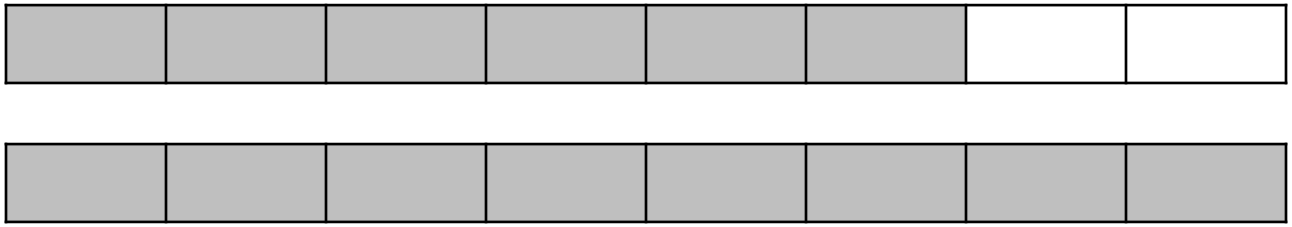
3.3.H - FRA - Comparing the same numerator or the same denominator
Problem Set: 1

1. A	**2.** B	**3.** C	**4.** C	**5.** B	**6.** A
7. A	**8.** B	**9.** A	**10.** C	**11.** D	**12.** C
13. C	**14.** B	**15.** C	**16.** D	**17.** C	**18.** B
19. C	**20.** B	**21.** D	**22.** C	**23.** B	**24.** C
25. B	**26.** C	**27.** C	**28.** A	**29.** C	**30.** B

1. The models shown are the same size. Each model is divided into equal-size parts and is shaded to represent a fraction.



Which statement is true based on the model?

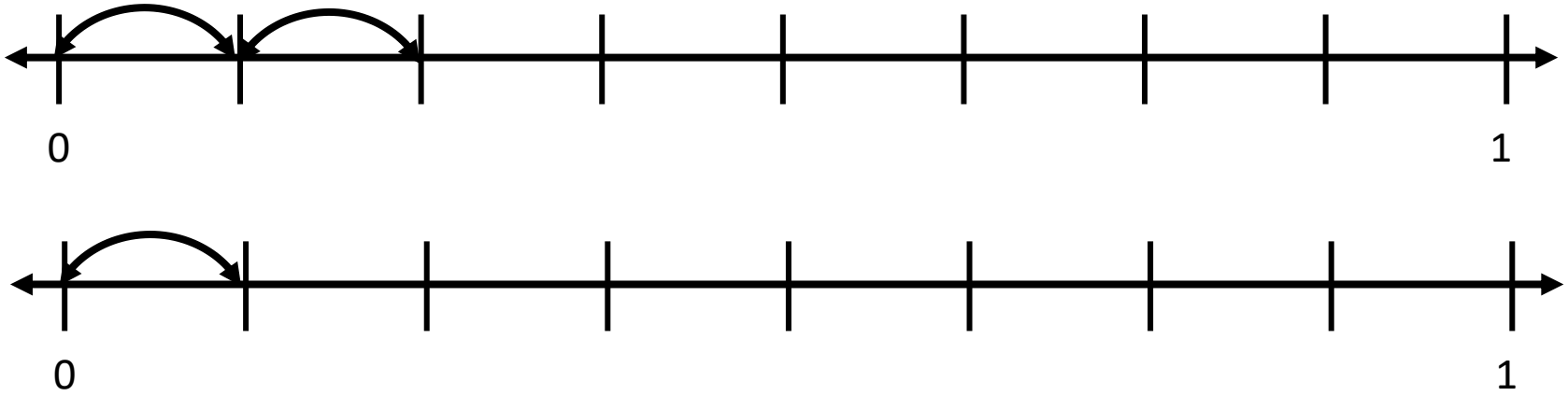
A. $\frac{6}{8} < \frac{8}{8}$

B. $\frac{6}{8} > \frac{8}{8}$

C. $\frac{6}{8} = \frac{8}{8}$

D. $\frac{8}{6} > \frac{8}{8}$

2. The number lines model two different fractions.



Which comparison is true based on these number Lines?

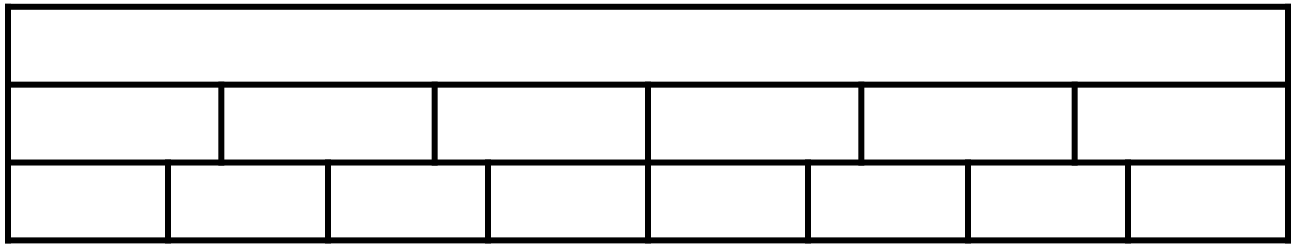
A. $\frac{1}{2} > \frac{1}{1}$

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

C. $\frac{1}{8} = \frac{2}{8}$

D. $\frac{2}{8} < \frac{1}{8}$

3. Fraction strips are shown.



Which comparison is true based on these fraction strips?

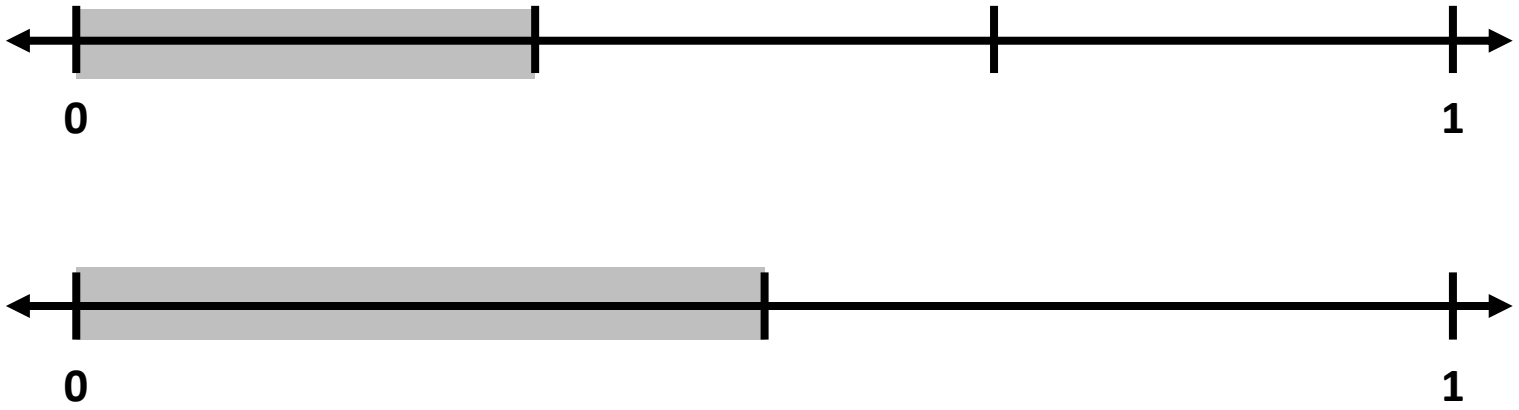
A. $\frac{5}{6} < \frac{5}{8}$

B. $\frac{5}{6} = \frac{5}{8}$

C. $\frac{5}{6} > \frac{5}{8}$

D. $\frac{6}{5} > \frac{8}{5}$

4. Daniel shaded these two number lines to model two different fractions.



Based on the number lines which comparison is true?

