Warm-Up

CST/CAHSEE:	Review:

A pie was divided into fifths. Emily ate $\dfrac{1}{5}$ of the pie. Tony ate $\dfrac{2}{5}$ of the pie. Jenny ate $\dfrac{1}{5}$ of the pie. How much of the pie was left?

A. $\dfrac{4}{5}$

B. $\dfrac{3}{5}$

C. $\dfrac{2}{5}$

D. $\dfrac{1}{5}$

If Emily, Tony and Jenny divided what was

Our second fraction is $\dfrac{2}{3}$. How many pieces are needed to make $\dfrac{2}{3}$ whole? [one]

$\dfrac{1}{3}$ (complement)

Students will work in pairs to compare the following fractions using both methods, side by side. They will compare the fractions using the strategy of finding the common denominator and using the complement.

You Try #1:

Compare the following fractions: $\dfrac{5}{8}$ ◯ $\dfrac{4}{7}$

Finding a Common Denominator

Using the bubble method, we find the least common denominator is **56**

You Try #2:

This you try can be done in pairs again, independently, or used as an exit card question to check for understanding.

$$\dfrac{3}{4} \qquad \dfrac{7}{8}$$

Finding a Common Denominator	Using the Complement

Finding a Common Denominator

Using the bubble method, we find the least common denominator is 8.

$$\frac{3}{4} \cdot \frac{2}{2} = \frac{6}{8}$$

$\frac{7}{8}$ already has a denominator of 8 so nothing more needs to be done with this fraction.

$\frac{6}{8}$ is less than $\frac{7}{8}$.

$$\frac{3}{4} < \frac{7}{8}$$

Using the Complement

$$\frac{3}{4} \qquad \text{complement} = \frac{1}{4}$$

$$\frac{7}{8} \qquad \text{complement} = \frac{1}{8}$$

The complement $\frac{1}{8}$ is smaller than $\frac{1}{4}$ so $\frac{7}{8}$ is closer to one whole, thereby making it greater than $\frac{3}{4}$.

$$\therefore \frac{3}{4} < \frac{7}{8}$$

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