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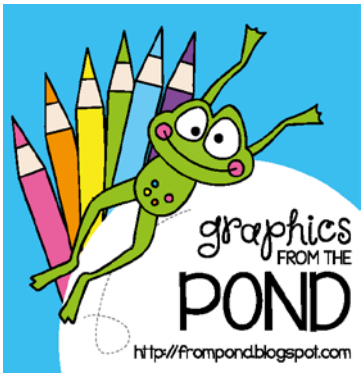
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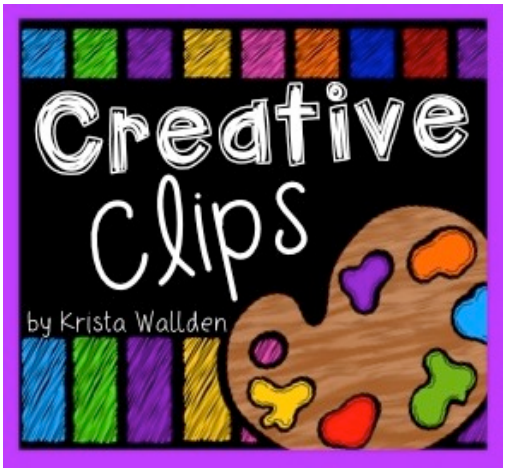
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Comparing Fractions

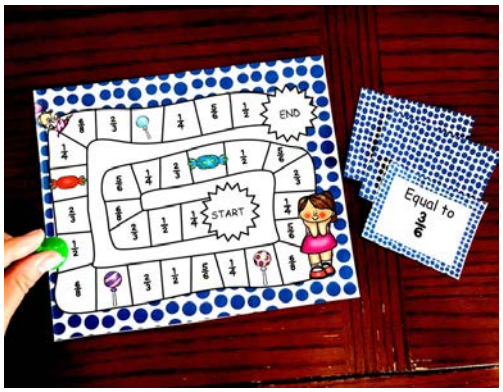
Prep Work –

- Print off task cards on card stock
- Cut out and laminate
- Gather up conversation hearts and dry erase markers

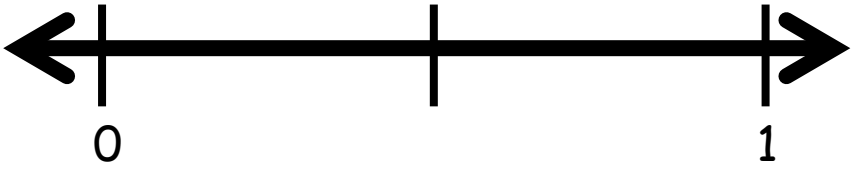
Directions –

1. Children use the conversation hearts to mark each fraction on the grid.
2. They should look at the fraction and decide whether it is less than or greater than $\frac{1}{2}$, and place their hearts accordingly.
3. The children then solve the problem by placing a <,>, or = sign in the circle.

You may also like:

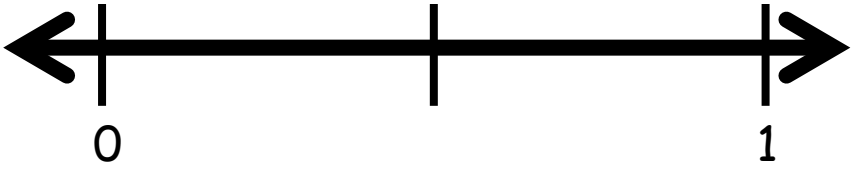


Place a heart where each fraction would go, and then fill in the blank with a < or >.



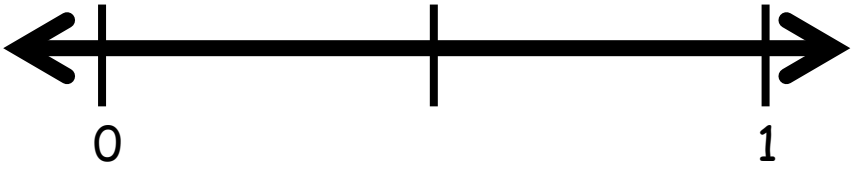
$\frac{1}{3}$ ◯ $\frac{3}{4}$

Place a heart where each fraction would go, and then fill in the blank with a < or >.



