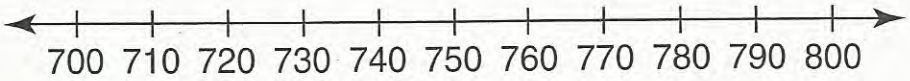
Name _____

Rounding to the Nearest Hundred

Rinaldo wants to round his numbers to the nearest hundred.



Rinaldo's numbers are ____ and ____.

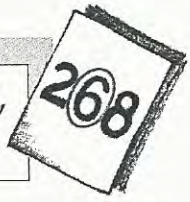
The number 746 is between ____ and ____.

It is closer to ____.

The number 769 is between ____ and ____.

It is closer to ____.

To round to the nearest hundred, look at the tens digit.



If the tens digit is 0, 1, 2, 3, or 4, the hundreds digit stays the same, and the tens and ones digits are replaced by zeros.

Rinaldo rounds 746 to ____.

If the tens digit is 5, 6, 7, 8, or 9, the hundreds digit is raised one, and the tens and ones digits are replaced by zeros.

Rinaldo rounds 769 to ____.

Getting Started

Round each green number or amount of money to the nearest hundred or dollar. Circle the answer.

1. 500 583 600

2. 900 909 1,000

3. $6.00 $6.30 $7.00

4. 100 147 200

5. 700 750 800

6. 300 329 400

Round each number or amount of money to the nearest hundred or dollar.

7. 429 _____

8. 650 _____

9. $9.81 _____

10. 807 _____

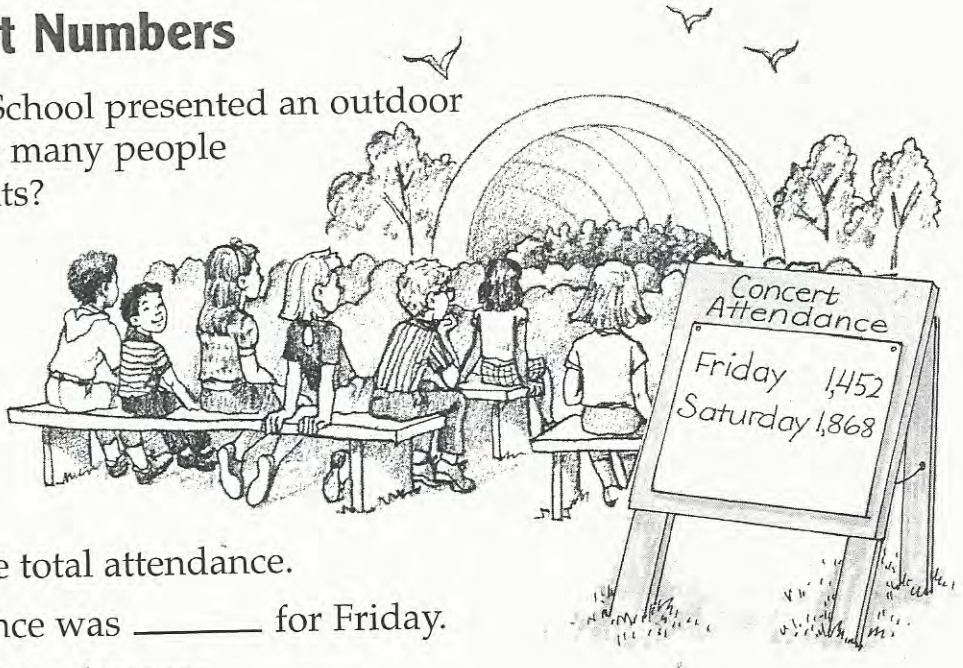
11. 196 _____

12. $5.83 _____

Name _____

Adding 4-Digit Numbers

Washington High School presented an outdoor band concert. How many people attended both nights?



We must find the total attendance.

Concert attendance was _____ for Friday.

Attendance for Saturday was _____.

To get the total, we add _____ and _____.

Add the ones. Regroup if needed.	Add the tens. Regroup if needed.	Add the hundreds. Regroup if needed.	Add the thousands.
$\overset{1}{1,452} + 1,868 = 0$	$\overset{1\,1}{1,452} + 1,868 = 20$	$\overset{1\,1}{1,452} + 1,868 = 320$	$\overset{1}{1,452} + 1,868 = 3,320$

The total concert attendance was _____.

Getting Started

Add.

1. $5,136 + 1,597$

2. $4,878 + 2,364$

3. $2,819 + 1,504$

Copy and add.

