

2020

Erie Rise Leadership
Academy Charter
School

Parent Lesson Plan

[PARENT LESSON PLAN]
4TH GRADE WEEK 5 APRIL 27-May 1

Contents

INTRODUCTION	1
HELPFUL INFORMATION	3
Distribution Sites/Information	3
Leadership Team	3
DIGITAL LESSON PACING GUIDE	4
ConnectED Instructions	4
USATestPrep Instructions	4
Pacing Guide	4
ELA PRINT MATERIAL	5
MATH PRINT MATERIALS	6
SCIENCE/SOCIAL STUDIES PRINT MATERIAL	7
ADDITIONAL RESOURCES (EDUCATIONAL)	8

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 4/27, Math 4/28, Math 4/29, Math 4/30, Math 5/1*

ELA Assignments: *ELA 4/27, ELA 4/28, ELA 4/29, ELA 4/30, ELA 5/1*

Science Assignments: *Science 4/27, Science 4/28, Science 4/29, Science 4/30, Science 5/1*

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 3 Day 1 April 27	<u>Lesson:</u> Unit 5 Lesson 3 Day 2 April 28	<u>Lesson:</u> Unit 5 Lesson 3 Day 3 April 29	<u>Lesson:</u> Unit 5 Lesson 3 Day 4 April 30	<u>Lesson:</u> Unit5 Lesson 3 Day 5 May 1
Math	<u>Lesson:</u> Chapter 9 Lesson 3 April 27	<u>Lesson:</u> Chapter 9 Lesson 4 April 28	<u>Lesson:</u> Chapter 9 Check My Progress April 29	<u>Lesson:</u> Chapter 9 Lesson 5 April 30	<u>Lesson:</u> Chapter 9 Lesson 6 May 1

ELA PRINT MATERIAL

Monday, April 27th

Unit 5 Lesson 3 Day 1

- Read Story “Our Constitution: A Blueprint for Government” Pg. 488-505
- Go over Spelling Words (Home Connections page 27)
- Go over Vocabulary Words(Home Connections page 27)
- Review prefixes anti- and pro- and Greek Roots therm- and photo- and complete Skills Practice pages 109-110

Tuesday, April 28th

Unit 5 Lesson 3 Day 2

- Reread Story
- Review Spelling Words
- Review Vocabulary Words
- Skills Practice Pg. 111-112
- Skills Practice Pg. 119-120

Wednesday, April 29th

Unit 5 Lesson 3 Day 3

- Read Story
- Review Spelling Words
- Review Vocabulary Words
- Read “**Henry Helps Out**” and complete Skills Practice Pg. 113-114 and circle vocabulary words
- Main Idea/Details Skills Practice Pg. 115-116

Thursday, April 30th

Unit 5 Lesson 3 Day 4

- Read Story
- Review Spelling Words
- Review Vocabulary Words
- Response to Nonfiction Skills Practice pages 117-118

Friday, May 1st

Unit 5 Lesson 3 Day 5

- Reread Story
- Review Spelling Words
- Review Vocabulary Words
- Complete Assessment: Word Analysis, Vocabulary, Comprehension, Grammar, and Analyzing the Selection pages 71-76

MATH PRINT MATERIALS

Monday, April 27th

Chapter 9 Lesson 3 "Hands On: Using Models to subtract like fractions"

Homework Worksheet pages 577-578

Cut out Fraction tiles to be used in this week's lessons

Tuesday, April 28th

Chapter 9 Lesson 4 "Subtract Like Fractions"

Homework Worksheet pages 583-584

Reteach Worksheet Lesson 4 page 74

Wednesday, April 29th

Check My Progress (Lessons 1-4) page 217

Thursday, April 30th

Chapter 9 Lesson 5 "Problem Solving Working Backwards"

My Homework Worksheet Lesson 5 pages 591-592

Reteach Lesson 5 pages 75-76

Friday, May 1st

Chapter 9 Lesson 6 "Adding Mixed Numbers"

Homework Worksheet Lesson 6 pages 597-598

Reteach Worksheet Lesson 6 page 77

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/mobilebasic

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/>

488

Genre Informational Text

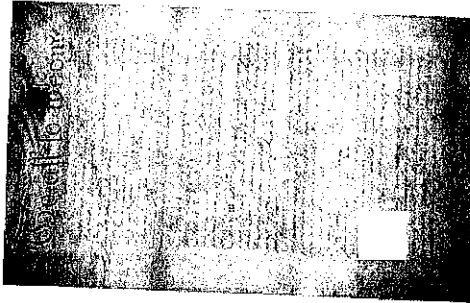
Essential Questions

What was the purpose of the Constitution? What does the Bill of Rights protect?

OUR CONSTITUTION A BLUEPRINT FOR GOVERNMENT

*by William Bale
illustrated by Josh Brunet and R. Schuster*

In the spring of 1787, the United States of America was still a brand-new country. Not long before, it had been a group of colonies ruled by Great Britain and its king. The colonists had strongly disliked being ruled by an all-powerful king. They thought the king's rules were unjust and unfair. They believed the people, and not the king or queen, knew best the kinds of laws that would lead to a good life. They also objected when the British parliament, where they were not represented, placed taxes on them. Therefore, they went to war to break free of Great Britain. After they won the war, the Americans now had the freedom to make their own laws. They no longer had to live under the rules and orders imposed by the king of England.



The Articles of Confederation

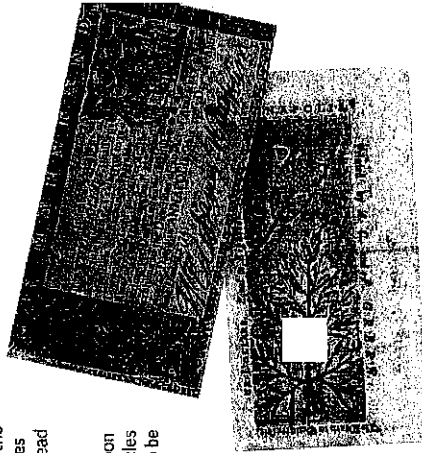
488

A FLAWED SYSTEM

The new nation's leaders called their first system of government the Articles of Confederation. Articles are explanations of rules. *Confederation* means a group of separate states that work together. The articles guided the separate states that composed the new country.

In some ways, the Articles of Confederation worked well. Under the Articles of Confederation, the United States agreed to a peace treaty with Great Britain. The US government also passed two important laws that set the rules for creating new states in lands to the west. In many other ways, the Articles worked poorly. The states were only loosely connected. No strong national government existed to assume important tasks to help the states run smoothly. For example, the national government could not raise money by taxing the people. It did not have the power to set up rules to ensure trade between the states operated fairly. It also lacked enforcement power to make sure the people obeyed the law. The national government could not support its paper money, making the money worthless. The state governments all printed their own money, causing confusion in the money system.

All these weaknesses at the national level and differences at the state level began to lead to chaos. The new country, its leaders believed, was in danger of falling apart. It soon became clear that the Articles of Confederation needed to be revised, and soon.



Each state had its own money under the Articles of Confederation.

CALLING FOR A CONVENTION

Chief among those concerned leaders were George Washington, Alexander Hamilton, and James Madison. In February 1787, Congress—the government body that made the laws—agreed that changes needed to be made to fix the government. They decided to hold a convention, or special meeting, to do the job. Congress invited each of the thirteen states to send delegates—representatives who had the experience and knowledge—to the convention.

In the spring, delegates departed from their home states to meet in Philadelphia. All the states except Rhode Island sent delegates. They were wealthy, well-educated businessmen, lawyers, bankers, and landowners. The first delegate to arrive in Philadelphia was James Madison, of Virginia. On May 25, he began to outline a new government. He called it the Virginia Plan. It called for a government that separated power into three branches. The legislative branch would make the laws. The executive branch would enforce the laws. The judicial branch would decide whether the laws were just and fair.



