5th Grade Fall Guided Review

Readiness Standard 3 - 4.NF.2

Name_____ Date_____

Learning Target: I will compare two fractions.

1.

Which sign compares the two fractions?

$$\frac{3}{5} \underline{\qquad} \frac{4}{9}$$

○ <   ○ >   ○ =

2.

Which sign compares the two fractions?

$$\frac{2}{3} \underline{\qquad} \frac{6}{9}$$

○ <   ○ >   ○ =

3.

Which sign compares the two fractions?

$$\frac{3}{4} \underline{\qquad} \frac{5}{7}$$

○ <   ○ >   ○ =

Quick Check - Form A

5th Grade - Readiness Standard 3 - 4.NF.2

Name_____ Date_____

Learning Target: I will compare two fractions.

Directions: Fill in the blank. (>, <, =)
(Work time: 5 minutes)

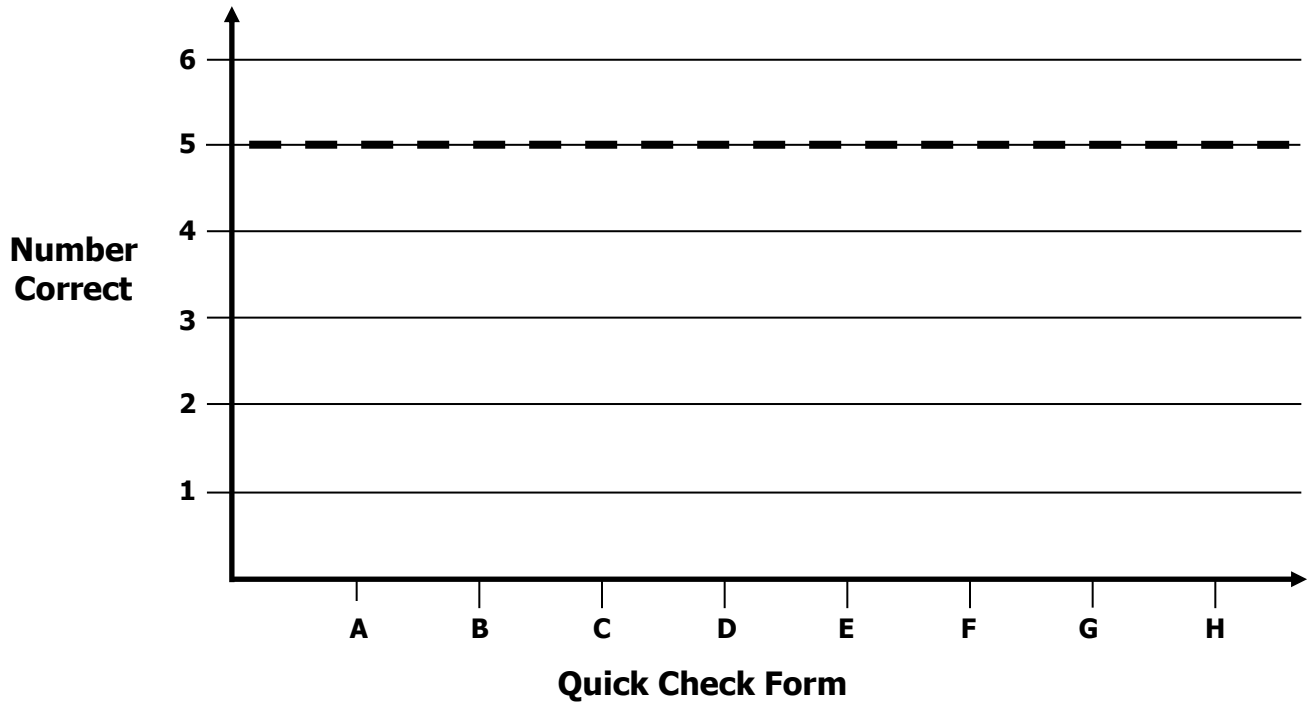|	
1. $\dfrac{2}{3}$ ____ $\dfrac{4}{5}$	**2.** $\dfrac{1}{4}$ ____ $\dfrac{4}{12}$
3. $\dfrac{3}{4}$ ____ $\dfrac{2}{7}$	**4.** $\dfrac{3}{5}$ ____ $\dfrac{5}{8}$
5. $\dfrac{1}{3}$ ____ $\dfrac{3}{9}$	**6.** $\dfrac{4}{6}$ ____ $\dfrac{3}{4}$

Growth Chart

5th Grade - Readiness Standard 3 - 4.NF.2

Name_____ Date_____

Learning Target: I will compare two fractions.

