UNIVERSITY OF
NORTHERN BRITISH COLUMBIA

Candidate's name: Joni Hesselgrave

Grade/Class/Subject:	Grade 6/7 Mathematics	School:	Lakeview Elementary
Date:	Thursday, March 3, 2022	Allotted Time:	60 minutes
Topic/Title:	"Comparing & Ordering Fractions" continued		

1. LESSON ORIENTATION
Key resources: Instructional Design Map

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

The purpose of this lesson is to have students **review and practice** the processes required to **compare and order fractions of different type** (in preparation for tomorrow's low-stakes, summative quiz).

All students should now be comparing and ordering fractions of **unlike denominator** (identifying a common denominator, preforming calculations to produce equivalent fractions with that common denominator, and then comparing and ordering as they would with fractions of like denominator).

Some students (those with extending knowledge and skill) will be ordering up to 5 fractions that include fractions of unlike denominator in addition to fractions of improper and mixed number form.

This lesson helps move students towards mastery of comparing and ordering fractions of different type, and will help prepare them for next week's concept: **comparing & ordering fractions and decimals**.

2. CORE COMPETENCIES
Key resources: https://curriculum.gov.bc.ca/competencies

Core /Sub-Core Competencies *(check all that apply):*	*Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.*
☒ COMMUNICATION – Communicating ☐ COMMUNICATION – Collaborating ☐ THINKING – Creative Thinking ☒ THINKING – Critical Thinking ☒ THINKING – Reflective Thinking ☐ PERSONAL AND SOCIAL – Personal Awareness and Responsibility ☐ PERSONAL AND SOCIAL – Positive Personal and Cultural Identity ☐ PERSONAL AND SOCIAL – Social Awareness and Responsibility	**C** **Communicating** encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. • Students will communicate their understanding of mathematical vocabulary and language as they engage in mathematical discussions regarding fractions and the processes involved in comparing and ordering them. **T** **Critical and Reflective Thinking** encompasses a set of abilities that people use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions. People who think critically reflect on the information they receive through observation, experience, and other forms of communication to solve problems.

	• Students will think critically and reflectively, drawing upon information, reasoning, and specific criteria, to convert fractions from mixed to improper and improper to mixed.
	• Students will think critically and reflectively when comparing and ordering fractions with like and unlike denominators.
	• Students will make judgments, based on information, reasoning, and specific criteria, to help determine when they need to convert fractions and/or name equivalent fractions, ensuring that all the fractions being compared and/or ordered are of the same type and of like denominator.

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES
Key resources: First Peoples Principles of Learning (FPPL); Aboriginal Worldviews and Perspectives in the Classroom

FPPL to be included in this lesson *(check all that apply):*	*How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?*
☒ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. ☒ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). ☒ Learning involves recognizing the consequences of one's actions. ☐ Learning involves generational roles and responsibilities. ☐ Learning recognizes the role of Indigenous knowledge. ☐ Learning is embedded in memory, history, and story. ☒ Learning involves patience and time. ☐ Learning requires exploration of one's identity. ☐ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	Throughout my Mathematics lessons, I will encourage students to be patient and kind to themselves as they learn new concepts. Lessons will be delivered via open, non-judgmental group discussions, posited on positive teacher/student and student/student relationships and connections. Ideas and concepts will be learned experientially, through a mixture of explicit instruction, modelling, scaffolded support, and practice. Student understanding will be dependent upon their participation in, and attentiveness to, class and group discussions and the assigned practice questions (done in class, with support as needed).

