

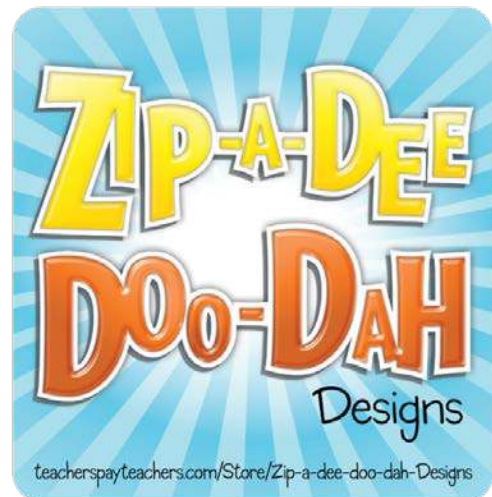
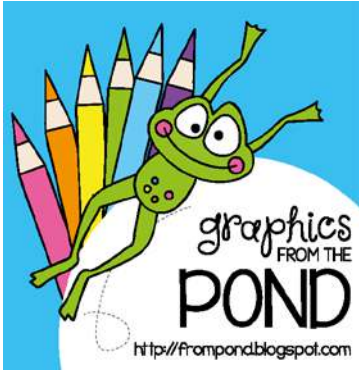
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Comparing Fractions

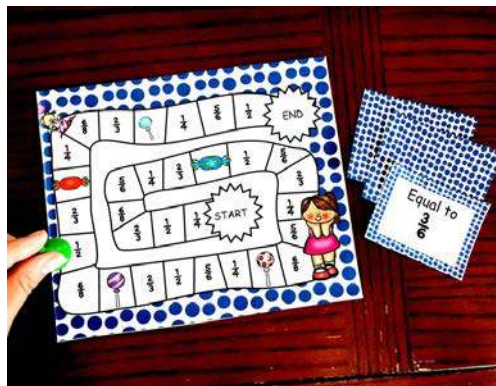
Prep Work -

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

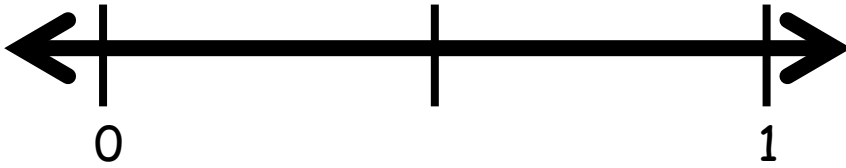
Directions -

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:



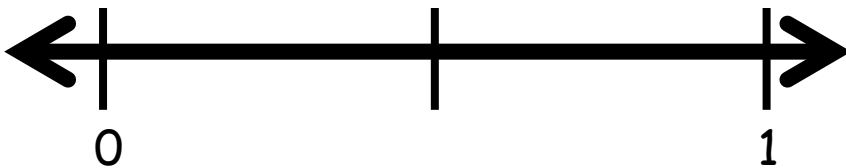
Place a heart where each fraction would go, and then fill in the blank with a < or >.



$$\frac{1}{3} \bigcirc \frac{3}{4}$$



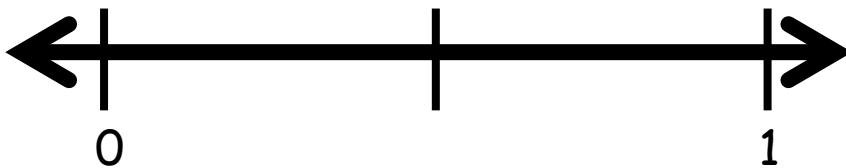
Place a heart where each fraction would go, and then fill in the blank with a < or >.



