Learning Target: I will compare two fractions.

1. Which sign compares the two fractions?

\[
\frac{3}{5} \quad \frac{4}{9}
\]

\[< \quad > \quad =\]

2. Which sign compares the two fractions?

\[
\frac{2}{3} \quad \frac{6}{9}
\]

\[< \quad > \quad =\]

3. Which sign compares the two fractions?

\[
\frac{3}{4} \quad \frac{5}{7}
\]

\[< \quad > \quad =\]
Quick Check - Form A
5th Grade - Readiness Standard 3 - 4.NF.2

Name__________________________________  Date________

Learning Target: I will compare two fractions.

Directions: Fill in the blank. (> , <, =)
(Work time: 5 minutes)

1. \(\frac{2}{3} \quad \quad \frac{4}{5}\)

2. \(\frac{1}{4} \quad \quad \frac{4}{12}\)

3. \(\frac{3}{4} \quad \quad \frac{2}{7}\)

4. \(\frac{3}{5} \quad \quad \frac{5}{8}\)

5. \(\frac{1}{3} \quad \quad \frac{3}{9}\)

6. \(\frac{4}{6} \quad \quad \frac{3}{4}\)
Learning Target: I will compare two fractions.

Goal: 5 out of 6 correct

Quick Check Form

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<th>Score</th>
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<tr>
<td>Session 8:</td>
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</table>
Learning Target: I will compare two fractions with different numerators and different denominators

Session 2: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use fraction strips to find equivalent fractions with common denominators to compare fractions.

<table>
<thead>
<tr>
<th>1.</th>
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</thead>
<tbody>
<tr>
<td>[\frac{3}{8} \quad \frac{1}{2}]</td>
<td>[\frac{2}{4} \quad \frac{4}{8}]</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[\frac{2}{3} \quad \frac{3}{6}]</td>
<td>[\frac{3}{4} \quad \frac{1}{2}]</td>
</tr>
</tbody>
</table>

You Do Together: (As a class, or in small groups)

➢ Students take turns leading using fraction strips with common denominators to compare fractions.

<table>
<thead>
<tr>
<th>5.</th>
<th>6.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[\frac{2}{8} \quad \frac{1}{2}]</td>
<td>[\frac{2}{3} \quad \frac{1}{2}]</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7.</th>
<th>8.</th>
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</thead>
<tbody>
<tr>
<td>[\frac{2}{6} \quad \frac{1}{3}]</td>
<td>[\frac{3}{6} \quad \frac{2}{3}]</td>
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</table>
Quick Check - Form B
5th Grade - Readiness Standard 3 - 4.NF.2

Name__________________________________  Date________

Learning Target: I will compare two fractions.

Directions: Fill in the blank. (> , < , =)
(Work time: 5 minutes)

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<td>(\frac{2}{7})</td>
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</tr>
<tr>
<td>2.</td>
<td>3.</td>
<td></td>
</tr>
<tr>
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<td>(\frac{6}{12})</td>
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<td>5.</td>
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<tr>
<td>(\frac{3}{5})</td>
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<td>(\frac{3}{4})</td>
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<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(\frac{1}{5})</td>
<td>(\frac{3}{10})</td>
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</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(\frac{5}{6})</td>
<td>(\frac{3}{4})</td>
<td></td>
</tr>
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</table>

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Learning Target: I will compare two fractions with different numerators and different denominators

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use number lines to help you use common denominators to compare fractions.

Problem type A: One denominator is a multiple of the other.

1. $$\frac{3}{8} \underline{\quad} \frac{1}{2}$$

2. $$\frac{2}{3} \underline{\quad} \frac{3}{6}$$

Problem type B: One denominator is NOT a multiple of the other.

3. $$\frac{2}{3} \underline{\quad} \frac{1}{4}$$

4. $$\frac{3}{4} \underline{\quad} \frac{4}{5}$$
Learning Target: I will compare two fractions with different numerators and different denominators

Session 3: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to use number lines and common denominators to compare fractions.

Problem type A: One denominator is a multiple of the other.

5.
\[
\frac{5}{8} \; \text{____} \; \frac{3}{4}
\]

6.
\[
\frac{1}{2} \; \text{____} \; \frac{2}{6}
\]

Problem type B: One denominator is NOT a multiple of the other.

7.
\[
\frac{1}{3} \; \text{____} \; \frac{2}{4}
\]

8.
\[
\frac{1}{2} \; \text{____} \; \frac{2}{3}
\]
Learning Target: I will compare two fractions.

Directions: Fill in the blank. (>, <, =)
(Work time: 5 minutes)

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<td>$\frac{3}{4}$</td>
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</table>
Learning Target: I will compare two fractions with different numerators and different denominators

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use common denominators to compare fractions. Then use number lines to check your work.

