



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

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

## Session 1: Guided Practice (We Do)

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

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

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

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

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

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



# Quick Check - Form A

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

**Learning Target:** I will compare two fractions.

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

(Work time: 5 minutes)

**1.**

$$\frac{2}{3} \text{ — } \frac{4}{5}$$

**2.**

$$\frac{1}{4} \text{ — } \frac{4}{12}$$

**3.**

$$\frac{3}{4} \text{ — } \frac{2}{7}$$

**4.**

$$\frac{3}{5} \text{ — } \frac{5}{8}$$

**5.**

$$\frac{1}{3} \text{ — } \frac{3}{9}$$

**6.**

$$\frac{4}{6} \text{ — } \frac{3}{4}$$

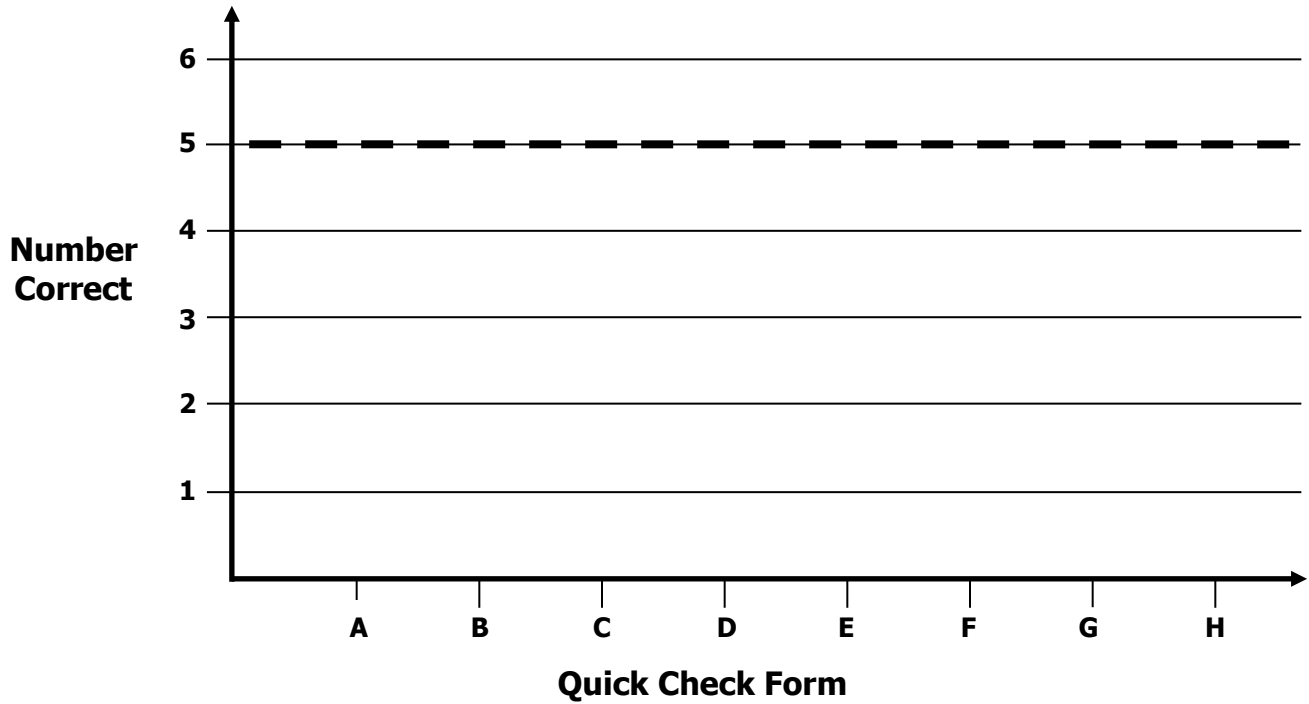


# Growth Chart

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

**Learning Target:** I will compare two fractions.

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

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

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

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



# Quick Check - Form B

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

**Learning Target:** I will compare two fractions.

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

(Work time: 5 minutes)

**1.**

$$\frac{1}{3} \text{ — } \frac{2}{7}$$

**2.**

$$\frac{2}{3} \text{ — } \frac{6}{12}$$

**3.**

$$\frac{3}{5} \text{ — } \frac{4}{7}$$

**4.**

$$\frac{3}{4} \text{ — } \frac{6}{8}$$

**5.**

$$\frac{1}{5} \text{ — } \frac{3}{10}$$

**6.**

$$\frac{5}{6} \text{ — } \frac{3}{4}$$

**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.**

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

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

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

**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.**

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

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

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



# Quick Check - Form C

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

**Learning Target:** I will compare two fractions.

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

(Work time: 5 minutes)

**1.**

$$\frac{2}{5} \text{ — } \frac{1}{3}$$

**2.**

$$\frac{3}{4} \text{ — } \frac{4}{12}$$

**3.**

$$\frac{3}{5} \text{ — } \frac{4}{7}$$

**4.**

$$\frac{2}{3} \text{ — } \frac{8}{12}$$

**5.**

$$\frac{2}{3} \text{ — } \frac{3}{9}$$

**6.**

$$\frac{5}{6} \text{ — } \frac{3}{4}$$



**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 number lines to help you use common denominators to compare fractions.

