# Same Whole Fraction Stories

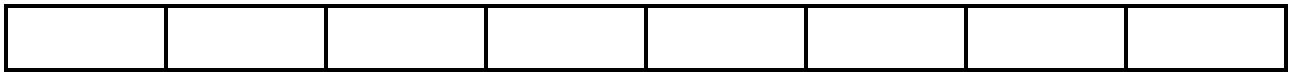
Add or subtract fractions with like denominators

Name: _____ Date: _____

## Part 1: Combine and Find What Is Left

**Directions:** In each story, the named object is **one whole**. Decide whether to add or subtract. Write an equation and an answer in **simplest form**. Then explain why that operation fits the story. You may shade the fraction bar to check your thinking.

**1.** One mural wall is the whole. On Monday, students painted **3/8** of the wall. On Tuesday, they painted **2/8** more of the same wall. What fraction of the wall did they paint altogether?

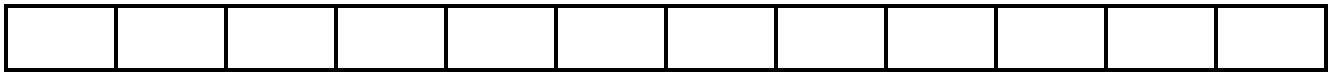


Equation: _____

Answer: _____

I used addition or subtraction because _____

**2.** One ribbon roll is the whole. Kai has **9/12** of the whole roll left. Kai cuts off **5/12** of the whole roll for a card. What fraction of the whole roll is left?



Equation: _____

Answer: _____

I used addition or subtraction because _____

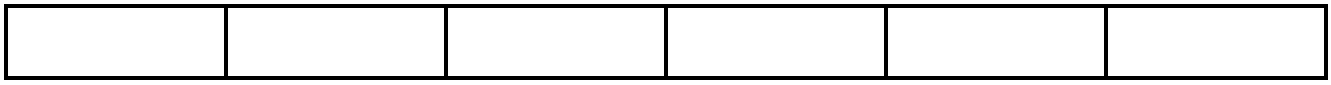
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Name: _____ Date: _____

## Part 2: A Garden Plot

**3.** One school garden plot is the whole. The class plants **4/6** of the plot with tomatoes and **1/6** with basil. What fraction of the whole plot is planted? Write your answer in simplest form.



Equation: _____

Answer: _____

I used addition or subtraction because _____

**Check your work.** Look at each answer. Does it tell about the same whole named in the story? For a subtraction story, is the amount left smaller than the starting amount? For an addition story, is the combined amount greater than either part?

One check I made was: _____

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## Answer Key and Teaching Notes

**Materials:** Print and supply all student pages, keeping teacher-key pages separate. Provide pencils and, if desired, blank paper fraction strips or crayons for shading. No outside source or special tool is needed.

**Setup:** Place pencils and optional fraction strips where students can reach them. Tell students that each story names one whole and that all fractions in that story refer to that same whole. Students work independently first, then may use a fraction strip to check.

**Teaching script:** “Read the name of the whole before you calculate. Ask: Are parts being put together, or is an amount being taken away? Because the denominators match, the pieces are the same size. Add or subtract the numerators, keep the denominator, and simplify when possible. Then say what your answer means in the story.”

**Observation method:** As students work, record whether each student (1) identifies the whole, (2) selects addition or subtraction from the context, (3) keeps the denominator, (4) simplifies when needed, and (5) explains the result in context. Prompt only with “What is the whole?” or “Are parts joining or leaving?” Do not supply an operation. A student demonstrates the target skill when the student correctly solves at least two items, including one addition and one subtraction, with a context-based operation explanation.

### Answers

**1.** 3/8 + 2/8 = 5/8. They painted **5/8 of the mural wall**. Addition fits because the painted parts from two days are combined. The fraction is already in simplest form.

**2.** 9/12 - 5/12 = 4/12 = 1/3. **1/3 of the whole ribbon roll** is left. Subtraction fits because Kai cut 5/12 of the whole roll from the 9/12 of the whole roll that was left. Since the student page requires simplest form, the final answer must be 1/3; 4/12 alone is not a complete final answer.

**3.** 4/6 + 1/6 = 5/6. **5/6 of the garden plot** is planted. Addition fits because the tomato and basil sections are combined. The fraction is already in simplest form.

**Check-work sample:** “For problem 2, 1/3 is less than 9/12, so it makes sense because some ribbon was cut away.” Accept another accurate check tied to an item.

**Source credit:** New York Next Generation Mathematics Learning Standards, NY-4.NF.3.d, “Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.” https://lessonmakerpro.com/standards/ny-nextgen-math/ny-4-nf-3-d