

Mathematics

Quarter 1 – Module 9: Solving Real Life Problems Involving Addition and Subtraction of Fractions



Mathematics – Grade 5

Alternative Delivery Mode

Quarter 1 – Module 9: Solving Real Life Problems Involving Addition and Subtraction of Fractions

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Mathematics

Quarter 1 – Module 9:

**Solving Real Life
Problems Involving Addition and
Subtraction of Fractions**

Introductory Message

For the Facilitator:

Welcome to the Mathematics Grade 5 Alternative Delivery Mode (ADM) Module 9 on Solving Real Life Problems Involving Addition and Subtraction of Fractions!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners to meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

In answering the word problem, always remember the word clues, because it will help you figure out which operation will be used.

As a Facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the Learner:

Welcome to the Mathematics 5 Alternative Delivery Mode (ADM) Module 9 on Solving Real Life Problems Involving Addition and Subtraction of Fractions!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part is composed of a 10-item activity to check what you already know about the lesson to take. If you get all the answers correct (100%) you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways: a story, a song, a poem, a problem opener, an activity, or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or fill in the blank sentence/paragraph to process what you have learned from the lesson.



What I Can Do

This section provides an activity that will help you transfer your new knowledge or skill in real-life situations or concerns.



Assessment

This is another 10-item task that aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instructions carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

In this module, you are going to gain understanding in solving routine and non-routine word problems that involve addition and subtraction of fractions using appropriate problem-solving strategies and tools.

After going through this module, you are expected to

- solves routine and non-routine problems involving addition and/or subtraction of fractions;
- create routine and non-routine problems involving addition and/or subtraction of fractions; and
- apply solving word problems in real-life situations.



What I Know

Directions: Choose the letter of the correct answer. Use separate answer sheet.

- 1) Martin bought $5\frac{1}{2}$ m of white cloth and $\frac{2}{5}$ m of blue cloth. How many meters of cloth did he buy in all?
A. $5\frac{5}{6}$ B. $5\frac{7}{8}$ C. $5\frac{9}{10}$ D. $5\frac{11}{12}$
- 2) Anna needs $3\frac{3}{4}$ kg of sugar for her shake. If she had $1\frac{1}{2}$ kg in her house, how many kilograms of sugar does she need to buy?
A. $1\frac{1}{4}$ B. $2\frac{1}{4}$ C. $3\frac{1}{4}$ D. $4\frac{1}{4}$
- 3) Samantha prepared juice. She mixed $1\frac{1}{2}$ liter of orange juice and 3 liters of mango juice. What was the total number of liters that she mixed?
A. $4\frac{1}{2}$ B. $2\frac{3}{4}$ C. $3\frac{1}{2}$ D. $1\frac{3}{4}$
- 4) Mary bought a chocolate cake. She ate $\frac{1}{8}$ of it. How much chocolate was left?
A. $\frac{5}{8}$ B. $\frac{6}{8}$ C. $\frac{7}{8}$ D. $\frac{8}{8}$

5) Kathy's kitten weighs $\frac{1}{2}$ kilogram. Sam's puppy is $\frac{3}{4}$ kilogram. What is the total weight of the two animals?

A. $1\frac{1}{4}$

B. $1\frac{1}{2}$

C. $1\frac{3}{4}$

D. $2\frac{1}{4}$

6) Alyssa has 2 meters of ribbon. If she cuts $1\frac{2}{5}$ meters of ribbon, how many meters of ribbon is Alyssa left with?

A. $\frac{2}{5}$ m

B. $\frac{4}{5}$ m

C. $\frac{3}{5}$ m

D. $\frac{1}{5}$ m

7) Lita's pitcher of water is $\frac{1}{2}$ L full. If she adds $\frac{1}{4}$ L, how many L of water does she have in all?

A. $\frac{2}{4}$

B. $\frac{3}{4}$

C. $\frac{2}{6}$

D. $\frac{4}{4}$

8) Alex ordered 10 kilograms of rice. Only $5\frac{1}{2}$ kilograms of rice were delivered. How many kilograms of rice were left undelivered?

