### Adding Fractions

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<td><strong>1</strong></td>
<td>(\frac{10}{23} + \frac{13}{46}) =</td>
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<td><strong>2</strong></td>
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<td>(\frac{5}{13} + \frac{12}{26}) =</td>
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<td><strong>14</strong></td>
<td>(\frac{12}{27} + \frac{2}{9}) =</td>
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<td><strong>15</strong></td>
<td>(\frac{4}{6} + \frac{6}{18}) =</td>
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**Steps:**
1. **Find a common denominator** and convert.
2. **Add numerators**; denominator stays the same.
3. **Simplify if possible.**
4. **Circle your answer.**
The Abominable Snowman

It is a huge, hairy creature that walks around on two legs high in the mountains of the Himalayas. It is waiting to attack unsuspecting climbers. It is on the prowl for a meal of flesh. Who and what is this horrible beast? It is none other than the Abominable Snowman!

Or is it? There is no evidence or proof that the Abominable Snowman (or Yeti, as it is more commonly known) is an actual living creature. Despite the lack of evidence, rumors still exist. People still claim that they have sighted the shy and elusive creature. They claim to have seen its footprints. They claim to have parts of its scalp and pieces of its skin.

Over the years, every piece of evidence has proven to be false. One Yeti skin was the hide of a rare Himalayan bear that the villagers did not recognize. Another Yeti scalp was from a rare Himalayan goat-antelope. One fuzzy picture of the creature climbing on a mountain proved to be nothing but a rock sticking out of the snow. Supposed Yeti footprints proved to be nothing but semi-melted bear tracks.

The truth is that it is very unlikely that the Abominable Snowman exists or that there ever was such a thing. Most likely, it sprang from folktalestold to children of the region long ago. In those tales, the Yeti came down from the mountains to carry away children who had disobeyed their parents.
"This is ridiculous," said Justin. "You can't play baseball in the snow!"

"I'm just going to practice hitting and controlling my swing," Hiro laughed. "I want to develop my hand-eye coordination, so I'll try to place my hits exactly where I intend. This bat is old, and I've got heaps of rocks. It will take a lot of power to hit the rocks out to that expanse of pristine snow, but I'm going to try to hit the rocks so that they all land in a line, about a foot apart from each other."

"I can see where the rocks are landing by the dents in the snow," said Justin. "They're the only marks in the otherwise pristine snow. They could be mistaken for tracks."

"Yeah, tracks of the Abominable Snowman!" laughed Hiro. "The shadowy, elusive creature has found its way from Asia to the northern edge of Big Trout Lake in North America!"

Three days later, Hiro's father turned on the local news. A man was speaking into a reporter's microphone. "Cryptozoology is the science of hidden or unknown animals," the man said. "I'm a cryptozoologist. I was called here to investigate some strange tracks that four cross-country skiers taking advantage of the bright sunny weather spotted."

"Can you tell us more about the tracks?" asked the reporter.

"We believe they were made by some type of large Yeti-like animal," answered the cryptozoologist. "The tracks were in a line about a foot apart at the northern edge of Big Trout Lake."
Show What You Know

The following are based on "The Abominable Snowman" and "The Cryptozoologist and the Tracks." If needed, you may look back at the passages to answer the questions.

1. The Abominable Snowman is
   A. waiting to attack.
   B. not easily recognized.
   C. an actual living creature.
   D. the Yeti in folktales.

2. When something is pristine, it is
   A. bright and sunny.
   B. hidden and unknown.
   C. fresh and untouched.
   D. ridiculous and silly.

3. What do both stories have in common?
   A. supposed evidence
   B. fuzzy pictures of rocks
   C. semi-melted bear tracks
   D. folktales that sprang up

4. From the stories, one can tell that
   A. the Himalayan Mountains are not in Asia.
   B. one day proof of the Yeti will be found.
   C. some bears can live high in the mountains.
   D. cryptozoologists do not investigate rumors.

5. Most likely, Justin and Hiro will
   A. wonder if they made the strange tracks.
   B. wish they had spotted the strange tracks.
   C. try and hit the Yeti-like animal with a rock.
   D. look for more evidence of the Yeti-like animal.
A sentence is a group of words that expresses a complete thought. A sentence must make sense and must contain a subject and a verb.

1. After each of the following write yes if it expresses a complete thought. Write no if it does not express a complete thought.
   a. With both fists. ______
   b. The boy chased the dog. ______
   c. In the middle of Australia. ______
   d. Dogs bark loudly. ______
   e. All her lunch. ______
   f. The boys went home. ______
   g. On top of the cupboard. ______
   h. If you drink that tea. ______
   i. One day in July. ______
   j. Mike caught three fish. ______

2. Rearrange the words to make correct sentences.
   a. bones to likes my dog chew
      ______
   b. a rose Ali picked the garden in
      ______
   c. a mammal whale is a
      ______
   d. weekend we camping are this going
      ______

3. Add words of your own to make each of the following a complete sentence.
   a. a koala can quickly
      ______
   b. the pilot the plane
      ______
   c. have a new
      ______
   d. the dog a bone
      ______
A student was doing an experiment using the scientific method. A picture of the student’s project is shown below.

