

Google Classroom



Each Tulsa Public School's student has a Google login. The Google login is used for the Google Classroom. Each grade level at Carver has its own page, which is governed by the Language Arts Teachers. Over the summer and throughout the school year the Google classroom will be used for summer homework, announcements, and information. Join the classroom today!

Your Google Login is already set up. Below is the information on your login, password, and code to join the classroom.

Your login is as follows:

- First Name- type your First Name is George *ex. george*
- Last Name- type your last name initial only last name was Wildcat *ex. w*
- Birthday in numerical form- 04 (April) 18 (Date)
If your birthday month or date is a single digit number, you must put 0 in front of the number.
- Username- firstnamelastnameinitial4 numbers (Birthday(month & day))
Ex. georgew0418@student.k12.tulsaschools.org

Write your username-_____

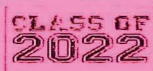
Your Password is your student id number.

Write your password-_____

Grade Level Google Classroom Codes:



Incoming 8th graders- a9xzt



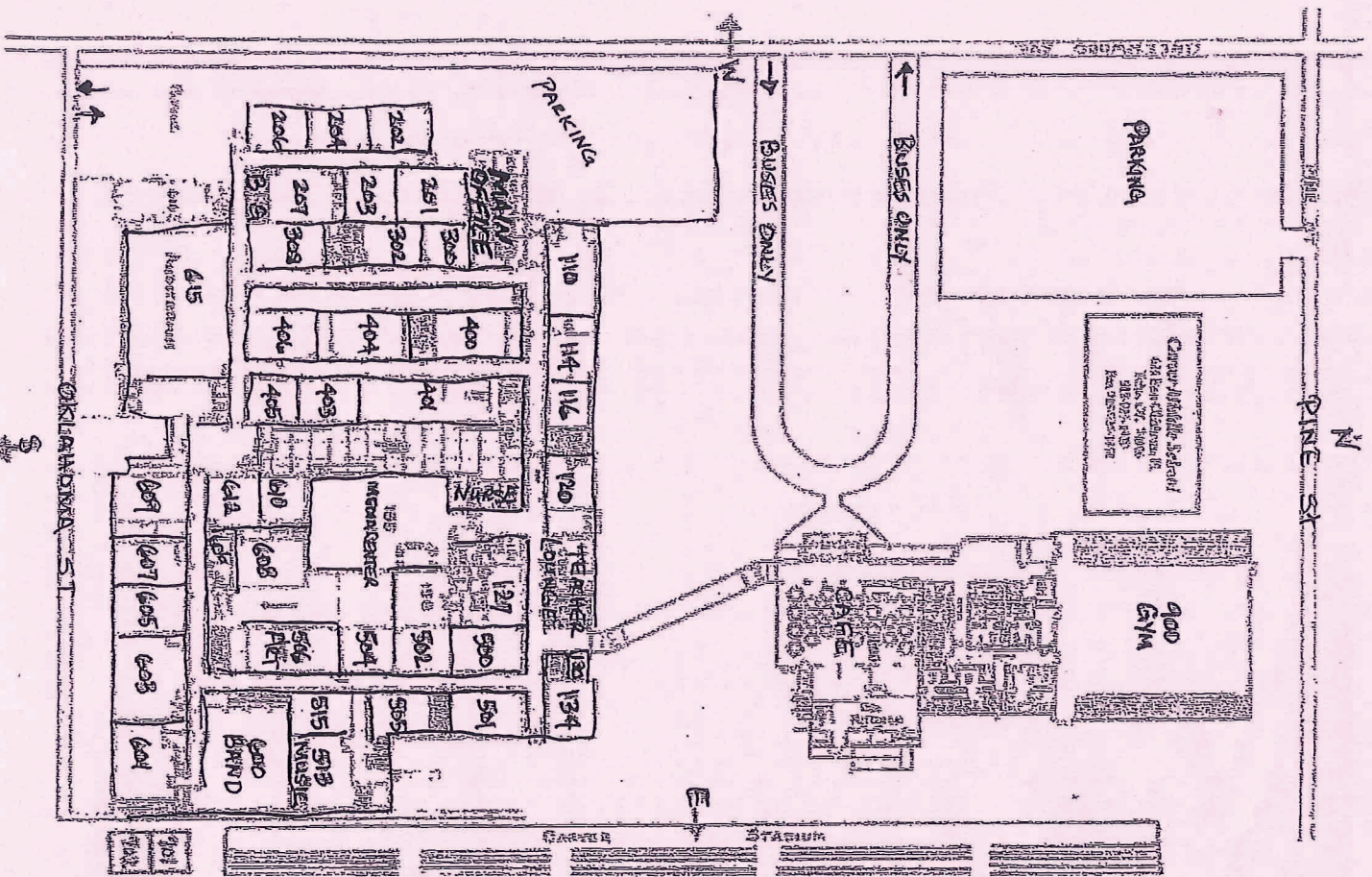
Incoming 6th graders- 2ijxxn



Incoming 7th graders- 2eu5rt

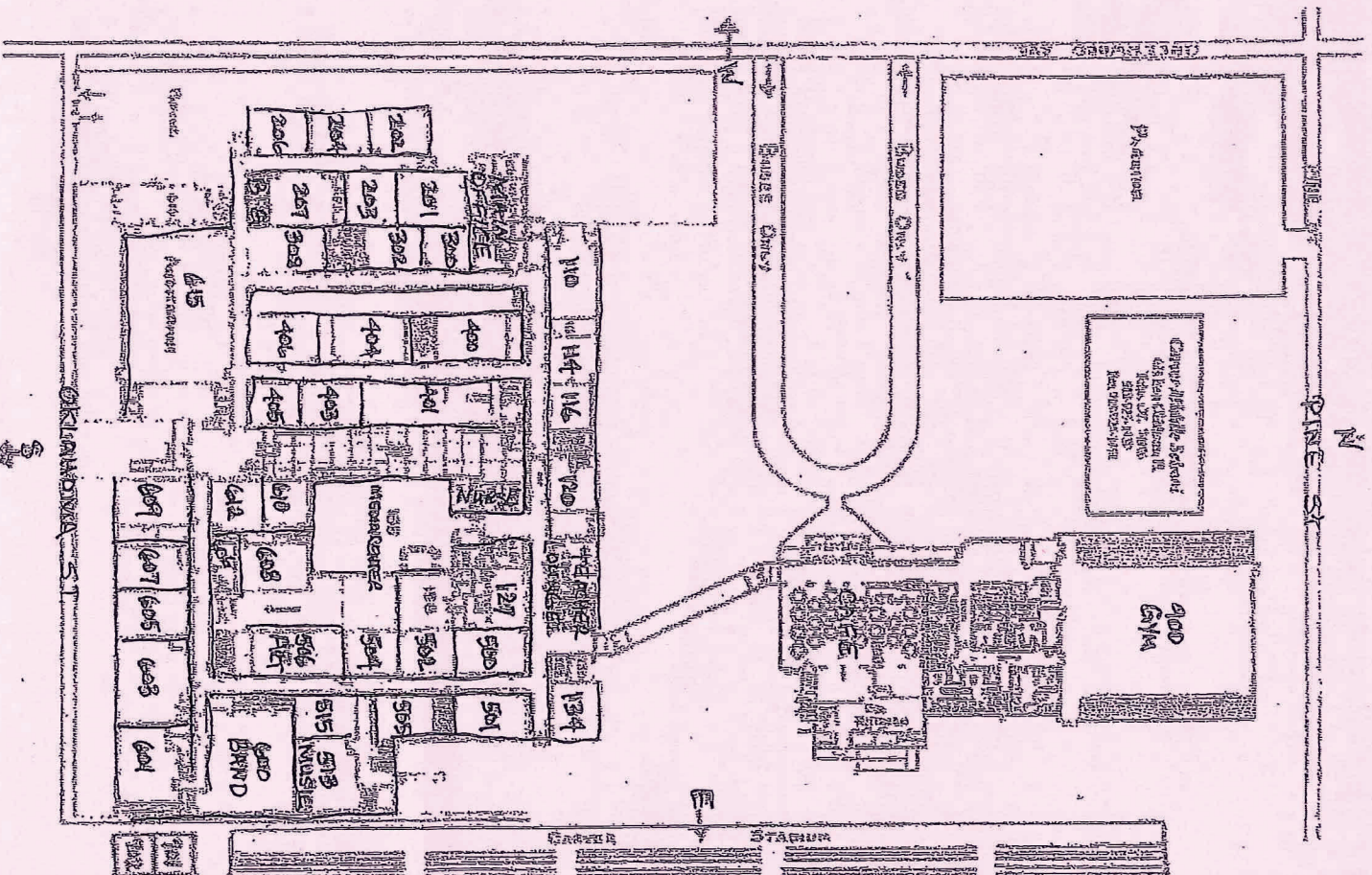
Keep this paper for your records. We recommend parents keeping a copy as well.





