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LESSON 11-4

Use Models to Compare Fractions: Same Denominator

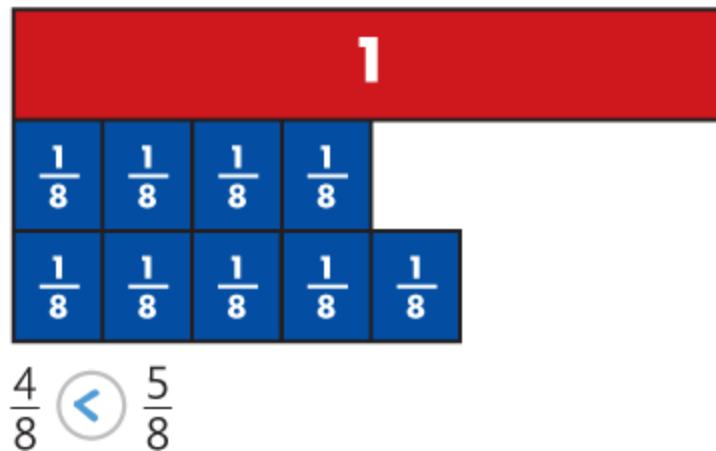
 [MA.3.FR.2.1](#), [MA.3.FR.2.2](#), [MTR.2.1](#), [MTR.5.1](#), [MTR.7.1](#)

For more help with this lesson, view the [Visual Learning Animation](#) or the [Another Look Video](#).

MATH HELP AT HOME

Sample Additional Practice Exercise 1

Compare. Write $<$, $>$, or $=$. Use fraction strips to help. The fractions refer to the same whole.



The top fraction strip shows 1. The next row shows four strips of $\frac{1}{8}$, or $\frac{4}{8}$. The bottom row shows five strips of $\frac{1}{8}$, or $\frac{5}{8}$. Four is less than five, so $\frac{4}{8}$ is less than $\frac{5}{8}$.

Processing math: 100%

HOME ACTIVITY

Pie Time

MATERIALS

Paper, Pencil, Cup, Number Cubes, Colored Pencils

ACTIVITY

Trace around the bottom of a cup twice to draw 2 circles: one “pie” for you and one “pie” for your child. Draw lines that divide your pie into 8 equal slices and have your child do the same. Now each of you will roll a number cube, at the same time, to see how many slices of pie you get to eat. Ask, “Who gets more pie?” Then each of you will color your pie to show the fraction of the pie you get to eat. After coloring, ask, “Which fraction is greater?” Here is an example: You roll a 2 and color 2 slices to show $\frac{2}{8}$ of your pie. Your child rolls a 5 and colors 5 slices to show $\frac{5}{8}$ of their pie. Your child gets more pie, and the coloring shows that $\frac{5}{8}$ is greater than $\frac{2}{8}$. Repeat.