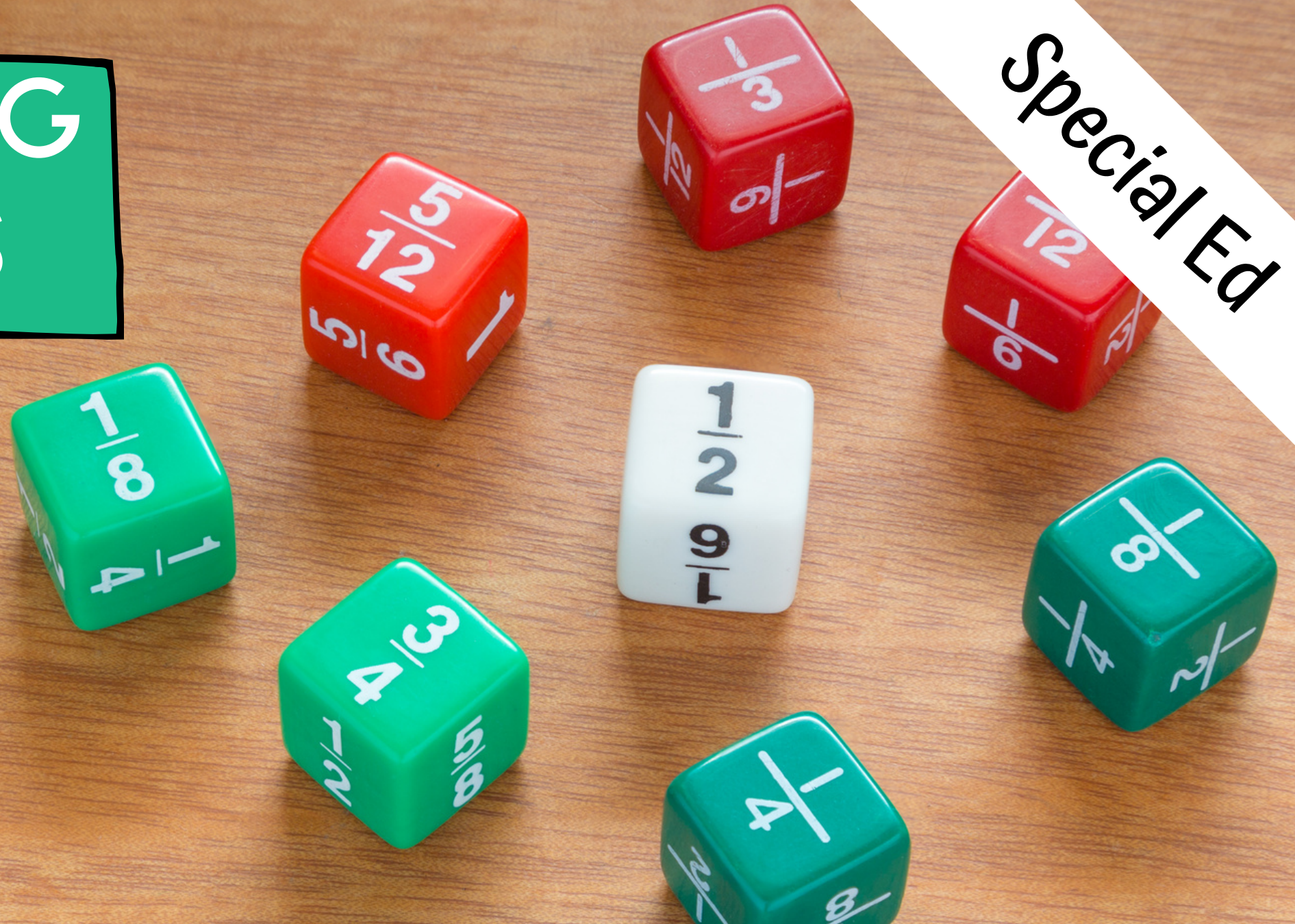


SUBTRACTING FRACTIONS

Special Ed



ALSO INCLUDES GOOGLE SLIDES



This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader and lacks many prerequisite math skills needed for math. With some support, he is able to do this unit and enjoys the challenge. He is my tester!!

Table of Contents

Worksheet pages	Title
4-35	Subtracting Fractions
36-38	Vocabulary board
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55-61	Worksheet set 2: finding LCD
62-66	Worksheet set 3: adding numerators
67-81	Worksheet set 4: simplifying fractions
82-106	Worksheet set 5: adding fractions
107-110	Quiz
111-112	Terms of use

In a separate files:

- Lesson plans
- Group activities
- Directions and links to digital version of the activities

This unit contains over 100 pages of material. But, don't worry!! I have included a **15 day lesson plan** to help you make the most of everything packed in this unit.

