



2020

Erie Rise Leadership
Academy Charter School

Parent Lesson Plan

[PARENT LESSON PLAN]

4TH GRADE WEEK 4 APRIL 20-24

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INTRODUCTION

Hello Parents!

Included in this packet is a week's worth of printed ELA and Mathematics work for your students while they are at home. Each day is separated into the 2 content areas for the printed material. If you have access to the digital curriculum, a pacing guide is also provided outlining the digital component assigned for each specific day. If you need technology, please contact the school and we can make it available to you. Also remember, USATestPrep is always an option!

We know some of this material maybe be challenging, but try your best to complete it! Hopefully we will see you back in the classroom soon and will be able to go over all the information.

Printed materials may be turned into to the distribution centers once completed, but it is not a requirement.

Mrs. Will will be available on Youtube Live every day from 10AM-11AM to assist with curriculum questions and/or any resource questions for parents or students.

Stay safe and healthy everyone!

Missing seeing everyone's smiling face! Remember to wash your hands!

Educationally Yours ,
Mrs. Veronica Will

HELPFUL INFORMATION

Distribution Sites/Information

Food/Curriculum distribution will take place at:

Erie Rise Leadership Academy Charter School
1006 West 10th Street
Erie, PA 16502

Leadership Team

Mr. Aubrey Favors, Interim CEO HR: 814 812-3026
Mrs. Veronica Will, Principal: 814 873-5158
Mr. Kirk Paskell, Transportation: 814 566-0002
Mr. Homer Smith, PR: 814 392-3413
Mrs. Pearl Jeffries, Social Services: 814 722-5056

DIGITAL LESSON PACING GUIDE

ConnectED Instructions

Please see attached instructions for accessing the digital curriculum.

USATestPrep Instructions

Please see attached instructions for accessing this test-prep site.

If you have access to high speed internet, below are the assignments the teachers have assigned for the various content areas:

USA Test Prep Week 4 Assignments:

Math Assignments: *Math 4/20, Math 4/21, Math 4/22, Math 4/23, Math 4/24*

ELA Assignments: *ELA 4/20, ELA 4/21, ELA 4/22, ELA 4/23, ELA 4/24*

Science Assignments: *Science 4/20, Science 4/21, Science 4/22, Science 4/23, Science 4/24*

Khan Academy:

Don't forget to keep up on your assignments on khanacademy.org This is a great resource that brings an instructor to your house during this tough time! I will be looking at usage daily and be looking to give out some prizes each week! If you need your login still, please let me know!

Pacing Guide for Online Curriculum

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Writing	<u>Lesson:</u> Unit 5 Lesson 2 Day 1 April 20	<u>Lesson:</u> Unit 5 Lesson 2 Day 2 April 21	<u>Lesson:</u> Unit 5 Lesson 2 Day 3 April 22	<u>Lesson:</u> Unit 5 Lesson 2 Day 4 April 23	<u>Lesson:</u> Unit5 Lesson 2 Day 5 April 24
Math	<u>Lesson:</u> Chapter 8 Lesson 9 April 20	<u>Lesson:</u> Chapter 8 Lesson 10 April 21	<u>Lesson:</u> Chapter 8 Chapter Review April 22	<u>Lesson:</u> Chapter 9 Lesson 1 April 23	<u>Lesson:</u> Chapter 9 Lesson 2 April 24

ELA PRINT MATERIAL

Monday, April 20th

Unit 5 Lesson 2 Day 1

- Read Story "Give Me Liberty! The Story of the Declaration of Independence Pg. 468-487
- Go over Spelling Words (Home Connections page 26)
- Go over Vocabulary Words (Home Connections page 26)

Tuesday, April 21st

Unit 5 Lesson 2 Day 2

- Reread Story
- Review Spelling Words
- Review Vocabulary Words
- Skills Practice Pg. 95-96
- Skills Practice Pg. 97-98

Wednesday, April 22nd

Unit 5 Lesson 2 Day 3

- Read Story
- Review Spelling Words
- Review Vocabulary Words
- Read "Group Dynamics" Skills Practice Pg. 99-100 and circle vocabulary words
- Skills Practice Pg. 101-102

Thursday, April 23rd

Unit 5 Lesson 2 Day 4

- Read Story
- Review Spelling Words
- Review Vocabulary Words
- Skills Practice Pg. 105-106

Friday, April 24th

Unit 5 Lesson 2 Day 5

- Reread Story
- Review Spelling Words
- Review Vocabulary Words
- Complete Assessment: Word Analysis, Vocabulary, Comprehension, Grammar, and Analyzing the Selection pages 64-69

MATH PRINT MATERIALS

Monday, April 20th **Chapter 8 Lesson 9 "Mixed Numbers"**

Homework Worksheet Lesson 9

Reteach Worksheet Lesson 9

Tuesday, April 21st

Chapter 8 Lesson 10 "Mixed Numbers and Improper Fractions"

Homework Worksheet Lesson 10

Reteach Worksheet Lesson 10

Wednesday, April 22nd

Chapter 8 Chapter Review

Pretest

Am I Ready? Practice

Am I Ready? Review

Thursday, April 23rd

Chapter 9 Lesson 1 "Hands On: Use Models to Add Like Fractions"

My Homework Worksheet Lesson 1

Friday, April 24th

Chapter 9 Lesson 2 "Add Like Fractions"

Homework Worksheet Lesson 2

Reteach Worksheet Lesson 2

ADDITIONAL RESOURCES (EDUCATIONAL)

Included are a list of hand selected resources for students with internet to use at home.

Virtual Fieldtrips

https://docs.google.com/document/d/1SvldgTx9djKO6SjyvPDsoGlkgE3iExmi3qh2KRRku_w/mo bilebasic

VOOKS- storybooks brought to life

www.vooks.com/parent-resources

XtraMath- basic math facts

<https://xtramath.org/#/home/index>

GoNoodle

<https://www.gonoodle.com/>

ABCYa

<https://www.abcya.com/grades/3>

StudyJams

<http://studyjams.scholastic.com/studyjams/>

Genre Informational Text**Essential Questions**

Who wrote the Declaration of Independence?
What was its purpose?

GIVE ME! LIBERTY!

The Story of the Declaration of Independence

by Russell Freedman



By June 1776, the thirteen American colonies had been at war with Great Britain for more than a year. Representing each colony, members of the Continental Congress met in Philadelphia. They debated General Washington's needs for the war effort as well as what to do about the colonies' relationship with Britain.

*In January of that year, a writer named Thomas Paine had published a pamphlet, *Common Sense*. Many colonists read it and agreed with its message: the time had come for independence. So it was that in June 1776, the Continental Congress agreed to **draft** what would become a historic statement.*

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At age thirty-three, Thomas Jefferson was one of the youngest delegates to the Continental Congress. A tall, slim, quiet man with gray eyes and reddish hair, he could be lively and even vivacious among his friends. But in public he was so reserved, so soft-spoken and shy, he often seemed stiff or aloof. "During the whole time I sat with him in the Congress," said John Adams, "I never heard him utter three sentences together."

Though Jefferson did not say much, he was an avid scholar and an accomplished writer. Ever since his student days, he had practiced writing by condensing everything he read, striving to develop what he considered "the most valuable of all the talents, that of never using two words when one will do." 1 2

COMMON SENSE;

ADDRESS'D TO THE

INHABITANTS

OF

A M E R I C A,

On the following reasoning

S U B J E C T S.

I. Of the Origin and Progress of Colonies in general, and more particularly in the English Colonies.

II. Of the Merit and Demerit of the British Constitution.

III. Thoughts on the present State of America, with some Advice.

IV. Of the Liberty of the Press, and the Rights of the People.

V. Of the Liberty of the Press, and the Rights of the People.

VI. Of the Liberty of the Press, and the Rights of the People.

VII. Of the Liberty of the Press, and the Rights of the People.

VIII. Of the Liberty of the Press, and the Rights of the People.

IX. Of the Liberty of the Press, and the Rights of the People.

X. Of the Liberty of the Press, and the Rights of the People.

XI. Of the Liberty of the Press, and the Rights of the People.

XII. Of the Liberty of the Press, and the Rights of the People.

XIII. Of the Liberty of the Press, and the Rights of the People.

XIV. Of the Liberty of the Press, and the Rights of the People.

XV. Of the Liberty of the Press, and the Rights of the People.

XVI. Of the Liberty of the Press, and the Rights of the People.

XVII. Of the Liberty of the Press, and the Rights of the People.

XVIII. Of the Liberty of the Press, and the Rights of the People.

XIX. Of the Liberty of the Press, and the Rights of the People.

XX. Of the Liberty of the Press, and the Rights of the People.

XXI. Of the Liberty of the Press, and the Rights of the People.

XXII. Of the Liberty of the Press, and the Rights of the People.

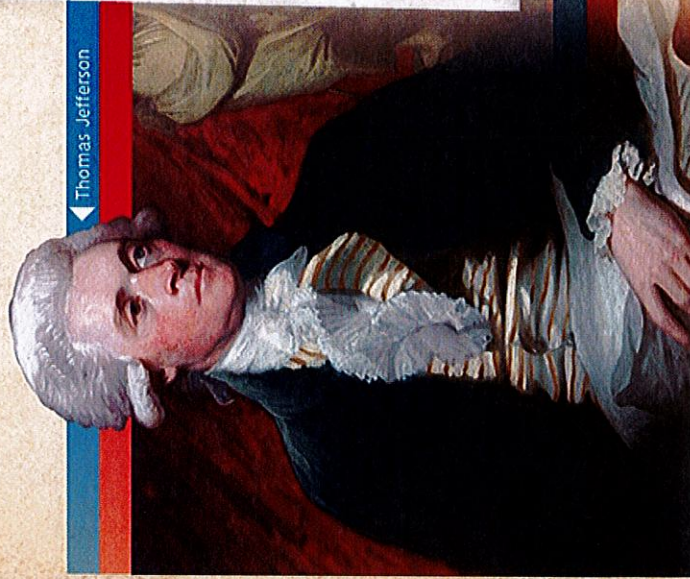
XXIII. Of the Liberty of the Press, and the Rights of the People.

