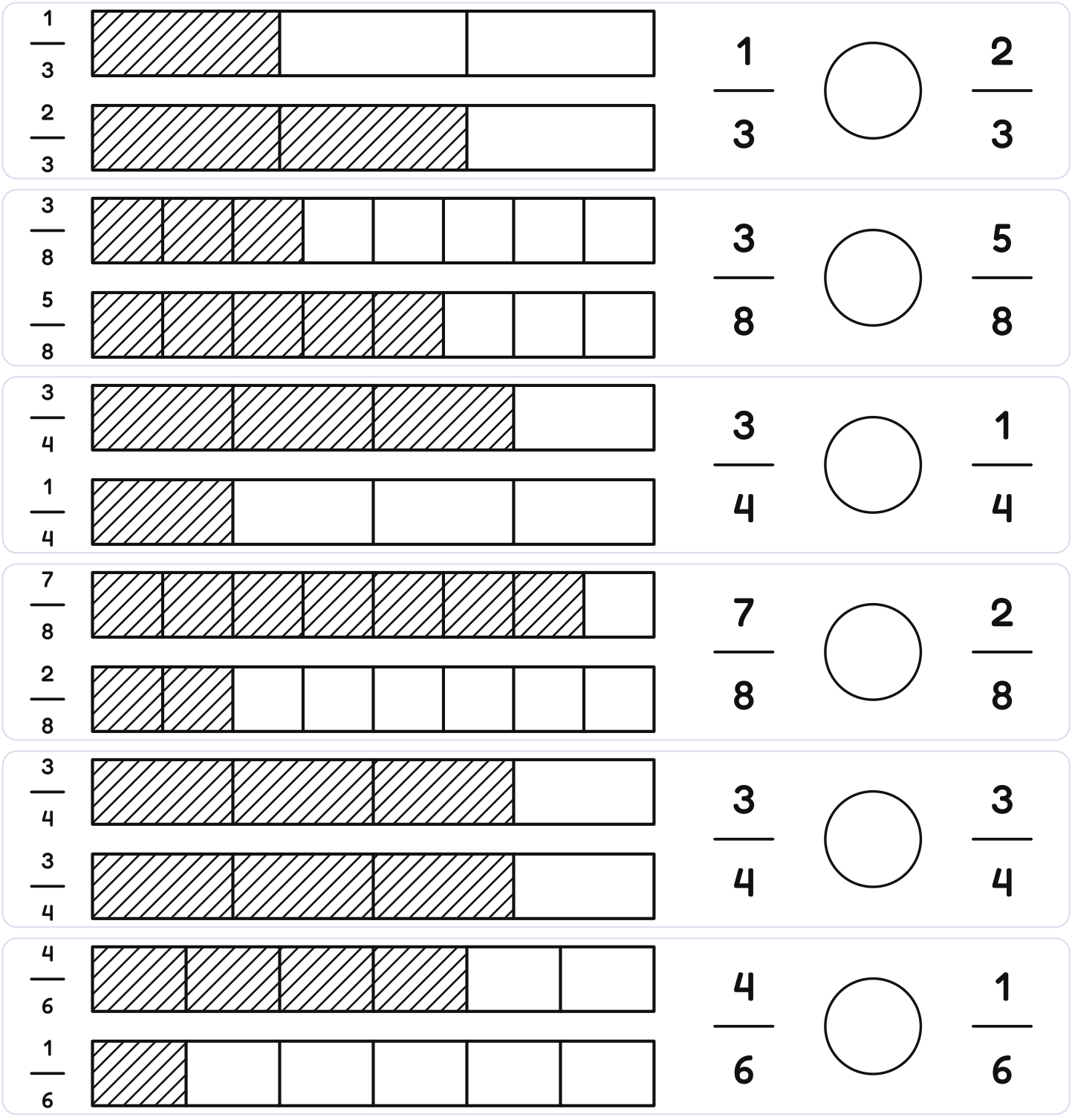
Compare Fractions: Same Bottom Number

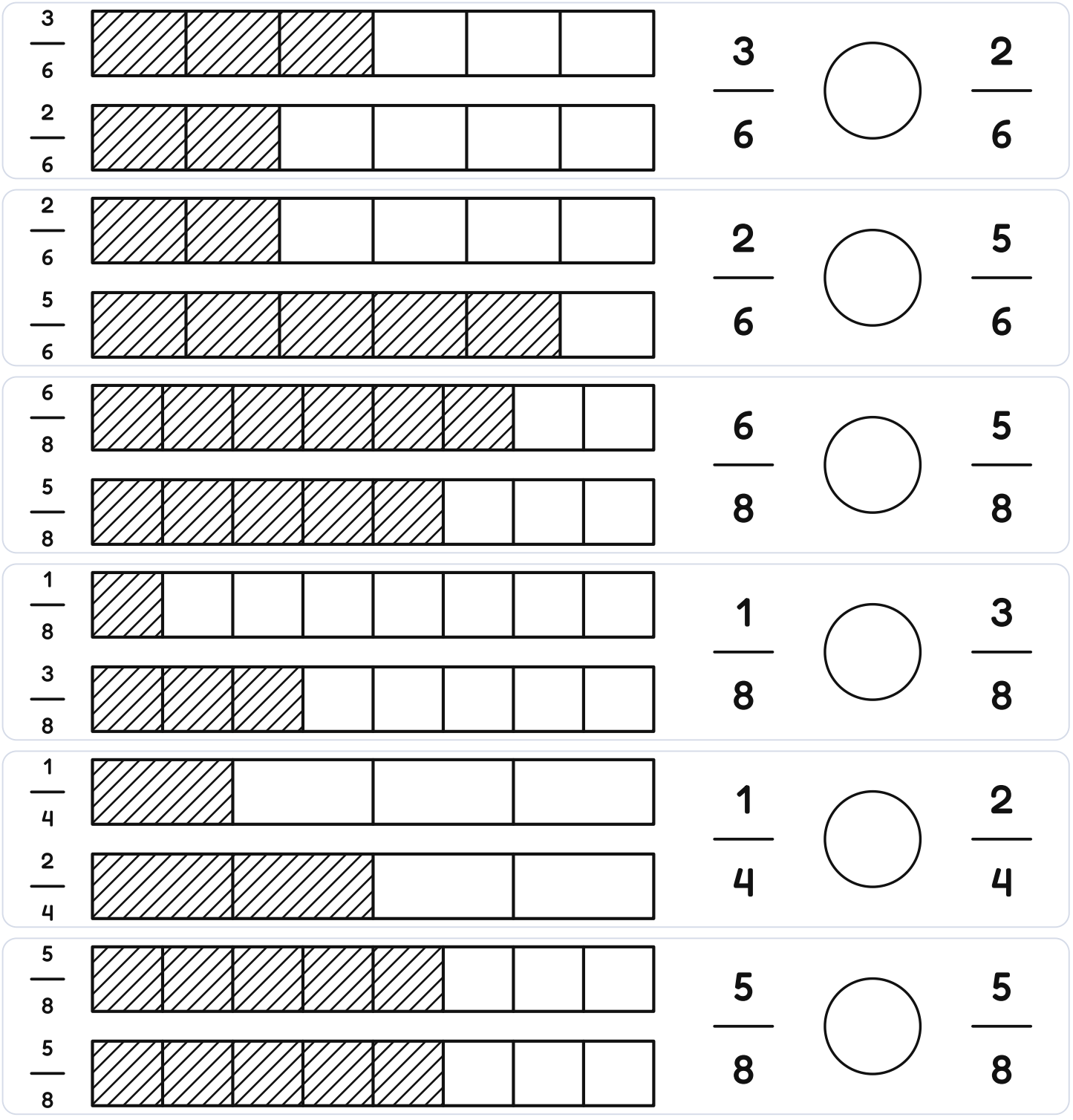
The two bars are the same length. The pieces are the same size, so count the shaded pieces. Write >, <, or = in each circle.



