

c) $\frac{3}{5} = \frac{6}{10}$
 $\frac{6}{10} < \frac{6}{8}$
 $\frac{3}{5} < \frac{6}{8}$

$$\frac{\boxed{3}}{\boxed{5}} < \frac{\boxed{6}}{\boxed{8}}$$

3) a) $\frac{2}{5} > \frac{3}{10}$

b) $\frac{4}{5} > \frac{4}{9}$

c) $\frac{2}{6} < \frac{4}{7}$

4) a) $\frac{1}{2}, \frac{3}{4}, \frac{5}{8}$ $\frac{4}{8}, \frac{6}{8}, \frac{5}{8}$
 ↓
 $\frac{1}{2}, \frac{5}{8}, \frac{3}{4}$

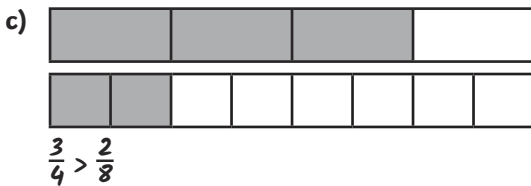
b) $\frac{1}{6}, \frac{2}{5}, \frac{1}{3}$ $\frac{2}{12}, \frac{2}{5}, \frac{2}{6}$
 ↓
 $\frac{1}{6}, \frac{1}{3}, \frac{2}{5}$

c) $\frac{8}{10}, \frac{2}{5}, \frac{4}{6}$ $\frac{8}{10}, \frac{8}{20}, \frac{8}{12}$
 ↓
 $\frac{2}{5}, \frac{4}{6}, \frac{8}{10}$

(Alternatively, children may have found equivalent fractions with a common denominator of 30: $\frac{24}{30}, \frac{12}{30}, \frac{20}{30}$.)



- 1) a) Jason has drawn his bars the wrong size, as the whole of each bar model needs to be the same size. Also, he has thought that the numerator and denominator added together show how many parts you should draw.
- b) Children may suggest that Jason needs to understand that the numerator shows how many parts you have and the denominator shows how many parts there are overall.



- 2) The fractions can be compared using the common denominator of 8.

$$\frac{1}{4} = \frac{2}{8}$$

$$\frac{1}{2} = \frac{4}{8}$$

$$\frac{3}{4} = \frac{6}{8}$$

Order from smallest to largest: $\frac{2}{8}, \frac{3}{8}, \frac{4}{8}, \frac{6}{8}, \frac{7}{8}$

1)

$$\frac{3}{5} > \frac{1}{6} \quad \frac{3}{5} > \frac{2}{6} \quad \frac{3}{5} > \frac{3}{6}$$



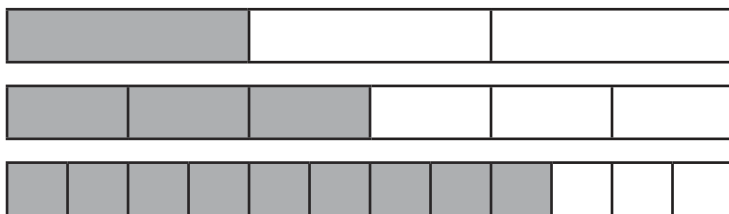
Children should have either drawn bar models to prove their answers are correct or used equivalent fractions with a common numerator or denominator.

- 2) The missing fraction could be $\frac{3}{10}$ or $\frac{4}{10}$ (or the equivalent fraction $\frac{2}{5}$).

It could also be any other fraction that is larger than $\frac{1}{5}$ but smaller than $\frac{1}{2}$.

- 3) a) Harriet's fraction could be $\frac{5}{12}, \frac{6}{12}, \frac{7}{12}$ or $\frac{8}{12}$ or any equivalent fractions whose denominator is a multiple of 3.

Children's bar models should show the fraction they have chosen compared to the two fractions given. Here is an example showing $\frac{3}{6}$.



- b) Leo is wrong. Children may draw bar models to show that $\frac{5}{6}$ is larger than $\frac{9}{12}$. They may also use their knowledge of equivalent fractions to prove that $\frac{5}{6} = \frac{10}{12}$, which is larger than $\frac{9}{12}$.