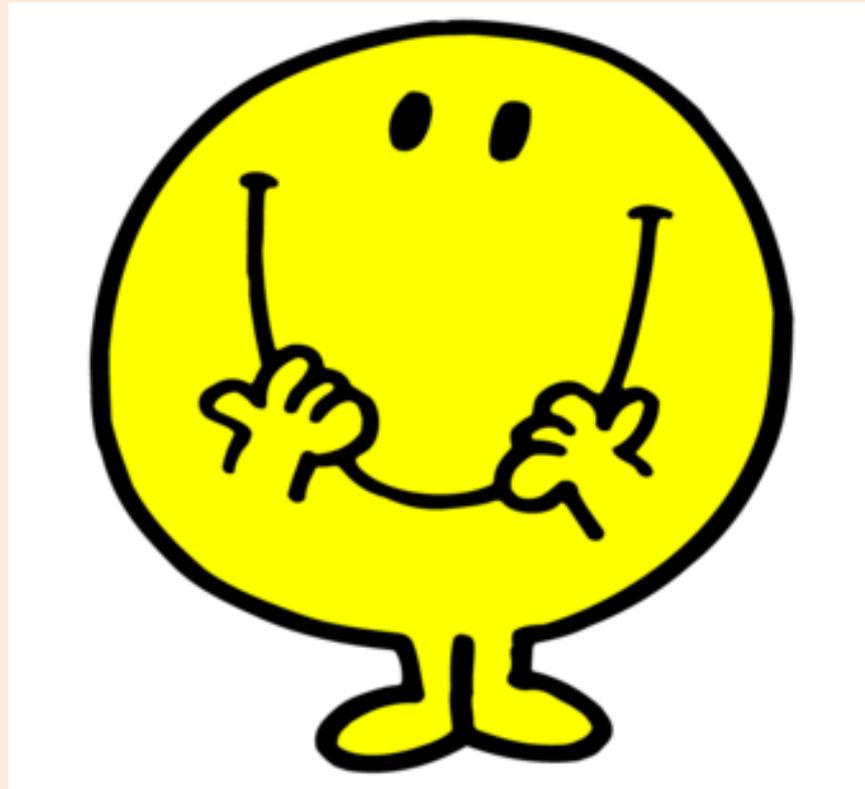
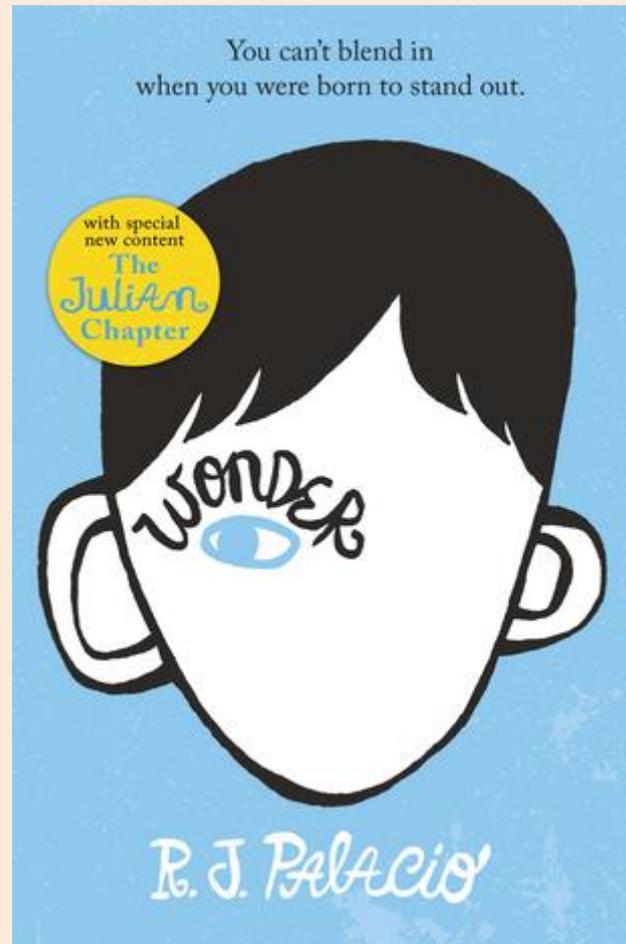


Day 3



Day 3 Guided Reading



Nice Mrs. Garcia

WE FOLLOWED MR. TUSHMAN down a few hallways. There weren't a lot of people around. And the few people who were there didn't seem to notice me at all, though that may have been because they didn't see me. I sort of hid behind Mom as I walked. I know that sounds kind of babyish of me, but I wasn't feeling very brave right then.

