DAY 4

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MATH

Complete the two adding and subtracting fraction pages. Only complete the first 6 equations and the first 5 word problems. You can solve all the problems for extra practice. I have attached notes for adding and subtracting fractions and mixed numbers to help you remember how to solve these problems.

Reading

Read the passage "The Mysterious Message. Answer all 10 questions about the story.

Extra practice, you may use this story for fluency practice today. To do this, you can read the story multiple times, like we do during Fluency 15.

The Mysterious Message

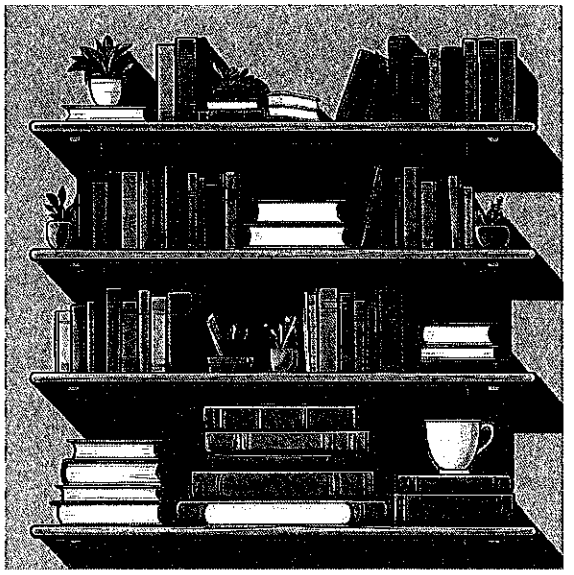
By: Anneda Nettleton

An old dictionary was on the shelf in my family's den. I pulled the dictionary down, but it was much heavier than it had first appeared. The antique brown pages were so thin that it almost felt like flipping from one page to another might result in a tear.

Martha peeked over my shoulder. "Wait, Kira, what was that?"

Looking down, I shrugged and kept turning.

Martha insisted, "Go back!"



When I flipped back, my eyes were staring at a map. It had been drawn on letterhead that was advertising an old diner. "What do you think it is?" I asked Martha.

"Let me see." She removed the paper that had been inserted on page 72 for decades and replied, "It's a map. Look!"

I tried to make out the diagram. It wasn't the best quality, and time had dulled the ink, making it faint and hard to read. Martha and I studied the map. Curiosity made us want to look for the spot marked with a giant red X. Then again, the map wasn't ours. It wouldn't be right for us to take it.

Sensing my thoughts, Martha spoke up. "Let's take a picture of it." I took out my cell phone and captured the image. From there, we planned to find the spot marked with an X. We studied the map and quickly realized it showed the area outside of our old farmhouse. We wandered outside and found what we assumed was the row of trees drawn on the page. They had grown on the other side of an old barn on the property long before we moved here. The X was located between the fifth and sixth trees on the page. We counted the number of trees on the page – twelve. To our surprise, there were still twelve trees.

Quickly, we ran to the garage. I had never been so excited to use a shovel in my entire life. Martha grabbed a shovel, too, and the digging began. After fifteen minutes of digging in the July heat, we were covered in sweat and had nothing to show for our efforts. "Let's give up. It is so hot," whined Martha.

I said, "Five more minutes."

Martha agreed.

After a couple more turns each, we were staring at a tiny wooden box. It was no bigger than the paper on which the map had been drawn. I pulled it out and opened its lid. Martha ripped it from my hands. Our eyes widened as we looked at the five large, identical silver coins. Each had an image of Lady Liberty on one side and an eagle on the other. These coins looked ancient.

"Martha, they were all made in 1904," I gasped.

We ran inside to show my mom. Our words were flowing out like a cascading waterfall. "Slow down," she said.

From there, we had to do a rundown of the day's events.

Mom considered the coins carefully. Then she replied, "These are Morgan dollars.* And they are really old. Wow, girls, you have found a real treasure!"