XXIV. Of the Liberty of the Press, and the Rights of the People.

XXV. Of the Liberty of the Press, and the Rights of the People.

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▶ Thomas Paine's pamphlet,
Common Sense



Thomas Jefferson



Adams wanted Jefferson to write the first draft of the statement we know today as the Declaration of Independence—a tough job, since the writer would have to come up with a document that all thirteen colonies could accept.

It seems that Jefferson tried to get out of the assignment. He wanted Adams to write the first draft. But Adams refused. Years later Adams recalled the following conversation:

"You should do it," said Jefferson.

"Oh, no!"

"Why will you not?"

"I will not."

"Why?" pressed Jefferson.

"Reasons enough," said Adams.

"What can be your reasons?"

"Reason, first, you are a

Virginian and a Virginian ought to appear at the head of this business.

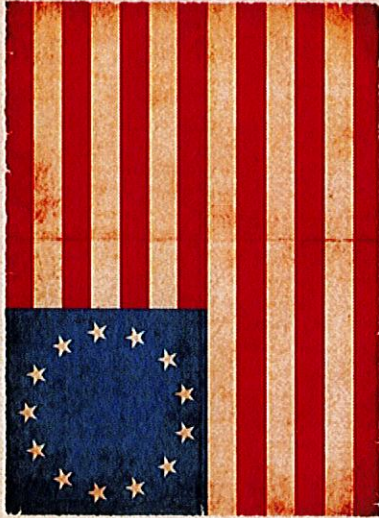
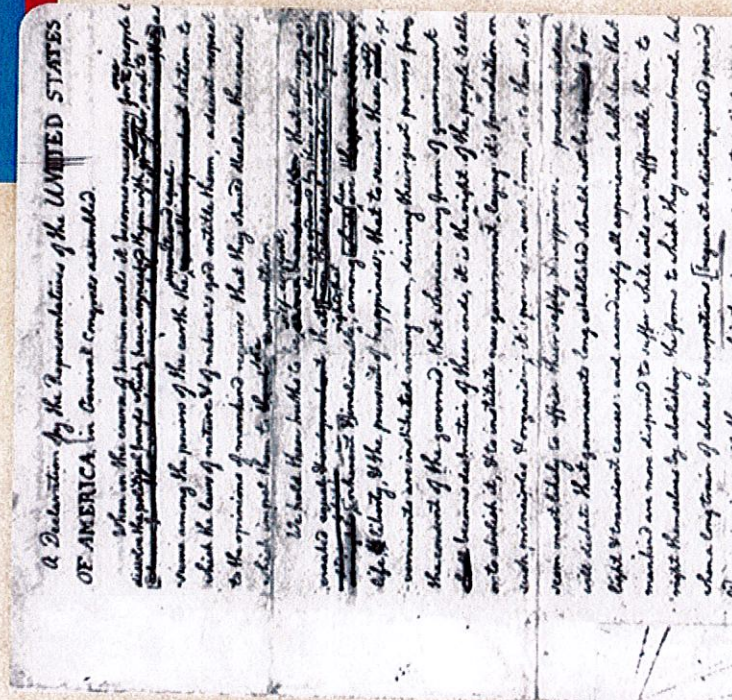
Reason second, I am obnoxious, suspected and unpopular. You

are very much otherwise. Reason

third, you can write ten times

better than I can."

A draft of the Declaration of Independence with edits



The earliest U.S. national flag

So it was settled. Jefferson went to work in his rented rooms on the second floor of a brick house at the corner of Market and Seventh Streets in downtown Philadelphia. Every morning he would rise before dawn, soak his feet in a basin of cold water, have tea and biscuits, then sit down at a small portable desk he had designed himself and start writing. **3**

"I did not consider it part of my charge to invent new ideas," he said later, "but to place before mankind the common sense of the subject."

There were plenty of ideas in the air for Jefferson to draw on. He was familiar with the writings of John Locke, an influential English philosopher who argued that people are born with certain natural rights and that governments should be run for the benefit of everyone, not just for their rulers. Like most Americans, Jefferson had read Thomas Paine's *Common Sense* and other revolutionary pamphlets. A number of state and local governments, including Virginia's, had already issued declarations of rights and resolutions on independence that could serve as his models. **4**

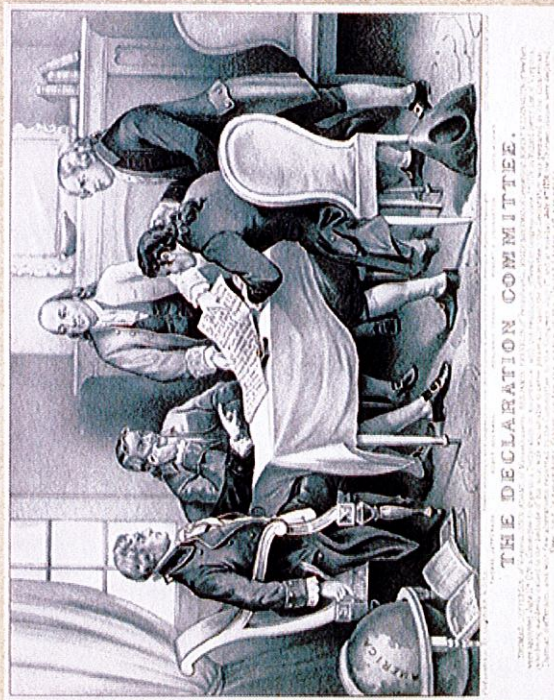


Scratching away with his quill pen, he worked on the Declaration for about two weeks while attending daily meetings of the Congress—constantly writing and rewriting, ripping up his earlier drafts as he made changes. On one draft that still exists, he changed nearly one third of the words. Finally he showed his work to John Adams and Ben Franklin, who suggested additional changes before the draft was submitted to Congress on June 28.

While Jefferson worked on his many drafts, news reached Philadelphia that British warships had bombarded Charleston, South Carolina, the South's most important seaport. A large British fleet had also been sighted off New York. And there was terrible news from Canada, where the invading Americans had been forced to retreat in total disorder, suffering from smallpox, malaria, and dysentery. Some five thousand American troops had been killed or wounded during the disastrous ten-month Canadian campaign. **5**

With these alarming reports as a background, Congress began its final debate on independence. Before the delegates could consider Jefferson's declaration, they had to vote on Richard Henry Lee's resolution stating "That these United Colonies are, and of right ought to be, free and independent States."

On the steamy afternoon of July 1, John Dickinson of Pennsylvania rose to speak for the moderates. His voice trembled with emotion as he warned the delegates that independence was risky and premature. To abandon the protection of Great Britain would be "like destroying our house in winter and exposing a growing family before we have got another shelter." He argued that a way must be found to get along with England.



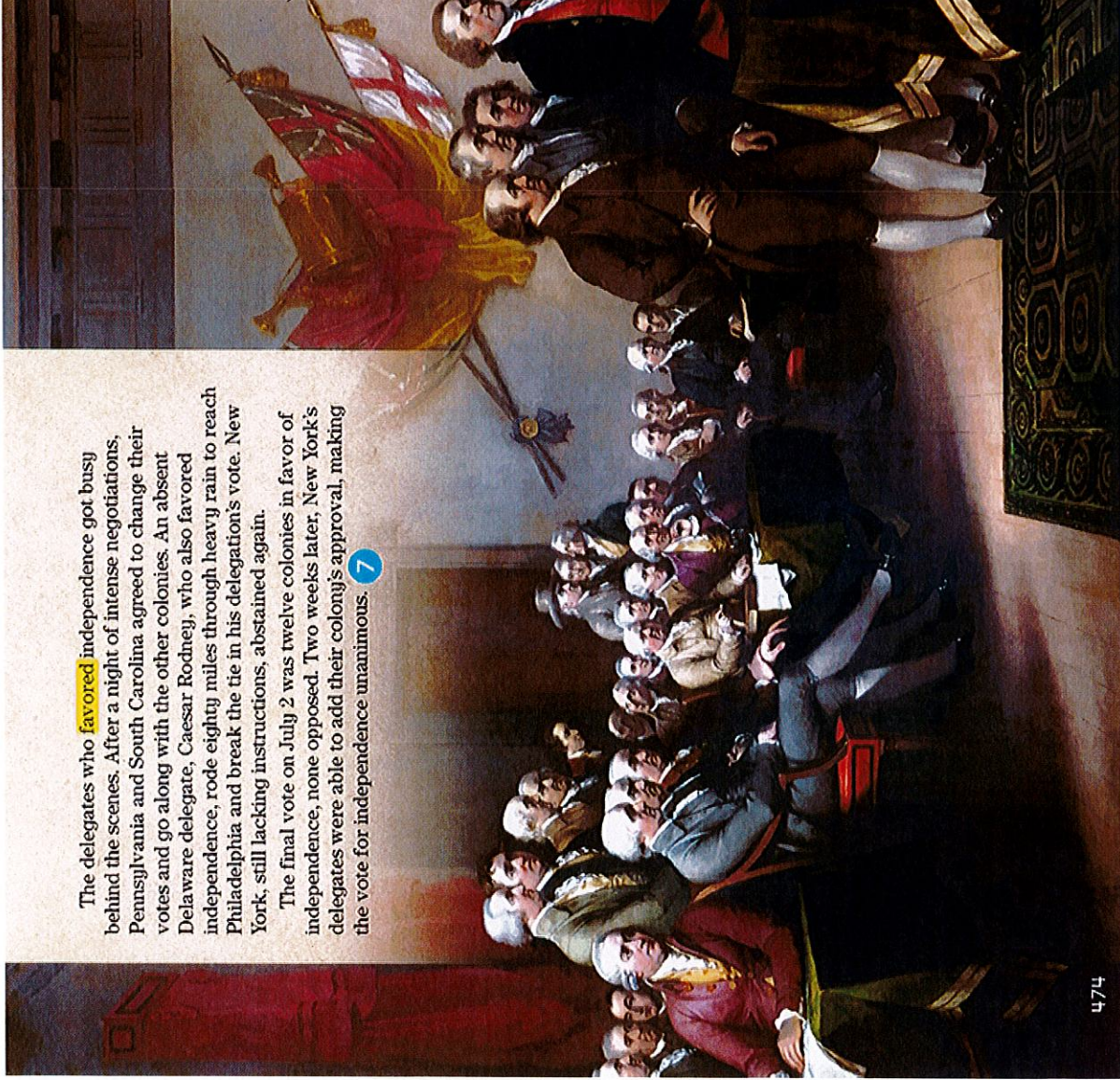
The Declaration Committee, from left to right: Thomas Jefferson, Roger Sherman, Benjamin Franklin, Robert R. Livingston, and John Adams

As John Adams began his reply, a summer storm crackled and exploded in the heavens above Philadelphia. Thunder shook the statehouse windows and lightning flashed against the darkening sky while Adams pleaded the cause of independence. No record of his words exists, but Jefferson remembered that Adams spoke "with a power of thought and expression that moved us from our seats."

