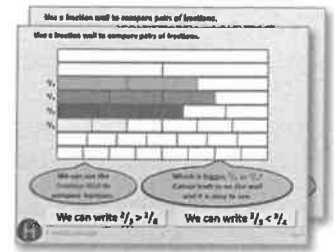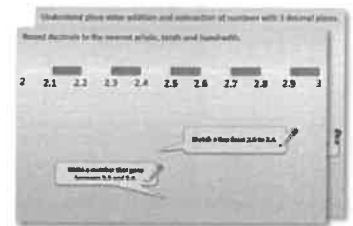# Year 4: Week 4, Day 1
Fraction sequences

Each day covers one maths topic. It should take you about 1 hour or just a little more.
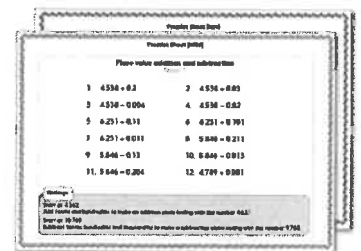
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.

    OR start by carefully reading through the **Learning Reminders**.
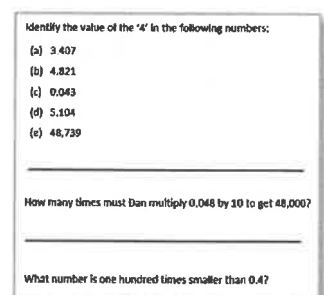
2. Tackle the questions on the **Practice Sheet**.
    There might be a choice of either Mild (easier) or Hot (harder)!
    Check the answers.

3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Have I mastered the topic? A few questions to **Check your understanding.**
    Fold the page to hide the answers!

© Hamilton Trust

Learning Reminders

Count in $^1/_4$s, $^1/_3$s, $^1/_8$s and $^1/_{10}$s saying equivalent fractions.

Count along the line...
one third, two thirds,
ONE, one and one third,
one and two thirds,
TWO....

This number line goes up in thirds.

Thirds

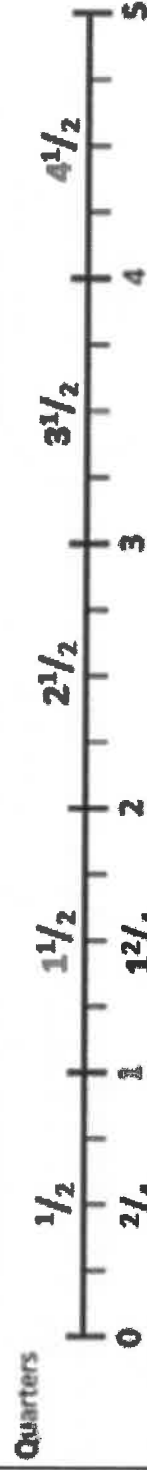0 $^2/_3$ 1 $1^2/_3$ 2 $2^1/_3$ 3   4   5

What numbers do the other arrows point to?

Learning Reminders

Count in $1/4$s, $1/3$s, $1/8$s and $1/10$s saying equivalent fractions.

This number line goes up in quarters.

Let's count along the line to five. One quarter, two quarters, three quarters, ONE, one and one quarter....

Count to five using quarters and halves. One quarter, one half, three quarters, ONE, one and a quarter, one and a half, one and three quarters...

What's another way of saying two quarters?

One and two quarters? Two and two quarters...

Quarters

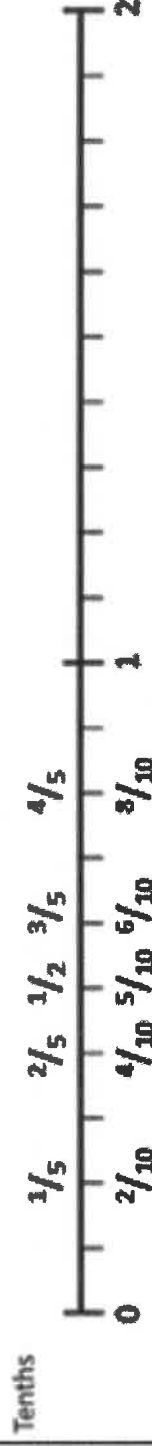0 $1/2$ 1 $1 1/2$ 2 $2 1/2$ 3 $3 1/2$ 4 $4 1/2$ 5

$2/4$ $1 2/4$

Learning Reminders

Count in $1/4$s, $1/3$s, $1/8$s and $1/10$s saying equivalent fractions.