4. BIG IDEAS
Key resources: https://curriculum.gov.bc.ca/ (choose course under Curriculum, match lesson to one or more Big Ideas)

*What are students expected to **UNDERSTAND**? How is this lesson connected to Big Idea/s or an essential question?*
Big Idea: M*ixed numbers and decimal numbers represent quantities that can be decomposed into parts and wholes (Gr.6) Decimals, fractions, and percents are used to represent and describe parts and wholes of numbers (Gr.7)*   **Elaboration**: What are the connections between fractions, mixed numbers, and decimal numbers?
1. *Number* represents and describes quantity.   2. *Fractions* allow us to describe parts of a whole.   3. *Mixed numbers* allow us to describe integers (wholes) and fractions (parts of a whole).   4. *Decimal numbers* allow us to describe integers (wholes) and fractions (parts of a whole) using a decimal point to separate the whole number part and the fractional part.   5. Fractions, mixed numbers, and decimal numbers can be converted (one to another) using mathematical processes and calculations.

5. LEARNING STANDARDS/INTENTIONS

Key resources: https://curriculum.gov.bc.ca/ (choose course under Curriculum)

Curricular Competencies: *What are students expected to DO?*	Content: *What are students expected to learn (KNOW)?*
Students will participate in a class review of yesterday's material (strengths and stretches will be discussed). Students will review stretches together, as a class. Students will then perform independent practice, selecting "good fit" worksheets that match their skill level/ability. Students are expected to **DO** the following: **1. Reasoning and analyzing:** • Use reasoning and logic to explore, analyze, and apply mathematical ideas. • Demonstrate and apply mental math strategies. • Model mathematics in contextualized experiences. **2. Understanding and solving:** • Apply multiple strategies to solve problems in both abstract and contextualized situations. • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving. • Visualize to explore mathematical concepts. **3. Communicating and representing:** • Use mathematical vocabulary and language to contribute to mathematical discussions. • Explain and justify mathematical ideas and decisions. • Communicate mathematical thinking in many ways. • Represent mathematical ideas in concrete, pictorial, and symbolic forms. **4. Connecting and Reflecting:** • Reflect on mathematical thinking. • Connect mathematical concepts to each other and to other areas and personal interests. • Use mathematical arguments to support personal choices.	Students will know that fractions are numerical quantities that represent parts of a whole, each with a denominator indicating the number of equal parts that make up the whole, and a numerator indicating the number of equal parts used or taken from the whole. Students will know the types of fractions (proper, improper, mixed, and whole), and the processes required to convert from one type to another (specifically mixed to improper and improper to mixed). Students will know how to compare and order fractions with **like numerators** (i.e., fraction with smallest denominator will be largest and fraction with largest denominator will be smallest, with the fractions in between ordered accordingly), **like denominators** (i.e., fraction with largest numerator is largest and fraction with smallest numerator is smallest, with the fractions in between ordered accordingly), **unlike denominators** (i.e., fractions will need to be converted into equivalent fractions with a common denominator before comparing and ordering using the "like denominators" method OR, if possible, use the *benchmark strategy*), and **improper fractions and mixed numbers** (covert all mixed number fractions to improper fractions before finding a common denominator, making equivalent fractions, and then comparing or ordering). Students are expected to **KNOW** the following: • Multiplication and division facts to 100 (developing computational fluency). • Factors and multiples – greatest common factor and least common multiple. • Improper fractions and mixed numbers.

6. ASSESSMENT PLAN
Key resources: [Instructional Design Map](#) and https://curriculum.gov.bc.ca/classroom-assessment

How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?

Throughout the week, students will demonstrate their learning and understanding of "Fractions" and "Comparing and Ordering Fractions" in several ways:

> (1) In the responses they provide during class discussions.
> (2) In the responses they provide during self-assessed thumbs up/down polls.
> (3) In their responses to practice questions.
> (4) In a low-stakes, summative, quiz (Friday).

Students will receive formative feedback at each of the three initial stages of learning, followed by summative feedback at the fourth stage.

Student responses to the practice questions will be handed in at the end of the lesson/block, so that I can review and provide feedback to students on where they are at in their learning (vs. where they need to be) before the next lesson. This way, I can adjust my instruction, reviewing and/or re-teaching when necessary. I can also arrange additional support and go over corrections (working toward mastery of the concept). Throughout the week, students will have ample opportunity to practice, gain teacher feedback, and receive extra support.

