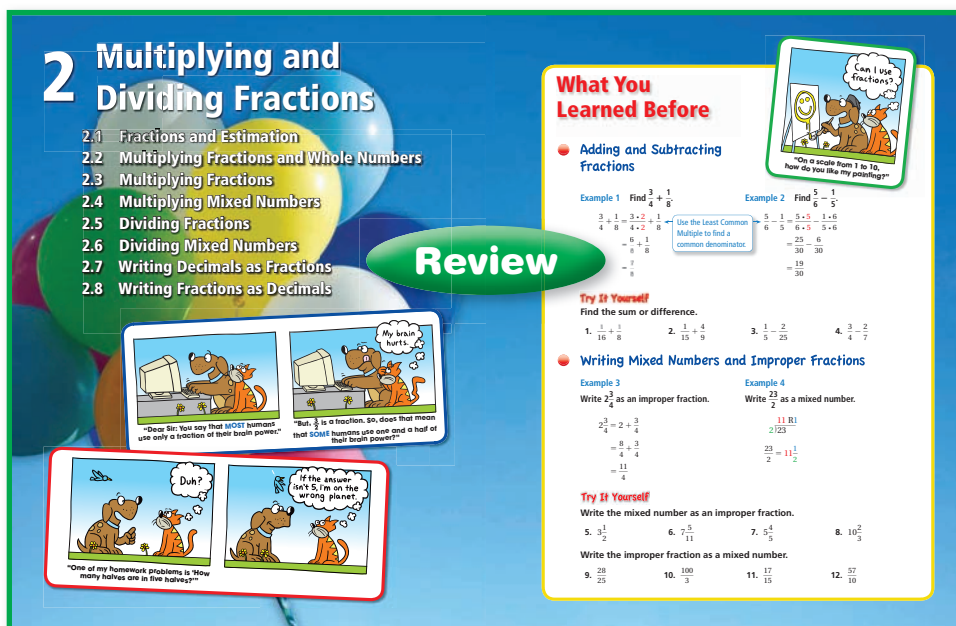


Review is Not Reteach

Each chapter begins with a one-day review of previously learned concepts. There is one page in the pupil edition, and additional material in the teacher support package.



2 Multiplying and Dividing Fractions

- 2.1 Fractions and Estimation
- 2.2 Multiplying Fractions and Whole Numbers
- 2.3 Multiplying Fractions
- 2.4 Multiplying Mixed Numbers
- 2.5 Dividing Fractions
- 2.6 Dividing Mixed Numbers
- 2.7 Writing Decimals as Fractions
- 2.8 Writing Fractions as Decimals

Review

What You Learned Before

● **Adding and Subtracting Fractions**

Example 1 Find $2\frac{1}{4} + \frac{1}{8}$.
 $2\frac{1}{4} + \frac{1}{8} = 2\frac{2}{8} + \frac{1}{8} = 2\frac{3}{8}$

Example 2 Find $\frac{5}{6} - \frac{1}{5}$.
 $\frac{5}{6} - \frac{1}{5} = \frac{5 \cdot 5}{6 \cdot 5} - \frac{1 \cdot 6}{5 \cdot 6} = \frac{25}{30} - \frac{6}{30} = \frac{19}{30}$

Use the Least Common Multiple to find a common denominator.

Try It Yourself! Find the sum or difference.
 1. $\frac{1}{16} + \frac{2}{8}$ 2. $\frac{3}{25} + \frac{4}{9}$ 3. $\frac{1}{5} - \frac{2}{25}$ 4. $\frac{3}{4} - \frac{2}{7}$

● **Writing Mixed Numbers and Improper Fractions**

Example 3 Write $2\frac{3}{4}$ as an improper fraction.
 $2\frac{3}{4} = 2 + \frac{3}{4} = \frac{8}{4} + \frac{3}{4} = \frac{11}{4}$

Example 4 Write $\frac{23}{2}$ as a mixed number.
 $\frac{23}{2} = 11\frac{1}{2}$

Try It Yourself! Write the mixed number as an improper fraction.
 5. $3\frac{1}{2}$ 6. $7\frac{5}{11}$ 7. $5\frac{4}{5}$ 8. $10\frac{2}{3}$

Write the improper fraction as a mixed number.
 9. $\frac{28}{25}$ 10. $\frac{100}{3}$ 11. $\frac{17}{15}$ 12. $\frac{57}{10}$

To make the philosophy of the NCTM Focal Points work, it is imperative that each student, parent, and teacher buy into the following principles.

- Fewer concepts are taught each year. Because of this, teachers are allowed to spend more time on each concept, and students are able to learn to mastery.
- After a concept is learned (such as adding and subtracting fractions), it is the responsibility of the textbook authors and the teachers to incorporate the concept into the activities, examples, and exercises. No longer can students think, "Oh good, we're done with adding fractions. I don't have to know that any more."
- Taking time (a day here and there) to review previously learned topics is expected. Taking 2 or 3 weeks to reteach a topic that was learned at an earlier grade level defeats the purpose of the Focal Points.
- When teaching a Focal Points curriculum, please remember **Review is Not Reteach**.