This number line goes up in tenths.

Count along the line to two. One tenth, two tenths, three tenths......ONE, one and a tenth.....

Tenths

0   1/5   2/5   1/2   3/5   4/5
     2/10   4/10 5/10 6/10   8/10   1   2

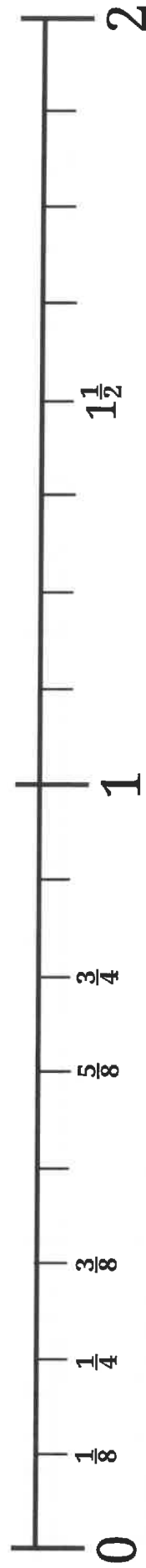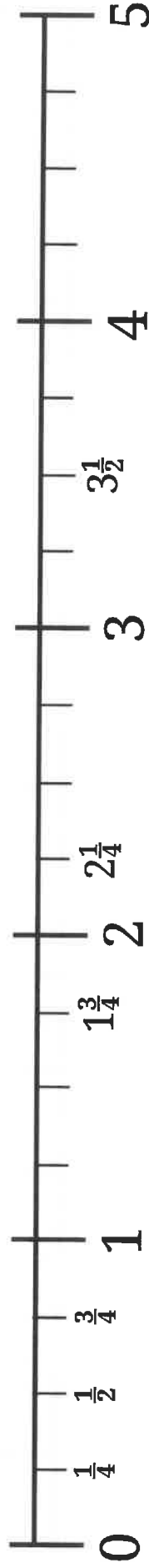Let's mark on equivalent fractions.

Count along in tenths from 0 to 1 using the simplest equivalent fractions.

The pattern will be the same from 1 to 2.....

Practice Sheet Mild
Fraction sequences

Fill in the missing numbers in these sequences.
Where possible write fractions in their simplest forms.

Number line 1: 0, $\frac{1}{3}$, $\frac{2}{3}$, 1, $1\frac{1}{3}$, $2\frac{2}{3}$, 4, 5

Number line 2: 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, 1, $1\frac{3}{4}$, 2, $2\frac{1}{4}$, 3, $3\frac{1}{2}$, 4, 5

Number line 3: 0, $\frac{1}{8}$, $\frac{1}{4}$, $\frac{3}{8}$, $\frac{5}{8}$, $\frac{3}{4}$, 1, $1\frac{1}{2}$, 2
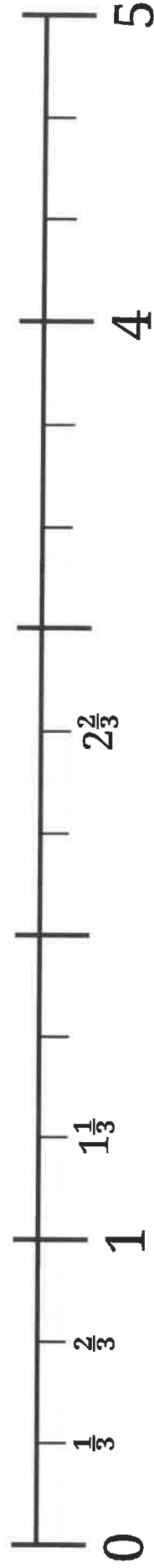
Practice Sheet Hot
Fraction sequences