We ended up in a small room with the words OFFICE OF THE MIDDLE SCHOOL DIRECTOR on the door. Inside, there was a desk with a nice-seeming lady sitting behind it.

“This is Mrs. Garcia,” said Mr. Tushman, and the lady smiled at Mom and took off her glasses and got up out of her chair.

My mother shook her hand and said: “Isabel Pullman, nice to meet you.”

“And this is August,” Mr. Tushman said. Mom kind of stepped to the side a bit, so I would move forward. Then that thing happened that I’ve seen happen a million times before. When I looked up at her, Mrs. Garcia’s eyes dropped for a second. It was so fast no one else would have noticed, since the rest of her face stayed exactly the same. She was smiling a really shiny smile.

“Such a pleasure to meet you, August,” she said, holding out her hand for me to shake.

“Hi,” I said quietly, giving her my hand, but I didn’t want to look at her face, so I kept staring at

her glasses, which hung from a chain around her neck.

“Wow, what a firm grip!” said Mrs. Garcia. Her hand was really warm.

“The kid’s got a killer handshake,” Mr. Tushman agreed, and everyone laughed above my head.

“You can call me Mrs. G,” Mrs. Garcia said. I think she was talking to me, but I was looking at all the stuff on her desk now. “That’s what everyone calls me. Mrs. G, I forgot my combination. Mrs. G, I need a late pass. Mrs. G, I want to change my elective.”

“Mrs. G’s actually the one who runs the place,” said Mr. Tushman, which again made all the grown-ups laugh.

“I’m here every morning by seven-thirty,” Mrs.

Garcia continued, still looking at me while I stared at her brown sandals with small purple flowers on the buckles. “So if you ever need anything, August, I’m the one to ask. And you can ask me anything.”

“Okay,” I mumbled.

“Oh, look at that cute baby,” Mom said, pointing to one of the photographs on Mrs. Garcia’s bulletin board. “Is he yours?”

“No, my goodness!” said Mrs. Garcia, smiling a big smile now that was totally different from her shiny smile. “You’ve just made my day. He’s my grandson.”

“What a cutie!” said Mom, shaking her head. “How old?”

“In that picture he was five months, I think. But he’s big now. Almost eight years old!”

“Wow,” said Mom, nodding and smiling. “Well,

he is absolutely beautiful.”

“Thank you!” said Mrs. Garcia, nodding like she was about to say something else about her grandson. But then all of a sudden her smile got a little smaller. “We’re all going to take very good care of August,” she said to Mom, and I saw her give Mom’s hand a little squeeze. I looked at Mom’s face, and that’s when I realized she was just as nervous as I was. I guess I liked Mrs. Garcia—when she wasn’t wearing her shiny smile.

Chapter 7 – Active Reading

Inference and Deduction

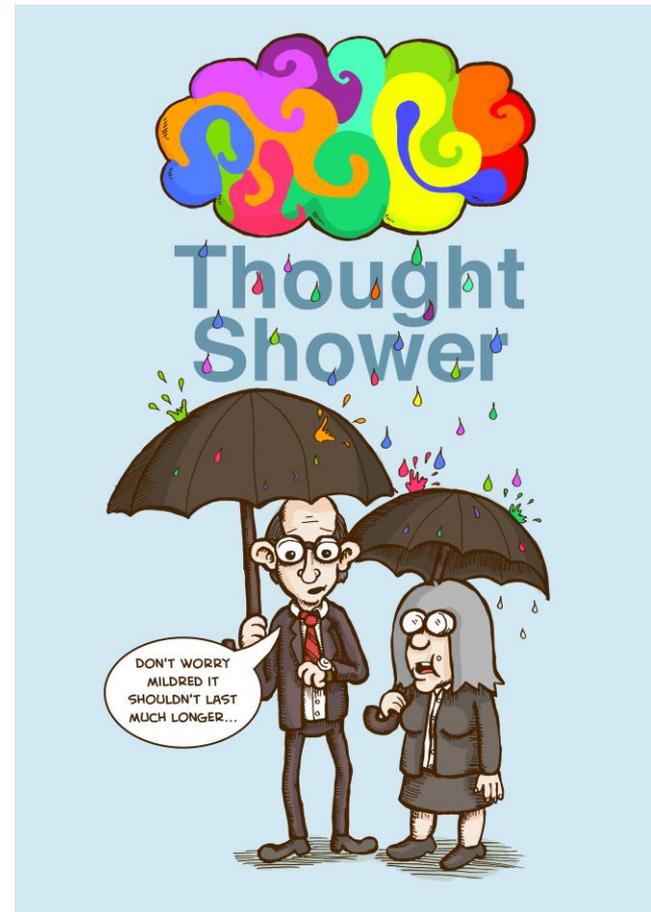
What does August mean by Mrs Garcia's 'shiny smile' and why does he prefer it when she's not wearing it?

