Directions: Identify the fraction of the figure shaded in each model and use the >, <, or = to compare the fractions.

1. \[
\begin{array}{ccc}
\frac{2}{6} & < & \frac{2}{3} \\
\end{array}
\]

2. \[
\begin{array}{ccc}
\frac{3}{4} & > & \frac{3}{8} \\
\end{array}
\]

3. \[
\begin{array}{ccc}
\frac{1}{4} & < & \frac{1}{2} \\
\end{array}
\]

4. \[
\begin{array}{ccc}
\frac{4}{4} & > & \frac{4}{6} \\
\end{array}
\]

Directions: Partition each number line into the units labeled on the left. Then, use the number lines to compare the fractions.

5. \[
\begin{array}{ccc}
\frac{3}{8} & \stackrel{<}{\sim} & \frac{3}{4} \\
\end{array}
\]

6. \[
\begin{array}{ccc}
\frac{4}{4} & \stackrel{>}{\sim} & \frac{4}{8} \\
\end{array}
\]

7. \[
\begin{array}{ccc}
\frac{2}{4} & \stackrel{>}{\sim} & \frac{2}{6} \\
\end{array}
\]
Draw your own model to compare the following fractions.

8. \( \frac{3}{10} \) \( \bigcirc \) \( \frac{3}{5} \)

9. \( \frac{2}{6} \) \( \bigcirc \) \( \frac{2}{8} \)

10. John ran \( \frac{2}{3} \)s kilometer after school. Nicholas ran \( \frac{2}{5} \)s kilometer after school. Who ran the shorter distance? Use the model below to support your answer. Be sure to label 1 whole as 1 kilometer.

\[ \text{John} \quad \frac{3}{3} \]
\[ \text{Nicholas} \quad \frac{2}{5} \]

Nicholas ran the shorter distance. Even though they both ran 2 of their units, fifths are a smaller unit than thirds, so \( \frac{2}{5} \) is smaller (or shorter) than \( \frac{2}{3} \).

11. Erica ate \( \frac{2}{9} \)s of a licorish stick. Robbie ate \( \frac{2}{5} \)s of an identical licorish stick. Who ate the most? Use the model below to support your answer.

\[ \text{Erica} \quad \frac{2}{9} \]
\[ \text{Robbie} \quad \frac{2}{5} \]

Robbie ate the most because 2 units of fifths is more than 2 units of ninths.