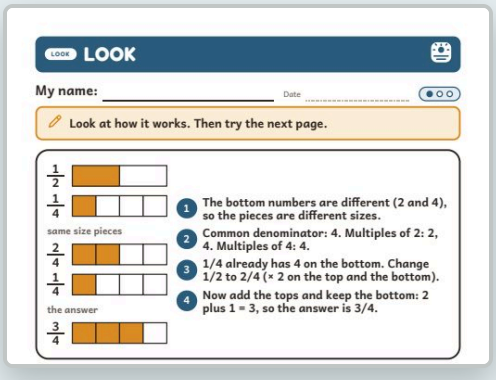
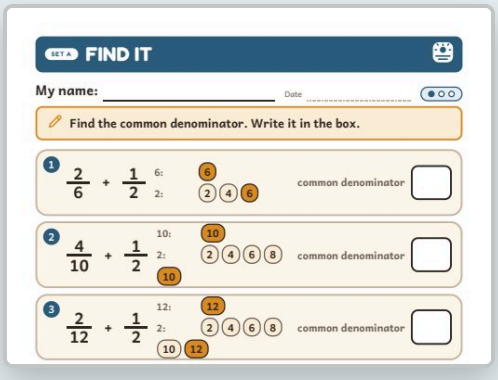
5TH GRADE · MATH

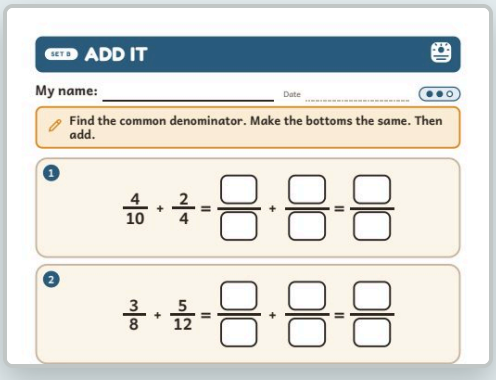
ADD AND SUBTRACT

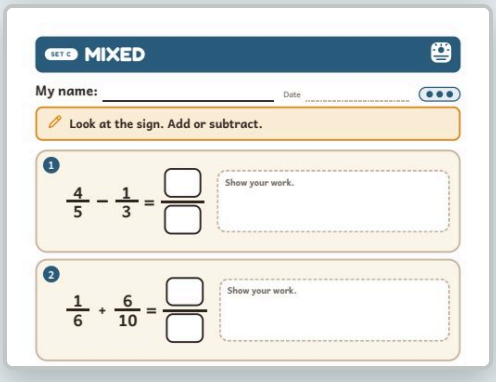
UNLIKE DENOMINATORS

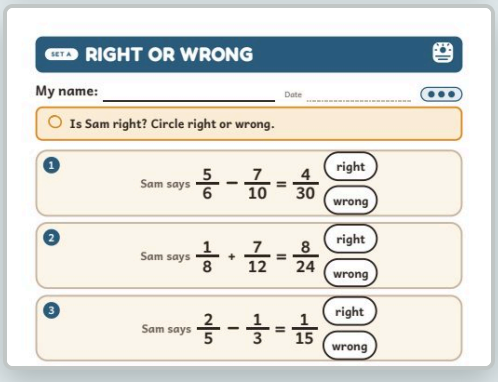
Find the common denominator, rewrite, add or subtract, word problems, right or wrong, and cut and glue, with keys, a tracker and a family page. Print, or type the names and answers. PDF.