When the vote was taken, only nine colonies voted for independence. Pennsylvania and South Carolina were opposed. Delaware's two delegates were divided. And New York's delegates abstained, saying they had no instructions from home. **6**

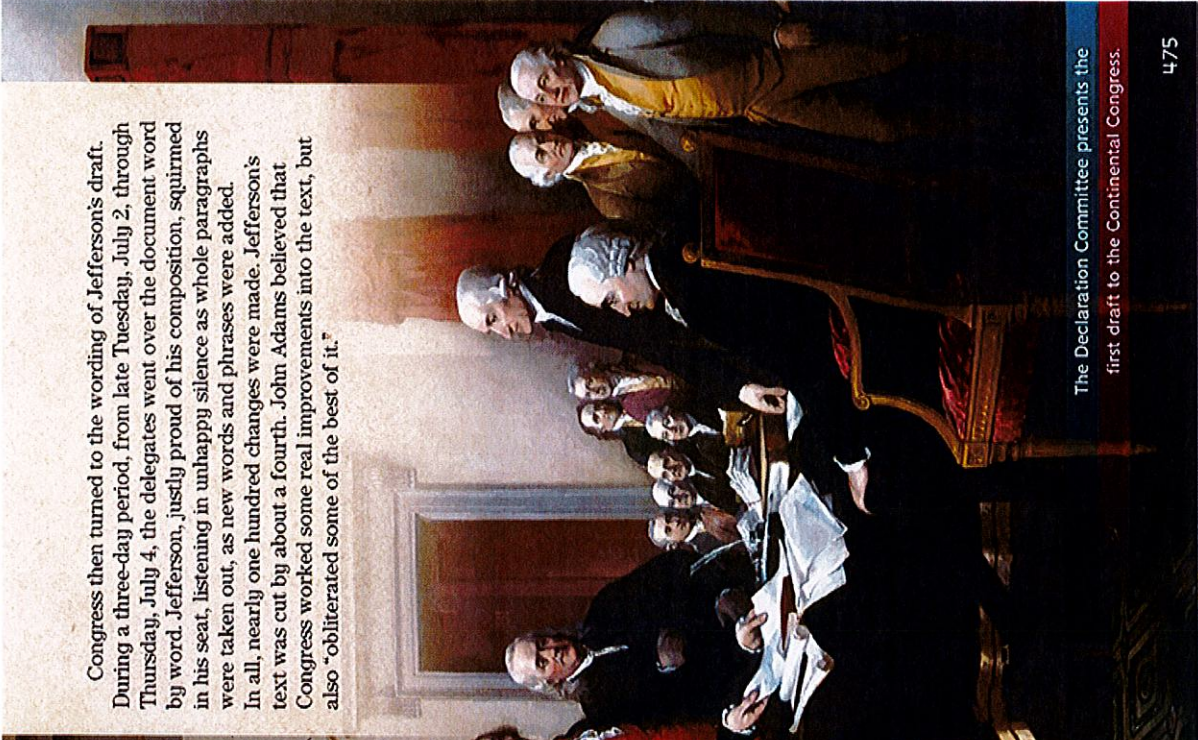
The delegates who **avored** independence got busy behind the scenes. After a night of intense negotiations, Pennsylvania and South Carolina agreed to change their votes and go along with the other colonies. An absent Delaware delegate, Caesar Rodney, who also favored independence, rode eighty miles through heavy rain to reach Philadelphia and break the tie in his delegation's vote. New York, still lacking instructions, abstained again.

The final vote on July 2 was twelve colonies in favor of independence, none opposed. Two weeks later, New York's delegates were able to add their colony's approval, making the vote for independence unanimous. **7**



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Congress then turned to the wording of Jefferson's draft. During a three-day period, from late Tuesday, July 2, through Thursday, July 4, the delegates went over the document word by word. Jefferson, justly proud of his composition, squirmed in his seat, listening in unhappy silence as whole paragraphs were taken out, as new words and phrases were added. In all, nearly one hundred changes were made. Jefferson's text was cut by about a fourth. John Adams believed that Congress worked some real improvements into the text, but also "obliterated some of the best of it."



The Declaration Committee presents the first draft to the Continental Congress.

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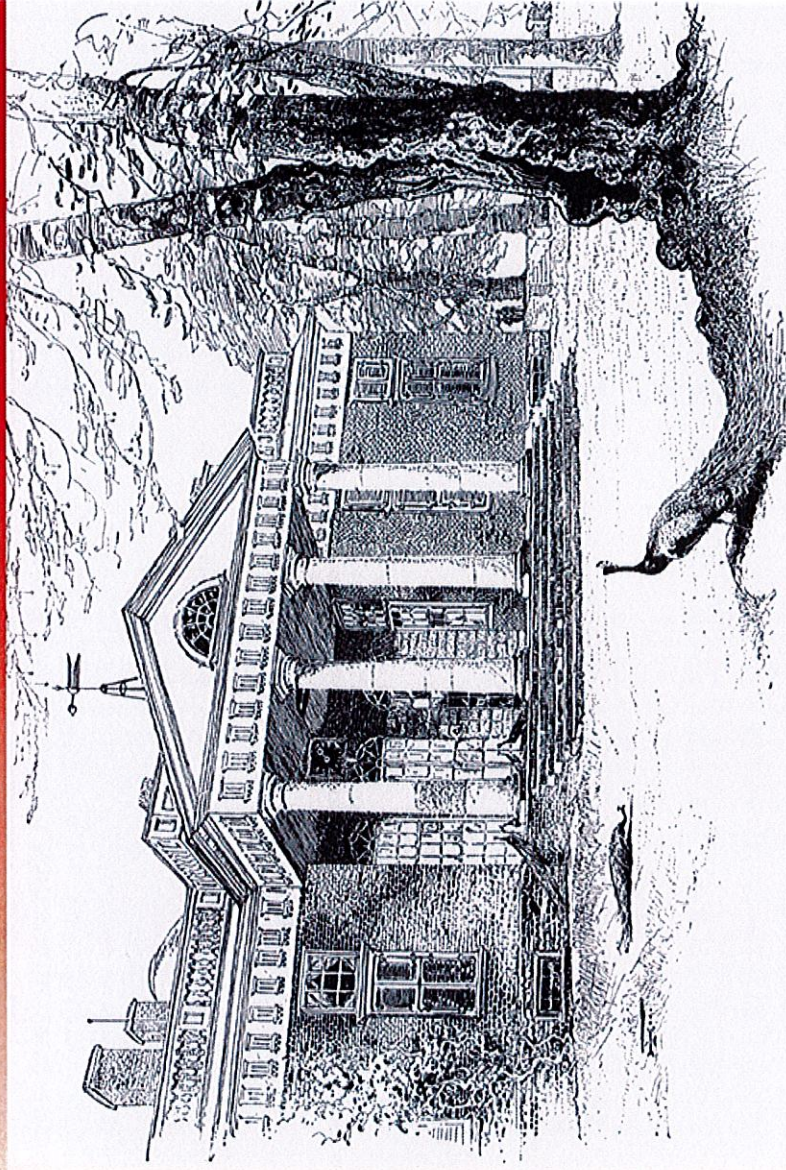


The most hotly contested change concerned a long passage Jefferson had written attacking the slave trade and blaming King George III for imposing slavery on America. Jefferson himself lived in a slave society. He owned more than two hundred slaves. His plantations and way of life depended on the labors of the human property he had inherited. Yet he considered slavery an evil that should gradually be abolished. More than once, he had proposed plans to end the slave trade in Virginia. In his draft of the Declaration, he **denounced** slavery as "a cruel war against human nature itself, violating its most sacred rights of life and liberty."

