ESTAR INTERVENTION

Tier 2 Mathematics Intervention

Module: *Fraction Models (FM)*

Teacher Display Masters

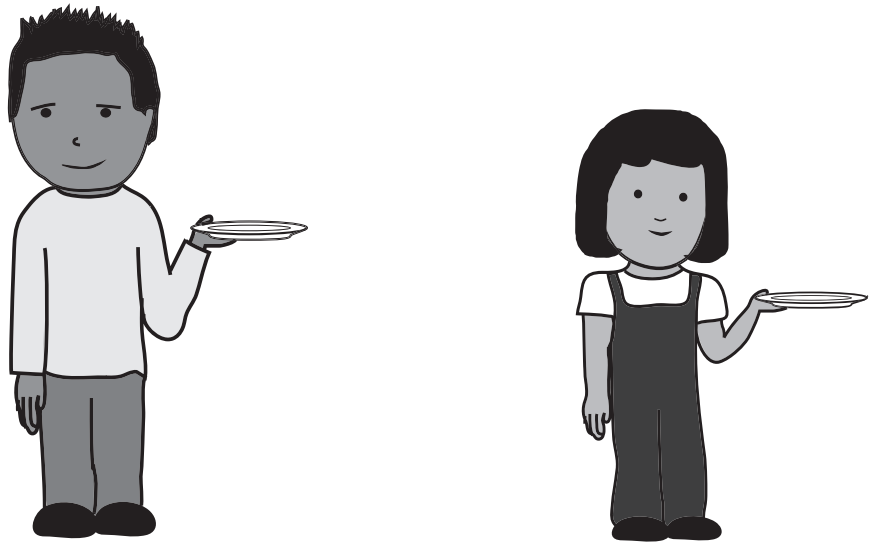
The Meadows Center for Preventing Educational Risk—Mathematics Institute
The University of Texas at Austin

The Meadows Center
FOR PREVENTING EDUCATIONAL RISK
THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION

Mathematics Institute for Learning Disabilities and Difficulties

www.meadowscenter.org

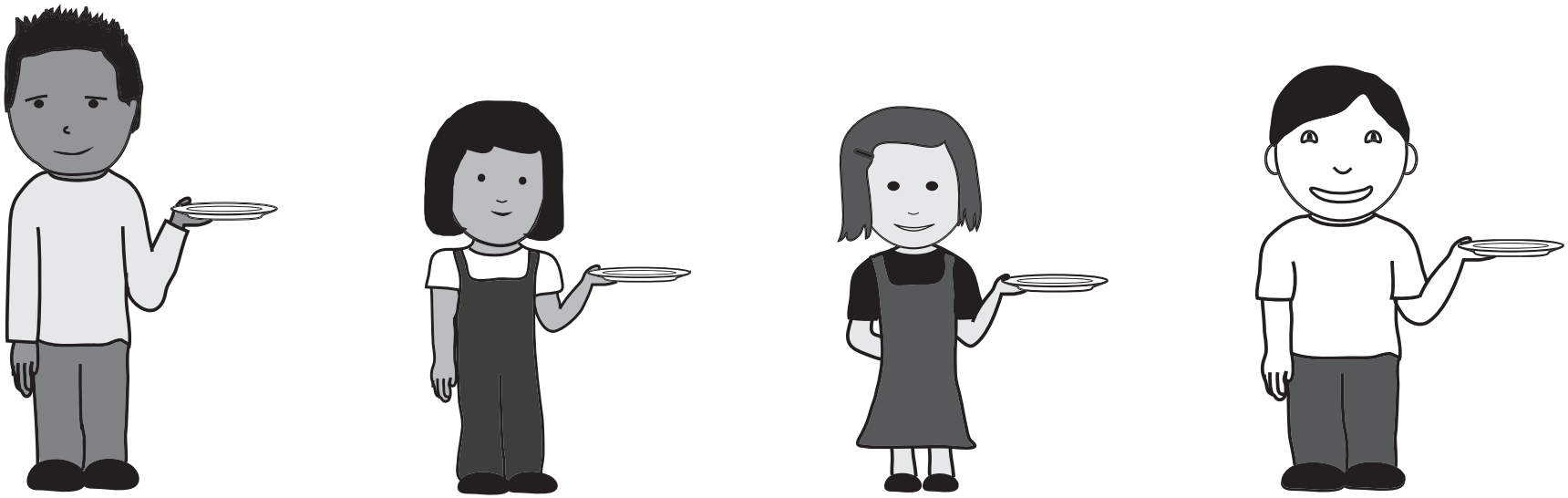
Jasai and Markesha are sharing 1 chocolate bar. If they share the chocolate bar equally, how much will each of them receive?



Equal Share: _____

STOP

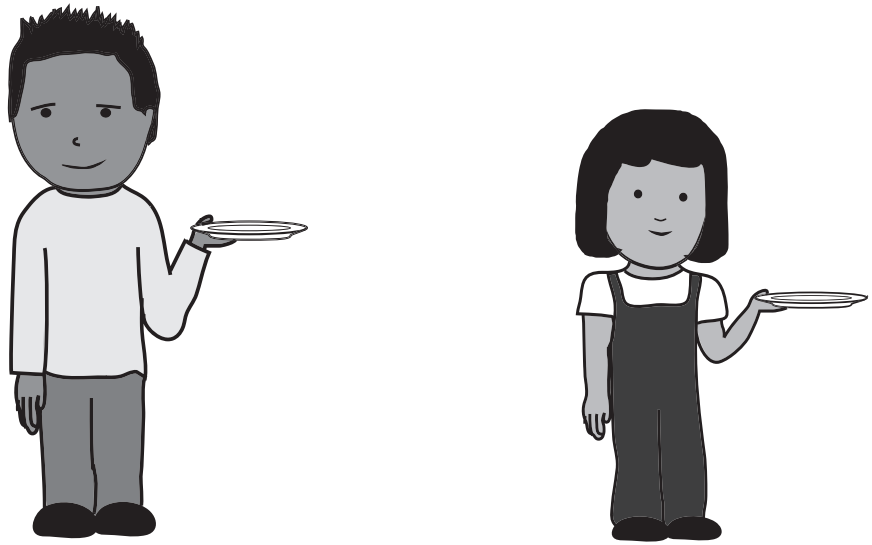
4 friends want to share 1 chocolate bar so that each friend receives the same amount. What is the equal share that each friend will receive?



Equal Share: _____

STOP

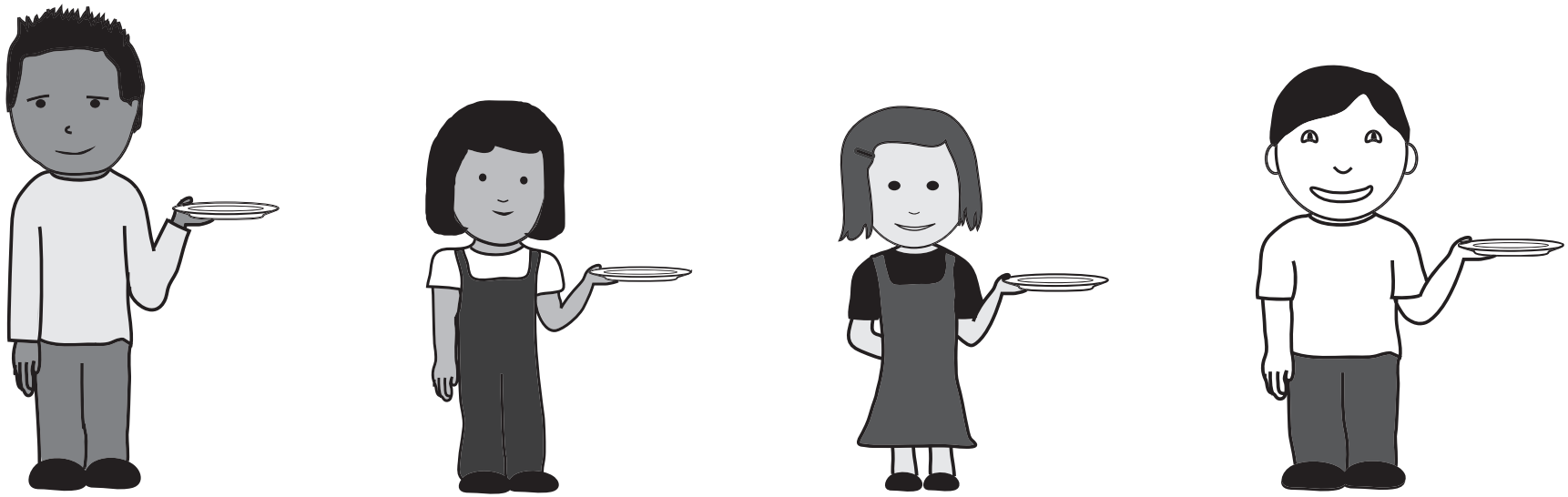
Jasai and Markesha are sharing 1 chocolate bar. If they share the chocolate bar equally, how much will each of them receive?



Equal Share: **one-half of a chocolate bar**

STOP

4 friends want to share 1 chocolate bar so that each friend receives the same amount. What is the equal share that each friend will receive?

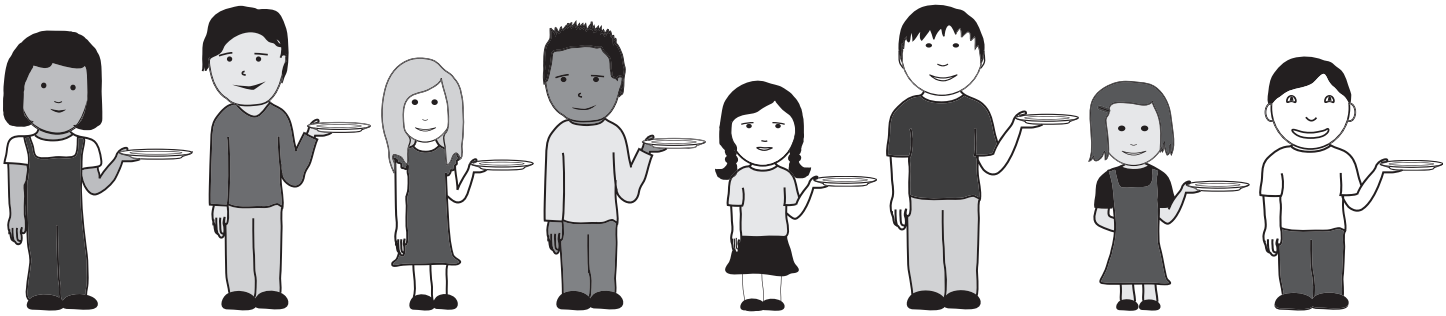


Equal Share: **one-fourth of a chocolate bar**

STOP

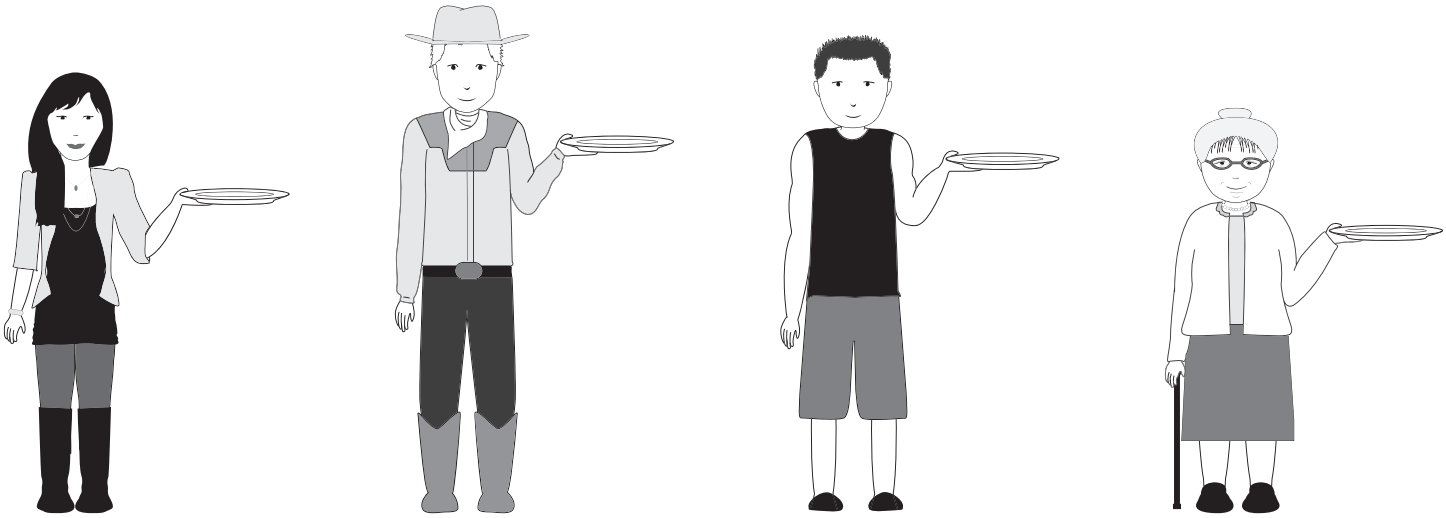
Find the equal share using fraction bars.

1.) 8 friends share 1 chocolate bar equally.



Equal share: _____

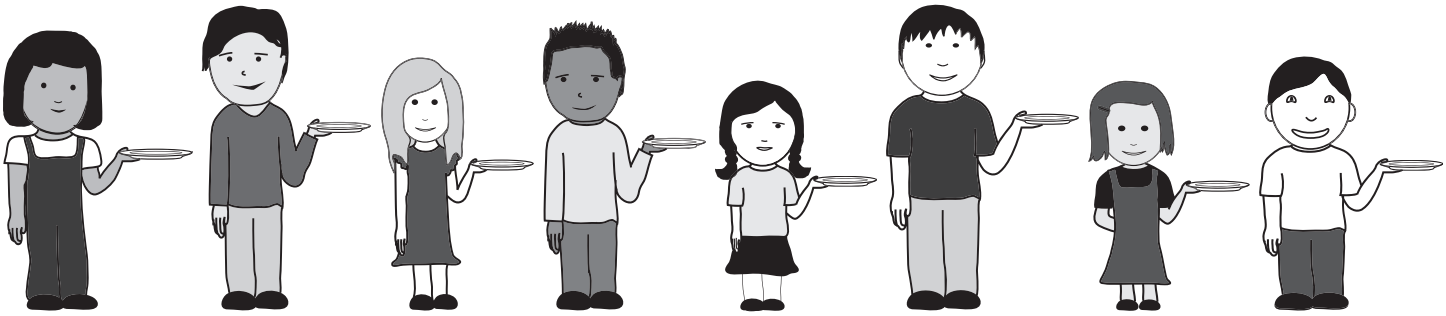
2.) 4 friends share 1 sandwich equally.



Equal share: _____

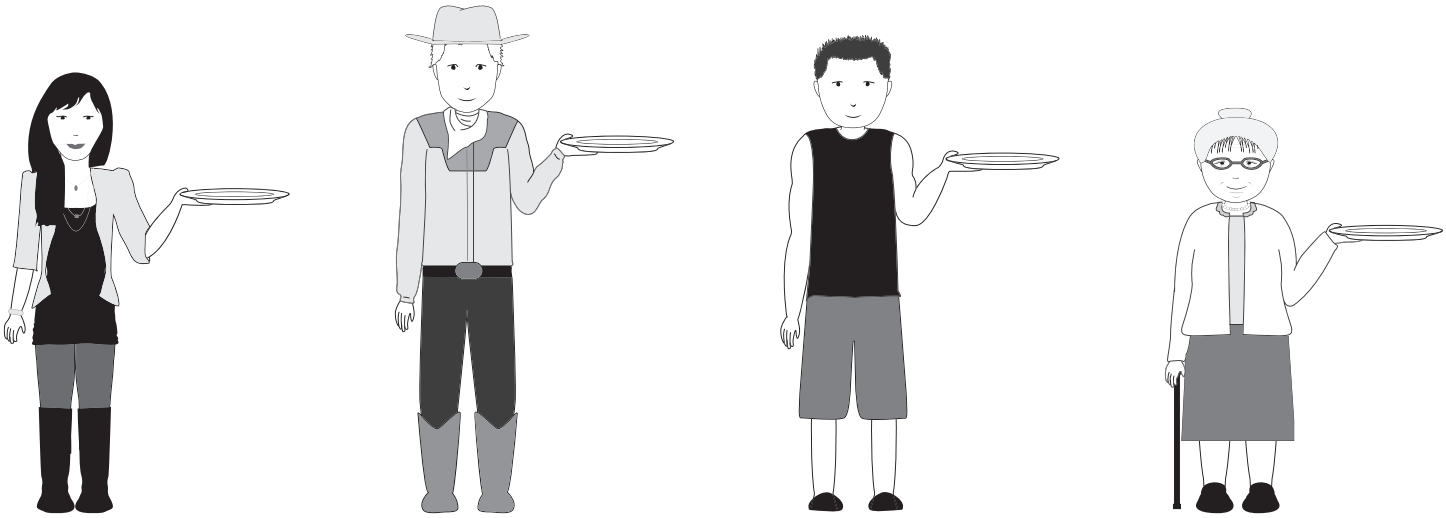
Find the equal share using fraction bars.

1.) 8 friends share 1 chocolate bar equally.



Equal share: one-eighth of a chocolate bar

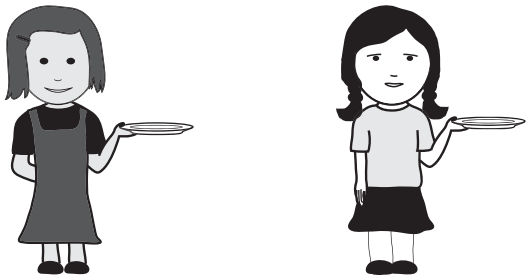
2.) 4 friends share 1 sandwich equally.



Equal share: one-fourth of a sandwich

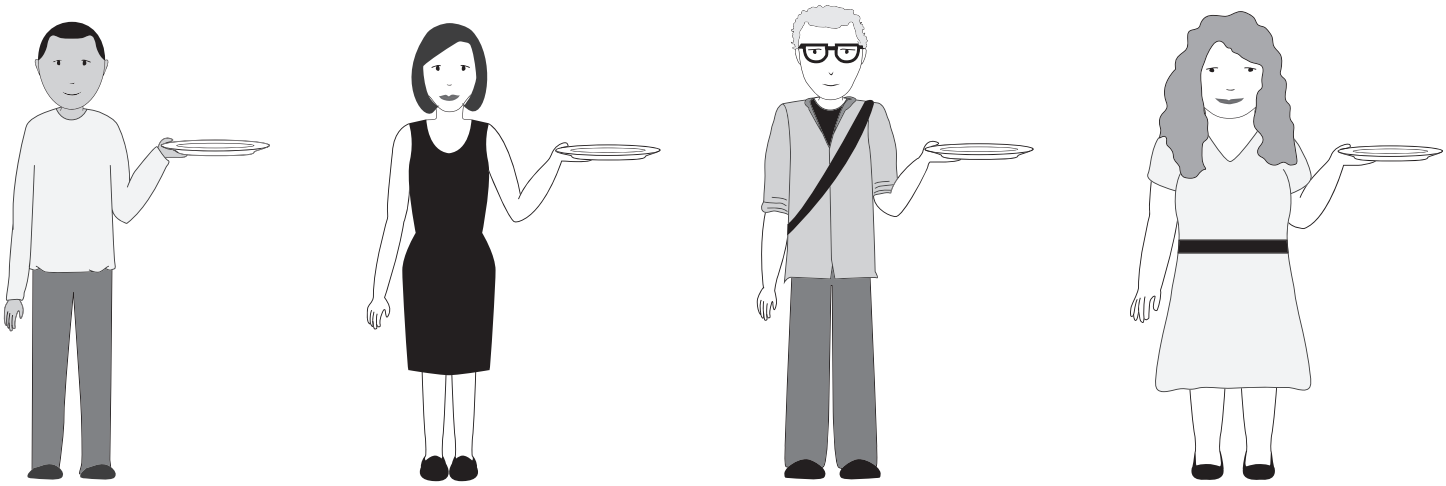
Find the equal share using fraction bars.

1.) 2 friends share 1 chocolate bar equally.



Equal share: _____

2.) 4 friends share 1 bar of clay equally.



Equal share: _____

3.) Choose the sharing situation that would have an equal share of one-eighth of a cake.

A 4 friends share 1 cake equally.

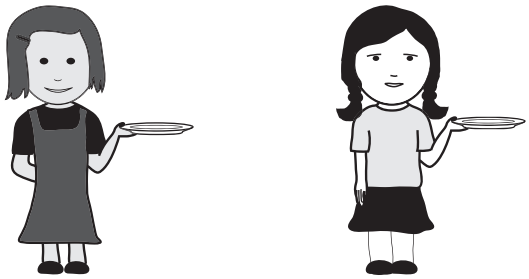
B 2 friends share 1 cake equally.

C 8 friends share 1 cake equally.

D 1 friend eats 8 cakes.

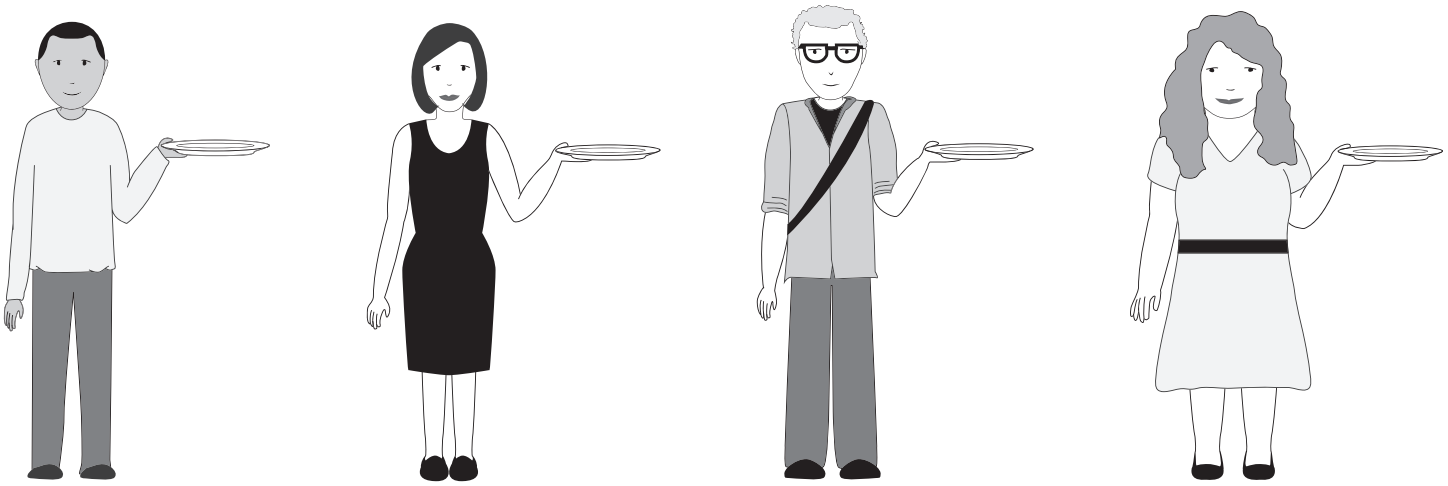
Find the equal share using fraction bars.

1.) 2 friends share 1 chocolate bar equally.



Equal share: one-half of a chocolate bar

2.) 4 friends share 1 bar of clay equally.



Equal share: one-fourth of a bar of clay

3.) Choose the sharing situation that would have an equal share of one-eighth of a cake.

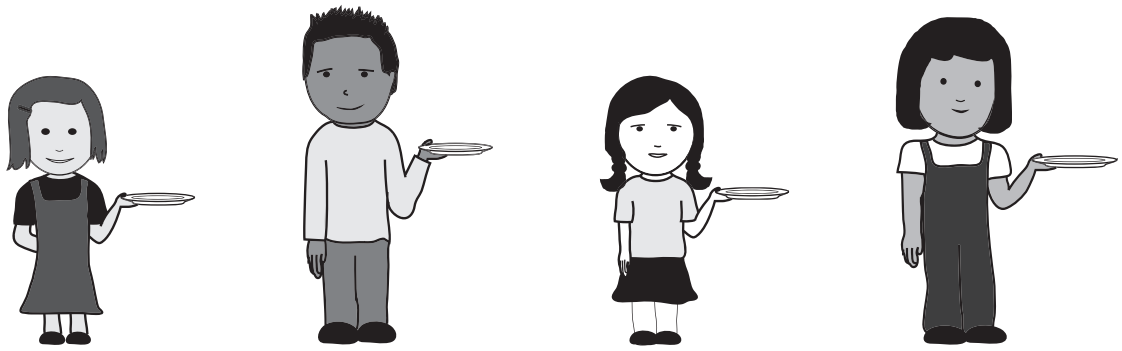
A 4 friends share 1 cake equally.

B 2 friends share 1 cake equally.

C 8 friends share 1 cake equally.

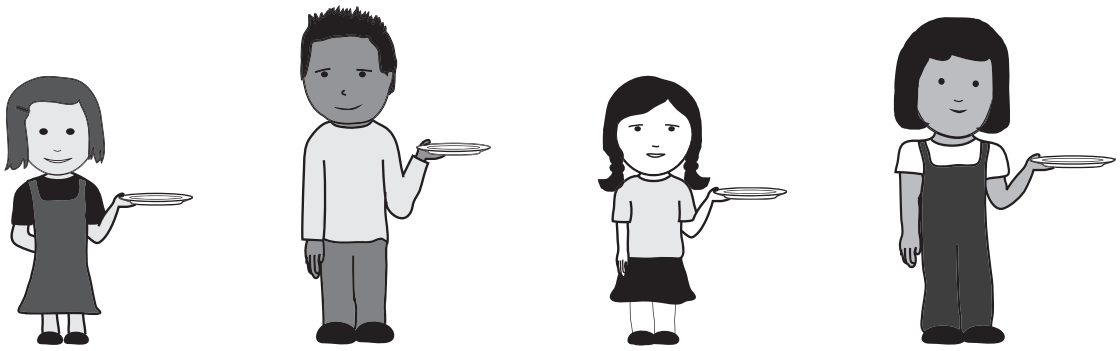
D 1 friend eats 8 cakes.

4 children share 1 apple equally. How much does each child get?



Equal share: _____

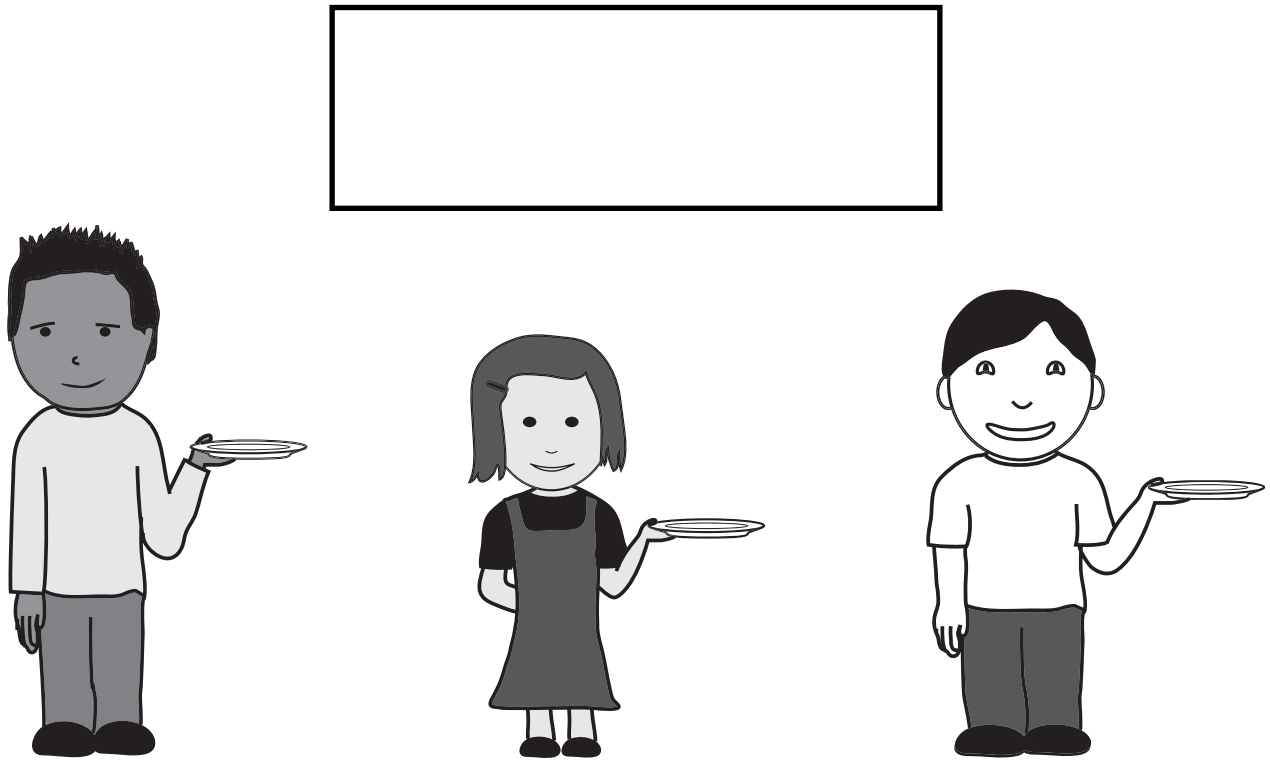
4 children share 1 apple equally. How much does each child get?



Equal share: one-fourth of an apple

Module FM
Lesson 2
Modeled Practice Display #1

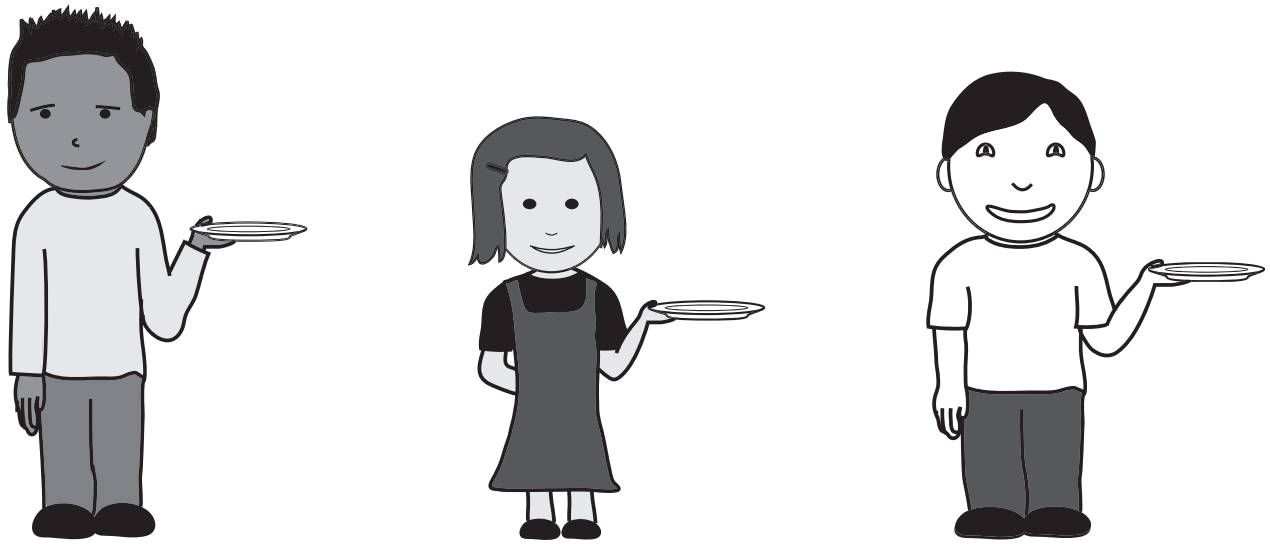
On a field trip, 3 friends shared 1 sandwich equally. How much of the sandwich did each friend eat?



Equal Share: _____

STOP

On a field trip, 3 friends shared 1 sandwich equally. How much of the sandwich did each friend eat?

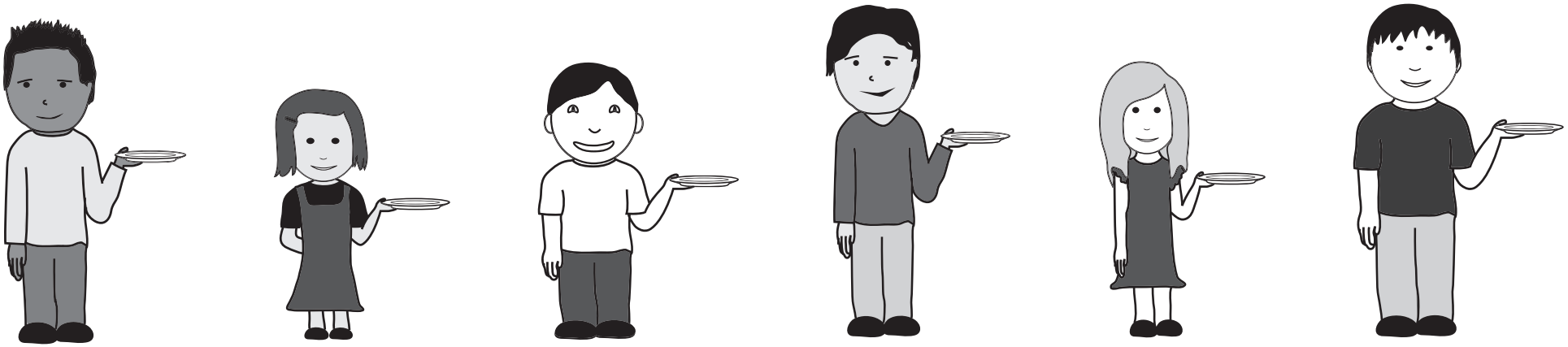


Equal Share: _____

STOP

Module FM
Lesson 2
Modeled Practice Display #2

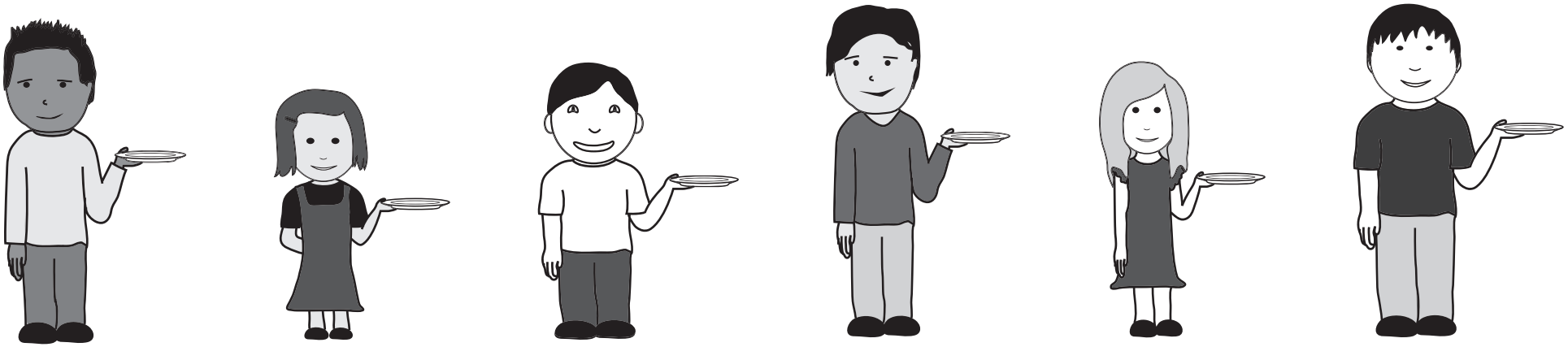
3 more friends are sharing 1 sandwich. How much of the sandwich does each friend receive?



Equal Share: _____

STOP

3 more friends are sharing 1 sandwich. How much of the sandwich does each friend receive?

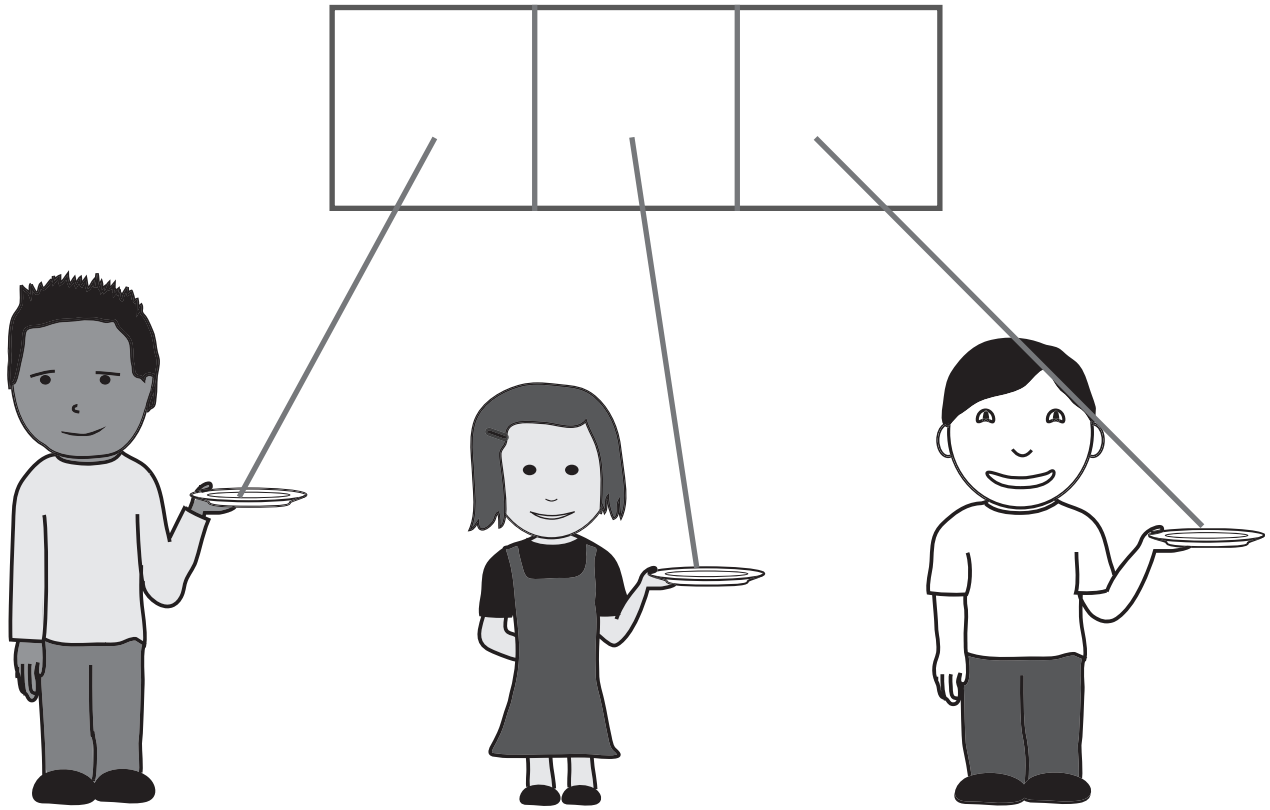


Equal Share: _____

STOP

Module FM
Lesson 2
Modeled Practice Display #1 Key

On a field trip, 3 friends shared 1 sandwich equally. How much of the sandwich did each friend eat?

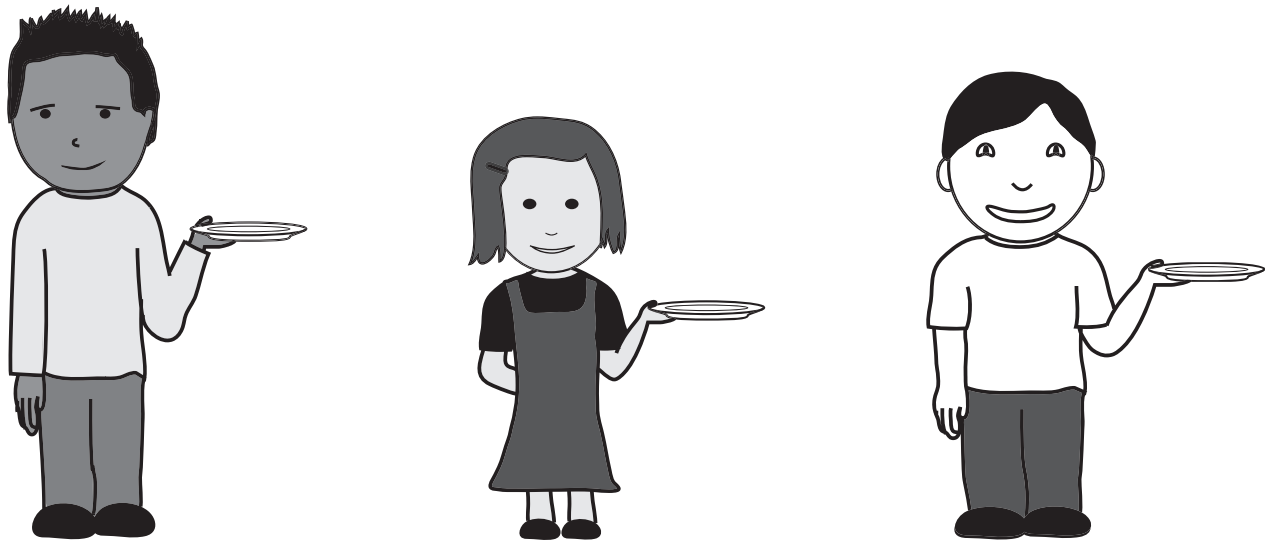


Equal Share: **one-third of a sandwich**

STOP

Module FM
Lesson 2
Modeled Practice #1 Key

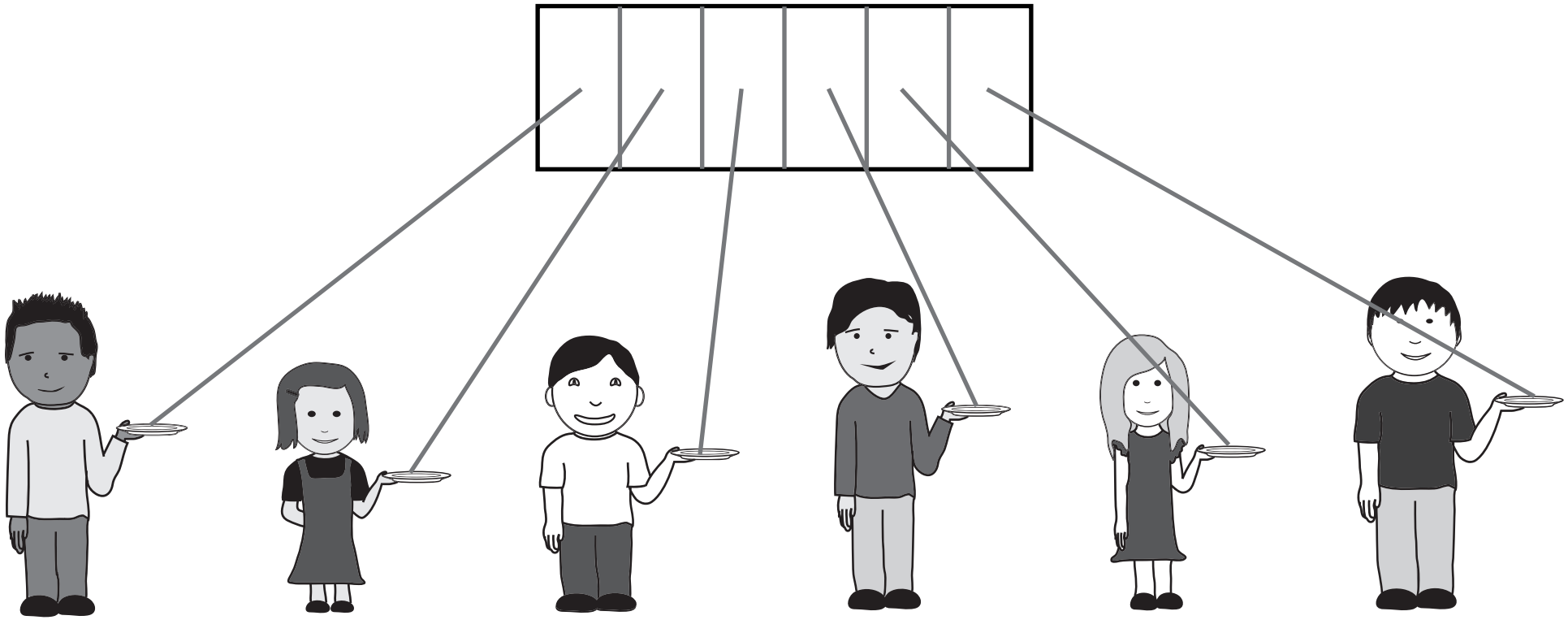
On a field trip, 3 friends shared 1 sandwich equally. How much of the sandwich did each friend eat?



Equal Share: **one-third of a sandwich**

STOP

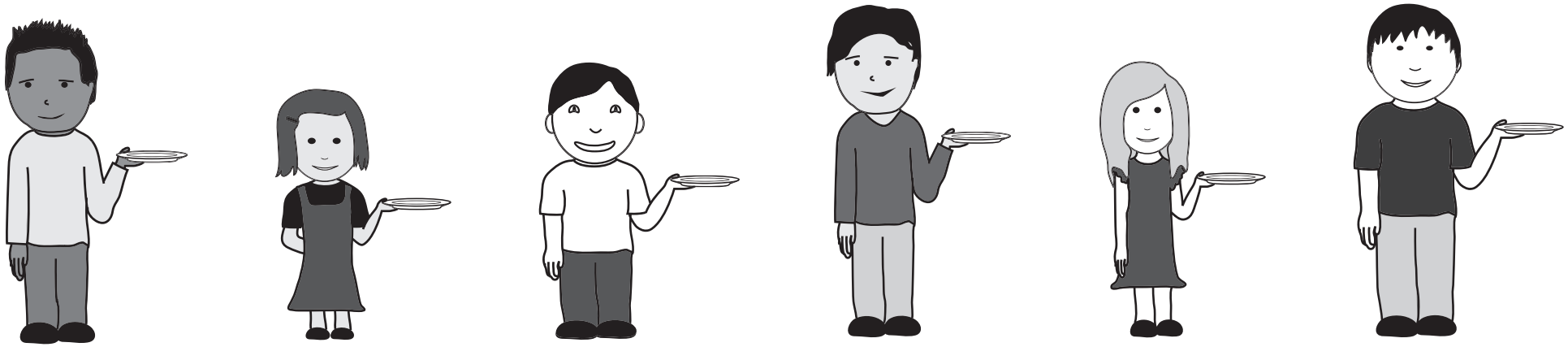
3 more friends are sharing 1 sandwich. How much of the sandwich does each friend receive?



Equal Share: **one-sixth of a sandwich**

STOP

3 more friends are sharing 1 sandwich. How much of the sandwich does each friend receive?

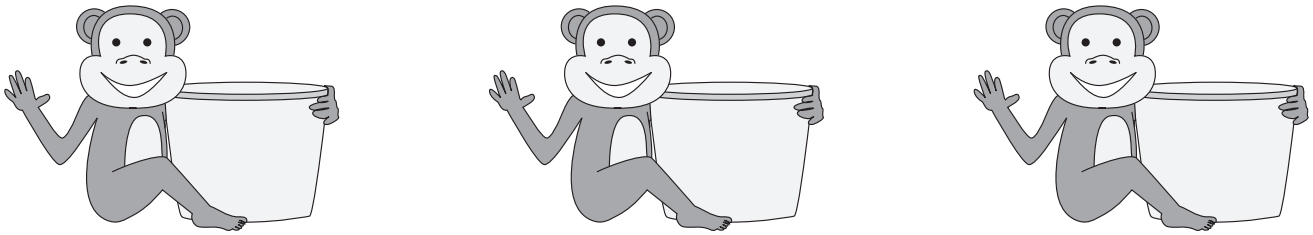


Equal Share: **one-sixth of a sandwich**

STOP

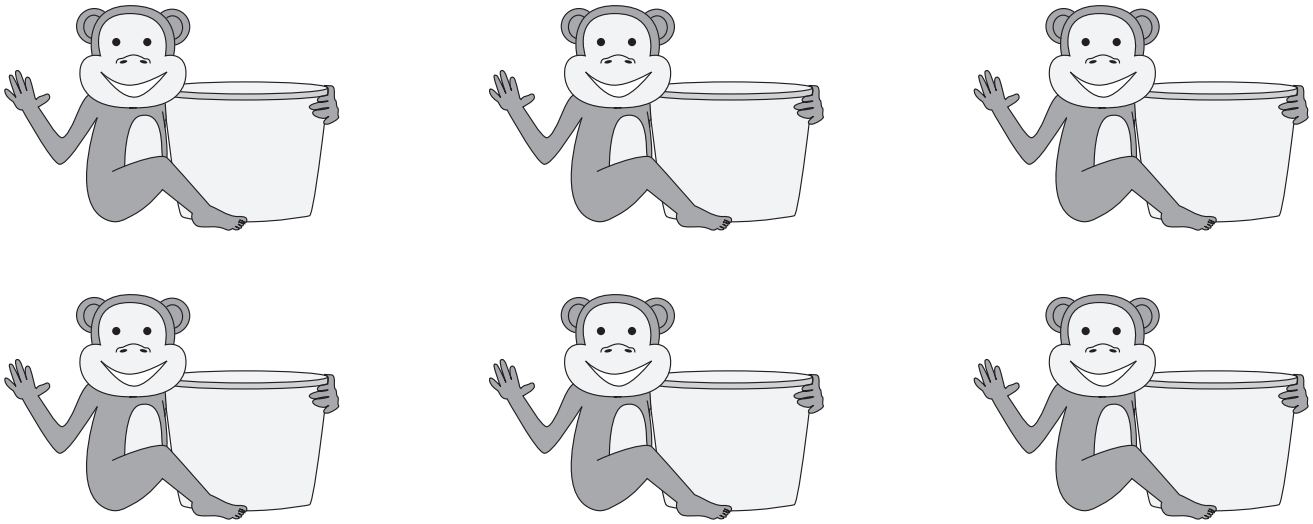
Find the equal share using fraction bars.

1.) 3 monkeys share 1 banana equally.



Equal share: _____

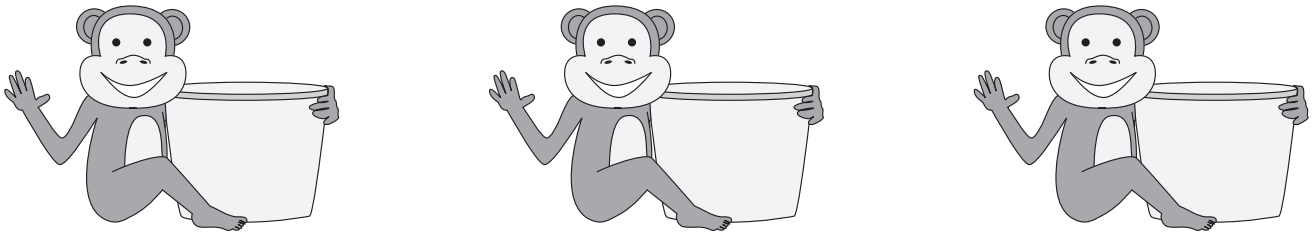
2.) 6 monkeys share 1 rope equally.



Equal share: _____

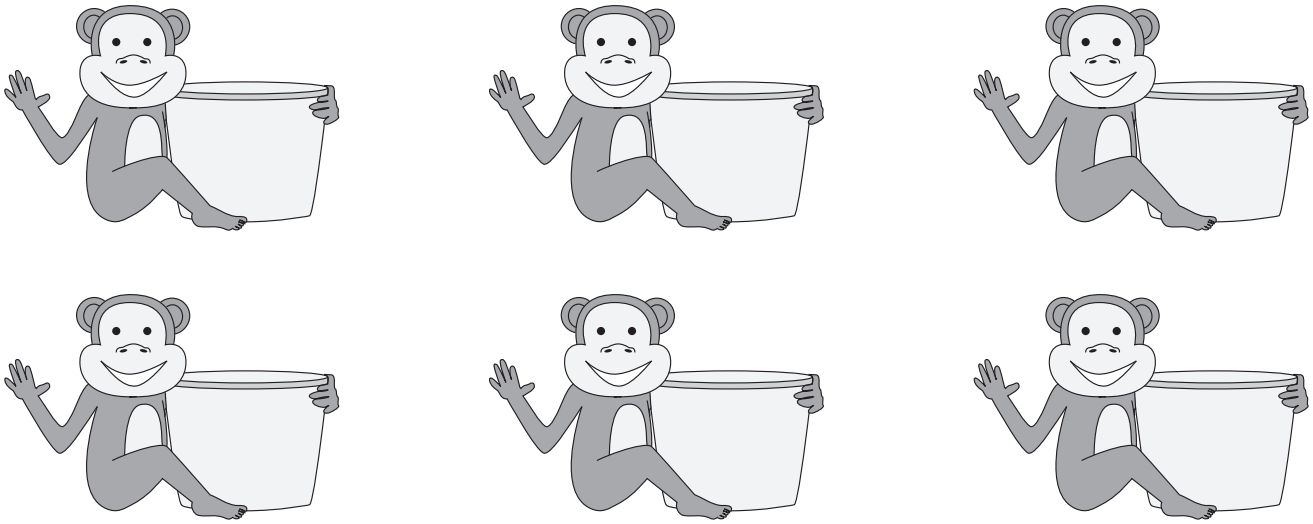
Find the equal share using fraction bars.

1.) 3 monkeys share 1 banana equally.



Equal share: one-third of a banana

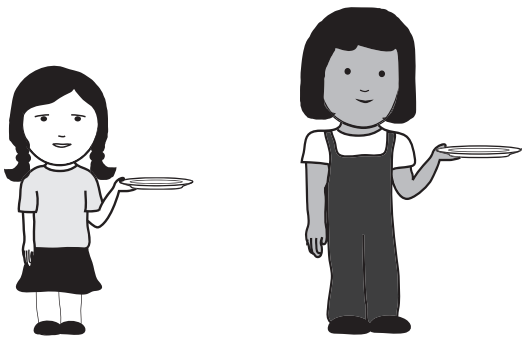
2.) 6 monkeys share 1 rope equally.



Equal share: one-sixth of a rope

Find the equal share using fraction bars.

1.) 2 kids share 1 cookie bar equally.



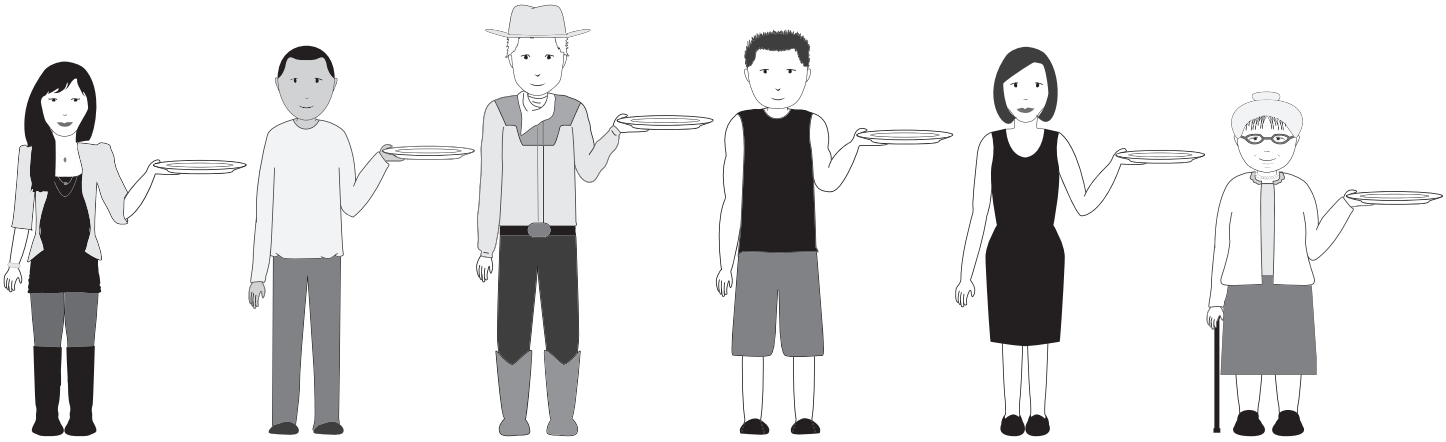
Equal share: _____

2.) Choose the equal sharing situation that would have an equal share of one-fourth of a pizza.

A 4 friends share 1 pizza
B 2 friends share 1 pizza
C 1 friend eats 4 pizzas
D 4 friends share 1 pizza

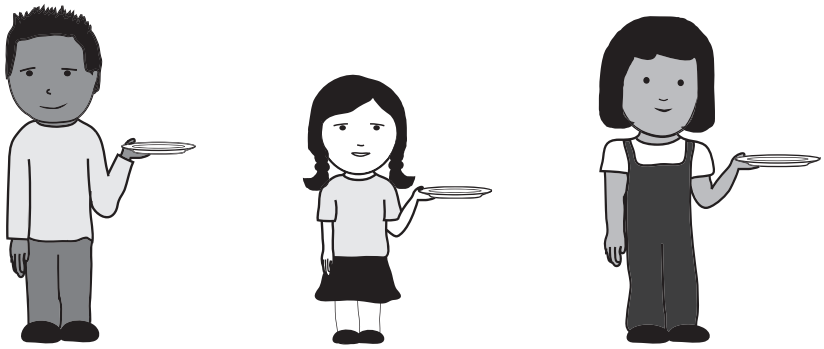
Find the equal share using fraction bars.

3.) 6 friends share 1 cake equally.



Equal share: _____

4.) 3 friends share 1 stick of gum equally.



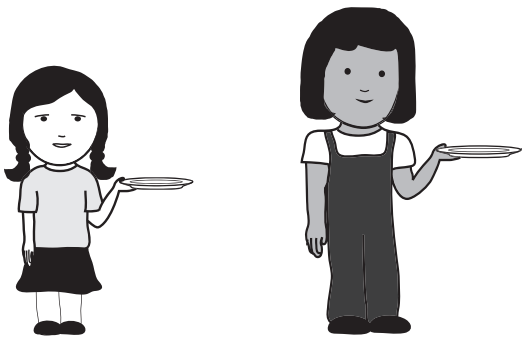
Equal share: _____

5.) Choose the equal share when 3 people share 1 cupcake equally.

A 3 cupcakes
B one-third of a cupcake
C two-thirds of a cupcake
D one-third of a sandwich

Find the equal share using fraction bars.

1.) 2 kids share 1 cookie bar equally.



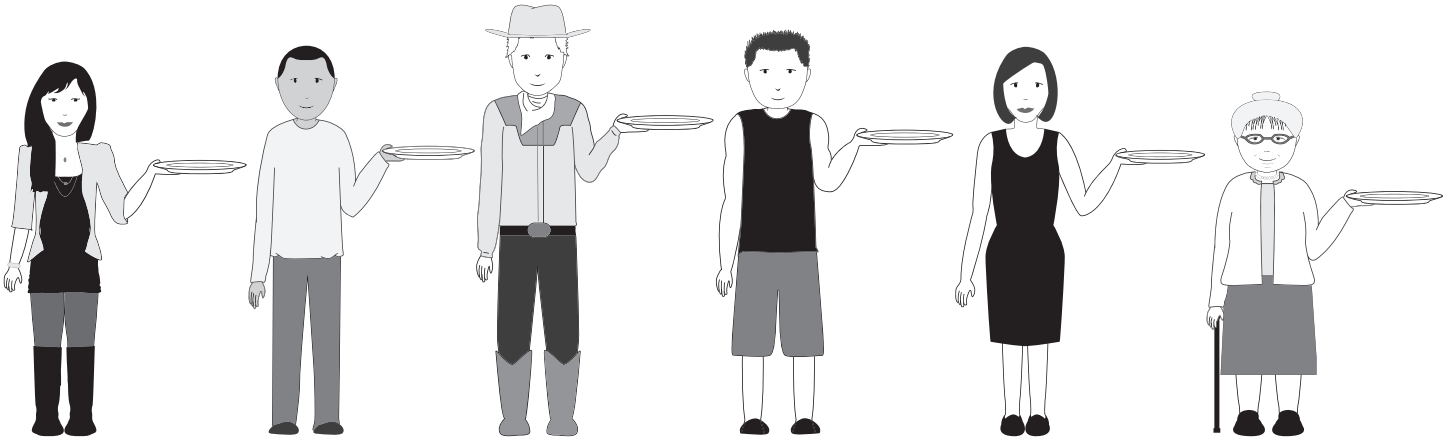
Equal share: one-half of a cookie bar

2.) Choose the equal sharing situation that would have an equal share of one-fourth of a pizza.

A 4 friends share 1 pizza
B 2 friends share 1 pizza
C 1 friend eats 4 pizzas
D 4 friends share 1 pizza

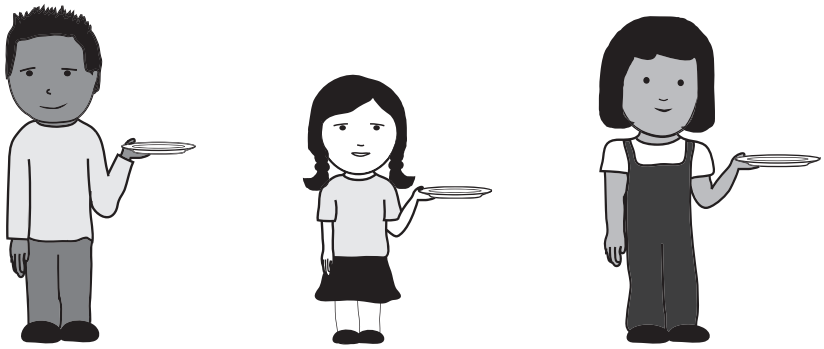
Find the equal share using fraction bars.

3.) 6 friends share 1 cake equally.



Equal share: one-sixth of a cake

4.) 3 friends share 1 stick of gum equally.



Equal share: one-third of a stick of gum

5.) Choose the equal share when 3 people share 1 cupcake equally.

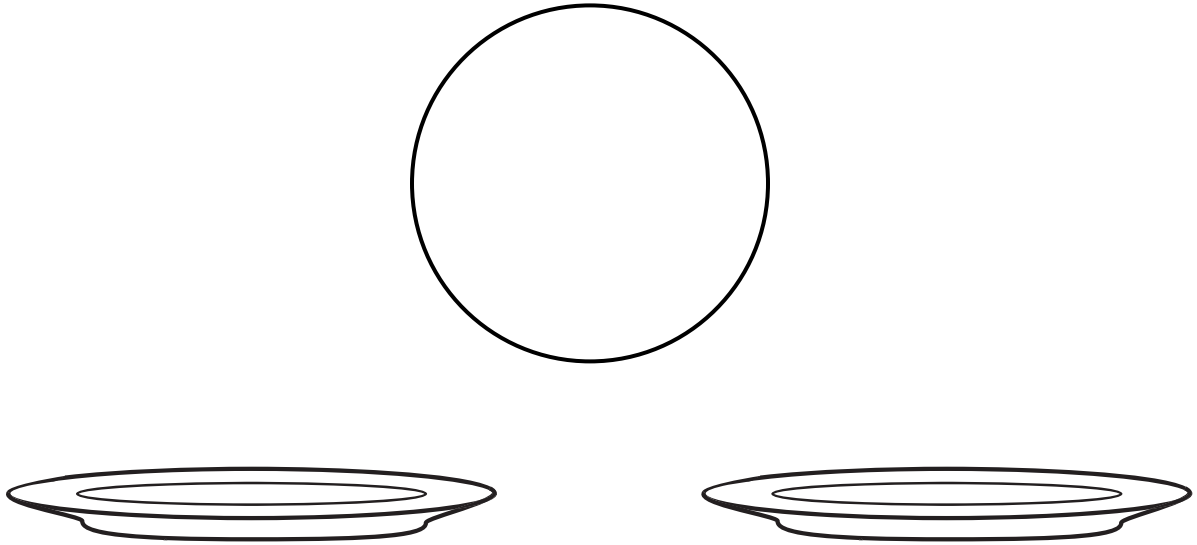
A 3 cupcakes
B one-third of a cupcake
C two-thirds of a cupcake
D one-third of a sandwich

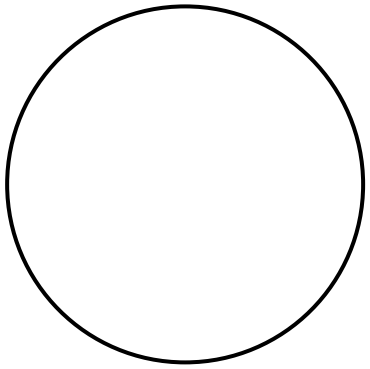
3 friends share 1 sandwich equally. How much of a sandwich does each friend get?

