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ADDITION & SUBTRACTION OF FRACTIONS WORKSHEET - 1

- 1) Add the fractions: $\frac{8}{5}$ and $\frac{7}{9}$
- 2) Subtract $\frac{5}{2}$ from $\frac{8}{3}$.
- 3) Fill in the blanks with correct decimal numbers.
- a) _____ is the difference of $\frac{9}{4}$ and $\frac{12}{7}$
- b) The sum of $\frac{1}{3}$ and $\frac{1}{9}$ is _____.
- 4) Choose any two fractions from the list shown below whose sum is equal to $\frac{19}{14}$.

$$\frac{6}{8}$$

$$\frac{6}{12}$$

$$\frac{6}{11}$$

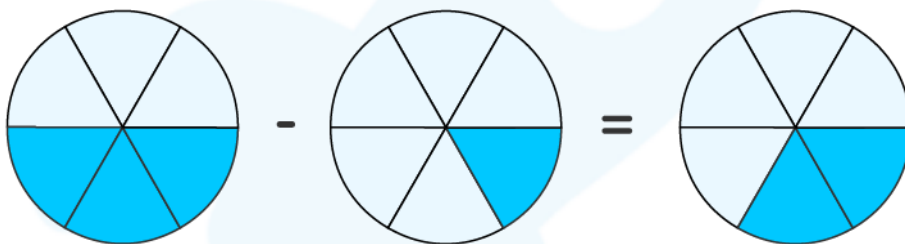
$$\frac{6}{7}$$

- 5) Solve: $\frac{7}{11} + \frac{5}{2} - \frac{4}{9}$
- 6) Solve for x: $\frac{8}{15} - x = \frac{4}{45}$
- 7) Which is least? $\frac{19}{10} - \frac{3}{10}$ OR $\frac{7}{12} + \frac{5}{12}$
- 8) Ms. Dolma baked a cake where she used $\frac{5}{8}$ of a scoop of brown sugar and $\frac{3}{8}$ of a scoop of white sugar. How much more brown sugar did she use? Write the answer in simplified fraction.



9) Find: $\frac{13}{12} - \frac{5}{14}$

10) Write the subtraction equation using fractions represented by the model shown below.



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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."

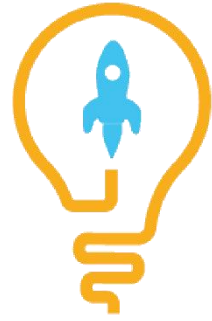
- Kirk Riley

"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."

- Barbara Cabrera

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ANSWERS

| | |
|-----|---|
| 1) | $\frac{107}{45}$ |
| 2) | $\frac{1}{6}$ |
| 3) | a) $\frac{15}{28}$, b) $\frac{4}{9}$ |
| 4) | $\frac{6}{12}$ and $\frac{6}{7}$ |
| 5) | $\frac{533}{198}$ |
| 6) | $\frac{4}{9}$ |
| 7) | $\frac{7}{12} + \frac{5}{12}$ |
| 8) | $\frac{1}{4}$ |
| 9) | $\frac{61}{84}$ |
| 10) | $\frac{3}{6} - \frac{1}{6} = \frac{2}{6}$ |

FUN FACT

1. In Ancient Rome, fractions were only written using words to describe a part of the whole.
2. Indians wrote the fractions with one number above another (numerator and denominator), but without a line.
3. It was the Arabs only, who added the line which is used to separate the numerator and the denominator.

