

Equivalent Fractions

Unit 7 Overview: 7 lessons

Students find equivalent fractions with paper strips, area models and hundredths grids, and see why multiplying the numerator and denominator by the same number names the same amount: every part is cut into that many smaller parts. They find equal fractions on number lines past 1 and by dividing. Then they compare fractions with different numerators and denominators by renaming them to a common denominator or a common numerator, or by comparing each with one half or 1, and they order fractions and mixed numbers, always as parts of wholes the same size. Denominators are 2, 3, 4, 5, 6, 8, 10, 12 and 100. Cut every paper strip from one length, so the wholes always match.

THE UNIT, DAY BY DAY

Day 1	Pre-Check	What students already know, before the first lesson.
Day 2	7.1 Equivalent fractions with models	I can show equal fractions with strips and area models.
Day 3	7.2 Multiply to find equal fractions	I can multiply to find an equal fraction.
Day 4	7.3 Number lines and dividing	I can find equal fractions on a number line and by dividing.
Day 5	7.4 Compare with a common denominator	I can compare fractions by finding a common denominator.
Day 6	7.5 Compare with a common numerator	I can compare fractions by finding a common numerator.
Day 7	7.6 Compare with benchmarks	I can compare fractions with one half and 1.
Day 8	7.7 Order fractions and mixed numbers	I can compare and order fractions and mixed numbers.
Day 9	Unit Review	The review, to go over together.
Day 10	Unit Test	Form A; Form B (other numbers) is for a retest.

GET READY FOR THE UNIT

- Paper strips all the same length for every student, to fold or mark in halves, thirds, fourths, fifths, sixths, eighths, tenths and twelfths
- Fraction number lines from 0 to 1, one under another (the Graph Paper maker prints them), and lines from 0 to 3 for mixed numbers
- Hundredths grids (10 by 10 squares) and colored pencils
- A chart of the multiples of 2 to 12, on the wall all unit
- Cards with $>$, $<$ and $=$, and whiteboards

HOW EACH LESSON GOES

- 1. Warm up** (5 min)
 - 2. Teach** (10 min)
 - 3. Try it together** (10 min)
 - 4. Practice** (15 min)
 - 5. Exit ticket** (5 min): a quick check on the lesson.
- Each lesson page ends with the Animal Math sheets, makers, tools and quizzes for it. “Sheet 3” is the third worksheet of a pack; a color pack prints each sheet again in black and white.

CHECKING AS YOU GO

PRINTABLE	Pre-Check: Day 1, with a key	EXIT TICKET	Exit Tickets: one a lesson, four to a page
PRINTABLE	Unit Review: the day before the test	PRINTABLE	Unit Test: Forms A and B, with keys

Equivalent Fractions

Lesson 7.1: Equivalent fractions with models

GOAL Students show that two fractions are equivalent when they name the same amount of the same whole: they shade strips and area models, cut every part into smaller parts, and see that the shaded amount stays the same.

About 45 minutes

I can show equal fractions with strips and area models.

THE LESSON

- 1 Warm up** (5 min) Students fold a strip in half and shade one half, then fold it in half again, and again. How many fourths are shaded? How many eighths? (2 and 4.)
- 2 Teach** (10 min) Shade $\frac{1}{2}$ of a strip. Under it, a strip of the same length in sixths: shade until the shading lines up, $\frac{3}{6}$. Then twelfths: $\frac{6}{12}$. Next, shade 3 of 5 columns of a rectangle and draw one line across: 10 parts, 6 shaded, so $\frac{3}{5} = \frac{6}{10}$. Last, shade 4 tenths of a hundredths grid: 40 small squares, so $\frac{4}{10} = \frac{40}{100}$.
Say: "Equivalent fractions name the same amount of the same whole. When I cut every part again, there are more parts and more of them are shaded, but the amount does not change."
- 3 Try it together** (10 min) Pairs shade $\frac{3}{4}$ on a strip and match it on a strip in eighths ($\frac{6}{8}$), then $\frac{1}{3}$ on a strip in twelfths ($\frac{4}{12}$). Then they cut a rectangle in fifths across into 2 rows and write both fractions, and say why the shaded amount did not change.
- 4 Practice** (15 min) Students shade fraction strips to twelfths on sheet 1 of Equivalent Fractions for 4th Grade, then cut area models and hundredths grids on sheet 2.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 7.1** and circle a face beside the "I can" line. Question 1: any 5 tenths shaded and $\frac{5}{10}$; 4 tenths matched the count of parts, not the amount. Question 2: $\frac{1}{2}$ and $\frac{5}{10}$, in either order; $\frac{1}{5}$ means the rows were taken for the whole.

