Day 2

English

WALT: Use a variety of sentence openers

Write Away!

Now let's explore your writing! Before we start, let's do some warming up, so we're ready to write really good information.

The Sentence Starter Game

★ **First, pick a subject from the boxes below. Colour in the box (to show what you've chosen).**

Unicorns	Giants	Mermaids	Vampires	Dragons
Fairies	Robots	Teachers	Ghosts	Trolls

All the sentence starters below use language that you would often find in an information text.

★ **Now complete the sentences, using invented facts about your new subject.**

The first thing to say about …

_____

_____

In addition to …

_____

_____

The most extraordinary thing about ...

It is a little known fact that ...

Normally,

You may not know but ...

Surprisingly, ...

Day 2

Maths

Day 2

WALT: Compare and order fractions

Yesterday's answers

ANSWERS

Question 1 a): $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}, 1, \frac{5}{4}, 1\frac{1}{2}, 1\frac{3}{4}$

Question 1 b): The machine will print 22 cards in total until it reaches $5\frac{1}{2}$.

Thinking Together

ANSWERS

Question 1: $\frac{1}{3}, \frac{2}{3}, 1, 1\frac{1}{3} (= \frac{4}{3}), 1\frac{2}{3} (= \frac{5}{3}), 2, 2\frac{1}{3} (= \frac{7}{3}), 2\frac{2}{3} (= \frac{8}{3})$

Question 2 a): $\frac{1}{5}, \frac{2}{5}, \frac{3}{5}, \frac{4}{5}, 1, 1\frac{1}{5}, 1\frac{2}{5}, 1\frac{3}{5}$

Question 2 b): $4, 3\frac{3}{4}, 3\frac{1}{2}, 3\frac{1}{4}, 3, 2\frac{3}{4}, 2\frac{1}{2}$

Question 2 c): $1\frac{5}{6}, 2, 2\frac{1}{6}, 2\frac{2}{6} = 2\frac{1}{3}, 2\frac{3}{6} = 2\frac{1}{2}, 2\frac{4}{6} = 2\frac{2}{3}$

Question 3 a): Counting up in fifths; $4, 4\frac{1}{5}, 4\frac{2}{5}, 4\frac{3}{5}, 4\frac{4}{5}, 5$

Question 3 b): Counting up in quarters; $10, 10\frac{1}{4}, 10\frac{1}{2}, 10\frac{3}{4}, 11, 11\frac{1}{4}, 11\frac{1}{2}, 11\frac{3}{4}, 12$

Question 3 c): Counting down in sixths; $7\frac{1}{2}, 7\frac{1}{3}, 7\frac{1}{6}, 7, 6\frac{5}{6}, 6\frac{2}{3}, 6\frac{1}{2}, 6\frac{1}{3}, 6\frac{1}{6}, 6$

1. a) $\frac{1}{4}$; $\frac{2}{4}$ ($\frac{1}{2}$); $\frac{3}{4}$; 1; 1 $\frac{1}{4}$; 1 $\frac{2}{4}$ (1 $\frac{1}{2}$)

b) $\frac{4}{3}$; $\frac{5}{3}$; $\frac{6}{3}$; $\frac{7}{3}$; $\frac{8}{3}$

c) Children should have drawn diagrams to match the sequence.
The rule for the sequence is counting back in quarters.

2. Sequences matched to descriptions:

Top sequence ➜ counts up in quarters
Second sequence ➜ counts down in halves
Third sequence ➜ counts up in eighths
Fourth sequence ➜ counts down in thirds

3. a) 3, 3 $\frac{1}{4}$, 3 $\frac{1}{2}$, 3 $\frac{3}{4}$, 4

b) 9 $\frac{1}{4}$, 9, 8 $\frac{3}{4}$, 8 $\frac{1}{2}$, 8 $\frac{1}{4}$

4. a) 2 and 3 are factors of 6 and so appear as denominators in the sequence. 4 is not a factor of 6 and so will not be a denominator in this sequence.

b) $\frac{1}{12}, \frac{1}{6}, \frac{1}{4}, \frac{1}{3}, \frac{5}{12}, \frac{1}{2}, \frac{7}{12}, \frac{2}{3}, \frac{3}{4}, \frac{5}{6}, \frac{11}{12}$

All denominators in this sequence are factors of 12.

