Name ____

1

List the 5 smallest whole numbers that are

a. multiples of 4 and not multiples of 2.

b. multiples of 43 and odd.

c. even and not multiples of 4.

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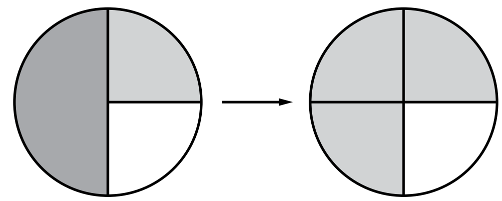
Add Unlike Fractions

Name ______________________________

Try This

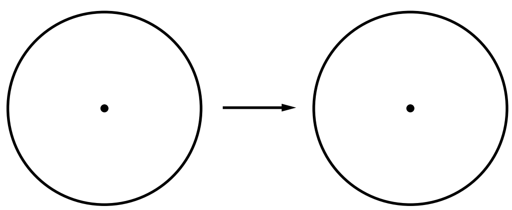
- Use Fraction Circles to model and draw the addition problem.
- Cover up the original Fraction Circles so that all the Fraction Circles are the same color.
- Draw the problem with like denominators.
- Write the problem using equivalent fractions.
- Find the sum.



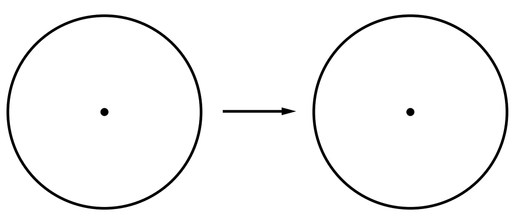
$\frac{1}{2} + \frac{1}{4}$ $\qquad$ $\frac{2}{4} + \frac{1}{4} = \frac{3}{4}$

Problem	Equivalent Fractions	Sum

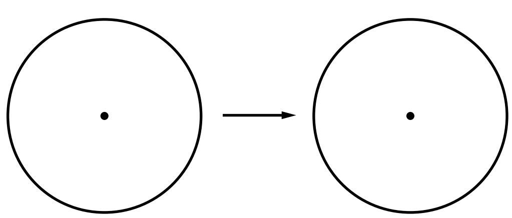
1. $\frac{1}{2} + \frac{1}{8} =$ _____ + _____ = _____