Subtracting Fractions Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
 - I highly recommend using the movie version of the book (see direction for digital activities for link) since it is animated and narrated
- Fraction cards
 - Print out a set of fraction cards onto cardstock and laminate

Preassessment (do day 1 before starting lesson)

- Use the quiz as the preassessment
- I cannot emphasize enough how important this step is...If you want to see growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding*: this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways:
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make your own copies of the activities*: Every day I review the activity we did yesterday. For that reason:
 - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
 - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their work.
3. *Worksheets*: There are more worksheets included in the unit than referenced here in the lesson plan. Use them for extra practice or homework.

The lesson plans contain:

Overall tips for teaching students with significant needs and who may lack some pre-requisite skills.

Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none">• Book• Vocabulary board intro• Power card introduction• Converting whole numbers	9	<ul style="list-style-type: none">• Book• Fraction activity• Simplifying fractions
2	<ul style="list-style-type: none">• Book• Fraction activity• Review power card• Converting mixed numbers	10	<ul style="list-style-type: none">• Book• Fraction activity• Subtracting fractions
3	<ul style="list-style-type: none">• Book• Fraction activity• Review power card• Converting mixed numbers	11	<ul style="list-style-type: none">• Book• Fraction activity• Subtracting fractions
4	<ul style="list-style-type: none">• Book• Fraction activity• Review power card• Finding LCD	12	<ul style="list-style-type: none">• Book• Fraction activity• Subtracting fractions
5	<ul style="list-style-type: none">• Book• Fraction activity• Subtracting numerators	13	<ul style="list-style-type: none">• Book• Subtracting fractions
6	<ul style="list-style-type: none">• Book• Fraction activity• Simplifying fractions	14	<ul style="list-style-type: none">• Book• Subtracting fractions
7	<ul style="list-style-type: none">• Book• Fraction activity• Simplifying fractions	15	<ul style="list-style-type: none">• Quiz
8	<ul style="list-style-type: none">• Book• Fraction activity• Simplifying fractions		

The lesson plans contain:
A quick look at what you will do each day.

Day 6-9

Activity	Notes	Materials
Read or listen to the movie version of the book	<ul style="list-style-type: none">• Read the story, asking lots of questions• Continue to make connections between book and vocabulary board	<ul style="list-style-type: none">• Book• Vocabulary board
Fraction activity (10 minutes)	<ul style="list-style-type: none">• Choose an activity from the fraction activity file using the fraction cards provided	<ul style="list-style-type: none">• Fraction activity pdf• Fraction cards
Review (5 minutes)	<ul style="list-style-type: none">• Review the worksheet completed yesterday	<ul style="list-style-type: none">• worksheet
Simplifying fractions (15 minutes)	<ul style="list-style-type: none">• Do 1-2 worksheets in set 4<ul style="list-style-type: none">○ Students will fill simplify the fraction○ The first 3 practice simplifying proper fractions○ The second 4 problems simplify improper fractions○ There are more worksheets in this set than you will need, so move a pace appropriate for your students• Allow access to and reference power card	<ul style="list-style-type: none">• Worksheet• Power card (simplifying)
Sharing (10 minutes)	<ul style="list-style-type: none">• Each student shares one of their finished worksheets with the group using the communication method of their choice	<ul style="list-style-type: none">• Completed worksheets• Communication devices

The lesson plans contain:

Detailed instructions on how that day's lesson should run including group and individual activities.

In this unit, we are going to look at how to subtract two fractions and learn a few new things along the way.



C The good news, is the steps are the same ones you used to add fractions.

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We need to turn $6\frac{3}{4}$ into an improper fraction.

$$6\frac{3}{4}$$

Step 1: Multiply the whole number and the denominator.

$$6 \times 4 = 24$$

Step 2: Add the numerator to your answer.

$$24 + 3 = 27$$

Step 3: The answer is your new numerator. The denominator remains unchanged.

$$\frac{27}{4}$$

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This unit contains a book that is 32 pages and covers the steps of subtracting fractions with and without common denominators as well as simplifying your answer. It comes in a pdf version as well as an mp4 version that is animated and narrated.



This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

 fraction	$\frac{1}{2}$ (with '1' circled) numerator	$\frac{1}{2}$ (with '2' circled) denominator	 quantity	# number
 least common denominator	 least	 multiples	$\frac{+}{-}$ simplify	X factors
 proper fraction	 improper fraction	$2\frac{\square}{\square}$ (with a green square above and a red square below) mixed fraction	 like fractions	 unlike fractions
 repeat that	 yes	 no	 I don't know	 I need a break

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Step by step cards for subtracting fractions. Made to fit on 4x6 index card.

- Print on cardstock and laminate
- Glue together back-to-back

Subtracting fractions

1. Find the least common denominator
2. Subtract numerators, keep denominators same
3. Simply if needed

Example: $\frac{5}{6} - \frac{1}{3}$

1 $\left. \begin{array}{l} 3 \times 1 = 3 \quad 6 \times 1 = 6 \\ 3 \times 2 = 6 \quad 6 \times 2 = 12 \\ 3 \times 3 = 9 \quad 6 \times 3 = 18 \end{array} \right\} \frac{5}{6} - \frac{2}{6}$

2 $\frac{5}{6} - \frac{2}{6} = \frac{3}{6}$

3 $\frac{3}{6} = \frac{1}{2}$

Step by step cards for simplifying a mixed number. Made to fit on 4x6 index card.

