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**ADDING LIKE FRACTIONS WORKSHEET-II**

1) Choose the correct option(s) to fill in the blank.

The sum of  $\frac{1}{5}$  and  $\frac{4}{5}$  is \_\_\_\_\_.

a)  $\frac{5}{5}$

b) 1

c)  $1\frac{1}{5}$

d) None of the above

2) Check whether the following equation is correct or not.

$$\frac{7}{20} + \frac{9}{20} = \frac{4}{5}$$

3) The common denominator of  $\frac{7}{24}$  and  $\frac{14}{48}$  after simplification is \_\_\_\_\_.

4) Match the columns A and B.

A	B
1. $\frac{5}{12} + \frac{2}{12}$	a. $\frac{2}{3}$
2. $\frac{7}{12} + \frac{1}{12}$	b. $\frac{7}{12}$
3. $\frac{9}{12} + \frac{1}{12}$	c. $\frac{5}{6}$

5) Fill in the blank:

The common denominator of  $\frac{7}{14}$  and  $\frac{5}{14}$  is \_\_\_\_\_.

6) Add the following like fractions:  $\frac{4}{21}, \frac{2}{21}, \frac{1}{21}$

- 7) Ginny started reading a novel. She managed to finish  $\frac{2}{5}$ th of it the first day, while she read  $\frac{3}{5}$ th the other day. Find out if she has finished the entire novel.



- 8) Find the missing term:  $? - \frac{3}{11} = \frac{2}{11}$

- 9) Add:  $\frac{10}{13} + \frac{1}{13} + \frac{6}{13} + \frac{9}{13}$

- 10) Find the sum of  $\frac{14}{17}$  and  $\frac{2}{17}$ .

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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."

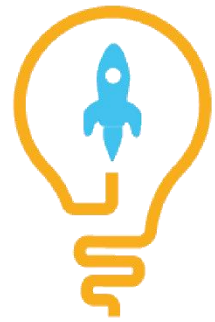
- Kirk Riley

"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)	a), b)
2)	Correct
3)	24
4)	1--b; 2--a; 3--c
5)	14
6)	$\frac{1}{3}$
7)	Yes, she has finished the novel.
8)	$\frac{5}{11}$
9)	2
10)	$\frac{16}{17}$

## FUN FACT

1. "[Addition](#)" and "add" are English words derived from the Latin verb addere, which is in turn a compound of ad "to" and dare "to give".
2. If you have different denominators for the terms while adding or subtracting fractions, then you can either use cross multiplication or calculate the LCM of [denominators](#) and find and operate [numerators](#) accordingly.
3. The word [fraction](#) has its origin from the Latin word "fractio", meaning "to break".