*A Morgan dollar is a big silver coin made in the United States from 1878 to 1904 and again in 1921. It has an image of Lady Liberty on one side and an eagle on the other. These coins are named after their designer, George T. Morgan. Some Morgan dollars are very valuable to collectors today, especially if they are in good condition.

The Mysterious Message

By: Anneda Nettleton

1. Based on evidence from the text, which word best describes the setting of this story?

   A. Urban (in a major city)
   B. Rural (in the countryside)
   C. Coastal (near a coast of water)
   D. Suburban (near a major city)

2. Which idea does the following quote support?
   "Curiosity made us want to look for the spot marked with a giant red X."

   A. The girls were hesitant to explore further.
   B. The girls were eager to uncover the mystery.
   C. The girls were familiar with the area.
   D. The girls had hunted treasure before.

3. Which of the following quotes is NOT evidence from the text that shows that the map had been in the dictionary for a long time?

   A. "The antique brown pages were so thin that it almost felt like flipping from one page to another might result in a tear."
   B. "It had been drawn on letterhead that was advertising an old diner."
   C. "It wasn't the best quality, and time had dulled the ink, making it faint and hard to read."
   D. "We studied the map and quickly realized it showed the area outside of our old farmhouse."

4. What does this quote show about the main character (Kira)?
   "Then again, the map wasn't ours. It wouldn't be right for us to take it."

   A. She is anxious and worries a lot.
   B. She is thoughtful and considerate.
   C. She is reluctant to go on adventures.
   D. She is smart and strategic.

5. What evidence from the text best suggests that Martha and Kira were persistent in digging for the treasure?

   A. "Martha grabbed a shovel, too, and the digging began."
   B. "After fifteen minutes of digging in the July heat, we were covered in sweat and had nothing to show for our efforts."
   C. "I said, 'Five more minutes.' Martha agreed."
   D. "Let's give up. It is so hot," whined Martha.

6. Based on evidence from the text, what motivated Kira and Martha to dig for the treasure despite the challenging conditions?

   A. They were driven by a sense of adventure and curiosity.
   B. They were hoping to find valuable coins.
   C. They were under pressure from Kira's mom to find treasure.
   D. They were seeking popularity and fame.

7. What does the following sentence best illustrate?
"Our eyes widened as we looked at the five large, identical silver coins."

   A. The girls were shocked that all they had found were coins.
   B. The girls were confused about the coins.
   C. The girls were thrilled by their discovery.
   D. The girls were unsure about the value of the coins.

8. What is the purpose of the footnote in the story (the information marked with "*" at the bottom)?

   A. It shows that this is a good story for people who are interested in coin collecting.
   B. It highlights the idea that the characters' discovery was valuable.
   C. It supports the idea that George T. Morgan is an important character in the story.
   D. It emphasizes the point that Kira's mother is an expert on coins.

9. Based on evidence from the text, which of the following statements best describes Kira's mother's reaction to the girls' discovery?

   A. She shows little interest.
   B. She is doubtful about its value.
   C. She is upset that the girls were digging in the yard.
   D. She is impressed.

10. Based on evidence from the text, which of the following statements best describes Kira and Martha's relationship?

   A. Kira and Martha care deeply for each other.
   B. Kira and Martha have trouble agreeing.
   C. Kira and Martha cooperate well.
   D. Martha is a leader and Kira follows.

Solve each problem.

1) Adam jogged $8\frac{1}{2}$ kilometers on Monday and $7\frac{3}{9}$ kilometers on Tuesday. What is the difference between these two distances?

2) On Monday George spent $10\frac{1}{3}$ hours studying. On Tuesday he spent another $4\frac{2}{6}$ hours studying. What is the combined time he spent studying?

3) On Saturday a restaurant used $4\frac{1}{3}$ cans of vegetables. On Sunday they used another $2\frac{7}{10}$ cans. What is the total amount of vegetables they used?