- Print on cardstock and laminate
- Glue together back-to-back

Simplify an Improper Fraction

1. Divide the numerator by the denominator.
2. Write down the largest whole number you get.
3. Place the remainder in the numerator.
4. Keep the denominator the same

Example: $\frac{9}{5}$

1 $5 \overline{)9} \rightarrow 2$

3 $5 \overline{)9} \rightarrow 4$

Step by step cards for turning a mixed number into an improper fraction. Made to fit on 4x6 index card.

- Print on cardstock and laminate
- Glue together back-to-back

Mixed number >> improper fraction

1. Multiply the whole number and denominator.
2. Add the numerator.
3. New numerator is answer. Keep denominator the same

Example: $3\frac{2}{5}$

1 $3 \times 5 = 15$

2 $15 + 2 = 17$

3 $\frac{17}{5}$

There are 3 power cards that outline the steps for subtracting fractions and one for the steps on simplifying fractions. They can use when working through problems.



$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{4}$
$\frac{1}{5}$	$\frac{1}{6}$	$\frac{1}{7}$
$\frac{1}{8}$	$\frac{1}{9}$	$\frac{1}{10}$
$\frac{2}{3}$	$\frac{2}{4}$	$\frac{3}{4}$
$\frac{2}{5}$	$\frac{3}{5}$	$\frac{4}{5}$
$\frac{2}{6}$	$\frac{3}{6}$	$\frac{4}{6}$
$\frac{5}{6}$	$\frac{2}{7}$	$\frac{3}{7}$
$\frac{4}{7}$	$\frac{5}{7}$	$\frac{6}{7}$

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$4\frac{1}{2}$	$2\frac{1}{3}$	$3\frac{1}{4}$
$1\frac{2}{5}$	$5\frac{5}{6}$	$6\frac{3}{7}$
$8\frac{1}{8}$	$7\frac{4}{9}$	$6\frac{9}{10}$
$1\frac{2}{3}$	$5\frac{3}{4}$	$4\frac{3}{11}$
$2\frac{2}{7}$	$7\frac{3}{10}$	$3\frac{4}{12}$
2	3	4
5	6	7
8	9	10

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There are a set of fraction cards used for group activities and extra practice.

GROUP ACTIVITIES FOR ADDING AND SUBTRACTING FRACTIONS

Scavenger hunt

Here is what you will need:

- Set of fraction cards (included in unit)

How to play:

- Place the cards around the room
- Choose something for students to find:
 - Proper fractions
 - Improper fractions
 - Mixed numbers
 - Whole numbers
- Students walk around and find the designated cards
- Bring the matches back to the table and share which they found

Go Fish

Here is what you will need:

- Mount the fraction cards onto index cards
- You will need 2 sets

How to play:

- Pass out 5 cards per person
- Students make and collect matches
- Great practice for reading the different types of numbers correctly

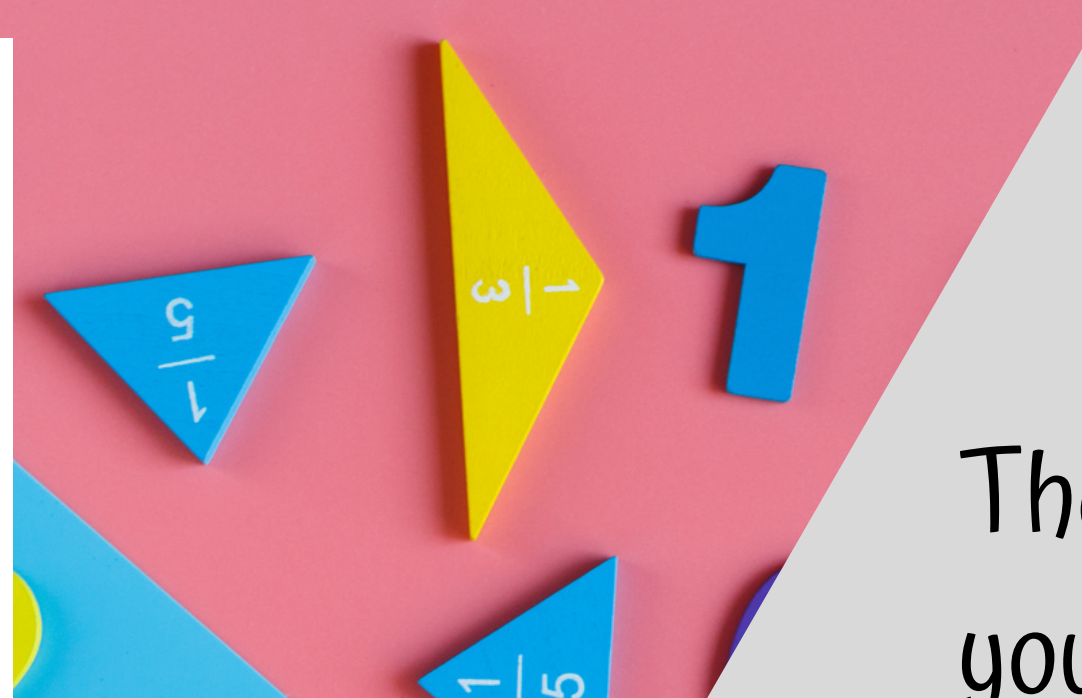
I Spy Game

Here is what you will need:

- one copy of the fraction cards

How to play:

- Place the fraction cards face up on the table
- Write a fraction on a dry erase board where only you can see it
- Describe it with as much detail as you can
- Ask students to hold up the fraction card they think matches
- Turn it around and ask students to raise their hand if they got it correct



There is a file that gives you ideas of group activities you can do each day working with fractions and subtracting them.

Speed Matching

Here is what you will need:

- two copies of the fraction cards

How to play:

- Place one set of fraction cards face up on the table
- Hold up a fraction card for students to see
- Students race to find the matching fraction

Paper plate toss

Here is what you will need:

- paper plates with fraction cards taped to them
- bean bags

How to play:

- Place paper plates with cards showing around the room
- Variation 1: students choose a fraction from a second pile of fraction cards face down on the table. Toss the bean bag to try and land it on the matching fraction
- Variation 2: students toss bean bags to land on designated cards
 - Proper fractions
 - Improper fractions
 - Mixed numbers
 - Whole numbers
- Numbers 1-20 on index cards

How to play:

- Draw an index card
- As a group complete the outside in chart to find all the factors for that number
- Find blocks with corresponding numbers and build them in a tower
- If using Jenga blocks, build them tall wise to make it more challenging



Match the fraction for each whole number.

7	<input type="text"/>	6	<input type="text"/>
3	<input type="text"/>	5	<input type="text"/>
2	<input type="text"/>	10	<input type="text"/>
14	<input type="text"/>	9	<input type="text"/>
1	<input type="text"/>	8	<input type="text"/>

Match the fraction with the whole number on the previous page.

$\frac{10}{1}$	$\frac{1}{1}$	$\frac{8}{1}$	$\frac{14}{1}$	$\frac{7}{1}$
$\frac{5}{1}$	$\frac{6}{1}$	$\frac{9}{1}$	$\frac{2}{1}$	$\frac{3}{1}$

Circle the equivalent fraction for each whole number.

- 16 \longrightarrow $\frac{1}{16}$ $\frac{16}{16}$ $\frac{16}{1}$
- 6 \longrightarrow $\frac{6}{6}$ $\frac{6}{1}$ $\frac{1}{1}$
- 4 \longrightarrow $\frac{1}{4}$ $\frac{14}{14}$ $\frac{4}{1}$
- 23 \longrightarrow $\frac{23}{1}$ $\frac{1}{23}$ $\frac{32}{23}$
- 2 \longrightarrow $\frac{1}{12}$ $\frac{2}{1}$ $\frac{1}{2}$
- 11 \longrightarrow $\frac{11}{1}$ $\frac{11}{11}$ $\frac{1}{11}$
- 15 \longrightarrow $\frac{1}{15}$ $\frac{51}{15}$ $\frac{15}{1}$
- 3 \longrightarrow $\frac{3}{13}$ $\frac{3}{1}$ $\frac{3}{3}$
- 7 \longrightarrow $\frac{7}{7}$ $\frac{17}{1}$ $\frac{7}{1}$
- 35 \longrightarrow $\frac{35}{5}$ $\frac{5}{35}$ $\frac{35}{1}$

There are 2 activities looking at changing whole numbers into fractions. Suggestions for differentiation are included.

Follow these steps to turn the mixed number into an improper fraction. Circle your final answer.

1. Multiply the whole number and denominator.
2. Add the numerator.
3. New numerator is answer. Keep denominator the same

$$2\frac{3}{5}$$

1.

2.

3.

$$1\frac{1}{9}$$

1.

2.

3.

There are 5 worksheets converting mixed numbers into improper fractions. Suggestions for differentiation are included.