George Washington



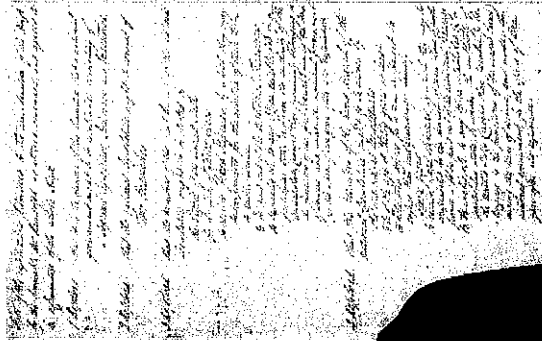
Alexander Hamilton

Believing they needed privacy to speak to the delegates, they agreed to keep their work secret. They allowed no reporters or interested citizens inside the convention. After a few weeks, the delegates realized their original plan, to revise the Articles of Confederation, would not do enough to solve all the government's problems. The delegates decided they needed a constitution, or a written plan for government. The new constitution would detail how the government would be structured and how it would operate. Their meeting came to be known as the Constitutional Convention. Today we call the men who wrote it the Framers of the Constitution, also known as the Founders. James Madison, for his leadership and heroic effort in crafting the document, became known as the Father of the Constitution.

James Madison



The Virginia Plan



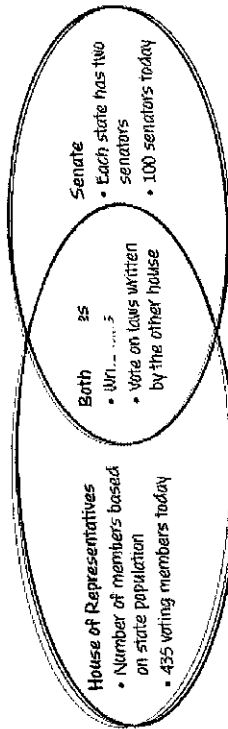
DISCREPANCY AND COMPROMISE

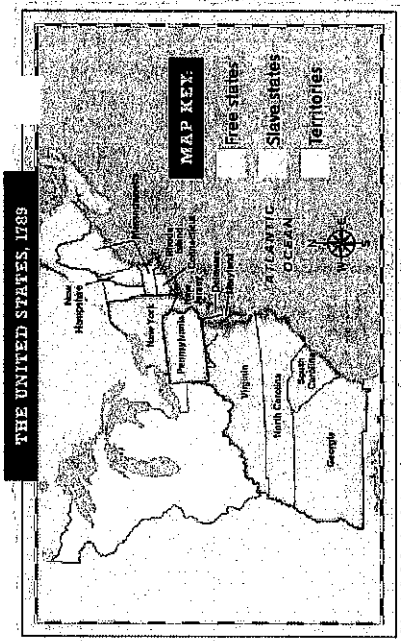
The Framers' job was not easy. The summer heat was intense and the building stuffy. Tempers often ran hot, too, as the Framers disagreed on important points. At times, they were tempted to give up. But the future of their new nation was at stake, and they kept working.

The Great Compromise

One of the most serious disagreements was about Congress. Congress had representatives from all the states. But what would determine how many representatives each state would send? The large states believed that the bigger the population of a state, the more representatives it should have. The small states realized this plan gave them little chance of having an equal say in lawmaking. They wanted each state to send the same number of representatives, regardless of the size of their populations.

The Framers found a compromise. A compromise is an agreement in which each side gives up a little of what it wants. The Framers decided Congress would be bicameral, or made of two groups, called houses. In the lower house, called the House of Representatives, representation would be based on population. In the upper house, called the Senate, each state would be equally represented. This agreement was called the Great Compromise, because without it, the states would not have agreed to a union.





The abolition of slavery was gradual in the states.

The Three-Fifths Compromise

The Framers also disagreed about the matter of human slavery. At that time, enslaving people from Africa was legal. Some Northern states had already made slavery illegal, but because the Southern states depended on this unpaid labor, they would not yield on the question of outlawing slavery. Southern delegates also wanted to count enslaved people toward their populations in determining representation. Yet they did not want enslaved people to count in determining taxes owed to the national government. What they wanted would give Southern states more power in the House of Representatives and a smaller tax burden.

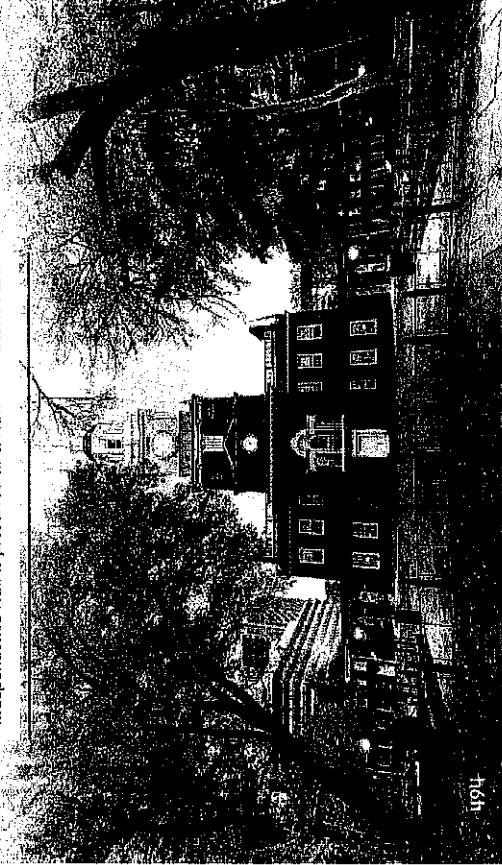
Delegates from the Northern states wanted the exact opposite, knowing that outlawing slavery was not an option. In the end, the delegates agreed to count three of every five enslaved persons when determining state representation and taxes. This agreement, called the Three-Fifths Compromise, still resulted in more power for the Southern states in the House of Representatives. The Three-Fifths Compromise would stay in place until after the Civil War, in 1865, when slavery was abolished in all states, and formerly enslaved people were made citizens.

WRITING THE CONSTITUTION

Through the long, hot summer, the Framers established several other rules for the government, including some that addressed the issue of trade. Making sure goods flowed easily from state to state was important to the new country's economy. The Framers agreed the states had to respect the laws of the other states and could not charge each other tariffs. Tariffs are taxes or fees placed on goods imported from other places.

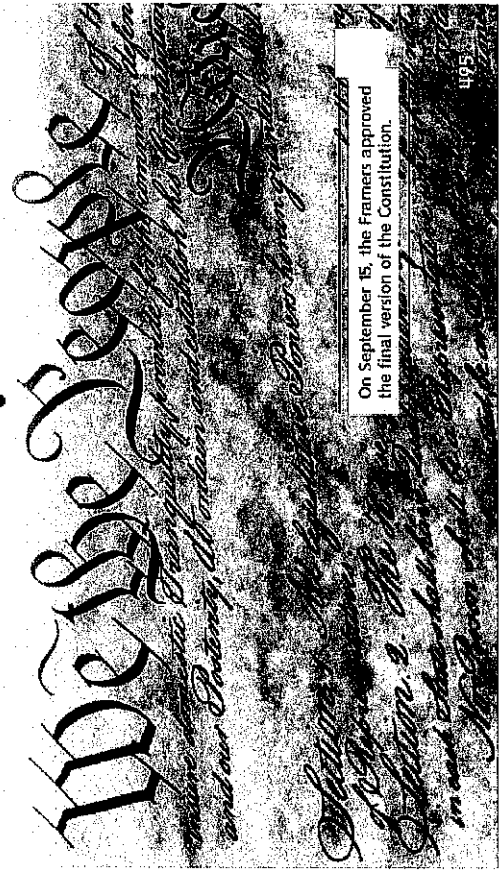
The Framers also determined how the constitution could be amended, or changed, in the future. They wanted the ability to make important changes while also discouraging trivial, or unimportant, changes. They allowed for two ways an amendment could be proposed. It could be passed by two-thirds of the members of both the House and Senate. Alternatively, it could be recommended by two-thirds of the state legislatures. After an amendment was proposed and passed, three-fourths of the states would have to ratify, or approve, it.

Independence Hall is preserved as a National Historic Park.



At the beginning of September 1787, the Framers of the Constitution included twenty-three articles, or sections. The Framers sensed it was too long, so they appointed a committee to make sure the document was clear, concise, and well written. The committee edited and shortened the document from twenty-three articles to seven. The committee wrote a preamble, or introduction:

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.