Equal Share:

STOP

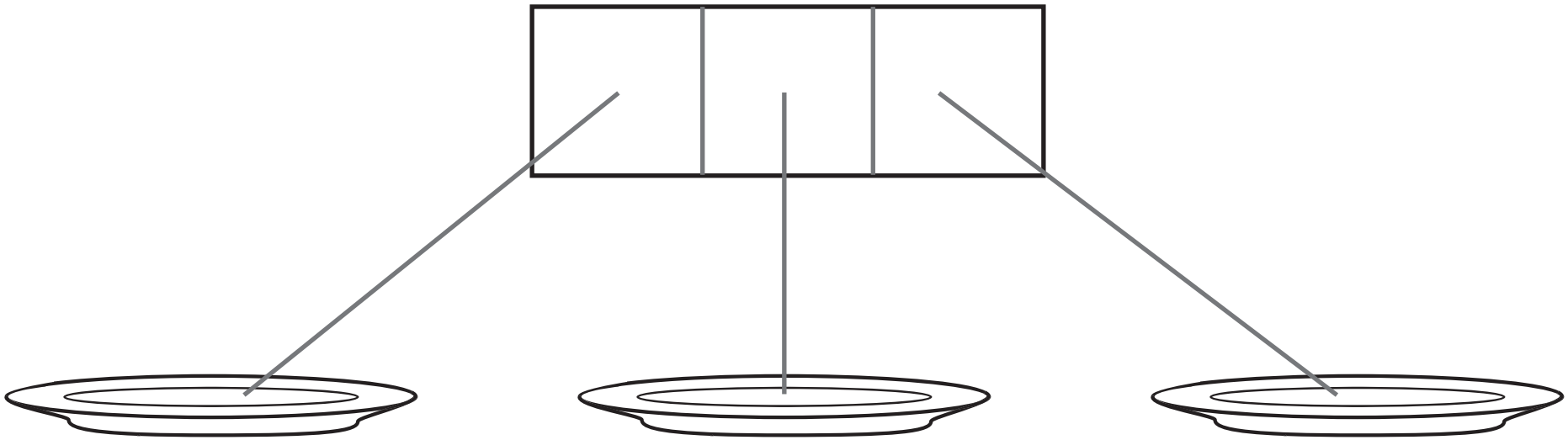
2 friends share 1 pizza. If the pizza is equally shared, how much does each friend receive?



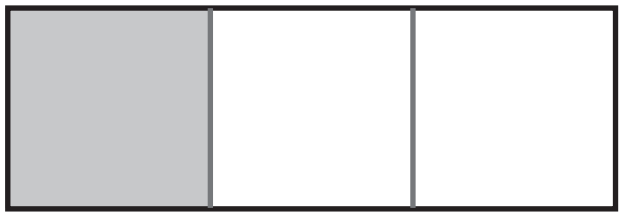
Equal Share:  _____

STOP

3 friends share 1 sandwich equally. How much of a sandwich does each friend get?



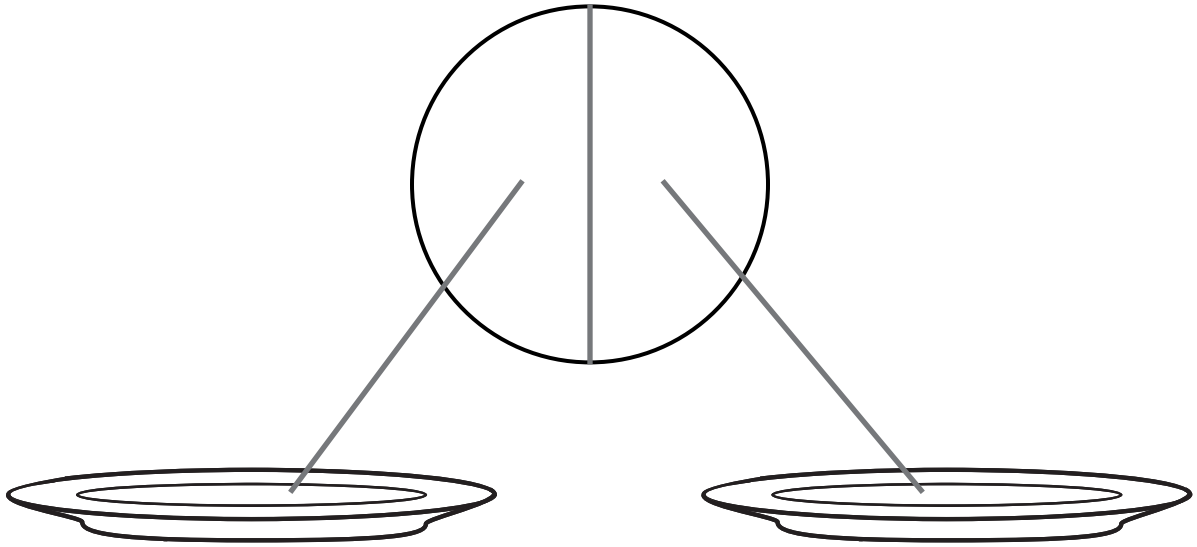
Equal Share:



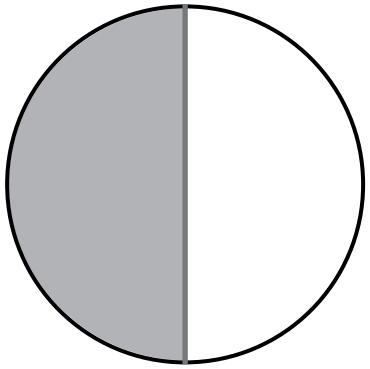
one-third or $\frac{1}{3}$ of a sandwich

STOP

2 friends share 1 pizza. If the pizza is equally shared, how much does each friend receive?



Equal Share:

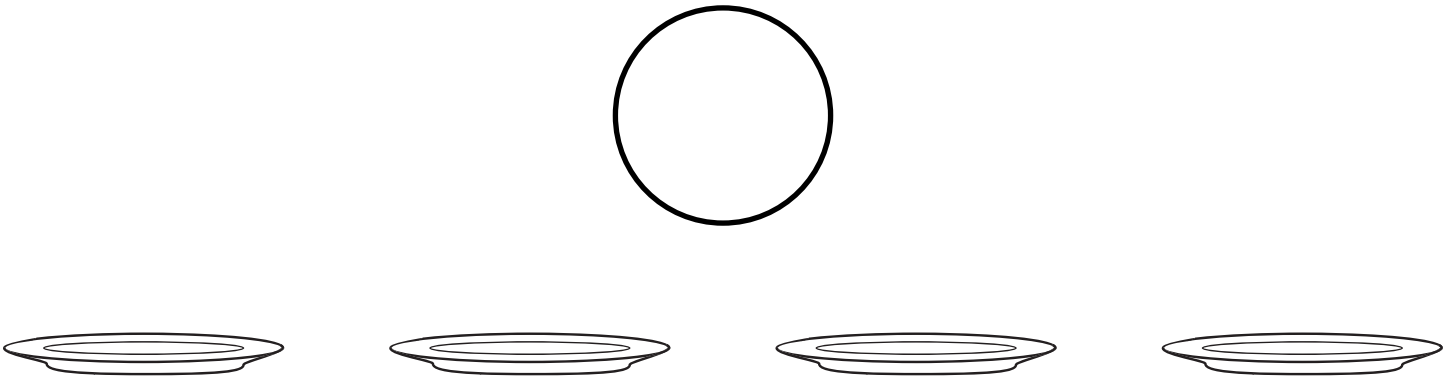


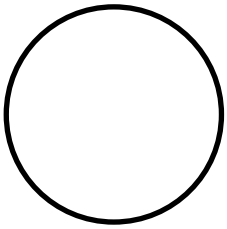
one-half or $\frac{1}{2}$ of a pizza

STOP

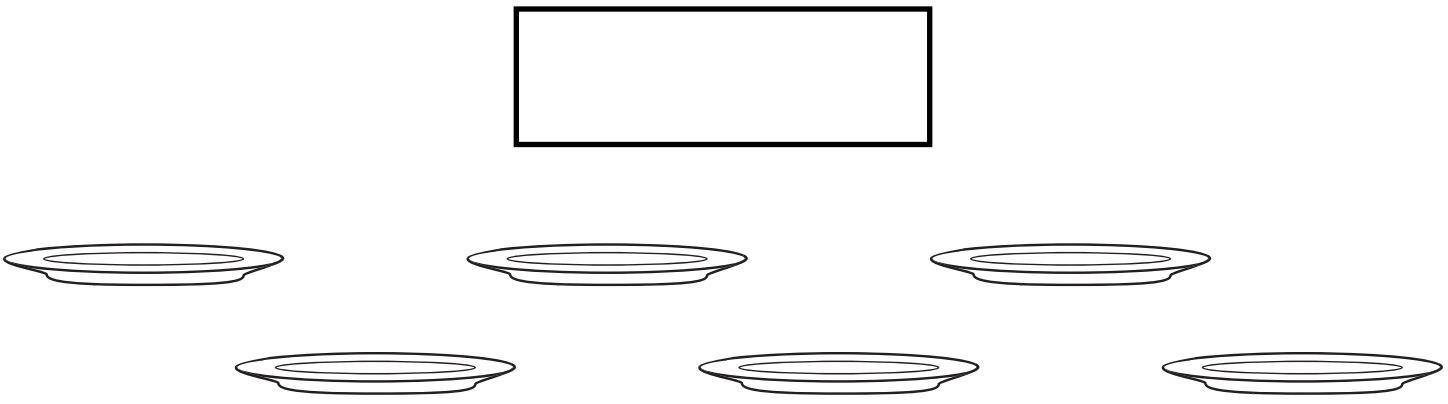
Find the equal share.

1.) 4 students share 1 cake equally. How much of the cake does each student get?



Equal share:  _____

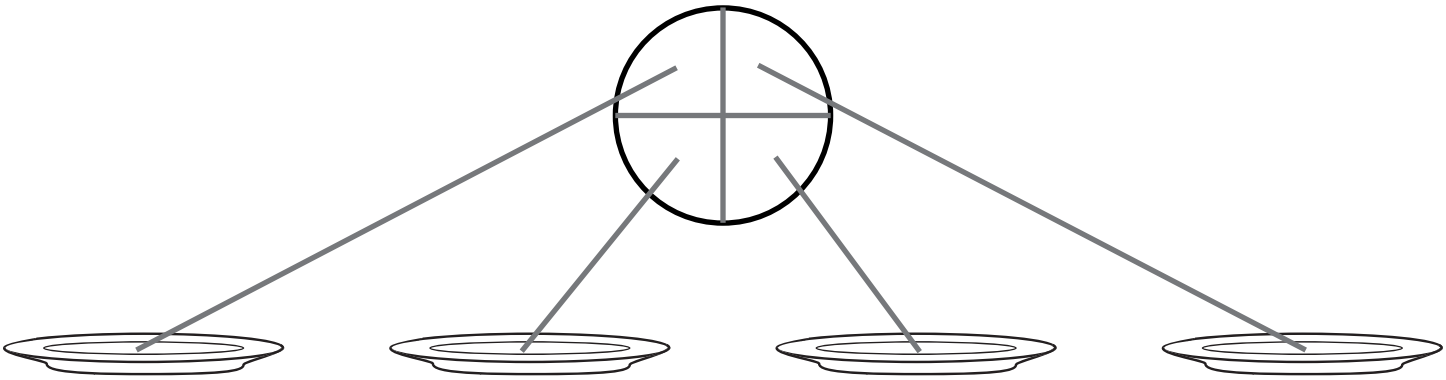
2.) 6 people share 1 pan of brownies equally. How much of the pan does each student get?

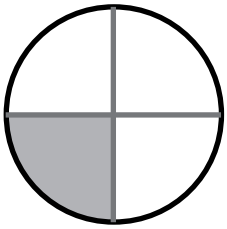


Equal share:  _____

Find the equal share.

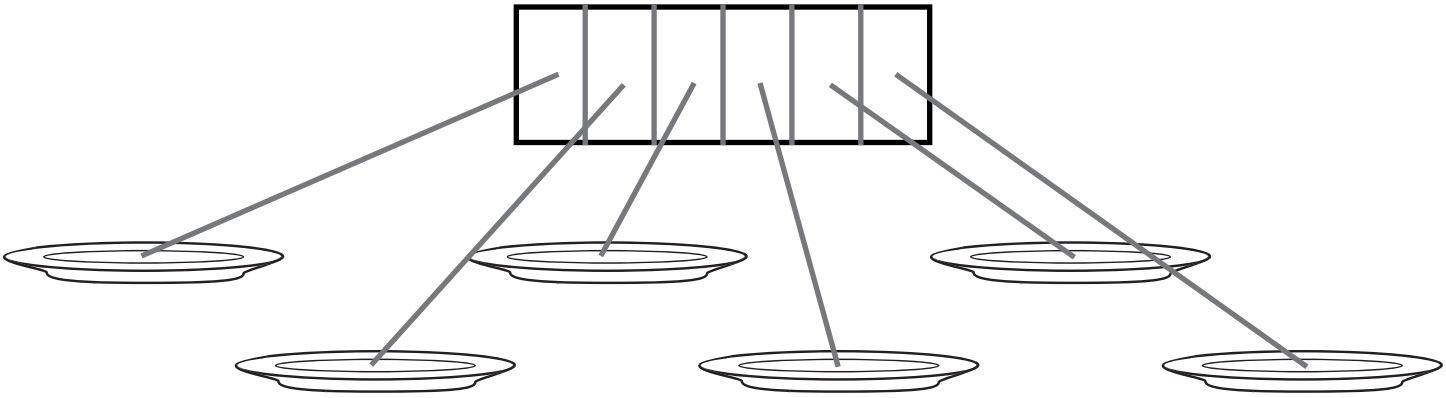
1.) 4 students share 1 cake equally. How much of the cake does each student get?

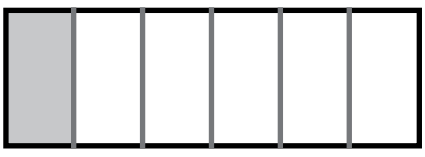


Equal share: 

one-fourth or $\frac{1}{4}$ of the cake

2.) 6 people share 1 pan of brownies equally. How much of the pan does each student get?

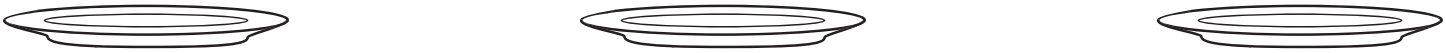


Equal share: 

one-sixth or $\frac{1}{6}$ of the brownies

Find the equal share using fraction bars.

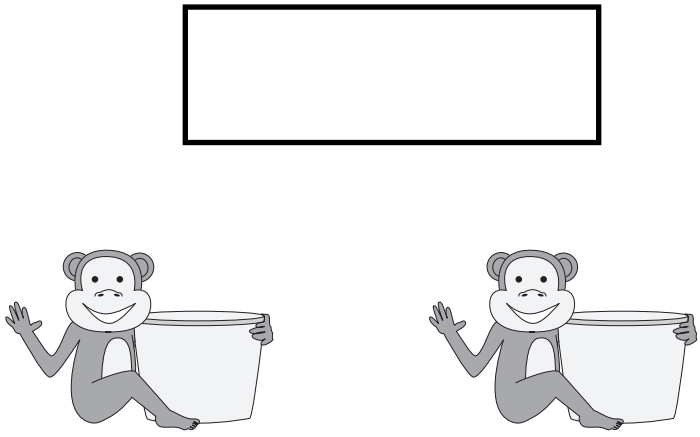
1.) 3 people share 1 strip of bacon equally.



Equal share: _____

Find the equal share using the rectangle provided.

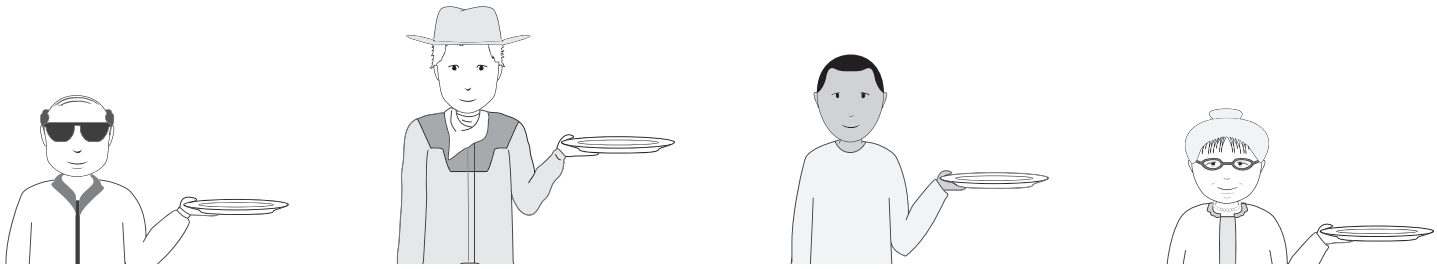
2.) 2 monkeys share 1 banana equally.



Equal share: _____

Find the equal share using the rectangle provided.

3.) 4 people share 1 sandwich equally.

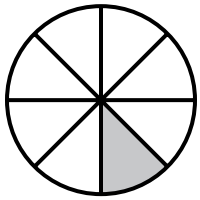


Equal share: _____

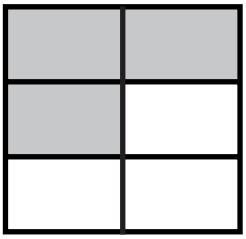
Choose the letter that shows the equal share.

4.) 6 friends share 1 cake equally.

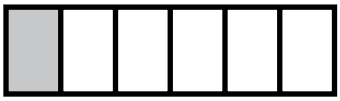
A



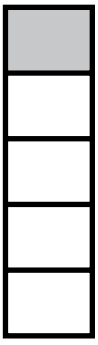
C



B

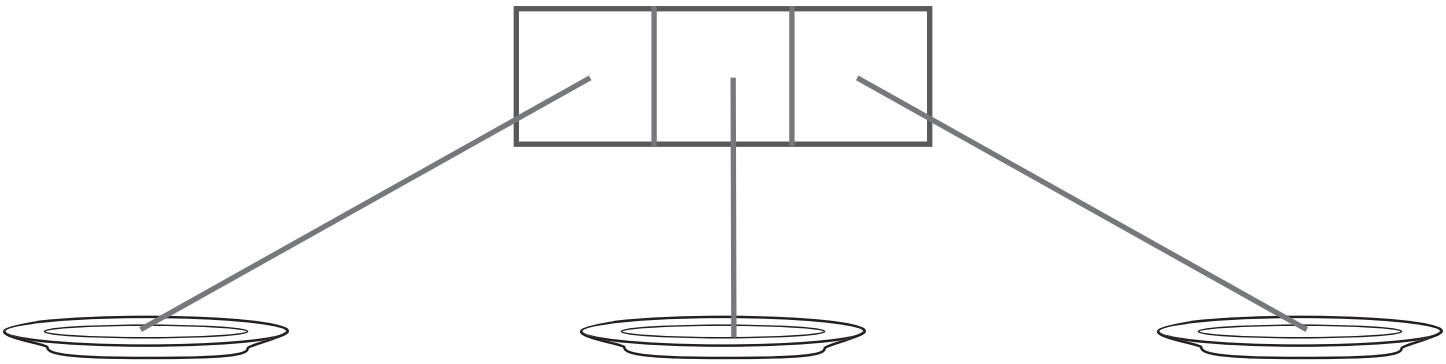


D



Find the equal share using fraction bars.

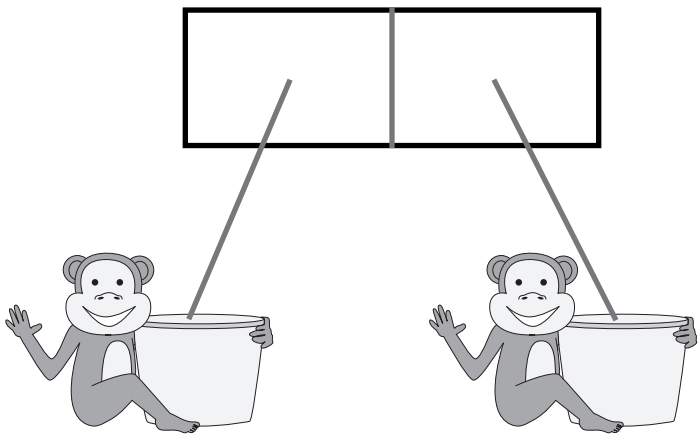
1.) 3 people share 1 strip of bacon equally.



Equal share: one-third or $\frac{1}{2}$ of bacon strip

Find the equal share using the rectangle provided.

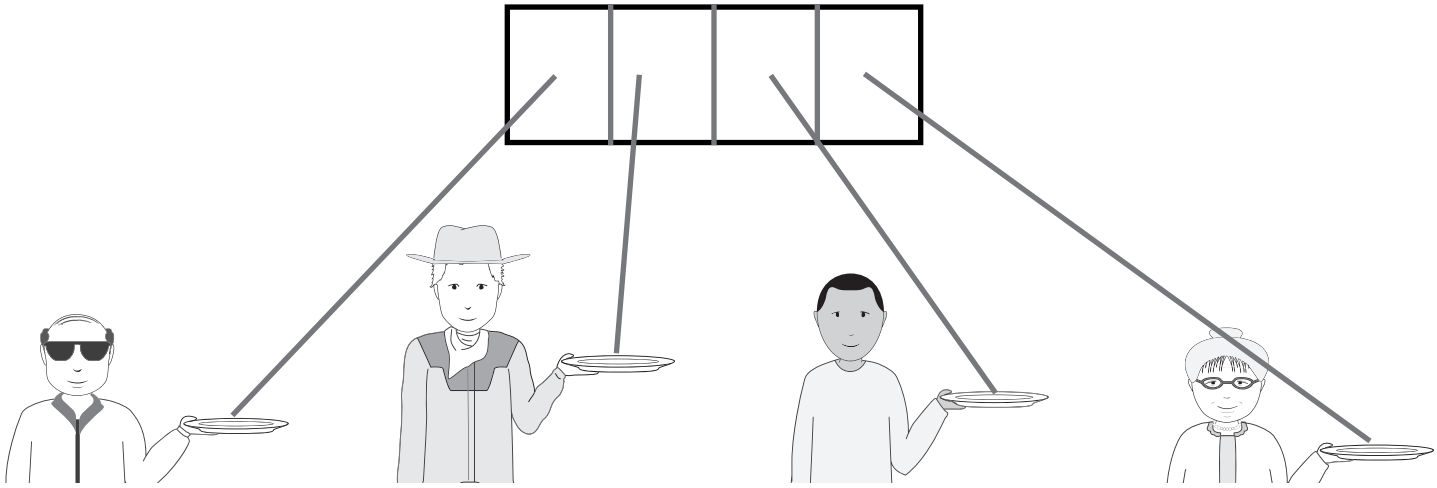
2.) 2 monkeys share 1 banana equally.

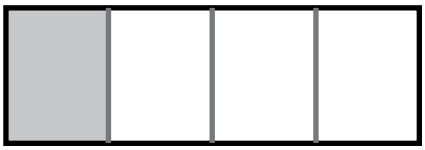


Equal share:  one-half or $\frac{1}{2}$ of a banana

Find the equal share using the rectangle provided.

3.) 4 people share 1 sandwich equally.

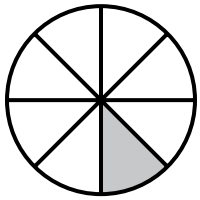


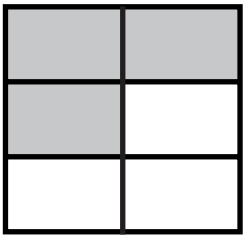
Equal share: 

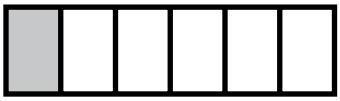
one-fourth or $\frac{1}{4}$ of a sandwich

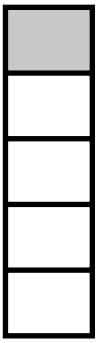
Choose the letter that shows the equal share.

4.) 6 friends share 1 cake equally.

A 

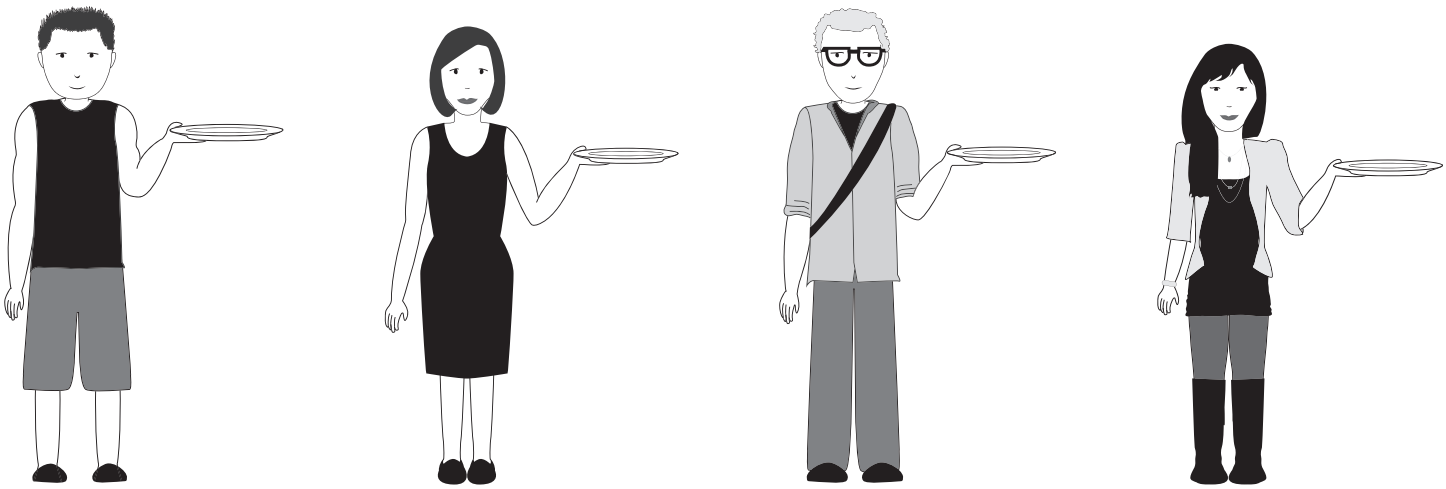
C 

B 

D 

Draw lines to divide and share the granola bar.

4 friends share 1 granola bar equally.

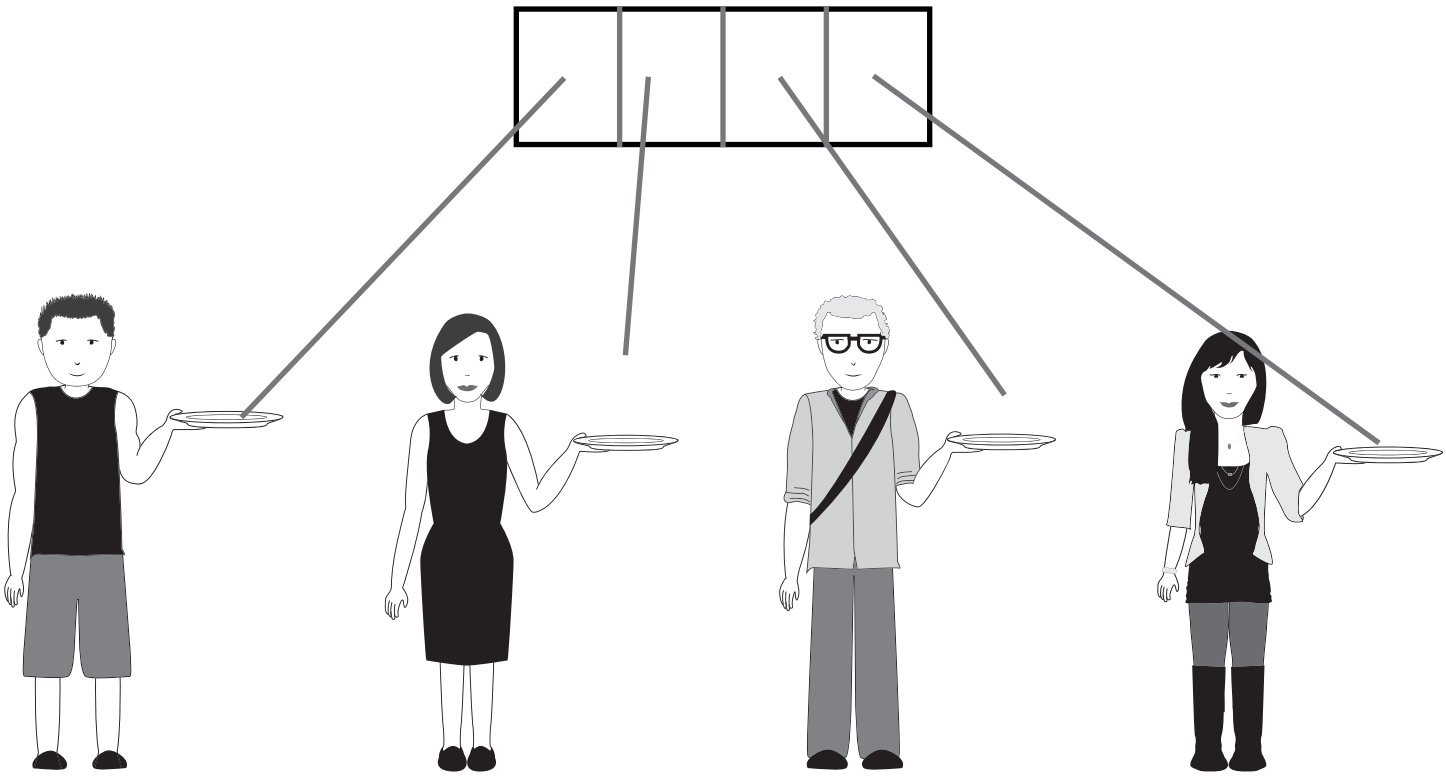


Divide and shade the rectangle to show the equal share.

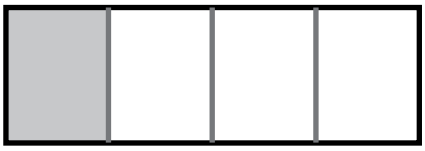
Equal share: _____

Draw lines to divide and share the granola bar.

4 friends share 1 granola bar equally.

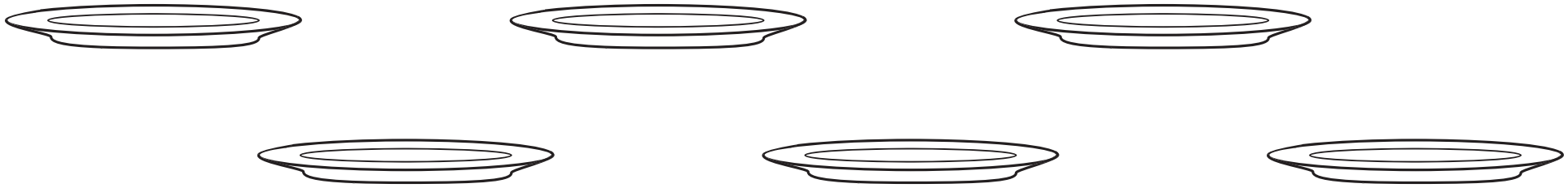


Divide and shade the rectangle to show the equal share.

Equal share: 

one-fourth or $\frac{1}{4}$ of a granola bar

6 workers share 2 sandwiches equally. How much of a sandwich does each worker receive?



Equal Share: _____

STOP

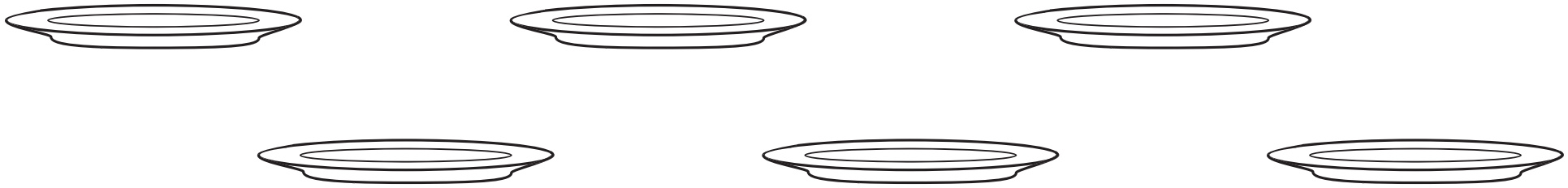
Module FM
Lesson 4
Modeled Practice #2

4 friends share 2 candy bars equally. How much does each friend receive?

Equal Share: _____

STOP

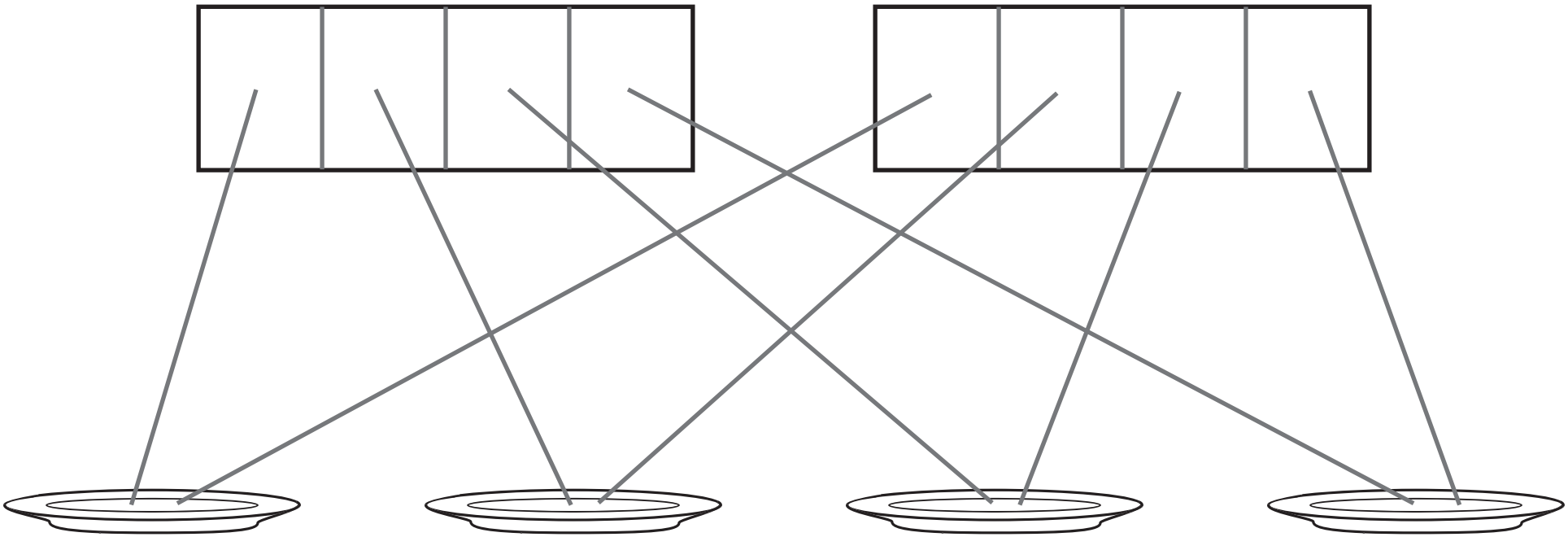
6 workers share 2 sandwiches equally. How much of a sandwich does each worker receive?



Equal Share: **two-sixths or $\frac{2}{6}$ of a sandwich**

STOP

4 friends share 2 candy bars equally. How much does each friend receive?

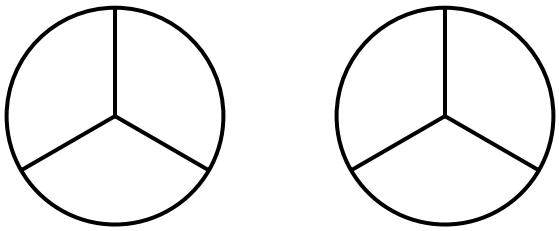


Equal Share: **two-fourths or $\frac{2}{4}$ of a candy bar**

STOP

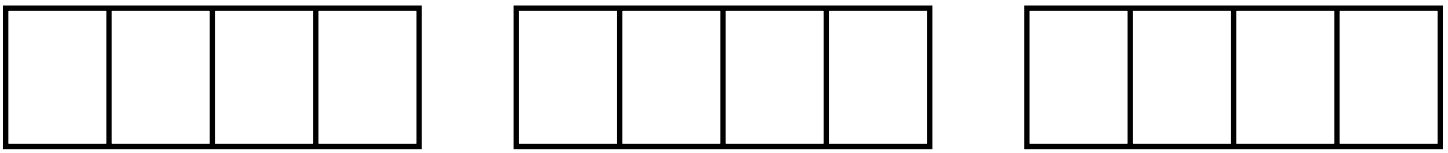
Using the picture provided, find the equal share.

1.) 3 friends share 2 apples equally. How much does each friend receive?



Equal share: _____

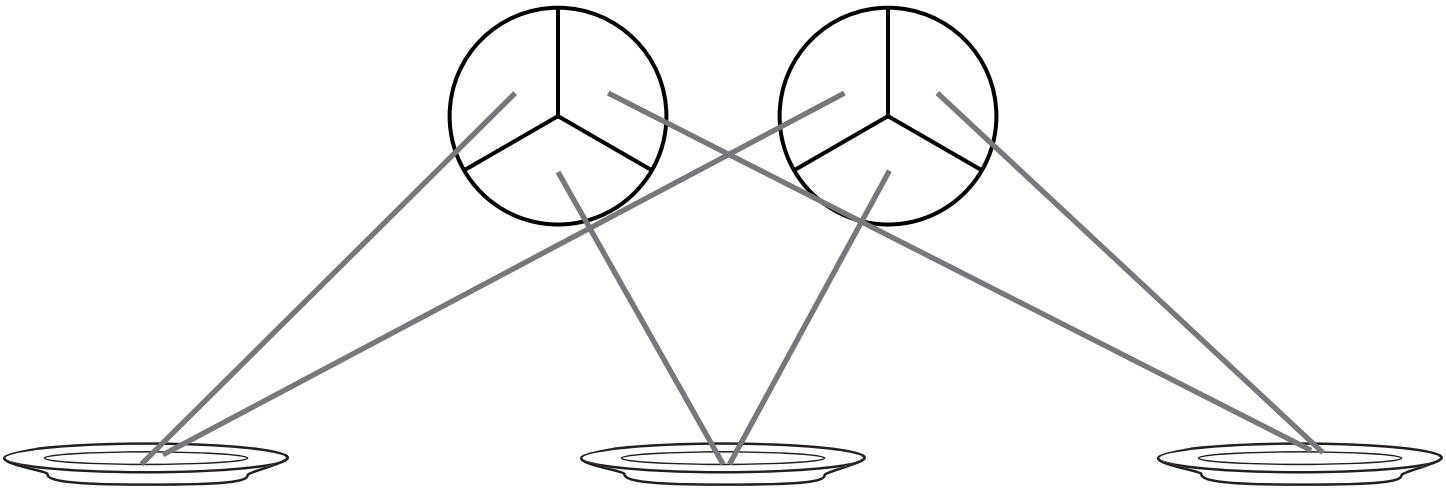
2.) 4 friends share 3 sandwiches equally. How much does each friend receive?



Equal share: _____

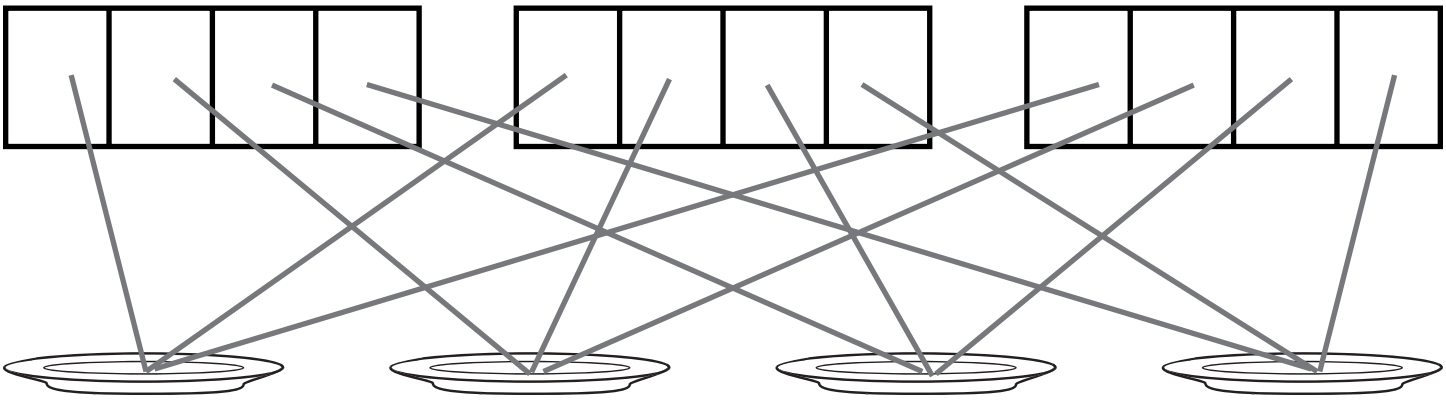
Using the pictures provided, find the equal share.

1.) 3 friends share 2 apples equally. How much does each friend receive?



Equal share: **two-thirds or $\frac{2}{3}$ of the apples**

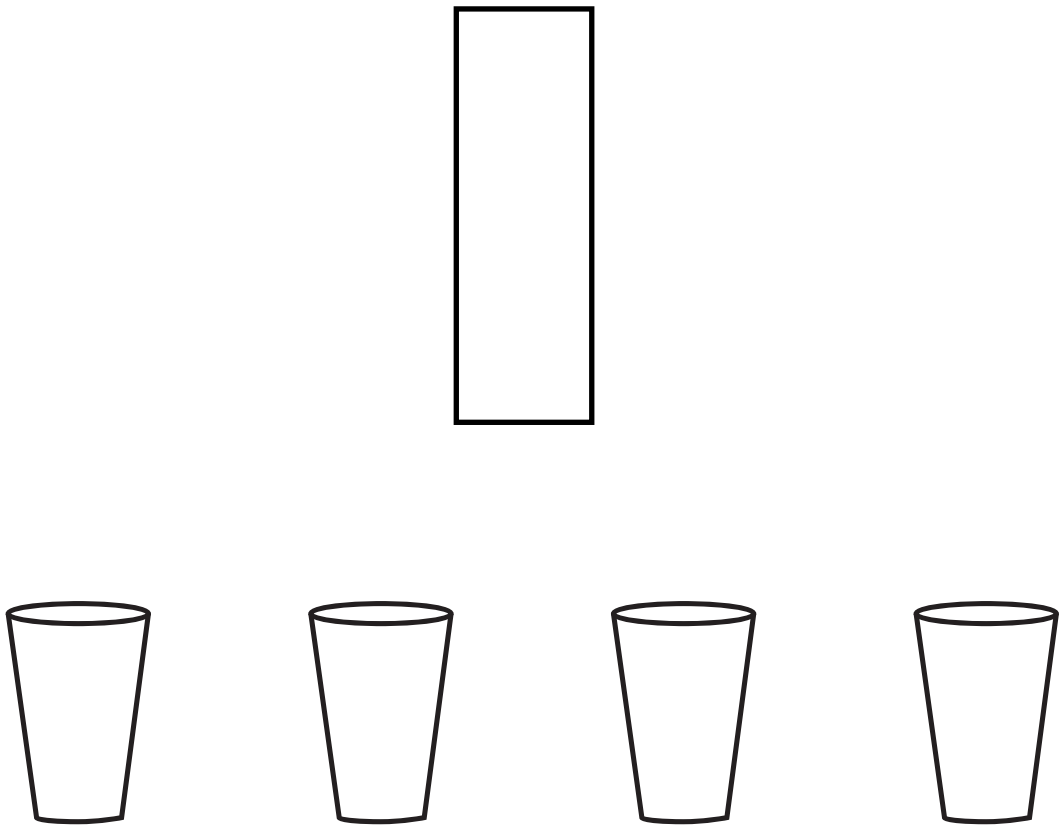
2.) 4 friends share 3 sandwiches equally. How much does each friend receive?



Equal share: **three-fourths or $\frac{3}{4}$ of the sandwiches**

Using the picture provided, find the equal share.

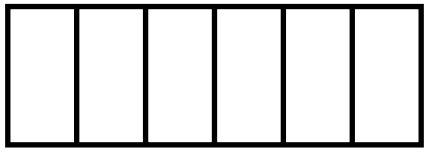
1.) 4 glasses share 1 bottle of water equally.

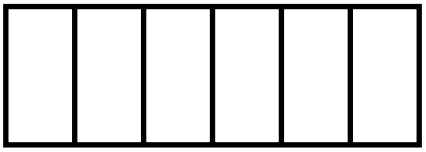


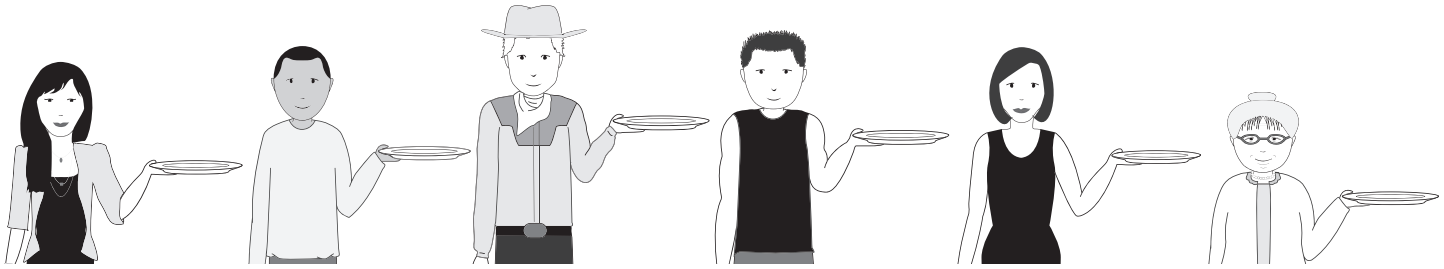
Equal share: _____

Using the picture provided, find the equal share.

2.) 6 people share 2 candy bars equally.

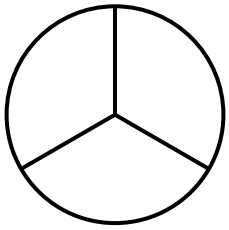


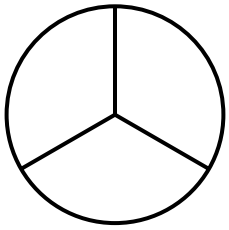


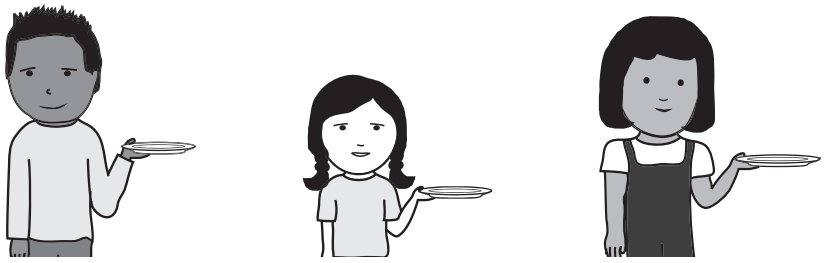


Equal share: _____

3.) 3 people share 2 pies equally.



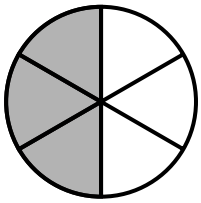


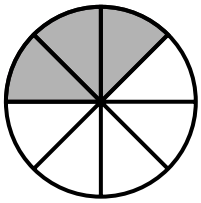


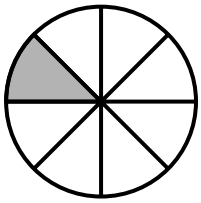
Equal share: _____

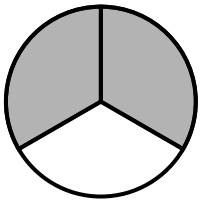
Choose the equal share.

4.) 8 people share 3 vegetable pizzas equally.

A 

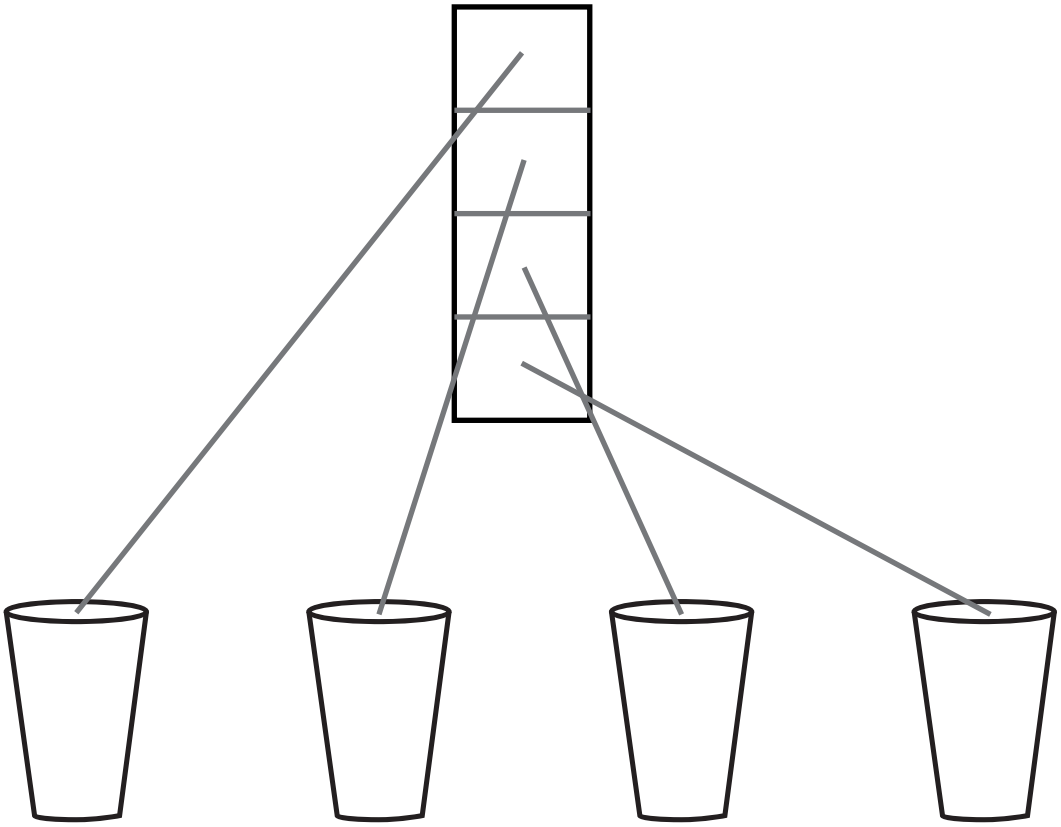
C 

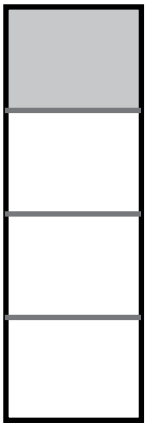
B 

D 

Using the picture provided, find the equal share.

1.) 4 glasses share 1 bottle of water equally.

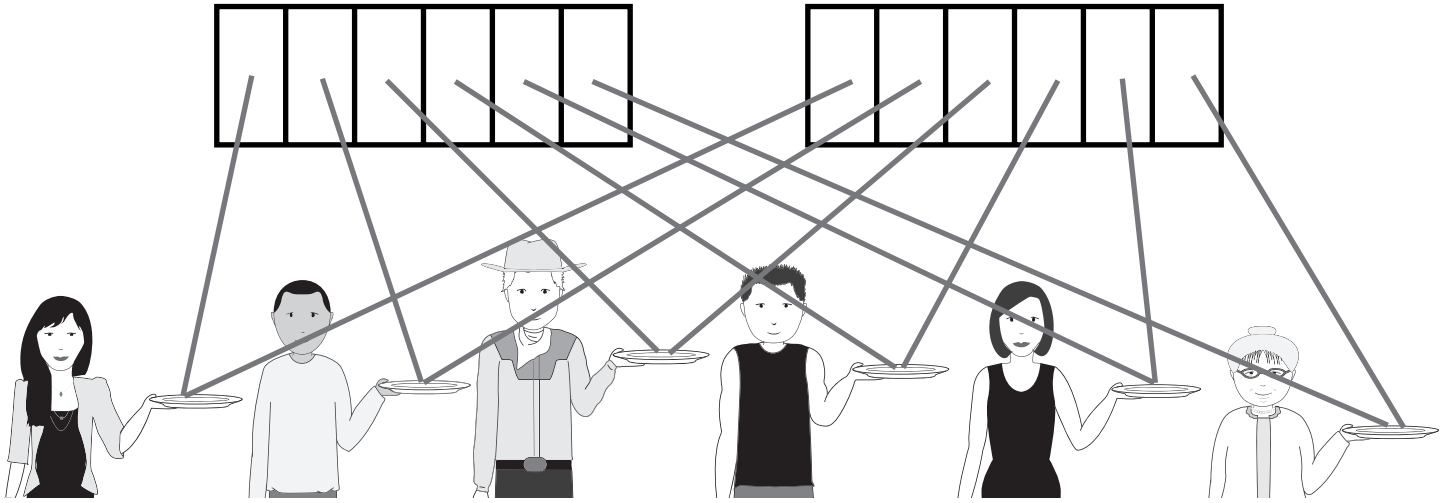




Equal share: **one-fourth or $\frac{1}{4}$ of a bottle**

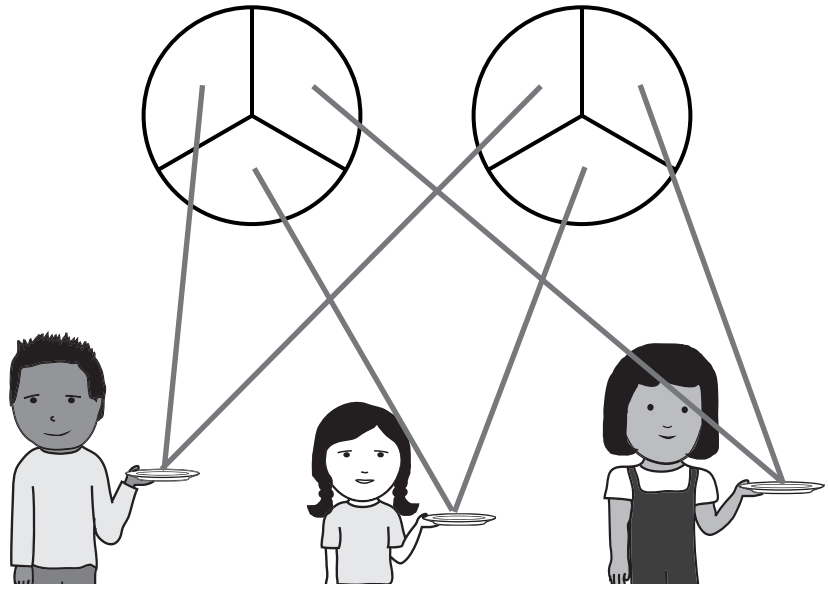
Using the picture provided, find the equal share.

2.) 6 people share 2 candy bars equally.



Equal share: two-sixth or $\frac{2}{6}$ of the candy bars

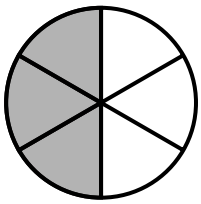
3.) 3 people share 2 pies equally.

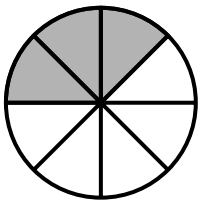


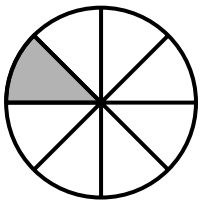
Equal share: two-thirds or $\frac{2}{3}$ of the pies

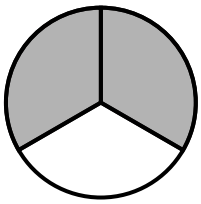
Choose the equal share.

4.) 8 people share 3 vegetable pizzas equally.

A 

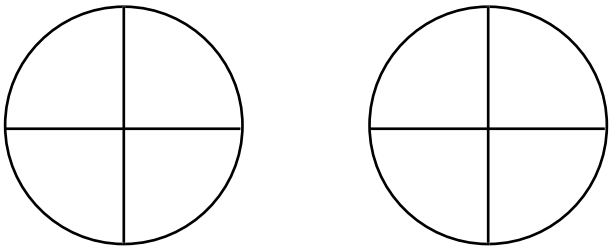
C 

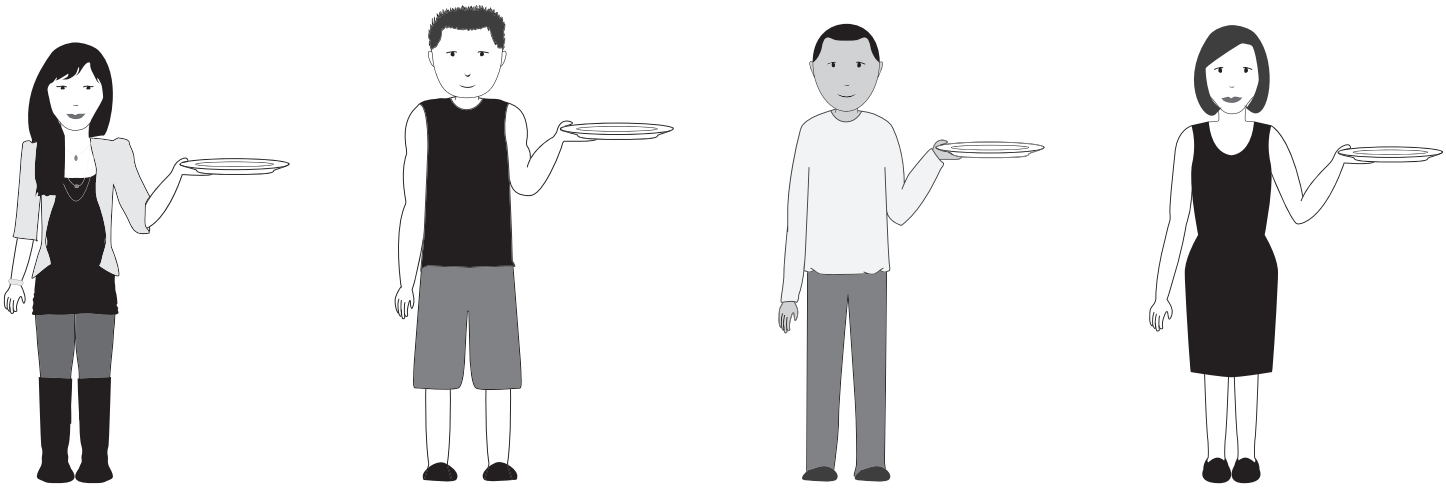
B 

D 

Find the equal share.

4 people share 2 mini cupcakes equally.

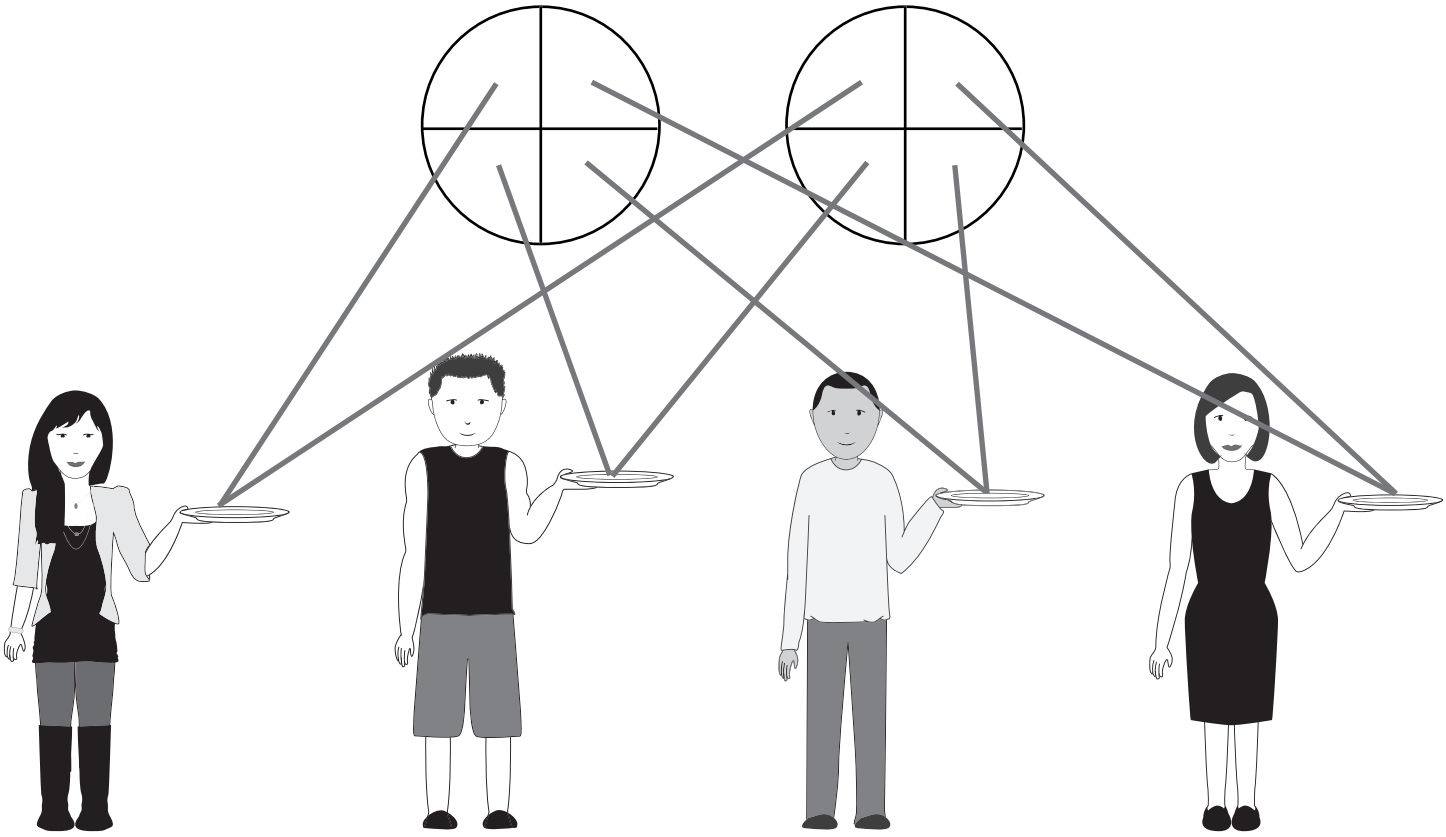




Equal share: _____

Find the equal share.

4 people share 2 mini cupcakes equally.



Equal share: **two-fourths or $\frac{2}{4}$ of a mini cupcakes**

Module FM
Lesson 5
Modeled Practice #1

3 friends share 2 brownie bars equally. How much does each friend receive?