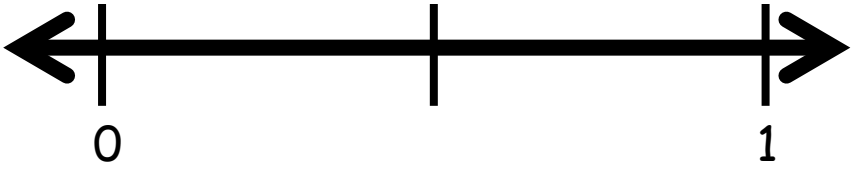
$\frac{4}{10}$ ◯ $\frac{4}{7}$

Place a heart where each fraction would go, and then fill in the blank with a < or >.



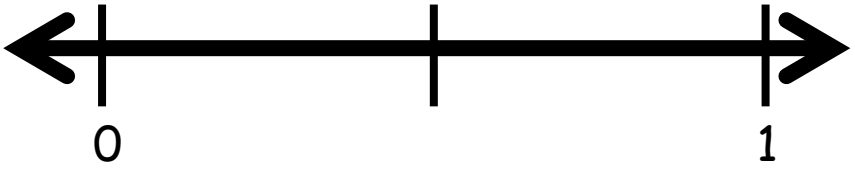
$\frac{7}{10}$ ◯ $\frac{2}{5}$

Place a heart where each fraction would go, and then fill in the blank with a < or >.



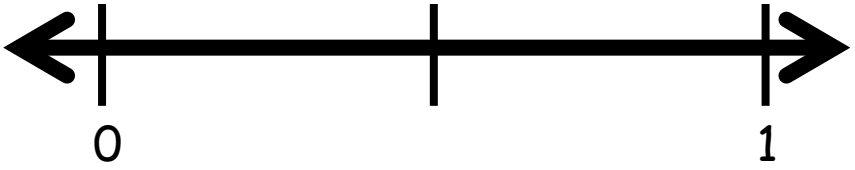
$\frac{4}{6}$ ◯ $\frac{3}{8}$

Place a heart where each fraction would go, and then fill in the blank with a < or >.



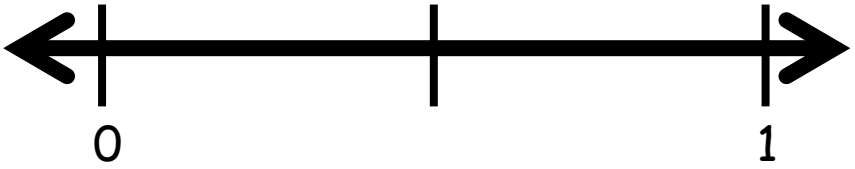
$\frac{4}{8}$ ◯ $\frac{2}{3}$

Place a heart where each fraction would go, and then fill in the blank with a < or >.



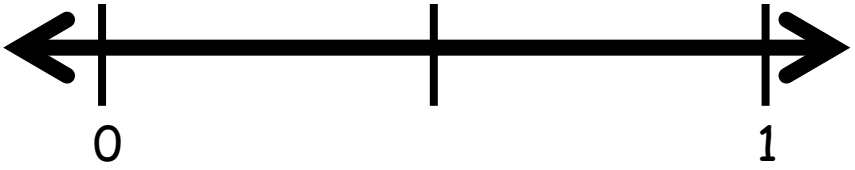
$\frac{3}{4}$ ◯ $\frac{5}{10}$

Place a heart where each fraction would go, and then fill in the blank with a < or >.



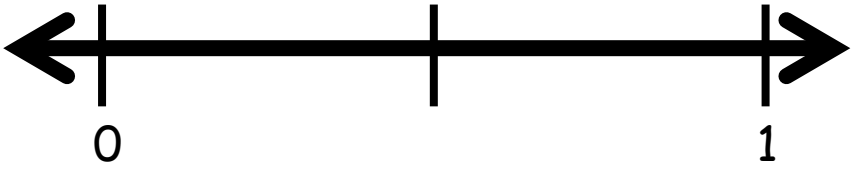
$\frac{1}{3}$ ◯ $\frac{3}{5}$

Place a heart where each fraction would go, and then fill in the blank with a < or >.



