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LESSON 11-5

Use Models to Compare Fractions: Same Numerator

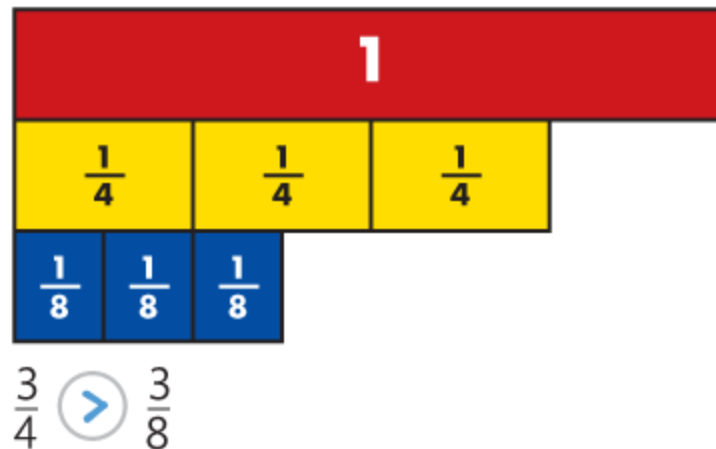
 [MA.3.FR.2.1](#), [MA.3.FR.2.2](#), [MTR.2.1](#), [MTR.6.1](#)

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 three strips of $\frac{1}{4}$, or $\frac{3}{4}$. The bottom row shows three strips of $\frac{1}{8}$, or $\frac{3}{8}$. Fourths are greater than eighths, so $\frac{3}{4}$ is greater than $\frac{3}{8}$.

Processing math: 100%

HOME ACTIVITY

Slice of Pie

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. Each of you will roll a number cube, at the same time, to see how many slices are in your pie. Draw lines that divide your pie into that many equal slices and have your child do the same. You each get to eat one slice of your pie, so color one slice. Ask, “Who gets more pie? Which fraction is greater?” Here is an example: You roll a 2, divide your pie into 2 equal slices, and color 1 slice to show $\frac{1}{2}$ of your pie. Your child rolls a 5, divides the pie into 5 equal slices, and colors 1 slice to show $\frac{1}{5}$ of their pie. You get more pie, and the coloring shows that $\frac{1}{2}$ is greater than $\frac{1}{5}$. Repeat.