Girl Lockers are located on the 6th Grade Hall (Rooms 400-406).

Boy Lockers are located on the main hall between rooms 114-124.



Girl Lockers are located on the 6th Grade Hall (Rooms 400-406).

Boy Lockers are located on the main hall between rooms 114-124.

6th Grade Science Summer Homework for Carver Middle School.



Complete all 3 of the following assignments.

- 1) **Experience a field trip with your family.** Visit a museum, planetarium, zoo, special event, or local park for a science experience. Talk with your family and make plans for this field trip that can be locally or during a trip out of town. Include the following on PowerPoint slides or a google slide presentation.
 - ☐ Information about the destination: name, location, etc.
 - ☐ Take 3-7 up close pictures to share.
 - ☐ Write a paragraph or include notes on each picture slide explaining what you learned with the experiences.
- 2) **Observations of Birds.** Pay attention to the birds in your neighborhood. Take the time to listen to the sounds and watch the behavior of birds that live near your home. Choose one of the bird species **from your neighborhood** to complete a small information card measuring 21.5cm X 14cm (8.5 X 5.5 or half a sheet of letter size paper.) This is small so that each one of the students' entries can be posted on a bulletin board. Include the following on this card or paper:
 - ☐ Take a picture of the bird.
 - ☐ Look up the bird on line by using a search engine like google.com with a short description of the size, color, and the word bird. Include both the common name and the scientific name of the species on the card.
 - ☐ Record your hand written observations of the bird describing what the bird was doing, where you observed the bird, and something interesting that you noticed about the bird.
- 3) **Read Science Articles.** You can find science articles online, in magazines, or at the library. Choose an article that is the most interesting to you and write about it. Include the following to share your article:
 - ☐ Article title, Arthur, publisher, date.
 - ☐ One-half to one page summary telling the main idea and details that wowed you.
 - ☐ You may neatly hand write or type your summary.

Bring your completed assignments to science class the first week of school. You may have your hands full of supplies the first day or two, so the third day back will be just fine. If you used a computer for all 3 of these, I will give you the information on how to turn that in on the first day of school.

Enjoy your summer experiences. Know that Science is in everything you do!

For questions you may email Mrs. T. Davis: daviste3@tulsaschools.org

Or Ms. Garba: garbaha@tulsaschools.org

Dress Code Policy 2019-2020

Dress and Personal Grooming: Carver Uniform Policy

Carver's goal is to foster students that are prepared academically to achieve at high levels in high school and college. We ask for parent's support in focusing all Carver students on their class work and academic success.

We ask for the parent's support in students maintaining a "uniform look". We are unable to predict all fashion and personal grooming trends and will adjust the guidelines as needed. TPS Board Policy 2601 and 2601-R will be the minimum guideline followed by Carver Middle School.

The uniform policy will be enforced. If you have any questions about appropriate dress, please notify the office before making purchases.

As you are shopping for your student's uniform, please be reminded that while a store may advertise they sell school uniforms, the listed guidelines should still be met.

TOPS

- **Polo Shirts:**
 - Colors: White, Carver Purple, Black & Gray, solid colors only
 - Long or Short Sleeve, **no logos**
 - Polo's with 5" placket, maximum 3 buttons on placket
- **Oxford Shirts or Oxford Style Twill Shirts:**
 - Colors: white or purple
 - Long or Short Sleeves
- **Jacket & Vest:**
 - Colors: Black, Carver Purple, Gray
 - Style: Fleece, Zip-up Front or Pullover, Cadet Collar (Carver Logo only)
 - Black Blazer: With Carver Crest Patch sewn on (Available at K Renee's and C&J)
- **Crewneck Sweatshirt:**
 - Colors: Black, White, Gray, Carver Purple
 - With appropriate black, white, gray, or purple shirt underneath
- **Undershirts:**
 - Colors: Black, White, Gray, Carver Purple

BOTTOMS

- **Standard Uniform Capri, Pants, and Shorts:**
 - Colors: Khaki, Black
 - Uniform bottoms should fit the student properly (not form fitting or too loose)
- **Belts:** Black, Brown, White, Khaki
 - A belt must be worn with uniform pants or shorts
- **Skirts & Skorts:**
 - Colors: Khaki, Black, Carver Plaid
 - Garments must be of a length and fit that are suitable to the build and stature of the student.
- **SHOES, SOCKS, JEWELRY**
 - **Shoes:** Must cover the entire foot (toes and heels) for the safety of the student
 - **Sock Colors:** White, Carver Purple, Gray or Black in solid colors, simple stripes or dots (designs must be White, Purple, Gray or Black)
 - **Beaded Jewelry Colors/Hair Accessories:** White, Carver Purple, Gray or Black in solid colors and in good taste

Dress Code Policy 2019-2020

- Visible pierced jewelry shall be limited to the ear
- Leggings/Tights: Must be Black, White or neutral in color. (No fish-net leggings or hosiery with designs)

We are unable to predict all fashion and personal grooming trends and will adjust the guidelines as needed. (TPS Board Policy 2601 and 2601-R)

GUIDELINES

- Be prepared to replace uniforms that may become worn out or outgrown. Uniforms should be in good repair with no holes, rips or tears
- A polo shirt (50/50 blend preferred) is defined as a shirt with two or three buttons with a collar. The placket should be no longer than 5". Deep-cut polo's are not acceptable
- Hoodies should be left in student's locker upon entrance into the building
- All shirts must be tucked in upon entrance into the building
- Pant legs must fall on the outside of boots/shoes
- Only the **school logo** may be printed on shirts/jackets
- Appropriate size is important in all clothing. Pants and blouses/tops should not be oversized or too tight for the student
- Plaid must be in Carver school colors (available at K-Renee and C & J)
- Students hair color must be within the natural realm

Items that are not acceptable as part of the Carver School Uniform:

- No skinny cut pants or joggers
- No Cargo pockets or outside stitched/patch pockets (back pockets)
- No rivets on pants or shorts
- No corduroy or denim material of any color
- No fringed hems, cut-offs, holes, rips or tears in clothing
- No sweat pants, wind suits, pajamas or stretch pants
- No visible name brand clothing label
- No flip flops, open-toed sandals or slides

"Jeans Day" Guidelines:

On special occasions Carver students are granted a "Jeans Day" that will be approved and designated by the administration. Below are the standard guidelines for those special days:

- Must be blue denim jeans (not black, red, green, yellow, etc.)
- No "skinny" (tight fitting) jeans
- Jeans must be in good repair—free of rips, holes, frays, tears, etc.
- Blue jean denim shorts are acceptable—must be of appropriate length and of appropriate fit
- No cargo jeans or shorts
- Students must wear the approved Carver Uniform shirt or Spirit shirt
- Belt must be worn and uniform/spirit shirt must be tucked in
- Students not adhering to the above "jeans day" guidelines will be sent to the appropriate grade level counselor

If you have any questions about appropriate dress or personal grooming, please notify the office before making purchases and selections. As you are shopping for your student's uniform, please be reminded that while a store may advertise they sell school uniforms, the listed guidelines should still be met.

