

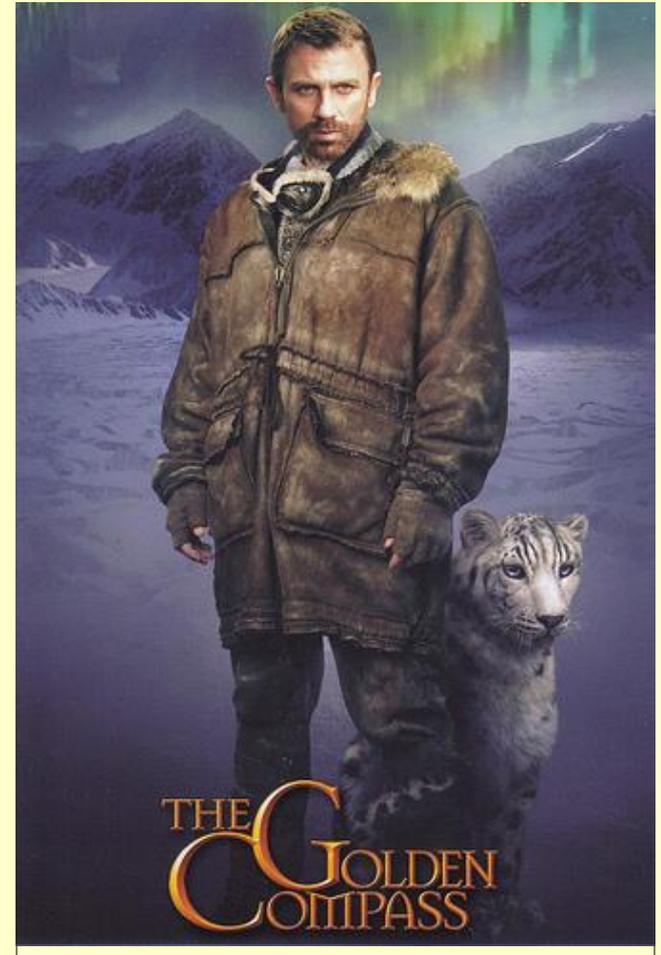
Day 3

English

WALT: Write a
character description

What do we think about this character based on Pullman's description of his appearance?

Lord Asriel was a tall man with powerful shoulders, a fierce dark face, and eyes that seemed to flash and glitter with savage laughter. It was a face to be dominated by, or to fight: never a face to patronise or pity. All his movements were large and perfectly balanced, like those of a wild animal, and when he appeared in a room like this, he seemed a wild animal in a cage too small for it.



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TASK: Write a paragraph describing your character entering a room (you decide on an appropriate room: classroom; office; living room etc.) Your descriptions should give the reader a clear idea of what the character is like. **Include:**

Verbs: How they enter? (do they shuffle, stride, skip etc.)

Adverbs: How they move? (confidently, cautiously, briskly etc.)

Similes: Could you compare them to an animal? What could you compare their eyes/hair/smile etc. to?

Metaphors: E.g. his hands were flat spiders; she had a heart of stone

What are their facial features like? (E.g. small, shifty eyes could indicate they're secretive; rotten teeth might suggest they neglect themselves)

What are they wearing? Style of clothes and colours? (E.g. brightly coloured clothes = confident)

Remember to show NOT tell.

Have they included:

- ✓ **Verbs**
- ✓ **Adverbs**
- ✓ **Similes**
- ✓ **Metaphors**
- ✓ **What are their facial features like?**
- ✓ **What are they wearing?**

- ✓ **Did they show NOT tell?**

Day 3

WALT:

Read Roman numerals to 1,000 (M) and recognise years written in Roman



Daily Maths

- ❖ **Discovery – Discuss** this page with a 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 and 2
Aristotle Qu 1 – 4
Plato Qu 1 – Reflection

Discovery – Discussion with parent

Discover

1	I	11	XI	30	XXX
2	II	12	XII	40	XL
3	III	13	XIII	50	L
4	IV	14	XIV	60	LX
5	V	15	XV	70	LXX
6	VI	16	XVI	80	LXXX
7	VII	17	XVII	90	XC
8	VIII	18	XVIII	100	C
9	IX	19	XIX	500	D
10	X	20	XX	1,000	M

Ebo: MDCXC
Jamie: LXXV
Zac: MCDXX

Where have you seen Roman numerals being used in everyday life?