1. What is the student’s independent variable? (The thing being changed.)
   a. the angle of the light shining on the plant
   b. the type of soil the plant is growing in
   c. the brightness of the light is shining on the plant
   d. the temperature of the air in which the plant is growing

2. List all the control variables that you can see that the student is keeping constant (the same)

   
   
   
   
   
   
   
   
   
   

#3 ON THE BACK
Based on the pictures (models) drawn above, what is the dependent variable? (The thing that was being measured.)
The Nile River played an important role in shaping the lives and society of Ancient Egypt. The Nile provided the Ancient Egyptians with food, transportation, building materials, and more.

**About the Nile River**

The Nile River is the longest river in the world. It is over 4,100 miles long! The Nile is located in northeast Africa and flows through many different African countries including Egypt, Sudan, Ethiopia, Uganda, and Burundi. There are two major tributaries that feed the Nile, the White Nile and the Blue Nile.

**Upper and Lower Egypt**

The Nile River flows north through Egypt and into the Mediterranean Sea. Ancient Egypt was divided into two regions, Upper Egypt and Lower Egypt. This looks a bit confusing on a map because Upper Egypt is to the south and Lower Egypt is to the north. This is because the names come from the flow of the Nile River.

**Fertile Land**

The most important thing the Nile provided to the Ancient Egyptians was fertile land. Most of Egypt is desert, but along the Nile River the soil is rich and good for growing crops. The three most important crops were wheat, flax, and papyrus.

- Wheat - Wheat was the main staple food of the Egyptians. They used it to make bread. They also sold a lot of their wheat throughout the Middle East helping the Egyptians to become rich.
- Flax - Flax was used to make linen cloth for clothing. This was the main type of cloth used by the Egyptians.
- Papyrus - Papyrus was a plant that grew along the shores of the Nile. The Ancient Egyptians found many uses for this plant including paper, baskets, rope, and sandals.

**Flooding**

Around September of each year the Nile would overflow its banks and flood the surrounding area. This sounds bad at first, but it was one of the most important events in the life of the Ancient Egyptians. The flood brought rich black soil and renewed the farmlands.

**Building Material**

The Nile River also provided a lot of building materials for the Ancient Egyptians. They used the mud from the riverbanks to make sun-dried bricks. These bricks were used in building homes, walls, and other buildings. The Egyptians also quarried limestone and sandstone from the hills along the side of the Nile.

**Transportation**

Since most of the major cities of Ancient Egypt were built along the Nile River, the river could be used like a major highway throughout the Empire. Boats constantly traveled up and down the Nile carrying people and goods.
1) Which is the longest river in the world?
   A. Amazon River
   B. Yellow River
   C. Mississippi River
   D. Nile River
   E. Yellow River

2) What body of water does the Nile River empty into?
   A. Atlantic Ocean
   B. Mediterranean Sea
   C. Red Sea
   D. Lake Victoria
   E. Indian Ocean

3) Which of the following was NOT an important crop of the Ancient Egyptians?
   A. Flax
   B. Papyrus
   C. Corn
   D. Wheat
   E. None of the above

4) What important event took place each year that provided rich soil around the Nile River?
   A. The river flooded its banks
   B. Giant flocks of birds came through the land traveling south
   C. Huge storms came during the rainy season
   D. All of the above
   E. None of the above

5) True or False: Upper Egypt is located in the northern part of the Nile River where it empties into the sea.

6) True or False: Boats on the Nile River were the primary way of traveling and shipping goods in Ancient Egypt.
1. \( \frac{430 \times 100}{2000} = \)

2. \( \frac{28}{13} \times \frac{17}{700} = \)

3. \( \frac{200}{300} \times \frac{600}{800} = \)

4. \( \frac{25}{75} \times \frac{30}{100} = \)

5. \( \frac{126}{60} \times 180 = \)

6. \( \frac{85}{100} \times \frac{20}{17} = \)

7. \( 550 \times \frac{12}{25} = \)

8. \( \frac{63}{90} \times \frac{10}{77} = \)

9. \( \frac{23}{12} \times 13 = \)

10. \( \frac{1500}{28} \times \frac{44}{200} = \)
Señor Coyote, the Judge

At the foot of a mountain, Señor Rattlesnake was sleeping in the sun. A big stone rolled down the mountain and landed right on top of Señor Rattlesnake! He was stuck.

