

**Learning Target:** I will compare fractions with the same numerator or denominator

## Session 1: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Use fraction strips to compare fractions.

<p>1.</p> $\frac{2}{3} \quad \underline{\hspace{1cm}} \quad \frac{2}{6}$	<p>2.</p> $\frac{3}{4} \quad \underline{\hspace{1cm}} \quad \frac{3}{8}$
<p>3.</p> $\frac{3}{6} \quad \underline{\hspace{1cm}} \quad \frac{3}{3}$	<p>4.</p> $\frac{1}{2} \quad \underline{\hspace{1cm}} \quad \frac{1}{4}$

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

- Students take turns leading using fraction strips to compare fractions.

<p>5.</p> $\frac{3}{4} \quad \underline{\hspace{1cm}} \quad \frac{3}{6}$	<p>6.</p> $\frac{1}{3} \quad \underline{\hspace{1cm}} \quad \frac{2}{3}$
<p>7.</p> $\frac{2}{6} \quad \underline{\hspace{1cm}} \quad \frac{2}{2}$	<p>8.</p> $\frac{5}{6} \quad \underline{\hspace{1cm}} \quad \frac{5}{8}$



# Quick Check - Form A

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare fractions with the same numerator or same denominator.

**Directions:** Fill in the blank. (>, <, =)

(Work time: 4 minutes)

**1.**

$$\frac{2}{5} \text{ — } \frac{4}{5}$$

**2.**

$$\frac{1}{7} \text{ — } \frac{1}{6}$$

**3.**

$$\frac{3}{4} \text{ — } \frac{3}{8}$$

**4.**

$$\frac{2}{8} \text{ — } \frac{3}{8}$$

**5.**

$$\frac{5}{7} \text{ — } \frac{4}{7}$$

**6.**

$$\frac{5}{7} \text{ — } \frac{5}{10}$$

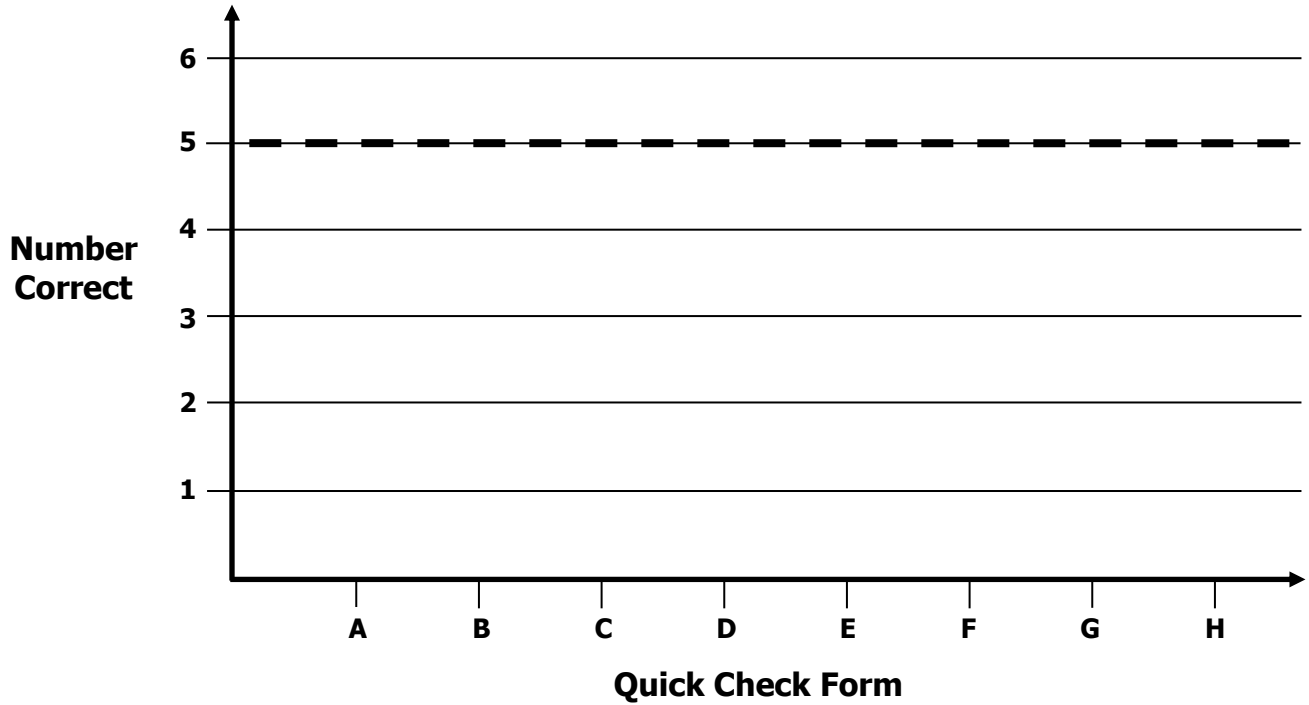


# Growth Chart

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare fractions with the same numerator or same denominator.