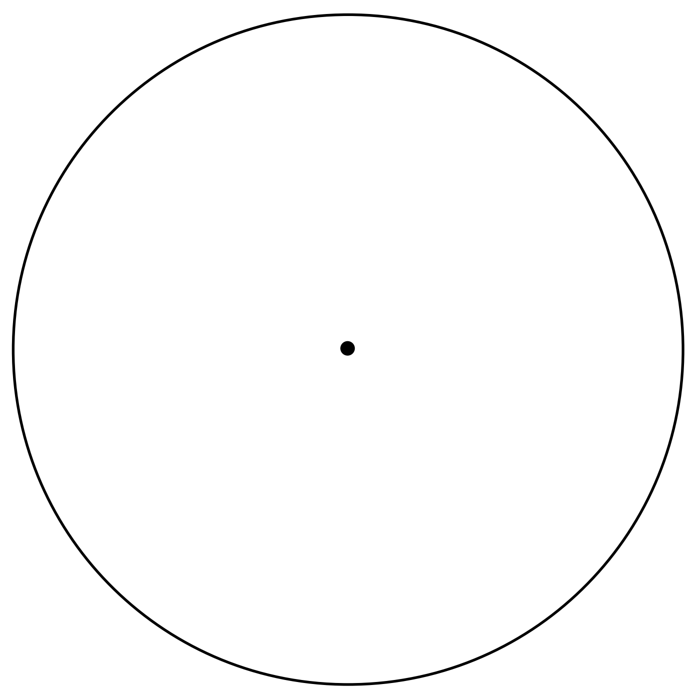


2. $\frac{1}{8} + \frac{1}{4} =$ _____ + _____ = _____



3. $\frac{1}{3} + \frac{1}{4} =$ _____ + _____ = _____





4. $\frac{1}{4} + \frac{3}{8} =$ _____ + _____ = _____

5. $\frac{1}{8} + \frac{3}{4} =$ _____ + _____ = _____

6. $\frac{3}{8} + \frac{1}{2} =$ _____ + _____ = _____

7. $\frac{2}{3} + \frac{1}{4} =$ _____ + _____ = _____

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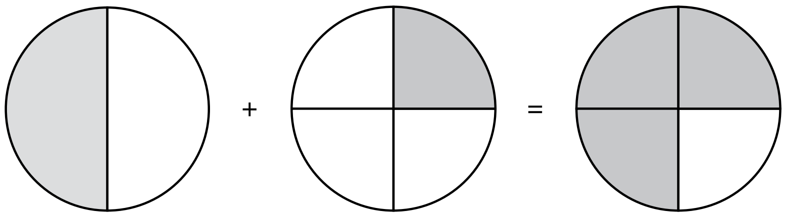
Add Unlike Fractions

Name ______________________________

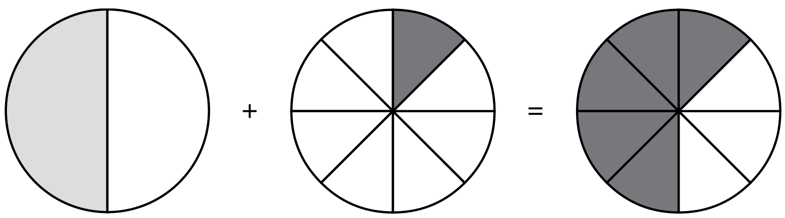
Use Fraction Circles to build the model. Write the addends and the sum.

1.



_______ + _______ = _______

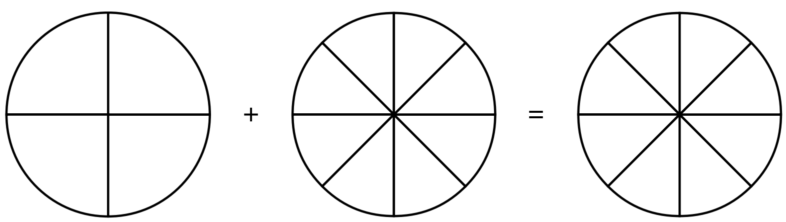
2.



_______ + _______ = _______

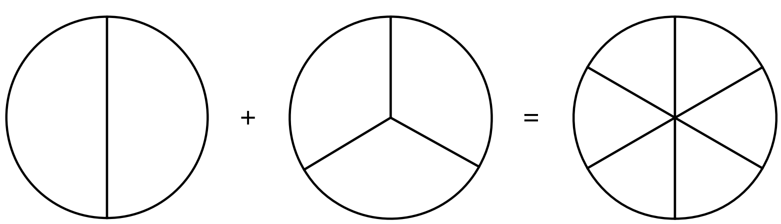
Use Fraction Circles to model the addition problem. Draw the model by shading the circles. Write the sum.

3.



$\frac{1}{4} + \frac{3}{8} =$ _______

4.



$\frac{1}{2} + \frac{1}{3} =$ _______

Find each sum.

5. $\frac{2}{6} + \frac{1}{2} =$ _______

6. $\frac{1}{5} + \frac{1}{10} =$ _______

7. $\frac{2}{3} + \frac{1}{6} =$ _______

8. $\frac{3}{5} + \frac{1}{10} =$ _______

9. $\frac{1}{2} + \frac{1}{5} =$ _______

10. $\frac{1}{4} + \frac{2}{3} =$ _______

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Name ______________________________

2

Put the fractions in order from least to greatest.

$\frac{3}{2}$ $\frac{1}{3}$ $\frac{1}{2}$ $\frac{1}{4}$

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Add Mixed Numbers

Name ______________________________

Try This

- Use Fraction Towers and the double-line Fraction Number Line.
- On the top number line:
  Rename the mixed numbers as improper fractions and model their sum.
- On the bottom number line:
  Find a Fraction Tower to model a common denominator. Use it with a dry erase marker to draw a model of the sum.
- Sketch your model below and fill in the blanks.

1. $1\frac{2}{3} + 1\frac{1}{4} = $ _____ + _____ $= \frac{35}{12} = $ _____

2. $1\frac{3}{5} + 1\frac{1}{2} = $ _____ + _____ = _____ = _____

3. $1\frac{1}{3} + 1\frac{1}{2} = $ _____ + _____ = _____ = _____

4. $1\frac{3}{4} + 1\frac{1}{2} = $ _____ + _____ = _____ = _____

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Find the sum. Write your answer as a mixed number.