Fill in the missing numbers in these sequences.
Where possible write fractions in their simplest forms.
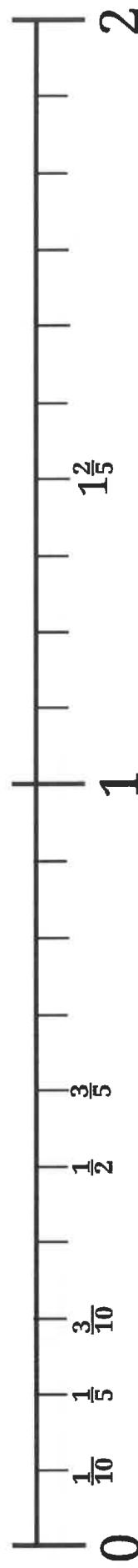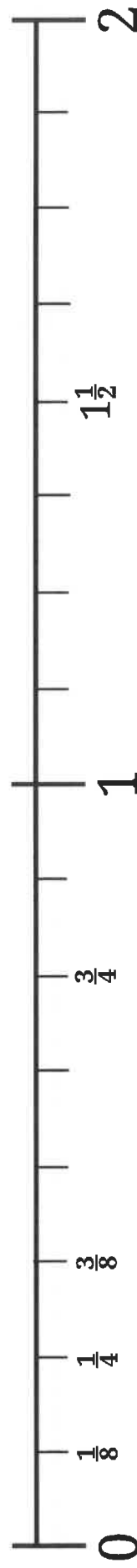
Number line 1 (0 to 5):
0 — $\frac{1}{4}$ — $\frac{1}{2}$ — — 1 — — $1\frac{3}{4}$ — 2 — $2\frac{1}{4}$ — — 3 — — $3\frac{1}{2}$ — 4 — — 5

Number line 2 (0 to 2):
0 — $\frac{1}{8}$ — $\frac{1}{4}$ — $\frac{3}{8}$ — — — $\frac{3}{4}$ — — 1 — — — $1\frac{1}{2}$ — — 2

Number line 3 (0 to 2):
0 — $\frac{1}{10}$ — $\frac{1}{5}$ — $\frac{3}{10}$ — — $\frac{1}{2}$ — $\frac{3}{5}$ — — 1 — — $1\frac{2}{5}$ — — — 2
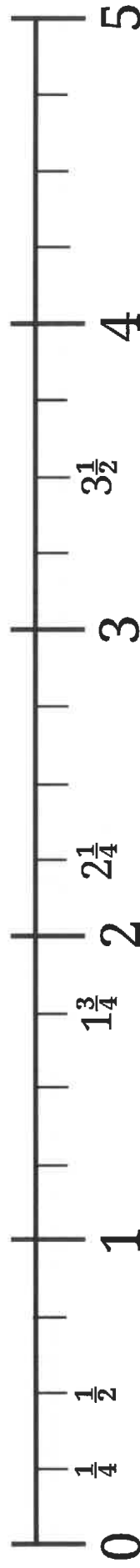
Practice Sheet Answers

Fraction sequences (mild)

Number line from 0 to 5:
0 — $\frac{1}{3}$ — $\frac{2}{3}$ — 1 — $1\frac{1}{3}$ — $1\frac{2}{3}$ — 2 — $2\frac{1}{3}$ — $2\frac{2}{3}$ — 3 — $3\frac{1}{3}$ — $3\frac{2}{3}$ — 4 — $4\frac{1}{3}$ — $4\frac{2}{3}$ — 5