**Goal:** 5 out of 6 correct



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



Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will compare fractions with the same numerator or denominator

## Session 2: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Use fraction strips to compare fractions.

1. $\frac{2}{3}$ _____ $\frac{1}{3}$	2. $\frac{5}{8}$ _____ $\frac{5}{6}$
3. $\frac{3}{8}$ _____ $\frac{3}{4}$	4. $\frac{2}{2}$ _____ $\frac{2}{6}$

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

- Students take turns leading using fraction strips to compare fractions.

5. $\frac{2}{6}$ _____ $\frac{3}{3}$	6. $\frac{1}{4}$ _____ $\frac{1}{2}$
7. $\frac{3}{6}$ _____ $\frac{3}{4}$	8. $\frac{3}{3}$ _____ $\frac{3}{6}$



# Quick Check - Form B

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare fractions with the same numerator or same denominator.

**Directions:** Fill in the blank. (>, <, =)

(Work time: 4 minutes)

**1.**

$$\frac{1}{2} \text{ — } \frac{1}{3}$$

**2.**

$$\frac{2}{4} \text{ — } \frac{3}{4}$$

**3.**

$$\frac{4}{5} \text{ — } \frac{4}{7}$$

**4.**

$$\frac{2}{6} \text{ — } \frac{3}{6}$$

**5.**

$$\frac{8}{10} \text{ — } \frac{7}{10}$$

**6.**

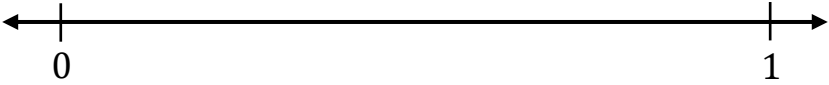
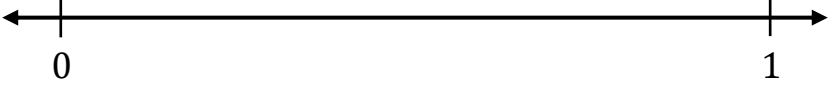
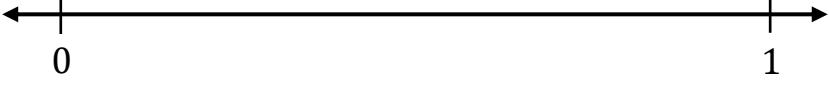

$$\frac{3}{7} \text{ — } \frac{3}{8}$$

**Learning Target:** I will compare fractions with the same numerator or denominator

## Session 3: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Use fraction strips to compare fractions on the number line.

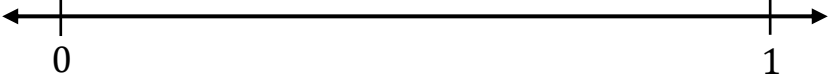
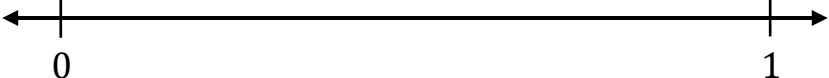
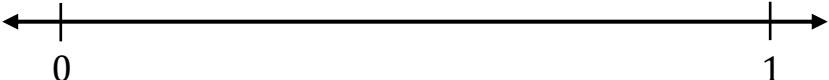
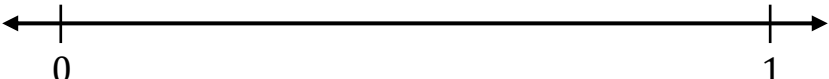
<b>1.</b>	$\frac{3}{8}$ _____ $\frac{3}{4}$	
<b>2.</b>	$\frac{5}{6}$ _____ $\frac{3}{6}$	
<b>3.</b>	$\frac{4}{8}$ _____ $\frac{4}{4}$	
<b>4.</b>	$\frac{1}{4}$ _____ $\frac{3}{4}$	

**Learning Target:** I will compare fractions with the same numerator or denominator

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

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

- Students take turns leading using fraction strips to compare fractions on the number line.