Ready for more? Show $\frac{3}{5}$ three ways: on a strip in tenths, on a hundredths grid, and with a fraction of your own.

GET READY

- Paper strips of one length
- Rectangles and hundredths grids to shade
- Colored pencils

WORDS TO USE

equivalent fractions: fractions that name the same amount

area model: a rectangle cut into equal parts

hundredths grid: a square cut into 100 parts

ASK

- Is the shaded amount the same? How do you know?
- What happened to the size of the parts?
- How many twelfths make one third?

WATCH FOR

Shades the same number of parts, not the same amount. Line the strips up at the left and look where the shading ends.

Keeps the old denominator ($\frac{3}{5} = \frac{6}{5}$). Count every small part in the whole.

Compares strips of different lengths. Cut every strip from one length.

Need help? Fold real paper strips and lay them under each other to match the shading.

ON ANIMAL MATH

PRINTABLE

Equivalent Fractions for 4th Grade: sheets 1-2

PRINTABLE

Equivalent Fractions: sheets 1-2 for a step back

QUIZ

Comparing Fractions Quiz: the Equivalent Fractions level

EXIT TICKET

4th Grade Equivalent and Comparing Fractions Exit Tickets: Exit Ticket 7.1

Equivalent Fractions

Lesson 7.2: Multiply to find equal fractions

GOAL Students explain why $a/b = (n \times a)/(n \times b)$: cutting every part into n smaller parts makes n times as many parts and n times as many shaded. They multiply the top and bottom by the same number.

About 45 minutes

I can multiply to find an equal fraction.

THE LESSON

- 1 Warm up** (5 min) Shade $2/3$ of a rectangle cut into columns. Draw one line across. How many parts now? How many shaded? (6 and 4, so $4/6$.)
- 2 Teach** (10 min) Shade 2 of 5 columns of a rectangle. Draw one line across: every part is cut into 2, so there are $5 \times 2 = 10$ parts and $2 \times 2 = 4$ shaded: $2/5 = (2 \times 2)/(5 \times 2) = 4/10$. Then with no picture: $1/5 = (1 \times 20)/(5 \times 20) = 20/100$, and past 1: $5/3 = (5 \times 4)/(3 \times 4) = 20/12$.
Say: "Cutting every part into 2 is the same as multiplying the top and the bottom by 2. I multiply both by the same number, so the amount stays the same."
- 3 Try it together** (10 min) Pairs multiply $4/5$ by 2 over 2 and by 20 over 20, and $7/6$ by 2 over 2. Then they test a claim: $1/3 = 3/5$, because 2 was added to the top and the bottom. They draw both: the amounts differ.
- 4 Practice** (15 min) Students multiply to find equal fractions, find missing numbers and spot pairs that are not equal on sheet 3 of Equivalent Fractions for 4th Grade.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 7.2** and circle a face beside the "I can" line. Question 1: $14/4$; $14/2$ or $7/4$ means only one number was multiplied. Question 2: $25/100$ circled; $1/8$ means only the bottom changed, and $4/10$ or $4/12$ means a 4 was matched, not the amount.

Need help? Draw an area model for each problem and cut it across before writing the new fraction.

Ready for more? Write $3/5$ with a denominator of 10 and of 100, then explain why it cannot be written with a denominator of 12.

GET READY

- Rectangles to shade and cut
- Colored pencils and whiteboards

WORDS TO USE

numerator: the top number: how many parts are counted

denominator: the bottom number: how many equal parts make 1 whole

multiply by n over n : multiply the top and the bottom by the same number

ASK

- What did you multiply the top by? The bottom?
- Why does multiplying by 2 over 2 not change the amount?
- How could you check with a picture?

WATCH FOR

Multiplies only the denominator ($2/5 = 2/10$). Draw it: cutting every part also cuts the shaded parts.

Adds the same number to the top and the bottom. Draw both fractions: $1/3$ and $3/5$ are not the same amount.

Multiplies the top and the bottom by different numbers. Say it each time: the same number, top and bottom.

