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## ADDING FRACTIONS WORKSHEET-3

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



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

$$3\frac{1}{7} + \frac{2}{7} = 3\frac{3}{7}$$

- 3) A geyser had a capacity of  $6\frac{1}{2}$  oz. Anna took  $2\frac{1}{4}$  oz. of water from a geyser, while Bernie took  $3\frac{1}{3}$  oz. Is there any water left in the geyser now?



- 4) To cover the distance from home to school Kris has to travel  $2\frac{1}{4}$  miles by walking and the remaining  $3\frac{1}{4}$  miles by bus. What is the distance between his home and school?

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

$$1\frac{2}{6} + \frac{2}{3}$$



6) Which fraction we get when we add  $\frac{4}{5}$  to  $(2\frac{6}{7})$ ?

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:

$$\_\_\_ - 2\frac{7}{9} = 2$$

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## Why choose Cuemath?

"Cuemath is a valuable addition to our family. We love solving puzzle cards. My daughter is now visualizing maths and solving problems effectively!"

- 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."

- Barbara Cabrera

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**ANSWERS**

1)	$2 \frac{1}{4}$
2)	Correct
3)	Yes
4)	$5 \frac{1}{2}$ miles
5)	2
6)	$3 \frac{23}{35}$
7)	$9 \frac{23}{63}$
8)	13 cups
9)	4
10)	$4 \frac{7}{9}$

## 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](#).

