Lesson 19a - Math Story Problems - Addition
Flower Garden

19a

Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems.
- ***Reason About and Solve One-Variable Equations and Inequalities:*** Order a sequence of steps to solve an equation.

Math Standards for the Number System

- ***Building Blocks to The Number System:*** Match symbolic representations (½, ⅓, ¼, etc.) to fractional parts.
- ***Compute fluently with multi-digit numbers and find common factors and multiples:*** Add, subtract, multiply and divide multi-digit numbers with fluency.
- ***Apply and Extend Previous Understanding of Operations with Fractions to Add, Subtract, Multiply and Divide Rational Numbers:*** Add and subtract fractions with like denominators (½, ⅓, ¼, & 1/10) with sums less than or equal to one.

Differentiated Tasks

Level 3 Students will...

- In the context of a real-world scenario, calculate addition and subtraction problems.
- In the context of a real-world scenario, use a combination of operations to solve an equation.
- Apply use of fractional representations of ¼, ⅓, ½, ⅛ and 1/10 in the context of real-world problems and scenarios.
- Use appropriate operations to solve real-world problems with multi-digit numbers.
- Use objects or a model to add or subtract two fractional units (e.g., ¼ cup + ¼ cup is the same as ½ cup).

Level 2 Students will...

- In the context of a real-world scenario, model addition and subtraction of two sets of objects.
- In the context of a real-world scenario, use operations and models to solve an equation.
- Recognize appropriate use of ½, ⅓ and ¼ in the context of real-world problems and scenarios.
- Add, subtract, multiply and divide to solve real-world problems with multi-digit numbers.
- Model addition or subtraction of two fractional units.

Level 1 Students will...

- Count a set of objects in an addition or a subtraction problem through an active participation response (e.g. voice output device, eye gaze choice board).
- In the context of a real-world scenario, select numbers and count within an equation.
- Select fractional units as part of a real-world problem or scenario.
- Count a set of objects in an addition, subtraction, multiplication, or division real-world problem with multi-digit numbers through an active participation response (e.g., voice output device, eye gaze choice board).
- Match fractional parts of an object to model the solution to an addition or subtraction problem through an active participation response.

Topic Connection

In this unit, students are exploring how traits are inherited from parents. This includes how plants get DNA and traits from other plants. This is also the month we celebrate Mother's Day and flowers are often given as a gift to celebrate moms. The scenarios in this lesson have students working with items you would find in a flower garden.

Topic Words

DNA	plant
parent	trait

Math Words

add	count	more	solve
altogether	denominator	numerator	whole
answer	equal	part	
carry	fraction	plus	

* Power Words

Benchmark Assessments

- Math Problem Solving: Adding and Subtracting
- Basic Math: Numbers and Counting to 20
- Early Learning: Emerging Math
- Emerging Skills: Early Emerging Math Rubric

Monthly Checkpoint Assessments

- Level 3 - 2, Mathematics
- Level 1 Combined Counting, Reading and Mathematics, Questions 5 and 6

Lesson at a Glance

	Activity 1	Activity 2
Instructional Activities	Addition	Adding Fractions with Like Denominators

See how these activities fit into the **Suggested Monthly Plan**.

ULS Materials and Resources	**Addition Math Story Problems** **Manipulatives** (located in 19c) **Standards Connection A** **Standards Connection B**	**Clues Guides 1 and 2** **Adding Fractions Math Story Problems** **Manipulatives** (located in 19c) **Standards Connection A** **Standards Connection B**

Math Supports: Math Story Problems include interactive manipulatives. Use additional tools, such as those listed below, real objects or printable manipulatives to support student learning as needed.

Instructional Tools: Number Journal

Instructional Tools: Math Pack / Numbers

Instructional Tools: Math Pack / Money

Instructional Guides: Mathematics

L³ Skills: Math Skills

Additional Materials

Lesson 19a - Math Story Problems
Activity 1 - Addition

19a
Activity 1

Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems.

Math Standards for the Number System

- ***Compute fluently with multi-digit numbers and find common factors and multiples:*** Add, subtract, multiply and divide multi-digit numbers with fluency.

Instructional Routine

or

Introduce

- Introduce the activity by asking a focus question about addition. For example, display a plus sign and ask, "When we see this sign what should we do—add or subtract?" Discuss students' responses.
- Introduce and discuss the symbols used in an addition problem, including the plus sign and equal sign.
- Tell students that their job will be to count and add numbers. Remind students that when they see a plus sign it means to add or put a group of items together.
- Review the learning goal with students: **Level 2-3: I will add to solve a math problem.**
  Level 1: I will count objects.

Model

- Read and act out the Math Story Problems.

Level 3: Model the steps of solving an addition problem. Model using Math Supports as needed. Then solve the math problem. Use Lesson 19 Standards Connection B to model calculator use as needed.

Level 2: Model the steps of solving the problem using manipulatives. Show students how to group the manipulatives to represent the numbers in the problem. Model using other Math Supports as needed. Then solve the problem by counting the total number of lesson objects. Use Lesson 19 Standards Connection B to model calculator use as needed.

Level 1: Model counting the lesson objects for the first number in the problem. Then model matching the correct numeral with the number of lesson objects counted. Repeat for each number in the problem and the answer to the problem.

- To extend the lesson, model comparing numbers and counting objects in Math Story Problems using Lesson 19a Standards Connection A.

Provide Practice

Provide students with appropriate real-world Math Stories, Manipulatives and Standards Connections as needed.

Level 3: Have the students read, act out, write and solve the math problem.

Level 2: Read and act out a Math Story. Have the student illustrate/represent the Math Story using desired manipulatives. Have the student solve the math problem.

Level 1: Read and act out a Math story. Have the student participate in counting the number or numbers using manipulatives. Have the student use their active participation mode to select the number counted from a field of 2-3 choices or errorless choice.

Review

- Review selected Math Story Problems with students.

Check Understanding

- **Level 3:** Can the student read, write and solve a math problem (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a math problem?
- **Level 1:** Can the student participate in counting objects and choosing numbers?

Lesson 19a - Math Story Problems
Activity 2 - Adding Fractions With Like Denominators

19a
Activity 2

Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks to Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems.

Math Standards for the Number System

- ***Building Blocks to The Number System:*** Match symbolic representations (½, ⅓, ¼, etc.) to fractional parts.
- ***Apply and Extend Previous Understanding of Operations with Fractions to Add, Subtract, Multiply and Divide Rational Numbers:*** Add and subtract fractions with like denominators (½, ⅓, ¼, & 1/10) with sums less than or equal to one.