4. $1,847 + 7,697$

5. $1,996 + 4,283$

6. $2,487 + 7,368$

7. $7,621 + 1,596$

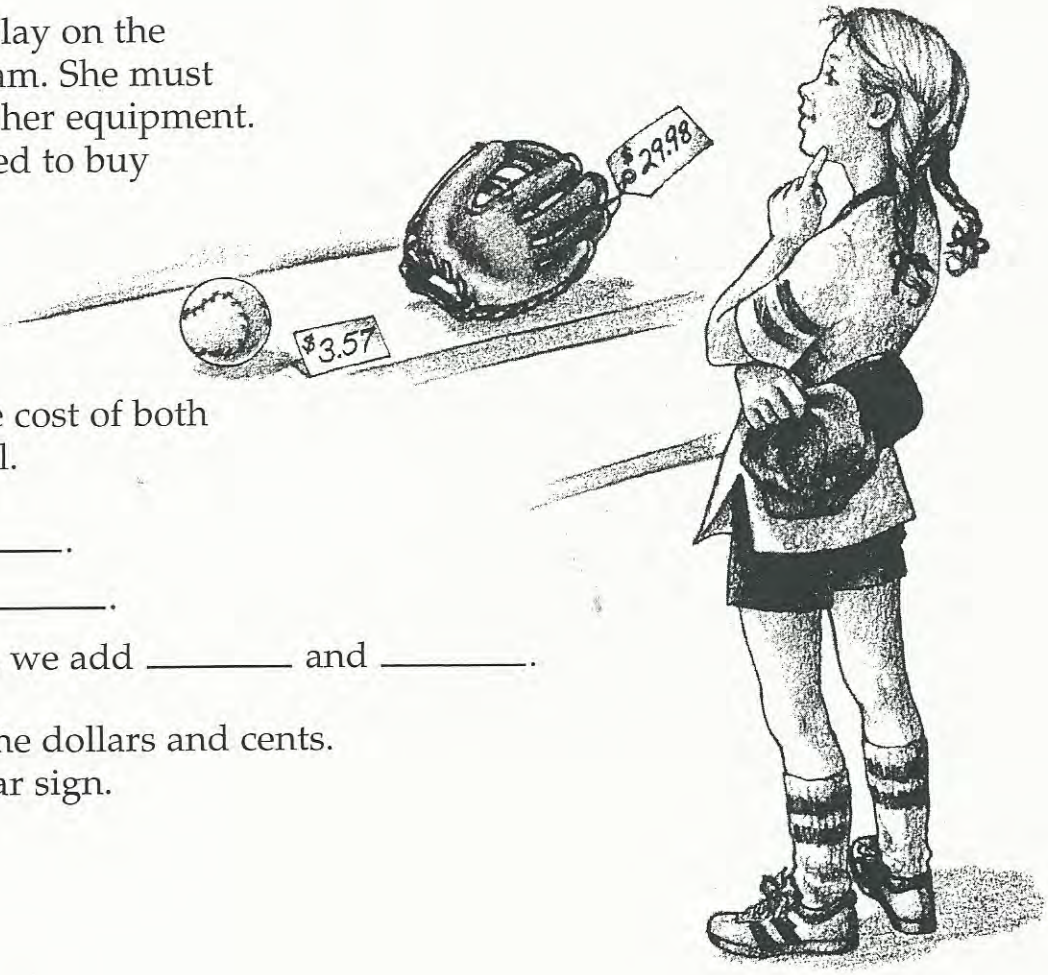
8. $2,965 + 5,859$

9. $3,428 + 2,596$

Name _____

Adding Money

Rachel was chosen to play on the third-grade baseball team. She must earn the money to buy her equipment. How much will she need to buy the glove and ball?



We want to know the cost of both the glove and the ball.

The glove costs _____.

The baseball costs _____.

To find the total cost, we add _____ and _____.

REMEMBER Line up the dollars and cents. Don't forget the dollar sign.

$$\begin{array}{r} \square \\ + \quad \square \\ \hline \square \end{array}$$

Rachel must earn _____.

Getting Started

Add.

1. $\begin{array}{r} \$36.25 \\ + \quad 5.36 \\ \hline \end{array}$

2. $\begin{array}{r} \$27.79 \\ + \quad 8.62 \\ \hline \end{array}$

3. $\begin{array}{r} \$25.65 \\ 11.36 \\ + \quad 6.50 \\ \hline \end{array}$

4. $\begin{array}{r} \$67.45 \\ 14.75 \\ + \quad 9.55 \\ \hline \end{array}$

Copy and add.

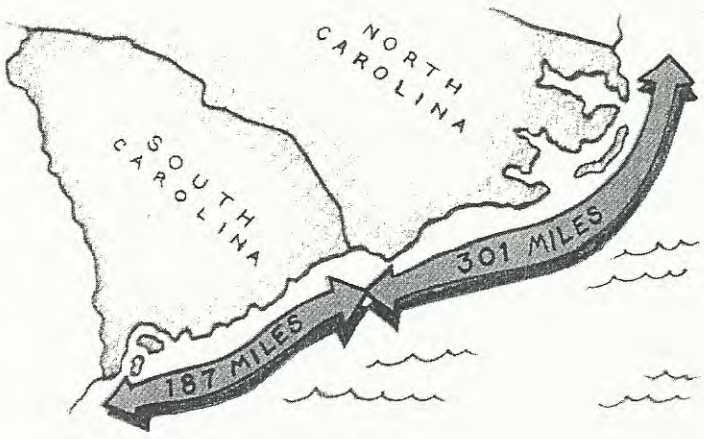
5. $\$11.53 + \$7.65$

6. $\$32.36 + \$29.63 + \$12.08$

Name _____

Zeros in Subtraction

The states of North and South Carolina both are bounded on the east by the Atlantic Ocean. How much longer is North Carolina's coastline than South Carolina's?



We are looking for how much longer North Carolina's coast is than South Carolina's.

The North Carolina coast is ____ miles long.

South Carolina's coast is ____ miles long.

To find the difference, we subtract ____ from ____.

Subtract the ones. Regroup if needed.	Subtract the tens. Regroup if needed.	Subtract the hundreds.
$\begin{array}{r} {}^{2}\not{3}\,{}^{9}\not{0}\,{}^{10}\not{1}^{11} \\ -\ 187 \\ \hline 4 \end{array}$	$\begin{array}{r} {}^{2}\not{3}\,{}^{9}\not{0}\,1 \\ -\ 187 \\ \hline 14 \end{array}$	$\begin{array}{r} {}^{2}\not{3}01 \\ -\ 187 \\ \hline 114 \end{array}$

North Carolina has ____ more miles of coastline than South Carolina.

Getting Started

Subtract.

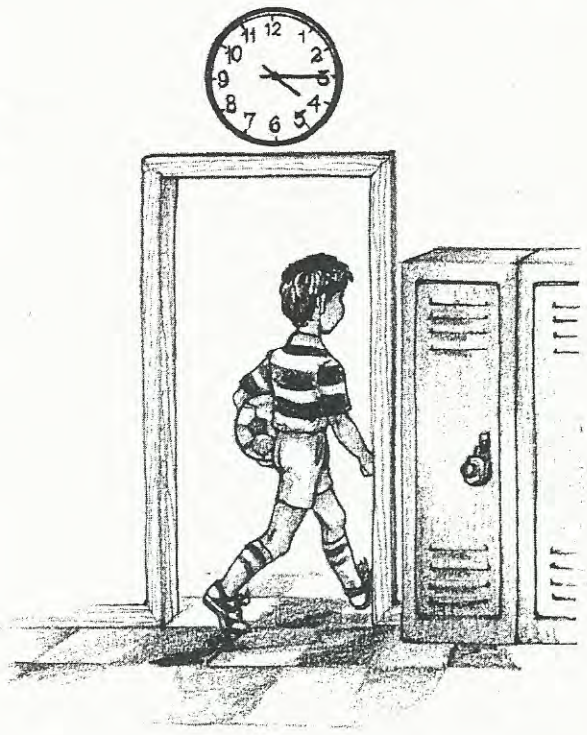
1. $\begin{array}{r} 603 \\ -\ 258 \\ \hline \end{array}$	**2.** $\begin{array}{r} 700 \\ -\ 217 \\ \hline \end{array}$	**3.** $\begin{array}{r} 201 \\ -\ 83 \\ \hline \end{array}$	**4.** $\begin{array}{r} 909 \\ -\ 435 \\ \hline \end{array}$
5. $\begin{array}{r} 509 \\ -\ 318 \\ \hline \end{array}$	**6.** $\begin{array}{r} 903 \\ -\ 605 \\ \hline \end{array}$	**7.** $\begin{array}{r} 820 \\ -\ 299 \\ \hline \end{array}$	**8.** $\begin{array}{r} 405 \\ -\ 376 \\ \hline \end{array}$

Copy and subtract.