Use evidence from the text to support your answer.



Exit Pass

If you could say one thing to any of the characters we have met so far, what would it be?



Day 3

English



Starter: What links these two pictures together? [There is no right answer!]



Today we are going to write a persuasive speech using **AFOREST** to vary writing to suit the audience and purpose.



A F O R E S T

A
Alliteration
- Using the same sound in more than one word

F
Facts and Figures: Using numbers to support your ideas

O
Opinions: Your thoughts

R
Rhetorical Questions: Ask a question that doesn't require an answer

E
Emotive language: Words used to trigger your feelings

S
Superlatives: The best or worst quality of something

T
Threes: Using three words together

Which parts of **AFOREST** Have you used already?

Are there any you have you not used before? Which ones?

Look at the paragraph below. Locate examples of AFOREST technique. Which ones can you find?

A: Alliteration: Repeating the same sound in more than one word

F: Facts and Figures: Using numbers

O: Opinions: What do you think?

R: Rhetorical Questions: A question that does not require an answer

E: Emotive Language: Words used to trigger your feelings

S: Superlatives: The worst or best quality of something

T: Threes: Using three words together

In Room 101 I want to banish* wasps. Wicked wasps sting and are sharp and angry. Who wants to feel their pain? 87% of people agreed with me that Wasps are the worst insects ever. At least 3 in 5 people have had a painful experience which made them cry. Do you want to see someone cry? Banish them now, banish them here, banish them for good.

* Banish means send away

What will you put in Room 101?



What will you put in Room 101?



1. Choose an object - popstar, footballer etc.
2. Create a strong opening statement.
3. Think of a reason why you want to banish your object, and explain why. (remember to include facts, stories, emotive language, repetition etc.)
4. Think of another reason why you want to banish your object and explain why.
5. Finish by restating your argument, and summing up your main points. (Perhaps finish with a question).

Use AFOREST to help.

Day 3

Maths



Place Value

The value of something is how much it is worth.

We can tell the value of a digit by looking at its place within a number.

	Th	H	T	U
5 = 5 <u>units</u>				5
50 = 5 <u>tens</u>			5	0
500 = 5 <u>hundreds</u>		5	0	0
5000 = 5 <u>thousands</u>	5	0	0	0

M	100 Th	10 Th	Th	H	T	U	.	t	h
Millions	Hundreds of Thousands	Tens of Thousands	Thousands	Hundreds	Tens	Units	Decimal Point	Tenths	Hundredths
5	3	2	0	7	8	6	.	4	1

Day 3

WALT: Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.



Answers for Day 2 Maths

- Discover

Question 1 a): Oxford has more 10,000s and so has a greater population.

$$150,200 > 123,900$$

Question 1 b): The populations in ascending order are Durham, Cambridge, Oxford, Sunderland and Bristol.

Thinking Together

Question ① : $291,080 < 291,804$

Stockport has the smaller population.

Question ② : Aberdeen has the third largest population.

Question ③ : 195,311, 99,999, 308,000, seventy-nine thousand, two hundred

Question ④ : Look for any combination that works. For example:

72,500, 126,091, 126,470, 133,904, 133,912

72,500, 126,191, 127,470, 133,904, 133,952

Answers to Qu 1 and 2

1. Circled numbers:

- a) Lower number (258,300)
- b) Lower number (131,500)
- c) Right-hand number (70,000)
- d) Right-hand number (six hundred thousand)
- e) Middle number (523,000)

2. a) Cliff Edge

- b) Cliff Edge Fred's Farm Shaw Farm High Top

Answers to Qu 3 and 4.