Instructional Routine

? or

Introduce

- Introduce the activity by asking a focus question about fractions. For example, display a circle with one line cutting it in half and ask, "How many parts is this circle cut into?" Discuss students' responses.
- Introduce and discuss the numerator and denominator and what each one represents. Refer to Clues Guide 1.
- Refer to Clues Guide 2 to discuss adding fraction parts. For example, say, "If two fractions have the same denominator, they are parts of a whole that has been divided into the same number of parts. For example, ¼ is one of the pieces and 2/4 is 2 of the same size pieces. We add these together to get ¾ or 3 of the same size pieces."
- Tell students that their job will be to recognize, count and add fractions. Remind students that when they see a plus sign, they add the two numerators together and keep the denominator.
- Review the learning goal with students: **Level 2-3: I will add fractions to solve a math problem.**
  Level 1: I will count fractional objects.

Model

- Read and act out the Math Story Problems.

Level 3: Model the steps of solving a fraction addition problem with like denominators. Model using Math Supports as needed. Then solve the math problem. Use Lesson 19 Standards Connection B to model calculator use as needed.

Level 2: Model the steps of solving the problem using manipulatives. Show students how to group the manipulatives to represent the numbers in the problem. Model using other Math Supports as needed. Then solve the problem by counting the total number of lesson objects. Use Lesson 19 Standards Connection B to model calculator use as needed.

Level 1: Model counting the lesson objects for the first fraction in the problem. Then model matching the correct numeral with the number of lesson fractional objects counted. Repeat for each fraction in the problem and the answer to the problem.

- Model real-life connections between fractions, decimals and percentages. For example, use the dimes in **Math Pack / Money**. Display and count out 10 dimes. Explain that since there are 10 total dimes in a dollar, one of the dimes is 1/10 of a dollar. Further explain that a dime is written as $.10, which means 10 cents or 1/10. Once students are comfortable with this understanding, discuss the connection to percentage. Tell students that 1/10 can be written as 10%, so one dime is 1/10 of a dollar, and one dime is 10% of a dollar. Discuss real-life applications, like figuring out taxes or discounts when making purchases. Ask students to model and explain how two dimes would be written as a fraction, decimal and percentage of one dollar. Repeat this procedure using other coins and objects.
- To extend the lesson, model counting objects and comparing fractions in Math Story Problems using Lesson 19a Standards Connection A.

Provide Practice

Provide students with appropriate real-world Math Stories, Manipulatives and Standards Connections as needed.

Level 3: Have the students read, act out, write and solve the math problem.

Level 2: Read and act out a Math Story. Have the student illustrate/represent the Math Story using desired manipulatives. Have the student solve the math problem.

Level 1: Read and act out a Math story. Have the student participate in counting the number or numbers using manipulatives. Have the student use their active participation mode to select the number counted from a field of 2-3 choices or errorless choice.

Review

- Review selected Math Story Problems with students.

Check Understanding ?

- **Level 3:** Can the student read, write and solve a math problem (using individual modifications)?
- **Level 2:** Can the student use objects/manipulatives to represent and solve a math problem?
- **Level 1:** Can the student participate in counting objects and choosing numbers?

Instructional Target

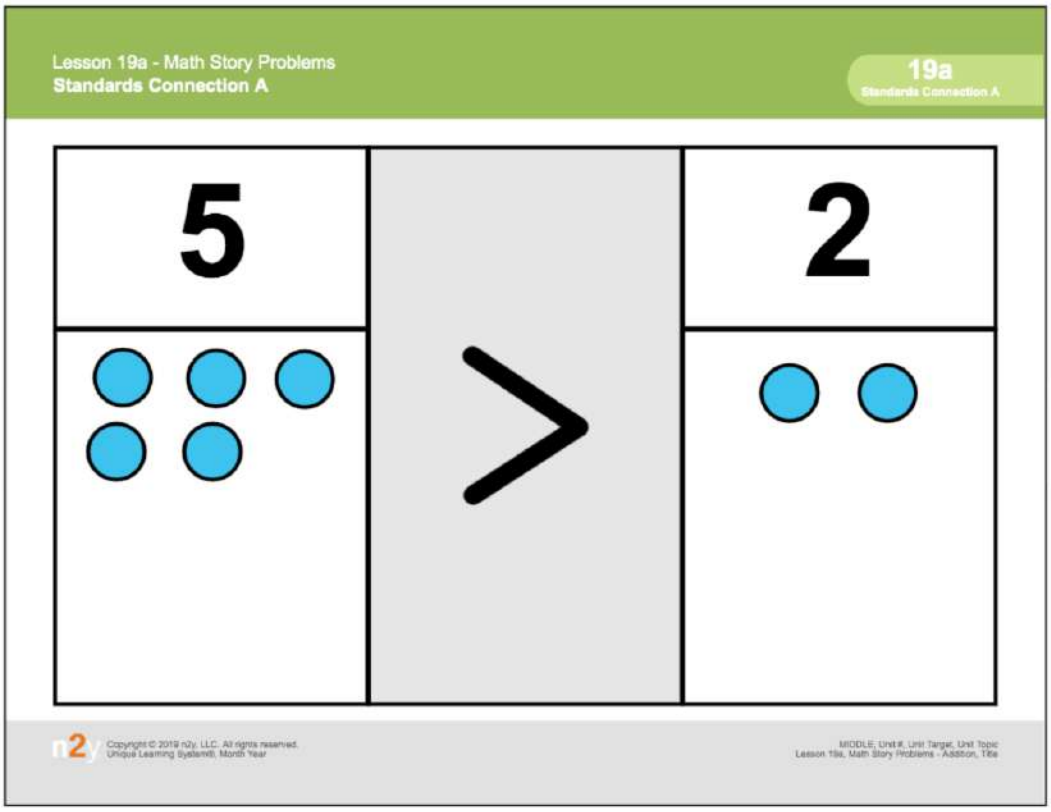
Math Standards for the Number System

- ***Building Blocks to the Number System:*** Recognize and compare numbers showing the symbols >, < or =.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Compare two numbers and use symbols to indicate >, < or =.	• Compare two groups of objects and determine that one group is larger than the other or that the groups are equal.	• Count a set of objects to determine which group has more, less or an equal amount through an active participation response (e.g., voice output device, eye gaze choice board).

Comparing numbers is a skill with many applications in daily life. We compare a number of objects to determine whether we have enough for a required activity. We determine sets of objects that have more, less or equal amounts. However, this skill is often difficult for students. Using the scenario problems from the lesson, count groups of objects to compare numbers. Some students may use both the mathematical terminology and the symbols: greater than (>), less than (<) and equal to (=). Other students may use only the terminology of more, less and the same.



Instructional Targets

Math Standards for Expressions and Equations

- ***Building Blocks for Expressions and Equations:*** Understand and use +, - and = symbols to solve addition and subtraction problems.

Differentiated Tasks

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
• Calculate addition and subtraction problems in the context of a real-world scenario.	• Model addition and subtraction of two sets of objects in the context of a real-world scenario.	• Count a set of objects in an addition or a subtraction problem through an active participation response (e.g., voice output device, eye gaze choice board).

Teaching How to Use a Calculator - Addition

Step 1: Look at the addition problem.

48
+ 27

Step 2: What is the top number?

48

Step 3: Push the numbers.