**6th Grade Summer Enrichment for
Language Arts
Carver Middle School**

Reading is an integral part of the academics at Carver Middle School. Over the summer, it is important for a student to continue to read independently. Numerous studies indicate a direct correlation between a student's success at school and the amount of time they spend reading independently.

Carver Middle School Language Arts 6th grade students are **required to read a minimum of three** of the selections listed below, over the summer. Students will be tested over their reading selections during the first two weeks of the school year.

Integrity is a character trait that means you are honest and can be relied upon to do the right thing. The right thing is usually not the easy thing to do, but then, Carver students don't normally take the easy way out. Carver students are accustomed to challenging themselves. Your challenge this summer is to read *a minimum of 3 books* from the list that you have **NEVER** read before. This is a challenge to your **integrity** because you cannot claim to have read books over the summer that you previously read before May 8, 2019. **Each book is worth 100 points each, which is a total of 300 points towards your grade. You will be tested over the books the first few weeks of school.** Thank you for making the decision to develop this important character trait as you begin your journey of success here at Carver Middle School.

Novels:

- | | |
|--|---|
| <ul style="list-style-type: none">➤ 12 Brown Boys by Omar Tyree➤ Abduction by Peg Kehret @➤ *Among the Hidden by Margaret Peterson Haddix @➤ Airball: My Life in Briefs by Lisa Harkrader➤ *Amigas: Fifteen Candles by Veronica Chambers @➤ Bat 6 by Virginia Wolf➤ Beating Bully O'Brien by Karen Mueller Coombs➤ *Bone, Vol. 1: Out from Boneville by Jeff Smith@➤ *Book of Three by Lloyd Alexander➤ Bud Not Buddy by Christopher Paul Curtis@➤ Color Me Dark by Patricia C. McKissack➤ Compound by S.A. Bodeen@➤ The Crossover by Kwame Alexander*➤ The Cruisers by Walter Dean Myers➤ Curse of the Blue Figurine by John Bellairs➤ *Eragon by Christopher Paolini➤ El Deafo by Cece Bell➤ *The Face on the Milk Carton by Caroline B. Cooney@➤ Fallout by Todd Strasser@➤ Games: A Tale of Two Bullies by Carol Gorman@➤ *Gregor the Overlander by Collins, Suzanne➤ Heat by Mike Lupica@➤ Hoops by Walter Dean Myers@➤ Honest Truth by Dan Gemeinhart@➤ Hostage by Willo Davis Roberts | <ul style="list-style-type: none">➤ Memory Boy by Will Weaver@➤ Middle School Worst Years of My Life by James Patterson @➤ Million Dollar Shot by Don Gutman@➤ Miracle's Boys by Jacqueline Woodson➤ *Maximum Ride: The Angel Experiment by James Patterson@➤ *The Mistmantle Chronicles Urchin of the Riding Stars by M.I. McAllister➤ The Mysterious Benedict Society by Trenton Lee Stewart➤ The Mysterious Matter of I.M. Fine by Diane Stanley➤ Naked Mole-Rat Letters by Mary Amato➤ Night of the Twisters by Ivy Ruckman➤ Ninth Ward by Jewell Parker Rhodes➤ One Crazy Summer by Rita Williams-Garcia@➤ The Only Thing to Fear by Caroline Tung Richmond➤ Or Give Me Death by Ann Rinaldi➤ *The Princess Diaries by Cabot, Meg@➤ Positively by Courtney Sheinmel@➤ *Sammy Keys and the Hotel Thief by Wendelin VanDraanen➤ Saving Lucas Biggs by Marisa de los Santos and David Teague➤ The Secret Hum of a Daisy by Tracy Holczer➤ Shockpoint by April Henry @➤ *Son of the Mob by Gordon Korman➤ *Stormbreaker by Anthony Horowitz@➤ The Revealers by Doug Wilhelm@ |
|--|---|

- How Angel Petersons Got His Name by Gary Paulsen
- How to Survive Middle School by Donna Gephart@
- *Into the Wild by Erin Hunter @
- Island of the Blue Dolphins by Scott O'Dell
- The Journal of CJ Jackson by William Durbin
- Last Shot: A Final Four Mystery by John Feinstein@
- The Lions of Little Rock by Kristin Levine @
- The Life As We Knew It by Susan Pfeffer*@
- Locomotion by Nikki Grimes
- *The Lost Years of Merlin by T. A. Barron
- Martian by Andy Wei@

- The School Story by Andrew Clements
- The Skin I'm In by Sharon G. Flake @
- Smile by Raina Telgemeier
- Sleeper Code by Tom Sniegowski @
- Wonder by R.J. Palacio @
- Words by Heart by Ouida Sebestyen
- Yell Out/ Do You by Stephanie Perry Moore @

Non-Fiction:

- Zlata's Diary by Zlata Filipovic
- Woodsong by Gary Paulsen
- The Red Scarf Girl by Ji-li Jiang

* First book in a series OR book has a sequel.

@look at this book, because 6th grade teacher really recommends it!

Language Arts 6th Grade Supply List

Materials needed to be given to the Language Arts Teacher: (Mr. Cox/Mr. Laymon)

- | | |
|------------------------------------|--------------------------|
| ❖ Package of colored copy paper | ❖ Index Cards with lines |
| ❖ 2 bottles of any color glitter** | ❖ 1 bottle of glue** |

Materials Needed for Personal Use:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Headphones or Earbuds • Pens (blue or black only) • Pencils • Highlighters • Red pen or pencils for grading • One inch binder and five dividers | <ul style="list-style-type: none"> • Notebook Paper (Wide rule loose leaf paper only) • Colored Pencils • Novel (Students are required to bring a novel every day to class.) |
|--|--|

**Items with double asterisk are for Laymon's class only

** Straws

** Yarn

Teacher Wish List:

- | | |
|--|--|
| <ul style="list-style-type: none"> ❖ Paper Towels ❖ Kleenex ❖ Bottle of Glitter ❖ Pencils or Pens ❖ Books turned into movie DVDs ❖ Cleaning Supplies (Clorox Wipes, Sanitizers, Air Freshener, White Board Cleaner, Fabuloso or 409) | <ul style="list-style-type: none"> ❖ Headphones ❖ Papermate Flair Pens ❖ Sharpies ❖ Bottle of Glue ❖ Index cards (any size) ❖ Markers or Colored Pencils ❖ Notebook, scrapbook and/or cardstock paper |
|--|--|

We greatly appreciate your acts of kindness.
Thank you!

Take notes while you read.

- Characters. If your book is fiction (or a biography or memoir), keep track of who the major characters are. What are they like? What do they do? Are they different at the end of the book than the beginning? Did you like them?
- Setting. This category mainly applies to fiction. The *setting* of a book is where and when the story takes place (for example, the *Harry Potter* novels' main setting is the school of Hogwarts). The setting may have significant influence on the characters and the story.
- Story. What happens in the book? Who did what? Where in the book (beginning, middle, end) do important things seem to happen? Were there any clear "turning points" in the story, where things seem to change from what came before? How did the story resolve? What parts are your favorite parts of the story?
- Main ideas/themes. This category will be slightly different for nonfiction or fiction. Nonfiction may have a very clear main idea, such as presenting a biography of a famous historical figure. For fiction, there will probably be a key theme that runs throughout the book. Think about this in terms of what you learned from the book that you didn't know before reading it. You may find it easier if you take a few notes on each chapter.
- Quotations. Good chapter summaries not only tell, but show what is great about the book. For example, if you really enjoyed the author's writing style, you could use a quotation in your notes that shows why you liked it. A juicy quote that sums up the main idea of the book could also be a good idea. You don't have to use every quotation that you write down in your report, but jot down any quotations that catch your attention.

