Warm up Grade 6

Date: Jan 17

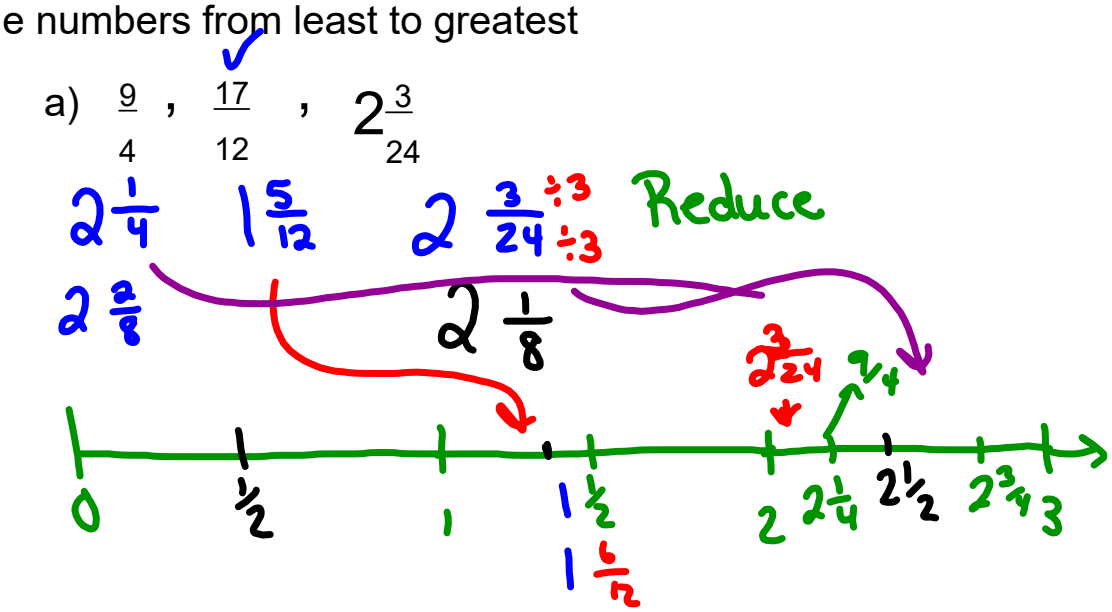
Chapter 5

Lesson 3 Day 2

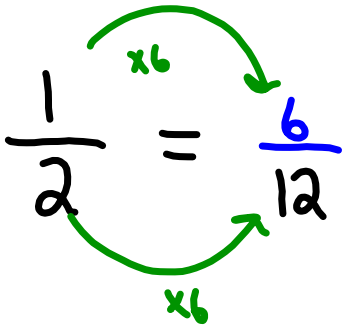
#1)Place the numbers in each set on a number line. Show work

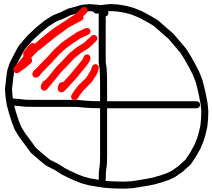
List the numbers from least to greatest

a) $\frac{9}{4}$, $\frac{17}{12}$, $2\frac{3}{24}$

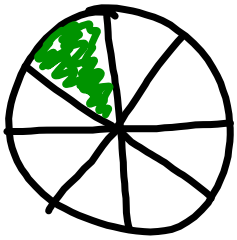


$\frac{17}{12}$, $2\frac{3}{24}$, $\frac{9}{4}$





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



$\frac{1}{8}$

Let's look at making Common denominators to compare

-bottom number need to be the same

-So need to make equivalent fractions

$\frac{7}{12}$ $\frac{3}{4}$ $\frac{5}{6}$ ⟵ Need to find the Lowest common multiple of 12, 4, 6

List the multiples

12 → 12, 24, 36, 48, ...

4 → 4, 8, 12, 16, 20 ...

6 → 6, 12, 18, 24 ....

circle the lowest common

That is the common denominator

Rewrite each fraction above as an equivalent fraction with the LCD

$\frac{7}{12} = \frac{7}{12}$ ✓

$\frac{3}{4} \overset{\times 3}{=} \frac{9}{12}$ (×3)

$\frac{5}{6} \overset{\times 2}{=} \frac{10}{12}$ (×2)

Then compare numerators when the denominators are the same.