Find the 4. Push the 4. The 4 will show up on the screen. **Find the 8**. Push the 8. The 8 will show up on the screen.

[4] [8]

Note: If you make a mistake, **push clear**.

[C]

Step 4: What are you doing?

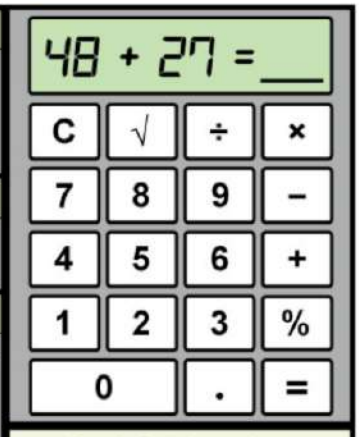
Adding? **+**
Subtracting? **-**
Multiplying? **x**
Dividing? **÷**

You are **adding**. Push the **plus sign**.

[+]

Step 5: What is the bottom number?

27



Step 6: Push the numbers.

Find the 2. Push the 2. The 2 will show up on the screen. **Find the 7**. Push the 7. The 7 will show up on the screen.

[2] [7]

Note: If you make a mistake, push **clear**.

Step 7: Solve the problem.

Push the **equal sign**.

[=]

The answer is **75**. **75** is on the screen.

75

Teaching How to Use a Calculator - Subtraction

Step 1: Look at the subtraction problem.

48
- 27

Step 2: What is the top number?

48

Step 3: Push the numbers.

Find the 4. Push the 4. The 4 will show up on the screen. **Find the 8**. Push the 8. The 8 will show up on the screen.

[4] [8]

Note: If you make a mistake, **push clear**.

[C]

Step 4: What are you doing?

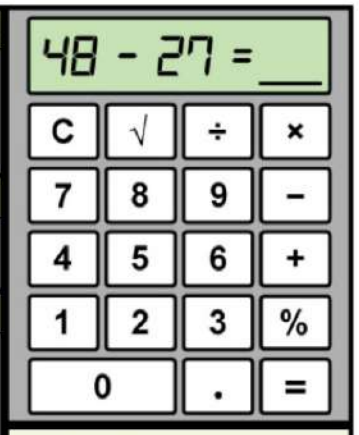
Adding? **+**
Subtracting? **-**
Multiplying? **x**
Dividing? **÷**

You are **subtracting**. Push the **minus sign**.

[−]

Step 5: What is the bottom number?

27



Step 6: Push the numbers.

Find the 2. Push the 2. The 2 will show up on the screen. **Find the 7**. Push the 7. The 7 will show up on the screen

[2] [7]

Note: If you make a mistake, push **clear**.

Step 7: Solve the problem.

Push the **equal sign**.

[=]

The answer is **21**. **21** is on the screen.

21

Math Story 1
Adding to 10 Vertical

Name: _____

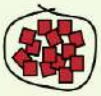
Mary Beth is counting items in the school flower garden.
She counts 4 shovels. She counts 2 pots.
How many items does Mary Beth count altogether?

Number of shovels Mary Beth counts:

4

Number of pots Mary Beth counts:

+ 2



How many items does Mary Beth count altogether?

Ryan and Randy are planting flowers in the school flower garden.
Ryan plants 3 flowers. Randy plants 5 flowers.
How many flowers do they plant altogether?

Number of flowers Ryan plants:

3

Number of flowers Randy plants:

+ 5

Number of flowers they plant altogether?

Name: _____

Danielle is counting items in the school flower garden.
She counts 1 bag of soil and 6 seeds.
How many items does Danielle count altogether?

Number of bags of soil Danielle counts:

Number of seeds Danielle counts:

1	+	6	=	
Number of bags of soil		**Number of seeds**		**Number of items altogether?**

Randy is sorting items for the school flower garden.
He sorts 6 flowers. He sorts 3 pots.
How many items does Randy sort altogether?

Number of flowers Randy sorts:

Number of pots Randy sorts:

6	+	3	=	
Number of flowers		**Number of pots**		**Number of items altogether?**

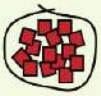
Math Story 3
Adding to 20 Vertical

Name: _____

Ryan is collecting items for the school flower garden.
He collects 13 shovels and 3 bags of soil.
How many items does Ryan collect altogether?

Number of shovels Ryan collects: 1 3

Number of bags of soil Ryan collects: + 3

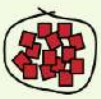


How many items does Ryan collect altogether? ☐☐

Mary Beth is counting items in the school flower garden.
She counts 8 flowers and 6 rocks.
How many items does Mary Beth count altogether?

Number of flowers Mary Beth counts: 8

Number of rocks Mary Beth counts: + 6



How many items does Mary Beth count altogether? ☐☐

Math Story 4
Adding to 20 Horizontal

Name: _____

Brent and Danielle are planting seeds in the school flower garden.
Brent plants 11 seeds. Danielle plants 4 seeds.
How many seeds do they plant altogether?

11	+	4	=	
Number of seeds Brent plants		Number of seeds Danielle plants		Number of seeds they plant altogether?

Mary Beth and Randy are filling pots with soil in the school flower garden. Mary Beth fills 12 pots. Randy fills 6 pots.
How many pots do they fill altogether?

12	+	6	=	
Number of pots Mary Beth fills		Number of pots Randy fills		Number of pots they fill altogether?

Math Story 5
Adding to 50 Vertical

Name: _____

Mary Beth is collecting items for the school flower garden.
She collects 20 seeds, 1 bag of soil and 8 rocks.
How many items does Mary Beth collect altogether?

Number of seeds Mary Beth collects: 20

Number of bags of soil Mary Beth collects: 1

Number of rocks Mary Beth collects: + 8

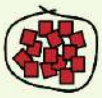
How many items does Mary Beth collect altogether? ____

Danielle is handing out items to students in the school flower garden.
She hands out 10 flowers, 12 pots and 2 shovels.
How many items does Danielle hand out altogether?

Number of flowers Danielle hands out: 10

Number of pots Danielle hands out: 12

Number of shovels Danielle hands out: + 2

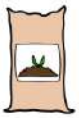


How many items does Danielle hand out altogether? ____

Name: _____

Randy is counting items in the school flower garden.
He counts 33 seeds, 13 bags of soil and 3 rocks.
How many items does Randy count altogether?

33	+	13	+	3	=	
Number of seeds Randy counts		Number of bags of soil Randy counts		Number of rocks Randy counts		Number of items Randy counts altogether?

Ryan is putting away items from the school flower garden in the shed. He puts away 22 flowers, 14 pots and 1 shovel.
How many items does Ryan put away altogether?

22	+	14	+	1	=	
Number of flowers Ryan puts away		Number of pots Ryan puts away		Number of shovels Ryan puts away		Number of items Ryan puts away altogether?




Math Story 7
Adding to 100 Vertical

Name: _____

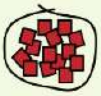
Randy is sorting items into piles in the school flower garden.
He sorts 40 seeds and 38 rocks.
How many items does Randy sort altogether?

