Review & Enrichment

Week of May 18 & 25

5th Grade

Student Name _____

Teacher Name _____

If possible, please return paper copies to drop boxes at food distribution sites or if using online access email teacher upon completion.

Name _____ Date _____

Reading and Analyzing Text

Read the passage "In the News" and the newsletter "All the Neighborhood News" before answering Numbers 1 through 18.

In the News

"Hamilton, is your article finished yet?" Grady called as he looked through the papers on the floor. He was sorting the group's articles into piles. One pile had articles about the topic "Neat Stuff Our Neighbors Do"; another pile was for the topic "Neighborhood Happenings"; and the third pile was for Grady to sort later.

Hamilton brought another sheet of paper to Grady and said, "This article is current, so I think we should use it now." Grady put the article on the proper pile. Meanwhile, Jenna and Ava were working diligently at the computer. They were excited about the first issue of the group's new publication.

The friends had decided it would be fun if they wrote and produced a monthly newsletter for their neighborhood. They figured it would be a terrific way for people to learn about important neighborhood events, and it would also give everyone a new way to get to know each other a little better.

From a desk in the corner of the room, Maria reminded the staff, "We will launch the first issue on Friday, which means all articles must be submitted to Ava." She will position the articles in the design, and Jenna can make any necessary changes to the content so that it fits."

"I am sure we will meet our deadline!" Grady said, and everyone caught his enthusiasm.

On Saturday morning, all the neighbors found the result of the friends' hard work on their doorsteps.

All the Neighborhood News

Who Does What?

If you peek out your window around six o'clock in the morning, you might glimpse a curious sight. **Mr. Woodrow** might be in your front yard carrying a plastic bag! Do not be alarmed! He is just looking for old birds' nests that may have fallen during the night. Did you know he collects the nests and recycles them to make wonderful decorations? He crafts tiny scenes inside, often depicting birds doing human-like tasks. Ask to see his work, and you will want one for yourself!

Book enthusiast **Maddie McGwee** owns hundreds of children's books. At only age seven, she's well on her way to acquiring the largest collection of children's books in the neighborhood. She loves to read aloud to anyone who is willing to listen to a good story.

The next time you visit the home of **Dale and Donna Schmidt**, ask to see their new patio. As soon as you step onto their patio, you will feel like you are at a fiesta! They have built it in a style similar to something you might find in Mexico! You will love the bright colors, comfortable lawn chairs, and lively music they play. You can spend an hour looking at their collectibles and still not see everything. You will feel happy just being there! The butterflies seem to love it, too, as they flit from one bright pot of flowers to another.

Carol Starr is our local inventor! You might be wondering what that unusual piece of equipment is in her yard. We are, too! All we can report at this time is that Carol is working on a new invention. In the next issue, we'll let you know what she made and how it works.

The **Chang family** members all volunteer at the animal shelter every Sunday. They give regular workers some time off to be with their own families. They say that their volunteer work is more fun than anything else they do together. The animals love them and are always happy to see them. Luan, the youngest child in the family, says they make her laugh, and she loves to hear the kittens purr.

Who Needs Help?

Jason Hellerman is leading the drive to clean up the empty lot next to his family's house. Let's participate in this important activity on **Saturday, June 7**, so that children in our community will be able to use that area to play games. Remember to bring your work gloves and eye protection and to wear appropriate clothing. This is Jason's fourth project to help improve the neighborhood. In the fall, he will be starting the sixth grade. Consequently, we think he has a future as a group leader!

On the afternoon of June 22, **Mrs. Franklin** requires some help with polishing all her antique silverware, which is an enormous job! She promises to reward anyone who comes to help out with homemade lemonade and cookies.

Continued on next page

Who Needs Help *continued*

You might already know that **Mr. Madison** is moving. He will be packing up all his belongings next **Friday and Saturday, May 23 and 24.** We will miss him terribly, but he is looking forward to living closer to his relatives. If you can carefully wrap things and put them into boxes, he would welcome your assistance.

We hope you enjoyed this edition of our new neighborhood newsletter!

Let us know if you have some suggestions to make it better.

NOTE: *All the Neighborhood News* needs YOUR news! Please submit your ideas or happenings to Maria, Grady, Hamilton, Jenna, or Ava. Then be sure to read each edition, because you never know when YOUR name will appear in the news!

Now answer Numbers 1 through 18 on your Answer Sheet. Base your answers on the passage "In the News" and the newsletter "All the Neighborhood News."

1 Read this dictionary entry.

current (KUR-uhnt) ***adjective***

1. most recent
2. widespread; popular
3. publicly known
4. running; flowing

Read this sentence from the passage.

> **Hamilton brought another sheet of paper to Grady and said, "This article is current, so I think we should use it now."**

Which meaning best fits the way the word *current* is used in the sentence above?

A. meaning 1

B. meaning 2

C. meaning 3

D. meaning 4

2 Read this sentence from the passage.

They were excited about the first issue of the group's new publication.

What does the word *publication* mean in the sentence above?

F. office

G. computer

H. printed work

I. article design

3 How does the third-person point of view of the passage influence how events are described?

A. Readers witness the making of the newsletter from Hamilton and Grady's perspectives.

B. Readers sense all of the friends' feelings and excitement as they work on the newsletter.

C. Readers must infer what each of the friends is thinking about as they put their articles together.

D. Readers experience the thoughts and reactions of all the neighbors as they read the newsletter.

4 Read this sentence from the passage.

The friends had decided it would be fun if they wrote and produced a monthly newsletter for their neighborhood.

In the sentence above, the word *produced* means

F. created.

G. delivered.

H. found.

I. sold.

5 Read this sentence from the passage.

> **From a desk in the corner of the room, Maria reminded the staff, "We will launch the first issue on Friday, which means all articles must be submitted to Ava."**

What does the word *launch* mean in the sentence above?

A. make a start

B. jump forward

C. send into space

D. throw into the air

6 Read this sentence from the passage.

> **From a desk in the corner of the room, Maria reminded the staff, "We will launch the first issue on Friday, which means all articles must be submitted to Ava."**

Based on her words, what can the reader best conclude about Maria?

F. She is new to the group.

G. She is a leader in the group.

H. She has strong writing skills.

I. She writes most of the articles.

7 Read this sentence from the passage.

> **"We will launch the first issue on Friday, which means all articles must be submitted to Ava."**

Which word has the same base word as the word *submitted* in the sentence above?

A. mitten

B. submarine

C. submitting

D. summit

8 Why did the author position the passage "In the News" immediately before the newsletter "All the Neighborhood News"?

F. to show how the friends first came up with the idea for the newsletter

G. to show the relationships between the friends and their many neighbors

H. to show how the friends went about gathering the news for the newsletter

I. to show the work the friends did to put the neighborhood newsletter together

9 Why is the section *Who Does What?* important to the newsletter?

A. It persuades readers to start a book collection.

B. It tells a story about families that live together.

C. It gives interesting information about neighbors.

D. It criticizes people who live in the neighborhood.

10 Read this sentence from the newsletter.

> **Did you know he collects the nests and recycles them to make wonderful decorations?**

What does the word *recycles* mean in the sentence above?

F. uses again

G. already uses

H. does not use

I. uses too much

11 Read this sentence from the newsletter.

> **At only age seven, she's well on her way to acquiring the largest collection of children's books in the neighborhood.**

Which word has the same suffix as the word *largest* in the sentence above?

A. digest

B. houseguest

C. quickest

D. request

12 Read this sentence from the newsletter.

> **At only age seven, she's well on her way to acquiring the largest collection of children's books in the neighborhood.**

The word *acquiring* comes from the Latin root meaning

F. keep.

G. obtain.

H. read.

I. search.

13 Read this sentence from the newsletter.

> **As soon as you step onto their patio, you will feel like you are at a fiesta!**

Why does the author compare stepping onto the Schmidts' patio to attending a fiesta?

A. to show the festive atmosphere of the Schmidts' patio

B. to illustrate activities that the Schmidts offer on their patio

C. to suggest that the Schmidts have frequently visited Mexico

D. to imply that the Schmidts have invited all of the neighbors to visit

14 Read this sentence from the newsletter.

> **You can spend an hour looking at their collectibles and still not see everything.**

What does the word *collectibles* mean in the sentence above?

F. someone who collects things

G. a place to display a collection

H. items that are worth collecting

I. a way of organizing a collection

15 Read this sentence from the newsletter.

> **All we can report at this time is that Carol is working on a new invention.**

Which of these shows the correct way to stress the syllables in the word *invention* in the sentence above?

A. in • VEN • tion

B. in • ven • TION

C. IN • ven • tion

D. IN • ven • TION

16 Read this sentence from the newsletter.

> **Consequently, we think he has a future as a group leader!**

The Latin origin of the word *consequently* means

F. send forth.

G. turn around.

H. follow closely.

I. guide carefully.

17 Which of the following best describes the theme of the passage and newsletter?

A. Being informed about issues helps people make better decisions.

B. It is important for people to study and learn about different cultures.

C. Learning about one another is a good way to strengthen a community.

D. Not all team members contribute the same skills, but they contribute equally.

18 Why did the author write this passage and newsletter?

F. to show readers how newsletters are published

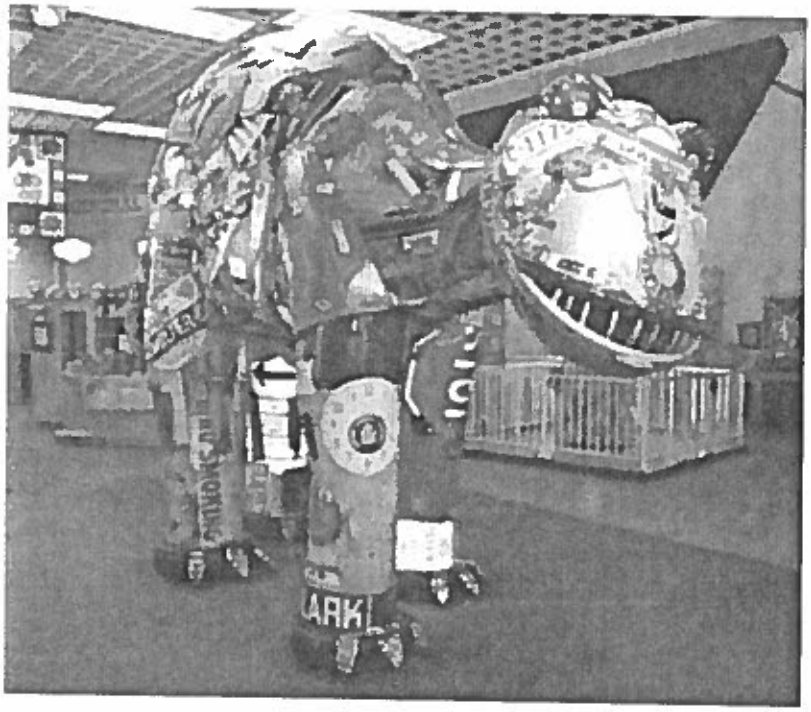
G. to describe a plan to improve the neighborhood

H. to persuade readers to write their own newsletters

I. to tell a story about children working together to reach a goal

A Ton of Trash

A group of fourth graders witnessed firsthand proof that one person's junk is another person's treasure. *Weekly Reader* joined the students on their visit to the Garbage Museum in Stratford, Connecticut, where a giant, multicolored dinosaur molded out of garbage towered above them.