<p>5.</p> <p><math>\frac{5}{8}</math> _____ <math>\frac{3}{8}</math></p> 
<p>6.</p> <p><math>\frac{2}{2}</math> _____ <math>\frac{2}{6}</math></p> 
<p>7.</p> <p><math>\frac{4}{6}</math> _____ <math>\frac{3}{6}</math></p> 
<p>8.</p> <p><math>\frac{4}{8}</math> _____ <math>\frac{4}{6}</math></p> 



# Quick Check - Form C

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare fractions with the same numerator or same denominator.

**Directions:** Fill in the blank. (>, <, =)

(Work time: 4 minutes)

**1.**

$$\frac{4}{7} \text{ — } \frac{5}{7}$$

**2.**

$$\frac{2}{4} \text{ — } \frac{2}{5}$$

**3.**

$$\frac{5}{6} \text{ — } \frac{5}{10}$$

**4.**

$$\frac{3}{5} \text{ — } \frac{4}{5}$$

**5.**

$$\frac{1}{9} \text{ — } \frac{1}{8}$$

**6.**

$$\frac{7}{8} \text{ — } \frac{6}{8}$$

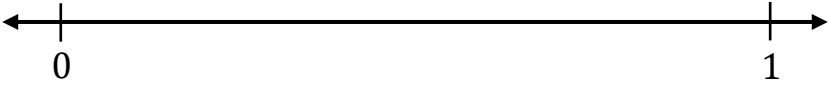
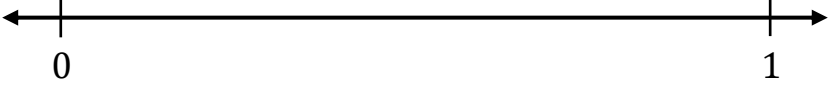
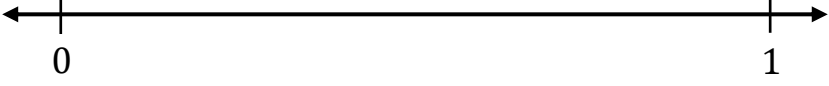



**Learning Target:** I will compare fractions with the same numerator or denominator

## Session 4: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Use fraction strips to compare fractions on the number line.

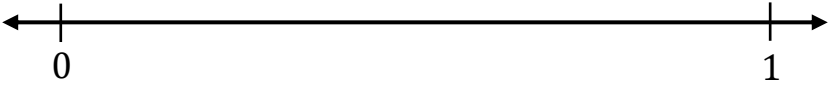

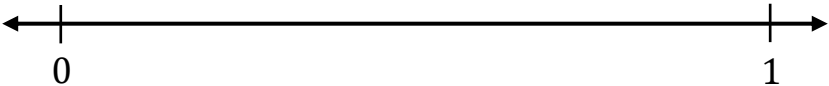
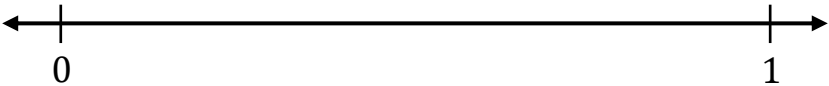
<b>1.</b>	$\frac{3}{8}$ _____ $\frac{3}{6}$	
<b>2.</b>	$\frac{5}{8}$ _____ $\frac{3}{8}$	
<b>3.</b>	$\frac{3}{8}$ _____ $\frac{3}{3}$	
<b>4.</b>	$\frac{1}{6}$ _____ $\frac{3}{6}$	

**Learning Target:** I will compare fractions with the same numerator or denominator

## Session 4: Guided Practice (We Do - Continued)

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

- Students take turns leading using fraction strips to compare fractions on the number line.

<p>5.</p> <p><math>\frac{4}{4}</math> _____ <math>\frac{4}{8}</math></p> 
<p>6.</p> <p><math>\frac{2}{2}</math> _____ <math>\frac{2}{4}</math></p> 
<p>7.</p> <p><math>\frac{4}{8}</math> _____ <math>\frac{3}{8}</math></p> 
<p>8.</p> <p><math>\frac{5}{6}</math> _____ <math>\frac{5}{8}</math></p> 



# Quick Check - Form D

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare fractions with the same numerator or same denominator.