Number line from 0 to 5:
0 — $\frac{1}{4}$ — $\frac{1}{2}$ — $\frac{3}{4}$ — 1 — $1\frac{1}{4}$ — $1\frac{1}{2}$ — $1\frac{3}{4}$ — 2 — $2\frac{1}{4}$ — $2\frac{1}{2}$ — $2\frac{3}{4}$ — 3 — $3\frac{1}{4}$ — $3\frac{1}{2}$ — $3\frac{3}{4}$ — 4 — $4\frac{1}{4}$ — $4\frac{1}{2}$ — $4\frac{3}{4}$ — 5

Number line from 0 to 2:
0 — $\frac{1}{8}$ — $\frac{1}{4}$ — $\frac{3}{8}$ — $\frac{1}{2}$ — $\frac{5}{8}$ — $\frac{3}{4}$ — $\frac{7}{8}$ — 1 — $1\frac{1}{8}$ — $1\frac{1}{4}$ — $1\frac{3}{8}$ — $1\frac{1}{2}$ — $1\frac{5}{8}$ — $1\frac{3}{4}$ — $1\frac{7}{8}$ — 2

Fraction sequences (hot)

Number line from 0 to 5:
0 — $\frac{1}{4}$ — $\frac{1}{2}$ — $\frac{3}{4}$ — 1 — $1\frac{1}{4}$ — $1\frac{1}{2}$ — $1\frac{3}{4}$ — 2 — $2\frac{1}{4}$ — $2\frac{1}{2}$ — $2\frac{3}{4}$ — 3 — $3\frac{1}{4}$ — $3\frac{1}{2}$ — $3\frac{3}{4}$ — 4 — $4\frac{1}{4}$ — $4\frac{1}{2}$ — $4\frac{3}{4}$ — 5

Number line from 0 to 2:
0 — $\frac{1}{8}$ — $\frac{1}{4}$ — $\frac{3}{8}$ — $\frac{1}{2}$ — $\frac{5}{8}$ — $\frac{3}{4}$ — $\frac{7}{8}$ — 1 — $1\frac{1}{8}$ — $1\frac{1}{4}$ — $1\frac{3}{8}$ — $1\frac{1}{2}$ — $1\frac{5}{8}$ — $1\frac{3}{4}$ — $1\frac{7}{8}$ — 2

Number line from 0 to 2:
0 — $\frac{1}{10}$ — $\frac{1}{5}$ — $\frac{3}{10}$ — $\frac{2}{5}$ — $\frac{1}{2}$ — $\frac{3}{5}$ — $\frac{7}{10}$ — $\frac{4}{5}$ — $\frac{9}{10}$ — 1 — $1\frac{1}{10}$ — $1\frac{1}{5}$ — $1\frac{3}{10}$ — $1\frac{2}{5}$ — $1\frac{1}{2}$ — $1\frac{3}{5}$ — $1\frac{7}{10}$ — $1\frac{4}{5}$ — $1\frac{9}{10}$ — 2

A Bit Stuck?
Labelling fractions

Mark $\frac{1}{2}$s, $\frac{1}{4}$s and $\frac{1}{8}$s on this line.

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

0   1 $1\frac{1}{4}$ 2 $2\frac{1}{2}$ 3   4
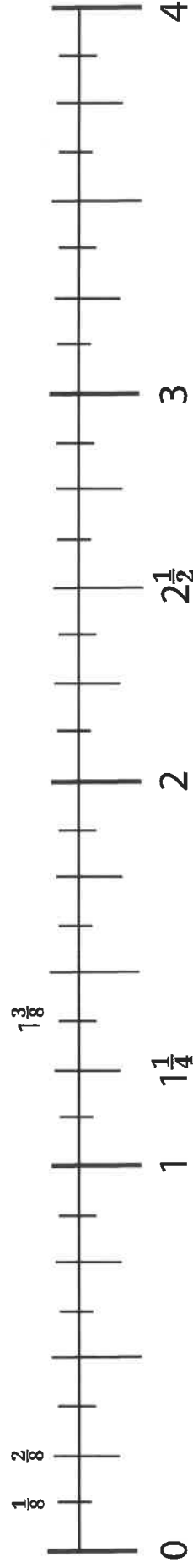
Challenge

Write at least five pairs of equivalent fractions, e.g. $\frac{2}{4} = \frac{1}{2}$.