Equal Share: _____

STOP

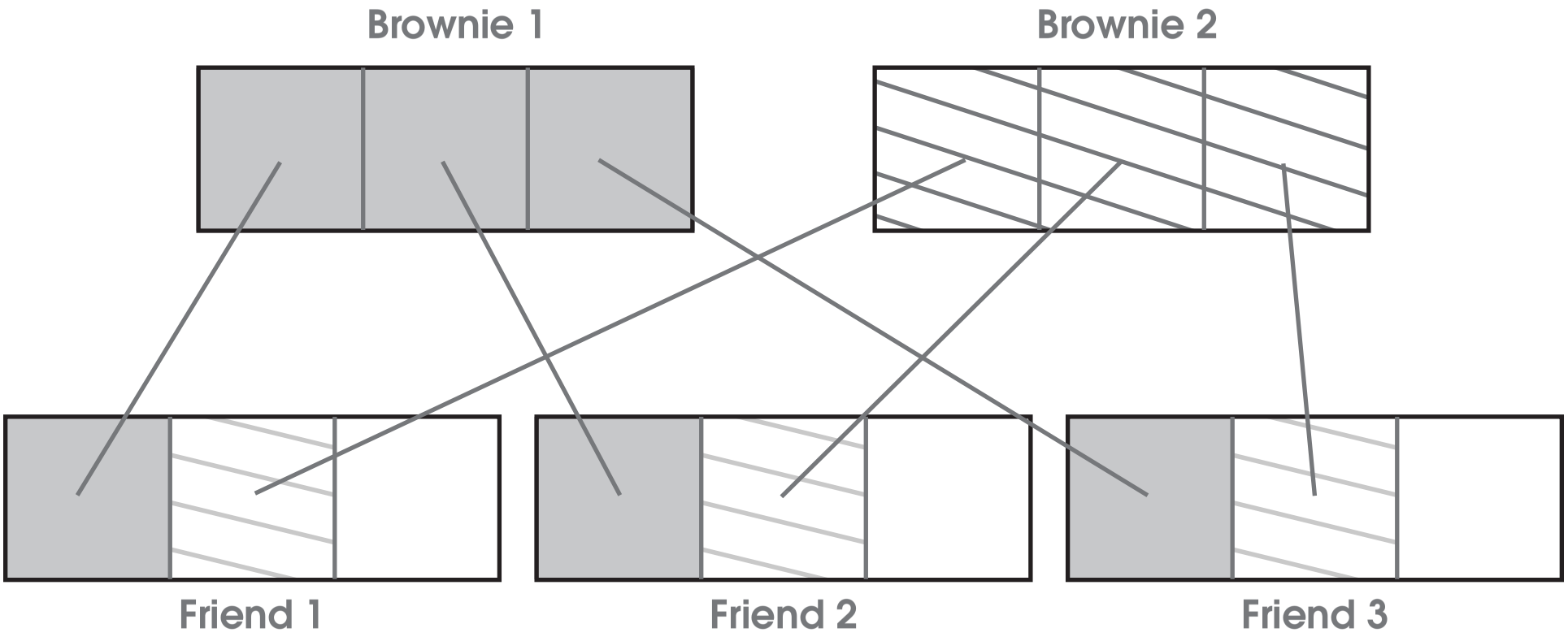
4 friends share 3 taffy squares equally. How much does each friend receive?

Equal Share: _____

STOP

Module FM
Lesson 5
Modeled Practice #1 Key

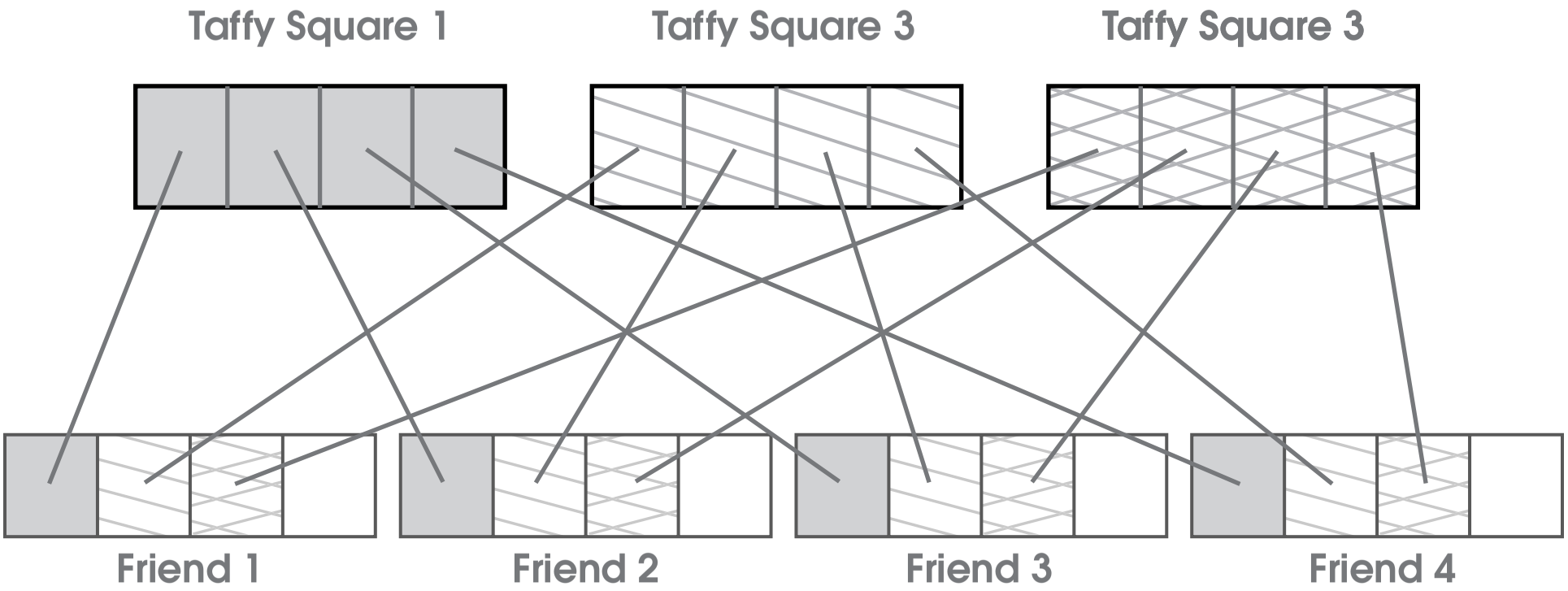
3 friends share 2 brownie bars equally. How much does each friend receive?



Equal Share: $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$ = of a brownie

STOP

4 friends share 3 taffy squares equally. How much does each friend receive?

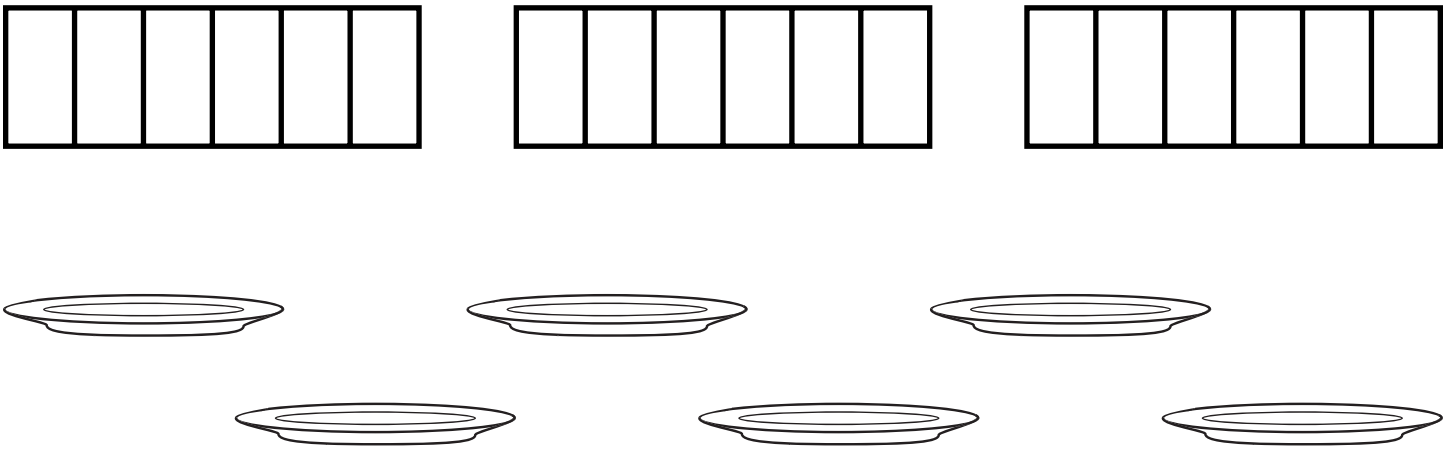


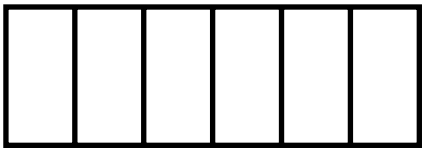
Equal Share: $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$ of a taffy square

STOP

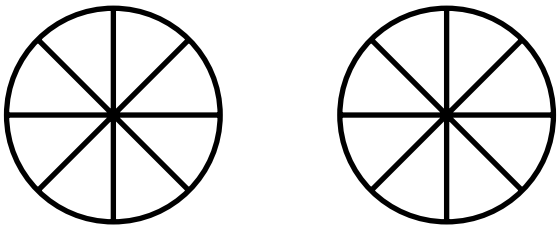
Find the equal share.

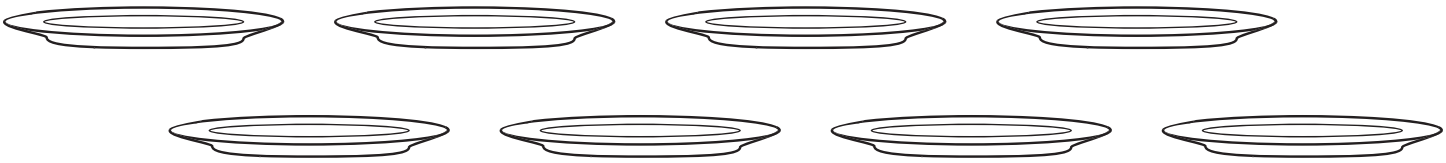
1.) 6 people share 3 sandwiches equally. How much does each person receive?

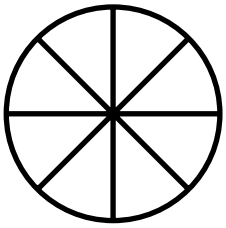


Equal share:  _____

2.) 8 friends share 2 pizzas equally. How much does each friend get?

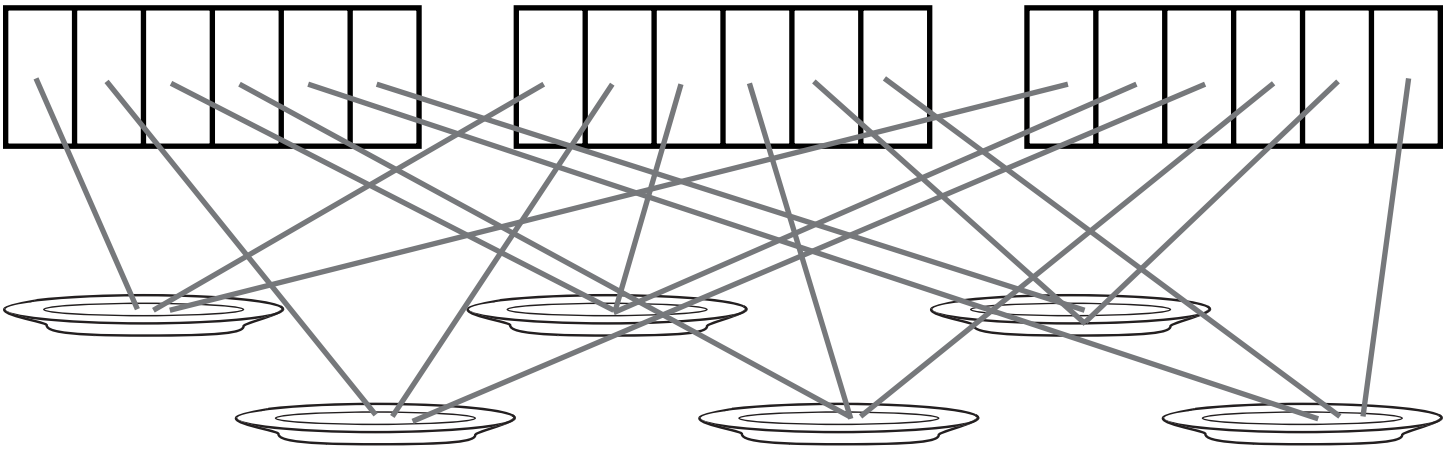




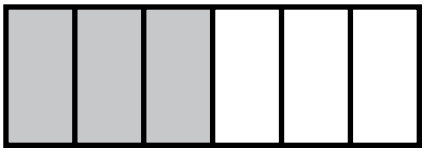
Equal share:  _____

Find the equal share.

1.) 6 people share 3 sandwiches equally. How much does each person receive?

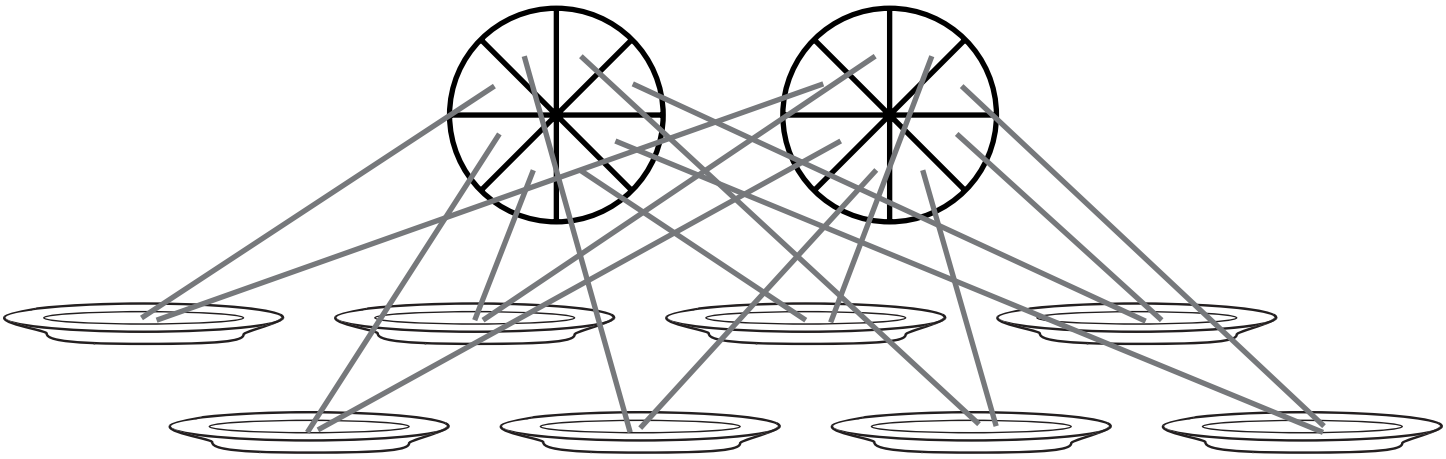


Equal share:

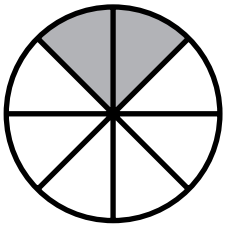


$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{3}{6}$ of a sandwich

2.) 8 friends share 2 pizzas equally. How much does each friend get?

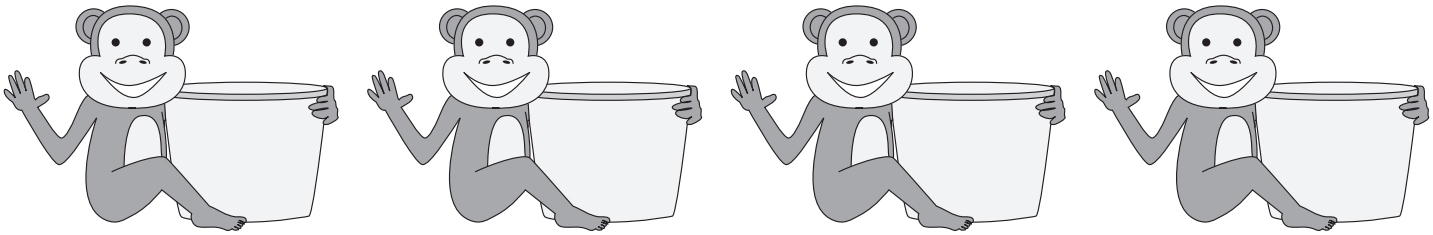


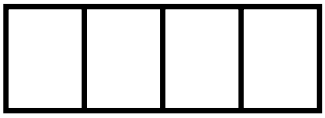
Equal share:



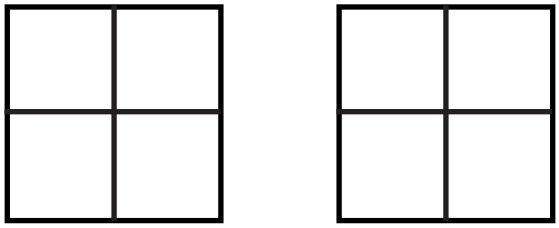
$\frac{1}{8} + \frac{1}{8} = \frac{2}{8}$ of a pizza

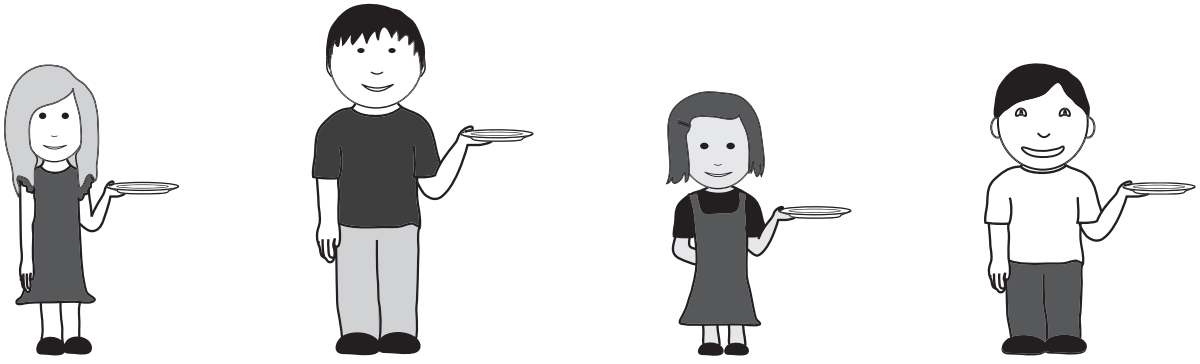
1.) 4 monkeys share 3 bananas equally.

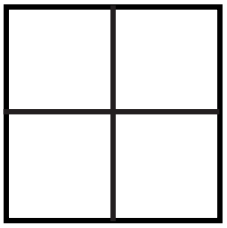


Equal share:  _____

2.) 4 children share 2 waffles equally.

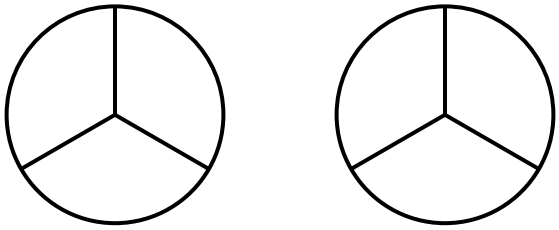


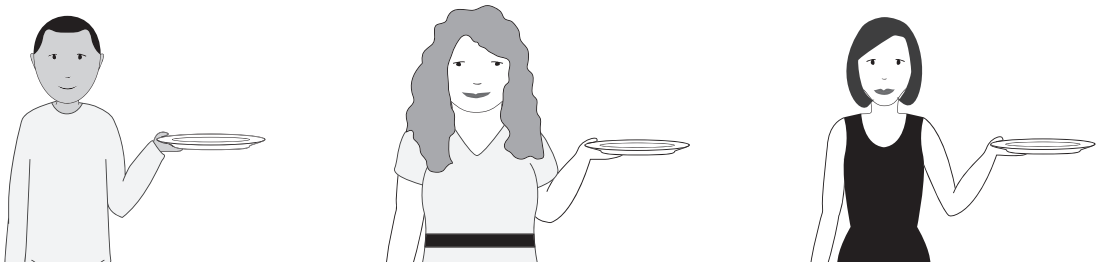


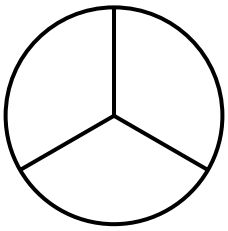
Equal share:  _____

Find the equal share.

3.) 3 friends share 2 pancakes equally.

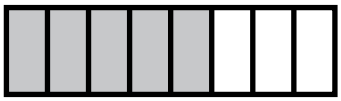




Equal share:  _____

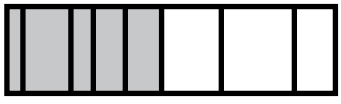
Choose the equal share.

4.) 8 workers share 5 sandwiches equally.

A 

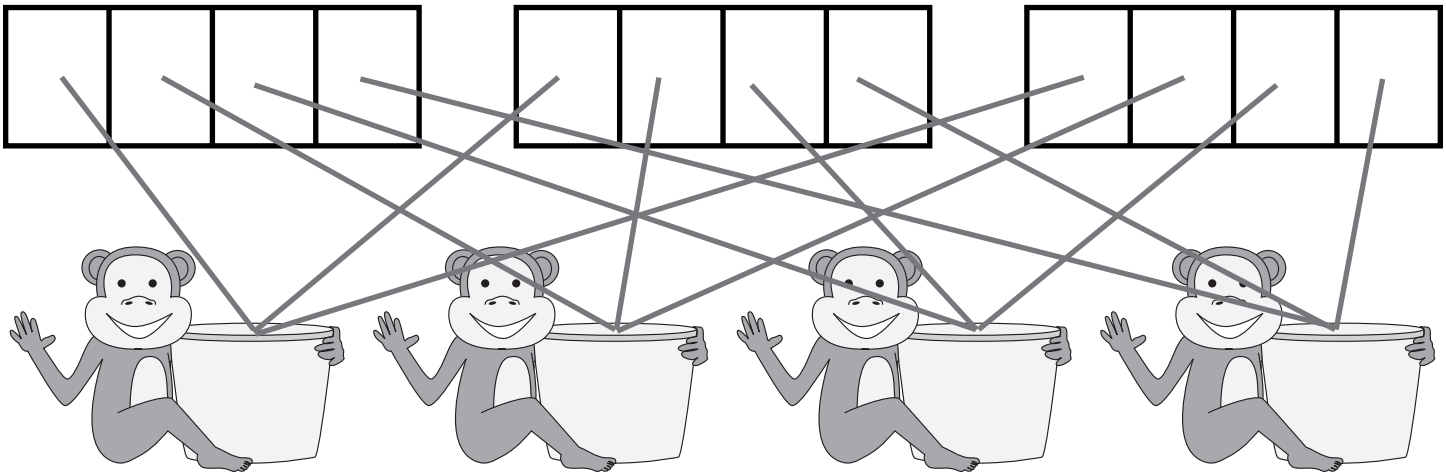
B 

C 

D 

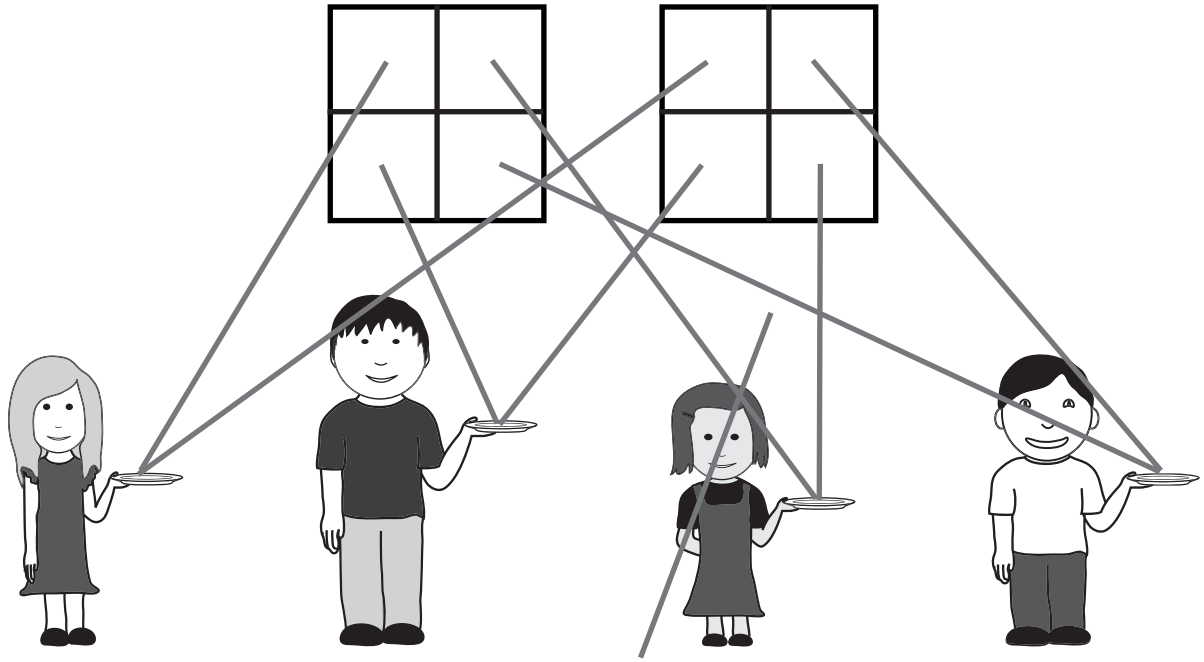
$\frac{\quad}{4}$

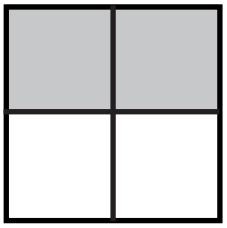
1.) 4 monkeys share 3 bananas equally.



Equal share:  $\frac{3}{4}$ of a banana

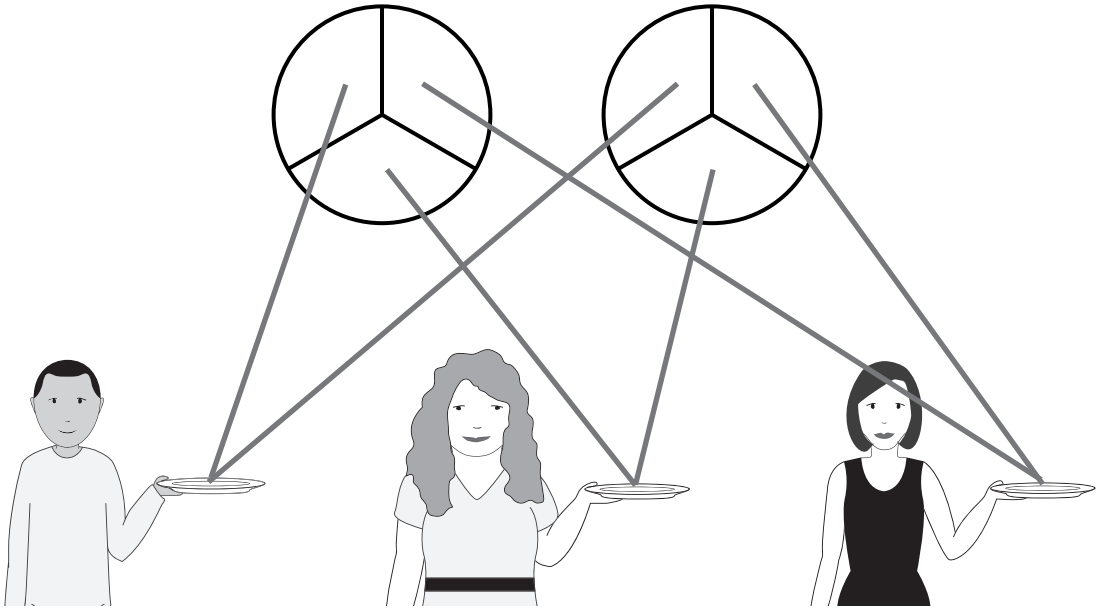
2.) 4 children share 2 waffles equally.

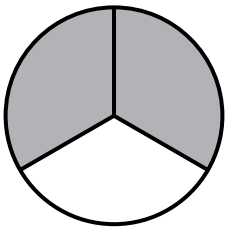


Equal share:  $\frac{2}{4}$ of a waffle

Find the equal share.

3.) 3 friends share 2 pancakes equally.

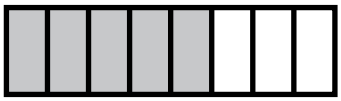


Equal share: 

$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$ of a pancake

Choose the equal share.

4.) 8 workers share 5 sandwiches equally.

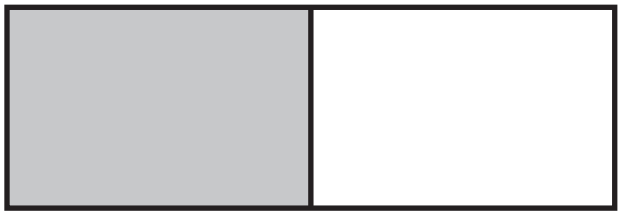
A 

B 

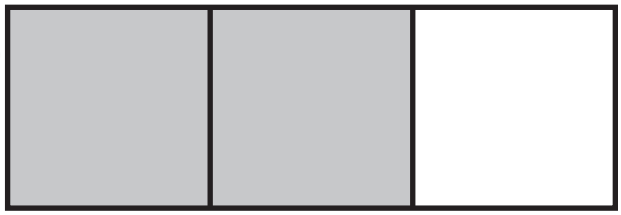
C 

D 

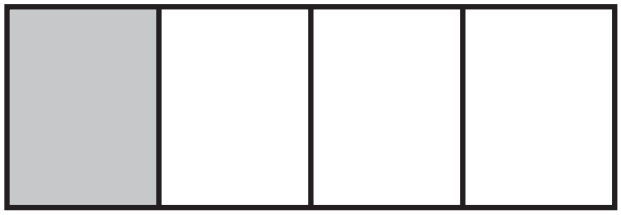
Write the fraction for the part shaded.

1.) 

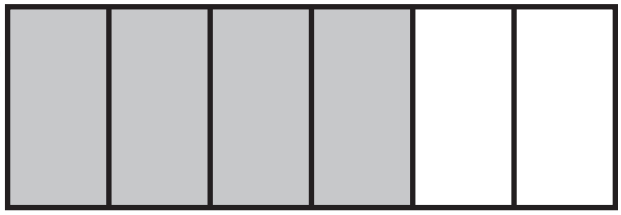
_____

2.) 

_____

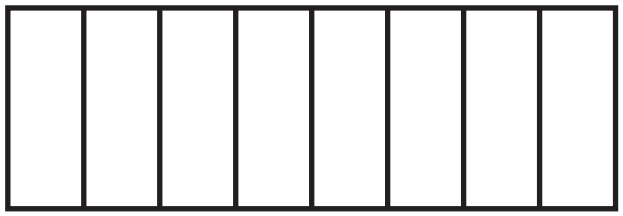
3.) 

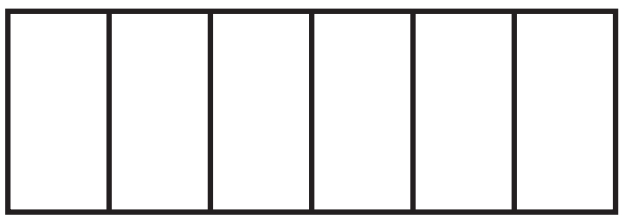
_____

4.) 

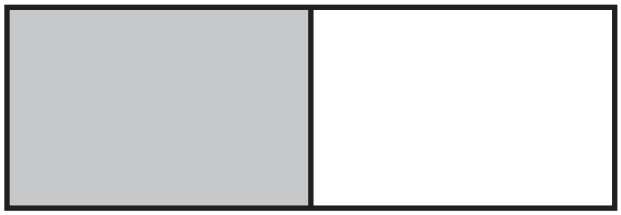
_____

Shade the model to represent the fraction.

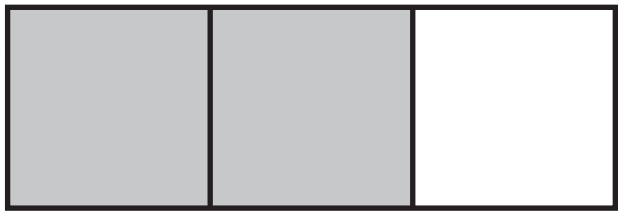
5.) $\frac{3}{8}$ 

6.) $\frac{2}{6}$ 

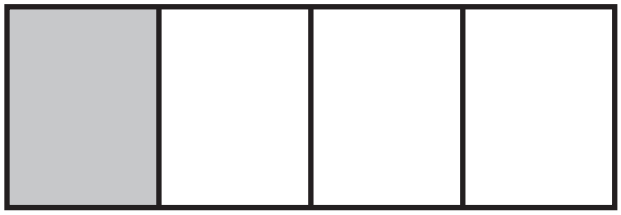
Write the fraction for the part shaded.

1.) 

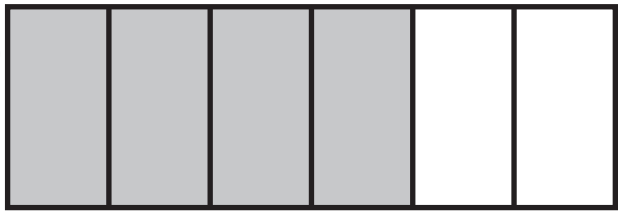
$\frac{1}{2}$

2.) 

$\frac{2}{3}$

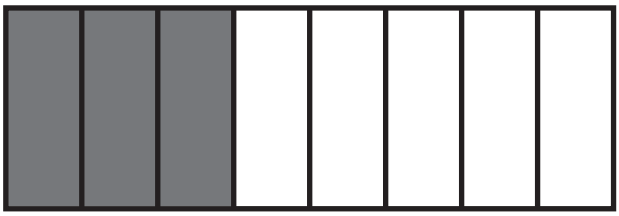
3.) 

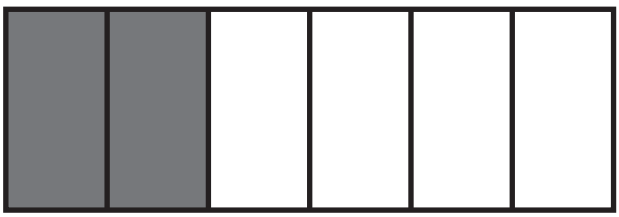
$\frac{1}{4}$

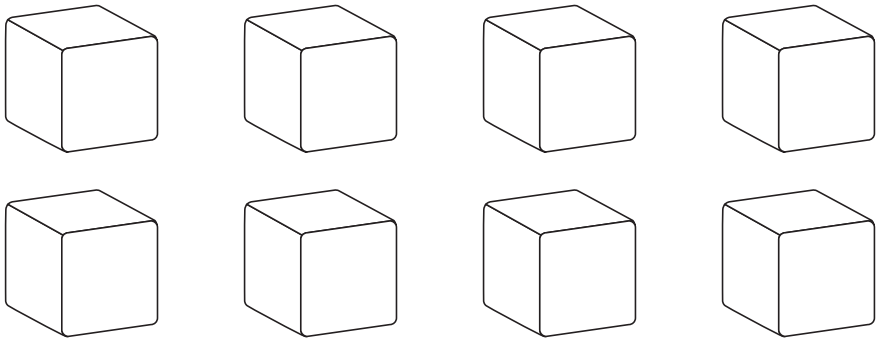
4.) 

$\frac{4}{6}$

Shade the model to represent the fraction.

5.) $\frac{3}{8}$ 

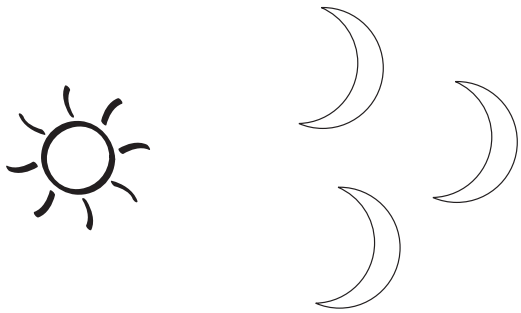
6.) $\frac{2}{6}$ 



The whole has _____ cubes: $\frac{\square}{\square}$ of the cubes make up the whole.

_____ out of _____ are _____ : $\frac{\square}{\square}$ of the cubes are _____

_____ out of _____ are _____ : $\frac{\square}{\square}$ of the cubes are _____

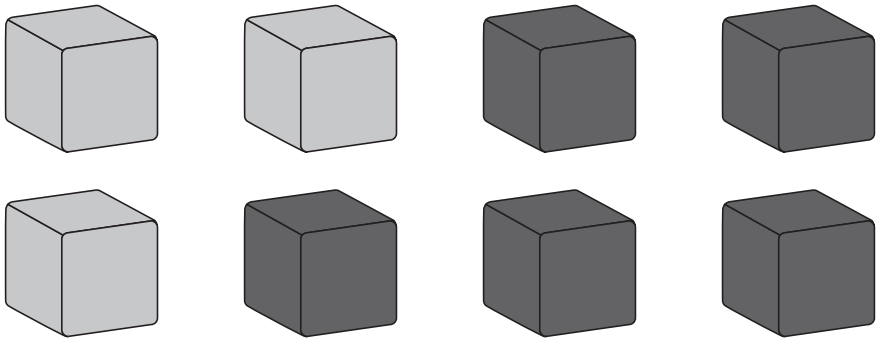


The whole has _____ shapes: $\frac{\square}{\square}$ of the shapes make up the whole.

_____ out of _____ are _____ : $\frac{\square}{\square}$ of the shapes are _____

_____ out of _____ are _____ : $\frac{\square}{\square}$ of the shapes are _____

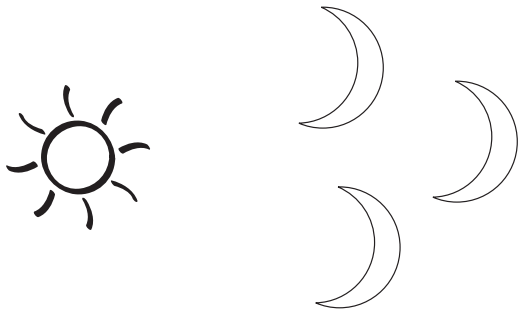
STOP



The whole has 8 shapes: $\frac{8}{8}$ of the shapes make up the whole.

3 out of 8 are orange : $\frac{3}{8}$ of the cubes are orange

5 out of 8 are blue : $\frac{5}{8}$ of the cubes are blue



The whole has 4 shapes: $\frac{4}{4}$ of the shapes make up the whole.

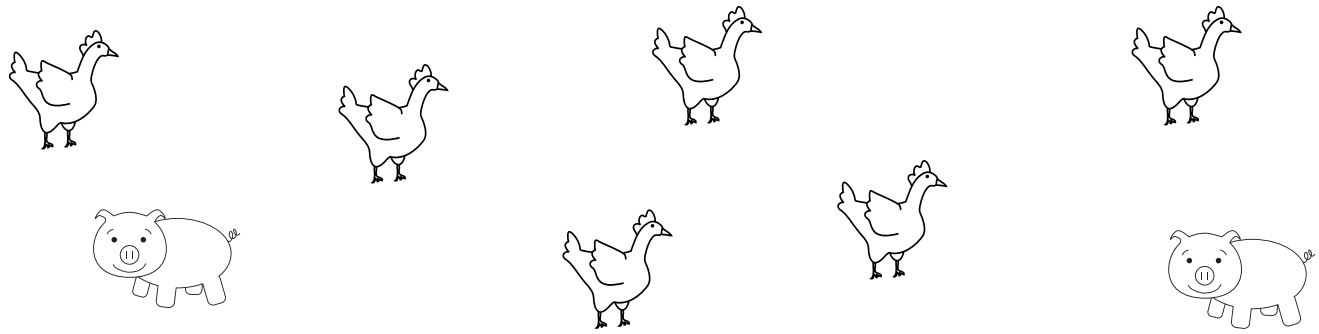
1 out of 4 are suns : $\frac{1}{4}$ of the shapes are suns

3 out of 4 are moons : $\frac{3}{4}$ of the shapes are moons

STOP

Write a fraction for each set.

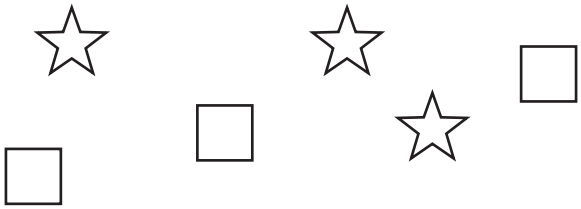
1.) John and Mariel visited a farm on a class trip. They saw 2 pigs and 6 chickens. What fraction of the animals were pigs? What fraction of the animals were chickens?



_____ out of _____ are pigs: $\frac{\square}{\square}$ of the animals are pigs

_____ out of _____ are chickens: $\frac{\square}{\square}$ of the animals are chickens

2.)

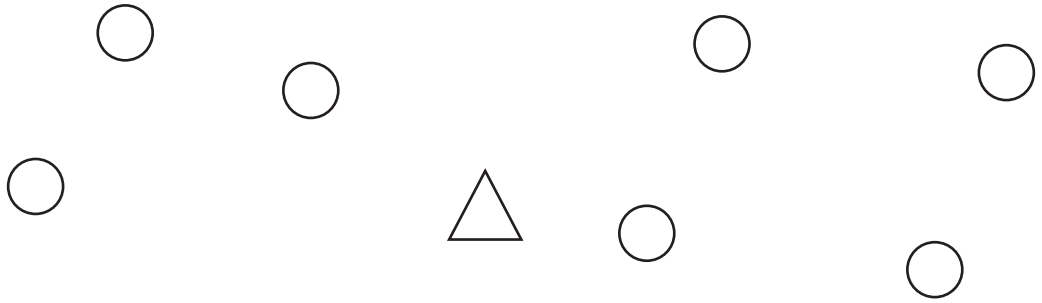


_____ out of _____ are squares: $\frac{\square}{\square}$ of the shapes are squares

_____ out of _____ are stars: $\frac{\square}{\square}$ of the shapes are stars

Write a fraction for each set.

3.)

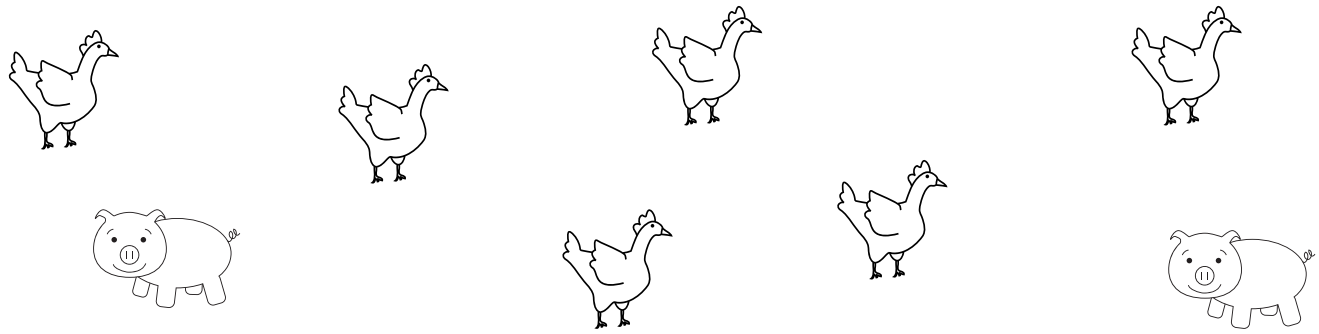


_____ out of _____ are circles: $\frac{\square}{\square}$ of the shapes are circles

_____ out of _____ are triangles: $\frac{\square}{\square}$ of the shapes are triangles

Write a fraction for each set.

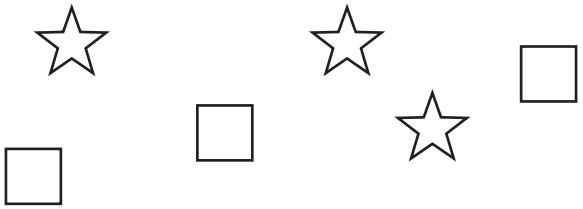
1.) John and Mariel visited a farm on a class trip. They saw 2 pigs and 6 chickens. What fraction of the animals were pigs? What fraction of the animals were chickens?



2 out of 8 are pigs: $\frac{2}{8}$ of the animals are pigs

6 out of 8 are chickens: $\frac{6}{8}$ of the animals are chickens

2.)

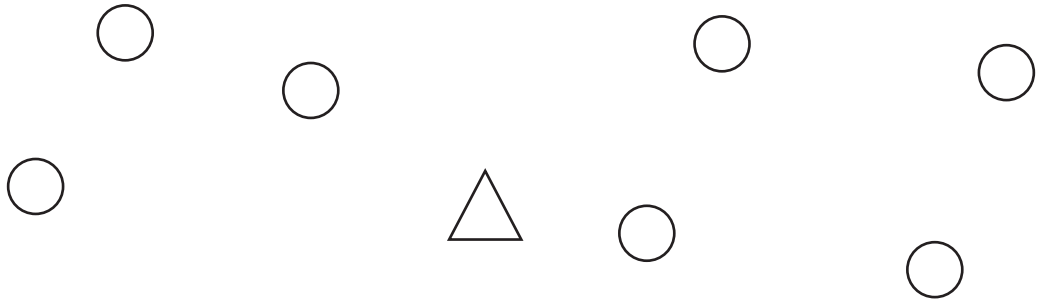


3 out of 6 are squares: $\frac{3}{6}$ of the shapes are squares

3 out of 6 are stars: $\frac{3}{6}$ of the shapes are stars

Write a fraction for each set.

3.)

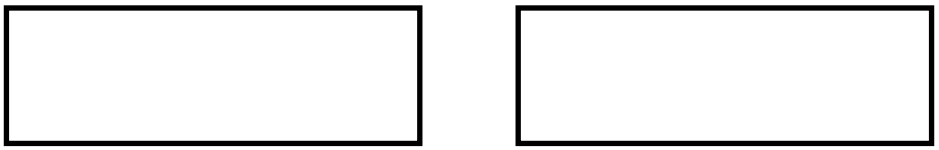


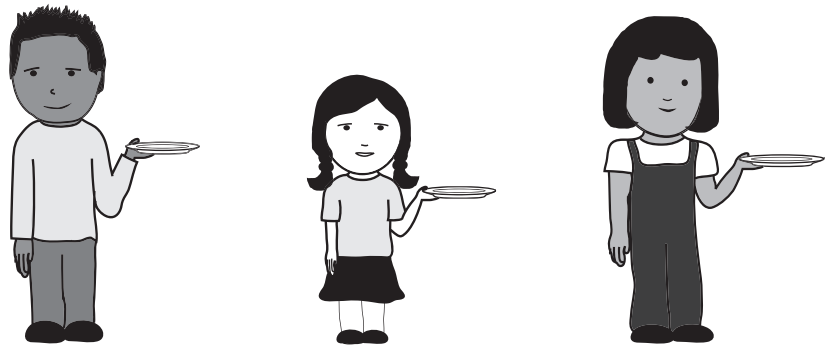
7 out of 8 are circles: $\frac{7}{8}$ of the shapes are circles

1 out of 8 are triangles: $\frac{1}{8}$ of the shapes are triangles

Find the equal share.

1.) 3 friends share 2 candy bars equally.

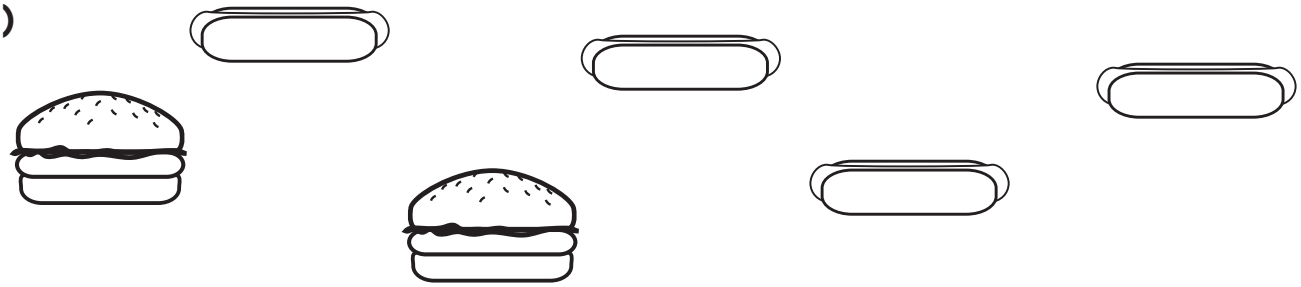




Equal share: _____

Write a fraction for each set.

2.)

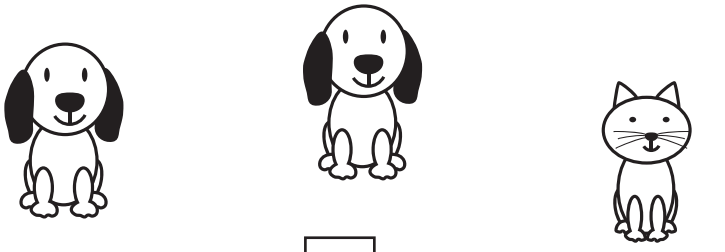


_____ out of _____ are hamburgers: $\frac{\square}{\square}$ of the items are hamburgers

_____ out of _____ are hot dogs: $\frac{\square}{\square}$ of the items are hot dogs

Write a fraction for each set.

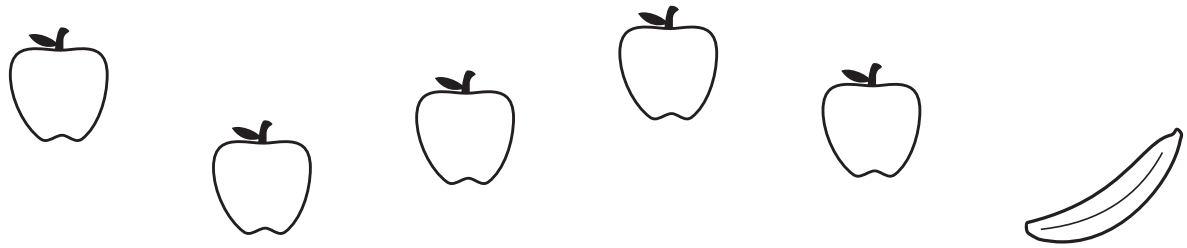
3.)



_____ out of _____ are puppies: $\frac{\square}{\square}$ of the animals are puppies

_____ out of _____ are kittens: $\frac{\square}{\square}$ of the animals are kittens

4.)

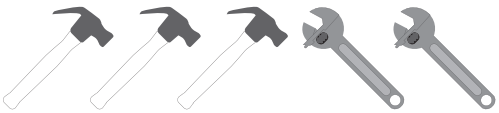


_____ out of _____ are apples: $\frac{\square}{\square}$ of the fruit are apples

_____ out of _____ are bananas: $\frac{\square}{\square}$ of the fruit are bananas

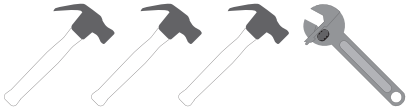
5.) Choose the picture that shows $\frac{3}{4}$ of the tools are hammers.

A



C

B

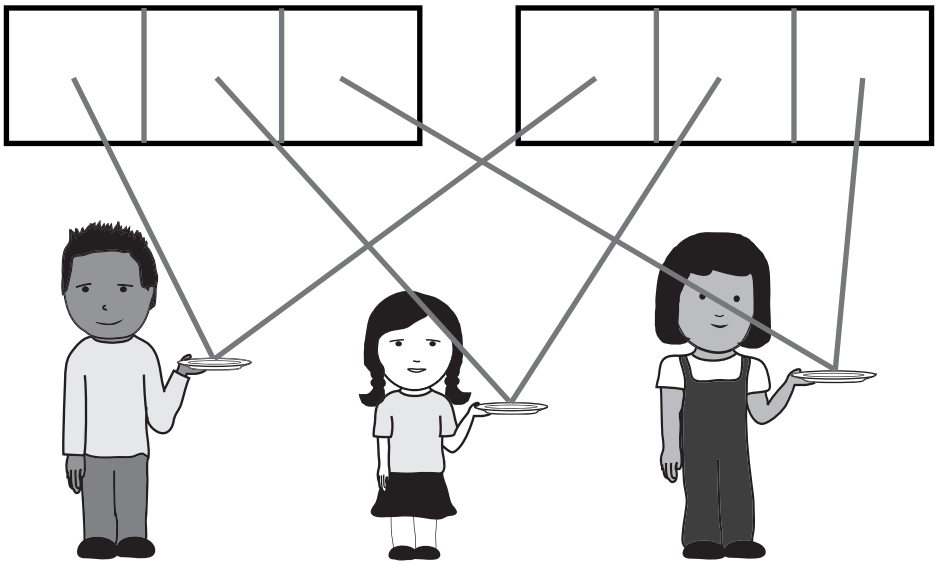


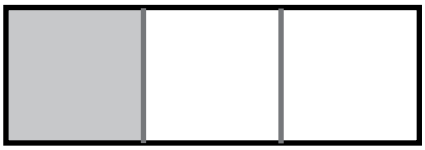
D

STOP

Find the equal share.

1.) 3 friends share 2 candy bars equally.

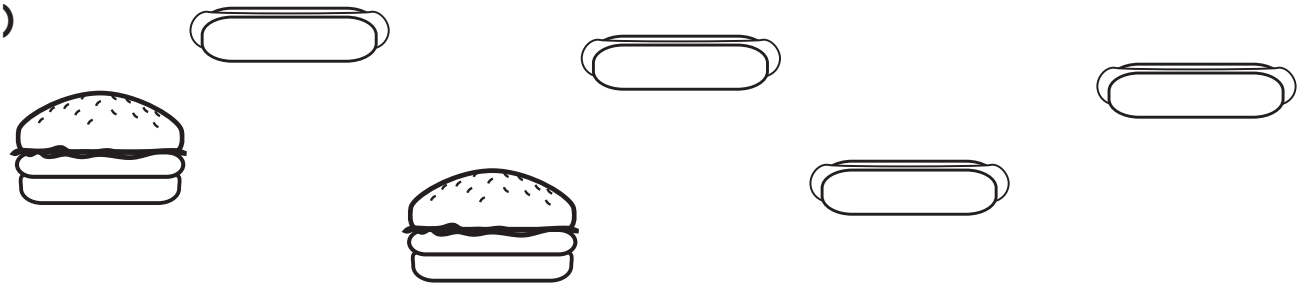


Equal share: 

$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$ of a candy bar

Write a fraction for each set.

2.)

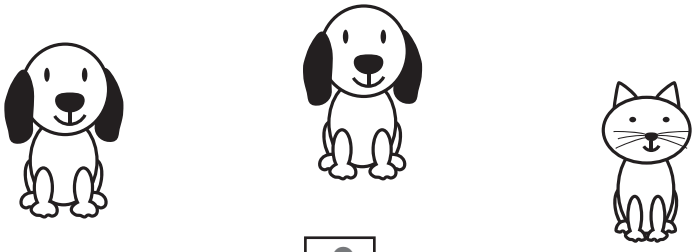


2 out of 6 are hamburgers: $\frac{2}{6}$ of the items are hamburgers

4 out of 6 are hot dogs: $\frac{4}{6}$ of the items are hot dogs

Write a fraction for each set.

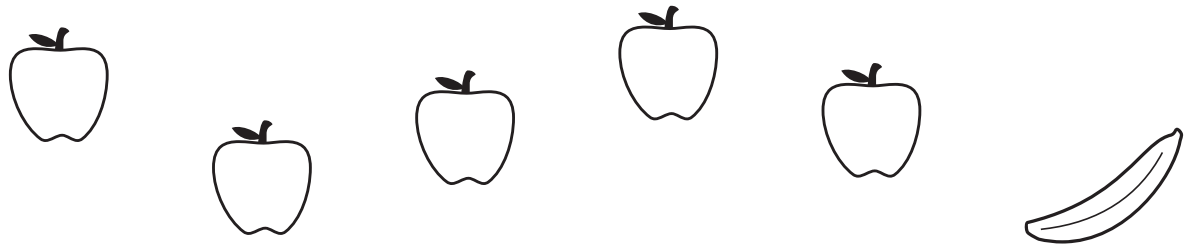
3.)



2 out of 3 are puppies: $\frac{2}{3}$ of the animals are puppies

1 out of 3 are kittens: $\frac{1}{3}$ of the animals are kittens

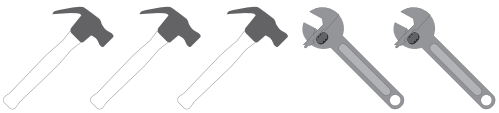
4.)



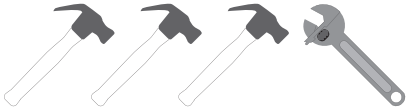
5 out of 6 are apples: $\frac{5}{6}$ of the fruit are apples

1 out of 6 are bananas: $\frac{1}{6}$ of the fruit are bananas

5.) Choose the picture that shows $\frac{3}{4}$ of the tools are hammers.

A 

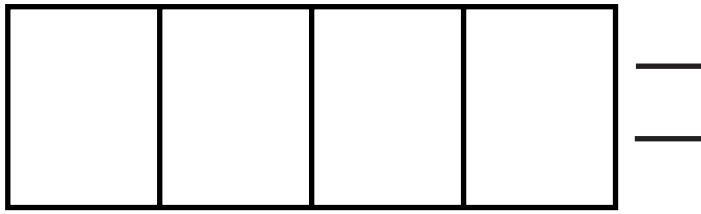
C 

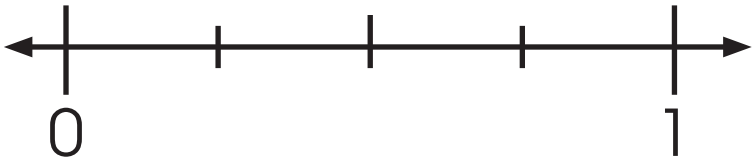
B 

D 

4 students want to share 3 sandwiches equally. How much of a sandwich does each student receive?

Equal Share:

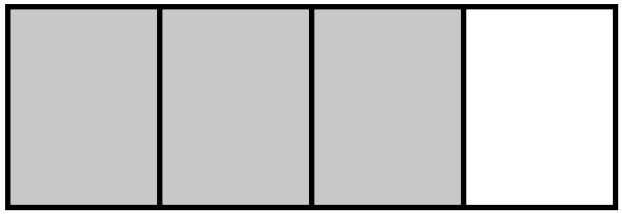




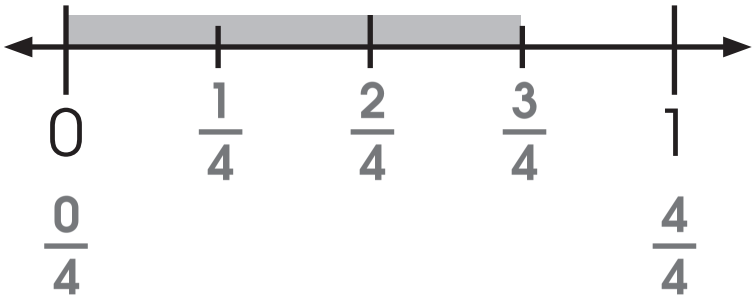
STOP

4 students want to share 3 sandwiches equally. How much of a sandwich does each student receive?

Equal Share:

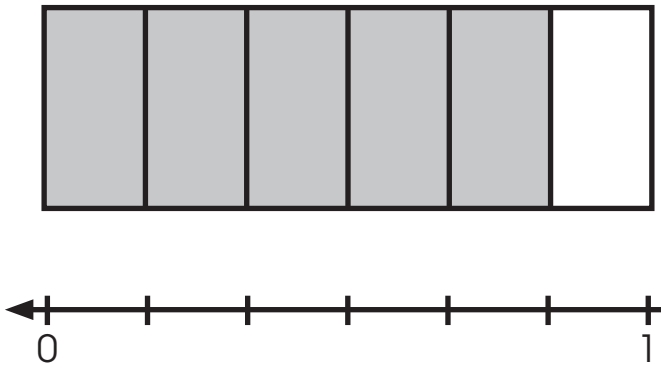


three-fourths or $\frac{3}{4}$ of a sandwich



STOP

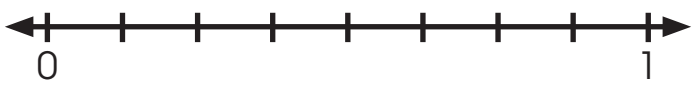
6 friends shared 5 ribbons equally. Here is an equal share:



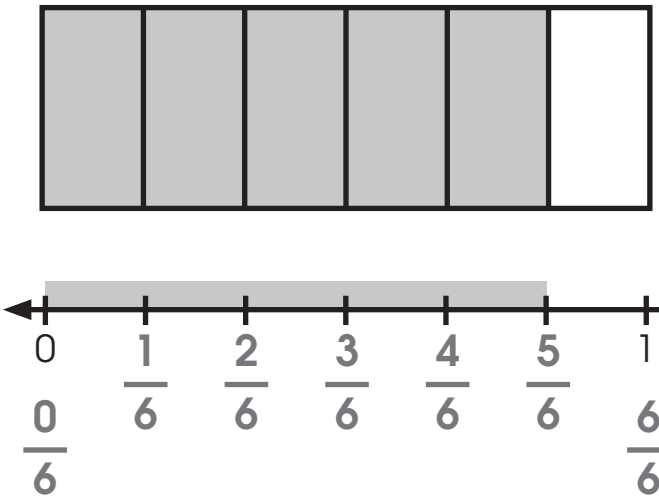
Locate the fraction on the number line.

Equal share: _____

8 friends share 5 licorice ropes. The equal share is $\frac{5}{8}$ of a licorice rope. Locate the fraction on the number line.



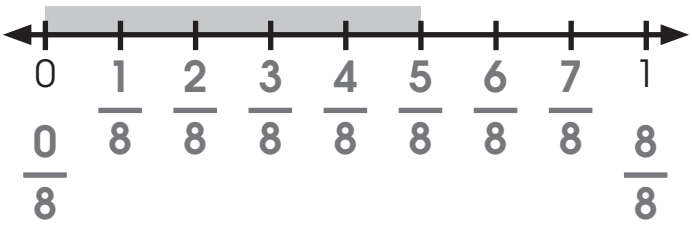
6 friends shared 5 sandwiches equally. Here is an equal share:



Locate the fraction on the number line.

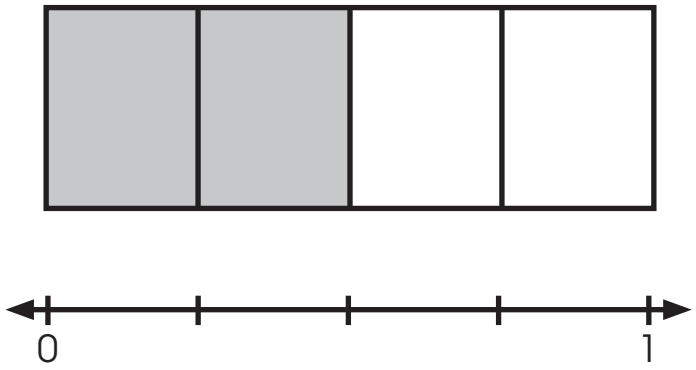
Equal share: **five-sixths or $\frac{5}{6}$ of a sandwich**

8 friends share 5 licorice ropes. The equal share is $\frac{5}{8}$ of a licorice rope. Locate the fraction on the number line.



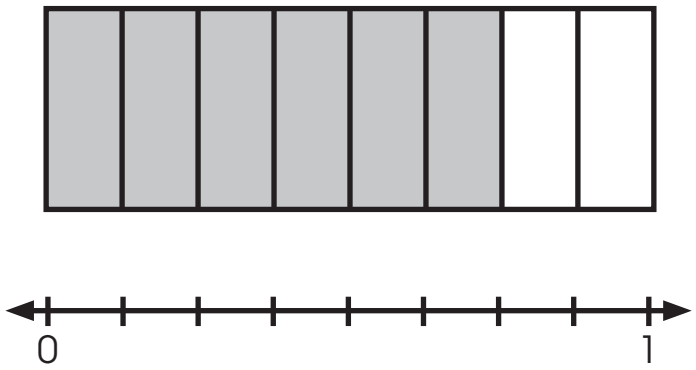
Locate and label the fraction on the number line.