**Directions:** Fill in the blank. (>, <, =)

(Work time: 4 minutes)

**1.**

$$\frac{1}{6} \text{ — } \frac{1}{7}$$

**2.**

$$\frac{3}{5} \text{ — } \frac{4}{5}$$

**3.**

$$\frac{3}{8} \text{ — } \frac{4}{8}$$

**4.**

$$\frac{2}{3} \text{ — } \frac{2}{6}$$

**5.**

$$\frac{6}{10} \text{ — } \frac{6}{7}$$

**6.**

$$\frac{9}{10} \text{ — } \frac{8}{10}$$

**Learning Target:** I will compare fractions with the same numerator or denominator

## Session 5: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Use fraction strips to compare fractions on the number line.

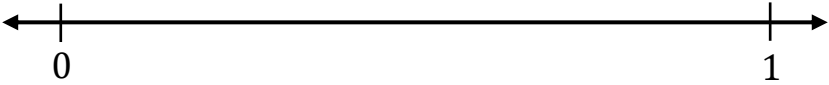

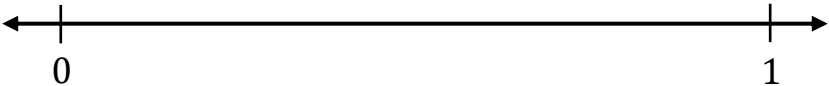
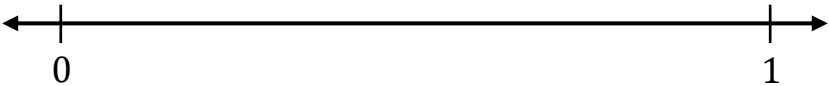
<b>1.</b>	$\frac{1}{8}$ _____ $\frac{1}{4}$	
<b>2.</b>	$\frac{2}{6}$ _____ $\frac{4}{6}$	
<b>3.</b>	$\frac{3}{8}$ _____ $\frac{3}{4}$	
<b>4.</b>	$\frac{2}{3}$ _____ $\frac{3}{3}$	

**Learning Target:** I will compare fractions with the same numerator or denominator

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

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

- Students take turns leading using fraction strips to compare fractions on the number line.

<p><b>5.</b></p> <p><math>\frac{5}{8}</math> _____ <math>\frac{3}{8}</math></p> 
<p><b>6.</b></p> <p><math>\frac{2}{6}</math> _____ <math>\frac{2}{2}</math></p> 
<p><b>7.</b></p> <p><math>\frac{4}{6}</math> _____ <math>\frac{3}{6}</math></p> 
<p><b>8.</b></p> <p><math>\frac{4}{8}</math> _____ <math>\frac{4}{6}</math></p> 



# Quick Check - Form E

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare fractions with the same numerator or same denominator.

**Directions:** Fill in the blank. (>, <, =)

(Work time: 4 minutes)

**1.**

$$\frac{2}{5} \text{ — } \frac{4}{5}$$

**2.**

$$\frac{1}{7} \text{ — } \frac{1}{6}$$

**3.**

$$\frac{3}{4} \text{ — } \frac{3}{8}$$

**4.**

$$\frac{2}{8} \text{ — } \frac{3}{8}$$

**5.**

$$\frac{5}{7} \text{ — } \frac{4}{7}$$

**6.**

$$\frac{5}{7} \text{ — } \frac{5}{10}$$

**Learning Target:** I will compare fractions with the same numerator or denominator

## Session 6: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Use your understanding of fractional parts to compare the fractions. Then, check your work using a number line.

<p>1.</p> $\frac{2}{3} \quad \underline{\hspace{1cm}} \quad \frac{2}{4}$	<p>2.</p> $\frac{3}{6} \quad \underline{\hspace{1cm}} \quad \frac{1}{6}$
<p>3.</p> $\frac{4}{8} \quad \underline{\hspace{1cm}} \quad \frac{4}{4}$	<p>4.</p> $\frac{3}{4} \quad \underline{\hspace{1cm}} \quad \frac{3}{6}$

**Learning Target:** I will compare fractions with the same numerator or denominator

## Session 6: Guided Practice (We Do - Continued)

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

- Students take turns leading to compare fractions and check their work using a number line.