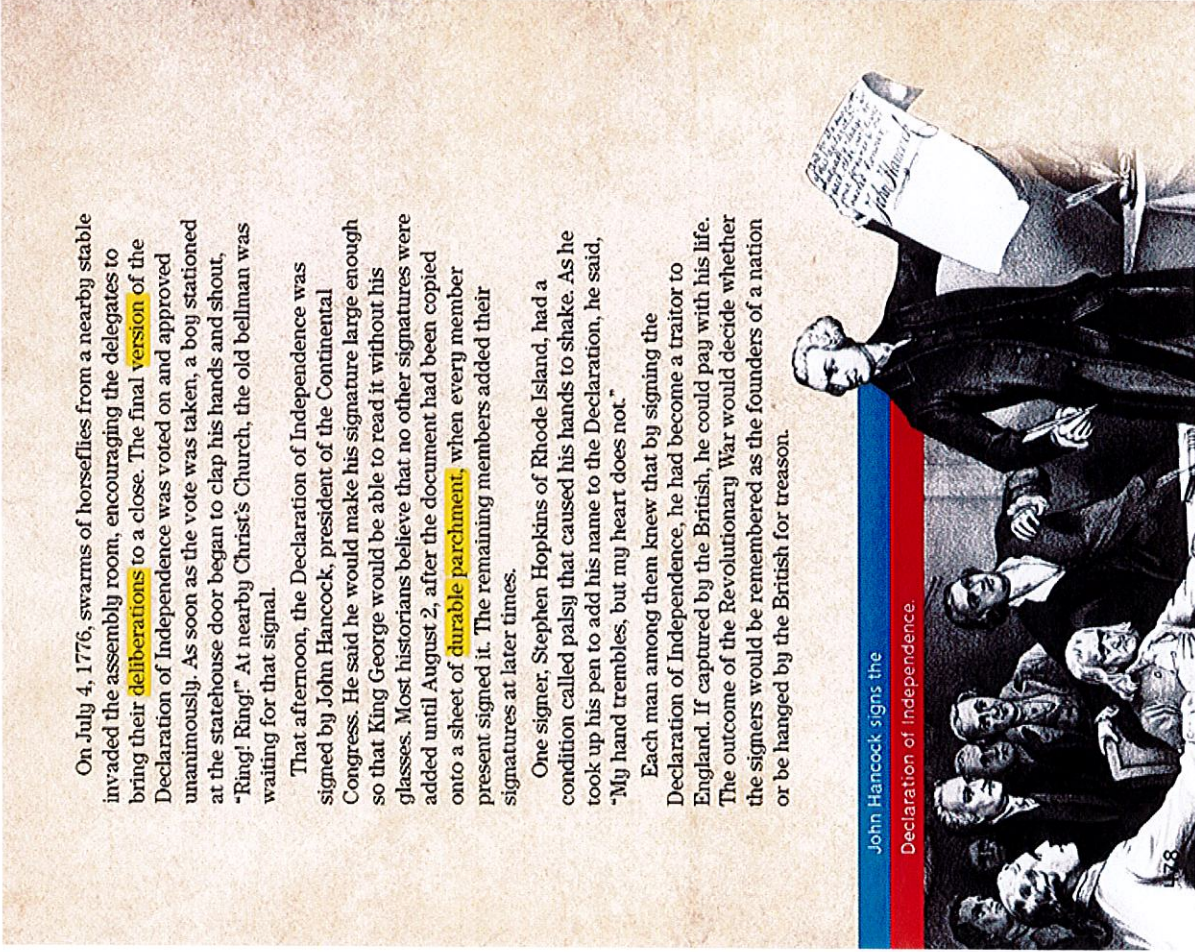
At that time in America, it was easier to denounce slavery than to put an end to it. Southern slave owners in the Continental Congress, particularly those from Georgia and South Carolina, refused to sign a document that included Jefferson's tough anti-slavery passage. They "had never attempted to restrain the importation of slaves," Jefferson wrote later, but "still wished to continue it." The Southerners were backed by some of the delegates from New England, whose merchants had grown rich shipping slaves from Africa to the colonies. "For though their people had very few slaves themselves," said Jefferson, "yet they had been pretty considerable carriers of them to others."

John Adams, Ben Franklin, and other revolutionary leaders had spoken out strongly against slavery, but for the sake of unity, they agreed to compromise. The anti-slavery passage was eliminated. The explosive question of slavery was put aside and would not be resolved until America's Civil War nearly a century later. **8**

Monticello, Thomas Jefferson's estate



MONTICELLO, THE EAST PORTICO.



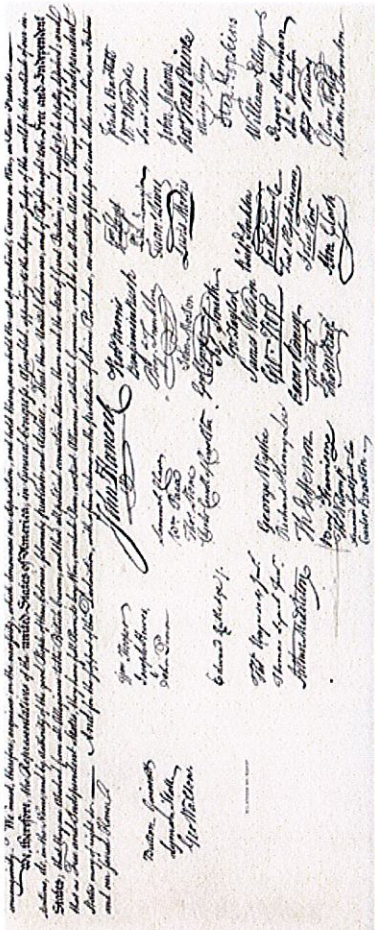
John Hancock signs the Declaration of Independence

On July 4, 1776, swarms of horseflies from a nearby stable invaded the assembly room, encouraging the delegates to bring their deliberations to a close. The final version of the Declaration of Independence was voted on and approved unanimously. As soon as the vote was taken, a boy stationed at the statehouse door began to clap his hands and shout, "Ring! Ring!" At nearby Christ's Church, the old bellman was waiting for that signal.

That afternoon, the Declaration of Independence was signed by John Hancock, president of the Continental Congress. He said he would make his signature large enough so that King George would be able to read it without his glasses. Most historians believe that no other signatures were added until August 2, after the document had been copied onto a sheet of durable parchment, when every member present signed it. The remaining members added their signatures at later times.

One signer, Stephen Hopkins of Rhode Island, had a condition called palsy that caused his hands to shake. As he took up his pen to add his name to the Declaration, he said, "My hand trembles, but my heart does not."

Each man among them knew that by signing the Declaration of Independence, he had become a traitor to England. If captured by the British, he could pay with his life. The outcome of the Revolutionary War would decide whether the signers would be remembered as the founders of a nation or be hanged by the British for treason.



DECLARATION OF INDEPENDENCE SIGNATURE KEY

GEORGIA Button Gwinnett Lyman Hall George Walton	VIRGINIA George Wythe Richard Henry Lee Thomas Jefferson Benjamin Harrison Thomas Nelson, Jr. Francis Lightfoot Lee Carter Braxton	NEW JERSEY Richard Stockton John Witherspoon Francis Hopkinson John Hart Abraham Clark	NEW HAMPSHIRE Josiah Bartlett William Whipple	MASSACHUSETTS Samuel Adams John Adams Robert Treat Paine Elbridge Gerry	RHODE ISLAND Stephen Hopkins William Ellery	CONNECTICUT Roger Sherman Samuel Huntington William Williams Oliver Wolcott	NEW HAMPSHIRE Matthew Thornton
NORTH CAROLINA William Hooper Joseph Hewes John Penn	PENNSYLVANIA Robert Morris Benjamin Rush Benjamin Franklin John Morton George Clymer James Smith George Taylor James Wilson George Ross	NEW YORK William Floyd Philip Livingston Francis Lewis Lewis Morris	DELAWARE Caesar Rodney George Read Thomas McKean	MARYLAND Samuel Chase William Paca Thomas Stone Charles Carroll of Carrollton			



▶ Colonists pull down a statue of George III.
 ▶ Richard Henry Lee reads the Declaration of Independence in Philadelphia.



Meanwhile, copies of the Declaration were printed and carried by express riders and coastal schooners to towns and villages in each of the thirteen states, where the text was read aloud amid "great demonstrations of joy." General George Washington and his troops heard it read in New York City on July 9. That evening a jubilant crowd pulled down a fifteen-foot-high gilded statue of George III on horseback. Later, the statue was melted down and the metal molded into 42,000 bullets for Patriot guns. 9

We hold these truths to be self-evident,

that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. . . .

Essential Questions

How did people react to the Declaration of Independence?
Why is it important for so many people?

LET Independence RING

by Tanya Anderson
illustrated by Nancy Lane

For days and days, we watched them gather,
Men from places near and far,
Discussing war and independence.
I listened through the door ajar.

The heat of summer filled the statehouse,
Open windows helped a bit.
I heard them shout, heard them argue,
Convincing holdouts to commit.

Throughout the city, tension mounted,
As people waited for the news.
Blood's been shed, war's been started,
Now all that's left is which to choose:

A future under British power,
Forced to bow down to their king?
Or something new, something greater,
Freedom to forever ring?

July the Fourth, a vote was taken,
"Approved!" I heard John Hancock say.
I ran to tell all who'd listen—
Our independence starts today!

News spread fast among the folks
As they took their evening stroll.
Four days passed by and then we heard
The bells throughout the city toll!

We all gathered at the statehouse,
Its grand bell chimed loud and true,
Then stopped before a man began
To read what hearts already knew.

"We hold these truths," he started out,
And we stood silent through the rest,
The weight of words, their impact clear,
At last, our liberty professed.

Whenever now I hear those bells,
It's this day that I recall,
Birthing freedom, a brand-new nation,
Life and liberty for all.



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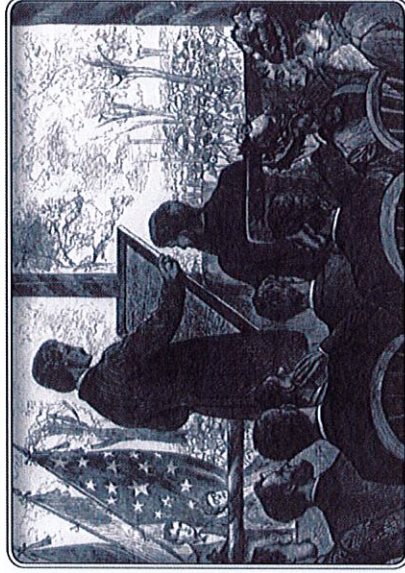
Respond

You will answer the comprehension questions on these pages as a class.