4) A chef bought $5\frac{1}{4}$ pounds of carrots. If he later bought another $8\frac{1}{3}$ pounds of carrots, what is the total weight of carrots he bought?

5) While exercising Oliver travelled $8\frac{8}{9}$ kilometers. If he walked $5\frac{5}{8}$ kilometers and jogged the rest, how many kilometers did he jog?

6) While exercising Tom jogged $10\frac{1}{2}$ kilometers and walked $6\frac{3}{7}$ kilometers. What is the total distance he traveled?

7) The combined height of two pieces of wood was $5\frac{1}{2}$ inches. If the first piece of wood was $3\frac{4}{5}$ inches high, how tall was the second piece?

8) During a blizzard it snowed $9\frac{3}{9}$ inches. After a week the sun had melted $8\frac{3}{5}$ inches of snow. How many inches of snow is left?

9) For Halloween, Emily received $6\frac{1}{2}$ pounds of candy. After a week her family had eaten $4\frac{4}{10}$ pounds. How many pounds of candy does she have left?

10) A chef had $6\frac{5}{8}$ pounds of carrots. If he later used $4\frac{1}{5}$ pounds in a recipe, how many pounds of carrots does he have left?

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1-10	90	80	70	60	50	40	30	20	10	0

Solve each problem.

1) $2\frac{7}{10} - \frac{8}{3} =$

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

3) $\frac{10}{4} - \frac{3}{2} =$

4) $3\frac{7}{10} + \frac{7}{2} =$

5) $\frac{11}{3} - \frac{10}{4} =$

6) $\frac{32}{12} + 1\frac{2}{3} =$

7) $\frac{3}{6} - \frac{1}{3} =$

8) $\frac{3}{6} + \frac{1}{2} =$

9) $2\frac{1}{4} - 1\frac{2}{12} =$

10) $\frac{1}{2} + \frac{1}{5} =$

11) $1\frac{6}{8} - \frac{7}{5} =$

12) $\frac{34}{10} + 1\frac{1}{8} =$

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

1-10	92	83	75	67	58	50	42	33	25	17
11-12	8	0								

ADDING FRACTIONS

WITH UNLIKE DENOMINATORS

Fractions have to have the **same denominator (same size pieces)** before you can add.

least common denominator (LCD)	the smallest number of all common multiples of the denominators

STEP 1: FIND THE LEAST COMMON DENOMINATOR

$\frac{1}{3}$ → 3, 6, 9, **12**

$\frac{3}{4}$ → 4, 8, **12**, 16

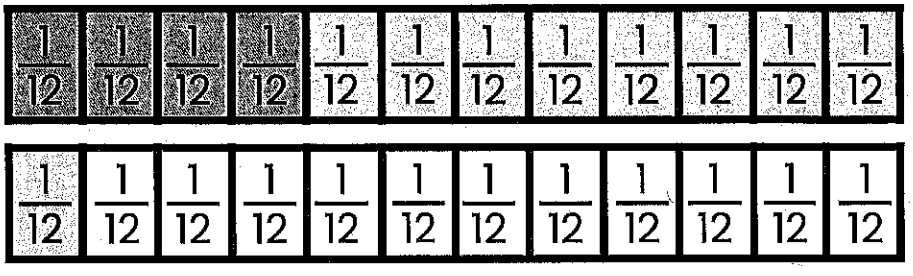
The smallest multiple 3 and 4 have in common is **12**.

STEP 2: FIND EQUIVALENT FRACTIONS WITH THE LCD

$$\frac{1}{3} \times \frac{4}{4} = \frac{\mathbf{4}}{\mathbf{12}} \qquad \frac{3}{4} \times \frac{3}{3} = \frac{\mathbf{9}}{\mathbf{12}}$$

STEP 3: ADD THE FRACTIONS

$$\frac{4}{12} + \frac{9}{12} = \frac{\mathbf{13}}{\mathbf{12}}$$



ADDING
MIXED NUMBERS

EXAMPLE:

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

STEP 1: ADD THE WHOLE NUMBERS

$$\mathbf{2}\frac{3}{4} + \mathbf{5}\frac{2}{4} = \mathbf{7}$$

STEP 2: ADD THE FRACTIONS

$$2\,\frac{\mathbf{3}}{\mathbf{4}} + 5\,\frac{\mathbf{2}}{\mathbf{4}} = 7\,\frac{\mathbf{5}}{\mathbf{4}}$$

Add the numerators and keep the denominators the same.