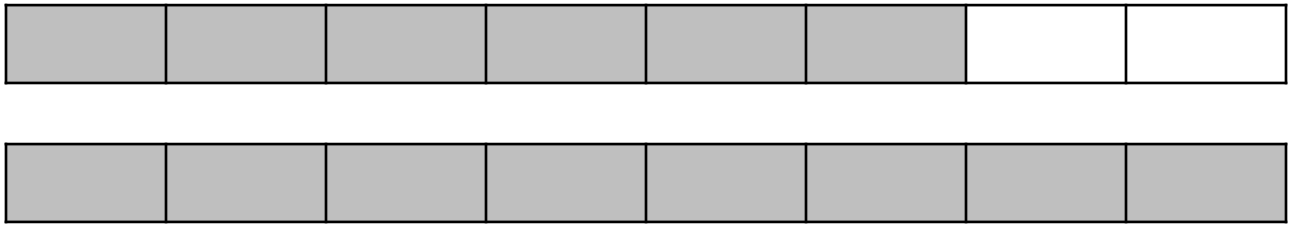
A. $\frac{1}{3} > \frac{1}{2}$

B. $\frac{1}{3} = \frac{1}{2}$

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

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

5. The models shown are the same size. Each model is divided into equal-size parts and is shaded to represent a fraction.



Which statement is true?

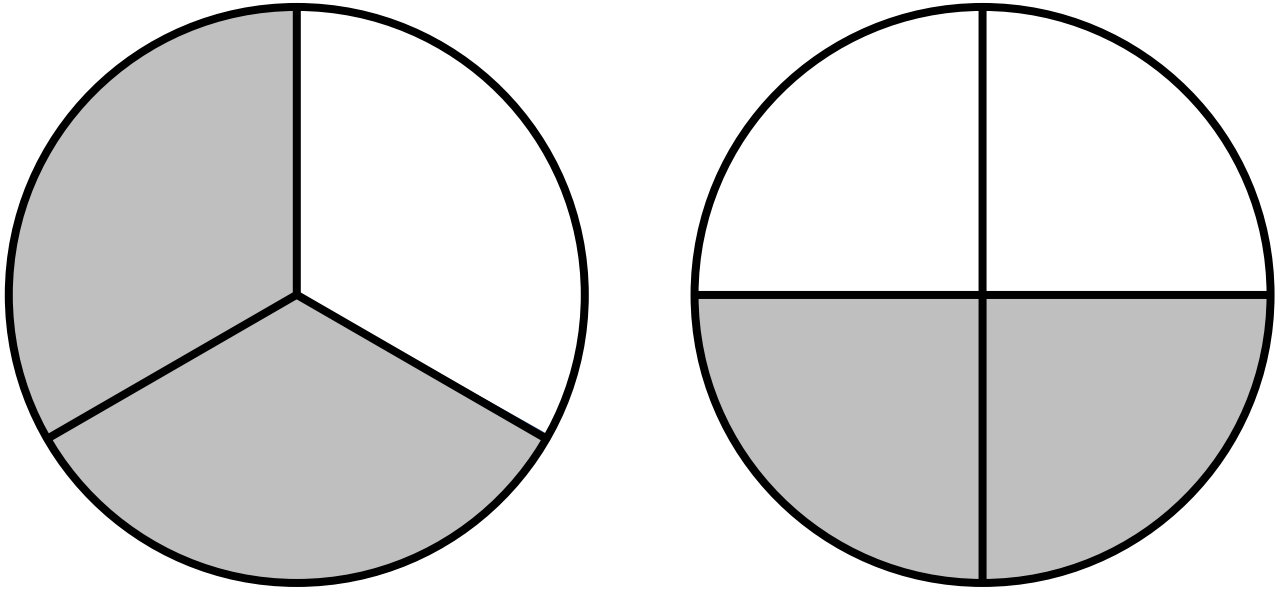
A. $\frac{6}{8} < \frac{8}{8}$, because sixths are smaller parts than eighths.

B. $\frac{6}{8} < \frac{8}{8}$, because 6 out of 8 parts is less than 8 out of 8 parts.

C. $\frac{6}{8} > \frac{8}{8}$, because sixths are larger parts than eighths.

D. $\frac{6}{8} > \frac{8}{8}$, because 6 out of 8 parts is greater than 8 out of 8 parts.

6. Model The models are shaded to represent two fractions.



Which statement is true?

A. $\frac{2}{3} > \frac{2}{4}$, because thirds are larger than fourths.

B. $\frac{2}{3} = \frac{2}{4}$, because each model has 2 parts shaded.

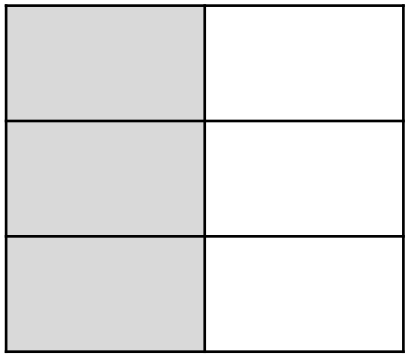
C. $\frac{1}{3} < \frac{1}{4}$, because 3 is less than 4.

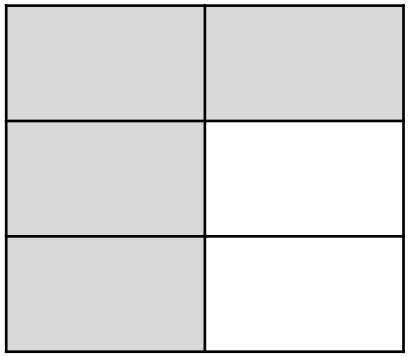
D. $\frac{1}{3} = \frac{1}{4}$, because each model shows 1 whole.

3.3.H - FRA - Comparing the same numerator or the same denominator
Problem Set: 2

1. A	**2.** B	**3.** C	**4.** C	**5.** B	**6.** A
7. A	**8.** B	**9.** A	**10.** C	**11.** D	**12.** C
13. C	**14.** B	**15.** C	**16.** D	**17.** C	**18.** B
19. C	**20.** B	**21.** D	**22.** C	**23.** B	**24.** C
25. B	**26.** C	**27.** C	**28.** A	**29.** C	**30.** B

7. The models shown are the same size. Each model is divided into equal-size parts and is shaded to represent a fraction.





Which statement is true based on the model?

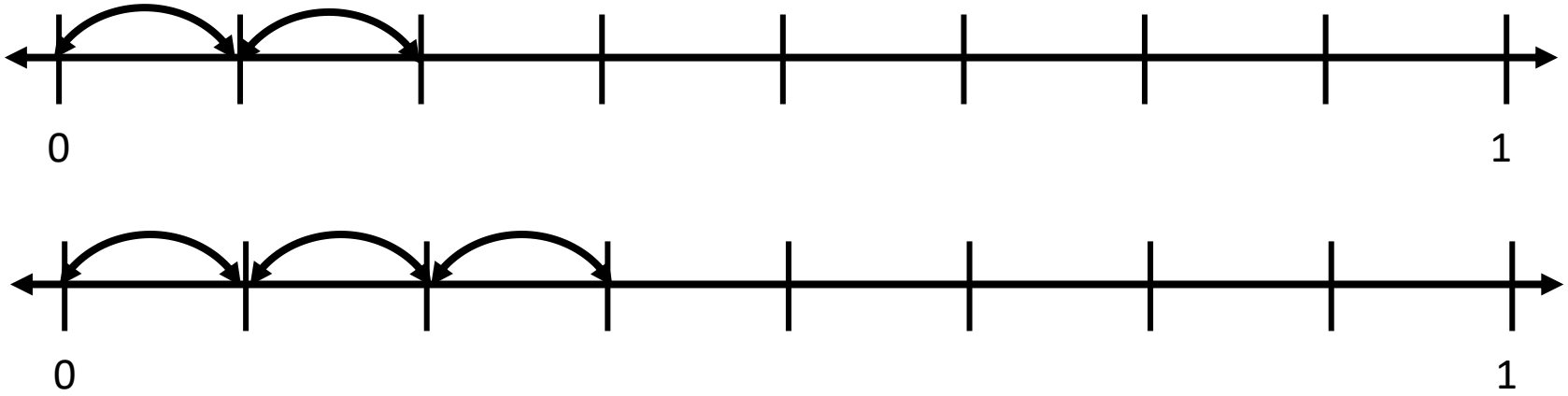
A. $\frac{3}{6} < \frac{4}{6}$

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

C. $\frac{3}{6} = \frac{4}{6}$

D. $\frac{3}{6} > \frac{4}{6}$

8. The number lines model two different fractions.



Which comparison is true based on these number Lines?

