


Concept: Subtracting Fractions

Name: _____


COMPUTER COMPONENT

Instructions: In  follow the **Content Menu** path:

Fractions > Subtracting Fractions

 Work through all Sub Lessons of the following Lessons **in order**:

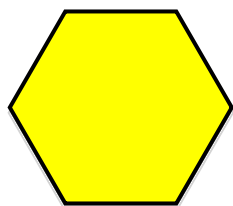
- *Pattern Blocks*
- *The Clock*
- *Fraction Strips*
- *Percent Strips*
- *Decimal Strips*
- *Subtracting Fractions on a Number Line*
- *The Lowest Common Denominator*
- *Word Problems*

 As you work through the computer exercises, you will be prompted to make notes in your notebook/math journal.

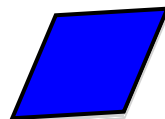
NOTES

1. Pattern blocks are a great tool to assist one in adding fractions.

(a) Write the value of each pattern block below.



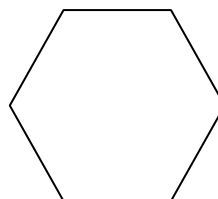




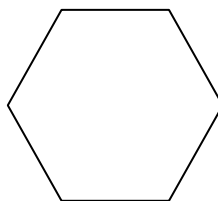


2. Use your knowledge from question 1 to assist you here.

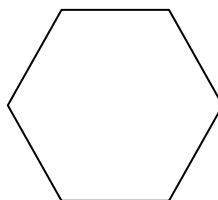
(a) Shade in $\frac{4}{6}$



(b) Shade in $\frac{1}{6}$



(c) Shade in the total of $\frac{4}{6} - \frac{1}{6}$



(d) The result is _____.

Subtracting Fractions Rules:

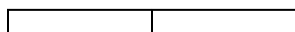
Rule 1:

Rule 2:

Rule 3:

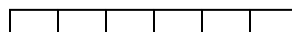
3. Fraction strips are also a great tool that you may use for subtracting fractions.

(a) Shade in the appropriate region on each strip.

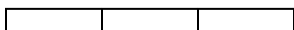


represents $\frac{1}{2}$

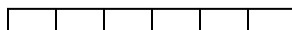
or



represents $\frac{3}{6}$



or


 represents $\frac{1}{3}$

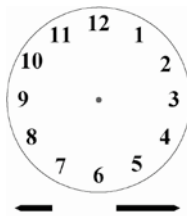
 represents $\frac{2}{6}$

(b) Then $\frac{1}{2} - \frac{1}{3} = \frac{3}{6} - \frac{2}{6} = \frac{1}{6}$

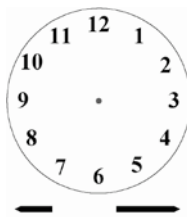
4. The clock also provides a nice visual for subtracting fractions.

Use your knowledge of clock hands to:

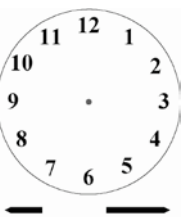
(a) Shade in $\frac{5}{12}$



(b) Shade in $\frac{1}{3}$



(c) Shade in the difference of $\frac{5}{12} - \frac{1}{3} =$
_____.



5. Establishing the Lowest Common Denominator is an example of a strategy used in subtraction of fractions.

Fill in the following rows of the multiplication table.

x	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

1									
---	--	--	--	--	--	--	--	--	--

3									
---	--	--	--	--	--	--	--	--	--

1									
---	--	--	--	--	--	--	--	--	--

4									
---	--	--	--	--	--	--	--	--	--

The Lowest Common Denominator (continued)

The lowest common denominator of $\frac{1}{3}$ and $\frac{1}{4}$ is _____.

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

OFF COMPUTER EXERCISES

1. Review the three rules for subtracting fractions by re-writing them below.

Rule 1: _____

Rule 2: _____

Rule 3: _____

2. Apply your knowledge of the ‘subtraction of fractions’ to subtract the following.

(a) $\frac{2}{5} - \frac{1}{5} =$

(b) $\frac{8}{15} - \frac{3}{15} =$

(c) $\frac{1}{2} - \frac{3}{10} =$

(d) $\frac{17}{18} - \frac{1}{6} =$

(e) $\frac{13}{20} - \frac{2}{5} =$

(f) $\frac{1}{4} - \frac{1}{8} =$

(g) $\frac{5}{6} - \frac{7}{9} =$

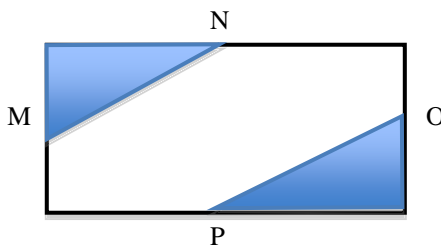
(h) $\frac{7}{10} - \frac{2}{3} =$

3. Sam and Jacques order a large pizza. The pizza arrives cut into 15 pieces. Jacques eats $\frac{2}{5}$ of the pizza and Sam eats the rest. *How many pieces of pizza did Sam eat?*

4. Josie earns \$2 400.00 every two weeks as a fitness instructor. She has budgeted $\frac{2}{3}$ for living expenses and entertainment. She regularly deposits the remainder of the money in to her high-interest savings account. *How much money is deposited in to Josie's savings account every two weeks?*

5. Ricky gave $\frac{1}{4}$ of a pizza to his brother and another $\frac{1}{3}$ to his mother and $\frac{1}{4}$ to her father. *What fraction of the pizza did he leave for himself?*

6. M, N, O and P are midpoints of the sides of the rectangle. *What fraction of the rectangle is **not** shaded?*



7. What two fractions might I subtract to get an answer of $\frac{3}{4}$?

How many different questions can you come up with?

8. The answer to my subtraction question is $\frac{4}{7}$. *What might the question be?*