Don Heiny/Weekly Reader

The Trash-o-saurus was made out of a ton of trash, including false teeth, license plates, and tires.

Trash-o-saurus was sculpted out of a ton of trash! That is equal to 2,000 pounds of garbage-the amount of trash each person, on average, threw away each year in the late 2000s. Philadelphia artist Leo Sewell scoured city dumps and created *Trash-o-saurus* out of old junk, from false teeth and license plates to toys, tires, and tennis rackets.

"I think the dinosaur is one of the coolest things I've ever seen," said fourth grader Jahkwe Aquart from Park City Magnet School in Bridgeport, Connecticut. His classmate Julie Pham, 9, agreed. "Instead of throwing away our garbage, we can reuse it."

That is exactly the point. "The museum shows what happens to our trash, how we can reduce

our trash, and what we can do instead of throwing our trash away," said museum director Sotoria Montanari.

Garbage Trail

Americans created more garbage than ever before in the 2000s. In the early 1900s, most items were packed in containers that could be used again. In the 2000s, most of the food people bought, from cereal to milk, came in boxes and cartons that could be thrown away.

So what happens to trash after it is tossed out? Some trash ends up in **landfills**. In a landfill, garbage gets buried between layers of soil. Because many states have been running out of room for landfills, more and more garbage goes to **waste-to-energy** (or resource-recovery) plants. At these plants, garbage is burned and converted into electricity that people use to power their lights, TVs, and video games.

The Three R's

World Almanac for Kids

Plastic bottles can be recycled at centers like this one

Garbage is a form of solid waste. The Garbage Museum and its recycling plant, which are run by the Connecticut Resources Recovery Authority, provide visitors with ideas to cut down on solid waste. One way is to **reduce**, or make less, trash-by throwing away fewer napkins when you eat, for instance. Another way is to **reuse**, or find new uses for, old items. Paper bags, for example, can be reused to make book covers or wrap gifts.

People also help decrease their solid wastes when they **recycle**. Recycling refers to putting old objects, such as glass, plastic bottles, newspapers, and aluminum cans through a special process so that they can be used again.

Recycling has many benefits. Did you know that recycled plastic soft-drink bottles can be

made into park benches, carpeting, and backpacks? The more people recycle, the less garbage ends up in landfills or waste-to-energy plants.

Recycling also helps protect **natural resources**, or materials from Earth. To make an aluminum can from scratch, for example, the metal needs to be mined from the ground. That process harms the land and pollutes the air and water. Making aluminum cans from recycled cans uses 95 percent less energy and protects Earth's natural resources. In fact, the energy saved each year from recycled cans could light Washington, D.C., for nearly four years!

As part of their visit, the fourth graders got a look at the museum's recycling center. Here, they discovered that one **bale**, or bundle, of recycled newspapers can save 17 trees! The message seems to have stuck with 9-year-old Arron Smith. "When you recycle, you save trees and animals' homes."

Name: _____ Date: _____

1. The author wrote this

A. to explain the negative consequences to recycling.
B. to get towns to expand their recycling centers.
C. to get the reader to reuse, reduce and recycle.
D. to invite the reader to the Garbage Museum.

2. The following is an example of reducing:

A. bringing newspapers to a recycling center.
B. using plastic bags as small garbage bags.
C. using less water when you shower.
D. all of the above.

3. The following is an example of reusing:

A. using fewer napkins when you eat.
B. using less water when you brush your teeth.
C. bringing cans back to a recycling center.
D. washing zip top bags after use so they can be used again.

4. People made more trash in the 2000s than before. This is because

A. food had more packaging than in the early 1900s.
B. there were more people than in the early 1900s.
C. there were more stores than in the early 1900s.
D. landfills were bigger than in the early 1900s.

5. Give an example of recycling.

_____

_____

_____

_____

Read the article "When You Grow Up" before answering Numbers 19 through 35.

When You Grow Up

What is your favorite activity or interest? Do you have any hobbies that you enjoy? When you become an adult, you might choose a career that matches one of your favorite things to do. Research shows that many people are happiest when they do work that they love.

If you spend a lot of time listening to music, you might enjoy being a disc jockey, or DJ. A DJ is the person who plays the songs you hear on the radio. A disc jockey may also interview famous guitar players or read the news on the radio show. Doing interviews can make this job very exciting. If you are interested in becoming a DJ, contact a local radio station. You might be able to work as a volunteer at the station and see real DJs at work. Later, you might go to broadcasting school to learn how to use the equipment that DJs use, how to interview people, and how to make use of other tricks of the trade.

Do you enjoy spending time outdoors away from big cities? As a park ranger, you could work outside much of the time. A park ranger's duties include caring for the wildlife that lives in the park, keeping park visitors safe, and monitoring the threat of forest fires and other hazards. It is extremely important and rewarding work. To learn more, contact your local park to see if you can shadow a ranger for a day. If you do decide to become a park ranger, you might go to a college or university to study wildlife and plants.

Maybe you feel a special connection with animals and want to help them. If so, you might love being a veterinarian. As a veterinarian, you would treat sick or injured animals. The best part is that you would not only be helping the animals, but also the animals' owners. They would be so grateful that you helped their pets! If you'd prefer to concentrate on working with wild animals, you could work in a zoo or a wildlife refuge. Whichever path you take, you will need to attend veterinary school.

Do you always want to find out what is happening in your community? You might think about a career as a journalist. Journalists often investigate important issues and current events. They can work for newspapers, magazines, web sites, or television stations. If your school has a newspaper or television station, contact the editor or manager and see if there are any opportunities for you to help. Later, you could study journalism at a college or university to learn how to ask questions to get the story and how to best deliver the information to your audience.

As you can see, your career choices are almost endless. Just about any interest can help you determine the job you will enjoy doing every day. Remember that in any job, you will need to know how to read, write, think clearly, and solve problems. For many of the jobs above, you will also need some formal education. If you master these skills and learn what is required, you will be all set to find a job that fits you like a glove.

If you are still undecided, don't worry. You still have plenty of time to figure out what you will do when you grow up.

Now answer Numbers 19 through 35 on your Answer Sheet. Base your answers on the article "When You Grow Up."

19 All of the following are main ideas included in the article EXCEPT

A. there are a wide variety of career opportunities available.

B. it is important to choose a career that best suit one's interests.

C. previous paid work experience is important when choosing a career.

D. skills, such as clear-thinking and problem-solving are important in any job.

20 Read this sentence from the article.

> **When you become an adult, you might choose a career that matches one of your favorite things to do.**

What does the word *career* mean in the sentence above?

F. activity

G. chore

H. job

I. worker

21 What idea does the author use to support the point that readers should choose a career based on their hobby or interest?

A. By working as a volunteer, you can learn a lot about any job.

B. For many jobs, you will need to go to a college or university.

C. Research shows that people are happiest if they do work that they enjoy.

D. You must know how to read, write, think clearly, and solve problems for any job.

22 Read this sentence from the article.

> **A disc jockey may also interview famous guitar players or read the news on the radio show.**

What does the word *guitar* mean in the sentence above?

F. a team sport

G. a recording of a song

H. a stringed musical instrument

I. a new kind of computer game

23 Read this dictionary entry.

trade (trayd) ***verb***
1. to buy or sell
2. to barter

noun
3. market
4. business

Read this sentence from the article.

> **Later, you might go to broadcasting school to learn how to use the equipment that DJs use, how to interview people, and how to make use of other tricks of the trade.**

Which meaning best fits the way the word *trade* is used in the sentence above?

A. meaning 1

B. meaning 2

C. meaning 3

D. meaning 4

24 Which sentence from the article states a fact?

F. "If so, you might love being a veterinarian."

G. "It is extremely important and rewarding work."

H. "Doing interviews can make this job very exciting."

I. "A DJ is the person who plays the songs you hear on the radio."

25 Why does the author focus on describing four specific types of careers rather than giving a general overview of career choices?

A. The author wants to share information about careers unfamiliar to readers.

B. The author wants to describe careers that all readers would be interested in.

C. The author wants to show readers that careers can be based upon what they most enjoy doing.

D. The author wants to encourage readers to pursue careers that require college or university training.

26 Read this sentence from the article.

If you'd prefer to concentrate on working with wild animals, you could work in a zoo or a wildlife refuge.

What does the word *concentrate* mean in the sentence above?

F. draw

G. focus

H. search

I. think

27 In each paragraph that discusses a specific type of career, the author discusses

A. the benefits and drawbacks of the career.

B. the starting and ending salary for the career.

C. the duties and training that can be involved with the career.

D. the jobs and experiences that can help someone in that career.

28 Read this sentence from the article.

Journalists often investigate important issues and current events.

What does the word *issues* mean in the sentence above?

F. countries

G. famous people

H. matters to discuss

I. helpful suggestions

29 Read this sentence from the article.

Journalists often investigate important issues and current events.

Which word has the same base word as the word *investigate*?

A. gates

B. investigating

C. invading

D. vests

30 Read this sentence from the article.

They can work for newspapers, magazines, web sites, or television stations.

What does the word *sites* mean in the sentence above?

F. grounds

G. installs

H. locates

I. pages

31 Read this sentence from the article.

> **As you can see, your career choices are almost endless.**

What does the word *endless* mean?

A. end again

B. ending soon

C. without end

D. too many ends

32 Read this sentence from the article.

> **If you master these skills and learn what is required, you will be all set to find a job that fits you like a glove.**

What does the author mean by the phrase *fits you like a glove*?

F. is perfect for you

G. is challenging for you

H. meets your expectations

I. prepares you for a career

33 Which sentence from the article states a fact?

A. "Do you always want to find out what is happening in your community?"

B. "They can work for newspapers, magazines, web sites, or television stations."

C. "If you spend a lot of time listening to music, you might enjoy being a disc jockey, or DJ."

D. "The best part is that you would not only be helping the animals, but also the animals' owners."

34 How does the author support the point that it is okay for readers to be undecided about a career?

F. by explaining that changing careers can help readers decide on a career

G. by giving tips about what readers can do to learn about different careers

H. by explaining that there is still lots of time for readers to decide on a career

I. by giving examples of people who were once undecided about their careers

35 Read this sentence from the article.

If you are still undecided, don't worry.