5. $1\frac{2}{5} + 1\frac{1}{3} = $ _____

6. $1\frac{1}{3} + 1\frac{3}{4} = $ _____

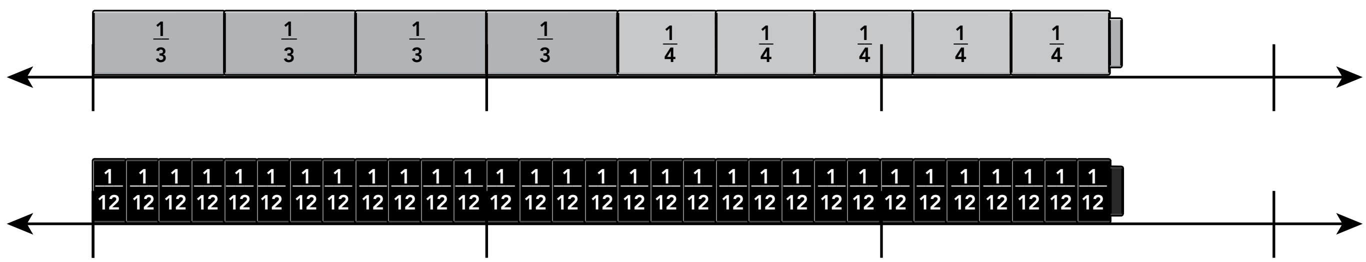
7. $\frac{5}{8} + 1\frac{1}{4} = $ _____

Add Mixed Numbers

Name ______________________________

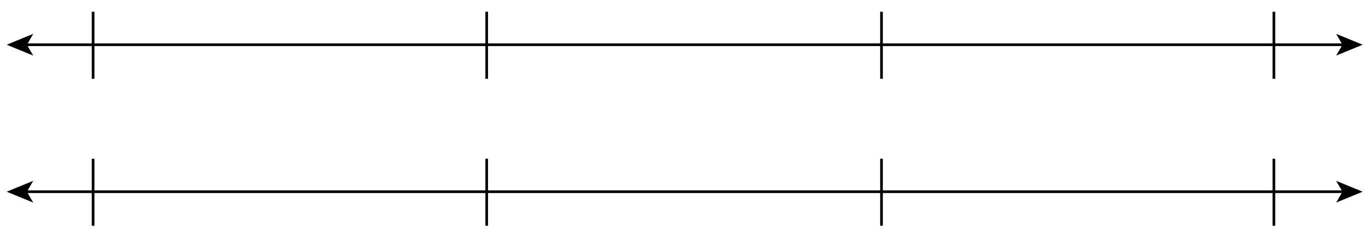
Use Fraction Towers and the double-line Fraction Number Line to model the addition problem. Fill in the blanks.

1. $1\frac{1}{3} + 1\frac{1}{4} = \underline{\qquad} + \underline{\qquad} = \frac{31}{12} = \underline{\qquad}$

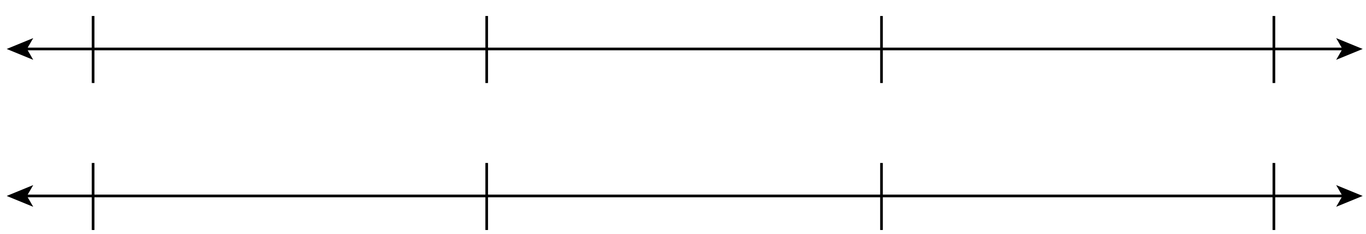


Use Fraction Towers and the double-line Fraction Number Line to model the addition problem. Draw the model. Fill in the blanks.

2. $1\frac{2}{5} + 1\frac{1}{2} = \underline{\qquad} + \underline{\qquad} = \underline{\qquad} = \underline{\qquad}$



3. $1\frac{1}{4} + 1\frac{1}{6} = \underline{\qquad} + \underline{\qquad} = \underline{\qquad} = \underline{\qquad}$



Find the sum. Write your answer as a mixed number.