Problem type A: One denominator is a multiple of the other.

1. \(\frac{3}{8} \quad \frac{1}{2}\)

2. \(\frac{2}{3} \quad \frac{3}{6}\)

Problem type B: One denominator is NOT a multiple of the other.

3. \(\frac{2}{3} \quad \frac{1}{4}\)

4. \(\frac{3}{4} \quad \frac{4}{5}\)
Learning Target: I will compare two fractions with different numerators and different denominators

Session 4: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to use common denominators to compare fractions.

Problem type A: One denominator is a multiple of the other.

5.

\[
\frac{3}{8} \quad \quad \frac{1}{4}
\]

6.

\[
\frac{1}{2} \quad \quad \frac{4}{6}
\]

Problem type B: One denominator is NOT a multiple of the other.

7.

\[
\frac{2}{3} \quad \quad \frac{2}{4}
\]

8.

\[
\frac{1}{4} \quad \quad \frac{2}{3}
\]
Name__________________________________  Date________

**Learning Target:** I will compare two fractions.

**Directions:** Fill in the blank. (>, <, =)
(Work time: 5 minutes)

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<table>
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<th>5.</th>
<th>6.</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>( \frac{5}{8} )</td>
<td>( \frac{3}{4} )</td>
</tr>
</tbody>
</table>
Learning Target: I will compare two fractions with different numerators and different denominators

Session 5: Guided Practice  (We Do)

We Do Together: (Teacher Actions)

➢ Use number lines to help you use common denominators to compare fractions.

Problem type A: One denominator is a multiple of the other.

1. \[
\frac{7}{8} \underline{____} \frac{1}{2} \\
\]

2. \[
\frac{2}{3} \underline{____} \frac{4}{6} \\
\]

Problem type B: One denominator is NOT a multiple of the other.

3. \[
\frac{1}{3} \underline{____} \frac{1}{4} \\
\]

4. \[
\frac{3}{4} \underline{____} \frac{3}{5} \\
\]
Learning Target: I will compare two fractions with different numerators and different denominators

Session 5: Guided Practice  (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to use number lines and common denominators to compare fractions.

Problem type A: One denominator is a multiple of the other.

5.

\[
\begin{array}{c}
\frac{7}{8} \quad \frac{3}{4} \\
0 \quad 1
\end{array}
\]

6.

\[
\begin{array}{c}
\frac{1}{2} \quad \frac{3}{6} \\
0 \quad 1
\end{array}
\]

Problem type B: One denominator is NOT a multiple of the other.

7.

\[
\begin{array}{c}
\frac{2}{3} \quad \frac{3}{4} \\
0 \quad 1
\end{array}
\]

8.

\[
\begin{array}{c}
\frac{1}{2} \quad \frac{2}{5} \\
0 \quad 1
\end{array}
\]
Quick Check - Form E
5th Grade - Readiness Standard 3 - 4.NF.2

Name__________________________________  Date________

Learning Target: I will compare two fractions.

Directions: Fill in the blank. (> , < , =)
(Work time: 5 minutes)

1. \[\frac{2}{3} \quad \_\quad \frac{4}{5}\]

2. \[\frac{1}{4} \quad \_\quad \frac{4}{12}\]

3. \[\frac{3}{4} \quad \_\quad \frac{2}{7}\]

4. \[\frac{3}{5} \quad \_\quad \frac{5}{8}\]

5. \[\frac{1}{3} \quad \_\quad \frac{3}{9}\]

6. \[\frac{4}{6} \quad \_\quad \frac{3}{4}\]
Learning Target: I will compare two fractions with different numerators and different denominators

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Use number lines to help you use common denominators to compare fractions.

Problem type A: One denominator is a multiple of the other.

1. \[ \frac{3}{4} \quad \frac{1}{2} \]

2. \[ \frac{1}{3} \quad \frac{2}{6} \]

Problem type B: One denominator is NOT a multiple of the other.

3. \[ \frac{2}{3} \quad \frac{3}{4} \]

4. \[ \frac{1}{4} \quad \frac{2}{5} \]
Learning Target: I will compare two fractions with different numerators and different denominators

Session 6: Guided Practice  (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to use number lines and common denominators to compare fractions.

Problem type A: One denominator is a multiple of the other.

5.
\[
\frac{4}{8} \quad \text{______} \quad \frac{3}{4}
\]

6.
\[
\frac{1}{2} \quad \text{______} \quad \frac{2}{8}
\]

Problem type B: One denominator is \textbf{NOT} a multiple of the other.

7.
\[
\frac{1}{3} \quad \text{______} \quad \frac{2}{5}
\]

8.
\[
\frac{1}{2} \quad \text{______} \quad \frac{2}{3}
\]
Quick Check - Form F
5th Grade - Readiness Standard 3 - 4.NF.2

Name__________________________________  Date________

Learning Target: I will compare two fractions.