How is the Roman numeral I used with X to represent 9, 11 and 19?

Which of Ebo's Roman numerals do you recognise? What are their values?

Which Roman numerals does Jamie have so far? What do they represent?

- 1 a) What number do Ebo's Roman numerals represent?
- b) Jamie wants to represent the number 74 in Roman numerals. Which extra Roman numeral will she need to cut out? Write 74 in Roman numerals.



Share – Show methods of how a question could be answered - Discussion

Share

a) Ebo's Roman numerals are MDCXC.

XC means $100 - 10 = 90$.

So MDCXC means $1,000 + 500 + 100 + 90$.

$\underbrace{\quad}_{M} + \underbrace{\quad}_{D} + \underbrace{\quad}_{C}$

We read Roman numerals from left to right. When there is a smaller number in front of a larger number, subtract the smaller number from the larger one.



Ebo's Roman numerals represent the number 1,690.

Question a)

Why would you not repeat the Roman numeral D to make DD (1,000)?

What would you use instead?

What would CX mean?



b) Jamie's Roman numerals are LXXV.

LXXV means $50 + 10 + 10 + 5 = 75$

└┘ └┘ └┘ └┘
L X X V

The number 74 is one less than 75.
Jamie needs to subtract I from 5.

V means 5.

I means 1.

IV means $5 - 1 = 4$.

Jamie needs to cut out the Roman numeral I and
put it before the V.

74 in Roman numerals is LXXIV.

LXXIV

I can also say that
XX means 20, so
 $50 + 20 + 5 = 75$.



Why should you not represent 74 in Roman numerals as LXXIIII?

How would Jamie use the I to show 76?

Thinking Together – Discuss method shared, use information to answer questions

Think together

I The part-whole model represents Zac's number in Roman numerals.

What is Zac's number?

M means

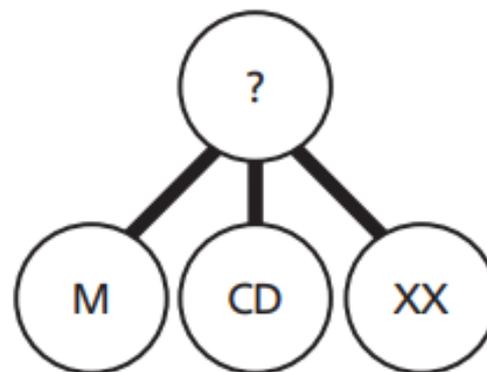
CD means - =

XX means + =

+ + =

└ └ └
M CD XX

Zac's number is .

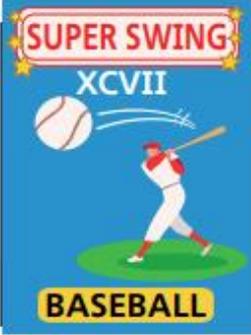


What is the value of each part? How do you know?

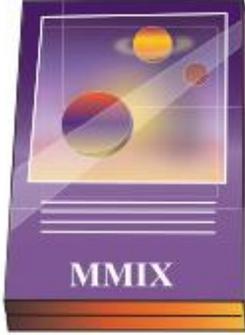
What does it mean when C is used before D?
What if C is used after D?

Thinking Together – Discuss method shared, use information to answer questions

2 Complete the number sentences.

a)  XCVII means .

The poster features a baseball player in a red uniform swinging a bat. The text 'SUPER SWING' is in a red banner at the top, 'XCVII' is in the center, and 'BASEBALL' is in a yellow banner at the bottom.

c)  MMIX means .

