

Day 3

Maths



Day 3

WALT: Convert mixed numbers to improper fractions

Yesterday's answers

ANSWERS

Question 1 a): Sofia has $2\frac{1}{2}$ litres of paint.

Question 1 b): Sofia now has 3 litres of paint.

Thinking Together

ANSWERS

Question ①: $\frac{10}{3} = 1 + 1 + 1 + \frac{1}{3} = 3 \frac{1}{3}$; Sofia uses $3 \frac{1}{3}$ litres of green paint in total.

Question ② a): $1 \frac{1}{4}$ b): $3 \frac{1}{4}$ c): $3 \frac{3}{4}$ d): $10 \frac{1}{4}$

Question ③ a): $\frac{17}{6} = 2 \frac{5}{6}$, $\frac{18}{6} = 3$, $\frac{19}{6} = 3 \frac{1}{6}$, $\frac{20}{6} = 3 \frac{2}{6} = 3 \frac{1}{3}$,
 $\frac{21}{6} = 3 \frac{3}{6} = 3 \frac{1}{2}$, $\frac{22}{6} = 3 \frac{4}{6} = 3 \frac{2}{3}$, $\frac{23}{6} = 3 \frac{5}{6}$

Question ③ b): $\frac{24}{4} = 6$, $\frac{24}{5} = 4 \frac{4}{5}$, $\frac{24}{6} = 4$, $\frac{24}{7} = 3 \frac{3}{7}$, $\frac{24}{8} = 3$,
 $\frac{24}{9} = 2 \frac{6}{9} = 2 \frac{2}{3}$, $\frac{24}{10} = 2 \frac{4}{10} = 2 \frac{2}{5}$

1. a) 1 kg in each bracket on top of the bar model

$$\frac{7}{2} \text{ kg} = 3 \frac{1}{2} \text{ kg}$$

b) Missing number in diagram: 1

$$\frac{9}{4} \text{ litres} = 2 \frac{1}{4} \text{ litres}$$

c) $\frac{1}{3}$ written in each part of the bar model

$$\frac{11}{3} = 3 \frac{2}{3}$$

2. 4 quarters make one whole circle.

Max has $\frac{15}{4}$ circles in total. That is $3 \frac{3}{4}$ whole circles.

3. a) $\frac{13}{3} = 4 \frac{1}{3}$

d) $\frac{14}{5} = 2 \frac{4}{5}$

b) $\frac{13}{4} = 3 \frac{1}{4}$

e) $\frac{15}{5} = 3$

c) $\frac{13}{5} = 2 \frac{3}{5}$

f) $\frac{16}{5} = 3 \frac{1}{5}$

4. a) $\frac{14}{4} = 3 \frac{2}{4} = 3 \frac{1}{2}$

b) $\frac{27}{6} = 4 \frac{3}{6} = 4 \frac{1}{2}$

c) $\frac{40}{12} = 3 \frac{4}{12} = 3 \frac{1}{3}$

5. Answers may vary. $\frac{11}{10} = 1 \frac{1}{10}$; $\frac{12}{10} = 1 \frac{2}{10}$; $\frac{23}{10} = 2 \frac{3}{10}$

The square equals the whole number when the triangle is divided by 10 and the star is the remainder.

Reflect

Explanations may vary. Encourage children to see that $\frac{17}{3}$ is $\frac{1}{3}$ less than 6 and $\frac{19}{3}$ is $\frac{1}{3}$ greater than 6, so 6 is right in the middle between $\frac{17}{3}$ and $\frac{19}{3}$.

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 change mixed numbers to improper fractions to.

<https://www.youtube.com/watch?v=TrutPJf9GmQ>

Discover



Every child should receive $\frac{1}{4}$ of a fruit tart.

1 a) How many children can have $\frac{1}{4}$ of a fruit tart?
b) How many children could have $\frac{1}{8}$ of a fruit tart?

Discovery – Discussion with parent

Discover

Every child should receive $\frac{1}{4}$ of a fruit tart.