Goal: 5 out of 6 correct

Number Correct vs Quick Check Form (A, B, C, D, E, F, G, H)

Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		

Learning Target: I will compare two fractions with different numerators and different denominators

Session 2: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use fraction strips to find equivalent fractions with common denominators to compare fractions.

1. $\dfrac{3}{8}$ _____ $\dfrac{1}{2}$	**2.** $\dfrac{2}{4}$ _____ $\dfrac{4}{8}$
3. $\dfrac{2}{3}$ _____ $\dfrac{3}{6}$	**4.** $\dfrac{3}{4}$ _____ $\dfrac{1}{2}$

You Do Together: (As a class, or in small groups)

➢ Students take turns leading using fraction strips with common denominators to compare fractions.

5. $\dfrac{2}{8}$ _____ $\dfrac{1}{2}$	**6.** $\dfrac{2}{3}$ _____ $\dfrac{1}{2}$
7. $\dfrac{2}{6}$ _____ $\dfrac{1}{3}$	**8.** $\dfrac{3}{6}$ _____ $\dfrac{2}{3}$

Quick Check - Form B

5th Grade - Readiness Standard 3 - 4.NF.2

Name_____ Date_____

Learning Target: I will compare two fractions.

Directions: Fill in the blank. (>, <, =)
(Work time: 5 minutes)

1. $\dfrac{1}{3}$ —— $\dfrac{2}{7}$	**2.** $\dfrac{2}{3}$ —— $\dfrac{6}{12}$
3. $\dfrac{3}{5}$ —— $\dfrac{4}{7}$	**4.** $\dfrac{3}{4}$ —— $\dfrac{6}{8}$
5. $\dfrac{1}{5}$ —— $\dfrac{3}{10}$	**6.** $\dfrac{5}{6}$ —— $\dfrac{3}{4}$

Learning Target: I will compare two fractions with different numerators and different denominators

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use number lines to help you use common denominators to compare fractions.

Problem type A: One denominator is a multiple of the other.

1.

$\frac{3}{8}$ _____ $\frac{1}{2}$

2.

$\frac{2}{3}$ _____ $\frac{3}{6}$

Problem type B: One denominator is NOT a multiple of the other.

3.

$\frac{2}{3}$ _____ $\frac{1}{4}$

4.

$\frac{3}{4}$ _____ $\frac{4}{5}$

Learning Target: I will compare two fractions with different numerators and different denominators

Session 3: **Guided Practice** (We Do - Continued)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to use number lines and common denominators to compare fractions.

Problem type A: One denominator is a multiple of the other.

5.

$\frac{5}{8}$ _____ $\frac{3}{4}$

6.

$\frac{1}{2}$ _____ $\frac{2}{6}$

Problem type B: One denominator **is NOT** a multiple of the other.

7.

$\frac{1}{3}$ _____ $\frac{2}{4}$

8.

$\frac{1}{2}$ _____ $\frac{2}{3}$

Quick Check - Form C

5th Grade - Readiness Standard 3 - 4.NF.2

Name_____ Date_____

Learning Target: I will compare two fractions.

Directions: Fill in the blank. (>, <, =)
(Work time: 5 minutes)

1. $\dfrac{2}{5}$ ___ $\dfrac{1}{3}$	**2.** $\dfrac{3}{4}$ ___ $\dfrac{4}{12}$
3. $\dfrac{3}{5}$ ___ $\dfrac{4}{7}$	**4.** $\dfrac{2}{3}$ ___ $\dfrac{8}{12}$
5. $\dfrac{2}{3}$ ___ $\dfrac{3}{9}$	**6.** $\dfrac{5}{6}$ ___ $\dfrac{3}{4}$

Learning Target: I will compare two fractions with different numerators and different denominators

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use common denominators to compare fractions. Then use number lines to check your work.

Problem type A: One denominator is a multiple of the other.

1.

$$\frac{3}{8} \_\_\_\_ \frac{1}{2}$$

2.

$$\frac{2}{3} \_\_\_\_ \frac{3}{6}$$

Problem type B: One denominator **is NOT** a multiple of the other.