A. $3\frac{1}{2}$ kg

B. $5\frac{1}{2}$ kg

C. $3\frac{1}{2}$ kg

D. $4\frac{1}{2}$ kg

9) Josie needs $3\frac{1}{4}$ cups of flour for the plain cake and $2\frac{1}{3}$ cups for the pineapple sponge cake. How many cups of flour does she need in all?

A. $6\frac{7}{12}$

B. $5\frac{7}{12}$

C. $4\frac{7}{12}$

D. $3\frac{7}{12}$

10) Hanna used $\frac{1}{4}$ kg ground meat for spaghetti and $\frac{2}{3}$ kg for the hamburger. How much meat did she use?

A. $\frac{9}{12}$ kg

C. $1\frac{11}{12}$ kg

B. $\frac{8}{12}$ kg

D. $\frac{11}{12}$ kg

Lesson

1

Solving Real Life Problems Involving Addition and Subtraction of Fractions

In this module, you will learn how to solve the routine and non-routine problems involving addition and subtraction of fractions, using the 4-Step Method that was taught from the previous lessons. Also, this lesson will teach you how to think in more abstract ways and develop your creativity and mathematical reasoning power in understanding and answering non-routine problems using different strategies while finding the correct answer.

Having the ability to solve problems that are experienced in your daily living without following readily identifiable models and process, is a plus knowledge in this lesson.



What's In

*In answering word problem, take note of **words clues**, to help you figure out which operation will be used.*

Study the steps and analyze the given word problems below:

- A. Mrs. Garcia had $5\frac{1}{4}$ meters of white cloth. Judith asked $\frac{3}{4}$ m of it for their project.

How many meters of cloth were left?

a. What is asked? **The no. of meters of cloth left**

b. What are given? **$5\frac{1}{4}$ meters of white cloth and $\frac{3}{4}$ m for Judith's project**

c. What operation should be used? **Subtraction**

d. What is the number sentence? **$5\frac{1}{4} - \frac{3}{4} = N$**

e. Show your solution:

Step by step Solution: $5\frac{1}{4} - \frac{3}{4} = N$

$$\frac{21}{4} - \frac{3}{4} = N$$

$$\frac{18}{4} = N$$

$$4\frac{2}{4} = N \text{ or}$$

$$N = 4 \frac{1}{2} \text{ m of cloth was left}$$

Therefore, $4 \frac{1}{2}$ m of cloth was left

B. Anna has $1 \frac{1}{4}$ kg of pork and $2 \frac{1}{2}$ kg of chicken in her refrigerator. How many kg of meat does she have in her refrigerator?

a. What is asked? **The no. of kg of meat she has in her refrigerator.**

b. What are given? **$1 \frac{1}{4}$ kg of pork and $2 \frac{1}{2}$ kg of chicken in her refrigerator**

c. What operation should be used? **Addition**

d. What is the number sentence? **$1 \frac{1}{4} + 2 \frac{1}{2} = N$**

e. **Step by step Solution:** $1 \frac{1}{4} + 2 \frac{1}{2} = N$

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

$$3 \frac{3}{4} = N$$

$$N = 3 \frac{3}{4} \text{ kgs of meat}$$

Therefore, $3 \frac{3}{4}$ kgs of meat



Notes to the Learner

In answering the word problem, follow the sequence
Understand, Plan, Solve or what is Asked, Given,
Operation, Number Sentence, Solution



What's New

Try to do the exercises below:

Directions: Read and solve the following problem. Answer in your activity notebook.

1. One weekend, Raul worked $5\frac{3}{4}$ hours on Saturday and $2\frac{2}{3}$ hours on Sunday. How many hours did Raul work for that weekend?

Understand:

Plan:

Solve:

Check and look back:

2. Angelika hiked $4\frac{3}{8}$ miles one day and $2\frac{5}{16}$ miles the next day. How many miles did Angelika hike in all?

Understand:

Plan:

Solve:

Check and look back:



What Is It

In solving word problem follow the steps:

❖ UNDERSTAND

- Read the problem
- Determine what is asked in the problem.
- Determine the important data in the problem (What are given).

❖ PLAN

- Choose a strategy (operation).
- Draw a picture or make a table.

❖ SOLVE

- Show all your work (number sentence).
- Label your answer.