1.) 4 friends share 2 feet of rope equally. Here is an equal share:



Equal share: _____

2.) 8 people share 6 sandwiches equally. Here is an equal share:



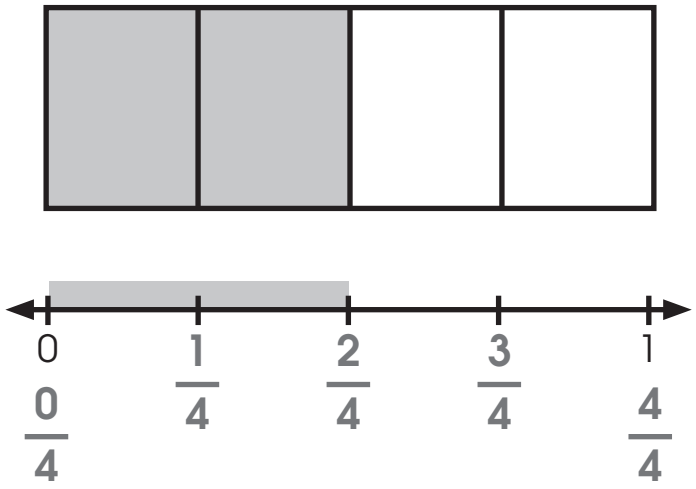
Equal share: _____

Locate and label the fraction on the number line.

3.) 6 friends share 3 candy bars equally. The equal share is $\frac{3}{6}$ of a candy bar.

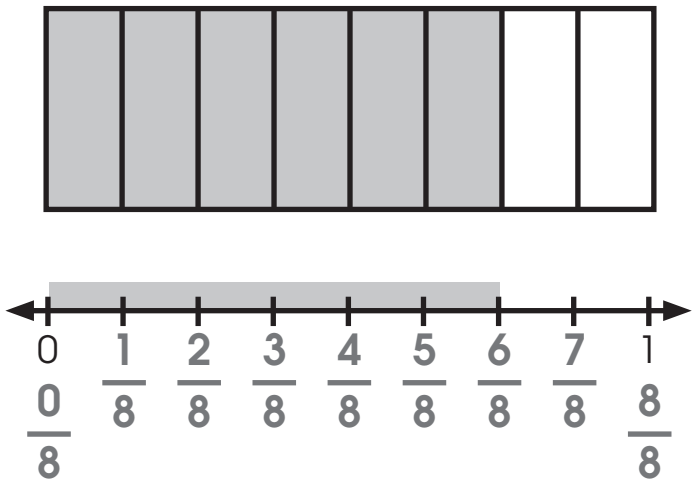
Locate and label the fraction on the number line.

1.) 4 friends share 2 feet of rope equally. Here is an equal share:



Equal share: two-fourths or $\frac{2}{4}$ of a foot of rope

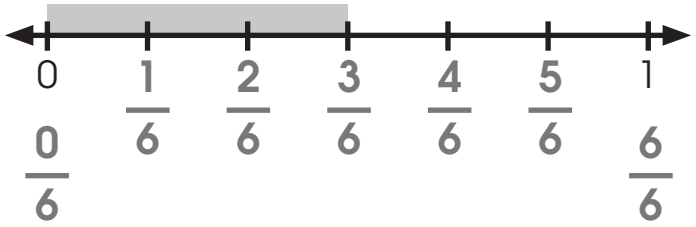
2.) 8 people share 6 sandwiches equally. Here is an equal share:



Equal share: six-eighths or $\frac{6}{8}$ of a sandwich

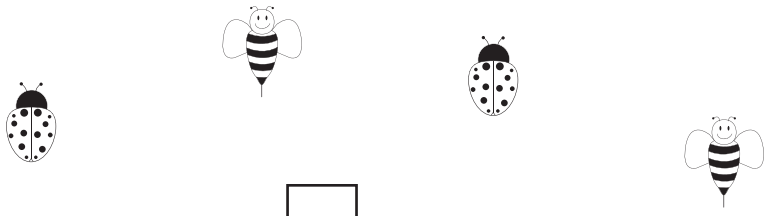
Locate and label the fraction on the number line.

3.) 6 friends share 3 candy bars equally. The equal share is $\frac{3}{6}$ of a candy bar.



Write a fraction for each set.

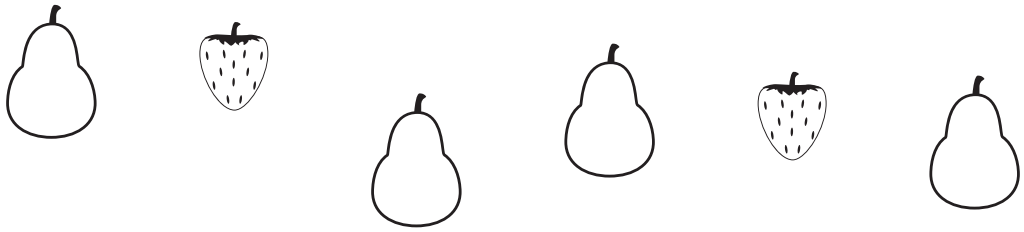
1.)



____ out of ____ are bees: $\frac{\square}{\square}$ of the insects are bees

____ out of ____ are ladybugs: $\frac{\square}{\square}$ of the insects are ladybugs

2.)



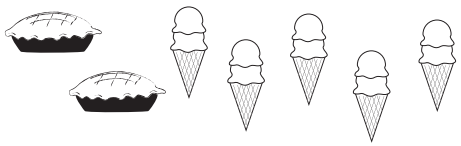
____ out of ____ are pears: $\frac{\square}{\square}$ of the fruits are pears

____ out of ____ are strawberries: $\frac{\square}{\square}$ of the fruits are strawberries

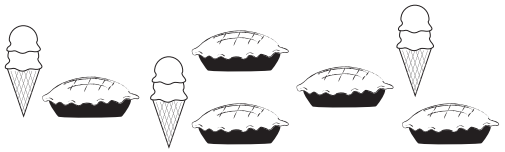
3.) Choose the picture that shows $\frac{5}{8}$ of the desserts are ice cream cones.

A

C



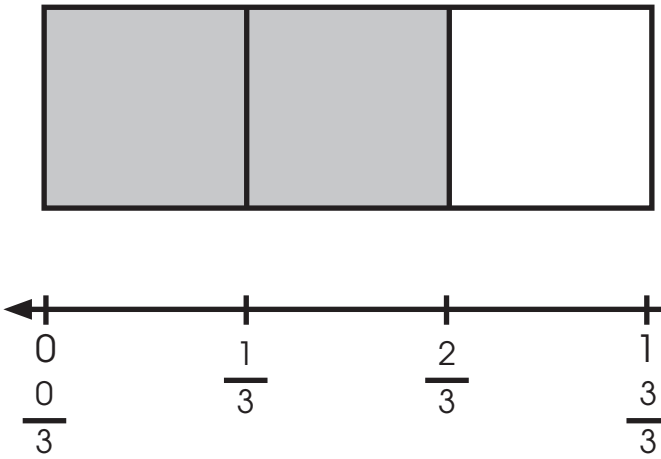
B



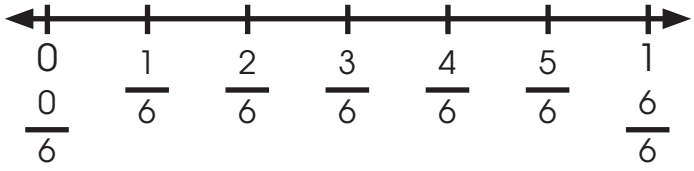
D

Locate and label the fraction on the number line.

4.) 3 friends share 2 taffy bars equally. Here is an equal share:



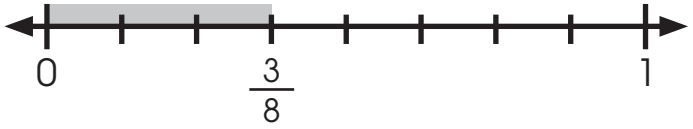
5.) 6 workers share 5 chocolate bars equally. The equal share is $\frac{5}{6}$ of a chocolate bar.



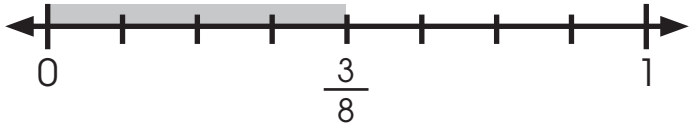
6.) 8 students share 3 sandwiches equally. Choose the number line that shows the equal share, $\frac{3}{8}$ of a sandwich.

A

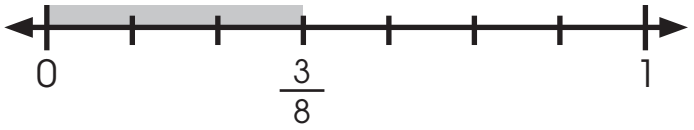
B



C

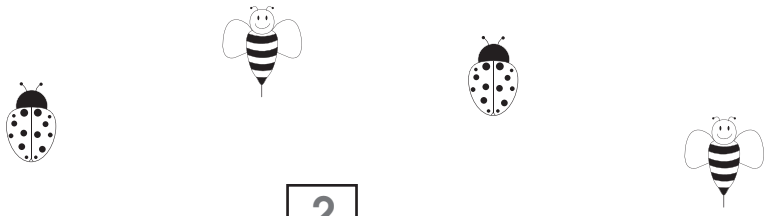


D



Write a fraction for each set.

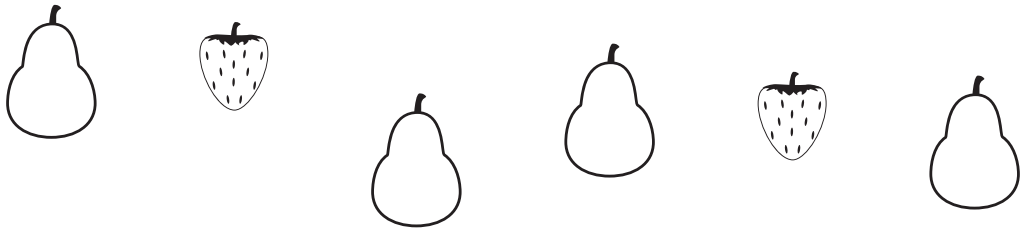
1.)



2 out of 4 are bees: $\frac{2}{4}$ of the insects are bees

2 out of 4 are ladybugs: $\frac{2}{4}$ of the insects are ladybugs

2.)

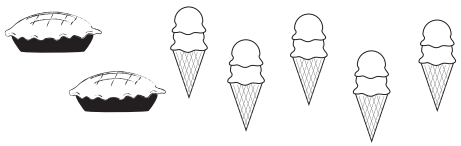


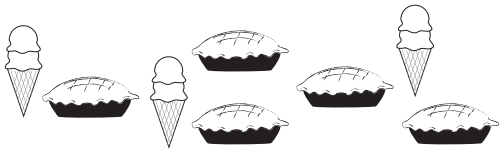
4 out of 6 are pears: $\frac{4}{6}$ of the fruits are pears

2 out of 6 are strawberries: $\frac{2}{6}$ of the fruits are strawberries

3.) Choose the picture that shows $\frac{5}{8}$ of the desserts are ice cream cones.

A 

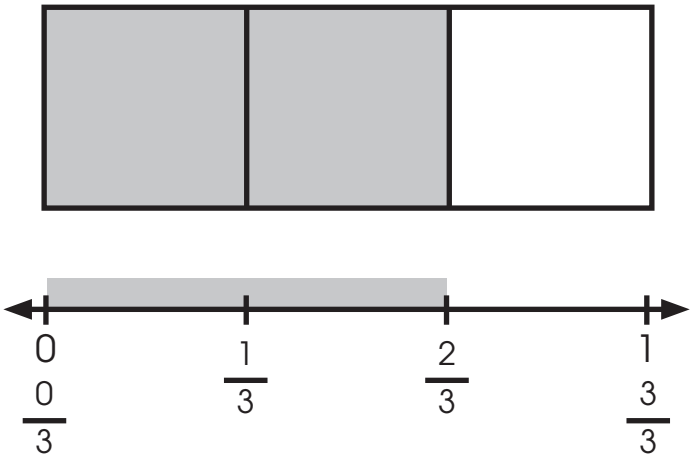
C 

B 

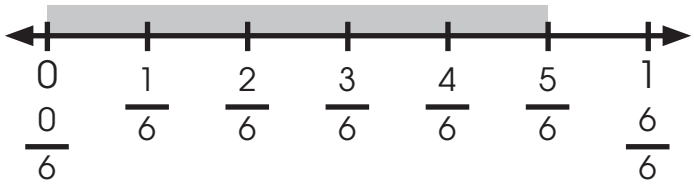
D 

Locate and label the fraction on the number line.

4.) 3 friends share 2 taffy bars equally. Here is an equal share:



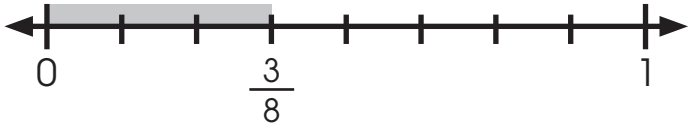
5.) 6 workers share 5 chocolate bars equally. The equal share is $\frac{5}{6}$ of a chocolate bar.



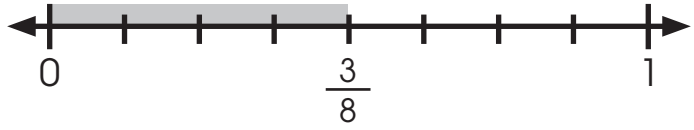
6.) 8 students share 3 sandwiches equally. Choose the number line that shows the equal share, $\frac{3}{8}$ of a sandwich.

A

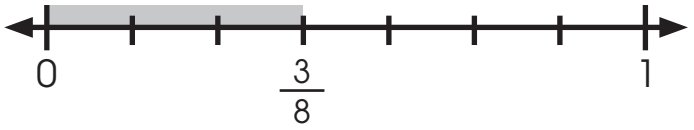
B



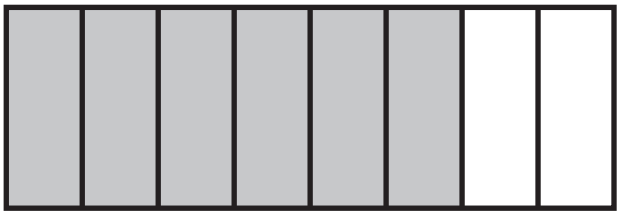
C



D



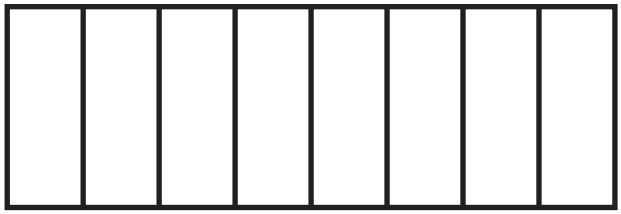
1.) Write the fraction for the parts shaded.



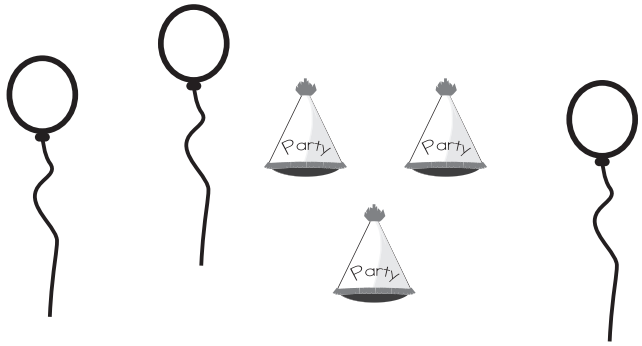
$\frac{\square}{\square}$

2.) Shade the model to represent the fraction.

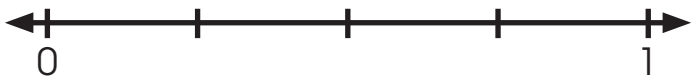
$\frac{5}{8}$



3.) $\frac{\square}{\square}$ of the objects are balloons

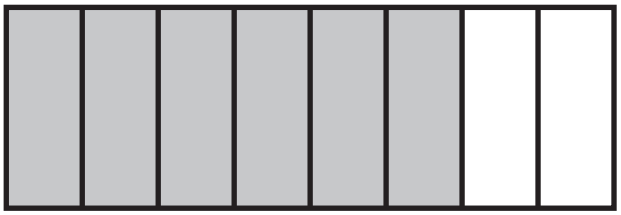


4.) 4 friends share 3 loaves of bread. Shade and label the number line to show the equal share $\frac{3}{4}$ of a loaf of bread.



STOP

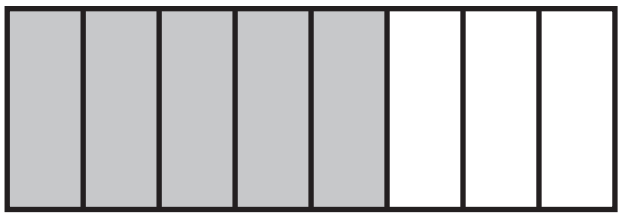
1.) Write the fraction for the parts shaded.



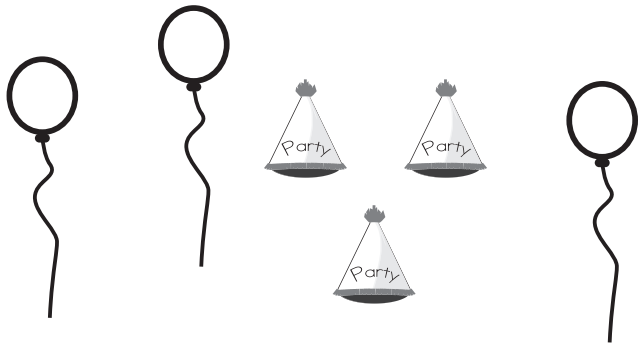
$\frac{6}{8}$

2.) Shade the model to represent the fraction.

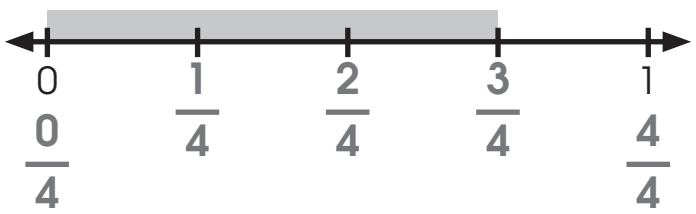
$\frac{5}{8}$



3.) $\frac{3}{6}$ of the objects are balloons



4.) 4 friends share 3 loaves of bread. Shade and label the number line to show the equal share $\frac{3}{4}$ of a loaf of bread.



3 friends want to share 3 sandwiches equally. Each friend wants a piece of each sandwich. What would an equal share look like?

Tuna | Ham | Peanut Butter

Equal share: _____

How many $\frac{1}{2}$ pieces fit in 1 whole sandwich?

_____

How many $\frac{1}{4}$ pieces fit in 1 whole sandwich?

_____

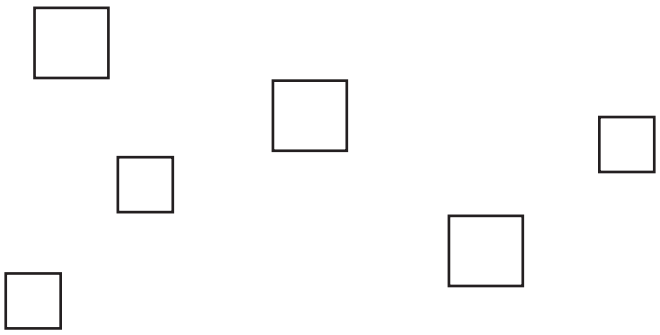
Module FM
Lesson 8
Modeled Practice Display #2

How many $\frac{1}{2}$ pieces fit in 1 whole sandwich?

How many $\frac{1}{4}$ pieces fit in 1 whole sandwich?

STOP

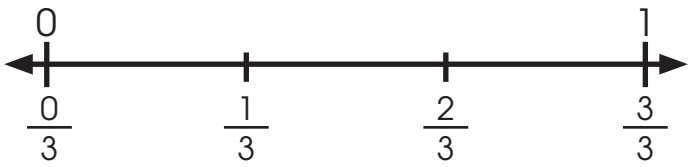
What fraction of the shapes are squares?



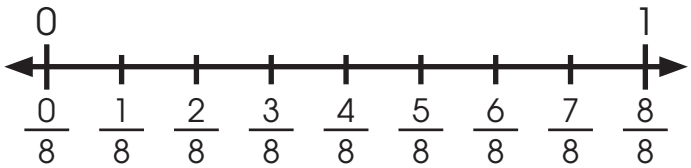
_____ out of _____ are squares

$\frac{\square}{\square}$ of the shapes are squares

What fraction on the number line equals 1 whole? Shade and fill in the blanks.



$\frac{\square}{\square}$ = 1 whole

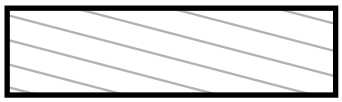


$\frac{\square}{\square}$ = 1 whole

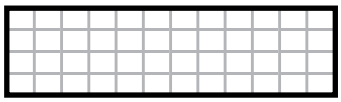
3 friends want to share 3 sandwiches equally. Each friend wants a piece of each sandwich. What would an equal share look like?

Tuna

Ham

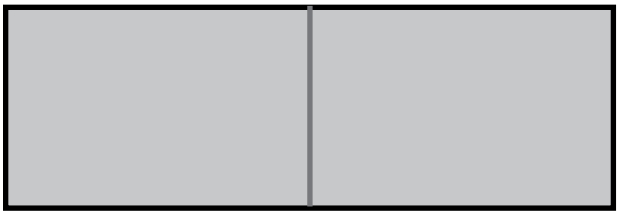


Peanut Butter



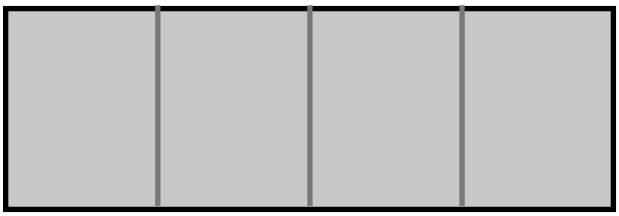
Equal share: $\frac{3}{3}$ of a sandwich

How many $\frac{1}{2}$ pieces fit in 1 whole sandwich?



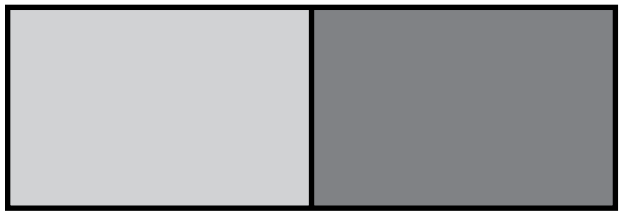
$\frac{2}{2}$ of a sandwich

How many $\frac{1}{4}$ pieces fit in 1 whole sandwich?



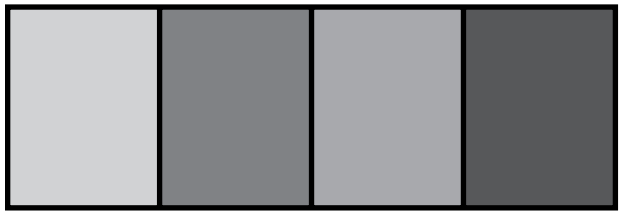
$\frac{4}{4}$ of a sandwich

How many $\frac{1}{2}$ pieces fit in 1 whole sandwich?



$\frac{2}{2}$ of a sandwich or 1 whole

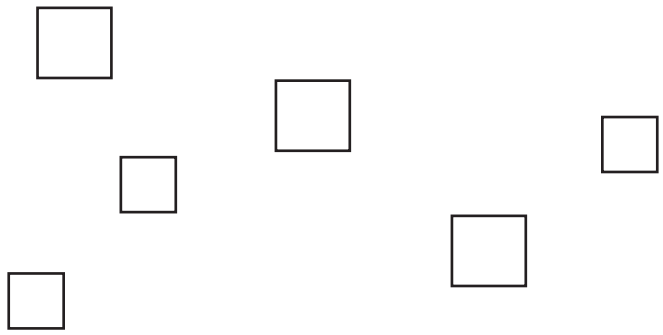
How many $\frac{1}{4}$ pieces fit in 1 whole sandwich?



$\frac{4}{4}$ of a sandwich or 1 whole

STOP

What fraction of the shapes are squares?

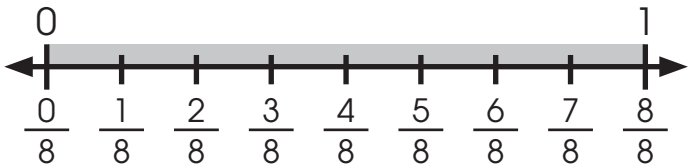


6 out of 6 are squares

$\frac{6}{6}$ of the shapes are squares

What fraction on the number line equals 1 whole? Shade and fill in the blanks.

$\frac{3}{3}$ = 1 whole



$\frac{8}{8}$ = 1 whole

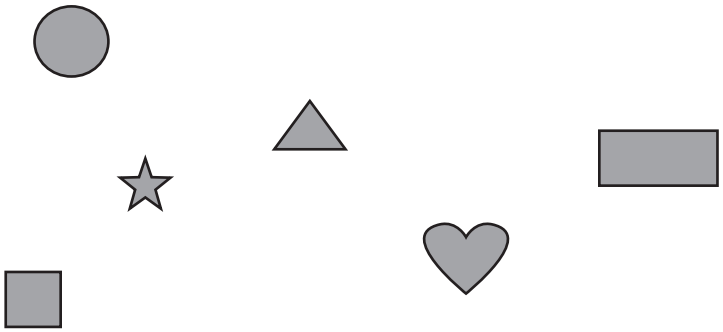
Use the models to find the equal share.

1.) 3 friends want to share 3 different kinds of taffy equally. What would the equal share look like?

Equal share:

_____

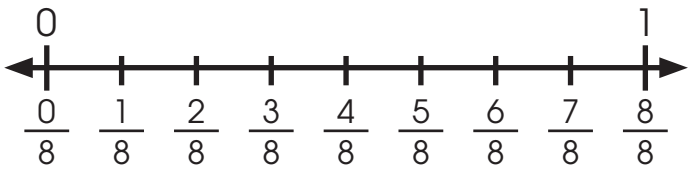
2.) What fraction of the shapes are shaded?



_____ out of _____ are shaded

$\frac{\square}{\square}$ of the shapes are shaded

3.) What fraction on the number line equals 1 whole? Shade and fill in the blanks.

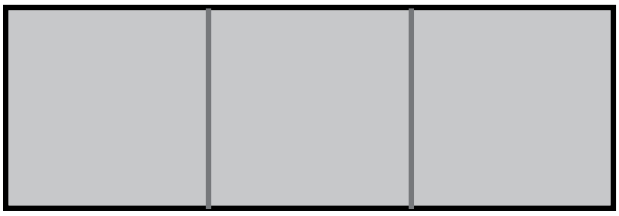


$\frac{\square}{\square}$ = 1 whole

Use the models to find the equal share.

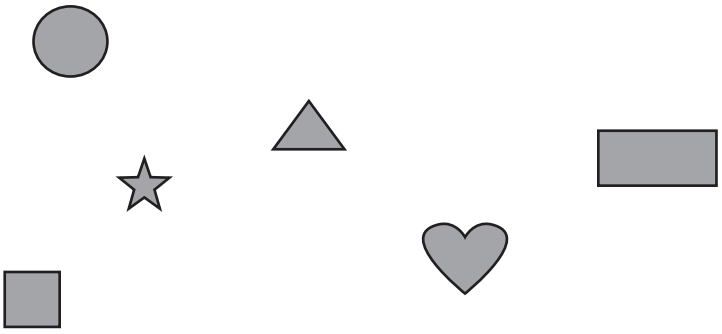
1.) 3 friends want to share 3 different kinds of taffy equally. What would the equal share look like?

Equal share:



$\frac{3}{3}$ of a stick of taffy

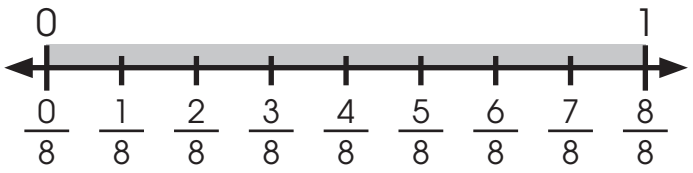
2.) What fraction of the shapes are shaded?



6 out of 6 are shaded

$\frac{6}{6}$ of the shapes are shaded

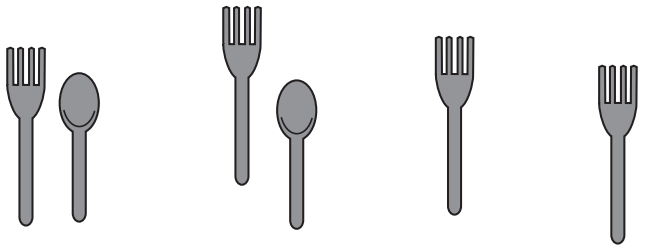
3.) What fraction on the number line equals 1 whole? Shade and fill in the blanks.



$\frac{8}{8}$ = 1 whole

Write a fraction for the set.

1.)

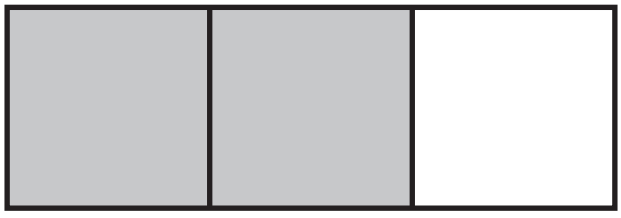


_____ out of _____ are forks: $\frac{\square}{\square}$ of the items are forks

_____ out of _____ are spoons: $\frac{\square}{\square}$ of the items are spoons

Locate the fraction on the number line.

2.) 3 friends share 2 sandwiches equally. Here is an equal share:



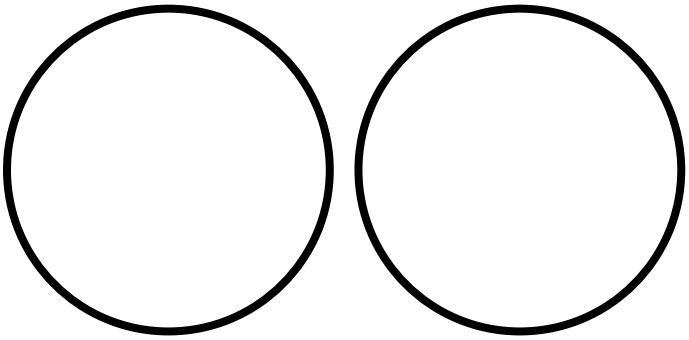
Equal share: _____

3.) 4 friends share 2 hot dogs equally. Shade and label the number line to show the equal share $\frac{2}{4}$ of a hot dog.

Find the equal share.

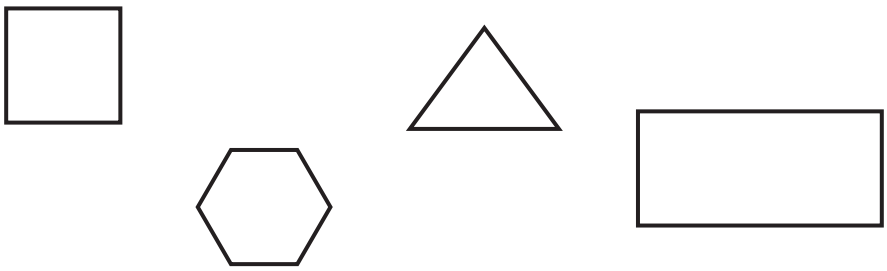
4.) 2 children share 2 cupcakes equally. What would an equal share look like?

Equal share:

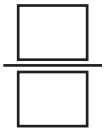


Write a fraction for the set.

5.) What fraction of the shapes have corners?

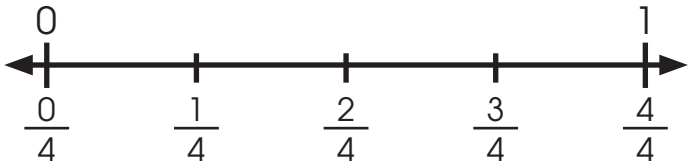


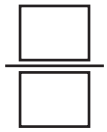
_____ out of _____ have corners

 of the shapes have corners

Shade and fill in the boxes.

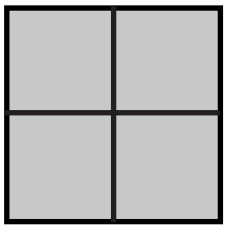
6.) What fraction on the number line equals 1 whole?



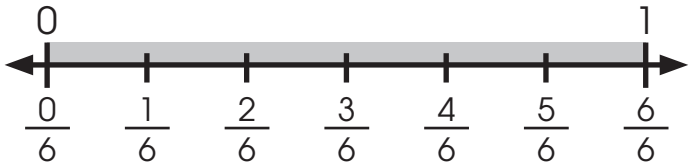

= 1 whole

7.) Choose the model that does **not** show 1 whole.

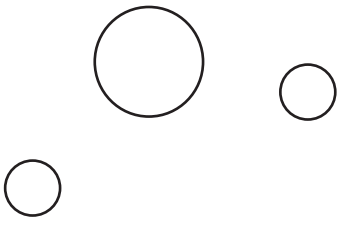
A



B

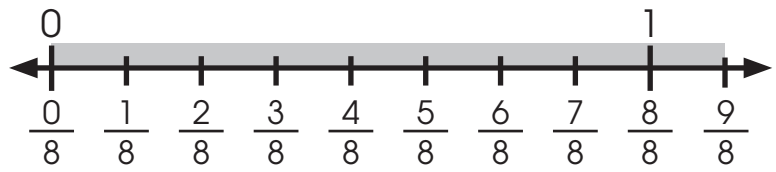


C



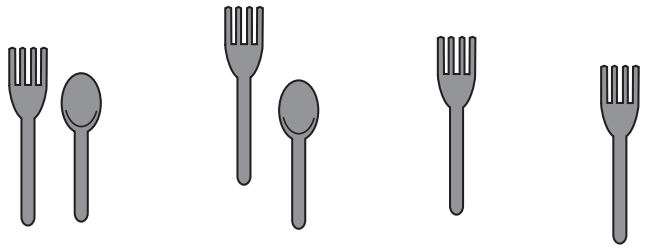
$\frac{3}{3}$ are circles

D



Write a fraction for the set.

1.)

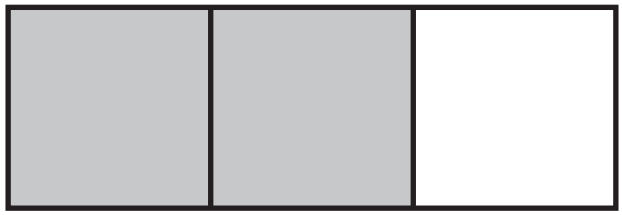


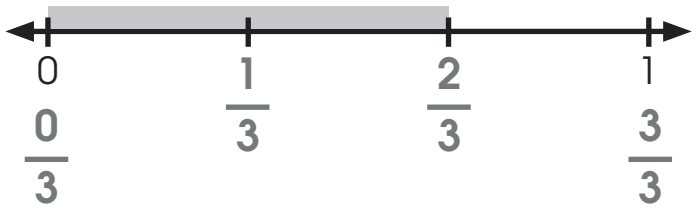
4 out of 6 are forks: $\frac{4}{6}$ of the items are forks

2 out of 6 are spoons: $\frac{2}{6}$ of the items are spoons

Locate the fraction on the number line.

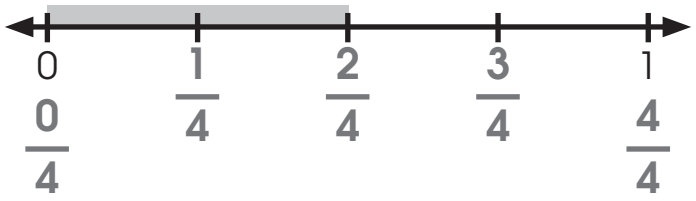
2.) 3 friends share 2 sandwiches equally. Here is an equal share:





Equal share: $\frac{2}{3}$ of a sandwich

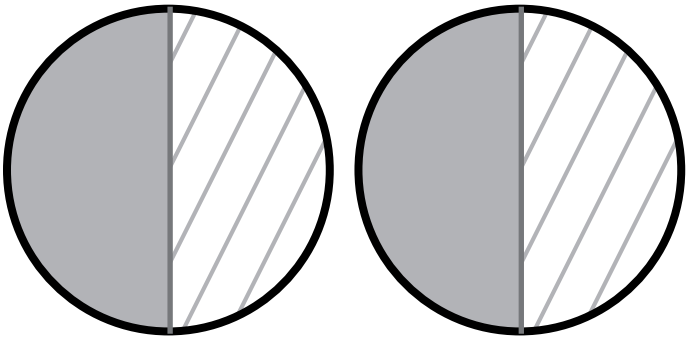
3.) 4 friends share 2 hot dogs equally. Shade and label the number line to show the equal share $\frac{2}{4}$ of a hot dog.



Find the equal share.

4.) 2 children share 2 cupcakes equally. What would an equal share look like?

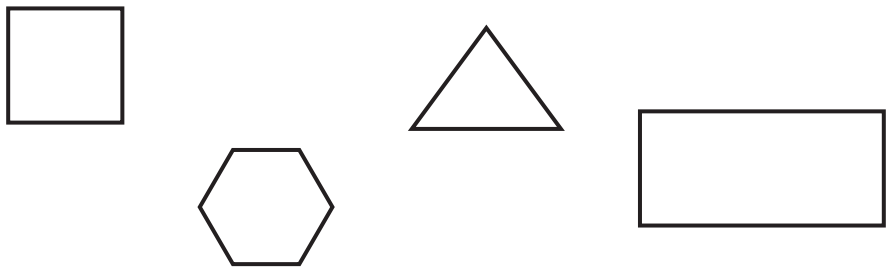
Equal share:



$\frac{2}{2}$ of a cupcake

Write a fraction for the set.

5.) What fraction of the shapes have corners?

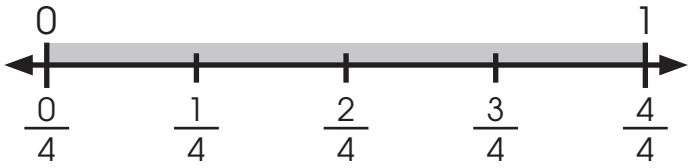


4 out of 4 have corners

$\frac{4}{4}$ of the shapes have corners

Shade and fill in the boxes.

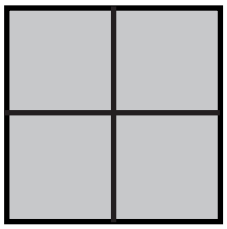
6.) What fraction on the number line equals 1 whole?



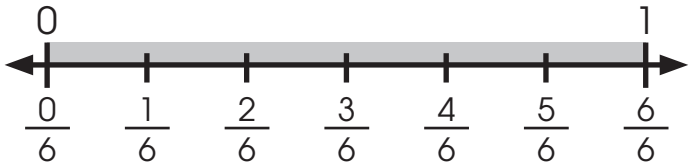
$\frac{4}{4}$ = 1 whole

7.) Choose the model that does **not** show 1 whole.

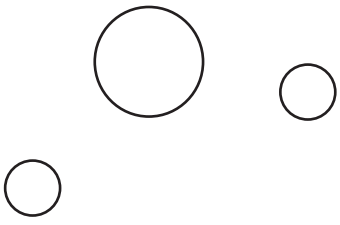
A



B

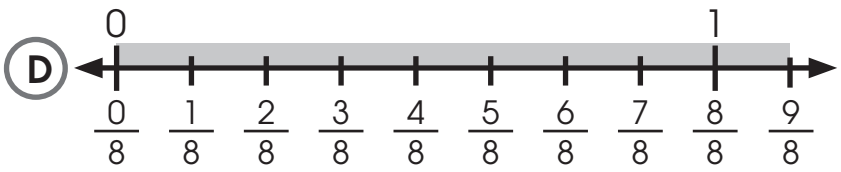


C



$\frac{3}{3}$ are circles

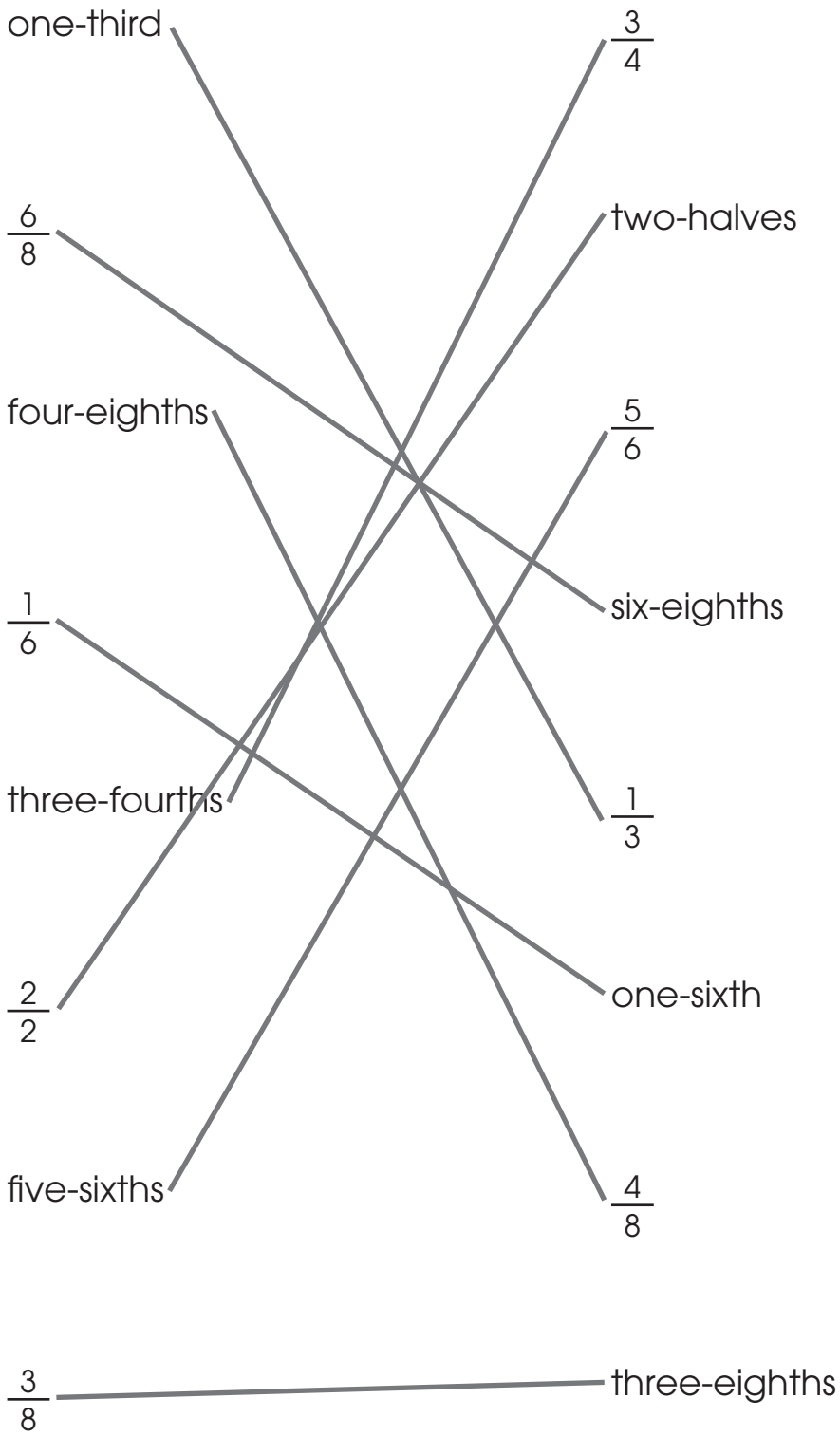
D



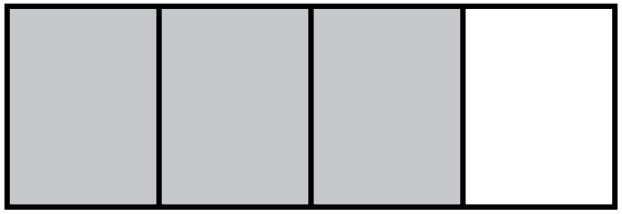
Match the fraction with the fraction word.

one-third	$\frac{3}{4}$
$\frac{6}{8}$	two-halves
four-eighths	$\frac{5}{6}$
$\frac{1}{6}$	six-eighths
three-fourths	$\frac{1}{3}$
$\frac{2}{2}$	one-sixth
five-sixths	$\frac{4}{8}$
$\frac{3}{8}$	three-eighths

Match the fraction with the fraction word.



Module FM
Lesson 9
Modeled Practice #1

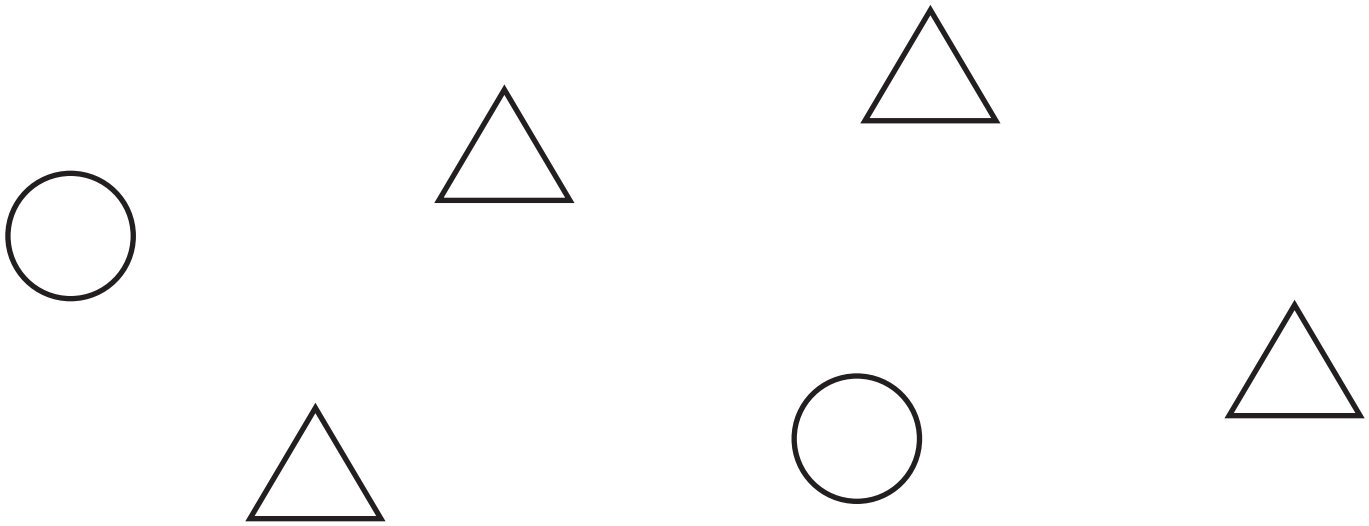


parts being decribed

parts in the whole

STOP

Module FM
Lesson 9
Modeled Practice #2

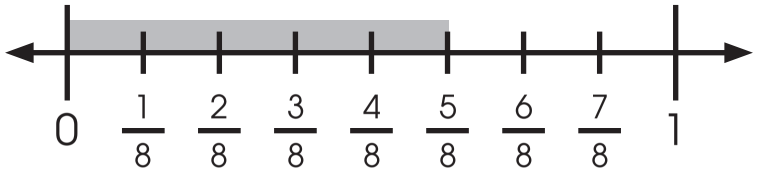


parts being decribed

parts in the whole

STOP

Module FM
Lesson 9
Modeled Practice #3

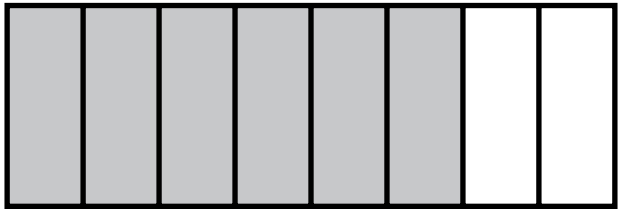


☐ parts being decribed

☐ parts in the whole

STOP

Amber says this model represents the fraction $\frac{8}{6}$. Is she correct? Why or why not?

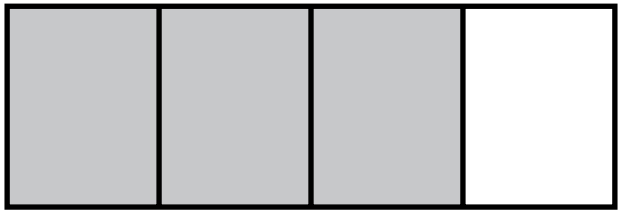


☐ parts being decribed

☐ parts in the whole

STOP

Module FM
Lesson 9
Modeled Practice #1 Key

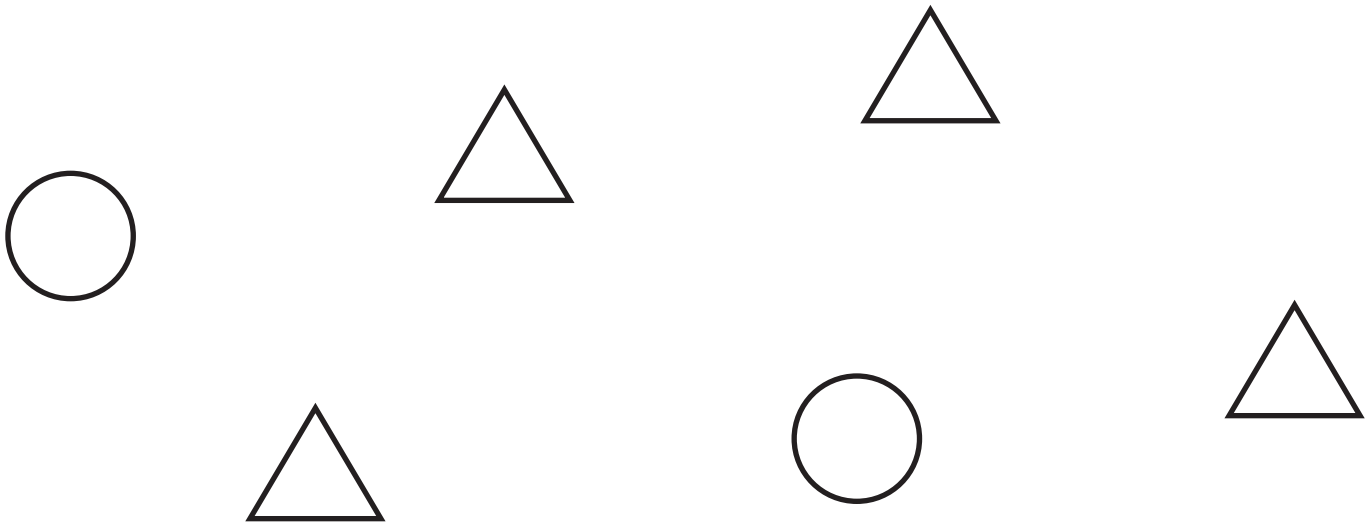


$\frac{3}{4}$ parts being decribed

$\frac{3}{4}$ parts in the whole

three-fourths of a sandwich

STOP

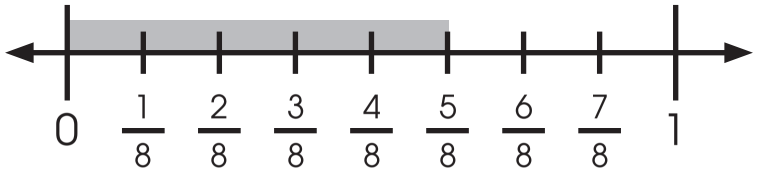


$\frac{2}{6}$ parts being decribed
parts in the whole

two-sixths of the shapes are circles

STOP

Module FM
Lesson 9
Modeled Practice #3 Key



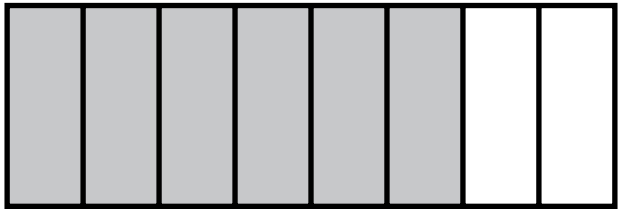
5 parts being decribed

8 parts in the whole

the rope is five-eighths of a foot long

STOP

Amber says this model represents the fraction $\frac{8}{6}$. Is she correct? Why or why not?



6 parts being decribed

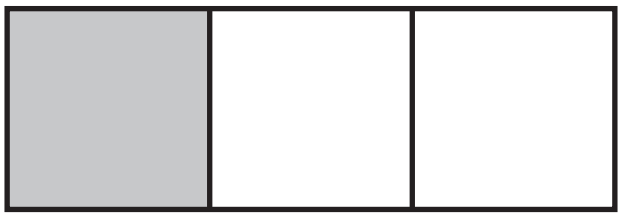
8 parts in the whole

The fraction is $\frac{6}{8}$ instead of $\frac{8}{6}$ because there are 8 equal parts in the whole and 6 are shaded.

STOP

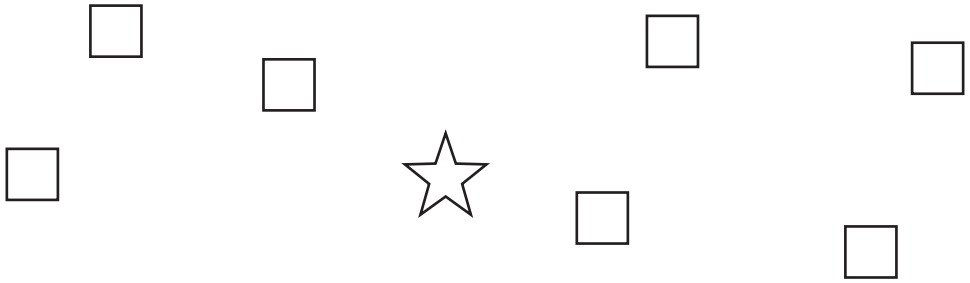
Write a fraction and name it for each model.

1.) An equal share of a candy bar:



$\frac{\square}{\square}$ parts being described "_____ of a candy bar"
parts in the whole

2.) What fraction of the shapes are squares?



$\frac{\square}{\square}$ parts being described "_____ of the shapes are squares"
parts in the whole

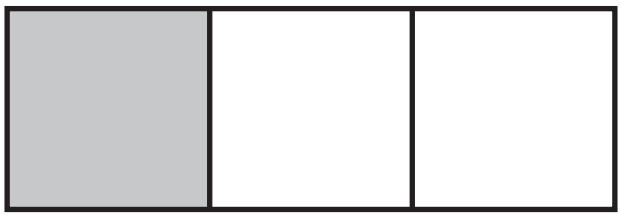
3.) What is the length of the rope?

$\frac{\square}{\square}$ parts being described "the rope is _____ of a foot long"
parts in the whole

STOP

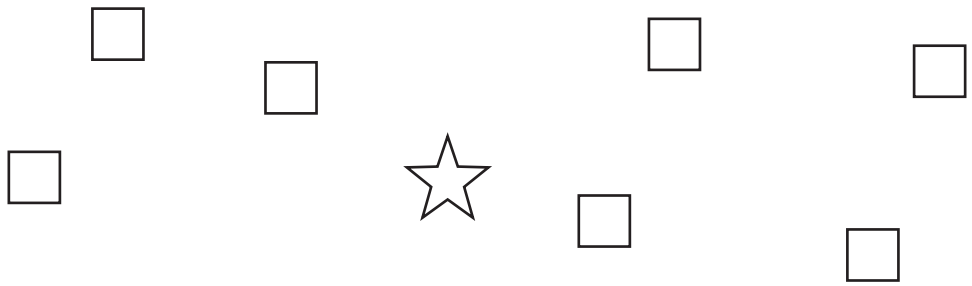
Write a fraction and name it for each model.

1.) An equal share of a candy bar:



$\frac{1}{3}$ parts being described "one-third of a candy bar"
3 parts in the whole

2.) What fraction of the shapes are squares?



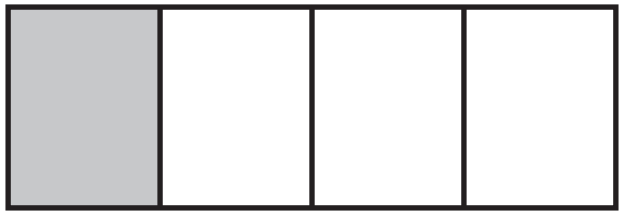
$\frac{7}{8}$ parts being described "seven-eighths of the shapes are squares"
8 parts in the whole

3.) What is the length of the rope?

$\frac{3}{6}$ parts being described "the rope is three-sixths of a foot long"
6 parts in the whole

Find the equal share.

1.) 4 friends share 1 sandwich equally. Here is an equal share:

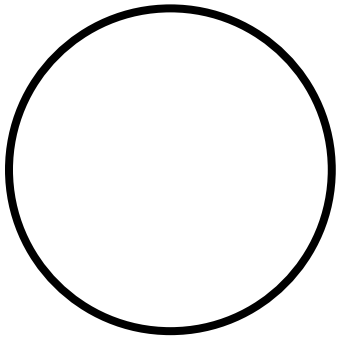


Locate the fraction on the number line.

Equal share: _____

2.) 4 children share 4 cupcakes equally. What would an equal share look like?

Equal share:

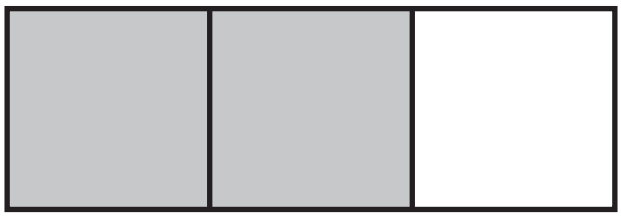


_____

3.) 6 friends share 2 hot dogs equally. Shade and label the number line to show the equal share $\frac{2}{6}$ of a hot dog.

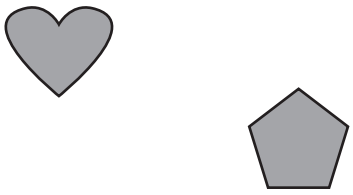
Write a fraction and name it for each model.

4.) An equal share of a brownie:



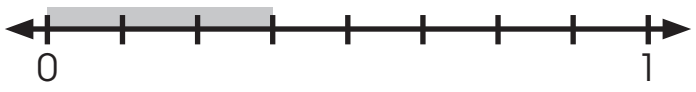
$\frac{\square}{\square}$ parts being described "_____ of a brownie"
parts in the whole

5.) What fraction of the shapes are hearts?



$\frac{\square}{\square}$ parts being described "_____ of the shapes are hearts"
parts in the whole

6.) What is the length of the string?



$\frac{\square}{\square}$ parts being described "the string is _____ of a foot long"
parts in the whole

7.) Choose the fraction that has 4 in the numerator.

A $\frac{2}{4}$

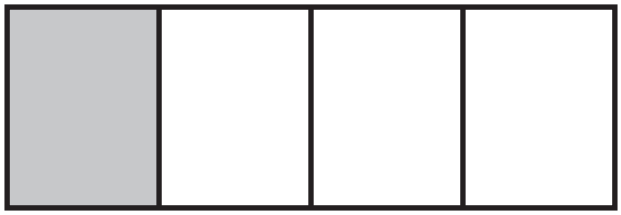
B $\frac{4}{8}$

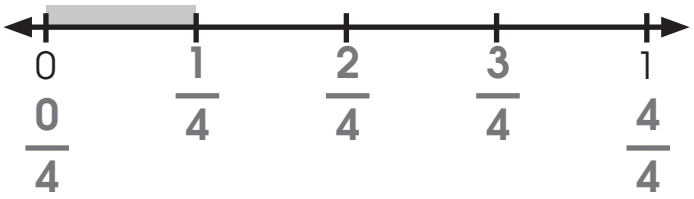
C $\frac{3}{6}$

D $\frac{1}{8}$

Find the equal share.

1.) 4 friends share 1 sandwich equally. Here is an equal share:



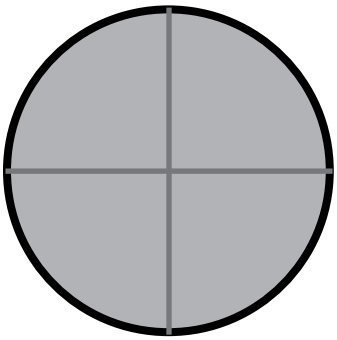


Locate the fraction on the number line.

Equal share: $\frac{1}{4}$ of a sandwich

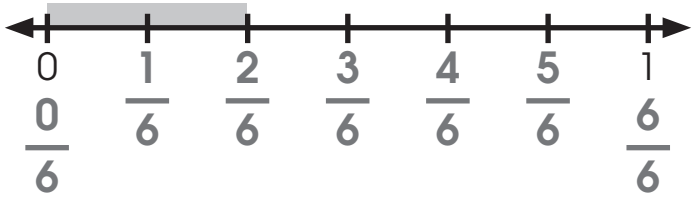
2.) 4 children share 4 cupcakes equally. What would an equal share look like?

Equal share:



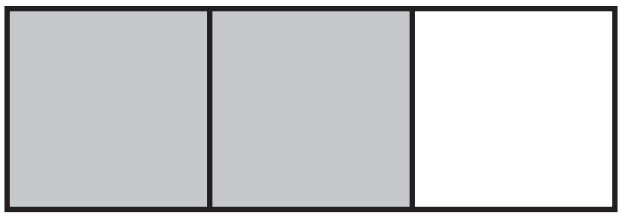
$\frac{4}{4}$ of a cupcake

3.) 6 friends share 2 hot dogs equally. Shade and label the number line to show the equal share $\frac{2}{6}$ of a hot dog.



Write a fraction and name it for each model.

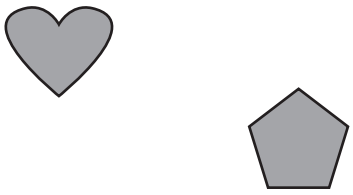
4.) An equal share of a brownie:



$\frac{2}{3}$ parts being described "two-thirds of a brownie"

$\frac{2}{3}$ parts in the whole

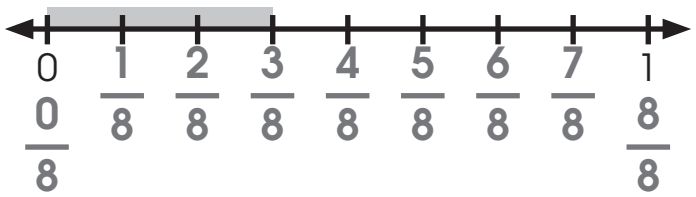
5.) What fraction of the shapes are hearts?



$\frac{1}{2}$ parts being described "one-half of the shapes are hearts"

$\frac{2}{2}$ parts in the whole

6.) What is the length of the string?



$\frac{3}{8}$ parts being described "the string is three-eighths of a foot long"

$\frac{8}{8}$ parts in the whole

7.) Choose the fraction that has 4 in the numerator.

A $\frac{2}{4}$

B $\frac{4}{8}$

C $\frac{3}{6}$

D $\frac{1}{8}$

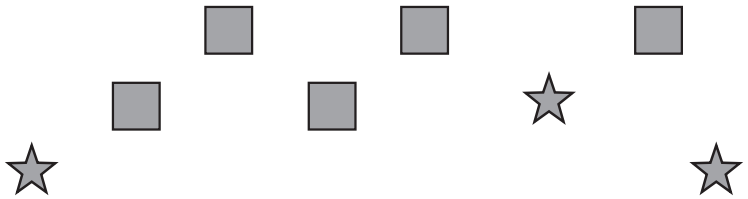
Name the numerator and denominator of each model. Then, write the fraction.