Write the missing numbers in the sequence:

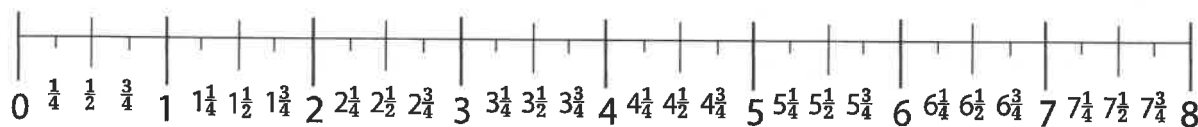$\frac{1}{2}$, ☐ , $1\frac{1}{2}$, **2, $2\frac{1}{2}$**, ☐

$\frac{1}{3}$, $\frac{2}{3}$, ☐ , $1\frac{1}{3}$, ☐ , ☐

$\frac{1}{4}$, ☐ , ☐ , $1\frac{1}{4}$, ☐ , $1\frac{3}{4}$

A Bit Stuck Answers

Labelling fractions

$$0 \quad \tfrac{1}{4} \quad \tfrac{1}{2} \quad \tfrac{3}{4} \quad 1 \quad 1\tfrac{1}{4} \quad 1\tfrac{1}{2} \quad 1\tfrac{3}{4} \quad 2 \quad 2\tfrac{1}{4} \quad 2\tfrac{1}{2} \quad 2\tfrac{3}{4} \quad 3 \quad 3\tfrac{1}{4} \quad 3\tfrac{1}{2} \quad 3\tfrac{3}{4} \quad 4 \quad 4\tfrac{1}{4} \quad 4\tfrac{1}{2} \quad 4\tfrac{3}{4} \quad 5 \quad 5\tfrac{1}{4} \quad 5\tfrac{1}{2} \quad 5\tfrac{3}{4} \quad 6 \quad 6\tfrac{1}{4} \quad 6\tfrac{1}{2} \quad 6\tfrac{3}{4} \quad 7 \quad 7\tfrac{1}{4} \quad 7\tfrac{1}{2} \quad 7\tfrac{3}{4} \quad 8$$

Challenge

Complete these pairs of equivalent fractions:

$$\frac{2}{4} = \boxed{\frac{1}{2}} \qquad 2\frac{2}{4} = \boxed{\frac{10}{4}} \text{ or } \boxed{2\frac{1}{2}} \qquad \boxed{\frac{11}{2}} \text{ or } \boxed{\frac{22}{4}} \text{ or } \boxed{5\frac{2}{4}} = 5\frac{1}{2}$$

Write the missing numbers in the sequence:

$\tfrac{1}{2}$, 1, $1\tfrac{1}{2}$, 2, $2\tfrac{1}{2}$, 3, $3\tfrac{1}{2}$

$\tfrac{1}{3}$, $\tfrac{2}{3}$, 1, $1\tfrac{1}{3}$, $1\tfrac{2}{3}$, 2

$\tfrac{1}{4}$, $\tfrac{1}{2}$, $\tfrac{3}{4}$, 1, $1\tfrac{1}{4}$, $1\tfrac{1}{2}$, $1\tfrac{3}{4}$

For the last sequence, some children may give $\tfrac{2}{4}$ rather than $\tfrac{1}{2}$, which is fine.

Check your understanding
Questions

Bea counts in quarters starting at one quarter.

She says five numbers then stops.

What number should she say next?

Fill in the missing fractions:

$1^1/_2$, 2, $2^1/_2$, 3, ☐ , 4, ☐ , 5

4, $3^3/_4$, $3^1/_2$, ☐ , 3, ☐ , $2^1/_2$

$^8/_{10}$, $^9/_{10}$, ☐ , ☐ , $1^2/_{10}$

Fold here to hide answers

Check your understanding
Answers

Bea counts in quarters starting at one quarter.

