## Unit 5 Lesson 17: Compare Fractions

### WU Estimation Exploration: Ladybug Length (Warm up)

#### Student Task Statement

What is the length of this ladybug?



Record an estimate that is:

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

### 1 Comparison Problems

#### Student Task Statement

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?

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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?

### 2 What Fraction Makes Sense?

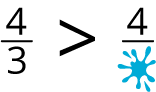
#### Student Task Statement

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.

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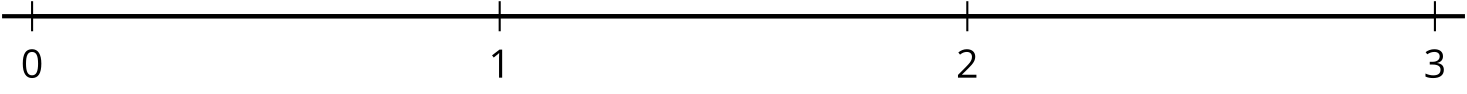
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1. For each fraction, find a fraction that is less, one that is greater, and one that is equivalent. Then, write a statement that uses the symbols >, <, or = to record each comparison.
   1. Less than : \_\_\_\_\_\_\_\_\_\_
   * Statement:
   * More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

### 3 Ultimate Locate and Label (Optional)

#### Student Task Statement

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





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