What does the word *undecided* mean?

A. decide again

B. did not decide

C. before deciding

D. decide incorrectly

36. What career are you most interested in having? Write 5-8 sentences to explain what career you would most like to have and why.

All in a Day's Work

by Chris Hayhurst

Thinking about what jobs are out there? Health care could be a great fit for you.

Ever think about what kind of work you'd like to do someday? If you think you would like helping people, health care is a terrific career to think about.

The future of health care careers is bright. That's the latest prediction from the U.S. Department of Labor. Jobs in pharmacy, physical therapy, and cardiovascular technology are all on its list of fastest-growing careers. That's not going to change anytime soon. By 2016, the department reports, there will be 3 million new health-care jobs in the United States. That's more than in any other industry.

Here is a look at just a few of the many interesting jobs in the field.

Physical Therapist

Physical therapists help people manage and recover from all kinds of injuries and conditions. They have an expert understanding of how the body moves.

Education required: master's degree

Where they work: private clinics, schools, nursing homes, rehabilitation centers

Featured pro: Guy Lev, Alameda County Medical Center, Oakland, Calif.

About his work: "Every day I meet new people. It's nice developing great relationships while knowing I'm helping them get back on their feet."

Lev, in his fourth year of work after receiving his Doctor of Physical Therapy degree, has seen it all: spinal cord injuries, broken bones-the works. "It's an amazing job," he says, "but it's also challenging. It's always way more complicated than 'OK, your shoulder hurts, let's do some exercises.' You've really got to think."

Physician Assistant

Physician assistants (PAs) practice medicine under the supervision of doctors. Conducting physical exams, interpreting tests, and writing prescriptions are all part of the job.

Education required: master's degree

Where they work: anywhere a doctor would

Featured pro: Jason McGrade, Lenox Hill Hospital, New York

About his work: "I'm the second set of hands for the surgeon," says McGrade, the hospital's associate chief PA in *cardiothoracic* (heart and chest) surgery. An example is when the team does a procedure in which a vein or an artery is taken from an arm or a leg to replace a damaged one closer to the heart. McGrade works on removing the vessel from its old spot while the surgeon opens the patient's chest. "We basically carry out the operation together," he says.

McGrade has other responsibilities too. He visits patients before procedures and tells them what to expect. After surgery, he monitors their progress and makes sure that all is well. "Every day," says McGrade, "there's something new. There's never a dull moment."

Blood Collection Specialist

Blood service professionals are the link between blood donors and people who need blood to survive. They hold blood drives and then help get blood to where it is needed.

Education required: bachelor's degree

Where they work: blood centers

Featured pro: Karen Kish, R.N., American Red Cross, Columbus, Ohio

About her work: "The most rewarding part for me," says Kish, a regional director of collections, "is knowing we've made a difference in someone's life."

Kish oversees up to 30 blood drives daily. A good day yields 750 pints of blood. How do you launch a career like hers? "Start by going to a blood drive with a parent who is donating blood," she says. If it doesn't make you queasy, it may be for you. Kish is a registered nurse, but you don't need to be a nurse to do all the jobs in this field.

Medical Research Scientist

Medical scientists conduct the research that leads to new medicines, treatments, and vaccines. Researchers spend long hours in labs or clinics and write papers about their findings for scientific journals.

Education required: bachelor's degree, M.D. or Ph.D. for advanced positions)

Where they work: universities, private companies, government agencies

Featured pro: Jonathan Fuchs, M.D., M.P.H., San Francisco Department of Public Health and the University of California, San Francisco

About his work: "I run clinical trials of experimental preventive HIV vaccines," says Fuchs. He is director of vaccine studies with the San Francisco Department of Public Health. Clinical trials help

scientists learn whether medicines or vaccines work and whether they are safe for people.

The field of vaccine research, says Fuchs, is wide open, especially when it comes to HIV, the virus that causes AIDS. "We've had some promising developments recently," he says, "but it will still take time to find an effective vaccine." The researchers of tomorrow, he notes, may be the ones to ultimately get it done.

Top Health-Care Jobs

When you think of health care, you may think of doctors and nurses.

Doctors are highly trained medical specialists who spend their days diagnosing and treating all sorts of injuries and illnesses. Nurses provide routine, day-to-day care for patients who have already seen doctors. Doctors and nurses are in high demand and are projected to be even more so in the coming years. Experts predict a shortage of 40,000 doctors by 2020 and 260,000 nurses by 2025.

Other health-care jobs with strong growth projection through 2016 and beyond:

- Home health aides
- Medical assistants
- Substance abuse and behavioral disorder counselors
- Pharmacy technicians
- Dental hygienists
- Dental assistants

Degrees Deciphered

Bachelor's degree (B.S./B.A.) received after four years of college study

Master's degree (M.S./M.A.) advanced study after college

M.P.H. master's degree in public health

Ph.D. study beyond a master's degree; stands for Doctor of Philosophy

M.D. degree held by medical doctors; typically requires four years of study beyond college followed by additional on-the-job training

R.N. registered nurse; earning a license requires training and passing an exam

Scrubbing In

Francesca Jackson, 15, spent a week of her summer at the SCRUBS Health Career Exploration Camp at Bon Secours St. Francis Hospital in Charleston, S.C. Francesca wants to be an *anesthesiologist*-a doctor who helps patients sleep comfortably (and stay asleep!) during surgery. At the camp, she took classes in CPR and first aid, shadowed professionals on the job, and spent a lot of time in the hospital's neonatology unit with newborn babies. "We got to put on gloves and touch a *placenta*," an organ that nourishes babies before they are born. Francesca says. "That was so cool." After the camp, she continued to volunteer in the pain management department of the hospital, where she works with anesthesiologists.

Courtesy of Scrubs Health Career Exploration Camp

Francesca, left, learns how to help a person having a heart attack.

1. Which location was NOT listed as a place where a health care professional might work?

A. government agency

B. public park

C. private company

D. university

2. The author most likely highlighted health care professions other than doctors and nurses to

A. persuade the reader that other health care careers are better than doctors and nurses

B. demonstrate that in the future, health care industry will only needs Physical Therapists, Physician Assistants, Blood Collection Specialists and Medical Research Scientists

C. show that doctors and nurses are currently in low demand

D. provide information about health care careers about which the reader may not have known

3. Which of the following conclusions about the health care field is supported by the passage?

A. Most people make a lot of money in the health care field.

B. More people need to work in the health care field.

C. Technology will replace workers in the health care field.

D. There are only a few different jobs in the health care field.

4. Read the following sentence:

"Doctors and nurses are in high demand and are projected to be even more so in the coming years."

The word **projected** means

A. predicted

B. analyzed

C. researched

D. recalled

5. Which statement best reflects the main idea of the passage?

A. Most health care careers require a M.D.

B. There are many opportunities in the health care industry.

C. Health care careers are in low demand.

D. Physical Therapists treat injuries.

6. Why do health care careers have a bright future?

_____

_____

_____

7. Francesca Jackson was able to attend a special Health Career Exploration camp and volunteer in a hospital. How could experiences like Francesca's, help other teens interested in a health career?

_____

_____

_____

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

_____ the health care industry growing, health care careers are expected to increase by the millions in the next several years.

A. Also

B. Even though

C. As a result of

D. Although

How Do I Find Common Denominators to Add or Subtract?

1) Use a T-Chart and the Least Common Multiple

$$\frac{2}{3} + \frac{4}{5} =$$

$$\frac{2}{3} \times \frac{5}{5} = \frac{10}{15}$$

$$\frac{4}{5} \times \frac{3}{3} = \frac{12}{15}$$

3	5
1 ➡ 3	5 ⬅ 1
2 ➡ 6	10 ⬅ 2
3 ➡ 9	15 ⬅ 3
4 ➡ 12	20
5 ➡ 15	25
18	30
21	35
24	40
27	45

Multiply the numerator AND the denominator by the number of times multiplied to get a common denominator

Add the numerators

$$\frac{10}{15} + \frac{12}{15} = \frac{22}{15}$$

Denominators stay the same

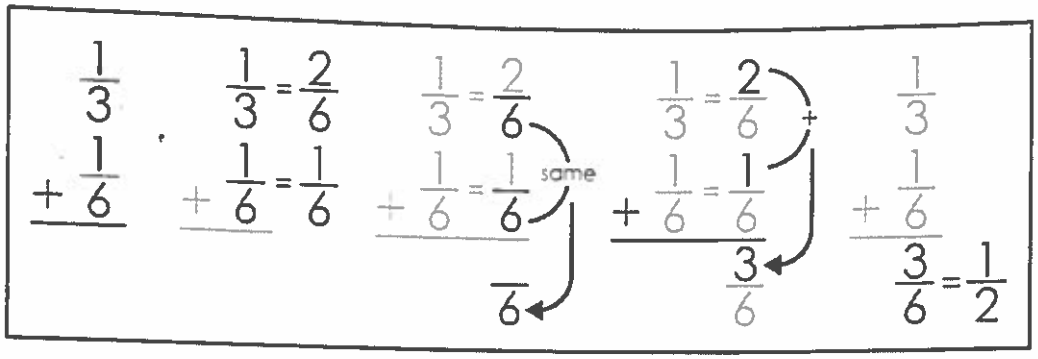
List the first 9 multiples of each DENOMINATOR

Find the FIRST number they share!