9. 804 − 685 **10.** 200 − 198 **11.** 303 − 172 **12.** 610 − 88

Time to One Minute

It takes Manuel 20 minutes to walk home from soccer practice. Show on the clocks what time Manuel will arrive home.



We want to know what time Manuel will get home. He leaves practice at ____.

It takes him ____ minutes to walk home. It takes 5 minutes for the minute hand to move from one number to the next.

Manuel will get home at ____. We read and write this as _____ or **twenty-five minutes to five**.

Study the clock times.

9:03

three minutes after nine

9:28

nine twenty-eight

9:47

nine forty-seven or thirteen minutes to ten

Getting Started

For Exercises 1 and 2, write the time as you would see it on a digital clock.

Write the time as you would say it.

1. 

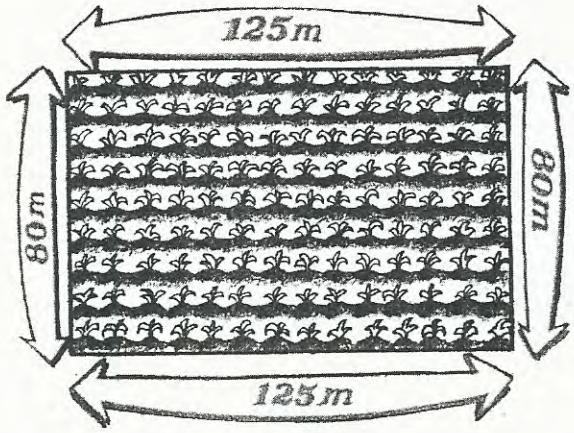
2. 

3. 

Name _____

Meters and Kilometers

To keep animals away from the corn, Mrs. Lawrence wants to put a fence around the whole cornfield. How much fencing will she need?



We want to find the perimeter, or total distance, around the field.

We know:

1 meter = 100 centimeters
1 m = ____ cm

1 kilometer = 1,000 meters
1 km = ____ m

The sides of the cornfield measure ____ meters, ____ meters, ____ meters, and ____ meters.

To find the perimeter, we add all the sides.

$$\begin{array}{r} \square\ \text{m} \\ \square\ \text{m} \\ \square\ \text{m} \\ +\ \square\ \text{m} \\ \hline \square\ \text{m} \end{array}$$

Mrs. Lawrence needs ____ meters of fencing.

Getting Started

Would you measure each in centimeters, meters, or kilometers?

1. height of a house

_____

2. length of a river

_____

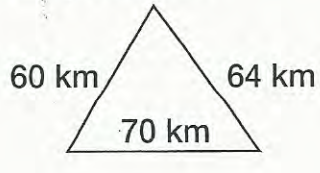
Circle the better estimate.

3. width of a book

22 cm 22 m

Find the perimeter.

4.



_____

Milliliters and Liters

Jerry is making breakfast for his mother on Mother's Day. Will the bottle he is filling hold about 1 milliliter or 1 liter of orange juice?

We know:

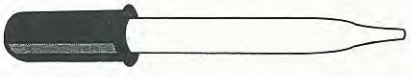
1 liter = 1,000 milliliters

1 L = _____ mL

Liters and milliliters are measures of **volume.**

Volume is the amount of space inside something.

It takes about 4 glasses to fill one liter bottle.



It takes an eyedropper to measure about one milliliter.

The volume of the juice bottle is about 1 _____.

Getting Started

Would you measure the volume of these in milliliters or liters?

1. 

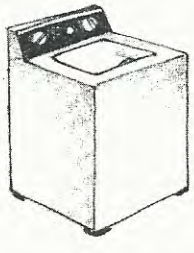
_____

2. 

_____

3. 

_____

4. 

_____

Name _____

Grams and Kilograms

Matthew and his brother are unpacking the groceries. Does the bag of flour weigh about 2 grams or 2 kilograms?

We know:

1 kilogram = 1,000 grams

1 kg = ____ g

A paper clip weighs about 1 gram.

A large book weighs about 1 kilogram.

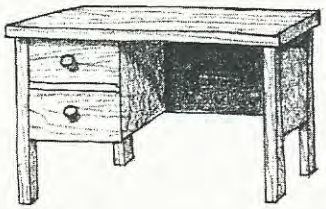
The bag of flour weighs about 2 _____.

Getting Started

Would you weigh each in grams or kilograms?

1. 

_____

2. 

_____

3. 

_____

4. 

_____

5. 

_____

6. 

_____

Name _____

CHAPTER 7 TEST

Multiply.

1.	7 × 3	1 × 3	1 × 5	5 × 8	4 × 3	6 × 0	3 × 1	4 × 9	8 × 1
2.	4 × 5	0 × 7	9 × 5	1 × 7	5 × 3	4 × 1	3 × 6	1 × 9	5 × 0
3.	3 × 9	9 × 0	3 × 7	2 × 8	2 × 9	1 × 6	5 × 6	0 × 6	2 × 2
4.	9 × 2	3 × 0	4 × 8	0 × 3	9 × 3	3 × 3	6 × 1	8 × 0	7 × 4
5.	4 × 2	8 × 4	7 × 0	4 × 4	6 × 5	8 × 5	4 × 0	2 × 6	0 × 2
6.	3 × 8	6 × 4	5 × 9	1 × 0	8 × 3	0 × 0	5 × 2	5 × 5	6 × 2

7. $7 \times 2 =$ ____ $3 \times 4 =$ ____ $5 \times 4 =$ ____ $0 \times 5 =$ ____

8. $7 \times 0 =$ ____ $8 \times 2 =$ ____ $2 \times 3 =$ ____ $2 \times 0 =$ ____

9. $1 \times 7 =$ ____ $4 \times 1 =$ ____ $5 \times 2 =$ ____ $5 \times 7 =$ ____

10. In the problem $5 \times 3 = 15$,

the 5 is called a _____,

the 3 is called a _____,

and the 15 is called a _____.