The larger the numerator the larger the factor

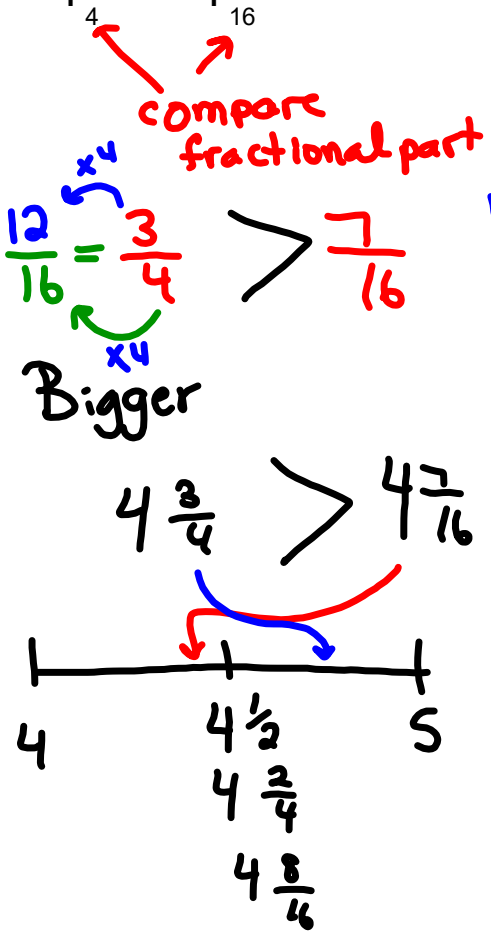
$\frac{7}{12} < \frac{9}{12} < \frac{10}{12}$

For each pair of numbers below:

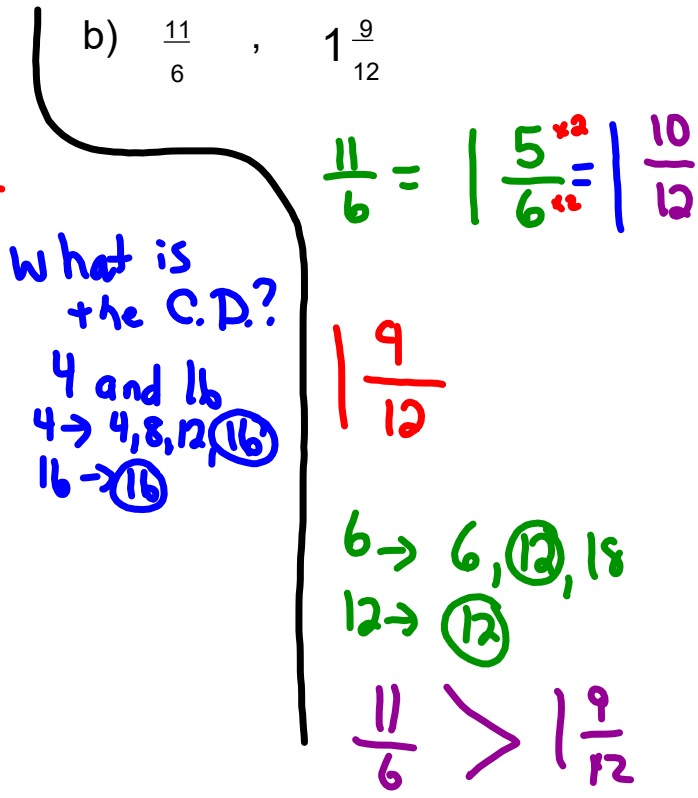
Which strategy did you use? Benchmarks or Common denominators

Which number is the greatest?

a) $4\frac{3}{4}$, $4\frac{7}{16}$



b) $\frac{11}{6}$, $1\frac{9}{12}$



Recall

When comparing fractions of different denominators...