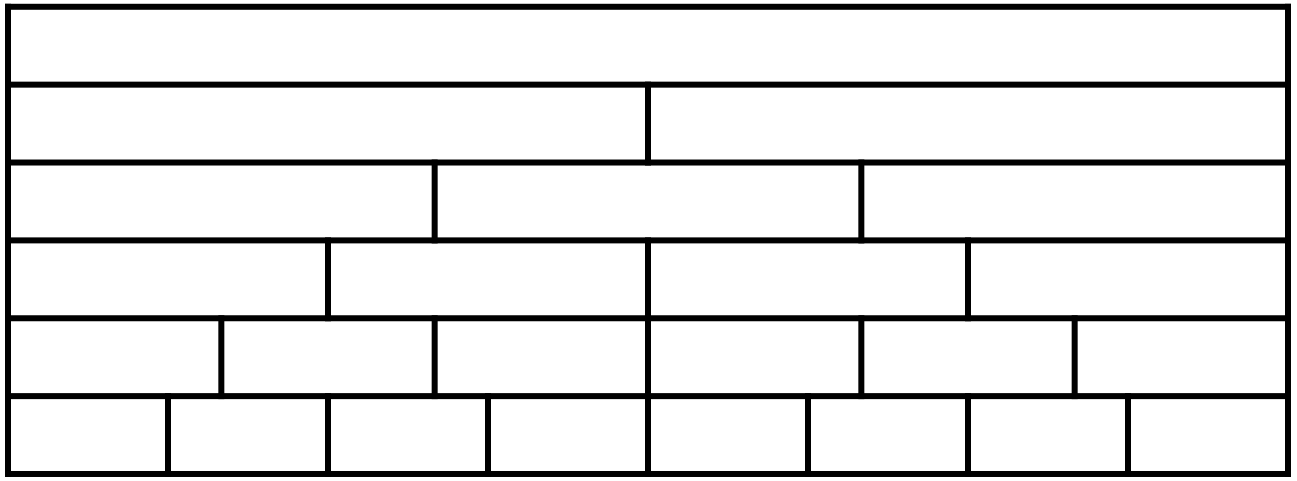
A. $\frac{6}{8} < \frac{5}{8}$

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

C. $\frac{3}{8} = \frac{2}{8}$

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

9. Fraction strips are shown.



Which comparison is true?

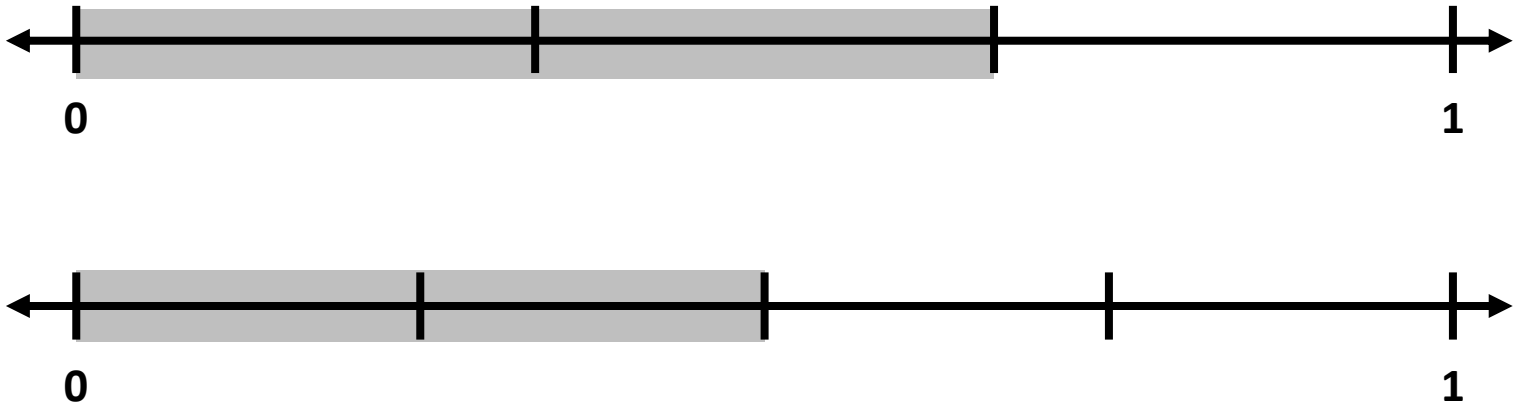
A. $\frac{1}{6} < \frac{1}{4}$

B. $\frac{1}{3} < \frac{1}{8}$

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

D. $\frac{1}{8} = \frac{2}{8}$

10. Dori shaded these two number lines to model two different fractions.



Based on the number lines which comparison is true?

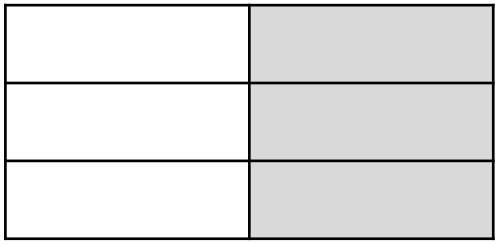
A. $\frac{1}{3} > \frac{2}{4}$

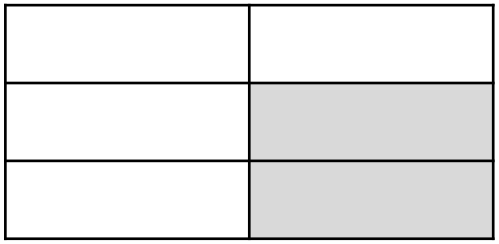
B. $\frac{2}{3} = \frac{2}{4}$

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

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

11. The models shown are the same size. Each model is divided into equal-size parts and is shaded to represent a fraction.





Which statement is true?

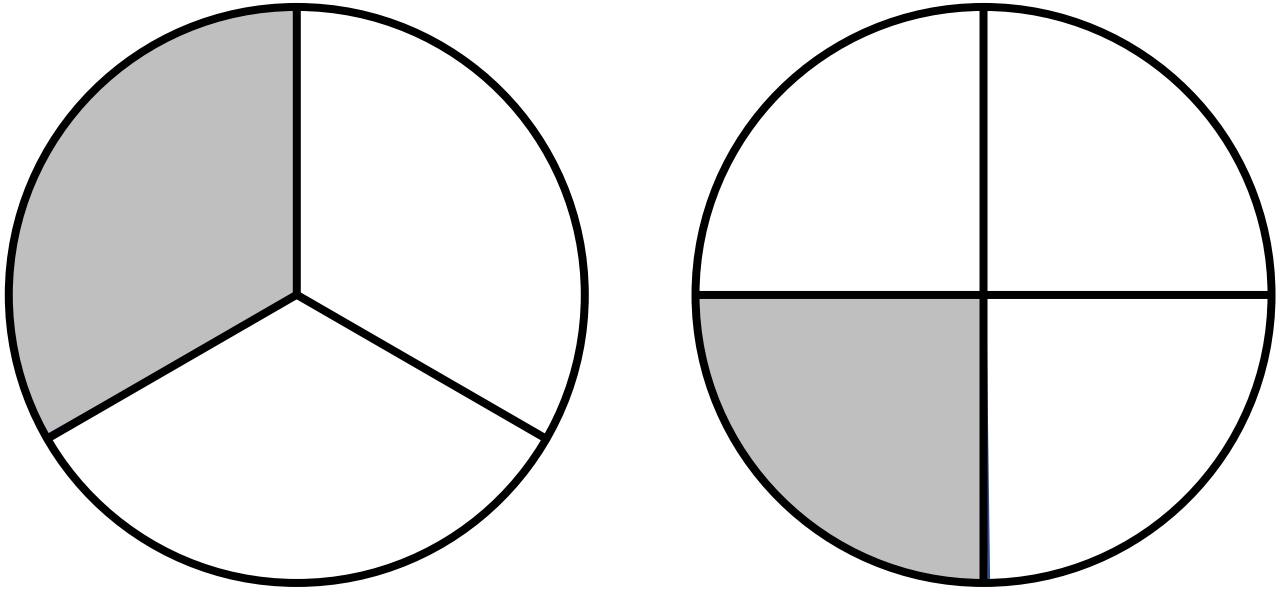
A. $\frac{3}{6} < \frac{2}{6}$, because thirds are smaller parts than halves.