3. a) $56,720 < 73,405$

b) $300,000 > 37,940$

c) $517,182 < 517,185$

d) $59,472 < 59,505$

e) one million $> 764,914$

f) $3,189 < \text{thirty thousand}$

4.

	Population
Hull	265,180
Southampton	238,700
Dover	31,200

Challenge and Reflect Answers

6. a) 5

b) 7

c) Answers will vary; middle number must start with a digit between 4 and 7.

Reflect

Explanations will vary. Children should explain that they will compare the digits with the greatest place value first (hundred thousands). If these are the same, they will need to compare the digits with the second greatest place value (ten thousands) and so on.

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

Discovery – Discussion with parent



How will you know whether to round up or down?

Which digit will you need to look at when rounding to the nearest 100?

What number could Jamie not have made? Explain how you know

- 1 a) Danny makes the number 712,458 from the digit cards on the desk.
Round the number to the nearest 100,000.
Round the number to the nearest 100.
- b) Jamie has used the digit cards to make a 5-digit number.
What number could Jamie have made?



Flo
Creative

Ash
Curious

Dexter
Determined

Astrid
Brave

Sparks
Side-Kick

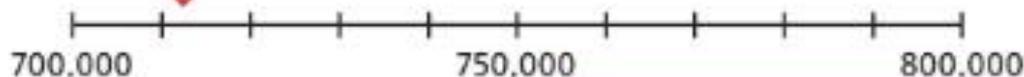
Share – Show methods of how a question could be answered – Discuss with parent

Share

- a) To round the 100,000s digit you look at the 10,000s digit.

HTh	TTh	Th	H	T	O
7	1	2	4	5	8

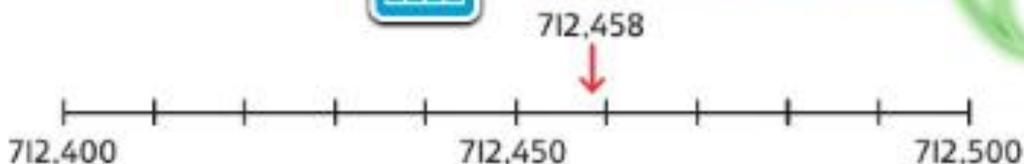
712,458



712,458 rounded to the nearest 100,000 is 700,000.



I used a number line to help me work out which 100,000 it is closer to.



712,458 lies between 712,400 and 712,500.

712,458 lies closer to 712,500.

712,458 rounded to the nearest 100 is 712,500.

I looked at the size of the digits to help me round the numbers.



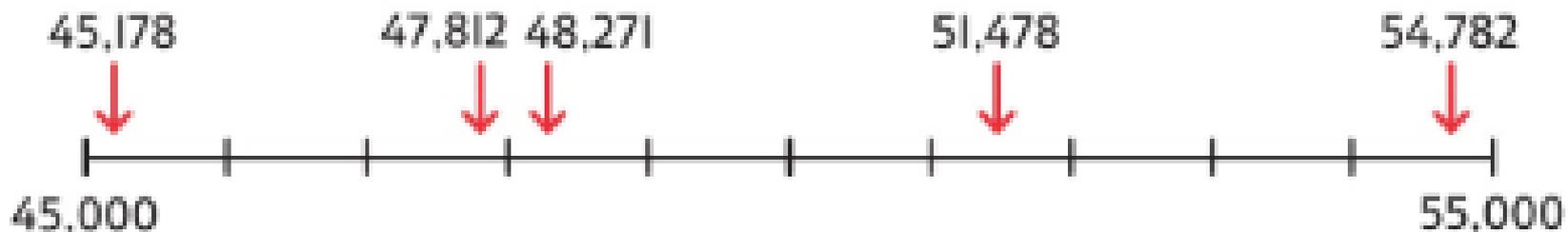
What digit did you look at to know how to round the number? Why?

How does the number line show this?



b) Jamie's number must lie between 45,000 and 54,999. All of the numbers in between will round to 50,000.

Here are some numbers that Jamie could have made.



How did you prove your numbers rounded to 50,000?

What rules for rounding helped you identify what numbers would and would not work?