1. List out the multiples for each denominator.
2. Circle the **least** common denominator in each set of multiples.

$$\frac{7}{10}$$

$$10 \times 1 = \underline{\quad}$$

$$\underline{\quad} \times 2 = \underline{\quad}$$

$$\underline{\quad} \times 3 = \underline{\quad}$$

$$\underline{\quad} \times 4 = \underline{\quad}$$

$$\underline{\quad} \times 5 = \underline{\quad}$$

$$\frac{3}{5}$$

$$5 \times 1 = \underline{\quad}$$

$$\underline{\quad} \times 2 = \underline{\quad}$$

$$\underline{\quad} \times 3 = \underline{\quad}$$

$$\underline{\quad} \times 4 = \underline{\quad}$$

$$\underline{\quad} \times 5 = \underline{\quad}$$

$$\frac{1}{2}$$

$$2 \times 1 = \underline{\quad}$$

$$\underline{\quad} \times 2 = \underline{\quad}$$

$$\underline{\quad} \times 3 = \underline{\quad}$$

$$\underline{\quad} \times 4 = \underline{\quad}$$

$$\underline{\quad} \times 5 = \underline{\quad}$$

$$\frac{5}{8}$$

$$8 \times 1 = \underline{\quad}$$

$$\underline{\quad} \times 2 = \underline{\quad}$$

$$\underline{\quad} \times 3 = \underline{\quad}$$

$$\underline{\quad} \times 4 = \underline{\quad}$$

$$\underline{\quad} \times 5 = \underline{\quad}$$

1. List out the multiples for each denominator.
2. Circle the **least** common denominator in each set of multiples.

$$\frac{1}{3}$$

$$3 \times 1 = \underline{\quad}$$

$$3 \times 2 = \underline{\quad}$$

$$3 \times 3 = \underline{\quad}$$

$$3 \times 4 = \underline{\quad}$$

$$3 \times 5 = \underline{\quad}$$

$$\frac{1}{2}$$

$$2 \times 1 = \underline{\quad}$$

$$2 \times 2 = \underline{\quad}$$

$$2 \times 3 = \underline{\quad}$$

$$2 \times 4 = \underline{\quad}$$

$$2 \times 5 = \underline{\quad}$$

$$\frac{5}{6}$$

$$6 \times 1 = \underline{\quad}$$

$$6 \times 2 = \underline{\quad}$$

$$6 \times 3 = \underline{\quad}$$

$$6 \times 4 = \underline{\quad}$$

$$6 \times 5 = \underline{\quad}$$

$$\frac{3}{4}$$

$$4 \times 1 = \underline{\quad}$$

$$4 \times 2 = \underline{\quad}$$

$$4 \times 3 = \underline{\quad}$$

$$4 \times 4 = \underline{\quad}$$

$$4 \times 5 = \underline{\quad}$$

There are 5 worksheet sets that practice a specific step in the process of adding fractions.

This set 2 has 3 worksheets where students find the LCD by listing the multiples.

1. Solve the problem by adding the numerators.
2. Circle yes or no for each question..

$$\frac{7}{10} - \frac{4}{10} = \square$$

Proper fraction? yes no

Needs to be simplified? yes no

$$\frac{7}{8} - \frac{3}{8} = \square$$

Proper fraction? yes no

Needs to be simplified? yes no

$$\frac{13}{15} - \frac{11}{15} = \square$$

Proper fraction? yes no

Needs to be simplified? yes no

$$\frac{7}{4} - \frac{2}{4} = \square$$

Proper fraction? yes no

Needs to be simplified? yes no

1. Solve the problem by adding the numerators.
2. Circle yes or no for each question..

$$\frac{4}{3} - \frac{2}{3} = \square$$

Proper fraction? yes no

Needs to be simplified? yes no

$$\frac{8}{6} - \frac{1}{6} = \square$$

Proper fraction? yes no

Needs to be simplified? yes no

$$\frac{5}{8} - \frac{1}{8} = \square$$

Proper fraction? yes no

Needs to be simplified? yes no

$$\frac{3}{2} - \frac{1}{2} = \square$$

Proper fraction? yes no

Needs to be simplified? yes no

This set has 3 worksheets, and students subtract fractions with like denominators and answer some simple questions about their answer.

Simplify the following proper fractions by determining the greatest common factor.

$$\frac{6}{18} \xrightarrow{\begin{array}{l} \div \square \\ \div \square \end{array}} \square$$

Factors of 6: $\square \times \square$
 $\square \times \square$

Factors of 18: $\square \times \square$
 $\square \times \square$
 $\square \times \square$

GCF = \square

$$\frac{10}{25} \xrightarrow{\begin{array}{l} \div \square \\ \div \square \end{array}} \square$$

Factors of 10: $\square \times \square$
 $\square \times \square$

Factors of 25: $\square \times \square$
 $\square \times \square$

GCF = \square

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Simplify the following improper fractions by dividing and finding the remainder.

$$\frac{11}{3} \rightarrow 3 \overline{) 11} \rightarrow \begin{array}{l} \square \\ \square \\ \hline \square \\ \square \end{array}$$

$$\square = 3 \times \square$$

$$\frac{9}{5} \rightarrow 5 \overline{) 9} \rightarrow \begin{array}{l} \square \\ \square \\ \hline \square \\ \square \end{array}$$

$$\square = 5 \times \square$$

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This set has 7 worksheets to practice simplifying fractions by finding the greatest common factor. There are 3 that have students simplify proper fractions, and 4 worksheets use improper fractions. There is color-coding present to help support students through the process.