Name _____

Multiply.

1. 9×9	**2.** 8×7	**3.** 5×5	**4.** 7×9	**5.** 7×6	**6.** 6×9	**7.** 9×5
8. 8×5	**9.** 5×7	**10.** 7×8	**11.** 7×7	**12.** 7×9	**13.** 9×6	**14.** 8×9
15. 9×8	**16.** 6×8	**17.** 8×6	**18.** 8×8	**19.** 6×6	**20.** 8×9	**21.** 6×5

22. $7 \times 9 =$ ____ **23.** $7 \times 8 =$ ____ **24.** $6 \times 9 =$ ____ **25.** $6 \times 7 =$ ____

26. $9 \times 8 =$ ____ **27.** $6 \times 9 =$ ____ **28.** $6 \times 7 =$ ____ **29.** $7 \times 6 =$ ____

30. $7 \times 7 =$ ____ **31.** $8 \times 6 =$ ____ **32.** $8 \times 7 =$ ____ **33.** $9 \times 9 =$ ____

Solve each problem.

34. There are 6 rows of trees. Each row has 9 trees. How many trees are there?

35. Balloons are sold in packages of 8. Rhonda bought 7 packages. How many balloons did Rhonda buy?

36. Use the prices in the chart below to find the total cost of the order.

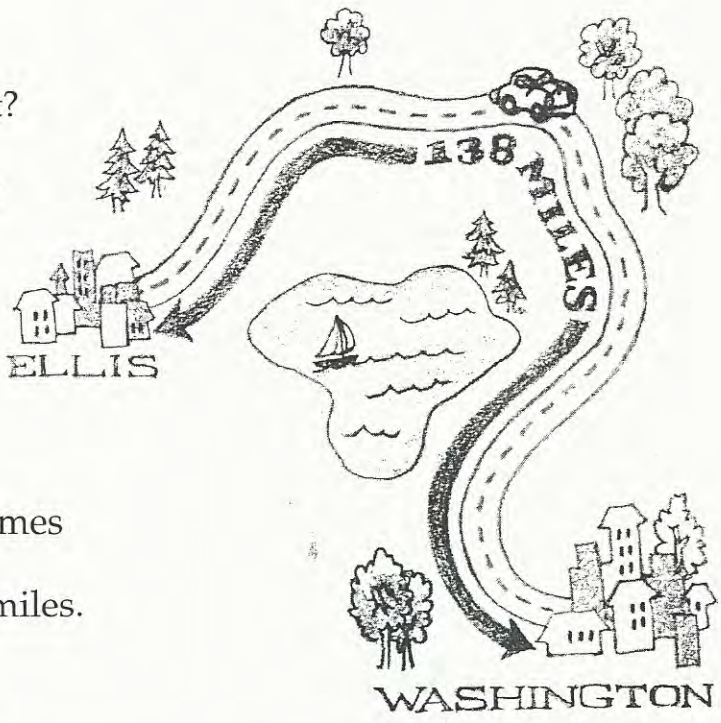
Sale	
Washers	$1
Hammers	$9
Screwdrivers	$4
Wrenches	$3
Pliers	$7

Order Form			
Number	**Item**	**Cost**	**Total**
5	Hammers		
4	Wrenches		
9	Pliers		
		Total Cost	

Name _____

Multiplying by 1-Digit Factors, Two Regroupings

Mr. Harris made 4 round trips on business from Ellis to Washington. How many travel miles should Mr. Harris record on his expense report?



Mr. Harris wants to know how many miles he drove, so he can fill out his expense report.

The distance between Ellis and Washington is ____ miles.

A round trip between the cities is 2 times the distance between them, or ____ miles.

Mr. Harris made ____ round trips.

Multiply the ones. Regroup if needed.	Multiply the tens. Add any extra tens. Regroup if needed.	Multiply the hundreds. Add any extra hundreds.
$\overset{2}{276} \times 4 = 4$	$\overset{3\ 2}{276} \times 4 = 04$	$\overset{3}{276} \times 4 = 1{,}104$

Mr. Harris should record _____ miles on his expense report.

Getting Started

Multiply.

1. 246×3
2. 508×7
3. 621×5
4. 835×7

Copy and multiply.

5. 623×6
6. 290×4
7. 257×8
8. 399×9

Practice

Multiply.

1. 326 × 4	**2.** 845 × 7	**3.** 329 × 9	**4.** 334 × 6
5. 212 × 3	**6.** 296 × 8	**7.** 427 × 2	**8.** 725 × 5
9. 487 × 7	**10.** 183 × 2	**11.** 675 × 9	**12.** 526 × 3
13. 416 × 6	**14.** 807 × 6	**15.** 219 × 5	**16.** 438 × 7

Copy and multiply.

17. 157×8	**18.** 4×538	**19.** 175×9	**20.** 416×3
21. 239×7	**22.** 757×2	**23.** 5×919	**24.** 9×630
25. 4×212	**26.** 8×326	**27.** 808×3	**28.** 5×394

Problem Solving

Solve each problem.

29. Juanita started with $24.50. She spent $19.38. How much money did she have left?

30. Bill bought a sweater for $29.50 and a shirt for $16.37. How much did he spend?

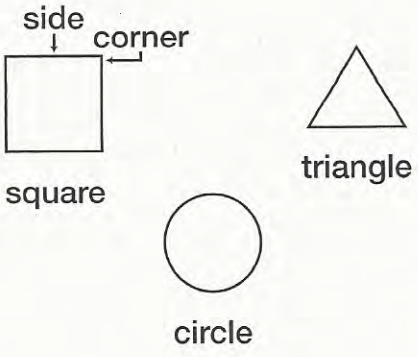
31. Each weekday for one week, 146 lunches were served in the school cafeteria. How many lunches were served?

32. The custodian set up 8 rows of chairs, with 125 chairs in each row. How many chairs did the custodian set up?

Lesson 10-1

Plane Figures

Plane figures are shapes that appear on flat surfaces. Some plane figures, like squares and triangles, are called **polygons**. They have straight sides and corners. Other plane figures, like circles, have curved sides and no corners.