SIGNING THE CONSTITUTION

No computers or even typewriters existed in the 1700s. People wrote official documents on parchment. A skilled clerk named Jacob Shallus copied the final version of the Constitution in elegant handwriting on parchment. For his pen, he used a sharpened quill, or bird's feather. His ink was made from various plant materials. When he made a mistake, he scraped the ink off the parchment using a small knife. This painstaking work took Shallus an entire weekend.



By the third week of September, Shallus completed the final parchment document. One by one, thirty-nine Framers lined up to sign at the bottom of the last page. George Washington was the first to sign. Then each state delegation added their signatures in order of their state's location from north to south. Alexander Hamilton stood by and labeled each group of delegates with the name of their state.

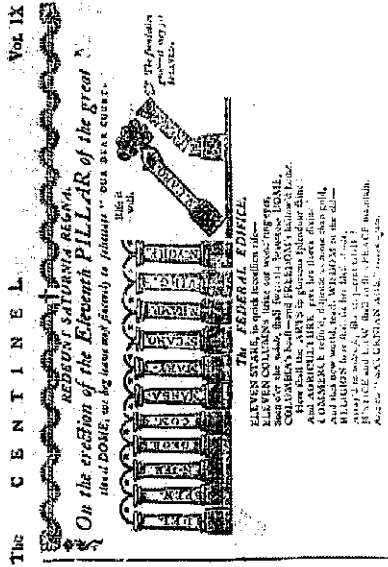
At the same time, the Framers hired a printer to make hundreds of copies of the Constitution. Delegates would take some of the copies home with them to their legislatures. Other copies were bound for the Continental Congress.



Of the forty-two delegates present, only three refused to sign the document. George Mason, Elbridge Gerry, and Edmund Randolph believed the document did not include enough to protect the rights of individual citizens. After the Constitution became the law of the land, the First Congress would grant Mason, Gerry, and Randolph's wish for a bill of rights. But first, the Framers had to convince the American citizens the new Constitution would be good for the country.

DEBATING THE CONSTITUTION

The Framers included instructions for ratification, or approval of the Constitution in the Constitution itself. They agreed that nine of the thirteen states would need to ratify the Constitution for it to be adopted. The Framers returned to their home states to lead the effort. Most wanted to convince Americans the new government would be good for the people. However, a few delegates believed the Constitution should not be ratified. On September 28, Congress told each state to hold conventions to decide whether to ratify the Constitution.



This illustration shows the order in which the states ratified the Constitution.



At the start of the Revolution, Patrick Henry gave a famous speech. He proclaimed, "Give me liberty, or give me death!"

The Anti-Federalists

Throughout the thirteen states, Americans held spirited debates over the Constitution. Those against it were called Anti-Federalists. Anti-Federalists opposed the formation of the federal government described in the Constitution. The most famous of the Anti-Federalists were Patrick Henry and James Monroe. Henry had been a hero of the Revolution, and Monroe later became president. Another active Anti-Federalist was the governor of New York, George Clinton. He wrote letters against the Constitution to newspapers under the pen name Cato.

Anti-Federalists mistrusted the idea of a strong, national government. Many Anti-Federalists argued that breaking free from a powerful government was exactly why they had fought the war against Britain. They feared a strong government would trample people's rights. They also believed the Constitution favored the wealthy instead of ordinary people. They thought the states and individuals should be given more power.



Alexander Hamilton, James Madison, and John Jay wrote The Federalist Papers.

RATIFICATION

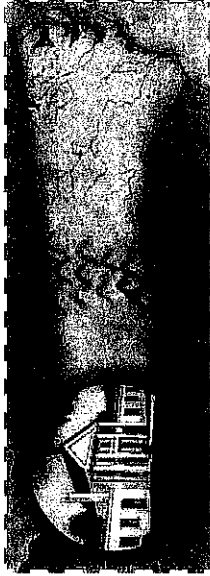
After a period of debate, delegates at state conventions were ready to vote on ratification. In each state, voters elected delegates to their state conventions to decide whether to ratify the Constitution. In some states, the voters elected more Anti-Federalist than Federalist delegates. In others, they elected more Federalists. This imbalance put ratification in doubt. Some state conventions ratified the Constitution fairly quickly. On December 7, 1787, Delaware became the first to do so. Pennsylvania, New Jersey, Georgia, and Connecticut soon followed.

Other state conventions argued over ratification of the Constitution for many weeks. Anti-Federalist delegates held fast to their demand for a guarantee of rights for the people. In Massachusetts, the delegates reached a compromise with the Anti-Federalists. They agreed to ratify if Congress promised it would add amendments to the Constitution protecting people's rights. Because this compromise applied to all states, Massachusetts, Maryland, and South Carolina then voted to ratify. Now only one more state was needed for the Constitution to become law. New Hampshire became the ninth and deciding state on June 21, 1788. By July, Virginia and New York had ratified as well.

The new Constitution took effect on Ma 1789. The United States government as we know it today began. However, two states, North Carolina and Rhode Island, still had not ratified. North Carolina wanted rights, amendments, and more to preserve slavery. But North Carolina put aside its demands and ratified in November 1789. Rhode Island did not want the federal government to control the money supply, it also was deeply against slavery and opposed the Three-Fifths Compromise. In the end, the US government told Rhode Island it would not trade with the state if it did not ratify. With no other choice, on May 29, 1790, the tiny state became the thirteenth, and last, state to ratify the Constitution.

NORTH CAROLINA

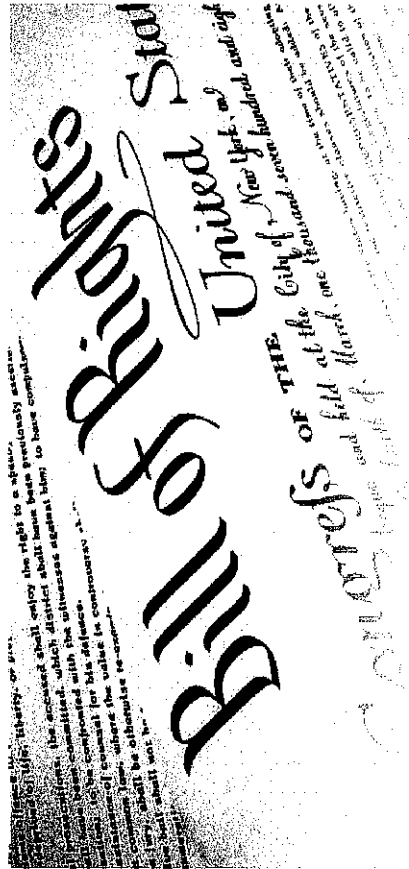
- Wanted protection for slavery



RHODE ISLAND

- Opposed slavery
- Opposed federal Three-Fifths Compromise of money supply





THE BILL OF RIGHTS

The Bill of Rights is the name for the first ten amendments to the US Constitution. These amendments name the basic rights of the people. The Founders had discussed the idea of a bill of rights for many years. George Mason, a delegate from Virginia, had written the Virginia Declaration of Rights in 1776. This declaration was a list of rights the government could not take away from the people. At the Constitutional Convention, the Framers had considered adding a list of rights to the Constitution. But the idea was voted down. In the end, Mason refused to sign the Constitution because it lacked a bill of rights.

Mason continued his push for a bill of rights after returning to his home state of Virginia. Many people supported having a bill of rights, and the idea played a large role in the debates in the ratifying conventions. Some states agreed to ratify only on the promise of a bill of rights. On September 25, 1789, the newly formed Congress approved twelve amendments. Congress sent these amendments to the states for ratification. The states ratified ten of the twelve amendments, and on December 15, 1791, the Bill of Rights became part of the Constitution.

In general, the Bill of Rights guarantees people will be safe from harm or mistreatment by the government. Each amendment guarantees a different freedom.

