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Adding and Subtracting Mixed Numbers Worksheets

1) Solve the following on a number line: $1\frac{1}{2} + \frac{2}{3} - \frac{1}{4}$.



2) Check whether the following expression is correct or incorrect:

$$2\frac{1}{2} - 1\frac{1}{2} = 1$$

3) A geyser had a capacity of $6\frac{1}{2}$ oz. Anna took $\frac{1}{2}$ oz. of water from a geyser, while Bernie poured $\frac{1}{4}$ oz. of water out. How much water is left in the geyser?



4) A boy covers $\frac{1}{2}$ km of the distance from his home to school by walking and $\frac{1}{4}$ km by bus. Find out the distance left for him to cover if the distance between his home and school is $1\frac{1}{2}$ km?

5) Solve the following and represent the answer on a number line:

$$1\frac{1}{2} + \frac{1}{4} - \frac{1}{2}$$



6) Which fraction when subtracted from the sum of $\frac{1}{2}$ and $\frac{1}{4}$ will result in $\frac{1}{4}$.

7) Find the missing term:

$$? - 8\frac{1}{7} = 1\frac{2}{9}$$

8) Jenny was preparing cookies her grandchildren. She used $5\frac{1}{3}$ cups of sugar and $7\frac{2}{3}$ of flour. Find the total number cups of both used in total.



9) Solve:

$$1\frac{2}{9} + \frac{7}{9} - 2$$

10) Fill in the blanks:

$$\underline{\hspace{1cm}} + 1\frac{3}{4} = 2$$

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- Gary Schwartz

"Cuemath is great because my son has a one-on-one interaction with the teacher. The instructor has developed his confidence and I can see progress in his work. One-on-one interaction is perfect and a great bonus."

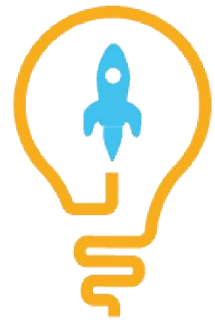
- Kirk Riley

"I appreciate the effort that miss Nitya puts in to help my daughter understand the best methods and to explain why she got a problem incorrect. She is extremely patient and generous with Miranda."

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**ANSWERS**

1)	4
2)	Correct
3)	4 oz
4)	$\frac{19}{20}$ km
5)	1
6)	$\frac{4}{15}$
7)	$9\frac{23}{63}$
8)	13 cups
9)	0
10)	$\frac{1}{4}$

FUN FACT

1. The early applications of fractions included the division of food, supplies and the absence of a bullion currency.
2. The word [fraction](#) has its origin from the Latin word "fractio", meaning "to break".
3. If you have a common denominator for the terms while adding or subtracting fractions, then you can simply perform the operations on the [numerators](#) and retain the [denominators](#).

