

Monday

The Elves and the Shoemaker

Once upon a very long time ago, there lived a kind-hearted shoemaker and his wife. Unfortunately, the couple had become so poor that at last they had nothing left but the leather to make one pair of shoes.

One night, after a supper of bread and jam, the shoemaker shuffled to his workshop with his head hung down and his shoulders hunched. As he cut out the shoes from the last piece of leather, his wife appeared, "Try not to worry. Everything will soon be all right. Leave that tonight. You can finish the shoes tomorrow," she said softly.

Little did they know but three little elves, Clary, Pepper and Jas, heard the shoemaker's wife. They felt sorry for the kind man and decided to help. Working through the night, they cut, sewed and decorated until they had made a beautiful pair of shoes!

In the morning, the shoemaker and his wife were amazed to see the delightful, little shoes on the workbench. "Where have these come from? Who made them?" they wondered. Soon, a merchant saw the shoes in the shop window and bought them immediately. He was so impressed by the shoes that he gave the shoemaker enough money to buy leather for two pairs of shoes.

Working through the night, they cut, sewed and decorated until they had made two beautiful pairs of shoes!

This continued for many more nights, until the shoemaker and his wife were no longer poor. One night, the couple decided that they wanted to know who was making the shoes so that they could thank them for their kindness. After a hearty supper, they laid out the leather, hid in the workshop and waited to see who their helpers were.

Clary, Pepper and Jas crept into the workshop and by the light of the moon, cut, sewed and decorated until they had made several beautiful pairs of shoes!

















"How lucky we are! We must return their kindness!" declared the shoemaker's wife.

"Their clothes are ragged and torn. Let's make them some new clothes," the shoemaker suggested.

So, all day, they cut, sewed and decorated until they had made three teeny hats, three perfectly miniature suits and three tiny pairs of charming shoes. That night they left them on the workbench for the generous elves.

By the light of the moon, Clary, Pepper and Jas danced a jig of happiness on the workbench. Dressed in their brand-new hats, suits and shoes they left the shoemaker's workshop, not ever to return.

The shoemaker and his wife lived happily ever after, never forgetting the three little elves who helped them in their time of need.

Tens	Ones
	
	
	
	
	
	
	
	

5 x 3 ones =

$5 \times 2 \text{ tens} = \boxed{}$

$$\square + \square = \square$$

$5 \times 23 = \boxed{}$

There are marbles in total.

Tens	Ones
100	1111111111
100	1111111111
100	1111111111
100	1111111111

$4 \times 5 = \boxed{}$

$4 \times 10 =$






$4 \times 15 = \boxed{}$

d) $4 \times 24 =$

b) $3 \times 17 =$	
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c) $3 \times 25 =$	
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d) $34 \times 4 =$

Tens	Ones
 	  

	x		T	O	
		2	4		
		3			

Introduction



What is a feeling?



Establish or reinforce existing ground rules – add or emphasise any ground rules that are especially relevant to this lesson.

In small groups, pupils discuss what a feeling is and what feelings do. Then display the following definition and discuss with the class:

'A feeling is our emotional state, or our reaction to something. Feelings are important because they help us to manage different situations and look after ourselves. Feelings and emotions are about our minds but we might also experience them in our bodies.'

Teacher's note: For pupils in KS2, we suggest using the terms 'feelings' and 'emotions' interchangeably as their definition is similar, but for your own subject knowledge these words can be defined as:

- **Emotion:** a strong feeling deriving from one's circumstances, mood, or relationships with others; an instinctive or intuitive feeling as distinguished from reasoning or knowledge*
- **Feeling:** an emotional state or reaction, an idea or belief, especially a vague or irrational one, or the adjective feeling: showing emotion or sensitivity*

Core activities



Timeline of feelings



Remind pupils of their learning from KS1; that we have lots of different feelings all the time and that different things can influence and affect our feelings; that our feelings change often.

Using **Resource 1: Ziggy's day**, pupils demonstrate their understanding of this by working in pairs to plot a character's possible changing feelings at different times of the day.

Discuss how much Ziggy's feelings changed throughout the day. Compare the different feelings they thought Ziggy might experience at different times.

Pupils may have different responses and you may need to reiterate that people often feel differently about different things (Refer back to KS1, Year 1 and 2: lesson 2).

Support:



Provide printed cards (pictorial or written) showing a range of feelings – pupils match appropriate cards to the timeline. Some pupils may need additional adult support to talk about Ziggy's feelings at different times of the day.

Challenge



Pupils describe the feelings Ziggy experiences in more detail and explain why Ziggy feels like that at different times of the day.



Card sort: How does it feel?



Reflecting on the previous activity, briefly highlight how Ziggy's feelings were influenced by, or in response to, things happening.

To explore this concept further, provide groups of pupils with envelopes containing a set each of **Resource 2: Moments cards**.

Pupils take it in turns to draw a card from the envelope, then decide as a group whether it would give a good, not so good or neutral feeling, and place the card in groups on their table. As for the previous activity, note that people might feel differently about different things.

After a short time, stop the group work (they may not have used all the cards from the envelope). Ask them to assess whether, according to the moments cards, it was a good day or not-so-good day, so far. Discuss the types of things that made the day better or worse; things we can control and things we can't. Allow the pupils to continue the activity until they have used all the cards.

Teacher's note: Point out that some of the examples on the cards can be interpreted as online behaviour as well as offline; the emphasis on this will depend on the experience of the pupils in the class and teaching should be adapted as necessary. Examples include: there is an argument in the group; someone says something nasty to someone else; no-one wants to play today; someone is not included.

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Blog stimulus



Discuss with the class that there are some ways we can help to make our days feel better, or to help recover if something happens that doesn't make us feel good and that this is all part of looking after our feelings and emotions (our mental health).

In pairs, pupils read **Resource 3: Sammi's blog post** and identify the different ways Sammi suggests people can feel good every day (or better, if something feels not so good). Discuss their opinions on the blog. Do they like the ideas? Have they got any others to suggest?

This might include things like: having a hug; thinking of something or somewhere nice; healthy food or talking to mum/dad.

Year 3 / 4: Lesson 1 Resource 1: Ziggy's Day

Read the day-in-a-life story below. Add possible feelings to the timeline. 

7:00am	Ziggy wakes up, gets dressed and ready for the day ahead.		—	—	—	—	—	
			—	—	—	—	—	
7:30am	Ziggy eats a healthy breakfast.		—	—	—	—	—	
			—	—	—	—	—	
8:45am	Ziggy arrives at school and plays football in the playground.		—	—	—	—	—	
			—	—	—	—	—	
9:00am	Lessons begin – maths is first.		—	—	—	—	—	
			—	—	—	—	—	
11:15am	It's playtime!		—	—	—	—	—	
			—	—	—	—	—	
11:30am	Back to lessons – PSHE.		—	—	—	—	—	
			—	—	—	—	—	
12:30pm	Lunchtime.		—	—	—	—	—	
			—	—	—	—	—	
1:30pm	Afternoon lessons: science and PE.		—	—	—	—	—	
			—	—	—	—	—	
3:30pm	End of the school day.		—	—	—	—	—	
			—	—	—	—	—	
3:45pm	Ziggy goes to after-school art-club.		—	—	—	—	—	
			—	—	—	—	—	
5:00pm	Ziggy arrives home, has something to eat and watches TV.		—	—	—	—	—	
			—	—	—	—	—	
7:00pm	Ziggy reads and gets ready for bed – the end of the day.		—	—	—	—	—	
			—	—	—	—	—	

Non-uniform day at school	Favourite song comes on the radio	It's raining
There is an argument in the group	The school bus is late	PE kit is lost
Goal scored!	New trainers are delivered	Someone says something nasty to someone else
The park is closed	No one wants to play today	Pizza for lunch
Find £5 on the pavement	Time for a bike ride	The sun comes out
There is a maths test today	Someone is not included	A hug from a friend
Best friend comes round to play		

Get the good feels!

Feeling good every day

Different things happen every day that make us feel good and not so good. For example, I missed the bus this morning and was late, I felt worried about it so that was a not so good feeling. But then I got a star for my art-work and I felt proud, so that was a good feeling.

There are ups and downs all the time. But there are some things we can do to help us have more of the good feels - simple ideas of things you can do every day...

- Go outside! Get some fresh air
- Run around or play - do something active that gets your body moving
- Have you got a hobby that you enjoy? Learn something new!
- Hang out with your family or friends
- Doing something nice for someone else
- Helping others - it feels good for you too!
- Read books you like
- Listen to your favourite music - sing and dance!
- Have a good night's sleep
- Relax...

What to do if something feels not so good

If things happen that make us feel not so good... don't worry! There are things you can do to feel better. Here are some ideas...

- Talk to someone about it
- Take your mind off it - do something else
- Take some deep breaths
- Count to 10!
- Know that this moment will pass
- Choose something from the list above
- If it feels very bad or not right... tell a trusted adult - they can help you!

I hope this blog helps you to get more of the good feels!



Author

Sammi Clarke

Basketballer, Teenage blogger, Big brother.

Tuesday

How To Be A Superhero

So you want to be a superhero? I don't blame you. It's a fantastic career. You get to travel the world, meet lots of interesting people and thwart their dastardly plans. I feel I must warn you, though. It's not all fun and games. Villains nowadays are cunning. They love nothing more than to see a superhero sliced into smithereens by a laser beam or catapulted into a volcano. It's not for the weak-hearted.



There are a few steps on the road to heroism. Ideally, you will already know who your arch-nemesis is going to be. If you are struggling to find a devious villain, look for large public items being stolen. Something like the Queen, Stonehenge or the moon would be a clue that somebody is up to no good. Make a point of contacting your nemesis as soon as you can to let them know you're onto them.

Your media personality is vital. Make sure you spend as much time in front of the news cameras as possible. You need to ensure that you are always on television. Remember, it doesn't count as a superhero good deed if you don't tell people about it!

So you've got your nemesis, and you know what your first mission is going to be. What next? Now it's time to act. I don't mean actually get the thing back. That will be later. You need to actually act now. You might not care that much about the moon, but you need to act as though the villain has stolen your favourite birthday present. People love it if you can cry on TV. A cute doggy sidekick will win you even more points.

Only once you've annoyed your enemy and boasted about how you'll destroy them on TV (all while crying) can you start your mission. You might find that somebody else has solved the problem by this point. That's a great outcome. You've had all the media without having to fight off angry laser-sharks or evade a series of frustrating booby traps.

Things get dangerous if you still have to carry out a mission. Try to minimise the danger by giving up when things get too tough. Even scientists aren't allowed to play around enormous rockets hidden in the middle of volcanoes, so why should you?

Sometimes things are a bit easier. Villains aren't always the sharpest tools in the box and like to tell everyone where they are hiding. Secret lair? More like a conspicuous mansion on a deserted island! You will inevitably get caught at some point. When this happens, just keep asking them questions. Villains seem incapable of carrying out punishments until they have talked about it for

hours and held an in-depth question-and-answer session. This can buy you valuable time.

Even if you do manage to complete your mission, you must let the villain go free. Once you put the villains in jail, you'll be out of a job. Make sure there's always a regular supply of villainy by always letting them go.

Divide 2-digits by 1-digit (1)

- 1 There are 84 pencils to be shared equally into 4 pots.



- a) Draw the pencils on the place value chart to show how they are shared.

Tens	Ones

- b) Complete the number sentences.

$$8 \text{ tens} \div 4 = \square \text{ tens} \quad 4 \text{ ones} \div 4 = \square \text{ one}$$

$$84 \div 4 = \square$$

- c) How many pencils are in each pot?

- 2 Use a place value chart to work out the calculations.

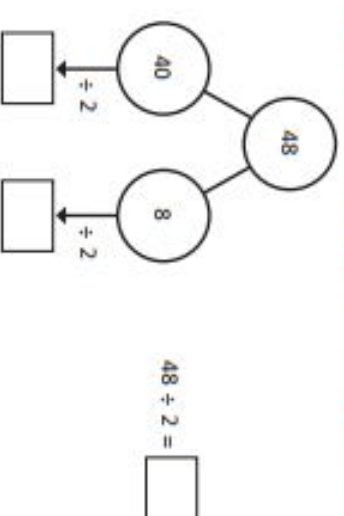
a) $39 \div 3 = \square$

b) $68 \div 2 = \square$

- 3 Amir solves $48 \div 2$ on a place value chart.

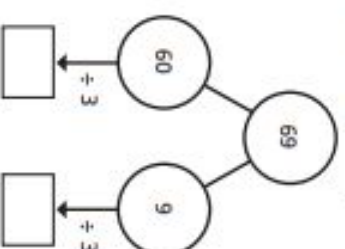
Tens	Ones
<div>10</div> <div>10</div>	<div>1</div> <div>1</div> <div>1</div> <div>1</div>
<div>10</div> <div>10</div>	<div>1</div> <div>1</div> <div>1</div> <div>1</div>

Complete the part-whole model to show what Amir has done.

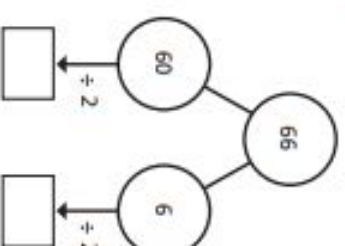


- 4 Work out the divisions.

a) $69 \div 3 = \square$



b) $66 \div 2 = \square$

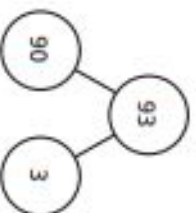


5

Work out the divisions.

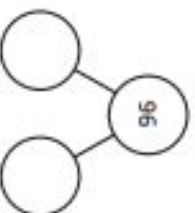
a) $93 \div 3 = \square$

b) $82 \div 2 = \square$



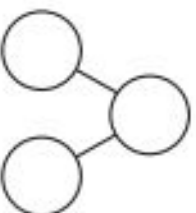
$96 \div 3 = \square$

$84 \div 2 = \square$



$99 \div 3 = \square$

$86 \div 2 = \square$



What do you notice?



6



88 can be
divided equally by 2
and by 4

Do you agree with Annie? _____

Explain why.

Can Annie divide 88 equally by any other 1-digit numbers?

7

Esther has 2 jars of mints.

Esther shares the mints equally between 3 bowls.

How many mints are in each bowl?

There are mints in each bowl.

How many different ways can you work out the answer?

Core activities



Warm up game: feelings hot potato



Reinforce existing ground rules — add or emphasise any ground rules that are especially relevant to this lesson.

Pupils stand in a circle and throw a ball or beanbag (a 'hot potato') to each other. When each pupil catches the 'hot potato' they try to name a different feeling or emotion. Pupils have the right to pass if they can't think of one.



Feelings thermometers



This activity will help to introduce more words to describe the intensity of feelings.

Pupils work in groups to match the word cards from **Resource 1: Feelings match up** to the root words (happy, sad, scared, angry, worried, pleased). You may wish to provide dictionaries. Should some groups complete this activity quickly they should use the blank cards to think of other words in each set, as an additional challenge.

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Feelings thermometers (cont.)

Next, pupils rank the synonyms of the root words on a scale of intensity to show how feelings can build up or suddenly burst. Ask them to clearly identify the words that best describe the strongest or most intense feelings.

As a class, discuss their work, explaining that: feelings change all the time, but sometimes things happen that make our feelings build up and up until they become very strong or intense. Sometimes we get a very strong or intense feeling from just one thing or moment in time. Eventually, for the most part, very strong feelings tend to fade. You may want to add that if someone feels like this a lot of the time or if they know someone who does, it is best they talk to someone (trusted adult) about what is happening. It is important to be able to describe our feelings as it helps us and others know how to manage them.

Support:

Pupils may need adult support to discuss the meanings of the different words. Pupils can be given fewer root words and synonyms to match up and then just identify the words that suggest a more intense or strong feeling, rather than making a scale of intensity.

Challenge



On flipchart paper, pupils work in groups to brainstorm as many other words as they can associated with a given root word (e.g. happy, sad, scared, angry, worried, pleased), then choose three words to rank on a scale of intensity. They can also think of different root words. You may wish to provide thesauruses to help.



Expressing feelings



Display images from **Resource 2: Picture a feeling** around the classroom. Pupils suggest which feelings words are suggested by each image, share ideas and discuss.

Provide the class with examples of how feelings are often described as similes or metaphors and discuss their meaning, for example:

- Colours: 'she saw red', 'feeling blue', 'in a black mood', 'tickled pink' or 'green with envy'
- Temperature: 'fiery temper', 'boiling over with rage' or 'cool as a cucumber'
- Images: 'over the moon', 'shaking like a leaf' or 'walking on sunshine'

Use these as a stimulus for the following activity.

Each pupil chooses one of the words from the feelings thermometer activity (it is a good idea to choose a more intense word or feeling) and using **Resource 3: Body outline** as a basic template on which to draw and write, they respond to the following questions:

- If you could explain where in the body someone would experience that feeling, where would it be?
- If the feeling had a colour, what colour would it be?
- If it had a shape what shape would it be?
- If it had a texture, what texture would it be?
- If the feeling were an image or a picture, what would this be?
- If the feeling had a sound, what sound would this be?



Scenario: giving advice and signposting support



Discuss with the class, why finding ways to express feelings is important for our health and wellbeing. For example: if we allow a feeling (like anger) to build up without expressing it, it can build up so much that it explodes and this may come out in unhealthy or not very nice ways, like if someone shouts at someone else for no reason.

Read the following scenario to the class:

Jamie feels worried a lot of the time. Everything seems to worry Jamie. It feels like all the worries in the world are building up into a big pile, sometimes it feels like a wall of worries. Jamie tries not to think about what is happening or the feelings.

Pupils discuss in pairs or small groups:

- What would help Jamie express the feelings?
- What might be stopping Jamie from doing this?
- What might be the consequences of Jamie not expressing the feelings?
- What would most help Jamie in this situation?

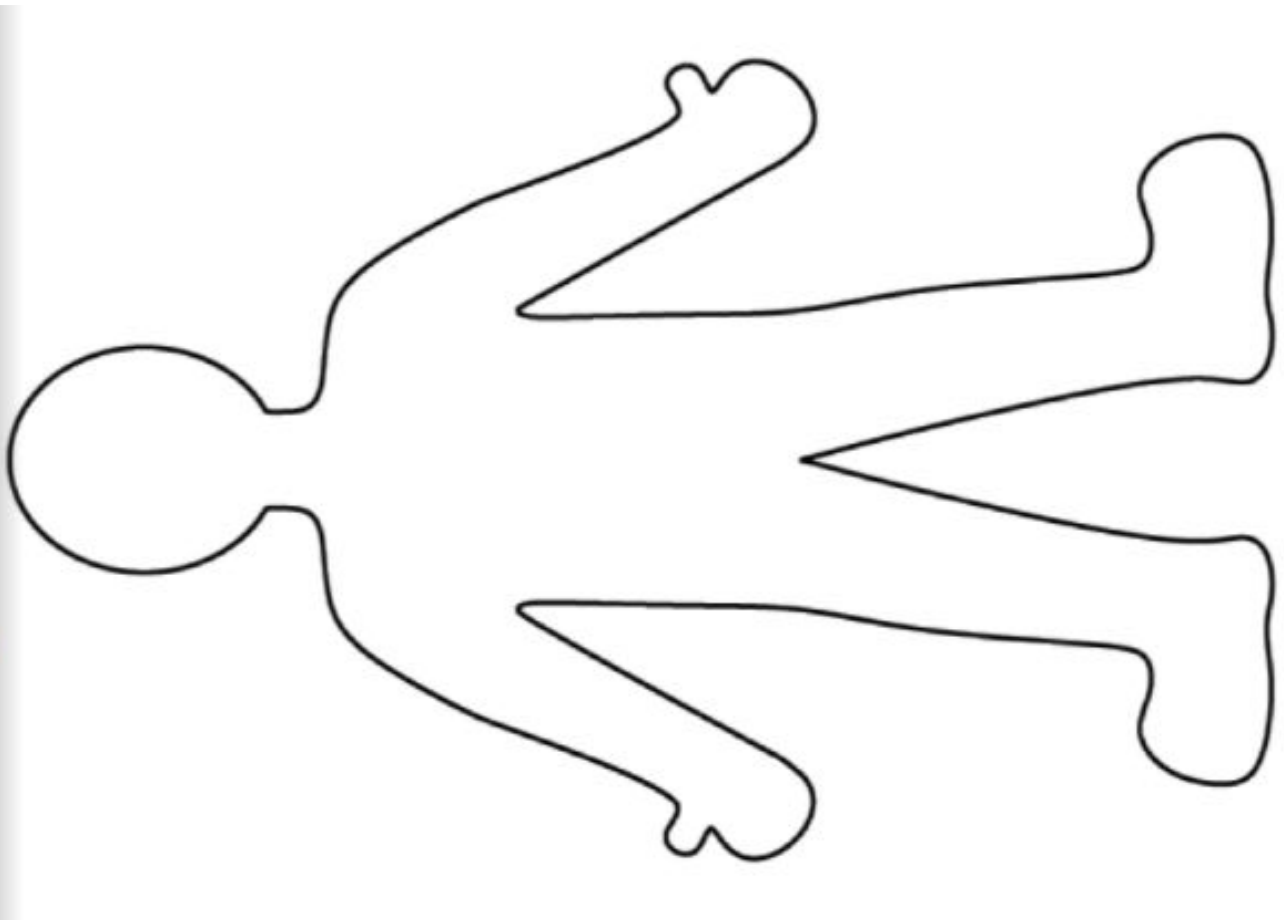
Take feedback. Reiterate the importance of talking to someone about difficult feelings, especially if they have not so good feelings like worry, sadness or loneliness. Recap different ways to express feelings (including writing, art-work) but include the importance of talking to others.

Year 3 / 4: Lesson 2 Resource 1: Feelings match up

Match the similar feelings, then rank them on a scale of intensity.



happy	cheery	joyful	ecstatic
sad	upset	forlorn	heart-broken
scared	anxious	frightened	petrified
angry	irritated	cross	furious
worried	concerned	troubled	distressed
pleased	satisfied	delighted	overjoyed



Wednesday

Divide 2-digits by 1-digit (2)



1 Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.

Rosie shares the 56 pencils equally between 4 pots.

b) Draw base 10 on the place value grid to share the pencils.

Tens	Ones

c) How many pencils are in each pot?

d) Did you have to make an exchange?



2 Eva has this money.



She wants to share the money equally between 3 people.

a) Use the place value chart to show how Eva can share the money.

Tens	Ones

b) How much money does each person get?

3 Divide 72 by 3



Tens	Ones

Use the place value counters to help you.

$$72 \div 3 = \square$$

- 4 Use base 10 or counters to work out the divisions.

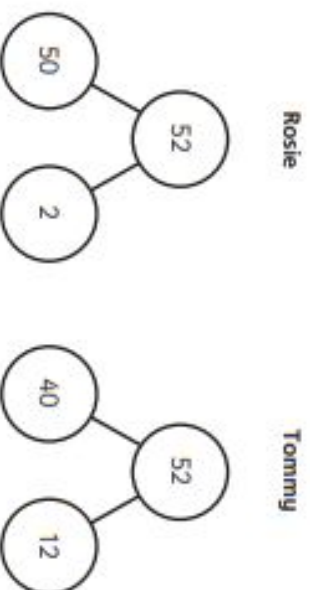
a) $45 \div 3 =$

b) $57 \div 3 =$

c) $92 \div 4 =$

- 5 Rosie and Tommy are working out $52 \div 4$

They both use a part-whole model.



- a) Whose part-whole model will help them with the division?

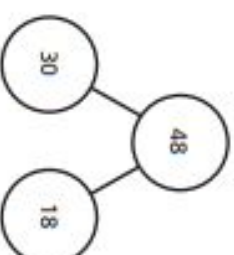
How do you know?

- b) Use a part-whole model to work out $52 \div 4$



- 6 Use the part-whole models to complete the divisions.

a) $48 \div 3 =$

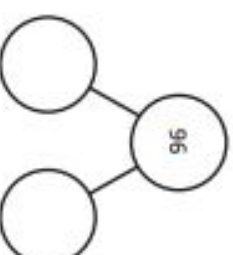


$30 \div 3 =$

$18 \div 3 =$

$48 \div 3 =$

b) $96 \div 4 =$



c) $65 \div 5 =$

d) $75 \div 3 =$

- 7 Here are 3 divisions.

$96 \div 8$

$96 \div 4$

$96 \div 2$

- a) What is the same about the questions? What is different?

- b) Complete the divisions.

$96 \div 8 =$

$96 \div 4 =$

$96 \div 2 =$

- c) What do you notice? Talk about it with a partner.

Core activities



Feelings and behaviour

Reinforce existing ground rules – add or emphasise any ground rules that are especially relevant to this lesson. Remind pupils of the previous lesson when they explored how feelings and emotions are experienced in the body and ways of describing these. Explain that this lesson will focus on how our feelings make us behave and what we can do about this.

Display the following feelings words on the flipchart or whiteboard: surprise, excitement, anger, fear, disappointment, sadness, joy plus any others you wish to include. Pupils work in pairs to choose one of the words and jot down the different actions or reactions people might have to this feeling. Take feedback.

Point out that there is likely to be more than one reaction to each feeling. Reiterate that people react differently; although we may all experience a similar feeling, our reactions to that feeling may be many and varied and may be particular to an individual.

Pupils may mention unhealthy behaviours, acknowledge these but refer to safeguarding guidance if necessary.



Think, feel, do



Discuss that it can be difficult at times to control or manage feelings - this can depend on the feeling and the situation a person finds themselves in (as well as individual personalities).

Using **Resource 3: Think, feel, do scenarios**, pupils work in groups to look at a different scenario each (choose the ones you feel are most appropriate for your pupils' needs) and complete **Resource 4: Think, feel, do worksheet, part 1**.

Pupils read the scenario, then consider, discuss and record their thinking about:

- How the character is feeling – What vocabulary would they use to describe the feeling/feelings?
- How the character might react – What physical reaction they might have or what physical action they might take. Would that be appropriate in the situation? Why or why not?
- What would help the character in the moment – at the time of this situation? What could or should they do?
- What would help the character after this situation? – What could or should they do?



Class discussion: How does it feel to talk?

Discuss with the class how many of them suggested the character (in the previous activity) talk to someone about how they were feeling (either the other people in the situation or someone else). Why did they think this would help the character?

Display the following words and phrases on the flipchart or whiteboard:

nervous, embarrassed, relieved, weight-off-your-shoulders, good, unsure, ashamed, ok, relaxing.

Discuss these questions with the pupils: Is it likely people might feel these things when talking about their feelings and emotions? Do they feel other things? Are any feelings more likely than others? Would any of the characters they have been talking about feel these things? Should people still talk about their emotions, even if they feel embarrassed or nervous, for example? Why?



Rae's little brother keeps taking all the toys so there is nothing left to play with. Suddenly, he grabs Rae's favourite toy. Then... he breaks it. Rae has had enough!

Amina is in the school play. She already felt nervous about going on stage in front of everybody but to make things worse, it is her turn to speak and she has forgotten what to say. Everyone is looking at her, she feels her face go red and her legs turn to jelly.

Jules is playing football for the school team. It's really exciting because the team are playing really well. It looks like they might win. In the final minutes of the game, Jules shoots to score the winning goal but it doesn't go in and their team loses.

Eli's pet rabbit had been sick for a few weeks. Eli was very worried about it and had a feeling that something bad was going to happen. At the weekend the rabbit died. Today, Eli can't stop thinking about his rabbit and why bad things happen.

Uma is surprised her name is not included on the group party-invite list. She is about to message everyone to let them know when she notices one of the group has said something nasty about her. Then, some others make nasty comments too. The others don't seem to realise she is part of the group. Uma realises they don't want her to go to the party.

All the other children play together but when Jayden asks to join in they just ignore Jayden. Jayden is really lonely. It's been happening for quite a few weeks now. It's playtime and it's happening again.

FEEL — How is the character feeling? What words can you use to describe this?

THINK — How might the character react? What physical reaction might they have or what physical action might they take? Is this ok in this situation? Why?/Why not?

DO — What would help the character at the time of this situation? What could or should they do? Should the character do anything **after** the situation?

SAY — At the time of the situation, whom should the character talk to? What should they say?

After the situation, who should the character talk to? What should they say?

Thursday

What Am I?

Milk-sipper,
Claw-scratcher,
Leg-hugger,
Mouse-catcher.

Flea-houser,
Paw-cleaner,
Fly-snatcher,
Fur-preener

Day-snoozer,
Moon-seeker,
Tail-twitcher,
Mouse-squeaker.

Divide 2-digits by 1-digit (3)



1 Mo has these lolly sticks.



He uses them to make squares.

How many squares can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are groups of 4

There is lolly stick remaining.

$17 \div 4 =$ remainder

Mo can make squares.



2 Mo now uses the lolly sticks to make triangles.

How many triangles can Mo make?



Complete the sentences.



There are 17 lolly sticks.

There are groups of 3

There are lolly sticks remaining.

$17 \div 3 =$ remainder

Mo can make triangles.

3 Finally, Mo uses the lolly sticks to make pentagons.

How many pentagons can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are groups of 5

There are lolly sticks remaining.

$17 \div 5 =$ remainder

Mo can make pentagons.

4 Use repeated subtraction to complete the divisions.

Use the number lines to help you.

a) $23 \div 4 =$ remainder



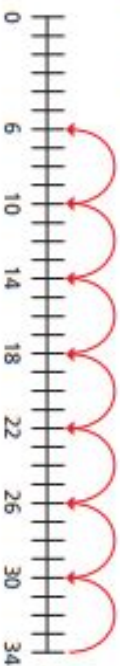
b) $23 \div 5 = \square$ remainder \square



c) $23 \div 3 = \square$ remainder \square



5 Eva works out $34 \div 4$



There is a remainder of 2



Is Eva correct? _____

How do you know?

6 Complete the calculations.

a) $29 \div \square = 4$ remainder 5

c) $29 \div \square = 14$ remainder 1

b) $29 \div \square = 4$ remainder 1

7 How do you know there is no remainder when 75 is divided by 5?

Without doing the division, what is the remainder when 76 is divided by 5?

8 Use place value counters and a place value chart to work out the divisions.

a) $87 \div 4 = \square$ remainder \square

b) $77 \div 3 = \square$ remainder \square

c) $74 \div 5 = \square$ remainder \square

9 Teddy has fewer than 60 marbles but more than 40

When he shares them equally into 3 pots he has no remainders.

When he shares them equally into 4 pots he has remainder 3

When he shares them equally into 5 pots he has remainder 1

How many marbles could Teddy have?

Scaling

Write
Rose
Maths

- 1 Aisha has some fruit.



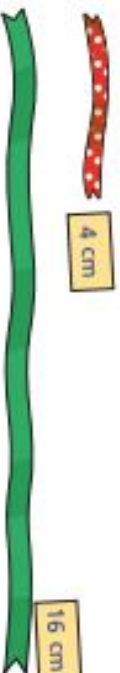
Complete the sentences to describe the fruit.

There are apples.

There are strawberries.

There are times as many strawberries as apples.

- 2 Huan is comparing 2 pieces of ribbon.



Complete the sentences to describe the ribbon.

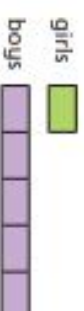
The spotty ribbon measures .

The plain ribbon measures .

The plain ribbon is times as long as the spotty ribbon.

- 3 Match the bar models to the statements.

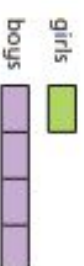
Write the missing statement.



There are 4 times as many boys as girls.



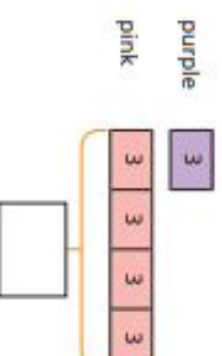
There are 3 times as many boys as girls.



- 4 There are 3 purple balloons.

There are 4 times as many pink balloons.

Complete the bar model to show how many pink balloons there are.



Friday