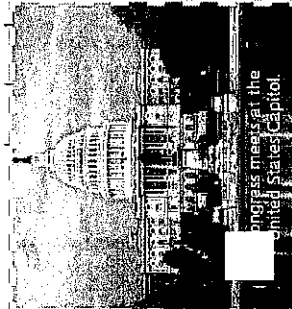
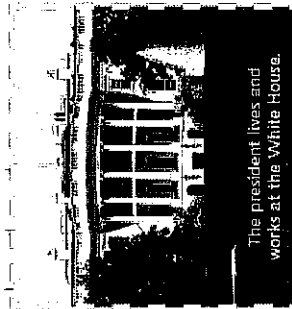
- **AMENDMENT I.** The First Amendment protects the people's freedoms of religion, speech, and the press. It also promises to the people the right to peacefully assemble and to petition the government.
- **AMENDMENT II.** The Second Amendment protects the right of the people "to keep and bear Arms."
- **AMENDMENT III.** The Third Amendment guarantees the military will not illegally force private citizens to house soldiers. This had been a major grievance in the years leading to the Revolution.
- **AMENDMENTS IV - VIII.** The Fourth through Eighth Amendments protect the people from unfairness in the way the government enforces the law, called due process. The Sixth Amendment protects the right to have a fair trial.
- **AMENDMENTS IX AND X.** The Ninth and Tenth amendments limit the power of the federal government by protecting unnamed rights and giving unstated powers to the states and the people.

George Mason's strong, steady support of the rights of Americans earned him the title of Father of the Bill of Rights.

THE CONSTITUTION DAY

The Constitution of the United States forms the basis for all the laws that govern our nation. Every law, written by Congress and signed by the president, must follow the Constitution. It is the job of the Supreme Court to decide whether laws are constitutional. The Supreme Court is the country's highest court, so it has the last word.

In the Constitution, the Framers created a strong but flexible document. With the amendments process, the Framers ensured the Constitution would be able to change with the times. For this reason, the Constitution has stood the test of time. Today, it is the world's oldest written plan of government.



Prefixes *anti-* and *pro-*; Greek Roots *therm* and *photo*

- FOCUS**
- The **prefix *anti-*** means “against.”
 - The **prefix *pro-*** means “forward” or “before.”
 - Remember that the literal meaning of a prefix is not always reflected in a word’s definition. Sometimes one must make inferences about a word’s meaning.
 - The **Greek root *therm*** means “heat.”
 - The **Greek root *photo*** means “light.”

PRACTICE Circle the word that best completes each sentence.

1. Jamie uses (antinature antinoise) curtains to block sound from the busy street.
2. The (photogenic photogeolic) dog has appeared in many catalogs for pet products.
3. In the winter, Evie uses a (thermal mirthful) blanket on her bed for extra warmth.
4. Soccer players wear shin guards for (protection production).
5. (Antilogic Antilock) brakes allow the wheels to keep turning so a vehicle doesn’t skid.
6. Words with lots of syllables can be especially difficult to (prominence pronounce).

APPLY Write a definition for each word. Use a dictionary, if needed.

7. antiwar _____

8. prolong _____

9. thermoregulate _____

10. photography _____

11. projection _____

12. antibody _____

Write sentences using four of the words from above.

13. _____

14. _____

15. _____

16. _____

Vocabulary

FOCUS Review the selection vocabulary words from “Our Constitution.”

aim	limit
at stake	petition
demand	preserve
ensure	republic
federal	separate
grievance	welfare
individual	yield

PRACTICE Read each sentence. Think about the meaning of the underlined vocabulary word. Circle True if the sentence is *true* and *False* if it is not true.

1. Your local city council is part of the federal government.
True False
2. When you give a restaurant a five-star rating, you are expressing a grievance.
True False
3. Your grades are at stake when you don't make time to study.
True False
4. A whole box of cereal is not an individual serving.
True False
5. When your friends yield to your demands, you have gotten your way.
True False
6. A government in which a king or queen has absolute power is a republic.
True False

7. An aim is something you work or strive for.

True **False**

8. People who want to change a law might petition the government.

True **False**

9. You can see your friend if he or she is in a separate room.

True **False**

10. If you demand something, you probably have no interest in it.

True **False**

11. A stopwatch can help you limit the time you spend on something.

True **False**

APPLY Complete the following sentences. Be sure to show the meaning of the underlined vocabulary word.

12. One thing I can do to ensure I get enough sleep is _____

13. I am concerned about the welfare of _____

14. America became a republic when _____

15. One important aim I have is _____

16. One way to preserve food is _____

Henry Helps Out

Dear Grandma,

Guess who is the newest volunteer at the North Edison Animal Shelter? That's right—it's me! You know how much I've always worried about the welfare of stray dogs and cats in our town. Well now I'm old enough to actually do something to ensure these poor creatures are fed, cared for, and hopefully adopted into loving homes.

This morning was my first time volunteering. Despite my eagerness to help, I was still a bit nervous. Would the shelter workers and other volunteers be nice? Would they mind that I was just a kid? Would I be able to do all that was demanded of me? These are just a few of the questions I had as I walked in the front door.

I was immediately greeted by the director, Mrs. Cassini. "You must be Henry!" she said with a grin. I breathed a sigh of relief as I followed her to the back of the building. At least I knew they were expecting me! "We're so happy to have you here," she continued. "Thanks so much for giving up your Saturday."

"Thanks for letting me be here, Mrs. Cassini," I replied. "I aim to do everything I can to help these dogs and cats." All of the sudden, we were in a giant room with two rows of cages on all sides. Each separate cage contained a dog. There were canines of all sizes, shapes, and colors. I saw a huge Great Dane and a tiny Chihuahua. There were two fluffy chows, a beautiful German shepherd, and a very friendly-looking golden retriever. I could barely hear Mrs. Cassini over all the barking, howling, whining, and whimpering!

"That's the rest of the gang," Mrs. Cassini shouted as she pointed to a few volunteers. They were already at work washing out cages and filling food and water bowls. "They're my clean-up crew. I have a different task in mind for you, though, if you're up to it. I need you to exercise some of the dogs individually by walking them out in our yard. Does that sound okay?"

That didn't just sound okay—it sounded awesome! There is no limit to my love of dogs, so one-on-time with them was a dream come true! My first walk was with a really energetic poodle. She pulled on the leash a little, but I was able to keep her under control. Then I got to hang out with the sweetest Doberman puppy. Mrs. Cassini told me that she had been rescued and brought here all the way from the Dominican Republic. I so wanted to take her home with me!

When Mom came to pick me up, I couldn't believe four hours had passed already. I don't have one grievance about my day. It was perfect! I can't wait to go back next week, and I hope you'll come with me sometime.

I hate to end on a sad note, Grandma, but I am troubled by something I heard the volunteers talking about. I guess the North Edison Animal Shelter desperately needs more money to preserve its operations. The facility isn't federally funded, so it relies on local support and donations to keep it running. If something doesn't change soon, it may have to close. So many animals' lives are at stake! So now I have a new goal, and I am determined not to yield. I am going to help get signatures on a petition to the city council to increase funds to the shelter. Will you sign it if Mom and I bring it by?

Love,
Henry

Main Idea and Details

FOCUS Remember that the **main idea** of a paragraph or selection is the most important overall point that the author wants to make. The sentence in a paragraph that expresses the main idea is called the **topic sentence**. An author supports the main idea with **details**, which can include facts, descriptions, explanations, or definitions.

PRACTICE Read the paragraph. Write the main idea and the supporting details on the lines.

An animal must display several specific traits before it can be characterized as a mammal. First of all, it must be a vertebrate, or have a backbone. It must also be warm-blooded, or regulate its own body temperature. A third trait is that it produces milk to feed its babies. A mammal also has hair on its body.

1. Main Idea: _____

2. Supporting Detail: _____

3. Supporting Detail: _____

4. Supporting Detail: _____

5. Supporting Detail: _____

APPLY Read the following paragraphs from “Our Constitution.” Write whether the underlined sentence contains the main idea or a supporting detail.

6. In some ways, the Articles of Confederation worked well. Under the Articles of Confederation, the United States agreed to a peace treaty with Great Britain. The U.S. government also passed two important laws that set the rules for creating new states in lands to the west.
-

7. One of the most serious disagreements was about the congress. The congress had representatives from all the states. But what would determine how many representatives each state would send? The large states wanted to base representation on population. The small states realized this plan gave them little chance of having an equal say in lawmaking. They wanted each state to send the same number of representatives.
-

Read the topic sentence below. Write four more sentences that give supporting details.