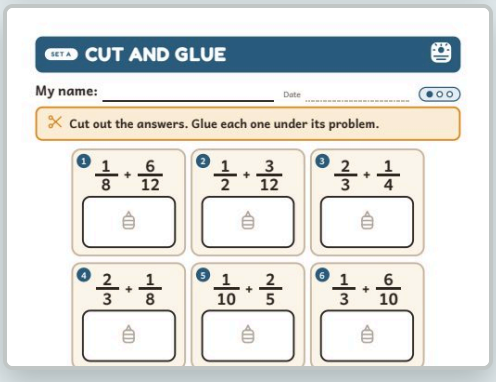












30 Pages | **8 Page Types** | **60 Problems** | **Fractions**

BRIGHT PATH SPED

START HERE

QUICK START

One complete kit for one big idea: fractions with different bottom numbers cannot be added until they are cut into the same size pieces. Find the common denominator, rewrite, add or subtract, tell the story, check, and cut and glue — on pages with room to work, untimed.

THREE STEPS

1. **Look at it together**
   Page 5 works out one sum and one difference with bars: the pieces are different sizes, so both fractions are cut into the same size pieces first, then the tops are added or subtracted. Read it aloud with the child, then turn to Find It.

2. **Hand over a page**
   Every student page opens with a name line and one short instruction. The boxes are big and the rewriting steps are printed as boxes, so the child can start. The chart below says which page for which child; the dots at the top right are the only level code.

3. **Check it, record it, send it home**
   The answer keys are pages 19, 20 and 21. Date each page on the tracker (page 22), roll a group up on page 23, and send the home page (25). A filled example is on page 26.

WHICH PAGE, WHEN

WHEN…	USE…
Needs to see why the bottoms must match	Look, page 5
Cannot yet find a common denominator	Find It, pages 6, 7
Ready to add with the steps printed	Add It A, page 8 · B, page 9
Ready to subtract with the steps printed	Subtract It A, page 10 · B, page 11
Ready for no steps printed	Mixed, page 12
Needs the idea in a story	Word Problems, pages 13, 14
Rushes and does not check	Right or Wrong, page 15
Better with cutting and gluing	Cut and Glue, pages 16, 17, 18

Everything inside (30 pages)

- **14 student pages** in 8 page types: Look, Find It, Add It, Subtract It, Mixed, Word Problems, Right or Wrong and Cut and Glue
- **60 different problems** (36 sums, 24 differences), bottom numbers 2, 3, 4, 5, 6, 8, 10 and 12, every one computed in code
- **18 cut-and-glue pieces** in 3 sets of six
- **3 answer keys, 1 tracker, 1 class grid**
- **1 team note, 1 home page, 1 filled example, 1 phrase and strategy bank**
- **1 binder cover, 6 divider tabs** and a spine label

What makes it different

Every rewriting step is a box, so the work is on the page. Set A prints the multiples; Set B leaves them for the child. No problem is used twice, and no answer sits where a child could guess it. Nothing is timed and nothing on a student page is scored.

LOOK

LOOK

My name: _____ Date .....

Look at how it works. Then try the next page.

$\frac{1}{2}$ 

$\frac{1}{4}$ 

same size pieces

$\frac{2}{4}$ 

$\frac{1}{4}$ 

the answer

$\frac{3}{4}$ 

1. The bottom numbers are different (2 and 4), so the pieces are different sizes.
2. Common denominator: 4. Multiples of 2: 2, 4. Multiples of 4: 4.
3. 1/4 already has 4 on the bottom. Change 1/2 to 2/4 (× 2 on the top and the bottom).
4. Now add the tops and keep the bottom: 2 plus 1 = 3, so the answer is 3/4.

$\frac{2}{3}$ 

$\frac{1}{2}$ 

same size pieces

$\frac{4}{6}$ 

$\frac{3}{6}$ 

the answer

$\frac{1}{6}$ 

1. The bottom numbers are different (3 and 2), so the pieces are different sizes.
2. Common denominator: 6. Multiples of 3: 3, 6. Multiples of 2: 2, 4, 6.
3. Change 2/3 to 4/6 (× 2). Change 1/2 to 3/6 (× 3).
4. Now subtract the tops and keep the bottom: 4 minus 3 = 1, so the answer is 1/6.

SET A FIND IT

My name: _____ Date .....