ON ANIMAL MATH

PRINTABLE

Equivalent Fractions for 4th Grade: sheet 3

PRINTABLE

Equivalent Fractions: sheet 4 for students who need strips

QUIZ

Fraction Operations Quiz: the Equivalent Fractions level

EXIT TICKET

4th Grade Equivalent and Comparing Fractions Exit Tickets: Exit Ticket 7.2

Equivalent Fractions

Lesson 7.3: Number lines and dividing

GOAL Students find equal fractions at the same point on number lines that line up, past 1 too, and divide the top and bottom by the same number to find an equal fraction.

About 45 minutes

I can find equal fractions on a number line and by dividing.

THE LESSON

- 1 Warm up** (5 min) Students label a number line from 0 to 1 in fourths. Which fourth sits at the middle? What else sits there? ($2/4$, one half.)
- 2 Teach** (10 min) Draw a line from 0 to 2 in fifths and, under it, one the same length in tenths, 0 under 0 and 2 under 2. A ruler down from $7/5$ touches $14/10$, so $7/5 = 14/10$. Then go the other way: $40/100 = (40 \div 10)/(100 \div 10) = 4/10$, and dividing by 2 again, $4/10 = 2/5$.
Say: "Fractions at the same point on lines of the same length are equal. Dividing the top and the bottom by the same number puts parts back together, so the amount stays the same."
- 3 Try it together** (10 min) Pairs list every fraction at the same point as $1/3$ and as $2/5$ on the fraction number lines, checking with a ruler. Then they divide $8/10$ by 2 over 2 and $6/12$ by 6 over 6.
- 4 Practice** (15 min) Students label number lines one above the other and write the fractions at the same point on sheet 4 of Equivalent Fractions for 4th Grade, then divide on sheet 5.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 7.3** and circle a face beside the "I can" line. Question 1: $12/8$; $3/8$ means the top number was kept from the halves, and $4/8$ means the eighths were counted from 1. Question 2: $11/6$; $11/12$ or $22/6$ means only one number was divided.

Need help? Fold a strip into fifths, then fold each fifth in half, and lay it on both lines.

Ready for more? Write $60/100$ with the fewest parts you can, in steps and then in one step. What did the one step divide by?

GET READY

- Fraction number lines from 0 to 1, one under another
- Number lines from 0 to 2 in fifths and in tenths
- Rulers to line up points

WORDS TO USE

same point: the same place on lines that line up

divide by n over n: divide the top and the bottom by the same number

ASK

- Which fractions sit at the same point as $1/3$?
- What number divides both the top and the bottom?
- How do you know the amount did not change?

WATCH FOR

Counts the marks, not the spaces. Count the jumps from 0, one space at a time.

Divides only one number. The same number, top and bottom.

Uses lines that do not line up. Line up 0 and 1 before reading down.

ON ANIMAL MATH

PRINTABLE

Equivalent Fractions for 4th Grade: sheets 4-5

PRINTABLE

Equivalent Fractions: sheet 3 for a step back

MAKER

Graph Paper: Paper Type Number Lines, Number Lines "Fractions, 0 to 1", Lines per Page 8: halves to twelfths, one under another

QUIZ

Fraction Operations Quiz: the Equivalent Fractions level

EXIT TICKET

4th Grade Equivalent and Comparing Fractions Exit Tickets: Exit Ticket 7.3

Equivalent Fractions

Lesson 7.4: Compare with a common denominator

GOAL Students compare two fractions with different denominators by renaming one or both to a common denominator, so the parts are the same size, then compare the numerators and write $>$, $<$ or $=$.

About 45 minutes

I can compare fractions by finding a common denominator.

