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3. Write a number sentence for each pair of fractions. Use the symbols <, >, or = in each sentence.

A. $\frac{6}{8}, \frac{1}{4} \times 3$ **B.** $\frac{3}{5}, \frac{3}{8}$ **C.** $\frac{1}{3}, \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$

D. $\frac{1}{2}, \frac{5}{10}$ **E.** $\frac{3}{9}, \frac{1}{3}$ **F.** $\frac{4}{5}, \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12}$

4. Explain your strategy for solving Question 3F.

5. Frank and Jerome each ordered a small cheese pizza for lunch. Frank's pizza was cut into 6 equal pieces. Jerome's pizza was cut into 8 equal pieces. Frank ate 2 pieces of his pizza. Jerome ate 3 pieces of his pizza. Which boy ate more pizza? How do you know?

6. Nila and Tanya shared a sandwich for lunch. Nila ate $\frac{1}{2}$ of the sandwich and Tanya ate $\frac{1}{4}$ of the sandwich. What fraction of the whole sandwich did the two girls eat? Explain how you found your answer.

7. Lee Yah, Luis, John, and Shannon solved a fraction puzzle as shown on the right. If a red circle is one whole, write a number sentence for their solution.

8. Frank, Jacob, Irma, and Maya solved a fraction puzzle as shown below. Does their solution fit all the clues? If it does not fit all the clues, draw a shape that does work. Write a number sentence for a correct solution. Explain your thinking.

Clue 1: The pink piece is equal to 1 whole.
Clue 2: Make a shape with a value of $\frac{3}{2}$.
Clue 3: Use at least one yellow piece.
Clue 4: Do not use any pink pieces.

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Puzzle Problem

1. Show your group's solution to Puzzle D. Draw a picture and write a number sentence.

2. Write a paragraph explaining the strategies your group used. Use the back of the paper if you need more room.
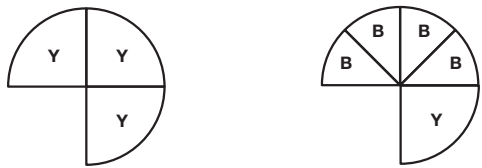
Puzzle Problem
Student-to-Student Feedback Box

Yes...   Yes, but...   No, but...   No...

MPE3. Check for reasonableness. I look back at my solution to see if my answer makes sense. If it does not, I try again.

MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking.

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*Answers and/or discussion are included in the lesson.

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3. **A.** $\frac{6}{8} = \frac{3}{4}$

B. $\frac{3}{5} > \frac{3}{8}$

C. $\frac{1}{3} < \frac{3}{6}$

D. $\frac{1}{2} = \frac{5}{10}$

E. $\frac{3}{9} = \frac{1}{3}$

F. $\frac{4}{5} > \frac{5}{12}$

4. Possible response: I looked at the fraction chart. The $\frac{4}{5}$ strip is longer than the $\frac{5}{12}$ strip.

5. Jerome ate $\frac{3}{8}$ of his pizza. Frank ate $\frac{2}{6}$ of his pizza. Jerome ate more pizza than Frank. Students may use their fraction charts to compare $\frac{2}{6}$ and $\frac{3}{8}$.

6. $\frac{3}{4}$ of the sandwich; strategies will vary.

7. $\frac{1}{2} + \frac{1}{6} + \frac{1}{3} = 1$

8. The solution does not match the clues. Their solution has a pink piece ("Clue 4: Do not use any pink pieces."); Possible solutions:

$$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} = \frac{3}{2} \qquad \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{2} = \frac{3}{2}$$

These are examples of shapes that cover 1 pink and a $\frac{1}{2}$ of a pink or 1 yellow.

Student Activity Book

Puzzle Problem (SAB p. 313)

Questions 1–2

1.* See Figure 5 in Lesson 12 for possible answers to Puzzle D.

2.* See Figure 8 for a possible complete explanation. A better explanation would include a more complete description of how Ana's group checked their solution for reasonableness.

Teacher Guide

Fraction Puzzle Clues (TG pp. 1–2)

*See Figures 2–4 in Lesson 12 for answers to Puzzles A–C.