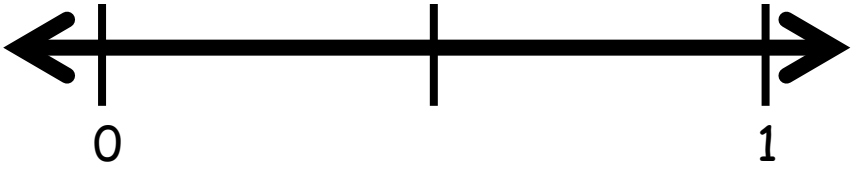
$\frac{5}{8}$ ◯ $\frac{2}{5}$

Place a heart where each fraction would go, and then fill in the blank with a < or >.



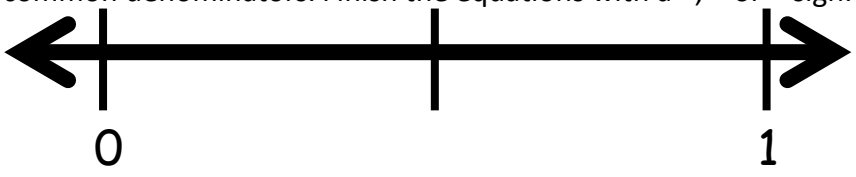
$\frac{2}{7}$ ◯ $\frac{2}{3}$

Place a heart where each fraction would go, and then fill in the blank with a < or >.



$\frac{1}{4}$ ◯ $\frac{5}{6}$

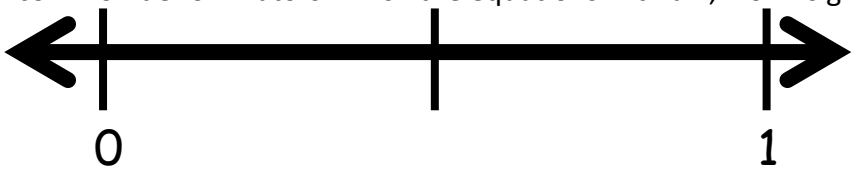
Draw lines on the number line and place a heart on the spot where each fraction will go. Rewrite the fractions so they have common denominators. Finish the equations with a <, > or = sign.



$\frac{1}{3}$ ◯ $\frac{1}{6}$

□ ◯ □

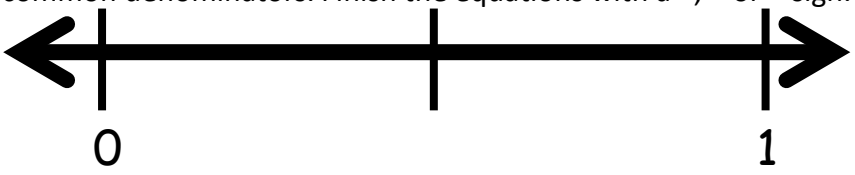
Draw lines on the number line and place a heart on the spot where each fraction will go. Rewrite the fractions so they have common denominators. Finish the equations with a <, > or = sign.



$\frac{3}{8}$ ◯ $\frac{3}{4}$

□ ◯ □

Draw lines on the number line and place a heart on the spot where each fraction will go. Rewrite the fractions so they have common denominators. Finish the equations with a <, > or = sign.

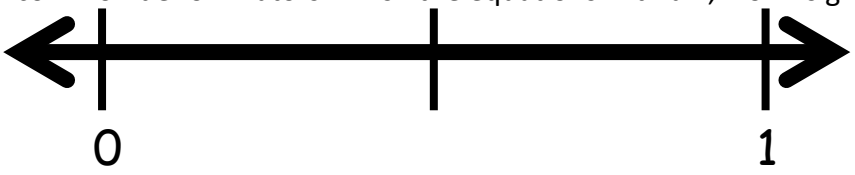


$\frac{1}{3}$ ◯ $\frac{4}{6}$

◯

□ □

Draw lines on the number line and place a heart on the spot where each fraction will go. Rewrite the fractions so they have common denominators. Finish the equations with a <, > or = sign.

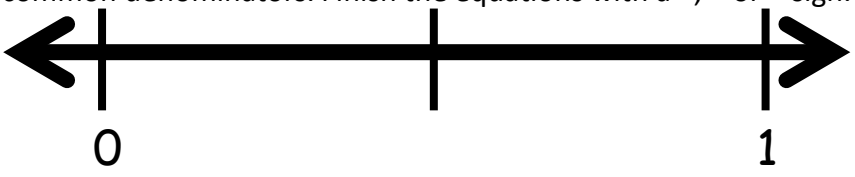


$\frac{6}{8}$ ◯ $\frac{1}{2}$

◯

□ □

Draw lines on the number line and place a heart on the spot where each fraction will go. Rewrite the fractions so they have common denominators. Finish the equations with a <, > or = sign.

