

Evaluation

- Have pairs of students create a problem of each type to exchange with another pair:

Compare:

- two fractions with the same denominator
- two fractions with the same numerator
- two mixed numbers
- a mixed number and an improper fraction
- a fraction and a decimal
- a mixed number and a decimal

Order:

- five decimals
- five proper fractions
- five numbers including mixed numbers and proper fractions
- six numbers including mixed numbers, improper fractions, and proper fractions
- eight numbers including decimals, mixed numbers, improper fractions, and proper fractions

- Give students examples of statements that compare numbers or list numbers in order. Include errors in some of the statements. Challenge students to find the errors.

Remediation

- Some students may still have trouble distinguishing between $>$ and $<$ signs. It may help to imagine that the sign represents a mouth taking a bite out of the larger quantity.
- Review these processes:
 - converting a mixed number to an improper fraction
 - finding the LCD for two fractions
 - writing equivalent fractions with the LCD

Some students may find it helpful to use manipulative aids such as fraction circles, fraction strips, a fraction number line, or pattern blocks.

- Make sure students know how to use a calculator to convert fractions and mixed numbers to decimal form.

A calculator may be particularly useful in guess-and-test problems, such as:

$$0.6 < \frac{\blacksquare}{4} < 0.8$$

- If students are having trouble comparing numbers in decimal form, have them model the numbers with base 10 materials or write them on place value charts. If base 10 materials are not available, you can use paper representations:

Ones	10ths	100ths	1000ths
			

