

## 4.R.4 Exercises

### Concept Check

**True/False.** Determine whether each statement is true or false. If a statement is false, explain how it can be changed so the statement will be true. (**Note:** There may be more than one acceptable change.)

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1. The final step in adding fractions is to reduce, if possible.
2. The process for finding the LCD is the same as the process for finding the LCM.
3. LCD represents the Least Common Digit.
4. When subtracting fractions, simply subtract the numerators and the denominators.
5. Subtraction of fractions requires that the fractions have the same denominators.

### Practice

Add and reduce to lowest terms.

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6.  $\frac{3}{25} + \frac{12}{25}$

7.  $\frac{2}{7} + \frac{4}{21} + \frac{1}{3}$

Subtract and reduce to lowest terms.

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8.  $\frac{7}{8} - \frac{5}{8}$

10.  $2 - \frac{9}{16}$

9.  $\frac{9}{14} - \frac{2}{21}$



15. **Probability:** Ana is looking forward to starting high school. Of the 192 homeroom teachers at the school,  $\frac{1}{4}$  are new this year,  $\frac{1}{8}$  are bilingual, and  $\frac{1}{12}$  are both new and bilingual. If class rosters are generated at random, what is the probability that Ana's teacher is either new or bilingual?

## Writing & Thinking

16. Explain how finding the LCM relates to the LCD.
17. Give an example of a situation where you might add or subtract fractions (other than in class).