Directions: Fill in the blank. (> , < , =)
(Work time: 5 minutes)

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<tbody>
<tr>
<td>( \frac{1}{3} ) ___ ( \frac{2}{7} )</td>
<td>( \frac{2}{3} ) ___ ( \frac{6}{12} )</td>
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<th>4.</th>
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</thead>
<tbody>
<tr>
<td>( \frac{3}{5} ) ___ ( \frac{4}{7} )</td>
<td>( \frac{3}{4} ) ___ ( \frac{6}{8} )</td>
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</tbody>
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<table>
<thead>
<tr>
<th>5.</th>
<th>6.</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \frac{1}{5} ) ___ ( \frac{3}{10} )</td>
<td>( \frac{5}{6} ) ___ ( \frac{3}{4} )</td>
</tr>
</tbody>
</table>
Learning Target: I will compare two fractions with different numerators and different denominators

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use common denominators to compare fractions. Then use number lines to check your work.

Problem type A: One denominator is a multiple of the other.

1. \(\frac{3}{8} \quad \frac{2}{4}\)

2. \(\frac{1}{2} \quad \frac{3}{6}\)

Problem type B: One denominator is NOT a multiple of the other.

3. \(\frac{2}{3} \quad \frac{3}{5}\)

4. \(\frac{3}{4} \quad \frac{4}{6}\)
Learning Target: I will compare two fractions with different numerators and different denominators

Session 7: Guided Practice  (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to use common denominators to compare fractions.

Problem type A: One denominator is a multiple of the other.

5.

\[
\frac{5}{8} \text{ ___ } \frac{3}{4}
\]

6.

\[
\frac{1}{2} \text{ ___ } \frac{2}{6}
\]

Problem type B: One denominator is NOT a multiple of the other.

7.

\[
\frac{1}{3} \text{ ___ } \frac{2}{4}
\]

8.

\[
\frac{1}{2} \text{ ___ } \frac{2}{3}
\]
Learning Target: I will compare two fractions.

Directions: Fill in the blank. (> , < , =)
(Work time: 5 minutes)

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<td>4.</td>
<td></td>
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<td></td>
<td>( \frac{2}{3} )</td>
<td>( \frac{8}{12} )</td>
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<tr>
<td>5.</td>
<td></td>
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<tr>
<td></td>
<td>( \frac{2}{3} )</td>
<td>( \frac{3}{9} )</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>( \frac{5}{6} )</td>
<td>( \frac{3}{4} )</td>
</tr>
</tbody>
</table>
Learning Target: I will compare two fractions with different numerators and different denominators

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use common denominators to compare fractions. Then use number lines to check your work.

Problem type A: One denominator is a multiple of the other.

1. \( \frac{7}{8} \) ___ \( \frac{3}{4} \)

2. \( \frac{2}{3} \) ___ \( \frac{4}{6} \)

Problem type B: One denominator is NOT a multiple of the other.

3. \( \frac{1}{3} \) ___ \( \frac{2}{4} \)

4. \( \frac{3}{4} \) ___ \( \frac{4}{5} \)
Learning Target: I will compare two fractions with different numerators and different denominators

Session 8: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to use common denominators to compare fractions.

Problem type A: One denominator is a multiple of the other.

5. \[
\frac{3}{8} \quad \quad \frac{1}{4}
\]

6. \[
\frac{1}{2} \quad \quad \frac{2}{6}
\]

Problem type B: One denominator is NOT a multiple of the other.

7. \[
\frac{2}{3} \quad \quad \frac{3}{4}
\]

8. \[
\frac{3}{4} \quad \quad \frac{2}{3}
\]
Quick Check - Form H
5th Grade - Readiness Standard 3 - 4.NF.2

Learning Target: I will compare two fractions.

Directions: Fill in the blank. (>, <, =)
(Work time: 5 minutes)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td><strong>2.</strong></td>
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</tbody>
</table>

\[
\frac{2}{5} \quad \_ \quad \frac{1}{4} \quad \frac{1}{6} \quad \_ \quad \frac{2}{12}
\]

<p>| | |</p>
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>3.</strong></td>
<td><strong>4.</strong></td>
</tr>
</tbody>
</table>

\[
\frac{5}{6} \quad \_ \quad \frac{4}{7} \quad \frac{3}{4} \quad \_ \quad \frac{5}{8}
\]

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>5.</strong></td>
<td><strong>6.</strong></td>
</tr>
</tbody>
</table>

\[
\frac{2}{3} \quad \_ \quad \frac{8}{12} \quad \frac{5}{8} \quad \_ \quad \frac{3}{4}
\]