Consider the following examples:

Example 1:

The pupils of Malikhain Elementary School conducted a contest wherein they will make something out of recyclable materials. The pupils collected $1\frac{2}{3}$ kilogram of used bottles and $1\frac{4}{5}$ kilogram of used newspapers. How many kilograms of recycled materials did the pupils collect?

➤ **Understand**

- a. What is asked?
 - The total weight of recyclable materials the pupils collected.
- b. What are the given facts?
 - $1\frac{2}{3}$ kilogram of used bottles
 - $1\frac{4}{5}$ kilogram of used newspaper

➤ **Plan**

- c. What is the operation to be used?
 - Addition

➤ **Solve**

- d. What is the number sentence?
 - $1\frac{2}{3} + 1\frac{4}{5} = N$
- e. Show your solution and answer.
 - $\frac{5}{3} + \frac{9}{5}$ Rename the mixed number to an improper fraction by multiplying the denominator by the whole number, then add the product to the numerator.
 - $\frac{25}{15} + \frac{27}{15}$ Find the LCD. Then, rename the fraction to a similar fraction.
 - $\frac{25+27}{15} = \frac{52}{15}$ Add the numerator and copy the denominator.
 - $\frac{52}{15} = 3\frac{7}{15}$ Rename the improper fraction to a mixed form.

- **Answer:** The pupils collected $3\frac{7}{15}$ kilograms of recyclable materials.

Example 2:

Samuel has an aquarium. One-third of the fishes in a tank are catfish, $\frac{2}{9}$ of the fishes are kois and the rest are goldfish. There are 40 goldfishes in the tank. How many fishes are there in a tank?

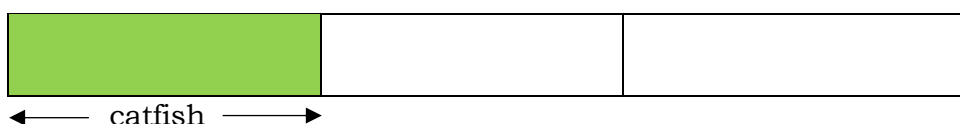
In solving non-routine problem, there are no particular way(s) in finding the correct answer. Below are samples of the methods which involve ways of thinking and variety of strategies to reach a solution. You may only need to use one strategy or a combination of strategies.

- Look for a pattern
- Guess and check
- Make and solve a simpler problem
- Work backwards
- Act it out/make a model
- Break up the problem into smaller ones and try to solve these first
- Draw a picture or diagram
- Make an organized list
- Make a table
- Write an equation
- Use manipulatives
- Use logical reasoning

Let us try to solve example problem 2 using a model.

1 whole divided by 3 equal parts $\frac{1}{3}$

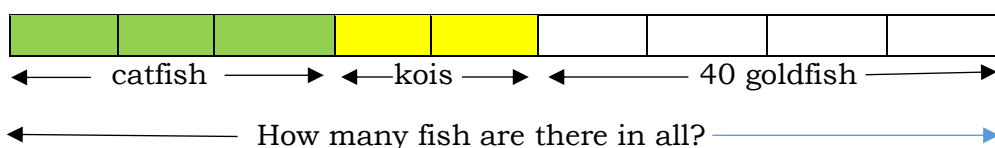
3 equal parts: catfish, kois and goldfish



The 3 equal parts given, *two-ninths* ($\frac{2}{9}$) parts are for **kois and rest for the other type of fish.** Divide the 3 equal parts into 9 total equal parts, $\frac{2}{9}$ as shown below.

Given: 40 = goldfish

$$\left(\frac{2}{9}\right) = \text{kois}$$



$$1 - \frac{1}{3} - \frac{2}{9} = \frac{9}{9} - \frac{3}{9} - \frac{2}{9}$$

$$= \frac{4}{9}$$

So, 40 is $\frac{4}{9}$ of the total number of fish, which represents 4 units in the model. If we divide the 40 goldfish per unit, that is 10 fish each. Since, there are 9 units that makes it 90 fish.



4 units = 40

1 unit = $40 \div 4 = 10$

9 units = $9 \times 10 = 90$

Therefore, there are 90 fishes in the tank.



What's More

Do the exercises below:

A. **Directions:** Solve each problem involving the addition/subtraction of fractions. Write the answers only on separate sheet of paper.