STEP 3: CHANGE THE IMPROPER FRACTION (IF NEEDED)

$$4\overline{)\,5\,}$$
$$-\,4 \quad 4 \times \mathbf{1}$$
$$\mathbf{1}$$

$$\frac{5}{4} = \mathbf{1}\frac{\mathbf{1}}{\mathbf{4}}$$

$$7 + 1\frac{1}{4} = \mathbf{8}\frac{\mathbf{1}}{\mathbf{4}}$$

SUBTRACTING FRACTIONS

WITH UNLIKE DENOMINATORS

Fractions have to have the **same denominator (same size pieces)** before you can subtract.

least common denominator (LCD)	the smallest number of all common multiples of the denominators

STEP 1: FIND THE LEAST COMMON DENOMINATOR

$\frac{2}{3}$ → 3, 6, 9, **12**

$\frac{1}{4}$ → 4, 8, **12**, 16

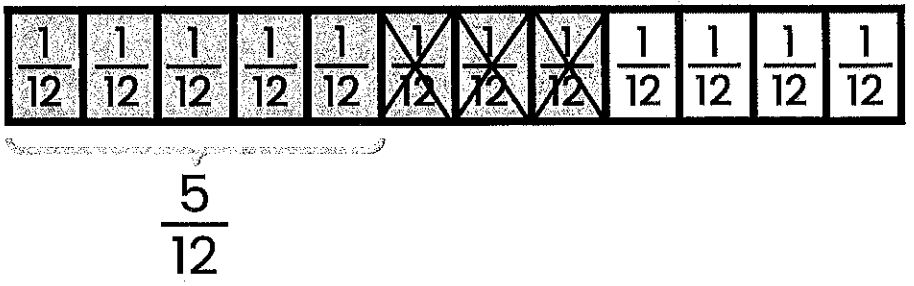
The smallest multiple 3 and 4 have in common is **12**.

STEP 2: FIND EQUIVALENT FRACTIONS WITH THE LCD

$$\frac{2}{3} \times \frac{4}{4} = \frac{\mathbf{8}}{\mathbf{12}} \qquad \frac{1}{4} \times \frac{3}{3} = \frac{\mathbf{3}}{\mathbf{12}}$$

STEP 3: SUBTRACT THE FRACTIONS

$$\frac{8}{12} - \frac{3}{12} = \frac{\mathbf{5}}{\mathbf{12}}$$



SUBTRACTING MIXED NUMBERS

Set up your subtraction **VERTICALLY** !

Is the **top** *fraction* **GREATER** than the **bottom** *fraction*?

YES

1. **SUBTRACT** the ***fractions***
2. **SUBTRACT** the ***whole numbers***

EXAMPLE:

$$\begin{array}{r} 7\frac{5}{8} \\ -\,3\frac{3}{8} \\ \hline \mathbf{4\frac{2}{8}} \end{array}$$

NO

1. **BORROW** 1 from the ***whole number***
2. **ADD** the 1 in fraction form to the ***fraction***
3. **SUBTRACT** the ***fractions***
4. **SUBTRACT** the ***whole numbers***

EXAMPLE:

$$5\,\cancel{6}\tfrac{1}{4} + \tfrac{4}{4} = 5\tfrac{5}{4}$$

$$\begin{array}{r} 5\frac{5}{4} \\ -\,2\frac{3}{4} \\ \hline \mathbf{3\frac{2}{4}} \end{array}$$