The poster is purple with a space-themed illustration of planets and a sun. The text 'MMIX' is written in white at the bottom.

b)  450 means .

The poster shows a soccer player in a red uniform kicking a ball. The text 'Super Cup 450' is written in white at the bottom.

d)  1791 means .

The sign is grey with a white border and features the text 'BUILT IN 1791' in black. Below the sign is a red and blue graphic.

I think the baseball poster shows the number 117. What mistake have I made?

3

What are the missing Roman numerals?

a) MC XX means 1,920.

b) DCC IV means 754.

c) C X means 99.

- 4 Check the answers to Emma's calculations and correct any mistakes she has made.

I have made a page for my Roman project to show how to calculate using Roman numerals!

Emma



I think I will convert each calculation to numbers, work out the answer and then convert the answer back to Roman numerals.



ROMAN NUMERALS

- a) $MMD - C = MMCD$
- b) $LVII + XXV = LXXVII$
- c) $MM \div X = MMX$
- d) $M - CL = DCCCL$
- e) $DXC + XVI = DCXXCI$



Roman numerals to 10,000

1 Complete the table to show the multiples of 100 in Roman numerals.

I	I	5	V	10	X	50	L
---	---	---	---	----	---	----	---

100	C	600	DC
200	CC	700	
300		800	
400		900	
500	D	1,000	M

2 Fill in the missing numbers.

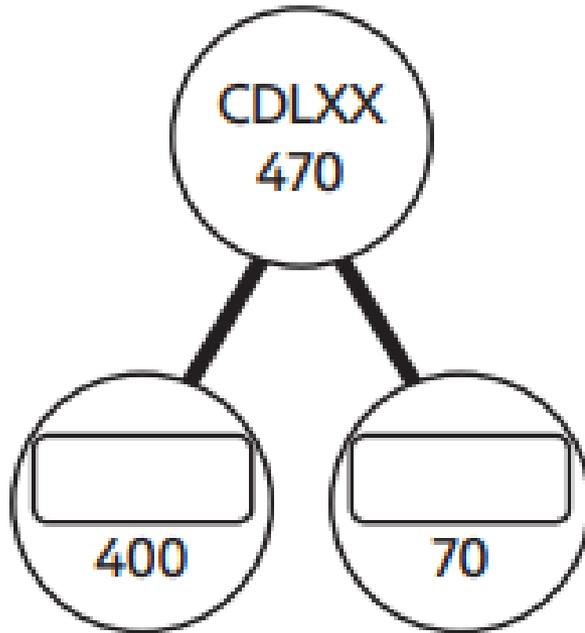
a) MMCXI means + + + +
=

b) DCCL means + + + =

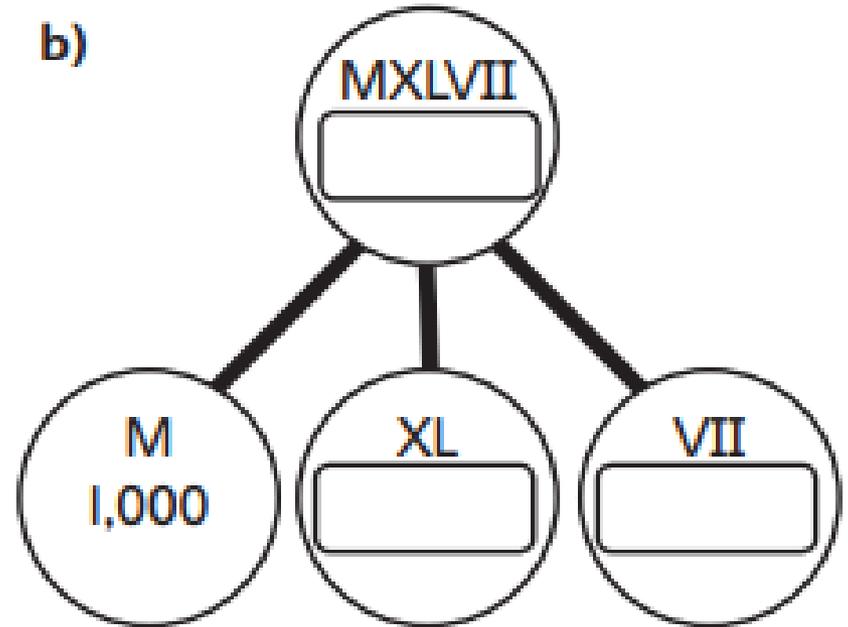
c) CXCIV means + - + =

3 Complete the part-whole models.

a)



b)



4

a) Draw lines to match each coin with the correct year.



1461



1211



1901



1545