-Take all fractions to the same form
(all mixed or all improper)

Then there is 3 methods to choose from

1) Benchmarks (0, $\frac{1}{2}$, 1, $1\frac{1}{2}$, 2 and so on)

2) Use multiple number lines of same lengths

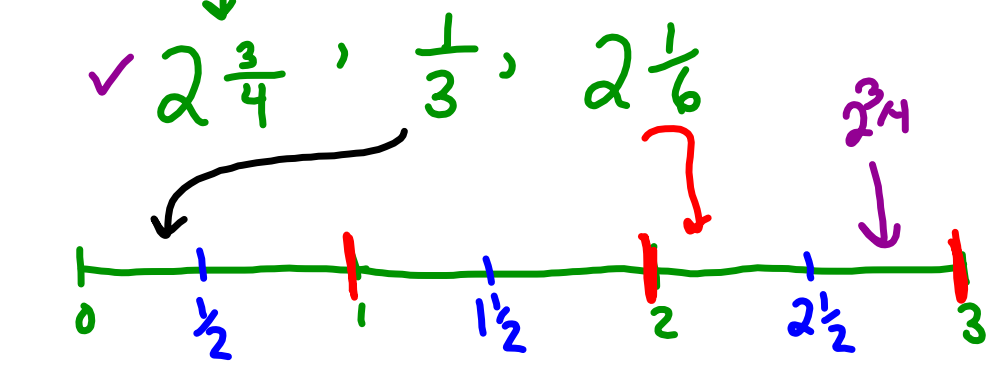
3) Equivalent Fractions (Find common denominators and compare numerators)