Reflect

Answers may vary. Encourage children to write as quarters and as equivalent fractions. Do the children notice that all denominators are factors of 4?

Daily Maths

- **Discovery –Discuss** this page with your parent.
- **Share** – Show different methods of how a question could be answered - **Discussion**
- **Thinking Together** – Discuss method shared, use information to answer questions
- **Challenge** – Plato only
- **Practice** – Children to work independently on tasks.

What you need to do?

- Discovery – Plato, Aristotle, Pythagoras
- Share – Plato, Aristotle, Pythagoras
- Thinking Together – Aristotle, Pythagoras
- Challenge - Plato
- Practice – Pythagoras Qu 1 - 2

  Aristotle Qu 1 – 4

  Plato Qu 1 - Reflection

Watch this clip to help you understand how to compare and order fractions

https://www.youtube.com/watch?v=nH7s9SIjwus

Discovery – Discussion with parent

Discover

The school library conducts a survey before ordering new books to see what type of books children like. The poster shows the results.

Type of book	Science fiction	Non-fiction	Mystery fiction	Comic
Fraction of children who like this type	$\frac{5}{8}$	$\frac{3}{5}$	$\frac{3}{8}$	$\frac{3}{4}$

1 a) Do more children like science fiction or mystery fiction?
Do more children like science fiction or comic books?

b) Do more children like non-fiction or mystery fiction?

How can you compare the fractions shown in science fiction and mystery fiction?

How will you use the numerator and denominator in these fractions to help compare and order them?

Can you show your comparisons as a picture?

What makes comparing these fractions trickier? Can you show both these fractions using the same sized bar model?

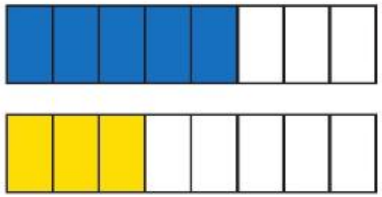
Explain how your picture can help you to order the fractions.

Share

a)

Science fiction $\frac{5}{8}$

Mystery fiction $\frac{3}{8}$



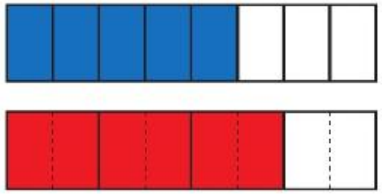
More children like science fiction than mystery fiction.

5 equal parts are greater than 3 equal parts.

This is easy to compare because the denominators are the same.

Science fiction $\frac{5}{8}$

Comic books $\frac{3}{4}$



$\frac{6}{8} > \frac{5}{8}$, so $\frac{3}{4} > \frac{5}{8}$.

More children like comic books than science fiction.

The denominators are not the same. I will use equivalent fractions so I can compare more easily: $\frac{3}{4} = \frac{6}{8}$.

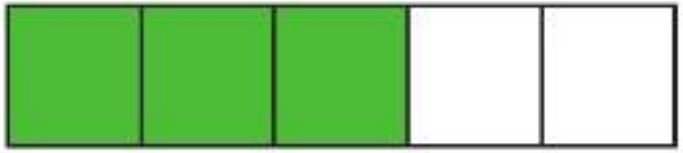
Discuss with parents to help deepen your understanding of fractions.

How is the picture shown similar and different to how you compared the fractions?

What is the same and what is different about each bar model? Can you explain why 3 8 is smaller than 5 8 ?

b) Each fraction has the same number of parts, but the parts are different sizes.

Non-fiction $\frac{3}{5}$



Mystery fiction $\frac{3}{8}$

3 larger parts are greater than 3 smaller parts.

$\frac{3}{5} > \frac{3}{8}$

More children like non-fiction than like mystery fiction.

What made comparing these fractions trickier?

Did you make the same comparison?

How did the bar model help show the comparison?

Why is it important for both bar models to be the same size?

Thinking Together

1 Amelia and Mo are reading the same book in class.

Amelia has read $\frac{4}{5}$, Mo has read $\frac{11}{15}$. Who has read more?

Amelia

Mo

$\frac{4}{5}$ ◯ $\frac{11}{15}$

_____ has read more.

How does the picture show the comparison clearly? Which fraction is greater?