1. Dorry's house is $\frac{3}{4}$ kilometer from the church. One day, she took a tricycle to the church. After covering a distance of $\frac{1}{8}$ kilometers, the tricycle stopped and Dorry had to walk. How far did she walk?
2. Catherine and Bernard shared a cake. Catherine ate $\frac{1}{3}$ of it and Bernard ate $\frac{3}{8}$ of it. What fraction of the cake did they eat?
3. Cindy bought $10\frac{4}{5}$ kilograms of ground meat. She used $3\frac{2}{3}$ kilograms to make lumpia. How many kilograms of ground meat was left?
4. On her way to school, Jasmine travels $6\frac{3}{8}$ kilometers by bus and $5\frac{2}{5}$ kilometers by tricycle. How far does she travel from her home to school?
5. A tailor used $2\frac{3}{4}$ meters of cloth for a pair of pants and $1\frac{9}{10}$ meters of a skirt. How many meters of cloth were used?

B. **Directions:** Read and analyze the problem. You may solve using any method. Write your answer on a separate sheet of paper.

Ben weighs $44\frac{1}{2}$ kg, Tony weighs $41\frac{5}{8}$ kg and Jun weighs $22\frac{1}{4}$ kg.

How much more did Tony and Jun weighs than Ben?

- 1) Lisa had a chocolate bar and she wanted to share it equally between 2 of her friends, how much chocolate would her friends get each share? How much would each get if it will be shared equally between 4 people? If Liza have $\frac{1}{2}$ share of the chocolate bar and want to share it between two of her friends, what fraction of the chocolate bar do they get each?



What I Have Learned

To solve word problem, follow the steps and most of all analyzed the given real-life problem. State what is asked, indicate the given data, analyze what operation to use, write the number sentence, and perform the solution.

Answer the activity below; you may write your answer in a separate sheet.

- 1.) Mr. Guevara's tablecloth, which was $3\frac{1}{8}$ meters long, got stained near the edge. He cut the $\frac{3}{8}$ meters which got stained. How long is the tablecloth now?

Follow the steps below in solving the problem given above.

Understand:

Plan:

Solve:

Check and look back:

Show model in solving the problem below:

- 1.1) If the length of the table is $3\frac{1}{2}$ m, will the new length of the tablecloth be enough to cover the length of the table?
- 1.2) If our table, is $2\frac{1}{2}$ m long and the $3\frac{1}{8}$ meters long tablecloth cover got stained of about half of the measure of the table will still there be enough cloth to cover the table after cutting the stained part?



What I Can Do

Directions: Write TRUE if the answer shown in the parenthesis is correct and FALSE if it is not.

- 1) Anna bought $5\frac{1}{2}$ kilogram of rice. She cooked $1\frac{1}{4}$ kilogram. How many kilograms of rice were left? (**$2\frac{1}{2}$ kilograms of rice**)
- 2) Rose was requested by her mother to buy for her $\frac{1}{4}$ kg. of cabbage, $\frac{1}{3}$ kg. of ginger, and $\frac{1}{2}$ kg. of tomatoes. How many kilograms of vegetables did Rose buy in all? (**$1\frac{1}{12}$ kg. of vegetables**)
- 3) Mr. San Agustin spends $\frac{2}{8}$ for his house rental and $\frac{4}{8}$ for his food and other expenses. How much were the total expenses of Mr. san Agustin? (**$\frac{3}{4}$ was the total expenses**)
- 4) During Family Day at Marie's School, her brother ran $8\frac{5}{9}$ meters and her dad ran $15\frac{1}{9}$ meters. How far did the two runs? (**$23\frac{2}{3}$ meters were the total distance**)
- 5) Anton hiked for $2\frac{1}{2}$ hours on Saturday, $3\frac{1}{4}$ hours on Sunday. How many hours did Anton hike for two days? (**$5\frac{1}{2}$ hours were the total Anton hiked for two days**)



Assessment

Do the test below apply what you have learned on the previous activities.

Directions: Choose the letter of the correct answer on a separate answer sheet.

