

**THIRD GRADE
5TH SIX WEEKS**

WEEK 2

COMPARING FRACTIONS, PART 1

Reporting Category	TEKS
1	3A, 3H

VOCABULARY:

**Denominator
Numerator
Equivalent
Fractional part
Greater than (more than)
Less than
Greatest (>)
Least (<)
Symbol
Model
Represent
Equal parts
Order
Compare**

ACTIVITY 2 Comparing Fraction Models

Materials:

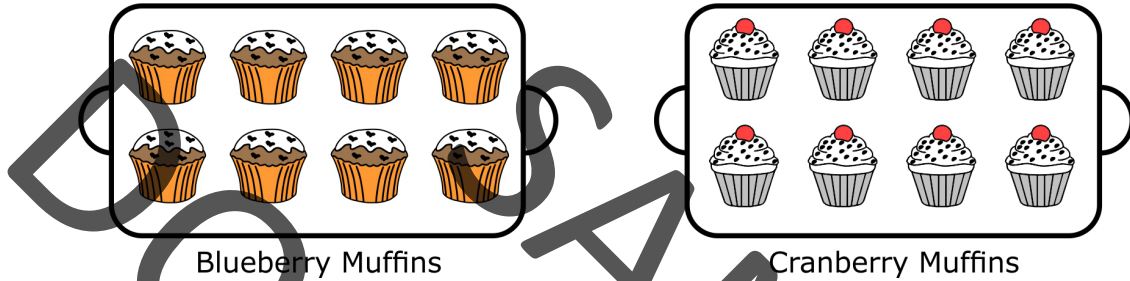
Blackline Master: *Comparing Fractions 2*, 1 per student

Teacher Copy: *Comparing Fractions 2*

Pencils

- Work with students to compare fractions using symbols, words, and pictorial models.

Say: During a *Muffins with Mom* event, Laurie served $\frac{6}{8}$ of a pan of blueberry muffins and $\frac{5}{8}$ of a pan of cranberry muffins. All of the muffins were the same size.



Say: Using paper and pencil, we will sketch to represent the fraction of blueberry muffins served.

How many blueberry muffins in all?

8 blueberry muffins

Sketch 8 blueberry muffins in all.



How many blueberry muffins were served?

6 blueberry muffins

Circle 6 of the muffins to show the amount served.



What fraction of the muffins is this?

$\frac{6}{8}$

Follow the same procedure to represent the fraction of cranberry muffins served.

Say: How many cranberry muffins in all?

8 cranberry muffins

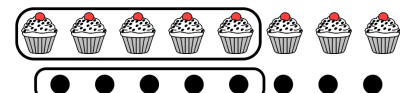
Sketch 8 in all.



How many cranberry muffins served?

5 muffins

Circle 5 muffins to show the amount served.



Say: What fraction of the muffins is this?

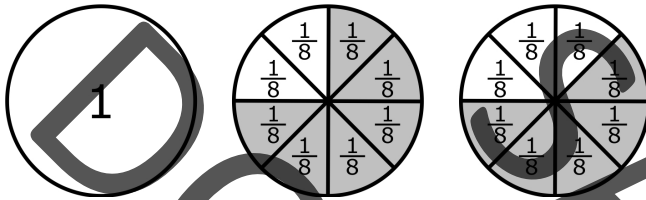
$$\frac{5}{8}$$

Can we compare these two fractions?
Which muffin had a greater amount served?

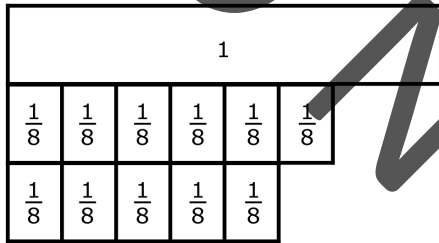
blueberry

Write: $\frac{6}{8} > \frac{5}{8}$

2. Ask students to use their fraction models (circles or rectangles) to show different ways to compare the size of the fractions $\frac{6}{8}$ and $\frac{5}{8}$.



