LESSON MAKER PRO

Mixed Number Moves

Add and subtract mixed numbers with like denominators.

GRADE 4 · 4.NF.B.3c

CCSS.Math.Content.4.NF.B.3c "Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction."

NAME _____ DATE _____

ADD, SUBTRACT, REGROUP

When you add mixed numbers with like denominators, add the whole numbers and add the fractions. If the fraction is 1 whole or more, regroup. When you subtract, trade 1 whole for a fraction with the same denominator if you need to.

WORKED EXAMPLE

4 7/12 + 2 8/12

1. Add the whole numbers: 4 + 2 = 6.
2. Add the fractions: 7/12 + 8/12 = 15/12 = 1 3/12.
3. Combine and simplify: 6 + 1 3/12 = 7 3/12 = 7 1/4.

Answer: 7 1/4

PRACTICE 6 problems

1 2 1/4 + 3 2/4 =

ANSWER _____

2 5 1/6 - 2 5/6 =

ANSWER _____

3 1 5/8 + 4 6/8 =

ANSWER _____

4 7 3/5 - 2 1/5 =

ANSWER _____

5 6 1/10 - 3 7/10 =

ANSWER _____

6 3 4/9 + 2 8/9 =

ANSWER _____

APPLY IT Show your work

1 Noah spent 2 3/5 hours designing a video game level and 1 4/5 hours testing it. How many hours did he spend altogether?

WORK SPACE

ANSWER _____

2 Ava had 6 1/3 yards of fabric for a costume. She used 2 2/3 yards. How much fabric was left?

WORK SPACE

ANSWER _____

CHALLENGE One step up

CHALLENGE

A robotics team has 9 1/8 meters of wire. It uses 2 7/8 meters for one robot and 3 5/8 meters for another robot. How many meters of wire are left?

_____

_____

ANSWER KEY

Mixed Number Moves

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PART 1 · PRACTICE

#	PROBLEM	ANSWER
1	2 1/4 + 3 2/4 =	**5 3/4**
2	5 1/6 - 2 5/6 =	**2 1/3**
3	1 5/8 + 4 6/8 =	**6 3/8**
4	7 3/5 - 2 1/5 =	**5 2/5**
5	6 1/10 - 3 7/10 =	**2 2/5**
6	3 4/9 + 2 8/9 =	**6 1/3**

PART 2 · APPLY IT

1. **4 2/5 hours** Add the whole numbers, 2 + 1 = 3. Then add 3/5 + 4/5 = 1 2/5, so the total is 4 2/5 hours.
2. **3 2/3 yards** Trade 1 whole from 6 1/3 to make 5 4/3. Then subtract 5 4/3 - 2 2/3 = 3 2/3 yards.

CHALLENGE

2 5/8 meters

Accept equivalent fractions and improper fractions if the value is correct. Students may regroup by using improper fractions or by trading one whole for a fraction with the same denominator.