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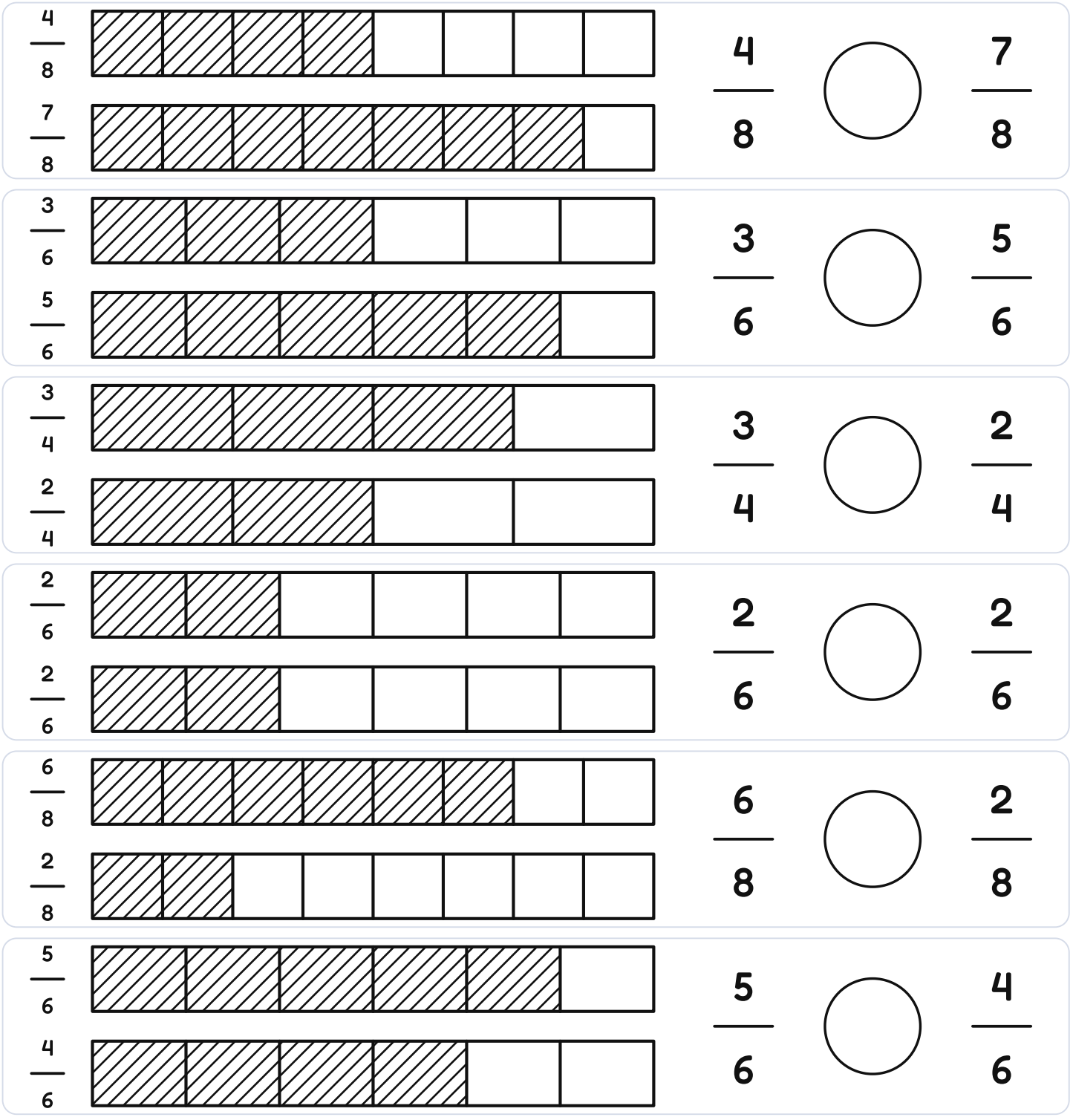
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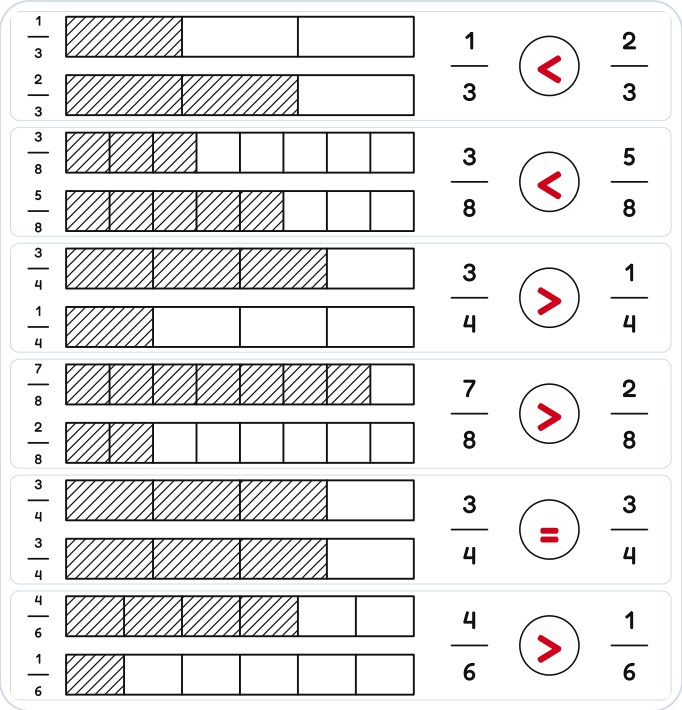
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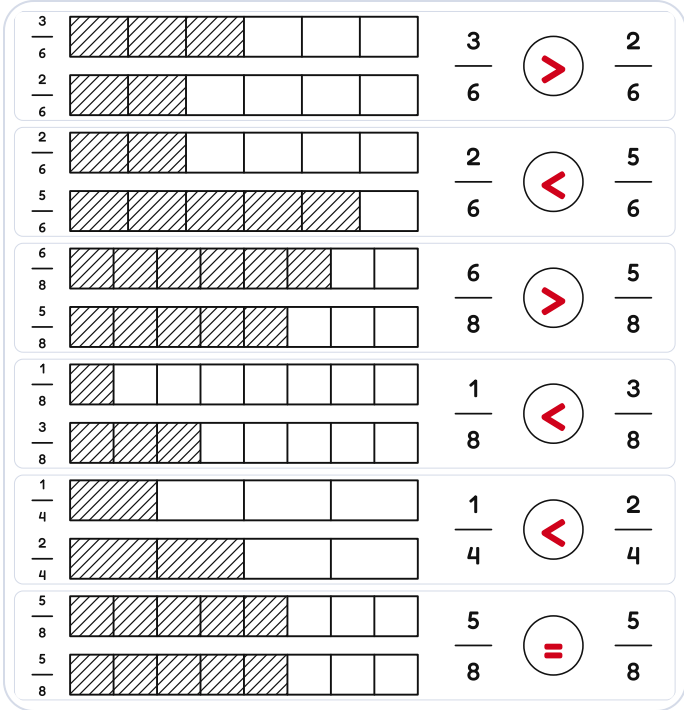
Answer Key: Same Bottom Number

