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 <u>you</u> order the fractions?

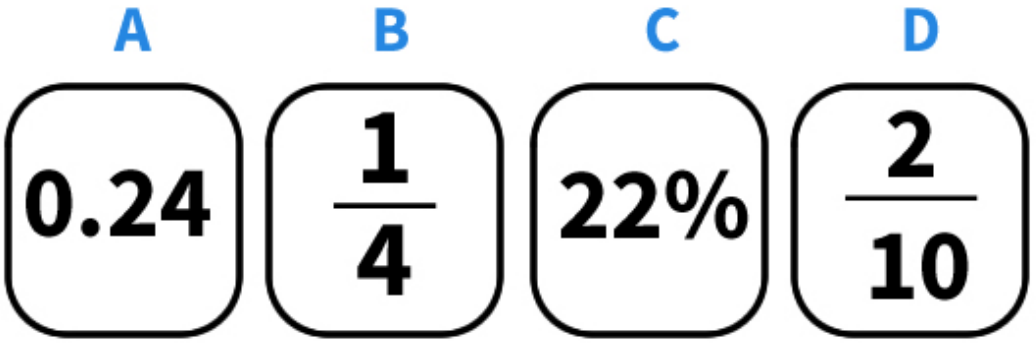
Lesson 1: Let's Apply

Order these fractions from least to greatest.

$$\frac{2}{3} \qquad \frac{2}{9} \qquad \frac{5}{18} \qquad \frac{5}{6} \qquad \frac{1}{2}$$

Lesson 2: Let's Think

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



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

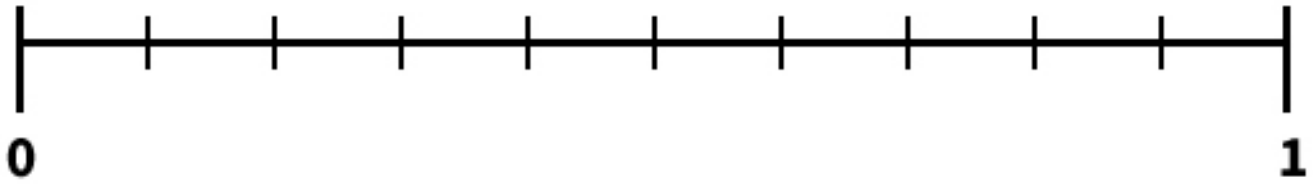
Four children colour in parts of some squares.

- 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%