

Lesson 5-3 **Reading in the Content Area****Main Idea**

1. Mark the *main idea* with an *M*.
Mark the statement that is *too broad* with a *B*.
Mark the statement that is *too narrow* with an *N*.

_____ $4\frac{1}{6}$ can be written as $\frac{25}{6}$.

_____ Fractions can be represented in many forms.

_____ You can write mixed numbers as improper fractions and vice versa.

Subject Matter

2. This lesson is mainly about how to _____
- represent fractions with models.
 - write a fraction in simplest form.
 - write a mixed number as an improper fraction.
 - write a mixed number as a decimal.

Supporting Details

3. To write $\frac{17}{5}$ as a mixed number, you would first _____
- divide 17 by 5.
 - multiply 17 by 5.
 - add 17 to 5.
 - divide 5 by 17.

Conclusion

4. To write $\frac{6}{6}$ as a whole number _____
- is impossible because the numerator is equal to the denominator.
 - divide 6 by 6.
 - multiply the denominator and the numerator by 2.
 - divide the denominator and the numerator by 3.

Clarifying Details

5. The hint in the box in Example 2 shows _____
- that to write a mixed number as an improper fraction, first multiply the whole number and denominator and then add the numerator.
 - the formula for calculating the length of a bald eagle's wingspan.
 - how to model fractions.
 - the definition of mixed numbers.

Vocabulary in Context

6. *Equivalent* means _____
- same shape and same size.
 - a number sentence.
 - to compare.
 - having the same value.