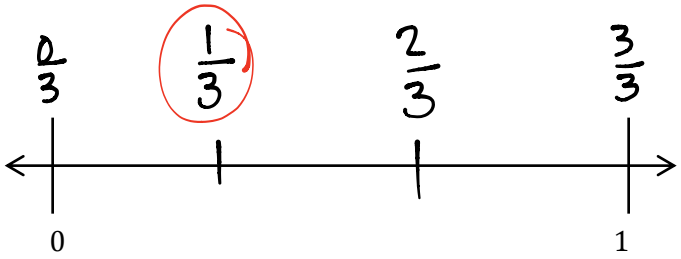
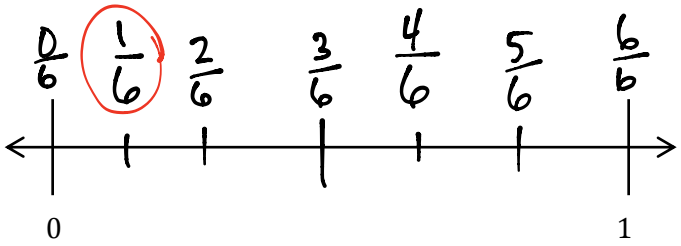
Name _____ Date _____

Directions: Place the two fractions on the number line. Circle the fraction with the distance closest to 0. Then compare using >, <, or =.