She says five numbers then stops.

What number should she say next? $1^1/_2$ (or $1^2/_4$)

Check on a number line divided into quarters, also useful for next question if children are struggling.

Fill in the missing fractions:

$1^1/_2$, 2, $2^1/_2$, 3, $3^1/_2$, 4, $4^1/_2$, 5

4, $3^3/_4$, $3^1/_2$, $3^1/_4$, 3, $2^3/_4$, $2^1/_2$

$^8/_{10}$, $^9/_{10}$, 1 , $1^1/_{10}$, $1^2/_{10}$

Count in $1/_4$s, $1/_3$s, $1/_8$s and $1/_{10}$s, saying equivalent fractions.

This number line goes up in thirds.

Let's count along the line... one third, two thirds, ONE, one and one third, one and two thirds, TWO....

Thirds

0    $2/_3$ 1 $1^2/_3$ 2 $2^1/_3$ 3 $3^2/_3$ 4 $4^1/_3$ 5
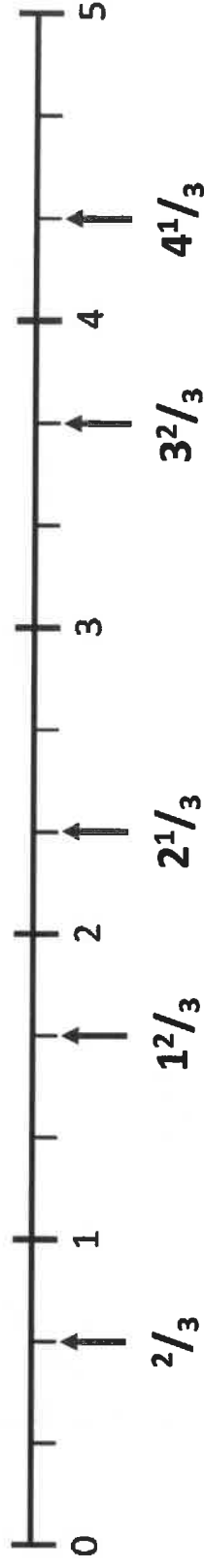
Write the number the arrow points to.

Count in $\frac{1}{4}$s, $\frac{1}{3}$s, $\frac{1}{8}$s and $\frac{1}{10}$s, saying equivalent fractions.

This number line goes up in quarters.

Let's count along the line from one quarter to five:
One quarter, two quarters, three quarters, ONE, one and one quarter....

Quarters

0    $\frac{2}{4}$ $\frac{1}{2}$ 1 $1\frac{1}{2}$ $1\frac{2}{4}$ 2 $2\frac{1}{2}$ 3 $3\frac{1}{2}$ 4 $4\frac{1}{2}$ 5
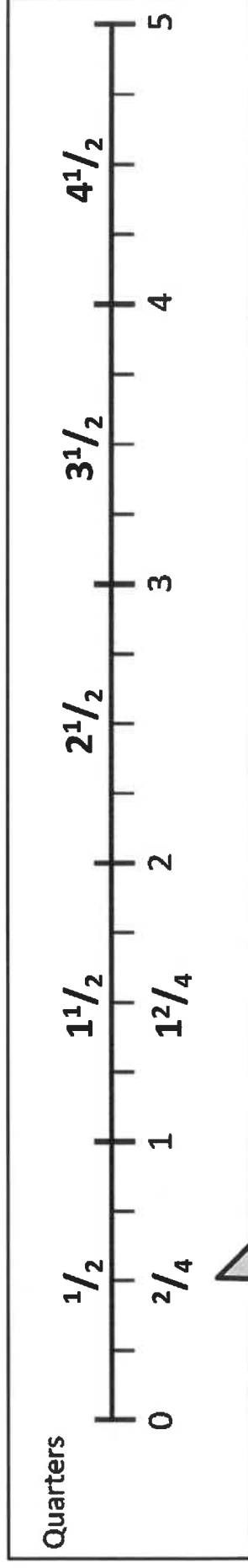
What's another way of saying two quarters?

