



CLASS 5 MATHS · 2026-27

Class 5 Fractions Worksheet: Equivalent and Comparing Fractions

Equivalent fractions and comparing fractions

88

QUESTIONS

60

MINUTES

8

EXERCISES

This belongs to _____

Date _____

WHAT YOU'LL GET GOOD AT

- Find a missing numerator or denominator to complete an equivalent fraction.
- Compare two fractions that share a denominator or a numerator.
- Decide whether two given fractions are equivalent.
- Arrange a set of fractions with the same denominator in ascending order.

Take your time, and have a go at every one. If you get stuck, look at the orange box — Ollie has already done one for you.

Class 5 Fractions Worksheet: Equivalent and Comparing Fractions

Equivalent fractions and comparing fractions · 88 questions · tick each box as you finish

Exercise 1 of 8 · 12 questions Fill in the missing numerator or denominator to make an equivalent fraction. ☐

FILL IN THE BLANK

HERE'S ONE DONE FOR YOU

$\frac{2}{5} = \frac{?}{15}$ -> to get from 5 to 15 in the denominator, you multiplied by 3. Do the same to the numerator: $2 \times 3 = 6$. So $\frac{2}{5} = \frac{6}{15}$.

1) $\frac{1}{2} = \frac{?}{8}$

2) $\frac{2}{3} = \frac{8}{?}$

3) $\frac{3}{5} = \frac{?}{20}$

4) $\frac{4}{7} = \frac{12}{?}$

5) $\frac{5}{6} = \frac{?}{24}$

6) $\frac{2}{9} = \frac{6}{?}$

7) $\frac{3}{4} = \frac{?}{16}$

8) $\frac{7}{10} = \frac{?}{50}$

9) $\frac{1}{4} = \frac{?}{12}$

10) $\frac{5}{8} = \frac{?}{40}$

11) $\frac{9}{11} = \frac{?}{33}$

12) $\frac{6}{7} = \frac{42}{?}$

Exercise 2 of 8 · 12 questions Circle the greater fraction in each pair.

CIRCLE THE ANSWER

HERE'S ONE DONE FOR YOU

$3/7$ or $3/9$ -> both fractions have the same numerator, 3, so the whole is being split into a different number of equal parts. Splitting into 7 parts gives bigger pieces than splitting into 9 parts, so $3/7$ is the greater fraction - the smaller denominator wins when the numerators match.

1) $3/8$ or $5/8$ 2) $7/12$ or $5/12$ 3) $2/5$ or $2/9$ 4) $3/4$ or $3/7$ 5) $9/10$ or $6/10$ 6) $5/6$ or $5/11$ 7) $4/9$ or $7/9$ 8) $8/9$ or $8/15$ 9) $3/11$ or $3/4$ 10) $10/13$ or $6/13$ 11) $1/2$ or $1/3$ 12) $9/16$ or $9/20$ **Exercise 3 of 8 · 12 questions** Are the two fractions equivalent? Write Yes or No.

WRITE THE ANSWER

HERE'S ONE DONE FOR YOU

Are $4/6$ and $6/9$ equivalent? -> Cross-multiply: $4 \times 9 = 36$, and $6 \times 6 = 36$. Since both products match, the fractions are equivalent - Yes.

1) $1/3$ and $3/9$ 2) $2/5$ and $4/8$ 3) $5/6$ and $10/12$ 4) $3/4$ and $6/9$ 5) $4/9$ and $8/18$ 6) $7/8$ and $21/24$ 7) $2/7$ and $6/21$ 8) $3/8$ and $9/16$ 9) $5/9$ and $15/27$ 10) $4/5$ and $12/16$ 11) $6/11$ and $18/33$ 12) $7/12$ and $21/35$

Exercise 4 of 8 · 10 questions Arrange these fractions in ascending order.

PUT IN ORDER

HERE'S ONE DONE FOR YOU

$5/9, 2/9, 8/9, 1/9$ -> all four fractions share the same denominator, so only the numerators decide the order: 1, 2, 5, 8.
Ascending order: $1/9, 2/9, 5/9, 8/9$.