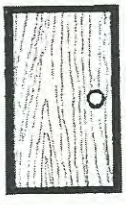
Study these plane figures. They are polygons.

Getting Started

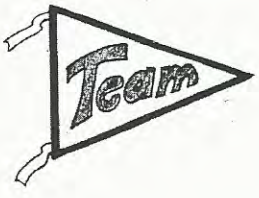
Write the name of the plane figure you see in each object.

1. 

_____

2. 
_____

3. 
_____

4. 

_____

Complete the table.

5.

Plane Figure	Name	Number of Straight Sides	Number of Corners	Is the figure a polygon?
				
				
				

Lines, Rays, and Line Segments

A **point** is a position in space. •

A **line** is a set of points that go on indefinitely in both directions.

A **line segment** is part of a line. It has two endpoints.

A **ray** is part of a line. It has one endpoint.

A line that goes across is called a **horizontal line**.

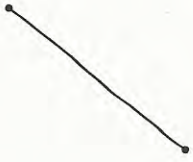
A line that goes up and down is called a **vertical line**.

Lines that meet at one point are called **intersecting lines**.

Lines that do not intersect in the same plane, or flat surface, are called **parallel lines**.

Getting Started

Write the name for each.

1. 

_____

2. 

_____

3. 

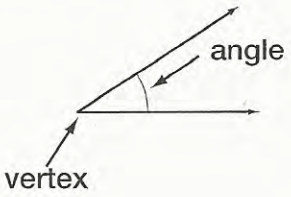
_____

4. 

_____

Name _____

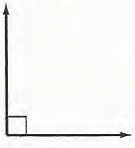
Angles



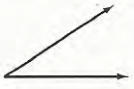
Two rays that have a common endpoint make an **angle**. The common endpoint is called the **vertex** of the angle.

Angles are named according to the size of their openings. We can name angles by comparing the size of their openings to a right angle.

An angle that forms a square corner is called a **right angle**. The symbol used to show a right angle is ⌝.



An **acute angle** has less of an opening than a right angle.

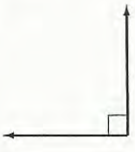


An **obtuse angle** has a greater opening than a right angle but less than a straight line.

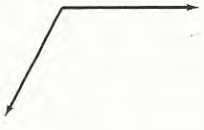
We say that lines, line segments, or rays that form right angles are **perpendicular**.

Getting Started

Write the name of each angle.

1. 

_____

2. 

_____

3. 

_____

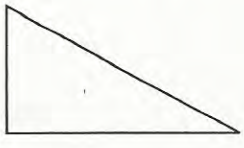
4. 

_____

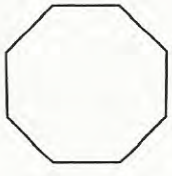
Write the number of right angles in each plane figure.

5. 

_____

6. 

_____

7. 

_____

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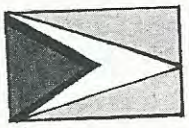
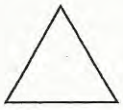
Name _____

Triangles

Look at the flag for Guyana, a small country in South America. What kinds of angles are on the flag? There are _____ angles and _____ angles on the flag.



There are several different kinds of triangles on Guyana's flag. To name a triangle, we can look at the lengths of its sides.



equilateral triangle

All sides are the same length.

isosceles triangle

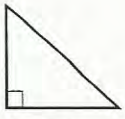
At least two sides are the same length.

scalene triangle

None of the sides are the same length.

On Guyana's flag, there are _____ triangles and _____ triangles.

Another way to name a triangle is by looking at the size of its angles.

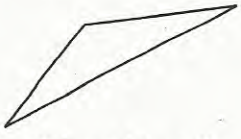


right triangle

One angle is a right angle.

acute triangle

All three angles are acute angles.



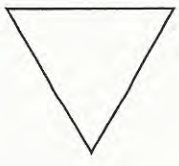
obtuse triangle

One angle is an obtuse angle.

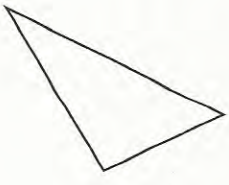
On Guyana's flag, there are _____ triangles and _____ triangles.

Getting Started

Write *equilateral*, *isosceles*, or *scalene* for each triangle.

1. 

_____

2. 

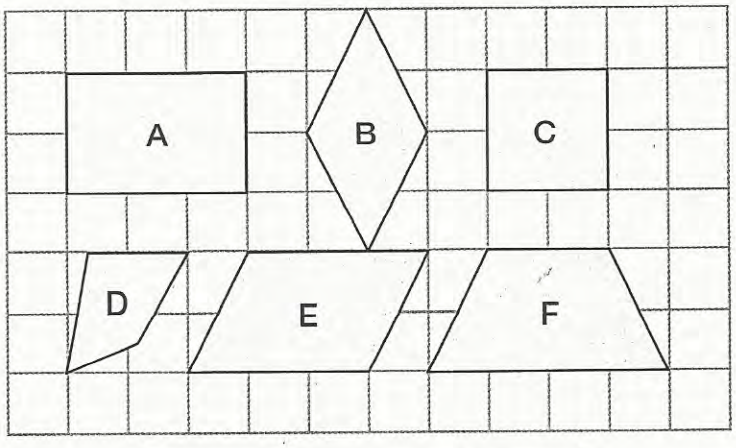
_____

3. 

_____

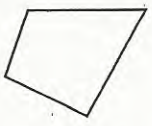
Quadrilaterals

All the figures Daria drew on the grid are quadrilaterals. Each figure is a polygon with 4 sides.



The figure labeled A is a _____. Figure C is a square.

Quadrilaterals are named by their sides and angles.

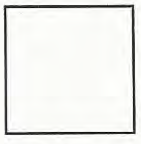


quadrilateral

Quad- means "four"—four sides and four angles.

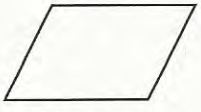
rectangle

Four right angles and opposite sides are the same length.



square

Four right angles and all sides are the same length.

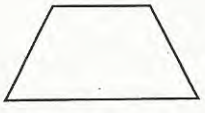


parallelogram

Opposite sides are parallel and the same length.

rhombus

Opposite sides are parallel and all sides are the same length.



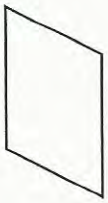
trapezoid

There is only one pair of parallel sides.

