Name

Date		

1. Compare the pairs of fractions by reasoning about the size of the units. Use >, <, or =.

a.	1 third	1	sixtl

b. 2 halves \_\_\_\_ 2 thirds

c. 2 fourths 2 sixths

- d. 5 eighths \_\_\_\_ 5 tenths
- Compare by reasoning about the following pairs of fractions with the same or related numerators.
  Use >, <, or =. Explain your thinking using words, pictures, or numbers. Problem 2(b) has been done for you.</li>

a. 
$$\frac{3}{6}$$
  $\frac{3}{7}$ 

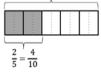
3 sixths is greater than 3 sevenths because sixths are bigger than sevenths b.  $\frac{2}{5} < \frac{4}{9}$ 

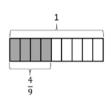




than 4 ninths because

 $tenths \ are \ smaller \ than \ ninths.$ 





c.  $\frac{3}{11}$   $\frac{3}{13}$  3 elevenths is greater than 3 thirteenths because elevenths are bigger than thirteenths

d.  $\frac{5}{7}$   $\frac{10}{13}$  because  $\frac{5}{7} = \frac{10}{14}$  10 fourteenths is less than 10 thirteenths because fourteenths are smaller than thirteenths

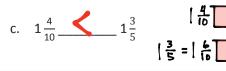
3. Draw two tape diagrams to model each pair of the following fractions with related denominators. Use >, <, or = to compare.

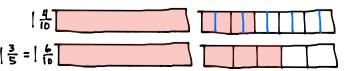








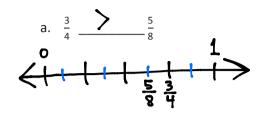


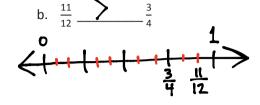


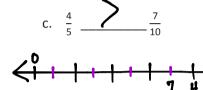
Lesson 14:

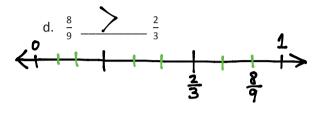
Find common units or number of units to compare two fractions.

4. Draw one number line to model each pair of fractions with related denominators. Use >, <, or = to

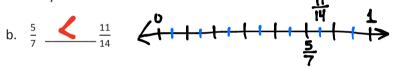




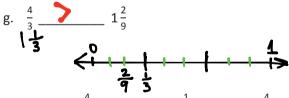




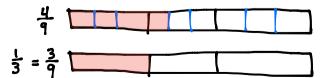
- 5. Compare each pair of fractions using >, <, or =. Draw a model if you choose to.
  - a.  $\frac{1}{7}$   $\frac{2}{7}$



- c.  $\frac{7}{10}$   $\frac{3}{5}$   $\frac{0}{15}$   $\frac{1}{15}$   $\frac{9}{15}$   $\frac{9}{15}$
- e.  $\frac{3}{4}$   $\frac{9}{12}$   $\frac{9}{12}$   $\frac{9}{12}$   $\frac{5}{2}$   $\frac{5}{2}$   $\frac{5}{2}$



- h.  $1\frac{1}{3}$   $\frac{9}{7}$   $\frac{9}{7}$
- 6. Simon claims  $\frac{4}{9}$  is greater than  $\frac{1}{3}$ . Ted thinks  $\frac{4}{9}$  is less than  $\frac{1}{3}$ . Who is correct? Support your answer with a picture.



The bottom tape diagram shows = = = = Simon is correct, 4> =

Lesson 14:

Find common units or number of units to compare two fractions.