- 1 a) How many children can have $\frac{1}{4}$ of a fruit tart?
- b) How many children could have $\frac{1}{8}$ of a fruit tart?

How is the fruit tart presented at the moment?

What fractions can you see?

How could you record the number of fruit tarts?

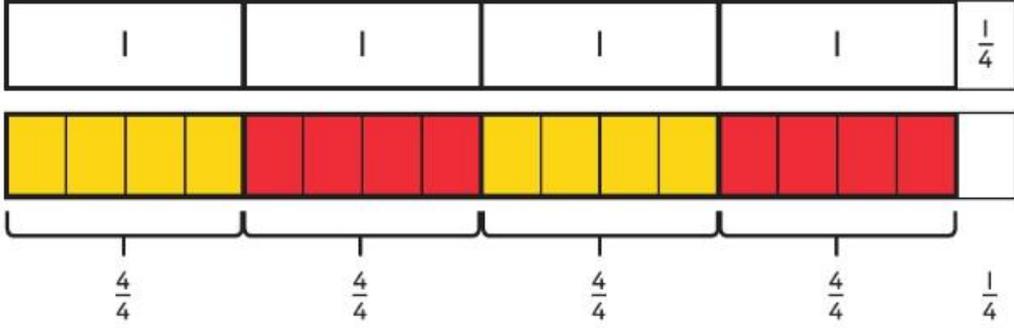
How many ways could you share the fruit tart equally?

How is an eighth different to a quarter?

Is there a more efficient way of solving this question?



a) There are 4 whole fruit tarts and one quarter of a fruit tart.
 Each whole fruit tart splits into 4 quarters.



$$4 + 4 + 4 + 4 + 1 = 17$$

$$4 \frac{1}{4} = \frac{17}{4}$$

There are 17 quarters. 17 children can each have a quarter of a fruit tart.

Discuss with parents to help deepen your understanding of fractions.

How does the bar model make the improper fraction clear?

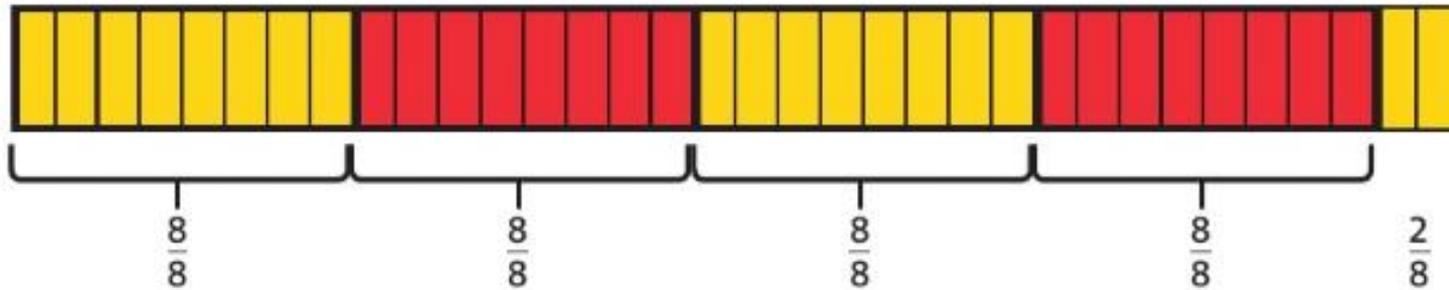
Did you find that 17 children could have a quarter of a fruit tart?

How did you prove it?

How are the mixed number and improper fraction linked?



b) Each whole fruit tart splits into 8 eighths.



$$8 + 8 + 8 + 8 + 2 = 34$$

34 children could each have an eighth of a fruit tart.