B. $\frac{3}{6} < \frac{2}{6}$, because 3 out of 6 parts is less than 2 out of 6 parts.

C. $\frac{3}{6} > \frac{2}{6}$, because thirds are larger parts than halves.

D. $\frac{3}{6} > \frac{2}{6}$, because 3 out of 6 parts is greater than 2 out of 6 parts.

12. The models are shaded to represent two fractions.



Which statement is true?

A. $\frac{1}{3} < \frac{1}{4}$, because 3 is less than 4.

B. $\frac{1}{3} = \frac{1}{4}$, because each model shows 1 whole.

C. $\frac{1}{3} > \frac{1}{4}$, because thirds are larger than fourths.

D. $\frac{1}{3} > \frac{1}{4}$, because each model has at least 2 parts that are not shaded.

3.3.H - FRA - Comparing the same numerator or the same denominator
Problem Set: 3

1. A	**2.** B	**3.** C	**4.** C	**5.** B	**6.** A
7. A	**8.** B	**9.** A	**10.** C	**11.** D	**12.** C
13. C	**14.** B	**15.** C	**16.** D	**17.** C	**18.** B
19. C	**20.** B	**21.** D	**22.** C	**23.** B	**24.** C
25. B	**26.** C	**27.** C	**28.** A	**29.** C	**30.** B

13. The models shown are the same size. Each model is divided into equal-size parts and is shaded to represent a fraction.

Which statement is true based on the model?

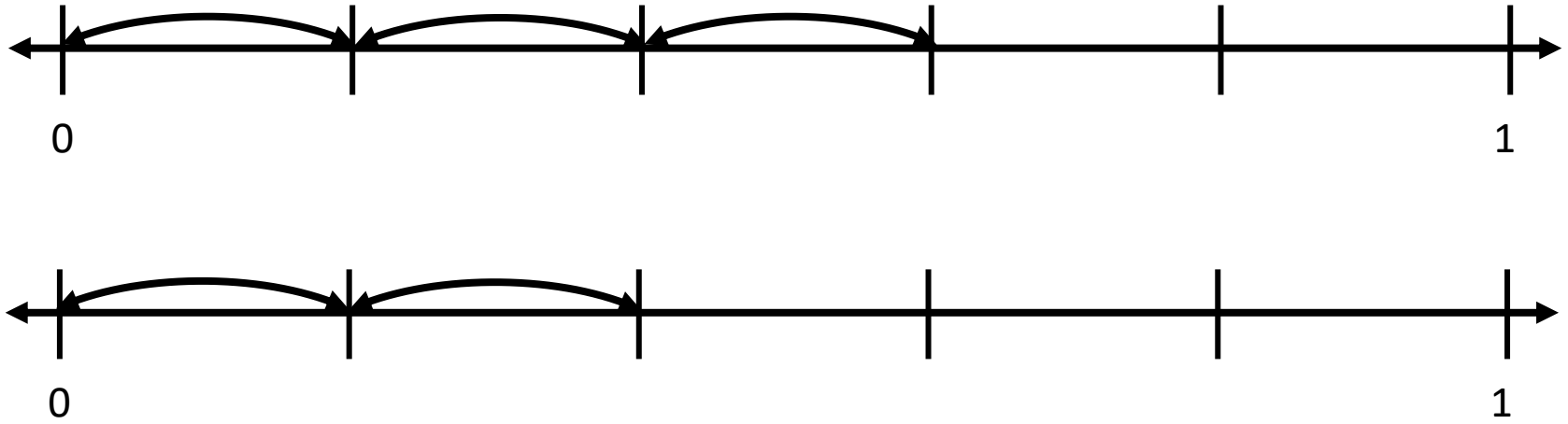
A. $\frac{4}{5} < \frac{3}{5}$

B. $\frac{4}{5} = \frac{5}{4}$

C. $\frac{4}{5} > \frac{3}{5}$

D. $\frac{1}{5} > \frac{2}{5}$

14. The number lines model two different fractions.



Which comparison is true based on these number Lines?

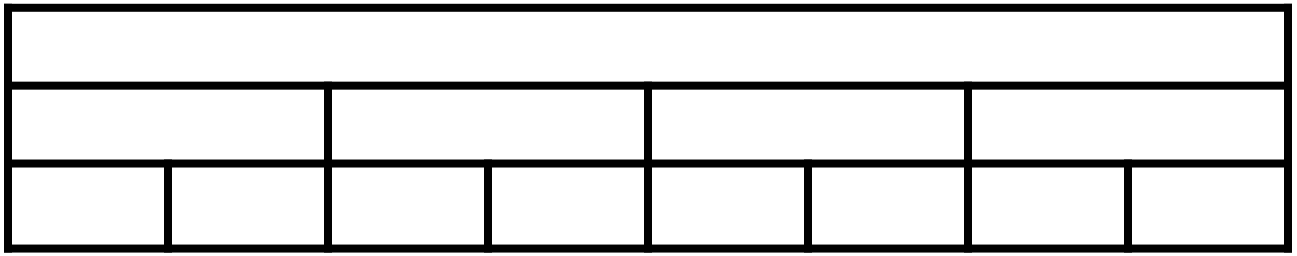
A. $\frac{3}{5} < \frac{2}{5}$

B. $\frac{3}{5} > \frac{2}{5}$

C. $\frac{3}{5} = \frac{2}{5}$

D. $\frac{5}{3} < \frac{5}{2}$

15. Fraction strips are shown.



Which comparison is true based on these fraction strips?

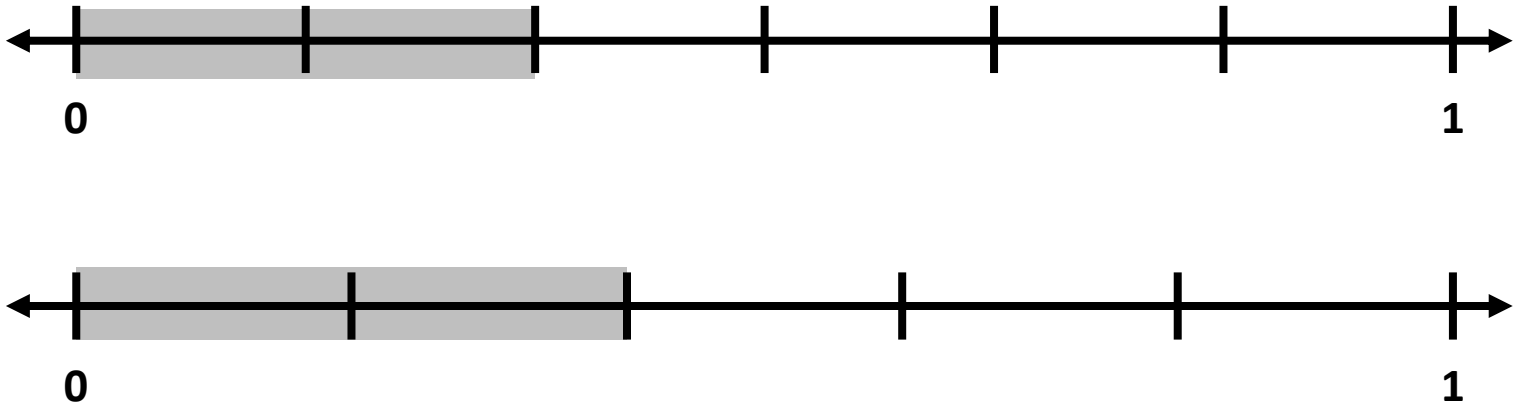
A. $\frac{1}{4} < \frac{1}{8}$

B. $\frac{1}{4} = \frac{1}{8}$

C. $\frac{1}{4} > \frac{1}{8}$

D. $\frac{2}{4} < \frac{2}{8}$

16. Daniel shaded these two number lines to model two different fractions.



Based on the number lines which comparison is true?