3.

$$\frac{2}{3} \_\_\_\_ \frac{1}{4}$$

4.

$$\frac{3}{4} \_\_\_\_ \frac{4}{5}$$

Learning Target: I will compare two fractions with different numerators and different denominators

Session 4: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to use common denominators to compare fractions.

Problem type A: One denominator is a multiple of the other.

5.

$$\frac{3}{8} \_\_\_\_\_ \frac{1}{4}$$

6.

$$\frac{1}{2} \_\_\_\_\_ \frac{4}{6}$$

Problem type B: One denominator **is NOT** a multiple of the other.

7.

$$\frac{2}{3} \_\_\_\_\_ \frac{2}{4}$$

8.

$$\frac{1}{4} \_\_\_\_\_ \frac{2}{3}$$

Quick Check - Form D

5th Grade - Readiness Standard 3 - 4.NF.2

Name_____ Date_____

Learning Target: I will compare two fractions.

Directions: Fill in the blank. (>, <, =)
(Work time: 5 minutes)

1. $\dfrac{2}{5}$ ——— $\dfrac{1}{4}$	**2.** $\dfrac{1}{6}$ ——— $\dfrac{2}{12}$
3. $\dfrac{5}{6}$ ——— $\dfrac{4}{7}$	**4.** $\dfrac{3}{4}$ ——— $\dfrac{5}{8}$
5. $\dfrac{2}{3}$ ——— $\dfrac{8}{12}$	**6.** $\dfrac{5}{8}$ ——— $\dfrac{3}{4}$

Learning Target: I will compare two fractions with different numerators and different denominators

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use number lines to help you use common denominators to compare fractions.

Problem type A: One denominator is a multiple of the other.

1.

$\dfrac{7}{8}$ _____ $\dfrac{1}{2}$

2.

$\dfrac{2}{3}$ _____ $\dfrac{4}{6}$

Problem type B: One denominator **is NOT** a multiple of the other.

3.

$\dfrac{1}{3}$ _____ $\dfrac{1}{4}$

4.

$\dfrac{3}{4}$ _____ $\dfrac{3}{5}$

Learning Target: I will compare two fractions with different numerators and different denominators

Session 5: **Guided Practice** (We Do - Continued)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to use number lines and common denominators to compare fractions.

Problem type A: One denominator is a multiple of the other.

5.

$\frac{7}{8}$ _____ $\frac{3}{4}$

6.

$\frac{1}{2}$ _____ $\frac{3}{6}$

Problem type B: One denominator **is NOT** a multiple of the other.

7.

$\frac{2}{3}$ _____ $\frac{3}{4}$

8.

$\frac{1}{2}$ _____ $\frac{2}{5}$

Quick Check - Form E

5th Grade - Readiness Standard 3 - 4.NF.2

Name_____ Date_____

Learning Target: I will compare two fractions.

Directions: Fill in the blank. (>, <, =)
(Work time: 5 minutes)

1. $\dfrac{2}{3}$ ___ $\dfrac{4}{5}$	**2.** $\dfrac{1}{4}$ ___ $\dfrac{4}{12}$
3. $\dfrac{3}{4}$ ___ $\dfrac{2}{7}$	**4.** $\dfrac{3}{5}$ ___ $\dfrac{5}{8}$
5. $\dfrac{1}{3}$ ___ $\dfrac{3}{9}$	**6.** $\dfrac{4}{6}$ ___ $\dfrac{3}{4}$

Learning Target: I will compare two fractions with different numerators and different denominators

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use number lines to help you use common denominators to compare fractions.

Problem type A: One denominator is a multiple of the other.

1.

$\frac{3}{4}$ _____ $\frac{1}{2}$

2.

$\frac{1}{3}$ _____ $\frac{2}{6}$

Problem type B: One denominator is NOT a multiple of the other.

3.

$\frac{2}{3}$ _____ $\frac{3}{4}$

4.

$\frac{1}{4}$ _____ $\frac{2}{5}$

Learning Target: I will compare two fractions with different numerators and different denominators

Session 6: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to use number lines and common denominators to compare fractions.

Problem type A: One denominator is a multiple of the other.

5.

$\dfrac{4}{8}$ _____ $\dfrac{3}{4}$

6.

$\dfrac{1}{2}$ _____ $\dfrac{2}{8}$

Problem type B: One denominator **is NOT** a multiple of the other.

7.

$\dfrac{1}{3}$ _____ $\dfrac{2}{5}$

8.