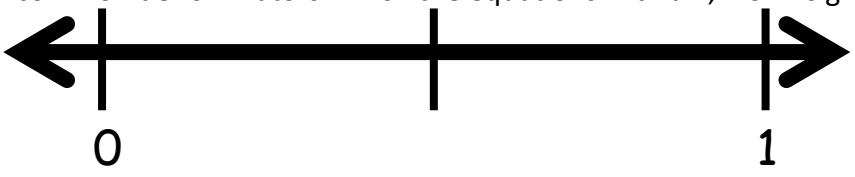


$\frac{2}{3}$ ◯ $\frac{5}{6}$

◯

□ □

Draw lines on the number line and place a heart on the spot where each fraction will go. Rewrite the fractions so they have common denominators. Finish the equations with a <, > or = sign.

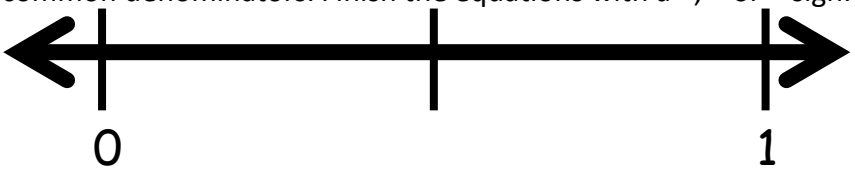


$\frac{3}{10}$ ◯ $\frac{4}{5}$

◯

□ □

Draw lines on the number line and place a heart on the spot where each fraction will go. Rewrite the fractions so they have common denominators. Finish the equations with a <, > or = sign.

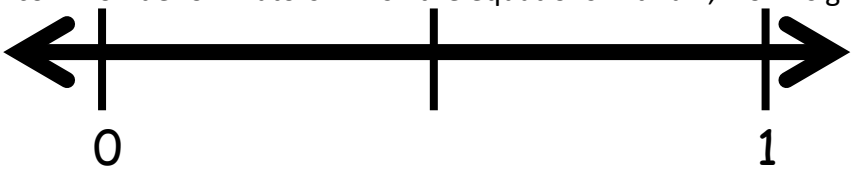


$\frac{4}{6}$ ◯ $\frac{2}{3}$

◯

□ □

Draw lines on the number line and place a heart on the spot where each fraction will go. Rewrite the fractions so they have common denominators. Finish the equations with a <, > or = sign.

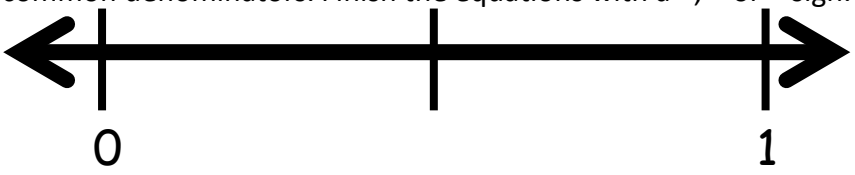


$\frac{1}{4}$ ◯ $\frac{2}{8}$

◯

□ □

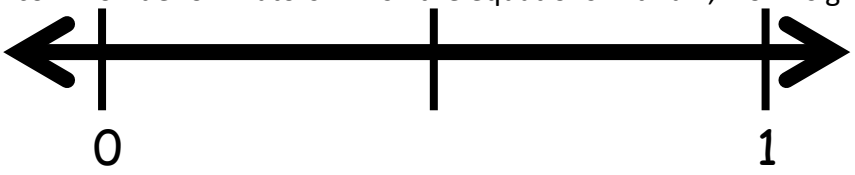
Draw lines on the number line and place a heart on the spot where each fraction will go. Rewrite the fractions so they have common denominators. Finish the equations with a <, > or = sign.



$\frac{4}{5}$ ○ $\frac{9}{10}$

□ ○ □

Draw lines on the number line and place a heart on the spot where each fraction will go. Rewrite the fractions so they have common denominators. Finish the equations with a <, > or = sign.



$\frac{7}{10}$ ○ $\frac{2}{5}$

□ ○ □