1) $3/10, 7/10, 1/10, 9/10$ 2) $5/8, 1/8, 7/8, 3/8$ 3) $4/9, 8/9, 2/9, 6/9$ 4) $2/6, 5/6, 1/6, 4/6$ 5) $6/11, 2/11, 9/11, 4/11$ 6) $3/7, 6/7, 1/7, 5/7$ 7) $5/13, 2/13, 11/13, 8/13$ 8) $3/14, 9/14, 1/14, 12/14$ 9) $7/16, 15/16, 3/16, 11/16$ 10) $4/17, 13/17, 9/17, 1/17$ **Exercise 5 of 8 · 10 questions** Match each fraction to its equivalent fraction with denominator 24.

MATCH THE PAIRS

HERE'S ONE DONE FOR YOU

$1/6$ -> its equivalent with denominator 24. -> $24 \div 6 = 4$, so multiply both numerator and denominator by 4: $1 \times 4 = 4, 6 \times 4 = 24$. So $1/6 = 4/24$.

1) $1/2$ 2) $2/3$ 3) $3/4$ 4) $1/6$ 5) $5/8$ 6) $7/12$ 7) $1/3$ 8) $5/6$ 9) $1/4$ 10) $1/8$

Exercise 6 of 8 · 10 questions Find the mistake in each child's thinking, and write the correct answer.

WRITE THE ANSWER

HERE'S ONE DONE FOR YOU

Question: Sana says $\frac{2}{3}$ and $\frac{5}{9}$ are equivalent because both fractions 'look close'. Check her claim. -> Cross-multiply: $2 \times 9 = 18$, and $3 \times 5 = 15$. Since 18 does not equal 15, the fractions are not equivalent - 'looking close' is not the same as being equal.

1) Meera finds an equivalent fraction for $\frac{3}{4}$ by adding 2 to both the numerator and denominator, getting $\frac{5}{6}$. Check with cross-multiplication whether $\frac{5}{6}$ is really equivalent to $\frac{3}{4}$, and explain the correct method.

2) Yusuf compares $\frac{3}{5}$ and $\frac{3}{8}$ and says $\frac{3}{8}$ is greater because 8 is a bigger number than 5. Is he right?

3) Priya says $\frac{4}{6}$ and $\frac{2}{3}$ are not equivalent because the numbers look different. Check by cross-multiplying.

4) Sana says the fraction with the bigger denominator is always the bigger fraction. Use $\frac{1}{2}$ and $\frac{1}{8}$ to check if this is true.

5) Devika reduces $\frac{8}{12}$ by dividing only the numerator by 4, getting $\frac{2}{12}$. What did she forget, and what is the correct simplified fraction?

6) Arjun says $\frac{5}{10}$ and $\frac{1}{2}$ cannot be equivalent because $\frac{5}{10}$ has bigger numbers. Check with cross-multiplication.

7) Isha compares $\frac{7}{12}$ with the same fraction written as $\frac{14}{24}$, and says $\frac{14}{24}$ is bigger because 14 and 24 are bigger numbers. Is she right?

8) Kabir says that to compare $\frac{3}{8}$ and $\frac{2}{3}$, he can just compare the numerators 3 and 2, so $\frac{3}{8}$ must be the greater fraction. Check using cross-multiplication and say who is right.

9) Meera says two fractions with different denominators can never be equal. Use $\frac{2}{4}$ and $\frac{3}{6}$ to check if this is true.

10) Rehan is asked to order $\frac{2}{9}$, $\frac{5}{9}$ and $\frac{8}{9}$ in ascending order, and writes $\frac{8}{9}$, $\frac{5}{9}$, $\frac{2}{9}$. What is the correct ascending order?

Exercise 7 of 8 · 12 questions Answer each question. Show any comparison you make. ☐

WRITE THE ANSWER

HERE'S ONE DONE FOR YOU

A ribbon is cut into 9 equal pieces and 4 pieces are used to tie parcels. Is more than half or less than half of the ribbon used? -> Compare $\frac{4}{9}$ with $\frac{1}{2}$. Cross-multiply: $4 \times 2 = 8$, and $9 \times 1 = 9$. Since 8 is less than 9, $\frac{4}{9}$ is less than $\frac{1}{2}$, so less than half the ribbon has been used.

