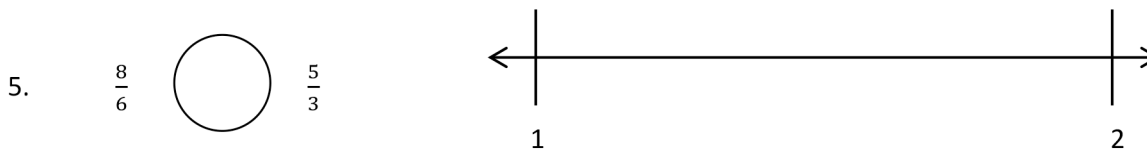
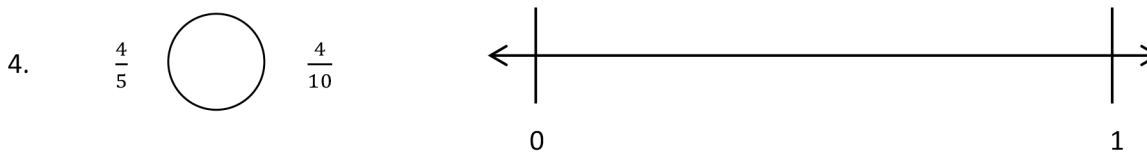
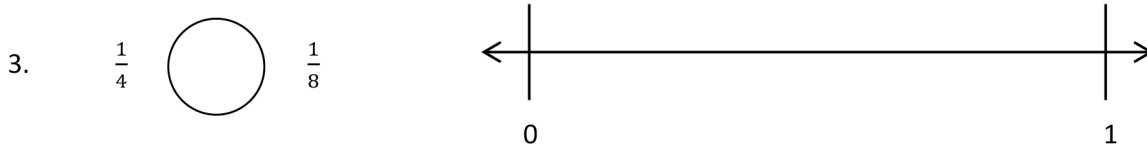
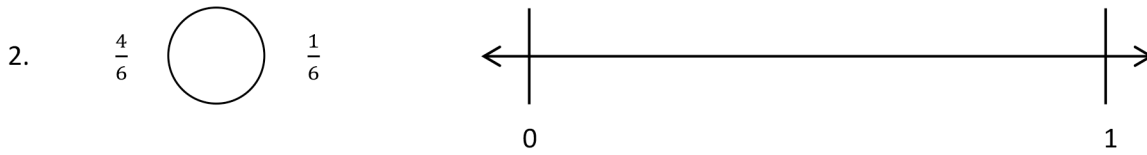
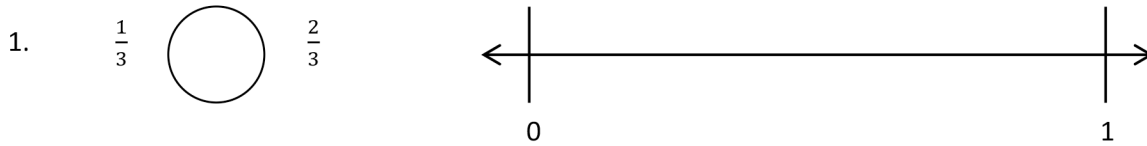


Name _____

Date _____

Place the two fractions on the number line. Circle the fraction with the distance closest to 0. Then, compare using $>$, $<$, or $=$.



6. Liz and Jay each have a piece of string. Liz's string is $\frac{4}{6}$ yard long, and Jay's string is $\frac{5}{7}$ yard long. Whose string is longer? Draw a number line to model the length of both strings. Explain the comparison using pictures, numbers, and words.
7. In a long jump competition, Wendy jumped $\frac{9}{10}$ meter, and Judy jumped $\frac{10}{9}$ meter. Draw a number line to model the distance of each girl's long jump. Who jumped the shorter distance? Explain how you know using pictures, numbers, and words.
8. Nikki has 3 pieces of yarn. The first piece is $\frac{5}{6}$ feet long, the second piece is $\frac{5}{3}$ feet long, and the third piece is $\frac{3}{2}$ feet long. She wants to arrange them from the shortest to the longest. Draw a number line to model the length of each piece of yarn. Write a number sentence using $<$, $>$, or $=$ to compare the pieces. Explain using pictures, numbers, and words.

Answer Key

1. Number line partitioned into thirds; $\frac{1}{3}$ and $\frac{2}{3}$ placed; $\frac{1}{3}$ circled; <
2. Number line partitioned into sixths; $\frac{4}{6}$ and $\frac{1}{6}$ placed; $\frac{1}{6}$ circled; >
3. Number line partitioned into fourths and eighths; $\frac{1}{4}$ and $\frac{1}{8}$ placed; $\frac{1}{8}$ circled; >
4. Number line partitioned into fifths and tenths; $\frac{4}{5}$ and $\frac{4}{10}$ placed; $\frac{4}{10}$ circled; >
5. Number line partitioned into sixths and thirds; $\frac{8}{6}$ and $\frac{5}{3}$ placed; $\frac{8}{6}$ circled; <
6. Jay, explanations will vary.
7. Wendy, explanations will vary.
8. Explanations will vary.