4. $1\frac{1}{5} + 1\frac{1}{3} = \underline{\qquad}$

5. $2\frac{1}{2} + 1\frac{2}{3} = \underline{\qquad}$

6. $1\frac{1}{3} + 2\frac{1}{4} = \underline{\qquad}$

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Name ______________________________

3

Four number cards are shown below. Use two cards to make a fraction like $\frac{\square}{\square}$

4	5	6	9

a. Make the smallest possible fraction.

b. Make the largest possible fraction.

c. Make the fraction closest to 2.

d. Make the fraction closest to 1.

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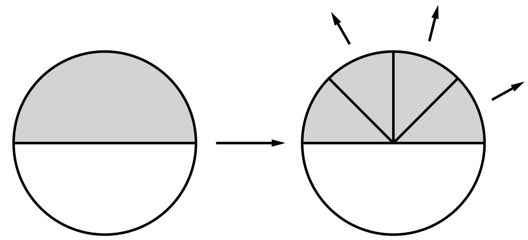
Lesson 3

Subtract Unlike Fractions

Name ______________________________

Try This

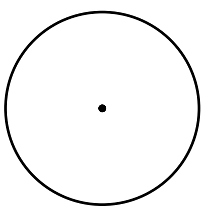
- Use Fraction Circles to model and draw the subtraction problem.
- Cover up the original Fraction Circles with common same-color fraction pieces. Draw the problem with like denominators.
- Write the problem using equivalent fractions.
- Find the difference. Simplify, if needed.

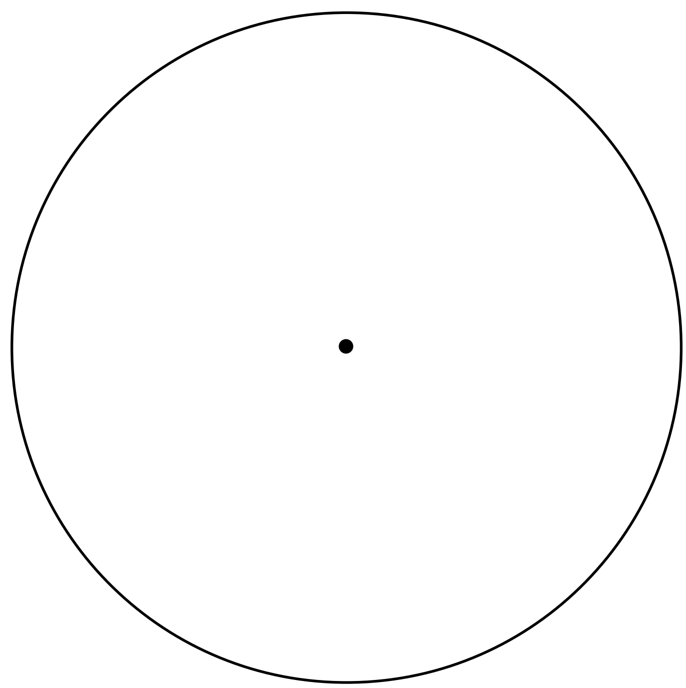


$\frac{1}{2} - \frac{3}{8}$ $\quad$ $\frac{4}{8} - \frac{3}{8} = \frac{1}{8}$

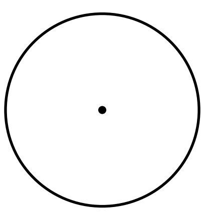
Problem	Equivalent Fractions	Difference

1. $\frac{1}{2} - \frac{1}{8}$ = _____ – _____ = _____

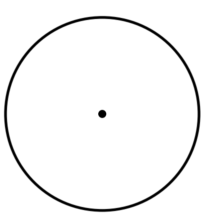




2. $\frac{2}{5} - \frac{1}{10}$ = _____ – _____ = _____



3. $\frac{1}{2} - \frac{4}{12}$ = _____ – _____ = _____



4. $\frac{9}{10} - \frac{1}{2}$ = _____ – _____ = _____

5. $\frac{2}{3} - \frac{1}{6}$ = _____ – _____ = _____

6. $\frac{5}{6} - \frac{1}{2}$ = _____ – _____ = _____

7. $\frac{2}{3} - \frac{5}{12}$ = _____ – _____ = _____

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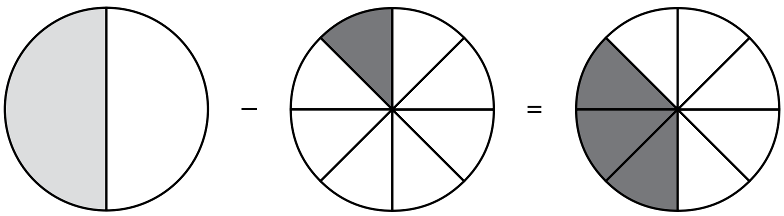
Subtract Unlike Fractions