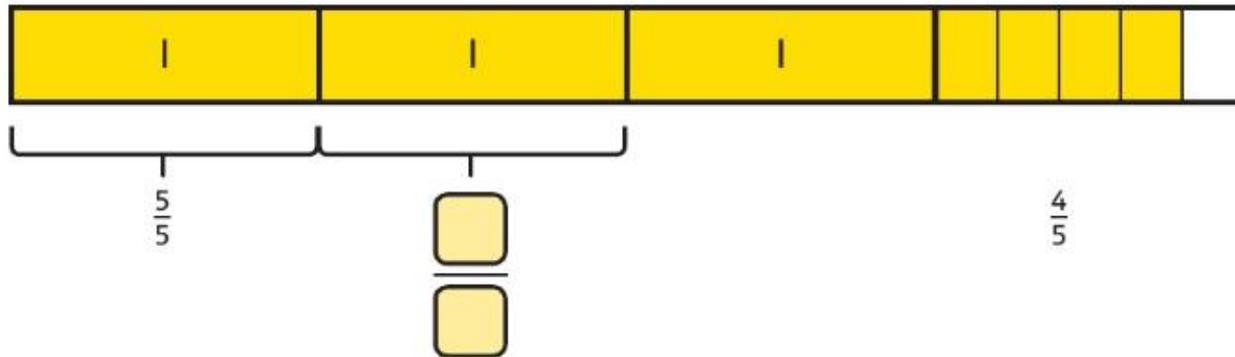
I did this a different way. I knew that each $\frac{1}{4}$ split into 2 eighths, so I doubled 17.



How did you find the solution to this question? Can you explain how your method is similar and different to that shown? Why is Flo's method efficient?

Thinking Together

- 1 At the picnic there are $3\frac{4}{5}$ pies. Each child is given $\frac{1}{5}$ of a pie.
How many children can each have $\frac{1}{5}$ of a pie?



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

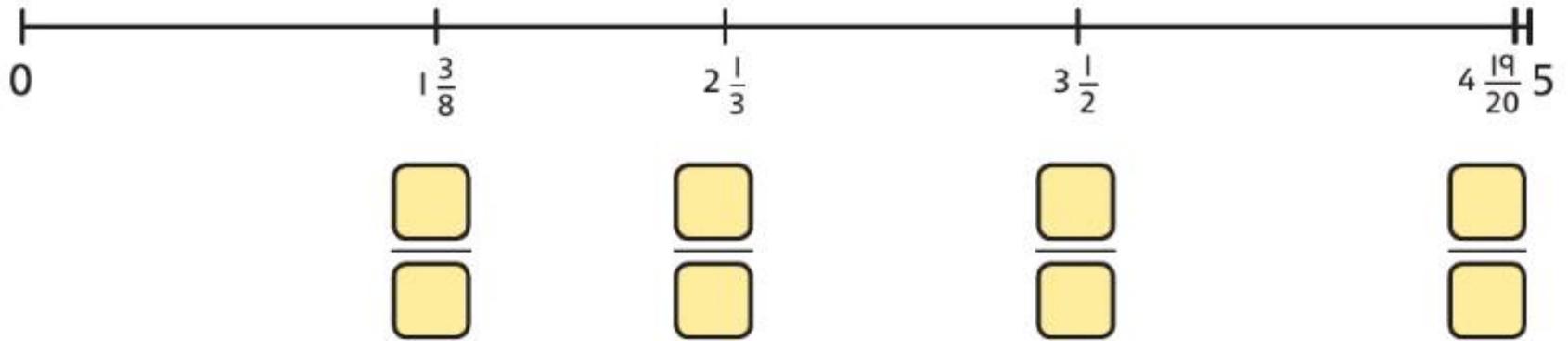
children can each have $\frac{1}{5}$ of a pie.

How does the bar model help?

What does each whole 1 equal as a fraction?

How do you know?

2 Write each mixed number as an improper fraction.



How do you know what fraction each whole 1 represents?

Can you prove your ideas with a picture?

3 Bella is finding solutions to:

$$\star \frac{1}{5} = \frac{\triangle}{5}$$

She chooses different numbers for \star and looks at the effect on \triangle .

Complete the table and explain what happens to \triangle when you increase \star by 1.