OR



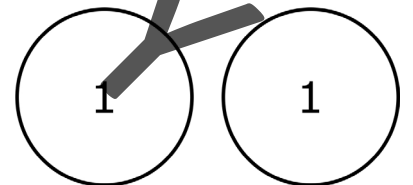
$\frac{6}{8}$ is greater than $\frac{5}{8}$

*Remember to have students add new information learned to their Comparing Fractions Chart started during Activity 1.

3. Using *Comparing Fractions 2, A - E*, and the *Fraction Models* (rectangles or circles), continue working with the students to compare each set of fractions.

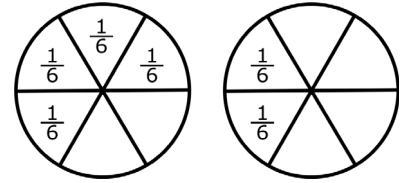
Say: Find **A** on your worksheet.
What can we do to compare these 2 fractions?

Take out 2 whole circles.
Put the circles side by side.

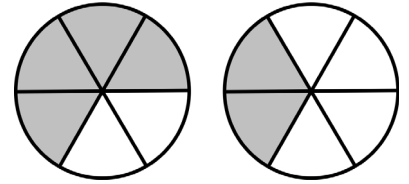


Say: Build $\frac{4}{6}$ on the left circle.

Build $\frac{2}{6}$ on the right circle.



Shade in these circles on your worksheet.



Is $\frac{4}{6}$ greater than or less than $\frac{2}{6}$?

greater than

Write: $\frac{4}{6}$ is greater than $\frac{2}{6}$

$\frac{4}{6} > \frac{2}{6}$

4. Continue this procedure with B - E.

- B** greater, >
- C** less, <
- D** less, <
- E** greater, >

5. Practice: *Comparing Fractions 2, 1 - 5*

For each set of fractions, students are expected to build, sketch, and compare using both words and symbols.

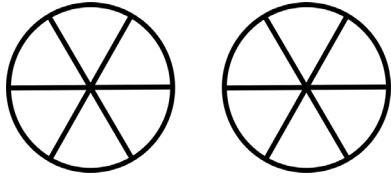
- 1** less, <
- 2** greater, >
- 3** greater, >
- 4** less, <
- 5** greater, >

Name _____

Comparing Fractions 2

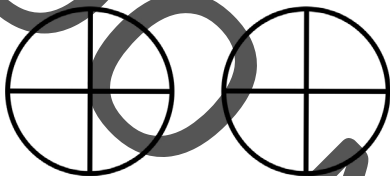
A $\frac{4}{6}$ is _____ than $\frac{2}{6}$.

$$\frac{4}{6} \bigcirc \frac{2}{6}$$



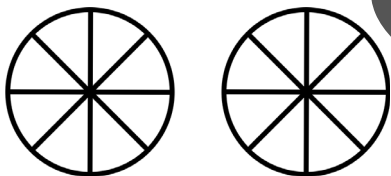
B $\frac{4}{4}$ is _____ than $\frac{1}{4}$.

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



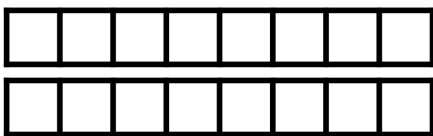
C $\frac{1}{8}$ is _____ than $\frac{3}{8}$.

$$\frac{1}{8} \bigcirc \frac{3}{8}$$



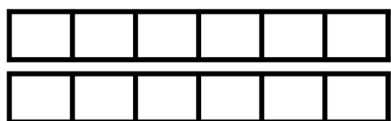
D $\frac{4}{8}$ is _____ than $\frac{6}{8}$.

$$\frac{4}{8} \bigcirc \frac{6}{8}$$



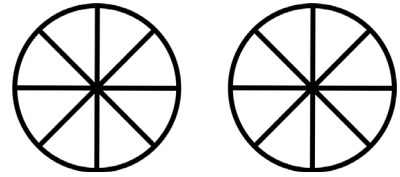
E $\frac{4}{6}$ is _____ than $\frac{1}{6}$.