Shaded parts of the whole

numerator _____

denominator _____

What is the fraction? $\frac{\square}{\square}$



Squares in the set

numerator _____

denominator _____

What is the fraction? $\frac{\square}{\square}$

Shaded length on the number line

numerator _____

denominator _____

What is the fraction? $\frac{\square}{\square}$

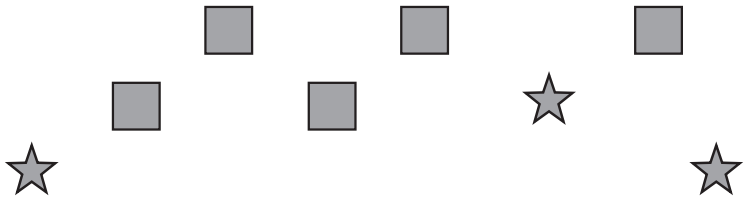
Name the numerator and denominator of each model. Then, write the fraction.

Shaded parts of the whole

numerator 2

denominator 4

What is the fraction? $\frac{2}{4}$



Squares in the set

numerator 5

denominator 8

What is the fraction? $\frac{\square}{\square}$

Shaded length on the number line

numerator 3

denominator 8

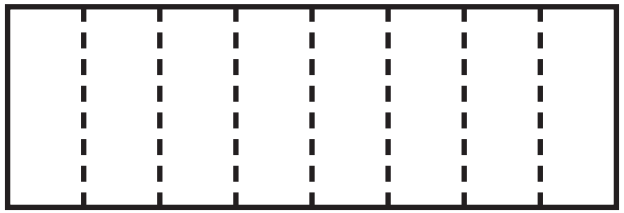
What is the fraction? $\frac{3}{8}$

Module FM
Lesson 10
Modeled Practice #1

Fraction	Area Model	Set Model
_____ : _____ _____ $\frac{2}{3}$ _____ : _____ _____		

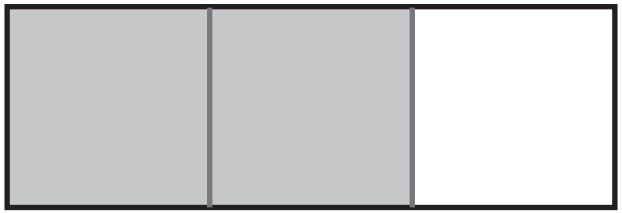
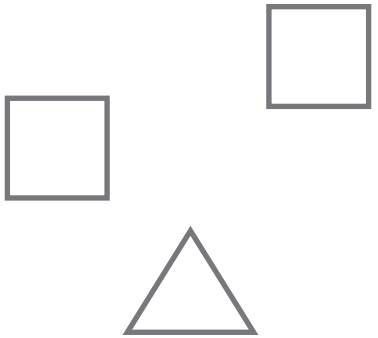
STOP

Module FM
Lesson 10
Modeled Practice #2

Fraction	Area Model	Number Line
$\frac{4}{8}$		

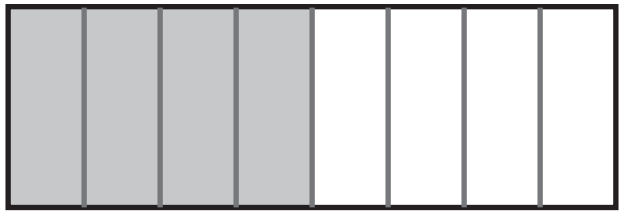
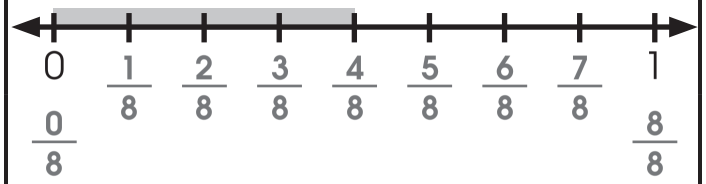
STOP

Module FM
Lesson 10
Modeled Practice #1 Key

Fraction	Area Model	Set Model
Numerator : parts being described Denominator : parts in the whole $\frac{2}{3}$		 two-thirds of the shapes are squares

STOP

Module FM
Lesson 10
Modeled Practice #2 Key

Fraction	Area Model	Number Line
Numerator : parts being described Denominator : parts in the whole $\frac{4}{8}$		

STOP

Draw a model to solve.

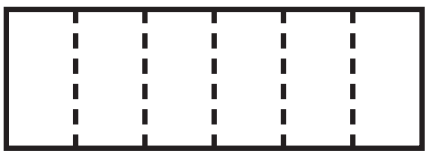
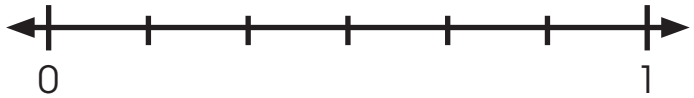
1.) Rachel and Manuel want to draw a model to show that $\frac{2}{8}$ of the shapes are squares. What model could they use: an area model, a set model, or a number line? Draw $\frac{2}{8}$ with the model you choose.

Draw a model of the fraction.

2.)

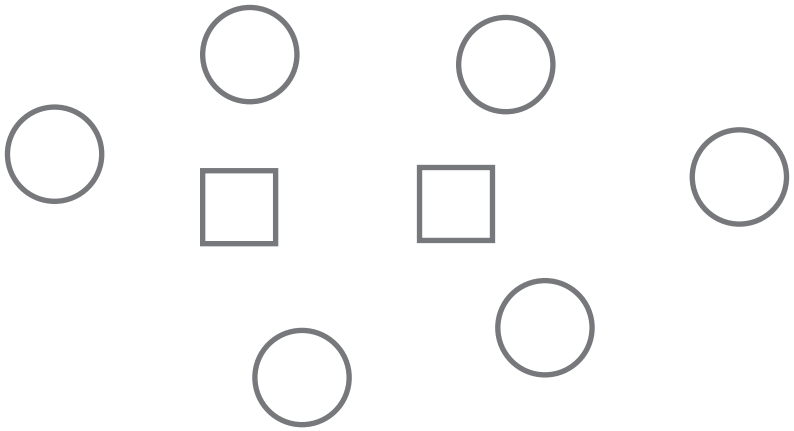
Fraction	Area Model	Set Model
$\frac{3}{4}$		

3.)

Fraction	Area Model	Number Line
$\frac{5}{6}$		

Draw a model to solve.

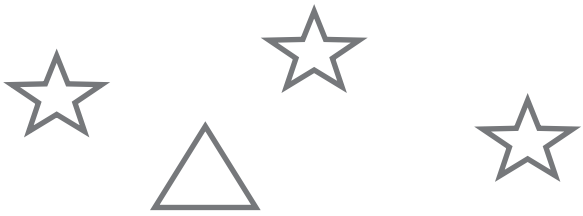
1.) Rachel and Manuel want to draw a model to show that $\frac{2}{8}$ of the shapes are squares. What model could they use: an area model, a set model, or a number line? Draw $\frac{2}{8}$ with the model you choose.



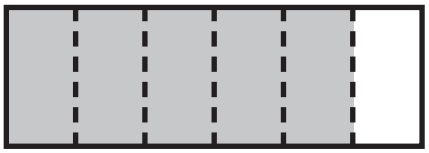
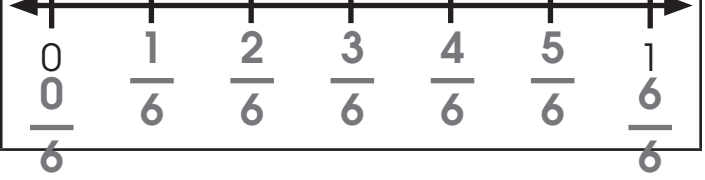
Answers will vary depending on model chosen.

Draw a model of the fraction.

2.)

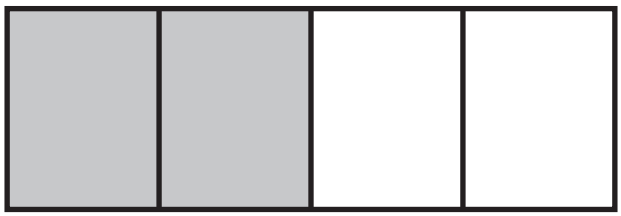
Fraction	Area Model	Set Model
$\frac{3}{4}$		

3.)

Fraction	Area Model	Number Line
$\frac{5}{6}$		

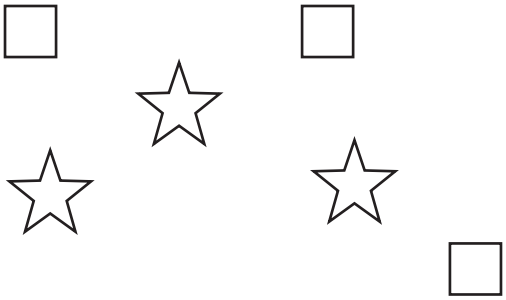
Write a fraction and name it for each model.

1.) An equal share of a sandwich:



$\frac{\square}{\square}$ parts being described "_____ of a sandwich"
parts in the whole

2.) What fraction of the shapes are stars?



$\frac{\square}{\square}$ parts being described "_____ of the shapes are stars"
parts in the whole

3.) What is the length of the rope?

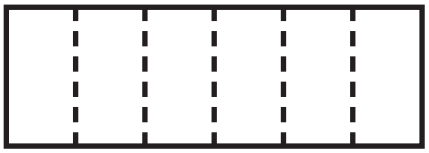
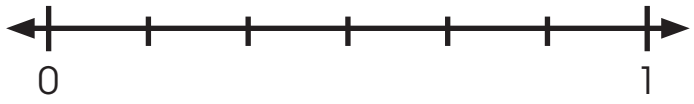
$\frac{\square}{\square}$ parts being described "the rope is _____ of a foot long"
parts in the whole

Draw a model of the fraction.

4.)

Fraction	Area Model	Set Model
$\frac{1}{2}$		

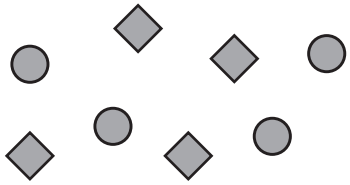
5.)

Fraction	Area Model	Number Line
$\frac{2}{6}$		

6.) Choose the model that does **not** show $\frac{5}{8}$.

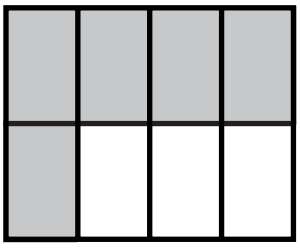
A

C



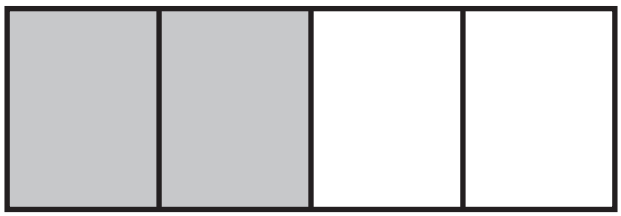
B

D



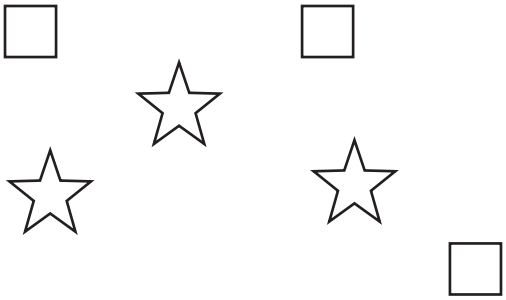
Write a fraction and name it for each model.

1.) An equal share of a sandwich:



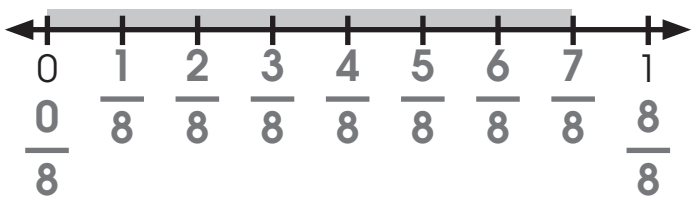
$\frac{2}{4}$ parts being described "two-fourths of a sandwich"
4 parts in the whole

2.) What fraction of the shapes are stars?



$\frac{3}{6}$ parts being described "three-sixths of the shapes are stars"
6 parts in the whole

3.) What is the length of the rope?



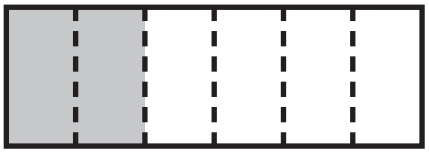
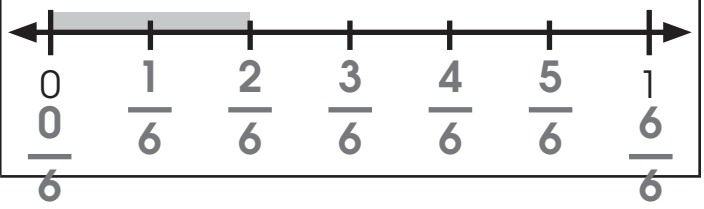
$\frac{7}{8}$ parts being described "the rope is seven-eighths of a foot long"
8 parts in the whole

Draw a model of the fraction.

4.)

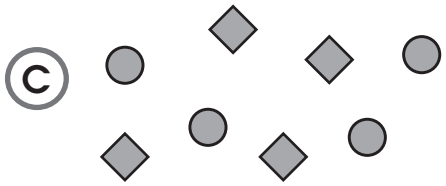
Fraction	Area Model	Set Model
$\frac{1}{2}$		

5.)

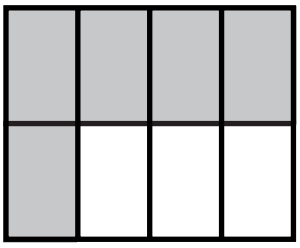
Fraction	Area Model	Number Line
$\frac{2}{6}$		

6.) Choose the model that does **not** show $\frac{5}{8}$.

A 

C 

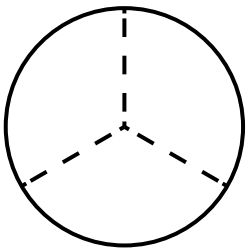
B 

D 

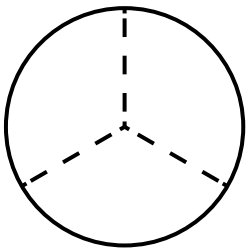
Shade each cupcake model a different color. Shade the models below to represent the equal shares.

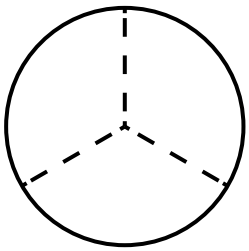
3 friends equally share 2 cupcakes equally. How much of a cupcake does each friend receive?

Cupcake 1

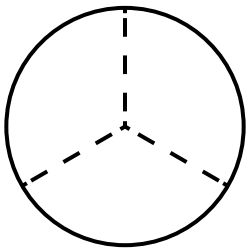


Cupcake 2

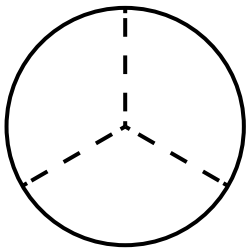




Friend 1



Friend 2



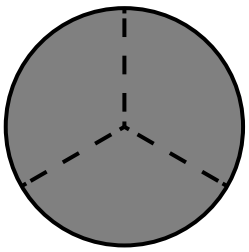
Friend 3

Equal share: _____

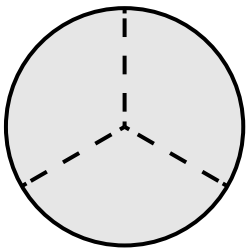
Shade each cupcake model a different color. Shade the models below to represent the equal shares.

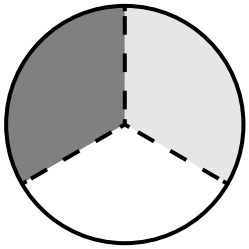
3 friends equally share 2 cupcakes equally. How much of a cupcake does each friend receive?

Cupcake 1

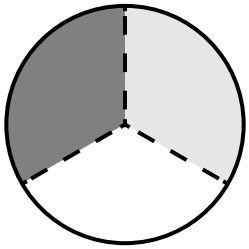


Cupcake 2

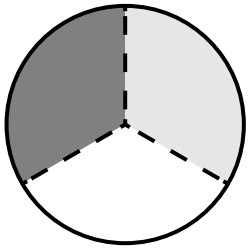




Friend 1



Friend 2



Friend 3

Equal share: $\frac{2}{3}$ of a cupcake

Module FM
Lesson 11
Modeled Practice Sheet #1

Lindsay and her 3 friends want to share 2 sandwiches equally. What is the equal share if they eat 2 sandwiches?

Sandwich 1

Sandwich 2

Lindsay

Friend 1

Friend 2

Friend 3

Equal Share: _____

STOP

Module FM
Lesson 11
Modeled Practice Sheet #2

What is another equal share if they eat 2 sandwiches?

Sandwich 1

Sandwich 2

Lindsay

Friend 1

Friend 2

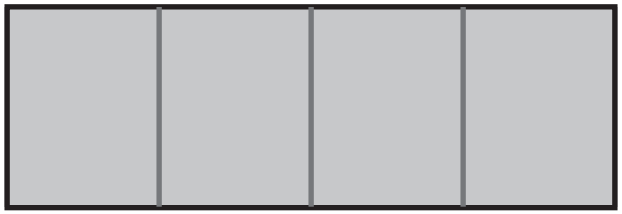
Friend 3

Equal Share: _____

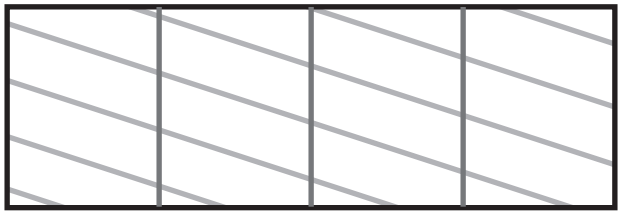
STOP

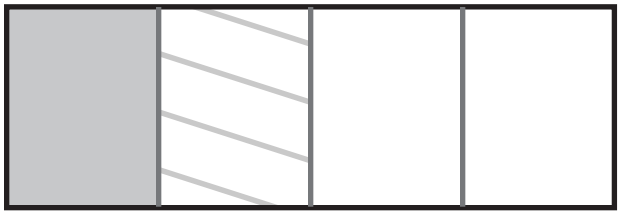
Lindsay and her 3 friends want to share 2 sandwiches equally. What is the equal share if they eat 2 sandwiches?

Sandwich 1

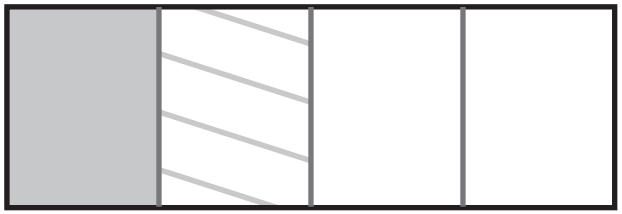


Sandwich 2

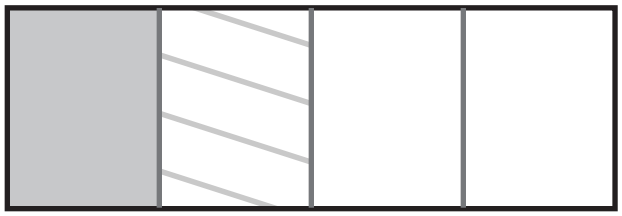




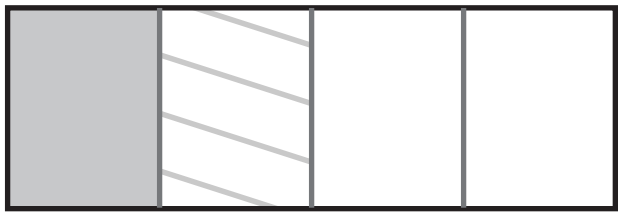
Lindsay



Friend 1



Friend 2



Friend 3

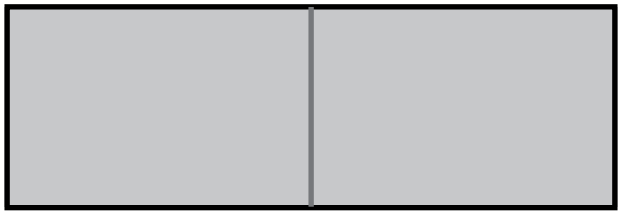
Equal Share: $\frac{2}{4}$ **of a sandwich**

STOP

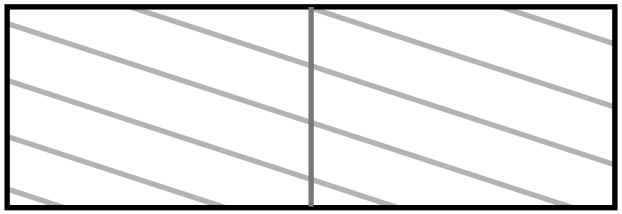
Module FM
Lesson 11
Modeled Practice #1 Key

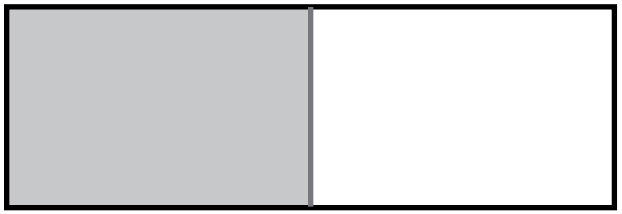
What is another equal share if they eat 2 sandwiches?

Sandwich 1

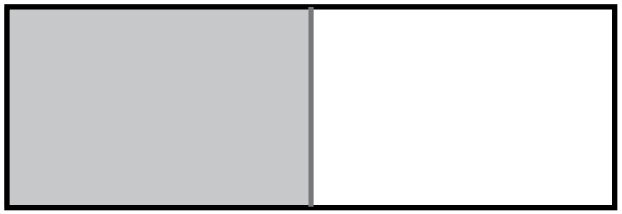


Sandwich 2

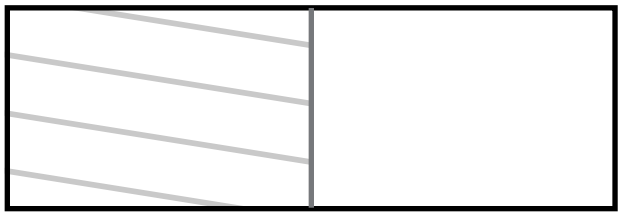




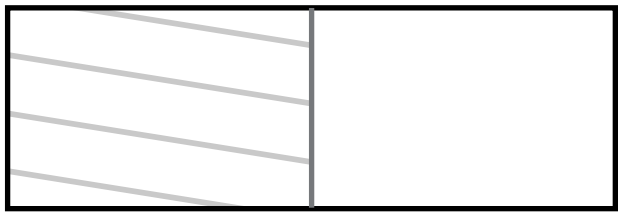
Lindsay



Friend 1



Friend 2



Friend 3

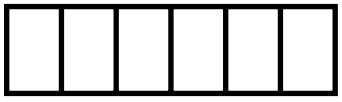
Equal Share: $\frac{1}{2}$ **of a sandwich**

STOP

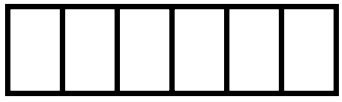
Find the equal share.

1.) 6 friends equally share 3 chocolate bars, one at a time.

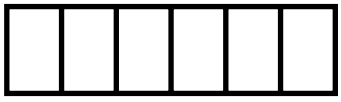
Chocolate Bar 1

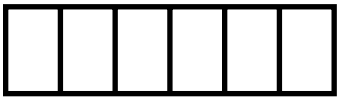


Chocolate Bar 2

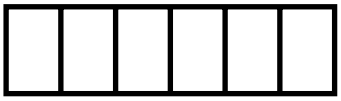


Chocolate Bar 3

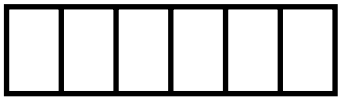




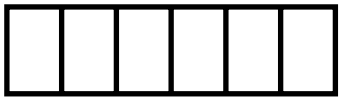
Friend 1



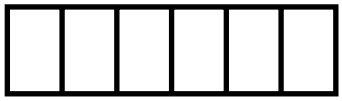
Friend 2



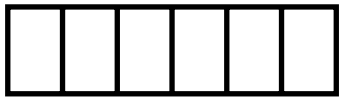
Friend 3



Friend 4



Friend 5

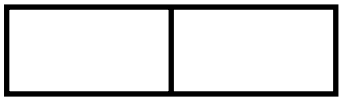


Friend 6

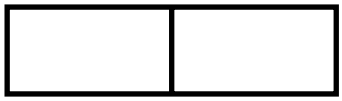
Equal share: _____

2.) 6 friends equally share 3 chocolate bars another way.

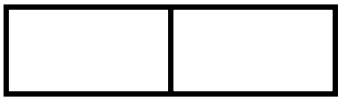
Chocolate Bar 1

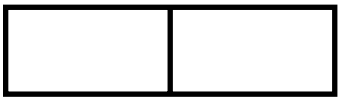


Chocolate Bar 2

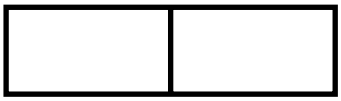


Chocolate Bar 3

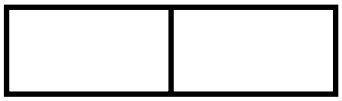




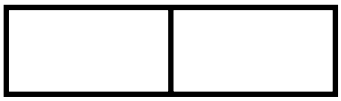
Friend 1



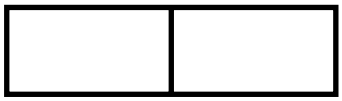
Friend 2



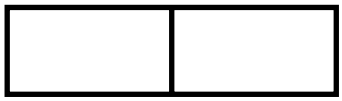
Friend 3



Friend 4



Friend 5



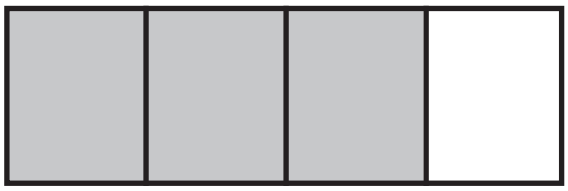
Friend 6

Equal share: _____

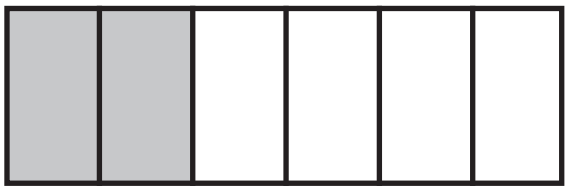
Match the equivalent fractions shown by the equal shares.

$\frac{\square}{\square}$ of a sandwich

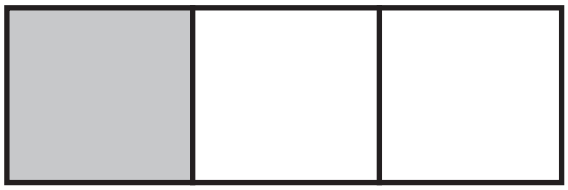
$\frac{\square}{\square}$ of a sandwich



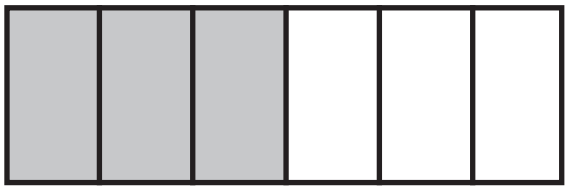
$\frac{\square}{\square}$ of a sandwich



$\frac{\square}{\square}$ of a sandwich



$\frac{\square}{\square}$ of a sandwich



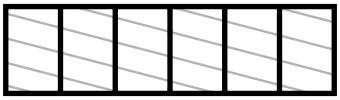
$\frac{\square}{\square}$ of a sandwich

Find the equal share.

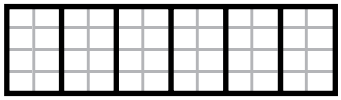
1.) 6 friends equally share 3 chocolate bars, one at a time.

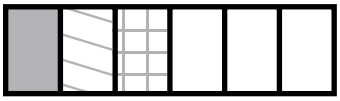
Chocolate Bar 1

Chocolate Bar 2

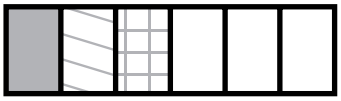


Chocolate Bar 3

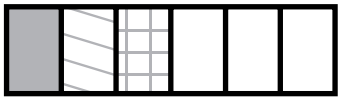




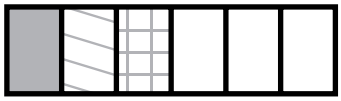
Friend 1



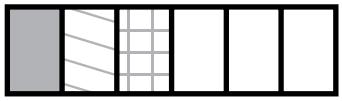
Friend 2



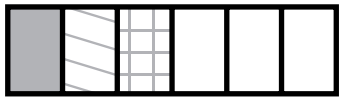
Friend 3



Friend 4



Friend 5



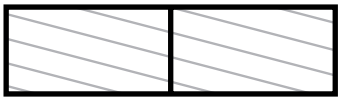
Friend 6

Equal share: $\frac{3}{6}$ of a chocolate bar

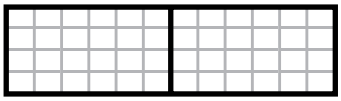
2.) 6 friends equally share 3 chocolate bars another way.

Chocolate Bar 1

Chocolate Bar 2

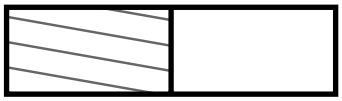


Chocolate Bar 3

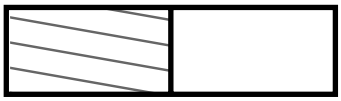


Friend 1

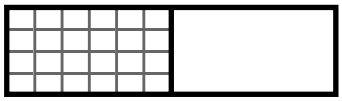
Friend 2



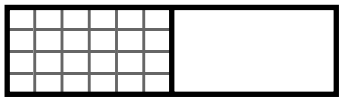
Friend 3



Friend 4



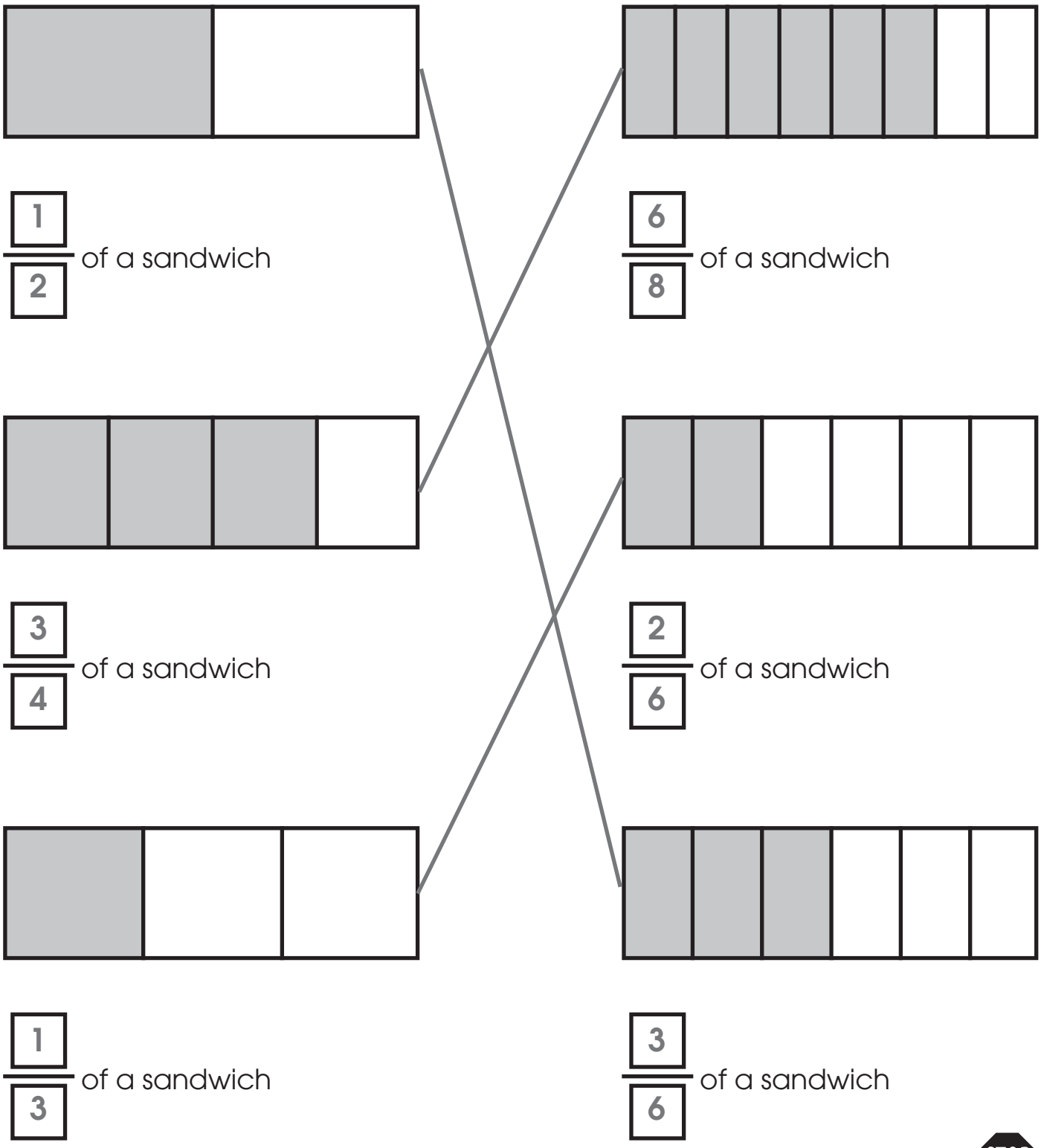
Friend 5



Friend 6

Equal share: $\frac{1}{2}$ of a chocolate bar

Match the equivalent fractions shown by the equal shares.



$\frac{1}{2}$ of a sandwich

$\frac{6}{8}$ of a sandwich

$\frac{3}{4}$ of a sandwich

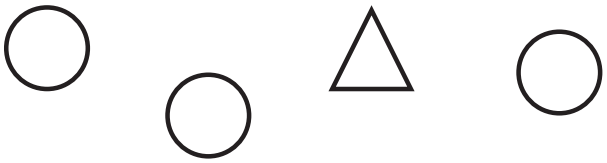
$\frac{2}{6}$ of a sandwich

$\frac{1}{3}$ of a sandwich

$\frac{3}{6}$ of a sandwich

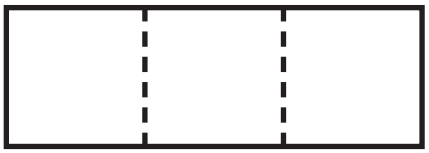
STOP

1.) What fraction of the shapes are circles?



$\frac{\square}{\square}$ parts being described "_____ of the shapes are circles"
parts in the whole

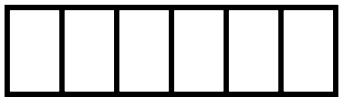
2.)

Fraction	Area Model	Number Line
$\frac{1}{3}$		

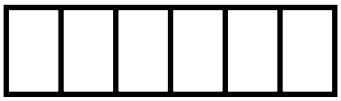
Shade the models to find the equal share.

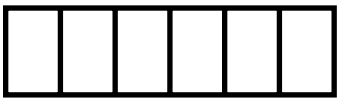
3.) 6 friends equally share 2 brownies.

Brownie 1

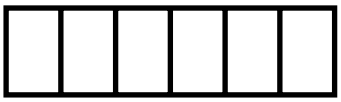


Brownie 2

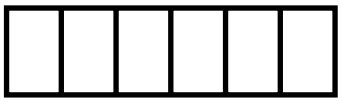




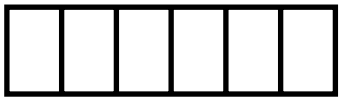
Friend 1



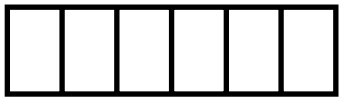
Friend 2



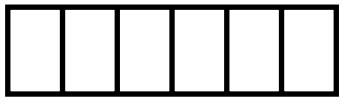
Friend 3



Friend 4



Friend 5

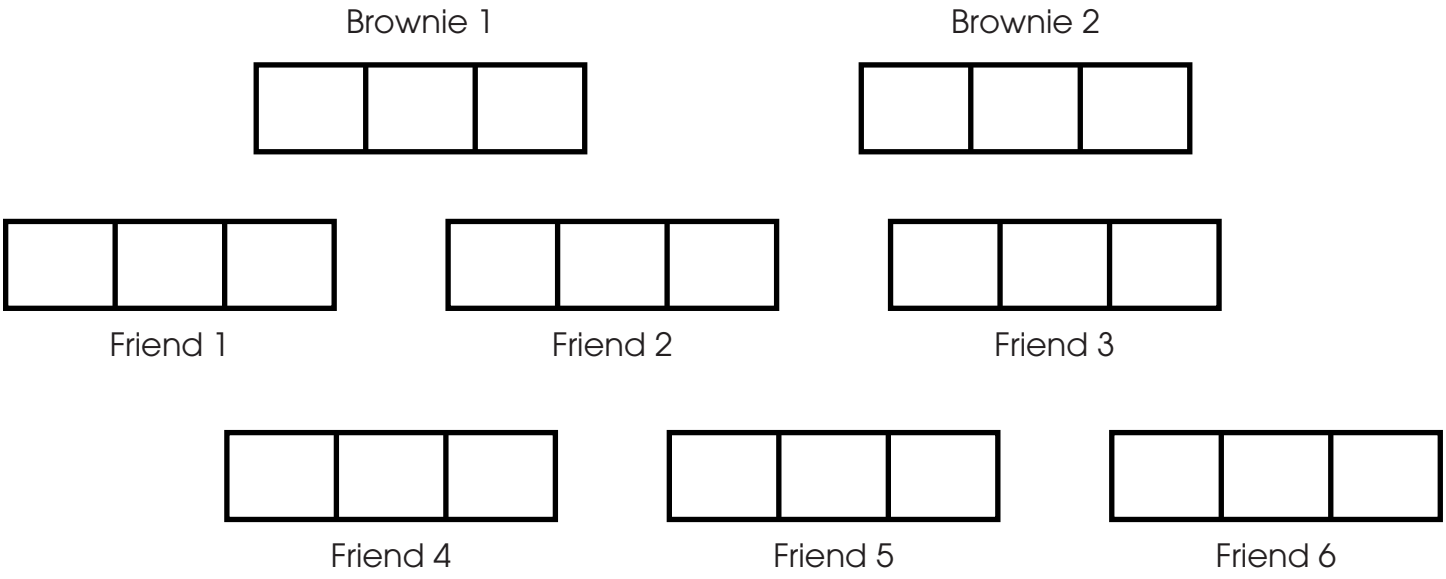


Friend 6

Equal share: _____

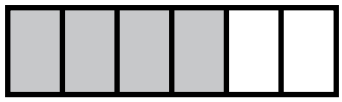
Find the equal share.

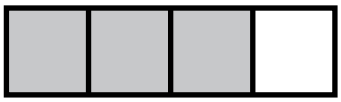
4.) 6 friends equally share 2 brownies another way.



Equal share: _____

5.) Choose the answer that shows an equivalent equal share for 6 people sharing 4 granola bars.



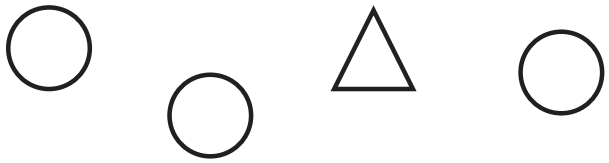
A 

B 

C 

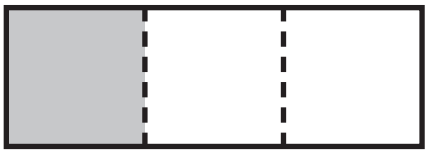
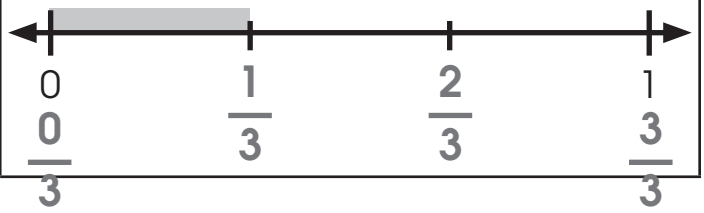
D 

1.) What fraction of the shapes are circles?



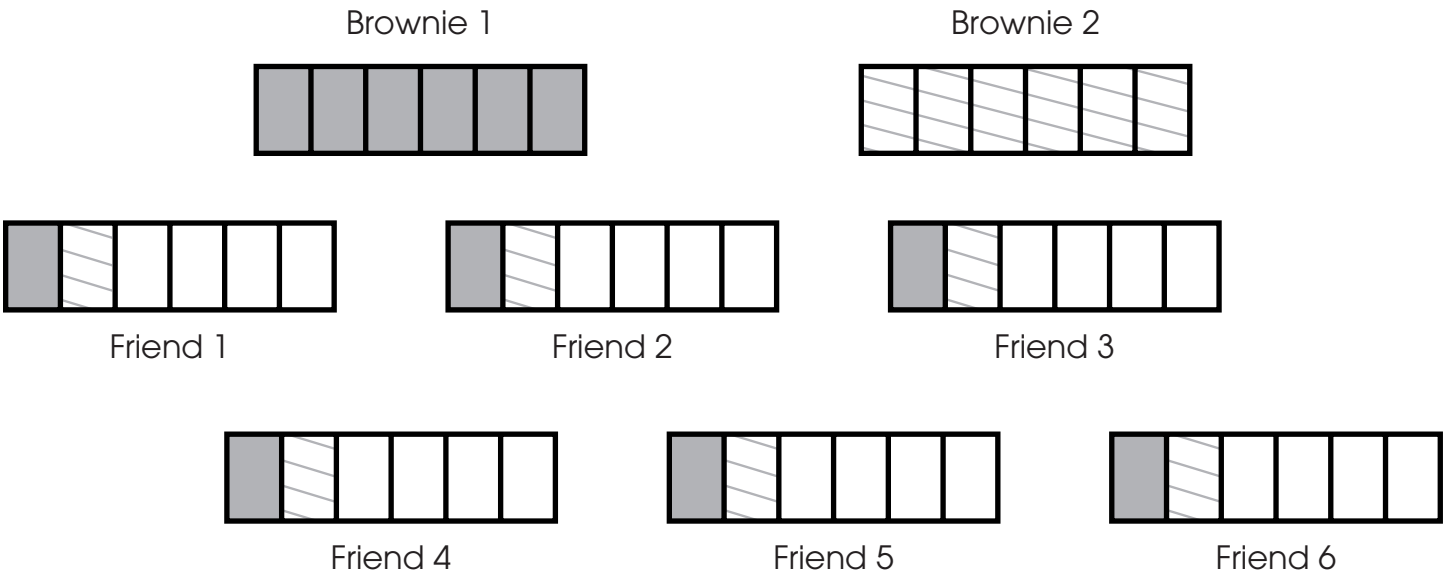
3 parts being described "$\frac{3}{4}$ of the shapes are circles"
4 parts in the whole

2.)

Fraction	Area Model	Number Line
$\frac{1}{3}$		

Shade the models to find the equal share.

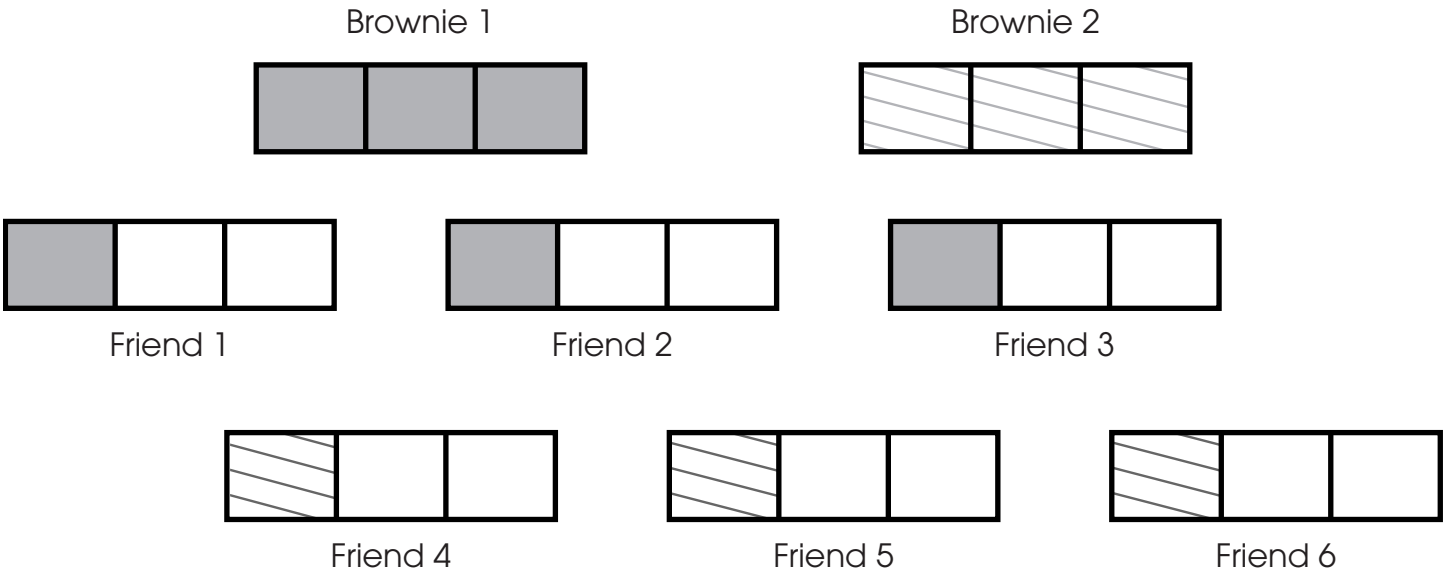
3.) 6 friends equally share 2 brownies.



Equal share: $\frac{2}{6}$ of a brownie

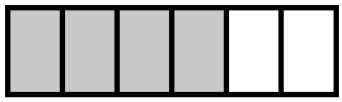
Find the equal share.

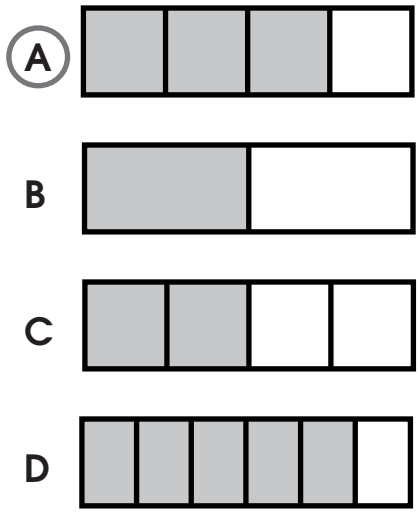
4.) 6 friends equally share 2 brownies another way.



Equal share: $\frac{1}{3}$ of a brownie

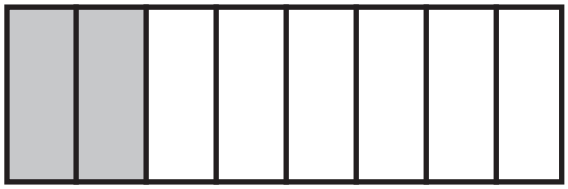
5.) Choose the answer that shows an equivalent equal share for 6 people sharing 4 granola bars.



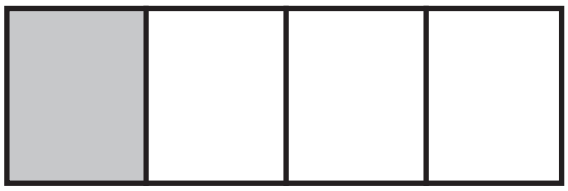


Label and match the equivalent fractions shown by the equal shares.

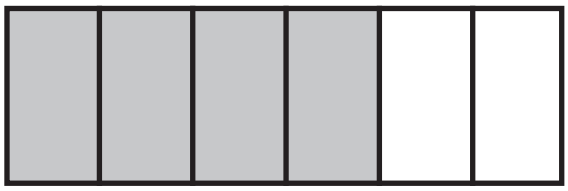
$\frac{\square}{\square}$ of a sandwich



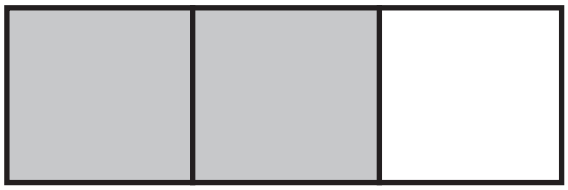
$\frac{\square}{\square}$ of a sandwich



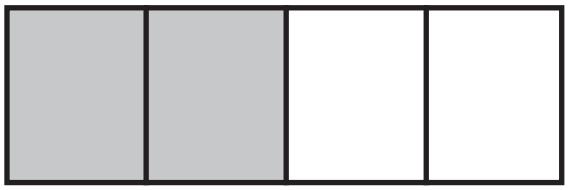
$\frac{\square}{\square}$ of a sandwich



$\frac{\square}{\square}$ of a sandwich

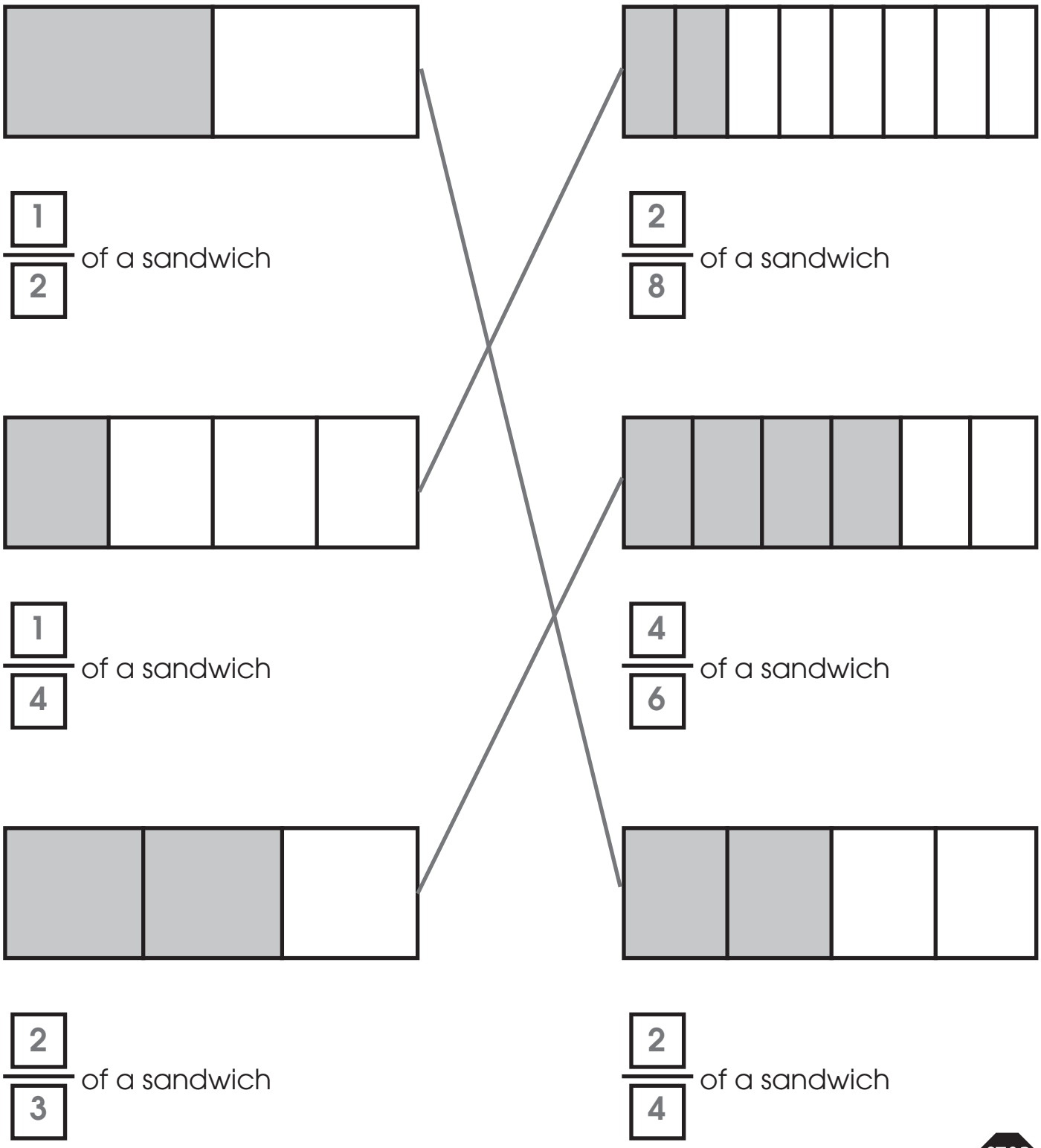


$\frac{\square}{\square}$ of a sandwich



$\frac{\square}{\square}$ of a sandwich

Label and match the equivalent fractions shown by the equal shares.



$\frac{1}{2}$ of a sandwich

$\frac{2}{8}$ of a sandwich

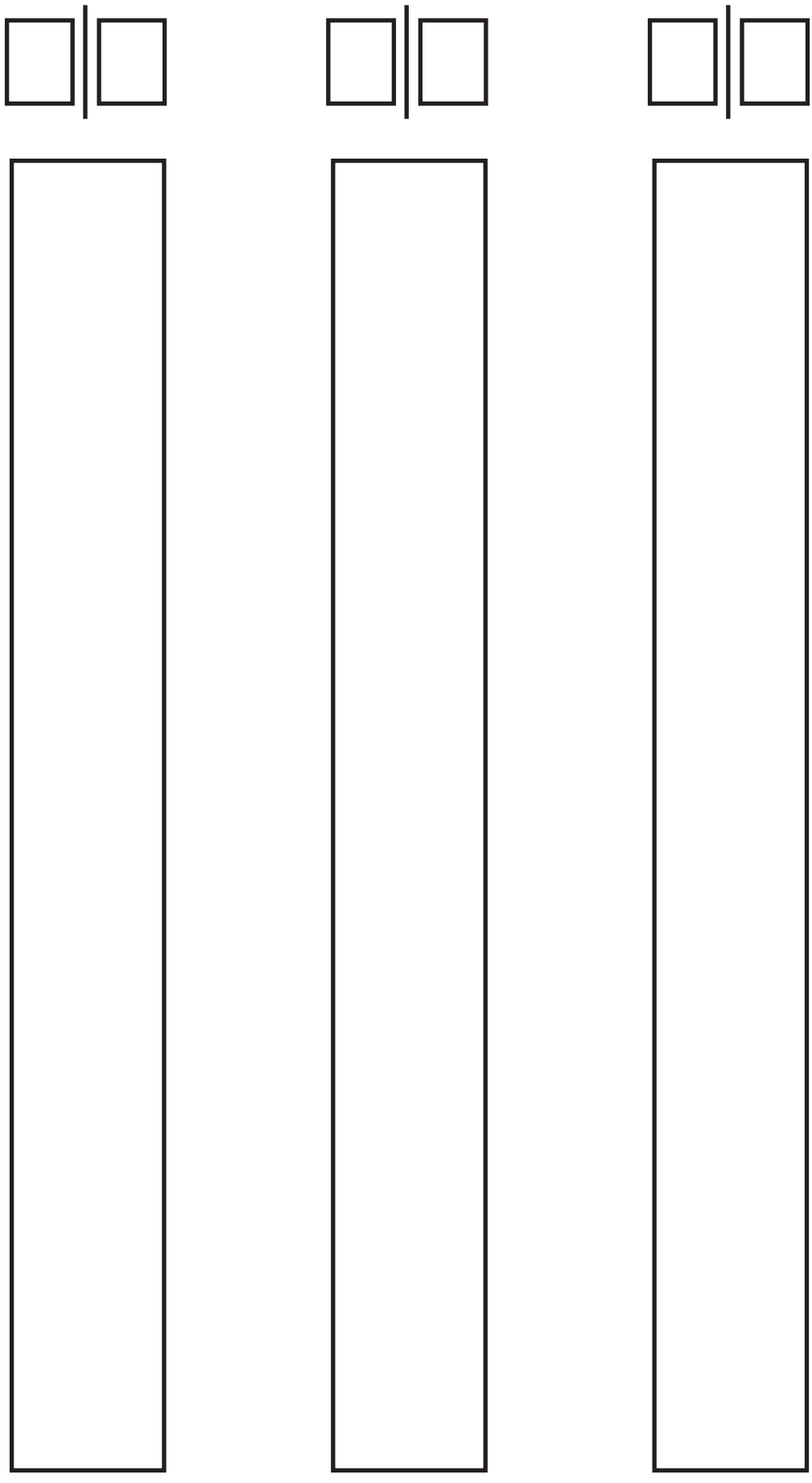
$\frac{1}{4}$ of a sandwich

$\frac{4}{6}$ of a sandwich

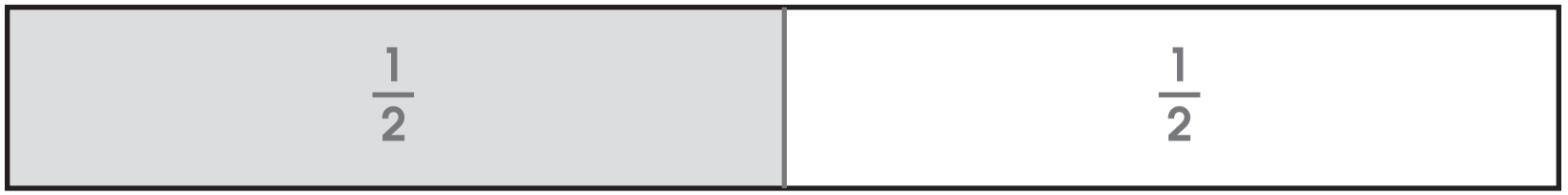
$\frac{2}{3}$ of a sandwich

$\frac{2}{4}$ of a sandwich

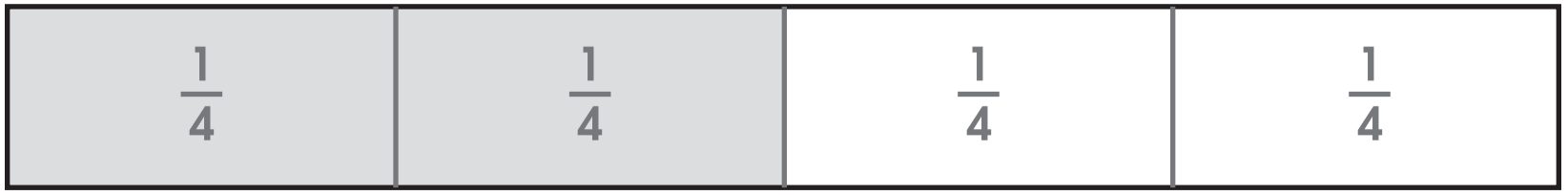
STOP



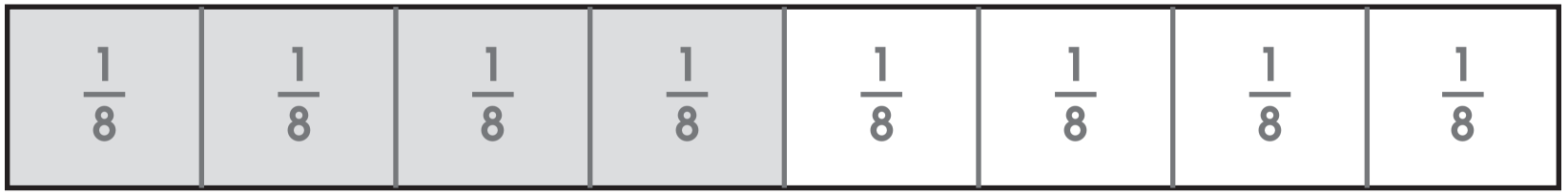
Module FM
Lesson 12
Modeled Practice Key



$\frac{1}{2}$



$\frac{2}{4}$



$\frac{4}{8}$

STOP

Divide and shade the models to represent equivalent fractions.

Compare the paper strips to find the equivalent fractions.

1.) Tucker says Hunter got more of the candy bar because Hunter got $\frac{4}{6}$ of a bar while Tucker only got $\frac{2}{3}$ of a bar. Is Tucker correct?

_____

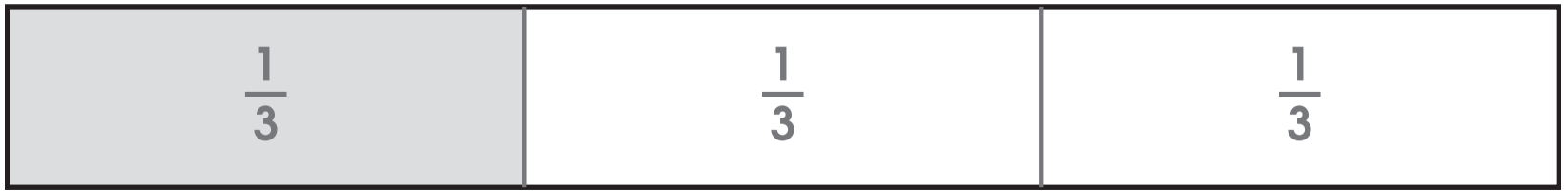
Shade the shapes below to support your answer.

2.) What fraction is equivalent to $\frac{2}{4}$? _____

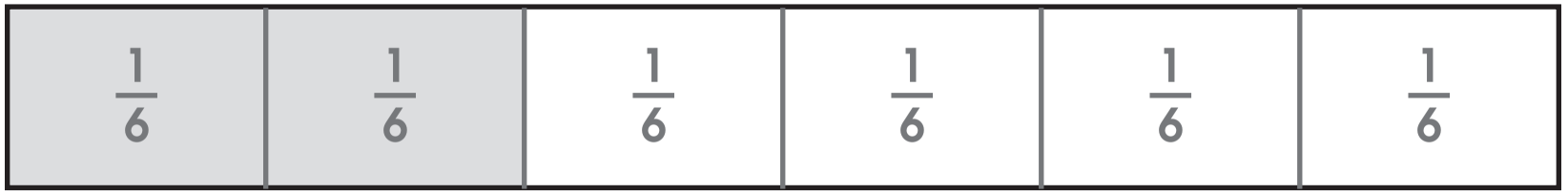
3.) What fraction is equivalent to $\frac{2}{6}$? _____

Module FM
Lesson 12
Practice Key

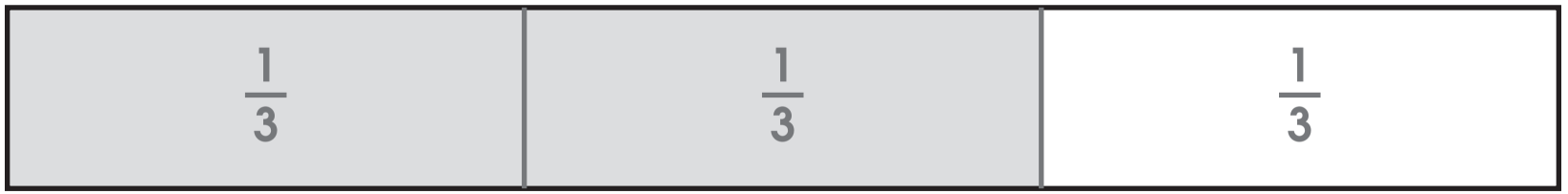
Divide and shade the models to represent equivalent fractions.