Name: _____

Adding Fractions

with the Unlike Denominator, Requires Simplifying



Add the fractions and simplify the answers.

a. $\frac{2}{12} + \frac{4}{6}$

b. $\frac{4}{8} + \frac{1}{4}$

c. $\frac{3}{5} + \frac{2}{10}$

d. $\frac{1}{3} + \frac{3}{9}$

e. $\frac{2}{10} + \frac{2}{5}$

f. $\frac{3}{6} + \frac{2}{12}$

g. $\frac{1}{2} + \frac{1}{10}$

h. $\frac{1}{6} + \frac{1}{3}$

i. $\frac{1}{6} + \frac{4}{12}$

j. $\frac{1}{4} + \frac{2}{8}$

k. $\frac{1}{5} + \frac{2}{10}$

l. $\frac{4}{14} + \frac{1}{7}$

m. $\frac{1}{4} + \frac{1}{3} + \frac{3}{12}$

n. $\frac{1}{2} + \frac{1}{10} + \frac{1}{5}$

o. $\frac{1}{14} + \frac{2}{7} + \frac{1}{7}$

p. $\frac{1}{8} + \frac{1}{2} + \frac{1}{8}$

Beginner

Practice 18

1. $\frac{2}{5}+\frac{1}{5}=$ (A) $\frac{2}{25}$ (B) $\frac{3}{10}$ (C) $\frac{5}{3}$ (D) $\frac{3}{5}$

2. $\frac{3}{11}+\frac{1}{11}=$ (A) $\frac{4}{22}$ (B) $\frac{4}{11}$ (C) $\frac{11}{4}$ (D) $\frac{3}{121}$

3. $\frac{6}{11}+\frac{1}{11}=$ (A) $\frac{7}{11}$ (B) $\frac{6}{121}$ (C) $\frac{11}{7}$ (D) $\frac{7}{22}$

4. $\frac{2}{11}+\frac{1}{11}=$ (A) $\frac{11}{3}$ (B) $\frac{3}{11}$ (C) $\frac{3}{22}$ (D) $\frac{2}{121}$

5. $\frac{1}{7}+\frac{1}{7}=$ (A) $\frac{1}{49}$ (B) $\frac{2}{14}$ (C) $\frac{2}{7}$ (D) $\frac{7}{2}$

6. $\frac{1}{11}+\frac{1}{11}=$ (A) $\frac{2}{22}$ (B) $\frac{2}{11}$ (C) $\frac{1}{121}$ (D) $\frac{11}{2}$

7. $\frac{5}{7}+\frac{1}{7}=$ (A) $\frac{6}{7}$ (B) $\frac{5}{49}$ (C) $\frac{7}{6}$ (D) $\frac{6}{14}$

8. $\frac{9}{11}+\frac{1}{11}=$ (A) $\frac{11}{10}$ (B) $\frac{10}{11}$ (C) $\frac{9}{121}$ (D) $\frac{10}{22}$

9. $\frac{8}{11}+\frac{1}{11}=$ (A) $\frac{8}{121}$ (B) $\frac{9}{22}$ (C) $\frac{11}{9}$ (D) $\frac{9}{11}$

10. $\frac{1}{5}+\frac{1}{5}=$ (A) $\frac{2}{10}$ (B) $\frac{5}{2}$ (C) $\frac{2}{5}$ (D) $\frac{1}{25}$

Adding Fractions Game!

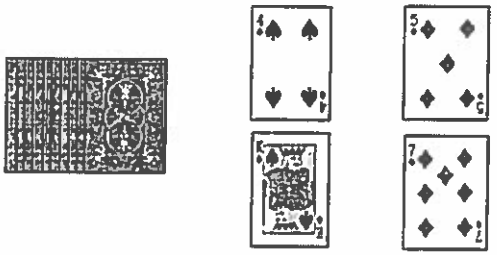
Sum Fractions (Grades 5 – 8)

Players: Groups of two

Materials: Deck of cards, face cards worth ten, Ace worth 1 or 11 (teacher decides), scratch paper

Skill: Adding fractions, multiplication, division, numerator, denominator

How to Play: The two players work as a team as they add fractions. Deal four cards and place them face up. Use the four cards to create two fractions (example: 4, 5, 7, and a King).



For this game, *do not* use improper fractions, but rather make the two largest cards the denominators: 4/10 and 5/7. Players use paper to figure out and record the common denominator and then add the fractions. Reduce answer to its simplest form. 78/70 is reduced to 1 and 4/35.

* This is not a game, but rather an opportunity for students to work collaboratively and manipulate the problems.

Name _____

Reteaching
9-7

Adding Fractions with Unlike Denominators

Danisha ate $\frac{2}{3}$ cup of yogurt at breakfast. She ate $\frac{1}{4}$ cup of yogurt at lunch. How much yogurt did she eat today?

You can add fractions with unlike denominators.

Step 1: Find the least common denominator of the two fractions.

multiples of 3: 3, 6, 9, 12, 15

multiples of 4: 4, 8, 12, 16, 20

$\frac{2}{3} = \frac{8}{12}$ and $\frac{1}{4} = \frac{3}{12}$

Step 2: Once you have equivalent fractions with the same denominator, add the numerators.

$8 + 3 = 11$

So, $\frac{8}{12} + \frac{3}{12} = \frac{11}{12}$.

Step 3: Place the sum over the common denominator and simplify your fraction if possible.

Danisha ate $\frac{11}{12}$ cup of yogurt today.

The Six Days of Summer Vacation

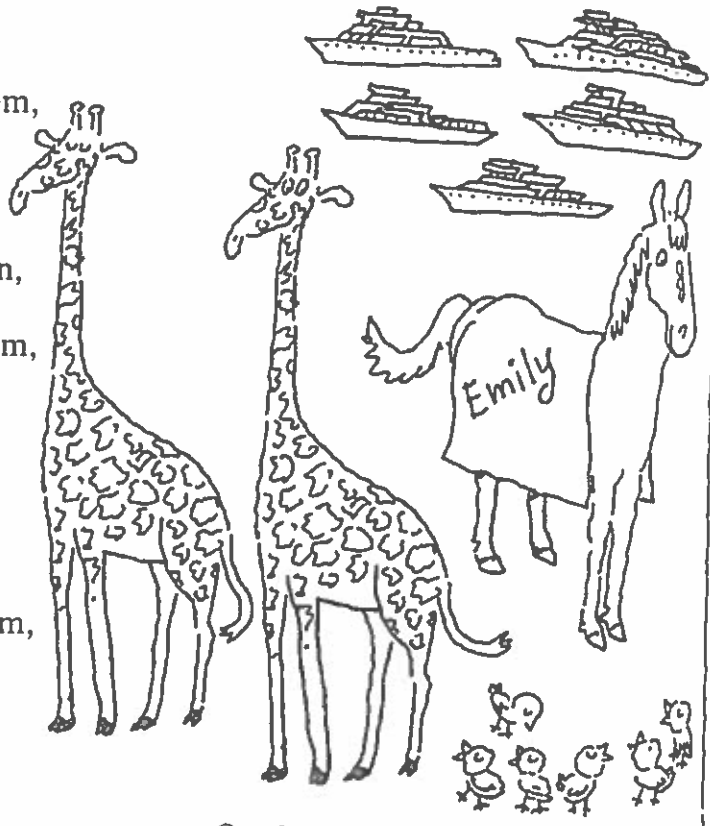
Sung to the tune of "The Twelve Days of Christmas"

Hi, my name is Ruth, and it's time
For our song sing-a-bration.
Would you like to sing a song,
In a voice that's loud and strong,
Called "The Six Days of Summer Vacation"?

On the first day of vacation,
My friend Max gave to me
One ridiculous fractional poem,
And one-half
Of the giraffes
That you see.

On the second day of vacation,
My friend Max gave to me
One ridiculous fractional poem,
Half of the giraffes,
And two-thirds
Of the birds
On this tree.

On the third day of vacation,
My friend Max gave to me
One ridiculous fractional poem,
Half of the giraffes,
Two-thirds of the birds,
And three-fourths
Of a horse
Named Emily.

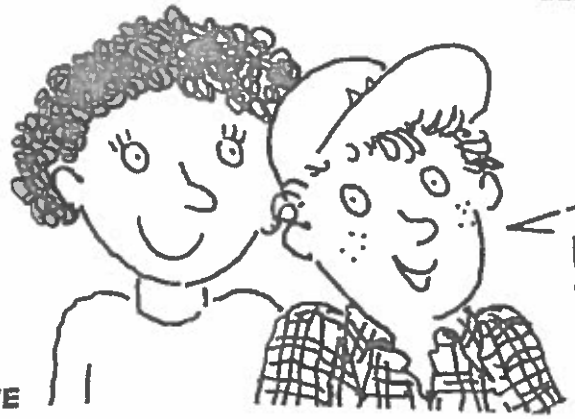


On the fourth day of vacation,
My friend Max gave to me
One ridiculous fractional poem,
Half of the giraffes,
Two-thirds of the birds,
Three-fourths of the horse,
And four-fifths
Of the ships
In the sea.

On the fifth day of vacation,
My friend Max gave to me
One ridiculous fractional poem,
Half of the giraffes,
Two-thirds of the birds,
Three-fourths of the horse,
Four-fifths of the ships,
And five-sixths
Of the baby chicks
That say "cheep!"

Name _____

The Six Days of Summer Vacation



On the sixth day of vacation
You can COLOR everything.
...half of the giraffes.
...two-thirds of the birds.
...three-fourths of the horse.
...two-fifths of the ships.
...five-sixths of the chicks.
And when you're done
Send it to Ruthie and me.

SOLVE

1. How many giraffes do you see in the picture? How many giraffes did Max give to Ruth? Color the giraffes that Max gave to Ruth green.

2. How many birds do you see in the picture? How many birds did Max give to Ruth? Color these birds blue. What fraction of the birds are blue?

_____

3. Color the part of the horse that Max gave to Ruth red. What fraction shows the part of the horse that is red?

_____

4. Color the ships that Max gave to Ruth orange. What fraction of the ships are orange?

_____

5. Color the chicks that Max gave to Ruth yellow. What fraction of the chicks are yellow?

_____

6. Ruth had 6 cars. She gave 4 of them to Max for a gift. What fraction of the cars did Ruth give to Max? Write the fraction in simplest form.

_____

7. Ruth had 12 cars. She gave 9 of them to Max for a gift. What fraction of the cars did Ruth give to Max? Write the fraction in simplest form.

_____

SUPER CHALLENGE Which is more—$\frac{1}{2}$ of 20, or $\frac{2}{3}$ of 15? Explain your answer.

_____

_____

_____

_____

_____

_____

Why?

Hello, my name is Max,
I'm a curious kind of guy.
I have a lot of questions,
And they all begin with *Why*.

For example, here's a sample
Of some things I'd like to know.
It's just a start, but in my heart
I know this list will grow.

Why does $\frac{1}{2}$ equal $\frac{3}{6}$?
Why is the ocean blue?
Why can't you teach old dogs new tricks?
Why is a lie untrue?

Why do stars twinkle and laundry wrinkle?
Why are two halves all?
Why do flowers grow and the wind blow?
Why is a giraffe so tall?

