

lesson twenty-two - student resource sheet

Lesson Objective: Compare two fractions with like denominators, using $<$, $>$, or $=$.

Vocabulary Box

fraction – A number used to name a part of a group or a whole. The number below the bar is the denominator, and the number above the bar is the numerator. Example: The fraction one-seventh is written $\frac{1}{7}$.

numerator – The top number of a fraction; the number of parts of the whole. Example: The numerator in $\frac{1}{7}$ is 1.

denominator – The bottom number of a fraction; the number of parts onto which the whole is divided. Example: The denominator in $\frac{1}{7}$ is 7.

inequality – A comparison in which two quantities are not the same value. Example: 17 is not the same value as 25, and we show that inequality as $17 < 25$.



Guided Practice

- I. Directions: Complete the following practice problems with your partner. Your teacher will review the answers. Make sure you show all your work.

$$\frac{6}{12} \quad \frac{9}{12}$$

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

- II. Directions: Complete the following problems on your own. Fill in the correct greater than or less than sign that completes each inequality.

$$\frac{11}{15} \quad \frac{13}{15}$$

$$\frac{8}{9} \quad \frac{6}{9}$$

$$\frac{10}{14} \quad \frac{13}{14}$$

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

$$\frac{9}{11} \quad \frac{11}{11}$$

$$\frac{4}{7} \quad \frac{6}{7}$$



Summary/Closure

A. Vocabulary Words

Directions: For each vocabulary word listed, use your best writing to create your own definition. You may answer in the spaces provided.

1. fraction – _____

2. numerator – _____

3. denominator – _____

B. Summarize What We Learned Today

Directions: Create your own fraction inequality. Make sure your denominators are the same. Explain how you determined your answer. This will help you remember this skill.

lesson twenty-three - student resource sheet

Lesson Objective: Compare two fractions with like denominators, using $<$, $>$, or $=$.

Vocabulary Box

fraction – A number used to name a part of a group or a whole. The number below the bar is the denominator, and the number above the bar is the numerator. Example: The fraction one-seventh is written $\frac{1}{7}$.

numerator – The top number of a fraction; the number of parts of the whole. Example: The numerator in $\frac{1}{7}$ is 1.

denominator – The bottom number of a fraction; the number of parts into which the whole is divided. Example: The denominator in $\frac{1}{7}$ is 7.

inequality – A comparison in which two quantities are not the same value. Example: 17 is not the same value as 25, and we show that inequality as $17 < 25$.



Independent Practice

- I. Directions: Using a greater than or less than sign, complete the inequalities on your own. Your teacher will review the answers. Make sure you show all your work.

$$\frac{1}{7} \quad \frac{4}{7}$$

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

$$\frac{4}{10} \quad \frac{7}{10}$$

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

$$\frac{3}{4} \quad \frac{4}{4}$$

$$\frac{8}{9} \quad \frac{6}{9}$$

$$\frac{4}{5} \quad \frac{3}{5}$$

$$\frac{9}{12} \quad \frac{11}{12}$$

$$\frac{14}{16} \quad \frac{13}{16}$$

- II. Write a fraction that is greater than the fraction given. Be sure that you are using the same denominator.

$\frac{5}{13}$ _____

$\frac{11}{17}$ _____

$\frac{6}{10}$ _____

- III. Write a fraction that is less than the fraction given. Be sure that you use the same denominator.

$\frac{7}{11}$ _____

$\frac{10}{16}$ _____

$\frac{2}{3}$ _____



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- I. Directions: Place the following sets of fractions in order from least to greatest.

$\frac{9}{10}, \frac{7}{10}, \frac{3}{10}$ _____

$\frac{13}{15}, \frac{11}{15}, \frac{9}{15}$ _____

lesson twenty-three - student resource sheet

Problem **Solving**

There are 17 children in Miss White's class. At recess, the children separated and went to their favorite playground equipment. Seven children went to the swings, while four went to the slides. Three played on each of the two jungle gyms.

