Compare Fractions: Numerals Only

Both fractions are parts of the same whole. Find the number that matches. Write >, <, or = in each circle.

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

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Both fractions are parts of the same whole. Find the number that matches. Write >, <, or = in each circle.

$\frac{2}{8}$ ◯ $\frac{3}{8}$	$\frac{3}{4}$ ◯ $\frac{3}{8}$
$\frac{5}{6}$ ◯ $\frac{3}{6}$	$\frac{5}{8}$ ◯ $\frac{5}{6}$
$\frac{1}{3}$ ◯ $\frac{2}{3}$	$\frac{5}{8}$ ◯ $\frac{5}{8}$
$\frac{6}{8}$ ◯ $\frac{1}{8}$	$\frac{2}{6}$ ◯ $\frac{2}{3}$

Compare Fractions: Numerals Only

Both fractions are parts of the same whole. Find the number that matches. Write >, <, or = in each circle.

$\frac{2}{4}$ ◯ $\frac{3}{4}$	$\frac{4}{6}$ ◯ $\frac{4}{6}$
$\frac{3}{8}$ ◯ $\frac{3}{6}$	$\frac{2}{6}$ ◯ $\frac{2}{8}$
$\frac{2}{3}$ ◯ $\frac{2}{4}$	$\frac{3}{8}$ ◯ $\frac{7}{8}$
$\frac{2}{4}$ ◯ $\frac{2}{6}$	$\frac{4}{6}$ ◯ $\frac{1}{6}$

Answer Key: Numerals Only

For the grown-up. Each sign is written in its circle, in red.

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$\frac{7}{8} > \frac{4}{8}$	$\frac{2}{3} = \frac{2}{3}$
$\frac{4}{6} > \frac{4}{8}$	$\frac{3}{4} > \frac{1}{4}$
$\frac{2}{6} < \frac{5}{6}$	$\frac{2}{3} > \frac{2}{8}$
$\frac{2}{8} < \frac{2}{4}$	$\frac{3}{6} < \frac{3}{4}$

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$\frac{2}{8} < \frac{3}{8}$	$\frac{3}{4} > \frac{3}{8}$
$\frac{5}{6} > \frac{3}{6}$	$\frac{5}{8} < \frac{5}{6}$
$\frac{1}{3} < \frac{2}{3}$	$\frac{5}{8} = \frac{5}{8}$
$\frac{6}{8} > \frac{1}{8}$	$\frac{2}{6} < \frac{2}{3}$

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$\frac{2}{4} < \frac{3}{4}$	$\frac{4}{6} = \frac{4}{6}$
$\frac{3}{8} < \frac{3}{6}$	$\frac{2}{6} > \frac{2}{8}$
$\frac{2}{3} > \frac{2}{4}$	$\frac{3}{8} < \frac{7}{8}$
$\frac{2}{4} > \frac{2}{6}$	$\frac{4}{6} > \frac{1}{6}$

For Grown-Ups: How to Use These Worksheets

One pair at a time, after the sheets with bars. For third grade, in the Common Core and in Texas.

Why use it

With no picture, your child first decides which number matches. The same bottom number means same-size pieces, so count them. The same top number means the same count of pieces, so compare their size. Common Core 3.NF.A.3d and TEKS 3.3(H) ask for both, by reasoning about size, and Common Core adds that the comparison is valid only when both fractions are parts of the same whole. If you learned one method for every pair of fractions, two cases will look different. Fractions with different tops and bottoms are fourth-grade work in both frameworks.

What it is good for

- Telling the two cases apart before comparing.
- Giving a reason for each sign.
- Choosing among greater than, less than, and equal.

How to use it

1. Take one pair at a time, and ask which number matches.
2. Ask whether the pieces are the same size.
3. Your child writes the sign in the circle.
4. Have your child say why the sign is right.
5. Check with the answer key, where each sign is in red.

> **Try saying:** “Which number matches? Are the pieces the same size?”

Tip: The trap is reading each number as a whole number: 7 > 5, so 2/7 > 2/5. If it happens, draw the two fractions on strips of paper cut the same length.