



## Roots of Reason



Stuck? Scan  
for the anchor  
chart

# Adding & Subtracting Fractions

Name \_\_\_\_\_ Date \_\_\_\_\_

Correct \_\_\_\_\_ / 4

**1 Shade it.** *Shade it before you compute it.*

1. Shade  $\frac{1}{2}$  of the first square and  $\frac{1}{3}$  of the second. Which shows more?



More: \_\_\_\_\_

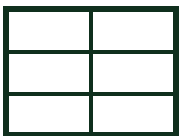
2. Draw fraction strips for  $\frac{3}{4}$  and  $\frac{1}{2}$ . How much longer is  $\frac{3}{4}$ ?



Longer by: \_\_\_\_\_

**2 Draw it.** *Use grids, strips or lists of multiples.*

3. The grid shows sixths. Shade  $\frac{1}{2}$  and  $\frac{1}{3}$  in it, then add.



$$\frac{1}{2} + \frac{1}{3} = \underline{\hspace{2cm}}$$

4. List multiples of 4 and 6 to find a common denominator. Circle the first match.

4: \_\_\_\_\_

6: \_\_\_\_\_

Common denominator = \_\_\_\_\_

# Adding & Subtracting Fractions

**3 Numbers only.** *Rename, then add or subtract. Problems 9 to 12 use mixed numbers.*

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

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

7.  $\frac{2}{5} + \frac{1}{2} =$  \_\_\_\_\_

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

# Adding & Subtracting Fractions

**3 Numbers only.** *Rename, then add or subtract. Problems 9 to 12 use mixed numbers.*

9.  $1\frac{1}{2} + 2\frac{1}{3} =$  \_\_\_\_\_

10.  $3\frac{1}{4} - 1\frac{1}{2} =$  \_\_\_\_\_

11.  $\frac{2}{3} + \frac{5}{6} =$  \_\_\_\_\_

12.  $4\frac{1}{6} - 2\frac{2}{3} =$  \_\_\_\_\_



## Roots of Reason

# Adding & Subtracting Fractions

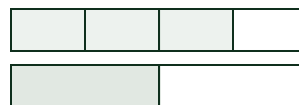
### 1 Shade it

1. Shade  $\frac{1}{2}$  of the first square and  $\frac{1}{3}$  of the second. Which shows more?



More:  $\frac{1}{2}$

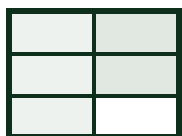
2. Draw fraction strips for  $\frac{3}{4}$  and  $\frac{1}{2}$ . How much longer is  $\frac{3}{4}$ ?



Longer by:  $\frac{1}{4}$

### 2 Draw it

3. The grid shows sixths. Shade  $\frac{1}{2}$  and  $\frac{1}{3}$  in it, then add.



$$\frac{1}{2} + \frac{1}{3} = \underline{\frac{5}{6}}$$

4. List multiples of 4 and 6 to find a common denominator. Circle the first match.

4: 4, 8, **12**, 16, 20

6: 6, **12**, 18, 24

Common denominator = 12

### 3 Numbers only

$$5. \frac{1}{3} + \frac{1}{4} = \underline{\frac{7}{12}} \quad 6. \frac{5}{6} - \frac{1}{2} = \underline{\frac{1}{3}} \quad 7. \frac{2}{5} + \frac{1}{2} = \underline{\frac{9}{10}} \quad 8. \frac{7}{8} - \frac{3}{4} = \underline{\frac{1}{8}}$$

Mixed numbers: write them as improper fractions first.

$$9. 1\frac{1}{2} + 2\frac{1}{3} = \underline{3\frac{5}{6}} \quad 10. 3\frac{1}{4} - 1\frac{1}{2} = \underline{1\frac{3}{4}} \quad 11. \frac{2}{3} + \frac{5}{6} = \underline{1\frac{1}{2}} \quad 12. 4\frac{1}{6} - 2\frac{2}{3} = \underline{1\frac{1}{2}}$$

If a student adds denominators in problem 5, do not reteach the rule. Send them back to the sixths grid in problem 3. The grid makes "you can only add matching pieces" impossible to miss.