40 seeds

38 rocks

Number of seeds Randy sorts: 40

Number of rocks Randy sorts: + 38



How many items does Randy sort altogether? ____

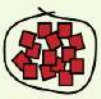
Mrs. B's class is setting out items for the school flower garden.
They set out 30 bags of soil and 26 pots.
How many items do they set out altogether?

30 bags of soil

26 pots

Number of bags of soil they set out: 30

Number of pots they set out: + 26



How many items do they set out altogether? ____

Math Story 8
Adding to 100 Horizontal

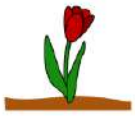
Name: _____

Randy is watering items in the school flower garden.
He waters 55 seeds and 22 flowers.
How many items does Randy water altogether?

55 seeds

22 flowers

5	5	+	2	2	=		
Number of seeds Randy waters			**Number of flowers Randy waters**			**Number of items Randy waters altogether?**	

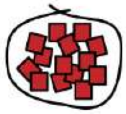


Mrs. B's class is counting items for the school flower garden.
They count 45 pots and 40 shovels.
How many items does the class count altogether?

45 pots

40 shovels

4	5	+	4	0	=		
Number of pots Mrs. B's class counts			**Number of shovels Mrs. B's class counts**			**Number of items Mrs. B's class counts altogether?**	



Math Story 9
Adding 2-Digit Numbers - Carrying Guide

Cut down the middle and attach two columns together to create a vertical guide for students.

Step 1: Set up your addition problem.

Danielle has 26 photos.

Brent has 18 photos.

Add this side first.

	2	6
+	1	8

Step 2: Add.

$$6 + 8 = 14$$

Step 3: Write down the number.

6
+ 8
14

	2	6
+	1	8
		4

Write the number 4 on this side.

Step 4: Carry the number.

Write the number 1 in the box.

	2	6
+	1	8
		4

Step 5: Add the other side.

1
2
+ 1
4

Write the 4 down.

	2	6
+	1	8
	4	4

You have your answer!

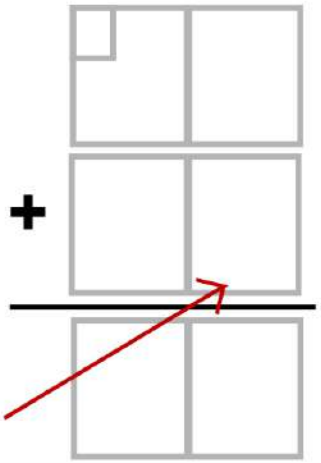
	2	6
+	1	8
	4	4

The answer is 44 !

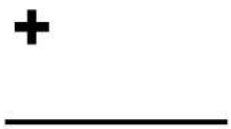
Math Story 9
Adding 2-Digit Numbers - Carrying Guide

Cut down the middle and attach two columns together to create a vertical guide for students.

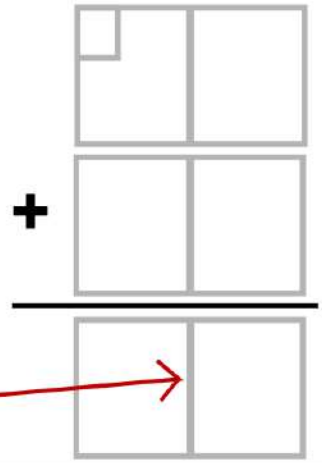
Step 1: Set up your addition problem.



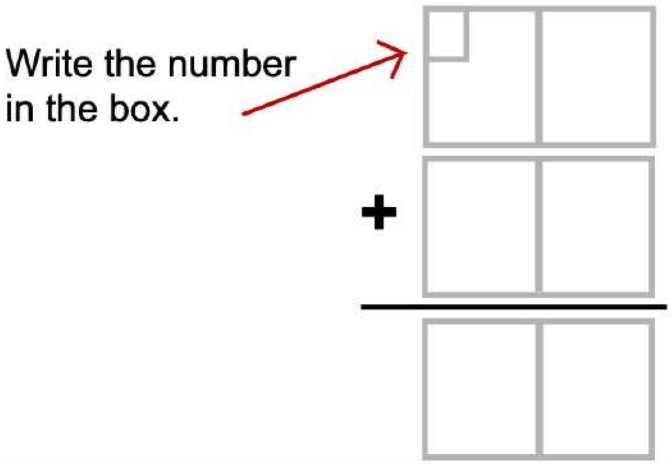
Step 2: Add.



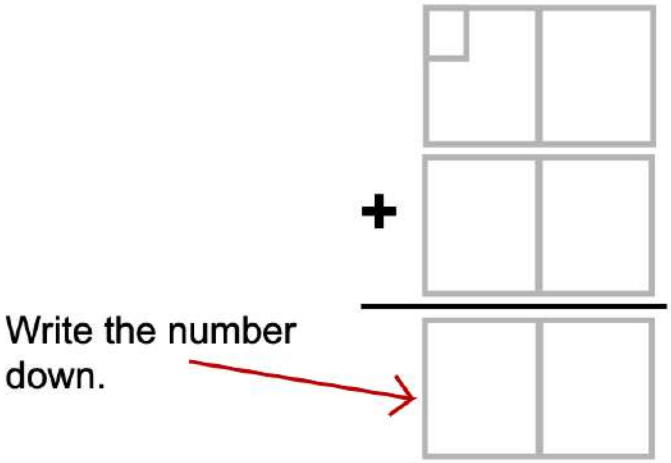
Step 3: Write down the number.



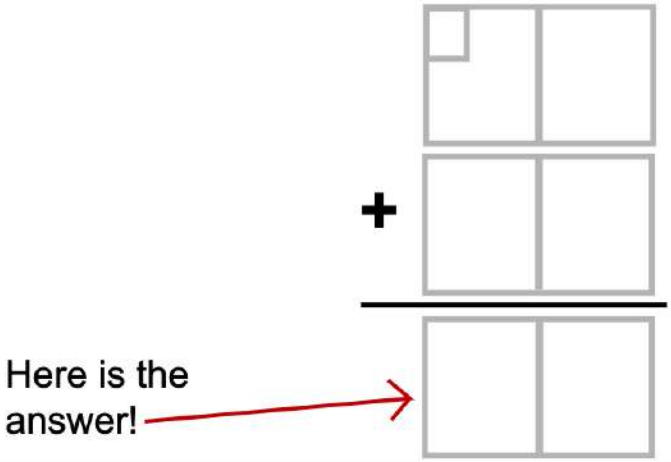
Step 4: Carry the number.



Step 5: Add the other side.



You have your answer!



Math Story 10
Adding 2-Digit Numbers - Carrying

Name: _____

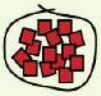
Danielle is putting away items from the class flower garden in the shed.
She puts away 19 bags of soil and 36 shovels.
How many items does Danielle put away altogether?