In Daria's drawings above, figure B is a _____, figure D is a _____, figure E is a _____, and figure F is a _____.

Getting Started

Write the name of each quadrilateral.

1. 

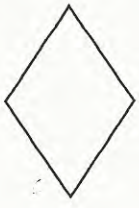
_____

2. 

_____

3. 

_____

4. 

_____

Pictographs

Roberto collects scallop shells. He made a pictograph to show the number of shells he had collected each month. How many shells did Roberto collect in July?

Shell Collection	
June	
July	
August	
September	

Each stands for 5 shells.

We want to find the number of shells Roberto collected in July.

The graph shows ____ shells for July.

Each picture stands for ____ actual shells.

To find the number of shells collected in July, we multiply ____ by ____.

July ____ × ____ = ____

Roberto collected ____ scallop shells in July.

Getting Started

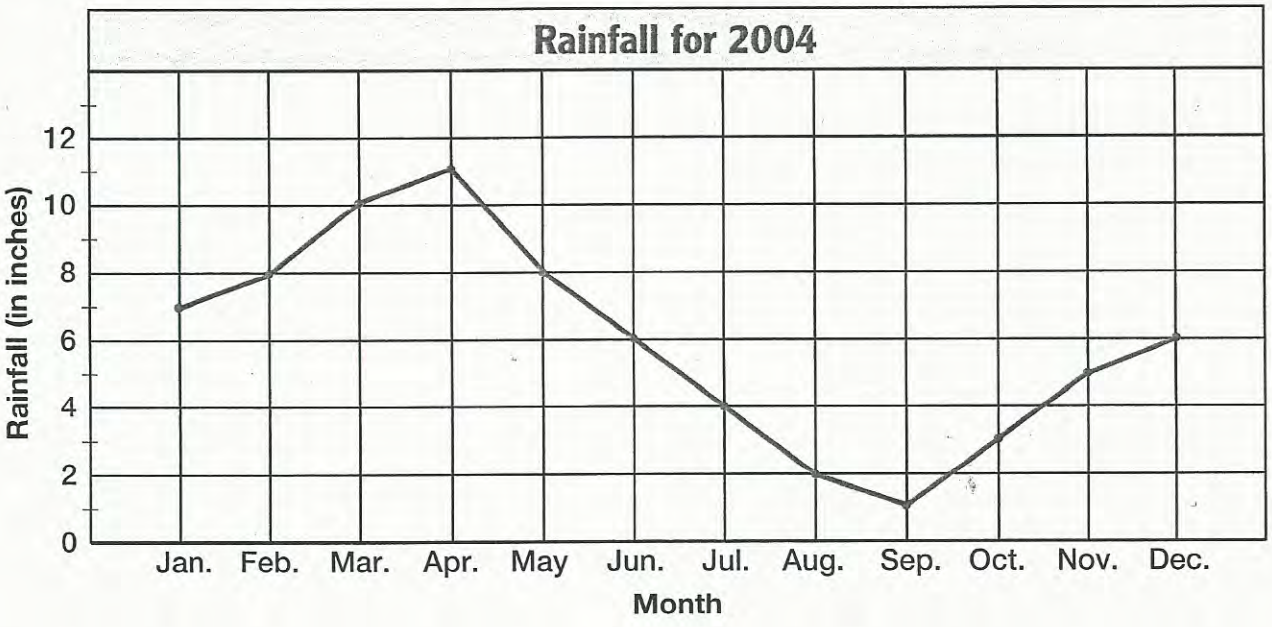
Use the pictograph to answer each question.

1. How many shells did Roberto collect in August? ____
2. How many shells did Roberto collect in June? ____
3. How many shells did he collect from June through September? ____
4. How many more shells did Roberto collect in July than in June? ____
5. In which months did Roberto collect the same number of shells? _____
6. In which month did Roberto collect the most shells? _____

Name _____

Making and Using Line Graphs

A line graph is a good way to show changes in information over time. This line graph shows the rainfall for 2004. What was the greatest rainfall and when did it occur?



We want to find the greatest rainfall and the month it occurred.

The inches of rainfall go up the _____ side of the line graph.

The _____ goes across the _____ of the line graph.

To find the greatest rainfall amount, start with the lowest amount on the graph.

Follow the inches up the side of the chart to the highest dot, _____.

Then go down in a straight line to the bottom of the chart to _____.

The greatest rainfall was 11 inches and it occurred in _____.

Getting Started

Use the line graph above to answer these questions.

1. What was the rainfall in June? _____

2. What was the least amount of rainfall? _____

3. In what month was the least rainfall? _____

4. Between which two months was there the greatest difference in rainfall? _____

Naming Parts of a Whole

Rosita is making a quilt for her bed. She has finished 3 of the quilt's 4 squares. What part of the quilt has Rosita completed?

We want to write a number that shows the part of the quilt that is finished.

Rosita has finished ____ squares of the quilt.

The finished quilt will have ____ squares.

We use a fraction to show what part is finished.

finished parts → $\frac{3}{4}$ **← numerator**

parts in the whole quilt → $\frac{3}{4}$ **← denominator**

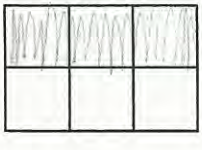
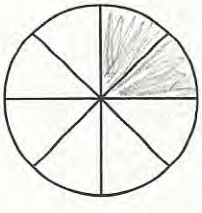
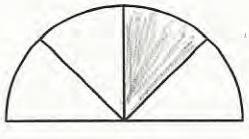
Three-fourths or $\frac{\square}{\square}$ of the quilt is finished.

Getting Started

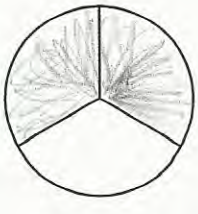
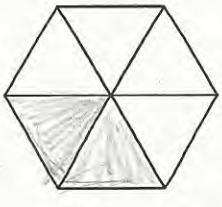
Write each as a fraction.

1. five-twelfths ____
2. one-eighth ____
3. three-hundredths ____

Write the fraction of each figure that is green.

4.  ____
5.  ____
6.  ____

Write the fraction of each figure that is *not* green.