THE LESSON

- 1 Warm up** (5 min) Write $>$, $<$ or $=$: $5/12$ and $7/12$, then $9/10$ and $3/10$. How do you know? (Same size parts, so compare the tops.)
- 2 Teach** (10 min) Compare $4/5$ and $7/10$. Ten is a multiple of 5, so rename one: $4/5 = 8/10$, and $8/10 > 7/10$, so $4/5 > 7/10$. Then $3/8$ and $5/12$: list multiples of 8 (8, 16, 24) and of 12 (12, 24). 24 is in both, so rename both: $3/8 = 9/24$ and $5/12 = 10/24$. $9/24 < 10/24$, so $3/8 < 5/12$. Check with strips.
- 3 Say:** "To compare, I make the parts the same size. When the denominators match, I compare the numerators."
- 3 Try it together** (10 min) Pairs compare $5/12$ and $1/3$, then $3/10$ and $2/5$, first with strips and then by renaming. Then the class circles the greatest of $3/4$, $5/8$ and $1/2$ by writing all three in eighths.
- 4 Practice** (15 min) Students shade strips and compare on sheet 1 of Comparing and Ordering Fractions, then list multiples, rename one or both fractions and compare on sheet 2, problems 1-8, 10 and 11.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 7.4** and circle a face beside the "I can" line. Question 1: $28/10$, so $14/5 > 27/10$, and $21/24$ and $22/24$, so $7/8 < 11/12$; $14/10$ or $7/24$ means only the denominator was renamed. Question 2: $7/10$ circled, the greatest in tenths ($4/10$, $7/10$ and $5/10$).

Need help? Keep the chart of multiples on the desk, and shade both fractions on strips of one length.

Ready for more? Order $1/2$, $2/3$, $5/6$ and $1/3$ from least to greatest by writing them all in sixths.

GET READY

- Paper strips of one length
- The chart of multiples
- Cards with $>$, $<$ and $=$

WORDS TO USE

common denominator: a denominator both fractions can be renamed to

multiple: a number in a skip count: 4, 8, 12, 16, 20

rename: write the same amount as another fraction

ASK

- What number do both denominators go into?
- Did you multiply the top by the same number as the bottom?
- Now that the parts are the same size, which has more?

WATCH FOR

Renames only the denominator ($3/8 = 3/24$). Multiply the top and the bottom by the same number.

Compares the old numerators after renaming. Point to the renamed pair and compare only those tops.

Thinks bigger numbers make a bigger fraction. Shade both on strips of one length and look.

ON ANIMAL MATH

PRINTABLE

Comparing and Ordering Fractions: sheet 1, and sheet 2 problems 1-8, 10 and 11

QUIZ

Comparing Fractions Quiz: the Unlike Denominators level

EXIT TICKET

4th Grade Equivalent and Comparing Fractions Exit Tickets: Exit Ticket 7.4

Equivalent Fractions

Lesson 7.5: Compare with a common numerator

GOAL Students compare fractions with the same numerator: the same number of parts, so the bigger parts (the smaller denominator) make the greater fraction. They rename one fraction to make the numerators match when that is quicker.

About 45 minutes

I can compare fractions by finding a common numerator.

THE LESSON

- 1 Warm up** (5 min) Would you rather have $\frac{1}{3}$ of a pan of brownies or $\frac{1}{5}$ of the same pan? Why?
 - 2 Teach** (10 min) Compare $\frac{5}{6}$ and $\frac{5}{12}$. Both have 5 parts, but sixths are bigger than twelfths, so $\frac{5}{6} > \frac{5}{12}$. Then $\frac{3}{4}$ and $\frac{6}{10}$: make the numerators match, $\frac{3}{4} = \frac{6}{8}$. Now $\frac{6}{8}$ and $\frac{6}{10}$ have the same number of parts, and eighths are bigger than tenths, so $\frac{6}{8} > \frac{6}{10}$ and $\frac{3}{4} > \frac{6}{10}$. Here a common numerator is quicker than a common denominator.
- Say:** "When the numerators are the same, I look at the size of the parts. The smaller denominator has the bigger parts, so it is the greater fraction."
- 3 Try it together** (10 min) Pairs compare $\frac{4}{5}$ and $\frac{4}{6}$, then $\frac{3}{5}$ and $\frac{6}{12}$ (rename $\frac{3}{5} = \frac{6}{10}$), checking each with strips. Then they decide for each pair which way is quicker: a common numerator or a common denominator.
 - 4 Practice** (15 min) Students compare with common numerators and rename to make the numerators match on the top half of sheet 3 of Comparing and Ordering Fractions (the benchmarks below are the next lesson). Students who need a step back shade same numerator pairs on sheet 2 of the 3rd grade Comparing Fractions.
 - 5 Exit ticket** (5 min) Students do **Exit Ticket 7.5** and circle a face beside the "I can" line. Question 1: $\frac{4}{10} > \frac{4}{12}$, $\frac{5}{10} < \frac{5}{6}$, $\frac{1}{2} > \frac{4}{10}$ ($\frac{1}{2} = \frac{4}{8}$) and $\frac{1}{4} < \frac{3}{5}$ ($\frac{1}{4} = \frac{3}{12}$); $\frac{4}{10} < \frac{4}{12}$ means the bigger denominator was taken as bigger. Question 2: $\frac{3}{12}$ circled, the smallest parts.

