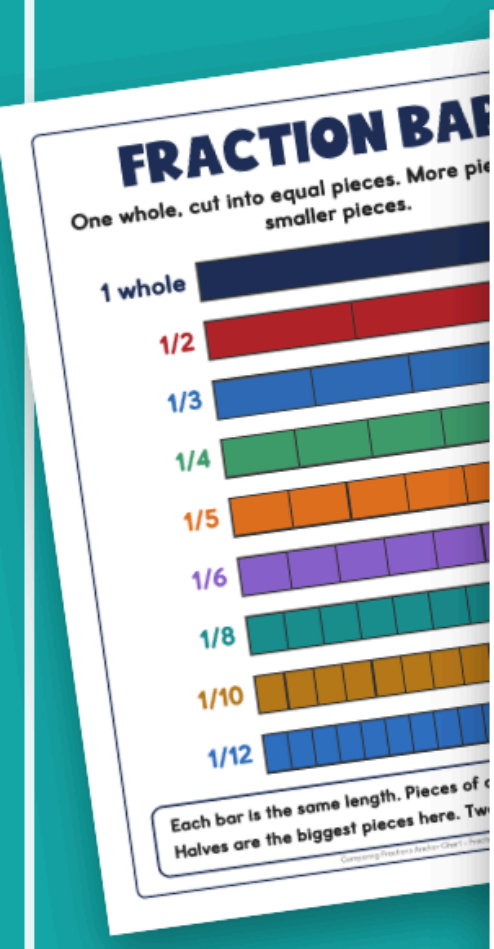
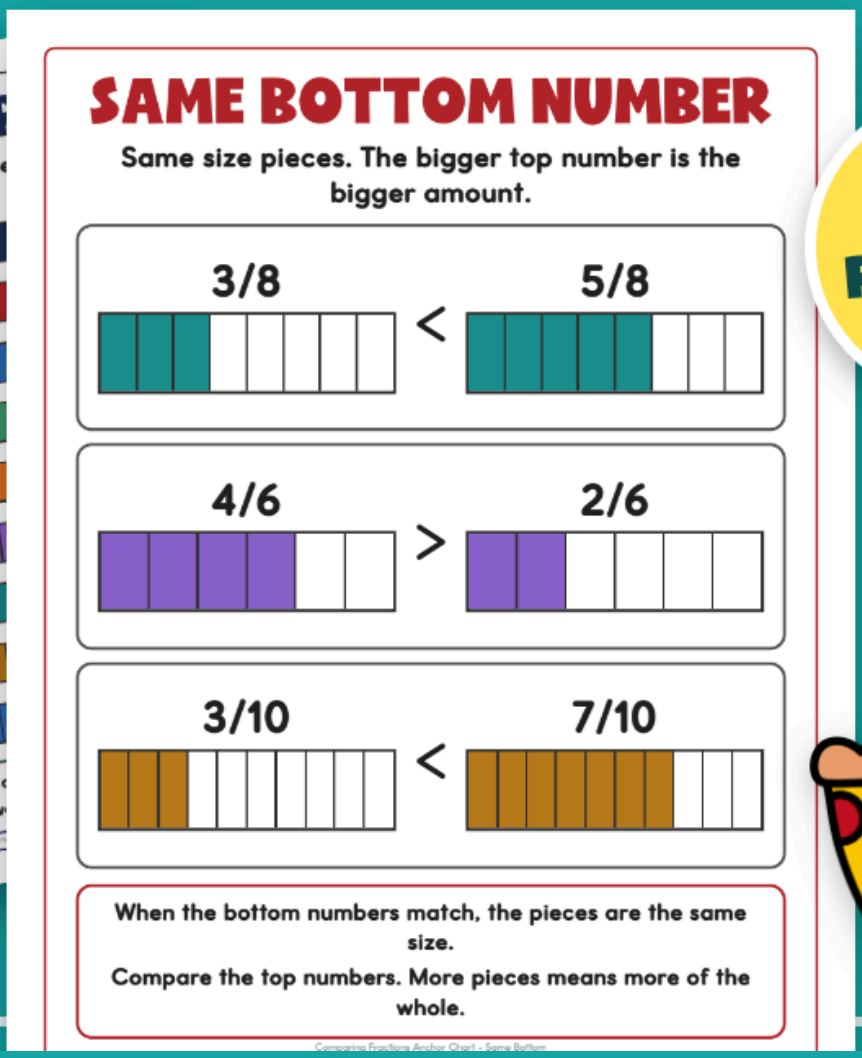
# COMPARING FRACTIONS

## Anchor Chart
## Posters + Notebook Charts




5 POSTERS



Bright Path Sped

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## This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or a box, type, and Save As.
- The name lines, the answer blanks on the practice pages, the family note and every notes area are type-in fields. The posters and the notebook charts are print pages. You can also print any page and write by hand.
- It works offline. No account, no subscription, no internet connection needed after you download it.

