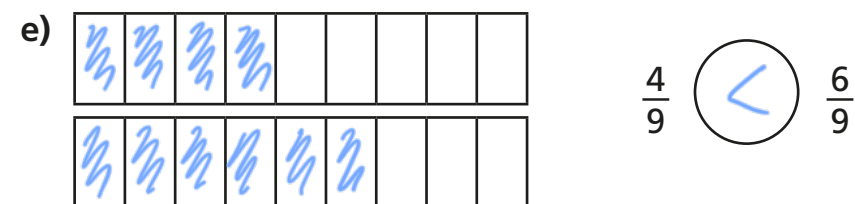
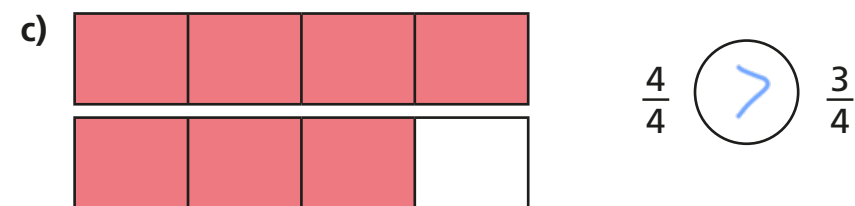
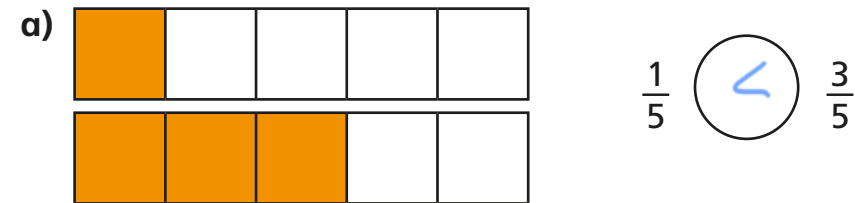


Compare and order (denominator)

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

Use the bar models to help you.



f) What do you notice about your answers?

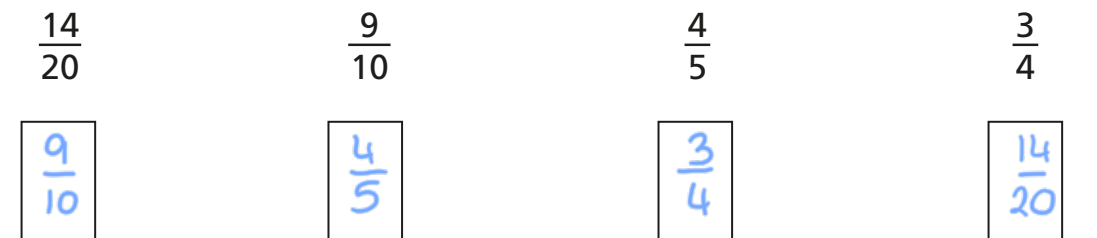
g) Complete the sentence.

When the denominators are the same, the greater
the numerator, the greater the fraction. (or smaller/smaller)

2 a) Colour the bar models to show the fractions.



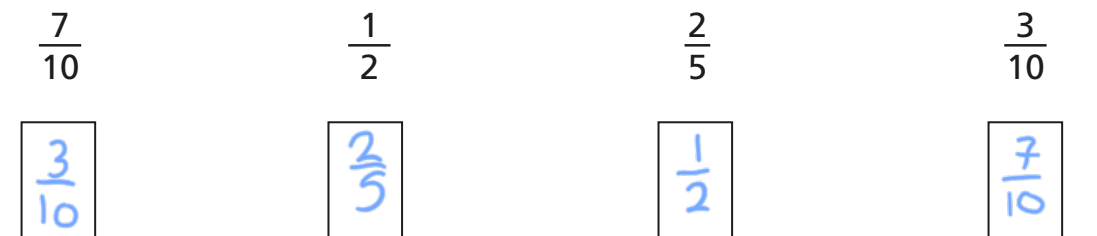
b) Use the bar models to sort these fractions in order from greatest to smallest.



greatest

smallest

c) Order the fractions from smallest to greatest.



smallest

greatest

- 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.

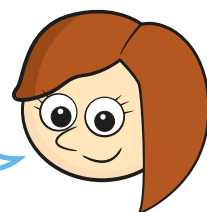
Amir used equivalent fractions to find a common denominator and then compared the numerators.

- 4 Ron and Rosie are practising penalties.

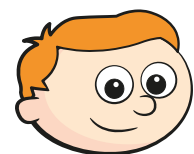
Ron scored 7 out of 10.

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.

$$\frac{7}{10} = \frac{21}{30} \quad \frac{23}{30} > \frac{21}{30} \quad \text{Rosie should take}$$

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?

$$\frac{18}{5} = 3\frac{3}{5} \quad \frac{3}{4} > \frac{2}{3} > \frac{3}{5}$$

Annie has completed the most flags