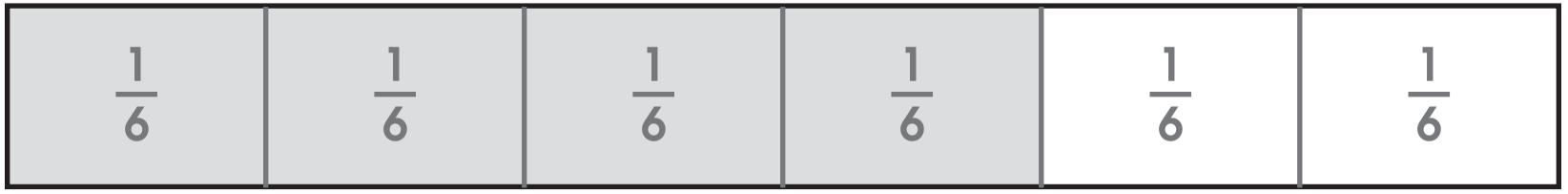
$\frac{1}{3}$



$\frac{2}{6}$



$\frac{2}{3}$



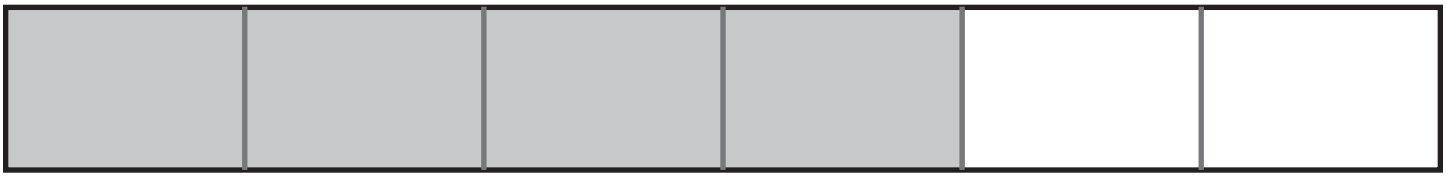
$\frac{4}{6}$

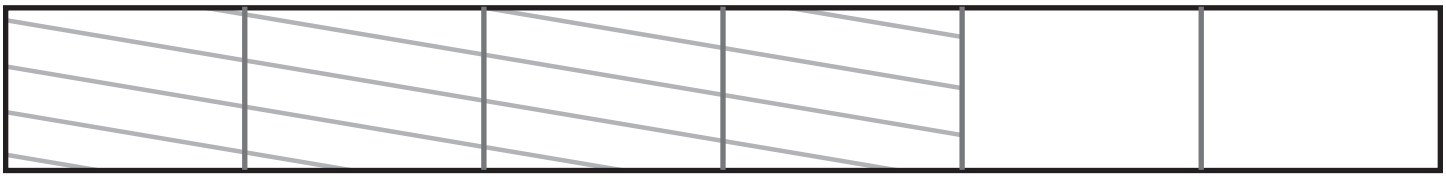
Compare the paper strips to find the equivalent fractions.

1.) Tucker says Hunter got more of the candy bar because Hunter got $\frac{4}{6}$ of a bar while Tucker only got $\frac{2}{3}$ of a bar. Is Tucker correct?

No, they have the same amount.

Shade the shapes below to support your answer.





2.) What fraction is equivalent to $\frac{2}{4}$? **$\frac{1}{2}$, $\frac{3}{6}$, or $\frac{4}{8}$**

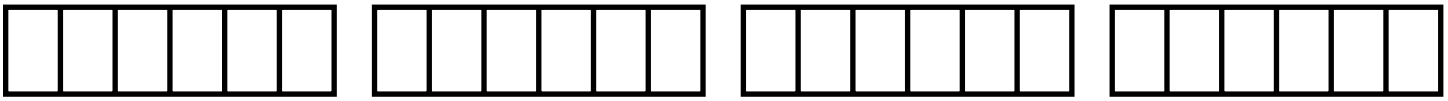
3.) What fraction is equivalent to $\frac{2}{6}$? **$\frac{1}{3}$**

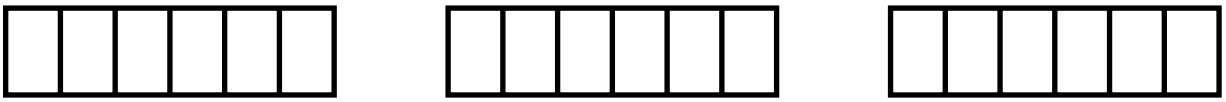
1.) Draw 2 models of the given fraction.

Fraction	Area Model	Set Model
$\frac{2}{4}$		

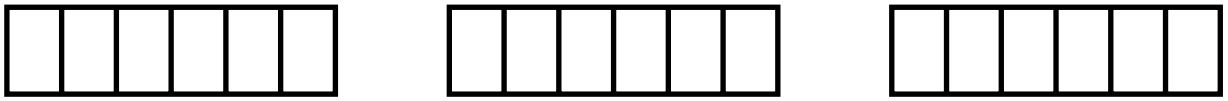
2.) Find the equal share when 6 friends share 4 graham crackers.

Graham Cracker 1 Graham Cracker 2 Graham Cracker 3 Graham Cracker 4





Friend 1 Friend 2 Friend 3

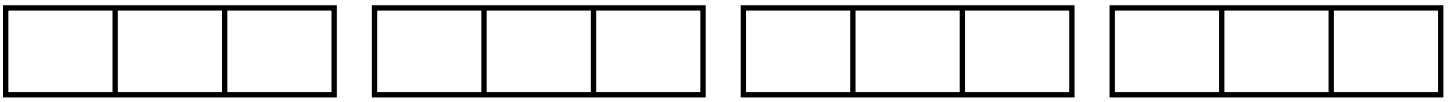


Friend 4 Friend 5 Friend 6

Equal share: _____

3.) Find the equal share when 6 friends share 4 graham crackers, another way.

Graham Cracker 1 Graham Cracker 2 Graham Cracker 3 Graham Cracker 4



Friend 1 Friend 2 Friend 3

Friend 4 Friend 5 Friend 6

Equal share: _____

Compare the paper strips to find the equivalent fractions.

4.) Adam wants to run the $\frac{1}{2}$ mile race at the track meet because it is shorter than the $\frac{2}{4}$ mile race. Eli tells him it doesn't matter because the races are the same length. Who is correct?

Tucker says Hunter got more of the candy bar because Hunter got $\frac{4}{6}$ of a bar while Tucker only got $\frac{2}{3}$ of a bar. Is Tucker correct?

_____

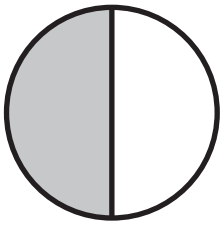
Shade the shapes below to support your answer.

5.) What fraction is equivalent to $\frac{1}{2}$? _____

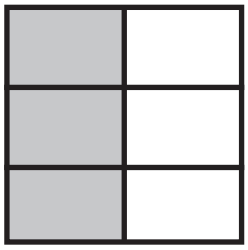
6.) What fraction is equivalent to $\frac{2}{3}$? _____

7.) Choose the model that is **not** equivalent to $\frac{1}{2}$.

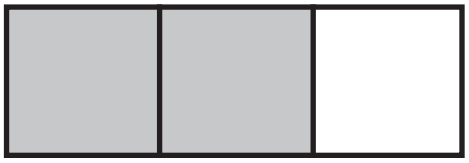
A



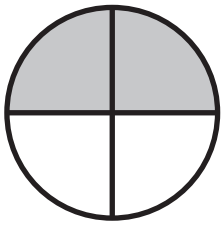
C



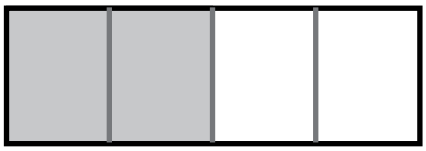
B



D

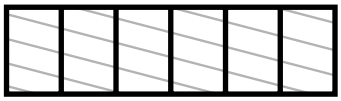


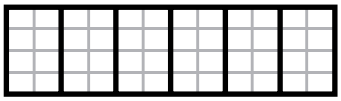
1.) Draw 2 models of the given fraction.

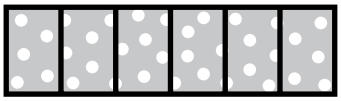
Fraction	Area Model	Set Model
$\frac{2}{4}$		

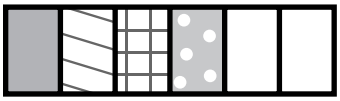
2.) Find the equal share when 6 friends share 4 graham crackers.

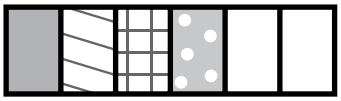
Graham Cracker 1 

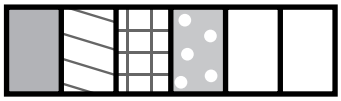
Graham Cracker 2 

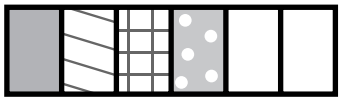
Graham Cracker 3 

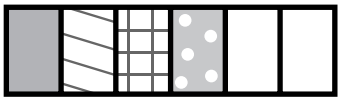
Graham Cracker 4 

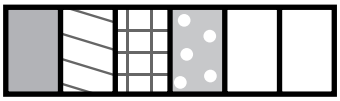

Friend 1


Friend 2


Friend 3


Friend 4

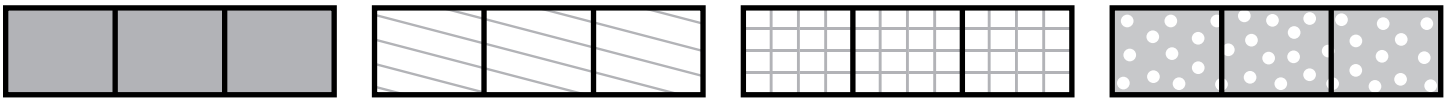

Friend 5

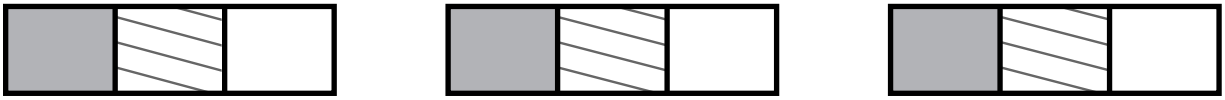

Friend 6

Equal share: $\frac{4}{6}$ of a graham cracker

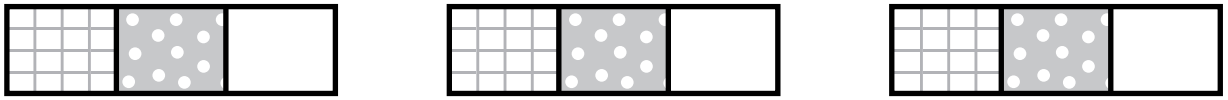
3.) Find the equal share when 6 friends share 4 graham crackers, another way.

Graham Cracker 1 | Graham Cracker 2 | Graham Cracker 3 | Graham Cracker 4





Friend 1 | Friend 2 | Friend 3



Friend 4 | Friend 5 | Friend 6

Equal share: $\frac{2}{3}$ of a graham cracker

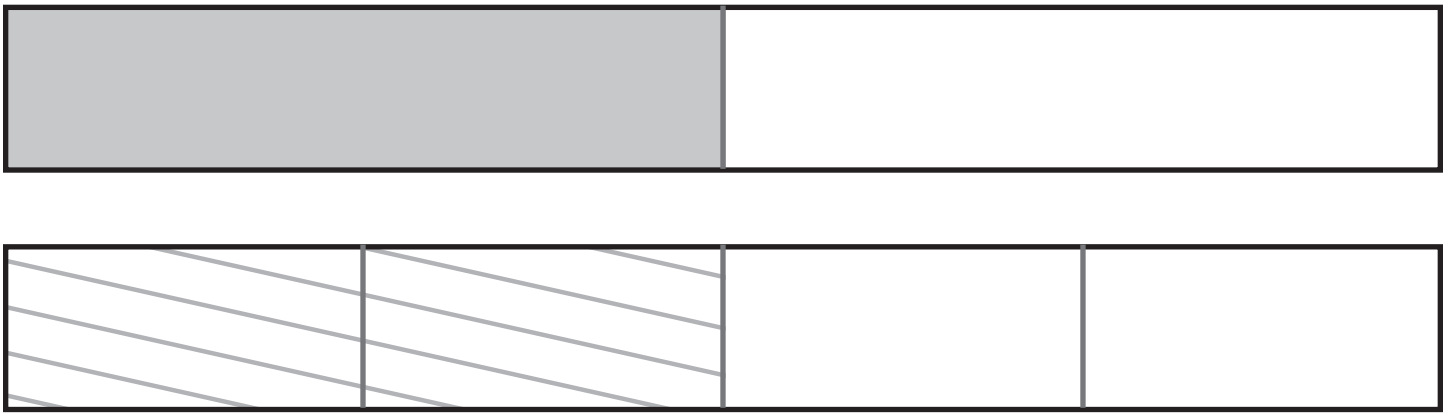
Compare the paper strips to find the equivalent fractions.

4.) Adam wants to run the $\frac{1}{2}$ mile race at the track meet because it is shorter than the $\frac{2}{4}$ mile race. Eli tells him it doesn't matter because the races are the same length. Who is correct?

Tucker says Hunter got more of the candy bar because Hunter got $\frac{4}{6}$ of a bar while Tucker only got $\frac{2}{3}$ of a bar. Is Tucker correct?

No, they have the same amount.

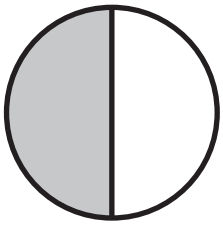
Shade the shapes below to support your answer.

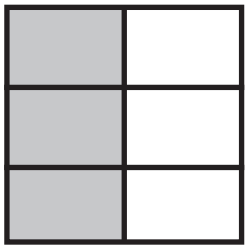


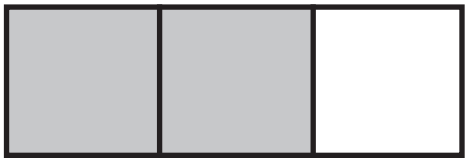
5.) What fraction is equivalent to $\frac{1}{2}$? **$\frac{2}{4}$, $\frac{3}{6}$, or $\frac{4}{8}$**

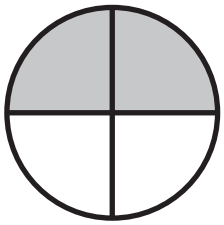
6.) What fraction is equivalent to $\frac{2}{3}$? **$\frac{4}{6}$**

7.) Choose the model that is **not** equivalent to $\frac{1}{2}$.

A 

C 

B 

D 

Compare the paper strips to find the equivalent fractions.

1.) Raquel is sharing $\frac{1}{2}$ of a sandwich equally with her friends. How many pieces will she have if the whole sandwich is divided into 8 equal parts?

_____

How do you know?

_____

Shade the shapes below to support your answer.

Compare the paper strips to find the equivalent fractions.

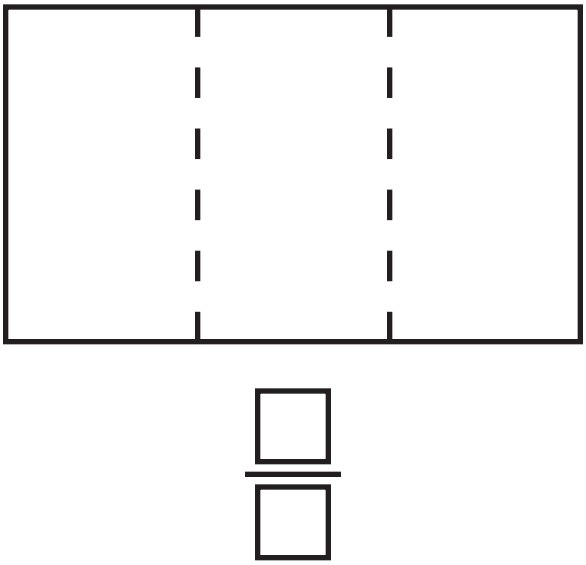
1.) Raquel is sharing $\frac{1}{2}$ of a sandwich equally with her friends. How many pieces will she have if the whole sandwich is divided into 8 equal parts?

4

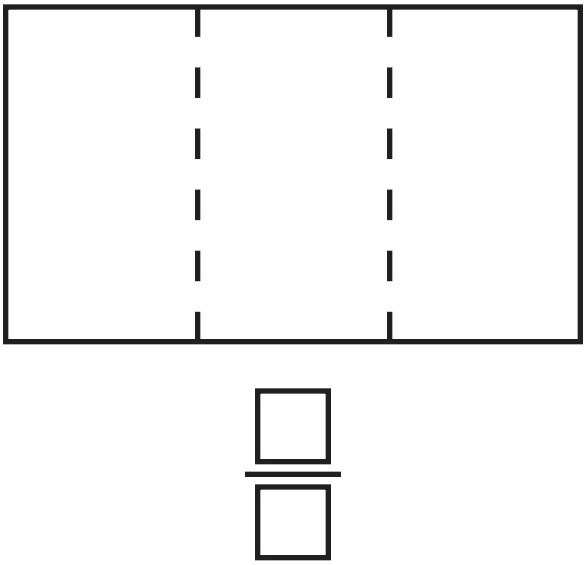
How do you know?

$\frac{4}{8}$ is the same as $\frac{1}{2}$

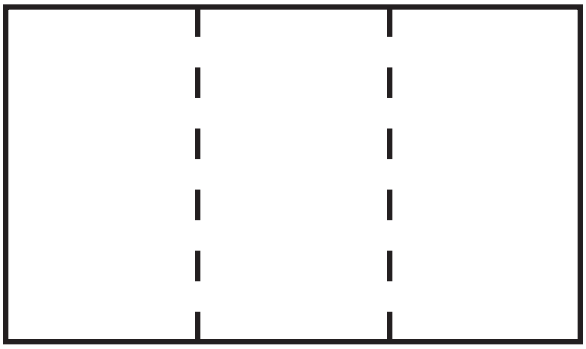
Shade the shapes below to support your answer.



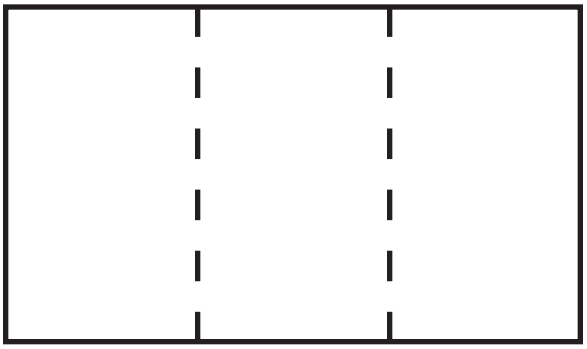
$\frac{\square}{\square}$



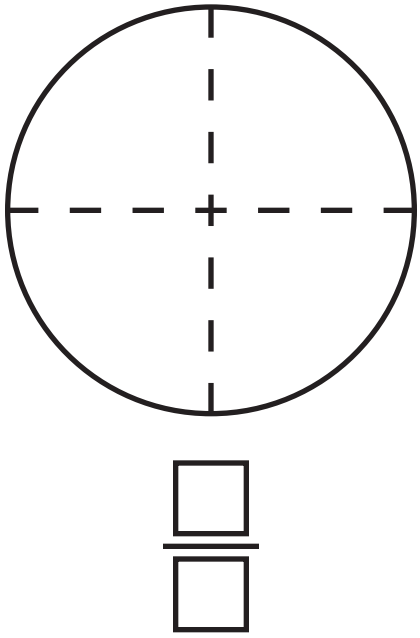
$\frac{\square}{\square}$

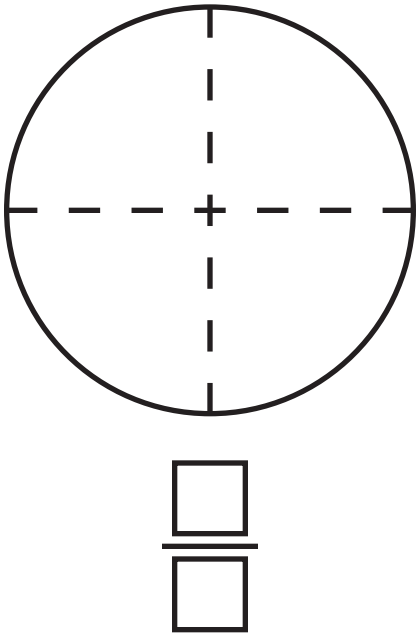


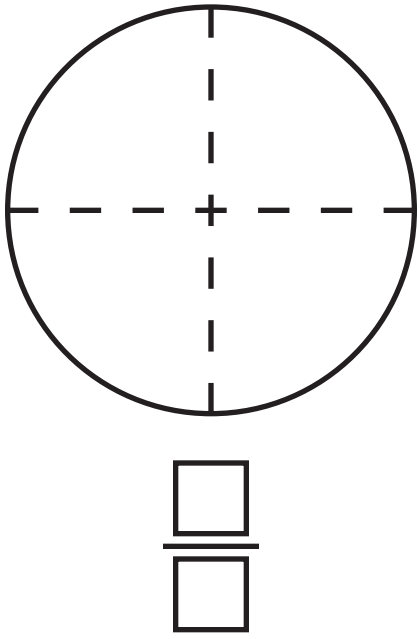
$\frac{\square}{\square}$

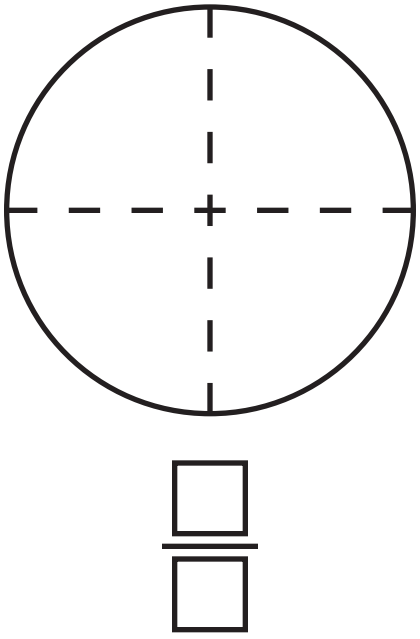


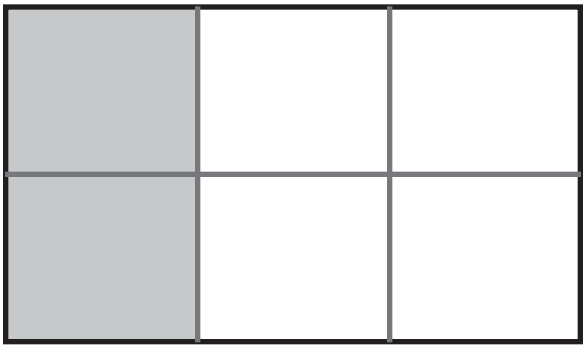
$\frac{\square}{\square}$





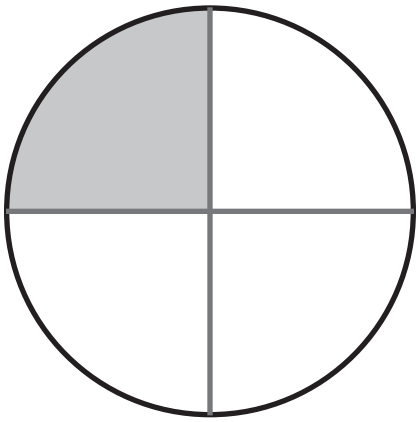


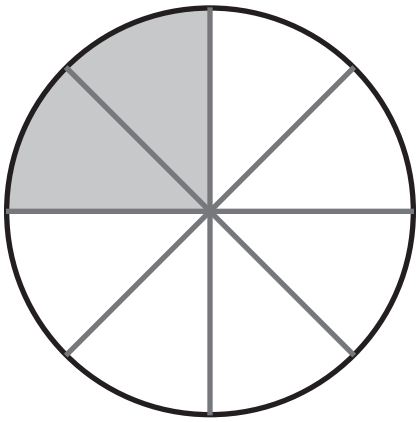




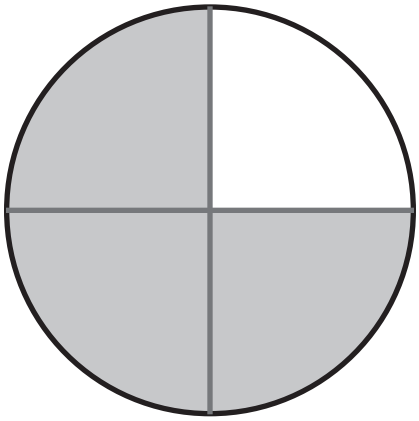
$\frac{1}{3} = \frac{2}{6}$

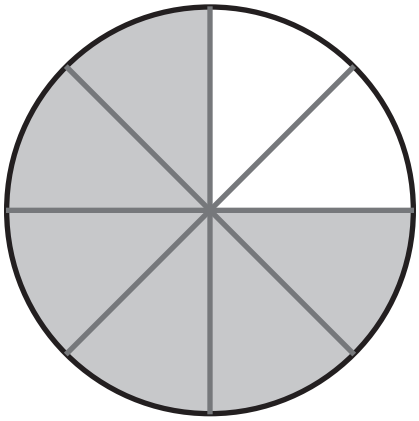
$\frac{2}{3} = \frac{4}{6}$





$\frac{1}{4} = \frac{2}{8}$

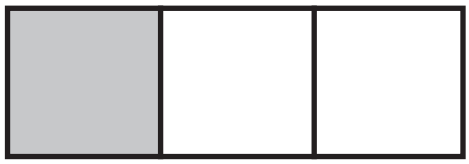




$\frac{3}{4} = \frac{6}{8}$

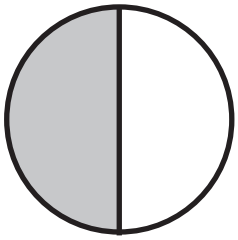
Label the fraction shown by the area model. Divide, shade, and label the equivalent fraction.

1.)



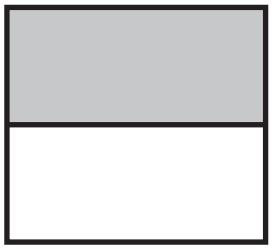
$\frac{\square}{\square} = \frac{\square}{6}$

2.)



$\frac{\square}{\square} = \frac{\square}{8}$

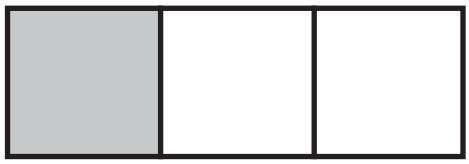
3.)



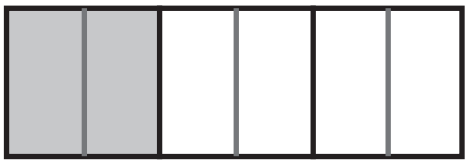
$\frac{\square}{\square} = \frac{\square}{4}$

Label the fraction shown by the area model. Divide, shade, and label the equivalent fraction.

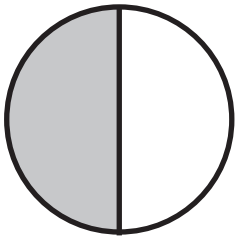
1.)



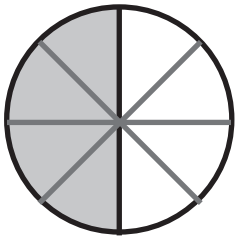
$\frac{1}{3} = \frac{2}{6}$



2.)

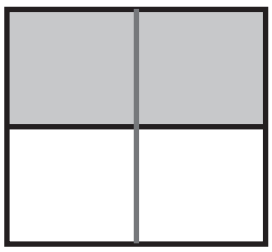


$\frac{1}{2} = \frac{4}{8}$

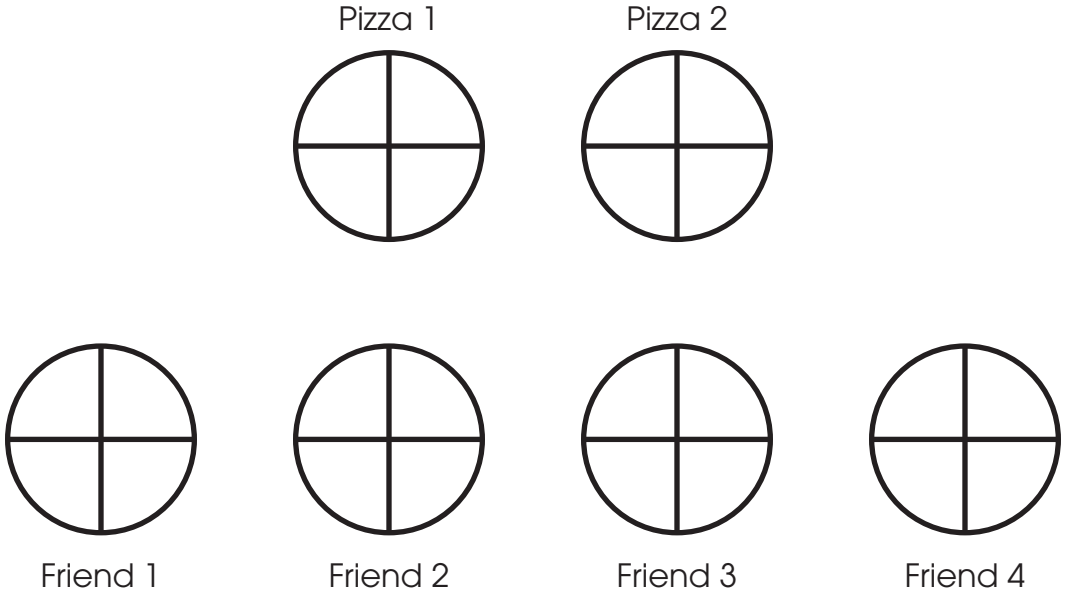


3.)

$\frac{1}{2} = \frac{2}{4}$

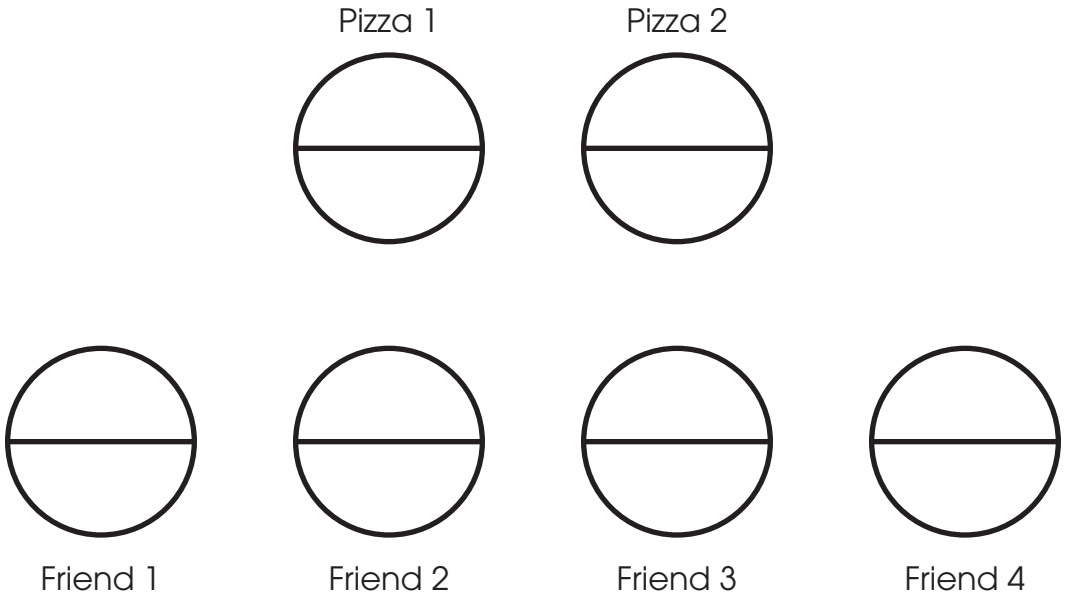


1.) Find the equal share when 4 friends equally share 2 pizzas.



Equal share: _____

2.) Find the equal share when 4 friends equally share 2 pizzas another way.



Equal share: _____

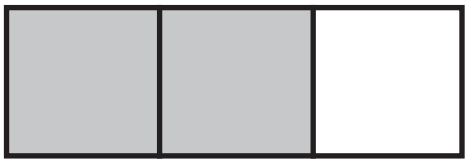
Compare paper fraction strips to find the equivalent fractions.

3.) $\frac{2}{6} = \frac{\square}{\square}$

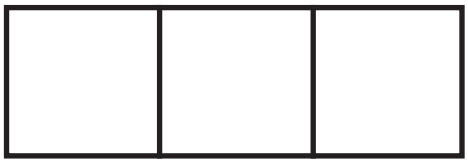
4.) $\frac{4}{8} = \frac{\square}{\square}$

Label the fraction shown by the area model. Divide, shade, and label the equivalent fraction.

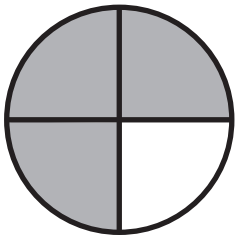
5.)



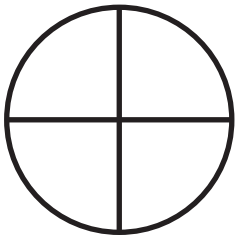
$\frac{\square}{\square} = \frac{\square}{6}$



6.)

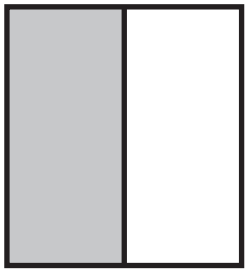


$\frac{\square}{\square} = \frac{\square}{8}$

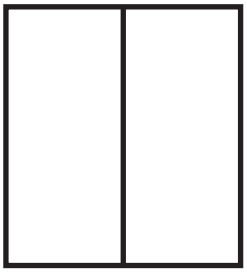


Label the fraction shown by the area model. Divide, shade, and label the equivalent fraction.

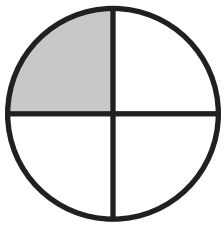
7.)



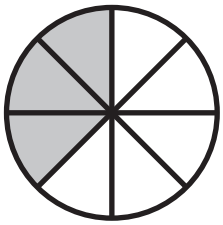
$\frac{\square}{\square}$ = $\frac{\square}{4}$



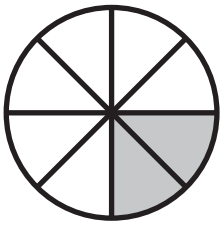
8.) Choose the model that shows a fraction equivalent to $\frac{1}{4}$ of the pie, shown by the model below.



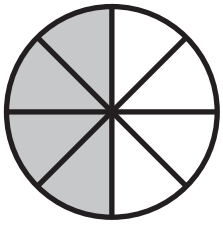
A



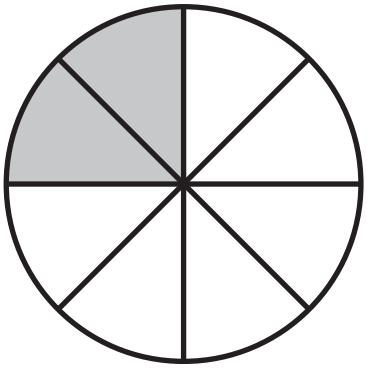
C



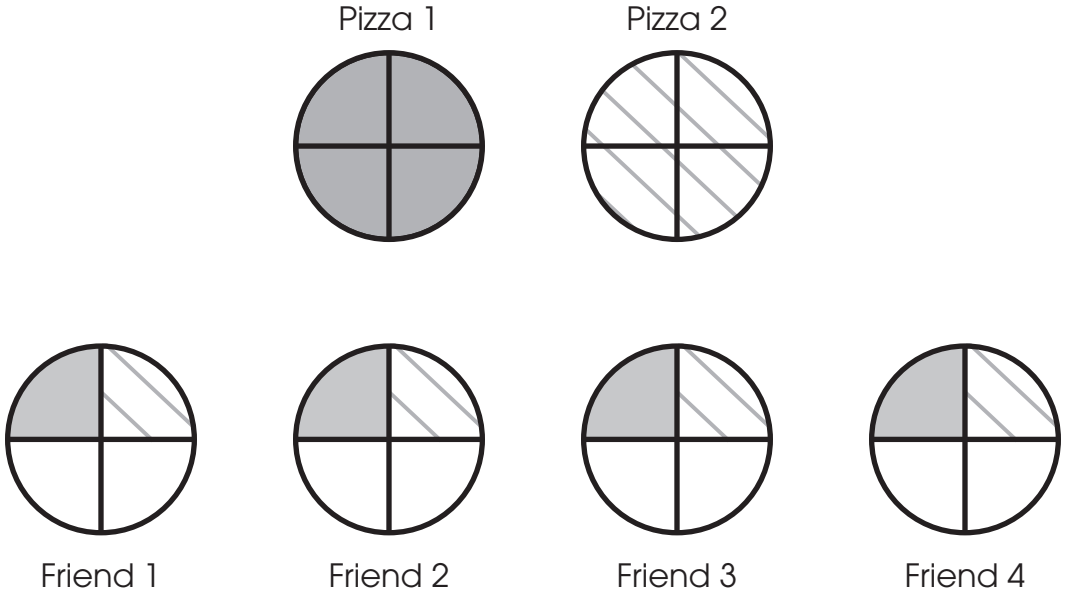
B



D

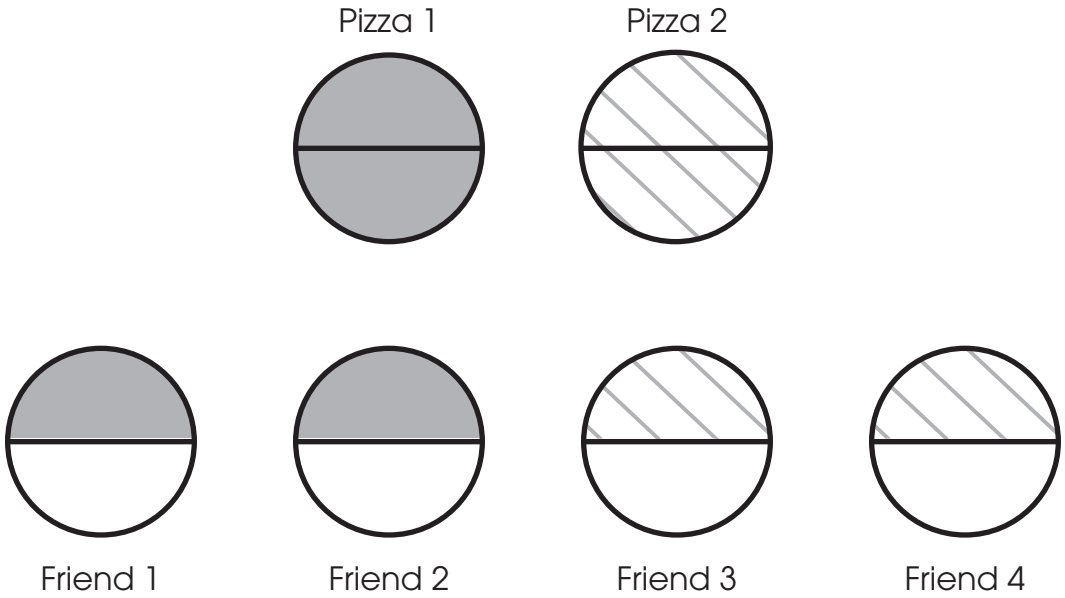


1.) Find the equal share when 4 friends equally share 2 pizzas.



Equal share: $\frac{2}{4}$ of a pizza

2.) Find the equal share when 4 friends equally share 2 pizzas another way.



Equal share: $\frac{1}{2}$ of a pizza

Compare paper fraction strips to find the equivalent fractions.

3.) $\frac{2}{6} = \frac{1}{3}$

4.) $\frac{4}{8} = \frac{1}{2}$ or $\frac{3}{6}$ or $\frac{2}{4}$

Label the fraction shown by the area model. Divide, shade, and label the equivalent fraction.

5.)

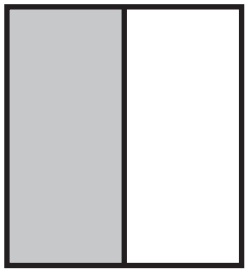
$\frac{2}{3} = \frac{4}{6}$

6.)

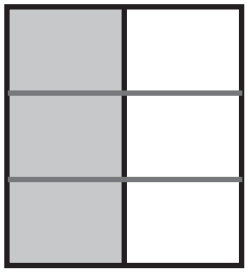
$\frac{3}{4} = \frac{6}{8}$

Label the fraction shown by the area model. Divide, shade, and label the equivalent fraction.

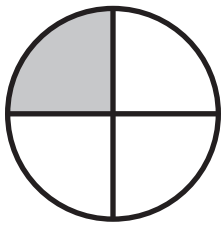
7.)



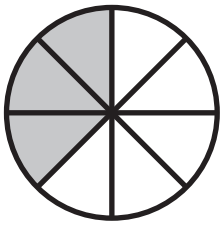
$\frac{1}{2}$ = $\frac{3}{4}$



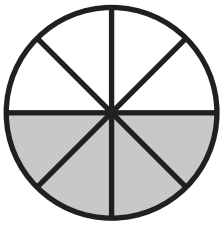
8.) Choose the model that shows a fraction equivalent to $\frac{1}{4}$ of the pie, shown by the model below.



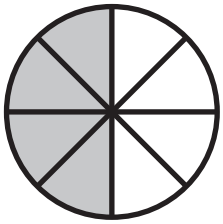
A



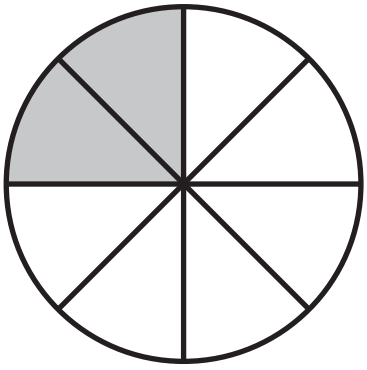
C

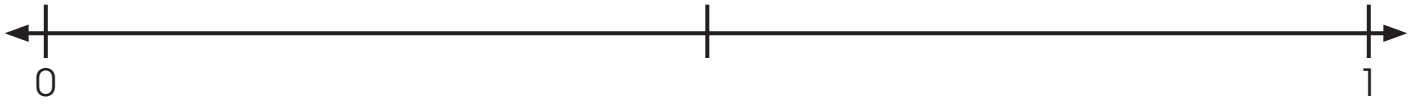


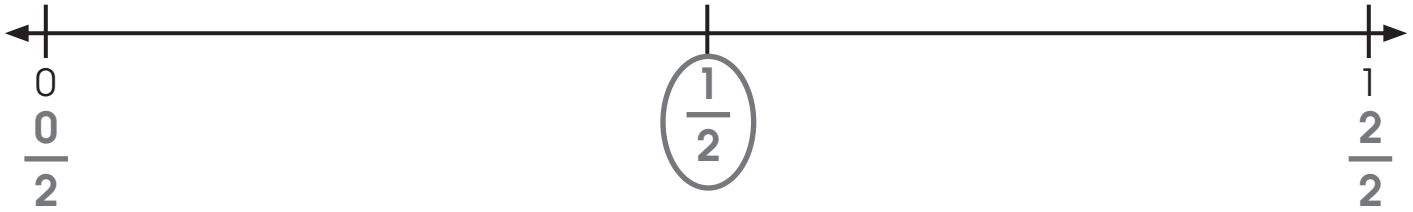
B

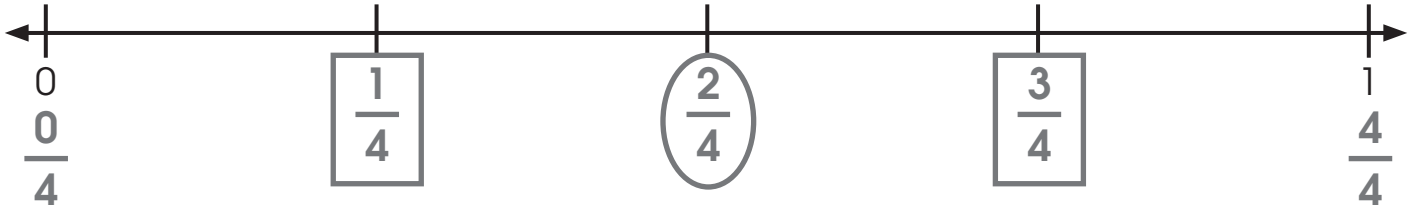


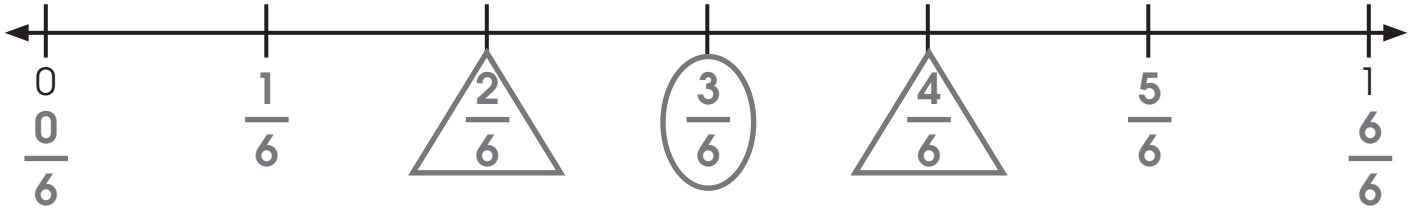
D

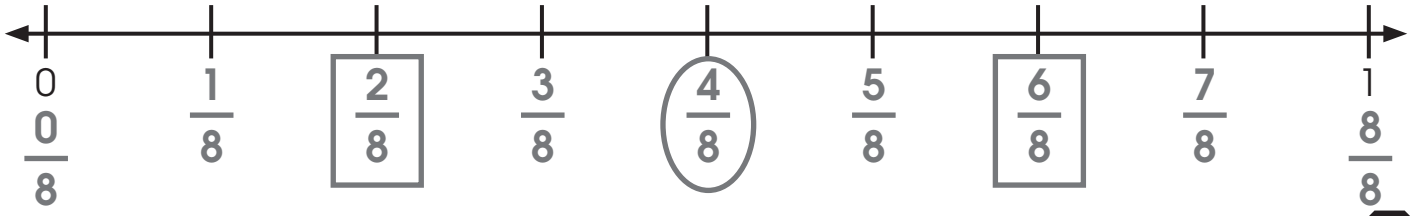












STOP

Use the number lines labeled in Modeled Practice to answer the following questions.

1.) The length of Gina's pencil eraser is $\frac{3}{6}$ of a centimeter. What other fractions represent this length?

_____

2.) Marcel ran a race that was $\frac{6}{8}$ of a mile long, but the length of the race was measured in quarters of a mile. What was the length of the race?

$$\frac{6}{8} = \frac{\square}{4} \text{ of a mile}$$

3.) The average rainfall in June is $\frac{6}{8}$ of an inch. How many sixths is this?

$$\frac{1}{3} = \frac{\square}{6} \text{ of an inch}$$

4.) Your hair grows more than $\frac{6}{8}$ of an inch per month. How long is this in eighths?

$$\frac{1}{4} = \frac{\square}{8} \text{ of an inch}$$

Use the number lines labeled in Modeled Practice to answer the following questions.

1.) The length of Gina's pencil eraser is $\frac{3}{6}$ of a centimeter. What other fractions represent this length?

$\frac{1}{2}, \frac{2}{4}, \frac{4}{8}$

2.) Marcel ran a race that was $\frac{6}{8}$ of a mile long, but the length of the race was measured in quarters of a mile. What was the length of the race?

$\frac{6}{8} = \frac{\boxed{3}}{\boxed{4}}$ of a mile

3.) The average rainfall in June is $\frac{6}{8}$ of an inch. How many sixths is this?

$\frac{1}{3} = \frac{\boxed{2}}{\boxed{6}}$ of an inch

4.) Your hair grows more than $\frac{6}{8}$ of an inch per month. How long is this in eighths?

$\frac{1}{4} = \frac{\boxed{2}}{\boxed{8}}$ of an inch

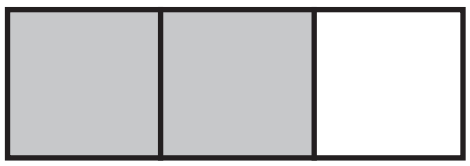
Use paper strips to answer the following question.

1.) Ray measured the amount of snow to be $\frac{4}{8}$ of an inch. The weatherman says there was $\frac{1}{2}$ an inch of snow. How accurate was Ray's measurement? _____

Shade the shapes below to support your answer.

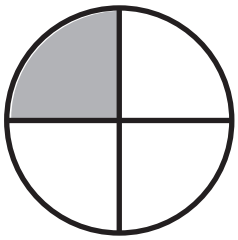
Label the fraction shown by the area model. Divide, shade, and label the equivalent fraction.

2.)



$\frac{\square}{\square} = \frac{\square}{6}$

3.)



$\frac{\square}{\square} = \frac{\square}{8}$

Use the number lines labeled in Modeled Practice to answer the following questions.

4.) The length of Lucca's pencil eraser is $\frac{2}{6}$ of a centimeter. What other fraction represents this length?

_____

5.) Sophia's walk to school is $\frac{2}{4}$ of a mile long. What other fraction could measure this distance?

$$\frac{2}{4} = \frac{\square}{2} \text{ of a mile}$$

6.) The average rainfall in September is $\frac{3}{4}$ of an inch. How many eighths is this?

$$\frac{3}{4} = \frac{\square}{8} \text{ of an inch}$$

7.) Olivia had her bangs trimmed $\frac{4}{8}$ of an inch. How much is this in fourths?

$$\frac{4}{8} = \frac{\square}{4} \text{ of an inch}$$

8.) Choose the number line that shows a fraction equivalent to $\frac{1}{3}$.

A

B

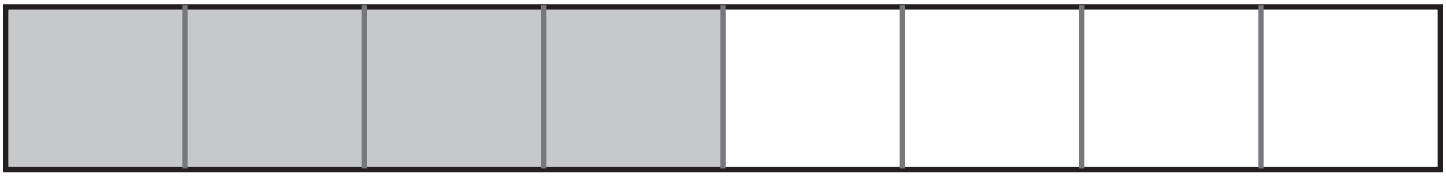
C

D

Use paper strips to answer the following question.

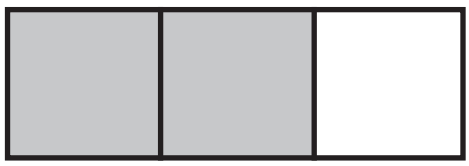
1.) Ray measured the amount of snow to be $\frac{4}{8}$ of an inch. The weatherman says there was $\frac{1}{2}$ an inch of snow. How accurate was Ray's measurement? **Exactly the same**

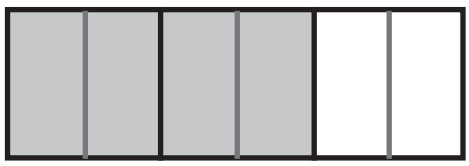
Shade the shapes below to support your answer.



Label the fraction shown by the area model. Divide, shade, and label the equivalent fraction.

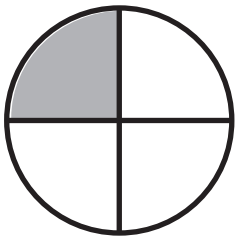
2.)

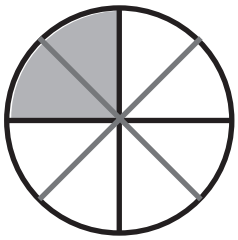




$\frac{2}{3} = \frac{4}{6}$

3.)





$\frac{1}{4} = \frac{2}{8}$

Use the number lines labeled in Modeled Practice to answer the following questions.

4.) The length of Lucca's pencil eraser is $\frac{2}{6}$ of a centimeter. What other fraction represents this length?

$\frac{1}{3}$

5.) Sophia's walk to school is $\frac{2}{4}$ of a mile long. What other fraction could measure this distance?

$\frac{2}{4} = \frac{\boxed{1}}{\boxed{2}}$ of a mile

6.) The average rainfall in September is $\frac{3}{4}$ of an inch. How many eighths is this?

$\frac{3}{4} = \frac{\boxed{6}}{\boxed{8}}$ of an inch

7.) Olivia had her bangs trimmed $\frac{4}{8}$ of an inch. How much is this in fourths?

$\frac{4}{8} = \frac{\boxed{2}}{\boxed{4}}$ of an inch

8.) Choose the number line that shows a fraction equivalent to $\frac{1}{3}$.

A

B

C

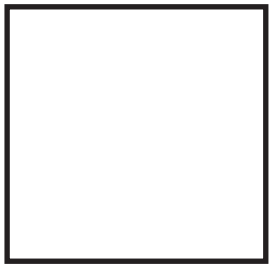
D

Draw a model that represents the fraction.

1.) $\frac{1}{3}$

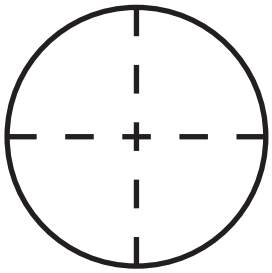
2.) $\frac{1}{6}$

3.) $\frac{1}{4}$



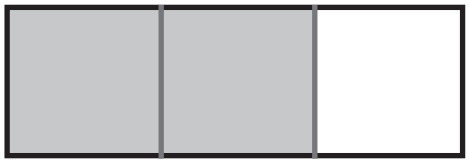
4.) $\frac{1}{2}$

5.) $\frac{1}{8}$



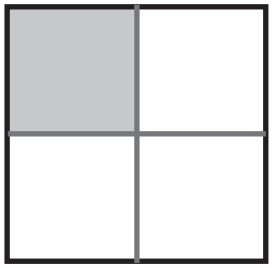
Draw a model that represents the fraction.

1.) $\frac{1}{3}$



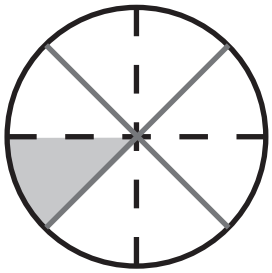
2.) $\frac{1}{6}$

3.) $\frac{1}{4}$

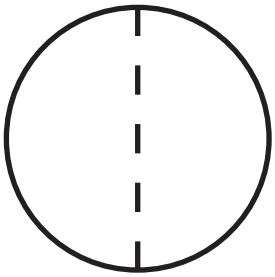


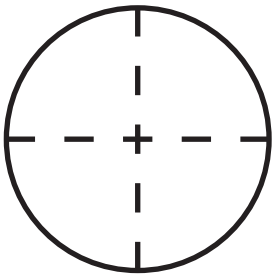
4.) $\frac{1}{2}$

5.) $\frac{1}{8}$



Yessica has 1 cake to share with friends. Will each person get more if she shares the cake equally with 2 friends or 4 friends?

Share with 2 friends:  $\frac{\square}{\square}$ of a cake

Share with 2 friends:  $\frac{\square}{\square}$ of a cake

$\frac{\square}{\square}$ of a cake is _____ than $\frac{\square}{\square}$ of a cake.

$\frac{\square}{\square}$ ○ $\frac{\square}{\square}$

Tony ran $\frac{1}{6}$ of a mile. Javier ran $\frac{1}{3}$ of a mile. Who ran the farthest?

Tony

$\frac{1}{6}$ of a mile

Javier

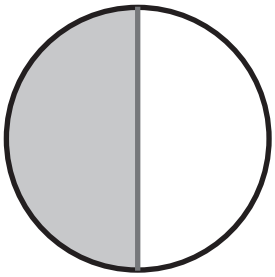
$\frac{1}{3}$ of a mile

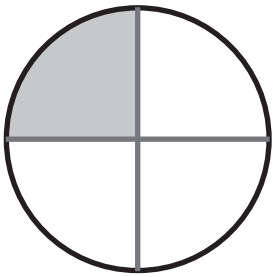
$\frac{\square}{\square}$ of a mile is _____ than $\frac{\square}{\square}$ of a mile.

_____ ran the farthest.

$\frac{\square}{\square}$ ○ $\frac{\square}{\square}$

Yessica has 1 cake to share with friends. Will each person get more if she shares the cake equally with 2 friends or 4 friends?

Share with 2 friends:  $\frac{1}{2}$ of a cake

Share with 2 friends:  $\frac{1}{4}$ of a cake

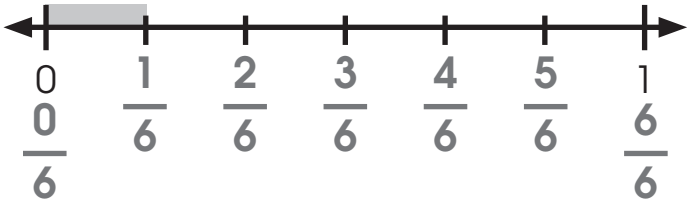
$\frac{1}{2}$ of a cake is greater than $\frac{1}{4}$ of a cake.

$\frac{1}{2} > \frac{1}{4}$

Tony ran $\frac{1}{6}$ of a mile. Javier ran $\frac{1}{3}$ of a mile. Who ran the farthest?

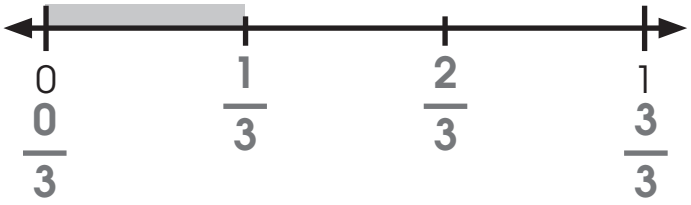
Tony

$\frac{1}{6}$ of a mile



Javier

$\frac{1}{3}$ of a mile

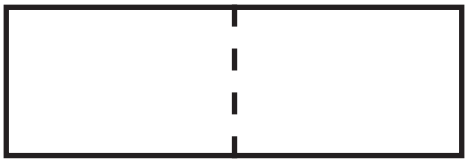


$\frac{1}{6}$ of a mile is **less** than $\frac{1}{3}$ of a mile.

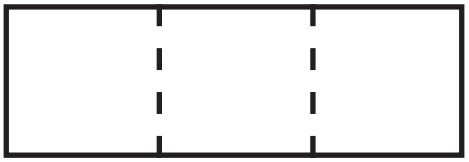
Javier ran the farthest.

$$\frac{1}{6} < \frac{1}{3}$$

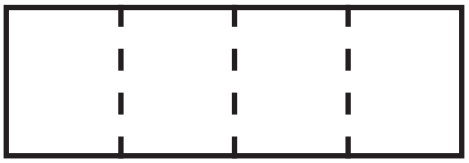
Divide and shade each area model to represent the fraction shown to the right of the rectangle.



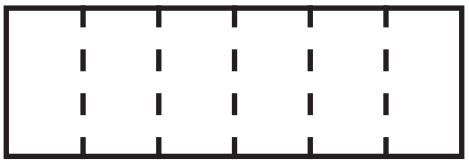
$\frac{1}{2}$



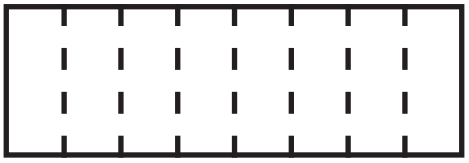
$\frac{1}{3}$



$\frac{1}{4}$



$\frac{1}{6}$



$\frac{1}{8}$

As the denominator gets _____ the size of the parts get

_____ .

Use the area models from Practice to compare the following fractions. Write < (less than), or > (greater than) in the circle.

1.) Noah says he got less of the sandwich than his sister did because he has $\frac{1}{3}$ and she has $\frac{1}{8}$. He says $\frac{1}{3}$ is less than $\frac{1}{8}$ because 3 is less than 8. Is Noah correct? _____

$\frac{1}{3}$ ◯ $\frac{1}{8}$

2.) Amanda has $\frac{1}{2}$ of the sandwich. Rory has $\frac{1}{8}$ of the sandwich. Does Amanda have more or less of the sandwich than Rory? _____

$\frac{1}{2}$ ◯ $\frac{1}{8}$

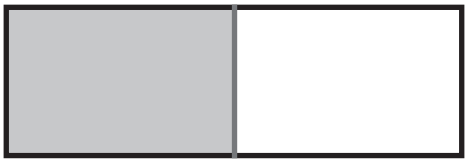
3.) Leslie grew $\frac{1}{3}$ of an inch over the summer. Hillary grew $\frac{1}{4}$ of an inch. Did Leslie grow more or less than Hillary? _____

$\frac{1}{3}$ ◯ $\frac{1}{4}$

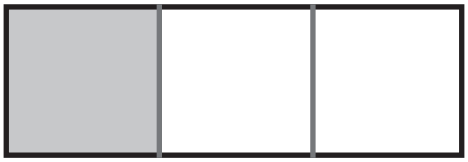
4.) Levi rode his bicycle $\frac{1}{6}$ of a mile to school. Rosie rides $\frac{1}{2}$ of a mile. Who rides further to school? _____

$\frac{1}{6}$ ◯ $\frac{1}{2}$

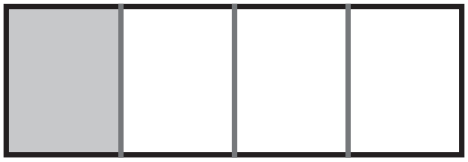
Divide and shade each area model to represent the fraction shown to the right of the rectangle.



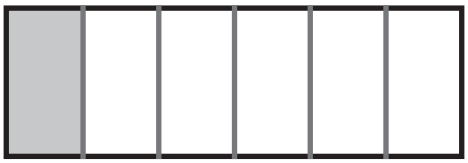
$\frac{1}{2}$



$\frac{1}{3}$



$\frac{1}{4}$



$\frac{1}{6}$

$\frac{1}{8}$

As the denominator gets **larger** the size of the parts get **smaller** .

Use the area models from Practice to compare the following fractions. Write < (less than), or > (greater than) in the circle.

1.) Noah says he got less of the sandwich than his sister did because he has $\frac{1}{3}$ and she has $\frac{1}{8}$. He says $\frac{1}{3}$ is less than $\frac{1}{8}$ because 3 is less than 8. Is Noah correct? **No**

$\frac{1}{3}$ (>) $\frac{1}{8}$

2.) Amanda has $\frac{1}{2}$ of the sandwich. Rory has $\frac{1}{8}$ of the sandwich. Does Amanda have more or less of the sandwich than Rory? **More**

$\frac{1}{2}$ (>) $\frac{1}{8}$

3.) Leslie grew $\frac{1}{3}$ of an inch over the summer. Hillary grew $\frac{1}{4}$ of an inch. Did Leslie grow more or less than Hillary? **Less**

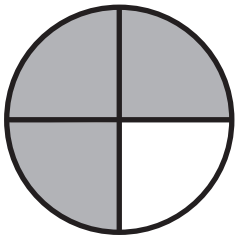
$\frac{1}{3}$ (<) $\frac{1}{4}$

4.) Levi rode his bicycle $\frac{1}{6}$ of a mile to school. Rosie rides $\frac{1}{2}$ of a mile. Who rides further to school? **Rosie**

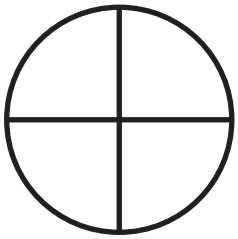
$\frac{1}{6}$ (<) $\frac{1}{2}$

Label the fraction shown by the area model. Divide, shade, and label the equivalent fraction.

1.)



$\frac{\square}{\square}$ = $\frac{\square}{8}$



2.) Ava ran a race that was $\frac{2}{4}$ of a mile long, but the length of the race was measured by the half mile. What was the length of the race?

$$\frac{2}{4} = \frac{\square}{2} \text{ of a mile}$$

3.) The length of the worm Lucy found in her back yard is $\frac{2}{3}$ of an inch. How many sixths is this?

$$\frac{2}{3} = \frac{\square}{6} \text{ of an inch}$$

Use the area models from Practice to compare the following fractions. Write < (less than), or > (greater than) in the circle.