## Print at 100 percent

Turn off fit to page and shrink to fit so the cut pieces keep their size. Every page is readable in black and white. Posters look best on cardstock; the cards children cut are fine on copy paper.

## Need help?

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PREVIEW

# How to Teach It: Five Short Routines

Each one takes a few minutes. Name the two fractions first, then say the sign.

## 1. The sign rule

- Show the sign rule (page 9). Read the three signs aloud: less than, greater than, equal to.
- Say: "The point of the sign faces the smaller fraction."

## 2. Same bottom, same top

- Show page 6. The bottoms match, so the pieces match: compare the tops.
- Show page 7. The tops match: the smaller bottom has the bigger piece.

## 3. Different bottoms

- Show page 8. Ask: "Is each one more or less than one half?"
- Then make the bottoms match, and compare the tops. Write the sign.

## 4. Shade the bars, then write the sign

- Children shade the bars on page 13, then write the sign on page 14.
- Ask: "Which bar has more shaded? Which bar has bigger pieces?"

## 5. Find one at home

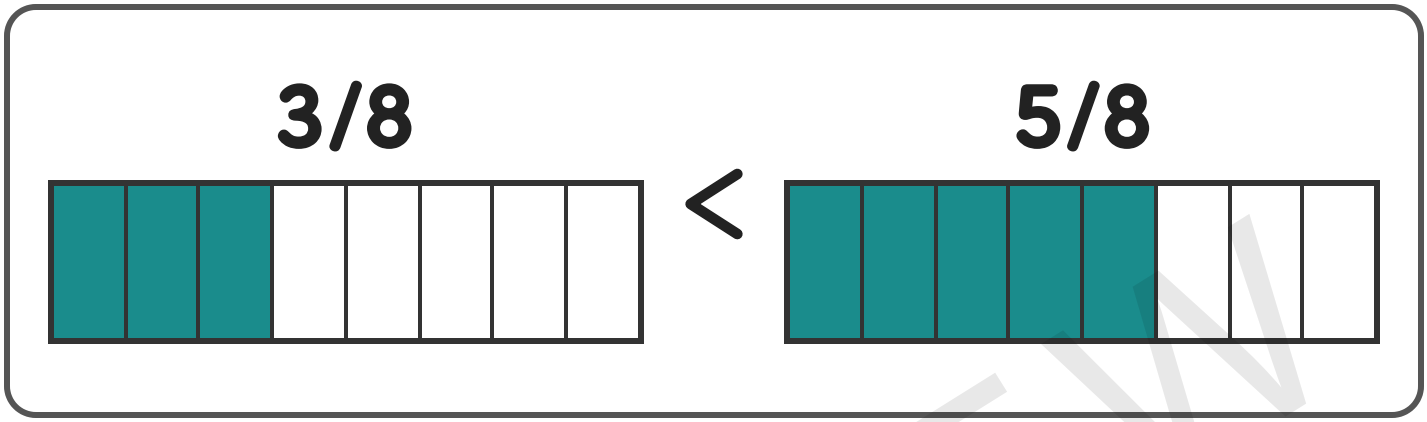
- Cut the notebook charts (page 10). Glue one in each notebook.
- Send the note home (page 22) so families compare fractions too.

