

## Compare Fractions Worksheet Questions and Answers PDF

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### Part 1: Building a Foundation

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**What is the numerator in the fraction  $\frac{3}{4}$ ?**

*Hint: Remember, the numerator is the top part of the fraction.*

- A) 3 ✓
- B) 4
- C) 7
- D) 1

■ The numerator in the fraction  $\frac{3}{4}$  is 3.

**What is the numerator in the fraction  $\frac{3}{4}$ ?**

*Hint: Remember, the numerator is the top part of the fraction.*

- A) 3 ✓
- B) 4
- C) 7
- D) 1

■ The numerator in the fraction  $\frac{3}{4}$  is 3.

**Which of the following are components of a fraction? (Select all that apply)**

*Hint: Think about the parts that make up a fraction.*

- A) Numerator ✓
- B) Denominator ✓
- C) Quotient
- D) Dividend

| The components of a fraction include the numerator and denominator.

**Which of the following are components of a fraction? (Select all that apply)**

*Hint: Think about the parts that make up a fraction.*

- A) Numerator ✓**
- B) Denominator ✓**
- C) Quotient
- D) Dividend

| The components of a fraction are the numerator and denominator.

**Explain what it means for two fractions to be equivalent.**

*Hint: Consider how fractions can represent the same value.*

| **Two fractions are equivalent if they represent the same part of a whole.**

**Explain what it means for two fractions to be equivalent.**

*Hint: Consider what it means for two fractions to represent the same value.*

| **Two fractions are equivalent if they represent the same part of a whole, even if they have different numerators and denominators.**

**List the symbols used to compare fractions and their meanings.**

*Hint: Think about the symbols like  $<$ ,  $>$ , and  $=$ .*

1. What does  $<$  mean?

| Less than

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2. What does  $>$  mean?

| Greater than

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3. What does  $=$  mean?

| Equal to

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| The symbols used to compare fractions include  $<$  (less than),  $>$  (greater than), and  $=$  (equal to).

## Part 2: comprehension and Interpretation

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**When comparing fractions with the same denominator, what should you compare? (Select all that apply)**

*Hint: Think about what remains constant in these fractions.*

- A) Numerators ✓
- B) Denominators
- C) Whole numbers
- D) Decimal values

| When comparing fractions with the same denominator, you should compare the numerators.

**When comparing fractions with the same denominator, what should you compare? (Select all that apply)**

*Hint: Focus on the parts of the fractions that differ.*

- A) Numerators ✓
- B) Denominators
- C) Whole numbers
- D) Decimal values

When comparing fractions with the same denominator, you should compare the numerators.

**Describe how you would use a number line to compare the fractions  $\frac{1}{3}$  and  $\frac{2}{5}$ .**

*Hint: Consider the placement of each fraction on the number line.*

To compare  $\frac{1}{3}$  and  $\frac{2}{5}$  on a number line, you would plot both fractions and see which is further to the right.

**Describe how you would use a number line to compare the fractions  $\frac{1}{3}$  and  $\frac{2}{5}$ .**

*Hint: Think about the placement of each fraction on the number line.*

You would plot both fractions on the number line to see which is further to the right.

### Part 3: Application and Analysis

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Which method would you use to compare the fractions  $\frac{3}{7}$  and  $\frac{2}{5}$ ?

Hint: Think about the methods you have learned for comparing fractions.

- A) Common Denominator Method
- B) Cross-Multiplication Method ✓
- C) Decimal Conversion
- D) Visual Representation

■ You can use the Cross-Multiplication Method to compare  $\frac{3}{7}$  and  $\frac{2}{5}$ .

Which method would you use to compare the fractions  $\frac{3}{7}$  and  $\frac{2}{5}$ ?

Hint: Consider the methods you have learned for comparing fractions.

- A) Common Denominator Method
- B) Cross-Multiplication Method ✓
- C) Decimal Conversion
- D) Visual Representation

■ You can use the Cross-Multiplication Method to compare these fractions.

You have two pieces of rope, one measuring  $\frac{3}{4}$  of a meter and the other  $\frac{5}{8}$  of a meter. Which methods can you use to determine which rope is longer? (Select all that apply)

Hint: Consider the methods you have learned for comparing fractions.

- A) Convert to decimals ✓
- B) Use a number line ✓
- C) Cross-multiply ✓
- D) Compare numerators

■ You can use methods like converting to decimals, using a number line, or cross-multiplying to compare the lengths of the ropes.

You have two pieces of rope, one measuring  $\frac{3}{4}$  of a meter and the other  $\frac{5}{8}$  of a meter. Which methods can you use to determine which rope is longer? (Select all that apply)

Hint: Think about the different ways to compare lengths.

- A) Convert to decimals ✓

- B) Use a number line ✓
- C) Cross-multiply ✓
- D) Compare numerators

■ You can use methods like converting to decimals, using a number line, or cross-multiplying.

