3}{6}+\frac{3}{6}=\frac{2}{6}+\frac{4}{6}$

D. $\frac{3}{6}+\frac{3}{6}+\frac{3}{6}=\frac{6}{6}+\frac{3}{6}$

23. Yasmine made waffles for her family.

- $\frac{4}{7}$ of the waffles were blueberry.
- $\frac{1}{7}$ of the waffles were chocolate chip
- The rest of the waffles did not have blueberries or chocolate chips

What fraction of the waffles did not have blueberries or chocolate chips?

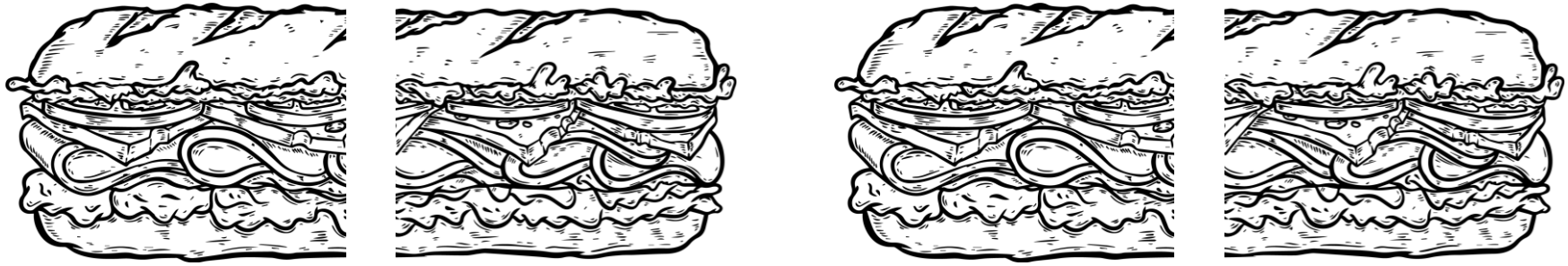
A. $\frac{5}{7}$, because $\frac{4}{7} + \frac{1}{7} = \frac{5}{7}$

B. $\frac{12}{7}$, because $\frac{4}{7} + \frac{1}{7} = \frac{5}{7}$ and $\frac{7}{7} + \frac{5}{7} = \frac{12}{7}$

C. $\frac{3}{7}$, because $\frac{4}{7} - \frac{1}{7} = \frac{3}{7}$

D. $\frac{2}{7}$, because $\frac{4}{7} + \frac{1}{7} = \frac{5}{7}$ and $\frac{7}{7} - \frac{5}{7} = \frac{2}{7}$

24. Mrs. Owen ordered two foot-long sandwiches for her three children to share. The picture shows the two sandwiches cut in half. Each child ate half a sandwich.



What fraction represents the number of sandwiches the children ate?

A. $\frac{3}{2}$

B. $\frac{2}{3}$

C. $\frac{4}{2}$

D. $\frac{3}{6}$

25. Which expression is equivalent to $\frac{6}{9}$?

A. $\frac{3}{9} + \frac{3}{1}$

B. $\frac{1}{2} + \frac{2}{4} + \frac{3}{3}$

C. $\frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9}$

D. $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

Trade Heads

26. The fraction $\frac{3}{10}$ can be represented by this expression.

$$\frac{1}{10} + \frac{1}{10} + \square$$

What fraction belongs in the $\square$ to complete the expression?

A. $\frac{2}{10}$

C. $\frac{1}{10}$

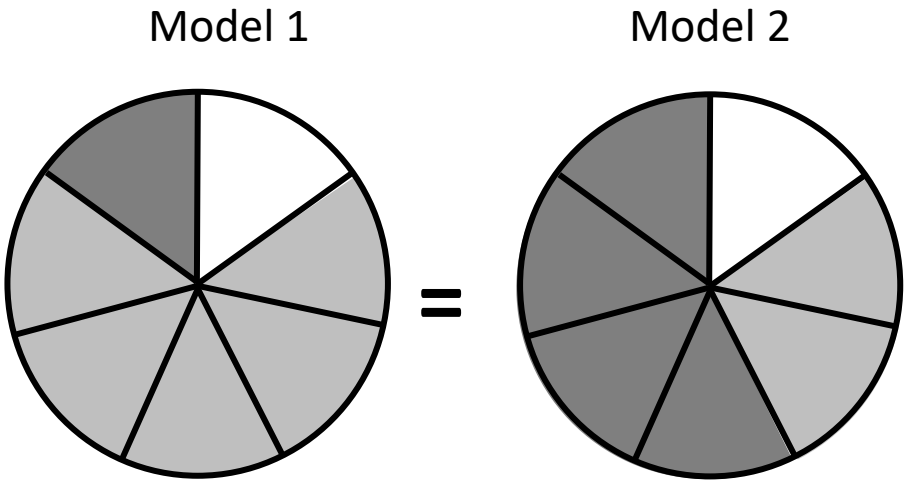
B. $\frac{3}{10}$

D. $\frac{1}{20}$

Trade

Feet

27. The two models are shaded to represent the same fraction, $\frac{6}{7}$.



Which equation shows that the two models represent the same fraction?