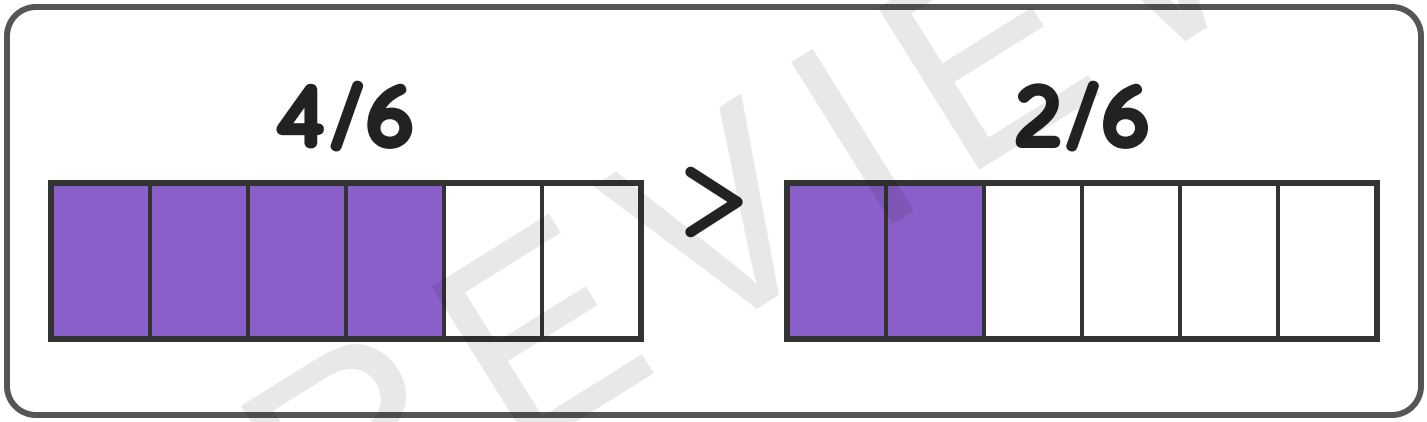
## Notes on your day

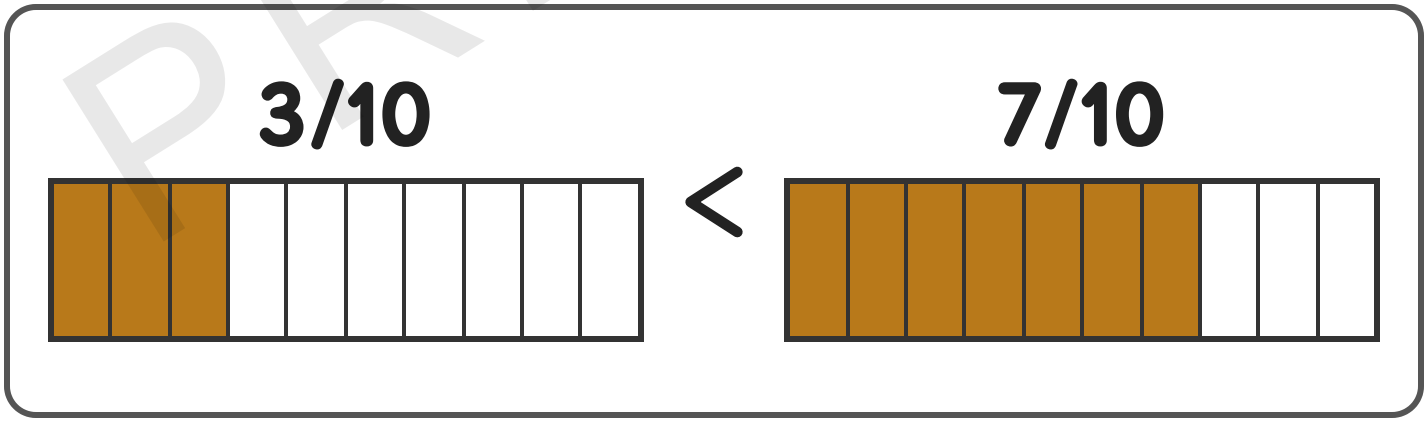
PREVIEW

# SAME BOTTOM NUMBER

**Same size pieces. The bigger top number is the bigger amount.**




**When the bottom numbers match, the pieces are the same size.**

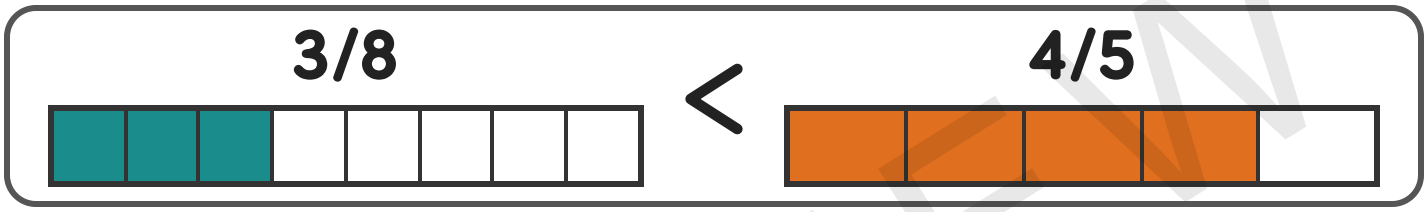
**Compare the top numbers. More pieces means more of the whole.**

