

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Comparing Fractions

Directions: First, make a prediction by comparing the fractions below. Make your prediction using  $<$ ,  $>$ , or  $=$ . When you are finished, work with your group and use the fraction pieces to check your predictions.

$<$  \_\_\_\_\_  $>$  \_\_\_\_\_  $=$  \_\_\_\_\_

1.  $\frac{1}{3}$  \_\_\_\_\_  $\frac{1}{4}$

2.  $\frac{1}{8}$  \_\_\_\_\_  $\frac{1}{5}$

3.  $\frac{1}{2}$  \_\_\_\_\_  $\frac{1}{8}$

4.  $\frac{1}{12}$  \_\_\_\_\_  $\frac{1}{8}$

5.  $\frac{1}{5}$  \_\_\_\_\_  $\frac{1}{6}$

6.  $\frac{1}{4}$  \_\_\_\_\_  $\frac{1}{2}$

7. What do you notice about all the numerators?

8. What do you notice about the denominators?

9. Were your predictions correct? Why or why not?



9. Sally told the teacher that she can tell which fraction is greater by looking at the denominators. She said the fraction with the larger denominator is the bigger fraction. Is Sally correct? Explain your answer. Use pictures and examples to support your answer.



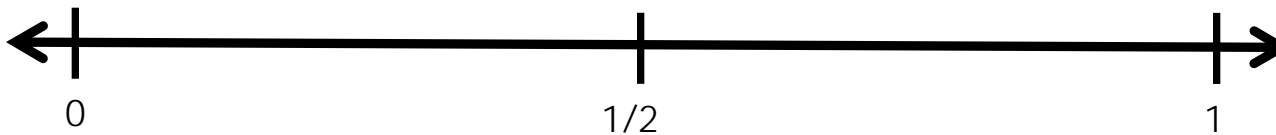
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### Exit Ticket

Directions: Place the fractions  $\frac{2}{5}$  and  $\frac{7}{8}$  where you think they should go on the number line. Then choose two fractions and explain why you placed them where you did.

Date: \_\_\_\_\_

Teacher Comments:



I placed the fraction \_\_\_\_\_ between \_\_\_\_\_ and \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_

I placed the fraction \_\_\_\_\_ between \_\_\_\_\_ and \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_



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

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

$$\frac{1}{12}$$

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

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

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

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

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

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

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



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

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

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

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

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

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

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

$$\frac{99}{100}$$

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

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



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

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

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

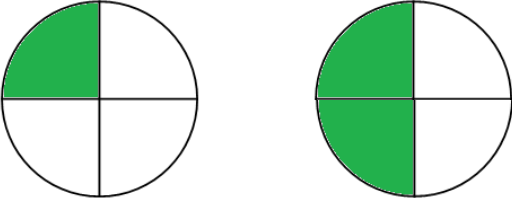
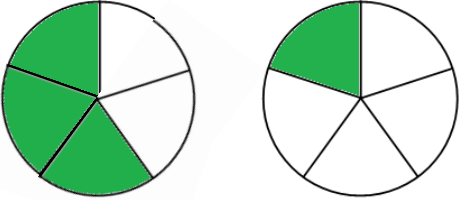
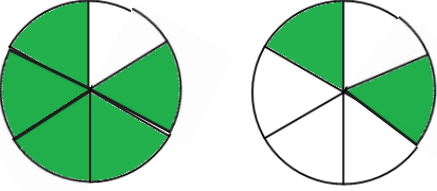
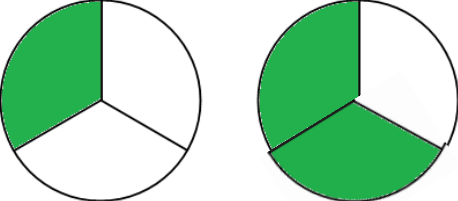
$$\frac{3}{5}$$