A. $\frac{1}{7}+\frac{5}{7}=\frac{4}{7}+\frac{2}{7}$

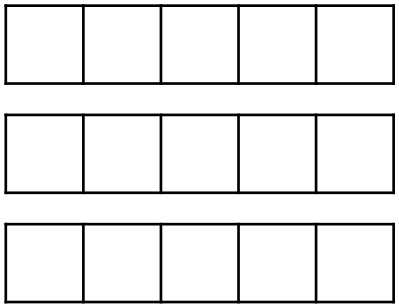
B. $\frac{2}{7}+\frac{3}{7}=\frac{5}{7}+\frac{1}{7}$

C. $\frac{2}{7}+\frac{5}{7}=\frac{4}{7}+\frac{3}{7}$

D. $\frac{1}{7}+\frac{1}{7}=\frac{2}{7}+\frac{1}{7}$

Trade Middles

28. This model can be shaded to represent the fraction $\frac{9}{5}$.



Which number sentence represents two different ways that $\frac{9}{5}$ can be represented with shaded fractions on the model?

A. $\frac{2}{5}+\frac{2}{5}+\frac{2}{5}+\frac{3}{5}=\frac{4}{5}+\frac{3}{5}$

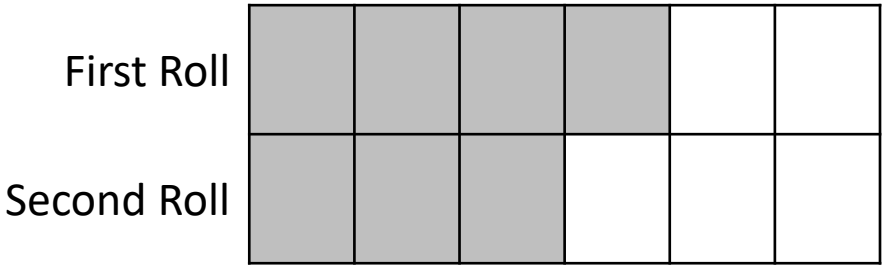
B. $\frac{5}{5}+\frac{4}{5}=\frac{6}{5}+\frac{3}{5}$

C. $\frac{4}{5}+\frac{4}{5}+\frac{1}{5}=\frac{3}{5}+\frac{3}{5}+\frac{2}{5}$

D. $\frac{4}{3}+\frac{5}{2}=\frac{2}{1}+\frac{7}{4}$

Trade Heads

29. Mrs. Bernstein used parts of two identical rolls of paper to wrap packages. The models are shaded to represent the part of each roll she used.



What fraction of the rolls of paper did Mrs. Bernstein use to wrap the packages?

A. $\frac{1}{6}$

B. $1\frac{3}{6}$

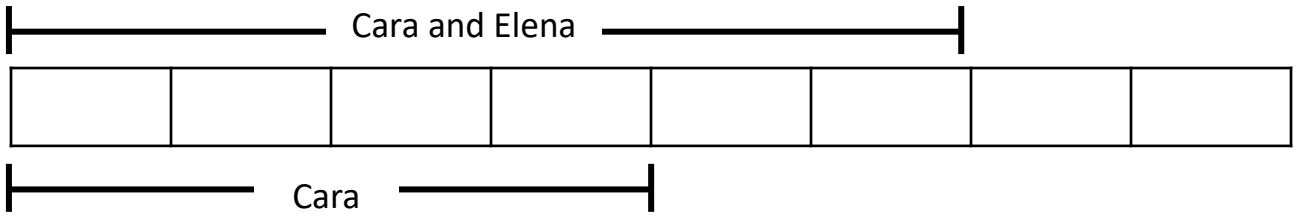
C. $\frac{3}{6}$

D. $1\frac{1}{6}$

Trade

Feet

30. Cara and Elena used fabric to make costumes for a talent show. Cara used $\frac{4}{8}$ of the fabric for her costume. The girls used $\frac{6}{8}$ of the fabric altogether.



What fraction of the fabric did Elena use?

A. $\frac{10}{16}$

B. $\frac{10}{8}$

C. $\frac{2}{8}$

D. $\frac{1}{2}$

Trade Middles