

Subtracting Fractions With Unlike Denominators Worksheets

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Part 1: Building a Foundation

What is the denominator in the fraction $\frac{3}{4}$?

Hint: Identify the bottom number of the fraction.

- A) 3
- B) 4
- C) 7
- D) 1

Which of the following are considered unlike denominators?

Hint: Look for fractions that do not share the same bottom number.

- A) $\frac{1}{2}$ and $\frac{3}{4}$
- B) $\frac{5}{6}$ and $\frac{5}{6}$
- C) $\frac{2}{3}$ and $\frac{4}{6}$
- D) $\frac{7}{8}$ and $\frac{9}{8}$

Explain why it is necessary to find a common denominator when subtracting fractions with unlike denominators.

Hint: Consider how fractions are combined.

List the steps involved in subtracting fractions with unlike denominators.

Hint: Think about the process from start to finish.

1. What is the first step?

2. What do you do next?

3. What is the final step?

What is the least common denominator of $\frac{1}{3}$ and $\frac{1}{4}$?

Hint: Think about the smallest number that both denominators can divide into.

- A) 3
- B) 4
- C) 12
- D) 7

Part 2: Understanding and Interpretation

Which of the following fractions is equivalent to $\frac{2}{3}$ when converted to a denominator of 9?

Hint: Consider how to scale the fraction to a new denominator.

- A) $\frac{4}{9}$
- B) $\frac{6}{9}$
- C) $\frac{3}{9}$
- D) $\frac{8}{9}$

Select all correct statements about equivalent fractions:

Hint: Think about the properties of fractions that are equal.

- A) They have the same value.
- B) They have different numerators and denominators.
- C) They can be used to find a common denominator.

- D) They must have the same numerator.

Describe how you would convert the fractions $\frac{1}{2}$ and $\frac{1}{3}$ to have a common denominator.

Hint: Think about the multiples of the denominators.

Part 3: Application and Analysis

What is the result of subtracting $\frac{1}{4}$ from $\frac{3}{8}$ after finding a common denominator?

Hint: Calculate the difference after converting both fractions.

- A) $\frac{1}{8}$
 B) $\frac{1}{16}$
 C) $\frac{1}{2}$
 D) $\frac{1}{32}$

Given the fractions $\frac{5}{12}$ and $\frac{1}{3}$, which of the following are steps to subtract them?

Hint: Consider the necessary actions to perform the subtraction.

- A) Find the least common denominator.
 B) Convert $\frac{1}{3}$ to $\frac{4}{12}$.
 C) Subtract $\frac{1}{12}$ from $\frac{5}{12}$.
 D) Simplify the result.

Convert the fractions $\frac{2}{5}$ and $\frac{3}{10}$ to have a common denominator and subtract them. Show your work.

Hint: Think about the least common multiple of the denominators.

If the least common denominator of two fractions is 24, which of the following pairs could the fractions be?

Hint: Consider pairs of fractions that can be expressed with a denominator of 24.

- A) $\frac{1}{2}$ and $\frac{1}{3}$
- B) $\frac{5}{8}$ and $\frac{3}{4}$
- C) $\frac{1}{6}$ and $\frac{1}{8}$
- D) $\frac{1}{4}$ and $\frac{1}{6}$

Part 4: Evaluation and Creation

Which of the following methods can be used to find the least common denominator?

Hint: Think about different strategies for finding common denominators.

- A) Prime factorization
- B) Adding the denominators
- C) Listing multiples
- D) Subtractin the denominators

Analyze the process of subtractin $\frac{7}{9}$ from $\frac{5}{6}$ by finding a common denominator and simplifying the result. Explain each step.

Hint: Break down the process into clear steps.

Which of the following best evaluates the accuracy of subtracting $\frac{3}{7}$ from $\frac{2}{5}$ using a common denominator of 35?

Hint: Consider the result after performing the subtraction.

- A) Correct, the result is $\frac{1}{35}$
- B) Incorrect, the result is $\frac{1}{35}$
- C) Correct, the result is $\frac{1}{35}$ after simplification
- D) Incorrect, the result is $\frac{1}{35}$ after simplification

Evaluate the following statements about subtracting fractions with unlike denominators:

Hint: Consider the truth of each statement.

- A) It is necessary to simplify the final result.
- B) The least common denominator is always the product of the denominators.
- C) Equivalent fractions must be used to perform the subtraction.
- D) The process is similar to adding fractions with unlike denominators.

Create a real-world problem involving the subtraction of fractions with unlike denominators. Solve the problem and explain your reasoning.

Hint: Think about a scenario where fractions are used.