Comprehension

Text Connections

1. In June 1776, what was not yet clear to the Continental Congress?
2. How can reading poetry, such as “Let Independence Ring,” help you better understand historic events?
3. Describe Thomas Jefferson in the summer of 1776, based on the text.
4. Based on the information in “Give Me Liberty!” and the Read Aloud “Sleepover at the National Archives,” why is preserving the original Declaration of Independence so important?
5. Explain reasons why working with a large group like the Continental Congress can be difficult, based on your experience.
6. Why did signing the Declaration of Independence require a certain amount of courage?



Did You Know?

The night of July 4, 1776, a man named John Dunlap printed copies of the Declaration of Independence to distribute to leaders and troop commanders. Today, these copies, called broadsides, are rare and very valuable. Fewer than 30 are known to still exist. Historical artifacts, thought lost, sometimes surface in unexpected places. For example, in 1989, a man bought an old framed painting at a flea market. When he later took it apart, he found one of the Dunlap copies hidden inside!

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Look Closer

Keys to Comprehension

1. Based on details about John Adams, make an inference about his importance to the Declaration of Independence.
2. What is a main idea of "Give Me Liberty!" and how do details support it?
3. Describe and explain the procedure by which the delegates of the Continental Congress adopted the Declaration of Independence.

Writer's Craft

4. Describe the structure and rhyme scheme of "Let Independence Ring."

Concept Development

5. How does the image of the signatures on the Declaration of Independence on page 479 help you better understand the related text?
6. How does the author support the idea that the delegates were divided over the question of slavery during the revision of the Declaration of Independence?

Write

Write a paragraph in which you imagine some of what John Adams might have said when he "pleaded the cause of independence" the afternoon of July 1, 1776.

Connect

Read this Social Studies Connection. You will answer the questions as a class.

Text Feature

A bulleted list groups items that belong together but do not need to be in a particular order.

Social Studies

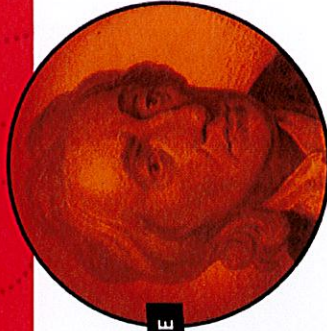


The Thinkers behind the Declaration

Thomas Jefferson wrote the first **draft** of the Declaration of Independence. When asked about the Declaration's origins, Jefferson said the authority of its ideas rests "on the harmonizing sentiments of the day." In other words, his work was based on popular ideas of the time. He then gave examples of places to find those ideas: "in conversation, in letters, printed essays, or in the elementary books of public right, as Aristotle, Cicero, Locke . . ."

Who were these men? Which of their ideas made it into the Declaration of Independence?

- Aristotle was an ancient Greek philosopher. Philosophers **deliberate** about the meaning behind things. One of his ideas involved countries being governed by the rule of law. The law, for him, was based only on good thinking, not on strong emotions. He wrote about what makes laws fair, or just.
 - Cicero was an ancient Roman philosopher who studied Aristotle. One of his ideas was a sense of right that all people have inside them. This sense can lead people to follow a law that is "according to nature."
 - John Locke was a British philosopher in the 1600s. He helped create the ideas of individual rights and limited government. In his view, people had rights, but must also respect others' rights. Governments owe their citizens certain things.
- In the first **version** of the Declaration of Independence, Jefferson took and combined ideas from great thinkers of the past. As we now know, the result of this work had powerful consequences.



Aristotle, Cicero, and Locke were all sources of inspiration for Thomas Jefferson as he wrote the Declaration of Independence.

1. How did ideas spread between societies in Thomas Jefferson's time, and how do they spread today?
2. How did the spread of ideas affect the delegates of the Continental Congress?
3. Compare and contrast Jefferson's firsthand account quoted in the Social Studies Connection with information about sources of Jefferson's ideas in "Give Me Liberty!"



Go Digital

Research to find images of Independence Hall in Philadelphia, where the delegates signed the Declaration of Independence. If possible, take a virtual tour of this important building.

Prefixes *en-* and *ex-*; Suffixes *-en* and *-ic*

FOCUS

Remember that a prefix is a word part that is added to the beginning of a word. A suffix is a word part that is added to the end of a word. Adding a prefix or a suffix changes the base word's meaning.

- The **prefix *en-*** means "in."
- The **prefix *ex-*** means "out."
- The **suffix *-en*** can mean "to make."

When *-en* has this meaning, the word is a verb.

- The **suffix *-ic*** means "having characteristics of."

Words with this suffix are adjectives.

- The spelling of the base word might change when the suffix *-en* or *-ic* is added.

PRACTICE Draw a line to connect each word with its definition.

- | | |
|---------------|--|
| 1. exile | to cause to die out |
| 2. entrust | to put life or action into |
| 3. enliven | to force a person out of his or her own country |
| 4. extinguish | to put something in someone's care or protection |

Add *-en* or *-ic* to each base word below to create a new word.

5. short _____
6. symbol _____
7. tough _____
8. economy _____

APPLY Combine the word parts as shown. Then write a definition for the new word. Do not use the base word in the definition.

9. en- + danger + -ed = _____

10. extend + -sion = _____

11. re + moist + -en _____

12. un- + character + -ist + -ic _____

Write a sentence for each new word you formed above.

13. _____

14. _____

15. _____

16. _____

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Vocabulary

FOCUS Review the selection vocabulary words from “Give Me Liberty!”

- | | |
|----------------------|------------------|
| abstained | durable |
| aloof | avored |
| alter | pamphlet |
| delegates | parchment |
| deliberations | retreat |
| denounced | secure |
| draft | version |

PRACTICE Write each vocabulary word next to its synonym.

- | | |
|--------------------------|-------------------------|
| 1. criticized _____ | 8. draw up _____ |
| 2. preferred _____ | 9. fall back _____ |
| 3. distant _____ | 10. declined _____ |
| 4. representatives _____ | 11. conversations _____ |
| 5. change _____ | 12. type _____ |
| 6. sheepskin _____ | 13. booklet _____ |
| 7. sturdy _____ | 14. protect _____ |

APPLY Read each riddle below. Write the vocabulary word that best solves the riddle.

15. I contain the Declaration of Independence.

What am I? _____

16. I describe something that can take a beating.

What am I? _____

17. I am something a losing army might do.

What am I? _____

18. I am a song that sounds somewhat like the original.

What am I? _____

19. I am something you do to make a change.

What am I? _____

20. I am made of several pages.

What am I? _____

21. I describe someone who doesn't join the party.

What am I? _____

22. I am what you do when you don't do something.

What am I? _____

23. I am a conversation that could turn into an argument.

What am I? _____

24. I am something you do with safety in mind.

What am I? _____

Group Dynamics

“Okay, let’s get to work!” Penny, self-appointed leader as usual, clapped her hands to get everyone’s attention. “We only have a couple of days to create our informational pamphlet. We need to start brainstorming.”

Riley and Addison rolled their eyes. Damon gave half his attention at best, as he leisurely scanned a comic book. Only Malik was as anxious as Penny to get started on Mrs. Moreno’s assignment. He just didn’t have her confidence and her talent for taking charge.

“So . . . Mrs. M has asked us to write and design a kind of brochure that promotes a vacation spot or retreat. I was just in the Bahamas with my family, so we should totally do that,” Penny said, with that look of determination in her eye.

Malik gathered all his courage and replied, “Wait, Penny, we should hear from everyone in the group. We all have opinions about this, don’t we?” And with that, true deliberations began. Suddenly Riley and Addison abandoned their aloofness. Riley denounced Penny’s idea, arguing that it would be easier to write about a local site. Chatty Addison then spent five minutes detailing *her* family’s recent skiing vacation in Vermont. Malik chimed in with support for Riley’s suggestion, and Damon, still absorbed in *The Adventures of Cricket Man*, abstained from contributing altogether.

Penny could see that the tide was turning against her. Most of the group was beginning to favor Riley’s idea. It bruised her ego a bit, but she resolved to compromise. “Why don’t we write about that beautiful campground near Eden Falls?” she said. “My aunt actually works there, so it would be pretty easy to find out all about it. I’ll bet she has pictures of the place, too.”

“That sounds great, Penny!” Malik replied. “Do you mind if Riley and I talk to your aunt and then start a rough draft of the pamphlet?”

“Um . . . okay.” Penny was losing more control by the second. Malik was usually pretty shy, so he was shocking her with his newfound attitude. Maybe she didn’t have to take charge *all* the time.

Over the next couple days, the group fell into a rhythm and the project progressed. Malik and Riley found out all about Eden Falls Campground's top-notch amenities, including yoga classes, bird-watching seminars, and a relaxing hot spring. They penned many versions of the text, under intense supervision from Penny, until it sounded exactly right. Addison didn't add much to the proceedings, but she did keep everyone entertained with her stories. After he finished his comic book, Damon surprised everyone by offering to design the pamphlet. He arranged the photographs with skill and even added his own illustrations. When there was nothing more to be altered, he printed the final draft on a durable paper that looked like parchment.

As Penny was still the most poised (and pushy), she was chosen as the group's delegate to present the finished product to the class. Mrs. Moreno seemed so pleased that Malik's hopes for a high grade seemed quite secure.

"It really is great what we can accomplish when we work together," Penny said smugly as they discussed things after class. Riley and Addison rolled their eyes. Malik, proud of the backbone he had shown, chuckled to himself. Damon had moved on to *The Adventures of Cricket Man: Part 2*.

Fact and Opinion

FOCUS Remember that a **fact** is a true statement that can be proven. An **opinion** is a statement of someone's feelings or beliefs that cannot be proven. When reading informational texts, be sure to distinguish statements of fact from statements of the author's opinion.

