

Lesson 6-2 **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 find $\frac{5}{9} + \frac{2}{9}$, add 5 and 2. Keep 9 as the denominator.

_____ Concepts in this lesson can be demonstrated by using rulers and tiles.

_____ You can add or subtract fractions by adding or subtracting the numerators and writing this sum or difference over its common denominator.

Subject Matter

2. This lesson is mainly about how to _____

- a. use rulers to add fractions.
- b. multiply fractions.
- c. add and subtract fractions.
- d. find common denominators.

Supporting Details

3. The first step in adding “unlike” fractions is to _____

- a. add the numerators.
- b. add the denominators.
- c. rename the fractions using the LCD as the denominator.
- d. find the GCF of the denominators.

Conclusion

4. The LCD of $\frac{5}{9}$ and $\frac{1}{6}$ is _____

- a. 3
- b. 9
- c. 18
- d. 54

Clarifying Details

5. The Key Concept box shows the rules that help you _____

- a. multiply fractions.
- b. add and subtract like fractions.
- c. divide fractions.
- d. add and subtract unlike fractions.

Vocabulary in Context

6. *Least Common Denominator* means _____

- a. the LCM of the denominators of two or more fractions.
- b. the LCM of two or more numbers.
- c. the least number in a set of data.
- d. the least amount of numbers used in a sequence.