One and two quarters?
Two and two quarters...

Let's count to five using quarters and halves:
One quarter, one half, three quarters, ONE, one and a quarter, one and a half, one and three quarters...

Count in ¼s, ⅓s, ⅕s, ⅛s and ¹⁄₁₀s, saying equivalent fractions.

This number line goes up in tenths.

Let's count along the line to two:
One tenth, two tenths, three tenths.....ONE, one and a tenth....
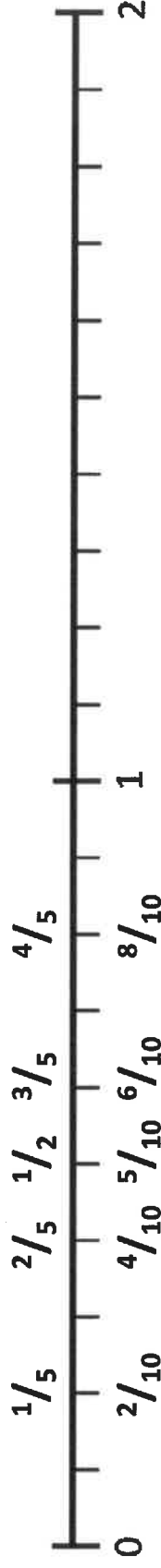
Now from 1 to 2 – the pattern will be the same..

Let's count along in tenths from 0 to 1 using the simplest equivalent fractions.

Let's mark on equivalent fractions.

Tenths

0   2/10   4/10 5/10 6/10   8/10

1/5   2/5   1/2   3/5   4/5

1   2

Year 4: Week 4, Day 2
Fractions of amounts

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.

2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.
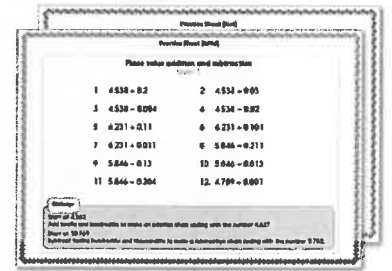
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation**...

Learning Reminders

Find unit **and** non-unit fractions of amounts.
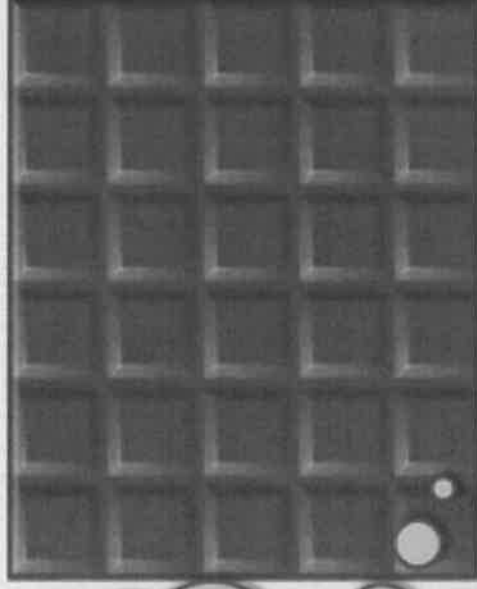
If this bar of chocolate was shared equally between 5 people, what fraction would they each get?

How many pieces would this be?

They would get $^1/_5$ each!

$30 \div 5 = ?$

We can find $^1/_5$ of 30 by dividing 30 by 5.

6 pieces each!

Multiply 6 ($^1/_5$ of 30) by 2, 3 and 4.

How can we find $^2/_5$, $^3/_5$ and $^4/_5$ of 30?