The low-stakes, summative quiz will assess student understanding of the concepts and quiz results will help determine if students need further instruction/review of the concepts or if they are ready to move to new concepts (likely of increasing difficulty).

7. DESIGN CONSIDERATIONS
Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: <u>differentiation</u>, especially for known exceptionalities, learning differences or barriers, and language abilities; <u>inclusion</u> of diverse needs, interests, cultural safety and relevance; <u>higher order thinking</u>; <u>motivations</u> and specific <u>adaptations or modifications</u> for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

This lesson will be delivered to students who have spent the past week learning about, practicing, and reviewing the processes involved in comparing and ordering fractions of different type. Students have received instruction on comparing and ordering fractions of **like numerator**, **like denominator** and **unlike denominator** (i.e., adding the extra step of determining a common denominator and then preforming calculations to make equivalent fractions with that common denominator before comparing or ordering), and those that include **fractions of improper and mixed number form** (i.e., adding the extra step of converting any mixed numbers to improper fractions before determining a common denominator and then performing calculations to make equivalent fractions with that denominator before comparing or ordering).

This lesson is review and will be used to prepare students for tomorrow's quiz.

Exceptionalities: One student needs support regulating emotions and behaviour. This student has a designated EA and there is a plan in place to help avert significant behavioural challenges. This student can follow through with this lesson, and its tasks, with the supports previously in place. Several students in this group are colour-blind, so I have chosen texts that account for colour-blindness (i.e., avoided red, green, and light blue) and will write on the board with black markers.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*	

I will need to do the following:

(1) Scan to email today's levelled practice worksheets (attached).
(2) Photocopy sufficient copies of each worksheet and have ready for students.
(3) Have extra worksheets photocopied for early finishers.
(4) Have answer keys ready for marking.

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does *(learning activities to target learning intentions)*	Pacing
OPENING: *e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge*	Cue ALL students (6s and 7s) that it is time for Math, referring them to the visual schedule and asking them to get out their math supplies (pencil, eraser, calculator, and multiplication table). When students are seated, organized, quiet, and "eyes on," say: "Today, you will continue to practice questions that involve comparing and ordering fractions of different type. This will help ready you for tomorrow's quiz. Tell students that, like yesterday, they will need to self-assess their individual understanding of the concepts and proceed to choose from a selection of levelled worksheets that align with their abilities (keeping in mind that further learning does not occur if they choose work that is too easy, and that they must choose work that challenges them to extend their current knowledge). Inform students that the worksheets progress in difficulty, from level 1/2 to level 3/4. Everyone has mastered comparing and ordering fractions with like denominator, so those types of worksheets will not be offered today. The first worksheet option has comparing proper and improper fractions of unlike denominator (level 1) on one side, combined with comparing proper and improper, proper, and mixed number, and improper and mixed number fractions with unlike denominators (level 2) on the opposite side. The second worksheet option has ordering 5 proper fractions of unlike denominator (level 3) on one side, combined with ordering 5 proper, improper, and mixed number fractions with unlike denominators (level 4) on the opposite side.	Quick transition to lesson; interactive and lively pace. (5 min)