2 Put these cards in order from smallest to largest.

$\frac{2}{6}$ $\frac{2}{3}$ $\frac{5}{12}$ $\frac{5}{6}$ $\frac{3}{6}$ $\frac{1}{6}$

$\frac{\square}{\square}$, $\frac{\square}{\square}$, $\frac{\square}{\square}$, $\frac{\square}{\square}$, $\frac{\square}{\square}$, $\frac{\square}{\square}$

First I will sort them into fractions which are greater than and less than a half.

How can you compare these fractions more easily?

Is Dexter's method useful? How?

3 **a)** Max is trying to find all the possible missing numbers.

$\frac{5}{9} > \frac{\square}{18}$ $\qquad$ $\frac{\square}{6} < \frac{12}{18}$

Max says, 'I think one of these has more solutions than the other.'

Do you agree? Explain your answer.

b) Explain how to find more than one solution to these problems.

$\frac{3}{5} < \frac{\square}{\square} < \frac{4}{5}$

$1 > \frac{\square}{\square} > \frac{3}{4}$

Plato Challenge

Do you agree with Max?

How will you prove that one pair of fractions has more solutions than the other?

Can you prove your solutions in more than one way?

1 Compare these fractions by completing the diagrams.

a) $\frac{1}{6}$ ◯ $\frac{3}{6}$

$\frac{1}{6}$

$\frac{3}{6}$

b) $\frac{2}{3}$ ◯ $\frac{2}{6}$

$\frac{2}{3}$

$\frac{2}{6}$

c) $\frac{4}{5}$ ◯ $\frac{3}{5}$

$\frac{4}{5}$

$\frac{3}{5}$

d) $\frac{5}{8}$ ◯ $\frac{3}{4}$

$\frac{5}{8}$

$\frac{3}{4}$

Pythagoras

Aristotle

Plato

to do this work

2 Amelia and Max are running a race.

a) Amelia has completed $\frac{3}{10}$ of the track and Max has completed $\frac{2}{5}$.
Who has run further?

Amelia

Max

$\frac{\square}{\square} > \frac{\square}{\square}$

_____ has run further.

b) Later, Max has completed $\frac{8}{10}$ and Amelia has completed $\frac{4}{5}$. Is one of them in the lead?

_____

Pythagoras

Aristotle

Plato

to do this work

3 Write each set of fractions in order from largest to smallest.

a) $\frac{3}{4}$ $\frac{3}{8}$ $\frac{7}{8}$

$\frac{\square}{\square}$, $\frac{\square}{\square}$, $\frac{\square}{\square}$

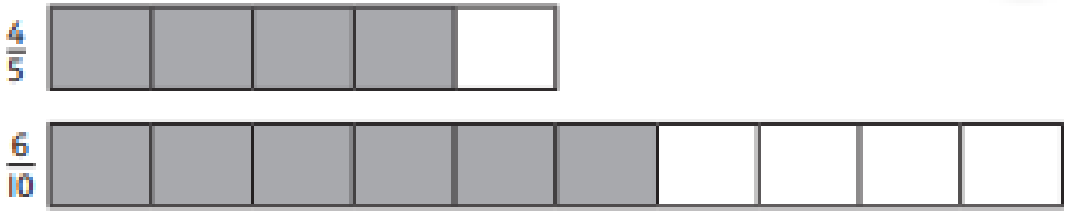
b) $\frac{1}{2}$ $\frac{5}{6}$ $\frac{5}{12}$

$\frac{\square}{\square}$, $\frac{\square}{\square}$, $\frac{\square}{\square}$

c) $\frac{3}{4}$ $\frac{7}{10}$ $\frac{17}{20}$ $\frac{4}{5}$

$\frac{\square}{\square}$, $\frac{\square}{\square}$, $\frac{\square}{\square}$, $\frac{\square}{\square}$

4 Bella says, 'I used these diagrams to compare $\frac{4}{5}$ and $\frac{6}{10}$. It looks like $\frac{6}{10}$ is bigger.'



Explain her mistake.

_____

_____

_____

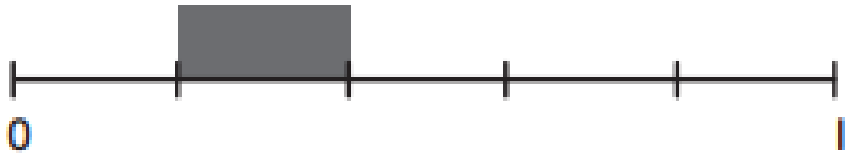
6 Write three different fractions that are in the shaded section of each number line.