4.) On Thursday, it rained $\frac{1}{6}$ of an inch. On Friday, it rained $\frac{1}{4}$ of an inch. Did it rain more or less on Thursday than on Friday? _____

$\frac{1}{6}$ ◯ $\frac{1}{4}$

5.) Grace received $\frac{1}{2}$ of the brownie. Her brother received $\frac{1}{8}$ of the brownie. Does Grace get more or less of the brownie than her brother?

_____

$\frac{1}{2}$ ◯ $\frac{1}{8}$

Write < (less than), or > (greater than) in the circle.

6.) $\frac{1}{4}$ ◯ $\frac{1}{3}$

7.) $\frac{1}{8}$ ◯ $\frac{1}{6}$

8.) $\frac{1}{2}$ ◯ $\frac{1}{4}$

9.) Choose the letter that shows the fractions compared correctly. Remember, < means "less than" and > means "greater than".

A $\frac{1}{8} > \frac{1}{3}$

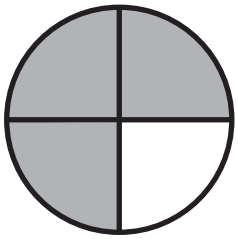
B $\frac{1}{3} > \frac{1}{2}$

C $\frac{1}{4} > \frac{1}{6}$

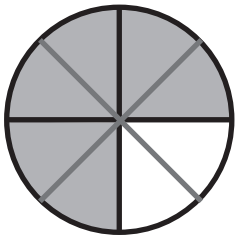
D $\frac{1}{2} < \frac{1}{6}$

Label the fraction shown by the area model. Divide, shade, and label the equivalent fraction.

1.)



$\frac{3}{4} = \frac{6}{8}$



2.) Ava ran a race that was $\frac{2}{4}$ of a mile long, but the length of the race was measured by the half mile. What was the length of the race?

$\frac{2}{4} = \frac{1}{2}$ of a mile

3.) The length of the worm Lucy found in her back yard is $\frac{2}{3}$ of an inch. How many sixths is this?

$\frac{2}{3} = \frac{4}{6}$ of an inch

Use the area models from Practice to compare the following fractions. Write < (less than), or > (greater than) in the circle.

4.) On Thursday, it rained $\frac{1}{6}$ of an inch. On Friday, it rained $\frac{1}{4}$ of an inch. Did it rain more or less on Thursday than on Friday? Less

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

5.) Grace received $\frac{1}{2}$ of the brownie. Her brother received $\frac{1}{8}$ of the brownie. Does Grace get more or less of the brownie than her brother?

More

$\frac{1}{2} > \frac{1}{8}$

Write < (less than), or > (greater than) in the circle.

6.) $\frac{1}{4} < \frac{1}{3}$

7.) $\frac{1}{8} < \frac{1}{6}$

8.) $\frac{1}{2} > \frac{1}{4}$

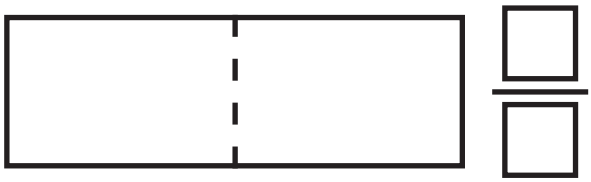
9.) Choose the letter that shows the fractions compared correctly. Remember, < means "less than" and > means "greater than".

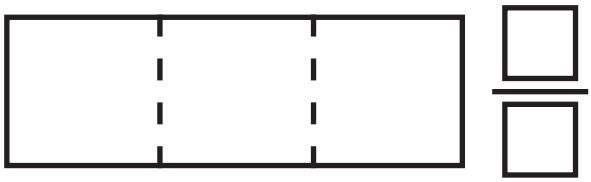
A $\frac{1}{8} > \frac{1}{3}$

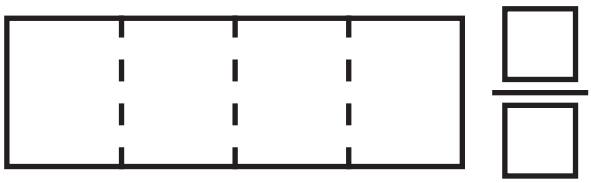
B $\frac{1}{3} > \frac{1}{2}$

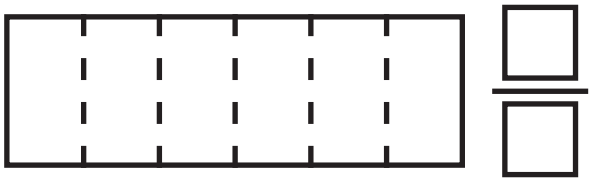
C $\frac{1}{4} > \frac{1}{6}$

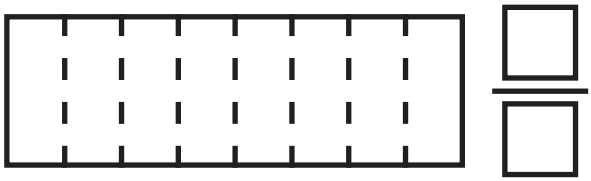
D $\frac{1}{2} < \frac{1}{6}$



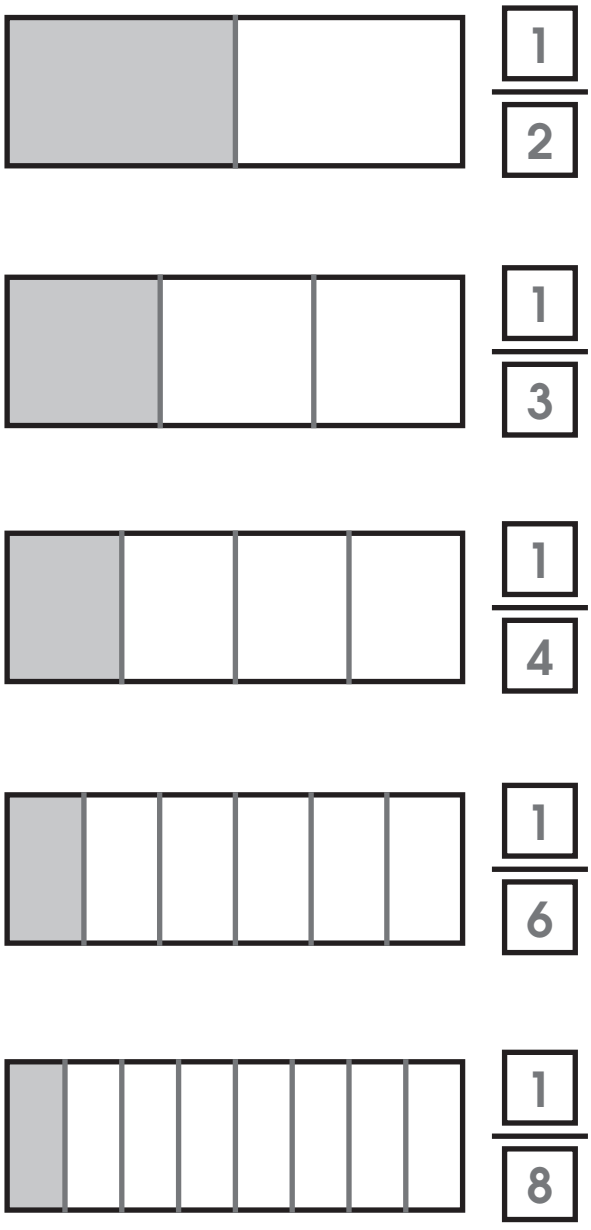






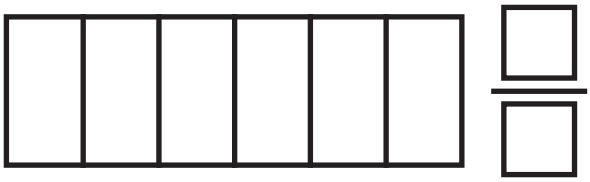


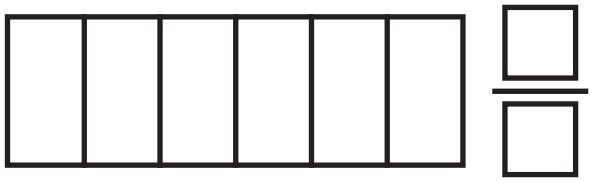
With a unit fraction, the _____ the denominator, the _____ the fractional part.



With a unit fraction, the **larger** the denominator, the **smaller** the fractional part.

Margaret received $\frac{2}{6}$ of a cereal bar, while Sara received $\frac{4}{6}$ of a cereal bar. Did Margaret get more or less than Sara?

Margaret 

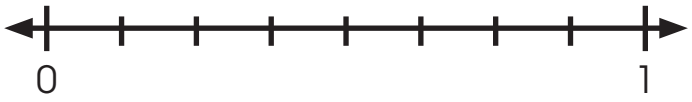
Sara 

$\frac{2}{6}$ ◯ $\frac{4}{6}$

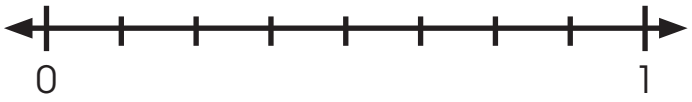
Margaret got _____ of the cereal bar than Sara.

Ana's shoe is $\frac{5}{8}$ of a foot long. Her brother's shoe is $\frac{2}{8}$ of a foot long. Who has the bigger shoe?

Ana



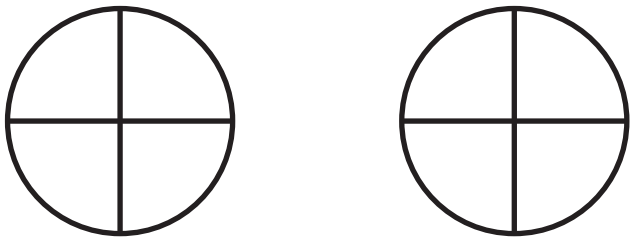
Brother



$\frac{5}{8}$ ◯ $\frac{2}{8}$

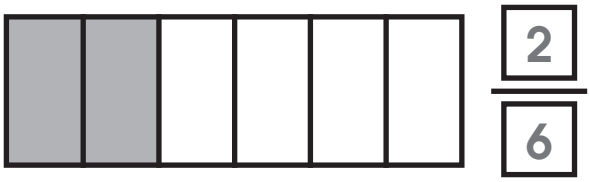
_____ has the bigger shoe.

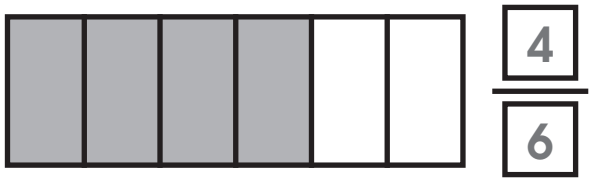
Is $\frac{1}{4}$ of a circle greater than or less than $\frac{3}{4}$ of this circle?



$\frac{1}{4}$ ◯ $\frac{3}{4}$

Margaret received $\frac{2}{6}$ of a cereal bar, while Sara received $\frac{4}{6}$ of a cereal bar. Did Margaret get more or less than Sara?

Margaret 

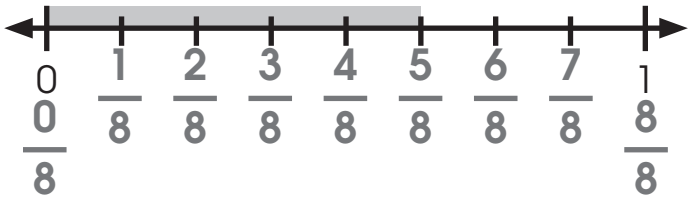
Sara 

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

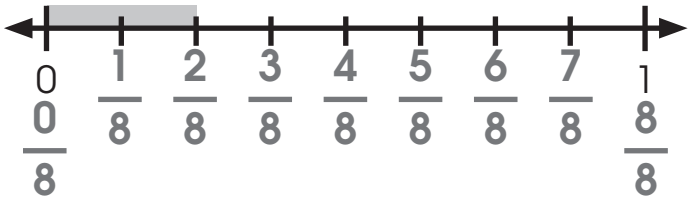
Margaret got less of the cereal bar than Sara.

Ana's shoe is $\frac{5}{8}$ of a foot long. Her brother's shoe is $\frac{2}{8}$ of a foot long. Who has the bigger shoe?

Ana



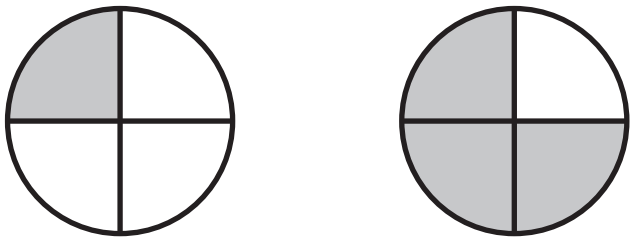
Brother



$\frac{5}{8} > \frac{2}{8}$

Ana has the bigger shoe.

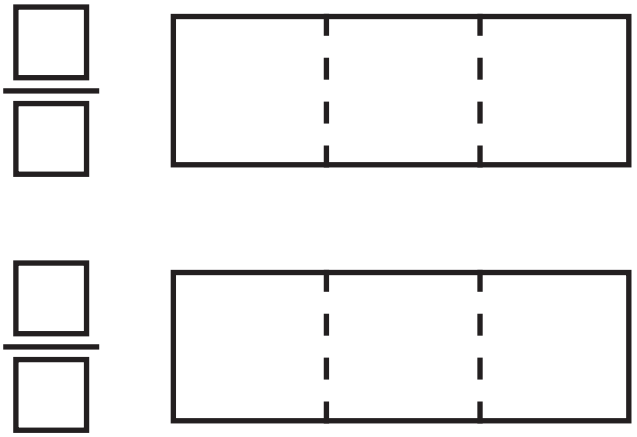
Is $\frac{1}{4}$ of a circle greater than or less than $\frac{3}{4}$ of this circle?



$\frac{1}{4} < \frac{3}{4}$

Shade the models to compare the fractions and answer the questions. Write < or > in the circle.

1.) Jackson ate $\frac{1}{3}$ of the cake on Wednesday and $\frac{2}{3}$ of the cake on Saturday. Did he eat more or less cake on Wednesday than on Saturday?

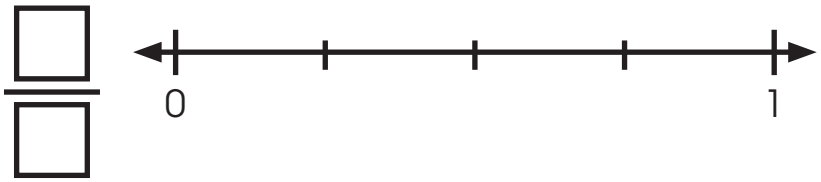


$\frac{1}{3}$ ◯ $\frac{2}{3}$

Jackson ate _____ cake on Wednesday.

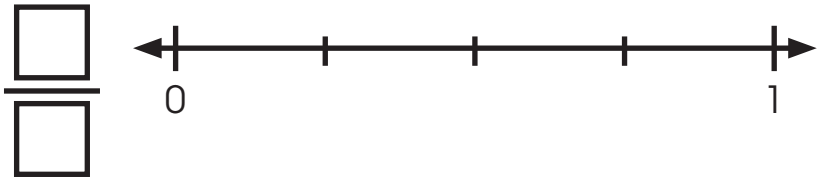
2.) Andrea spent $\frac{2}{4}$ of the $10 her mother gave her. Her brother spent $\frac{1}{4}$ of the same amount. Did Andrea spend more or less money than her brother?

Andrea



$\frac{2}{4}$ ◯ $\frac{1}{4}$

Brother



Andrea spent _____ money than her brother.

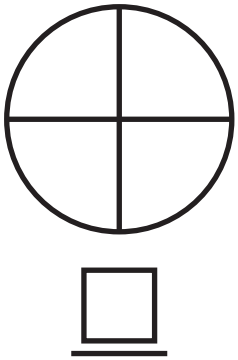
Shade and label a fraction of your choice with the given denominator. Then compare fractions with your partner.

1.)

$\frac{\square}{8}$

$\frac{\square}{8} \bigcirc \frac{\square}{8}$

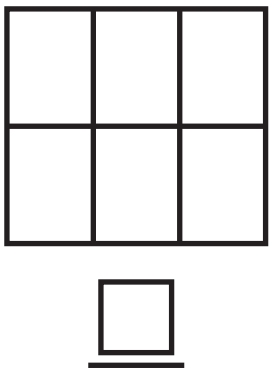
2.)



$\frac{\square}{4}$

$\frac{\square}{4} \bigcirc \frac{\square}{4}$

3.)

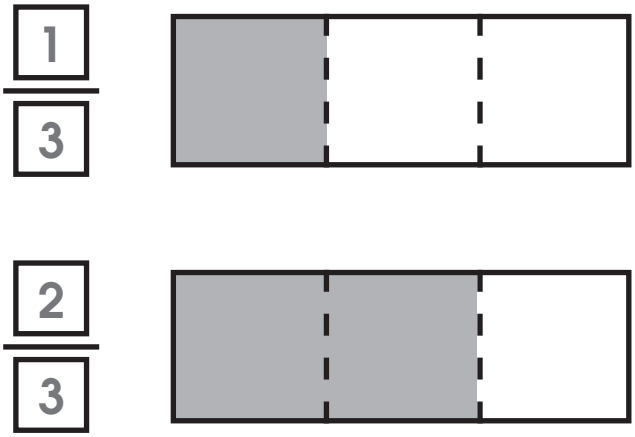


$\frac{\square}{6}$

$\frac{\square}{6} \bigcirc \frac{\square}{6}$

Shade the models to compare the fractions and answer the questions. Write < or > in the circle.

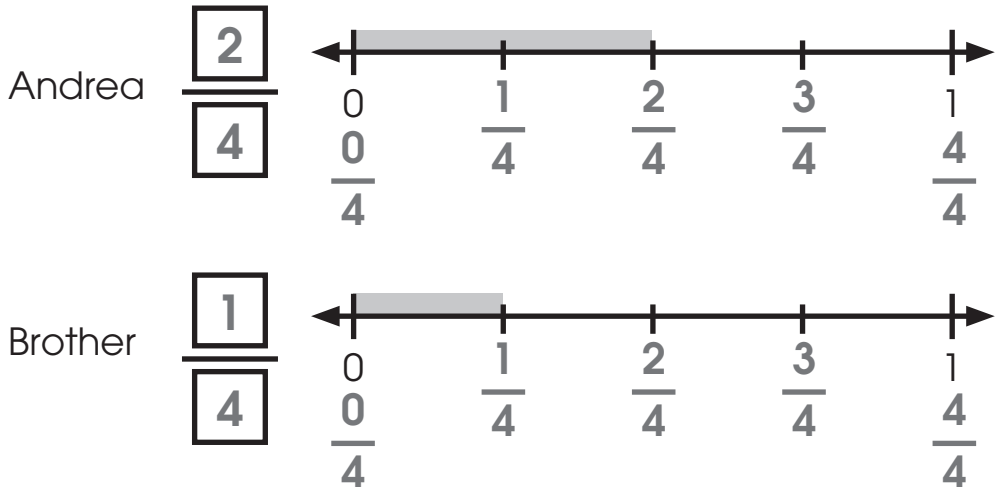
1.) Jackson ate $\frac{1}{3}$ of the cake on Wednesday and $\frac{2}{3}$ of the cake on Saturday. Did he eat more or less cake on Wednesday than on Saturday?



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

Jackson ate **less** cake on Wednesday.

2.) Andrea spent $\frac{2}{4}$ of the \$10 her mother gave her. Her brother spent $\frac{1}{4}$ of the same amount. Did Andrea spend more or less money than her brother?



$\frac{2}{4} > \frac{1}{4}$

Andrea spent **more** money than her brother.

Shade and label a fraction of your choice with the given denominator. Then compare fractions with your partner.

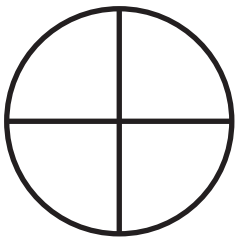
1.)

$\square$
8

$\square$ ○ $\square$
8 8

answers will vary

2.)

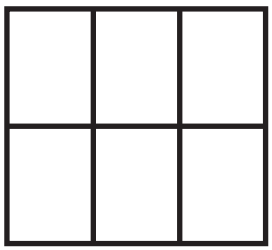


$\square$
4

$\square$ ○ $\square$
4 4

answers will vary

3.)



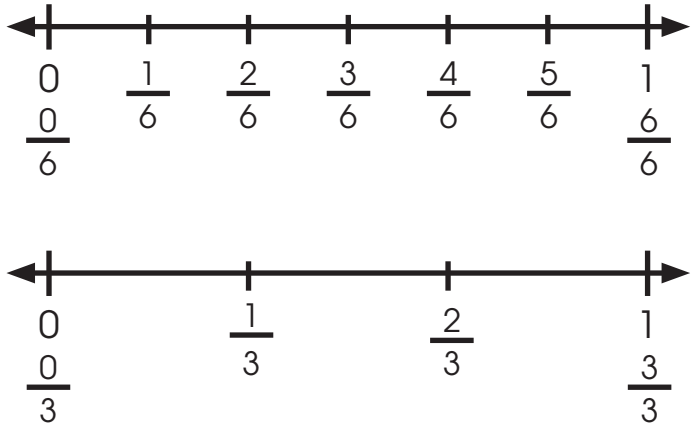
$\square$
6

$\square$ ○ $\square$
6 6

answers will vary

Use the number line to compare the fractions.

1.) $\frac{4}{6} = \frac{\square}{3}$ of a mile



Use the Area Model mat to compare the following fractions. Write < (less than), or > (greater than) between the fractions.

2.) Luke's sister says he got more of the cookie than her because he ate $\frac{1}{6}$ and she ate $\frac{1}{2}$. She says is less than because $\frac{1}{2}$ is less than $\frac{1}{6}$. Is Luke's sister correct? _____

$\frac{1}{6} \bigcirc \frac{1}{2}$

Write < (less than), or > (greater than) between the fractions.

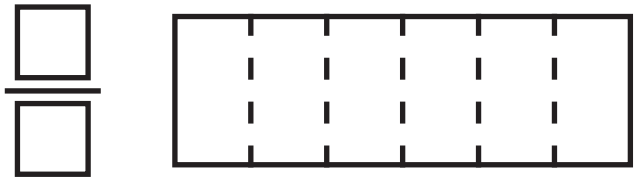
3.) $\frac{1}{4} \bigcirc \frac{1}{3}$

4.) $\frac{1}{2} \bigcirc \frac{1}{8}$

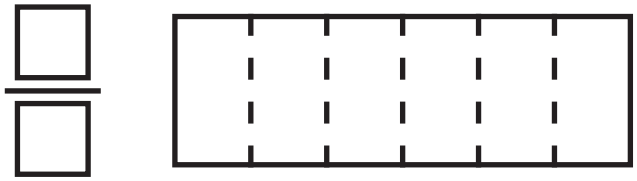
Shade the models to compare the fractions and answer the questions. Write < or > in the circle.

5.) Ella ate $\frac{5}{6}$ of her sandwich on Friday and $\frac{3}{6}$ of her sandwich on Monday. Did she eat more or less of her sandwich on Friday or Monday?

Friday



Monday

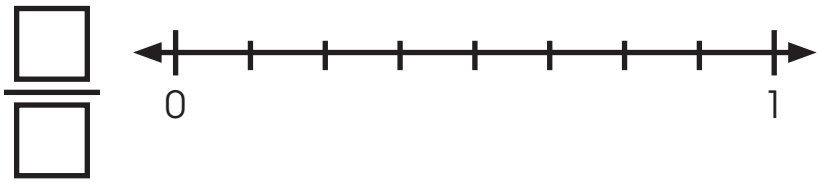


$\frac{5}{6}$ ◯ $\frac{3}{6}$

Ellie ate _____ of her sandwich on Friday.

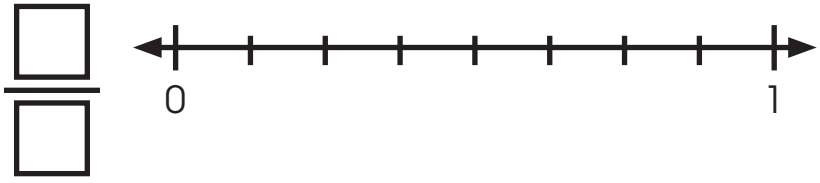
6.) Miles grew $\frac{2}{8}$ of an inch this year. His friend Parker grew $\frac{3}{8}$ of an inch. Did Miles grow more or less than Parker?

Miles



$\frac{2}{8}$ ◯ $\frac{3}{8}$

Parker



Miles grew _____ than Parker.

7.) Choose ALL of the fractions that are less than $\frac{3}{6}$.

A $\frac{4}{6}$

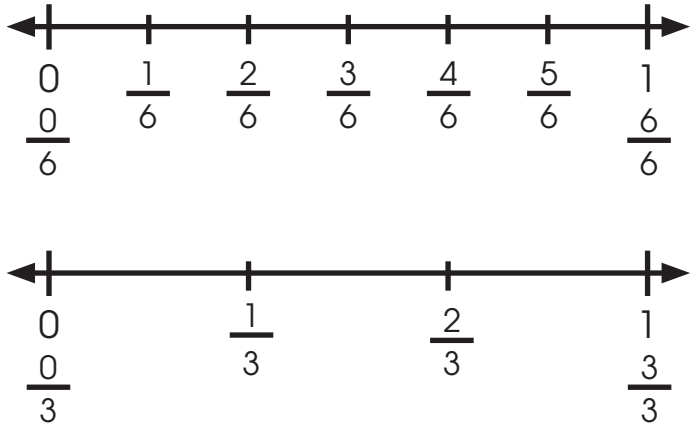
B $\frac{2}{6}$

C $\frac{1}{6}$

D $\frac{5}{6}$

Use the number line to compare the fractions.

1.) $\frac{4}{6} = \frac{\boxed{2}}{\boxed{3}}$ of a mile



Use the Area Model mat to compare the following fractions. Write < (less than), or > (greater than) between the fractions.

2.) Luke's sister says he got more of the cookie than her because he ate $\frac{1}{6}$ and she ate $\frac{1}{2}$. She says is less than because $\frac{1}{2}$ is less than $\frac{1}{6}$. Is Luke's sister correct? **No**

$\frac{1}{6} < \frac{1}{2}$

Write < (less than), or > (greater than) between the fractions.

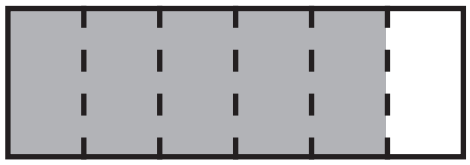
3.) $\frac{1}{4} < \frac{1}{3}$

4.) $\frac{1}{2} > \frac{1}{8}$

Shade the models to compare the fractions and answer the questions. Write < or > in the circle.

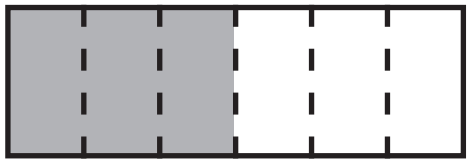
5.) Ella ate $\frac{5}{6}$ of her sandwich on Friday and $\frac{3}{6}$ of her sandwich on Monday. Did she eat more or less of her sandwich on Friday or Monday?

Friday $\frac{5}{6}$



$\frac{5}{6} > \frac{3}{6}$

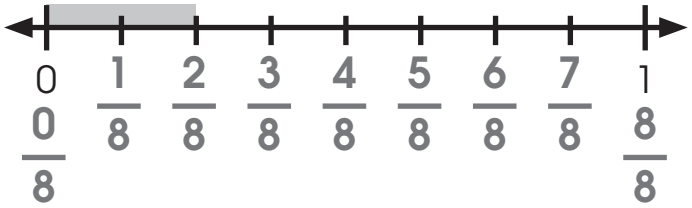
Monday $\frac{3}{6}$



Ellie ate **more** of her sandwich on Friday.

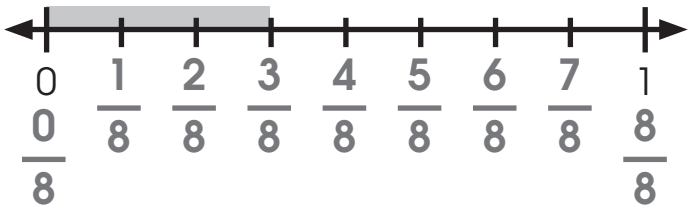
6.) Miles grew $\frac{2}{8}$ of an inch this year. His friend Parker grew $\frac{3}{8}$ of an inch. Did Miles grow more or less than Parker?

Miles $\frac{2}{8}$



$\frac{2}{8} < \frac{3}{8}$

Parker $\frac{3}{8}$



Miles grew **less** than Parker.

7.) Choose ALL of the fractions that are less than $\frac{3}{6}$.

A $\frac{4}{6}$

B $\frac{2}{6}$

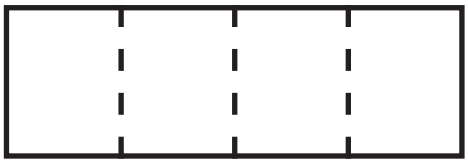
C $\frac{1}{6}$

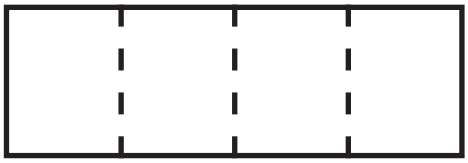
D $\frac{5}{6}$

Shade the fractions. Then compare fractions.

1.)

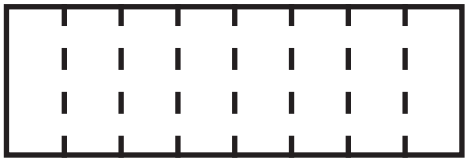
$\frac{1}{4} \bigcirc \frac{3}{4}$

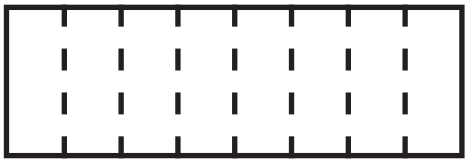
$\frac{1}{4}$ 

$\frac{3}{4}$ 

2.)

$\frac{5}{8} \bigcirc \frac{2}{8}$

$\frac{5}{8}$ 

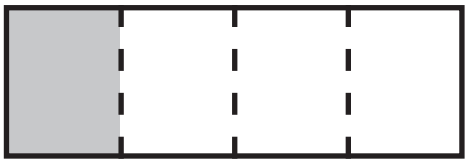
$\frac{2}{8}$ 

Shade the fractions. Then compare fractions.

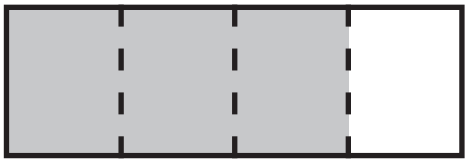
1.)

$\frac{1}{4} < \frac{3}{4}$

$\frac{1}{4}$



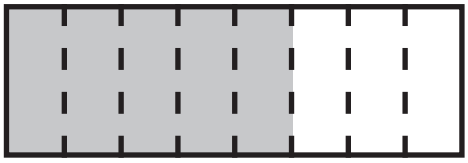
$\frac{3}{4}$



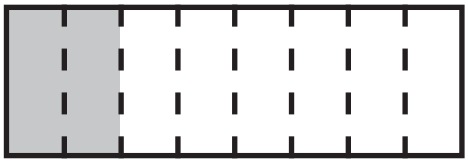
2.)

$\frac{5}{8} > \frac{2}{8}$

$\frac{5}{8}$

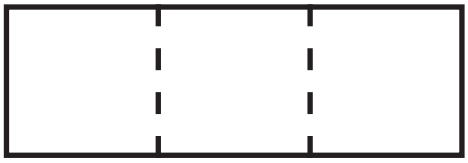


$\frac{2}{8}$

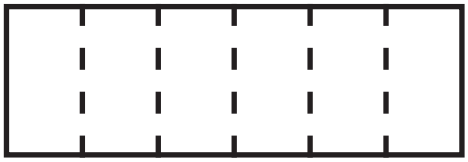


$\frac{2}{3} \bigcirc \frac{2}{6}$

$\frac{2}{3}$

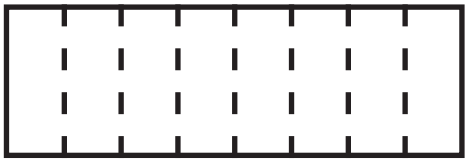


$\frac{2}{6}$

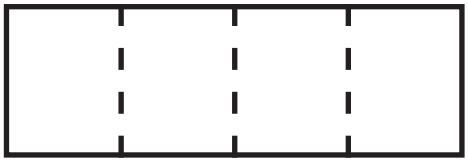


$\frac{3}{8} \bigcirc \frac{3}{4}$

$\frac{3}{8}$

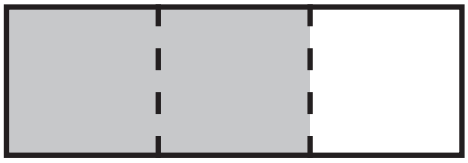


$\frac{3}{4}$

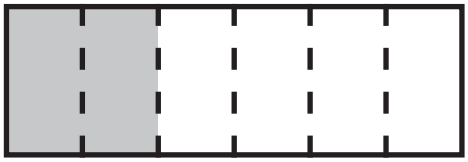


$\frac{2}{3} > \frac{2}{6}$

$\frac{2}{3}$

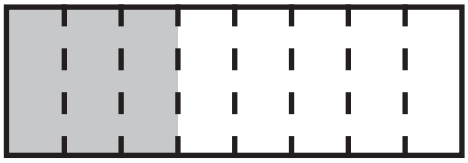


$\frac{2}{6}$

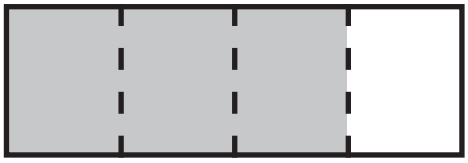


$\frac{3}{8} < \frac{3}{4}$

$\frac{3}{8}$

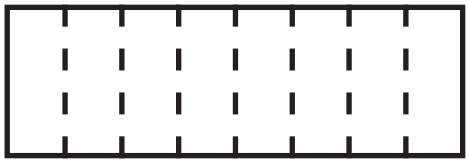


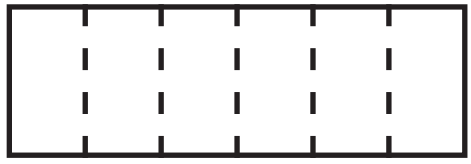
$\frac{3}{4}$



1.) Rory told his little sister she could have $\frac{5}{6}$ or $\frac{5}{8}$ of his candy bar. He said she should choose $\frac{5}{8}$ because the number is larger, and she will get a bigger share. Circle the amount she should choose.

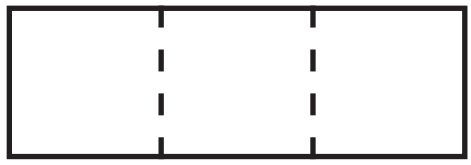
$\frac{5}{8}$ ◯ $\frac{5}{6}$

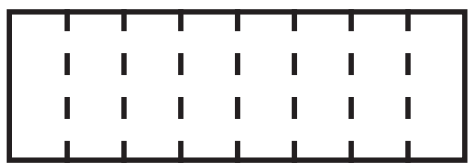
$\frac{5}{8}$ 

$\frac{5}{6}$ 

2.) Divide and shade the models. Write < or > in the circle.

$\frac{2}{3}$ ◯ $\frac{2}{8}$

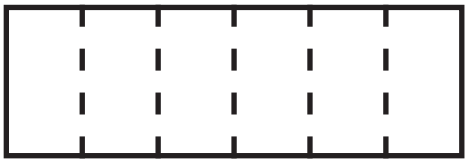
$\frac{2}{3}$ 

$\frac{2}{8}$ 

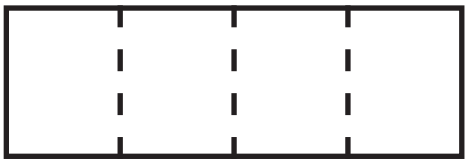
3.) Divide and shade the models. Write < or > in the circle.

$\frac{3}{6}$ ◯ $\frac{3}{4}$

$\frac{3}{6}$

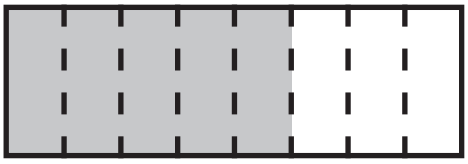


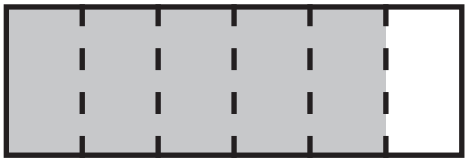
$\frac{3}{4}$



1.) Rory told his little sister she could have $\frac{5}{6}$ or $\frac{5}{8}$ of his candy bar. He said she should choose $\frac{5}{8}$ because the number is larger, and she will get a bigger share. Circle the amount she should choose.

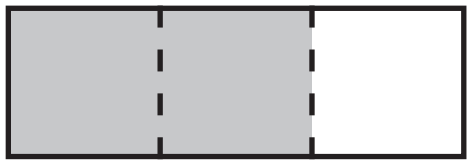
$\frac{5}{8} < \frac{5}{6}$

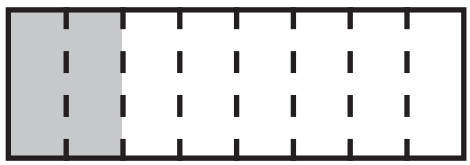
$\frac{5}{8}$ 

$\frac{5}{6}$ 

2.) Divide and shade the models. Write < or > in the circle.

$\frac{2}{3} > \frac{2}{8}$

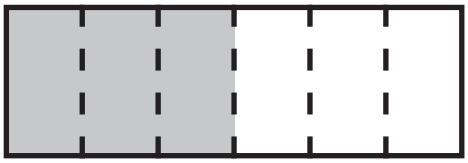
$\frac{2}{3}$ 

$\frac{2}{8}$ 

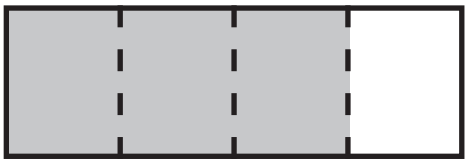
3.) Divide and shade the models. Write < or > in the circle.

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

$\frac{3}{6}$



$\frac{3}{4}$



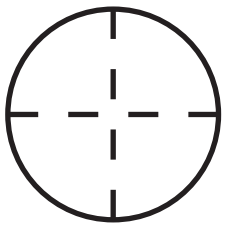
Shade the models to compare the fractions. Write < or > in the circle.

1.) Grace ate $\frac{1}{4}$ of the brownie. Her brother ate $\frac{1}{3}$ of of the brownie. Did Grace get more or less of the brownie than her brother? _____

$\frac{1}{4} \bigcirc \frac{1}{3}$

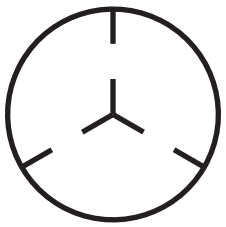
Grace

$\frac{1}{4}$



Brother

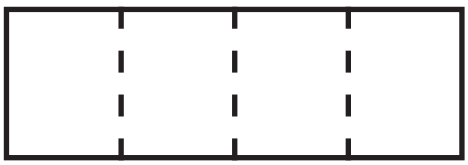
$\frac{1}{3}$



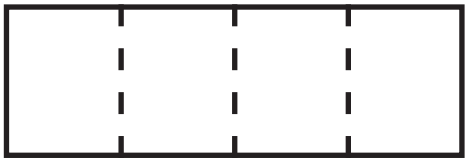
2.)

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

$\frac{2}{4}$



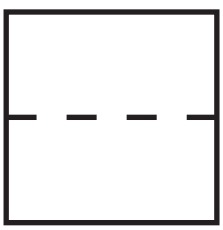
$\frac{3}{4}$



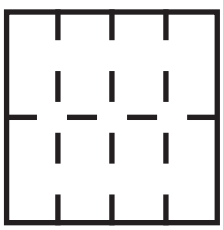
3.)

$\frac{1}{2} \bigcirc \frac{1}{8}$

$\frac{1}{2}$



$\frac{1}{8}$

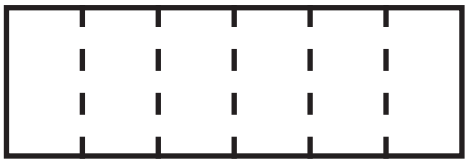


Divide and shade the models. Write < or > in the circle.

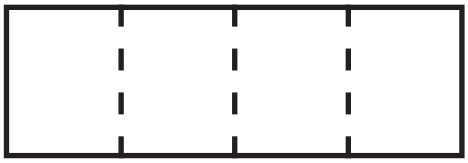
4.)

$\frac{2}{6}$ ◯ $\frac{2}{4}$

$\frac{2}{6}$



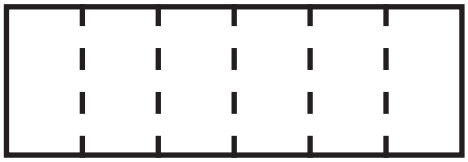
$\frac{2}{4}$



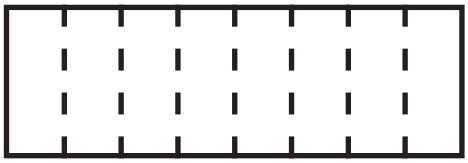
5.)

$\frac{4}{6}$ ◯ $\frac{4}{8}$

$\frac{4}{6}$



$\frac{4}{8}$



6.) Choose the letter that does NOT show the fractions compared correctly. Remember < means "less than" and > means "greater than".

A $\frac{1}{8} > \frac{2}{8}$

B $\frac{2}{3} > \frac{2}{6}$

C $\frac{3}{4} > \frac{3}{8}$

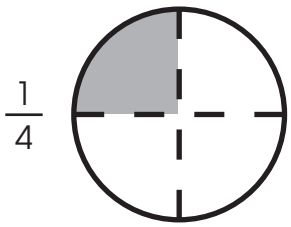
D $\frac{5}{8} < \frac{5}{6}$

Shade the models to compare the fractions. Write < or > in the circle.

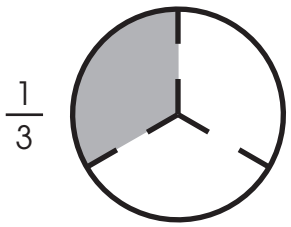
1.) Grace ate $\frac{1}{4}$ of the brownie. Her brother ate $\frac{1}{3}$ of of the brownie. Did Grace get more or less of the brownie than her brother? **Less**

$\frac{1}{4} < \frac{1}{3}$

Grace

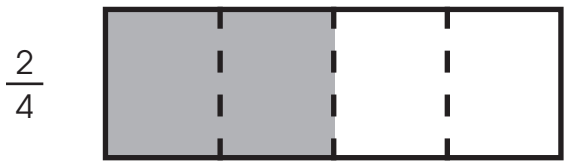


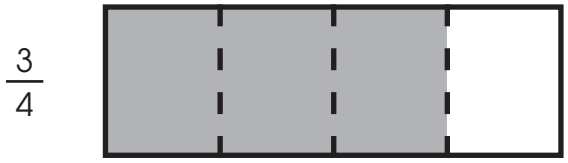
Brother



2.)

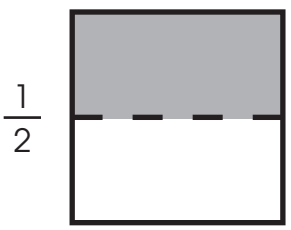
$\frac{2}{4} < \frac{3}{4}$

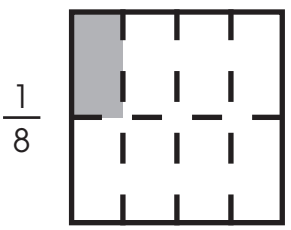




3.)

$\frac{1}{2} > \frac{1}{8}$

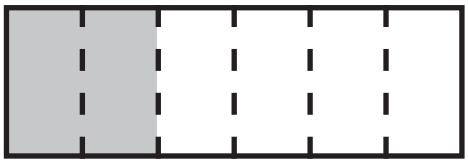


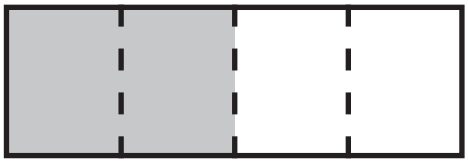


Divide and shade the models. Write < or > in the circle.

4.)

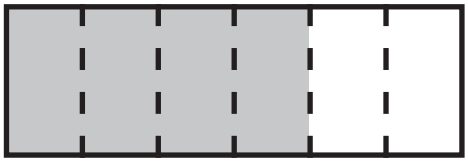
$\frac{2}{6} < \frac{2}{4}$

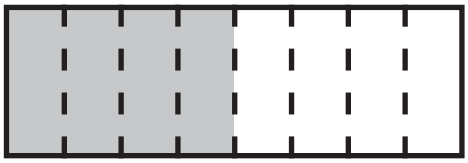
$\frac{2}{6}$ 

$\frac{2}{4}$ 

5.)

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

$\frac{4}{6}$ 

$\frac{4}{8}$ 

6.) Choose the letter that does NOT show the fractions compared correctly. Remember < means "less than" and > means "greater than".

A $\frac{1}{8} > \frac{2}{8}$

B $\frac{2}{3} > \frac{2}{6}$

C $\frac{3}{4} > \frac{3}{8}$

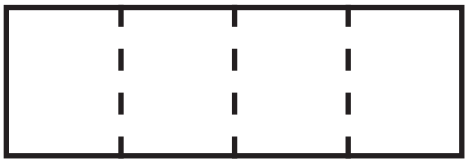
D $\frac{5}{8} < \frac{5}{6}$

Divide and shade the model to compare the fractions.

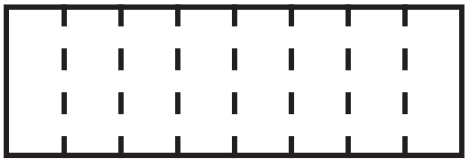
Ethan bought $\frac{2}{4}$ of a pound of raisins and $\frac{2}{8}$ of a pound of walnuts. Did he buy more raisins or walnuts?

$\frac{2}{4}$ ◯ $\frac{2}{8}$

Raisins $\frac{2}{4}$



Walnuts $\frac{2}{8}$



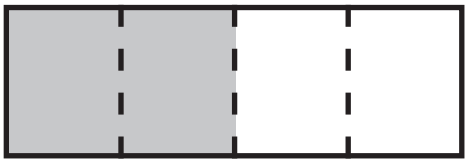
Ethan bought _____ raisins than walnuts.

Divide and shade the model to compare the fractions.

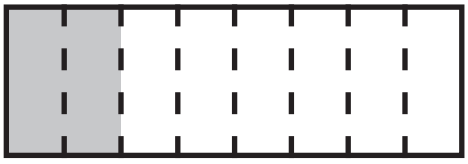
Ethan bought $\frac{2}{4}$ of a pound of raisins and $\frac{2}{8}$ of a pound of walnuts. Did he buy more raisins or walnuts?

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

Raisins $\frac{2}{4}$



Walnuts $\frac{2}{8}$



Ethan bought more raisins than walnuts.

At the grocery store, Javier bought $\frac{2}{4}$ of a pound of blackberries. Marco bought $\frac{2}{8}$ of a pound of blackberries. Who bought more blackberries?

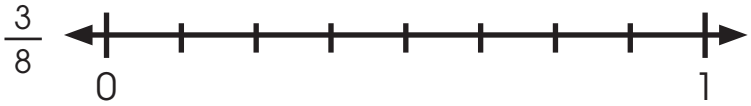
Javier

$\frac{2}{4}$ ◯ $\frac{2}{8}$

Marco

Who bought more blackberries? _____

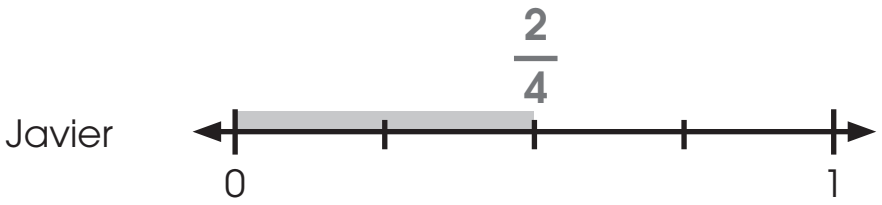
Javier needs to buy nails that are $\frac{3}{8}$ of an inch long. The ones he bought are $\frac{3}{6}$ of an inch long. Do the nails need to be shorter or longer than the ones he bought?

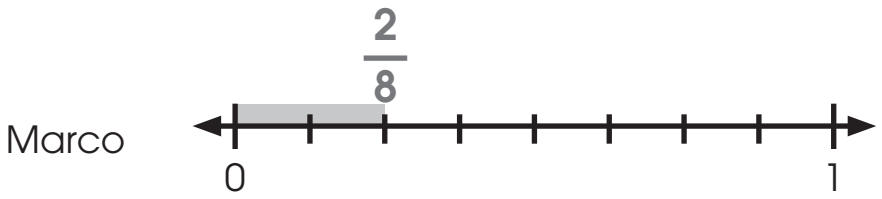


$\frac{3}{8}$ ◯ $\frac{3}{6}$

Shorter or longer nails? _____

At the grocery store, Javier bought $\frac{2}{4}$ of a pound of blackberries. Marco bought $\frac{2}{8}$ of a pound of blackberries. Who bought more blackberries?

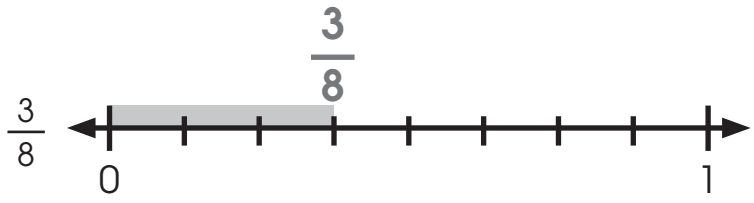


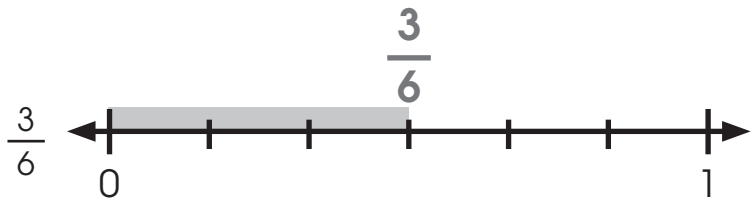


$\frac{2}{4} > \frac{2}{8}$

Who bought more blackberries? **Javier**

Javier needs to buy nails that are $\frac{3}{8}$ of an inch long. The ones he bought are $\frac{3}{6}$ of an inch long. Do the nails need to be shorter or longer than the ones he bought?





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

Shorter or longer nails? **shorter**

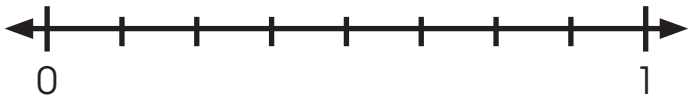
Shade the number lines to compare the fractions. Write < or > in the circle.

1.) Emma's plant grew $\frac{2}{3}$ of an inch, while Owen's plant grew $\frac{2}{4}$ of an inch. Did Emma's plant grow more or less than Owen's?

$\frac{2}{3}$ ◯ $\frac{2}{4}$

Emma's plant grew _____ than Owen's plant.

2.) Which piece of rope is longer: one that is $\frac{5}{8}$ of a foot long, or one that is $\frac{5}{6}$ of a foot long?



$\frac{5}{8}$ ◯ $\frac{5}{6}$

The rope that is _____ of a foot long is longer.

Circle the letter of the fraction that is greater in each pair. Write the circled letter on the line above the correct number to solve the riddle.

Question: Why was the math book sad?

1.)		2.)		3.)	
$\frac{2}{4}$	$\frac{2}{3}$	$\frac{3}{6}$	$\frac{3}{8}$	$\frac{4}{8}$	$\frac{4}{6}$
S	O	M	E	T	P

4.)		5.)		6.)	
$\frac{2}{6}$	$\frac{2}{3}$	$\frac{5}{6}$	$\frac{5}{8}$	$\frac{3}{4}$	$\frac{3}{6}$
B	L	B	A	S	R

7.)		8.)	
$\frac{3}{8}$	$\frac{3}{4}$	$\frac{2}{4}$	$\frac{2}{8}$
I	E	R	K

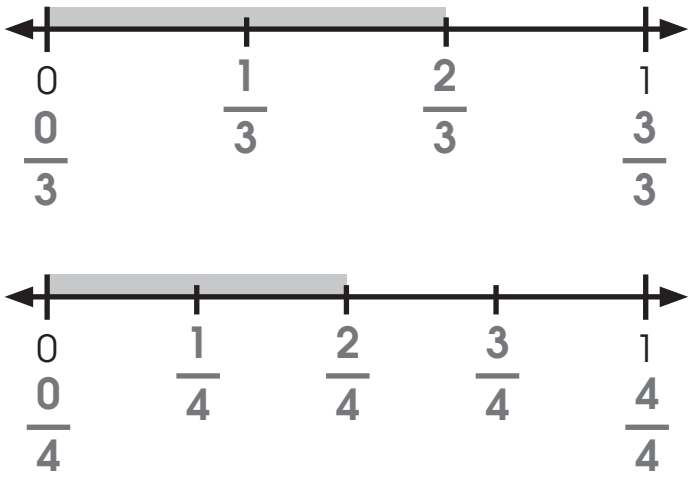
Answer:

Because it had too many ____ ____ ____ ____ ____ ____ ____ ____ !

3 8 1 5 4 7 2 6

Shade the number lines to compare the fractions. Write < or > in the circle.

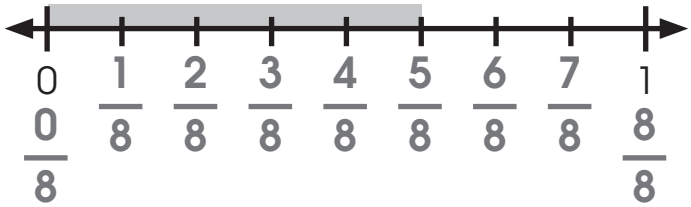
1.) Emma's plant grew $\frac{2}{3}$ of an inch, while Owen's plant grew $\frac{2}{4}$ of an inch. Did Emma's plant grow more or less than Owen's?



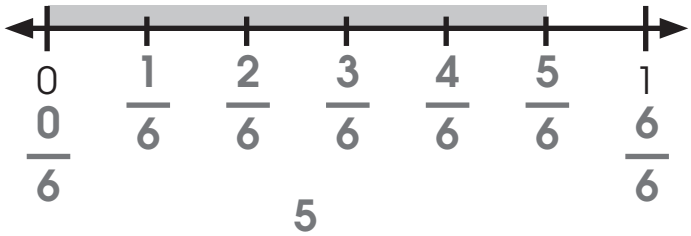
$\frac{2}{3} > \frac{2}{4}$

Emma's plant grew ___more___ than Owen's plant.

2.) Which piece of rope is longer: one that is $\frac{5}{8}$ of a foot long, or one that is $\frac{5}{6}$ of a foot long?



$\frac{5}{8} < \frac{5}{6}$



The rope that is ___$\frac{5}{6}$___ of a foot long is longer.

Circle the letter of the fraction that is greater in each pair. Write the circled letter on the line above the correct number to solve the riddle.

Question: Why was the math book sad?

1.)

$\frac{2}{4}$	$\frac{2}{3}$
S	(O)

2.)

$\frac{3}{6}$	$\frac{3}{8}$
(M)	E

3.)

$\frac{4}{8}$	$\frac{4}{6}$
T	(P)

4.)

$\frac{2}{6}$	$\frac{2}{3}$
B	(L)

5.)

$\frac{5}{6}$	$\frac{5}{8}$
(B)	A

6.)

$\frac{3}{4}$	$\frac{3}{6}$
(S)	R

7.)

$\frac{3}{8}$	$\frac{3}{4}$
I	(E)

8.)

$\frac{2}{4}$	$\frac{2}{8}$
(R)	K

Answer:

Because it had too many

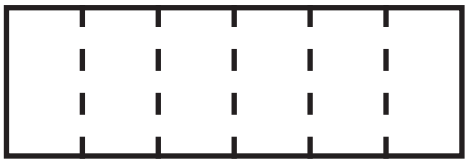
P	R	O	B	L	E	M	S
3	8	1	5	4	7	2	6

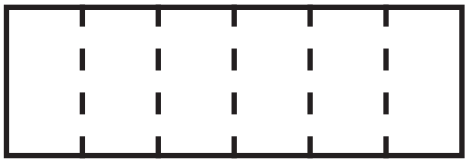
!

Divide and shade the models. Write < or > in the circle.

1.)

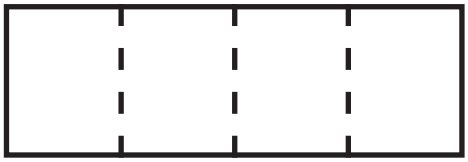
$\frac{5}{6} \bigcirc \frac{4}{6}$

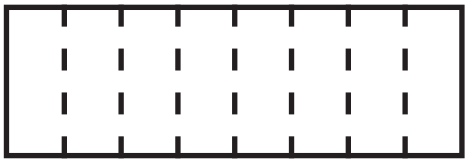
$\frac{5}{6}$ 

$\frac{4}{6}$ 

2.)

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

$\frac{2}{4}$ 

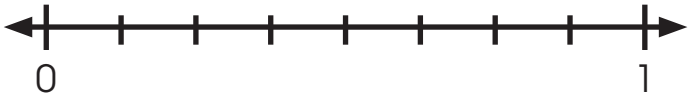
$\frac{2}{8}$ 

Shade the number lines to compare the fractions. Write < or > in the circle.

3.)

$\frac{1}{3} \bigcirc \frac{1}{4}$

4.)



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

5.) Choose the fraction that is **greater than** $\frac{6}{8}$.

A $\frac{7}{8}$

B $\frac{2}{8}$

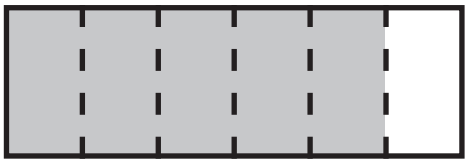
C $\frac{4}{8}$

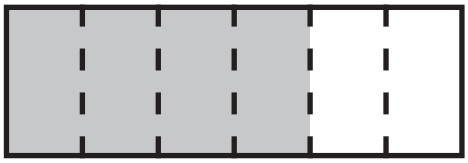
D $\frac{5}{8}$

Divide and shade the models. Write < or > in the circle.

1.)

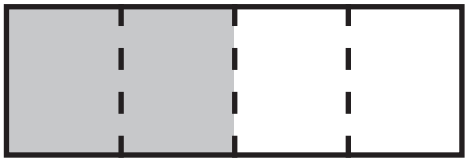
$\frac{5}{6} > \frac{4}{6}$

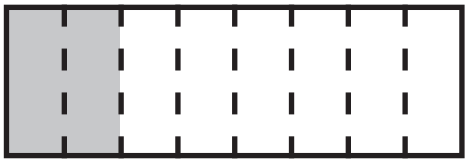
$\frac{5}{6}$ 

$\frac{4}{6}$ 

2.)

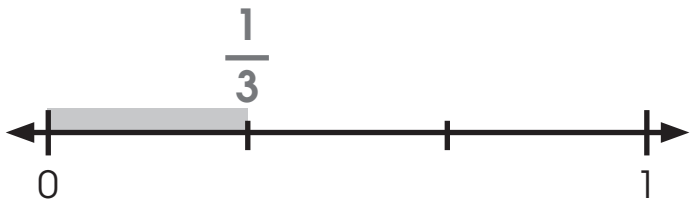
$\frac{2}{4} > \frac{2}{8}$

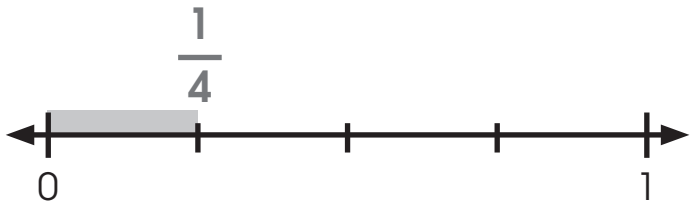
$\frac{2}{4}$ 

$\frac{2}{8}$ 

Shade the number lines to compare the fractions. Write < or > in the circle.

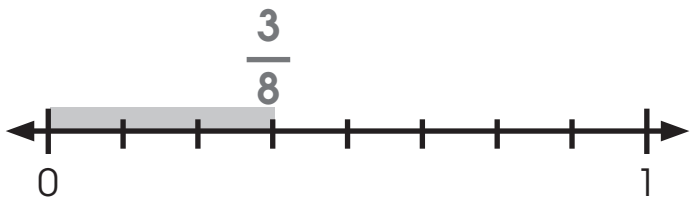
3.)

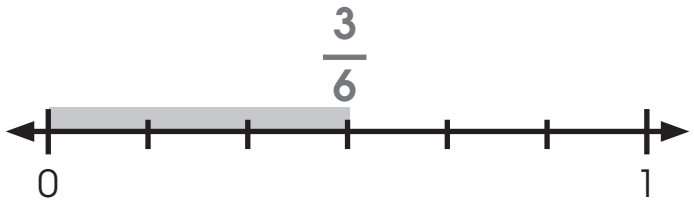




$\frac{1}{3}$ > $\frac{1}{4}$

4.)





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

5.) Choose the fraction that is **greater than** $\frac{6}{8}$.

A $\frac{7}{8}$

B $\frac{2}{8}$

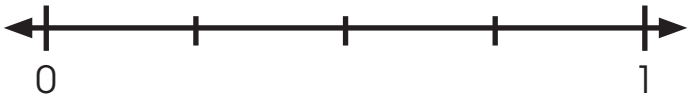
C $\frac{4}{8}$

D $\frac{5}{8}$

Shade the number lines to compare the fractions. Write < or > in the circle.

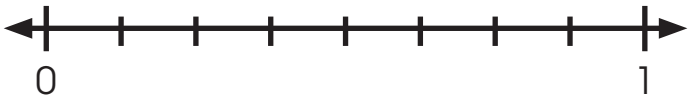
1.)

$\frac{3}{6}$ ◯ $\frac{3}{4}$



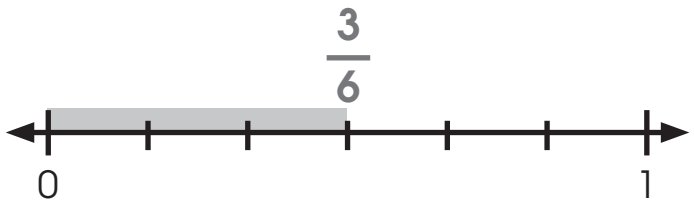
2.)

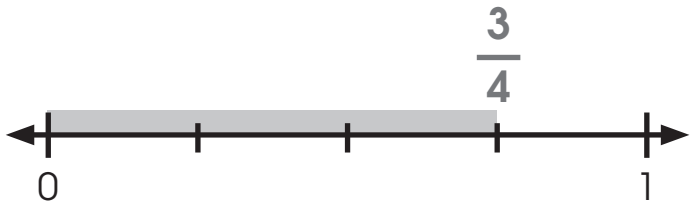
$\frac{2}{3}$ ◯ $\frac{2}{8}$



Shade the number lines to compare the fractions. Write < or > in the circle.