BODY:		
• *Best order of activities to maximize learning -- each task moves students towards learning intentions* • *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback* • *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* • *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations*	I DO: Review observed strengths. Then, review stretches, specifically finding a common denominator, and naming equivalent fractions so that the necessary comparing or ordering can occur (this was trickiest for those working on ordering as there is more denominators to consider when trying to find one that is common to all). I DO: Review ways to find a common denominator (for comparing two fractions but especially for ordering 3 or more). Do some examples as a class. STUDENTS DO: Participate in finding solutions to the examples by raising hands and providing their thoughts/answers. I DO: Display today's worksheets on the Smart Board and go over the types of questions they will be asked to do on each worksheet (increasing levels of difficulty). Remind students that they are self-assessing their understanding and choosing a "good-fit" worksheet, keeping in mind that they do not want it to be too easy or too difficult—it should be "just right." I DO: Ask students if they have any other questions or concerns before they proceed to the practice. STUDENTS DO: Ask questions/share concerns/get clarification. I DO: Answer student questions/concerns and then tell them that they have the remainder of the Math block to (1) do yesterday's corrections (I handed these back to them yesterday afternoon), (2) complete yesterday's worksheet (if it is still the correct level), and (3) select a new "good fit" worksheet to work on. Remind students that they need to have their name clearly indicated. Tell students that if they finish early, they must select another, more challenging, worksheet to extend their thinking. If there is only a short amount of time left until Gym, they can work on their Math Minute, Daily Language tasks, or their LA assignment (editorial). STUDENTS DO: Do corrections, complete yesterday's worksheet, then choose a "good fit" worksheet from the levelled options and proceed to work through the questions. I DO: Circulate the room, providing feedback and assistance when needed. Check in with those who were away to bring them up to speed. Provide extra support to those I have noticed struggling (there are a few). STUDENTS DO: If they finish early, select another, more challenging, worksheet from the levelled options. I DO: Give reminders of time remaining and re-direct students who are not doing their jobs.	Interactive, Responsive and lively pace. Redirect students who go off-task as needed. 15 min instruction, (depending on student questions), followed by 35 min of worksheet practice.

CLOSING:	2 minutes before the end of Math, cue students that it is nearing the end of their math time and that (1) they should wrap up the question they are working on, and (2) hand in what they have completed with their name clearly indicated so that I can mark and provide feedback. Let students know that I will return their practice questions tomorrow morning, with feedback, so that they can ask clarifying questions before the quiz.	5 minutes or less to wrap up.
• *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* • *review or summary if applicable* • *anticipate what's next in learning* • *"housekeeping" items (e.g. due dates, next day requirements*	Ask students to relate their level of readiness for the quiz by a show of "thumbs up" (I got it), "thumbs in the middle" (I get some of it), or "thumbs down" (I am still confused/do not get it). Cue students to move on to the next activity/scheduled task (i.e., wash/sanitize hands and head to gym).	

9. REFLECTION

• *Did any reflection in learning occur, e.g. that shifted the lesson in progress?* • *What went well in the lesson (reflection on learning)?* • *What would you revise if you taught the lesson again?* • *How do the lesson and learners inform you about necessary next steps?* • *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?* • *If this lesson is being observed, do you have a specific observation focus in mind?*
*To be completed at the end of the lesson.

Comparing Fractions (A)

Compare each pair of fractions using a $<$, $>$ or $=$ sign.