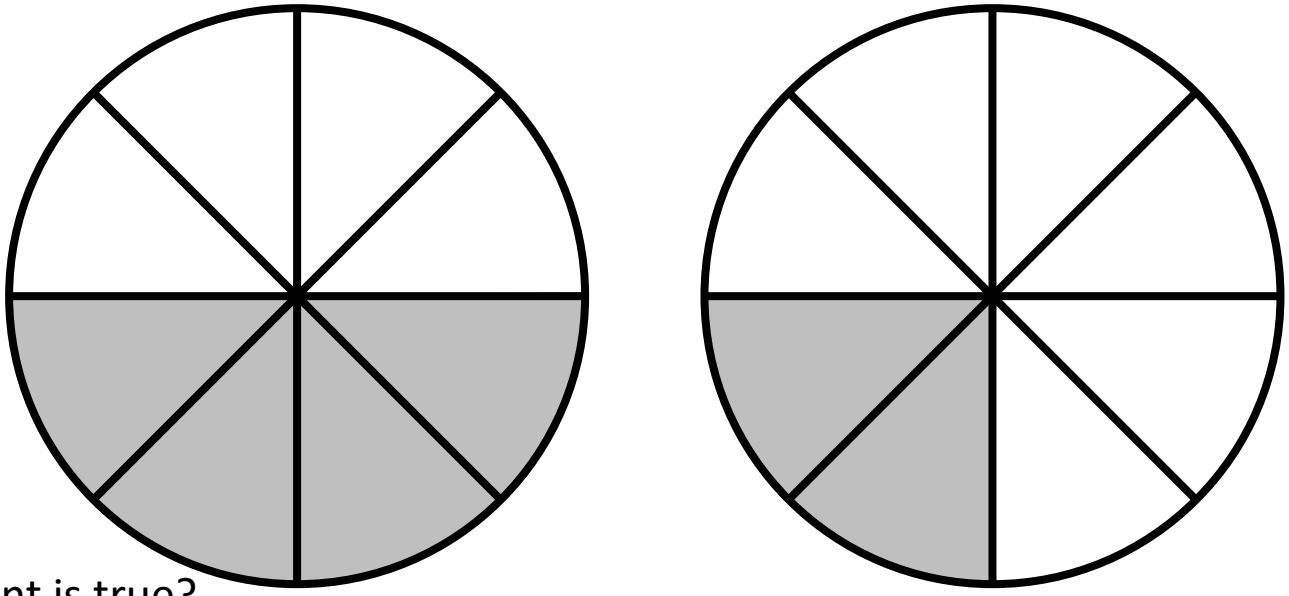
A. $\frac{2}{6} > \frac{2}{5}$

B. $\frac{2}{6} = \frac{2}{5}$

C. $\frac{5}{6} > \frac{2}{2}$

D. $\frac{2}{6} < \frac{2}{5}$

17. Each model is divided into equal-size parts and is shaded to represent a fraction.



Which statement is true?

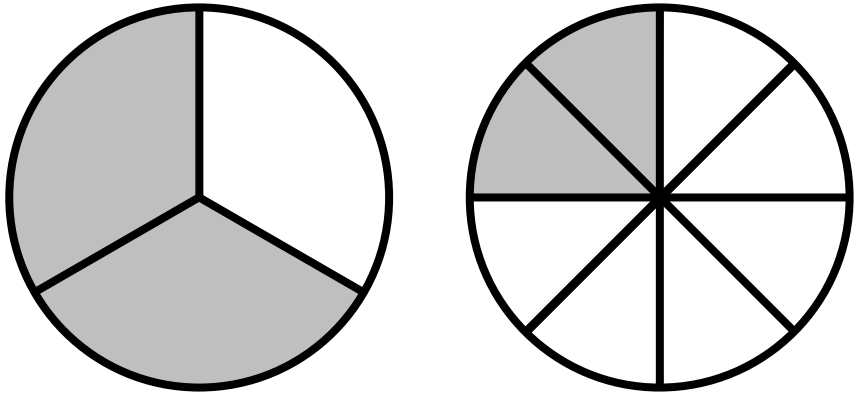
A. $\frac{2}{8} < \frac{4}{8}$, because halves are smaller parts than fourths.

B. $\frac{2}{8} > \frac{4}{8}$, because halves are larger parts than fourths.

C. $\frac{2}{8} < \frac{4}{8}$, because 2 out of 8 parts is less than 4 out of 8 parts.

D. $\frac{2}{8} > \frac{4}{8}$, because 2 out of 8 parts is greater than 4 out of 8 parts.

18. The models shown are the same size. They are shaded to show two fractions.



Based on the models, which statement is true?

A. $\frac{1}{3}$ is greater than $\frac{6}{8}$, because thirds are larger than eighths.

B. $\frac{2}{3}$ is greater than $\frac{2}{8}$, because 2 shaded parts out of 3 parts is greater than 2 shaded parts out of 8 parts.

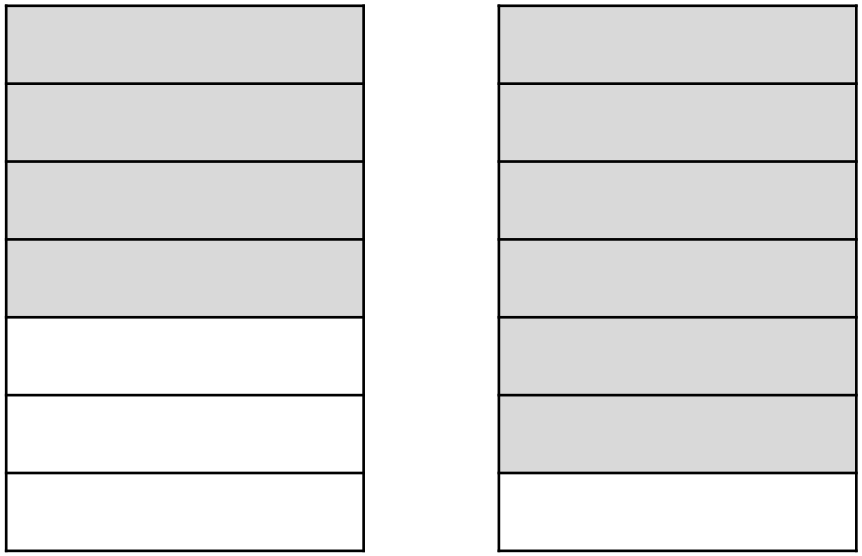
C. $\frac{1}{3}$ is less than $\frac{2}{8}$, because 1 shaded part out of 3 parts is less than 2 shaded parts out of 8 parts.

D. $\frac{2}{3}$ is less than $\frac{2}{8}$, because thirds are smaller than eighths.

3.3.H - FRA - Comparing the same numerator or the same denominator
Problem Set: 4

1. A	**2.** B	**3.** C	**4.** C	**5.** B	**6.** A
7. A	**8.** B	**9.** A	**10.** C	**11.** D	**12.** C
13. C	**14.** B	**15.** C	**16.** D	**17.** C	**18.** B
19. C	**20.** B	**21.** D	**22.** C	**23.** B	**24.** C
25. B	**26.** C	**27.** C	**28.** A	**29.** C	**30.** B

19. The models shown are the same size. Each model is divided into equal-size parts and is shaded to represent a fraction.



Which statement is true based on the model?