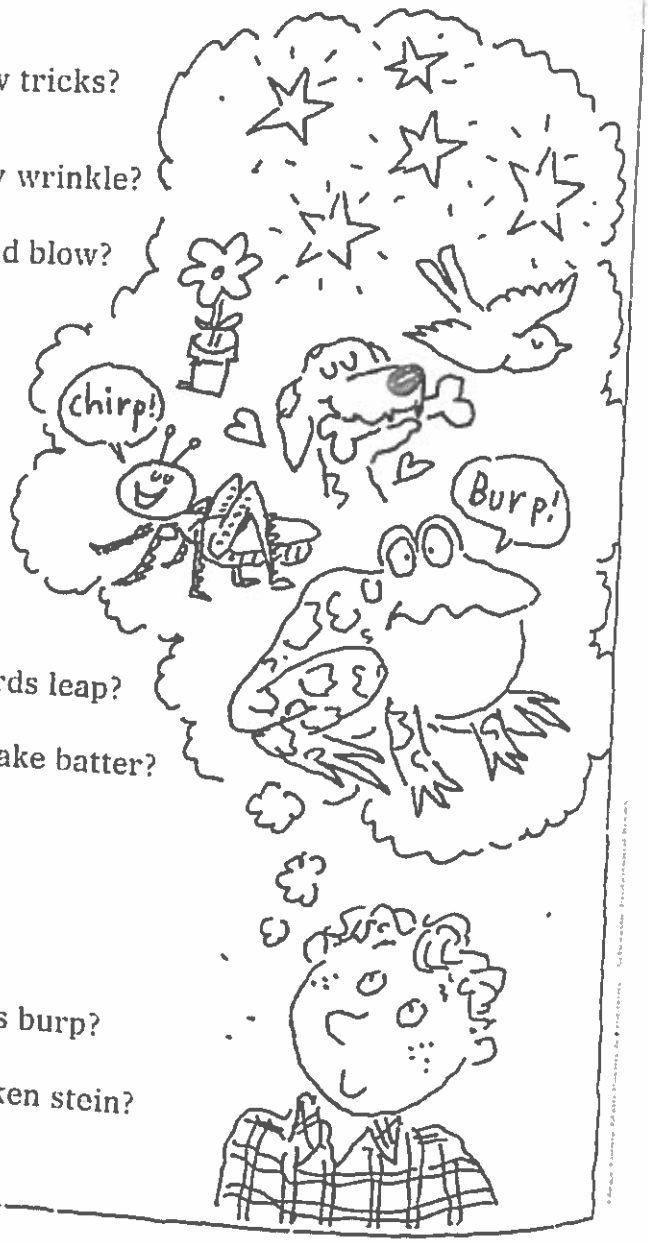
Why is me the opposite of you?
Why is x the unknown?
Why does $\frac{8}{4}$ equal 2?
And why does a dog like a bone?

Why is $\frac{5}{8}$ more than $\frac{1}{2}$?
And why is dust so dirty?
Why can't I fly like a bird?
Why does 10 equal $\frac{1}{3}$ of 30?

Why do chickadees cheep and lizards leap?
Why don't sideburns smoke?
Why do monkeys chatter and pancake batter?
Why don't crocuses croak?

Why does $\frac{9}{12}$ equal $\frac{3}{4}$?
Why do ducks like to float?
Why is south the opposite of north?
Why don't kids get to vote?

Why do crickets chirp and bullfrogs burp?
Why don't dandelions roar?
Why does the moon shine and Franken stein?
Why do eagles soar?



Name _____

Why?

Why do flowers bloom and rockets zoom?
Why is the sun so high?
Why are hamsters small, but most of all,
Why do I always ask **why?**

SOLVE If you need more space, use a second sheet of paper.

1. Why is $\frac{1}{2}$ equal to $\frac{3}{6}$? Draw a picture to explain.

2. Write three other fractions that are also equal to $\frac{1}{2}$.

_____

3. Write two fractions that are equal to 1. Write two fractions that are equal to 2.

_____

4. Explain why $\frac{5}{8}$ is greater than $\frac{1}{2}$. Draw a picture to explain.

5. Write these fractions in order from largest to smallest: $\frac{1}{2}$, $\frac{5}{6}$, $\frac{7}{8}$, $\frac{3}{4}$.

_____

6. What is the lowest common denominator of the fractions $\frac{1}{4}$ and $\frac{1}{6}$?

_____

7. What is the sum of $\frac{1}{4}$ and $\frac{1}{6}$? What is the difference between $\frac{1}{4}$ and $\frac{1}{6}$?

_____

_____

8. Which of these sums is greater than 1: $\frac{1}{5} + \frac{1}{4}$ or $\frac{5}{6} + \frac{1}{2}$? How can you tell by estimating?

_____

_____

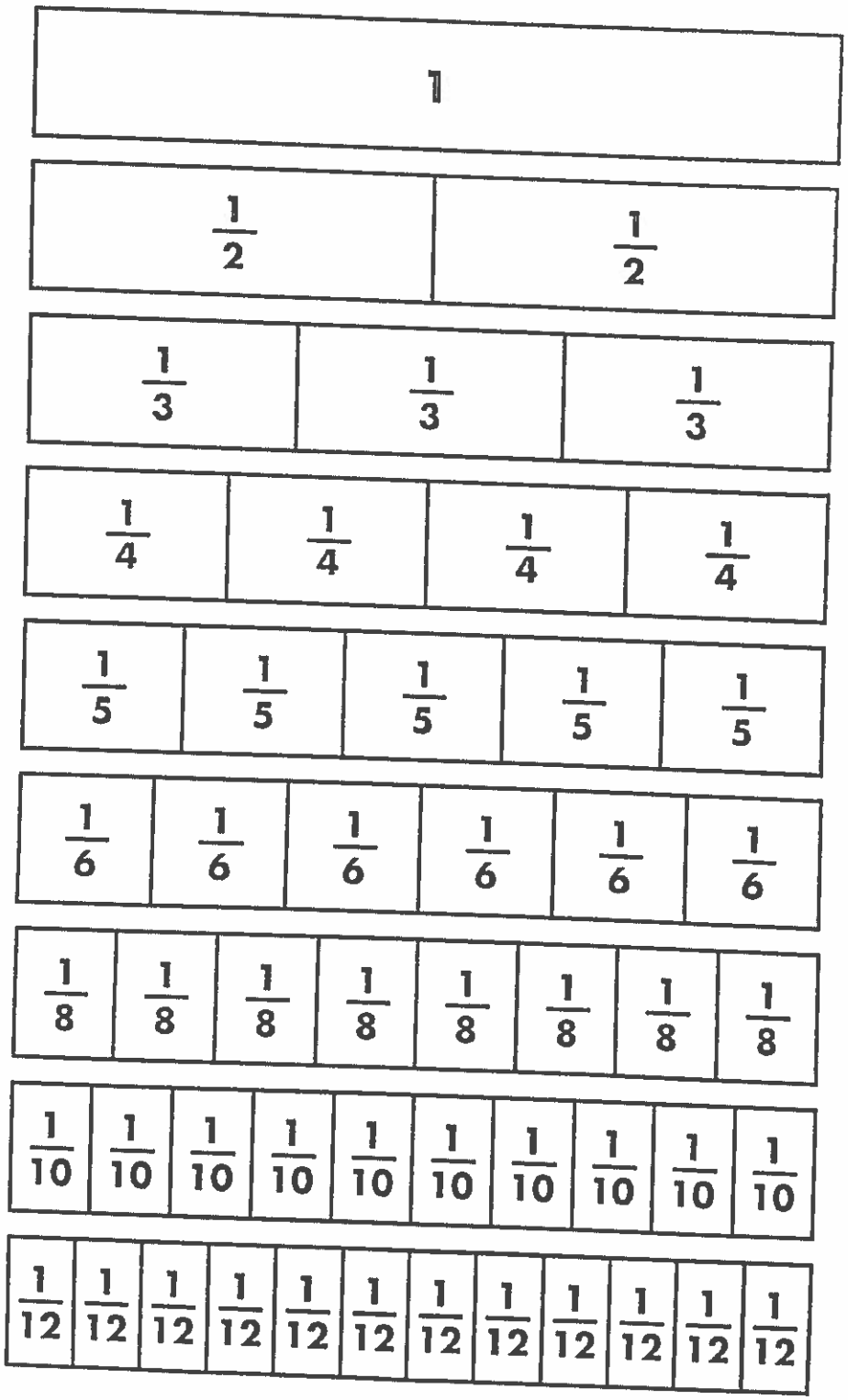
_____

SUPER CHALLENGE The sum of $\frac{1}{4}$, $\frac{1}{3}$, and what other fraction is exactly equal to 1?

_____

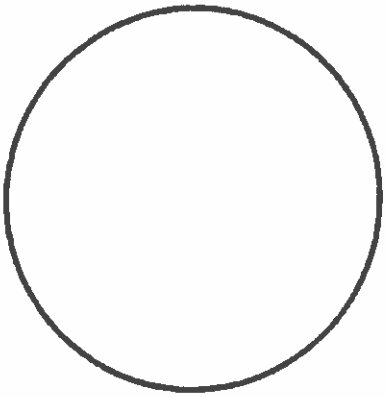
Name _____

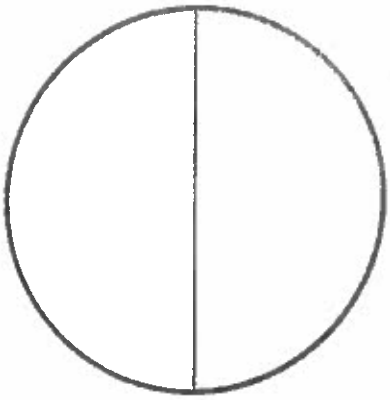
Teaching Tool
5

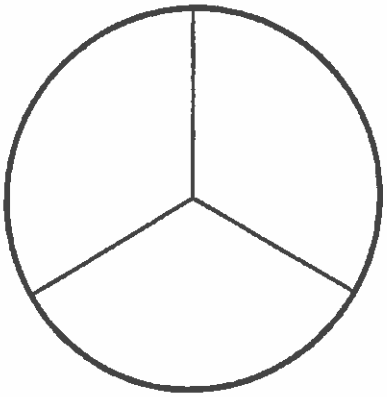


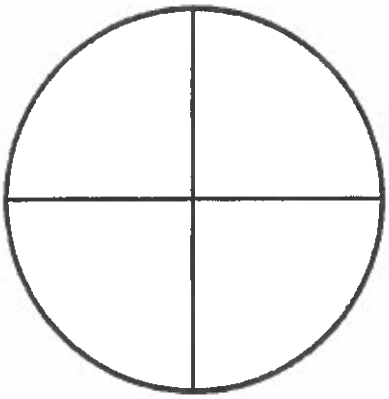
Name _____

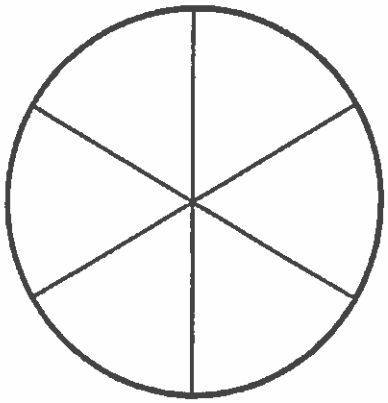
Teaching Tool
28

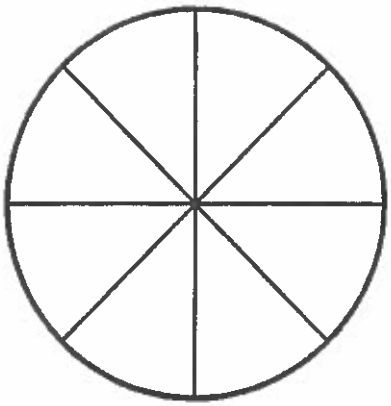












Math Tool: Fraction Circles

Cut or tear carefully along this line.