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

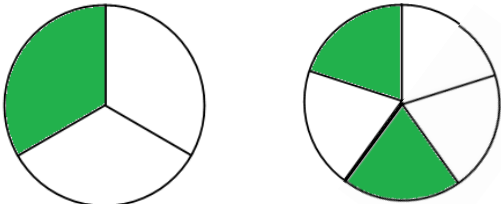
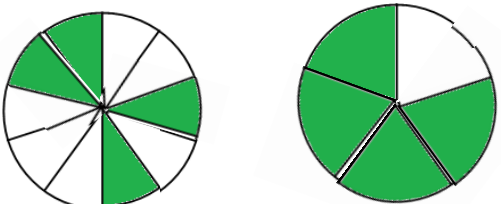
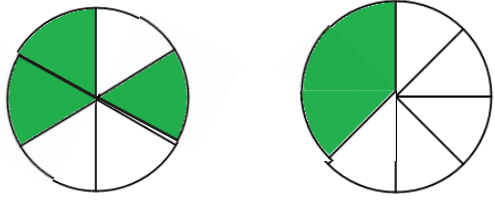
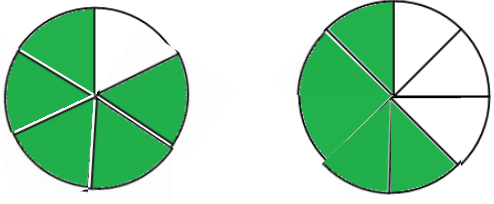
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## Comparing Fractions with Common Numerators and Denominators

Part 1: Use the  $<$ ,  $>$ ,  $=$  symbols to compare the fractions below.

 $\frac{1}{4}$ <input type="text"/> $\frac{2}{4}$	 $\frac{3}{5}$ <input type="text"/> $\frac{1}{5}$
 $\frac{5}{6}$ <input type="text"/> $\frac{2}{6}$	 $\frac{1}{3}$ <input type="text"/> $\frac{2}{3}$

Part 2: Use the  $<$ ,  $>$ ,  $=$  symbols to compare the fractions below.

 <p style="text-align: center;"> <math>\frac{2}{3}</math>    <math>\bigcirc</math>    <math>\frac{2}{5}</math> </p>	 <p style="text-align: center;"> <math>\frac{4}{10}</math>    <math>\bigcirc</math>    <math>\frac{4}{5}</math> </p>
 <p style="text-align: center;"> <math>\frac{3}{6}</math>    <math>\bigcirc</math>    <math>\frac{3}{8}</math> </p>	 <p style="text-align: center;"> <math>\frac{5}{6}</math>    <math>\bigcirc</math>    <math>\frac{5}{8}</math> </p>





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## Comparing Fractions Part 2

Directions: First, make a prediction to compare the fractions below. Use  $<$ ,  $>$ , or  $=$ . Then use the fraction pieces to check your predictions.

1.  $\frac{2}{3}$  \_\_\_\_\_  $\frac{6}{9}$

2.  $\frac{3}{9}$  \_\_\_\_\_  $\frac{1}{3}$

3.  $\frac{1}{2}$  \_\_\_\_\_  $\frac{2}{4}$

4.  $\frac{3}{6}$  \_\_\_\_\_  $\frac{5}{10}$

5.  $\frac{8}{8}$  \_\_\_\_\_  $\frac{5}{5}$

6.  $\frac{2}{8}$  \_\_\_\_\_  $\frac{1}{4}$

7.  $\frac{4}{5}$  \_\_\_\_\_  $\frac{8}{10}$

8.  $\frac{6}{8}$  \_\_\_\_\_  $\frac{3}{4}$

7. What do you notice about all of these fractions?

8. Were there any fractions that were equal to 1 whole?

9. What do we call two fractions that are equal?

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### Creating Equivalent Fractions Using Ratio Tables

Directions: Use the ratio tables to help you make equivalent fractions. The first one has been started for you.

part	2	4	6						
whole	3	6	8						

part	1								
whole	5								

part	3								
whole	4								

part	10								
whole	15								