CHALLENGE

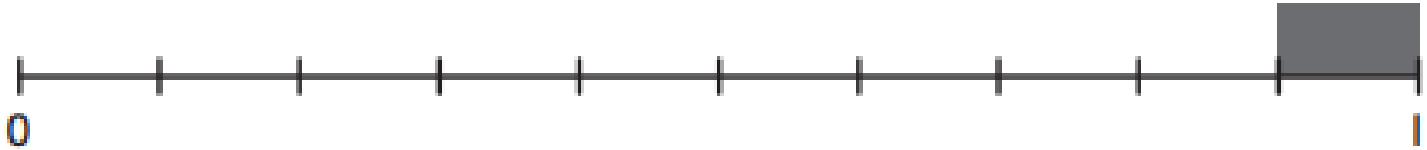
a)

$\frac{1}{3} < \frac{\square}{\square} < \frac{2}{3}$ $\frac{1}{3} < \frac{\square}{\square} < \frac{2}{3}$ $\frac{1}{3} < \frac{\square}{\square} < \frac{2}{3}$

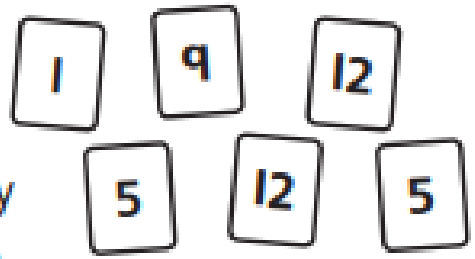
b)



c)