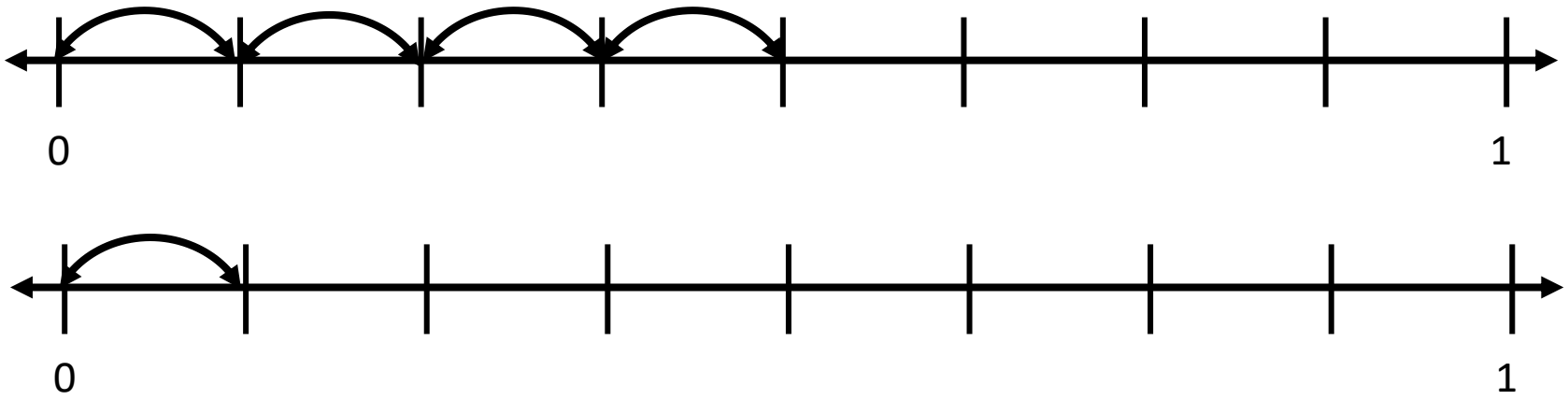
A. $\frac{4}{7} > \frac{6}{7}$

B. $\frac{3}{4} < \frac{7}{1}$

C. $\frac{4}{7} < \frac{6}{7}$

D. $\frac{4}{7} = \frac{6}{7}$

20. The number lines model two different fractions.



Which comparison is true based on these number Lines?

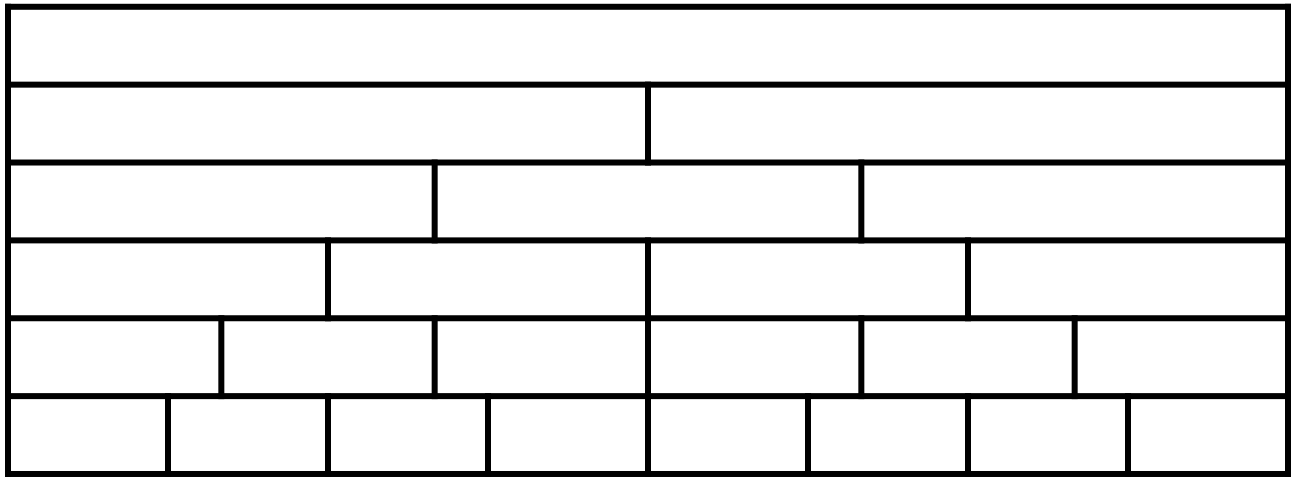
A. $\frac{1}{8} > \frac{4}{8}$

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

C. $\frac{4}{8} > \frac{7}{8}$

D. $\frac{4}{1} < \frac{4}{7}$

21. Fraction strips are shown.



Which comparison is true?

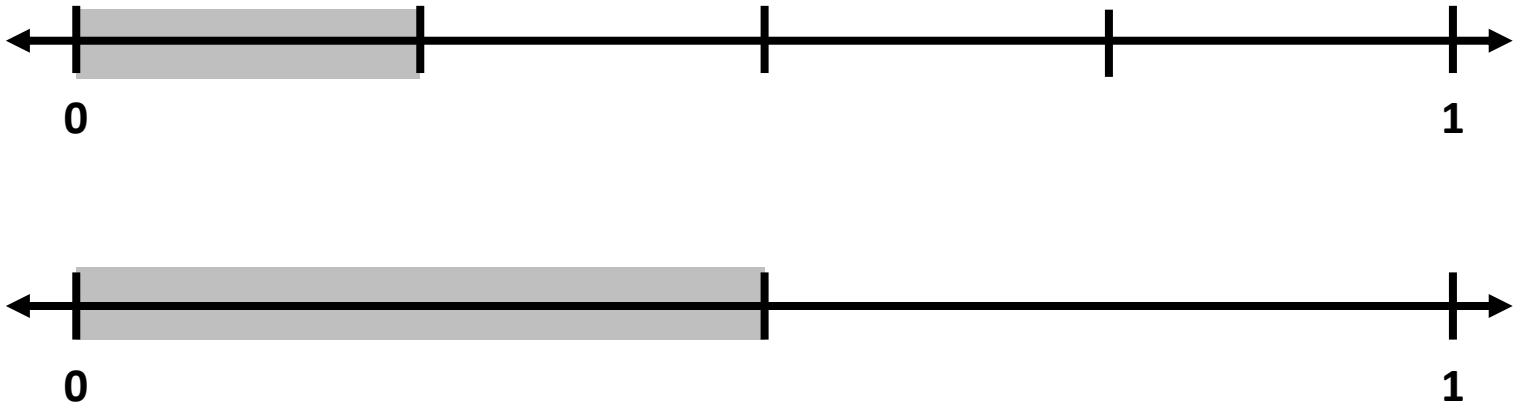
A. $\frac{2}{6} = \frac{2}{4}$

B. $\frac{2}{6} > \frac{2}{4}$

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

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

22. Margo shaded these two number lines to model two different fractions.



Based on the number lines which comparison is true?

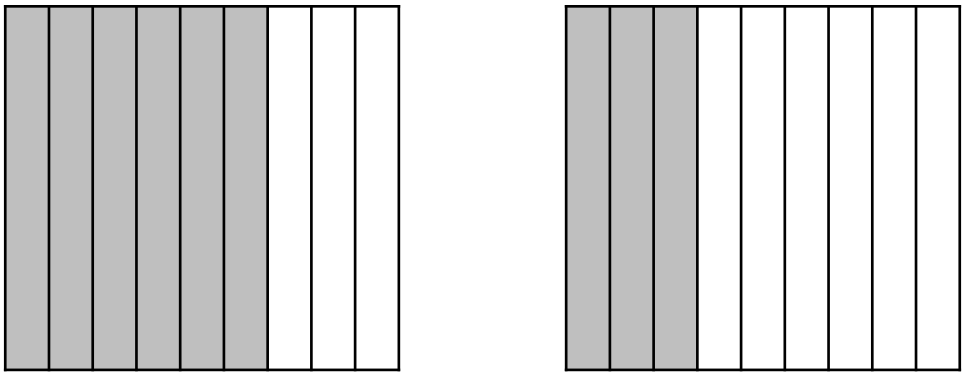
A. $\frac{3}{4} < \frac{1}{2}$

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

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

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

23. The models shown are the same size. Each model is divided into equal-size parts and is shaded to represent a fraction.



Which statement is true?