1. Find the common denominator.
2. Subtract the numerators (keep denominator the same).
3. Simplify if needed

#1

$$\frac{1}{3} - \frac{1}{6} = ?$$

- 1
- | | |
|-------------|-------------|
| 3 x 1 = ___ | 6 x 1 = ___ |
| 3 x 2 = ___ | 6 x 2 = ___ |
| 3 x 3 = ___ | 6 x 3 = ___ |
| 3 x 4 = ___ | 6 x 4 = ___ |
| 3 x 5 = ___ | 6 x 5 = ___ |

Least common denominator =

- 2 Write new equation and subtract fractions.

- = ?	- =
-------	-----

- 3 Simplify if needed.

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1. Find the common denominator.
2. Subtract the numerators (keep denominator the same).
3. Simplify if needed

#5

$$\frac{5}{3} - \frac{1}{2} = ?$$

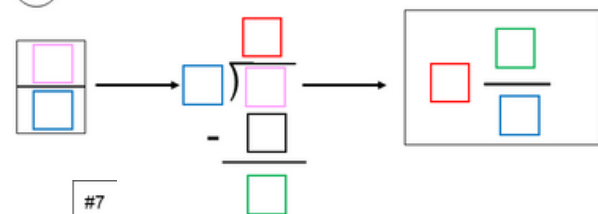
- 1
- | | |
|-----------------|-----------------|
| ___ x ___ = ___ | ___ x ___ = ___ |
| ___ x ___ = ___ | ___ x ___ = ___ |
| ___ x ___ = ___ | ___ x ___ = ___ |
| ___ x ___ = ___ | ___ x ___ = ___ |

Least common denominator =

- 2 Write new equation and Subtract fractions.

- =	=
-----	---

- 3 Simplify if needed.



1. Change the whole number into a fraction.
2. Subtract the numerators (keep denominator the same).
3. Simplify if needed

$$9 - \frac{3}{9} = ?$$

- 1 Write new equation and subtract fractions.

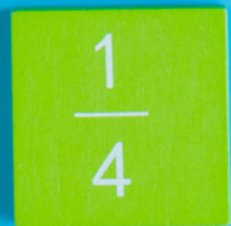
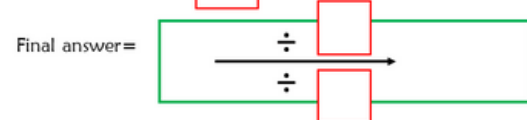
- =	=
-----	---

- 2 Simplify if needed.

Factors of numerator:

Factors of denominator:

greatest common factor =



This set has 10 worksheets to practice actually subtracting fractions.

1. Change the mixed number into an improper fraction.
2. Find the common denominator.
3. Write the new fractions and subtract
4. Simplify if needed.

$$3\frac{1}{2} - \frac{3}{4} = ?$$

1 Change the mixed number into a fraction.

New fraction =

2 Write new equation and find the multiples for each denominator.

$$\frac{\quad}{\quad} - \frac{\quad}{\quad} = ?$$

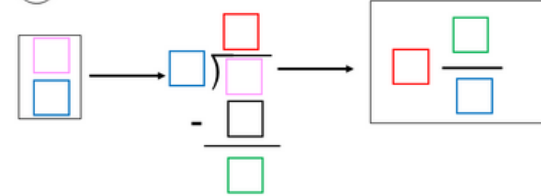
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 $\frac{\quad}{\quad} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$ $\frac{\quad}{\quad} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$

Least common denominator =

1. Change the mixed number into an improper fraction.
2. Find the common denominator.
3. Write the new fractions and subtract
4. Simplify if needed.

3 Write new equation and subtract fractions.
 - =

4 Simplify if needed.



1. Change the mixed number into an improper fraction.
2. Find the common denominator.
3. Write the new fractions and subtract.

$$2\frac{2}{3} - \frac{4}{9} = ?$$

1 Change the mixed number into a fraction.

New fraction =

2 Write new equation and find the multiples for each denominator.

$$\frac{\quad}{\quad} - \frac{\quad}{\quad} = ?$$

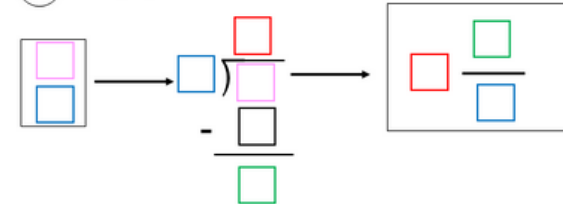
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Least common denominator =

1. Change the mixed number into an improper fraction.
2. Find the common denominator.
3. Write the new fractions and subtract
4. Simplify if needed.

3 Write new equation and subtract fractions.
 - =

4 Simplify if needed.



This set has 10 worksheets to practice actually subtracting fractions.