<p>5.</p> $\frac{2}{5} \quad \underline{\hspace{1cm}} \quad \frac{2}{3}$	<p>6.</p> $\frac{3}{8} \quad \underline{\hspace{1cm}} \quad \frac{3}{6}$
<p>7.</p> $\frac{2}{4} \quad \underline{\hspace{1cm}} \quad \frac{3}{4}$	<p>8.</p> $\frac{1}{2} \quad \underline{\hspace{1cm}} \quad \frac{1}{8}$
<p>9.</p> $\frac{6}{8} \quad \underline{\hspace{1cm}} \quad \frac{6}{6}$	<p>10.</p> $\frac{2}{3} \quad \underline{\hspace{1cm}} \quad \frac{1}{3}$





# Quick Check - Form F

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare fractions with the same numerator or same denominator.

**Directions:** Fill in the blank. (>, <, =)

(Work time: 4 minutes)

**1.**

$$\frac{1}{2} \text{ — } \frac{1}{3}$$

**2.**

$$\frac{2}{4} \text{ — } \frac{3}{4}$$

**3.**

$$\frac{4}{5} \text{ — } \frac{4}{7}$$

**4.**

$$\frac{2}{6} \text{ — } \frac{3}{6}$$

**5.**

$$\frac{8}{10} \text{ — } \frac{7}{10}$$

**6.**

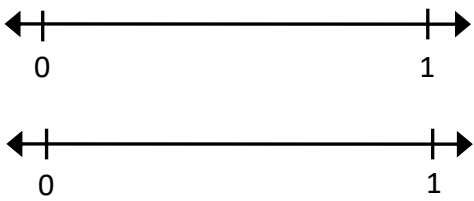
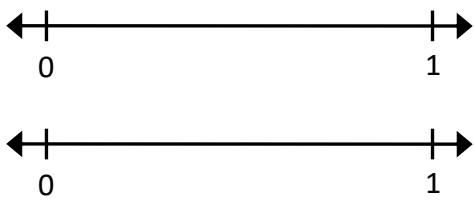
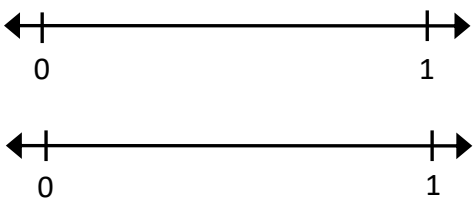
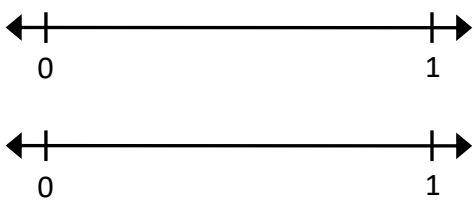
$$\frac{3}{7} \text{ — } \frac{3}{8}$$

**Learning Target:** I will compare fractions with the same numerator or denominator

## Session 7: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Use your understanding of fractional parts to compare the fractions. Then, check your work using a number line.

<p>1.</p> $\frac{1}{3} \quad \underline{\hspace{1cm}} \quad \frac{1}{4}$ 	<p>2.</p> $\frac{3}{6} \quad \underline{\hspace{1cm}} \quad \frac{5}{6}$ 
<p>3.</p> $\frac{3}{6} \quad \underline{\hspace{1cm}} \quad \frac{3}{3}$ 	<p>4.</p> $\frac{2}{5} \quad \underline{\hspace{1cm}} \quad \frac{2}{8}$ 

**Learning Target:** I will compare fractions with the same numerator or denominator

## Session 7: Guided Practice (We Do - Continued)

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

- Students take turns leading to compare fractions and check their work using a number line.

<p>5.</p> $\frac{2}{6} \quad \underline{\hspace{1cm}} \quad \frac{2}{3}$	<p>6.</p> $\frac{3}{8} \quad \underline{\hspace{1cm}} \quad \frac{3}{4}$
<p>7.</p> $\frac{2}{5} \quad \underline{\hspace{1cm}} \quad \frac{3}{5}$	<p>8.</p> $\frac{1}{4} \quad \underline{\hspace{1cm}} \quad \frac{1}{8}$
<p>9.</p> $\frac{3}{8} \quad \underline{\hspace{1cm}} \quad \frac{3}{6}$	<p>10.</p> $\frac{1}{3} \quad \underline{\hspace{1cm}} \quad \frac{2}{3}$



# Quick Check - Form G

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare fractions with the same numerator or same denominator.