19 bags of soil

36 shovels

Number of bags of soil Danielle puts away: 19

Number of shovels Danielle puts away: + 36



How many items does Danielle put away altogether? ____

Ryan is planting items in the school flower garden.
He plants 47 flowers and 24 seeds.
How many items does Ryan plant altogether?

47 flowers

24 seeds

Number of flowers Ryan plants: 47

Number of seeds Ryan plants: + 24

How many items does Ryan plant altogether? ____

Math Story 11
Adding 2-Digit Numbers - Carrying

Name: _____

Mary Beth is handing out items to students in the school flower garden.
She hands out 25 shovels. She hands out 27 pots.
How many items does Mary Beth hand out altogether?

25 shovels

27 pots

Number of shovels Mary Beth hands out: 25

Number of pots Mary Beth hands out: + 27

How many items does Mary Beth hands out altogether? ____

Brent is collecting items for the school flower garden.
He collects 49 seeds and 15 bags of soil.
How many items does Brent collect altogether?

49 seeds

15 bags of soil

Number of seeds Brent collects: 49

Number of bags of soil Brent collects: + 15

How many items does Brent collect altogether? ____

Math Story 12
Adding 2-Digit Numbers - With or Without Carrying **Name:** _____

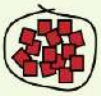
Danielle is putting away items from the school flower garden in the shed.
She puts away 26 shovels and 35 pots.
How many items does Danielle put away altogether?

26 shovels

35 pots

Number of shovels Danielle puts away: 2 6

Number of pots Danielle puts away: + 3 5



How many items does Danielle put away altogether? ☐☐

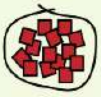
Mary Beth is watering items in the school flower garden.
She waters 56 flowers. She waters 28 seeds.
How many items does Mary Beth water altogether?

56 flowers

28 seeds

Number of flowers Mary Beth waters: 5 6

Number of seeds Mary Beth waters: + 2 8



How many items does Mary Beth water altogether? ☐☐

Math Story 13
Adding 3-Digit Numbers - Guide

Cut down the middle and attach two columns together to create a vertical guide for students.

Step 1: Set up your addition problem.

Danielle has 265 photos.

Brent has 187 photos.

2	6	5
+ 1	8	7

Add this side first.

Step 2: Add.

$$5 + 7 = 12$$

Step 3: Write down the number.

5
+ 7
12

Write the number 1 in the box.

Write the number 2 on this side.

2	6	5
+ 1	8	7
		2

Step 4: Carry the number.

1
6
+ 8
15

Write the number 1 in the box.
Write the number 5 in the middle.

2	6	5
+ 1	8	7
	5	2

Step 5: Add the other side.

1
2
+ 1
4

Write the 4 down.

2	6	5
+ 1	8	7
4	5	2

You have your answer!

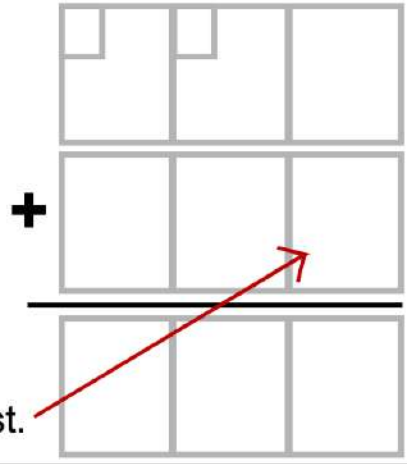
2	6	5
+ 1	8	7
4	5	2

The answer is 452 !

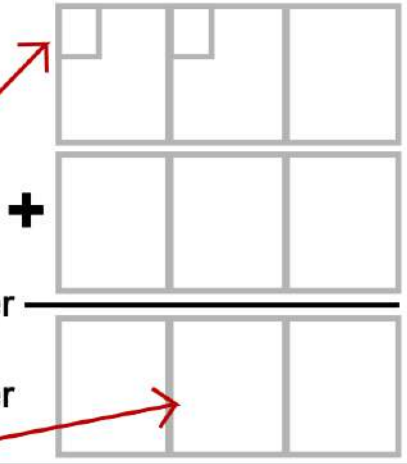
Math Story 13
Adding 3-Digit Numbers - Guide

Cut down the middle and attach two columns together to create a vertical guide for students.

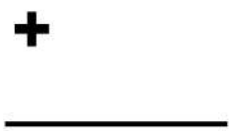
Step 1: Set up your addition problem.

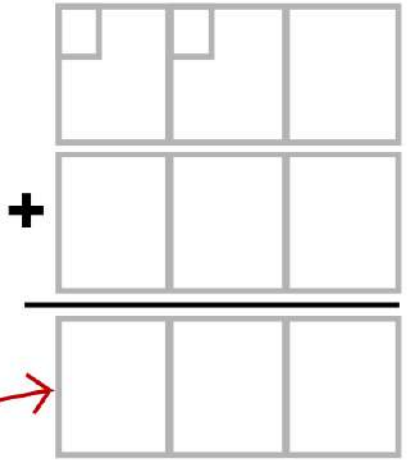


Add this side first.

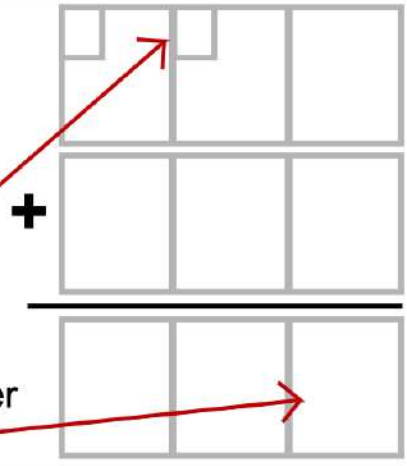


Write the number 1 in the box.
Write the number in the middle.

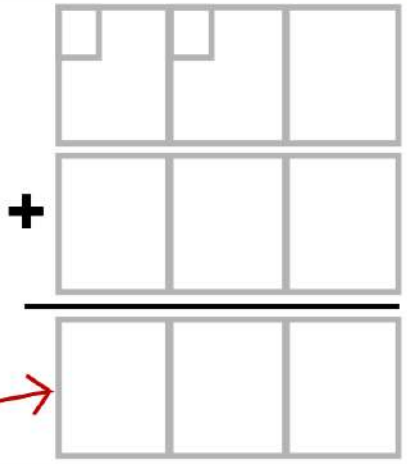




Write the number down.



Write the number 1 in the box.
Write the number on this side.



This is the answer!

 Name: _____

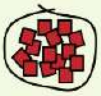
Randy and Ryan are planting seeds in the school flower garden.
Randy plants 122 seeds. Ryan plants 116 seeds.
How many seeds do they plant altogether?

Randy plants
122 seeds

Ryan plants
116 seeds

Number of seeds Randy plants: 1 2 2

Number of seeds Ryan plants: + 1 1 6



How many seeds do they plant altogether? _ _ _

Danielle is handing out items to students in the school flower garden.
She hands out 109 flowers and 56 shovels.
How many items does Danielle hand out altogether?