$\frac{3}{4} \ \square\ \frac{1}{3}$	$\frac{2}{9} \ \square\ \frac{6}{9}$	$\frac{2}{3} \ \square\ \frac{3}{10}$	$\frac{3}{5} \ \square\ \frac{3}{11}$
$\frac{4}{6} \ \square\ \frac{7}{8}$	$\frac{6}{8} \ \square\ \frac{1}{2}$	$\frac{6}{12} \ \square\ \frac{4}{5}$	$\frac{3}{6} \ \square\ \frac{2}{7}$
$\frac{7}{8} \ \square\ \frac{8}{11}$	$\frac{7}{9} \ \square\ \frac{5}{8}$	$\frac{3}{8} \ \square\ \frac{1}{5}$	$\frac{3}{4} \ \square\ \frac{4}{6}$
$\frac{1}{8} \ \square\ \frac{3}{6}$	$\frac{1}{11} \ \square\ \frac{1}{2}$	$\frac{1}{3} \ \square\ \frac{1}{12}$	$\frac{2}{3} \ \square\ \frac{2}{5}$
$\frac{3}{7} \ \square\ \frac{1}{11}$	$\frac{2}{3} \ \square\ \frac{5}{10}$	$\frac{8}{12} \ \square\ \frac{2}{5}$	$\frac{2}{3} \ \square\ \frac{2}{12}$
$\frac{2}{3} \ \square\ \frac{5}{7}$	$\frac{3}{10} \ \square\ \frac{1}{10}$	$\frac{4}{5} \ \square\ \frac{1}{8}$	$\frac{1}{2} \ \square\ \frac{3}{12}$
$\frac{5}{7} \ \square\ \frac{1}{2}$	$\frac{2}{4} \ \square\ \frac{2}{6}$	$\frac{5}{6} \ \square\ \frac{1}{6}$	$\frac{1}{2} \ \square\ \frac{5}{6}$
$\frac{4}{7} \ \square\ \frac{5}{8}$	$\frac{5}{9} \ \square\ \frac{3}{12}$	$\frac{1}{2} \ \square\ \frac{4}{12}$	$\frac{4}{8} \ \square\ \frac{5}{6}$
$\frac{6}{11} \ \square\ \frac{6}{7}$	$\frac{4}{9} \ \square\ \frac{3}{6}$	$\frac{2}{4} \ \square\ \frac{2}{11}$	$\frac{2}{6} \ \square\ \frac{3}{5}$
$\frac{1}{2} \ \square\ \frac{5}{10}$	$\frac{4}{12} \ \square\ \frac{5}{12}$	$\frac{8}{9} \ \square\ \frac{3}{7}$	$\frac{5}{9} \ \square\ \frac{6}{10}$

Comparing Fractions (A)

Compare each pair of fractions using a <, > or = sign.

$\frac{15}{4}$ □ $\frac{31}{12}$	$\frac{5}{3}$ □ $\frac{2}{3}$	$\frac{5}{12}$ □ $\frac{10}{12}$	$\frac{1}{2}$ □ $\frac{1}{4}$
$\frac{34}{5}$ □ $\frac{1}{4}$	$\frac{15}{3}$ □ $\frac{3}{9}$	$\frac{2}{6}$ □ $\frac{14}{2}$	$\frac{6}{11}$ □ $\frac{25}{5}$
$\frac{3}{6}$ □ $\frac{7}{5}$	$\frac{1}{11}$ □ $\frac{1}{2}$	$\frac{26}{5}$ □ $\frac{13}{5}$	$\frac{11}{5}$ □ $\frac{12}{3}$
$\frac{28}{2}$ □ $\frac{14}{5}$	$\frac{4}{6}$ □ $\frac{4}{11}$	$\frac{9}{11}$ □ $\frac{27}{6}$	$\frac{1}{2}$ □ $\frac{1}{3}$
$\frac{27}{4}$ □ $\frac{5}{6}$	$\frac{7}{11}$ □ $\frac{21}{10}$	$\frac{17}{11}$ □ $\frac{10}{5}$	$\frac{14}{7}$ □ $\frac{4}{6}$
$\frac{1}{6}$ □ $\frac{3}{5}$	$\frac{11}{12}$ □ $\frac{2}{3}$	$\frac{24}{2}$ □ $\frac{1}{3}$	$\frac{1}{5}$ □ $\frac{31}{7}$
$\frac{11}{7}$ □ $\frac{15}{9}$	$\frac{21}{12}$ □ $\frac{23}{6}$	$\frac{2}{4}$ □ $\frac{18}{12}$	$\frac{30}{6}$ □ $\frac{4}{9}$
$\frac{20}{8}$ □ $\frac{3}{11}$	$\frac{35}{5}$ □ $\frac{17}{11}$	$\frac{1}{3}$ □ $\frac{1}{2}$	$\frac{5}{6}$ □ $\frac{24}{12}$
$\frac{6}{10}$ □ $\frac{4}{7}$	$\frac{9}{3}$ □ $\frac{26}{12}$	$\frac{25}{6}$ □ $\frac{2}{3}$	$\frac{9}{5}$ □ $\frac{11}{12}$
$\frac{2}{10}$ □ $\frac{25}{3}$	$\frac{1}{8}$ □ $\frac{21}{2}$	$\frac{24}{4}$ □ $\frac{3}{4}$	$\frac{3}{4}$ □ $\frac{1}{2}$

Ordering Fractions (A)

Name: _____   Date: _____

Order each set of fractions as indicated.