Don't wait until the last minute! Start early and read and summarize one chapter a day. This will give you less work to do all at once. Also, it helps to write your summary right away, while it's fresh in your mind.

For parents: Quickly read each chapter summary. If you can't understand or read it, tell your child what information you feel like is missing, so that they know what they need to add when they revise. Great penmanship is a noteworthy trait.

Join the Google Classroom! Inside the summer packet is an information sheet about Google Classroom. Join the incoming 6th graders page, which is CMS Class of 2022 page. We will send updates about reading events throughout the summer. The code to join is 2ijxxn.

Each Tulsa Public School's student has a Google login. The Google login is used for the Google Classroom. Each grade level at Carver has its own page, which is governed by the Language Arts Teachers. Over the summer and throughout the school year the Google classroom will be used for summer homework, announcements, and information. Join the classroom today!

Your Google Login is already set up. Below is the information on your login, password, and code to join the classroom.

Your login is as follows:

- First Name- type your First Name is George ex. george
- Last Name- type your last name initial only last name was Wildcat ex. w
- Birthday in numerical form- 04 (April) 18 (Date)

If your birthday month or date is a single digit number, you must put 0 in front of the number.

- Username- firstnamelastnameinitial4 numbers (Birthday(month & day))
Ex. georgew0418@student.k12.tulsaschools.org

Write your username-_____

Your password is your student id number. _____

Your TPS username and password will work at any Tulsa City County Library!!

Carver Middle School

Supply List for 6th Grade 2019-2020

All 6th Grade students are to bring Four Tissue Boxes to their 1st Block Teacher. They will need any size USB Flash-drive for projects and headphones for their classes. Also, they will need a Time Management Book or planner, which is purchased from Carver Bookstore in August at Parent Academy. General use supplies can be used in every class, which students can keep in their locker until needed. Information on other materials for future presentations (posters, craft items) will be given in class.

General Use Supplies

- Headphones/Earbuds
- Highlighters
- #2 Pencils
- Pens (blue or black only)
- Colored markers or pencils
- Red pen or pencils for grading
- Poster boards will be needed for projects. (Suggestion to get at least 3-5)
- Notebook Paper
- Scissors
- Crayons

Many of these supplies will run out fast, since it is used for every class. Strongly suggest stocking up during the back to school sale season. Students will need earbuds for in class assignments with Google classroom. Dollar Tree has okay earbuds for \$1. Stock up and save where you can.

Typical Elective Courses (Elective Teachers will give in depth lists in August)-

- Disinfecting Wipes
- Tissue box
- Spiral Notebook
- 4 Three-Pronged Folders

PE Class (In depth list will be given at the beginning of the semester)-

- PE Uniform
- Sneakers
- Hygiene items
- Spiral Notebook
- 3 Poster boards

World Cultures-

- Hand Soap, and Paper Towels
- 1 Spiral Notebook (*Mrs. Dorsey's Class Only*)
- 3 Ring Binder (*Mrs. Dorsey's Class Only*)
- Copy Paper (Any Color)
- Three prong folder

Science-

- Zip Lock Bags
- Paper Towels
- 1 Dry Erase Marker
- Composition Book with at least 100 pages
- Disinfecting Wipes
- Colored copy paper
- Post-it Notes

Language Arts

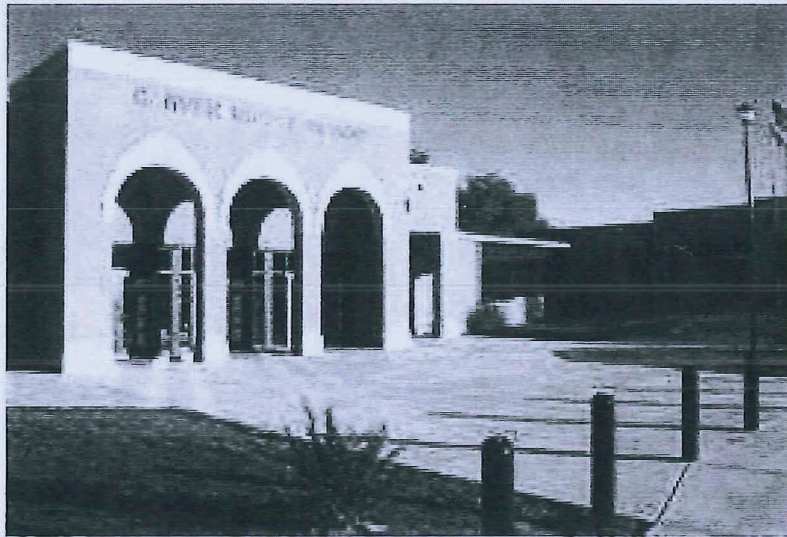
- Package of colored copy paper
- Index Cards with lines
- Glitter glue sticks (*Mr. Laymon's Class Only*)
- Standard Dictionary and Thesaurus for home
- Novel (Students are required to bring a novel everyday to class.)

Math -

- Small bottle of glue
- A ruler with standard and metric units
- Protractor (clear is better)
- 1 Graphing Composition Notebook
- Graphing Paper
- 2 Pocket prong folders



Welcome to Carver Middle School



Carver Facts:

- ★ Founded in 1928, closed in 1971 and reopened in 1972
- ★ Located on the Historical Greenwood Street
- ★ Colors: Carver Purple and White
- ★ Dr. George Washington Carver visited the school in 1929.
- ★ Championship Winners: Academic Bowl, Football, Boys and Girls Basketball, Cheerleading, Ebony Awareness Bowl, and many others.
- ★ Carver Motto: Our tradition is excellence, Our concept is diversity, Our potential is unlimited, Our future is global.
- ★ Carver is an International Baccalaureate Middle Years Program (MYP) School.
- ★ Carver Activities for students: Ebony Bowl, Newspaper Club, CSI: 6th Grade Science Club, Academic Bowl, Robotics Club, Basketball, Football, Bully Prevention Club, Gardening Club, Volleyball, Art Club, Science Club, First Tee Golf, Volleyball, Soccer, Cheerleading, Dance Pom Squad, and many more.
- ★ School website is www.carver.tulsaschools.org.

Save the Date:

- ★ Summer Homework Packet will be due the first two weeks of school for a grade in each core class.
- ★ Upcoming fieldtrips for 6th graders are listed below with estimated cost and tentative dates.
Estimated costs are listed, however more information will come in the fall.
 - Dr. George Washington Carver Fieldtrip in October. Estimated student cost is \$40, parent volunteer riding the bus is \$10, and parent volunteers providing their own transportation is free.
 - MYP Unit: Intercultural Interlude Fieldtrip to Silver Dollar City in Branson, MO end of April. Estimated cost is \$140 for student, \$90 parent volunteers riding on the bus, and \$80 for parents driving their own vehicle.
 - Intercultural Interlude Assembly in May. As tradition, students are required to wear ethnic attire, and celebrate the vast diversity among our Carver students.