- 1) Martin bought $5\frac{1}{2}$ m of white cloth and $\frac{2}{5}$ m of blue cloth. How many meters of cloth did he buy in all?
A. $5\frac{5}{6}$ B. $5\frac{7}{8}$ C. $5\frac{9}{10}$ D. $5\frac{11}{12}$
- 2) Anna needs $3\frac{3}{4}$ kg of sugar for her shake. If she had $1\frac{1}{2}$ kg in her house, how many kilograms of sugar does she need to buy?
A. $1\frac{1}{4}$ B. $2\frac{1}{4}$ C. $3\frac{1}{4}$ D. $4\frac{1}{4}$
- 3) Samantha prepared juice. She mixed $1\frac{1}{2}$ liter of orange juice and 3 liters of mango juice. What was the total number of liters that she mixed?
A. $4\frac{1}{2}$ B. $2\frac{3}{4}$ C. $3\frac{1}{2}$ D. $1\frac{3}{4}$
- 4) Mary bought a chocolate cake. She ate $\frac{1}{8}$ of it. How much chocolate was left?
A. $\frac{5}{8}$ B. $\frac{6}{8}$ C. $\frac{7}{8}$ D. $\frac{8}{8}$
- 5) Kathy's kitten weighs $\frac{1}{2}$ kilogram. Sam's puppy is $\frac{3}{4}$ kilogram. What is the total weight of the two animals?
A. $1\frac{1}{4}$ B. $1\frac{1}{2}$ C. $1\frac{3}{4}$ D. $2\frac{1}{4}$
- 6) Alyssa has 2 meters of ribbon. If she cuts $1\frac{2}{5}$ meters of ribbon, how many meters of ribbon is Alyssa left with
A. $\frac{2}{5}$ m B. $\frac{4}{5}$ m C. $\frac{2}{5}$ m D. $\frac{1}{5}$ m
- 7) Lita's pitcher of water is $\frac{1}{2}$ L full. If she adds $\frac{1}{4}$ L, how many L of water does she have now?
A. $\frac{2}{4}$ B. $\frac{3}{4}$ C. $\frac{2}{6}$ D. $\frac{4}{4}$
- 8) Alex ordered 10 kilograms of rice. Only $5\frac{1}{2}$ kilograms of rice were delivered. How many kilograms of rice were left undelivered?
A. $3\frac{1}{2}$ kg B. $5\frac{1}{2}$ kg C. $3\frac{1}{2}$ kg D. $4\frac{1}{2}$ kg

- 9) Josie needs $3\frac{1}{4}$ cups of flour for the plain cake and $2\frac{1}{3}$ cups for the pineapple sponge cake. How many cups of flour does she need in all?
- A. $6\frac{7}{12}$ B. $5\frac{7}{12}$ C. $4\frac{7}{12}$ D. $3\frac{7}{12}$
- 10) Hanna used $\frac{1}{4}$ kg ground meat for spaghetti and $\frac{2}{3}$ kg for the hamburger. How much meat did she use?
- A. $\frac{9}{12}$ kg B. $\frac{8}{12}$ kg C. $1\frac{11}{12}$ kg D. $1\frac{11}{12}$ kg



Additional Activities

Directions: Choose the letter of the correct answer. Do this in your activity notebook.

- 1) Mrs. Zamora had $6\frac{1}{4}$ meters of red cloth. Carla asked $1\frac{3}{4}$ of it for her dress. How many meters of cloth were left?
- A. $4\frac{1}{8}$ B. $4\frac{1}{4}$ C. $4\frac{1}{2}$ D. $4\frac{3}{4}$
- 2) Geraldine gives $\frac{1}{3}$ of a pan of brownies to Susan and $\frac{1}{6}$ of the pan of brownies to Patrick. How much of the pan of brownies did Geraldine give away?
- A. $\frac{1}{8}$ B. $\frac{1}{4}$ C. $\frac{1}{2}$ D. $\frac{3}{4}$
- 3) Pam walks $3\frac{7}{8}$ miles to school. Paul walks $2\frac{1}{4}$ miles to school. How much farther does Pam walk than Paul?
- A. $1\frac{1}{4}$ B. $1\frac{2}{5}$ C. $1\frac{4}{7}$ D. $1\frac{5}{8}$