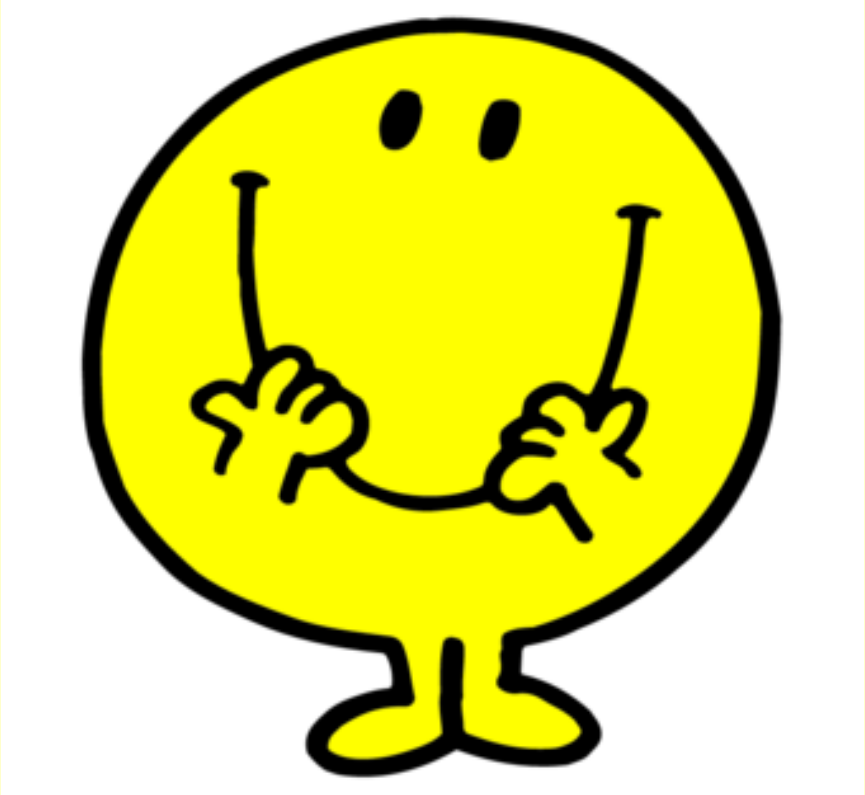


Reflect

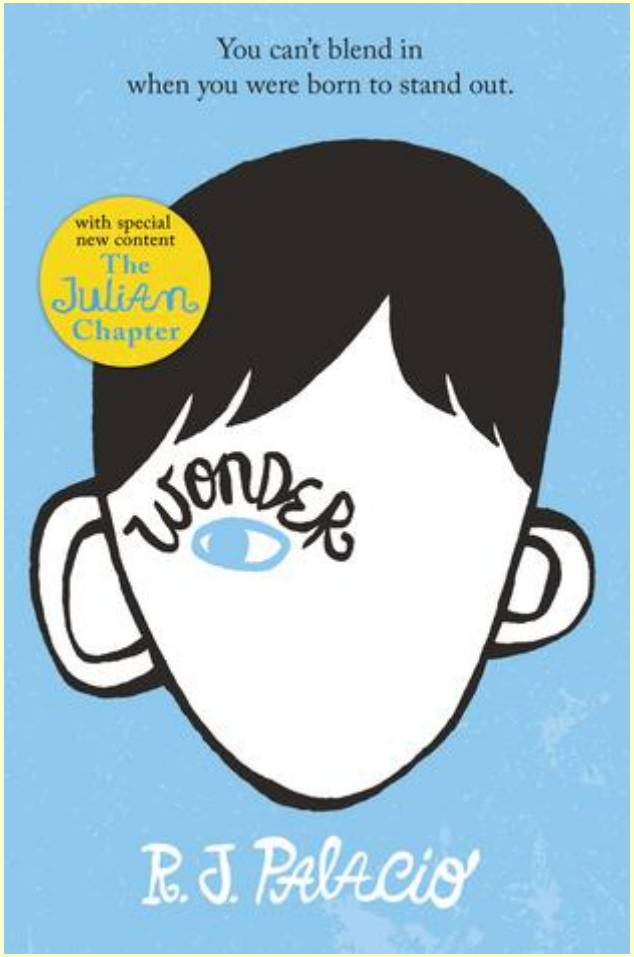


Use the cards to make three fractions. You can only use each card once. Put the fractions in order. Choose carefully to show the different skills you need to compare fractions.

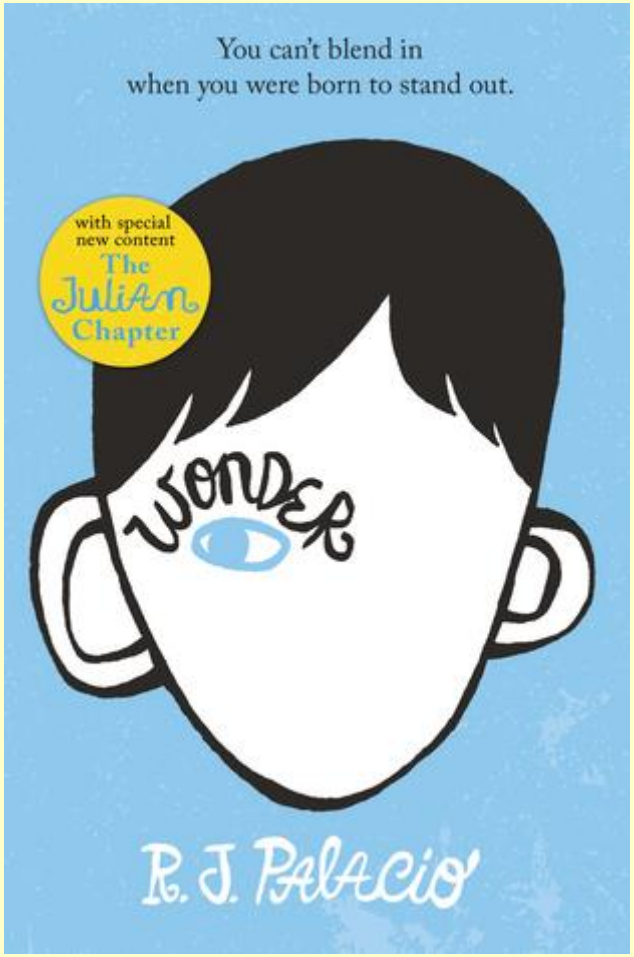
Day 2



Day 2 Guided Reading



Lunch


You can't blend in
when you were born to stand out.
with special
new content
The
Julian
Chapter
WONDER
R. J. PALACIO

Lunch

VIA HAD WARNED me about lunch in middle school, so I guess I should have known it would be hard. I just hadn't expected it to be this hard. Basically, all the kids from all the fifth-grade classes poured into the cafeteria at the same time, talking loudly and bumping into one another while they ran to different tables. One of the lunchroom teachers said something about no seat-saving allowed, but I didn't know what she meant and maybe no one else did, either, because just about everybody was saving seats for their friends. I tried to sit down at

one table, but the kid in the next chair said, "Oh, sorry, but somebody else is sitting here."