109 flowers

56 shovels

Number of flowers Danielle hands out: 1 0 9

Number of shovels Danielle hands out: + _ 5 6

How many items does Danielle hand out altogether? _ _ _

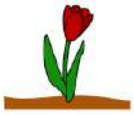
Math Story 15
Adding 3-Digit Numbers - With or Without Carrying **Name:** _____

Mrs. B's class is planting items in the school flower garden.
They plant 137 seeds and 90 flowers.
How many items do they plant altogether?

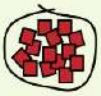
 137 seeds

 90 flowers

Number of seeds the class plants: 1 3 7



Number of flowers the class plants: + 9 0



How many items do they plant altogether? ☐☐☐

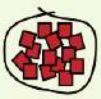
Brent is counting items for the school flower garden.
He counts 250 bags of soil and 183 rocks.
How many items does Brent count altogether?

 250 bags of soil

 183 rocks

Number of bags of soil Brent counts: 2 5 0

Number of rocks Brent counts: + 1 8 3



How many items does Brent count altogether? ☐☐☐

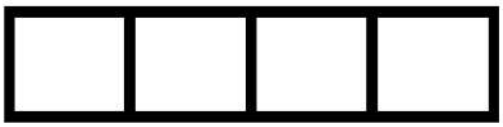
¾ Fractions

A **fraction** is a part of a whole.

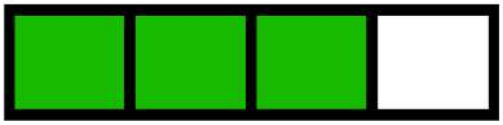
$\frac{\text{part}}{\text{whole}} \rightarrow \frac{3}{4} \leftarrow \frac{\text{numerator}}{\text{denominator}}$

1 whole rectangle

divided into 4 equal parts

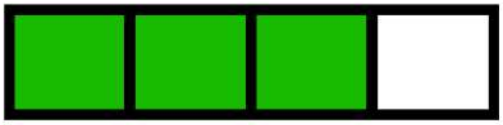


3 of the **4** equal parts shaded green



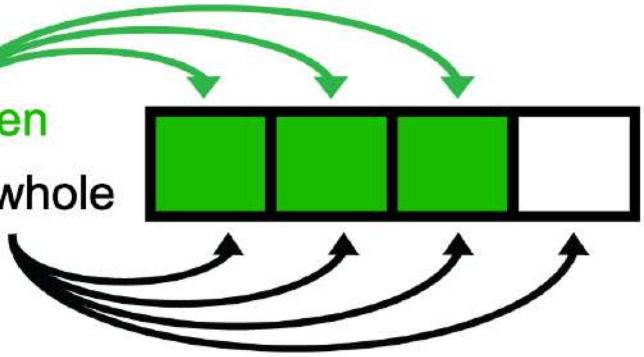
$\frac{3}{4}$ are shaded green

(three-fourths)



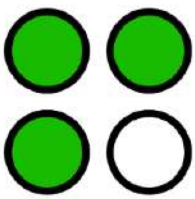
3 ← number of parts shaded green

4 ← total number of parts in the whole



Other Ways to Represent a Fraction

$\frac{3}{4}$



Part of a Set

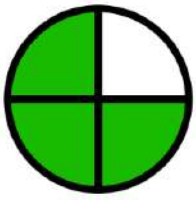
$\frac{3}{4}$

Number Line

$\frac{3}{4}$

Fraction Bar

$\frac{3}{4}$

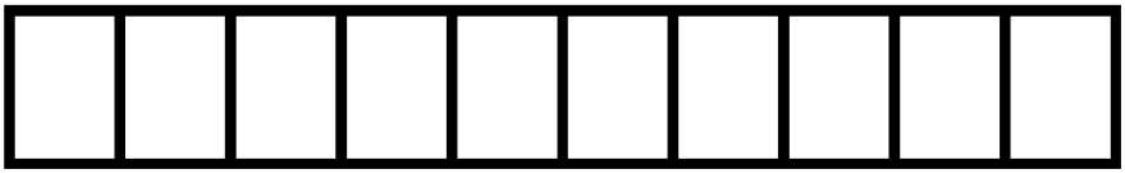


Fraction Circle

Name: _____

Randy is looking at the seeds he planted. 3 out of the 10 seeds he planted have started to grow. Shade in the fraction of seeds that have started to grow. Write the fraction in the box.

What fraction of seeds have started to grow?

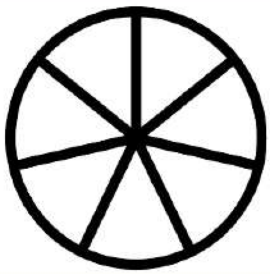


Randy is counting flowers blooming in the garden. 1 out of the 9 plants has flowers. Shade in the fraction of plants that have flowers. Write the fraction in the box.

What fraction of plants have flowers?

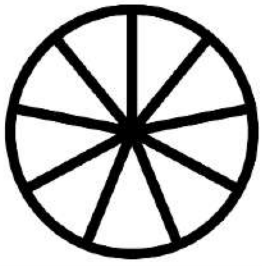
Randy is using some of the bags of soil he bought. He uses 2 of the 7 bags he bought to plant seeds. Shade in the fraction of bags of soil he used to plant seeds. Write the fraction in the box.

What fraction of bags of soil did Randy use?

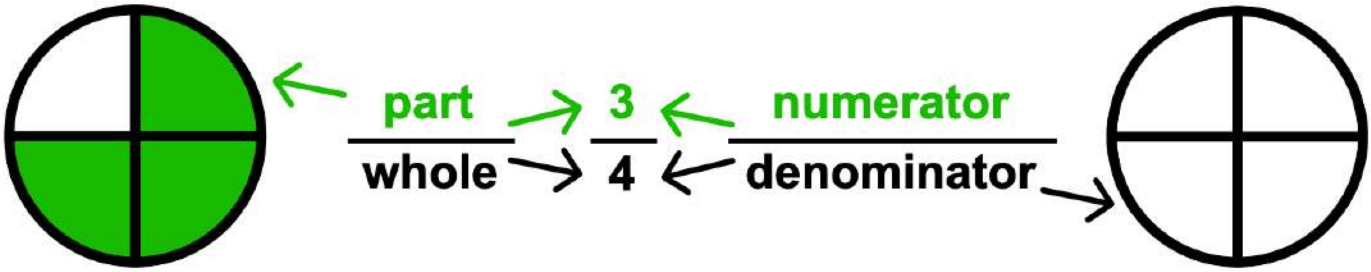


Randy is checking to see if the shovels were put away. 7 out of the 9 shovels were put away. Shade in the fraction of shovels that were put away. Write the fraction in the box.