Practice 26

Subtract the fractions and write your answer in simplest form where possible.

1. $\frac{4}{12} - \frac{3}{12}$

2. $\frac{7}{8} - \frac{2}{8}$

3. $\frac{13}{16} - \frac{7}{16}$

4. $\frac{3}{6} - \frac{1}{6}$

5. $\frac{5}{6} - \frac{1}{6}$

6. $\frac{2}{3} - \frac{2}{3}$

7. $\frac{9}{10} - \frac{1}{10}$

8. $\frac{7}{8} - \frac{4}{8}$

9. $\frac{3}{4} - \frac{1}{4}$

10. $\frac{2}{5} - \frac{1}{5}$

11. $\frac{10}{11} - \frac{2}{11}$

12. $\frac{9}{10} - \frac{3}{10}$

13. $\frac{9}{10} - \frac{8}{10}$

14. $\frac{11}{16} - \frac{7}{16}$

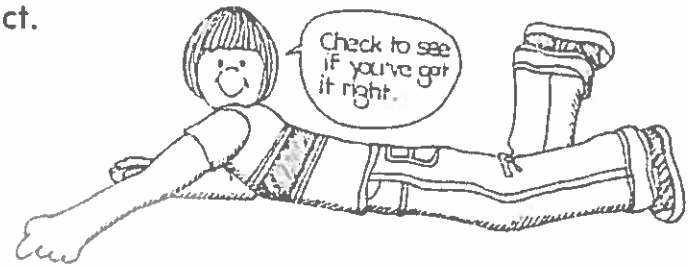
15. $\frac{7}{12} - \frac{3}{12}$

16. $\frac{13}{14} - \frac{12}{14}$

SUBTRACTING FRACTIONS - DIFFERENT DENOMINATORS

As with addition, you must find equivalent fractions with the same denominator before you can subtract.

$$\begin{array}{r} \frac{9}{10} = \frac{27}{30} \\ -\ \frac{1}{3} = \frac{10}{30} \\ \hline \frac{17}{30} \end{array}$$



$\frac{9}{10} \ldots \frac{18}{20}$ $\frac{27}{30}$

$\frac{1}{3} \ldots \frac{2}{6}$ $\frac{3}{9}$ $\frac{4}{12}$ $\frac{5}{15}$ $\frac{6}{18}$ $\frac{7}{21}$ $\frac{8}{24}$ $\frac{9}{27}$ $\frac{10}{30}$

Try it. Use the shortcut you learned on the previous page if you can. Simplify the answer if necessary.

1. $\frac{11}{12} =$
   $-\ \frac{3}{5} =$
   _____

2. $\frac{6}{7} =$
   $-\ \frac{1}{2} =$
   _____

3. $\frac{8}{9} =$
   $-\ \frac{3}{4} =$
   _____

4. $\frac{4}{5} =$
   $-\ \frac{3}{4} =$
   _____

5. $\frac{5}{6} =$
   $-\ \frac{3}{8} =$
   _____

6. $\frac{2}{3} =$
   $-\ \frac{1}{6} =$
   _____

7. $\frac{5}{6} =$
   $-\ \frac{1}{4} =$
   _____

8. $\frac{3}{8} =$
   $-\ \frac{3}{10} =$
   _____

9. $\frac{3}{5} =$
   $-\ \frac{4}{9} =$
   _____

MORE SUBTRACTING AND SIMPLIFYING

Subtract and simplify the answer if necessary.

1. $\frac{4}{5} =$
   $- \frac{5}{8} =$ _____

2. $\frac{7}{12} =$
   $- \frac{3}{8} =$ _____

3. $\frac{11}{12} =$
   $- \frac{3}{4} =$ _____

4. $\frac{1}{2} =$
   $- \frac{2}{5} =$ _____

5. $\frac{3}{4} =$
   $- \frac{1}{3} =$ _____

6. $\frac{5}{6} =$
   $- \frac{1}{2} =$ _____

7. $\frac{5}{6} =$
   $- \frac{2}{5} =$ _____

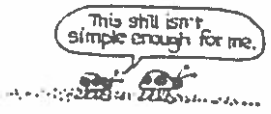
8. $\frac{1}{2} =$
   $- \frac{4}{9} =$ _____

9. $\frac{3}{4} =$
   $- \frac{7}{10} =$ _____

10. $\frac{7}{12} =$
    $- \frac{2}{9} =$ _____

11. $\frac{3}{5} =$
    $- \frac{2}{7} =$ _____

12. $\frac{3}{7} =$
    $- \frac{1}{14} =$ _____



Subtracting Fractions Game!

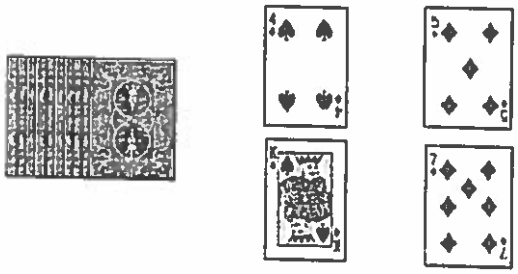
Difference Fractions (Grades 5 – 8)

Players: Groups of two

Materials: Deck of cards, face cards worth ten, Ace worth 1 or 11 (teacher decides), scratch paper

Skill: Subtracting fractions, multiplication, division, numerator, denominator

How to Play: The two players work as a team as they subtract fractions. Deal four cards and place them face up. Use the four cards to create two fractions (example: 4, 5, 7, and a King).



For this game, *do not* use improper fractions, but rather make the two largest cards the denominators: 4/10 and 5/7. Players use paper or to figure out and record the common denominator (70) and then subtract the fractions. Reduce answer to its simplest form. 22/70 is reduced to 11/35.

* This is not a game, but rather an opportunity for students to work collaboratively and manipulate the problems.

Beginner Lesson practice

Name _____ Date _____

Mathematics

2.2.4.B

Subtracting Fractions

Computation and Estimation

DIRECTIONS: Subtract the fractions. Cross out the letter in the decoder that matches your answer. The remaining letters give the answer to the riddle.

1. $\frac{7}{8} - \frac{2}{8} = \frac{5}{8}$

2. $\frac{3}{4} - \frac{1}{4}$

3. $\frac{6}{7} - \frac{3}{7}$

4. $\frac{5}{6} - \frac{2}{6}$

5. $\frac{11}{12} - \frac{5}{12}$

6. $\frac{14}{16} - \frac{7}{16}$

7. $\frac{4}{5} - \frac{1}{5}$

8. $\frac{9}{10} - \frac{5}{10}$

9. **What kind of beans will not grow in a garden?**

____ ____ ____ ____ ____ **beans.**

A	$\frac{3}{7}$	M	$\frac{4}{10}$	J	$\frac{10}{20}$	E	$\frac{4}{6}$	O	$\frac{6}{12}$
C	$\frac{3}{5}$	V	$\frac{2}{4}$	A	$\frac{7}{16}$	D	$\frac{5}{8}$	L	$\frac{7}{10}$
I	$\frac{3}{6}$	L	$\frac{8}{16}$	Y	$\frac{1}{4}$				

Name: _____

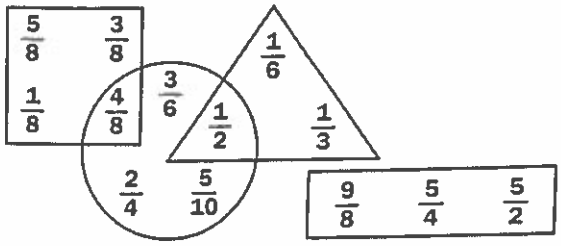
Extend 93

Subtract Fractions

Advanced

Geometric Fractions

Use this diagram for the problems below.