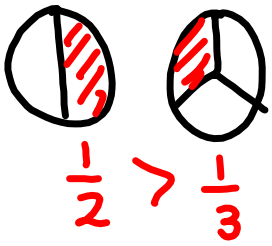
Recall

Strategy #1 – USING BENCHMARKS AND ESTIMATION

place the following on a number line

$\frac{11}{4}$, $\frac{1}{3}$, $2\frac{1}{6}$





1/2 > 1/3

2 3/4

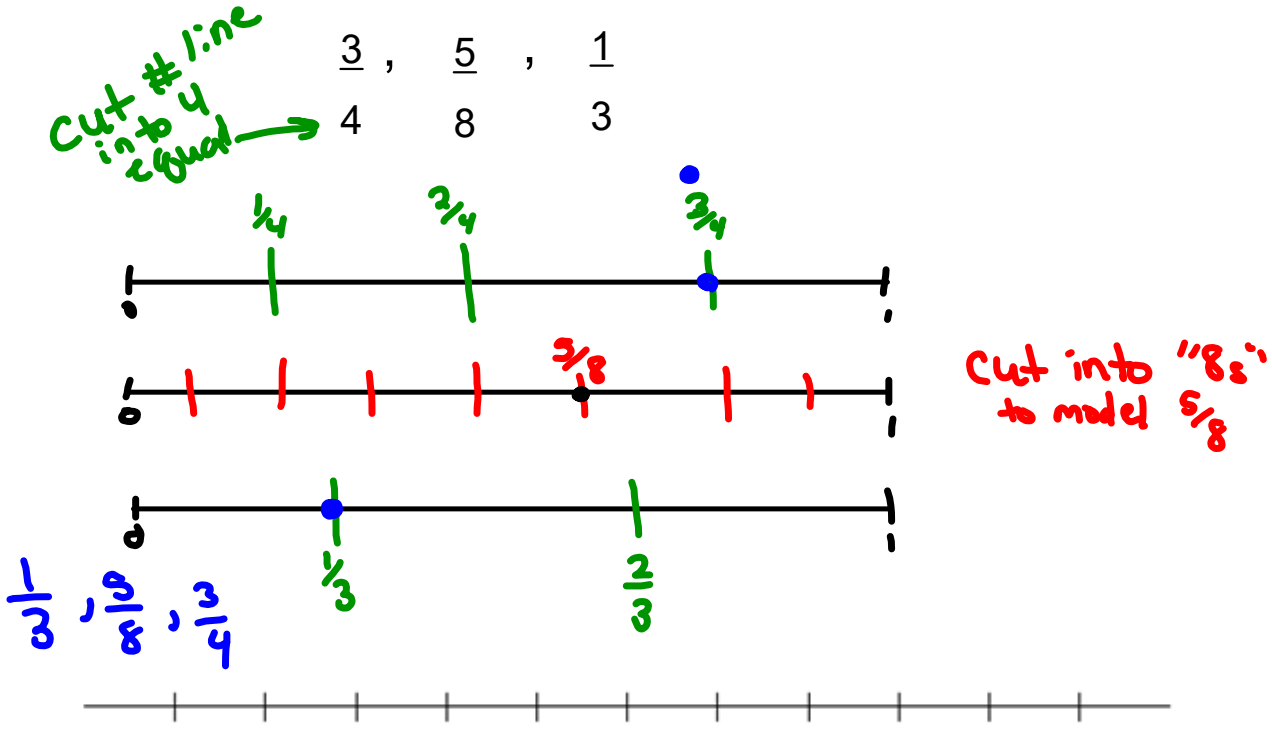
2 3/6

1/3 , 2 1/6 , 11/4

Recall

Strategy #2 – DRAWING INDIVIDUAL NUMBER LINES OF EQUAL LENGHTS

place the following on multiple a number line



John says that $3\frac{2}{5}$ is greater than $\frac{21}{6}$

$\frac{17}{5}$ $\frac{21}{6} \div 3 \div 3 = \frac{7}{2}$ $\frac{17}{5} \times 2 \times 2 = \frac{34}{10}$ $\frac{7}{2} \times 5 \times 5 = \frac{35}{10}$ Bigger

Explain how you know with pictures, number lines or words

$3\frac{2}{5}$ $3\frac{3}{6} \div 3 \div 3$

$3\frac{2}{5}$ $3\frac{1}{2}$ x5

CD → 10 x2

$3\frac{4}{10} < 3\frac{5}{10}$

Bigger

John is wrong

$\frac{21}{6} > 3\frac{2}{5}$

Practice

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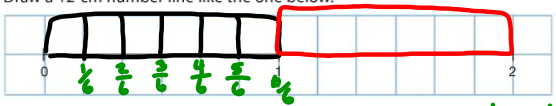
Your teacher will give you copies of number lines for questions 3, 6, and 7.

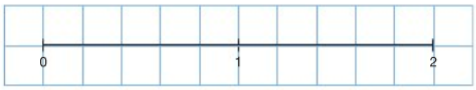
1. Use 1-cm grid paper.
Draw a 12-cm number line like the one below.



Place these numbers on the line: $\frac{5}{6}$, $1\frac{1}{6}$, $\frac{9}{6}$

$1 = \frac{6}{6}$

2. Use 1-cm grid paper.
Draw a 10-cm number line like the one below.



Place these numbers on the line: $1\frac{3}{5}$, $\frac{7}{5}$, $\frac{4}{5}$

3. Find equivalent fractions so the fractions in each pair have the same denominator.
~~Place each pair of fractions on a number line.~~

a) $\frac{8}{3}$ and $\frac{6}{4}$
b) $\frac{12}{5}$ and $\frac{8}{3}$
c) $\frac{14}{6}$ and $\frac{17}{8}$
d) $\frac{11}{10}$ and $\frac{20}{15}$
e) $\frac{9}{5}$ and $\frac{8}{6}$
f) $\frac{12}{9}$ and $\frac{11}{5}$

a) $\frac{8}{3} \times\frac{4}{4} = \frac{32}{12}$ Bigger

$\frac{6}{4} \times\frac{3}{3} = \frac{18}{12}$

Mult
3 → 3, 6, 9, (12), 15
4 → 4, 8, (12)

4. Use 1-cm grid paper.
Draw a number line with the benchmarks 0, 1, 2, and 3 as shown below.

Place these numbers on the number line:
$\frac{1}{2}$, $\frac{23}{8}$, $1\frac{3}{4}$

Hint: use C. D.

