

Key Vocabulary:

compare - to determine whether fractions are greater than ($>$), less than ($<$), or equal to ($=$) each other

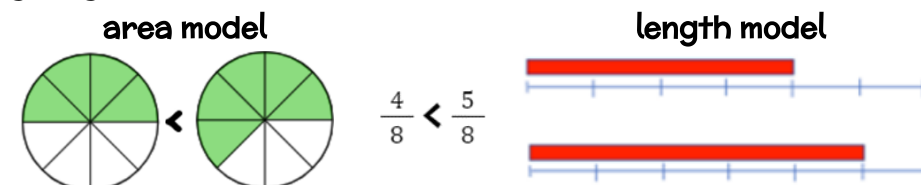
numerator - the top number in a fraction that shows how many parts we have

denominator - the bottom number in a fraction that shows how many equal parts the whole is divided into

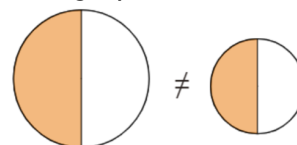
$\frac{3}{4}$ ← numerator
 ← denominator

Key Ideas:

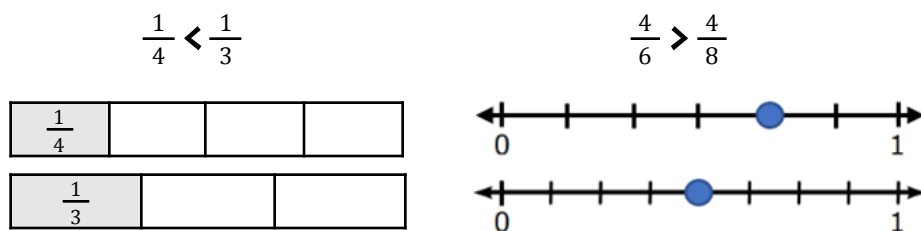
Students compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the $>$, $<$, and $=$ symbols. They work with related fractions: halves, fourths, and eighths; thirds and sixths.



Students should recognize that comparisons are valid only if the wholes are identical (Ex. $\frac{1}{2}$ of a large pizza is a different amount than $\frac{1}{2}$ of a small pizza).



Students should explain that for fractions with the same numerator, such as unit fractions, the fraction with the smaller denominator is greater.



Sample Problems:

Juan and Carlos shared one whole cake. Juan ate $\frac{2}{6}$ of the cake. Carlos ate more than Juan. Which could be the fraction of the cake that Carlos ate?

- A) $\frac{6}{6}$ B) $\frac{1}{6}$
C) $\frac{3}{6}$ D) $\frac{2}{8}$

Laura and Tia each buy a medium pizza. Laura has her pizza cut into 8 pieces while Tia has her pizza cut into 6 pieces. If they each eat 3 pieces, who ate more? Draw a picture and write an explanation about how you know you are correct.

A comparison is shown.

$$\frac{1}{6} > p$$

Which fraction is a value for p that would make the comparison true?

- A) $\frac{1}{2}$ B) $\frac{1}{3}$
C) $\frac{1}{4}$ D) $\frac{1}{8}$