**Directions:** Fill in the blank. (>, <, =)

(Work time: 4 minutes)

**1.**

$$\frac{4}{7} \text{ — } \frac{5}{7}$$

**2.**

$$\frac{2}{4} \text{ — } \frac{2}{5}$$

**3.**

$$\frac{5}{6} \text{ — } \frac{5}{10}$$

**4.**

$$\frac{3}{5} \text{ — } \frac{4}{5}$$

**5.**

$$\frac{1}{9} \text{ — } \frac{1}{8}$$

**6.**

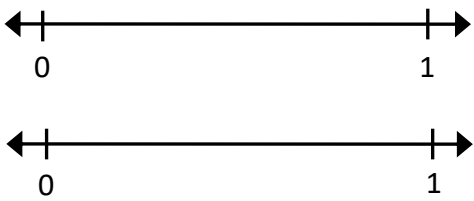
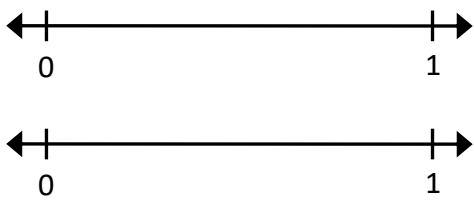
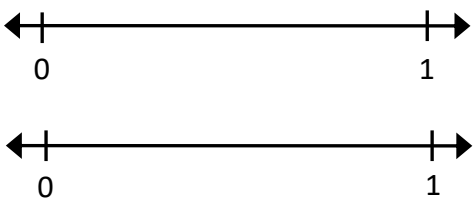
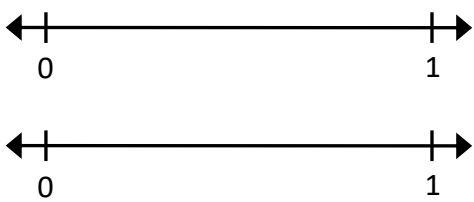
$$\frac{7}{8} \text{ — } \frac{6}{8}$$

**Learning Target:** I will compare fractions with the same numerator or denominator

## Session 8: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Use your understanding of fractional parts to compare the fractions. Then, check your work using a number line.

<p>1.</p> $\frac{3}{3} \quad \underline{\hspace{1cm}} \quad \frac{3}{4}$ 	<p>2.</p> $\frac{3}{5} \quad \underline{\hspace{1cm}} \quad \frac{1}{5}$ 
<p>3.</p> $\frac{4}{8} \quad \underline{\hspace{1cm}} \quad \frac{4}{6}$ 	<p>4.</p> $\frac{1}{4} \quad \underline{\hspace{1cm}} \quad \frac{1}{2}$ 

**Learning Target:** I will compare fractions with the same numerator or denominator

## Session 8: Guided Practice (We Do - Continued)

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

- Students take turns leading to compare fractions and check their work using a number line.

<p>5.</p> $\frac{2}{3} \quad \underline{\hspace{1cm}} \quad \frac{2}{5}$	<p>6.</p> $\frac{3}{6} \quad \underline{\hspace{1cm}} \quad \frac{3}{8}$
<p>7.</p> $\frac{3}{3} \quad \underline{\hspace{1cm}} \quad \frac{2}{3}$	<p>8.</p> $\frac{1}{8} \quad \underline{\hspace{1cm}} \quad \frac{1}{2}$
<p>9.</p> $\frac{5}{8} \quad \underline{\hspace{1cm}} \quad \frac{5}{6}$	<p>10.</p> $\frac{4}{4} \quad \underline{\hspace{1cm}} \quad \frac{4}{8}$



# Quick Check - Form H

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will compare fractions with the same numerator or same denominator.

**Directions:** Fill in the blank. (>, <, =)

(Work time: 4 minutes)

**1.**

$$\frac{1}{6} \text{ — } \frac{1}{7}$$

**2.**

$$\frac{3}{5} \text{ — } \frac{4}{5}$$

**3.**

$$\frac{3}{8} \text{ — } \frac{4}{8}$$

**4.**

$$\frac{2}{3} \text{ — } \frac{2}{6}$$

**5.**

$$\frac{6}{10} \text{ — } \frac{6}{7}$$

**6.**

$$\frac{9}{10} \text{ — } \frac{8}{10}$$