1) $\frac{1}{12}$, $\frac{1}{4}$, $\frac{8}{9}$, $\frac{4}{6}$, $\frac{2}{3}$

greatest ————————→ least

2) $\frac{75}{100}$, $\frac{1}{4}$, $\frac{1}{10}$, $\frac{1}{9}$, $\frac{8}{50}$

greatest ————————→ least

3) $\frac{2}{3}$, $\frac{1}{2}$, $\frac{1}{5}$, $\frac{1}{4}$, $\frac{2}{6}$

greatest ————————→ least

4) $\frac{1}{3}$, $\frac{2}{50}$, $\frac{22}{25}$, $\frac{2}{6}$, $\frac{4}{12}$

least ————————→ greatest

5) $\frac{7}{10}$, $\frac{5}{50}$, $\frac{2}{5}$, $\frac{2}{4}$, $\frac{11}{20}$

least ————————→ greatest

6) $\frac{75}{100}$, $\frac{2}{4}$, $\frac{9}{12}$, $\frac{1}{2}$, $\frac{2}{3}$

least ————————→ greatest

7) $\frac{8}{10}$, $\frac{7}{8}$, $\frac{23}{25}$, $\frac{74}{100}$, $\frac{4}{20}$

greatest ————————→ least

8) $\frac{5}{9}$, $\frac{13}{20}$, $\frac{3}{10}$, $\frac{2}{6}$, $\frac{2}{4}$

least ————————→ greatest

9) $\frac{23}{50}$, $\frac{2}{8}$, $\frac{8}{9}$, $\frac{1}{3}$, $\frac{1}{2}$

greatest ————————→ least

10) $\frac{3}{4}$, $\frac{4}{12}$, $\frac{7}{10}$, $\frac{6}{20}$, $\frac{34}{100}$

least ————————→ greatest

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Ordering Fractions (A)

Name: _____   Date: _____

Order each set of fractions as indicated.

1) $\frac{2}{5}$, $\frac{1}{8}$, $\frac{3}{2}$, $2\frac{1}{20}$, $2\frac{65}{100}$

greatest ——————→ least

2) $\frac{9}{9}$, 2, $\frac{9}{20}$, $1\frac{7}{10}$, $1\frac{16}{25}$

least ——————→ greatest

3) $\frac{2}{10}$, $\frac{5}{3}$, $\frac{11}{5}$, $\frac{5}{20}$, $1\frac{44}{100}$

least ——————→ greatest

4) $\frac{28}{10}$, $\frac{13}{5}$, $\frac{2}{8}$, $\frac{64}{50}$, $\frac{10}{12}$

least ——————→ greatest

5) $\frac{8}{5}$, $\frac{24}{9}$, $\frac{2}{2}$, $1\frac{2}{3}$, $\frac{28}{10}$

greatest ——————→ least

6) 2, $\frac{3}{5}$, $\frac{24}{10}$, 1, $\frac{6}{100}$

greatest ——————→ least

7) $\frac{68}{100}$, $\frac{12}{12}$, $1\frac{1}{2}$, $\frac{5}{3}$, $\frac{3}{10}$

least ——————→ greatest

8) $2\frac{3}{4}$, $\frac{4}{2}$, $\frac{7}{25}$, $2\frac{7}{10}$, $\frac{193}{100}$

least ——————→ greatest

9) $\frac{20}{8}$, $\frac{10}{6}$, $\frac{24}{10}$, $\frac{3}{5}$, $\frac{26}{50}$

greatest ——————→ least

10) $\frac{6}{6}$, $\frac{8}{4}$, $1\frac{9}{10}$, $\frac{35}{12}$, $\frac{2}{2}$

least ——————→ greatest

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