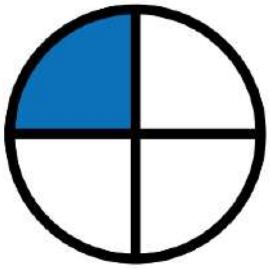
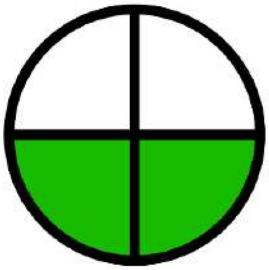
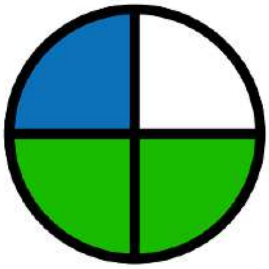
What fraction of shovels were put away?



+ Adding Fractions



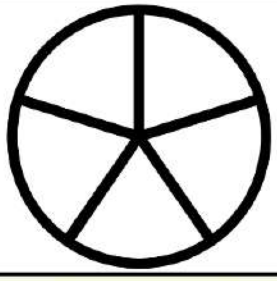
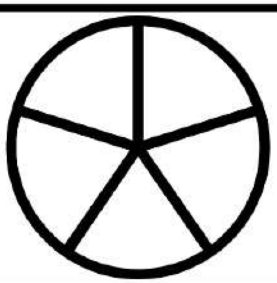
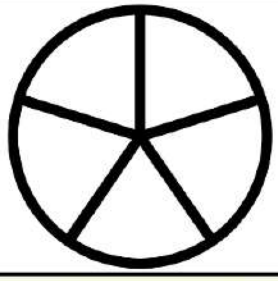
When the whole is divided into the same number, add the parts together.

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

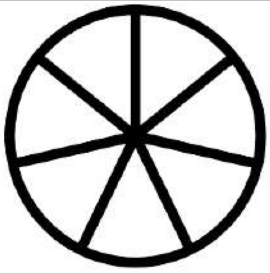
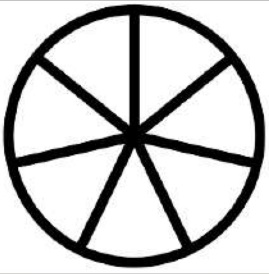
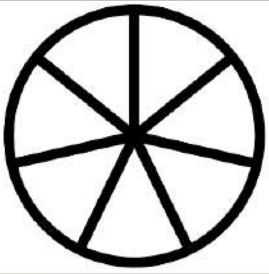
When the denominators are the same, keep the denominator and add the numerators.

Name: _____

Danielle and Ryan have 5 flowers to plant in the garden.
Danielle plants 4 of the flowers. Ryan plants 1 of the flowers.
What fraction of the flowers do they plant altogether?

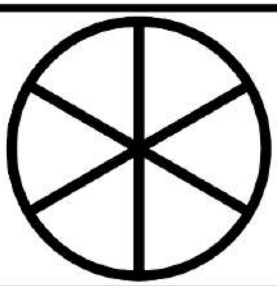
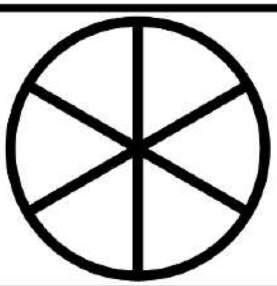
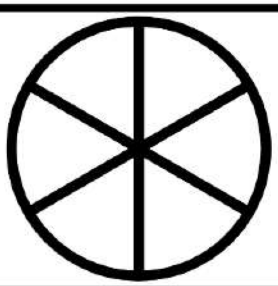
Shade in the fraction of flowers Danielle plants.		Shade in the fraction of flowers Ryan plants.		Shade in the fraction of flowers they plant altogether.
	+		=	
___ / ___	+	___ / ___	=	___ / ___
Danielle		**Ryan**		**altogether**

Randy and Mary Beth have 7 pots to fill with soil.
Randy fills 3 of the pots. Mary Beth fills 1 of the pots.
What fraction of the pots do they fill altogether?

Shade in the fraction of pots Randy fills.		Shade in the fraction of pots Mary Beth fills.		Shade in the fraction of pots they fill altogether.
	+		=	
___ / ___	+	___ / ___	=	___ / ___
Randy		**Mary Beth**		**altogether**