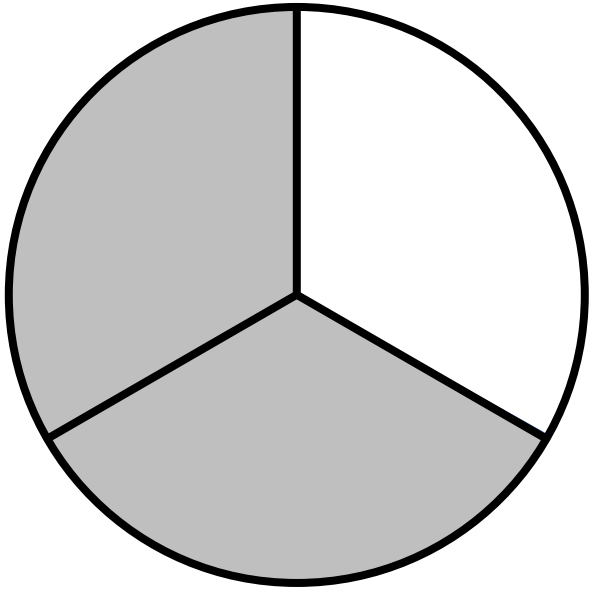
A. $\frac{6}{9} < \frac{3}{9}$, because sixths are smaller parts than thirds.

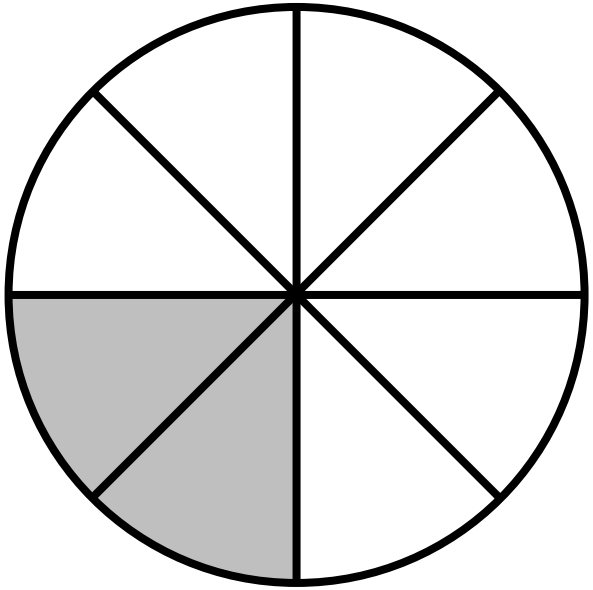
B. $\frac{6}{9} > \frac{3}{9}$, because 6 out of 9 parts is greater than 3 out of 9 parts.

C. $\frac{6}{9} = \frac{3}{9}$, because both models are divided into the same number of parts.

D. $\frac{6}{9} < \frac{3}{9}$, because 6 out of 9 parts is smaller than 3 out of 9 parts.

24. The models are shaded to represent two fractions.





Which statement is true?

A. $\frac{1}{3} < \frac{1}{8}$, because 3 is less than 8.

B. $\frac{1}{3} = \frac{1}{8}$, because each model shows 1 whole.

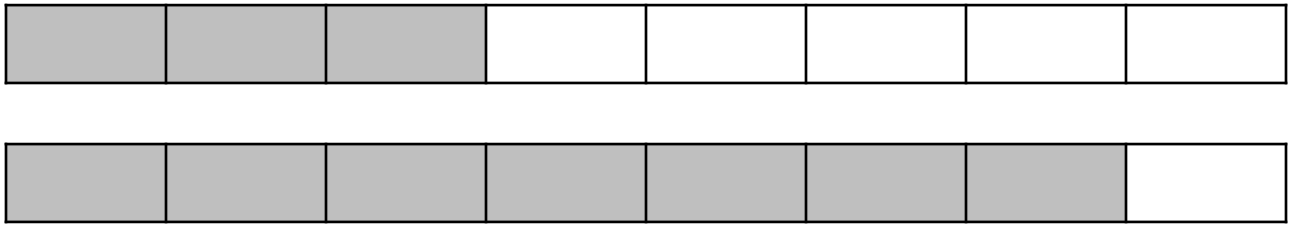
C. $\frac{2}{3} > \frac{2}{8}$, because thirds are larger than eighths.

D. $\frac{2}{3} = \frac{2}{8}$, because each model has 2 parts shaded.

3.3.H - FRA - Comparing the same numerator or the same denominator
Problem Set: 5

1. A	**2.** B	**3.** C	**4.** C	**5.** B	**6.** A
7. A	**8.** B	**9.** A	**10.** C	**11.** D	**12.** C
13. C	**14.** B	**15.** C	**16.** D	**17.** C	**18.** B
19. C	**20.** B	**21.** D	**22.** C	**23.** B	**24.** C
25. B	**26.** C	**27.** C	**28.** A	**29.** C	**30.** B

25. The models shown are the same size. Each model is divided into equal-size parts and is shaded to represent a fraction.



Which statement is true based on the model?

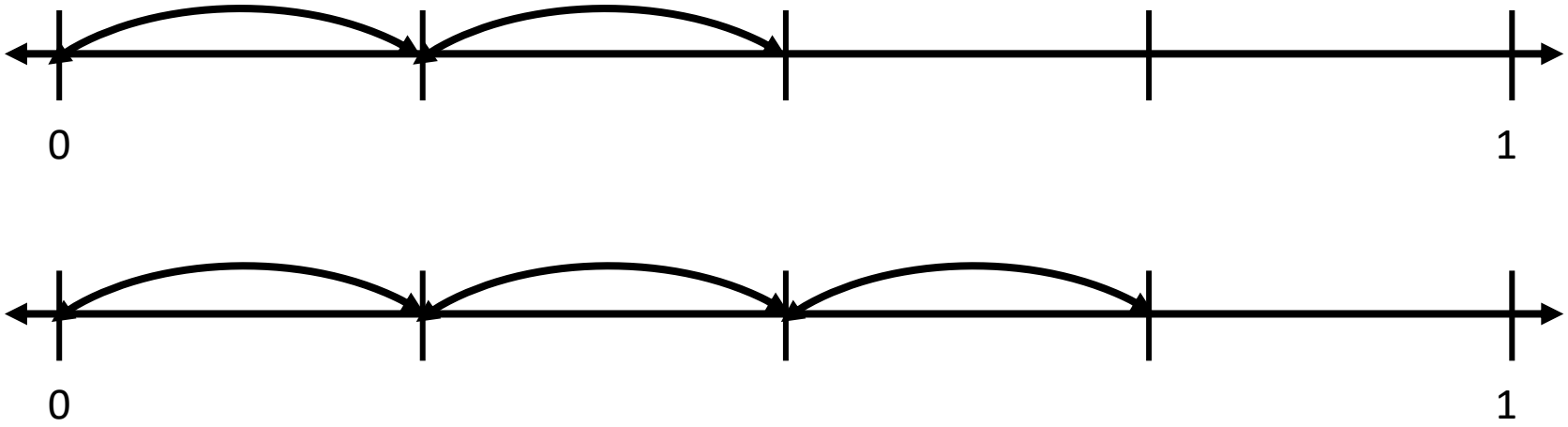
A. $\frac{8}{3} < \frac{8}{7}$

B. $\frac{3}{8} < \frac{7}{8}$

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

D. $\frac{3}{8} = \frac{8}{3}$

26. The number lines model two different fractions.



Which comparison is true based on these number Lines?