$\dfrac{1}{2}$ _____ $\dfrac{2}{3}$

Quick Check - Form F

5th Grade - Readiness Standard 3 - 4.NF.2

Name_____ Date_____

Learning Target: I will compare two fractions.

Directions: Fill in the blank. (>, <, =)
(Work time: 5 minutes)

1. $\dfrac{1}{3}$ —— $\dfrac{2}{7}$	**2.** $\dfrac{2}{3}$ —— $\dfrac{6}{12}$
3. $\dfrac{3}{5}$ —— $\dfrac{4}{7}$	**4.** $\dfrac{3}{4}$ —— $\dfrac{6}{8}$
5. $\dfrac{1}{5}$ —— $\dfrac{3}{10}$	**6.** $\dfrac{5}{6}$ —— $\dfrac{3}{4}$

Name _____ **Date** _____

Learning Target: I will compare two fractions with different numerators and different denominators

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use common denominators to compare fractions. Then use number lines to check your work.

Problem type A: One denominator is a multiple of the other.

1.

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

2.

$\frac{1}{2}$ _____ $\frac{3}{6}$

Problem type B: One denominator **is NOT** a multiple of the other.

3.

$\frac{2}{3}$ _____ $\frac{3}{5}$

4.

$\frac{3}{4}$ _____ $\frac{4}{6}$

Learning Target: I will compare two fractions with different numerators and different denominators

Session 7: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to use common denominators to compare fractions.

Problem type A: One denominator is a multiple of the other.

5.

$$\frac{5}{8} \_\_\_\_ \frac{3}{4}$$

6.

$$\frac{1}{2} \_\_\_\_ \frac{2}{6}$$

Problem type B: One denominator **is NOT** a multiple of the other.

7.

$$\frac{1}{3} \_\_\_\_ \frac{2}{4}$$

8.

$$\frac{1}{2} \_\_\_\_ \frac{2}{3}$$

Quick Check - Form G

5th Grade - Readiness Standard 3 - 4.NF.2

Name_____ Date_____

Learning Target: I will compare two fractions.

Directions: Fill in the blank. (>, <, =)
(Work time: 5 minutes)

1. $\dfrac{2}{5}$ ____ $\dfrac{1}{3}$	**2.** $\dfrac{3}{4}$ ____ $\dfrac{4}{12}$
3. $\dfrac{3}{5}$ ____ $\dfrac{4}{7}$	**4.** $\dfrac{2}{3}$ ____ $\dfrac{8}{12}$
5. $\dfrac{2}{3}$ ____ $\dfrac{3}{9}$	**6.** $\dfrac{5}{6}$ ____ $\dfrac{3}{4}$

Learning Target: I will compare two fractions with different numerators and different denominators

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use common denominators to compare fractions. Then use number lines to check your work.

Problem type A: One denominator is a multiple of the other.

1.

$\dfrac{7}{8}$ _____ $\dfrac{3}{4}$

2.

$\dfrac{2}{3}$ _____ $\dfrac{4}{6}$

Problem type B: One denominator is NOT a multiple of the other.

3.

$\dfrac{1}{3}$ _____ $\dfrac{2}{4}$

4.

$\dfrac{3}{4}$ _____ $\dfrac{4}{5}$

Learning Target: I will compare two fractions with different numerators and different denominators

Session 8: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to use common denominators to compare fractions.

Problem type A: One denominator is a multiple of the other.

5.

$\frac{3}{8}$ _____ $\frac{1}{4}$

6.

$\frac{1}{2}$ _____ $\frac{2}{6}$

Problem type B: One denominator **is NOT** a multiple of the other.

7.

$\frac{2}{3}$ _____ $\frac{3}{4}$

8.

$\frac{3}{4}$ _____ $\frac{2}{3}$

Name_____ Date_____

Learning Target: I will compare two fractions.

Directions: Fill in the blank. (>, <, =)
(Work time: 5 minutes)

1. $\dfrac{2}{5}$ ___ $\dfrac{1}{4}$	**2.** $\dfrac{1}{6}$ ___ $\dfrac{2}{12}$
3. $\dfrac{5}{6}$ ___ $\dfrac{4}{7}$	**4.** $\dfrac{3}{4}$ ___ $\dfrac{5}{8}$
5. $\dfrac{2}{3}$ ___ $\dfrac{8}{12}$	**6.** $\dfrac{5}{8}$ ___ $\dfrac{3}{4}$