$$\frac{4}{6} \bigcirc \frac{1}{6}$$



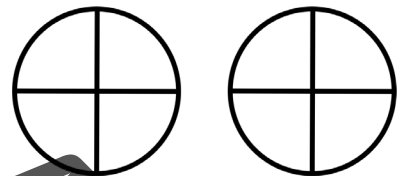
1 $\frac{3}{8}$ is _____ than $\frac{6}{8}$.

$$\frac{3}{8} \bigcirc \frac{6}{8}$$



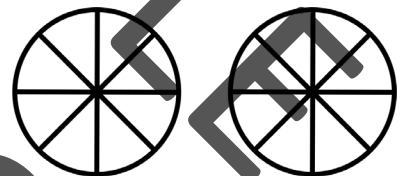
2 $\frac{3}{4}$ is _____ than $\frac{2}{4}$.

$$\frac{3}{4} \bigcirc \frac{2}{4}$$



3 $\frac{5}{8}$ is _____ than $\frac{3}{8}$.

$$\frac{5}{8} \bigcirc \frac{3}{8}$$



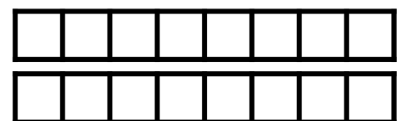
4 $\frac{2}{6}$ is _____ than $\frac{5}{6}$.

$$\frac{2}{6} \bigcirc \frac{5}{6}$$



5 $\frac{7}{8}$ is _____ than $\frac{2}{8}$.

$$\frac{7}{8} \bigcirc \frac{2}{8}$$



ACTIVITY 4 Comparing Fractions - Mixed Practice

Materials:

Blackline Masters: *Comparing Fractions 4A* (4 pages), *Comparing Fractions 4B* (4 pages), 1 per student

Teacher Copy: *Comparing Fractions 4A*

Fraction Rectangles or *Fraction Circles* (Master, 2nd Six Weeks), optional

Pencils

- Using *Comparing Fractions 4A*, **A - M**, work with the students.

If needed, use the *Fraction Rectangles* or *Fraction Circles*.

A greater, >

B less, <

C less, <

D greater, >

E less, <

F greater, >

G greater, >

H $\frac{1}{4} < \frac{2}{4}$

I $\frac{2}{6} < \frac{2}{3}$

J J

K C

L H

M Sandy

- Practice: *Comparing Fractions 4B*, 1 - 12

1 less, <

2 greater, >

3 less, <

4 less, <

5 greater, >

6 less, <

7 $\frac{2}{6} < \frac{2}{3}$

8 Responses will vary: $\frac{6}{8}$, $\frac{7}{8}$, or $\frac{8}{8}$

9 Responses will vary

10 F

11 C

12 >

Write greater or less and the corresponding symbol (> or <) to compare each set of fractions.

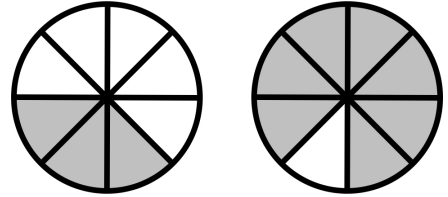
A $\frac{4}{5}$ is _____ than $\frac{1}{5}$.

$$\frac{4}{5} \bigcirc \frac{1}{5}$$



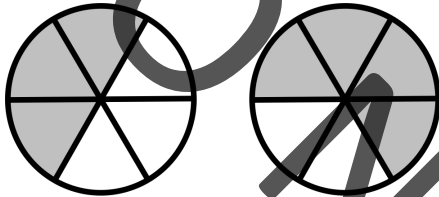
E $\frac{3}{8}$ is _____ than $\frac{7}{8}$.