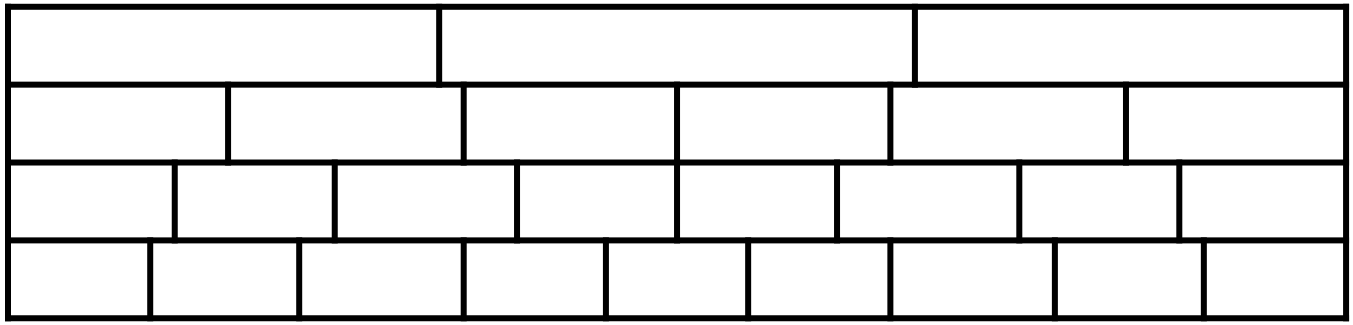
A. $\frac{2}{4} > \frac{3}{4}$

B. $\frac{2}{4} = \frac{3}{4}$

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

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

27. Fraction strips are shown.



Which comparison is true based on these fraction strips?

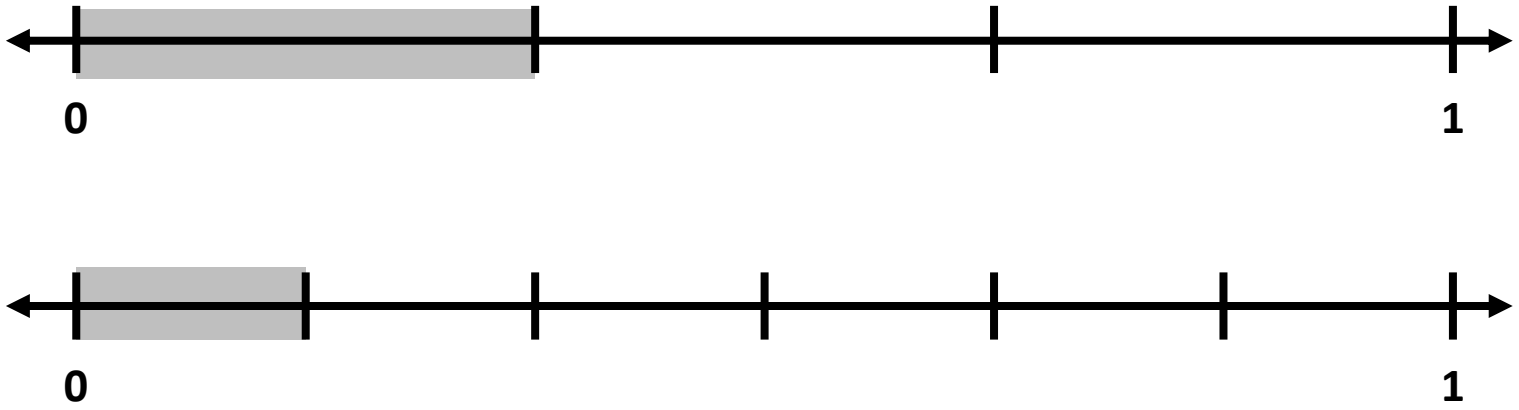
A. $\frac{2}{6} < \frac{2}{9}$

B. $\frac{2}{6} = \frac{2}{9}$

C. $\frac{2}{6} > \frac{2}{9}$

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

28. Daniel shaded these two number lines to model two different fractions.



Based on the number lines which comparison is true?

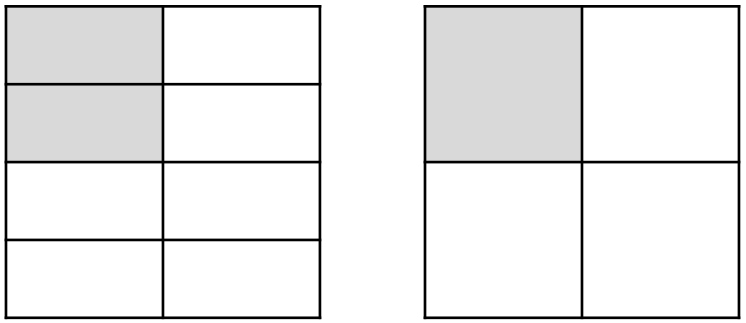
A. $\frac{1}{3} > \frac{1}{6}$

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

C. $\frac{3}{1} > \frac{6}{1}$

D. $\frac{3}{6} > \frac{3}{3}$

29. The models shown are the same size. Each model is divided into equal-size parts and is shaded to represent a fraction.



Which statement is true based on these models?

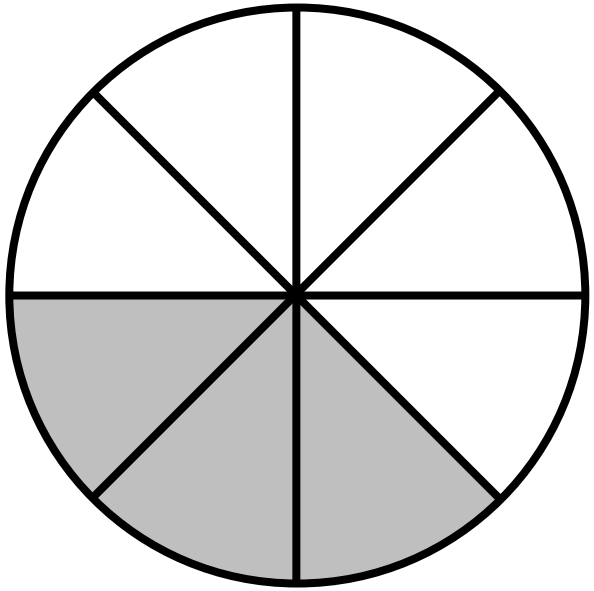
A. $\frac{2}{8} > \frac{1}{4}$, because eighths are bigger than fourths.

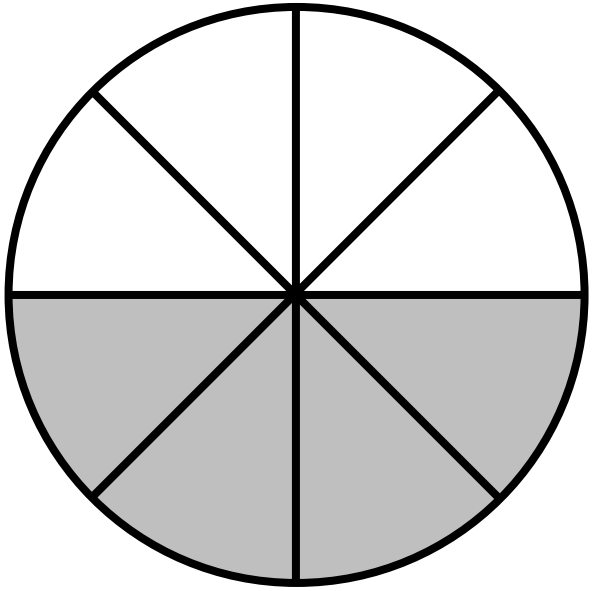
B. $\frac{2}{8} < \frac{1}{4}$, because eighths are smaller than fourths.

C. $\frac{2}{8} = \frac{1}{4}$, because 2 parts out of eight in the first model is the same as 1 part out of four in the second model.

D .$\frac{2}{8} = \frac{2}{4}$, because 2 parts are shaded in the first model and in the second model.

30. The models are shaded to represent two fractions.





Which statement is true?

A. $\frac{3}{8} > \frac{4}{8}$, because thirds are larger than fourths.

B. $\frac{3}{8} < \frac{4}{8}$, because 3 parts out of 8 is less than 4 parts out of 8.

C. $\frac{3}{8} = \frac{4}{8}$, because regardless of the shading both models are divided into 8 parts.

D. $\frac{3}{8} < \frac{4}{8}$, because thirds are smaller than fourths.

The reading here is the hardest part –

Maybe divide the answers into parts – look for the comma – First is the first part correct? Scratch out the wrong ones – then figure out from what's left.

Maybe first part is the comparison – second part is the explanation.

So first they need to understand the math – then they need to learn how to answer the question about it and put the two together.

1st – comparing 2 fractions with like denominators	Model	Number line
2nd – Comparting 2 fractions with like numerators	Model	Number line
3rd – figure out how to read/answer the question	Model	Number line