Name ____________________

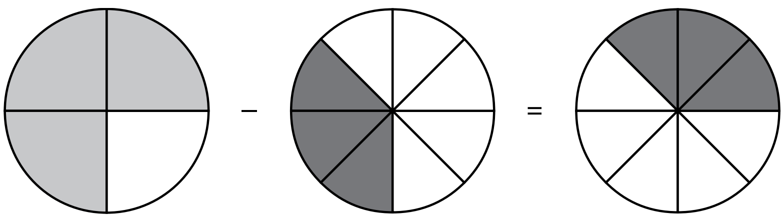
Use Fraction Circles to build the model. Write the missing numbers and the difference.

1.



_____ – _____ = _____

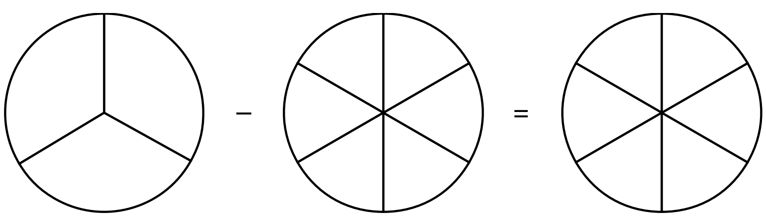
2.



_____ – _____ = _____

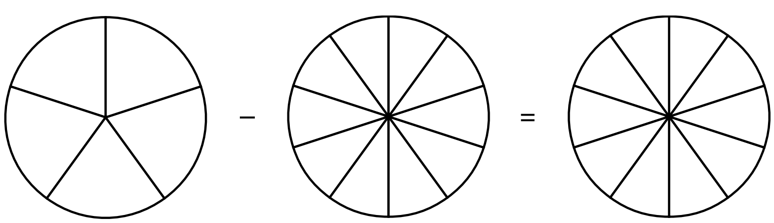
Use Fraction Circles to model the subtraction problem. Draw the model by shading the circles. Write the difference. Simplify the answer if possible.

3.



$\frac{2}{3} - \frac{1}{6} =$ _____

4.



$\frac{3}{5} - \frac{2}{10} =$ _____

Find each difference. Write the answer in simplest form, if possible.

5. $\frac{5}{6} - \frac{3}{12} =$ _____

6. $\frac{1}{2} - \frac{1}{6} =$ _____ = _____

7. $\frac{4}{5} - \frac{3}{10} =$ _____ = _____

8. $\frac{2}{3} - \frac{1}{6} =$ _____ = _____

9. $\frac{7}{8} - \frac{3}{4} =$ _____

10. $\frac{2}{3} - \frac{2}{12} =$ _____ = _____

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Name ____

4

Suppose you have five cards with these numbers on them. Use four cards to make the largest fraction of the form:

$$\frac{\square\,\square}{\square\,\square}$$

1	2	3	4	5

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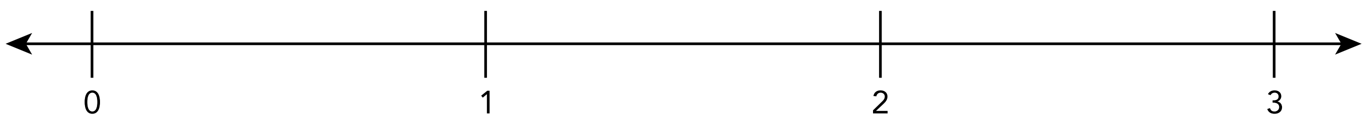
Subtract Mixed Numbers