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

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

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

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

**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 number lines and common denominators to compare fractions.

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

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

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

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



# Quick Check - Form D

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

**Learning Target:** I will compare two fractions.

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

(Work time: 5 minutes)

**1.**

$$\frac{2}{5} \text{ — } \frac{1}{4}$$

**2.**

$$\frac{1}{6} \text{ — } \frac{2}{12}$$

**3.**

$$\frac{5}{6} \text{ — } \frac{4}{7}$$

**4.**

$$\frac{3}{4} \text{ — } \frac{5}{8}$$

**5.**

$$\frac{2}{3} \text{ — } \frac{8}{12}$$

**6.**

$$\frac{5}{8} \text{ — } \frac{3}{4}$$

**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.**

<p><b>1.</b></p> <p><math>\frac{3}{4}</math> _____ <math>\frac{1}{2}</math></p>	
<p><b>2.</b></p> <p><math>\frac{1}{3}</math> _____ <math>\frac{2}{6}</math></p>	

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

<p><b>3.</b></p> <p><math>\frac{2}{3}</math> _____ <math>\frac{3}{4}</math></p>	
<p><b>4.</b></p> <p><math>\frac{1}{4}</math> _____ <math>\frac{2}{5}</math></p>	

**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.**

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

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

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



# Quick Check - Form E

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

**Learning Target:** I will compare two fractions.

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

(Work time: 5 minutes)

**1.**

$$\frac{2}{3} \text{ — } \frac{4}{5}$$

**2.**

$$\frac{1}{4} \text{ — } \frac{4}{12}$$

**3.**

$$\frac{3}{4} \text{ — } \frac{2}{7}$$

**4.**

$$\frac{3}{5} \text{ — } \frac{5}{8}$$

**5.**

$$\frac{1}{3} \text{ — } \frac{3}{9}$$

**6.**

$$\frac{4}{6} \text{ — } \frac{3}{4}$$

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

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

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

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

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

**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 common denominators to compare fractions.

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

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

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

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





# Quick Check - Form F

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

**Learning Target:** I will compare two fractions.

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

(Work time: 5 minutes)

**1.**

$$\frac{1}{3} \text{ — } \frac{2}{7}$$

**2.**

$$\frac{2}{3} \text{ — } \frac{6}{12}$$

**3.**

$$\frac{3}{5} \text{ — } \frac{4}{7}$$

**4.**

$$\frac{3}{4} \text{ — } \frac{6}{8}$$

**5.**

$$\frac{1}{5} \text{ — } \frac{3}{10}$$

**6.**

$$\frac{5}{6} \text{ — } \frac{3}{4}$$

**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.**

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

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

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

**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.**

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

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

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



# Quick Check - Form G

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

**Learning Target:** I will compare two fractions.

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

(Work time: 5 minutes)

**1.**

$$\frac{2}{5} \text{ — } \frac{1}{3}$$

**2.**

$$\frac{3}{4} \text{ — } \frac{4}{12}$$

**3.**

$$\frac{3}{5} \text{ — } \frac{4}{7}$$

**4.**

$$\frac{2}{3} \text{ — } \frac{8}{12}$$

**5.**

$$\frac{2}{3} \text{ — } \frac{3}{9}$$

**6.**

$$\frac{5}{6} \text{ — } \frac{3}{4}$$

**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.**

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

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

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

**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.**

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

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

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



# Quick Check - Form H

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

**Learning Target:** I will compare two fractions.

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

(Work time: 5 minutes)

**1.**

$$\frac{2}{5} \text{ — } \frac{1}{4}$$

**2.**

$$\frac{1}{6} \text{ — } \frac{2}{12}$$

**3.**

$$\frac{5}{6} \text{ — } \frac{4}{7}$$

**4.**

$$\frac{3}{4} \text{ — } \frac{5}{8}$$

**5.**

$$\frac{2}{3} \text{ — } \frac{8}{12}$$

**6.**

$$\frac{5}{8} \text{ — } \frac{3}{4}$$