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

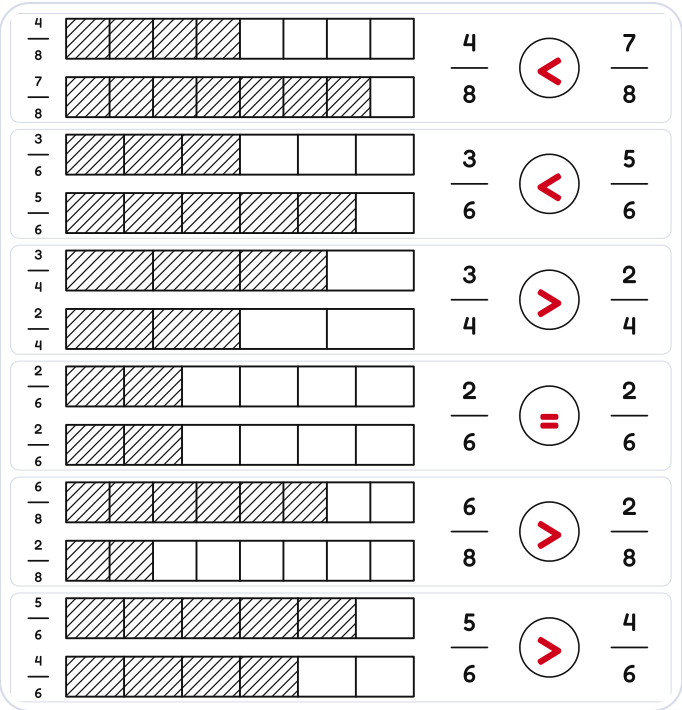
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For Grown-Ups: How to Use These Worksheets

One pair at a time, a page at a sitting. For third grade, in the Common Core and in Texas.

Why use it

When two fractions share a bottom number, the pieces are the same size, so the fraction with more pieces is greater: 5/8 is greater than 3/8. Common Core 3.NF.A.3d and TEKS 3.3(H) ask for this comparison by reasoning about size, and Common Core adds that it is valid only when both fractions are parts of the same whole, which is why both bars are one length. If you learned a rule first, counting pieces will look different. Fractions with different tops and bottoms are fourth-grade work in both frameworks.

What it is good for

- Seeing that the same bottom number means same-size pieces.
- Comparing two fractions by counting those pieces.
- Choosing among greater than, less than, and equal.

How to use it

1. Take one pair at a time, and ask whether the pieces are the same size.
2. Count the shaded pieces on each bar.
3. Your child writes the sign in the circle.
4. Read the sentence aloud from left to right: three eighths is less than five eighths.
5. Check with the answer key, where each sign is in red.

> **Try saying:** “Are the pieces the same size? Which bar has more shaded pieces?”

Tip: Comparing the top numbers works here only because the bottoms match. A child who reads 7 > 5 and decides 2/7 > 2/5 has carried it too far.