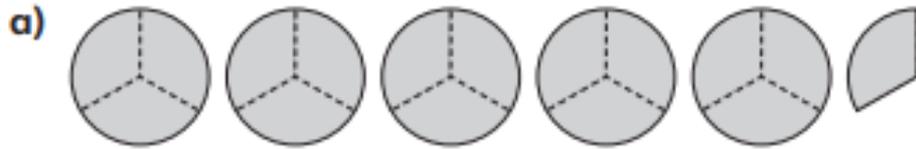
\star	\triangle
1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>
10	<input type="text"/>



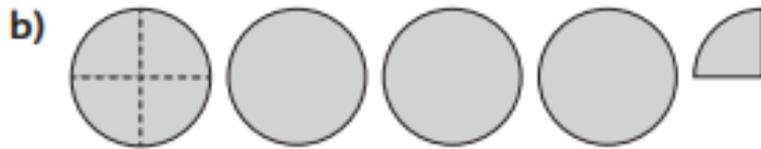
Plato Challenge

Why does the triangle number increase by five each time?

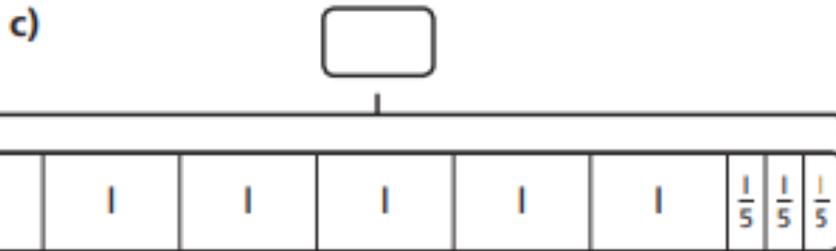
1 Convert the mixed numbers into improper fractions.



$$5\frac{1}{3} = \frac{\boxed{}}{3}$$



$$4\frac{1}{\boxed{}} = \frac{\boxed{}}{\boxed{}}$$



$$\boxed{} \frac{\boxed{}}{\boxed{}} = \frac{\boxed{}}{\boxed{}}$$

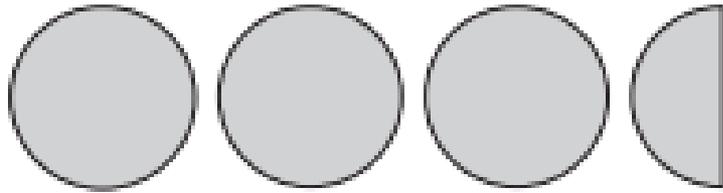
Pythagoras

Aristotle

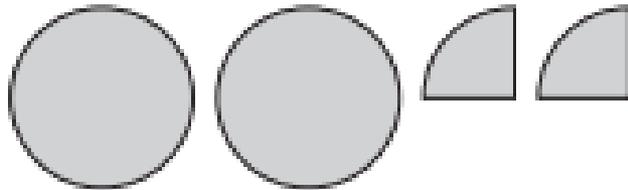
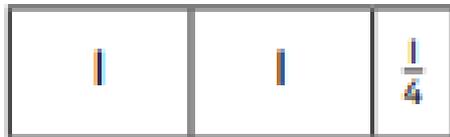
Plato