$$\frac{3}{8} \bigcirc \frac{7}{8}$$



B $\frac{3}{6}$ is _____ than $\frac{4}{6}$.

$$\frac{3}{6} \bigcirc \frac{4}{6}$$



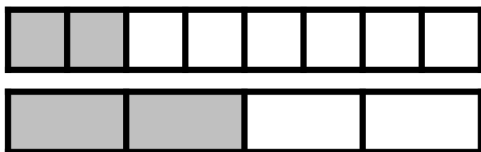
F $\frac{2}{3}$ is _____ than $\frac{2}{6}$.

$$\frac{2}{3} \bigcirc \frac{2}{6}$$



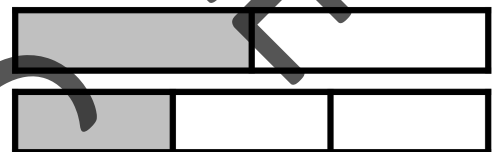
C $\frac{2}{8}$ is _____ than $\frac{2}{4}$.

$$\frac{2}{8} \bigcirc \frac{2}{4}$$



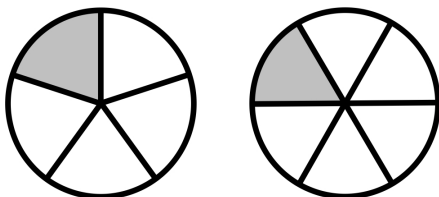
G $\frac{1}{2}$ is _____ than $\frac{1}{3}$.

$$\frac{1}{2} \bigcirc \frac{1}{3}$$

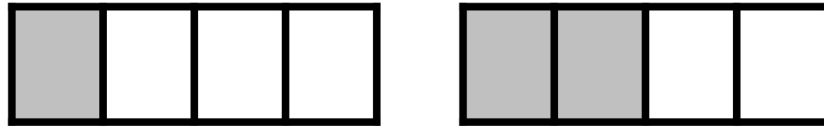


D $\frac{1}{5}$ is _____ than $\frac{1}{6}$.

$$\frac{1}{5} \bigcirc \frac{1}{6}$$

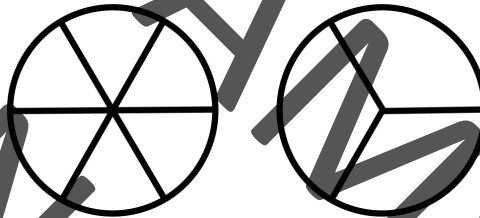


H Look at the fraction models below.



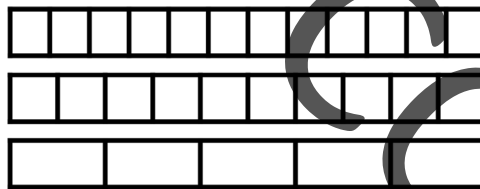
Write a number sentence that correctly compares the shaded parts of the two fraction models.

I Shade the following fraction models to show $\frac{2}{6}$ and $\frac{2}{3}$.



Write a number sentence to correctly compare the 2 fractions.

J Ross drew the 3 fraction models below.



Which comparison about the models Ross drew is NOT true?

