



Same denominator problems

<http://topdrawer.aamt.edu.au/Fractions/Good-teaching/Adding-and-subtracting/Same-denominator/Number-lines>

Insert different fractions to suit the needs of the student's. Change the context to suggest different models and diagrams. For example: pizzas or pancakes for circles, chocolate bars for rectangles, fences for length, marbles for collections (discrete model), cups for volume etc.

All the problems should also be modelled on a number line and be recorded as equations.

Addition

Total 1 whole	Li and Daniel shared a pizza. Li ate $\frac{3}{8}$ of the pizza and Daniel ate $\frac{5}{8}$. Was there any pizza left?
Total less than 1 whole	The family bought some pizzas. I ate $\frac{2}{8}$ of the peperoni pizza and $\frac{3}{8}$ of the ham and pineapple. How much pizza did I eat?
Total greater than 1 whole	The family bought three pizzas. We ate $\frac{4}{8}$ of the peperoni pizza and $\frac{6}{8}$ of the ham and pineapple, and $\frac{2}{8}$ of the vegetarian pizza. How much pizza did we eat altogether?

Missing addend

Making 1 whole	The painters started at one end of the fence and have now painted $\frac{3}{5}$ the length of the fence. What fraction of the fence do they still have to paint?
Making more than 1 whole	The recipe needs $1\frac{1}{3}$ cups of flour. I've already put in $\frac{2}{3}$ of a cup. How much more do I have to put in?

Take-away subtraction

Taking from 1 whole	Tom ate $\frac{3}{5}$ of a block of chocolate. How much was left?
Taking from less than 1 whole	The day after my birthday there was still $\frac{5}{8}$ of my cake left. The family ate another $\frac{3}{8}$. How much is there left now?
Taking from more than 1 whole	My friend and I found $1\frac{3}{4}$ pizzas in the fridge. He ate $\frac{2}{4}$ of a pizza and I ate $\frac{3}{4}$. What fraction of a pizza was left?