8. There were many obstacles facing the Framers of the United States Constitution.
-
-
-
-
-
-
-
-

Response to Nonfiction

Revising

It is important to stay on topic when you write. If you include information that is unrelated to the main idea, you can confuse your readers or even frustrate them. Read the passage below, and identify the places where the author has failed to stay on topic. Cross out any sentences that veer off topic.

Have you ever considered putting a birdfeeder in your yard? A birdfeeder is usually a great way to attract colorful and interesting birds so you can enjoy them close up. However, there are pros and cons for using a birdfeeder. Most things in life have some pros and cons, though, and weighing the benefits against the costs is part of making any decision. Making a list of pros and cons is a helpful technique for seeing the whole picture.

One of the positive reasons for having a birdfeeder is that you provide food for birds when it may otherwise be scarce, such as during winter. You also provide a food source for migrating birds. There are reasons not to put up a birdfeeder, though. Sometimes birdfeeders can spread diseases among the birds that use them. Birdfeeders also attract predators that put the birds at risk. Other animals, such as squirrels, rats, and mice like to eat birdseed too. Like birds, squirrels also nest in trees. They look for places to store seeds and nuts so they will have food during the winter.

Revising

Use this checklist to revise your response to nonfiction.

- Does the introduction include the title of the nonfiction selection?
- Does the introduction state the main idea of the selection?
- Did you include a sufficient number of important details from the selection?
- Have you organized the information in your response in a logical way?
- Does your draft veer off topic at any point?
- Have you kept a neutral viewpoint, or does your draft contain opinions?
- Have you used a variety of sentence types?

Editing/Proofreading

Use this checklist to correct mistakes in your response to nonfiction.

- Did you use proofreading symbols when editing?
- Did you use the correct format for punctuating the title of the nonfiction selection?
- Did you check for mistakes in comparative and superlative adjectives?
- Did you check the writing for misspelled words?
- Did you check the writing for mistakes in capitalization?

Publishing

Use this checklist to prepare your response to nonfiction for publishing.

- Write or type a neat copy of your writing.
- Use a multimedia source as part of your presentation.

Prefixes *anti-* and *pro-*; Greek Roots *therm* and *photo*

FOCUS Greek root *therm* = “heat”; Greek root *photo* = “light”

- The prefix *anti-* means “against.”
- The prefix *pro-* means “forward” or “outward.”

PRACTICE Add the Greek roots *therm* or *photo* or the prefixes *anti-* or *pro-* to the following words or word parts, and write the resulting spelling words on the lines.

Word List	Challenge Words
1. antibodies	21. antibacterial
2. antifreeze	22. hypothermia
3. antiseptic	23. propagate
4. antisocial	
5. antivirus	
6. geothermal	
7. photocopy	
8. photogenic	
9. photograph	
10. photosynthesis	
11. progeny	
12. promotion	
13. propeller	
14. proponent	
15. proposal	
16. telephoto	
17. thermal	
18. thermometer	
19. thermos	
20. thermostat	

- | | |
|--------------------|---------------------|
| 1. ___graph _____ | 7. ___ometer _____ |
| 2. tele___ _____ | 8. ___genic _____ |
| 3. ___septic _____ | 9. ___virus _____ |
| 4. ___social _____ | 10. ___ostat _____ |
| 5. ___peller _____ | 11. ___freeze _____ |
| 6. geo___al _____ | 12. ___motion _____ |

13. ___os _____ 17. ___geny _____
14. ___ponent _____ 18. ___copy _____
15. ___posal _____ 19. ___al _____
16. ___bodies _____ 20. ___synthesis _____

APPLY Write the spelling word that matches each definition.

21. a device that moves a boat forward _____
22. a copy made using light _____
23. liquid for engines that does not freeze _____
24. a type of lens that captures light from far away _____
25. related to heat _____
26. acting against social norms _____
27. an image created by light _____
28. state of moving forward _____
29. the process plants use to make food using light _____
30. a container that holds in heat _____

Demonstrative, Reflexive, and Relative Pronouns

FOCUS • A **demonstrative pronoun** points out a particular person, place, or thing. *This* and *these* refer to people, places, or things that are nearby. *That* and *those* refer to people, places, or things that are farther away.

This is a workbook page about grammar.

Those were delicious sandwiches.

• A **reflexive pronoun** refers to the subject of a sentence and receives the action of the verb. Reflexive pronouns always end with *-self* or *-selves*.

Anika told **herself** not to be afraid on the rollercoaster.

• A **relative pronoun** introduces a relative clause. Relative clauses are used to provide additional information about a noun. The relative pronouns are *that*, *which*, *who*, *whom*, *where*, and *whose*.

The red shoes, **which** I wore for most of last year, are too small now.

(The relative pronoun *which* introduces the relative clause *which I wore for most of last year*. This relative clause tells more about the noun *shoes*.)

PRACTICE After each sentence, write whether the underlined pronoun is demonstrative, reflexive, or relative.

1. You should buy yourself a book about Abraham Lincoln. _____
2. My aunt who lives in Cleveland sent me one. _____
3. That is the best book I've ever read about him. _____
4. Lincoln once said, "A house divided against itself cannot stand. _____
5. Here are several more books about Lincoln; have you read any of these?

APPLY Circle the pronoun in parentheses that correctly completes each sentence.

6. Our teacher asked us to do some research on Abraham Lincoln (ourselves, ourselves).
7. I bought a book about Lincoln for (me, myself).
8. There is a National Park marking the place (where, which) Lincoln was born.
9. Frederick Douglass, (that, who) had been born a slave (hissself, himself), spoke out against slavery.
10. Lincoln believed that slavery (it, itself) was dividing the country.
11. Our class, (where, which) studied Lincoln and the Civil War this year, will take a trip to the history museum.

Write a sentence using each type of pronoun.

12. (demonstrative) _____

13. (reflexive) _____

14. (relative) _____

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Word Analysis

Read each item carefully. Choose the correct answer.

- Which word contains the prefix meaning *against*?
 - mentioning
 - playground
 - antibacterial
 - shipwreck
- Which word contains the prefix meaning *before*?
 - unmoving
 - machinery
 - shoulder
 - proactive
- Which word contains the Greek root meaning *heat*?
 - statement
 - geothermal
 - thoughtful
 - instruction
- Which word contains the Greek root meaning *light*?
 - photon
 - succeed
 - election
 - vanish
- Read the words. Some of the words are related, but one is not. Choose the word that is not related to the others.
 - export
 - overflow
 - shipping
 - merchandise

Our Constitution: A Blueprint for Government

Vocabulary

Read each item carefully. Choose the correct answer.

1. What is a *petition*?

- (A) a formal request
- (B) a place where you vote
- (C) a book of laws
- (D) a member of a group

2. What does the word *aim* mean in this sentence?

The *aim* of the meeting was to plan the new highway.

- (A) place
- (B) time
- (C) goal
- (D) leader

3. Things that are not together are

- (A) regretted.
- (B) separate.
- (C) marvelous.
- (D) ordinary.

4. Which word fits best in this sentence?

The firefighters wanted to _____ that the fire was out.

- (A) dodge
- (B) behold
- (C) consult
- (D) ensure

5. Which answer means about the same as *preserve*?

- (A) repeat
- (B) protect
- (C) report
- (D) pretend

Our Constitution: A Blueprint for Government (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 Why were the Anti-Federalists against the Constitution?

- (A) They wanted to continue trading with England.
- (B) They were against trading with other states.
- (C) They liked having one form of money in all states.
- (D) They didn't want a strong central government.

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

- (A) Anti-Federalists mistrusted the idea of a strong, national government.
- (B) It did not have the power to set up rules to ensure trade between the states operated fairly.
- (C) The states were only loosely connected.
- (D) They no longer had to live under the rules and orders imposed by the king of England.