Practice

Page 173-175

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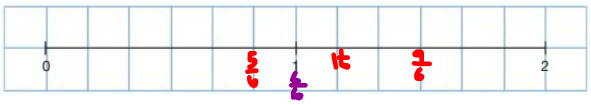

Place these numbers on the line: $\frac{5}{6}$, $1\frac{1}{6}$, $\frac{9}{6}$

2. Use 1-cm grid paper.
Draw a 10-cm number line like the one below.

Place these numbers on the line: $1\frac{3}{5}$, $\frac{7}{5}$, $\frac{4}{5}$

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c) $\frac{14}{6}$ and $\frac{17}{8}$
d) $\frac{11}{10}$ and $\frac{20}{15}$
e) $\frac{9}{5}$ and $\frac{8}{6}$
f) $\frac{12}{9}$ and $\frac{11}{5}$

a) $\frac{8}{3} = \frac{32}{12}$ $\quad \frac{6}{4} = \frac{18}{12}$

b) $\frac{12}{5} = \frac{36}{15}$ $\quad \frac{8}{3} = \frac{40}{15}$

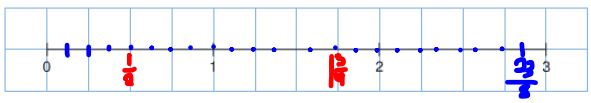
c) $\frac{14}{6} = \frac{56}{24}$ $\quad \frac{17}{8} = \frac{51}{24}$

d) $\frac{11}{10} = \frac{33}{30}$ $\quad \frac{20}{15} = \frac{40}{30}$

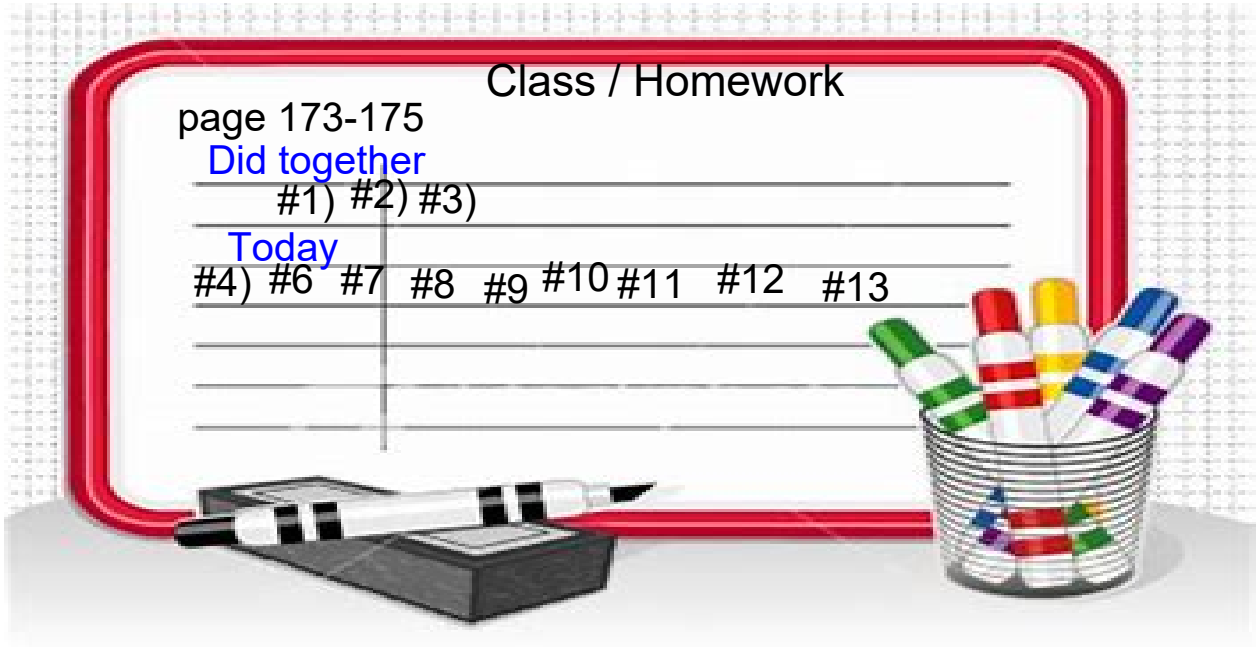
e) $\frac{9}{5} = \frac{54}{30}$ $\quad \frac{8}{6} = \frac{40}{30}$