**Apply the cross-multiplication method to compare the fractions  $\frac{5}{6}$  and  $\frac{7}{9}$ . Show your work.**

*Hint: Remember the steps of cross-multiplication.*

■ **To compare  $\frac{5}{6}$  and  $\frac{7}{9}$  using cross-multiplication, multiply 5 by 9 and 6 by 7, then compare the results.**

**Apply the cross-multiplication method to compare the fractions  $\frac{5}{6}$  and  $\frac{7}{9}$ . Show your work.**

*Hint: Set up the cross-multiplication and solve.*

■ **Cross-multiply to compare the two fractions and determine which is larger.**

## Part 4: Evaluation and Creation

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**If you convert the fractions  $\frac{1}{4}$  and  $\frac{3}{12}$  to have a common denominator, what is the new denominator?**

*Hint: Think about the least common multiple of the denominators.*

- A) 4
- B) 12 ✓
- C) 24
- D) 48

■ The new denominator when converting  $\frac{1}{4}$  and  $\frac{3}{12}$  to a common denominator is 12.

**If you convert the fractions  $\frac{1}{4}$  and  $\frac{3}{12}$  to have a common denominator, what is the new denominator?**

*Hint: Think about the least common multiple of the denominators.*

- A) 4
- B) 12 ✓
- C) 24
- D) 48

■ The new denominator when converting  $\frac{1}{4}$  and  $\frac{3}{12}$  is 12.

**Analyze the fractions  $\frac{2}{3}$  and  $\frac{4}{6}$ . Are they equivalent? Why or why not? (Select all that apply)**

*Hint: Consider simplifying the fractions to see if they are the same.*

- A) Yes, because they have the same value when simplified. ✓
- B) No, because their numerators are different.
- C) Yes, because they represent the same part of a whole. ✓
- D) No, because their denominators are different.

■ The fractions  $\frac{2}{3}$  and  $\frac{4}{6}$  are equivalent because they represent the same value when simplified.

**Analyze the fractions  $\frac{2}{3}$  and  $\frac{4}{6}$ . Are they equivalent? Why or why not? (Select all that apply)**

*Hint: Consider the values of the fractions when simplified.*

- A) Yes, because they have the same value when simplified. ✓
- B) No, because their numerators are different.
- C) Yes, because they represent the same part of a whole. ✓
- D) No, because their denominators are different.

■ The fractions  $\frac{2}{3}$  and  $\frac{4}{6}$  are equivalent because they simplify to the same value.

**Break down the process of converting the fractions  $\frac{5}{8}$  and  $\frac{3}{4}$  to decimals and compare them.**

Hint: Think about how to divide the numerator by the denominator.

**To convert  $\frac{5}{8}$  and  $\frac{3}{4}$  to decimals, divide 5 by 8 and 3 by 4, then compare the results.**

**Break down the process of converting the fractions  $\frac{5}{8}$  and  $\frac{3}{4}$  to decimals and compare them.**

Hint: Think about how to convert each fraction to a decimal.

**Convert each fraction to a decimal and compare the values.**

**Which fraction is greater:  $\frac{7}{10}$  or  $\frac{3}{5}$ ? Use any method to justify your answer.**

Hint: Consider converting both fractions to a common denominator or decimals.

- A)  $\frac{7}{10}$  ✓
- B)  $\frac{3}{5}$
- C) They are equal
- D) Cannot be determined

**$\frac{7}{10}$  is greater than  $\frac{3}{5}$  when compared using a common denominator or decimal conversion.**

**Which fraction is greater:  $\frac{7}{10}$  or  $\frac{3}{5}$ ? Use any method to justify your answer.**

Hint: Consider converting to a common denominator or decimals.

- A)  $\frac{7}{10}$  ✓
- B)  $\frac{3}{5}$
- C) They are equal



D) Cannot be determined

7/10 is greater than 3/5.

**Evaluate the following scenario: You have two recipes, one requires  $\frac{2}{3}$  cup of sugar and the other  $\frac{3}{4}$  cup. Which of the following statements are true? (Select all that apply)**

*Hint: Think about the amounts of sugar required in each recipe.*

- A) The second recipe requires more sugar. ✓
- B) The first recipe requires more sugar.
- C) You can use the cross-multiplication method to compare. ✓
- D) You can convert the fractions to decimals to compare. ✓

The second recipe requires more sugar than the first.

**Evaluate the following scenario: You have two recipes, one requires  $\frac{2}{3}$  cup of sugar and the other  $\frac{3}{4}$  cup. Which of the following statements are true? (Select all that apply)**

*Hint: Think about the amounts of sugar required in each recipe.*

- A) The second recipe requires more sugar. ✓
- B) The first recipe requires more sugar.
- C) You can use the cross-multiplication method to compare. ✓
- D) You can convert the fractions to decimals to compare. ✓

The second recipe requires more sugar, and you can use methods like cross-multiplication or decimal conversion to compare.

**Create a real-world problem involving the comparison of fractions and solve it using one of the methods discussed. Explain your reasoning.**

*Hint: Think about a scenario where fractions are used in daily life.*

Create a problem that involves comparing fractions and provide a solution.

**Create a real-world problem involving the comparison of fractions and solve it using one of the methods discussed. Explain your reasoning.**

*Hint: Think about a scenario where you need to compare quantities.*

**Create a problem such as comparing the lengths of two pieces of fabric and solve it using a method like cross-multiplication or decimal conversion.**