7.  ____
8.  ____
9.  ____

Writing Equivalent Fractions

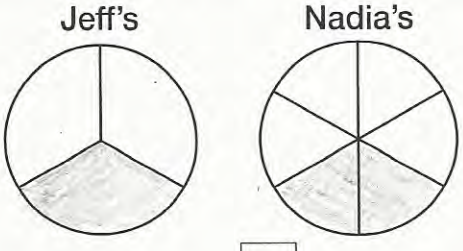
Jeff and Nadia are cutting pies to serve at the PTA social. Jeff cuts his pies into thirds, and serves $\frac{1}{3}$ of a pie to each person. Nadia cuts her pies into sixths. How many sixths does Nadia have to serve to each person to equal Jeff's serving?

We want to know how many of Nadia's pieces equal one of Jeff's.

Each of Jeff's pieces is $\frac{\square}{\square}$ of a pie.

Nadia cuts her pie into ____ equal pieces.

We can draw a picture and compare the pies.



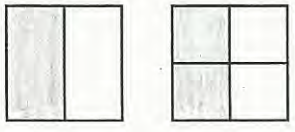
$\frac{1}{3} = \frac{\square}{6}$

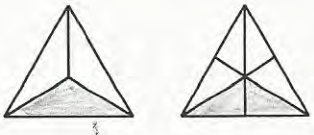
One-third of Jeff's pie equals $\frac{\square}{\square}$ of Nadia's pie.

Fractions that are equal are called **equivalent fractions.**

Getting Started

Write the equivalent fractions.

1.  $\frac{1}{2} = $ ____

2.  $\frac{1}{3} = $ ____

Draw a picture to help you complete each number sentence.

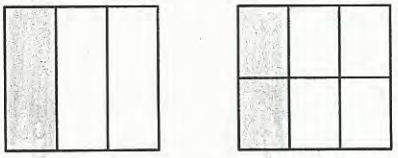
3. $\frac{1}{2} = \frac{\square}{6}$

4. $\frac{3}{4} = \frac{\square}{8}$

Practice

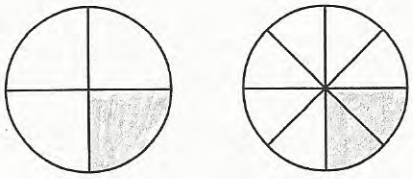
Write the equivalent fractions.

1.



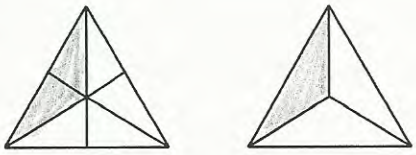
$\frac{1}{3} = \_\_\_\_$

2.



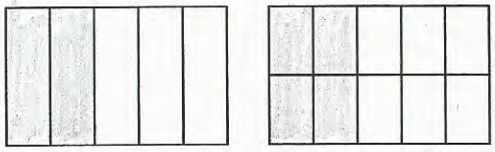
$\frac{1}{4} = \_\_\_\_$

3.



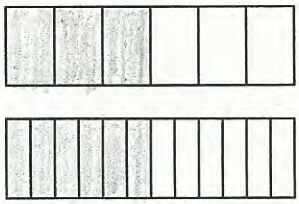
$\frac{2}{6} = \_\_\_\_$

4.



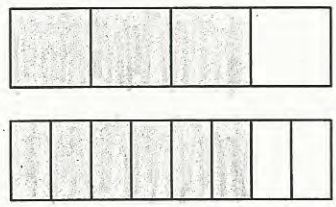
$\frac{2}{5} = \_\_\_\_$

5.



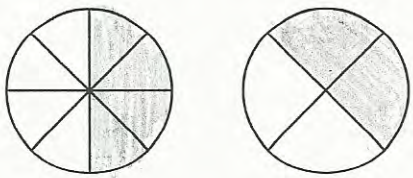
$\frac{3}{6} = \_\_\_\_$

6.



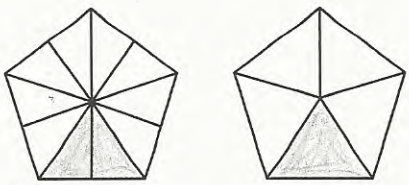
$\frac{3}{4} = \_\_\_\_$

7.



$\frac{4}{8} = \_\_\_\_$

8.



$\frac{2}{10} = \_\_\_\_$

Draw a picture to help you complete each number sentence.

9. $\frac{8}{10} = \frac{\square}{5}$

10. $\frac{\square}{9} = \frac{1}{3}$

11. $\frac{3}{6} = \frac{\square}{12}$

12. $\frac{4}{8} = \frac{\square}{2}$

Name _____

Adding Fractions

On Monday, Beth's father told her he had worked $\frac{1}{5}$ of his workweek already. On Wednesday, he said he had worked another $\frac{2}{5}$ of his week. What part of the week had her father worked?

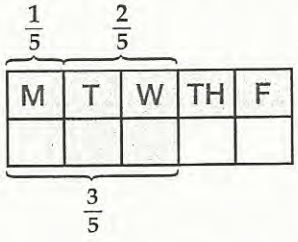
We want to find what part of the week Beth's father worked so far.

By Monday evening he had worked $\frac{\square}{\square}$ of a week.

Tuesday and Wednesday he had worked another $\frac{\square}{\square}$ of a week.

To find the part of the week that he had worked, we add $\frac{1}{5}$ and $\frac{2}{5}$.

$$\frac{1}{5} + \frac{2}{5} = \frac{\square}{5}$$



$\frac{1}{5}$ **Monday**

$+ \frac{2}{5}$ **Tuesday and Wednesday**

$\frac{\square}{5}$ **Monday through Wednesday**

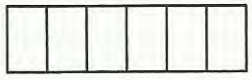
Beth's father had worked $\frac{\square}{\square}$ of his workweek.

REMEMBER When the denominators are the same, only the numerators are added. The denominator remains the same.

Getting Started

Shade the figures. Add the fractions.

1.

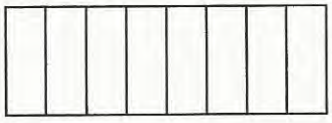


Shade $\frac{3}{6}$.

Shade another $\frac{1}{6}$.

$\frac{3}{6} + \frac{1}{6} =$ ____

2.



Shade $\frac{2}{8}$.

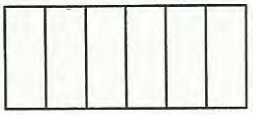
Shade another $\frac{3}{8}$.

$$\begin{array}{r} \frac{2}{8} \\ +\ \frac{3}{8} \\ \hline \end{array}$$

Practice

Shade the figures. Add the fractions.

