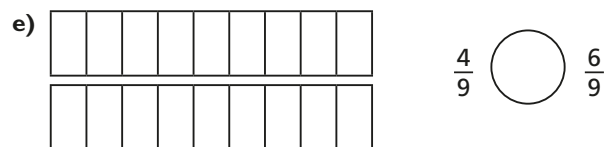
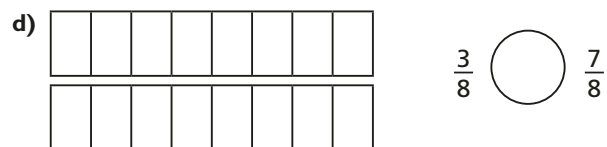
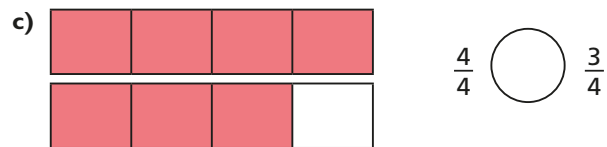
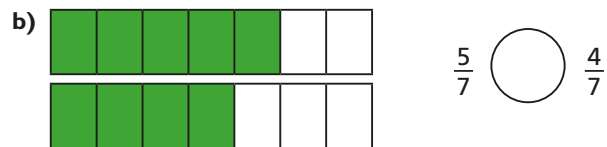


1 Write $<$, $>$ or $=$ to compare the fractions.

Use the bar models to help you.



f) What do you notice about your answers?

g) Complete the sentence.

When the denominators are the same, the _____

the numerator, the _____ the fraction.

2 a) Represent each fraction on a bar model.

$$\frac{14}{20} \quad \frac{9}{10} \quad \frac{4}{5} \quad \frac{3}{4}$$

b) Use the bar models to sort these fractions in order from greatest to smallest.

$$\frac{14}{20} \quad \frac{9}{10} \quad \frac{4}{5} \quad \frac{3}{4}$$

c) Order the fractions from smallest to greatest.

$$\frac{7}{10} \quad \frac{1}{2} \quad \frac{2}{5} \quad \frac{3}{10}$$

3 Amir is comparing the fractions $\frac{4}{15}$ and $\frac{3}{10}$

$$\frac{4}{15} = \frac{8}{30} \quad \frac{3}{10} = \frac{9}{30}$$

$\frac{9}{30}$ is greater than $\frac{8}{30}$

$\frac{3}{10}$ is greater than $\frac{4}{15}$

Explain Amir's method.



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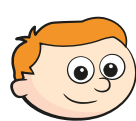
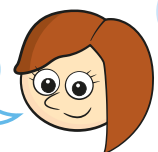


- 4 Ron and Rosie are practising penalties.

Ron scored 7 out of 10.

Rosie scored 23 out of 30

I scored more than you, so I should take penalties for the school team.



I did not miss as many as you, so I should take the penalties.

Compare fractions to explain who should take penalties for the school team.

- 5 Write $<$, $>$ or $=$ to compare the fractions.

a) $\frac{3}{4}$ ○ $\frac{5}{6}$

d) $\frac{3}{5}$ ○ $\frac{5}{7}$

b) $\frac{2}{3}$ ○ $\frac{5}{9}$

e) $\frac{9}{10}$ ○ $\frac{3}{4}$

c) $\frac{2}{3}$ ○ $\frac{7}{8}$

f) $\frac{9}{10}$ ○ $\frac{19}{20}$

- 6 Annie, Tommy and Kim are making flags for the school fair.

Annie has completed $3\frac{3}{4}$ flags, Tommy has completed $3\frac{2}{3}$ flags

and Kim has completed $\frac{18}{5}$ flags.

Who has completed the most flags?