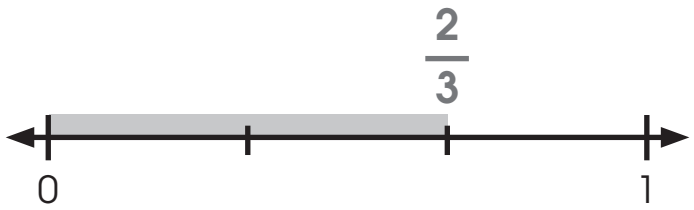
1.)

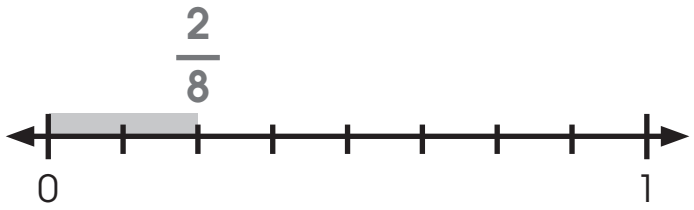




$\frac{3}{6} < \frac{3}{4}$

2.)





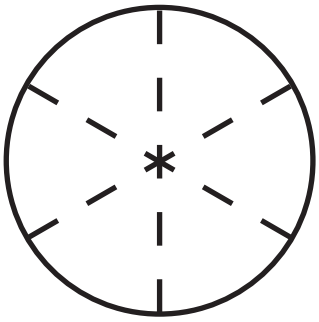
$\frac{2}{3} > \frac{2}{8}$

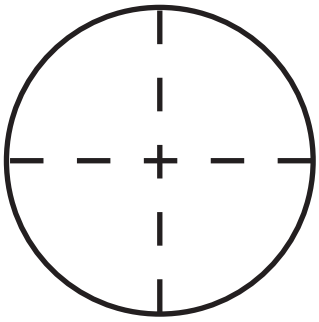
Cristi ordered $\frac{1}{2}$ of a pound of turkey and $\frac{1}{4}$ of a pound of cheese. Did she order more turkey or cheese?

$\frac{1}{2}$ ◯ $\frac{1}{4}$

Cristi ordered more _____.

Alan ate $\frac{3}{6}$ of a cake. Raul ate $\frac{3}{4}$ of a cake. Who ate the most cake?



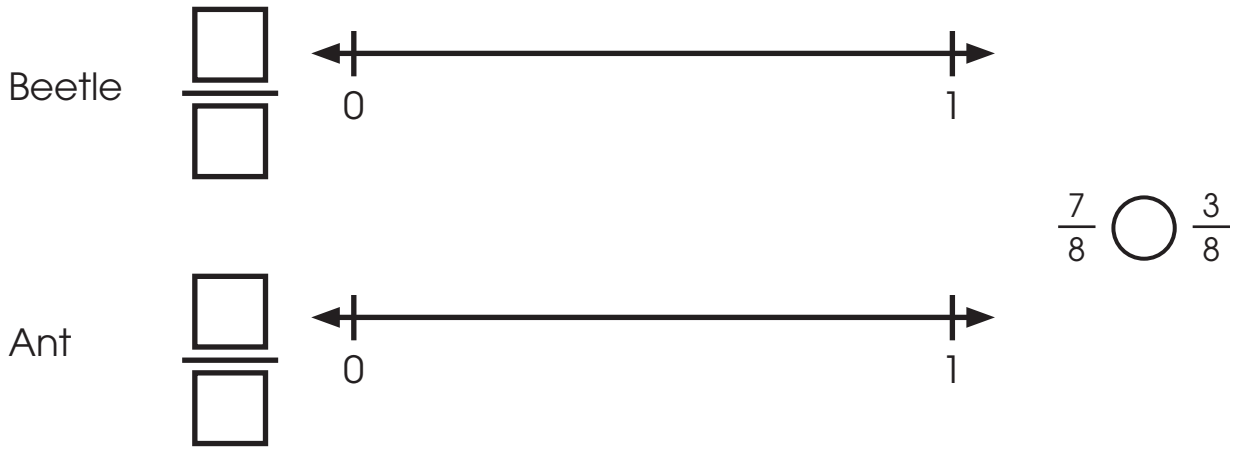


$\frac{\square}{\square}$ $\frac{\square}{\square}$

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

_____ ate the most cake.

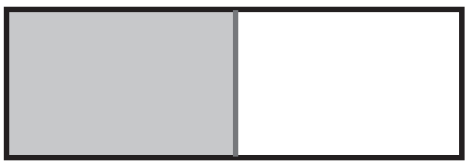
The beetle is $\frac{7}{8}$ of an inch long, while the ant is $\frac{3}{8}$ of an inch long. Which insect is smaller?



The _____ is smaller.

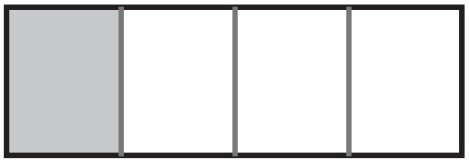
Cristi ordered $\frac{1}{2}$ of a pound of turkey and $\frac{1}{4}$ of a pound of cheese. Did she order more turkey or cheese?

Turkey



$\frac{1}{2}$

Cheese

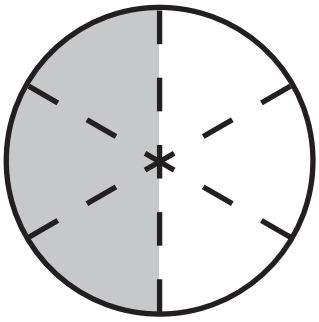


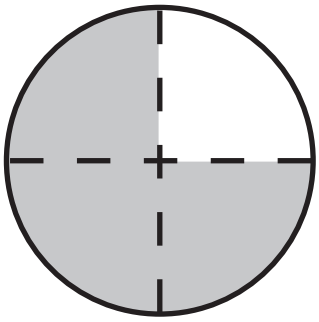
$\frac{1}{4}$

$\frac{1}{2} > \frac{1}{4}$

Cristi ordered more **turkey**.

Alan ate $\frac{3}{6}$ of a cake. Raul ate $\frac{3}{4}$ of a cake. Who ate the most cake?





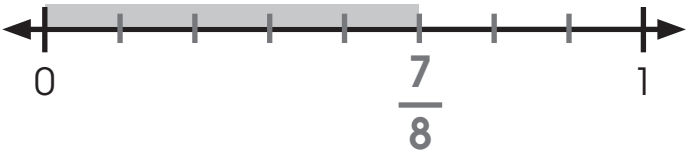
$\frac{3}{6}$ $\frac{3}{4}$

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

Raul ate the most cake.

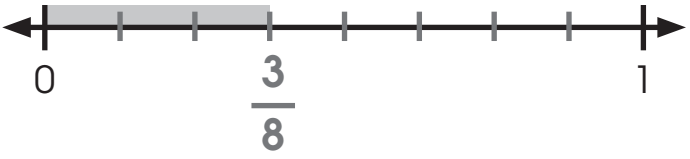
The beetle is $\frac{7}{8}$ of an inch long, while the ant is $\frac{3}{8}$ of an inch long. Which insect is smaller?

Beetle $\frac{7}{8}$



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

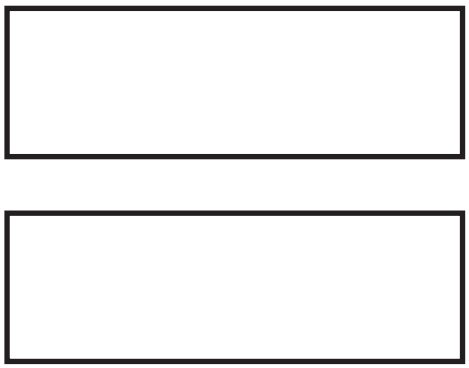
Ant $\frac{3}{8}$



The ant is smaller.

Divide and shade the models to compare the fractions. Write < or > in the circle.

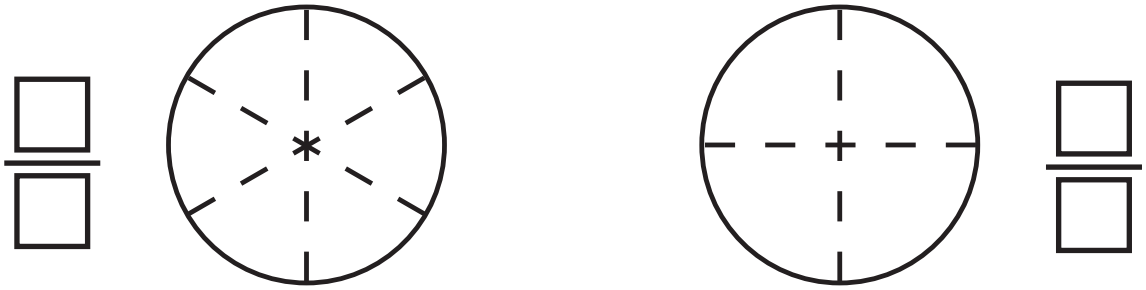
1.) David bought $\frac{1}{8}$ of a pound of almonds and $\frac{1}{4}$ of a pound of rice. Did he buy more almonds or rice?



$\frac{1}{8} \bigcirc \frac{1}{4}$

David bought more _____.

2.)



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

3.)

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

Divide and shade the models to compare the fractions. Write < or > in the circle.

1.) David bought $\frac{1}{8}$ of a pound of almonds and $\frac{1}{4}$ of a pound of rice. Did he buy more almonds or rice?

Almonds $\frac{1}{8}$

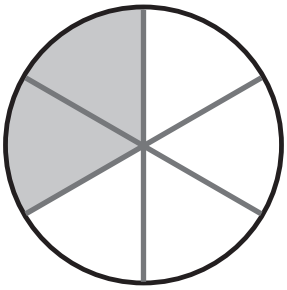
Rice $\frac{1}{4}$

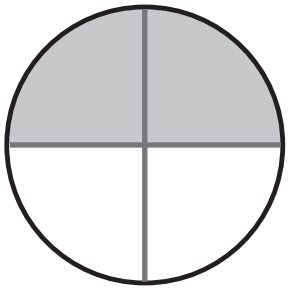
$\frac{1}{8} < \frac{1}{4}$

David bought more rice.

2.)

$\frac{2}{6}$





$\frac{2}{4}$

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

3.)

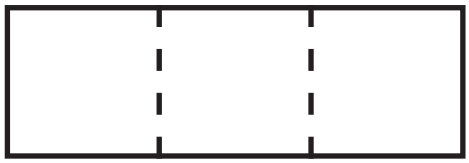
$\frac{2}{3} > \frac{1}{3}$

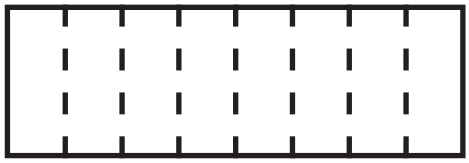
STOP

Divide and shade the models. Write < or > in the circle.

1.)

$\frac{1}{3}$ ◯ $\frac{1}{8}$





Shade the number lines to compare the fractions. Write < or > in the circle.

2.)

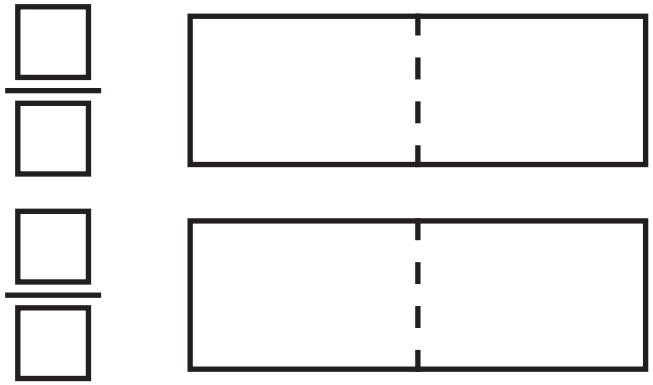
$\frac{2}{6}$ ◯ $\frac{2}{4}$

3.)

$\frac{3}{8}$ ◯ $\frac{3}{6}$

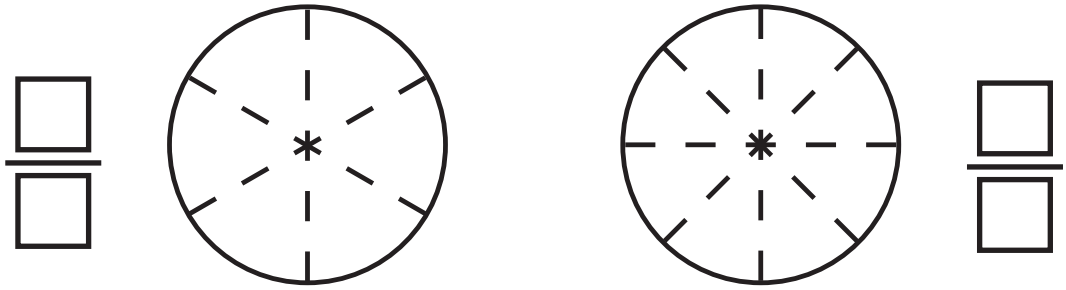
Divide and shade the models. Write < or > in the circle.

4.)



$\frac{5}{6} \bigcirc \frac{4}{6}$

5.)



$\frac{1}{6} \bigcirc \frac{1}{8}$

6.)

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

7.) If the wholes are the same size, $\frac{6}{8}$ and $\frac{6}{8}$ _____.

A have different sizes of parts in the whole.

B have the same number of shaded parts.

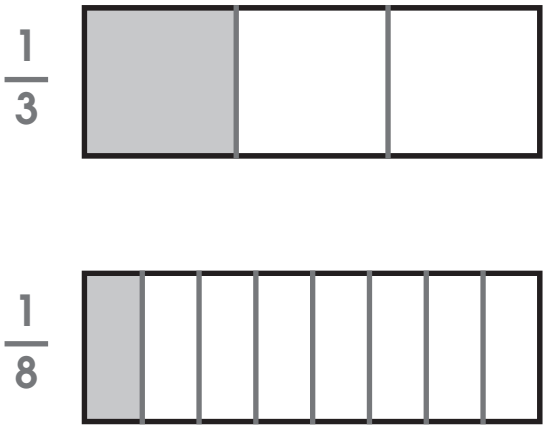
C have the different amounts shaded.

D have different wholes.

Divide and shade the models. Write < or > in the circle.

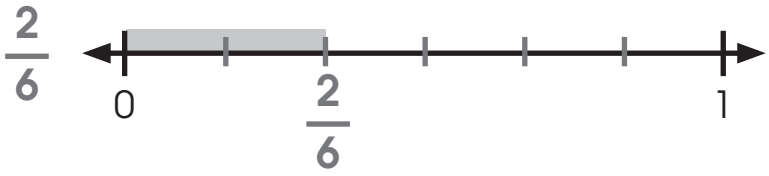
1.)

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

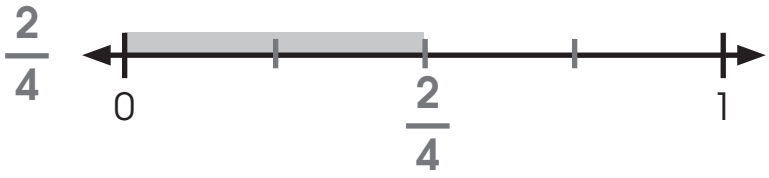


Shade the number lines to compare the fractions. Write < or > in the circle.

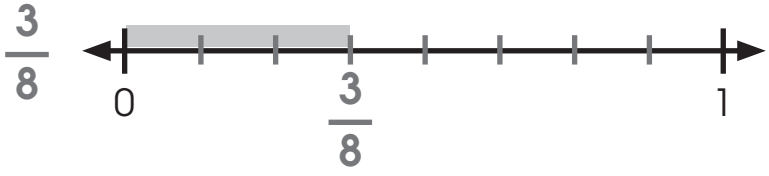
2.)



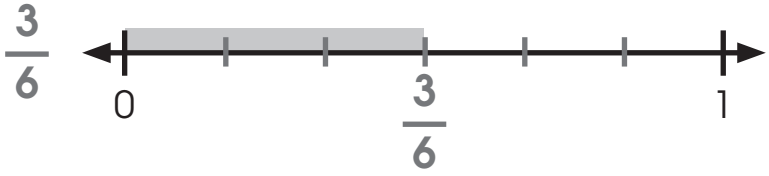
$\frac{2}{6} < \frac{2}{4}$



3.)

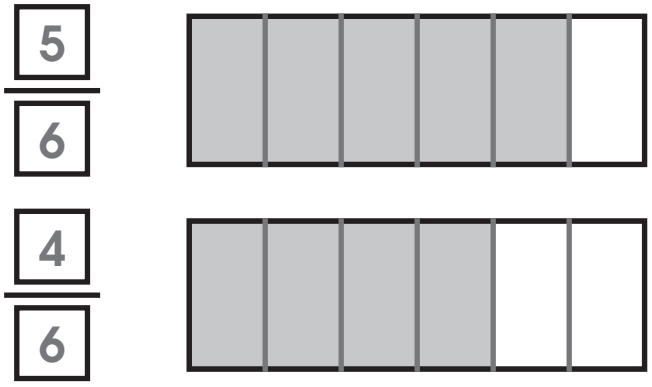


$\frac{3}{8} < \frac{3}{6}$



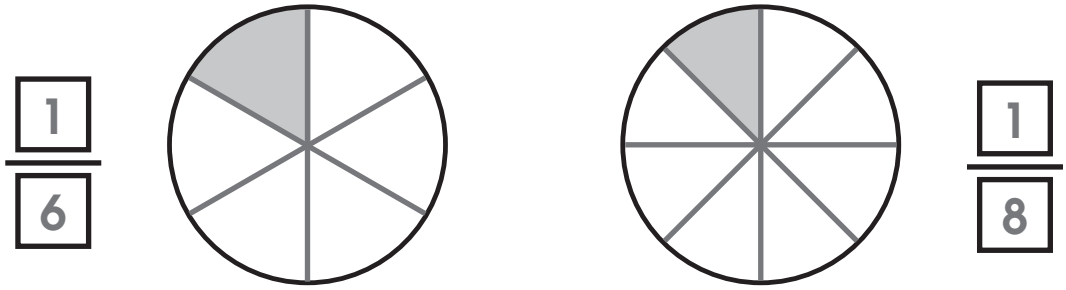
Divide and shade the models. Write < or > in the circle.

4.)



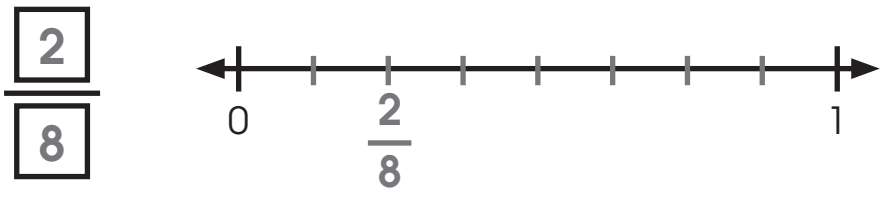
$\frac{5}{6} > \frac{4}{6}$

5.)

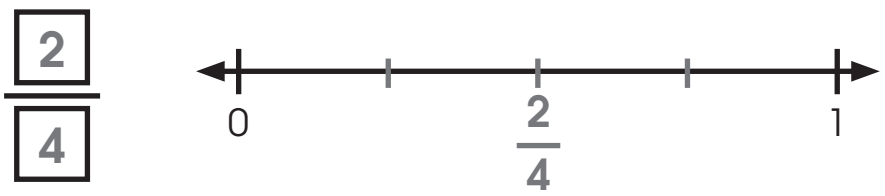


$\frac{1}{6} > \frac{1}{8}$

6.)



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

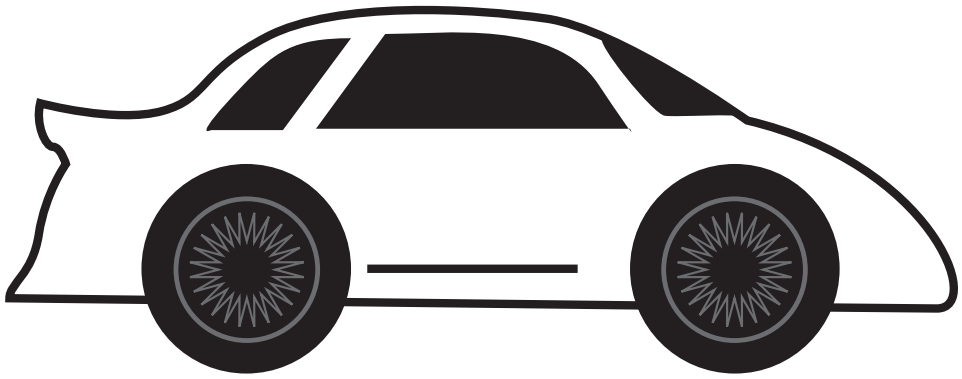


7.) If the wholes are the same size, $\frac{6}{8}$ and $\frac{6}{8}$ _____.

A have different sizes of parts in the whole.
B have the same number of shaded parts.
C have the different amounts shaded.
D have different wholes.

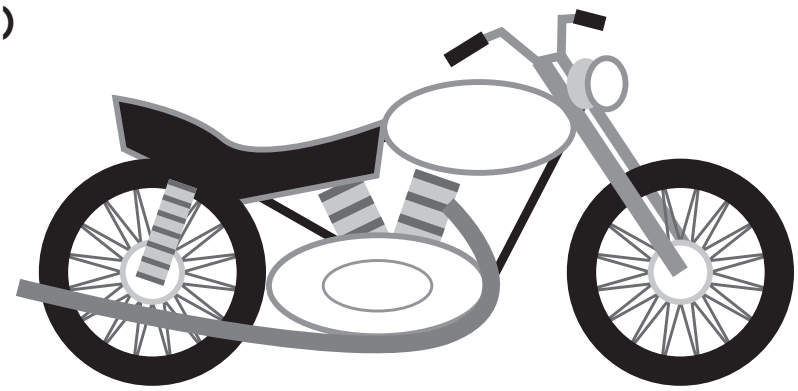
Use a ruler to measure the lengths of the objects below.

1.)



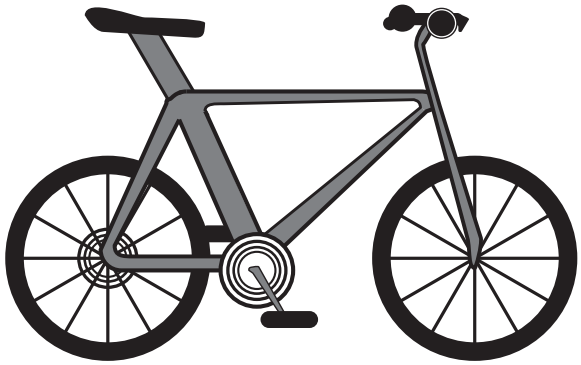
_____ inches.

2.)



_____ inches.

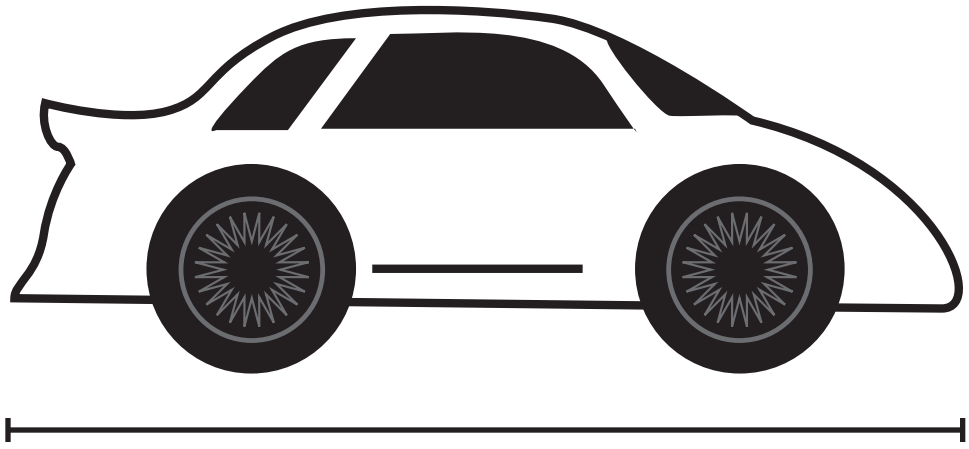
3.)



_____ inches.

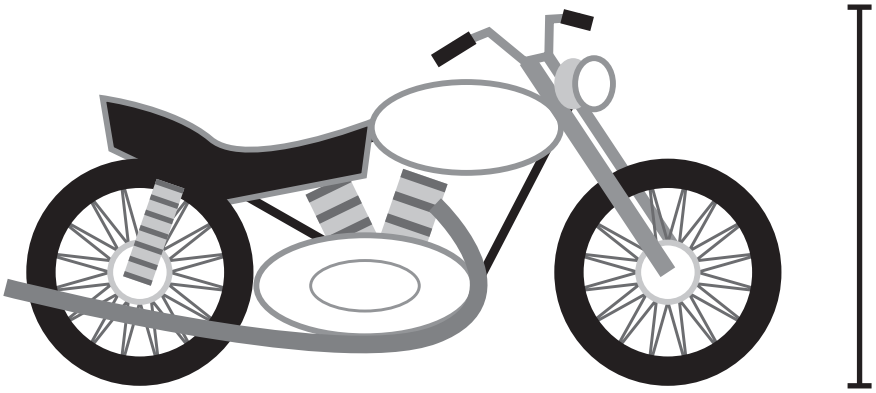
Use a ruler to measure the lengths of the objects below.

1.)



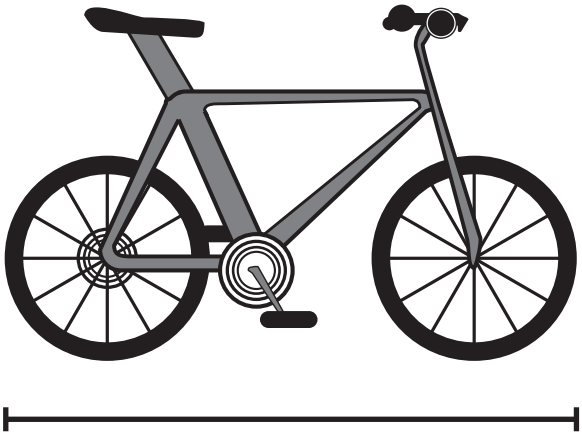
5 inches.

2.)



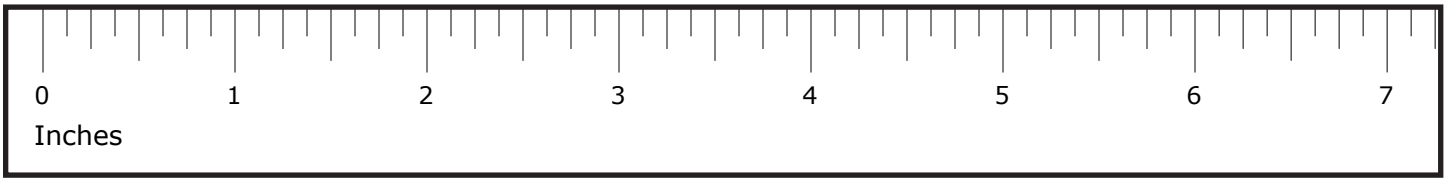
2 inches.

3.)



3 inches.

Shade the length of the pencil on the ruler.



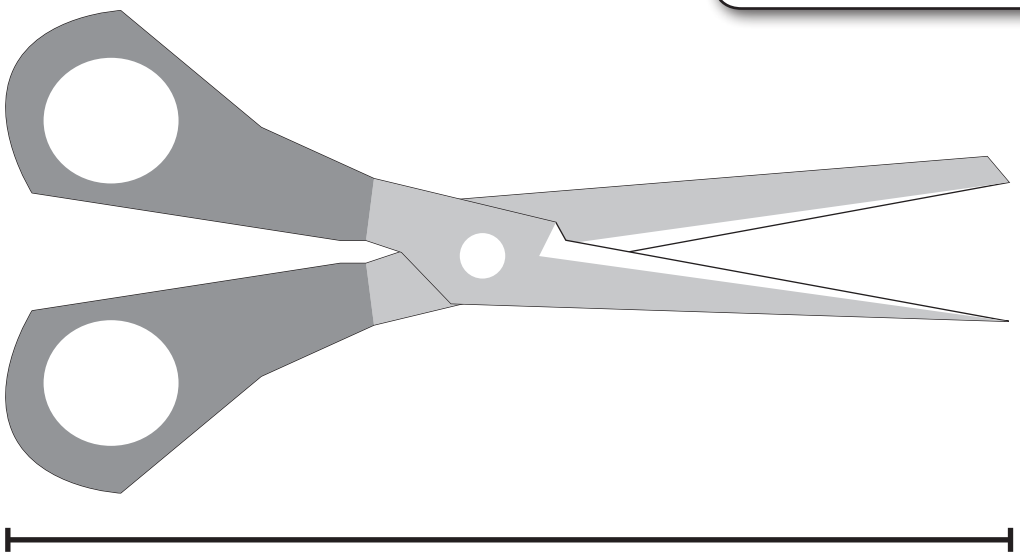
What whole numbers is the length between? _____ and _____.

There are _____ equal parts between each whole number.

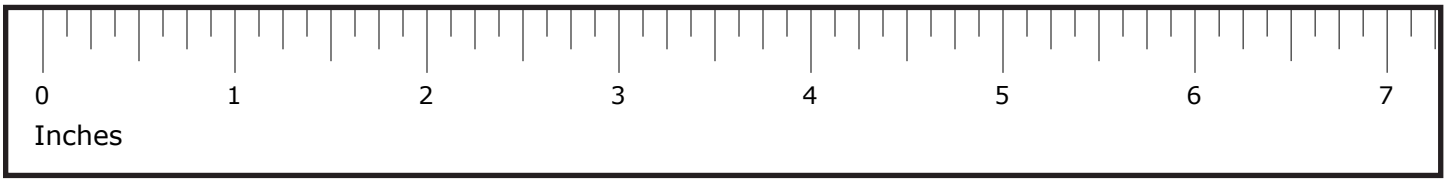
Each hash mark between the whole numbers represents $\frac{\square}{\square}$.

How many marks past 3 is the measurement? _____ marks.

The pencil is _____ inches long.



Shade the length of the scissors on the ruler.



What whole numbers is the length between? _____ and _____.

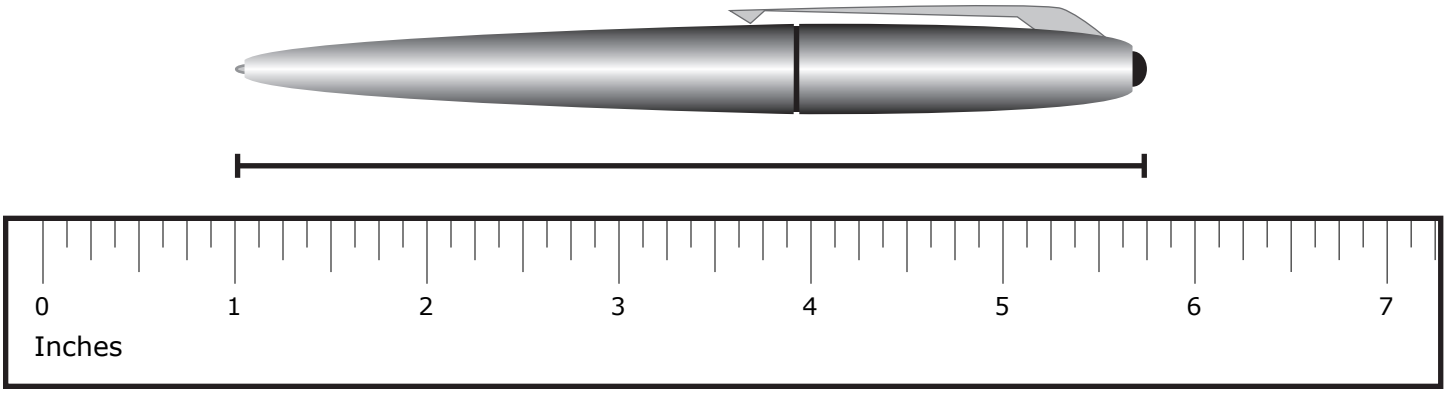
There are _____ equal parts between each whole number.

Each part between the whole numbers represents $\frac{\square}{\square}$.

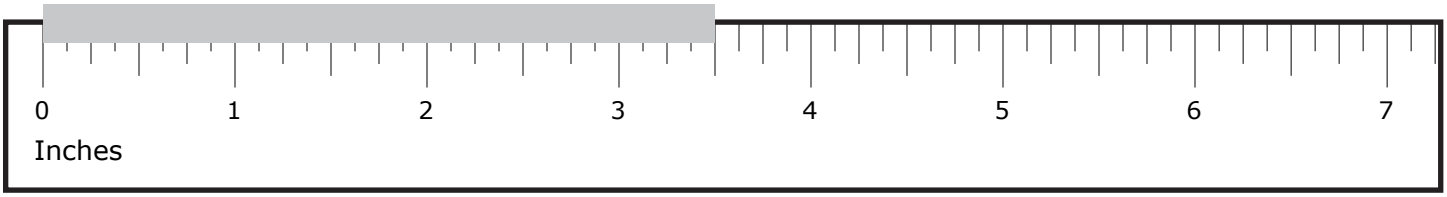
How many parts past 5 is the measurement? _____ part.

The scrissors are _____ inches long.

Andrea measured the pen below and says it is $5\frac{3}{4}$ inches long. Is she correct? If not, what is the length of the pen?



Shade the length of the pencil on the ruler.



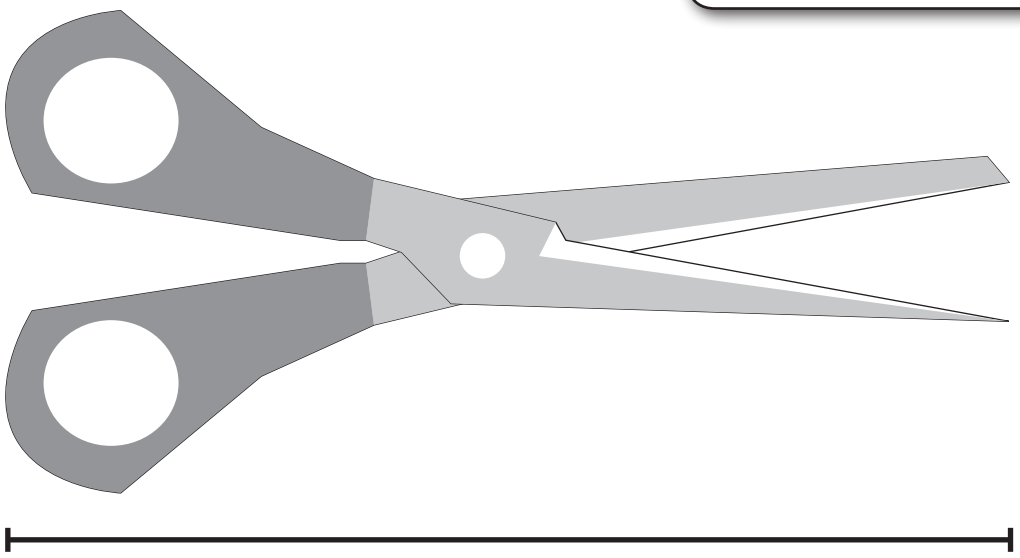
What whole numbers is the length between? 3 and 4.

There are 8 equal parts between each whole number.

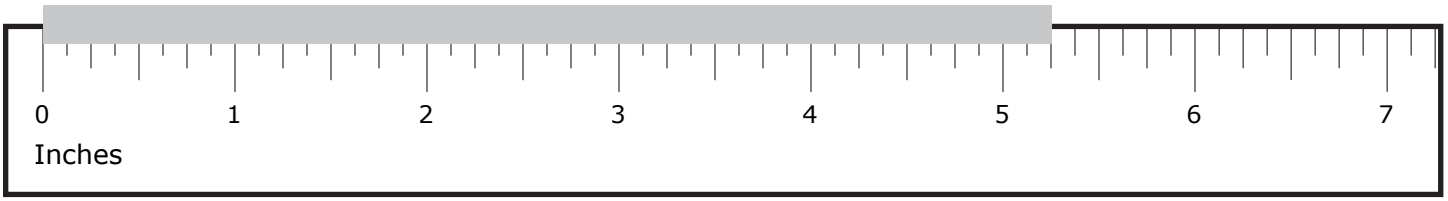
Each hash mark between the whole numbers represents $\frac{1}{8}$.

How many marks past 3 is the measurement? 4 marks.

The pencil is $3\frac{4}{8}$ or $3\frac{1}{2}$ inches long.



Shade the length of the scissors on the ruler.



What whole numbers is the length between? 5 and 6.

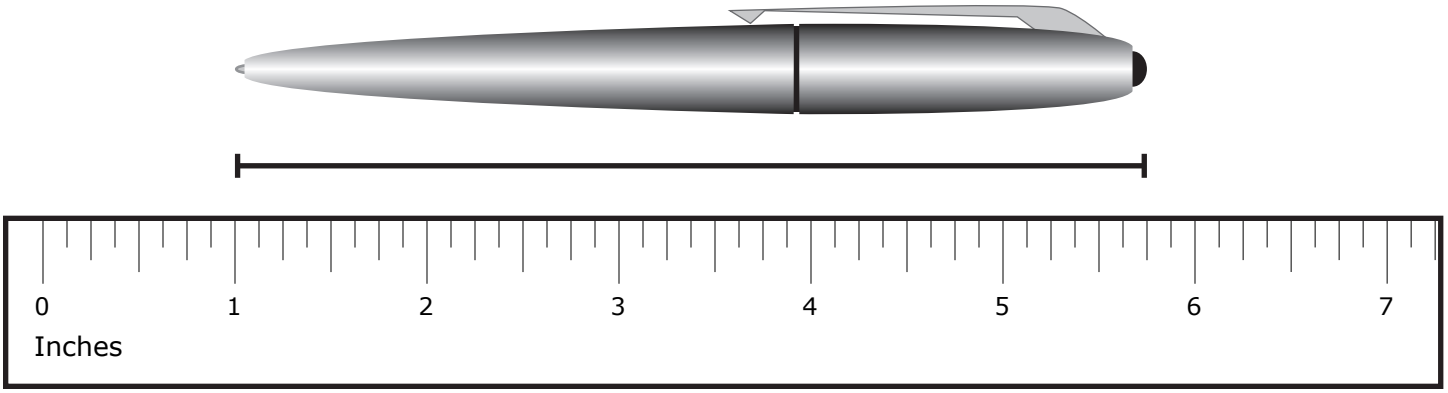
There are 8 equal parts between each whole number.

Each part between the whole numbers represents $\frac{1}{8}$.

How many parts past 5 is the measurement? 2 part.

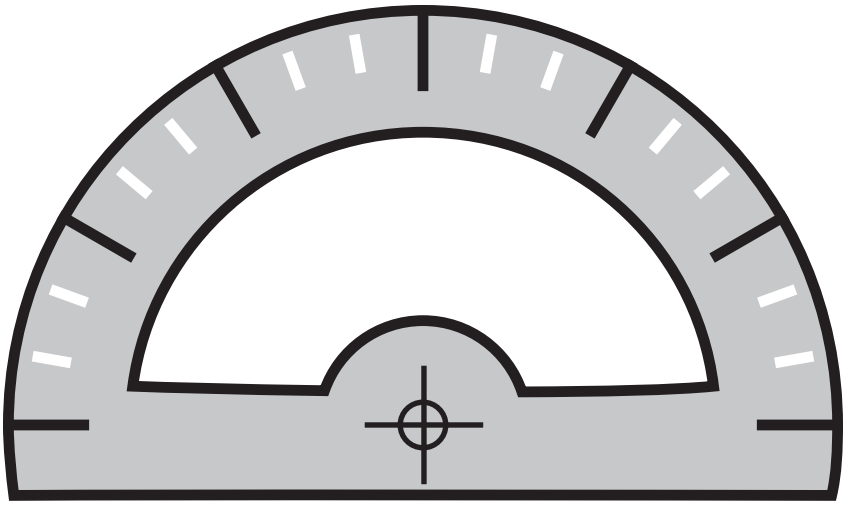
The scrissors are $5\frac{2}{8}$ or $5\frac{1}{4}$ inches long.

Andrea measured the pen below and says it is $5\frac{3}{4}$ inches long. Is she correct? If not, what is the length of the pen?

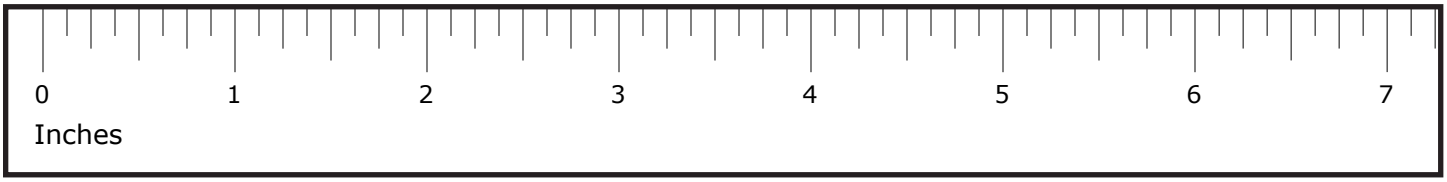


The measurement is not correct because the beginning of the pen is lined up with 1, not 0. The correct length of the pen is $4\frac{3}{4}$ inches long.

Measure the length of the protractor with your ruler.



Shade the length of the protractor on the ruler.



What whole numbers is the length between? _____ and _____.

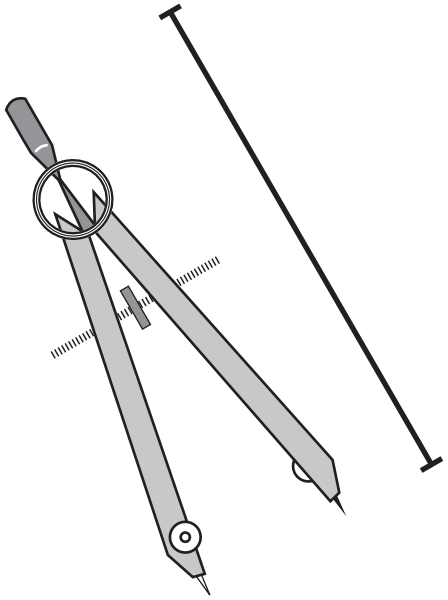
There are _____ equal parts between each whole number.

Each hash mark between the whole numbers represents $\frac{\square}{\square}$.

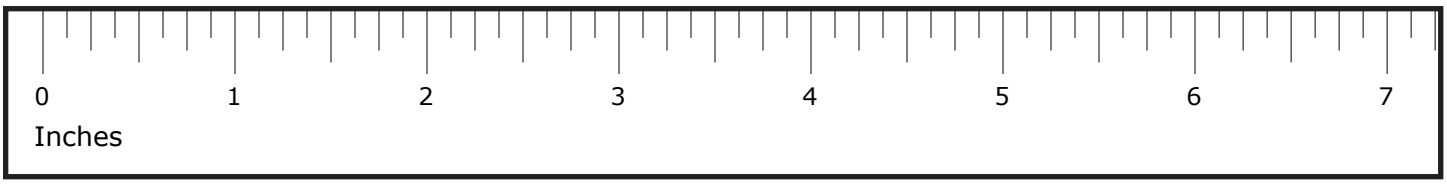
How many marks past 4 is the measurement? _____ part.

The protractor is _____ inches long.

Measure the length of the compass with your ruler.



Shade the length of the compass on the ruler.



What whole numbers is the length between? _____ and _____.

There are _____ equal parts between each whole number.

Each hash mark between the whole numbers represents $\frac{\square}{\square}$.

How many marks past 2 is the measurement? _____ marks.

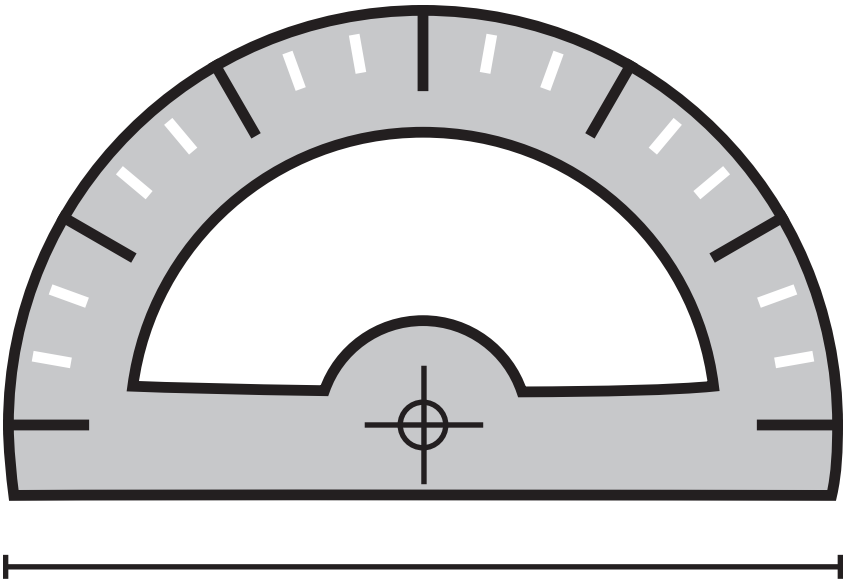
The compass is _____ inches long.

Record the measurements of the objects you measure with your partner.

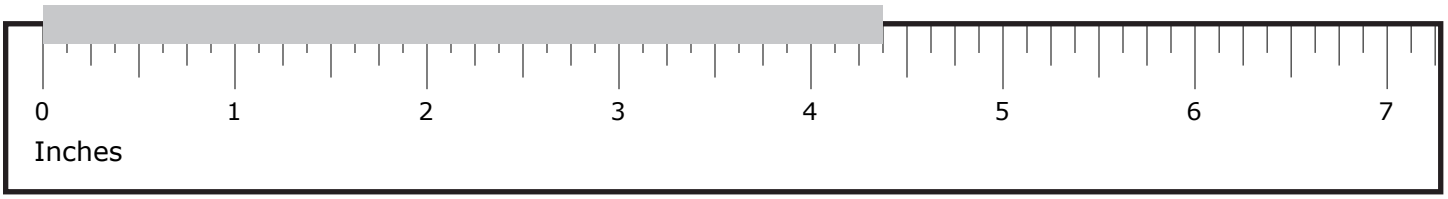
Estimate each measurement to the nearest $\frac{1}{8}$ of an inch.

What is it?	How long is it?	How wide is it?

Measure the length of the protractor with your ruler.



Shade the length of the protractor on the ruler.



What whole numbers is the length between? 4 and 5.

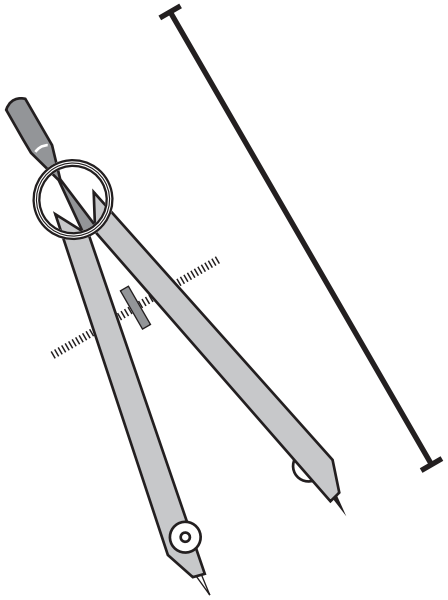
There are 8 equal parts between each whole number.

Each hash mark between the whole numbers represents $\frac{1}{8}$.

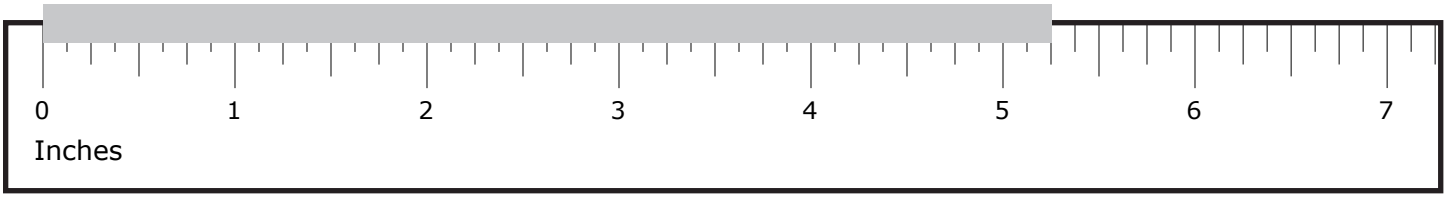
How many marks past 4 is the measurement? 3 part.

The protractor is $4\frac{3}{8}$ inches long.

Measure the length of the compass with your ruler.



Shade the length of the compass on the ruler.



What whole numbers is the length between? 2 and 3.

There are 8 equal parts between each whole number.

Each hash mark between the whole numbers represents $\frac{1}{8}$.

How many marks past 2 is the measurement? 6 marks.

The compass is $2\frac{6}{8}$ or $2\frac{3}{4}$ inches long.

Record the measurements of the objects you measure with your partner.

Estimate each measurement to the nearest $\frac{1}{8}$ of an inch.

answers will vary

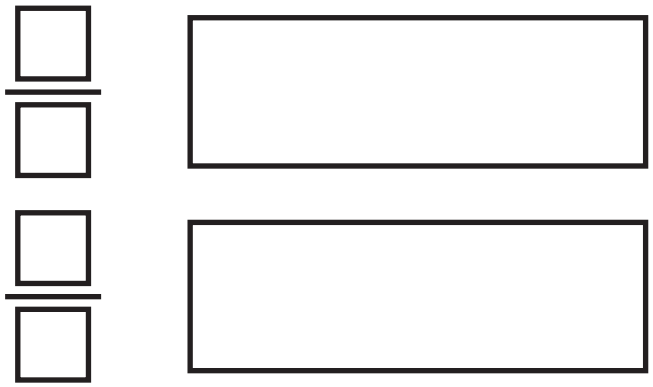
What is it?	How long is it?	How wide is it?

Shade the models to compare the fractions. Write < or > in the circle.

1.) Which is longer: a rope that is $\frac{2}{3}$ of a foot long, or one that is $\frac{2}{6}$ of a foot long?

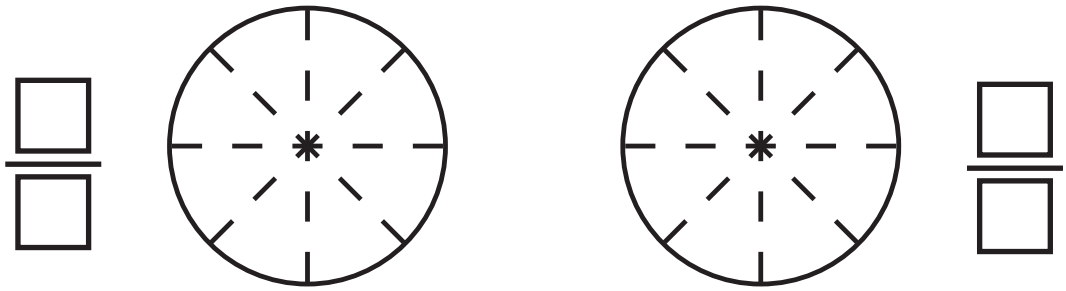
$\frac{2}{3} \bigcirc \frac{2}{6}$

2.)



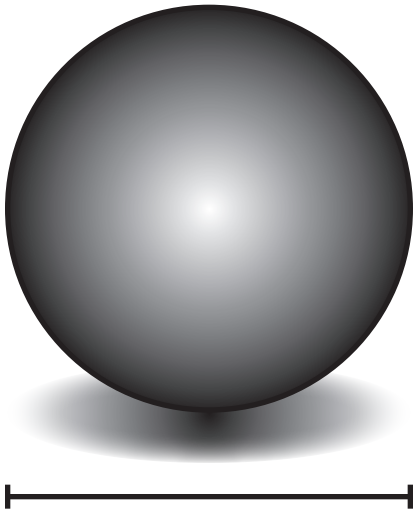
$\frac{1}{4} \bigcirc \frac{1}{2}$

3.)

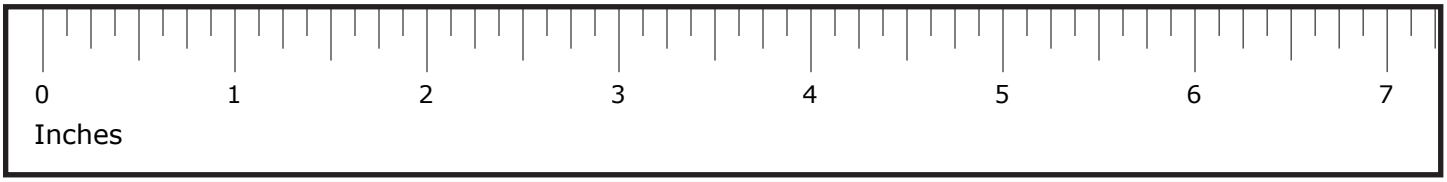


$\frac{2}{8} \bigcirc \frac{5}{8}$

4.) Measure the width of the sphere with your ruler.



Shade the width of the sphere on the ruler.



What whole numbers is the width between? _____ and _____.

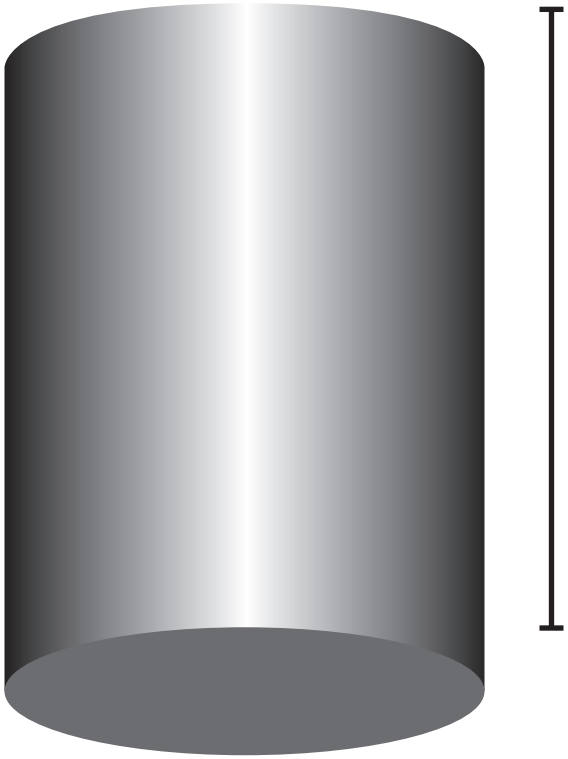
There are _____ equal parts between each whole number.

Each hash mark between the whole numbers represents $\frac{\square}{\square}$.

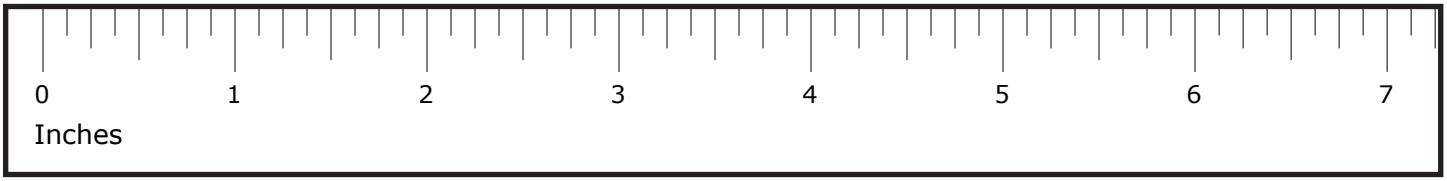
How many marks past 2 is the measurement? _____ marks.

The diameter of the sphere is _____ inches long.

5.) Measure the height of the cylinder with your ruler.



Shade the height of the cylinder on the ruler.



What whole numbers is the height between? _____ and _____.

There are _____ equal parts between each whole number.

Each part between the whole numbers represents $\frac{\square}{\square}$.

How many marks past 3 is the measurement? _____ marks.

The height of the cylinder is _____ inches long.

6.) Use your ruler and choose the letter of the rectangle that is $5\frac{1}{2}$ inches wide.

A

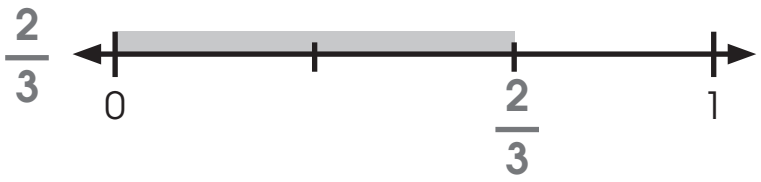
B

C

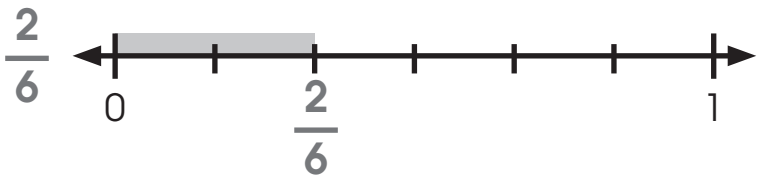
D

Shade the models to compare the fractions. Write < or > in the circle.

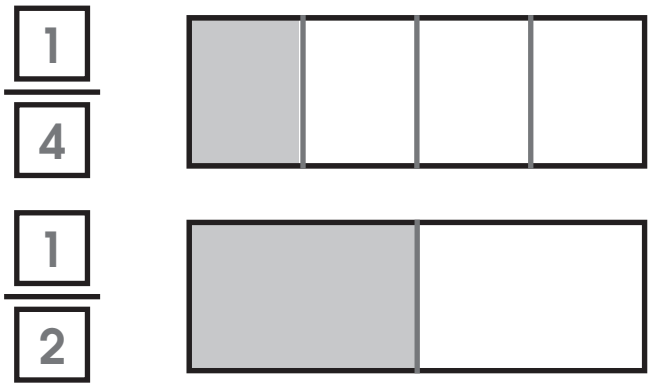
1.) Which is longer: a rope that is $\frac{2}{3}$ of a foot long, or one that is $\frac{2}{6}$ of a foot long?



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

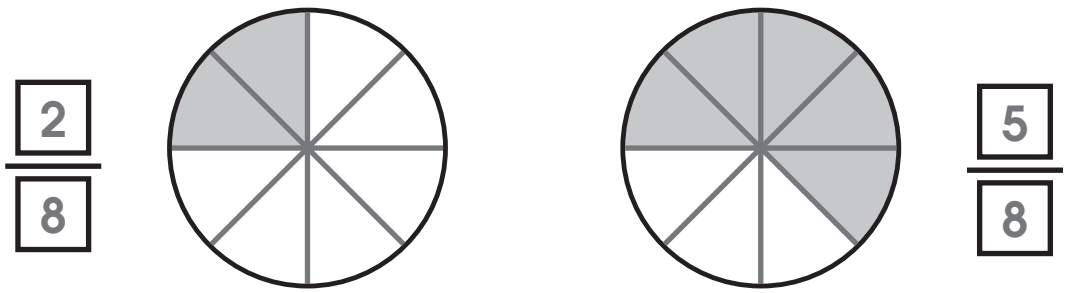


2.)



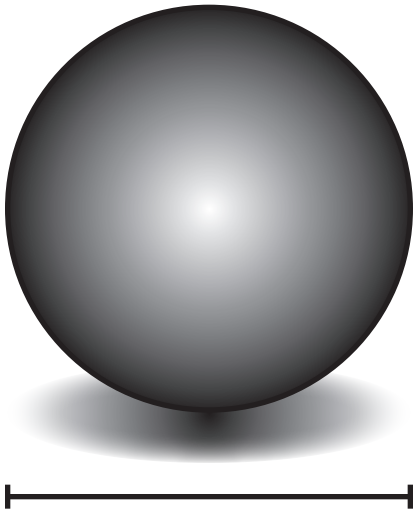
$\frac{1}{4} < \frac{1}{2}$

3.)

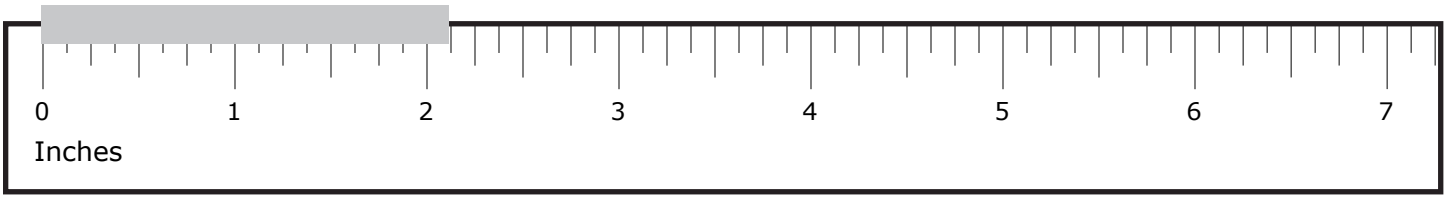


$\frac{2}{8} < \frac{5}{8}$

4.) Measure the width of the sphere with your ruler.



Shade the width of the sphere on the ruler.



What whole numbers is the width between? 2 and 3.

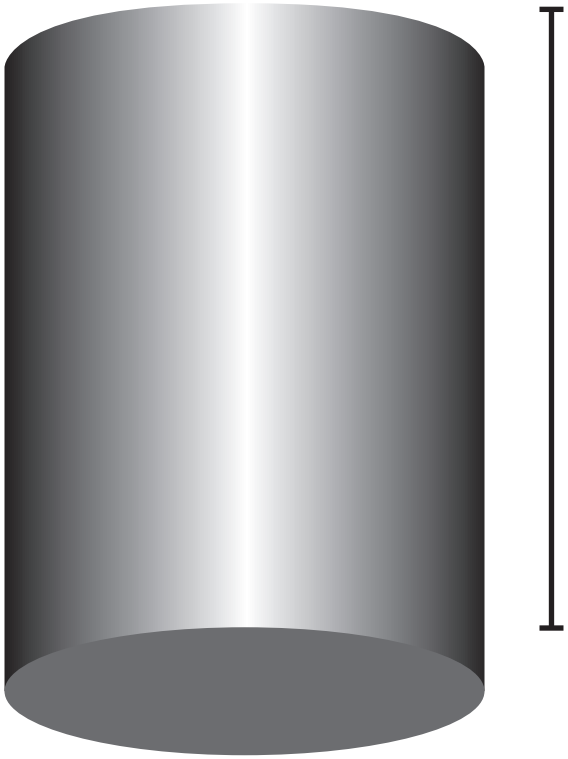
There are 8 equal parts between each whole number.

Each hash mark between the whole numbers represents $\frac{1}{8}$.

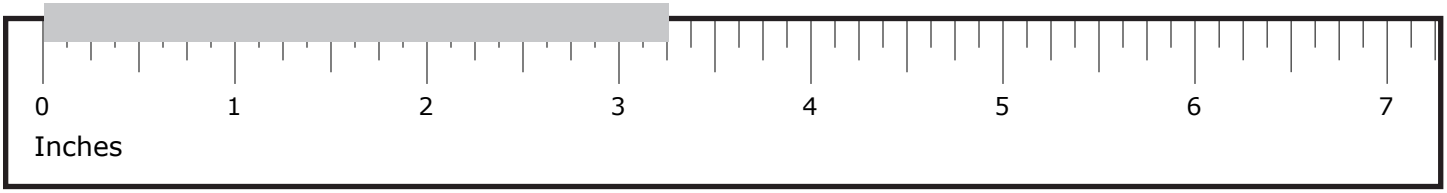
How many marks past 2 is the measurement? 1 marks.

The diameter of the sphere is $2\frac{1}{8}$ inches long.

5.) Measure the height of the cylinder with your ruler.



Shade the height of the cylinder on the ruler.



What whole numbers is the height between? 3 and 4.

There are 8 equal parts between each whole number.

Each part between the whole numbers represents $\frac{1}{8}$.

How many marks past 3 is the measurement? 2 marks.

The height of the cylinder is $3\frac{2}{8}$ or $3\frac{1}{4}$ inches long.

6.) Use your ruler and choose the letter of the rectangle that is $5\frac{1}{2}$ inches wide.

A

B

C

D