



# Lesson 1: Let's Think

Tom and Kara have ordered four fractions from smallest to largest.

Tom:  $\frac{1}{2}$     $\frac{2}{3}$     $\frac{5}{6}$     $\frac{3}{12}$

Kara:  $\frac{1}{2}$     $\frac{2}{3}$     $\frac{3}{12}$     $\frac{5}{6}$

What mistakes have they made?

How would you order the fractions?

# Lesson 1: Let's Apply

Order these fractions from least to greatest.

$$\frac{2}{3}$$

$$\frac{2}{9}$$

$$\frac{5}{18}$$

$$\frac{5}{6}$$

$$\frac{1}{2}$$

## Lesson 2: Let's Think

Jamie has been asked to put these cards in order, from least to greatest.

A	B	C	D
0.24	$\frac{1}{4}$	22%	$\frac{2}{10}$

What advice would you give Jamie to help him do this?



## Lesson 2: Let's Apply

**Which of the following lists of fractions, decimals and percentages are in the correct order (from least to greatest)?  
Re-order those that are not!**

- A.  $\frac{3}{5}$     0.61    70%     $\frac{3}{4}$
- B.  $\frac{1}{2}$      $\frac{33}{100}$     0.30    0.4
- C.  $\frac{15}{100}$     0.2     $\frac{2}{8}$     30%
- D.  $\frac{22}{25}$     0.83     $\frac{8}{10}$     85%



## Lesson 3: Let's Think

**Four children colour in parts of some squares.**

- Abdul colours  $\frac{3}{5}$  of his square.
- Brandon colours 0.5 of the whole square.
- Chloe colours  $\frac{45}{100}$  of her square.
- Drew colours 42% of his square.

**Brandon says, “0.5 is the smallest number. I have coloured the smallest part.”**

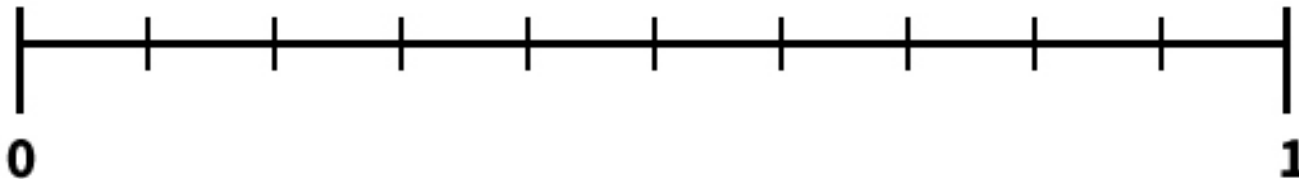
**Chloe says, “45 is the largest number. I have coloured the largest part.”**

**What do you think?**



## Lesson 3: Let's Apply

Put these different values where they belong on this number line.



$$\frac{2}{3}$$

5%

0.61

0.5

$$\frac{3}{5}$$

20.5%