Find the common denominator. Write it in the box.

1 $\frac{2}{6} + \frac{1}{2}$

6: **6**

2: 2 4 **6**

common denominator ☐

2 $\frac{4}{10} + \frac{1}{2}$

10: **10**

2: 2 4 6 8

10

common denominator ☐

3 $\frac{2}{12} + \frac{1}{2}$

12: **12**

2: 2 4 6 8

10 **12**

common denominator ☐

4 $\frac{4}{10} + \frac{1}{5}$

10: **10**

5: 5 **10**

common denominator ☐

5 $\frac{1}{4} + \frac{5}{8}$

4: 4 **8**

8: **8**

common denominator ☐

6 $\frac{1}{6} + \frac{7}{12}$

6: 6 **12**

12: **12**

common denominator ☐

SET B ADD IT

My name: _____ Date .....

Find the common denominator. Make the bottoms the same. Then add.

1

$$\frac{4}{10} + \frac{2}{4} = \frac{\square}{\square} + \frac{\square}{\square} = \frac{\square}{\square}$$

2

$$\frac{3}{8} + \frac{5}{12} = \frac{\square}{\square} + \frac{\square}{\square} = \frac{\square}{\square}$$

3

$$\frac{2}{6} + \frac{3}{10} = \frac{\square}{\square} + \frac{\square}{\square} = \frac{\square}{\square}$$

4

$$\frac{1}{5} + \frac{2}{3} = \frac{\square}{\square} + \frac{\square}{\square} = \frac{\square}{\square}$$

SET A WORD PROBLEMS

My name: _____ Date .....

Read the story. Show your work. Write the answer.

1 Zoe read $\frac{2}{12}$ of a book on Saturday and $\frac{2}{6}$ of the book on Sunday. How much of the book has Zoe read?

common denominator ☐ Answer $\frac{\square}{\square}$ of the book

Show your work.

2 Ana walked $\frac{2}{12}$ of a mile to school and $\frac{5}{8}$ of a mile to the park. How far did Ana walk in all?

common denominator ☐ Answer $\frac{\square}{\square}$ mile

Show your work.

SET A RIGHT OR WRONG

My name: _____ Date .....

Is Sam right? Circle right or wrong.

1. Sam says $\frac{5}{6} - \frac{7}{10} = \frac{4}{30}$ right wrong

2. Sam says $\frac{1}{8} + \frac{7}{12} = \frac{8}{24}$ right wrong

3. Sam says $\frac{2}{5} - \frac{1}{3} = \frac{1}{15}$ right wrong

4. Sam says $\frac{2}{12} + \frac{3}{4} = \frac{5}{16}$ right wrong

5. Sam says $\frac{2}{6} + \frac{3}{5} = \frac{5}{30}$ right wrong

6. Sam says $\frac{4}{6} - \frac{5}{8} = \frac{1}{24}$ right wrong

SET A CUT AND GLUE

My name: _____ Date .....

Cut out the answers. Glue each one under its problem.

1. $\frac{1}{8} + \frac{6}{12}$

2. $\frac{1}{2} + \frac{3}{12}$

3. $\frac{2}{3} + \frac{1}{4}$

4. $\frac{2}{3} + \frac{1}{8}$

5. $\frac{1}{10} + \frac{2}{5}$

6. $\frac{1}{3} + \frac{6}{10}$

Cut on the dashed lines.

$\frac{5}{10}$	$\frac{11}{12}$	$\frac{28}{30}$
$\frac{9}{12}$	$\frac{19}{24}$	$\frac{15}{24}$

TRACKER UNLIKE DENOMINATORS TRACKER

STUDENT TEACHER MONTH

PAGE	PAGE TYPE AND SET	ITEMS	RIGHT	DATE	NOTES
6	Find It A	6			
7	Find It B	6			
8	Add It A	4			
9	Add It B	4			
10	Subtract It A	4			
11	Subtract It B	4			
12	Mixed C	4			
13	Word Problems A	2			
14	Word Problems B	2			
15	Right or Wrong A	6			
16	Cut and Glue A	6			
17	Cut and Glue B	6			
18	Cut and Glue C	6			

How to fill this in

Write how many items the child got right with no prompt, and the date. A blank means not tried yet, never wrong. There are 60 items on the 13 pages above; Look (page 5) is not scored. On a Cut and Glue page an item is one piece in the right place. Answer keys: pages 19, 20 and 21. Filled example: page 26.