to do this work

2 Match each mixed number to the improper fraction.



$3 \frac{1}{4}$



$\frac{9}{4}$

$\frac{13}{4}$

$\frac{7}{2}$

$\frac{5}{2}$

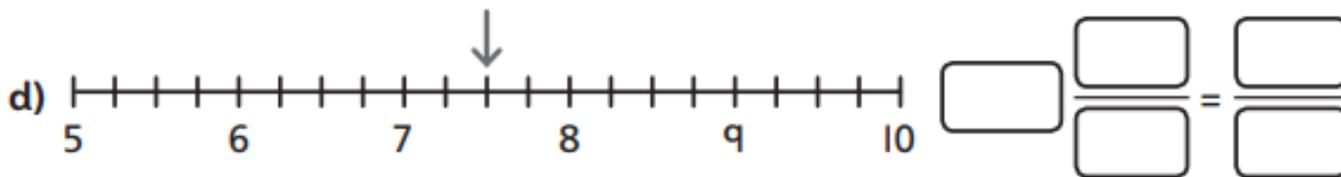
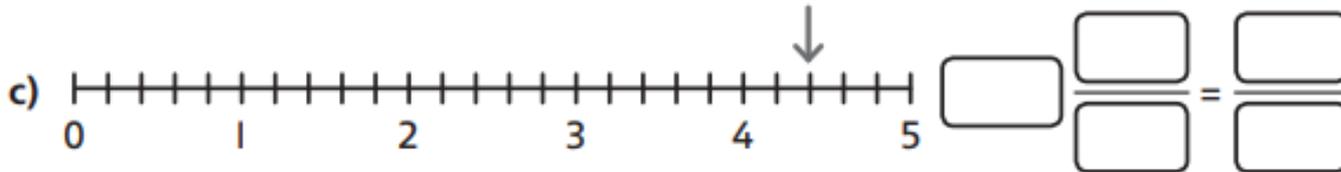
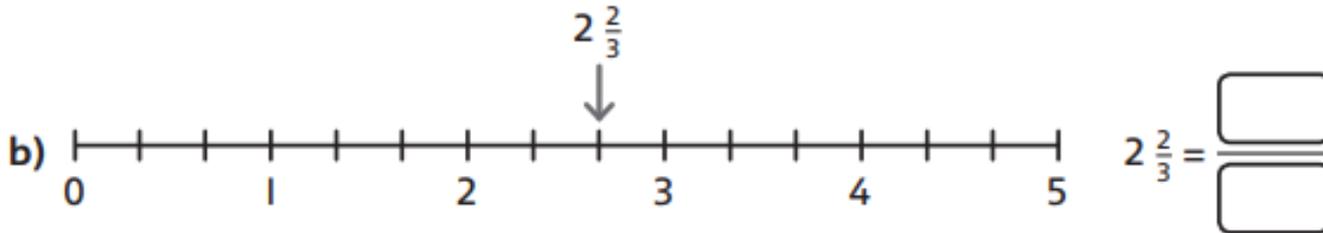
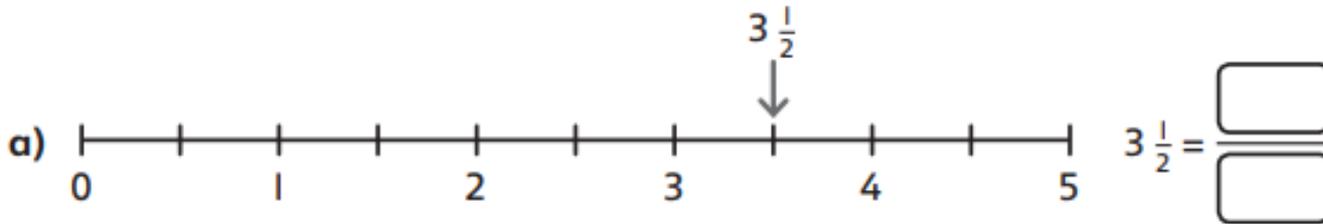
Pythagoras

Aristotle

Plato

to do this
work

3 Write the improper fraction for each mixed number shown.



Pythagoras

Aristotle

Plato

to do this
work

4 Convert the mixed numbers into improper fractions.

a) $4\frac{1}{5} = \frac{\boxed{}}{\boxed{}}$

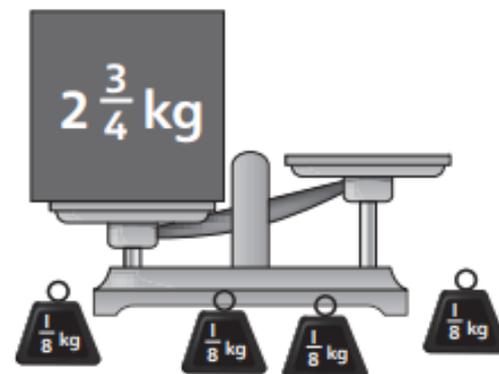
b) $4\frac{2}{5} = \frac{\boxed{}}{\boxed{}}$