PRACTICE Read each sentence about the people and events in "Give Me Liberty!" Write whether it expresses a fact or an opinion.

1. The colonists should have fought for their freedom from Great Britain even sooner.

2. Thomas Jefferson was too quiet and aloof to be an effective leader.

3. John Locke was an English philosopher who wrote about people's rights.

4. The Declaration of Independence could only have been written by someone from Virginia.

5. A draft of the Declaration of Independence was submitted to the congress on June 28, 1776.

APPLY Write one fact you know and one opinion you have about each topic below. Use complete sentences.

6. the American Revolution

Fact: _____

Opinion: _____

7. Thomas Jefferson

Fact: _____

Opinion: _____

8. the Declaration of Independence

Fact: _____

Opinion: _____

9. studying American history

Fact: _____

Opinion: _____

10. life in Colonial America

Fact: _____

Opinion: _____

11. the writing process

Fact: _____

Opinion: _____

12. Benjamin Franklin

Fact: _____

Opinion: _____

Prefixes *en-* and *ex-*; Suffixes *-en* and *-ic*

FOCUS

Remember that prefixes are added to the beginnings of base words or word parts and change their meanings. Suffixes are added to the ends of base words or words parts, and they change the meanings and often the spellings.

- The **prefix *en-*** means “in.”
- The **prefix *ex-*** means “out.”
- The **suffix *-en*** means “to make,” and adding it to a base word usually results in a verb.
- The **suffix *-ic*** means “having characteristics of,” and adding it to a base word results in an adjective.

PRACTICE Write the spelling word that shares the same base word or word part.

Word List

- | | |
|--------------|-----------------|
| 1. aquatic | 11. expire |
| 2. artistic | 12. exterminate |
| 3. athletic | 13. extinguish |
| 4. awaken | 14. exude |
| 5. engrave | 15. forbidden |
| 6. enlighten | 16. majestic |
| 7. enlist | 17. moisten |
| 8. enrage | 18. strengthen |
| 9. envision | 19. sweeten |
| 10. exhale | 20. volcanic |

Challenge Words

21. aeronautic
22. enamored
23. explosion

- | | |
|----------------------|-------------------|
| 1. extrude _____ | 4. awake _____ |
| 2. majesty _____ | 5. volcano _____ |
| 3. distinguish _____ | 6. strength _____ |

- | | |
|----------------------|----------------------|
| 7. list _____ | 14. grave _____ |
| 8. rage _____ | 15. forbid _____ |
| 9. sweet _____ | 16. inhalation _____ |
| 10. athlete _____ | 17. moist _____ |
| 11. inspire _____ | 18. light _____ |
| 12. terminal _____ | 19. visible _____ |
| 13. aquamarine _____ | 20. artist _____ |

APPLY Draw a line matching each word in the left column with its definition in the right column.

- | | |
|----------------|--|
| 21. moisten | a. having characteristics of a volcano |
| 22. enrage | b. make strong |
| 23. aquatic | c. not allowed |
| 24. engrave | d. make damp |
| 25. volcanic | e. to cause to be angry |
| 26. strengthen | f. put out |
| 27. extinguish | g. related to water |
| 28. exhale | h. run out |
| 29. expire | i. to breath out |
| 30. forbidden | j. to carve into |

Word Analysis

Read each item carefully. Choose the correct answer.

1. What do the underlined letters in the word *encampment* mean?
 (A) with
 (B) not
 (C) for
 (D) in
2. Which word contains the prefix meaning *out*?
 (A) predetermine
 (B) exclamation
 (C) bilateral
 (D) distinction
3. Which word means *to make something bright*?
 (A) brighten
 (B) brightous
 (C) brightly
 (D) conbright
4. Which word means *having the characteristics of comedy*?
 (A) comedous
 (B) encomedy
 (C) comedist
 (D) comedic
5. All of these words describe an area where grass and other plants grow. Which word best describes *the place where cattle graze*?
 (A) pasture
 (B) lawn
 (C) field
 (D) meadow

Give Me Liberty! The Story of the Declaration of Independence

Vocabulary

Read each item carefully. Choose the correct answer.

1. What does the word *retreat* mean in this sentence?
The enemy soldiers decided to *retreat*.
 (A) rest for the night
 (B) move back
 (C) attack on horseback
 (D) dig trenches
2. Something that lasts a long time while being used is
 (A) weary.
 (B) durable.
 (C) amber.
 (D) circular.
3. The discussions held before making a decision are called
 (A) journalists.
 (B) reinforcements.
 (C) insistences.
 (D) deliberations.
4. A small book with a paper cover is called a
 (A) pamphlet.
 (B) dismount.
 (C) moderate.
 (D) generator.
5. A synonym for *alter* is
 (A) drive.
 (B) change.
 (C) point.
 (D) knock.

**Give Me Liberty! The Story of the Declaration of Independence
(continued)**

Comprehension

**Read the items carefully and choose the correct answer.
You may look back at the selection to answer the questions.**

1. The following question has two parts. First, answer **Part A** then **Part B**.

Part A Where did Jefferson get his ideas for the Declaration of Independence?

- (A) He borrowed ideas from other writers.
- (B) He invented all the ideas himself.
- (C) He asked Benjamin Franklin to write the first draft.
- (D) He used books American soldiers brought from Canada.

Part B Which sentence from the selection **best** supports your answer for **Part A**?

- (A) Finally he showed his work to John Adams and Ben Franklin, who suggested additional changes before the draft was submitted to Congress on June 28.
- (B) It seems that Jefferson tried to get out of the assignment.
- (C) There were plenty of ideas in the air for Jefferson to draw on.
- (D) Some five thousand American troops had been killed or wounded during the disastrous ten-month Canadian campaign.

2. Which of these is an opinion?

- (A) At first, Pennsylvania was opposed to independence.
- (B) A way must be found to get along with England.
- (C) John Adams spoke out against slavery.

3. Why did John Dickinson's voice tremble?

- (A) He wasn't sure independence was a good idea.
- (B) He was angry at the British ships attacking Charleston.
- (C) He was afraid because there was a great storm.
- (D) He was sick from smallpox he caught in Canada.

Give Me Liberty! The Story of the Declaration of Independence (continued)

Comprehension

4. How was Washington different from the other people mentioned in the selection?
- (A) He did not want to vote in either way.
 - (B) He was still supporting the British.
 - (C) He did not want to leave his farm.
 - (D) He was fighting against the British.
5. Why did the New York delegates abstain from the vote?
- (A) The British were surrounding the troops in New York City.
 - (B) They did not know how they were supposed to vote.
 - (C) A crowd pulled down a statue and did not let them go to vote.
 - (D) Jefferson had not given them a copy of the Declaration.
6. Put these events from the selection in order. Use the numbers 1–4.
- _____ First vote for independence takes place.
 - _____ Horseflies invade the assembly room.
 - _____ Jefferson starts writing the Declaration of Independence.
 - _____ British warships bombarded Charleston, South Carolina.
7. According to Adams, how were he and Jefferson different?
- _____
8. Why are there so few drafts of the Declaration of Independence?
- _____
- _____
9. What were the two most likely outcomes for those who signed the Declaration of Independence?
- _____
- _____
10. According the excerpt of the Declaration of Independence, what is the purpose of government?
- _____
- _____

**Give Me Liberty! The Story of the Declaration of Independence
(continued)**

Grammar, Usage, and Mechanics

Read each item carefully. Choose the correct answer.

1. In which sentence is the adjective form correct?
 - (A) My cousin's hair is curler than mine.
 - (B) My cousin's hair is curly than mine.
 - (C) My cousin's hair is more curlier than mine.
 - (D) My cousin's hair is curlier than mine.

2. In which sentence is the adjective form correct?
 - (A) This is the most unusual rock I've ever found.
 - (B) This is the unusual rock I've ever found.
 - (C) This is the unusualest rock I've ever found.
 - (D) This is the most unusualer rock I've ever found.

3. In which sentence is the adverb form correct?
 - (A) The storm arrived more powerful than people expected.
 - (B) The storm arrived powerfully than people expected.
 - (C) The storm arrived more powerfully than people expected.
 - (D) The storm arrived powerfullier than people expected.

4. In which sentence is the adverb form correct?
 - (A) Gina seemed most happiest when she was surfing.
 - (B) Gina seemed happiest when she was surfing.
 - (C) Gina seemed happily when she was surfing.
 - (D) Gina seemed most happier when she was surfing.

5. In which sentence is the adverb form correct?
 - (A) The team played badder because the players were so tired.
 - (B) The team played worser because the players were so tired.
 - (C) The team played worse because the players were so tired.
 - (D) The team played more worse because the players were so tired.

Name _____ Date _____ Score _____

**Give Me Liberty! The Story of the Declaration of Independence
(continued)**

Analyzing the Selection

**Read the item below. Write complete sentences for your answer.
Support your answer with evidence from the selection.**

Based on what you read in the selection, describe your impression
of Thomas Jefferson.

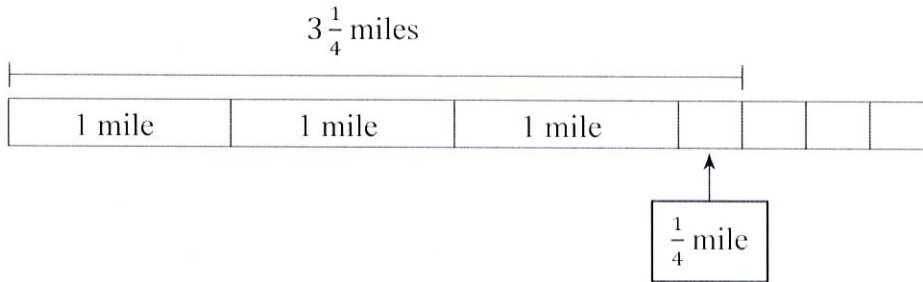
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Lesson 9 Reteach

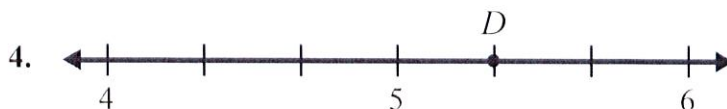
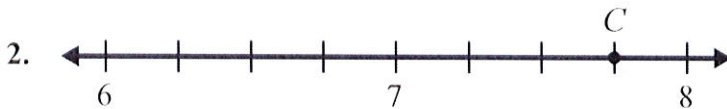
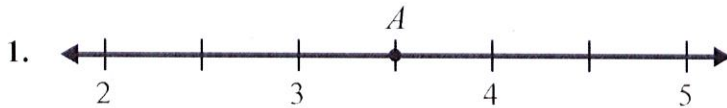
Mixed Numbers

A mixed number is made up of a whole number and a fraction. It represents an amount greater than one whole.