1) A chocolate bar is divided into 8 equal pieces. Aarav ate 3 pieces and Isha ate 5 pieces. Who ate the greater fraction of the bar, and what fraction did each eat?

2) Two identical cakes are each cut into 6 equal slices. Priya eats $\frac{2}{6}$ of her cake and Rohan eats $\frac{4}{6}$ of his. Who ate more cake?

3) A tank is $\frac{3}{5}$ full of water. Is the tank more than half full? Explain using a comparison with $\frac{1}{2}$.

4) A recipe needs $\frac{3}{4}$ cup of sugar, but Rani's measuring cup is marked only in eighths. What equivalent fraction, in eighths, should she use?

5) In a class split into 9 equal groups, 5 of the groups are girls. Is more than half or less than half the class made up of girls?

6) Ribbon A is cut into 10 equal pieces and 4 are used. Ribbon B, the same length, is cut into 5 equal pieces and 2 are used. Which ribbon has a greater fraction used up, or are they the same?

7) A farmer's field is divided into 12 equal parts. He has planted wheat on 7 parts. What fraction of the field is planted with something other than wheat?

8) Two identical water bottles are filled: Bottle A has $\frac{5}{8}$ of its capacity filled, Bottle B has $\frac{3}{8}$. Which bottle has more water?

9) A festival sweet box is divided into thirds, and $\frac{1}{3}$ of it is gulab jamun. Write an equivalent fraction for $\frac{1}{3}$ with denominator 24.

10) In over A, a batting team reached $\frac{4}{6}$ of its target score; in over B, it reached $\frac{2}{3}$ of its target. Were the two overs equally close to target, or was one better?

11) A train journey is divided into equal halts. Train A completes $\frac{5}{12}$ of its halts, Train B completes $\frac{7}{12}$. Which train has completed a greater fraction of its halts?

12) A tailor cuts a length of cloth into 20 equal parts and uses 9 of them for one shirt. Is more than half or less than half of the cloth used?

Exercise 8 of 8 · 10 questions These questions ask you to explain your thinking, not just circle an answer.

WRITE THE ANSWER

HERE'S ONE DONE FOR YOU

Without cross-multiplying, how do you know $\frac{6}{7}$ is greater than $\frac{6}{13}$? -> Both fractions have the same numerator, 6, so the one with the smaller denominator (7) is cut into bigger pieces than the one with the larger denominator (13). Bigger pieces of the same numerator means a bigger fraction, so $\frac{6}{7}$ is greater.

1) Without drawing a picture, how can you tell $\frac{7}{8}$ is closer to a whole than $\frac{7}{12}$ is? Explain.

2) Explain why $\frac{4}{4}$ equals one whole, but $\frac{4}{5}$ does not.

3) How do you know, without cross-multiplying, that $\frac{9}{10}$ is greater than $\frac{9}{11}$?

4) A fraction has the same numerator and denominator, like $\frac{6}{6}$. What is its value, and why doesn't this contradict the idea that a fraction is a part of a whole?

5) Without cross-multiplying, explain how you know $\frac{3}{100}$ is a very small fraction, close to 0.

6) How can two fractions that look completely different, like $\frac{2}{3}$ and $\frac{8}{12}$, actually be equal? Explain using multiplication.

7) Explain why comparing $\frac{3}{5}$ and $\frac{4}{7}$ just by comparing the numerators 3 and 4 would give the wrong answer.

8) If two fractions have the same denominator, what is the fastest way to tell which is greater? Explain using $\frac{5}{9}$ and $\frac{7}{9}$.

9) Find a fraction equivalent to $\frac{5}{6}$ that has a denominator between 30 and 40.

10) Show that $\frac{24}{36}$ and $\frac{2}{3}$ are equivalent using two different common factors to simplify.

**All done? How did that feel?**

Colour in a star. Three stars means you could teach it to someone else.



Tricky · Getting there · Easy now



Answer key

For grown-ups

Class 5 Fractions Worksheet: Equivalent and Comparing Fractions · keep this page back until your child has finished.