Important Requirements

The following must be considered a uniform infraction unless administration has notified our campus of a special event that will require modification to traditional uniform policy (Spirit Week, etc):

- Bottoms well below a student's waist
- Shirts not tucked in (within reason, if activities in a class result in an untucked shirt, keep a very minor issue a very minor issue)
- Hoodies with the exception of Carver hoodies
- **Bandanas, even if they are school colors**
- Pants tucked into socks
- Shoes not covering a student's toes
- Brands or logos that extend past an upper left or upper right location on the student's top
- Cargo pockets or outside stitched pockets/patches
- Corduroy or denim material of any color
- Skinny cut pants or joggers
- Rivets, holes, rips, and/or tears in clothing
- Fish-net leggings or hosiery

Carver Uniform Policy

Tops in any solid purple, black, gray, or white

Acceptable Tops: Polo Shirts, Oxford (button up shirts), Jackets & Vests (zip-up front or pullover), Crewneck Sweatshirt, Spirit shirts (Friday only)

Note: Spirit shirts are any t-shirt or shirt relating to Carver organizations or events. While they are usually school colors, there may be exceptions

Bottoms in any shade of khaki or black; skirts and skorts can be Carver Plaid in addition to khaki or black

Acceptable Bottoms: Capri, Pants, Shorts, Skirts, and Skorts

Important Updates

The following are no longer expected to be considered a uniform infraction:

- Absence of a belt or a belt that is not black, brown, white, or khaki
- Pants tucked into shoes or boots
- Beaded jewelry or hair accessories that are not white, purple, gray, or black
- Socks that are not solid white, gray, purple, or black
- Brands or logos on the left or right chest of a top



6th Grade World Atlas Summer Scavenger Hunt

You will turn this paper in to your Geography Instructor the first week of school for evaluation.

Name _____

Answer the questions using a world atlas.

1. Write the name of the atlas? _____
2. In what year was the atlas published? _____
3. Find the table of contents, on what page does the section on North America start? _____
4. Go to the section on North America, the Tropic of Cancer crossed which large North American country? _____
5. Go to the table of content, on what page does the section on Asia start? _____
6. Go to the section on Asia, what is the large Asian country that is south of Mongolia and northeast of India? _____
7. What is the Asian country located east of Iraq and west of Pakistan? _____
8. Go to the table of content, on what page does the section on Africa start? _____
9. Go to the section on Africa, what country is east of Libya and north of Sudan? _____
10. What is the large island country off the east coast of Africa? _____
11. Find a world map in the atlas that shows lines of latitude and longitude. What is the approximate latitude and longitude of where you live? _____
12. Find the table of content, on what page does the section on Europe start? _____
13. Go to the section on Europe, what European country is just south of Belarus, west of Russia, and east of Poland? _____
14. What country of Europe is shaped like a boot, and what sea does it border?

15. Go to the tablet of content, on what page does the section on South America start? _____

16. Go to the section on South America, the Tropic of Capricorn crosses which South American countries? _____
17. What South American country is named for the line of Latitude that crosses it? _____
18. Go to the section on Antarctica, on what page does the section on Antarctica start? _____
19. What other continent is closest to Antarctica? _____
20. What continent do the Equator and the Tropic of Cancer pass through? _____
21. What ocean is at the intersection of the equator and the Prime Meridian? _____
22. What is the largest country in South America? _____
23. What country is at the southern tip of Africa? _____
24. What large island is northeast of Canada and Northwest of Iceland? _____
25. What island country is off the southern coast of India? _____
26. What is the largest country in Eurasia in terms of area? _____
27. What is the name of the sea that separates Japan from the mainland Asia? _____
28. What large Asian country is south of Mongolia and northeast of India? _____
29. What is the large island country off the southern coast of Australia? _____
30. Name the continents of the world? _____

Essay: Use the bottom of this page to write an essay telling about your summer.

Cuestionario de contraindicaciones para vacunación de niños y adolescentes

nombre del paciente

fecha de nacimiento //

mes día año

A los padres/tutores: Las siguientes preguntas nos ayudarán a determinar cuáles vacunas le podremos administrar a su hijo hoy. Si responde "sí" a alguna pregunta, no necesariamente significa que no se debe vacunar a su hijo. Simplemente quiere decir que hay que hacerle más preguntas. Si alguna pregunta no está clara, solicítele a su proveedor de atención médica que se la explique.

1. ¿El niño está enfermo hoy? ☐ ☐ ☐
2. ¿El niño es alérgico a algún medicamento, alimento, componente de vacunas o al látex? ☐ ☐ ☐
3. ¿El niño ha tenido alguna reacción seria a una vacuna en el pasado? ☐ ☐ ☐
4. ¿El niño ha tenido algún problema de salud como enfermedad de pulmonar, cardíaca, renal o ☐ ☐ ☐ metabólica (como diabetes), asma o un trastorno de la sangre? ¿Está en terapia de aspirina a largo plazo?
5. Si el niño que va a ser vacunado tiene entre 2 y 4 años de edad, ¿le ha dicho algún proveedor de ☐ ☐ ☐ atención médica que el niño tuvo sibilancias o asma en los últimos 12 meses?
6. Si el niño es un bebé, ¿le han dicho alguna vez que tuvo intususcepción? ☐ ☐ ☐
7. ¿El niño, uno de sus hermanos o padres, ha tenido convulsiones; el niño ha tenido problemas ☐ ☐ ☐ cerebrales o algún otro problema del sistema nervioso?
8. ¿El niño o un miembro de su familia tiene cáncer, leucemia, VIH/SIDA o cualquier otro ☐ ☐ ☐ problema del sistema inmunitario?
9. ¿En los últimos 3 meses, el niño ha tomado medicamentos que afecten el sistema inmunitario, ☐ ☐ ☐ como prednisona, otros esteroides o medicamentos contra el cáncer; medicamentos para el tratamiento de la artritis reumatoide, la enfermedad de Crohn o la psoriasis, o tuvo tratamientos de radiación?
10. Durante el año pasado, ¿el niño recibió una transfusión de sangre o de productos sanguíneos, ☐ ☐ ☐ o se le administró inmunoglobulina o gammaglobulina o algún medicamento antiviral?
11. ¿La niña/adolescente está embarazada o hay alguna posibilidad de que quede embarazada ☐ ☐ ☐ durante el próximo mes?
12. ¿Se le aplicó alguna vacuna al niño en las últimas 4 semanas? ☐ ☐ ☐

forma llenada por fecha

forma revisada por fecha

¿Trajo su cartilla de vacunación consigo? sí ☐ no ☐

Es importante que tenga un registro personal de las vacunas de su hijo. Si no lo tiene, pídale al proveedor de atención médica de su hijo que le dé uno con todas las vacunas de su hijo. Guárdelo en un lugar seguro y llévalo con usted todas las veces que busque atención médica para su hijo. Su hijo necesitará este documento para ingresar a la guardería o a la escuela, para obtener empleos o para viajar al extranjero. **sí no**

Saint Paul, Minnesota • 651-647-9009 • www.immunize.org • www.vaccineinformation.org

"Screening Checklist for Contraindications to Vaccines for Children and Teens"

www.immunize.org/catg.d/p4060-01.pdf • Item #P4060-01 Spanish (9/18)

Date _____
Route _____
Vaccine _____
Lot # _____
Given By _____

Consentimiento para Servicio
Formulario Electrónico

Nombre: _____ Fecha de Nacimiento: _____

Yo, el suscrito, doy consentimiento para los servicios que estoy solicitando del Departamento de Salud del Estado de Oklahoma (OSDH) y sus entidades/contratistas. Yo entiendo que los riesgos y beneficios por estos servicios me serán explicados y tendré la oportunidad de hacer preguntas.