1. Describe the fractions inside each geometric shape.

circle: _____

triangle: _____

square: _____

rectangle: _____

2. Find the sum of the fractions in the following shapes.

circle: _____ triangle: _____

rectangle: _____ square: _____

3. Find the difference between the greatest and least fractions for each shape.

circle: _____ triangle: _____

square: _____ rectangle: _____

Think Critically

4. Draw another shape in the diagram. Include fractions in the diagram and explain what they have in common.

_____

_____

_____

B

Adding and Subtracting Fractions Color by Number

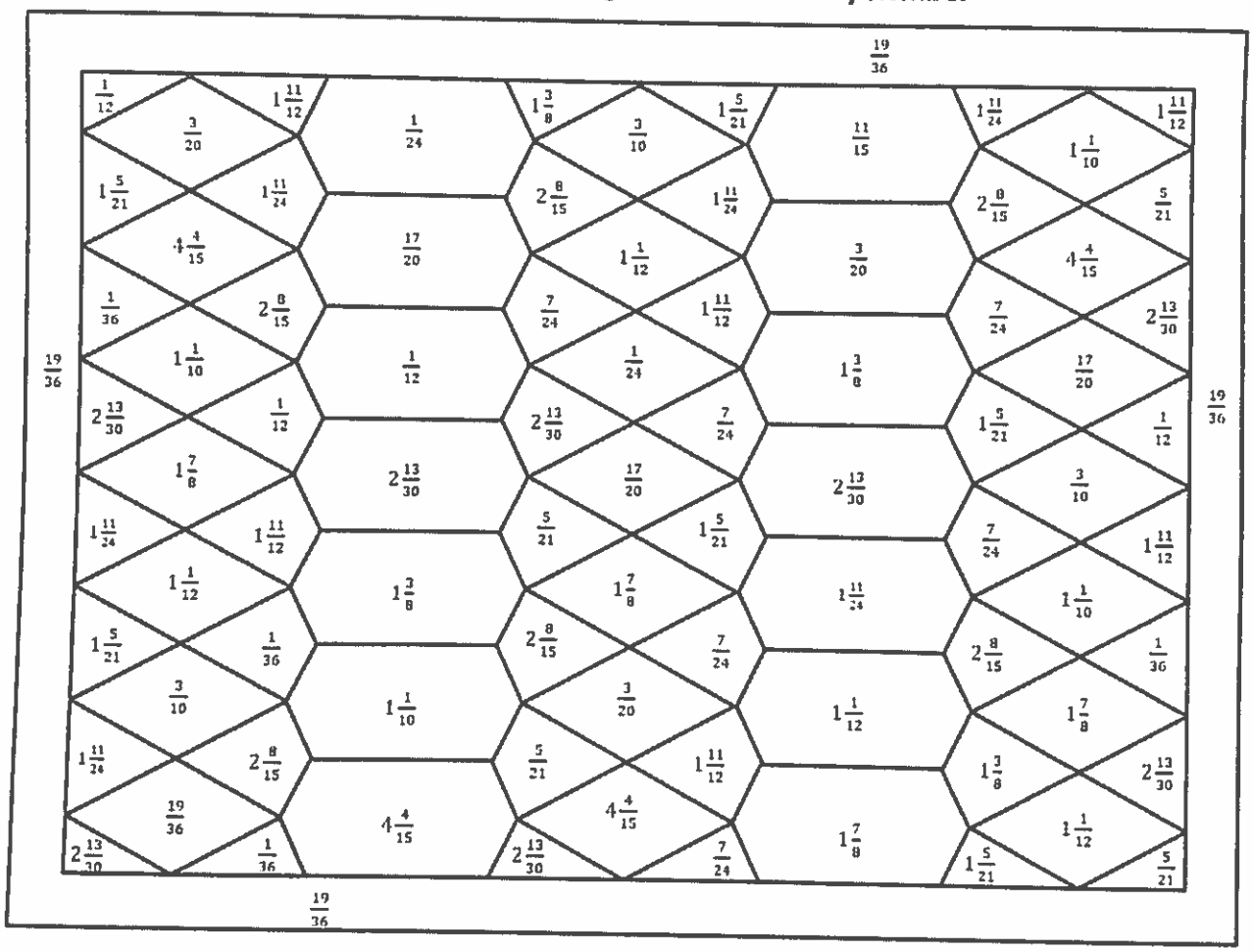
Name _____

Directions: Solve each problem, showing all work. Then find the ANSWER on the coloring sheet and color it with the color given in the box.

1 $\frac{5}{6} + \frac{5}{8}$ Color this answer blue.	2 $\frac{4}{5} - \frac{1}{2}$ Color this answer pink.	3 Maggie studied for $\frac{2}{5}$ of an hour. Julie studied for $\frac{1}{4}$ of an hour. How much longer did Maggie study? Color this answer green.	4 Find the sum of $\frac{2}{3}$ and $\frac{4}{7}$. Color this answer yellow.	5 Find the difference of $\frac{7}{9}$ and $\frac{3}{4}$. Color this answer blue.
6 Jan needs $\frac{1}{3}$ cup of chocolate chips to make cookies and $\frac{1}{4}$ cup to make brownies. How many cups does she need altogether? Color this answer green.	7 $1\frac{7}{10} + \frac{5}{6}$ Color this answer yellow.	8 $1\frac{1}{3} - \frac{3}{5}$ Color this answer pink.	9 Shelia is making a cake. She needs $\frac{1}{3}$ of a cup of oil. She has $\frac{1}{4}$ of a cup. How much more does she need? Color this answer blue.	10 Find the difference of $\frac{2}{7}$ and $\frac{1}{21}$. Color this answer blue.
11 Find the sum of $2\frac{4}{5}$ and $1\frac{7}{15}$. Color this answer pink.	12 Matt ran $4\frac{2}{3}$ miles yesterday and $2\frac{1}{4}$ miles today. How much farther did he run yesterday? Color this answer yellow.	13 $\frac{7}{10} + \frac{3}{20}$ Color this answer green.	14 $2\frac{1}{6} - 1\frac{7}{8}$ Color this answer blue.	15 Harry ate $\frac{1}{3}$ of the pizza, and Sal ate $\frac{1}{8}$ of the pizza. How much more did Sal eat? Color this answer pink.
16 Find the difference of $1\frac{5}{12}$ and $\frac{8}{9}$. Color this answer green.	17 Find the sum of $1\frac{3}{5}$ and $\frac{5}{6}$. Color this answer yellow.	18 Jill grew $\frac{5}{8}$ of an inch last year. This year she has grown $1\frac{1}{4}$ inches. How much has she grown in all? Color this answer pink.	19 $\frac{3}{15} + \frac{9}{10}$ Color this answer green.	20 $2\frac{7}{8} - 1\frac{1}{2}$ Color this answer blue.

Adding and Subtracting Fractions Color by Number

Name _____



Adding and Subtracting Fractions Color by Number - Answer Key

Directions: Solve each problem, showing all work. Then find the ANSWER on the coloring sheet and color it with the color given in the box.

1 $\frac{5}{6} + \frac{5}{8}$ $\frac{20}{24} + \frac{15}{24} = \frac{35}{24} = 1\frac{11}{24}$ Color this answer blue.	2 $\frac{4}{5} - \frac{1}{2}$ $\frac{8}{10} - \frac{5}{10} = \frac{1}{10}$ Color this answer pink.	3 Maggie studied for $\frac{2}{5}$ of an hour. Julie studied for $\frac{1}{4}$ of an hour. How much longer did Maggie study? $\frac{2}{5} - \frac{1}{4} = \frac{8}{20} - \frac{5}{20} = \frac{3}{20}\ hour$ Color this answer green.	4 Find the sum of $\frac{2}{3}$ and $\frac{4}{7}$. $\frac{2}{3} + \frac{4}{7} = \frac{14}{21} + \frac{12}{21} = \frac{26}{21} = 1\frac{5}{21}$ Color this answer yellow.	5 Find the difference of $\frac{7}{9}$ and $\frac{3}{4}$. $\frac{28}{36} - \frac{27}{36} = \frac{1}{36}$ Color this answer blue.
6 Jan needs $\frac{1}{3}$ cup of chocolate chips to make cookies and $\frac{1}{4}$ cup to make brownies. How many cups does she need altogether? $\frac{1}{3} + \frac{3}{4} = \frac{4}{12} + \frac{9}{12} = 1\frac{1}{12}\ cups$ Color this answer green.	7 $1\frac{7}{10} + \frac{5}{6}$ $1\frac{21}{30} + \frac{25}{30} = 1\frac{46}{30} = 2\frac{8}{15}$ Color this answer yellow.	8 $1\frac{1}{3} - \frac{3}{5}$ $\frac{4}{3} - \frac{3}{5} = \frac{20}{15} - \frac{9}{15} = \frac{11}{15}$ Color this answer pink.	9 Shelia is making a cake. She needs $\frac{1}{3}$ of a cup of oil. She has $\frac{1}{4}$ of a cup. How much more does she need? $\frac{1}{3} - \frac{1}{4} = \frac{4}{12} - \frac{3}{12} = \frac{1}{12}\ cup$ Color this answer blue.	10 Find the difference of $\frac{2}{7}$ and $\frac{1}{21}$. $\frac{6}{21} - \frac{1}{21} = \frac{5}{21}$ Color this answer blue.
11 Find the sum of $2\frac{4}{5}$ and $1\frac{7}{15}$. $2\frac{12}{15} + 1\frac{7}{15} = 3\frac{19}{15} = 4\frac{4}{15}$ Color this answer pink.	12 Matt ran $4\frac{2}{3}$ miles yesterday and $2\frac{1}{4}$ miles today. How much farther did he run yesterday? $4\frac{8}{12} - 2\frac{3}{12} = 1\frac{11}{12}\ miles$ Color this answer yellow.	13 $\frac{7}{10} + \frac{3}{20}$ $\frac{14}{20} + \frac{3}{20} = \frac{17}{20}$ Color this answer green.	14 $2\frac{1}{6} - 1\frac{7}{8}$ $2\frac{4}{24} - 1\frac{21}{24} = \frac{52}{24} - \frac{45}{24} = \frac{7}{24}$ Color this answer blue.	15 Harry ate $\frac{1}{3}$ of the pizza, and Sal ate $\frac{1}{8}$ of the pizza. How much more did Sal eat? $\frac{3}{9} - \frac{1}{8} = \frac{9}{24} - \frac{3}{24} = \frac{1}{24}$ Color this answer pink.
16 Find the difference of $1\frac{5}{12}$ and $\frac{8}{9}$. $1\frac{15}{36} - \frac{32}{36} = \frac{51}{36} - \frac{32}{36} = \frac{19}{36}$ Color this answer green.	17 Find the sum of $1\frac{3}{5}$ and $\frac{5}{6}$. $1\frac{18}{30} + \frac{25}{30} = 1\frac{43}{30} = 2\frac{13}{30}$ Color this answer yellow.	18 Jill grew $\frac{5}{8}$ of an inch last year. This year she has grown $1\frac{1}{4}$ inches. How much has she grown in all? $1\frac{2}{8} + \frac{5}{8} = 1\frac{7}{8}\ inches$ Color this answer pink.	19 $\frac{3}{15} + \frac{9}{10}$ $\frac{6}{30} + \frac{27}{30} = \frac{33}{30} = 1\frac{3}{30} = 1\frac{1}{10}$ Color this answer green.	20 $2\frac{7}{8} - 1\frac{1}{2}$ $2\frac{7}{8} - 1\frac{4}{8} = 1\frac{3}{8}$ Color this answer blue.

Name _____

Reteaching
9-8

Subtracting Fractions with Unlike Denominators

You can subtract fractions with unlike denominators by using the least common multiple (LCM) and the least common denominator (LCD).

Beth wants to exercise for $\frac{4}{5}$ hour. So far, she has exercised for $\frac{2}{3}$ hour. What fraction of an hour does she have left to go?

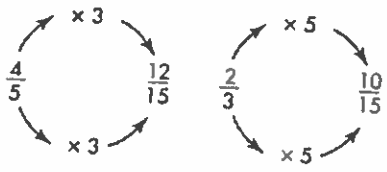
Step 1: Find the LCM of 5 and 3.

multiples of 5: 5, 10, (15), 20

multiples of 3: 3, 6, 9, 12, (15)

Since 15 is the LCM, it is also your LCD.

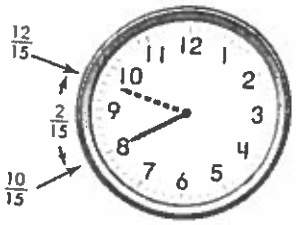
Step 2: Using your LCD, write the equivalent fractions.



$\frac{4}{5} = \frac{12}{15}$ and

$\frac{2}{3} = \frac{10}{15}$

Step 3: Subtract the numerators. Place the difference over the LCD. Simplify if possible.



$\frac{12}{15} - \frac{10}{15} = \frac{2}{15}$

Beth has $\frac{2}{15}$ hour left.