So I moved to an empty table and just waited for everyone to finish stampeding and the lunchroom teacher to tell us what to do next. As she started telling us the cafeteria rules, I looked around to see where Jack Will was sitting, but I didn't see him on my side of the room. Kids were still coming in as the teachers started calling the first few tables to get their trays and stand on line at the counter. Julian, Henry, and Miles were sitting at a table toward the back of the room.

Mom had packed me a cheese sandwich, graham crackers, and a juice box, so I didn't need to stand on line when my table was called. Instead, I just concentrated on opening my backpack, pulling out my lunch bag, and slowly opening the aluminum-foil wrapping of my sandwich.

I could tell I was being stared at without even looking up. I knew that people were nudging each other, watching me out of the corners of their eyes. I thought I was used to those kinds of stares by now, but I guess I wasn't.

There was one table of girls that I knew were whispering about me because they were talking behind their hands. Their eyes and whispers kept bouncing over to me.

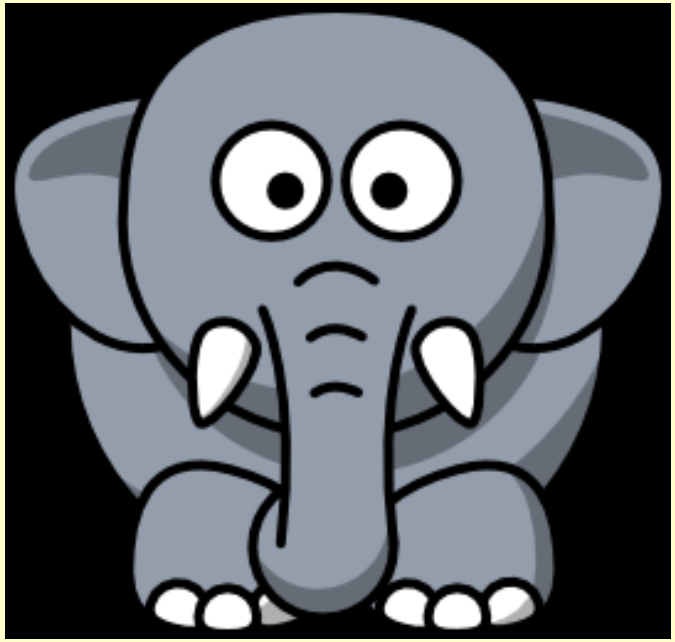
I hate the way I eat. I know how weird it looks. I had a surgery to fix my cleft palate when I was a baby, and then a second cleft surgery when I was four, but I still have a hole in the roof of my mouth. And even though I had jaw-alignment surgery a few years ago, I have to chew food in the front of my mouth. I didn't even realize how this looked until I was at a birthday party once, and one of the kids told the mom of the birthday boy he didn't want to

sit next to me because I was too messy with all the food crumbs shooting out of my mouth. I know the kid wasn't trying to be mean, but he got in big trouble later, and his mom called my mom that night to apologize. When I got home from the party, I went to the bathroom mirror and started eating a saltine cracker to see what I looked like when I was chewing. The kid was right. I eat like a tortoise, if you've ever seen a tortoise eating. Like some prehistoric swamp thing.

WALT: research a character from the past

Find out <u>five</u> <u>facts</u> about a Victorian man named **John Merrick**, more famously known as the Elephant Man.

Write a paragraph (or more) explaining how his situation could relate to that of Auggie.