1. Fill in the missing numerator or denominator to make an equivalent fraction.

- 1) 4
- 2) 12
- 3) 12
- 4) 21
- 5) 20
- 6) 27
- 7) 12
- 8) 35
- 9) 3
- 10) 25
- 11) 27
- 12) 49

2. Circle the greater fraction in each pair.

- 1) $\frac{5}{8}$
- 2) $\frac{7}{12}$
- 3) $\frac{2}{5}$
- 4) $\frac{3}{4}$
- 5) $\frac{9}{10}$
- 6) $\frac{5}{6}$
- 7) $\frac{7}{9}$
- 8) $\frac{8}{9}$
- 9) $\frac{3}{4}$
- 10) $\frac{10}{13}$
- 11) $\frac{1}{2}$
- 12) $\frac{9}{16}$

3. Are the two fractions equivalent? Write Yes or No.

- 1) Yes
- 2) No
- 3) Yes
- 4) No
- 5) Yes
- 6) Yes
- 7) Yes
- 8) No
- 9) Yes
- 10) No
- 11) Yes
- 12) No

4. Arrange these fractions in ascending order.

- 1) $\frac{1}{10}, \frac{3}{10}, \frac{7}{10}, \frac{9}{10}$
- 2) $\frac{1}{8}, \frac{3}{8}, \frac{5}{8}, \frac{7}{8}$
- 3) $\frac{2}{9}, \frac{4}{9}, \frac{6}{9}, \frac{8}{9}$
- 4) $\frac{1}{6}, \frac{2}{6}, \frac{4}{6}, \frac{5}{6}$
- 5) $\frac{2}{11}, \frac{4}{11}, \frac{6}{11}, \frac{9}{11}$
- 6) $\frac{1}{7}, \frac{3}{7}, \frac{5}{7}, \frac{6}{7}$
- 7) $\frac{2}{13}, \frac{5}{13}, \frac{8}{13}, \frac{11}{13}$
- 8) $\frac{1}{14}, \frac{3}{14}, \frac{9}{14}, \frac{12}{14}$
- 9) $\frac{3}{16}, \frac{7}{16}, \frac{11}{16}, \frac{15}{16}$
- 10) $\frac{1}{17}, \frac{4}{17}, \frac{9}{17}, \frac{13}{17}$

5. Match each fraction to its equivalent fraction with denominator 24.

- 1) $\frac{12}{24}$
- 2) $\frac{16}{24}$
- 3) $\frac{18}{24}$
- 4) $\frac{4}{24}$
- 5) $\frac{15}{24}$
- 6) $\frac{14}{24}$
- 7) $\frac{8}{24}$
- 8) $\frac{20}{24}$
- 9) $\frac{6}{24}$
- 10) $\frac{3}{24}$

6. Find the mistake in each child's thinking, and write the correct answer.

- 1) Cross-multiplying, $3 \times 6 = 18$ and $4 \times 5 = 20$ - the products do not match, so $5/6$ is not equivalent to $3/4$. An equivalent fraction must come from multiplying (or dividing) both the numerator and denominator by the same number, not adding to them. Multiplying by 2 instead gives the correct equivalent, $6/8$.
- 2) No. When two fractions share the same numerator, the one with the smaller denominator is greater, because the whole is split into fewer, bigger parts. So $3/5$ is actually the greater fraction.
- 3) Cross-multiplying, $4 \times 3 = 12$ and $6 \times 2 = 12$ - the products match, so $4/6$ and $2/3$ are equivalent after all. Priya is wrong.
- 4) This is not true. $1/2$ has a smaller denominator than $1/8$, but $1/2$ is the greater fraction - one half is much more than one eighth.
- 5) She forgot to divide the denominator by the same number. $8/12 \div 4/4 = 2/3$, not $2/12$.
- 6) Cross-multiplying, $5 \times 2 = 10$ and $10 \times 1 = 10$ - the products match, so $5/10$ and $1/2$ are equivalent. Arjun is wrong.
- 7) No. Cross-multiplying, $7 \times 24 = 168$ and $12 \times 14 = 168$ - the products match, so $7/12$ and $14/24$ are equivalent, not one bigger than the other. Writing a fraction with bigger numbers does not change its value.
- 8) Cross-multiplying, $3 \times 3 = 9$ and $8 \times 2 = 16$. Since 9 is less than 16, $3/8$ is actually smaller than $2/3$. Comparing numerators alone only works when the denominators are the same.
- 9) This is not true. $2/4$ and $3/6$ have different denominators, but both equal one half - cross-multiplying, $2 \times 6 = 12$ and $4 \times 3 = 12$, so they are equivalent.
- 10) The correct ascending order is $2/9, 5/9, 8/9$ - smallest numerator first, since all three share the same denominator.