Name ______________________________

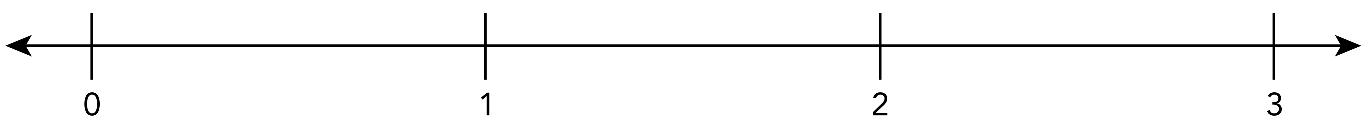
Try This

- Rename the mixed numbers as improper fractions.
- Write the fractions and build models using Fraction Towers.
- Find a common denominator. Use it to build a model of the first fraction.
- Draw the model on the blank Fraction Number Line using a dry erase marker.
- Subtract by crossing out fraction pieces on the drawing.
- Sketch the drawing below and finish filling in the blanks.

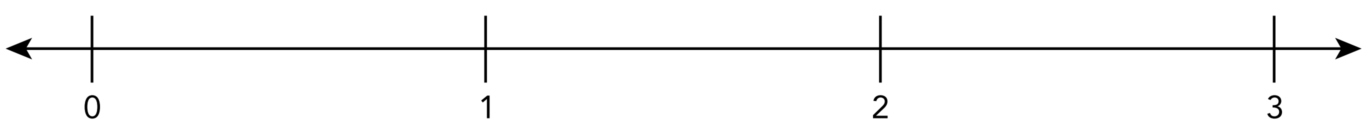
1. $1\frac{2}{3} - \frac{3}{4} = \frac{5}{3} - \frac{3}{4} = \frac{20}{12} - \frac{9}{12} =$ _____



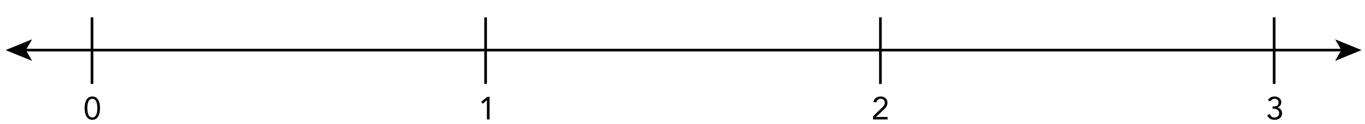
2. $1\frac{1}{3} - \frac{1}{2} =$ _____ – _____ = _____ – _____ = _____



3. $1\frac{3}{5} - 1\frac{1}{2} =$ _____ – _____ = _____ – _____ = _____



4. $1\frac{7}{8} - 1\frac{1}{4} =$ _____ – _____ = _____ – _____ = _____



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Find the difference.