b) Write the missing Roman numerals on the last coin.

- 8 a) Use each number card once so that the numbers are written in descending order.

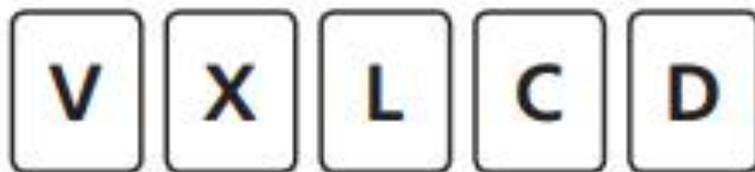
MDC IX

MC VI

DCCL

DXXI

CCCX



Think carefully about the size of the number each card represents and which other numerals it can be written before or after.



- b) Rearrange the numbers. What are the five numbers in ascending order?

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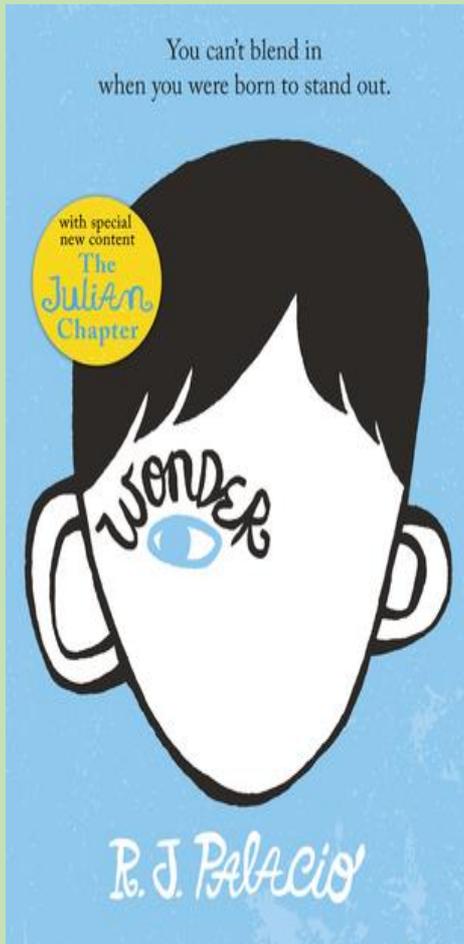
Reflect

Today, I have learnt that the letter M in Roman numerals represents .

The letter D represents and L represents .

- Together, MDXL represent the number because _____
- _____
- _____
- _____
- _____

Day 3 Guided Reading



Chapter 2

Why I Didn't Go to School

NEXT WEEK I start fifth grade. Since I've never been to a real school before, I am pretty much totally and completely petrified. People think I haven't gone to school because of the way I look, but it's not that. It's because of all the surgeries I've had. Twenty-seven since I was born. The bigger ones happened before I was even four years old, so I don't remember those. But I've had two or three surgeries every year since then (some big, some small), and because I'm little for my age, and I have some other medical mysteries that doctors never really figured out, I used to get sick a lot. That's why my parents decided it was better if I didn't go to school. I'm much stronger now, though. The last surgery I had was eight months ago, and I probably

Chapter 2

won't have to have any more for another couple of years.