También entiendo que:

- La información referente a mí y a los servicios que recibiré serán ingresados a los sistemas de información del OSDH y pueden ser usados para el programa de evaluación, manejo y propósitos de pagos. Sin embargo, mi nombre y otra información personal no serán publicados sin mi consentimiento por escrito;
- No se me negaran los servicios debido a mi incapacidad de pagarlos;
- Yo puedo rechazar los servicios en cualquier momento.

Escriba el nombre de la persona dando
consentimiento

Relación con el cliente (Yo
mismo/Otro(Especifique))

Firma de la persona dando consentimiento

Fecha

Firma adicional (si es requerido)

Fecha

Screening Checklist for Contraindications to Vaccines for Children and Teens

PATIENT NAME _____

DATE OF BIRTH _____ / _____ / _____
month day year

For parents/guardians: The following questions will help us determine which vaccines your child may be given today. If you answer "yes" to any question, it does not necessarily mean your child should not be vaccinated. It just means additional questions must be asked. If a question is not clear, please ask your healthcare provider to explain it.

	yes	no	don't know
1. Is the child sick today?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the child have allergies to medications, food, a vaccine component, or latex?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Has the child had a serious reaction to a vaccine in the past?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Has the child had a health problem with lung, heart, kidney or metabolic disease (e.g., diabetes), asthma, or a blood disorder? Is he/she on long-term aspirin therapy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. If the child to be vaccinated is 2 through 4 years of age, has a healthcare provider told you that the child had wheezing or asthma in the past 12 months?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If your child is a baby, have you ever been told he or she has had intussusception?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Has the child, a sibling, or a parent had a seizure; has the child had brain or other nervous system problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the child or a family member have cancer, leukemia, HIV/AIDS, or any other immune system problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. In the past 3 months, has the child taken medications that affect the immune system such as prednisone, other steroids, or anticancer drugs; drugs for the treatment of rheumatoid arthritis, Crohn's disease, or psoriasis; or had radiation treatments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. In the past year, has the child received a transfusion of blood or blood products, or been given immune (gamma) globulin or an antiviral drug?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is the child/teen pregnant or is there a chance she could become pregnant during the next month?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Has the child received vaccinations in the past 4 weeks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FORM COMPLETED BY _____ DATE _____

FORM REVIEWED BY _____ DATE _____

Did you bring your immunization record card with you? yes ☐ no ☐

It is important to have a personal record of your child's vaccinations. If you don't have one, ask the child's healthcare provider to give you one with all your child's vaccinations on it. Keep it in a safe place and bring it with you every time you seek medical care for your child. Your child will need this document to enter day care or school, for employment, or for international travel.



Saint Paul, Minnesota • 651-647-9009 • www.immunize.org • www.vaccineinformation.org

Technical content reviewed by the Centers for Disease Control and Prevention

www.immunize.org/catg.d/p4060.pdf • Item #P4060 (9/18)

Attachment A

CONSENT FOR SERVICE
Online Fillable Form

Date _____
Route _____
Vaccine Name _____
Lot # _____
Given by _____

Name: _____ Date of Birth: _____

I, the undersigned, give my consent for the services that I am requesting from the Oklahoma State Department of Health and its entities/contractors. I understand that the risks and benefits for these services will be explained to me and that I will have the opportunity to ask questions.

I also understand:

- that information regarding myself and the services I receive will be entered into OSDH management information systems and may be used for program evaluation, management and billing purposes. However, my name and other personally identifiable information will not be released without my written permission;
- I will not be denied service because of my inability to pay;
- that I may refuse service at any time.

Relationship to Client

☐ Self

☐ Other (Specify)

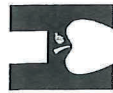
Printed Name of Consenter

Signature of Consenter

Click here to enter a date.

Additional Signature (if required)

Click here to enter a date.



Guide to Immunization Requirements in Oklahoma - 2012-13 School Year

	CHILDCARE	PRE-SCHOOL/PRE-KG	KG-6th	7th & 8th	9-12th
VACCINES	PLEASE READ THE BULLETS BELOW FOR ESSENTIAL INFORMATION				
DTaP (diphtheria, tetanus, pertussis)	4 DTaP	4 DTaP	5 DTP/DTaP★	5 DTP/DTaP★ & 1 Tdap booster	5 DTP/DTaP
PCV (pneumococcal conjugate vaccine)	1-4 PCV◆	Not required for school			
IPV/OPV (inactivated polio/oral polio)	3 IPV/OPV	3 IPV/OPV	4 IPV/OPV◀	4 IPV/OPV	4 IPV/OPV
MMR (measles, mumps, rubella)	1 MMR	1 MMR	2 MMR	2 MMR	2 MMR
Hib (<i>Haemophilus influenzae</i> type b)	1-4 Hib◆●	Not required for school			
Hep B (hepatitis B)	3 Hep B	3 Hep B	3 Hep B	3 Hep B ■	3 Hep B ■
Hep A (hepatitis A)	2 Hep A	2 Hep A	2 Hep A	2 Hep A	2 Hep A
Varicella (chickenpox)	1 Varicella	1 Varicella	1 Varicella	1 Varicella	1 Varicella

- ★ If the 4th dose of DTP/DTaP is administered on or after the child's 4th birthday, then the 5th dose of DTP/DTaP is not required.
- ◆ The number of doses of PCV and/or Hib may range from 1 to 4 depending on the age of the child when the first dose is received.
- ◀ If the 3rd dose of IPV/OPV is administered on or after the child's 4th birthday, then the 4th dose of IPV/OPV is not required.
- Children may be complete with 3 or 4 doses of Hib depending on the brand of vaccine used.
- Previously unimmunized students 11 through 15 years of age may receive a 2 dose series of Merck® Adult Hepatitis B vaccine to comply with this requirement. All other children (younger or older) must receive 3 doses of hepatitis B vaccine.
- The table above lists the vaccines that are required for children to attend childcare, preschool, and kindergarten through twelfth grade in Oklahoma. Additional vaccines may be recommended, but are not required. For example, a 2nd dose of varicella vaccine is recommended before entering kindergarten, but not required by Oklahoma law.
- **Children attending licensed childcare facilities must be up-to-date for their age for the vaccines listed in the "Childcare" column.**
- **Hib and PCV vaccines are not required for students in pre-school, pre-kindergarten, or kindergarten programs operated by schools.**
- Doses administered 4 days or less, before the minimum intervals or ages, are counted as valid doses.
- All measles, mumps and rubella (MMR), varicella, and hepatitis A vaccine doses must be administered on or after the child's first birthday (or within 4 days before the birthday).
- For doses given on or after Jan. 1, 2003, the 5th dose of DTaP must be given on or after the 4th birthday (or within 4 days before the 4th birthday). This rule does not apply to doses given before 2003.
- If a parent reports that their child had chickenpox disease, the child is not required to receive varicella vaccine.
- It is not necessary to restart the series of any vaccine if the next dose due in the series has not been given on schedule; longer than recommended intervals between doses do not affect final immunity.
- **Children may be allowed to attend school and childcare if they have received at least one dose of all the required vaccines, but they must complete multi-dose series of vaccines on schedule. These children are "in the process" of receiving immunizations.**

If you have any questions, call the Immunization Service at 405-271-4073 or 800-234-6196 or visit our website at <http://imm.health.ok.gov>.

**TULSA PUBLIC SCHOOLS
HEALTH SERVICES
HEALTH HISTORY**

Name: _____ School: _____ Grade: _____ Date of Birth: _____

Date: _____ Family Doctor/Clinic _____

Birth History: Any problems with pregnancy, delivery, or defects.
Please explain:

Previous History: Health condition requiring treatment by physician.

Allergies: list allergy & medication:

Asthma: list medication taken _____

Convulsive disorder _____

Diabetes: _____

Heart Problems: _____

Kidney/Bladder: _____

Accidents: fractures, head injuries, internal injuries.