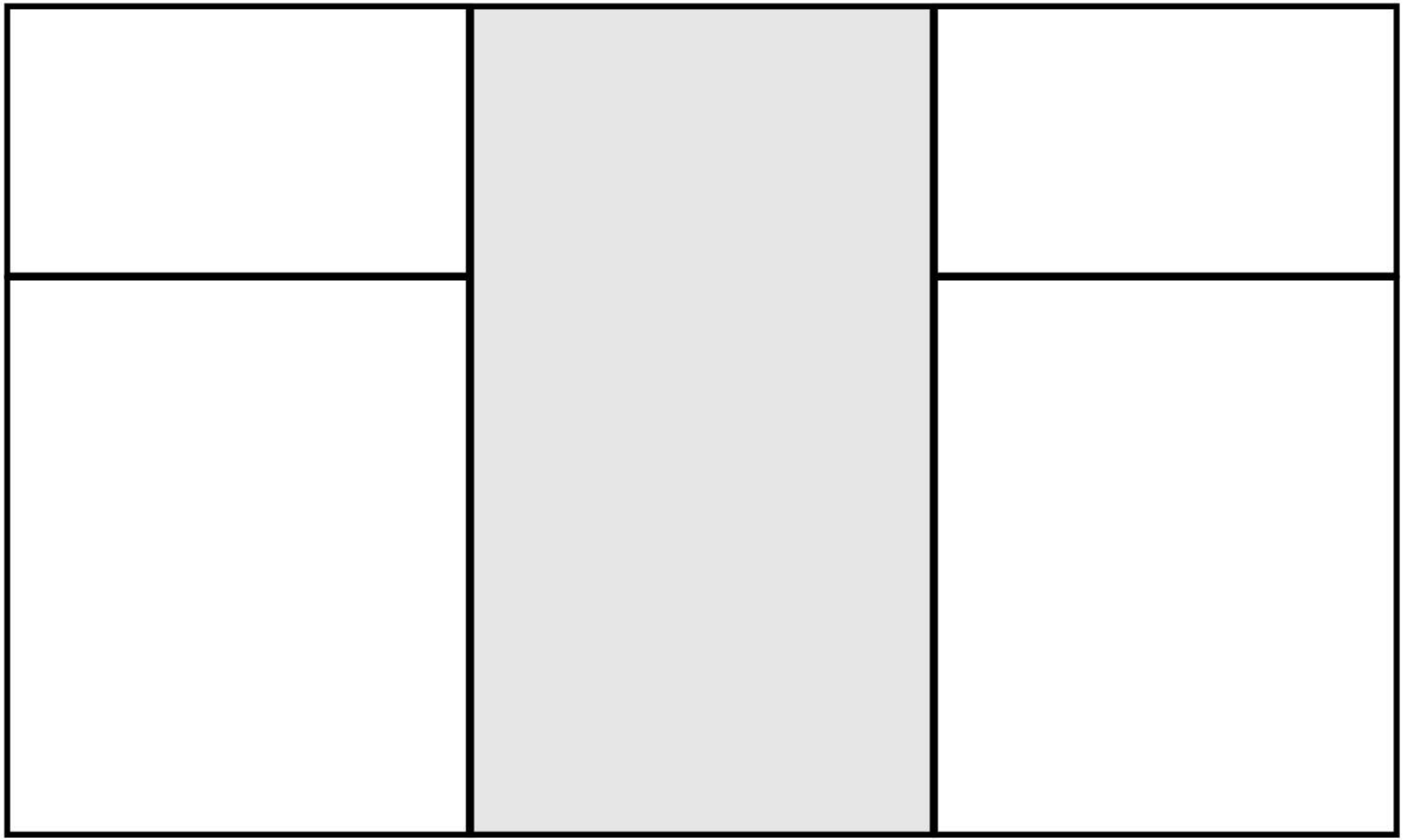
Name: _____

Danielle wants to check on all 6 seeds that she planted. She checks 3 seeds in the morning. She checks 2 seeds in the afternoon. What fraction of seeds does she check altogether?

Shade in the fraction of seeds Danielle checks in the morning.		Shade in the fraction of seeds Danielle checks in the afternoon.		Shade in the fraction of seeds Danielle checks altogether.
	+		=	
___ / ___	+	___ / ___	=	___ / ___
morning		**afternoon**		**altogether**

Randy wants to water all 3 flowers he planted. He waters 1 in the morning. He waters 1 in the afternoon. What fraction of the flowers does he water altogether?

Shade in the fraction of flowers Randy waters in the morning.		Shade in the fraction of flowers Randy waters in the afternoon.		Shade in the fraction of flowers Randy waters altogether.
	+		=	
___ / ___	+	___ / ___	=	___ / ___
morning		**afternoon**		**altogether**



Step 1: Look at the addition problem.

$$\begin{array}{r} 48 \\ +\ 27 \\ \hline \end{array}$$

Step 2: What is the top number?

48

Step 3: Push the numbers.

Find the 4. Push the 4. The 4 will show up on the screen. **Find the 8**. Push the 8. The 8 will show up on the screen.

[4] [8]

Note: If you make a mistake, **push clear**.

[C]

Step 4: What are you doing?

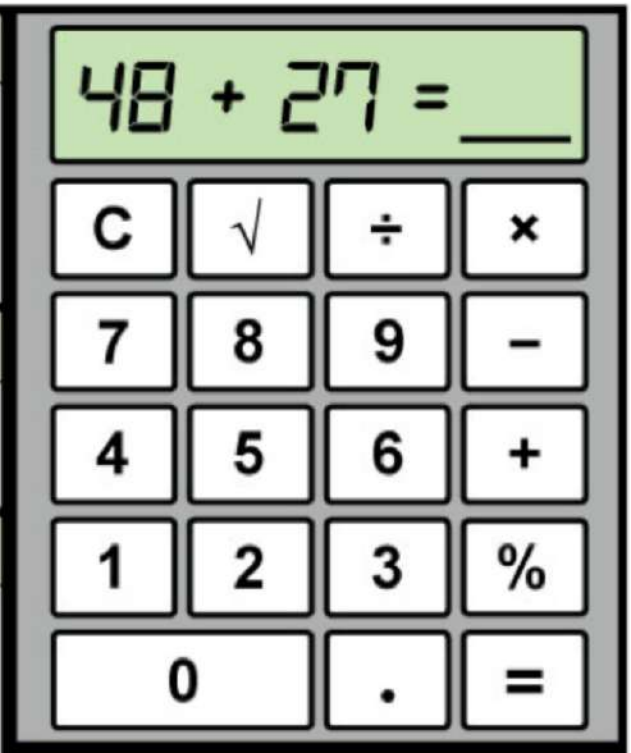
Adding? **+**
Subtracting? **-**
Multiplying? **x**
Dividing? **÷**

You are **adding**. Push the **plus sign**.

[+]

Step 5: What is the bottom number?

27



Step 6: Push the numbers.

Find the 2. Push the 2. The 2 will show up on the screen. **Find the 7**. Push the 7. The 7 will show up on the screen.

[2] [7]

Note: If you make a mistake, push **clear**.

Step 7: Solve the problem.

Push the **equal sign**.

[=]

The answer is **75**. **75** is on the screen.

75

Step 1: Look at the subtraction problem.

$$\begin{array}{r} 48 \\ -\ 27 \\ \hline \end{array}$$

Step 2: What is the top number?

48

Step 3: Push the numbers.

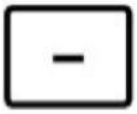
Find the 4. Push the 4. The 4 will show up on the screen. **Find the 8**. Push the 8. The 8 will show up on the screen.

Note: If you make a mistake, **push clear**.

Step 4: What are you doing?

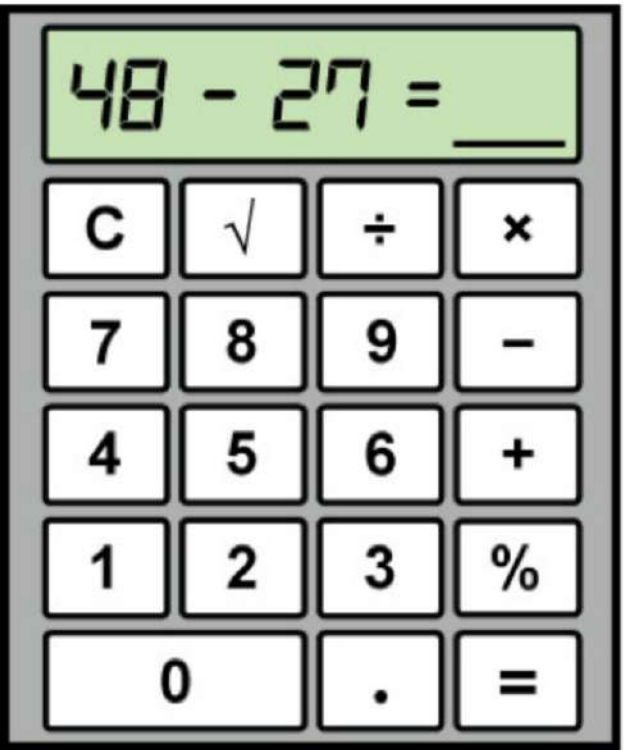
Adding? **+**
Subtracting? **-**
Multiplying? **x**
Dividing? **÷**

You are **subtracting**. Push the **minus sign**.



Step 5: What is the bottom number?

27



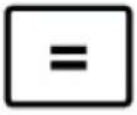
Step 6: Push the numbers.

Find the 2. Push the 2. The 2 will show up on the screen. **Find the 7**. Push the 7. The 7 will show up on the screen

Note: If you make a mistake, push **clear**.

Step 7: Solve the problem.

Push the **equal sign**.



The answer is **21**. **21** is on the screen.