c) $4\frac{4}{5} = \frac{\boxed{}}{\boxed{}}$

5 A waiter has $3\frac{1}{2}$ litres of juice. A glass holds $\frac{1}{4}$ of a litre. How many glasses can the waiter fill?



6 How many $\frac{1}{8}$ kg weights would balance the box?



7 Complete the missing numbers.

a) $\frac{\boxed{}}{4} = 3\frac{1}{2}$

$$\frac{\boxed{}}{8} = 3\frac{1}{2}$$

$$\frac{21}{\boxed{}} = 3\frac{1}{2}$$

b) $4\frac{5}{10} = \frac{\boxed{}}{2}$

$$4\frac{6}{10} = \frac{\boxed{}}{5}$$

$$4\frac{7}{10} = \frac{\boxed{}}{20}$$

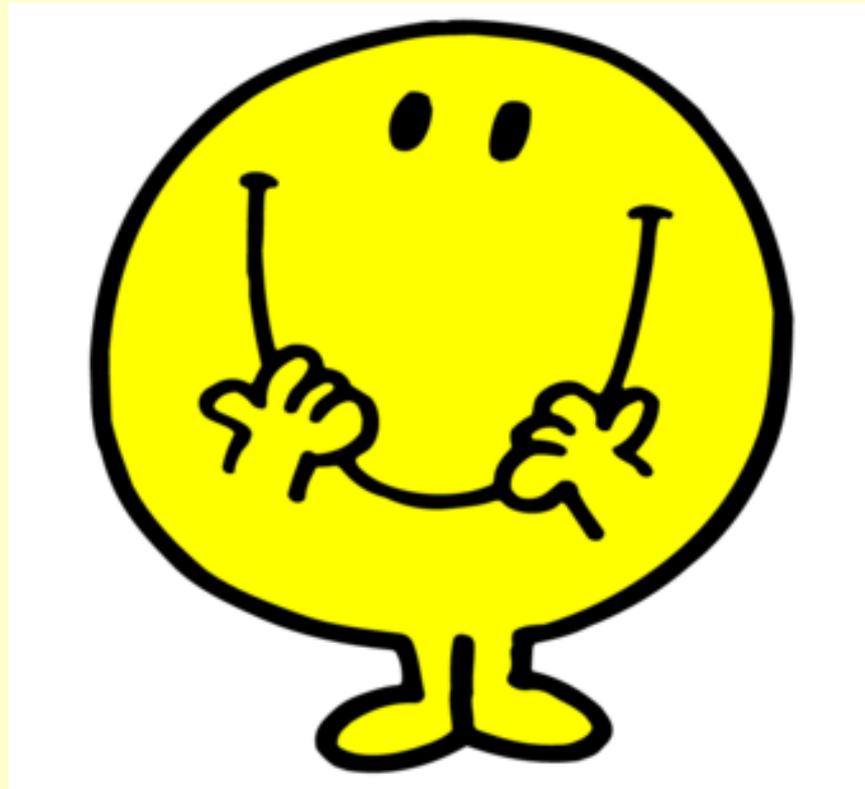
$$4\frac{8}{10} = \frac{\boxed{}}{15}$$

