

Lesson 6-1 **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*.

____ To round a fraction, determine if it is closer to 0, $\frac{1}{2}$, or 1.

____ Rounding numbers have many applications.

____ $3\frac{1}{6}$ is closer to 3 than $3\frac{1}{2}$.

Subject Matter

2. This lesson is mainly about ____
- a. how to measure line segments with a ruler.
 - b. rounding fractions and mixed numbers.
 - c. using models to visualize fractions.
 - d. sorting fractions into groups.

Supporting Details

3. To round the length of a $1\frac{5}{8}$ -inch line segment to the nearest half inch, ____
- a. write the mixed number as an improper fraction.
 - b. look at the denominator's size.
 - c. observe that the numerator is about half of the denominator.
 - d. measure in centimeters.

Conclusion

4. A recipe calls for $1\frac{1}{3}$ pounds of sausage. The sausage is packaged by the pound. To round $1\frac{1}{3}$ ____
- a. round down to 1 pound.
 - b. round up despite what the rule states so you will have enough sausage.
 - c. change pounds to ounces.
 - d. write the number as a decimal.

Clarifying Details

5. The Concept Summary box shows ____
- a. to round fractions to the nearest half, compare the numerator to the denominator.
 - b. guidelines to change fractions to decimals.
 - c. a comparison of rounding rules of whole numbers to fractions.
 - d. guidelines that help measure numbers.

Vocabulary in Context

6. A *mixed number* means ____
- a. the sum of a whole number and a fraction.
 - b. the symbols drawn to show numbers.
 - c. the number to compare equal parts to a whole number.
 - d. the numbers less than one.