5. $1\frac{5}{8} - 1\frac{1}{2} =$ _____

6. $2\frac{2}{3} - \frac{1}{4} =$ _____

7. $2\frac{1}{2} - 1\frac{1}{3} =$ _____

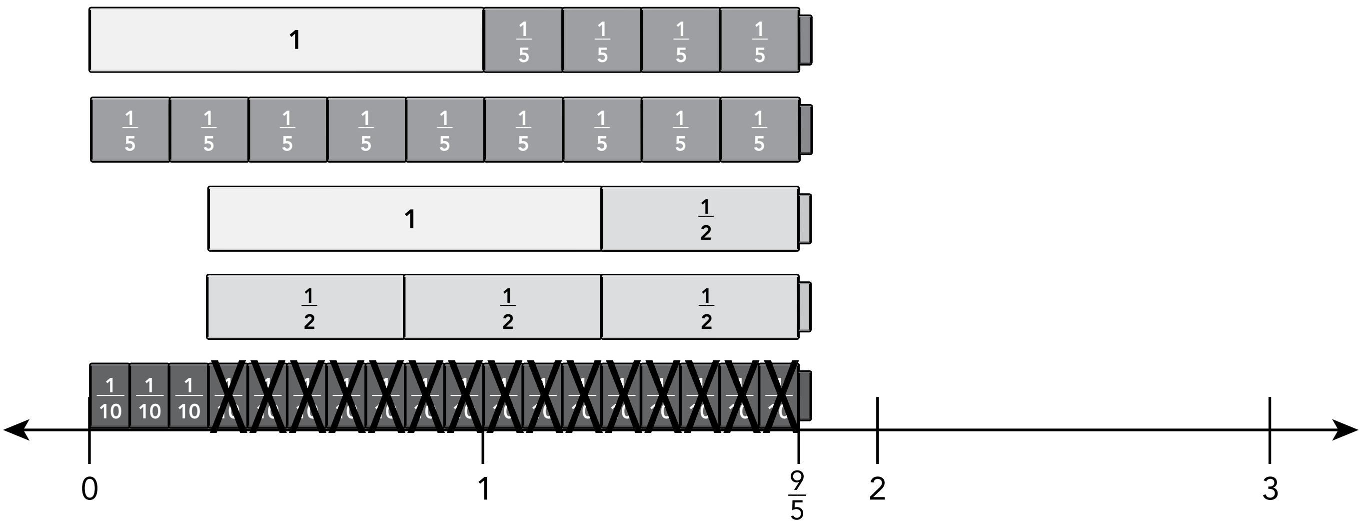
Lesson 4

Subtract Mixed Numbers

Name ______________________________

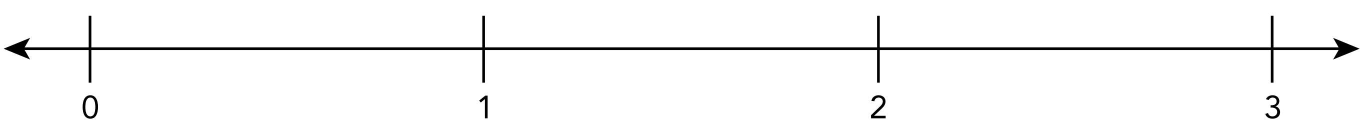
Use Fraction Towers and the blank Fraction Number Line to build the model. Write the difference.

1. $1\frac{4}{5} - 1\frac{1}{2} = \frac{9}{5} - \frac{3}{2} = \frac{18}{10} - \frac{15}{10} =$ ________

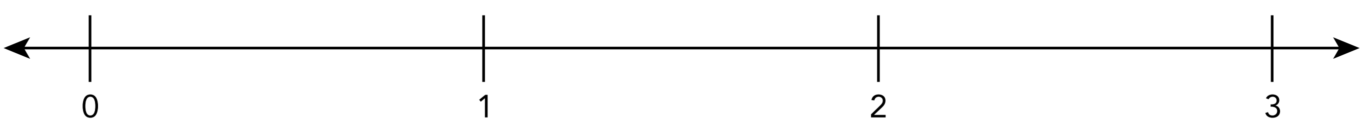


Use Fraction Towers and the blank Fraction Number Line to model the difference. Sketch the final step, when you subtract using a common denominator. Fill in the blanks.

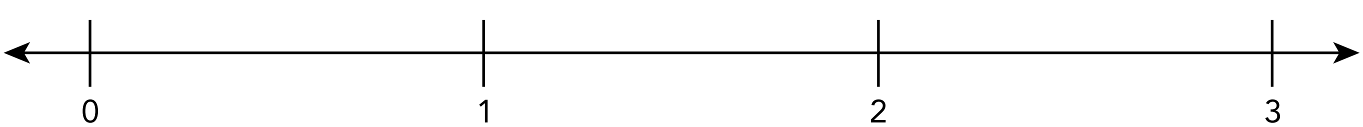
2. $1\frac{2}{3} - 1\frac{1}{2} =$ ________ – ________ = ________ – ________ = ________



3. $1\frac{1}{4} - \frac{2}{3} =$ ________ – ________ = ________ – ________ = ________



4. $1\frac{5}{8} - 1\frac{1}{4} =$ ________ – ________ = ________ – ________ = ________



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Find the difference.

5. $1\frac{1}{2} - 1\frac{3}{8} =$ ________

6. $2\frac{1}{3} - \frac{1}{4} =$ ________

7. $2\frac{1}{2} - 1\frac{2}{3} =$ ________

Name ______________________________

5

Invent a story problem for which the answer is

a. 10 remainder 4.

b. $10\frac{1}{2}$.

c. 100.7.

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Fractions in Action

Name ______________________________

Try This

- Write an addition or subtraction number sentence.
- Use Fraction Circles or Fraction Tower Cubes to model the problem, if needed.
- Show your work. Write the answers in simplest form.

1. Mark ate $\frac{3}{8}$ of a large cheese pizza and $\frac{1}{4}$ of a large sausage pizza. How much pizza did he eat?

____

2. At softball practice, Juan spent $\frac{1}{2}$ hour exercising and $\frac{5}{6}$ hour in the bullpen practicing pitching. How much more time did he spend in the bullpen?