Ready for more? Order $\frac{4}{5}$, $\frac{4}{6}$, $\frac{4}{8}$ and $\frac{4}{10}$ from greatest to least, then write the rule in your own words.

GET READY

- Paper strips of one length
- Cards with $>$, $<$ and $=$

WORDS TO USE

common numerator: the same top number: the same count of parts

bigger parts: parts of a whole cut into fewer pieces

ASK

- Same top, same bottom, or neither?
- Which parts are bigger, fifths or sixths?
- What can you multiply by to make the numerators match?

WATCH FOR

Thinks the bigger denominator makes the bigger fraction. Fold two strips: more parts means smaller parts.

Renames the numerator but not the denominator ($\frac{3}{4} = \frac{6}{4}$). The same number, top and bottom: $\frac{3}{4} = \frac{6}{8}$.

Renames to a common denominator when the tops already match. Ask first: same top or same bottom? Pick the quickest way.

Need help? Shade both fractions on strips of one length and lay them side by side.

ON ANIMAL MATH

PRINTABLE

Comparing and Ordering Fractions: sheet 3, top half

PRINTABLE

Comparing Fractions: sheet 2 for a step back

QUIZ

Comparing Fractions Quiz: the Unlike Denominators level

EXIT TICKET

4th Grade Equivalent and Comparing Fractions Exit Tickets: Exit Ticket 7.5

Equivalent Fractions

Lesson 7.6: Compare with benchmarks

GOAL Students compare two fractions by comparing each with one half, or by finding how far each is from 1.

About 45 minutes

I can compare fractions with one half and 1.

THE LESSON

- 1 Warm up** (5 min) How many sixths make one half? Twelfths? Fifths? (3 and 6, and fifths have none: one half is between $2/5$ and $3/5$.)
- 2 Teach** (10 min) Compare $3/10$ and $5/8$. Half of 10 is 5, and 3 is less, so $3/10 < 1/2$. Half of 8 is 4, and 5 is more, so $5/8 > 1/2$. So $3/10 < 5/8$. Then $5/6$ and $9/10$: $5/6$ is $1/6$ from 1 and $9/10$ is $1/10$ from 1. The gap of $1/10$ is smaller, so $9/10$ is closer to 1: $9/10 > 5/6$.
Say: "When the parts make it hard, I use a benchmark. If one fraction is less than one half and the other is more, I know which is greater."
- 3 Try it together** (10 min) Pairs sort fraction cards into less than and more than one half, then compare $4/10$ and $7/12$ across the line, and decide which is closer to 1, $7/8$ or $3/4$.
- 4 Practice** (15 min) Students find half the denominator on sheet 3 of Benchmark Fractions and compare with 0, one half and 1 on sheet 4, then compare pairs on the bottom half of sheet 3 of Comparing and Ordering Fractions.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 7.6** and circle a face beside the "I can" line. Question 1: $3/8 < 7/10$ (one less than one half, one more) and $4/5 < 9/10$ ($1/5$ is the bigger gap to 1); $4/5 > 9/10$ means the gaps were not compared. Question 2: $5/12$ less (half of 12 is 6) and $3/4$ more.

Need help? Place each fraction on the fraction number lines, with one half marked in color on every line.

Ready for more? Name a fraction with a denominator of 12 between one half and 1, and one with a denominator of 5 between 0 and one half. Prove each with a benchmark.

GET READY

- Fraction number lines from 0 to 1 with one half marked in color
- Fraction cards to sort

WORDS TO USE

benchmark: a number we know well and compare with: one half or 1

half the denominator: the top number that makes one half, like 6 for twelfths

gap to 1: the part missing from 1 whole

ASK

- What is half of the denominator?
- Is it more or less than one half? So which is greater?
- How far is each fraction from 1?

WATCH FOR

Calls $7/12$ less than one half because 7 is close to 6. One half is $6/12$, and 7 is more than 6, so it is more than one half.

Picks the fraction with the bigger gap to 1 as greater. Mark both on a number line: the smaller gap is closer to 1.