Reflect

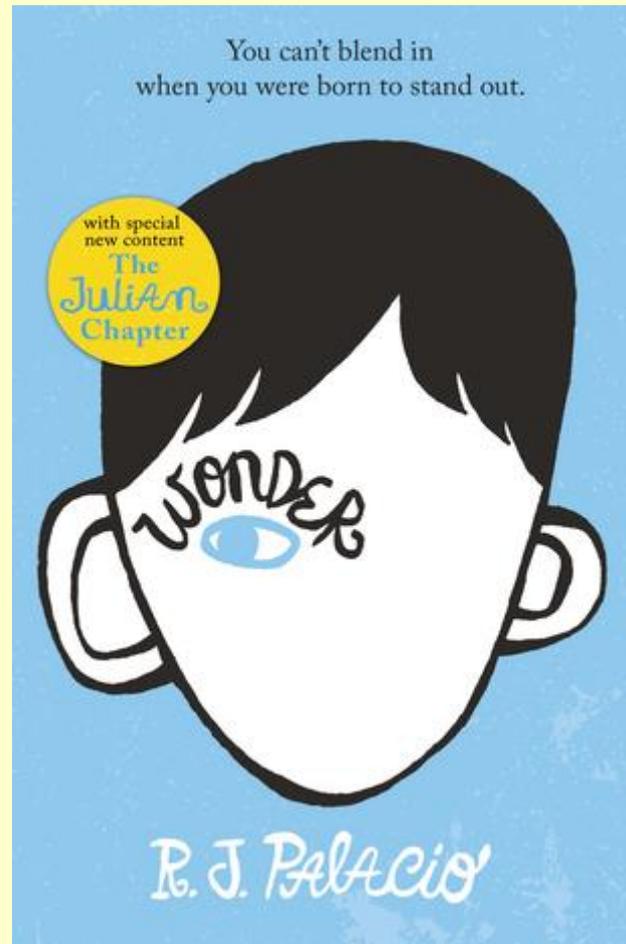
Draw a diagram to show why $2\frac{4}{5} = \frac{14}{5}$.

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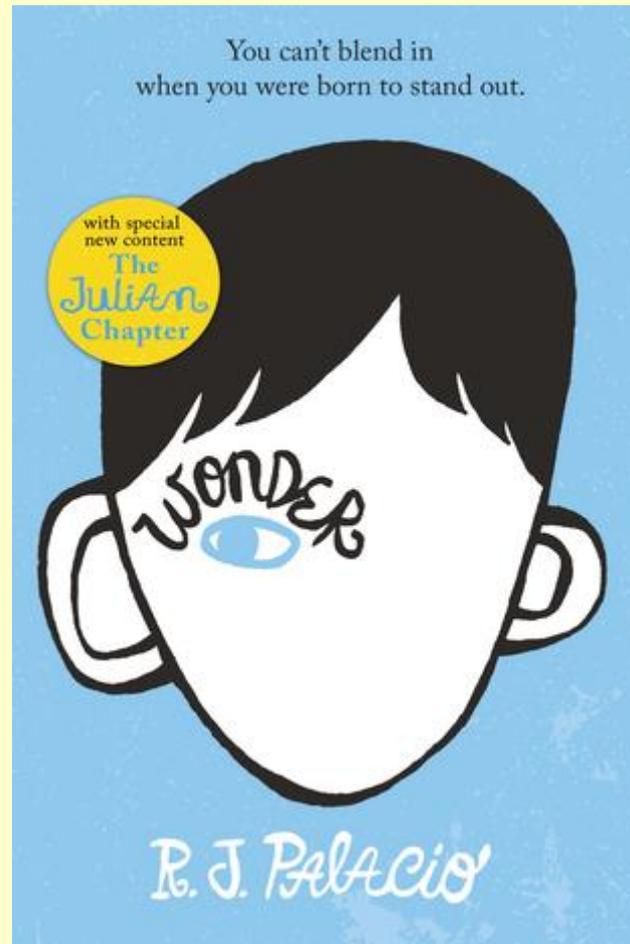
Day 3



Day 3 Guided Reading



Lamb to the Slaughter



Lamb to the Slaughter

“LIKE A LAMB to the slaughter”: *Something that you say about someone who goes somewhere calmly, not knowing that something unpleasant is going to happen to them.*

I Googled it last night. That’s what I was thinking when Ms. Petosa called my name and suddenly it was my turn to talk.