$$\frac{4}{10} \bigcirc \frac{4}{7}$$



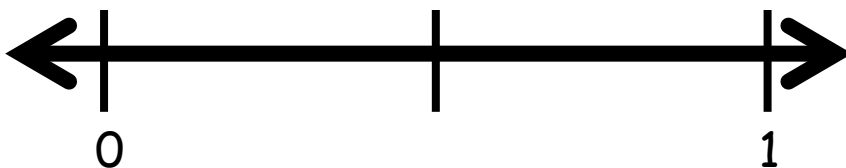
Place a heart where each fraction would go, and then fill in the blank with a < or >.



$$\frac{7}{10} \bigcirc \frac{2}{5}$$



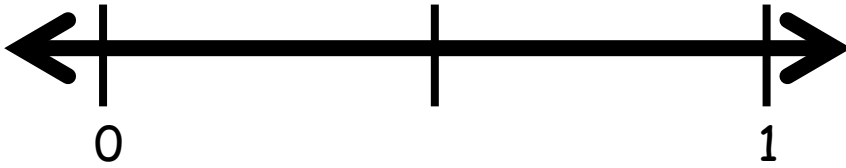
Place a heart where each fraction would go, and then fill in the blank with a < or >.



$$\frac{4}{6} \bigcirc \frac{3}{8}$$



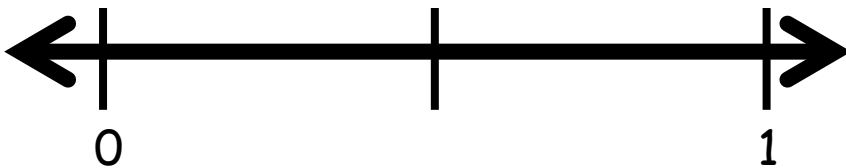
Place a heart where each fraction would go, and then fill in the blank with a < or >.



$$\frac{4}{8} \bigcirc \frac{2}{3}$$



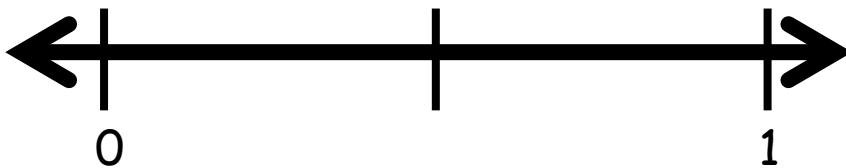
Place a heart where each fraction would go, and then fill in the blank with a < or >.



$$\frac{3}{4} \bigcirc \frac{5}{10}$$



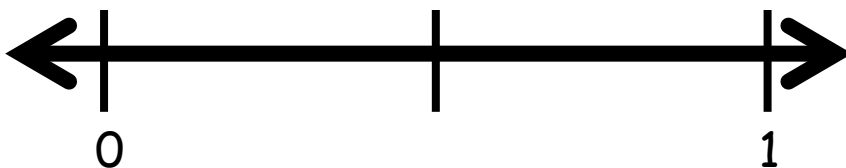
Place a heart where each fraction would go, and then fill in the blank with a < or >.



$\frac{1}{3}$ ○ $\frac{3}{5}$



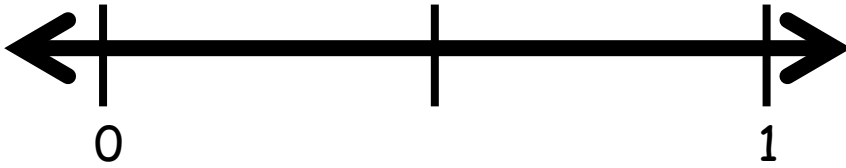
Place a heart where each fraction would go, and then fill in the blank with a < or >.