2. What caused the Framers to include an amendment process in the Constitution?

- (A) It meant that there could be no interstate tariffs.
- (B) It made the Supreme Court the highest court in the land.
- (C) It allowed the Constitution to change with the times.
- (D) It kept a check on the president's executive power.

3. The major contribution of George Mason to the Constitution is

- (A) a delegate from Virginia.
- (B) the Bill of Rights.
- (C) an agreement to ratify.
- (D) two missing amendments.

4. The purpose of the Federalist papers was to

- (A) make newspapers more interesting to read.
- (B) show people that England was not an enemy.
- (C) express an opinion about ancient Rome.
- (D) convince people to support the Constitution.

Our Constitution: A Blueprint for Government (continued)

Comprehension

5. Why did it take Jacob Shallus so long to copy the final version of the Constitution?

- (A) He copied it by hand on parchment.
- (B) The Framers didn't want to sign it.
- (C) It had to go around to each state.
- (D) Some framers could not write well.

6. Put these summaries of the first four Amendments in order. Use the numbers 1–4.

- _____ People can keep and bear arms
- _____ Military can't force people to house soldiers
- _____ People have freedom of religion and speech
- _____ Government can't do unreasonable searches

Read the items carefully. Use complete sentences to answer the questions.

7. What do the three branches of government do?

8. Who was the first Publius?

9. What made Rhode Island ratify the Constitution?

10. What are the Articles of Confederation?

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Our Constitution: A Blueprint for Government (continued)

Grammar, Usage, and Mechanics

Read each item carefully. Choose the correct answer.

1. In which sentence is the demonstrative pronoun underlined?

- (A) Put that on the shelf in the upstairs closet.
- (B) Put that on the shelf in the upstairs closet.
- (C) Put that on the shelf in the upstairs closet.
- (D) Put that on the shelf in the upstairs closet.

2. Which word fits best in this sentence?

How many of _____ do you think we will need?

- (A) that
- (B) this
- (C) there
- (D) those

3. In which sentence is the reflexive pronoun underlined?

- (A) Dottie hurt herself when she fell while skiing.
- (B) Dottie hurt herself when she fell while skiing.
- (C) Dottie hurt herself when she fell while skiing.
- (D) Dottie hurt herself when she fell while skiing.

4. Which word fits best in this sentence?

The artist _____ painted this lived in the area.

- (A) which
- (B) where
- (C) what
- (D) who

5. In which sentence is the relative pronoun underlined?

- (A) We will hike up a small hill, which was formed by a volcano.
- (B) We will hike up a small hill, which was formed by a volcano.
- (C) We will hike up a small hill, which was formed by a volcano.
- (D) We will hike up a small hill, which was formed by a volcano.

Name _____ Date _____ Score _____

Our Constitution: A Blueprint for Government (continued)

Analyzing the Selection

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

Using information from the selection, explain why a strong national government is important.

Copyright © McGraw-Hill Education. Permission is granted to reproduce for classroom use.

Name _____

Number and Operations — Fractions
4.NF.3, 4.NF.3c, 4.NF.3d

MY Homework

Lesson 5

Problem Solving: Work Backward

Homework Helper



Need help?  connectED.mcgraw-hill.com

Vincent decided to give away his marble collection. He gave some of the marbles to Sam. He gave $\frac{2}{8}$ of the marbles to Jenny, and he gave $\frac{3}{8}$ of the marbles to Molly. What fraction of the marbles did Vincent give to Sam?

1 Understand

What facts do you know?

Vincent gave $\frac{2}{8}$ of his marbles to Jenny and $\frac{3}{8}$ of his marbles to Molly.

What do you need to find?

I need to find the fraction of marbles Vincent gave to Sam.

2 Plan

I will work backward to solve the problem.

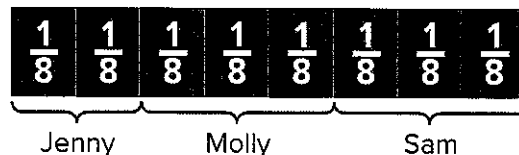
3 Solve

Jenny got $\frac{2}{8}$ of the marbles.

Molly got $\frac{3}{8}$ of the marbles.

That leaves another $\frac{3}{8}$.

So, Sam got $\frac{3}{8}$ of the marbles.



4 Check

Does the answer make sense?

$\frac{2}{8} + \frac{3}{8} + \frac{3}{8} = \frac{8}{8}$ or 1 So, the answer is reasonable.



Problem Solving


Solve each problem by working backward.

1. Marla, Jamie, and Sarah have each led their book club's monthly meeting. Jamie has led $\frac{2}{6}$ of the meetings, and Sarah has led $\frac{1}{6}$ of the meetings. What fraction of the meetings has Marla led?

2. Suzanne dropped her penny jar. She found some of the pennies, but some are still missing. She found $\frac{6}{10}$ of the pennies on the rug. She found $\frac{3}{10}$ of the pennies on the couch. What fraction of pennies is still missing?



Brain Builders

- Mathematical**  **2**
3. **PRACTICE** Use **Number Sense** Noah spent some of his allowance on Monday, $\frac{1}{8}$ of his allowance on Tuesday, $\frac{1}{8}$ of it on Wednesday, and $\frac{2}{8}$ of it on Thursday. Noah has none of his allowance money left. What fraction of his allowance did he spend on Monday? Explain.

Name _____

Number and Operations — Fractions
4.NF.3, 4.NF.3b, 4.NF.3c, 4.NF.3d

MY Homework

Add Mixed Numbers

Homework Helper



Need help? connectED.mcgraw-hill.com

Gavin put $2\frac{1}{3}$ scoops of chili in his bowl. He put $4\frac{1}{3}$ scoops of chili in his dad's bowl. How many scoops of chili do Gavin and his dad have in all?

Find $2\frac{1}{3} + 4\frac{1}{3}$.



Change the mixed numbers into improper fractions.

$$2\frac{1}{3} = \frac{3}{3} + \frac{3}{3} + \frac{1}{3} = \frac{3+3+1}{3} = \frac{7}{3}$$

$$4\frac{1}{3} = \frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{1}{3} = \frac{3+3+3+3+1}{3} = \frac{13}{3}$$



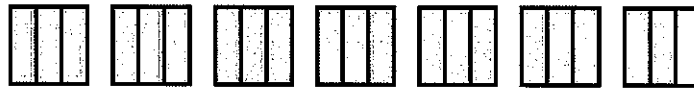
Add the like fractions.

$$\frac{7}{3} + \frac{13}{3} = \frac{20}{3}$$



Simplify.

$$\frac{20}{3} = 6\frac{2}{3}$$



$$\frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{2}{3} = \frac{20}{3} \text{ or } 6\frac{2}{3}$$

So, Gavin and his dad have $6\frac{2}{3}$ scoops of chili in all.

Practice

Find each sum. Write in simplest form.

1. $4\frac{1}{4} + 2\frac{2}{4} =$ _____

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

Find each sum. Write in simplest form.

3. $6\frac{2}{5} + 3\frac{2}{5} =$ _____

4. $4\frac{1}{6} + 1\frac{2}{6} =$ _____

5. $2\frac{1}{4} + 9\frac{1}{4} =$ _____

6. $7\frac{4}{8} + 1\frac{3}{8} =$ _____

7. $5\frac{6}{10} + 8\frac{3}{10} =$ _____

8. $12\frac{5}{10} + 6\frac{1}{10} =$ _____



Problem Solving

Solve. Write the answer in simplest form.

9. James cut $1\frac{1}{4}$ dozen flowers for a bouquet. Gwen added $1\frac{2}{4}$ dozen flowers to the bouquet. How many dozen flowers are there altogether?
- _____
10. On Monday, Simon's class filled $3\frac{2}{5}$ boxes with books to donate to charity. On Wednesday, the class filled $4\frac{2}{5}$ more boxes with books to donate. How many boxes of books will Simon's class donate in all?
- _____



Brain Builders

11. **Mathematical PRACTICE** **Use Number Sense** Marissa rode her bike to the park and back home. Halfway to the park, she stopped at the library. She lives $1\frac{3}{10}$ miles from the library. How many miles did Marissa ride her bike in all?
- _____

12. **Test Practice** Nate is $10\frac{9}{12}$ years old. How old will he be in $2\frac{5}{12}$ more years?