7. Answer each question. Show any comparison you make.

- 1) Isha ate more - Aarav ate $3/8$ and Isha ate $5/8$, and $5/8$ is greater than $3/8$.
- 2) Rohan ate more - $4/6$ is greater than $2/6$.
- 3) Yes. Comparing $3/5$ with $1/2$: cross-multiplying, $3 \times 2 = 6$ and $5 \times 1 = 5$, and 6 is greater than 5, so $3/5$ is greater than $1/2$ - the tank is more than half full.
- 4) $3/4 = 6/8$, so Rani should use 6 out of 8 marks on her measuring cup.
- 5) More than half. Comparing $5/9$ with $1/2$: $5 \times 2 = 10$ and $9 \times 1 = 9$, and 10 is greater than 9, so $5/9$ is greater than $1/2$.
- 6) They are the same. $4/10$ simplifies to $2/5$, which is exactly what Ribbon B has used.
- 7) $5/12$ of the field is planted with something other than wheat, since $12 - 7 = 5$ parts remain.
- 8) Bottle A has more water, since $5/8$ is greater than $3/8$.
- 9) $1/3 = 8/24$.
- 10) They were equally close - $4/6$ and $2/3$ are equivalent fractions.
- 11) Train B, since $7/12$ is greater than $5/12$.
- 12) Less than half. $9/20$ is less than $10/20$ (which equals $1/2$).

8. These questions ask you to explain your thinking, not just circle an answer.

- 1) $7/8$ is missing only $1/8$ to make a whole, while $7/12$ is missing $5/12$. Since $1/8$ is a much smaller gap than $5/12$, $7/8$ is closer to a whole.
- 2) $4/4$ means all 4 equal parts are taken, which is the entire whole. $4/5$ means only 4 of 5 equal parts are taken, leaving one part missing, so it is less than a whole.
- 3) Both fractions have the same numerator, 9, so the one split into fewer parts (10) has bigger pieces than the one split into more parts (11). So $9/10$ is greater.
- 4) Its value is 1 (one whole). This does not contradict the idea of a fraction as a part of a whole, because taking every single part (6 out of 6) still counts as 'a part' - just the part that happens to be the whole thing.
- 5) The denominator, 100, is far larger than the numerator, 3, meaning the whole has been split into 100 tiny equal parts and only 3 of them are counted - each part is very small.
- 6) Multiplying both the numerator and denominator of $2/3$ by 4 gives $8/12$ - like cutting the same pizza into more, smaller slices without changing how much pizza there is. The value stays the same even though the numbers look different.
- 7) The denominators are different (5 and 7), so equal numerators do not mean equal-sized parts. Cross-multiplying properly, $3 \times 7 = 21$ and $4 \times 5 = 20$, and since 21 is greater than 20, $3/5$ is actually greater than $4/7$ - the opposite of what comparing 3 and 4 alone would suggest.
- 8) Just compare the numerators directly - the bigger numerator is the bigger fraction. $7/9$ is greater than $5/9$, since 7 is greater than 5.
- 9) $30/36$ is equivalent to $5/6$ (multiplying both parts by 6), and its denominator, 36, is between 30 and 40.
- 10) Dividing by the common factor 12: $24 \div 12 = 2$, $36 \div 12 = 3$, giving $2/3$ directly. Dividing by the common factor 4 first: $24 \div 4 = 6$, $36 \div 4 = 9$, giving $6/9$, then dividing by 3: $6 \div 3 = 2$, $9 \div 3 = 3$, also giving $2/3$.

WHILE YOUR CHILD WORKS

- If your child tries to add the fractions in the comparing exercise, pause and ask which is larger instead - that is genuinely all Class 5 is asking for.
- Folding paper into equal parts is a quick, physical way to check an equivalent-fraction answer that seems wrong.
- This worksheet deliberately stops at comparing and equivalence - fraction addition is next year's topic, not a gap in this one.

**Spotted a gap while marking?**

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