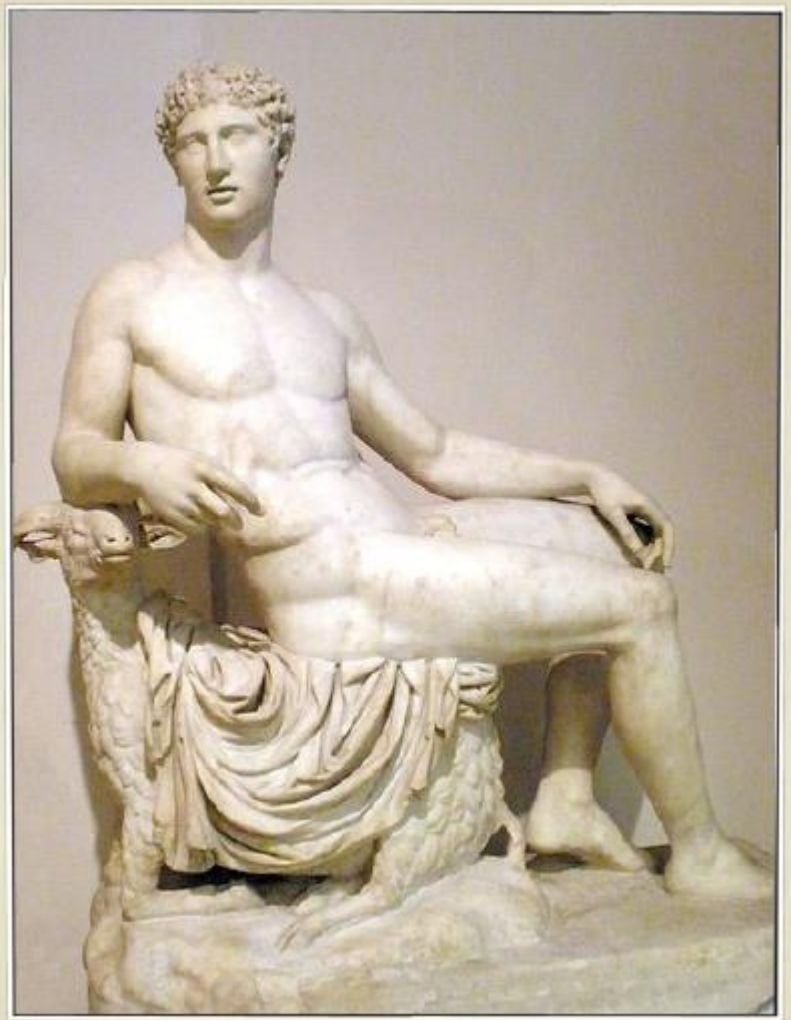
ANCIENT GREECE

LEARNING OBJECTIVE:

TO BE ABLE TO CREATE A SOAP SCULPTURE IN THE STYLE OF ANCIENT GREEK STATUES.

SCULPTURE WAS VERY POPULAR IN ANCIENT GREECE AND LOTS OF SCULPTURES AND STATUES STILL SURVIVE TODAY. THESE SCULPTURES TELL US A LOT ABOUT LIFE IN ANCIENT GREECE AND THE PEOPLE WHO LIVED THERE. MOST SCULPTURES IN ANCIENT GREECE WERE MADE OUT OF MARBLE OR BRONZE.

HAVE A LOOK AT THE STATUES ON THE NEXT SLIDES. WHAT DO YOU THINK OF THEM? HOW DO YOU THINK THEY HAVE BEEN MADE? WHAT DO THE STATUES HAVE IN COMMON?



TODAY YOU WILL BE CREATING YOUR OWN GREEK STATUES USING SOAP INSTEAD OF MARBLE. WHAT ARE THE MAIN DIFFERENCES BETWEEN SOAP AND MARBLE?

HOW TO CREATE A SOAP SCULPTURE

YOU WILL NEED:

A BAR OF WHITE SOAP

TOOLS FOR CARVING

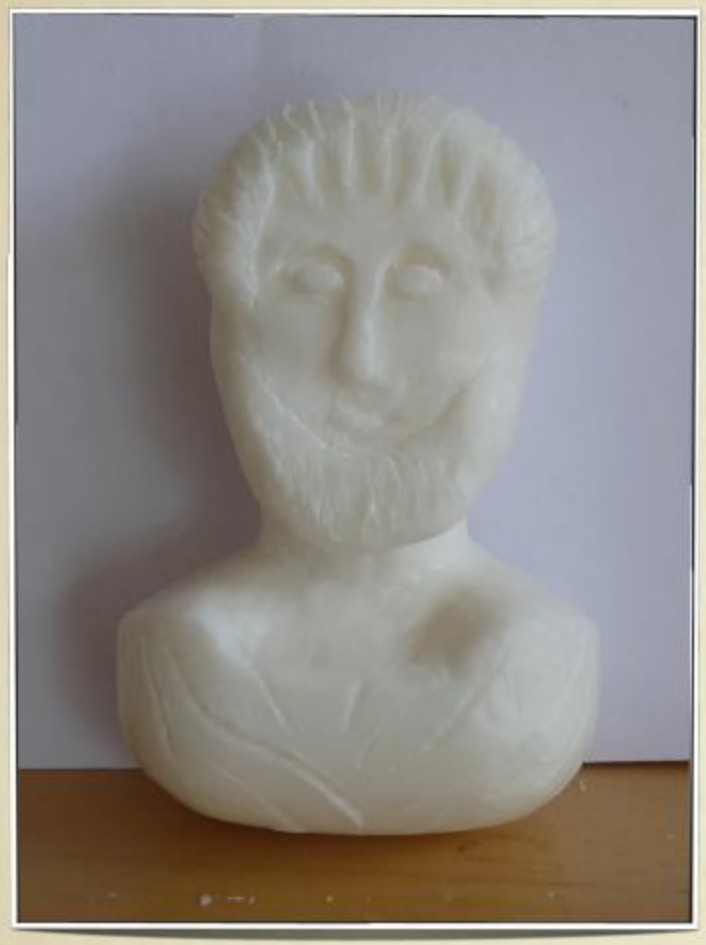
A PICTURE TO COPY

USE A COCKTAIL STICK TO GENTLY CARVE THE GENERAL SHAPE OF YOUR STATUE. CAN YOU SEE THE HEAD, NECK AND SHOULDER OUTLINE?

SLOWLY AND CAREFULLY START CHIPPING AWAY AT THE SPACE. ONLY CARVE AWAY SMALL PARTS AT A TIME. IF YOU TRY TO DIG OUT TOO MUCH AT ONCE THE SOAP WILL CRACK.

START CARVING SOME OF THE FEATURES IN. WHEN YOU ARE SCULPTING YOU NEED TO LOOK AT WHERE THE EMPTY SPACE IS ON YOUR STATUE AS YOU ARE REMOVING INSTEAD OF ADDING FEATURES.

GRADUALLY CARVE AWAY TO CREATE THE FACE. REMEMBER, YOU ARE NOT ADDING EYES, NOSE AND MOUTH BUT REMOVING THE SOAP AROUND THEM TO REVEAL THEM.



KEEP GOING UNTIL YOU ARE HAPPY WITH YOUR STATUE. YOU WILL NEED TO ADD DETAIL TO THE HAIR AND CLOTHES TOO.

SOME SCULPTURES ARE EASIER TO COPY THAN OTHERS. BEARDS TEND TO MAKE FACES MORE TRICKY. THIS STATUE OF A WOMEN WAS EASIER TO CREATE AS THE LINES ARE CLEARER.

TOP TIPS!

TAKE IT SLOWLY. ONCE YOU HAVE CHIPPED AWAY AT THE SOAP YOU CAN'T PUT IT BACK ON AGAIN!

YOU CAN USE YOUR FINGER TO SMOOTH THE SOAP GENTLY ONCE YOU HAVE CARVED AN AREA.

DON'T HOLD THE SOAP TOO TIGHTLY IN YOUR HAND AS IT WILL START TO MELT OR YOU WILL KNOCK OFF THE DELICATE PARTS.

DON'T THINK ABOUT ADDING FEATURES SUCH AS NOSES AND EYES. THINK ABOUT CARVING AWAY THE SOAP TO REVEAL THEM.

Physical activity – minimum 30 minutes each day	Link to resource
5 a day User Name: FPS53 / Password: JFz4XqG7	https://player.5-a-day.tv/
Joe Wicks – PE sessions	https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ
Cosmic Kids Yoga	https://www.youtube.com/user/CosmicKidsYoga
PE Hub Parents Portal	https://pehubportal.co.uk/
Go Noodle	https://www.gonoodle.com/good-energy-at-home-kids-games-and-videos/
Go for a walk/run. You must go with an adult from your home and make sure you stay 2 metres away from other people.	