Surgery: Please explain and give date; _____

ADD/ADHD; _____

Communicable Diseases: (chicken pox, mumps, measles, scarlet fever). Give date & any complications:

List any other health conditions or medications:

Parent/Guardian Signature: _____

Date: _____

Phone Number: _____

**TULSA PUBLIC SCHOOLS
HEALTH SERVICES**

**AMBULANCE TRANSPORT:
EMERGENCY MEDICAL INFORMATION
AND AUTHORIZATION TO TREAT & TRANSPORT A MINOR**

THIS INFORMATION IS REQUESTED TO ASSIST THE AMBULANCE PERSONNEL IN PROVIDING APPROPRIATE CARE TO THE ABOVE NAMED STUDENT. THE INFORMATION WILL BE RELEASED ONLY TO INDIVIDUALS PROVIDING MEDICAL CARE.

STUDENT'S NAME: _____ BIRTH DATE: _____
ADDRESS/CITY/ZIP: _____
TELEPHONE #: _____ SOC. SEC #: _____

NAME OF PARENT/LEGAL GUARDIAN OR PERSON RESPONSIBLE FOR STUDENT'S CARE: _____
RELATION: _____
ADDRESS (IF DIFFERENT FROM STUDENT): _____
DAYTIME PHONE #: _____ SOC. SEC #: _____

MEDICAL COVERAGE (CHECK ALL THAT APPLY):

(Note: This does NOT affect the medical care needed)

NONE _____ PRIVATE MEDICAID/ EMSA
INSURANCE _____ STATE AID _____ TOTAL CARE _____

INSURANCE CARRIER: _____ POLICY #: _____
MEDICAID # OR SSI #: _____ TOTAL CARE #: _____

STUDENT'S PRIMARY CARE
PHYSICIAN: _____ HOSPITAL PREFERENCE: _____

STUDENT'S ALLERGIES: _____ NONE KNOWN: _____

MEDICAL CONDITION/PAST MEDICAL HISTORY: _____

CURRENT MEDICATIONS & DOSAGES: _____

FOR THE SCHOOL NURSE/OFFICE STAFF

Today's Date: _____

PLEASE NOTE THE PRESENTING PROBLEM OR REPORTED REASON WHICH LED TO CALLING FOR AN AMBULANCE. FOR MEDICAL PROBLEMS, LIST THE SIGNS & SYMPTOMS AND THE TIME OF ONSET. FOR INJURIES, DESCRIBE THE EVENTS PRECEDING THE INJURY, AND ANY WOUNDS OR SIGNS NOTED. IF VITAL SIGNS ARE AVAILABLE, PLEASE INCLUDE THEM HERE WITH THE TIME TAKEN.
THANK YOU!

(over)

**EMERGENCY MEDICAL INFORMATION
AND AUTHORIZATION TO TREAT & TRANSPORT A MINOR**

AUTHORIZATION FOR EMERGENCY CARE TO MINOR

I/We the undersigned, parent(s), legal guardian, or person responsible for student's care of the minor children listed below:

Minor's Name _____ Birth Date: _____

do hereby authorize ambulance transport by an ambulance service licensed by the State of Oklahoma; and do hereby authorize an x-ray examination, anesthetic, dental, medical or surgical diagnosis or treatment by any physician or dentist licensed by the State of Oklahoma and hospital service that may be rendered to said minor under the general, specific or special consent of a Tulsa Public Schools designated staff member or school nurse, the temporary custodian of said minor; whether such diagnosis or treatment is rendered at the office of the physician or dentist, or at a hospital licensed by the State of Oklahoma. I/We further authorize said physician or dentist to exercise his/her discretion in authorizing the disposal of any severed tissues or member.

It is understood that this consent is given in advance of any specific diagnosis or treatment being required, but is given to encourage those persons who have temporary custody of the minor, and said physician or dentist to exercise his/her best judgment as to the requirements of such diagnosis or medical or dental or surgical treatment.

This consent shall remain effective until _____ am/pm on the _____ day of _____, _____, unless sooner revoked in writing, delivered to said physician or dentist or said person entrusted with the custody, care and control of said minor child.

Signature of Parent/Legal Guardian or Person Responsible for
Student's Care

Date

Signature of Parent/Legal Guardian or Person Responsible for
Student's Care

Date

Witness (Other than individuals identified above)

Date

*This form must be reviewed and updated each school year.

Name : _____

Score : _____

Teacher : _____

Date : _____

Add Commas in the Correct Places.

1) 3 8 8 7 4 7 4 8 0

2) 9 9 2 8

3) 2 9 5 3 4 6

4) 6 3 9 7 9 4 8 1 6

5) 5 4 7 6 1 0 5

6) 9 2 9 4 4 0 3 4 1 4 6

7) 9 0 9 3 3 4 8 5

8) 3 9 7 3 4 2 4 9 6 1

9) 6 7 1 1 3 9 1 3 5 2 3

10) 6 0 0 5 7 7 3 0

11) 4 2 0 7 2 6 9 6

12) 4 2 7 1 2 5 5 5 6 1 7 1

13) 8 8 0 8 0

14) 2 3 8 5 7 8

15) 6 2 7 6

Score : _____

Date : _____

Write the Place and Value of Each Number.

- | | | | |
|------|-----------------------|--|-------|
| 1) | 979, [^] 831 | What place is the selected digit in? | _____ |
| | | What is the value of the selected digit? | _____ |
| 2) | 673, [^] 610 | What place is the selected digit in? | _____ |
| | | What is the value of the selected digit? | _____ |
| 3) | 123, [^] 313 | What place is the selected digit in? | _____ |
| | | What is the value of the selected digit? | _____ |
| 4) | 981, [^] 314 | What place is the selected digit in? | _____ |
| | | What is the value of the selected digit? | _____ |
| 5) | 959, [^] 594 | What place is the selected digit in? | _____ |
| | | What is the value of the selected digit? | _____ |
| 6) | 645, [^] 794 | What place is the selected digit in? | _____ |
| | | What is the value of the selected digit? | _____ |
| 7) | 476, [^] 941 | What place is the selected digit in? | _____ |
| | | What is the value of the selected digit? | _____ |
| 8) | 248, [^] 261 | What place is the selected digit in? | _____ |
| | | What is the value of the selected digit? | _____ |
| 9) | 196, [^] 871 | What place is the selected digit in? | _____ |
| | | What is the value of the selected digit? | _____ |
| 10) | 886, [^] 437 | What place is the selected digit in? | _____ |
| | | What is the value of the selected digit? | _____ |

Name : _____

Score : _____

Teacher : _____

Date : _____

$$\begin{array}{r} 60 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 94 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ \times 5 \\ \hline \end{array}$$

Name : _____

Score : _____

Teacher : _____

Date : _____

$$\begin{array}{r} 44 \\ \times 27 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ \times 82 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ \times 19 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ \times 47 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ \times 68 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ \times 71 \\ \hline \end{array}$$

$$\begin{array}{r} 92 \\ \times 36 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ \times 59 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ \times 34 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ \times 22 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ \times 27 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ \times 56 \\ \hline \end{array}$$

Name : _____

Score : _____

Teacher : _____

Date : _____

$$3 \overline{)130}$$

$$9 \overline{)620}$$

$$5 \overline{)446}$$

$$6 \overline{)380}$$

$$3 \overline{)292}$$

$$3 \overline{)247}$$

$$2 \overline{)133}$$

$$9 \overline{)530}$$

$$2 \overline{)119}$$

$$6 \overline{)373}$$

$$4 \overline{)170}$$

$$2 \overline{)103}$$

$$8 \overline{)629}$$

$$9 \overline{)163}$$

$$8 \overline{)419}$$

$$5 \overline{)186}$$

$$6 \overline{)374}$$

$$7 \overline{)522}$$

$$4 \overline{)63}$$

$$7 \overline{)144}$$

Name: _____ Date: _____

Division Worksheet

1 a.