Simplify the following improper fractions by dividing and finding the remainder.

$$\frac{17}{5} \longrightarrow 5 \overline{) 17} \longrightarrow \boxed{3} \frac{\boxed{2}}{5}$$

The diagram shows the division of 17 by 5. The quotient 3 is in a red box, and the remainder 2 is in a green box. The result is shown as a mixed number with 3 in a red box and 2/5 in a green box.

$$\boxed{15} = 5 \times \boxed{3}$$

$$\frac{15}{4} \longrightarrow 4 \overline{) 15} \longrightarrow \boxed{3} \frac{\boxed{3}}{4}$$

The diagram shows the division of 15 by 4. The quotient 3 is in a red box, and the remainder 3 is in a green box. The result is shown as a mixed number with 3 in a red box and 3/4 in a green box.

$$\boxed{12} = 4 \times \boxed{3}$$

All worksheets have detailed answer keys.

Name: _____

Quiz

1. Circle the numbers below that are mixed numbers:

$$5\frac{2}{5} \quad \frac{7}{10} \quad \frac{3}{2} \quad 1\frac{3}{4} \quad \frac{2}{5} \quad 2\frac{1}{6}$$

2. In order to subtract fractions, what needs to be the same?



3. What is the fraction that is equal to 8?

$$\frac{8}{8} \quad \frac{1}{8} \quad \frac{8}{1}$$

4. How can you write $1\frac{3}{4}$ as an improper fraction?

$$\frac{4}{3} \quad \frac{7}{4} \quad \frac{4}{5}$$

5. How can you write $5\frac{2}{5}$ as an improper fraction?

$$\frac{27}{5} \quad \frac{5}{2} \quad \frac{7}{10}$$

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6. Subtract the following fractions:

$$\frac{2}{5} - \frac{1}{5} = \square$$

7. Simplify $\frac{9}{5}$:

$$\frac{9}{5} \rightarrow 5 \overline{)9} \rightarrow \begin{array}{r} \square \\ - \square \\ \hline \square \end{array} \rightarrow \begin{array}{r} \square \\ \square \\ \hline \square \end{array}$$

8. Solve the equation below. Show your work.

$$\frac{7}{2} - \frac{1}{3} = ?$$

9. Solve the equation below. Show your work.

$$4 - \frac{1}{2} = ?$$

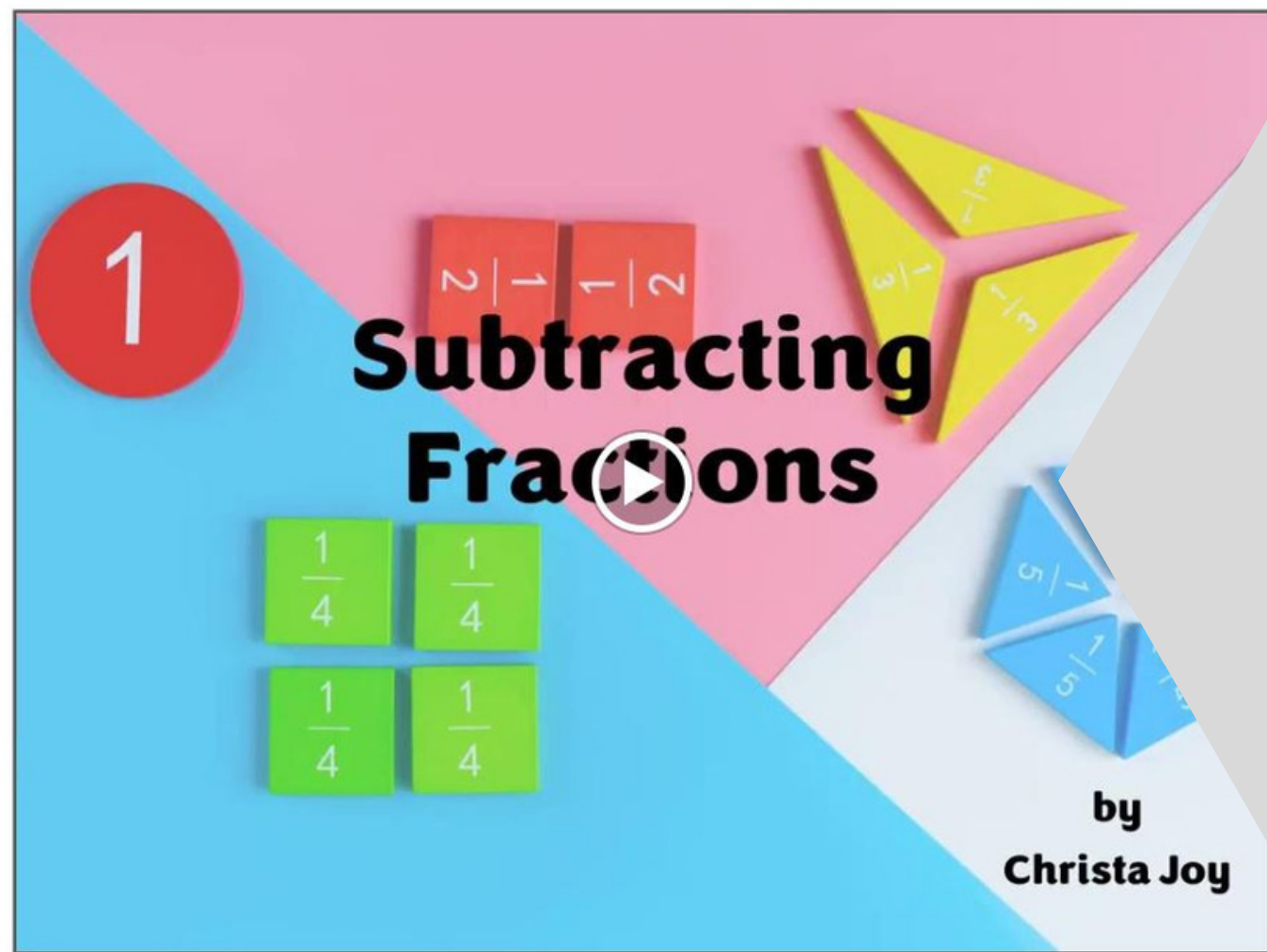
10. Solve the equation below. Show your work.

