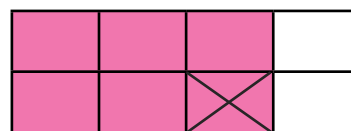
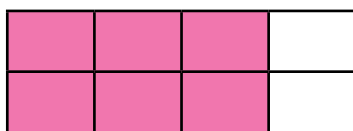




- 1) Kemi is subtracting fractions. She has drawn a bar model to help.



- a) Explain each step of the calculation. What do you do first? What comes next?

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- b) Use the bar model to complete Kemi's calculation.

$$\frac{\square}{4} - \frac{\square}{8} = \frac{\square}{8}$$

- 2) Use Kemi's bar model method to solve these calculations.

a)  $\frac{2}{3} - \frac{1}{6} =$  \_\_\_\_\_



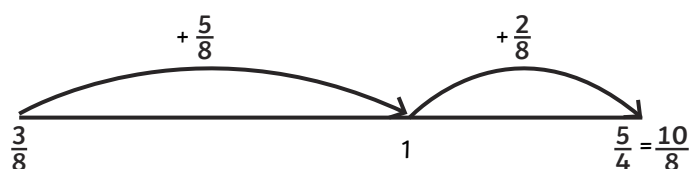
b)  $\frac{7}{8} - \frac{1}{4} =$  \_\_\_\_\_



c)  $\frac{3}{5} - \frac{3}{10} =$  \_\_\_\_\_



- 3) Archie is subtracting fractions by finding the difference. He has drawn a number line to help.



Use the number line to complete Archie's calculation.

$$\frac{5}{4} - \frac{3}{8} =$$

- 4) Use Archie's number line method to solve these calculations. Give your answers in their simplest form.

a)  $\frac{5}{6} - \frac{1}{3} =$  \_\_\_\_\_

b)  $\frac{8}{5} - \frac{7}{10} =$  \_\_\_\_\_



1) Is each statement always, sometimes or never true? Explain how you know.

a) When you subtract fractions, you subtract both the numerator and the denominator.

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b) You can't add or subtract fractions with different denominators.

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2)

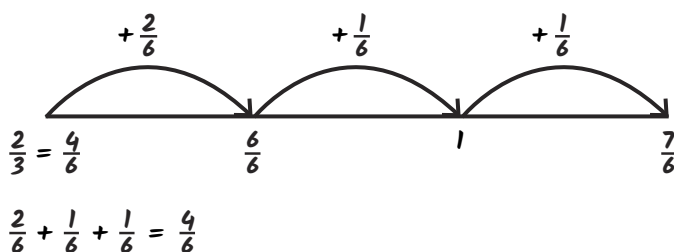


Convince me that  $\frac{3}{8} - \frac{1}{8} = \frac{1}{4}$ .

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3) Afzol used a number line to find the difference between  $\frac{7}{6}$  and  $\frac{2}{3}$ . Here is his working out:



What mistake did he make? Show your working here.

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1) Fill in the missing numbers.

$$\text{a) } \frac{\square}{\square} - \frac{2}{3} = \frac{5}{6}$$

$$\text{b) } \frac{3}{\square} - \frac{1}{4} = \frac{1}{\square}$$

$$\text{c) } \frac{6}{5} - \frac{\square}{10} = \frac{9}{\square}$$

2) Clara is thinking of two fractions.

- Each fraction has a different denominator.
- They have a difference of  $\frac{5}{15}$ .
- Each fraction is less than one whole.
- The largest number that the denominators could be is 15.
- The fractions are in their simplest form.

What fractions could she be thinking of? Find all the different possibilities.