$\frac{5}{100}$ ○ $\frac{2}{5}$



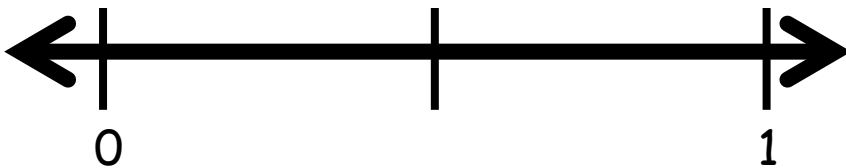
Place a heart where each fraction would go, and then fill in the blank with a < or >.



$$\frac{2}{7} \bigcirc \frac{2}{3}$$



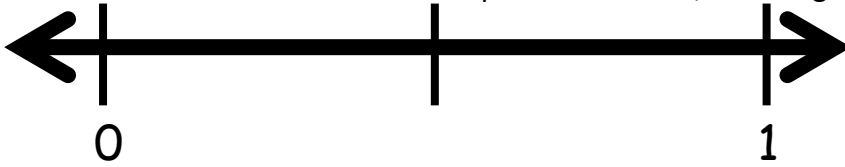
Place a heart where each fraction would go, and then fill in the blank with a < or >.



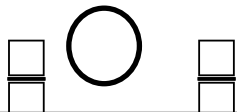
$$\frac{1}{4} \bigcirc \frac{5}{6}$$



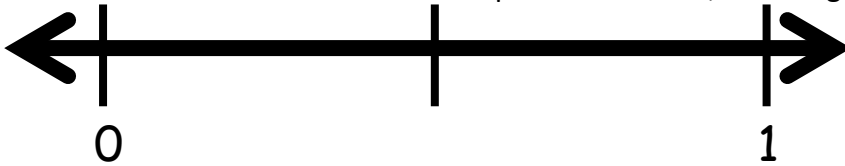
Draw lines on the number line and place a heart on the spot where each fraction will go. Rewrite the fractions so they have common denominators. Finish the equations with a $<$, $>$ or $=$ sign.



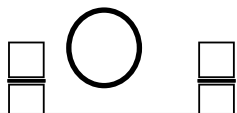
$$\frac{1}{3} \bigcirc \frac{1}{6}$$



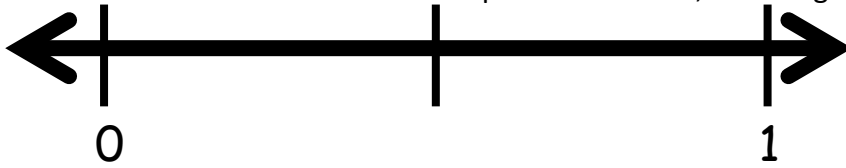
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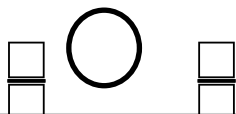
$$\frac{3}{8} \bigcirc \frac{3}{4}$$



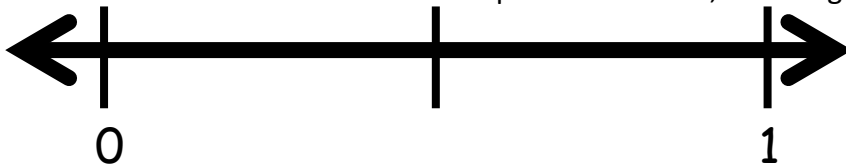
Draw lines on the number line and place a heart on the spot where each fraction will go. Rewrite the fractions so they have common denominators. Finish the equations with a $<$, $>$ or $=$ sign.



$$\frac{1}{3} \bigcirc \frac{4}{6}$$



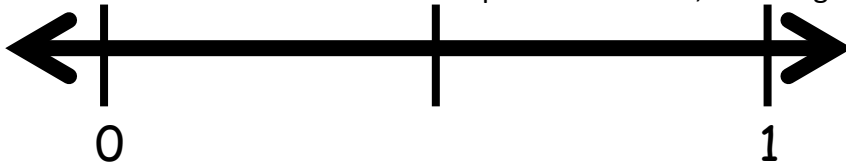
Draw lines on the number line and place a heart on the spot where each fraction will go. Rewrite the fractions so they have common denominators. Finish the equations with a $<$, $>$ or $=$ sign.



$$\frac{6}{8} \bigcirc \frac{1}{2}$$

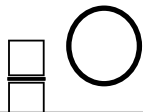


Draw lines on the number line and place a heart on the spot where each fraction will go. Rewrite the fractions so they have common denominators. Finish the equations with a $<$, $>$ or $=$ sign.

