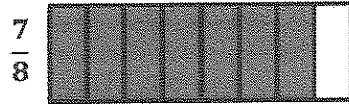


### G4-M5-Lesson 27

1. Draw a tape diagram to model the comparison. Use  $>$ ,  $<$ , or  $=$  to compare.

$$5\frac{7}{8} > \frac{23}{4}$$



$$\frac{23}{4} = 5\frac{3}{4}$$

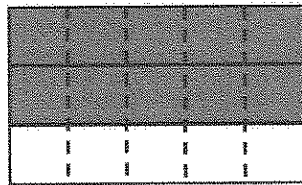
$$\frac{20}{4} \quad \frac{3}{4}$$

I can rename  $\frac{23}{4}$  as a mixed number,  $5\frac{3}{4}$ .

Since both numbers have 5 ones, I draw tape diagrams to represent the fractional parts of each number. I decompose fourths to eighths. My tape diagrams show that  $\frac{3}{4} = \frac{6}{8}$  and  $\frac{7}{8} > \frac{6}{8}$ .

2. Use an area model to make like units. Then, use  $>$ ,  $<$ , or  $=$  to compare.

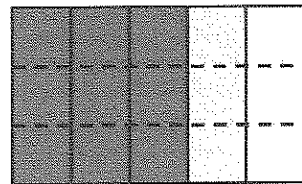
$$4\frac{2}{3} > \frac{23}{5}$$



$$\frac{2}{3} = \frac{10}{15}$$

$$\frac{23}{5} = 4\frac{3}{5}$$

$$\frac{20}{5} \quad \frac{3}{5}$$



$$\frac{3}{5} = \frac{9}{15}$$

I draw area models to represent the fractional parts of each number. I make like units by drawing fifths vertically on the thirds and thirds horizontally on the fifths.

3. Compare each pair of fractions using  $>$ ,  $<$ , or  $=$  using any strategy.

a.  $\frac{14}{6} > \frac{14}{9}$

Both fractions have the same numerator. Since sixths are bigger than ninths,  $\frac{14}{6} > \frac{14}{9}$ .

b.  $\frac{19}{4} < \frac{25}{5}$

$\frac{25}{5} = 5$ , and  $\frac{19}{4} < 5$  because it takes 20 fourths to equal 5.

c.  $6\frac{2}{6} > 6\frac{4}{9}$

$$\frac{2 \times 3}{6 \times 3} = \frac{6}{18}$$

$$\frac{4 \times 2}{9 \times 2} = \frac{8}{18}$$

$$\frac{6}{18} < \frac{8}{18}$$

I make like units, eighteenths, and compare.