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ADDING UNLIKE FRACTIONS WORKSHEET-III

- 1) Add the following fractions on the number line given below: $\frac{1}{6}$ and $\frac{2}{3}$.

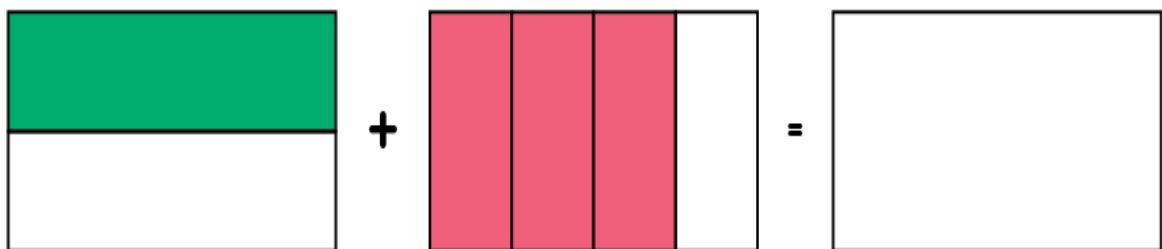


- 2) Katie ate $\frac{4}{5}$ of a pizza and Archie ate $\frac{3}{4}$ of another pizza. How much pizza they ate altogether?



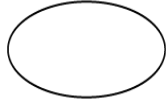
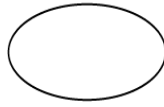
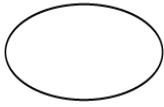
- 3) Add the fractions and shade the given rectangle appropriately.

[Hint: You may draw one more rectangle of the same size to represent the answer]

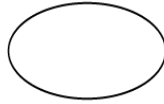
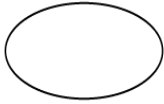


4) Color the correct answer out of the given options.

$$\frac{3}{8} + \frac{2}{5}$$



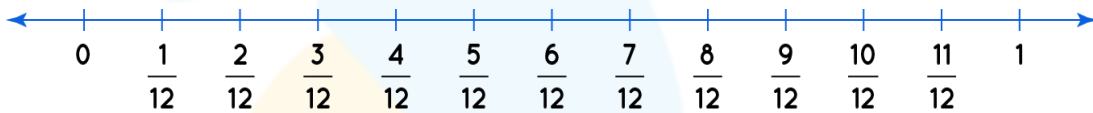
$$\frac{5}{13}, \frac{6}{13}, \frac{31}{40}, \frac{30}{40}, \frac{5}{40}$$



5) A boy covers $\frac{3}{10}$ of the distance from his home to school by walking and $\frac{1}{4}$ by bus. Find out the fraction of the total distance travelled by him so far?

6) Add the following fractions on the number line given below:

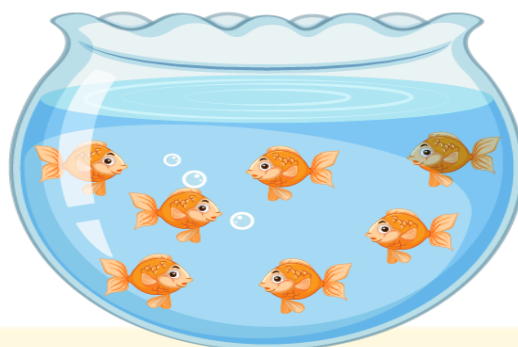
$$\frac{1}{4} \text{ and } \frac{2}{3}$$



7) Find the missing term:

$$? - \frac{9}{17} = \frac{2}{9}$$

8) In a fish bowl, if there are $\frac{1}{4}$ red colored fish and $\frac{5}{7}$ yellow colored fish and the remaining green colored fish. So, what is the total fraction of yellow and green colored fish in the pond?



9) Solve:

$$\frac{6}{11} + \frac{2}{13} + 3$$

10) Fill in the blanks:

$$\underline{\quad} - \frac{7}{9} = 2$$



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- Gary Schwartz

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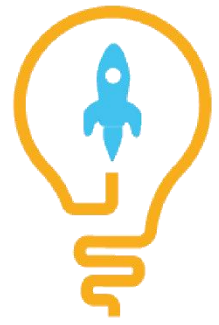
- Kirk Riley

"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)	$\frac{5}{6}$
2)	$1\frac{11}{20}$ pizza
3)	$1\frac{1}{4}$; Shade one whole rectangle and $\frac{1}{4}$ th of another.
4)	$\frac{31}{40}$
5)	$\frac{11}{20}$
6)	$\frac{11}{12}$
7)	$\frac{115}{153}$
8)	$\frac{3}{4}$
9)	$3\frac{100}{143}$
10)	$2\frac{7}{9}$

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 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.