Clare lives $3\frac{1}{4}$ miles from school. That is 3 wholes and part of another whole.



Identify each point. Write it as a mixed number.



Name _____

MY Homework

Lesson 9

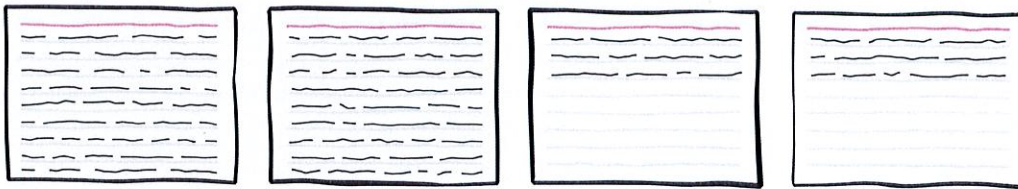
Mixed Numbers

Homework Helper



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Walter and his classmates are taking notes for a group report. Their note cards are shown. What is the total amount of notes Walter's group has taken? Write an equation to show the mixed number.



1 Count the wholes.

There are 2 cards full of notes. $1 + 1 = 2$

2 Count the parts.

There are two cards that are $\frac{1}{3}$ full of notes. $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

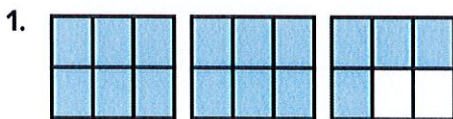
3 Add the wholes and the parts. $2 + \frac{2}{3} = 2\frac{2}{3}$

So, $1 + 1 + \frac{1}{3} + \frac{1}{3} = 2\frac{2}{3}$.

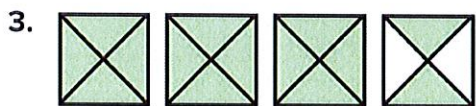
Walter's group has taken notes on $2\frac{2}{3}$ cards for their report.

Practice

Write a mixed number for each model.



Write a mixed number for each model.



Algebra Write an equation that represents each mixed number as a sum of whole numbers and unit fractions.

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

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

Brain Builders

7. Mathematical PRACTICE 2 Use Number Sense There are two whole bagels and six-eighths of a third bagel. Draw a model to represent the amount of bagels. What mixed number represents the amount of bagels?

8. Lonnie has three whole packages of pasta and one-third of a fourth package of pasta. He writes the amount of packages of pasta as $3\frac{3}{4}$. Explain and correct Lonnie's error.

Vocabulary Check



9. Write an example of a mixed number. _____

10. Test Practice A kitten weighs four whole pounds and $\frac{2}{3}$ of a fifth pound. Which mixed number represents the kitten's weight?

(A) $3\frac{2}{3}$ pounds

(C) $4\frac{2}{3}$ pounds

(B) $4\frac{1}{3}$ pounds

(D) $5\frac{2}{3}$ pounds

Lesson 10 Reteach

Mixed Numbers and Improper Fractions

A **mixed number** is made up of a whole and a part of a whole. You can use models to help you write mixed numbers.

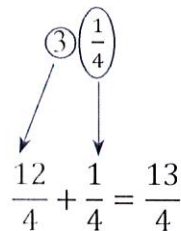
Mixed number: $3\frac{1}{4}$
 Read: three and one-fourth



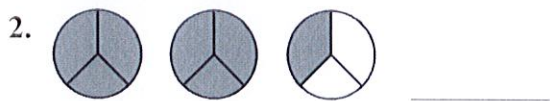
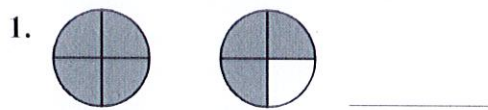
An **improper fraction** has a numerator that is greater than or equal to its denominator.

To write a mixed number as an improper fraction:

1. Write the whole number as a fraction.
2. Add the whole-number fraction and the fraction that represents part of a whole.



Write a mixed number and an improper fraction for each model.



Write each as an improper fraction or a mixed number.

3. $\frac{9}{8}$ _____

4. $2\frac{3}{10}$ _____

5. $2\frac{1}{2}$ _____

6. $\frac{34}{3}$ _____

7. $\frac{63}{5}$ _____

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

9. $5\frac{1}{6}$ _____

10. $7\frac{3}{8}$ _____

Name

MY Homework

Lesson 10

Mixed Numbers and Improper Fractions

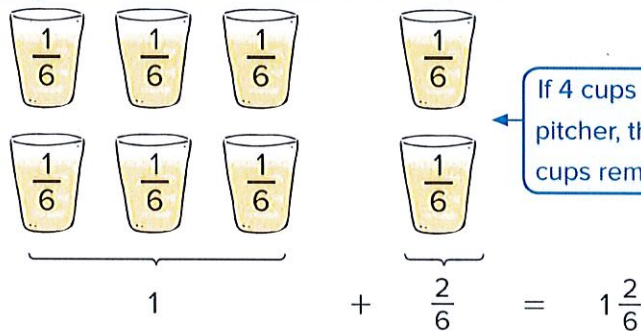
Homework Helper



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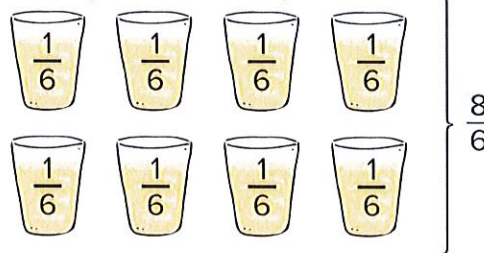
Kelsey made 2 pitchers of lemonade. Each pitcher holds 6 cups. She poured 4 cups of lemonade from one pitcher. What fraction of the lemonade is left?

One Way Count the wholes and the parts.



If 4 cups of lemonade are poured from one pitcher, then there is 1 full pitcher left and 2 cups remaining in the other pitcher.

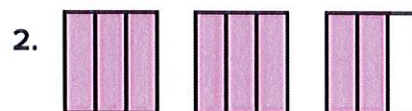
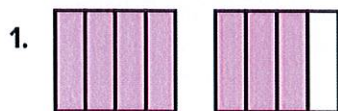
Another Way Count the parts.



So, there are $1\frac{2}{6}$, or $\frac{8}{6}$, pitchers of lemonade left.

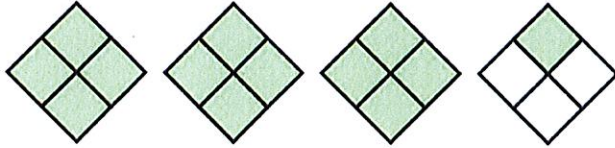
Practice

Write a mixed number and an improper fraction for each shaded model.



Write a mixed number and an improper fraction for each model.

3.



4.



5. Draw a model to write $2\frac{3}{5}$ as an improper fraction.

6. Draw a model to write $\frac{30}{4}$ as a mixed number.



Brain Builders

7. **Mathematical PRACTICE** 

Use Number Sense Ana walked $\frac{13}{3}$ miles. How many whole miles did Ana walk? What portion of an additional mile did she walk?

8. There are $5\frac{4}{5}$ cups of milk left in a carton. Write $5\frac{4}{5}$ as an improper fraction. Explain what the improper fraction represents in this situation.

Vocabulary Check



9. Is $\frac{10}{3}$ an improper fraction? Explain.

10. **Test Practice** Amelia needs $3\frac{2}{3}$ cups of sugar to make cupcakes. Which improper fraction names this amount?

- (A) $\frac{5}{3}$ cups (B) $\frac{8}{3}$ cups (C) $\frac{11}{3}$ cups (D) $\frac{18}{3}$ cups

Pretest

Find the factor pairs of each number.

1. 48

1. _____

2. 56

2. _____

Tell whether each number is *prime*, *composite*, or *neither*.

3. 25

3. _____

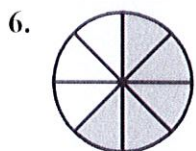
4. 1

4. _____

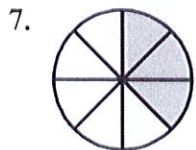
5. 31

5. _____

Write the fraction for the part that is shaded. Then find an equivalent fraction.



6. _____



7. _____

8. _____

9. _____

Write each fraction in simplest form.

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

9. $\frac{6}{8}$

10. $\frac{4}{12}$

10. _____

Compare. Use $>$, $<$, or $=$.

11. $\frac{3}{10}$ ○ $\frac{1}{2}$

12. $\frac{9}{12}$ ○ $\frac{3}{4}$

11. _____

12. _____

Write a mixed number for each model.



13. _____

14. _____

15. Jenna has 2 whole watermelons and one-third of another watermelon. Write a mixed number and improper fraction to represent the amount of watermelons she has.

15. _____

Am I Ready?

Practice

Graph each fraction on a number line.



Use the number line to determine whether the two fractions are equivalent. Write yes or no.





Write each whole number as a fraction.

6. 4

7. 8

Am I Ready?

Review

Graph each fraction, then use the number line to determine whether the two fractions are equivalent. Write yes or no.