Uses one half when both fractions are on the same side of it. Try 1, or a common denominator.

ON ANIMAL MATH

PRINTABLE

Benchmark Fractions: sheets 3–4

PRINTABLE

Comparing and Ordering Fractions: sheet 3, bottom half

MAKER

Graph Paper: Paper Type Number Lines, Number Lines "Fractions, 0 to 1"

QUIZ

Comparing Fractions Quiz: the Unlike Denominators level

EXIT TICKET

4th Grade Equivalent and Comparing Fractions Exit Tickets: Exit Ticket 7.6

Equivalent Fractions

Lesson 7.7: Order fractions and mixed numbers

GOAL Students compare and order fractions greater than 1 and mixed numbers: they compare the whole numbers first, then the fractions, mark them on number lines past 1, and check that the wholes are the same size.

About 45 minutes

I can compare and order fractions and mixed numbers.

THE LESSON

- 1 Warm up** (5 min) Count by thirds from 0 to 3 together, pointing on a number line: $1/3$, $2/3$, $3/3$ is 1, $4/3$ is $1\frac{1}{3}$, and on to $9/3$, which is 3.
- 2 Teach** (10 min) Compare $2\frac{3}{4}$ and $3\frac{1}{8}$: the whole numbers decide, $2 < 3$, so $2\frac{3}{4} < 3\frac{1}{8}$. Then $3\frac{2}{5}$ and $3\frac{3}{10}$: the same whole number, so compare the fractions, $2/5 = 4/10$ and $4/10 > 3/10$, so $3\frac{2}{5} > 3\frac{3}{10}$. Then $11/5$ and $2\frac{1}{2}$: 11 fifths is 5 fifths, 5 fifths and 1 more, or $2\frac{1}{5}$, and $1/5 < 1/2$, so $11/5 < 2\frac{1}{2}$.
Say: "I compare the whole numbers first. If they match, I compare the fractions. And I only compare parts of wholes the same size."
- 3 Try it together** (10 min) Pairs mark $7/3$, $15/6$ and $2\frac{1}{2}$ on a number line from 0 to 3 in sixths and order them. Then: Sam ate $1/4$ of a big bag of popcorn and Tia ate $1/3$ of a small bag. Did Tia eat more? Draw the bags and decide.
- 4 Practice** (15 min) Students mark mixed numbers and fractions greater than 1 on number lines and compare them on sheet 4 of Comparing and Ordering Fractions, then order fractions and solve the stories on sheet 5. Skip problem 3 on sheet 5: it has a decimal, which comes in Unit 10.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 7.7** and circle a face beside the "I can" line. Question 1: $4/5$, $12/5$, $3/2$ ($12/5 = 1\frac{4}{5}$ and $3/2 = 1\frac{1}{2}$); $3/2$ first means the small numbers were taken for a small fraction. Question 2: $2\frac{1}{6} < 15/6$ ($15/6 = 2\frac{3}{2}$) and $13/4 > 15/8$.

Need help? Mark every number on a number line in the right parts before comparing.

Ready for more? Write a fraction greater than 1 and a mixed number that are both between 2 and $2\frac{1}{2}$, and show them on a number line.

GET READY

- Number lines from 0 to 3 in sixths and in fourths
- Paper strips of one length
- A small and a big paper bag

WORDS TO USE

mixed number: a whole number and a fraction, like $2\frac{1}{3}$

fraction greater than 1: a top number bigger than the bottom, like $7/3$

same whole: wholes that are the same size

ASK

- Which numbers are more than 1? More than 2?
- Do the whole numbers match? Then what do you compare?
- Are the wholes the same size?

WATCH FOR

Compares only the fractions ($2\frac{3}{4} > 3\frac{1}{8}$ because $3/4 > 1/8$). Compare the whole numbers first.

Thinks a fraction greater than 1 is small because it has no whole number. Count the wholes in it: $11/5$ is 2 wholes and $1/5$.

Compares fractions of wholes of different sizes. Ask: are the wholes the same size? Draw them.

ON ANIMAL MATH

PRINTABLE

Comparing and Ordering Fractions: sheets 4-5

QUIZ

Comparing Fractions Quiz: the Unlike Denominators level

EXIT TICKET

4th Grade Equivalent and Comparing Fractions Exit Tickets: Exit Ticket 7.7