Name _____ Date _____

Equivalent Fraction Match

In the grid below, there are 13 columns of fractions with a fraction at the top of each column. Shade in all of the boxes directly below the fraction that have an equivalent value to the top fraction. You will decode an answer to the following question:

What four letters did the crowd chant to the man who had been in the ring with the professional wrestler?

$\frac{1}{4}$	$\frac{2}{5}$	$\frac{3}{8}$	$\frac{1}{3}$	$\frac{4}{6}$	$\frac{1}{5}$	$\frac{1}{2}$	$\frac{7}{9}$	$\frac{1}{8}$	$\frac{2}{3}$	$\frac{3}{5}$	$\frac{7}{10}$	$\frac{3}{4}$
$\frac{5}{6}$	$\frac{4}{16}$	$\frac{18}{32}$	$\frac{3}{9}$	$\frac{14}{21}$	$\frac{7}{35}$	$\frac{4}{9}$	$\frac{15}{18}$	$\frac{2}{19}$	$\frac{4}{5}$	$\frac{6}{15}$	$\frac{10}{30}$	$\frac{5}{8}$
$\frac{4}{9}$	$\frac{4}{6}$	$\frac{6}{12}$	$\frac{7}{21}$	$\frac{10}{18}$	$\frac{3}{15}$	$\frac{1}{8}$	$\frac{2}{3}$	$\frac{1}{24}$	$\frac{8}{12}$	$\frac{12}{18}$	$\frac{3}{5}$	$\frac{9}{12}$
$\frac{3}{8}$	$\frac{6}{10}$	$\frac{7}{9}$	$\frac{5}{15}$	$\frac{1}{3}$	$\frac{2}{10}$	$\frac{4}{9}$	$\frac{3}{5}$	$\frac{1}{2}$	$\frac{12}{13}$	$\frac{7}{9}$	$\frac{14}{20}$	$\frac{1}{2}$
$\frac{3}{12}$	$\frac{8}{20}$	$\frac{12}{32}$	$\frac{1}{12}$	$\frac{1}{5}$	$\frac{5}{25}$	$\frac{7}{13}$	$\frac{21}{28}$	$\frac{2}{5}$	$\frac{4}{6}$	$\frac{12}{20}$	$\frac{1}{2}$	$\frac{6}{12}$
$\frac{7}{28}$	$\frac{15}{18}$	$\frac{18}{48}$	$\frac{6}{18}$	$\frac{3}{12}$	$\frac{4}{20}$	$\frac{4}{8}$	$\frac{14}{18}$	$\frac{4}{32}$	$\frac{10}{15}$	$\frac{6}{10}$	$\frac{15}{30}$	$\frac{2}{3}$
$\frac{2}{8}$	$\frac{6}{15}$	$\frac{6}{16}$	$\frac{4}{9}$	$\frac{2}{5}$	$\frac{4}{3}$	$\frac{7}{14}$	$\frac{28}{32}$	$\frac{2}{16}$	$\frac{6}{9}$	$\frac{4}{16}$	$\frac{25}{50}$	$\frac{7}{16}$
$\frac{5}{20}$	$\frac{4}{10}$	$\frac{9}{16}$	$\frac{3}{6}$	$\frac{12}{16}$	$\frac{6}{28}$	$\frac{10}{20}$	$\frac{4}{6}$	$\frac{3}{24}$	$\frac{16}{24}$	$\frac{6}{9}$	$\frac{27}{40}$	$\frac{6}{8}$
$\frac{6}{24}$	$\frac{10}{30}$	$\frac{15}{40}$	$\frac{10}{45}$	$\frac{18}{30}$	$\frac{6}{35}$	$\frac{3}{6}$	$\frac{3}{4}$	$\frac{6}{48}$	$\frac{6}{8}$	$\frac{8}{25}$	$\frac{3}{4}$	$\frac{4}{8}$
$\frac{4}{16}$	$\frac{6}{20}$	$\frac{6}{24}$	$\frac{2}{6}$	$\frac{9}{12}$	$\frac{4}{16}$	$\frac{5}{10}$	$\frac{21}{27}$	$\frac{5}{40}$	$\frac{10}{24}$	$\frac{9}{20}$	$\frac{21}{35}$	$\frac{8}{20}$

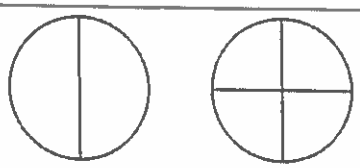
Beginner Level

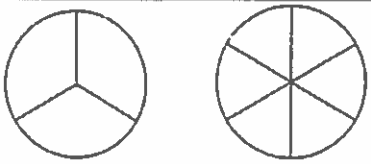
Equivalent Fractions

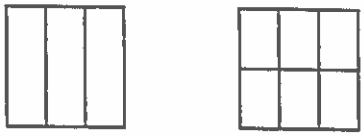
Name_____ Date_____

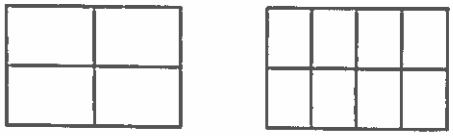
Equivalent is another word for *equal to* or *the same*. Fractions that are equivalent are equal. They are different names for the same size parts of a whole or a group. Fractions that do not name the same size part are not equivalent.

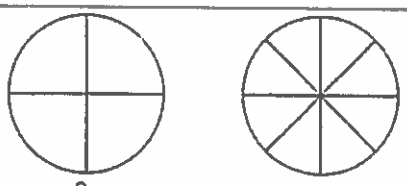
Shade the first shape to show the fraction. Then shade the second shape so that it is equivalent. Finish the math sentence by writing the fraction for the second shape.

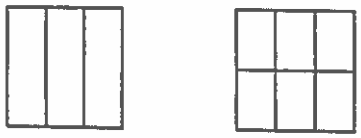
1.  $\frac{1}{2} =$

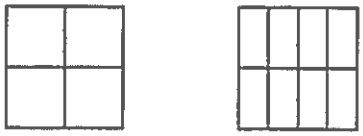
2.  $\frac{1}{3} =$

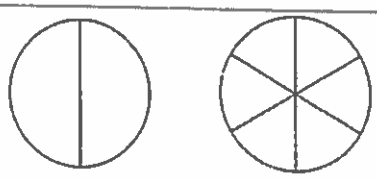
3.  $\frac{2}{3} =$

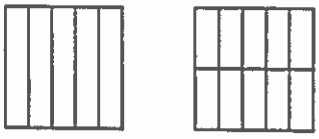
4.  $\frac{1}{4} =$

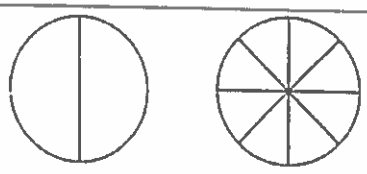
5.  $\frac{3}{4} =$

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

7.  $\frac{4}{4} =$

8.  $\frac{1}{2} =$

9.  $\frac{1}{5} =$

10.  $\frac{1}{2} =$

Name: _____ Date: _____

Equivalent Fractions Worksheet

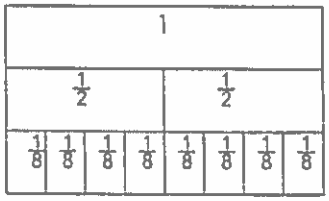
1 a. $\frac{6}{5} = \frac{18}{\quad}$	1 b. $\frac{3}{2} = \frac{\quad}{14}$
2 a. $\frac{2}{1} = \frac{26}{\quad}$	2 b. $\frac{7}{3} = \frac{\quad}{9}$
3 a. $\frac{3}{4} = \frac{12}{\quad}$	3 b. $\frac{8}{5} = \frac{\quad}{15}$
4 a. $\frac{1}{4} = \frac{4}{\quad}$	4 b. $\frac{1}{1} = \frac{\quad}{14}$
5 a. $\frac{4}{1} = \frac{20}{\quad}$	5 b. $\frac{9}{4} = \frac{\quad}{12}$
6 a. $\frac{1}{2} = \frac{6}{\quad}$	6 b. $\frac{7}{2} = \frac{\quad}{4}$
7 a. $\frac{2}{5} = \frac{6}{\quad}$	7 b. $\frac{6}{1} = \frac{\quad}{4}$
8 a. $\frac{15}{4} = \frac{30}{\quad}$	8 b. $\frac{3}{7} = \frac{\quad}{14}$
9 a. $\frac{3}{5} = \frac{9}{\quad}$	9 b. $\frac{2}{3} = \frac{\quad}{12}$

Equivalent Fractions

Name_____ Date_____

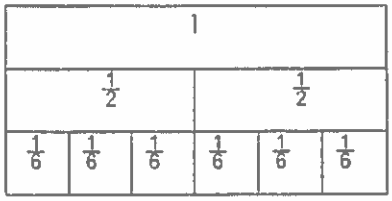
Color the fractions strips to show the equation. Then write the missing numerator.

1.



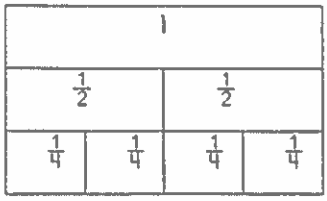
$\frac{1}{2} = \frac{\quad}{8}$

2.



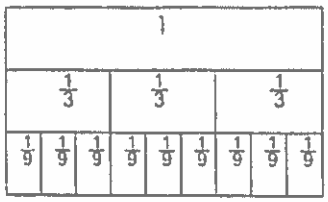
$\frac{1}{2} = \frac{\quad}{6}$

3.



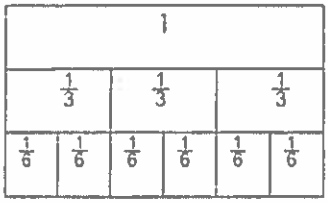
$\frac{1}{2} = \frac{\quad}{4}$

4.



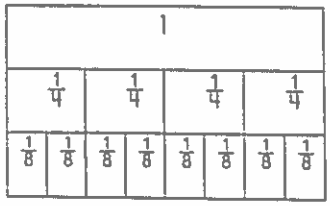
$\frac{1}{3} = \frac{\quad}{9}$

5.



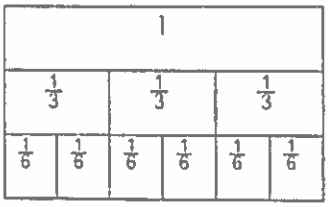
$\frac{1}{3} = \frac{\quad}{6}$

6.



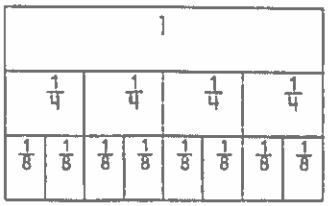
$\frac{1}{4} = \frac{\quad}{8}$

7.



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

8.



$\frac{2}{4} = \frac{\quad}{8}$