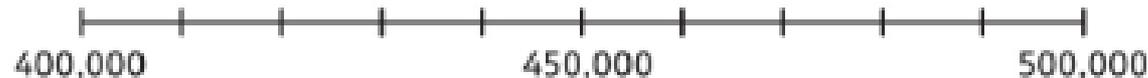
Thinking Together

Think together

1 Jamie now makes this number.

4 5 8 2 1 7

a) Round the number to the nearest 100,000.



458,217 rounded to the nearest 100,000 is .

b) Round the number to the nearest 1,000.



458,217 rounded to the nearest 1,000 is .

What digit will you need to look at to round to the nearest 100,000 or 1,000?

2 Danny makes this number.

1 2 7 8 5 4

What numbers should go into the table?

Danny's number, rounded to the nearest ...				
100,000	10,000	1,000	100	10

What is different about rounding to the nearest 1,000 and the nearest 100,000?

3 Danny and Jamie each have ten digit cards.



a) Danny makes this number.



Danny's number rounded to the nearest 1,000 is 916,000.

What could the missing digits be?

b) Jamie makes **two** 4-digit numbers from the same cards.



Both of Jamie's numbers rounded to the nearest 100 are 7,000.

Write two 4-digit numbers Jamie could have made.

I will use trial and error and then check after each guess.



I wonder how many different answers I can find to these questions.



Plato Challenge

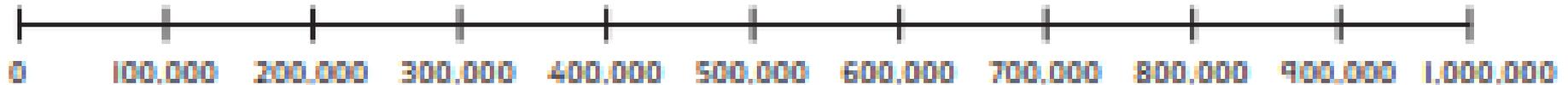
What needs to be the same about the two numbers to make sure they both round to the same 1,000?

Pythagoras, Aristotle and Plato - to do this work

Rounding numbers to 1,000,000

1 Round each of these numbers to the nearest 100,000.

Use the number line to help you.



a) 172,300 rounds to

d) 705,167 rounds to

b) 585,912 rounds to

e) 79,864 rounds to

c) 329,103 rounds to

f) 650,000 rounds to

Pythagoras, Aristotle and Plato - to do this work

2 Round each of these numbers to the nearest 10,000.

a) 238,700 rounds to



b) 472,418 rounds to



c) 159,723 rounds to

f) 720,914 rounds to

d) 418,328 rounds to

g) 345,000 rounds to

e) 34,291 rounds to

h) 614,999 rounds to

Aristotle and Plato - to do this work

3 Danny makes a number on a place value grid.

HTh	TTh	Th	H	T	O
					

a) What is Danny's number when rounded to the nearest 100,000?

Danny's number is rounded to the nearest 100,000.

b) What is Danny's number when rounded to the nearest 1,000?

Danny's number is rounded to the nearest 1,000.

c) Danny adds eight counters to the place value grid.

His new number rounds to 240,000 to the nearest 10,000.

Draw on the place value grid above where Danny could have placed the eight new counters.

Aristotle and Plato - to do this work

4 Use your knowledge of rounding to complete the table.

Number	Rounded to the nearest 10,000	Rounded to the nearest 1,000	Rounded to the nearest 10
239,145			
128,783			
758,007			
		632,000	632,180
			825,430
6 <input type="text"/> 7,14 <input type="text"/>	630,000		627,150
<input type="text"/> 35, <input type="text"/> 72	640,000		

6 a) Olivia is thinking of a 6-digit number.

Olivia



When I round my number to the nearest 100,000, all of the digits change.

What could Olivia's number be?

b) Kate is also thinking of a 6-digit number.

Kate



When I round my number to the nearest 1,000, all of the digits change.

What could Kate's number be?

Plato will do this Challenge page and the following Reflect page. If other children would like to try other groups work on the slides – please do!

Reflect

Which digit would you look at if you were asked to round 147,390 to the nearest 100,000? Explain why.

- _____
- _____
- _____
- _____

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/UCAxW1XT0iEJo0TYIRfn6rYQ>

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/>

ICT

<https://hourofcode.com/uk>

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**Learn computer science.
Change the world.**

Anyone, anywhere can organize an Hour of Code event. One-hour tutorials in over 45 languages. No experience needed.

Try it

Watch the video