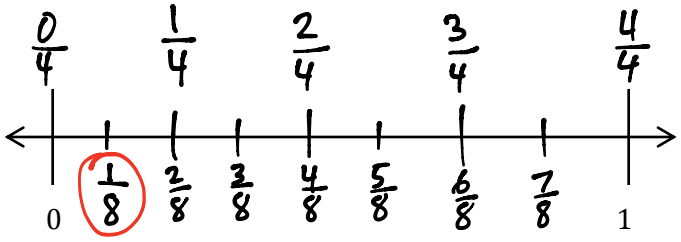
1. $\frac{1}{3}$ < $\frac{2}{3}$



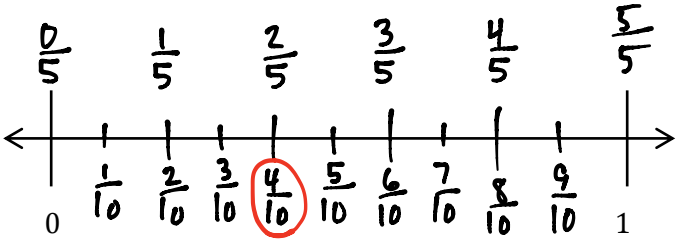
2. $\frac{4}{6}$ > $\frac{1}{6}$



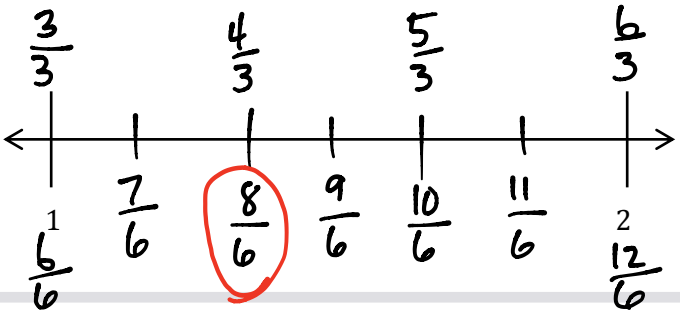
3. $\frac{1}{4}$ > $\frac{1}{8}$



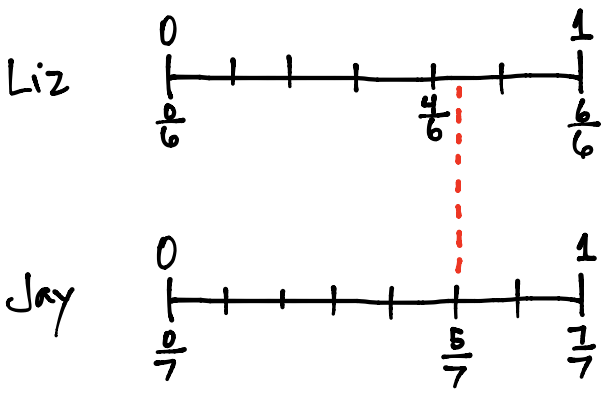
4. $\frac{4}{5}$ > $\frac{4}{10}$



5. $\frac{8}{6}$ < $\frac{5}{3}$

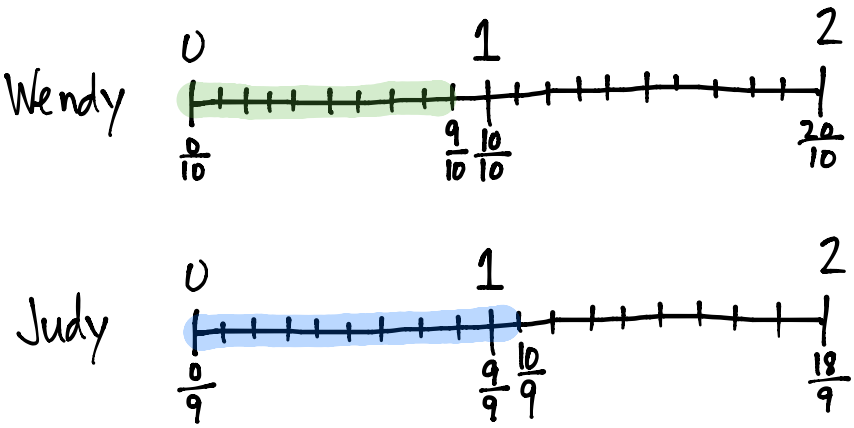


6. Liz and Jay each have a piece of string. Liz's string is $\frac{4}{6}$ yard long, and Jay's string is $\frac{5}{7}$ yard long. Whose string is longer? Draw a number line to model the length of both strings. Explain the comparison using pictures, numbers, and words.



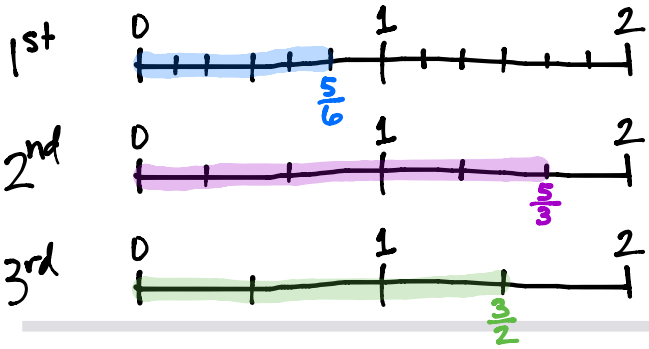
Sixths are larger than sevenths. Liz needs two "larger" pieces to complete the whole. Jay needs two "smaller" pieces to complete the whole. Therefore Jay's string is longer.

7. In a long jump competition, Wendy jumped $\frac{9}{10}$ meter and Judy jumped $\frac{10}{9}$ meters. Draw a number line to model the distance of each girl's long jump. Who jumped the shorter distance? Explain how you know using pictures, numbers, and words.



Using 1 as a benchmark, $\frac{9}{10}$ is less than 1 and $\frac{10}{9}$ is more than 1. This means Wendy jumped the shorter distance.

8. Nikki has 3 pieces of yarn. The first piece is $\frac{5}{6}$ feet long, the second piece is $\frac{5}{3}$ feet long, and the third piece is $\frac{3}{2}$ feet long. She wants to arrange them from the shortest to the longest. Draw a number line to model the length of each piece of yarn. Write a number sentence using <, >, or = to compare the pieces. Explain using pictures, numbers, and words.



Shortest ⟷ Longest

$\frac{5}{6}$, $\frac{3}{2}$, $\frac{5}{3}$

$\frac{5}{6} < \frac{3}{2}$ and $\frac{3}{2} < \frac{5}{3}$

Others are also possible.