PREVIEW

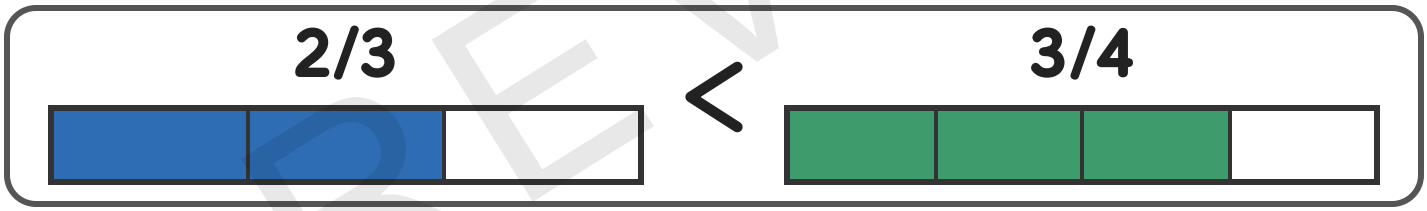
# DIFFERENT BOTTOMS

## Two ways in: one half, or a common bottom number.

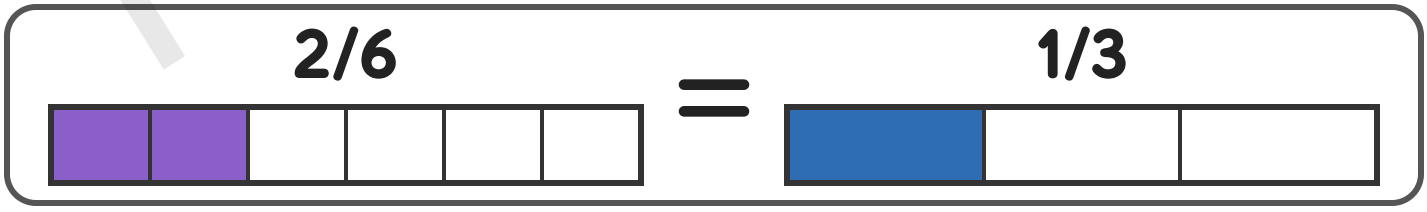
1. Is each fraction more or less than one half?
2. Are the bottoms different? Make them match (a common denominator).
3. Compare the tops, then write the sign.




Benchmark: 3/8 is less than 1/2, because 1/2 is 4/8. 4/5 is more than 1/2. So 3/8 is less than 4/5.




Common denominator 12: 2/3 is 8/12 and 3/4 is 9/12. So 2/3 is less than 3/4.




Common denominator 6: 1/3 becomes 2/6, which is 2/6. The two are equal.

**If the bottoms match, you can compare the tops.**

**If they do not match, make them match. The number of pieces changes; the amount does not.**

PREVIEW

Preview - Bright Path Sped

Cut the charts apart. Glue one in your notebook.

## Same Bottom

Same size pieces: compare the tops.

$3/8 < 5/8$

$6/10 > 4/10$

Glue in your notebook.

## Same Top

Same number of pieces: smaller bottom, bigger piece.

$2/3 > 2/8$

$3/4 > 3/10$

Glue in your notebook.

## Benchmark One Half

Is it more or less than one half?

$2/5 < 1/2$

$5/6 > 1/2$

Glue in your notebook.

## Common Denominator

Make the bottoms match, then compare the tops.

$2/3 < 3/4$

$2/6 = 1/3$

Glue in your notebook.

## Different Bottoms

Different bottoms: use a common denominator.

$1/5 < 1/4$

$3/4 > 4/6$

Glue in your notebook.

## The Three Signs

Less than, greater than, equal to.

$1/4 < 1/2$

$2/3 > 1/3$

$2/4 = 1/2$

Glue in your notebook.

PREVIEW

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My name _____

## Circle the bigger fraction in each box.

Look at the bottom number. Are the pieces the same size?

Which fraction is bigger?

5/8 3/8



Which fraction is bigger?

2/6 4/6



Which fraction is bigger?

3/4 1/4



Which fraction is bigger?

2/10 6/10



Which fraction is bigger?

2/3 1/3



Which fraction is bigger?