- (A) $13\frac{1}{6}$ years old (B) $13\frac{1}{3}$ years old (C) $12\frac{1}{6}$ years old (D) $12\frac{4}{12}$ years old

Lesson 5 Reteach

Problem Solving: Work Backward

Ms. Alvarez went to the movie theater. She bought a bottle of water, a box of popcorn, and a ticket. She spent $\frac{1}{5}$ of her money on popcorn and $\frac{3}{5}$ of her money on the ticket. What fraction of her money did she spend on the bottle of water?

<p>Step 1 Understand</p>	<p>What facts do you know?</p> <p>Ms. Alvarez bought water, popcorn, and a ticket.</p> <p>Ms. Alvarez spent $\frac{1}{5}$ of her money on popcorn.</p> <p>Ms. Alvarez spent $\frac{3}{5}$ of her money on a ticket.</p> <p>What do you need to find?</p> <p>What fraction of her money did she spend on the bottle of water?</p>
<p>Step 2 Plan</p>	<p>Make a plan.</p> <p>I will start with the total amount Ms. Alvarez spent and work backward to find the amount she spent on water.</p>
<p>Step 3 Solve</p>	<p>Carry out your plan.</p> <p>You know that Ms. Alvarez spent $\frac{3}{5}$ of her money on the ticket. Take away $\frac{3}{5}$ from one whole.</p> $1 = \frac{5}{5}$ $\frac{5}{5} - \frac{3}{5} = \frac{2}{5}$ <p>You know that Ms. Alvarez spent $\frac{1}{5}$ of her money for popcorn. Subtract $\frac{1}{5}$ from $\frac{2}{5}$.</p> $\frac{2}{5} - \frac{1}{5} = \frac{1}{5}$ <p>So, Ms. Alvarez spent $\frac{1}{5}$ of her money on a bottle of water.</p>
<p>Step 4 Check</p>	<p>Make sure your answer is reasonable.</p> <p>You can use addition to check your answer.</p> $\frac{1}{5} + \frac{3}{5} + \frac{1}{5} = \frac{5}{5} \text{ or } 1 \text{ whole}$ <p>So, the answer is reasonable.</p>

Lesson 5 Reteach*Problem Solving: Work Backward (continued)***Solve each problem by working backward.**

1. Kim has three kinds of state quarters. Some of them are Georgia quarters. South Dakota quarters make up $\frac{1}{10}$ of her collection. New York quarters make up $\frac{4}{10}$ of her collection. What fraction of Kim's collection are the Georgia quarters?
-

2. Andrew worked on his painting Monday, Tuesday, and Wednesday. Tuesday he painted for $\frac{1}{4}$ of an hour, and Wednesday he painted for $\frac{2}{4}$ of an hour. So far, Andrew has painted a total of 1 hour. What fraction of an hour did Andrew paint on Monday?
-
-

3. Stefan spent $\frac{1}{2}$ of his money on a ticket to the baseball game. He then spent \$5 on a hot dog and a soda. He has \$3 in his wallet now. How much money did Stefan start with?
-

4. Kenji jogged around the block $2\frac{1}{2}$ times. The rectangular block has a length of 120 yards and width of 90 yards. How many yards did he jog in all?
-

5. Joan hiked the Lonesome Lake Trail, which took 2 hours 15 minutes. The it took 4 hours 30 minutes to hike the Greenleaf Trail. She finished hiking at 5:15 P.M. What time did she begin?
-

Lesson 6 Reteach*Add Mixed Numbers*

Find $1\frac{2}{3} + 2\frac{2}{3}$.

Step 1 **Add the whole numbers.**

$$1 + 2 = 3$$

Step 2 **Add the fractions.**

$$\frac{2}{3} + \frac{2}{3} = \frac{4}{3} \xrightarrow{\text{Simplify.}} 1\frac{1}{3}$$

Step 3 **Add the sums.**

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

$$\text{So, } 1\frac{2}{3} + 2\frac{2}{3} = 4\frac{1}{3}.$$

Find each sum. Write in simplest form.

1. $3\frac{3}{4} + 1\frac{2}{4} = \underline{\hspace{2cm}}$

2. $2\frac{3}{5} + 2\frac{4}{5} = \underline{\hspace{2cm}}$

3. $1\frac{2}{6} + 4\frac{5}{6} = \underline{\hspace{2cm}}$

4. $5\frac{4}{5} + 3\frac{4}{5} = \underline{\hspace{2cm}}$

5. $6\frac{7}{10} + 2\frac{6}{10} = \underline{\hspace{2cm}}$

Name _____

Number and Operations – Fractions
4.NF.3, 4.NF.3a, 4.NF.3d

MY Homework

Lesson 3

Hands On: Use
Models to Subtract
Like Fractions

Homework Helper



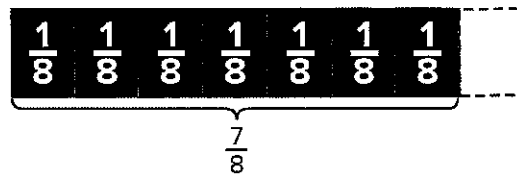
Need help? connectED.mcgraw-hill.com

Nicole has 8 charms. She put 7 on her bracelet. At the park, 2 charms fell off the bracelet. What fraction of Nicole's charms are on her bracelet now?

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

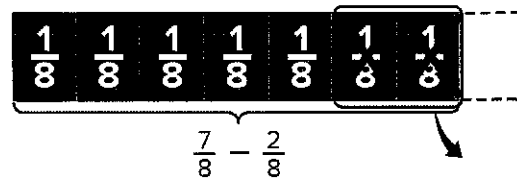
1 Model $\frac{7}{8}$.

$$\frac{7}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$$



2 Subtract $\frac{2}{8}$.

Remove, or separate, $\frac{2}{8}$ from $\frac{7}{8}$.



3 Count the total number of $\frac{1}{8}$ -tiles that are left.

There are five $\frac{1}{8}$ -fraction tiles left.

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

So, Nicole has $\frac{5}{8}$ of her charms left on her bracelet.

Check

$$\frac{5}{8} + \frac{2}{8} = \frac{7}{8}$$

So, the answer is correct.

Practice

Model the difference using fraction tiles. Then subtract.

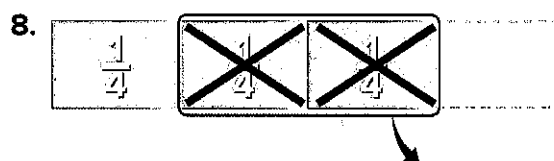
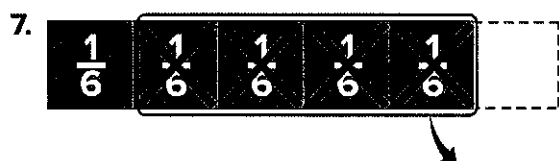
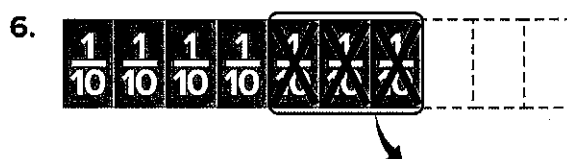
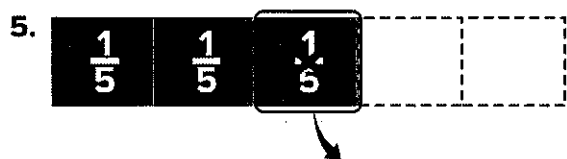
1. $\frac{5}{6} - \frac{1}{6} =$

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

3. $\frac{9}{10} - \frac{6}{10} =$

4. $\frac{6}{8} - \frac{4}{8} =$

Algebra Write a subtraction equation for each model. Then subtract.



Problem Solving

9. For Friday night's play performance, $\frac{7}{8}$ of the theater was full. On Saturday night, the theater was only $\frac{5}{8}$ full. How much more of the theater was filled on Friday night than on Saturday night? Write in simplest form.

