

Numeracy

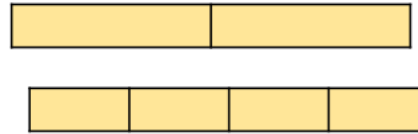
Monday

Please remember to complete these questions in your exercise book. Write the question and then complete the answer.

You will need equal strips of paper for this activity.

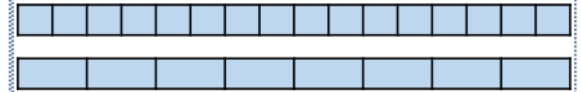
Use two strips of equally sized paper.
Fold one strip in half and the other into quarters.

Place the halves on top of the quarters.
Lift up one half. How many quarters are equivalent to one half?



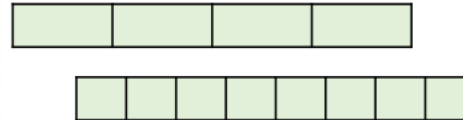
Use two strips of equally sized paper.
Fold one strip into eighths and the other into sixteenths.

Place the eighths on top of the sixteenths.
Lift up one eighth. How many sixteenths are equivalent to one eighth?



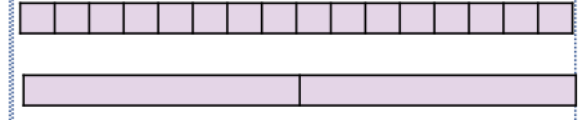
Use two strips of equally sized paper.
Fold one strip into quarters and the other into eighths.

Place the quarters on top of the eighths.
Lift up one quarter. How many eighths are equivalent to one quarter?



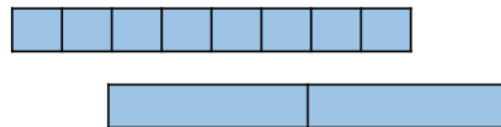
Use two strips of equally sized paper.
Fold one strip in half and the other into sixteenths.

Place the halves on top of the sixteenths.
Lift up one half. How many sixteenths are equivalent to one half?



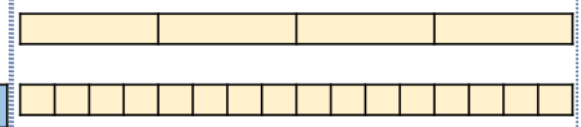
Use two strips of equally sized paper.
Fold one strip in half and the other into eighths.

Place the halves on top of the eighths.
Lift up one half. How many eighths are equivalent to one half?



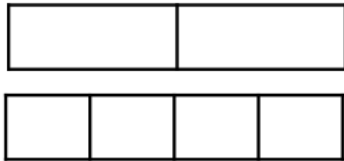
Use two strips of equally sized paper.
Fold one strip into quarters and the other into sixteenths.

Place the quarters on top of the sixteenths.
Lift up one quarter. How many sixteenths are equivalent to one quarter?



Monday – reasoning and problem-solving

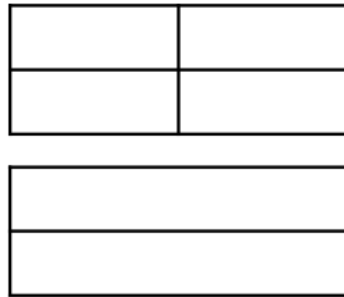
Whose strips of paper will show equivalent fractions better?
Explain your answer.



Leanna

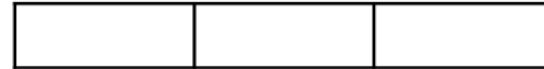


Rosie



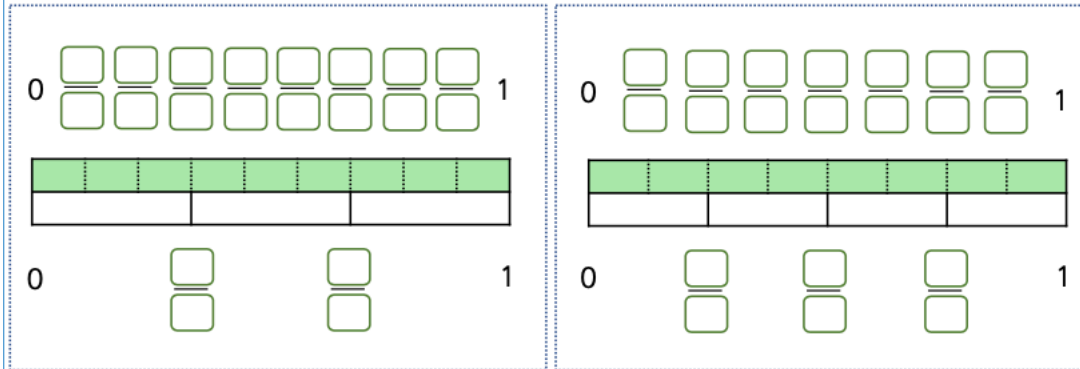
How many mistakes can you find?

I have my strips of paper ready to find how many quarters are equivalent to two eighths.

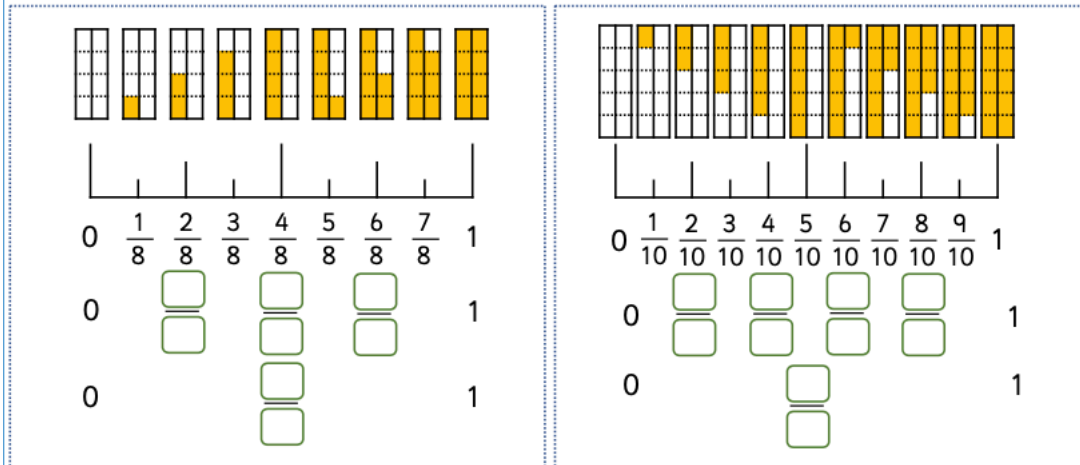


Tuesday

Use the models on the number line to identify the missing fractions.
Which fractions are equivalent?

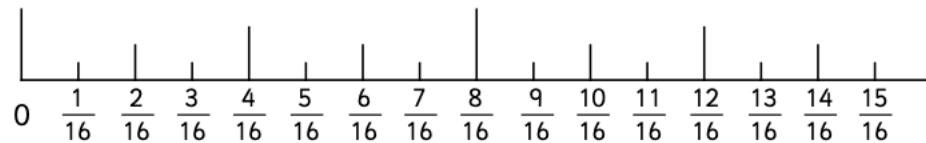


Complete the missing equivalent fractions.



Place these equivalent fractions on the number line.

$\frac{1}{2}$ $\frac{5}{8}$ $\frac{7}{8}$ $\frac{3}{4}$ $\frac{1}{4}$ $\frac{1}{8}$



Are there any other equivalent fractions you can identify on the number line?

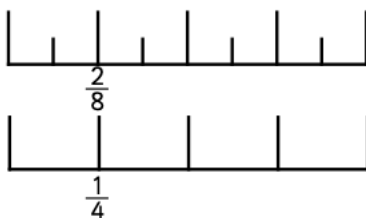
Tuesday – reasoning and problem-solving

Zach and Tia are using number lines to explore equivalent fractions.

Zach says,



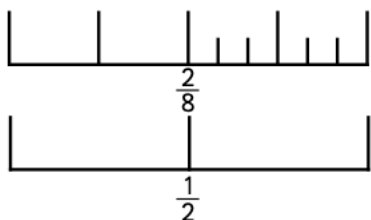
$$\frac{2}{8} = \frac{1}{4}$$



Tia says,

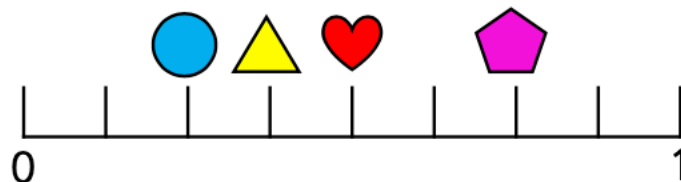


$$\frac{2}{8} = \frac{1}{2}$$



Who do you agree with? Explain why.

Use the clues to work out which fraction is being described for each shape.



- My denominator is 8 and my numerator is half of my denominator.
- I am equivalent to $\frac{1}{4}$.
- I am equivalent to $\frac{9}{24}$.
- I am equivalent to $\frac{12}{16}$.

Can you write what fraction each shape is worth?
Can you record an equivalent fraction for each one?



=



=



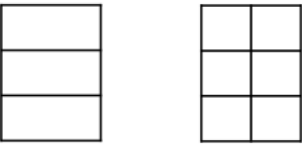
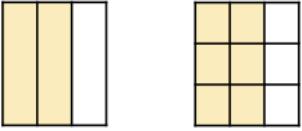
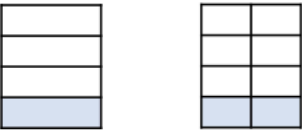
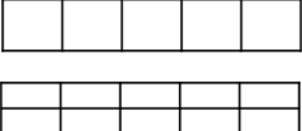
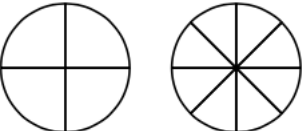
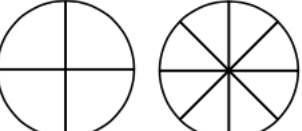
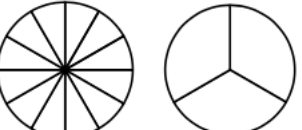
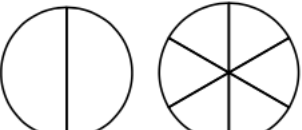
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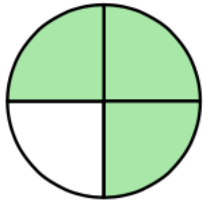
Complete the table.

Wednesday

Pictorial representations	Fraction	Words
	$\frac{2}{3} = \frac{4}{6}$	Two thirds is equivalent to four sixths.
		_____ is equivalent to _____
		_____ is equivalent to _____
	$\frac{3}{5} = \frac{6}{10}$	_____ is equivalent to _____
	$\frac{1}{4} = \frac{2}{8}$	_____ is equivalent to _____
		Two quarters is equivalent to four eighths.
	$\frac{4}{12} = \frac{1}{3}$	_____ is equivalent to _____
		One half is equivalent to three sixths.

Wednesday – reasoning and problem-solving

Zach has shaded a fraction.



Esin says,



I am thinking of an equivalent fraction to the shaded fraction where the numerator is 16.

Is this possible?
Explain why.

Always, Sometimes, Never?

If a fraction is equivalent to one half, the denominator is double the numerator.

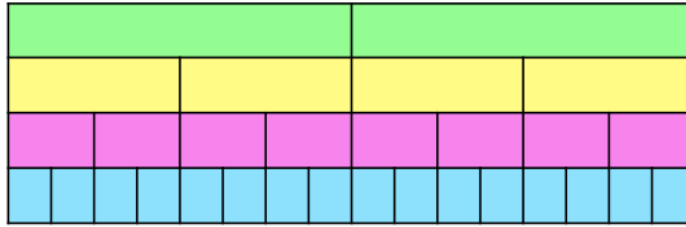
If the denominator is divisible by 3, the fraction is equivalent to one third.

Thursday

Use the fraction wall to complete the equivalent fractions.

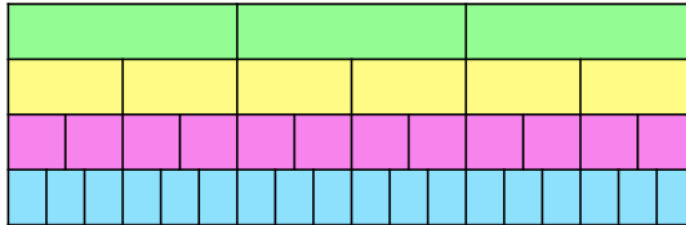
$$\frac{1}{2} = \frac{2}{\square} = \frac{4}{\square} = \frac{\square}{16}$$

$$\frac{1}{4} = \frac{\square}{8} = \frac{\square}{16}$$



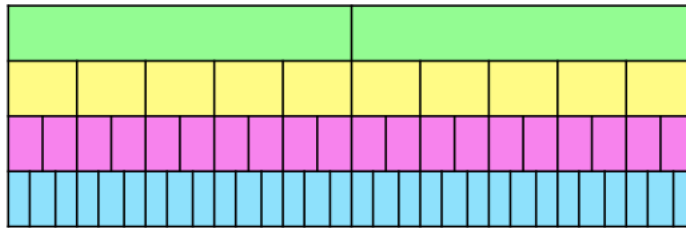
$$\frac{1}{3} = \frac{4}{\square} = \frac{6}{\square} = \frac{\square}{6}$$

$$\frac{1}{6} = \frac{\square}{12} = \frac{\square}{18}$$



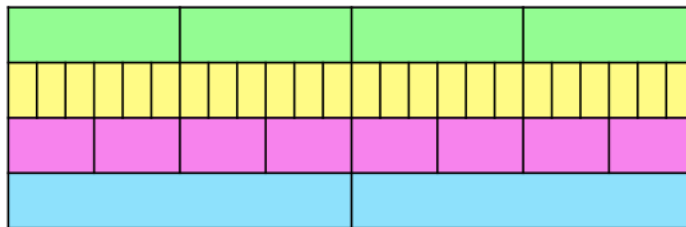
$$\frac{1}{2} = \frac{5}{\square} = \frac{15}{\square} = \frac{\square}{20}$$

$$\frac{1}{10} = \frac{\square}{30} = \frac{\square}{20}$$



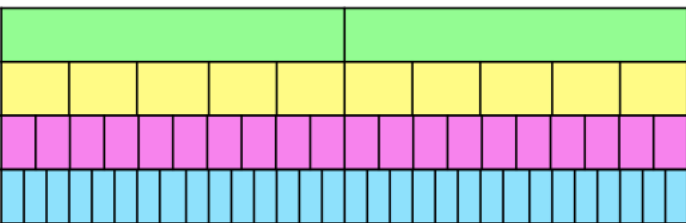
$$\frac{1}{2} = \frac{2}{\square} = \frac{4}{\square} = \frac{\square}{24}$$

$$\frac{1}{4} = \frac{\square}{8} = \frac{\square}{24}$$



$$\frac{3}{10} = \frac{6}{\square} = \frac{9}{\square}$$

$$\frac{6}{10} = \frac{\square}{20} = \frac{\square}{30}$$



Thursday – reasoning and problem-solving

Zach draws the fraction wall and says,



$\frac{2}{6}$ is equivalent to $\frac{4}{3}$

$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

Is Zach correct?

Explain your reasons.

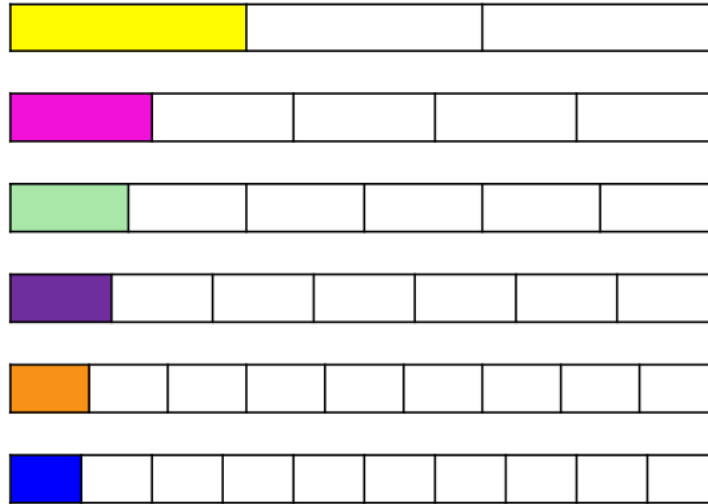
TRUE or FALSE?

We can draw the fraction wall only if each next row of the wall has twice as many cells as previous row.

Each two equivalent fractions have numerators and denominators multiplied by the same number.

Friday

Use $>$, $<$ or $=$ to compare the fractions.



$$\frac{1}{3} \quad \bigcirc \quad \frac{1}{6}$$

$$\frac{1}{10} \quad \bigcirc \quad \frac{1}{5}$$

$$\frac{1}{9} \quad \bigcirc \quad \frac{1}{7}$$

$$\frac{1}{7} \quad \bigcirc \quad \frac{1}{10}$$

$$\frac{1}{5} \quad \bigcirc \quad \frac{1}{9}$$

Use paper strips to compare the fractions using $>$, $<$ or $=$.

$$\frac{1}{7} \quad \bigcirc \quad \frac{1}{8}$$

$$\frac{1}{2} \quad \bigcirc \quad \frac{1}{9}$$

$$\frac{1}{15} \quad \bigcirc \quad \frac{1}{4}$$

$$\frac{1}{18} \quad \bigcirc \quad \frac{1}{9}$$

$$\frac{1}{4} \quad \bigcirc \quad \frac{1}{3}$$

$$\frac{1}{9} \quad \bigcirc \quad \frac{1}{12}$$

$$\frac{1}{11} \quad \bigcirc \quad \frac{1}{14}$$

$$\frac{1}{20} \quad \bigcirc \quad \frac{1}{19}$$

$$\frac{1}{5} \quad \bigcirc \quad \frac{1}{17}$$

$$\frac{1}{4} \quad \bigcirc \quad \frac{1}{9}$$

$$\frac{1}{6} \quad \bigcirc \quad \frac{1}{6}$$

$$\frac{1}{10} \quad \bigcirc \quad \frac{1}{8}$$

Friday – reasoning and problem-solving

Zach says,



I know that $\frac{1}{5}$ is larger than $\frac{1}{4}$ because 5 is larger than 4.

Do you agree with Zach?

Explain how you know.

Complete the missing denominator.

How many different options can you find?

$$\frac{1}{5} > \frac{1}{\square} > \frac{1}{12}$$

$$\frac{1}{7} < \frac{1}{\square} < \frac{1}{3}$$

Literacy

Monday 18.5.20

LO: To use inverted commas.

Copy these sentences into your book and put the inverted commas in the correct places. Remember inverted commas go around what is being said.

Copy all other punctuation correctly.

1. Hello, said the man.
2. What are you doing? Said Fred.
3. Stop! Shouted the policeman.
4. Wait a minute, said Mark. Don't I know you from somewhere?
5. I know what we'll do, said Lucy. We'll go to the cinema.

Challenge

Write some sentences of your own, remembering to include the punctuation in the correct places.

Tuesday 19.5.20

LO: To explore synonyms.

'Said' is a common word used to show people are speaking in stories.

Think of 10 different, more interesting words and write them in your book. You can use a thesaurus or the internet.

Then, put these words into sentences with speech in them to show me you can use them in context.

WEDNESDAY 20.5.20

LO: To use a new line for a new speaker.

When you use inverted commas you need to remember the rule – new speaker, new line.

Copy out this passage into your book. Remember to include inverted commas in the correct places (around what is being said). When you copy out the passage, make sure that you put each new speaker on a new line.

I want to go swimming, said Matthew. I can't stand staying indoors all day. I thought you had homework to do, said Mum. Oh Mum, said Matthew. I've almost finished it. Can't I just take an hour off? Yes you can take an hour off, said Mum. But only when you've finished your work. But it'll be closed if I don't go soon! said Bob. Then you'd better get a move on, hadn't you? said Mum.

Thursday 21.5.20

LO: To show what you have learned.

Show me what you have learned. Write a passage that uses direct speech. Show me that you know where to put speech marks and other punctuation. Show me that you can remember to start a new line for each new speaker. Some suggestions for what your passage could be about:

1. Two friends having a chat about the television.
2. A person going to buy a new car/computer.
3. A telephone conversation between a person who is reporting a lost pet to a policeman.

Friday 22.5.20

LO: To use dialogues to develop characters.

Dialogue can be really useful when describing characters. The way that somebody talks and the words they choose to use can tell you a lot about their character.

Think of two characters and make notes about their character.

Write some dialogue between the two characters. Think carefully about the way that each character speaks and use the dialogue to describe their personalities. Remember to include the correct speech punctuation.