5/12 7/12



PREVIEW

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My name _____

Write < , > , or = on each line.

4/5 ____ 2/5

1/2 ____ 3/8

2/3 ____ 5/6

3/6 ____ 1/2

5/6 ____ 1/6

2/4 ____ 4/8

PREVIEW

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My name _____

Draw two bars. Shade them. Write the sign and tell why.

Make your own

_____ ____ _____

Because _____

Make your own

_____ ____ _____

Because _____

PREVIEW

# Key: Circle and Cut and Sort

Keep this page for yourself. The bigger fraction is the one to circle.

## Circle the bigger fraction (page 12)

| Item | Choices | Circle |
|---|---|---|
| 1 | 5/8 or 3/8 | 5/8 |
| 2 | 4/6 or 2/6 | 4/6 |
| 3 | 3/4 or 1/4 | 3/4 |
| 4 | 6/10 or 2/10 | 6/10 |
| 5 | 2/3 or 1/3 | 2/3 |
| 6 | 7/12 or 5/12 | 7/12 |

## Cut and sort (page 11): the box is the sign

| Card | Pair | Sign | Box |
|---|---|---|---|
| 1 | 3/5 and 2/5 | > | greater than |
| 2 | 1/4 and 3/4 | < | less than |
| 3 | 2/6 and 1/3 | = | equal to |
| 4 | 5/8 and 1/2 | > | greater than |
| 5 | 2/3 and 3/4 | < | less than |
| 6 | 4/10 and 2/5 | = | equal to |

## My notes on the answers

PREVIEW

# Key: Show Your Work and Draw Two Bars

Accept the sign when the work shows how the child decided. Any common bottom number that works is right.

## Show your work (page 15)

| Item | Pair | Sign | How to check |
|---|---|---|---|
| 1 | 3/8 and 4/5 | < | Common denominator 40: 15/40 and 32/40 |
| 2 | 2/3 and 3/4 | < | Common denominator 12: 8/12 and 9/12 |
| 3 | 5/12 and 1/2 | < | Common denominator 12: 5/12 and 6/12 |
| 4 | 4/9 and 1/3 | > | Common denominator 9: 4/9 and 3/9 |
| 5 | 5/9 and 1/2 | > | Common denominator 18: 10/18 and 9/18 |
| 6 | 3/5 and 5/8 | < | Common denominator 40: 24/40 and 25/40 |

## Draw two bars (page 16)

The drawing has no single answer. Check that each bar has the right number of equal pieces, that the shaded pieces match the fraction, and that the sign and the reason agree.

## My notes on the answers

PREVIEW

# A Note Home: Comparing Fractions

One page to send home when you start the fraction posters.

Date _____ Class _____ Teacher _____

## Dear families,

This week we are comparing fractions: which one is more, less, or the same. A fraction tells how many equal pieces we have. The **sign** tells which amount is bigger.

$$3/8 < 5/8$$

## This week we are practicing

_____

_____

## You can try this at home

Look at two fractions together, such as half a pizza and a third of a pizza. Ask: "Which one has bigger pieces? Which one is more?"

_____

_____

_____

## A note from me (your words)

_____

_____

_____

_____

Thank you, (teacher) _____ Family signature, if your school asks for one _____

PREVIEW

# Phrase Bank

Fill each blank with what you really saw and heard.

## Teaching the signs

- "The point of the sign faces the smaller fraction."
- "Read both fractions out loud, then the sign."
- "If the bottoms match, compare the tops."
- "Is this fraction more or less than one half?"

## Asking a question

- "Are the pieces the same size?"
- "Which fraction has the bigger pieces?"
- "What could both bottoms become?"
- "Is the sign less than, greater than, or equal to?"

## Noticing what a child did

- "You compared the tops because the bottoms matched."
- "You found one half first, then decided which side."
- "You made both bottoms 12, then compared 8 and 9."
- "You read the sign out loud and it made sense."

## Sentence starters for children

- The bottoms are ____, so the pieces are ____.
- One half is ____ eighths, so ____ eighths is more than one half.
- I made the bottoms match with ____. Then ____ is ____.
- The sign is ____ because ____ and ____ name the same amount.

## For the note home

- This week we are comparing fractions: which one is more, less, or the same.
- Look for two fractions at home, such as half a pizza and a third of a pizza. Ask which is more.
- Ask your child to read a sign aloud, like three eighths is less than five eighths.
- Thank you for ____ (what the family did to help).

PREVIEW