

## Fraction Comparison Worksheet Answer Key PDF

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### Part 1: Building a Foundation

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

undefined. A) 3 ✓

undefined. B) 4

undefined. C) 7

undefined. D) 1

The numerator is the number above the fraction line.

**Which of the following are components of a fraction?**

undefined. A) Numerator ✓

undefined. B) Denominator ✓

undefined. C) Quotient

undefined. D) Dividend

A fraction consists of a numerator and a denominator.

**Explain the process of simplifying the fraction  $\frac{8}{12}$ .**

**To simplify, divide both the numerator and denominator by their greatest common divisor.**

**Provide two equivalent fractions for  $\frac{1}{2}$ .**

1. First equivalent fraction

**$\frac{2}{4}$**

2. Second equivalent fraction

**$\frac{3}{6}$**

Equivalent fractions can be found by multiplying both parts of the fraction by the same number.

## Part 2: Comprehension and Application

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**Which fraction is larger:  $\frac{2}{3}$  or  $\frac{3}{4}$ ?**

undefined. A)  $\frac{2}{3}$

**undefined. B)  $\frac{3}{4}$  ✓**

undefined. C) They are equal

undefined. D) Cannot be determined

To determine which fraction is larger, you can find a common denominator or convert them to decimals.

**To compare  $\frac{1}{4}$  and  $\frac{3}{8}$ , which common denominator could you use?**

undefined. A) 4

**undefined. B) 8 ✓**

undefined. C) 12

undefined. D) 16

A common denominator is a multiple of both denominators.

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

**To place fractions on a number line, identify their decimal equivalents or find a common denominator.**

**If a recipe calls for  $\frac{3}{4}$  cup of sugar and you only have a  $\frac{1}{2}$  cup measuring cup, how many times do you need to fill it?**

undefined. A) 1

**undefined. B) 1.5 ✓**

undefined. C) 2

undefined. D) 2.5

You need to fill the  $\frac{1}{2}$  cup measuring cup 1.5 times to get  $\frac{3}{4}$  cup of sugar.

**You have a rope that is  $\frac{12}{16}$  meters long. Which of the following is the simplified length of the rope?**

undefined. **A)  $\frac{3}{4}$  meters ✓**

undefined. B)  $\frac{6}{8}$  meters

undefined. C)  $\frac{1}{2}$  meters

undefined. D)  $\frac{2}{3}$  meters

The simplified length of the rope is  $\frac{3}{4}$  meters.

### Part 3: Analysis, Evaluation, and Creation

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**Which of the following fractions is not equivalent to  $\frac{4}{6}$ ?**

undefined. **A)  $\frac{2}{3}$  ✓**

undefined. B)  $\frac{8}{12}$

undefined. C)  $\frac{6}{9}$

undefined. D)  $\frac{3}{5}$

The fraction that is not equivalent to  $\frac{4}{6}$  is  $\frac{3}{5}$ .

**Using cross-multiplication, determine which fraction is larger:  $\frac{5}{7}$  or  $\frac{6}{8}$ .**

undefined. **A)  $\frac{5}{7}$  ✓**

undefined. B)  $\frac{6}{8}$

undefined. C) They are equal

undefined. D) Cannot be determined

Cross-multiplication shows that  $\frac{5}{7}$  is larger than  $\frac{6}{8}$ .

**Analyze the fractions  $\frac{7}{9}$  and  $\frac{8}{10}$  by converting them to a common denominator and determine which is larger.**

**After converting to a common denominator, you can compare the two fractions to see which is larger.**

**Which strategy is most efficient for comparing the fractions  $\frac{5}{6}$  and  $\frac{7}{8}$ ?**

undefined. A) Finding a common denominator

**undefined. B) Cross-multiplication ✓**

undefined. C) Converting to decimals

undefined. D) Using a number line

Cross-multiplication is often the most efficient method for comparing fractions.

**Create a fraction that is equivalent to  $\frac{3}{5}$  and has a denominator of 20.**

**undefined. A)  $\frac{12}{20}$  ✓**

**undefined. B)  $\frac{15}{20}$  ✓**

undefined. C)  $\frac{9}{20}$

undefined. D)  $\frac{10}{20}$

The equivalent fraction is  $\frac{12}{20}$  or  $\frac{15}{20}$ .

**Evaluate the following scenario: You have two pieces of fabric, one measuring  $\frac{5}{8}$  meters and the other  $\frac{3}{4}$  meters. Which piece is longer, and by how much?**

**To evaluate, convert both fractions to a common denominator or decimal to compare their lengths.**