10. **Mathematical PRACTICE 2** Use Number Sense Liam uses $\frac{3}{4}$ of a cup of butter in his cookie recipe. Gloria uses $\frac{2}{4}$ of a cup of butter in her cookie recipe. How much more butter does Liam use than Gloria?

Name _____

Number and Operations — Fractions
4.NF.3, 4.NF.3a, 4.NF.3d

MY Homework

Lesson 4

Subtract Like Fractions

Homework Helper



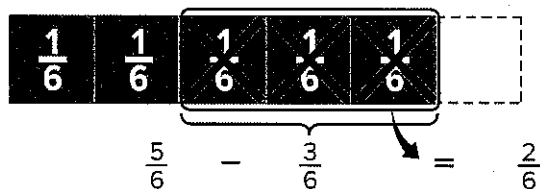
Need help? connectED.mcgraw-hill.com

It takes Margaret $\frac{5}{6}$ of an hour to do her chores. It takes Holly $\frac{3}{6}$ of an hour to do her chores. How much longer does it take Margaret to do her chores than it takes Holly?

Find $\frac{5}{6} - \frac{3}{6}$.

1 Find the difference between the numerators.

$$\begin{aligned}\frac{5}{6} - \frac{3}{6} &= \frac{5-3}{6} \\ &= \frac{2}{6}\end{aligned}$$



2 Write in simplest form.

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

So, it takes Margaret $\frac{1}{3}$ of an hour longer to do her chores.

Practice

Find each difference. Write in simplest form.

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

2. $\frac{10}{12} - \frac{3}{12} =$ _____

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

4. $\frac{6}{8} - \frac{4}{8} =$ _____

Find each difference. Write in simplest form.

5. $\frac{6}{8} - \frac{2}{8} =$ _____

6. $\frac{4}{10} - \frac{2}{10} =$ _____

7. $\frac{9}{12} - \frac{6}{12} =$ _____

8. $\frac{80}{100} - \frac{20}{100} =$ _____



Problem Solving

Solve. Write the answer in simplest form.

9. A beetle is $\frac{1}{5}$ inch wide and $\frac{2}{5}$ inch long. How much greater is the beetle's length than its width?

10. Last Friday, $\frac{7}{10}$ of the rooms at a motel were rented. This Friday, $\frac{9}{10}$ of the rooms are rented. What fraction more of the rooms are rented this Friday than were rented last Friday?



Brain Builders

11. **Mathematical PRACTICE** 

Use Number Sense Denise teaches obedience classes.

Last session, $\frac{11}{22}$ of the dogs passed her class. This session, $\frac{9}{12}$ of the dogs passed her class. What fraction more of the dogs passed her class last session? Write an equation to represent the situation. Write the answer in simplest form.

12. **Test Practice** During basketball practice Andy made $\frac{4}{8}$ of his shots. During a game he made $\frac{2}{8}$ of his shots. What fraction more of his shots did Andy make during practice?

(A) $\frac{3}{4}$

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

(B) $\frac{4}{8}$

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

Fraction Models: Tiles

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

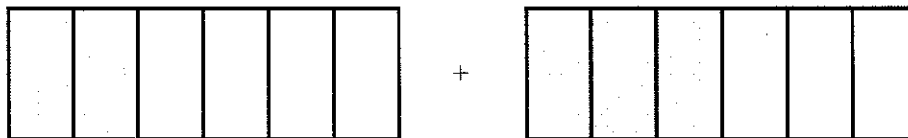
Fraction Models: Tiles

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

Check My Progress *(Lessons 1 through 4)*

1. Write an addition sentence for the model below.

1. _____



Find each sum. Write in simplest form.

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

2. _____

3. $\frac{1}{8} + \frac{6}{8} =$

3. _____

4. $\frac{2}{6} + \frac{2}{6} =$

4. _____

5. $\frac{3}{10} + \frac{5}{10} =$

5. _____

6. Write two different ways to decompose $\frac{6}{10}$ into a sum.

6. _____

Find each difference. Write in simplest form.

7. $\frac{3}{5} - \frac{1}{5} =$

7. _____

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

8. _____

9. $\frac{6}{8} - \frac{4}{8} =$

9. _____

10. $\frac{11}{12} - \frac{2}{12} =$

10. _____

Solve. Write in simplest form.

11. Ben has a marble collection. Three fifths of the marbles are solid colored marbles. One fifth of the marbles are cat's eyes. What fraction of the marbles are either solid colored or cat's eyes?

11. _____

12. Mr. Carter is making a dessert using $\frac{9}{10}$ pound of peaches and $\frac{5}{10}$ pound of raspberries. How much more peaches than raspberries is he using?

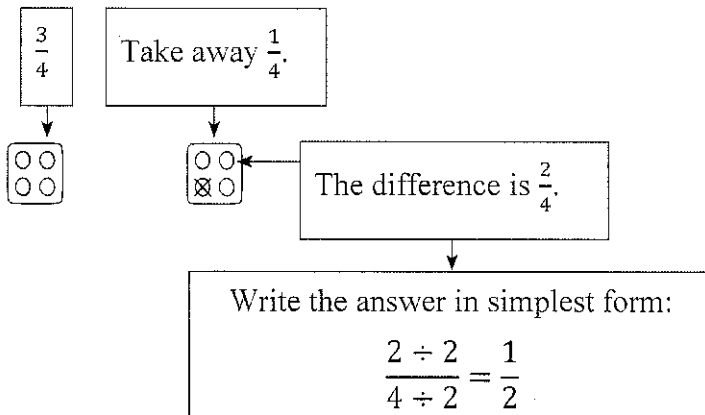
12. _____

Lesson 4 Reteach

Subtract Like Fractions

To subtract like fractions, find the difference between the numerators, but keep the denominator the same.

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



So, $\frac{3}{4} - \frac{1}{4} = \frac{1}{2}$.

Find each difference. Write in simplest form.

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

Simplify: $\frac{4 \div 2}{6 \div 2} =$ _____

2. $\frac{6}{8} - \frac{2}{8} =$ _____

Simplify: $\frac{\square \div 4}{\square \div 4} =$ _____

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

Simplify: $\frac{\square \div 2}{\square \div 2} =$ _____

4. $\frac{8}{9} - \frac{5}{9} =$ _____

Simplify: $\frac{\square \div 3}{\square \div 3} =$ _____

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

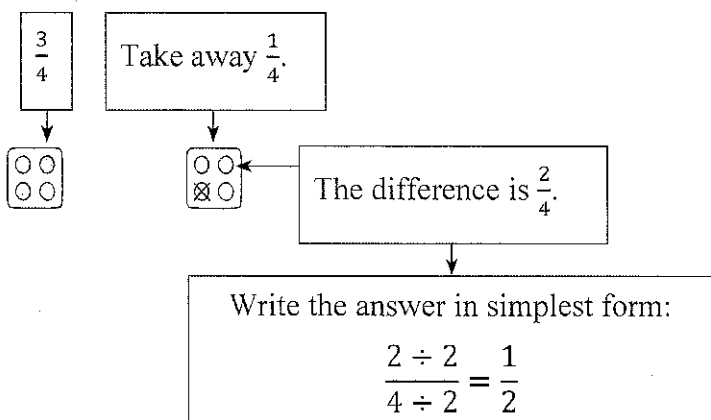
Simplify: $\frac{\square \div 2}{\square \div 2} =$ _____

Lesson 4 Reteach

Subtract Like Fractions

To subtract like fractions, find the difference between the numerators, but keep the denominator the same.

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



So, $\frac{3}{4} - \frac{1}{4} = \frac{1}{2}$.

Find each difference. Write in simplest form.

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

Simplify: $\frac{4 \div 2}{6 \div 2} =$ _____

2. $\frac{6}{8} - \frac{2}{8} =$ _____

Simplify: $\frac{\square \div 4}{\square \div 4} =$ _____

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

Simplify: $\frac{\square \div 2}{\square \div 2} =$ _____

4. $\frac{8}{9} - \frac{5}{9} =$ _____

Simplify: $\frac{\square \div 3}{\square \div 3} =$ _____

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

Simplify: $\frac{\square \div 2}{\square \div 2} =$ _____