Mom homeschools me. She used to be a children's-book illustrator. She draws really great fairies and mermaids. Her boy stuff isn't so hot, though. She once tried to draw me a Darth Vader, but it ended up looking like some weird mushroom-shaped robot. I haven't seen her draw anything in a long time. I think she's too busy taking care of me and Via.

I can't say I always wanted to go to school because that wouldn't be exactly true. What I wanted was to go to school, but only if I could be like every other kid going to school. Have lots of friends and hang out after school and stuff like that.

I have a few really good friends now. Christopher is my best friend, followed by Zachary and Alex. We've known each other since we were babies. And since they've always known me the way I am, they're used to me. When we were little, we used to have playdates all the time, but then Christopher moved to Bridgeport in Connecticut. That's more than an hour away from where I live in North River Heights, which is at the top tip of Manhattan. And Zachary and Alex started going to school. It's funny: even though Christopher's the one who moved far away, I still see

Chapter 2

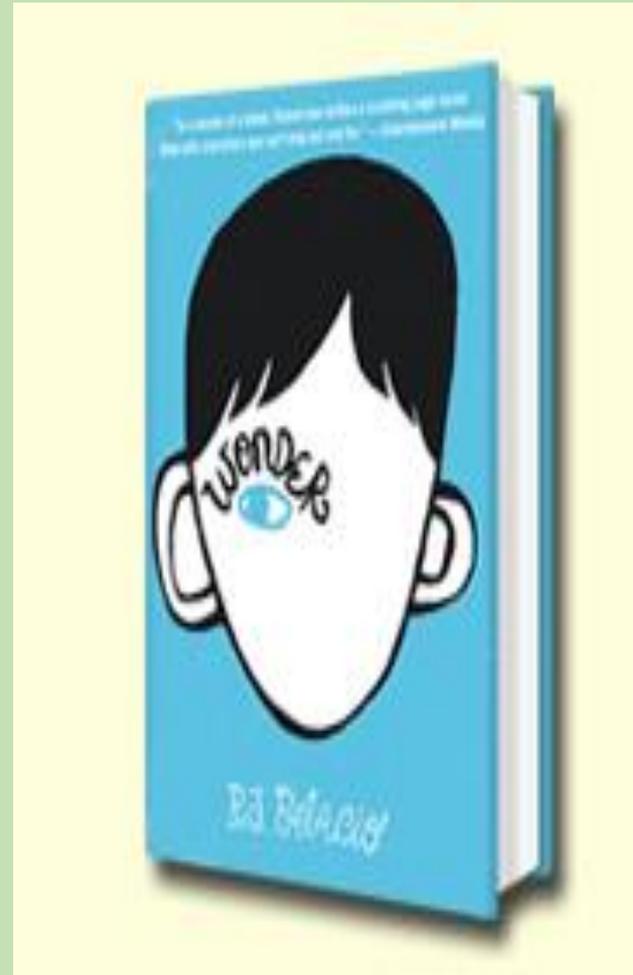
him more than I see Zachary and Alex. They have all these new friends now. If we bump into each other on the street, they're still nice to me, though. They always say hello.

I have other friends, too, but not as good as Christopher and Zack and Alex were. For instance, Zack and Alex always invited me to their birthday parties when we were little, but Joel and Eamonn and Gabe never did. Emma invited me once, but I haven't seen her in a long time. And, of course, I always go to Christopher's birthday. Maybe I'm making too big a deal about birthday parties.

Chapter 2 – Active Reading

Inference and Deduction

Why does August
make a big deal
about birthday
parties?





PE

Use this link to access 5 a day

<https://player.5-a-day.tv/>

User Name: FPS53

Password: JFz4XqG7

Or

Joe Wicks The Body Coach

<https://www.youtube.com/watch?v=d3LPrhICy-w>



ICT

<https://hourofcode.com/uk>

Children to practise coding for an hour

**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