“My name is August,” I said, and yeah, I kind of mumbled it.

“What?” said someone.

“Can you speak up, honey?” said Ms. Petosa.

“My name is August,” I said louder, forcing myself to look up. “I, um ... have a sister named Via and a dog named Daisy. And, um ... that’s it.”

“Wonderful,” said Ms. Petosa. “Anyone have questions for August?”

No one said anything.

“Okay, you’re next,” said Ms. Petosa to Jack.

“Wait, I have a question for August,” said Julian, raising his hand. “Why do you have that tiny braid in the back of your hair? Is that like a Padawan thing?”

“Yeah.” I shrug-nodded.

“What’s a Padawan thing?” said Ms. Petosa, smiling at me.

“It’s from *Star Wars*,” answered Julian. “A Padawan is a Jedi apprentice.”

“Oh, interesting,” answered Ms. Petosa, looking at me. “So, are you into *Star Wars*, August?”

“I guess.” I nodded, not looking up because what I really wanted was to just slide under the desk.

“Who’s your favorite character?” Julian asked. I started thinking maybe he wasn’t so bad.

“Jango Fett.”

“What about Darth Sidious?” he said. “Do you like him?”

“Okay, guys, you can talk about *Star Wars* stuff at recess,” said Ms. Petosa cheerfully. “But let’s keep going. We haven’t heard from *you* yet,” she

said to Jack.

Now it was Jack's turn to talk, but I admit I didn't hear a word he said. Maybe no one got the Darth Sidious thing, and maybe Julian didn't mean anything at all. But in *Star Wars Episode III: Revenge of the Sith*, Darth Sidious's face gets burned by Sith lightning and becomes totally deformed. His skin gets all shriveled up and his whole face just kind of melts.

I peeked at Julian and he was looking at me. Yeah, he knew what he was saying.

Compare the film clip and the chapter Lamb to the Slaughter...

What is the same?	What is different?

[Wonder film clip https://www.youtube.com/watch?v=zJMCctR8ivc](https://www.youtube.com/watch?v=zJMCctR8ivc)

Film V Book

Which portrayed the interaction between August and Julian the best - the film or the book? Explain your reasons in detail.

Day 3

English



WALT: Analyse the text

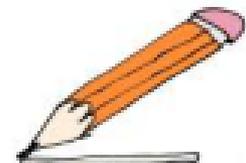
Let's think about the text a little more



We're going to answer some comprehension questions about The Rhiswanozebtah.

1. What are the four distinct animals that make up the Rhiswanozebtah?

2. The Rhiswanozebtah likes to sleep in patches of grass. Is that statement TRUE or FALSE?
Circle the answer.



3. What evidence is there to suggest that the Rhiswanozebtah is agile?

4. Find and copy a word that is closest in meaning to *unlikable*.

5. The text refers to areas the Rhiswanozebtah inhabits. What are they?

6. Look at the table below. Tick the food that the Rhiswanozebtah would eat.

	Would eat	Wouldn't eat
Rabbits		
Cauliflower		
Leaves		
Snakes		
Water buffalo		

7. Why might the Rhiswanozebtah be so rare?

8. Which section of the text tells you about what the Rhiswanozebtah can do? Write the opening sentences of that section below:

9. Give two ways in which the Rhiswanozebtah could be a nuisance.

10. At the end of the text it states:

Amazingly however, there have been rare sightings in other parts of the world, so just maybe, the Rhiswanozebtah will be spotted in a neighbourhood near you in the not-so-distant future.

What might happen if a Rhiswanozebtah did make its home near to where you live? List the things that you might witness as a result of this new creature moving in. Consider all the facts about how it behaves.

Computing – This is a link to a coding site.

https://www.barefootcomputing.org/homelearning?mc_cid=b8b438bf50&mc_eid=9ff4c3e8aa



Enjoyable activities, designed by teaching professionals for **families to do at home with their children.**

Use this or An Hour of Coding to do your computing work.