He tried over and over again to get out from under the rock, but it was no use. Then along came Señor Rabbit.

"Hello," said Señor Rabbit. "I see you are trying to crawl under that stone."

"Don't make fun of me," said Señor Rattlesnake. "Help me. It hurts. Just roll this stone off, and I'll see you get a reward."

Señor Rabbit knew that the rattlesnake was not a friend. But the rabbit himself was kind and didn't like to see anyone unhappy.

"All right," he said. "But I don't want a reward."

He pushed and pushed and pushed. Finally the stone rolled off Señor Rattlesnake.

"Now," said Señor Rattlesnake. "About your reward."

"Oh, that's all right," answered Señor Rabbit. "I told you I don't want any."

"I think you do," said Señor Rattlesnake. "What do you mean?" asked the rabbit.

"I mean that you get to be my dinner!" said the snake, coming at Señor Rabbit.

"Oh, no," said Señor Rabbit. "Do not eat me." He walked back.

"Yes, my friend," said the snake, following the rabbit. "I must have my dinner."

Just then, up came Señor Coyote. "What goes on here?" he asked.

Both the rabbit and the snake began talking at once, trying to tell their stories.

"Stop," said Señor Coyote. "You need a judge. And I will be it."

Señor Rabbit and Señor Rattlesnake agreed.

Señor Rabbit began, "I came here and found Señor Rattlesnake under the stone. I pushed it off. He offered me a reward, but I didn't want it. Now he wants to eat me!"

"Listen," said Señor Rattlesnake, "that is not true. I could have gotten out from under the stone at any time. I like it under there; it's cool. Señor Rabbit happened to come along. He's a fine dinner. And I have the right to eat him."

Señor Coyote thought a while.

"Let's see," he said at last. "We must be sure to have the right answer, my friends. Now you both say Señor Rattlesnake was under the stone. Right?"

"Yes," they both agreed.

"Very well," said Señor Coyote. "I must know just how everything was. Señor Rattlesnake, please come over here by the stone. Señor Rabbit and I will roll it on top of you. I'll know who's right, then."

The snake went over to the stone, and the other two rolled it on his back.

"Now," said Señor Coyote. "Is that the way you were, Señor Rattlesnake?"

"Yes," said the snake. He didn't seem happy.

"And that is the way you will stay," said Señor Coyote. "You have your reward for trying to eat Señor Rabbit."

And the two walked off. Señor Rattlesnake was left with lots of time to think about it.

By Ann Elwood

Published by Globe Publishing Company
Dear Parents

This delightful folk tale is
from the southwestern United
States and carries a moral
about gratitude and trickery.
I hope you enjoy listening to
your child read this story out
loud to you.

TIP OF THE WEEK
One of the most difficult things we ask
students to do in interpreting literature
is to "read between the lines," inferring
information about characters and events
that the author does not state outright.
In the opening of this story, the rabbit
says sarcastically, "I see you are trying
to crawl under that stone." Young
students often read something like this
without realizing that the author is
using the rabbit to make a funny
comment. Even worse, students
sometimes take this literally and think
the snake was trying to crawl under
the stone. Help your child understand
these subtle messages by pointing them
out as they are read.

The Questions

"Read between the lines" to answer the following questions:
1. How did the rattlesnake trick the rabbit? ____________________________________________________________________

2. How did the coyote trick the rattlesnake? ____________________________________________________________________

3. What is the moral of this story? ____________________________________________________________________

4. What is the author's purpose in writing this story? ____________________________________________________________________

We have completed this assignment together.

__________________________________________  ________________________________
Child's Signature                              Parent's Signature
Word Origins

1. Choose a word from the box to complete each sentence. The Old English root and meaning are given in parentheses.

witness  barrow  ferry  breakfast  grave  scraped

a. I filled the ____________________ (bera: to carry) with garden waste.
b. I caught a ____________________ (faran: to go) to take me across the bay.
c. The ____________________ (witan: to know) testified that she saw the thief.
d. The small boy ____________________ (scearan: to cut) his knee when he fell.
e. We discovered the old ____________________ (grafan: to dig) of an explorer.
f. I like to eat cereal and eggs for my ____________________ (brecan: to break).

2. Choose a word from the box to complete each sentence. The Latin root and meaning are given in parentheses.

city  anniversary  current  manufactured  dentist  errors

a. The strong ____________________ (curro: I run) swept the swimmers away.
b. The ____________________ (dens: tooth) extracted my teeth.
c. We celebrate our tenth ____________________ (annus: a year) next Tuesday.
d. Chicago is a large ____________________ (civis: citizen).
e. Cars are ____________________ (manar: a hand) in that factory.
f. Tom made several ____________________ (erro: I wander) in his spelling.