f) $\frac{12}{9} = \frac{60}{45}$ $\quad \frac{11}{5} = \frac{99}{5}$

4. Use 1-cm grid paper.
Draw a number line with the benchmarks 0, 1, 2, and 3 as shown below.

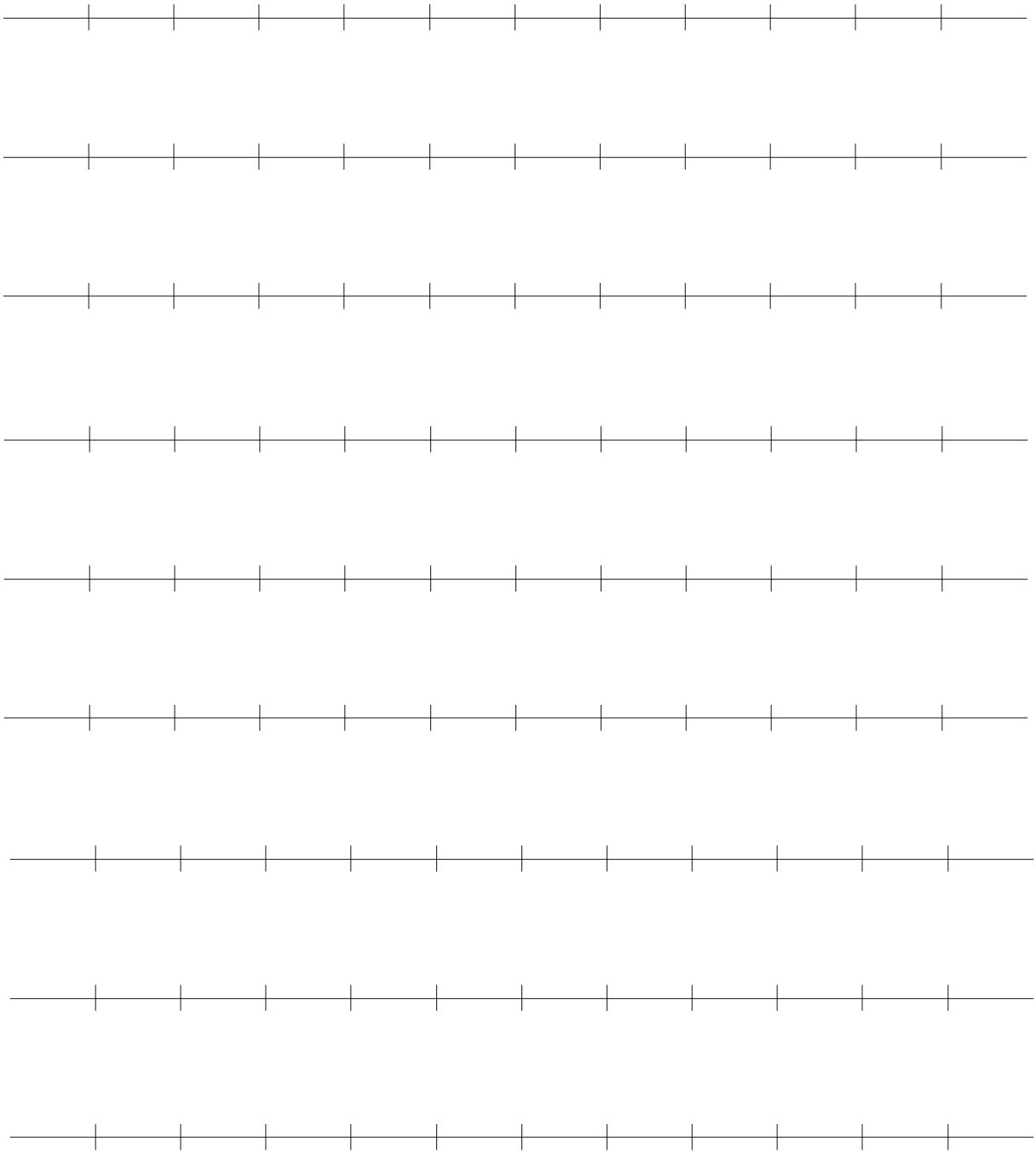


Place these numbers on the number line:
$\frac{1}{2}$, $\frac{23}{8}$, $1\frac{3}{4}$



Number lines PDF

Number lines Copy for Students



Practice

Page 173-175

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1. Use 1-cm grid paper.
Draw a 12-cm number line like the one below.