1. Use the box below to organize your information.

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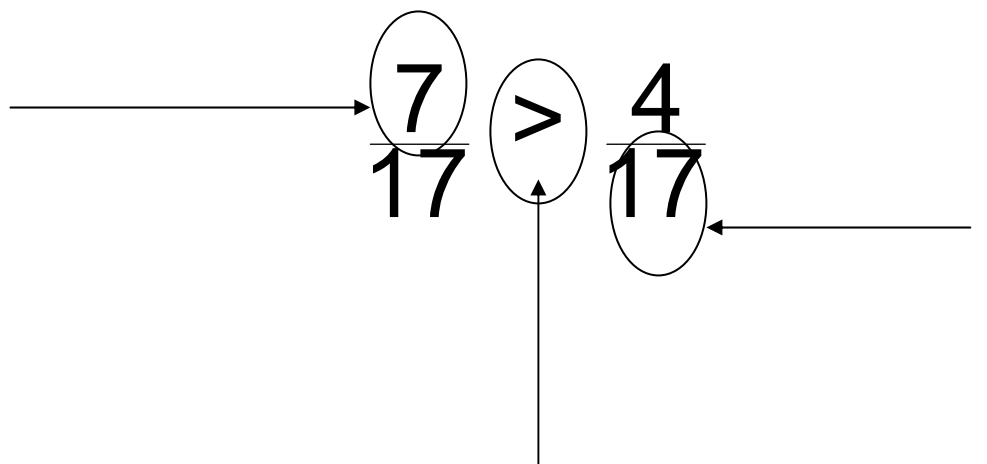
2. Write a fraction for each piece of playground equipment.

Swings	Slides	Jungle Gyms

3. Write an inequality to compare the fraction of children on the swings to the fraction of children on the jungle gyms. _____
4. Write an inequality to compare the fraction of children on the swings to the fraction of children on the slides. _____
5. Use what you know about comparing fractions to explain how you determined your answer for questions 3 and 4.



Label each part of the following inequality.



2. Complete the missing number in the inequality to make it true.

$$\frac{3}{7} < \frac{\square}{7}$$

3. Place the following fractions in order from least to greatest.

$$\frac{4}{5}, \frac{1}{5}, \frac{3}{5}$$

lesson twenty-four - student resource sheet

Lesson Objective: Add and subtract fractions with like denominators.

Vocabulary Box

fraction – A number used to name a part of a group or a whole. The number below the bar is the denominator, and the number above the bar is the numerator. Example: The fraction one-seventh is written $\frac{1}{7}$.

numerator – The top part of a fraction; the number of parts of the whole. Example: The numerator in $\frac{1}{7}$ is 1.

denominator – The bottom part of a fraction; the number of parts into which the whole is divided. Example: The denominator in $\frac{1}{7}$ is 7.



Guided Practice

- I. Directions: Complete the following practice problems with your partner. Your teacher will review the answers. Make sure you show all your work.

Find the sum: $\frac{1}{8} + \frac{6}{8} =$

Find the difference: $\frac{5}{6} - \frac{3}{6} =$

- II. Directions: Continue finding sums and differences independently. Remember to focus on adding and subtracting the numerators and keeping the denominators the same.

$$\frac{4}{13} + \frac{7}{13} =$$

$$\frac{2}{9} + \frac{5}{9} =$$

$$\frac{8}{16} - \frac{5}{16} =$$

$$\frac{11}{12} - \frac{9}{12} =$$



Summary/Closure

A. Vocabulary Words

Directions: For each vocabulary word listed, draw a line that connects it to its definition.

fraction	the top part of a fraction; the number of parts of the whole
numerator	the bottom part of a fraction; the number of parts into which the whole is divided
denominator	a number used to name a part of a group or a whole.

B. Summarize What We Learned Today

Create and solve one addition problem with fractions having like denominators.

Create and solve one subtraction problem with fractions having like denominators.

Here are some notes to help me: