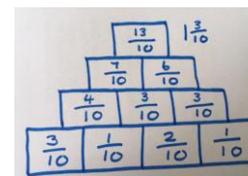
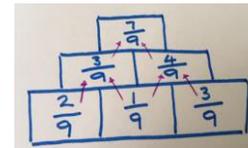


Yr 4 – Summer 1, Wk 4 Home Learning Tasks



	Activity	Success criteria I can	The subjects below can be completed in any order.	
Literacy 1 / SPAG	Direct Speech – A New Speaker	Use direct speech within my writing Check my work for errors and make corrections	Task: <ul style="list-style-type: none"> • Watch: https://www.youtube.com/watch?v=OiXFvtagrAw (4 mins). • Look at the 'Super Speech – New Speaker' activity. Complete the first page, thinking carefully about how to write direct speech dialogue and use interesting dialogue tags (said words!). 	Extend: Complete the second page from 'Super Speech – New Speaker' activity.
Literacy 2	Using Direct Speech and Punctuation in Independent Writing	Use direct speech and dialogue tags accurately within text	Task: <ul style="list-style-type: none"> • Look at the 'Using Speech Punctuation' activity. Using the knowledge you already have about writing direct speech, complete the activity. 	
Literacy 3 & 4	Use direct speech to continue a conversation and a piece of text.	Use direct speech and dialogue tags accurately within text Check my work for SPAG errors and make corrections	Task: OTAS <ul style="list-style-type: none"> • Read chapters 10 – 12. The children try to overhear an intriguing conversation between Miss Higgs and Mr Jay. Imaging you are listening in to the conversation with the children. What are the teachers talking about? Make up your own conversation between the two teachers, using the method from this week's SPAG and previous literacy lesson.	Extend: Just for fun! Copy and add more detail to the image of 'OTAS School Summer Fair'.
Literacy 5	Continuing a Storyline.	Continue a story line	Task: <ul style="list-style-type: none"> • How does chapter 12 end? Use 'Chapter 12 Ending' activity to add more exciting detail, including dialogue, to the end of chapter 12. 	Extend: Create a speech bubble picture from your ending. Add some of the dialogue into the speech bubbles.

			<ul style="list-style-type: none"> • Check – does the dialogue make sense? Have I used really interesting dialogue tags? 	
Comp	Read a text and retrieve information.	Retrieve information from a text	Task: OTAS <ul style="list-style-type: none"> • Re-read chapters 10 – 12. • Answer the comprehension questions – 3 levels have been attached, choose 1. 	Extend: Q - Which character are you most like in OTAS? Explain your answer, giving reasons and examples.
Numeracy 1	Revision – Counting in Fractions (with the same denominator)	Count on and back in fractions Check my work for errors and make corrections	Task: <ul style="list-style-type: none"> • Read the statement at the top of the activity sheet 'Counting in Fractions'. Look at the examples carefully and think about what they are telling you. Complete the activities on the sheet. • Mr Gorsuch's Numeracy class - complete task A. Mrs Hanson's Numeracy class – complete task B or C. 	Extend: Generate 5 fractions statements of your own.
Numeracy 2	Revision – Adding & Subtracting Fractions (with the same denominator)	Add and subtract fractions with the same denominator	Task: <ul style="list-style-type: none"> • Watch: https://www.youtube.com/watch?v=mO53rHElQr4 (4 mins). • Complete A, B, or C on the activity sheet 'Adding and Subtracting Fractions 1' – challenge yourself! 	You're the teacher! Check your work using the answer sheet. Make any corrections.
Numeracy 3	Revision – Adding & Subtracting Fractions (with the same denominator)	Add and subtract fractions with the same denominator	Task: <ul style="list-style-type: none"> • Complete A, B, or C on the activity sheet 'Adding and Subtracting Fractions 2'. • You're the teacher! Check your work using the answer sheet. Make any corrections. 	Extend: As the teacher, create some fraction sums similar to the ones you have just completed.
Numeracy 4	Revision – Add and Subtracting Fractions (with the same denominator)	Add and subtract fractions with the same denominator Check my work for errors and make corrections	Task: <ul style="list-style-type: none"> • Look at the fraction pyramid design. Complete the 'Fraction Pyramids' activity. 3 levels have been attached, choose 1. 	Extend: Think about what others shapes you can use to design this type of activity. Create one of your own for fractions.
Numeracy 5	Matching Fractions	Identify fractions as part of 1 whole	Task: <ul style="list-style-type: none"> • Watch: https://www.youtube.com/watch?v=5KGX5Vkl (4 mins) 	Extend: Complete the challenge at the bottom of your chosen sheet.



		Check work for errors and make corrections	<ul style="list-style-type: none"> Look at the 'Stained Glass Fractions' activity. 3 levels have been attached, choose 1 to complete. 	Then design your own stained glass fractions activity.
Science / Humanities	Changing States Solid, Liquid, Gas	Understand that some changes are reversible / irreversible	Task: <ul style="list-style-type: none"> Watch: https://www.youtube.com/watch?v=37pir0ej_S_E (4 mins) Look at the activity 'Reversible and Irreversible Change'. Complete the activity. 	
PSHE	Success and Goals	Reflect on successes and set new goals	Task: <ul style="list-style-type: none"> Write down 3 things that went well last week (you can draw pictures too). Write down 3 things that you wish to improve from last week. For each, write an idea to try to help you improve them. 	
Every week!			Tasks: <ul style="list-style-type: none"> 'Bitesize daily' https://www.bbc.co.uk/bitesize/dailylessons X3, X4, X6, X7, X8 tables – fifteen-minute practices 3 times per week (Use TTrcoksstars to help you). Numbot - Ten-minute practices 3 times per week (access through TTrockstarts) Read aloud to a member of your family – fifteen minutes 3 times per week Select 5 words from the Yr 3 & Yr 4 spellings list to practice 3 times per week BATTLE on TT Rockstars: Beech vs Holly – who will win? 	

Remember, 1 whole number is equal to fractions that have the same amount in the numerator and denominator, so for example:

$$1 = \frac{2}{2} \quad 1 = \frac{8}{8} \quad 1 = \frac{16}{16} \quad 1 = \frac{27}{27} \quad 1 = \frac{50}{50} \quad 1 = \frac{74}{74} \quad 1 = \frac{105}{105} \quad 1 = \frac{498}{498}$$

It does not matter how small or big the number is, if the numerator and denominator are the same, then they are equal to 1 whole number.

ADDITION/SUBTRACTION OF FRACTIONS 1

70

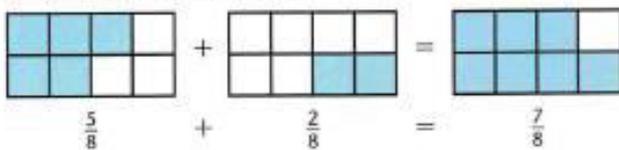
TARGET To add and subtract fractions with the same denominator.

ADDING

Add the numerators (top numbers).
Denominator (bottom number) stays the same.

Example

5 eighths add 2 eighths

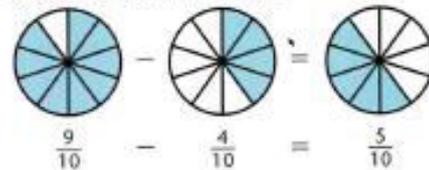


SUBTRACTING

Subtract the numerators.
Denominator stays the same.

Example

9 tenths take 4 tenths



A

Copy and complete.

- 1 $\frac{1}{4} + \frac{2}{4} = \frac{\square}{4}$
- 2 $1 - \frac{5}{10} = \frac{\square}{10}$
- 3 $\frac{3}{6} + \frac{2}{6} = \frac{\square}{6}$
- 4 $\frac{7}{9} - \frac{4}{9} = \frac{\square}{9}$
- 5 $\frac{5}{12} + \frac{3}{12} = \frac{\square}{12}$
- 6 $\frac{8}{11} - \frac{2}{11} = \frac{\square}{11}$
- 7 $\frac{4}{8} + \frac{3}{8} = \frac{\square}{8}$
- 8 $\frac{6}{7} - \frac{2}{7} = \frac{\square}{7}$
- 9 $\frac{5}{9} + \frac{1}{9} = \frac{\square}{9}$
- 10 $\frac{4}{5} - \frac{1}{5} = \frac{\square}{5}$
- 11 $\frac{4}{10} + \frac{4}{10} = \frac{\square}{10}$
- 12 $\frac{10}{12} - \frac{6}{12} = \frac{\square}{12}$

B

Work out

- 1 $\frac{1}{3} + \frac{1}{3}$
- 2 $\frac{3}{4} - \frac{1}{4}$
- 3 $\frac{2}{7} + \frac{3}{7}$
- 4 $1 - \frac{5}{12}$
- 5 $\frac{2}{11} + \frac{7}{11}$
- 6 $\frac{7}{10} - \frac{2}{10}$
- 7 $\frac{8}{12} + \frac{3}{12}$
- 8 $\frac{6}{8} - \frac{3}{8}$
- 9 $\frac{2}{5} + \frac{2}{5}$
- 10 $1 - \frac{3}{11}$
- 11 $\frac{5}{9} + \frac{3}{9}$
- 12 $\frac{9}{12} - \frac{2}{12}$

Copy and complete.

- 13 $\frac{3}{10} + \frac{\square}{\square} = \frac{9}{10}$
- 14 $\frac{8}{9} - \frac{\square}{\square} = \frac{6}{9}$
- 15 $\frac{5}{11} + \frac{\square}{\square} = \frac{10}{11}$
- 16 $1 - \frac{\square}{\square} = \frac{3}{10}$
- 17 $\frac{3}{8} + \frac{\square}{\square} = \frac{7}{8}$
- 18 $\frac{11}{12} - \frac{\square}{\square} = \frac{4}{12}$

C

Copy and complete.

- 1 $\frac{5}{8} + \frac{1}{4} = \frac{5}{8} + \frac{\square}{8} = \frac{\square}{8}$
- 2 $\frac{1}{3} + \frac{4}{9} = \frac{\square}{9} + \frac{4}{9} = \frac{\square}{9}$
- 3 $\frac{1}{2} + \frac{3}{10} = \frac{\square}{\square} + \frac{3}{10} = \frac{\square}{\square}$
- 4 $\frac{7}{10} + \frac{1}{5} = \frac{7}{10} + \frac{\square}{\square} = \frac{\square}{\square}$
- 5 $\frac{9}{12} - \frac{1}{6} = \frac{9}{12} - \frac{\square}{12} = \frac{\square}{12}$
- 6 $\frac{2}{3} - \frac{5}{12} = \frac{\square}{12} - \frac{5}{12} = \frac{\square}{12}$
- 7 $\frac{4}{5} - \frac{7}{10} = \frac{\square}{\square} - \frac{7}{10} = \frac{\square}{\square}$
- 8 $\frac{7}{8} - \frac{1}{2} = \frac{7}{8} - \frac{\square}{\square} = \frac{\square}{\square}$

Work out

- 9 $\frac{1}{4} + \frac{7}{12}$
- 10 $\frac{2}{5} + \frac{3}{10}$
- 11 $\frac{1}{6} + \frac{2}{3}$
- 12 $\frac{4}{12} + \frac{1}{2}$
- 13 $\frac{5}{6} - \frac{1}{12}$
- 14 $\frac{1}{2} - \frac{1}{6}$
- 15 $\frac{3}{4} - \frac{3}{8}$
- 16 $\frac{7}{9} - \frac{2}{3}$

TARGET To add and subtract fractions with the same denominator beyond one whole one.

Examples

$$11 \text{ eighths} = \frac{5}{8} + \frac{6}{8} \quad 1 \text{ and } \frac{3}{8} = \frac{5}{8} + \frac{6}{8} \quad \frac{11}{8} = \frac{5}{8} + \frac{6}{8} \quad 1\frac{3}{8} = \frac{5}{8} + \frac{6}{8}$$

$$11 \text{ eighths} - \frac{5}{8} = \frac{6}{8} \quad 1 \text{ and } \frac{3}{8} - \frac{5}{8} = \frac{6}{8} \quad \frac{11}{8} - \frac{5}{8} = \frac{6}{8} \quad 1\frac{3}{8} - \frac{5}{8} = \frac{6}{8}$$

A

Copy and complete.

- 1 one = quarters
- 2 one = eighths
- 3 one = fifths
- 4 one = tenths

Use the diagram to complete the pair of fractions.

5  $1 = \frac{\square}{8} + \frac{\square}{8}$

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

7  $1 = \frac{\square}{6} + \frac{\square}{6}$

8  $1 = \frac{\square}{10} + \frac{\square}{10}$

Copy and complete.

- 9 $1 = \frac{\square}{7} + \frac{5}{7}$
- 10 $1 = \frac{1}{4} + \frac{\square}{4}$
- 11 $1 = \frac{7}{10} + \frac{\square}{10}$
- 12 $1 = \frac{3}{5} + \frac{\square}{5}$

B

Copy and complete.

- 1 4 thirds = $\frac{2}{3} + \square$
- 2 14 elevenths = $\square + \frac{5}{11}$
- 3 sevenths = $\frac{6}{7} + \frac{6}{7}$
- 4 ninths = $\frac{8}{9} + \frac{5}{9}$
- 5 7 sixths - $\frac{5}{6} = \square$
- 6 16 tenths - $\square = \frac{7}{10}$
- 7 eighths - $\frac{4}{8} = \frac{6}{8}$
- 8 twelfths - $\frac{9}{12} = \frac{8}{12}$
- 9 1 and $\frac{1}{9} = \frac{4}{9} + \square$
- 10 1 and $\frac{1}{4} = \square + \frac{2}{4}$
- 11 1 and $\square = \frac{5}{6} + \frac{4}{6}$
- 12 1 and $\square = \frac{3}{7} + \frac{6}{7}$
- 13 1 and $\frac{2}{12} - \frac{7}{12} = \square$
- 14 1 and $\frac{3}{8} - \square = \frac{6}{8}$
- 15 1 and $\square - \frac{3}{5} = \frac{4}{5}$
- 16 1 and $\square - \frac{8}{10} = \frac{3}{10}$

C

Copy and complete.

- 1 $\frac{8}{7} = \frac{6}{7} + \square$
- 2 $\frac{124}{100} = \square + \frac{99}{100}$
- 3 $\square = \frac{5}{6} + \frac{5}{6}$
- 4 $\square = \frac{11}{12} + \frac{5}{12}$
- 5 $\frac{15}{10} - \frac{9}{10} = \square$
- 6 $\frac{11}{9} - \square = \frac{7}{9}$
- 7 $\square - \frac{3}{5} = \frac{3}{5}$
- 8 $\square - \frac{7}{8} = \frac{6}{8}$
- 9 $1\frac{2}{4} = \frac{3}{4} + \square$
- 10 $1\frac{4}{11} = \square + \frac{7}{11}$
- 11 $\square = \frac{6}{9} + \frac{8}{9}$
- 12 $\square = \frac{67}{100} + \frac{35}{100}$
- 13 $1\frac{1}{8} - \frac{3}{8} = \square$
- 14 $1\frac{2}{10} - \square = \frac{5}{10}$
- 15 $\square - \frac{4}{5} = \frac{4}{5}$
- 16 $\square - \frac{10}{12} = \frac{9}{12}$

Remember, 1 whole number is equal to fractions that have the same amount in the numerator and denominator, so for example:

$$1 = \frac{2}{2} \quad 1 = \frac{8}{8} \quad 1 = \frac{16}{16} \quad 1 = \frac{27}{27} \quad 1 = \frac{50}{50} \quad 1 = \frac{74}{74} \quad 1 = \frac{105}{105} \quad 1 = \frac{498}{498}$$

It does not matter how small or big the number is, if the numerator and denominator are the same, then they are equal to 1 whole number.

COUNTING IN FRACTIONS

65

TARGET To practise counting forwards and backwards using fractions.

Example

Count on 6 steps of $\frac{1}{8}$ from 0.

0 $\frac{1}{8}$ $\frac{2}{8}$ $\frac{3}{8}$ $\frac{4}{8}$ $\frac{5}{8}$ $\frac{6}{8}$

Count back 6 steps of $\frac{1}{10}$ from 1.

1 $\frac{9}{10}$ $\frac{8}{10}$ $\frac{7}{10}$ $\frac{6}{10}$ $\frac{5}{10}$ $\frac{4}{10}$

A

Start at 0.

- 1 Count on 4 steps of $\frac{1}{4}$.
- 2 Count on 6 steps of $\frac{1}{10}$.
- 3 Count on 3 steps of $\frac{1}{3}$.
- 4 Count on 4 steps of $\frac{1}{6}$.
- 5 Count on 5 steps of $\frac{1}{5}$.

Copy and complete each sequence.

- 6 $\frac{3}{8}$ $\frac{4}{8}$ $\frac{7}{8}$ 1
- 7 $\frac{3}{7}$ $\frac{4}{7}$ $\frac{5}{7}$ $\frac{6}{7}$
- 8 0 $\frac{2}{5}$ $\frac{4}{5}$
- 9 $\frac{1}{6}$ $\frac{2}{6}$ 1
- 10 $\frac{6}{10}$ $\frac{8}{10}$ 1

B

Count on from 0 to 1 in steps of:

- 1 one third
- 2 one tenth
- 3 one sixth
- 4 one ninth.

Count back from 1 to 0 in steps of:

- 5 one quarter
- 6 one eighth
- 7 one fifth
- 8 one seventh.

Write each sequence.

- 9 Start at $\frac{3}{8}$. Count on 5 steps of $\frac{1}{8}$.
- 10 Start at $\frac{5}{10}$. Count back 3 steps of $\frac{1}{10}$.
- 11 Start at $\frac{17}{100}$. Count on 6 steps of $\frac{1}{100}$.
- 12 Start at $\frac{8}{9}$. Count back 4 steps of $\frac{1}{9}$.
- 13 Start at $\frac{5}{12}$. Count on 7 steps of $\frac{1}{12}$.
- 14 Start at 1. Count back 5 steps of $\frac{1}{100}$.

C

Start at 0.

- 1 Count on 4 steps of $\frac{2}{9}$.
- 2 Count on 4 steps of $\frac{2}{7}$.
- 3 Count on 5 steps of $\frac{2}{10}$.
- 4 Count on 4 steps of $\frac{3}{4}$.
- 5 Count on 5 steps of $\frac{2}{8}$.

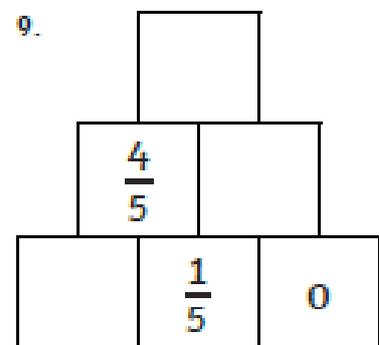
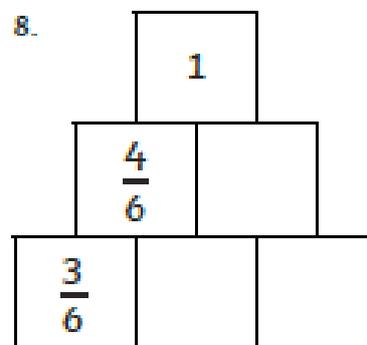
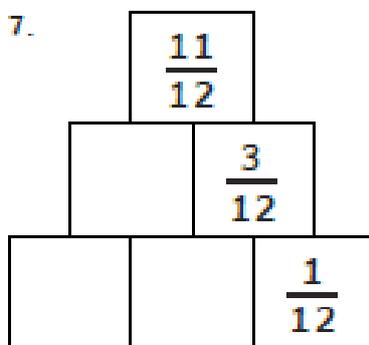
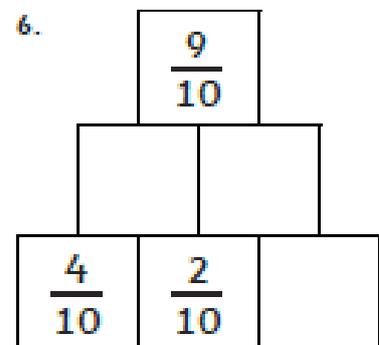
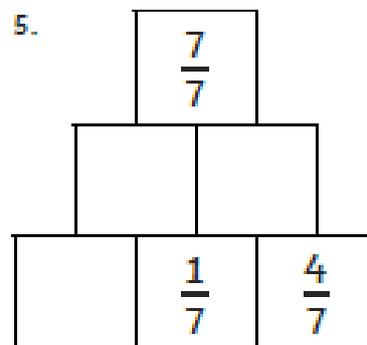
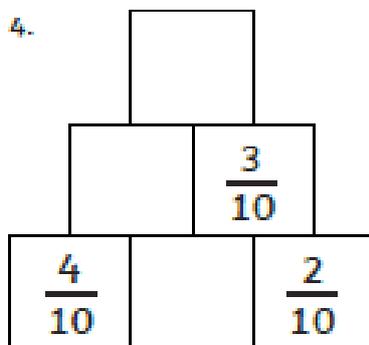
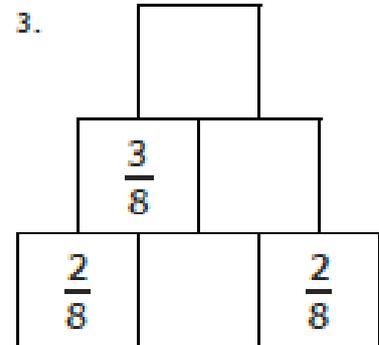
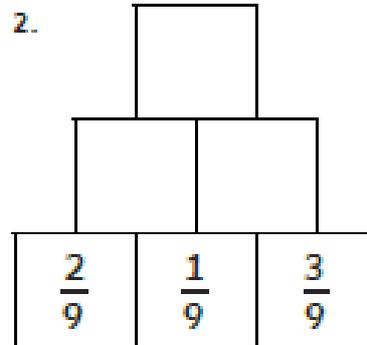
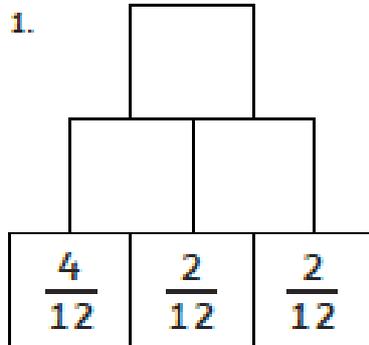
Copy and complete each sequence.

- 6 $\frac{1}{3}$ $\frac{2}{3}$ 1 $1\frac{1}{3}$ $2\frac{1}{3}$
- 7 $\frac{1}{2}$ 1 3 $3\frac{1}{2}$
- 8 $\frac{3}{5}$ 1 $1\frac{2}{5}$ $1\frac{4}{5}$
- 9 $\frac{3}{10}$ $\frac{6}{10}$ $1\frac{2}{10}$ $1\frac{8}{10}$
- 10 $\frac{75}{100}$ $\frac{80}{100}$ $\frac{90}{100}$ $\frac{95}{100}$



Adding and Subtracting Fractions

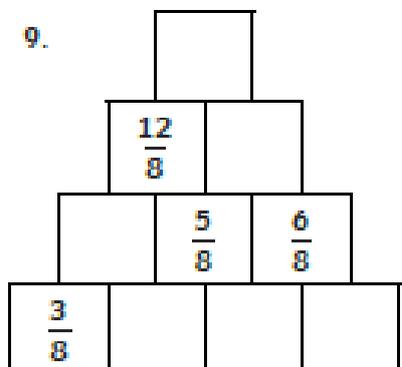
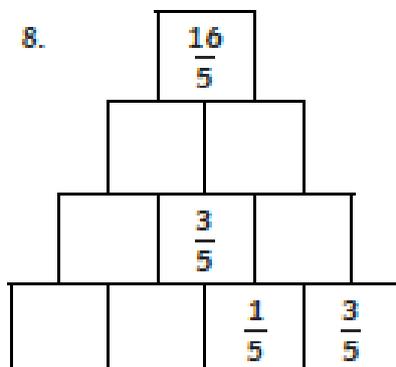
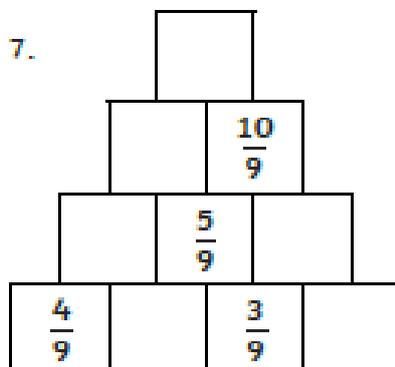
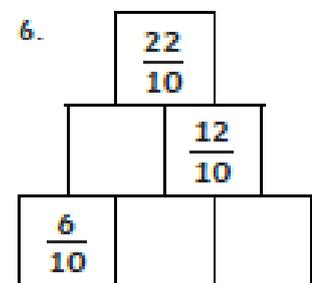
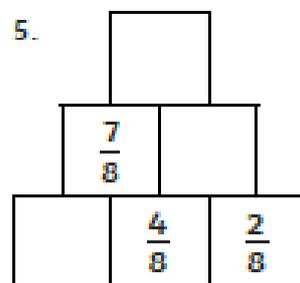
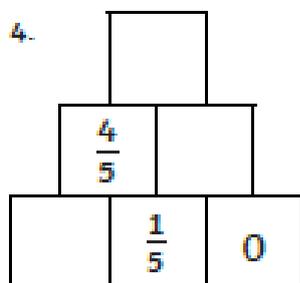
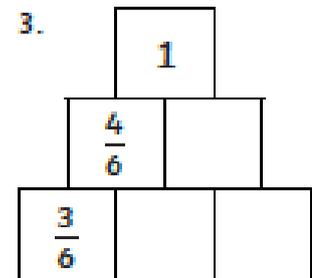
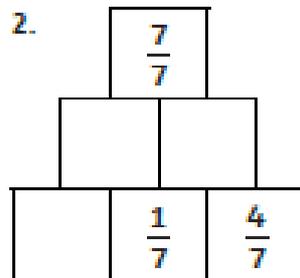
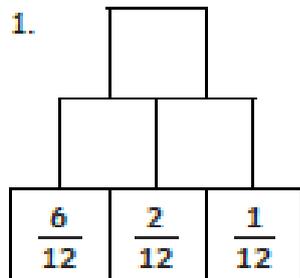
Each pair of blocks totals the block above them. Use addition and subtraction to fill in the missing fractions and complete the steps.





Adding and Subtracting Fractions

Each pair of blocks totals the block above them. Use addition and subtraction to fill in the missing fractions and complete the steps.

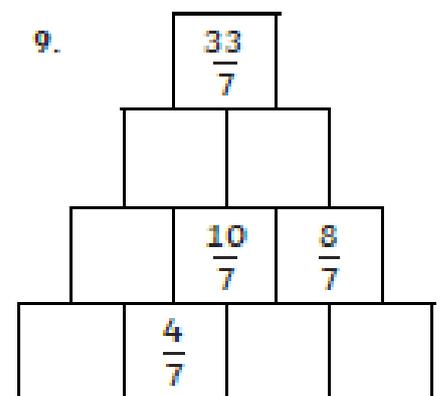
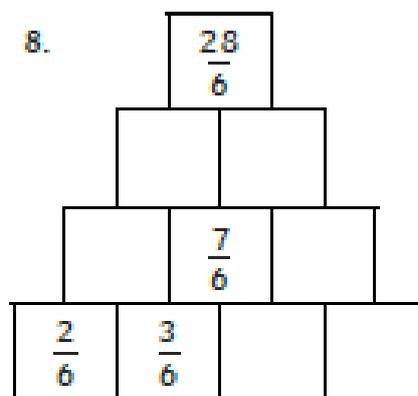
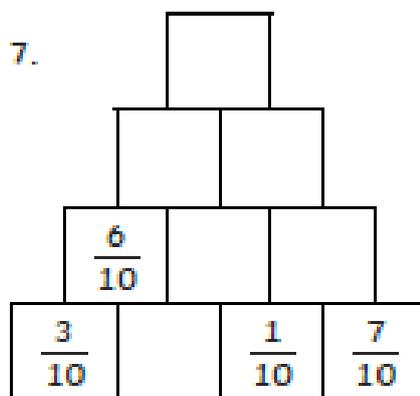
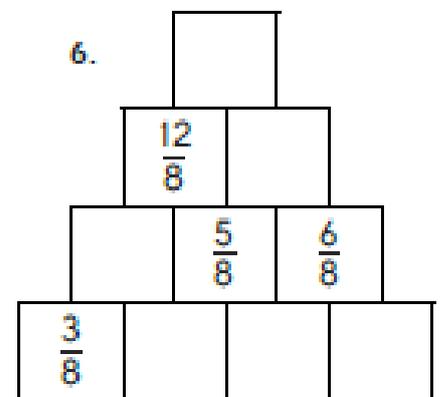
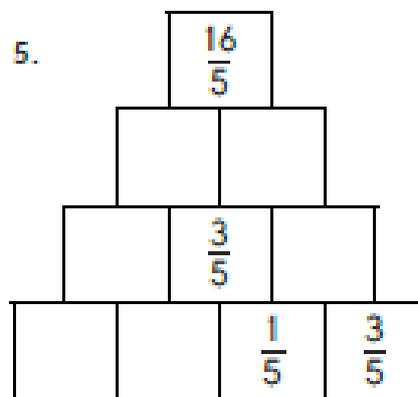
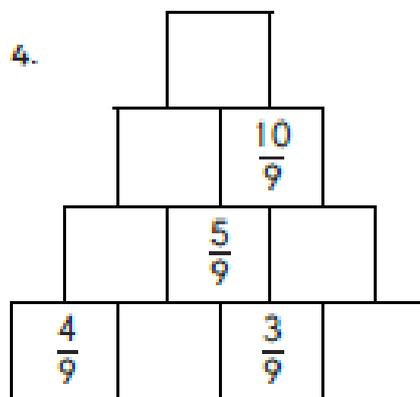
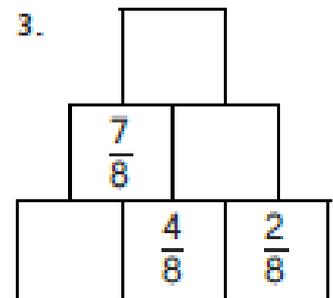
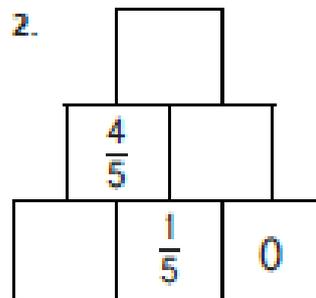
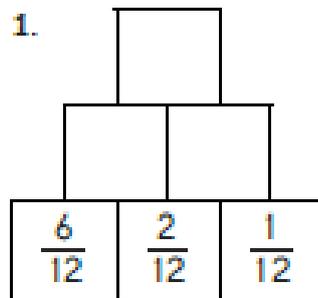




Adding and Subtracting Fractions

Each pair of blocks totals the block above them. Use addition and subtraction to fill in the missing fractions and complete the steps.

Can you give the fractions as improper fractions and as mixed numbers?



Numeracy Answer Sheets

Lesson 1

Page 65

A

1	$0 \frac{1}{4} \frac{2}{4} \frac{3}{4} 1$	6	$\frac{3}{8} \frac{4}{8} \frac{5}{8} \frac{6}{8} \frac{7}{8} 1$
2	$0 \frac{1}{10} \frac{2}{10} \frac{3}{10} \frac{4}{10} \frac{5}{10} \frac{6}{10}$	7	$\frac{1}{7} \frac{2}{7} \frac{3}{7} \frac{4}{7} \frac{5}{7} \frac{6}{7}$
3	$0 \frac{1}{3} \frac{2}{3} 1$	8	$0, \frac{1}{5} \frac{2}{5} \frac{3}{5} \frac{4}{5} 1$
4	$0 \frac{1}{6} \frac{2}{6} \frac{3}{6} \frac{4}{6}$	9	$\frac{1}{6} \frac{2}{6} \frac{3}{6} \frac{4}{6} \frac{5}{6} 1$
5	$0 \frac{1}{5} \frac{2}{5} \frac{3}{5} \frac{4}{5} 1$	10	$\frac{5}{10} \frac{6}{10} \frac{7}{10} \frac{8}{10} \frac{9}{10} 1$

B

1	$\frac{1}{3} \frac{2}{3} 1$
2	$\frac{1}{10} \frac{2}{10} \frac{3}{10} \frac{4}{10} \frac{5}{10} \frac{6}{10} \frac{7}{10} \frac{8}{10} \frac{9}{10} 1$
3	$\frac{1}{6} \frac{2}{6} \frac{3}{6} \frac{4}{6} \frac{5}{6} 1$
4	$\frac{1}{9} \frac{2}{9} \frac{3}{9} \frac{4}{9} \frac{5}{9} \frac{6}{9} \frac{7}{9} \frac{8}{9} 1$
5	$\frac{3}{4} \frac{2}{4} \frac{1}{4} 0$
6	$\frac{7}{8} \frac{6}{8} \frac{5}{8} \frac{4}{8} \frac{3}{8} \frac{2}{8} \frac{1}{8} 0$
7	$\frac{4}{5} \frac{3}{5} \frac{2}{5} \frac{1}{5} 0$
8	$\frac{6}{7} \frac{5}{7} \frac{4}{7} \frac{3}{7} \frac{2}{7} \frac{1}{7} 0$
9	$\frac{3}{8} \frac{4}{8} \frac{5}{8} \frac{6}{8} \frac{7}{8} 1$
10	$\frac{5}{10} \frac{4}{10} \frac{3}{10} \frac{2}{10}$
11	$\frac{17}{100} \frac{18}{100} \frac{19}{100} \frac{20}{100} \frac{21}{100} \frac{22}{100} \frac{23}{100}$
12	$\frac{8}{9} \frac{7}{9} \frac{6}{9} \frac{5}{9} \frac{4}{9}$
13	$\frac{5}{12} \frac{6}{12} \frac{7}{12} \frac{8}{12} \frac{9}{12} \frac{10}{12} \frac{11}{12} 1$
14	$1 \frac{99}{100} \frac{98}{100} \frac{97}{100} \frac{96}{100} \frac{95}{100}$

C

1	$\frac{2}{9} \frac{4}{9} \frac{6}{9} \frac{8}{9}$
2	$\frac{2}{7} \frac{4}{7} \frac{6}{7} 1\frac{1}{7}$
3	$\frac{2}{10} \frac{4}{10} \frac{6}{10} \frac{8}{10} 1$
4	$\frac{3}{4} 1\frac{1}{2} 2\frac{1}{4} 3$
5	$\frac{2}{8} \frac{4}{8} \frac{6}{8} 1 1\frac{2}{8}$
6	$\frac{1}{3} \frac{2}{3} 1 1\frac{1}{3} 1\frac{2}{3} 2 2\frac{1}{3}$
7	$\frac{1}{2} 1 1\frac{1}{2} 2 2\frac{1}{2} 3 3\frac{1}{2}$
8	$\frac{3}{5} \frac{4}{5} 1 1\frac{1}{5} 1\frac{2}{5} 1\frac{3}{5} 1\frac{4}{5}$
9	$\frac{3}{10} \frac{6}{10} \frac{9}{10} 1\frac{2}{10} 1\frac{5}{10} 1\frac{8}{10} 2\frac{1}{10}$
10	$\frac{75}{100} \frac{80}{100} \frac{85}{100} \frac{90}{100} \frac{95}{100} 1 1\frac{5}{100}$

Lesson 2

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A

1	$\frac{3}{4}$	4	$\frac{3}{9}$	7	$\frac{7}{8}$	10	$\frac{3}{5}$
2	$\frac{5}{10}$	5	$\frac{8}{12}$	8	$\frac{4}{7}$	11	$\frac{8}{10}$
3	$\frac{5}{6}$	6	$\frac{6}{11}$	9	$\frac{6}{9}$	12	$\frac{4}{12}$

B

1	$\frac{2}{3}$	6	$\frac{5}{10}$	11	$\frac{8}{9}$	16	$\frac{7}{10}$
2	$\frac{2}{4}$	7	$\frac{11}{12}$	12	$\frac{7}{12}$	17	$\frac{4}{8}$
3	$\frac{5}{7}$	8	$\frac{3}{8}$	13	$\frac{6}{10}$	18	$\frac{7}{12}$
4	$\frac{8}{12}$	9	$\frac{4}{5}$	14	$\frac{2}{9}$		
5	$\frac{9}{11}$	10	$\frac{8}{11}$	15	$\frac{5}{11}$		

C

1	$\frac{7}{8}$	5	$\frac{7}{12}$	9	$\frac{10}{12}$	13	$\frac{9}{12}$
2	$\frac{7}{9}$	6	$\frac{3}{12}$	10	$\frac{7}{10}$	14	$\frac{2}{6}$
3	$\frac{8}{10}$	7	$\frac{1}{10}$	11	$\frac{5}{6}$	15	$\frac{3}{8}$
4	$\frac{9}{10}$	8	$\frac{3}{8}$	12	$\frac{10}{12}$	16	$\frac{1}{9}$

Lesson 3

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A

- | | | | |
|-----|-------------------------------|---------------------------------|-------------------|
| 1 4 | 4 10 | 7 $\frac{2}{6} + \frac{4}{6}$ | 10 $\frac{3}{4}$ |
| 2 8 | 5 $\frac{3}{8} + \frac{5}{8}$ | 8 $\frac{4}{10} + \frac{6}{10}$ | 11 $\frac{3}{10}$ |
| 3 5 | 6 $\frac{2}{3} + \frac{1}{3}$ | 9 $\frac{2}{7}$ | 12 $\frac{2}{5}$ |

B

- | | | | |
|------------------|------------------|------------------|-------------------|
| 1 $\frac{2}{3}$ | 5 $\frac{2}{6}$ | 9 $\frac{6}{9}$ | 13 $\frac{7}{12}$ |
| 2 $\frac{9}{11}$ | 6 $\frac{9}{10}$ | 10 $\frac{3}{4}$ | 14 $\frac{5}{8}$ |
| 3 12 | 7 10 | 11 $\frac{3}{6}$ | 15 $\frac{2}{5}$ |
| 4 13 | 8 17 | 12 $\frac{2}{7}$ | 16 $\frac{1}{10}$ |

C

- | | | | |
|--------------------|------------------|---------------------|--------------------|
| 1 $\frac{2}{7}$ | 5 $\frac{6}{10}$ | 9 $\frac{3}{4}$ | 13 $\frac{6}{8}$ |
| 2 $\frac{25}{100}$ | 6 $\frac{4}{9}$ | 10 $\frac{8}{11}$ | 14 $\frac{7}{10}$ |
| 3 $\frac{10}{6}$ | 7 $\frac{6}{5}$ | 11 $1\frac{5}{9}$ | 15 $1\frac{3}{5}$ |
| 4 $\frac{16}{12}$ | 8 $\frac{13}{8}$ | 12 $1\frac{2}{100}$ | 16 $1\frac{7}{12}$ |

Lesson 4

1. $\frac{10}{12}$
 $\frac{6}{12} + \frac{4}{12}$
 $\frac{4}{12} + \frac{2}{12} + \frac{2}{12}$

2. $\frac{7}{9}$
 $\frac{3}{9} + \frac{4}{9}$
 $\frac{2}{9} + \frac{1}{9} + \frac{3}{9}$

3. $\frac{6}{8}$
 $\frac{3}{8} + \frac{3}{8}$
 $\frac{2}{8} + \frac{1}{8} + \frac{2}{8}$

4. $\frac{11}{12}$
 $\frac{8}{12} + \frac{3}{12}$
 $\frac{6}{12} + \frac{2}{12} + \frac{1}{12}$

5. $\frac{7}{7}$
 $\frac{2}{7} + \frac{5}{7}$
 $\frac{1}{7} + \frac{1}{7} + \frac{4}{7}$

6. $\frac{9}{10}$
 $\frac{6}{10} + \frac{3}{10}$
 $\frac{4}{10} + \frac{2}{10} + \frac{1}{10}$

7. $\frac{11}{12}$
 $\frac{8}{12} + \frac{3}{12}$
 $\frac{6}{12} + \frac{2}{12} + \frac{1}{12}$

8. 1
 $\frac{4}{6} + \frac{2}{6}$
 $\frac{3}{6} + \frac{1}{6} + \frac{1}{6}$

9. 1
 $\frac{4}{5} + \frac{1}{5}$
 $\frac{3}{5} + \frac{1}{5} + 0$

1. $\frac{11}{12}$
 $\frac{8}{12} + \frac{3}{12}$
 $\frac{6}{12} + \frac{2}{12} + \frac{1}{12}$

2. $\frac{7}{7}$
 $\frac{2}{7} + \frac{5}{7}$
 $\frac{1}{7} + \frac{1}{7} + \frac{4}{7}$

3. 1
 $\frac{4}{6} + \frac{2}{6}$
 $\frac{3}{6} + \frac{1}{6} + \frac{1}{6}$

4. 1
 $\frac{4}{5} + \frac{1}{5}$
 $\frac{4}{5} + 0$

5. $\frac{13}{8}$
 $\frac{7}{8} + \frac{6}{8}$
 $\frac{3}{8} + \frac{4}{8} + \frac{2}{8}$

6. $\frac{22}{10}$
 $\frac{10}{10} + \frac{12}{10}$
 $\frac{6}{10} + \frac{4}{10} + \frac{8}{10}$

7. $\frac{21}{9}$
 $\frac{11}{9} + \frac{10}{9}$
 $\frac{6}{9} + \frac{2}{9} + \frac{3}{9} + \frac{2}{9}$

8. $\frac{16}{5}$
 $\frac{9}{5} + \frac{7}{5}$
 $\frac{4}{5} + \frac{2}{5} + \frac{1}{5} + \frac{3}{5}$

9. $\frac{23}{8}$
 $\frac{12}{8} + \frac{11}{8}$
 $\frac{7}{8} + \frac{5}{8} + \frac{6}{8}$
 $\frac{4}{8} + \frac{2}{8} + \frac{1}{8} + \frac{3}{8}$

1. $\frac{11}{12}$
 $\frac{8}{12} + \frac{3}{12}$
 $\frac{6}{12} + \frac{2}{12} + \frac{1}{12}$

2. 1
 $\frac{4}{5} + \frac{1}{5}$
 $\frac{4}{5} + 0$

3. $1\frac{3}{8}$
 $\frac{7}{8} + \frac{6}{8}$
 $\frac{3}{8} + \frac{4}{8} + \frac{2}{8}$

4. $2\frac{3}{9}$
 $\frac{11}{9} + \frac{10}{9}$
 $\frac{6}{9} + \frac{2}{9} + \frac{3}{9} + \frac{2}{9}$

5. $1\frac{6}{5}$
 $\frac{9}{5} + \frac{7}{5}$
 $\frac{4}{5} + \frac{2}{5} + \frac{1}{5} + \frac{3}{5}$

6. $2\frac{7}{8}$
 $\frac{12}{8} + \frac{11}{8}$
 $\frac{7}{8} + \frac{5}{8} + \frac{6}{8}$
 $\frac{3}{8} + \frac{4}{8} + \frac{1}{8} + \frac{5}{8}$

7. $2\frac{2}{10}$
 $\frac{10}{10} + \frac{12}{10}$
 $\frac{6}{10} + \frac{4}{10} + \frac{8}{10}$
 $\frac{3}{10} + \frac{3}{10} + \frac{1}{10} + \frac{7}{10}$

8. $2\frac{4}{6}$
 $\frac{12}{6} + \frac{16}{6}$
 $\frac{5}{6} + \frac{7}{6} + \frac{9}{6}$
 $\frac{2}{6} + \frac{3}{6} + \frac{4}{6} + \frac{5}{6}$

9. $2\frac{4}{7}$
 $\frac{15}{7} + \frac{18}{7}$
 $\frac{5}{7} + \frac{10}{7} + \frac{8}{7}$
 $\frac{1}{7} + \frac{4}{7} + \frac{6}{7} + \frac{2}{7}$

Lesson 5

<p>$\frac{1}{2}$: red (2 sections coloured) $\frac{1}{4}$: blue (1 section coloured) $\frac{1}{4}$: yellow (1 section coloured)</p>	<p>$\frac{3}{4}$: blue (3 sections coloured) $\frac{1}{4}$: yellow (1 section coloured)</p>	<p>$\frac{2}{3}$: green (2 sections coloured) $\frac{1}{3}$: red (1 section coloured)</p>
<p>$\frac{1}{6}$: red (1 section coloured) $\frac{2}{6}$: blue (2 sections coloured) $\frac{3}{6}$: yellow (2 sections coloured)</p>	<p>$\frac{1}{6}$: green (1 section coloured) $\frac{2}{6}$: yellow (2 sections coloured) $\frac{3}{6}$: blue (3 sections coloured)</p>	<p>$\frac{1}{10}$: blue (1 section coloured) $\frac{1}{10}$: yellow (1 section coloured) $\frac{3}{10}$: red (3 sections coloured) $\frac{5}{10}$: green (5 sections coloured)</p>

Challenge

- $\frac{1}{2}$ of 6 =
- $\frac{1}{4}$ of 4 =
- $\frac{3}{4}$ of 8 =

<p>$\frac{2}{5}$: green (2 sections coloured) $\frac{3}{5}$: blue (3 sections coloured)</p>	<p>$\frac{1}{6}$: green (1 section coloured) $\frac{3}{6}$: yellow (3 sections coloured) $\frac{2}{6}$: blue (2 sections coloured)</p>	<p>$\frac{2}{9}$: blue (2 sections coloured) $\frac{1}{9}$: yellow (1 section coloured) $\frac{1}{9}$: red (1 section coloured) $\frac{3}{9}$: green (3 sections coloured)</p>
<p>$\frac{3}{8}$: blue (3 sections coloured) $\frac{2}{8}$: red (2 sections coloured) $\frac{1}{8}$: yellow (1 section coloured) $\frac{2}{8}$: green (2 sections coloured)</p>	<p>$\frac{1}{12}$: yellow (1 section coloured) $\frac{5}{12}$: red (5 sections coloured) $\frac{6}{12}$: green (6 sections coloured)</p>	<p>$\frac{1}{10}$: yellow (1 section coloured) $\frac{5}{10}$: green (5 sections coloured) $\frac{4}{10}$: red (3 sections coloured)</p>

Challenge

- $\frac{1}{2}$ of 6 =
- $\frac{2}{5}$ of 10 =
- $\frac{1}{4}$ of 8 =
- $\frac{1}{2}$ of 12 =
- $\frac{1}{3}$ of 9 =
- $\frac{1}{3}$ of 6 =
- $\frac{1}{5}$ of 10 =
- $\frac{1}{2}$ of 10 =

<p>The shape should have been equally divided into 4 sections. $\frac{1}{4}$: green (1 section coloured) $\frac{3}{4}$: blue (3 sections coloured)</p>	<p>The shape should have been equally divided into 6 sections. $\frac{3}{6}$: green (3 sections coloured) $\frac{2}{6}$: blue (2 sections coloured) $\frac{1}{6}$: yellow (1 section coloured)</p>	<p>The shape should have been equally divided into 10 sections. $\frac{6}{10}$: blue (6 sections coloured) $\frac{3}{10}$: yellow (3 sections coloured) $\frac{1}{10}$: red (1 section coloured)</p>
<p>The shape should have been equally divided into 8 sections. $\frac{5}{8}$: blue (5 sections coloured) $\frac{1}{4}$: red (2 sections coloured) $\frac{1}{8}$: yellow (1 section coloured)</p>	<p>The shape should have been equally divided into 12 sections. $\frac{1}{2}$: yellow (6 sections coloured) $\frac{1}{6}$: red (2 sections coloured) $\frac{4}{6}$: green (4 sections coloured)</p>	<p>The shape should have been equally divided into 9 sections. $\frac{2}{9}$: yellow (2 sections coloured) $\frac{4}{9}$: green (4 sections coloured) $\frac{3}{9}$: red (3 sections coloured)</p>

Challenge

- $\frac{1}{2} = \frac{3}{6}$
- $\frac{1}{3} = \frac{2}{6}$
- $\frac{4}{12} = \frac{2}{6} = \frac{1}{3}$
- $\frac{6}{9} = \frac{2}{3}$
- $\frac{2}{3}$ of 30 =
- $\frac{3}{4}$ of 28 =
- $\frac{4}{7}$ of 35 =
- $\frac{5}{6}$ of 48 =

Answers

	I can...
<p>1. What time did the children have to be at the school fair?</p> <p><input checked="" type="radio"/> 11 a.m. <input type="radio"/> 12 p.m. <input type="radio"/> 1 p.m.</p>	<p>• understand what I have read.</p>
<p>2. Nothing caught Freya's attention or Benji's imagination – much to their disappointment.</p> <p>Why do you think Benji and Freya were feeling disappointed? Tick one.</p> <p><input type="radio"/> They were in trouble.</p> <p><input checked="" type="radio"/> They wanted to witness more clues.</p> <p><input type="radio"/> It was raining.</p>	<p>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p>
<p>3. Benji hesitated, and screwed his eyes up to look closer.</p> <p>What type of word is 'hesitated'? Circle the correct word family.</p> <p>Noun Adjective Verb</p>	<p>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing my writing and reading.</p>
<p>4. What did Benji do with the money Miss Higgins dropped on the floor?</p> <p><input type="radio"/> Benji kept the money.</p> <p><input checked="" type="radio"/> Benji gave the money back to Miss Higgins.</p> <p><input type="radio"/> Benji gave the money back to Mr Jay.</p>	<p>• understand what I have read.</p>
<p>5. Underline the word in the sentence below which shows that Benji had been running.</p> <p>"You dropped this, Miss!" he <u>panted</u>.</p>	<p>• check that the text makes sense to me, discuss my understanding and exploring the meaning of words in context.</p>

	I can...
<p>6. Now, she had become distracted by a small din rising from a not-so-small crowd of onlookers forming over to their left.</p> <p>What do you think 'din' means in this sentence? A din is a large amount of noise.</p>	<p>• check that the text makes sense to me, discuss my understanding and exploring the meaning of words in context.</p>
<p>7. "I can't believe it," Benji was still shaking his head and muttering some time afterwards.</p> <p>Which two adjectives show how Benji was feeling?</p> <p><input checked="" type="radio"/> annoyed <input type="radio"/> happy</p> <p><input checked="" type="radio"/> frustrated <input type="radio"/> forgetful</p>	<p>• check that the text makes sense to me, discuss my understanding and exploring the meaning of words in context.</p>
<p>8. Where do you think the teachers will take Freya and Benji? Children's own responses.</p>	<p>• predict what might happen from details stated and implied.</p>

Answers

	I can...																
<p>1. What time did the children have to be at the school fair? 11 a.m.</p>	<ul style="list-style-type: none"> explain and discuss my understanding of what I have read. 																
<p>2. After the gates opened at noon, people came flooding onto the school playground and field.</p> <p>What image does the word 'flooding' create?</p> <p>The word 'flooding' suggests that the people are pouring through the gates like water and makes it sound like there won't be enough space to hold them all. The author wants the reader to know that the fair was busy.</p>	<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 																
<p>3. Benji hesitated, and screwed his eyes up to look closer.</p> <p>What image does the word 'flooding' create?</p> <table border="0" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Noun</th> <th>Verb</th> <th>Adjective</th> </tr> </thead> <tbody> <tr> <td>hesitated</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>eyes</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>screwed</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		Noun	Verb	Adjective	hesitated	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	eyes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	screwed	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing my writing and reading.
	Noun	Verb	Adjective														
hesitated	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>														
eyes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>														
screwed	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>														
<p>4. Nothing caught Freya's attention or Benji's imagination – much to their disappointment.</p> <p>Why do you think Benji and Freya were feeling disappointed?</p> <p>They wanted to witness more clues.</p>	<ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions. 																

	I can...
<p>5. What might happen if Benji had not picked up the money that Miss Higgins dropped on the floor?</p> <p>If Benji hadn't picked up the money, it could have been picked up by someone who wasn't honest enough to hand it in.</p>	<ul style="list-style-type: none"> identify themes and conventions in a wide range of books. draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
<p>6. Underline one word in the extract below which shows tension.</p> <p>Either of:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>"Need more change!" he announced <u>urgently</u>, <u>snatching</u> up the pot of money as Freya served another customer.</p> </div>	<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
<p>7. Describe what the 'superheroes' were wearing in Chapter 12.</p> <p>The 'superheroes' were in full costume: masks, capes, boots and spandex suits.</p>	<ul style="list-style-type: none"> explain and discuss my understanding of what I have read.
<p>8. Describe what the 'superheroes' were wearing in Chapter 12.</p> <p> <input type="radio"/> 1 People came flooding into the school fair. <input checked="" type="radio"/> 4 The 'superheroes' gave out treats. <input type="radio"/> 2 Benji followed the teachers. <input type="radio"/> 3 Miss Higgins poured change into the tin. </p>	<ul style="list-style-type: none"> check that the book makes sense to me, discuss my understanding and exploring the meaning of words in context.
<p>9. Where do you think the teachers will take Freya and Benji? Why do you think this?</p> <p>Children's own responses, justified with evidence from the text.</p>	<ul style="list-style-type: none"> predict what might happen from details stated and implied.

Answers

		I can...			I can...																															
1.	<p>What is the main purpose of the second paragraph of Chapter 10? What effect does it have upon the reader?</p> <p>This paragraph describes the setting in detail and makes the reader imagine the sensations of the fair e.g. the smell of food, the busy sounds and the warm breeze.</p>	<ul style="list-style-type: none"> identify main ideas drawn from more than one paragraph and summarise these. 	5.	<p>What options did Benji have when he found the money that Miss Higgins had dropped on the floor? Write a bullet point list of thoughts.</p> <p>Answers may vary. Suggestions include: hand it in to school; chase Miss Higgins; leave the money on the floor; take the money and spend it at the fair; take the money and take it home; take the money and put it in the Splat the Rat money box.</p>	<ul style="list-style-type: none"> identify themes and conventions in a wide range of books. draw inferences such as inferring characters' feelings, thoughts and motives from their actions. 																															
2.	<p>After the gates opened at noon, people came flooding onto the school playground and field.</p> <p>What image does the word 'flooding' create? Why has the author used this word?</p> <p>The word 'flooding' suggests that the people are pouring through the gates like water and makes it sound like there won't be enough space to hold them all. The author wants the reader to know that the fair was busy.</p>	<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	6.	<p>How does the author create tension during Chapter 11?</p> <p>The author creates tension using:</p> <ul style="list-style-type: none"> words such as: urgently; snatching; followed; frustration; disappearing; glanced; sprint; panted; hastily. phrases such as: 'more of a rush'; 'jog purposefully'; 'safe distance'. 	<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 																															
3.	<p>The fair boasted a hook-a-duck, tombola, bouncy castle, inflatable slide and a 'throw the sponge at the teacher' stall, meaning that there was a plethora of games to choose from.</p> <p>In this sentence, what does the word 'plethora' mean?</p> <p>A 'plethora of games to choose from' means there was a great deal of choice, and a wide variety of games.</p>	<ul style="list-style-type: none"> check that the book makes sense to me, discuss my understanding and exploring the meaning of words in context. 	7.	<p>With heavy feet and slumped shoulders, Benji trudged back to Freya and explained how the plan had unravelled.</p> <p>What does this sentence tell you about how Benji is feeling? Explain how you know.</p> <p>Benji is dragging his feet and his shoulders are slumped because he is disheartened, disappointed and grumpy.</p>	<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. draw inferences such as inferring characters' feelings, thoughts and motives from their actions. 																															
4.	<p>Benji hesitated, and screwed his eyes up to look closer.</p> <p>What type of word are the words below? Tick three boxes.</p> <table border="1"> <thead> <tr> <th></th> <th>Noun</th> <th>Verb</th> <th>Conjunction</th> </tr> </thead> <tbody> <tr> <td>hesitated</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>eyes</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>and</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> </tbody> </table>		Noun	Verb	Conjunction	hesitated	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	eyes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	and	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing my writing and reading. 	8.	<p>Decide whether each statement below is a fact or an opinion.</p> <table border="1"> <thead> <tr> <th>Statement</th> <th>Fact</th> <th>Opinion</th> </tr> </thead> <tbody> <tr> <td>"You dropped this, Miss!"</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>"I think you'd better come with us."</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>Mr Jay pointed into the distance; Miss Higgins looked carefully at her watch, then pointed at Mr Jay with some kind of instruction.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>"That's really kind and honest of you."</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> </tbody> </table>	Statement	Fact	Opinion	"You dropped this, Miss!"	<input checked="" type="radio"/>	<input type="radio"/>	"I think you'd better come with us."	<input type="radio"/>	<input checked="" type="radio"/>	Mr Jay pointed into the distance; Miss Higgins looked carefully at her watch, then pointed at Mr Jay with some kind of instruction.	<input checked="" type="radio"/>	<input type="radio"/>	"That's really kind and honest of you."	<input type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> distinguish between statements of fact and opinion.
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Questions

This activity is to be completed once Chapters 10-12 of 'Our Teachers Are Superheroes' have been read.

1. What time did the children have to be at the school fair?

- 11 a.m. 12 p.m. 1 p.m.

2. Nothing caught Freya's attention or Benji's imagination – much to their disappointment.

Why do you think Benji and Freya were feeling disappointed? Tick one.

- They were in trouble.
 They wanted to witness more clues.
 It was raining.

3. Benji hesitated, and screwed his eyes up to look closer.

What type of word is 'hesitated'? Circle the correct word family.

Noun Adjective Verb

4. What did Benji do with the money Miss Higgins dropped on the floor?

- Benji kept the money.
 Benji gave the money back to Miss Higgins.
 Benji gave the money back to Mr Jay.

5. Underline the word in the sentence below which shows that Benji had been running.

"You dropped this, Miss!" he panted.

6. Now, she had become distracted by a small din rising from a not-so-small crowd of onlookers forming over to their left.

What do you think 'din' means in this sentence?

7. "I can't believe it," Benji was still shaking his head and muttering some time afterwards.

Which two adjectives show how Benji was feeling?

- annoyed happy
 frustrated forgetful

8. Where do you think the teachers will take Freya and Benji?

Questions

This activity is to be completed once Chapters 10-12 of 'Our Teachers Are Superheroes' have been read.

1. What time did the children have to be at the school fair?

2.

After the gates opened at noon, people came flooding onto the school playground and field.

What image does the word 'flooding' create?

3.

Benji hesitated, and screwed his eyes up to look closer.

What type of word are the words below? Tick three boxes.

	Noun	Verb	Adjective
hesitated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eyes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
screwed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.

Nothing caught Freya's attention or Benji's imagination – much to their disappointment.

Why do you think Benji and Freya were feeling disappointed?

5. What might happen if Benji had not picked up the money that Miss Higgins dropped on the floor?

6. Underline one word in the extract below which shows tension.

"Need more change!" he announced urgently, snatching up the pot of money as Freya served another customer.

7. Describe what the 'superheroes' were wearing in Chapter 12.

8. Put these events in order by writing the numbers 1-4. The first event has been done for you.

- 1 People came flooding into the school fair.
- The 'superheroes' gave out treats.
- Benji followed the teachers.
- Miss Higgins poured change into the tin.

9. Where do you think the teachers will take Freya and Benji? Why do you think this?

Questions

This activity is to be completed once Chapters 10-12 of 'Our Teachers Are Superheroes' have been read.

1. What is the main purpose of the second paragraph of Chapter 10? What effect does it have upon the reader?

2.

After the gates opened at noon, people came flooding onto the school playground and field.

What image does the word 'flooding' create? Why has the author used this word?

3.

The fair boasted a hook-a-duck, tombola, bouncy castle, inflatable slide and a 'throw the sponge at the teacher' stall, meaning that there was a plethora of games to choose from.

In this sentence, what does the word 'plethora' mean?

4.

Benji hesitated, and screwed his eyes up to look closer.

What type of word are the words below? Tick three boxes.

	Noun	Verb	Conjunction
hesitated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eyes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What options did Benji have when he found the money that Miss Higgins had dropped on the floor? Write a bullet point list of thoughts.

- _____
- _____
- _____
- _____

6. How does the author create tension during Chapter 11?

7.

With heavy feet and slumped shoulders, Benji trudged back to Freya and explained how the plan had unravelled.

What does this sentence tell you about how Benji is feeling? Explain how you know.

8. Decide whether each statement below is a fact or an opinion.

Statement	Fact	Opinion
"You dropped this, Miss!"	<input type="radio"/>	<input type="radio"/>
"I think you'd better come with us."	<input type="radio"/>	<input type="radio"/>
Mr Jay pointed into the distance; Miss Higgins looked carefully at her watch, then pointed at Mr Jay with some kind of instruction.	<input type="radio"/>	<input type="radio"/>
"That's really kind and honest of you."	<input type="radio"/>	<input type="radio"/>

Our Teachers Are Superheroes





Chapter 10

The Fair

The day of the fair came soon enough without much to report at school. Although the fair didn't start until 12pm, the children had been there an hour earlier to get everything set up and ready before the paying customers arrived.

The school field had been completely transformed. Stalls, tents, vehicles and inflatables took up every corner of the space, and everywhere colourful flags flapped in the warm breeze. The same breeze carried the aroma of cooking burgers and hot coffee, and the sugar which hung in the air around the

pick 'n' mix stall wriggled up the noses of passers-by. A wonderfully busy hum filled the field, rising up from ice cream vans, cash boxes, food wrappers and busy conversations, not to mention the music blaring from the hall speakers, which had been dragged outside to provide entertainment. One of the parent volunteers was fiddling with a microphone on a long wire and every now and then it created a piercing whistle, forcing his hands to fly up to his ears.

The fair boasted a hook-a-duck, tombola, bouncy castle, inflatable slide and a 'throw the sponge at the teacher' stall, meaning that there was a plethora of games to choose from. Amidst all of these, under a canopy near the bouncy castle, was Benji and Freya's 'Splat the Rat'.

While setting out their table and arranging the 'rat board' with the pipe attached, the pair kept their eyes peeled for Miss Higgins and Mr Jay. Occasionally, they saw them nipping in and out of the 'teachers only' staging area at the side of the building. More often, they were carrying chairs, putting up bunting or pointing other children in the direction of where help was needed. Nothing caught Freya's attention or Benji's imagination – much to their disappointment.

After the gates opened at noon, people came flooding onto the school playground and field. All of the stalls were quickly bustling with customers, including lots of people attempting to splat the rat. It became a little trickier to keep track of the two teachers but Freya and Benji had agreed a plan in advance to make sure that they didn't let any more opportunities pass by.

With both of them running the stall, it was easiest for one person – Freya – to take the money from customers and work out any change, and the other person – Benji – to be in charge of dropping the rat into the top of the pipe, ready for the customer to try to splat it at the bottom. However, if Mr Jay or Miss Higgins did anything which looked even a little fishy, the children would say that they 'needed more change', in which case one of them would stay at the stall and the other would use the excuse to follow or spy as necessary.

Distracted by their work and their endless queue of customers, they were beginning to think that their plan would never be needed. Eventually, Benji spotted the two teachers near the edge of the staging area, speaking in a hurried kind of way that caught his eye. Mr Jay pointed into the distance; Miss Higgins looked carefully at her watch, then pointed at Mr Jay with some kind of instruction. If only Benji were

close enough to hear the conversation! He sensed that something was afoot, and he was ready to act.



Chapter 11

More Change

“Need more change!” he announced urgently, snatching up the pot of money as Freya served another customer.

“What? Ah! OK, I’ll manage here!” she said, reading the look in Benji’s wide eyes that told her all she needed to know. She glanced in the direction of the teachers, as Benji headed off quickly towards them.

Benji made a tremendous effort to look natural as he weaved his way between running infants, parents carrying ice creams and discarded paper cups in the direction of his teachers, but he needn’t have worried

about being conspicuous; as he approached the stage, Miss Higgins turned and began to walk away in the direction of the cake stall. Mr Jay appeared to be in more of a rush and began to jog purposefully away from all of the stalls. Benji looked from one of them to the other, knowing that without Freya, he could only follow one of them. His instincts told him that it was Mr Jay who should be his priority.

Intent on following at a safe distance, he hung back slightly, and as he did, he noticed Miss Higgins drop something on the grass as she walked towards the crowds of people between her and the cake stall. Benji hesitated, and screwed his eyes up to look closer. It looked like a small bag of money, not heavy coins but notes, and it seemed that she didn’t realise she’d dropped it. She was supervising lots of stalls and must have collected it in for safekeeping.

Benji didn’t want to lose track of Mr Jay, but he had to let his teacher know she had dropped the money, otherwise it might be stolen or picked up by someone who wasn’t honest enough to hand it in. The right and honest thing to do was to retrieve it for her and catch her up. Again, he glanced from the back of one teacher to the back of the other, as they became gradually further apart. Miss Higgins was almost disappearing

into a crowd of people near the bouncy castle; Mr Jay was reaching the corner of the school building, about to leave Benji's line of sight.

"Aaargh!" he screeched in frustration, knowing what he had to do.

Setting off at a sprint, he quickly covered the ground to where the bag of money was lying and scooped it up. He picked up speed and hastily weaved his way into the crowd of people to catch Miss Higgins. Breathing heavily, he tapped her on the shoulder and handed her the money.

"You dropped this, Miss!" he panted.

"Oh, did I? Thank you so much, Benji. What a disaster it might have been to lose all this money that we've worked so hard to raise! That's really kind and honest of you. Well done!" she beamed at him, making his ears feel hot and his cheeks turn a little purple. "Shouldn't you be on your stall, though?"

"Erm, yes. Just needed some more change," he said. As Miss Higgins promised to be over in just a moment with some more change (which they really didn't need), Benji turned and looked towards the corner of

the building where he'd last seen Mr Jay. There was no sign of the teacher now.

With heavy feet and slumped shoulders, Benji trudged back to Freya and explained how the plan had unravelled. Soon afterwards, Miss Higgins arrived and poured a bag full of mixed coins into their tin, giving them a slightly confused look when she saw how much change was already in there. She didn't say anything, though, and happily headed off to see how the cake stall volunteers were doing further along the field.

Chapter 12

Heroes Arrive

"I can't believe it," Benji was still shaking his head and grumbling some time afterwards. The fair was still in full swing and plenty of customers were still trooping in through the gates. "That might have been our best chance. We've blown it again."

Freya had listened to what had happened and had reassured Benji that he'd definitely done the right thing. It hadn't made him feel any better. Now, she had become distracted by a small din rising from a not-so-small crowd of onlookers forming over to their left. It consisted of mostly children but the attraction was obscured by some adults; whatever it was appeared to be inciting lots of cheering and whooping.

As many more heads turned to see what was drawing all the attention, the children in the crowd began to sit down on the grass one by one, and it became easier to see what was at the centre of it - a pair of superheroes! Surrounded on all sides by younger children, the duo were in full costume: masks, capes, boots and spandex suits. They were exchanging high fives with adoring fans and throwing out treats.

Of course, both Benji and Freya recognised the costumes



as well as the people disguised underneath them.

Like the flicking of a switch, something triggered inside Benji and he pushed past Freya, marching in the direction of the small crowd.

“I know who you really are!” Benji confronted the brightly-coloured pair upon forcing his way into the crowd of children, almost all of who were younger than him.

At first, the pair at the centre of the attention tried to ignore him but he wasn't letting it drop. He couldn't hold it in any longer.

“I know your secret. I know your identities!” he shouted.

From underneath the mask, Mr Jay tried to calm him down quietly.

“Benji, stop!” he whispered from the corner of his mouth, trying to continue smiling at everyone else.

“See, I knew it was you. I know what you're both up to!” He wagged his finger towards them both.

“Of course it's us,” replied his own teacher from underneath the other mask. “But don't spoil it for the younger children.”

“Yes, but I know your real secret. It's not just a costume, is it? You're superheroes – both of you are. We both know it!” Benji pointed behind him at Freya, who didn't really know what to add.

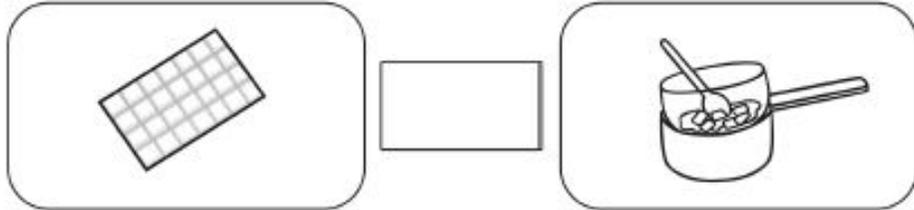
In an effort to calm the situation, Mr Jay waved to the crowd around him, telling everyone that he would see them soon. Quickly, he broke away, ushering Freya and Benji along with him.

“I think you'd better come with us,” the teacher said. He beckoned Freya and Benji to follow him, and after asking Mr Wilstead to kindly look after the Splat the Rat stall, the disguised Miss Higgins accompanied them into the school building.

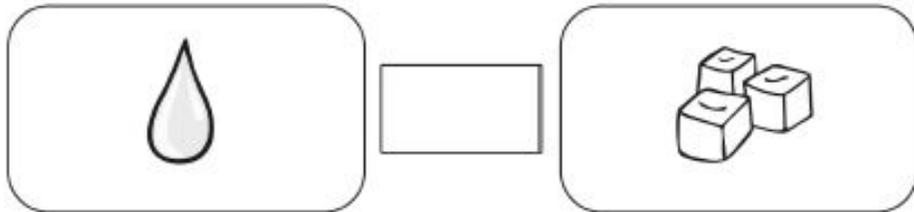
Reversible and Irreversible Changes

reversible \leftrightarrow
irreversible \rightarrow

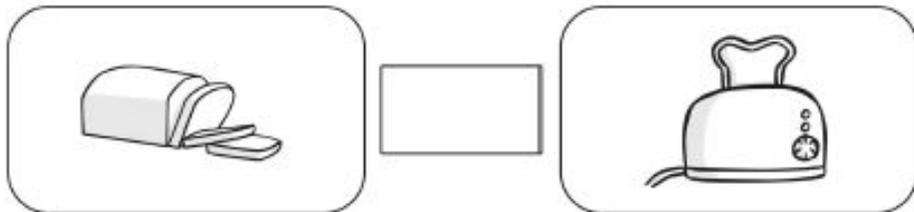
Using the key above draw the correct arrow between the pictures.
Write whether each change is a *reversible* or an *irreversible*.



Melting chocolate is _____ change.



Freezing water is _____ change.



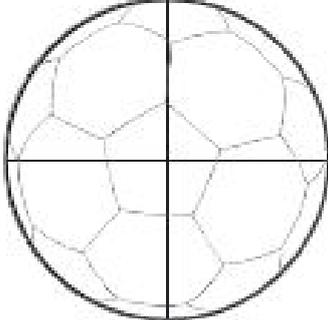
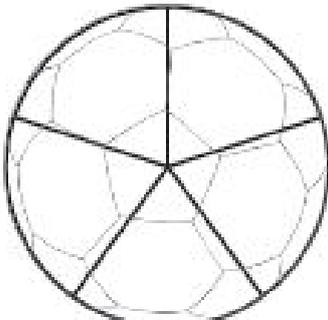
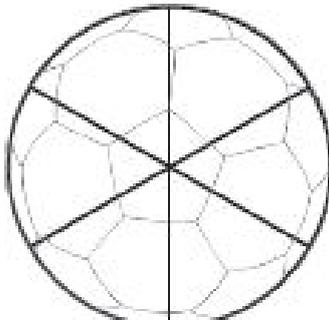
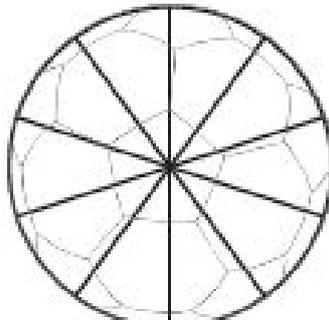
Toasting bread is _____ change.

Reversible and Irreversible Change

Design your own pairs

Football-Themed Stained Glass Fractions

Colour the football stained-glass windows to match the fractions listed.

 <p>$\frac{1}{2}$: red $\frac{1}{4}$: blue $\frac{1}{4}$: yellow</p>	 <p>$\frac{3}{4}$: blue $\frac{1}{4}$: yellow</p>	 <p>$\frac{2}{3}$: green $\frac{1}{3}$: red</p>
 <p>$\frac{1}{5}$: red $\frac{2}{5}$: blue $\frac{2}{5}$: yellow</p>	 <p>$\frac{1}{6}$: green $\frac{2}{6}$: yellow $\frac{1}{2}$: blue</p>	 <p>$\frac{1}{10}$: blue $\frac{1}{10}$: yellow $\frac{3}{10}$: red $\frac{1}{2}$: green</p>

Challenge

Use your fraction knowledge to answer these questions:

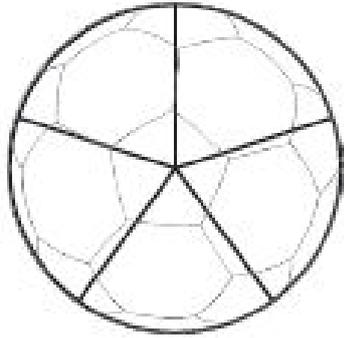
1. $\frac{1}{2}$ of 6 =

2. $\frac{1}{4}$ of 4 =

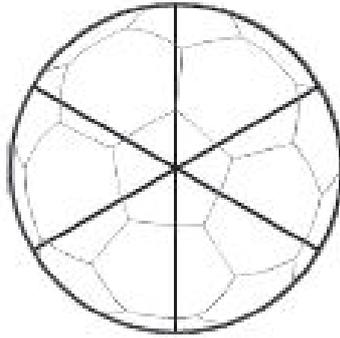
3. $\frac{3}{4}$ of 8 =

Football-Themed Stained Glass Fractions

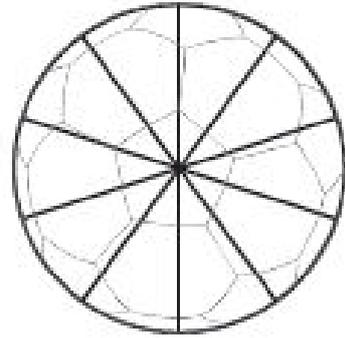
Colour the football stained-glass windows to match the fractions listed.



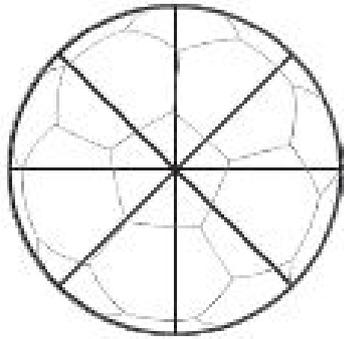
$\frac{2}{5}$: green
 $\frac{3}{5}$: blue



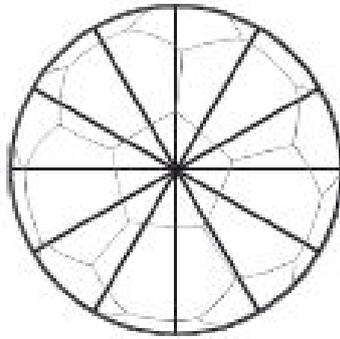
$\frac{1}{6}$: green
 $\frac{1}{2}$: yellow
 $\frac{1}{3}$: blue



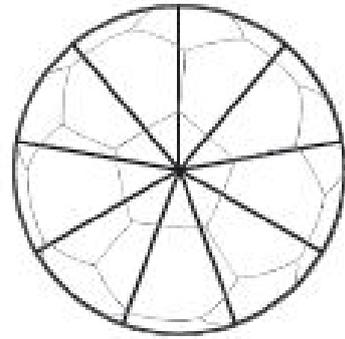
$\frac{2}{10}$: blue
 $\frac{1}{5}$: yellow
 $\frac{1}{10}$: red
 $\frac{3}{10}$: green



$\frac{3}{8}$: blue
 $\frac{1}{4}$: red
 $\frac{1}{8}$: yellow
 $\frac{1}{4}$: green



$\frac{1}{12}$: yellow
 $\frac{5}{12}$: red
 $\frac{1}{2}$: green



$\frac{1}{9}$: yellow
 $\frac{5}{9}$: green
 $\frac{1}{3}$: red

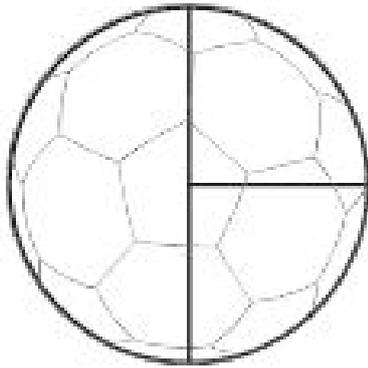
Challenge

Use your fraction knowledge to answer these questions:

- | | | | |
|--|---|---|---|
| 1. $\frac{1}{2}$ of 6 = <input type="text"/> | 2. $\frac{2}{5}$ of 10 = <input type="text"/> | 3. $\frac{1}{4}$ of 8 = <input type="text"/> | 4. $\frac{1}{2}$ of 12 = <input type="text"/> |
| 5. $\frac{1}{3}$ of 9 = <input type="text"/> | 6. $\frac{1}{3}$ of 6 = <input type="text"/> | 7. $\frac{1}{5}$ of 10 = <input type="text"/> | 8. $\frac{1}{2}$ of 10 = <input type="text"/> |

Football-Themed Stained Glass Fractions

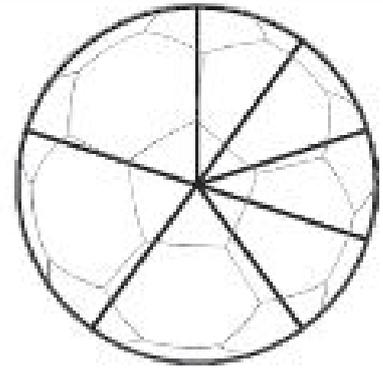
Colour the football stained-glass windows to match the fractions listed.



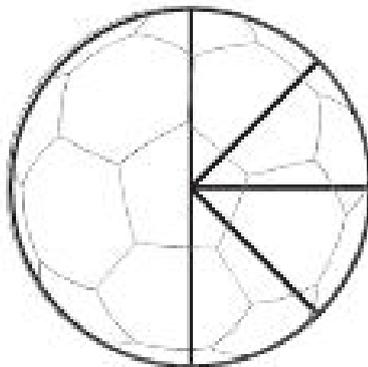
$\frac{1}{4}$: green
 $\frac{3}{4}$: blue



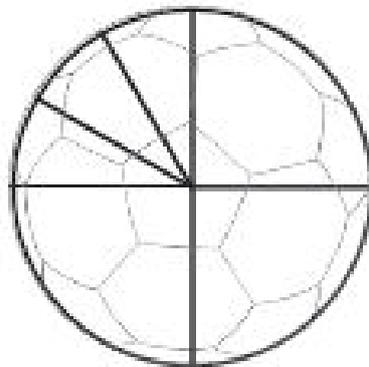
$\frac{3}{6}$: green
 $\frac{2}{6}$: blue
 $\frac{1}{6}$: yellow



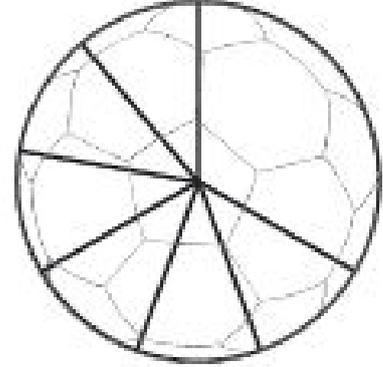
$\frac{6}{10}$: blue
 $\frac{3}{10}$: yellow
 $\frac{1}{10}$: red



$\frac{5}{8}$: blue
 $\frac{1}{4}$: red
 $\frac{1}{8}$: yellow



$\frac{1}{2}$: yellow
 $\frac{1}{6}$: red
 $\frac{1}{3}$: green



$\frac{2}{9}$: yellow
 $\frac{4}{9}$: green
 $\frac{1}{3}$: red

Challenge

Use your fraction knowledge to complete these equivalent fractions:

1. $\frac{1}{2} = \frac{\square}{6}$

2. $\frac{1}{3} = \frac{2}{\square}$

3. $\frac{4}{12} = \frac{\square}{6} = \frac{1}{\square}$

4. $\frac{6}{9} = \frac{2}{\square}$

Use your fraction knowledge to answer these questions:

5. $\frac{2}{3}$ of 30 = \square

6. $\frac{3}{4}$ of 28 = \square

7. $\frac{4}{7}$ of 35 = \square

8. $\frac{5}{6}$ of 48 = \square

New Speaker

When writing, you often have more than one person speaking – this is called dialogue. Whenever a new person begins speaking, you start on a new line. For example:

"Where are we going today?" asked Sam.

Mum replied, "We're going the swimming pool."

Write each of the comic conversations below using direct speech and place each speaker on a new line.



"Where is the café?" asked the girl.

"It's here, by the train station,"

replied the lady with the blonde hair.



New Speaker



Using Speech Punctuation

Practise in Independent Writing

Look at this scene below.

- What do you think is happening?
- What might the children be saying to each other?

Write a short description about each of the scenes below. You must include direct speech in each description and include the correct punctuation such as inverted commas. The first one has been done for you.



During first lesson, Rory and Isobel worked together on their history research project.

"We're never going to get this finished in the next ten minutes," muttered Rory quietly so that Miss Roper wouldn't hear.

Here is a really good example of what speech within text should look like!