- 4) On Friday, In Mrs. Diaz's class, many students were missing. $\frac{1}{8}$ of the class went to a basketball tournament and $\frac{3}{6}$ were sick. How many students are absent on that day?
- A. $\frac{5}{8}$ B. $\frac{6}{8}$ C. $\frac{7}{8}$ D. $\frac{8}{8}$
- 5) Marly made two types of cookies. She used $1\frac{3}{4}$ cup of sugar for one recipe and $3\frac{4}{7}$ cup for the other. How much sugar did she use in all?
- A. $5\frac{8}{28}$ B. $5\frac{9}{28}$ C. $5\frac{10}{28}$ D. $5\frac{11}{28}$
- 6) Mom bake 2 whole homemade cheesy pizza; how many could have an equal share if it will be sliced to $\frac{1}{2}$?
- 6.1 If she had 8 visitors, what part of pizza will each one had an equal part?
- 6.2 If mom will cut the pizza into $\frac{1}{5}$ slices, to how many visitors would it be enough of the 2 whole homemade pizza?



Answer Key

What's New

- a. Number of hours Raul work for the weekend
b. $5\frac{3}{4}$ on Saturday and $2\frac{3}{4}$ on Sunday
- c. Addition
d. $5\frac{3}{4} + 2\frac{3}{4} = N$
e. $5\frac{3}{4} + 2\frac{3}{4} = 5\frac{12}{9} + 2\frac{6}{8} = 7\frac{12}{12} = 7\frac{5}{12}$ hours or $8\frac{5}{12}$ hours
- a. Number of miles Angelika hike in all
b. $4\frac{8}{3}$ miles one day and $2\frac{1}{5}$ miles the next day
- c. Addition
d. $4\frac{3}{8} + 2\frac{1}{5} = N$
e. $4\frac{3}{8} + 2\frac{1}{5} = 4\frac{15}{40} + 2\frac{8}{40} = 6\frac{23}{40} = 6\frac{11}{16}$ miles

What I Can Do

- $1.4\frac{1}{4}$ False
- $1\frac{12}{12}$ True
- $3\frac{4}{3}$ True
- $2.3\frac{3}{2}$ True
- $5\frac{5}{3}$ False

Additional Activities

- $1.4\frac{1}{2}$
- $2\frac{6}{1}$
- $3\frac{1}{5}$
- $4\frac{8}{5}$
- $5\frac{5}{9}$

6.1 4 persons could have $\frac{1}{2}$ share each

For 8 = $\frac{1}{4}$ each equal part

6.2 10 persons/visitors

Assessment

- C
- BB
- A
- C
- A
- C
- B
- D
- B
- D

What I Know

- C
- B
- A
- C
- A
- C
- B
- D
- B
- D

What's More

A.

- $\frac{8}{17}$
- $\frac{24}{17}$
- $7\frac{15}{2}$
- $11\frac{31}{40}$
- $4\frac{13}{20}$

B. 1)

- Weight of Tony and Jun compared to Ben
b. Ben weighs $44\frac{1}{2}$ kg, Tony weighs $41\frac{5}{8}$ kg and Jun weighs $22\frac{1}{4}$ kg
- c. Addition and Subtraction
d. $(41\frac{5}{8} + 22\frac{1}{4}) - 44\frac{1}{2} = N$
e. $(41\frac{5}{8} + 22\frac{1}{4}) - 44\frac{1}{2} = (41\frac{5}{8} + 22\frac{2}{8}) - 44\frac{4}{8} = 63\frac{7}{8} - 44\frac{4}{8} = 19\frac{3}{8}$ kg
- 2 people shares chocolate bar = $\frac{1}{2}$ equal share each
3 people = $\frac{1}{3}$ equal share
Liza had $\frac{1}{2}$ = shred two of her friends will have $\frac{1}{4}$ each equal share.

What I Have learned:

- Measure of the tablecloth after cutting the edge.
b. Length tablecloth = $3\frac{1}{8}$ m; stained part = $\frac{3}{8}$
c. Subtraction
d. $3\frac{1}{8} - \frac{3}{8} = N$
e. $3\frac{1}{8} - \frac{3}{8} = 2\frac{9}{8} - \frac{3}{8} = 2\frac{6}{8}$ or $2\frac{3}{4}$

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