Place these numbers on the line: $\frac{5}{6}$, $1\frac{1}{6}$, $\frac{9}{6}$

2. Use 1-cm grid paper.
Draw a 10-cm number line like the one below.

Place these numbers on the line: $1\frac{3}{5}$, $\frac{7}{5}$, $\frac{4}{5}$

3. Find equivalent fractions so the fractions in each pair have the same denominator.
Place each pair of fractions on a number line.

a) $\frac{8}{3}$ and $\frac{6}{4}$
b) $\frac{12}{5}$ and $\frac{8}{3}$
c) $\frac{14}{6}$ and $\frac{17}{8}$
d) $\frac{11}{10}$ and $\frac{20}{15}$
e) $\frac{9}{5}$ and $\frac{8}{6}$
f) $\frac{12}{9}$ and $\frac{11}{5}$

4. Use 1-cm grid paper.
Draw a number line with the benchmarks 0, 1, 2, and 3 as shown below.

Place these numbers on the number line:
$\frac{1}{2}$, $\frac{23}{8}$, $1\frac{3}{4}$

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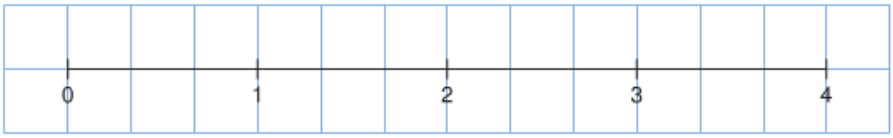
5. Use 1-cm grid paper.
Draw a number line with the benchmarks 0, 1, 2, 3, and 4 as shown below.



Place these numbers on the number line:
$\frac{5}{2}$, $\frac{2}{3}$, $1\frac{5}{6}$

6. For each pair of numbers below:
- Place the two numbers on a number line.
  Which strategy did you use?
- Which of the two numbers is greater?
  How do you know?

a) $\frac{5}{8}$; $\frac{7}{16}$ b) $\frac{3}{4}$; $\frac{9}{12}$ c) $2\frac{1}{2}$; $\frac{9}{2}$
d) $\frac{13}{10}$; $1\frac{1}{5}$ e) $\frac{29}{5}$; $6\frac{2}{10}$ f) $3\frac{5}{6}$; $3\frac{8}{12}$

7. Place the numbers in each set on a number line.
Show how you did it.
List the numbers from least to greatest.

a) $\frac{5}{6}$, $\frac{15}{9}$, $1\frac{5}{12}$ b) $\frac{9}{4}$, $2\frac{2}{3}$, $\frac{11}{6}$ c) $\frac{9}{10}$, $\frac{7}{5}$, $\frac{11}{4}$ d) $\frac{10}{3}$, $2\frac{1}{4}$, $\frac{3}{2}$

8. Hisa says that $\frac{17}{3}$ is greater than $5\frac{3}{4}$. Is she correct?
Use pictures, numbers, and words to explain.

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9. Adriel watched a $1\frac{3}{4}$-h movie on TV.
Nadir watched 3 half-hour sitcoms.
Who watched more TV? How do you know?

10. Justine played a board game for $3\frac{1}{2}$ h.
Marty played the same board game for $\frac{37}{12}$ h.
Who played longer?
Sketch a number line to show how you know you are correct.

11. Ratu, Addie, and Penny cooked pancakes for their school's maple syrup festival in McCreary, Manitoba.
Ratu made $4\frac{1}{2}$ dozen pancakes,
Addie made $\frac{28}{6}$ dozen pancakes,
and Penny made $\frac{13}{3}$ dozen pancakes.
Who made the most pancakes?
Who made the least?
Sketch a number line to show how you know.

12. Florence and her friends Rafael and Bruno race model cars.
Florence's car completed $2\frac{1}{4}$ laps of a track in 1 min.
Rafael's car completed $\frac{8}{3}$ laps of the track in 1 min.
Bruno's car completed $\frac{11}{12}$ laps of the track in 1 min.
Whose car was fastest? How do you know?

13. Use your ruler as a number line.
Visualize placing these fractions on your ruler: $4\frac{3}{5}, \frac{11}{2}, \frac{83}{10}$
Describe where you would place each fraction.
Which fraction is the greatest? The least?