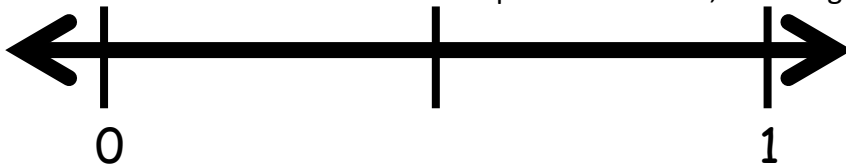


$$\frac{2}{3} \bigcirc$$

$$\frac{6}{5}$$

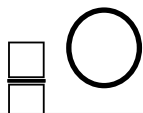


Draw lines on the number line and place a heart on the spot where each fraction will go. Rewrite the fractions so they have common denominators. Finish the equations with a $<$, $>$ or $=$ sign.

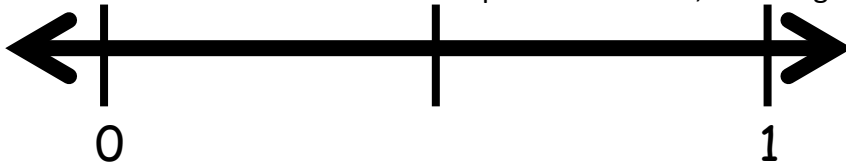


$$\frac{3}{10} \bigcirc$$

$$\frac{4}{5}$$



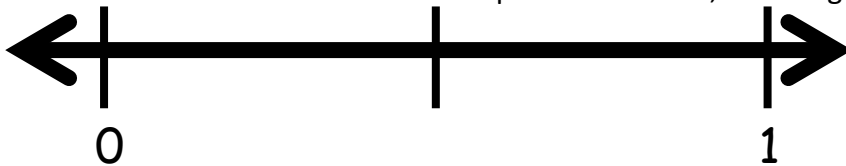
Draw lines on the number line and place a heart on the spot where each fraction will go. Rewrite the fractions so they have common denominators. Finish the equations with a $<$, $>$ or $=$ sign.



$$\frac{4}{6} \bigcirc \frac{2}{3}$$



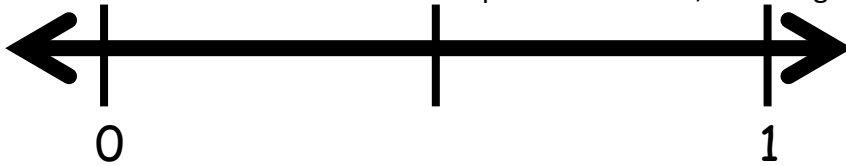
Draw lines on the number line and place a heart on the spot where each fraction will go. Rewrite the fractions so they have common denominators. Finish the equations with a $<$, $>$ or $=$ sign.



$$\frac{1}{4} \bigcirc \frac{2}{8}$$



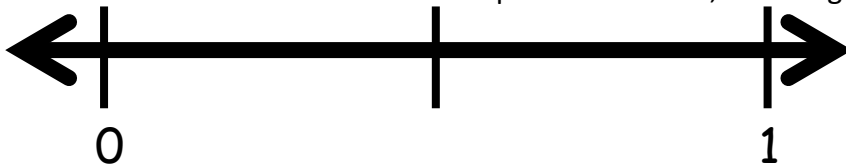
Draw lines on the number line and place a heart on the spot where each fraction will go. Rewrite the fractions so they have common denominators. Finish the equations with a $<$, $>$ or $=$ sign.



$$\frac{4}{5} \bigcirc \frac{9}{10}$$



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.



$$\frac{7}{10} \bigcirc \frac{2}{5}$$