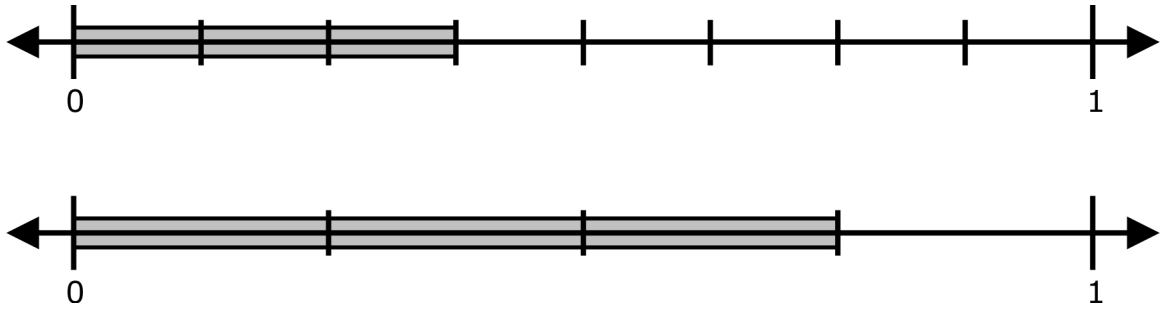
F $\frac{9}{12} < \frac{9}{10}$

G $\frac{1}{5} > \frac{1}{10}$

H $\frac{8}{12} < \frac{8}{10}$

J $\frac{4}{5} < \frac{4}{12}$

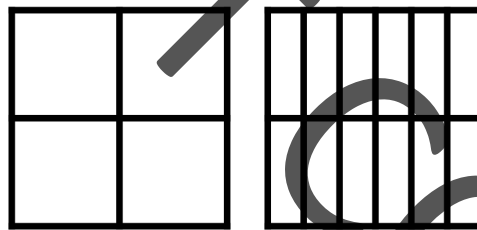
K Asher shaded the number lines below to model two different fractions.



According to the number lines, which comparison is true?

- A $\frac{6}{8} < \frac{5}{8}$
 B $\frac{1}{8} > \frac{1}{4}$
 C $\frac{3}{4} > \frac{3}{8}$
 D $\frac{3}{8} > \frac{1}{2}$

L Makayla drew the fraction models below.

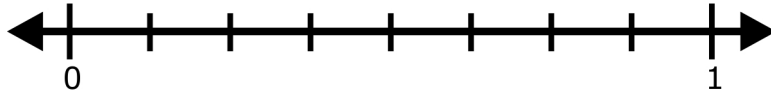


According to Makayla's models, which fraction comparison is true?

- F $\frac{1}{4} < \frac{1}{12}$
 G $\frac{3}{4} = \frac{3}{12}$
 H $\frac{2}{4} > \frac{2}{12}$
 J $\frac{1}{4} > \frac{5}{12}$

Name _____

M Nickie ate $\frac{2}{8}$ of a candy bar. Sandy ate $\frac{2}{3}$ of a candy bar. Which girl ate a greater amount of her candy bar? (Sketch the fractions $\frac{2}{8}$ and $\frac{2}{3}$ on the number lines provided below.)



DO NOT SAMPLE
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WEEK 2 ASSESSMENT

RC	TEKS
1	3A Represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines
1	3H Compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models
2	4E Represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting
2	4F Recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts
4	8A Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals
PS	1A Apply mathematics to problems arising in everyday life, society, and the workplace
PS	1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
PS	1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate

Test Taking Skills

Answer Key	RC	TEKS
1 <	1	3H/1D
2 J	1	3H/1B
3 D	1	3H/1B
4 Karla	1	3H/1A
$\frac{4}{6} > \frac{3}{6}$		

Assessment Basic Facts

Answer Key	RC	TEKS
1 C	2	4E/1D
2 J	2	4E/1B
3 B	2	4E/1B
4 $4 \times 3 = 12$ or $12 \div 4 = 3$	2	4E/1D

Answer Key	RC	TEKS
2		4F
5 0	12	27 20 7 6
6 45	63	2 0 12 64
7 48	28	25 21 0 8
8 1	32	0 16 4 35

Assessment

Answer Key	RC	TEKS
1 D	1	3H/1B
2 Andy	1	3H/1A
3 D	1	3H/1B
4 H	1	3H/1B

Answer Key	RC	TEKS
5 D	1	3H/1B
6 G	1	3H/1A
7 C	1	3H/1D
8 $\frac{6}{6} > \frac{3}{6}$	1	3H/1B