$$1\frac{1}{3} - \frac{7}{9} = ?$$

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There is a short quiz to use as the assessment.

Watch the movie on subtracting fractions



This unit includes digital activities. Part of that is a movie version of the book you can play in a google slide. This movie is animated and narrated.

$$\frac{1}{3} - \frac{1}{6} = ?$$

- 1
- | | | | |
|---------|----------------------|---------|----------------------|
| 3 x 1 = | <input type="text"/> | 6 x 1 = | <input type="text"/> |
| 3 x 2 = | <input type="text"/> | 6 x 2 = | <input type="text"/> |
| 3 x 3 = | <input type="text"/> | 6 x 3 = | <input type="text"/> |
| 3 x 4 = | <input type="text"/> | 6 x 4 = | <input type="text"/> |
| 3 x 5 = | <input type="text"/> | 6 x 5 = | <input type="text"/> |

Least common denominator =

2 Write new equation and add fractions.

<input type="text"/>	-	<input type="text"/>	=	?	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>	<input type="text"/>

3 Simplify if needed.

final
answer

1. Find the common denominator.
2. Subtract the numerators (keep denominator the same).
3. Simplify if needed

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$$\frac{4}{3} - \frac{2}{3} = \frac{\quad}{\quad}$$

Proper fraction? yes no

Needs to be simplified? yes no

$$\frac{8}{6} - \frac{1}{6} = \frac{\quad}{\quad}$$

Proper fraction? yes no

Needs to be simplified? yes no

$$\frac{5}{8} - \frac{1}{8} = \frac{\quad}{\quad}$$

Proper fraction? yes no

Needs to be simplified? yes no

$$\frac{3}{2} - \frac{1}{2} = \frac{\quad}{\quad}$$

Proper fraction? yes no

Needs to be simplified? yes no

1. Solve the problem by subtracting the numerators.
2. Circle yes or no for each question.

Type in your
answers.



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There are 2 sets of google slides that include a set where students can type in the answers.

7	<input type="text"/>	6	<input type="text"/>
3	<input type="text"/>	5	<input type="text"/>
2	<input type="text"/>	10	<input type="text"/>
14	<input type="text"/>	9	<input type="text"/>
1	<input type="text"/>	8	<input type="text"/>

Match the fraction for each whole number.

$\frac{10}{1}$	$\frac{1}{1}$	$\frac{8}{1}$	$\frac{14}{1}$
$\frac{7}{1}$	$\frac{5}{1}$	$\frac{6}{1}$	$\frac{9}{1}$
$\frac{2}{1}$	$\frac{3}{1}$		

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These make a great independent learning center.

One set is differentiated with color and click and drag numbers for students who need more support. In this set, students are NOT typing but clicking and dragging over their answers.

$\frac{2}{3} - \frac{3}{9} = ?$

1. Find the common denominator.

$\frac{3}{3} \times \frac{1}{2} = \frac{3}{6}$	$\frac{9}{9} \times \frac{1}{2} = \frac{9}{18}$
$\frac{3}{3} \times \frac{2}{3} = \frac{6}{9}$	$\frac{9}{9} \times \frac{2}{3} = \frac{18}{27}$
$\frac{3}{3} \times \frac{3}{4} = \frac{12}{12}$	$\frac{9}{9} \times \frac{3}{4} = \frac{27}{36}$
$\frac{3}{3} \times \frac{4}{5} = \frac{12}{15}$	$\frac{9}{9} \times \frac{4}{5} = \frac{36}{45}$

Least common denominator =

2. Write new equation and add fractions.

- =

3. Simplify if needed.

Factors of numerators: 1, 2, 3, 6

Factors of Denominators: 1, 3, 9

greatest common factor =

Final answer = ÷ =

1. Find the common denominator.
2. Subtract the numerators (keep denominator the same).
3. Simplify if needed.

$\frac{3}{9}$ $\frac{3}{9}$ $\frac{6}{9}$

1, 2, 3, 6 3 $\frac{3}{9}$ $\frac{1}{3}$

1, 3, 9

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I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

[Click Here to read more!!](#)