THIS MONTH WE ARE WORKING ON (YOUR OWN WORDING)

EXAMPLE MARCUS'S TRACKER

Marcus T. is invented; nothing on this page describes a real student. The blank tracker is on page 22.

STUDENT **Marcus T. (an invented student)**

TEACHER **Ms. Rivera (invented)**

MONTH **October**

PAGE	PAGE TYPE AND SET	ITEMS	RIGHT	DATE	NOTES
6	Find It A	6	6	10/1	–
7	Find It B	6	5	10/3	Stopped listing multiples too soon on one pair
8	Add It A	4	4	10/6	–
9	Add It B	4	3	10/8	Added the bottom numbers once
10	Subtract It A	4	4	10/10	–
11	Subtract It B	4	3	10/13	Changed the bottom but not the top once
12	Mixed C	4	3	10/15	Added when the sign was a minus once
13	Word Problems A	2	2	10/17	–
14	Word Problems B	2	–	–	–
15	Right or Wrong A	6	–	–	–
16	Cut and Glue A	6	6	10/20	–
17	Cut and Glue B	6	–	–	–
18	Cut and Glue C	6	–	–	–

How to read it

Marcus T. has done **9 of 13** scored pages and got **36 of 40** items right with no prompt. **5** pages were all right. Every number here comes from the table above.

The family note this tracker would produce

"This month Marcus finished 9 pages of adding and subtracting fractions and got 36 of 40 items right. He sometimes added the bottom numbers; asking what both fractions can be cut into is next." — every fact in it is a row of the table above.

What the table points to

Every page with a note is one item short of full: Find It B, Add It B, Subtract It B, Mixed C. The 4 slips are different kinds, so there is no single next page; the note on each row says what to watch for on it. Pages left blank (4 of 13) are not tried yet, never wrong.

THANK YOU

BEFORE YOU GO

THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has a table of children who each need a different amount of support with fractions. If this helped, leaving feedback on TPT helps other teachers find it.

Something missing or wrong?

Please use the **Ask a Question** tab on the product page first — every question is read, and a fix to the file is a free update you re-download from **My Purchases**.

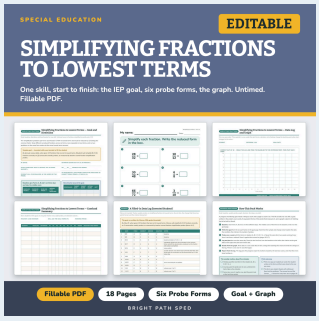
WHAT'S NEXT FROM THIS STORE

Where fractions start, going down to lowest terms, comparing fractions, and the number line.



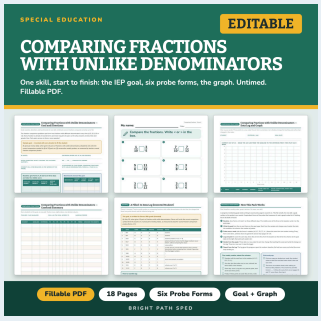
Equivalent Fractions Worksheets

Where this starts: the same amount with different pieces.



Simplifying Fractions Probes

Going down to lowest terms, with a graph.



Comparing Fractions Probes

Which fraction is greater? Unlike bottom numbers.



Fractions on a Number Line Worksheets

Placing fractions from halves to eighths.

Part of the Math Practice collection — new products in this collection are added regularly. Click **Follow** on the store page and TPT will email you when they go up.

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