____

3. Paula bought a bag of apples that weighed $3\frac{1}{2}$ kilograms. She also bought a melon that weighed $\frac{3}{4}$ kilogram. What was the total weight of the fruit she bought?

____

4. Yvonne needs $\frac{2}{3}$ yard of fabric to make a fancy headband and $\frac{1}{6}$ yard of fabric to make a bow. How much fabric does she need to make both items?

____

5. A grasshopper is $1\frac{1}{2}$ inches long. A ladybug is $\frac{3}{8}$ inches long. How much longer is the grasshopper?

____

6. A flag pin is $\frac{7}{8}$ inches long and $\frac{3}{4}$ inches wide. What is the perimeter of the pin?

____

7. Joey spent $\frac{1}{3}$ of the day working. He spent $\frac{1}{6}$ of the day eating meals and $\frac{1}{4}$ of his day watching television. The rest of the day he slept. What part of the day did he sleep?

____

8. Janice baked a round cake. She cut it into 12 pieces. She ate 2 pieces. Kate ate 3 pieces and Karla ate 2 pieces. What fraction of the cake did they eat?

____

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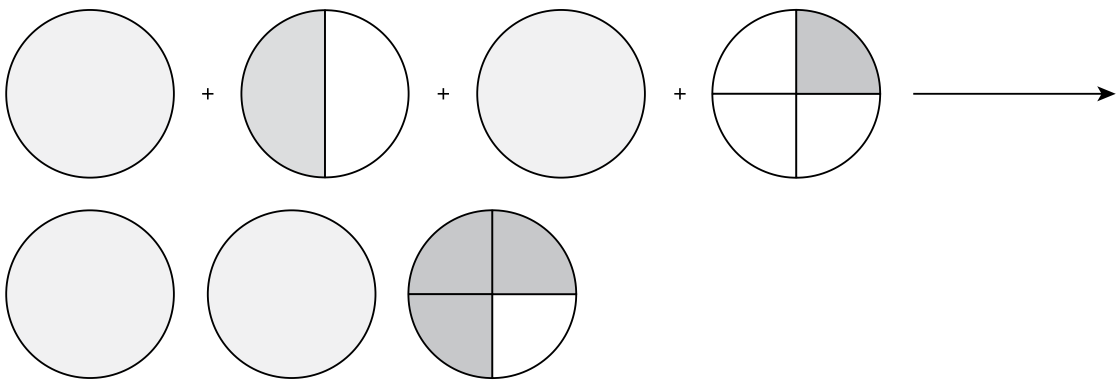
Name ______________________________

Use Fraction Circles to build the model. Look at the model and write a number sentence to solve the problem.

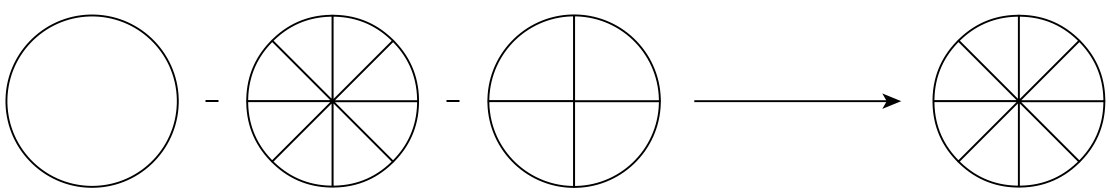
1. Molly ate $1\frac{1}{4}$ cheese pizzas. Sammy ate $1\frac{1}{2}$ of different, same-sized cheese pizzas. How much pizza did Molly and Sammy eat in all?

____



2. Jose ate $\frac{3}{8}$ of a sausage pizza. Margaret ate $\frac{1}{4}$ of the same pizza. How much of the original pizza is left?

____



Write a number sentence to solve the problem. Write the solution.

3. Hans made three same-sized pepperoni pizzas. He ate $\frac{1}{3}$ of one pizza, $\frac{1}{2}$ of another pizza, and $\frac{5}{6}$ of the third pizza. How much pizza was left?

____

4. There were $1\frac{2}{5}$ pizzas left on the kitchen table. Noah ate $\frac{7}{10}$ of a pizza. How much pizza is left?

____

5. Nathan ate $\frac{5}{8}$ of a pizza. Jennifer ate $\frac{3}{4}$ of another, same-sized pizza. How much pizza did Nathan and Jennifer eat in all?

____

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