








Question	Answer
1	<p>a) $>$ b) $<$ c) $<$</p> <p>When the denominators are the same, the smaller the numerator, the smaller the fraction.</p>
2	<p>a)  $\frac{1}{5}$  $\frac{3}{5}$</p> <p> $\frac{2}{5}$  $\frac{4}{5}$</p> <p>b) $\frac{1}{5} < \frac{3}{5}$ $\frac{4}{5} > \frac{1}{5}$ $\frac{0}{5} < \frac{1}{5}$ $\frac{4}{5} > \frac{3}{5}$ $\frac{2}{5} < \frac{3}{5}$ $\frac{5}{5} > \frac{4}{5}$</p> <p>When the denominators are the same, the smaller the numerator, the smaller the fraction.</p>
3	<p>When fractions have the same denominator, the greater the numerator, the greater the fraction.</p> <p>or</p> <p>When fractions have the same denominator, the smaller the numerator, the smaller the fraction.</p> <p>Children can fill in the sentence either way round.</p>
4	<p>a) $>$ b) $<$ c) $<$ d) $>$ e) $<$ f) $=$</p>
5	<p>a)  $\frac{4}{5}$</p> <p> $\frac{4}{6}$</p> <p> $\frac{4}{7}$</p> <p>When the numerators are the same, the greater the denominator, the smaller the fraction.</p> <p>b) $\frac{4}{5} > \frac{4}{7}$ $\frac{4}{7} > \frac{4}{8}$ $\frac{9}{11} > \frac{9}{15}$ $\frac{4}{6} < \frac{4}{5}$ $\frac{4}{13} > \frac{4}{17}$ $\frac{27}{33} > \frac{27}{142}$</p>

Question	Answer
6	<p>a) $\frac{1}{9}$ $\frac{2}{9}$ $\frac{4}{9}$ $\frac{7}{9}$ $\frac{9}{9}$</p> <p>b) $\frac{2}{41}$ $\frac{2}{29}$ $\frac{2}{9}$ $\frac{2}{7}$ $\frac{2}{3}$</p> <p>c) $\frac{1}{8}$ $\frac{3}{8}$ $\frac{3}{5}$ $\frac{4}{5}$ $\frac{7}{7}$</p>
7	<p>$\frac{2}{9} < \frac{4}{9} < \frac{5}{9} < 1$</p> <p>$\frac{2}{9} < \frac{2}{5} < \frac{2}{4} < 1$</p> <p>$\frac{2}{9} < \frac{2}{5} < \frac{4}{5} < 1$</p> <p>$\frac{2}{9} < \frac{4}{9} < \frac{5}{9} < 1$</p> <p>It is not possible to use the 1 if all the pairs of fractions being compared need to have the same numerator or the same denominator. As children haven't explored equivalent fractions yet it unlikely they will use the digit card 1</p>