$$61 \overline{) 2806}$$

1 b.

$$32 \overline{) 4096}$$

1 c.

$$43 \overline{) 7740}$$

2 a.

$$93 \overline{) 9951}$$

2 b.

$$45 \overline{) 4815}$$

2 c.

$$12 \overline{) 2340}$$

3 a.

$$16 \overline{) 5504}$$

3 b.

$$57 \overline{) 6099}$$

3 c.

$$75 \overline{) 8475}$$

Name : _____

Score : _____

Teacher : _____

Date : _____

Equivalent Fractions

$$1) \quad \frac{4}{7} = \frac{8}{14} = \frac{12}{21} = \frac{16}{28} = \frac{20}{35} = \frac{24}{42} = \frac{28}{49}$$

$$2) \quad \frac{4}{9} = \frac{8}{18} = \frac{12}{27} = \frac{16}{36} = \frac{20}{45} = \frac{24}{54} = \frac{28}{63}$$

$$3) \quad \frac{4}{5} = \frac{8}{10} = \frac{12}{15} = \frac{16}{20} = \frac{20}{25} = \frac{24}{30} = \frac{28}{35}$$

$$4) \quad \frac{2}{3} = \frac{4}{6} = \frac{6}{9} = \frac{8}{12} = \frac{10}{15} = \frac{14}{21} = \frac{16}{24}$$

$$5) \quad \frac{1}{8} = \frac{2}{16} = \frac{3}{24} = \frac{4}{32} = \frac{5}{40} = \frac{6}{48} = \frac{7}{56}$$

$$6) \quad \frac{1}{6} = \frac{2}{12} = \frac{3}{18} = \frac{4}{24} = \frac{5}{30} = \frac{6}{36} = \frac{7}{42}$$

$$7) \quad \frac{3}{10} = \frac{6}{20} = \frac{9}{30} = \frac{12}{40} = \frac{15}{50} = \frac{18}{60} = \frac{21}{70}$$

$$8) \quad \frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10} = \frac{6}{12} = \frac{7}{14}$$

$$9) \quad \frac{6}{7} = \frac{12}{14} = \frac{18}{21} = \frac{24}{28} = \frac{30}{35} = \frac{36}{42} = \frac{42}{49}$$

$$10) \quad \frac{3}{4} = \frac{6}{8} = \frac{9}{12} = \frac{12}{16} = \frac{15}{20} = \frac{18}{24} = \frac{21}{28}$$

Name : _____

Score : _____

Teacher : _____

Date : _____

Reducing Fractions

1) $\frac{36}{72} =$ _____

11) $\frac{60}{100} =$ _____

21) $\frac{24}{36} =$ _____

2) $\frac{54}{60} =$ _____

12) $\frac{4}{12} =$ _____

22) $\frac{54}{63} =$ _____

3) $\frac{30}{70} =$ _____

13) $\frac{16}{24} =$ _____

23) $\frac{4}{8} =$ _____

4) $\frac{36}{45} =$ _____

14) $\frac{2}{4} =$ _____

24) $\frac{6}{15} =$ _____

5) $\frac{9}{18} =$ _____

15) $\frac{8}{24} =$ _____

25) $\frac{25}{35} =$ _____

6) $\frac{12}{18} =$ _____

16) $\frac{30}{40} =$ _____

26) $\frac{20}{30} =$ _____

7) $\frac{3}{21} =$ _____

17) $\frac{14}{35} =$ _____

27) $\frac{16}{72} =$ _____

8) $\frac{16}{40} =$ _____

18) $\frac{32}{36} =$ _____

28) $\frac{8}{20} =$ _____

9) $\frac{40}{64} =$ _____

19) $\frac{18}{27} =$ _____

29) $\frac{14}{21} =$ _____

10) $\frac{4}{8} =$ _____

20) $\frac{14}{35} =$ _____

30) $\frac{4}{24} =$ _____

Name : _____

Score : _____

Teacher : _____

Date : _____

Adding Simple Fractions

1) $\frac{1}{9} + \frac{4}{9} =$

2) $\frac{1}{3} + \frac{1}{3} =$

3) $\frac{1}{6} + \frac{2}{6} =$

4) $\frac{1}{9} + \frac{1}{9} =$

5) $\frac{2}{8} + \frac{2}{8} =$

6) $\frac{1}{10} + \frac{7}{10} =$

7) $\frac{1}{4} + \frac{1}{4} =$

8) $\frac{2}{12} + \frac{5}{12} =$

9) $\frac{1}{10} + \frac{1}{10} =$

10) $\frac{3}{11} + \frac{7}{11} =$

Name : _____

Score : _____

Teacher : _____

Date : _____

Adding Fractions

1) $\frac{2}{7} + \frac{2}{4} =$

2) $\frac{1}{14} + \frac{9}{28} =$

3) $\frac{9}{26} + \frac{1}{13} =$

4) $\frac{12}{27} + \frac{5}{9} =$

5) $\frac{3}{22} + \frac{10}{11} =$

6) $\frac{2}{21} + \frac{5}{7} =$

7) $\frac{2}{4} + \frac{6}{16} =$

8) $\frac{2}{10} + \frac{2}{4} =$

9) $\frac{3}{9} + \frac{2}{6} =$

10) $\frac{1}{24} + \frac{2}{12} =$

Name : _____

Teacher : _____

Score : _____

Date : _____

Subtracting Fractions

1) $\frac{2}{4} - \frac{3}{8} =$

2) $\frac{3}{4} - \frac{8}{14} =$

3) $\frac{11}{13} - \frac{6}{26} =$

4) $\frac{6}{11} - \frac{2}{22} =$

5) $\frac{4}{5} - \frac{4}{10} =$

6) $\frac{5}{9} - \frac{10}{27} =$

7) $\frac{3}{4} - \frac{12}{28} =$

8) $\frac{5}{6} - \frac{3}{4} =$

9) $\frac{5}{6} - \frac{1}{3} =$

10) $\frac{2}{6} - \frac{3}{9} =$

Name : _____

Score : _____

Teacher : _____

Date : _____

Adding Mixed Numbers

1) $2\frac{2}{14} + 8\frac{3}{7} =$

2) $1\frac{6}{22} + 4\frac{10}{11} =$

3) $3\frac{4}{6} + 6\frac{1}{9} =$

4) $3\frac{4}{21} + 9\frac{2}{7} =$

5) $6\frac{7}{9} + 7\frac{2}{3} =$

6) $6\frac{1}{3} + 4\frac{8}{9} =$

7) $5\frac{8}{14} + 7\frac{3}{7} =$

8) $6\frac{10}{14} + 8\frac{2}{7} =$

9) $3\frac{12}{18} + 6\frac{5}{9} =$

10) $1\frac{2}{6} + 4\frac{7}{15} =$

Name : _____

Score : _____

Teacher : _____

Date : _____

Subtracting Simple Fractions

1) $\frac{8}{12} - \frac{5}{12} =$

2) $\frac{3}{4} - \frac{2}{4} =$

3) $\frac{7}{11} - \frac{4}{11} =$

4) $\frac{2}{10} - \frac{1}{10} =$

5) $\frac{7}{11} - \frac{6}{11} =$

6) $\frac{4}{5} - \frac{3}{5} =$

7) $\frac{7}{9} - \frac{5}{9} =$

8) $\frac{5}{7} - \frac{4}{7} =$

9) $\frac{9}{12} - \frac{5}{12} =$

10) $\frac{5}{10} - \frac{2}{10} =$