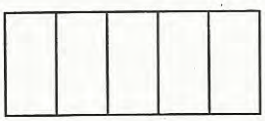
1.



Shade $\frac{1}{6}$.

Shade another $\frac{2}{6}$. $\frac{1}{6} + \frac{2}{6} =$ ____

2.



Shade $\frac{2}{5}$.

Shade another $\frac{2}{5}$.

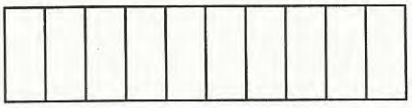
$$\begin{array}{r} \frac{2}{5} \\ +\ \frac{2}{5} \\ \hline \end{array}$$

3.

Shade $\frac{3}{8}$.

Shade another $\frac{2}{8}$. $\frac{3}{8} + \frac{2}{8} =$ ____

4.



Shade $\frac{3}{10}$.

Shade another $\frac{2}{10}$.

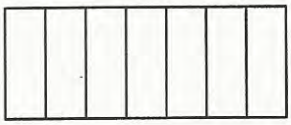
$$\begin{array}{r} \frac{3}{10} \\ +\ \frac{2}{10} \\ \hline \end{array}$$

5.

Shade $\frac{1}{4}$.

Shade another $\frac{2}{4}$. $\frac{1}{4} + \frac{2}{4} =$ ____

6.

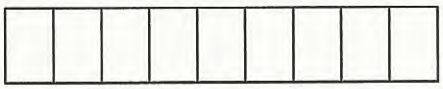


Shade $\frac{3}{7}$.

Shade another $\frac{4}{7}$.

$$\begin{array}{r} \frac{3}{7} \\ +\ \frac{4}{7} \\ \hline \end{array}$$

7.



Shade $\frac{4}{9}$.

Shade another $\frac{3}{9}$. $\frac{4}{9} + \frac{3}{9} =$ ____

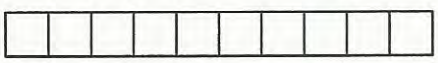
8.

Shade $\frac{5}{8}$.

Shade another $\frac{2}{8}$.

$$\begin{array}{r} \frac{5}{8} \\ +\ \frac{2}{8} \\ \hline \end{array}$$

9.



Shade $\frac{5}{10}$.

Shade another $\frac{3}{10}$. $\frac{5}{10} + \frac{3}{10} =$ ____

10.

Shade $\frac{2}{6}$.

Shade another $\frac{3}{6}$.

$$\begin{array}{r} \frac{2}{6} \\ +\ \frac{3}{6} \\ \hline \end{array}$$

Name _____

Subtracting Fractions

Daphne is making instant pudding. She needs $\frac{1}{4}$ cup of milk. How much milk will she have left in her measuring cup?

We want to know how much milk Daphne will have left.

Daphne starts with $\frac{\square}{\square}$ cup of milk.

She uses $\frac{\square}{\square}$ cup of milk for pudding.

To find the part left over, we subtract $\frac{1}{4}$ from $\frac{3}{4}$.

$\frac{3}{4} - \frac{1}{4} = \frac{\square}{4}$

$\frac{3}{4}$ to start

$-\frac{1}{4}$ used

$\frac{\square}{4}$ left

Daphne has $\frac{\square}{\square}$ or $\frac{1}{2}$ of a cup of milk left.

REMEMBER When the denominators are the same, only the numerators are subtracted. The denominator remains the same.

Getting Started

Shade the figures. Subtract the fractions.

1. 

Shade $\frac{5}{6}$.

Cross out $\frac{3}{6}$.

$\frac{5}{6} - \frac{3}{6} =$ ____

2. 

Shade $\frac{6}{7}$.

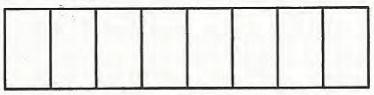
Cross out $\frac{5}{7}$.

$\frac{6}{7}$

$-\frac{5}{7}$

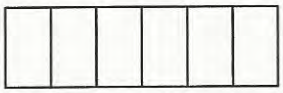
Practice

Shade the figures. Subtract the fractions.

1. 

Shade $\frac{3}{8}$.

Cross out $\frac{1}{8}$. $\frac{3}{8} - \frac{1}{8} =$ ____

2. 

Shade $\frac{5}{6}$.

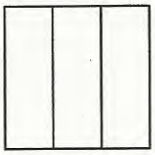
Cross out $\frac{3}{6}$.

$$\frac{5}{6} - \frac{3}{6} = \underline{\quad}$$

3. 

Shade $\frac{5}{7}$.

Cross out $\frac{2}{7}$. $\frac{5}{7} - \frac{2}{7} =$ ____

4. 

Shade $\frac{2}{3}$.

Cross out $\frac{1}{3}$.

$$\frac{2}{3} - \frac{1}{3} = \underline{\quad}$$

5. 

Shade $\frac{3}{4}$.

Cross out $\frac{1}{4}$. $\frac{3}{4} - \frac{1}{4} =$ ____

6. 

Shade $\frac{7}{10}$.

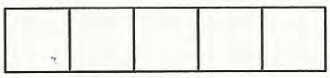
Cross out $\frac{5}{10}$.

$$\frac{7}{10} - \frac{5}{10} = \underline{\quad}$$

7. 

Shade $\frac{9}{10}$.

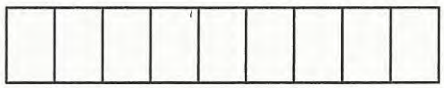
Cross out $\frac{6}{10}$. $\frac{9}{10} - \frac{6}{10} =$ ____

8. 

Shade $\frac{4}{5}$.

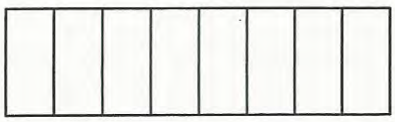
Cross out $\frac{3}{5}$.

$$\frac{4}{5} - \frac{3}{5} = \underline{\quad}$$

9. 

Shade $\frac{5}{9}$.

Cross out $\frac{3}{9}$. $\frac{5}{9} - \frac{3}{9} =$ ____

10. 

Shade $\frac{7}{8}$.

Cross out $\frac{3}{8}$.

$$\frac{7}{8} - \frac{3}{8} = \underline{\quad}$$