1. $\frac{1}{4}$ and $\frac{3}{8}$



2. $\frac{1}{3}$ and $\frac{2}{6}$



3. $\frac{3}{4}$ and $\frac{7}{8}$



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



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



6. $\frac{2}{3}$ and $\frac{4}{6}$



Name _____

MY Homework

Lesson 1

Hands On: Use Models to Add Like Fractions

Homework Helper



Need help? connectED.mcgraw-hill.com

Caroline has 6 cups. She fills a cup with juice for each of her 5 friends. What is the fraction of the total number of cups that Caroline gives to her friends?

Each cup is $\frac{1}{6}$ of the total number of cups.

Find $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$.

1 Use five $\frac{1}{6}$ -fraction tiles to model the addition.



2 Add the like fractions.

Count the total number of $\frac{1}{6}$ -fraction tiles. There are 5.

$$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{5}{6}$$

So, the fraction of the total number of cups that

Caroline gives to her friends is $\frac{5}{6}$.

Practice

Model the sum using fraction tiles. Draw the model.

Then add.

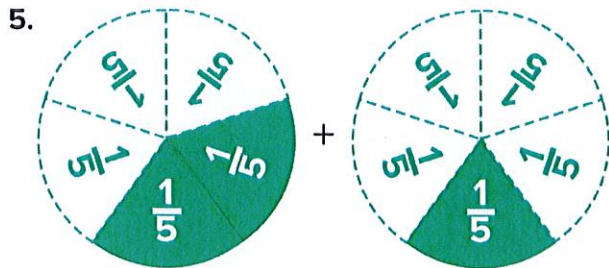
1. $\frac{1}{3} + \frac{1}{3} =$ _____

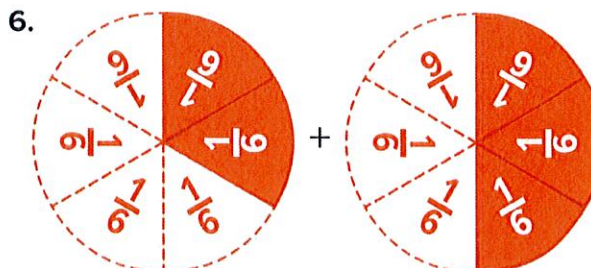
2. $\frac{2}{12} + \frac{6}{12} =$ _____

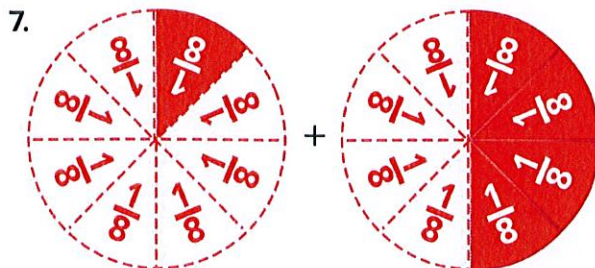
3. $\frac{3}{10} + \frac{4}{10} =$ _____

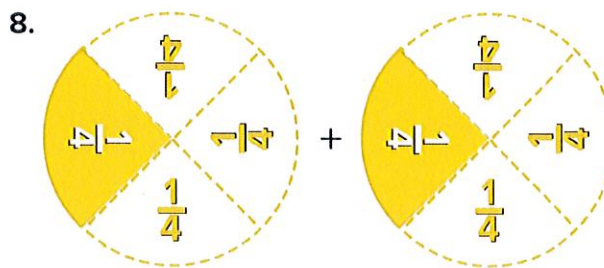
4. $\frac{5}{8} + \frac{1}{8} =$ _____

Write an addition sentence for each model. Then find the sum.












Problem Solving

9. **Mathematical PRACTICE**  **Make Sense of Problems** Nelson got a pack of 12 pencils. He took 3 pencils to put in his desk at school and 2 pencils to put in his locker at school. What is the fraction of total pencils that Nelson took to school?

10. There are 10 chicks on Ginger's farm. She has 2 chicks in one outdoor pen and 5 chicks in another. The rest of the chicks are in the barn. What is the fraction of total chicks in outdoor pens?

Vocabulary Check



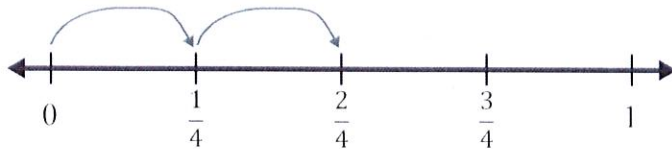
11. Explain what is the same about two fractions that are like fractions.

Lesson 2 Reteach

Add Like Fractions

Remember that to add like fractions, you find the sum of the numerators, but keep the denominator the same.

Find $\frac{1}{4} + \frac{1}{4}$. Use a number line.

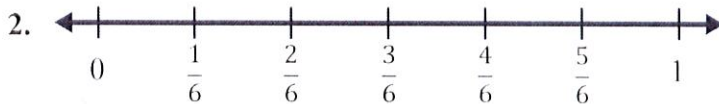


$$\frac{1}{4} + \frac{1}{4} = \frac{2}{4}. \text{ Simplify the fraction: } \frac{2}{4} = \frac{1}{2}$$

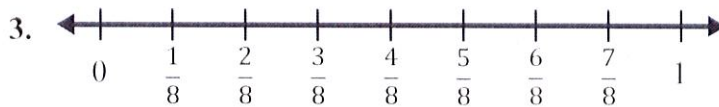
Find each sum. Write in simplest form.



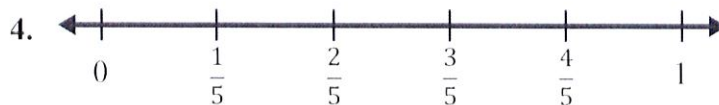
$$\frac{1}{3} + \frac{1}{3} = \underline{\hspace{2cm}}$$



$$\frac{2}{6} + \frac{1}{6} = \underline{\hspace{2cm}}$$



$$\frac{4}{8} + \frac{2}{8} = \underline{\hspace{2cm}}$$



$$\frac{1}{5} + \frac{3}{5} = \underline{\hspace{2cm}}$$

Name _____

MY Homework

Lesson 2

Add Like Fractions

Homework Helper



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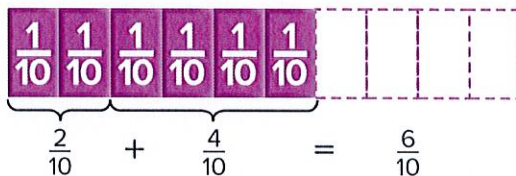
A bike rack has 10 slots. There are bikes in 2 of the slots. Then 4 more people come and park their bikes in the rack. What fraction of the bike rack is being used?

Find $\frac{2}{10} + \frac{4}{10}$.



1 Add the numerators.

$$\begin{aligned}\frac{2}{10} + \frac{4}{10} &= \frac{2 + 4}{10} \\ &= \frac{6}{10}\end{aligned}$$



2 Write in simplest form.

$$\frac{6 \div 2}{10 \div 2} = \frac{3}{5}$$

So, the total fraction of the bike rack that is being used is $\frac{3}{5}$.

Practice

Find each sum. Write in simplest form.

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

2. $\frac{3}{8} + \frac{3}{8} =$ _____

3. $\frac{1}{4} + \frac{1}{4} =$ _____

4. $\frac{5}{12} + \frac{3}{12} =$ _____

Find each sum. Write in simplest form.

5. $\frac{3}{5} + \frac{1}{5} =$ _____

6. $\frac{4}{10} + \frac{1}{10} =$ _____


7. $\frac{1}{6} + \frac{3}{6} =$ _____

8. $\frac{50}{100} + \frac{30}{100} =$ _____



Brain Builders

Solve. Write the answer in simplest form.

- Mathematical PRACTICE**  **Use Number Sense** It took Yuki $\frac{1}{6}$ of an hour to water her flowers and $\frac{4}{6}$ of an hour to weed her garden. What fraction of an hour did Yuki work in her yard?
-

10. Yesterday it rained $\frac{5}{8}$ inch. Today it rained $\frac{1}{8}$ inch. What is the total amount of rain for the two days?
-

11. Claudio walked $\frac{3}{10}$ mile in the morning. He walked the same distance in the afternoon, and again in the evening. How far did Claudio walk altogether?
-

12. **Test Practice** Pierre has 12 packages to send. He sent 1 package on Monday, 1 more package on Tuesday, and 2 more packages on Wednesday. What fraction of the packages has Pierre sent so far?

(A) $\frac{1}{4}$

(C) $\frac{8}{12}$

(B) $\frac{1}{3}$

(D) $\frac{2}{3}$

Name _____

MY Homework

Lesson 2

Add Like Fractions

Homework Helper



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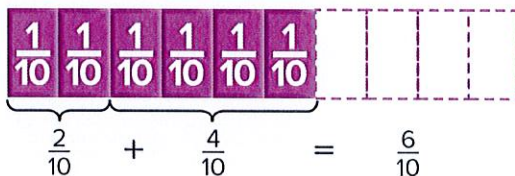
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So, the total fraction of the bike rack that is being used is $\frac{3}{5}$.

Practice

Find each sum. Write in simplest form.

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

2. $\frac{3}{8} + \frac{3}{8} =$ _____

3. $\frac{1}{4} + \frac{1}{4} =$ _____

4. $\frac{5}{12} + \frac{3}{12} =$ _____

Find each sum. Write in simplest form.

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7. $\frac{1}{6} + \frac{3}{6} =$ _____

8. $\frac{50}{100} + \frac{30}{100} =$ _____



Brain Builders

Solve. Write the answer in simplest form.

9. **Mathematical PRACTICE**  **Use Number Sense** It took Yuki $\frac{1}{6}$ of an hour to water her flowers and $\frac{4}{6}$ of an hour to weed her garden. What fraction of an hour did Yuki work in her yard?
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