3. Choose a word from the box to complete each sentence. The Greek root and meaning are given in parentheses.

autograph  astronomer  perimeter  democratic  photograph

a. I took a ____________________ (photo: light) of our entire grade.
b. The film star gave me her ____________________ (autos: self).
c. We have a ____________________ (demos: people) government in the U.S.
d. We measured the ____________________ (metron: a measure) of the square.
e. The ____________________ (aster: a star) looked through the telescope.
The excretory system of the body controls the fluids of the body, including removing excess and unnecessary fluids from the body. The organs include the kidneys, lungs, liver, and the skin. Each of the organs have a responsibility in the system, but the kidneys are the main organs of the excretory system. The kidneys control the fluids of the body. Other parts of the excretory system include the ureters, bladder, and urethra.

In addition, the urinary system is a part of the excretory system. The urinary system controls the balance of water and chemicals in the body for it to function properly. The system works with the lungs, kidneys, and the intestines. The urinary system produces, stores, and eliminates urine (pee), which is the fluid released by the kidneys.

The body has two bean-shaped organs called kidneys located below the ribcage in the middle of the back. The kidneys are responsible for removing wastes from the blood, as well as different types of salts, and excess water. The excess substances are then sent to other parts of the excretory system such as the ureter and urinary bladder, then to the urethra in the form of urine.

Ureters are thin tubes connected to the bladder which is filled with the urine. The urethra is the tube that is connected to the urinary bladder. The bladder, located in the pelvis, is balloon-shaped, hollow, and can stretch like a balloon, stores up to about 16 ounces of urine. Once the bladder is full, a person normally must urinate to eliminate the waste from the body through the urethra. The urethra is the tube that allows urine to pass outside of the body once the urinary bladder is full.

The kidneys also help control the water the body needs for survival. The kidney is important to make sure the body remains hydrated. For example, if a person was stuck in the desert without water, the kidneys will absorb more of the water in your body so there will be less urine. This way the body will not lose as much water.

When a person breathes out the lungs will release water and carbon dioxide. Carbon dioxide is a waste product that must be eliminated from the body. The lungs thin out the carbon dioxide from the blood so it can enter the lung tissue and leave the body when a person breathes.

The liver’s responsibility is to break down the chemicals, poisons, or other toxins that enter the body. For example, urea is a waste product that is produced when the liver breaks down toxic substances. It is released from the body usually through urine, but is also released when a person sweats or perspires. The liver also produces bile to break down fats into useful fats or waste.

Finally, the skin is the largest organ of the body and is also a part of the excretory system and provides protection for the body. The skin is responsible for the elimination of sweat from the body, which contains waste such as urea, salts, and water. Sweat also help cools down the body. Everybody sweats.

In summary, the excretory system is responsible for controlling the fluids of the body, and along with the urinary system, controls the balance of water and chemicals in the body for it to function properly. Though the kidneys are the main organs of the system, other organs include the lungs, liver, and skin. The addition the ureters, bladder, and urethra also play an important role in the excretory system as the path for urine to be released from the body.
6. Which of the following best describes the role of the kidneys when a person starts to become dehydrated?

A. The kidneys produce more water for the body.
B. The kidneys begin to stop processing the water in the body.
C. The kidneys absorb more water leading to less urine.
D. The kidneys release more water leading to more urine.
The Trojan War

Read and answer the questions.

Homer's famous book, the Iliad, contains descriptions and stories of the city of Troy. Troy was located near the Hellespont, a narrow passage that linked the Aegean Sea to the Black Sea. The ancient city also contained a land route from Hellespont to the European Shore. Troy was a key area for travelers and trading ships—very important location. It was a strong city, with towers, and high, steep walls.

The actual site of Troy was unknown until modern times, although Greek and Latin authors referenced the location many times. Scholars thought they knew the approximate location, but the exact location wasn't known until the late 1800's, when Heinrich Schliemann, following the clues from the Iliad, unearthed the city. During the excavations, he found huge city walls and evidence of a city that had been destroyed by fire, which matched the ancient stories.

"Hateful to me as the gates of Hades is that man who hides one thing in his heart and speaks another."—Homer
The Trojan War

1. Who discovered the ancient city of Troy?

2. How did he find the actual location of Troy?

3. Why did war begin in the ancient city?

4. How did the Greeks win the war?

MATCH THE PERSON WITH THE DESCRIPTION:

1. Agamemnon ______  
   A. Trojan prince

2. Heinrich Schliemann ______
   B. wife of Menalaus

3. Queen Helen ______
   C. brother of king, married to Helen

4. Menalaus ______
   D. archeologist

5. Paris ______
   E. King