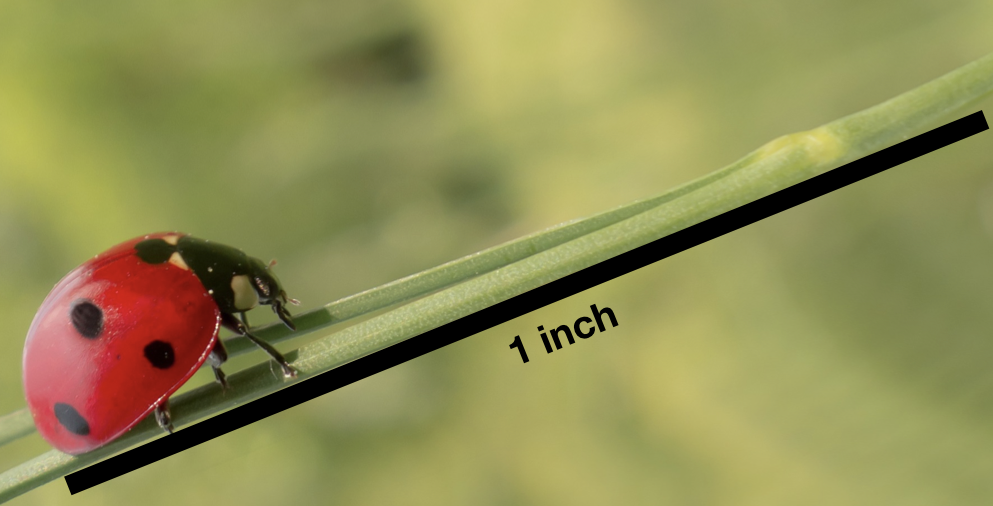
## Lesson 17: Compare Fractions

* Let’s compare more fractions in different situations.

### Warm-up: Estimation Exploration: Ladybug Length

What is the length of this ladybug?



Record an estimate that is:

| too low | about right | too high |
| --- | --- | --- |
|  |  |  |

### 17.1: Comparison Problems

For each problem:

* Answer the question and explain or show your reasoning.
* Represent your answer with a statement that uses the symbols >, <, or =.

1. A beetle crawled of the length of a log. A caterpillar crawled of the length of the same log. Which insect crawled farther?
2. A grasshopper is 4 centimeters long. A caterpillar is centimeters long. Which insect is longer?

* 

1. A ladybug crawled the length of a branch. An ant crawled the length of the same branch. Which insect crawled farther?
2. A grasshopper jumped the width of the sidewalk. A frog jumped the width of the same sidewalk. Which jumped a longer distance?

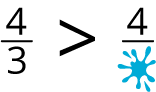
### 17.2: What Fraction Makes Sense?

1. Oh, no! Some juice spilled on Noah’s fractions. Help him figure out what was written before the juice was spilled.

* Find as many numbers as you can to make each statement true. Explain or show your reasoning.

  + 

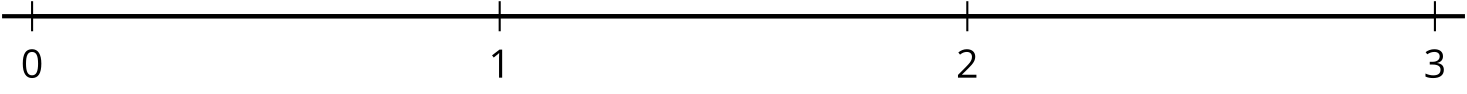
  + 

  + 

1. For each fraction, find a fraction that is less, one that is greater, and one that is equivalent. Then, write a statement that uses the symbols >, <, or = to record each comparison.
   1. Less than : \_\_\_\_\_\_\_\_\_\_
   * Statement:
   * More than : \_\_\_\_\_\_\_\_\_\_
   * Statement:
   * Equivalent to : \_\_\_\_\_\_\_\_\_\_
   * Statement:
   1. Less than : \_\_\_\_\_\_\_\_\_\_
   * Statement:
   * More than : \_\_\_\_\_\_\_\_\_\_
   * Statement:
   * Equivalent to : \_\_\_\_\_\_\_\_\_\_
   * Statement:

### 17.3: Ultimate Locate and Label

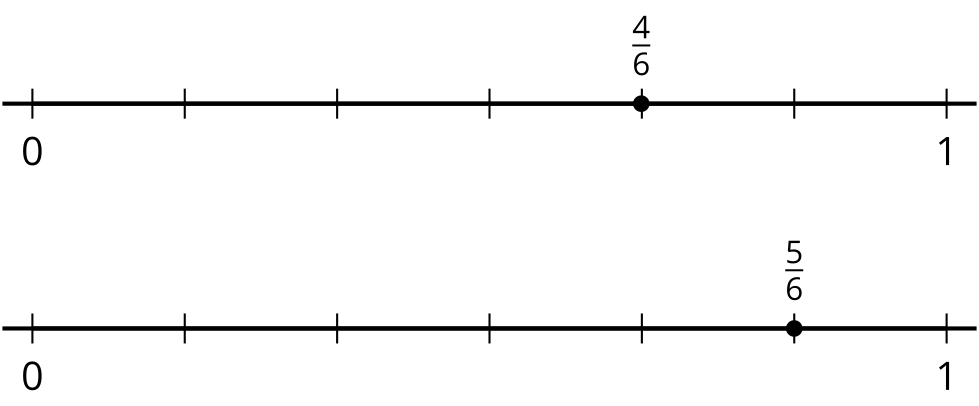
Locate and label each fraction on the number line. Be prepared to share your reasoning.

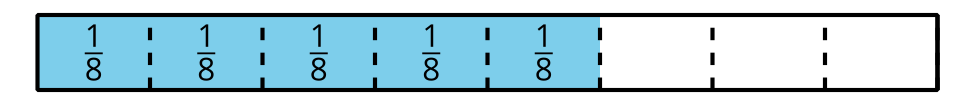


### Section Summary

Section Summary

In this section, we compared fractions with the same numerator or denominator and used the symbols >, =, or < to record our results. We used diagrams and number lines to represent our thinking.









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