Answer Key	RC	TEKS
9 B	1	3A/1A
10 Jim	1	3A/1A
11 C	4	8A/1A
12 F	4	8A/1A

Name _____

Week 2 Assessment

Test Taking Skills

- 1 _____
- 2 Ⓕ Ⓖ Ⓗ Ⓙ
- 3 Ⓐ Ⓑ Ⓒ Ⓓ
- 4 _____

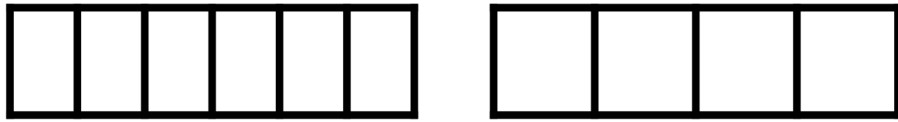
Basic Facts

- 1 Ⓐ Ⓑ Ⓒ Ⓓ
- 2 Ⓕ Ⓖ Ⓗ Ⓙ
- 3 Ⓐ Ⓑ Ⓒ Ⓓ
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

Assessment

- 1 Ⓐ Ⓑ Ⓒ Ⓓ
- 2 _____
- 3 Ⓐ Ⓑ Ⓒ Ⓓ
- 4 Ⓕ Ⓖ Ⓗ Ⓙ
- 5 Ⓐ Ⓑ Ⓒ Ⓓ
- 6 Ⓕ Ⓖ Ⓗ Ⓙ
- 7 Ⓐ Ⓑ Ⓒ Ⓓ
- 8 _____
- 9 Ⓐ Ⓑ Ⓒ Ⓓ
- 10 _____
- 11 Ⓐ Ⓑ Ⓒ Ⓓ
- 12 Ⓕ Ⓖ Ⓗ Ⓙ

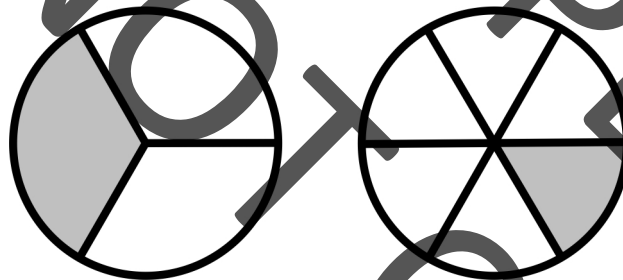
- 1 Shade the fraction models below to show $\frac{3}{6}$ and $\frac{3}{4}$.



Write the symbol that correctly compares the two fractions.

$$\frac{3}{6} \bigcirc \frac{3}{4}$$

- 2 What do the shaded models show?



- F $\frac{2}{4}$ is greater than $\frac{2}{6}$.
- G $\frac{3}{3}$ is less than $\frac{3}{6}$.
- H $\frac{1}{3}$ is less than $\frac{1}{6}$.
- J $\frac{1}{3}$ is greater than $\frac{1}{6}$.

- 3 Which comparison statement correctly represents the 2 fractions shown by the shaded parts of the models below?



- A $\frac{3}{8} > \frac{3}{4}$
 B $\frac{5}{8} > \frac{3}{4}$
 C $\frac{3}{8} < \frac{1}{4}$
 D $\frac{3}{4} > \frac{3}{8}$

- 4 Karla has 6 buttons. Four of her buttons are red. Sylvia also has 6 buttons. Half of her buttons are red. Which girl has more red buttons, Karla or Sylvia? Use the model to solve.

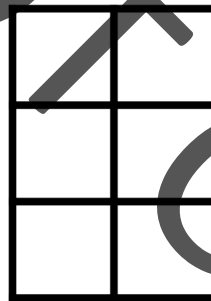


Write a fraction comparison statement to show how you know you are correct.

1 There are five tulips growing in Mrs. Garcia's garden. More than $\frac{3}{5}$ of the tulips are pink. Which picture shows the shaded fraction of the pink tulips Mrs. Garcia could have in her garden?



2 Andy and her sister, Alana, have the same number of raisins in their lunch boxes. Andy ate $\frac{4}{6}$ of her raisins. Alana ate half of the raisins in her box.



Who ate more of the raisins in her lunch box? Record your answer on your answer document.