Learning Reminders

Find unit and non-unit fractions of amounts.
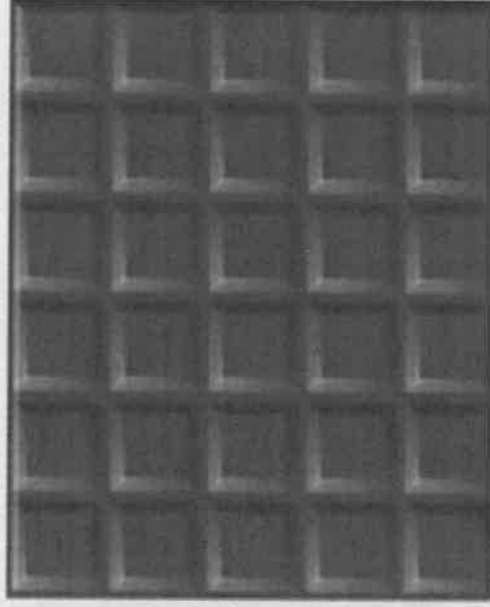
What if the bar of chocolate was shared equally between 6 people?

They would get $^1/_6$ each!

We can find $^1/_6$ of 30 by dividing 30 by 6.

$30 \div 6 = ?$

5 pieces each!

Multiply 5 ($^1/_6$ of 30) by...

How can we find $^5/_6$ of 30?

Learning Reminders

Find unit and non-unit fractions of amounts.

What if a bar of chocolate had 50 pieces and was shared equally between 10 people?

They would get $\frac{1}{10}$ each!

We can find $\frac{1}{10}$ of 50 by dividing 50 by 10.

$50 \div 10 = ?$

5 pieces each!

What is $\frac{2}{10}$ of 50? $\frac{3}{10}$? $\frac{9}{10}$?

$\frac{2}{10}$ of 50 is 10 (2 x 5)
$\frac{3}{10}$ of 50 is 15 (3 x 5)
$\frac{9}{10}$ of 50 is 45 (9 x 5)

Practice Sheet Mild
Find fractions of amounts

1. $\frac{1}{3}$ of 12 $\frac{2}{3}$ of 12

2. $\frac{1}{3}$ of 15 $\frac{2}{3}$ of 15

3. $\frac{1}{4}$ of 20 $\frac{3}{4}$ of 20

4. $\frac{1}{4}$ of 16 $\frac{3}{4}$ of 16

5. $\frac{1}{5}$ of 15 $\frac{3}{5}$ of 15

6. $\frac{1}{5}$ of 20 $\frac{2}{5}$ of 20

7. $\frac{1}{8}$ of 16 $\frac{5}{8}$ of 16

8. $\frac{1}{8}$ of 40 $\frac{3}{8}$ of 40

9. $\frac{1}{4}$ of 32 $\frac{3}{4}$ of 32

10. $\frac{1}{10}$ of 80 $\frac{3}{10}$ of 80

11. $\frac{1}{6}$ of 12 $\frac{5}{6}$ of 12

12. $\frac{1}{6}$ of 30 $\frac{5}{6}$ of 30

Practice Sheet Hot
Finding unit and non-unit fractions of amounts

32

$\frac{1}{8}$ of 32 is _____

$\frac{2}{8}$ of 32 is _____ $\frac{1}{4}$ of 32 is _____

$\frac{3}{8}$ of 32 is _____

$\frac{4}{8}$ of 32 is _____ $\frac{1}{2}$ of 32 is _____

$\frac{5}{8}$ of 32 is _____

$\frac{6}{8}$ of 32 is _____ $\frac{3}{4}$ of 32 is _____

$\frac{7}{8}$ of 32 is _____

$\frac{8}{8}$ of 32 is _____ $\frac{4}{4}$ of 32 is _____

30

$\frac{1}{6}$ of 30 is _____

$\frac{2}{6}$ of 30 is _____

$\frac{3}{6}$ of 30 is _____

$\frac{4}{6}$ of 30 is _____

$\frac{5}{6}$ of 30 is _____

$\frac{6}{6}$ of 30 is _____

Challenge

Draw your own bar model diagram to find $\frac{1}{3}$s of 30 and $\frac{1}{5}$s of 30.

Practice Sheets Answers

Find fractions of amounts (mild)

1.	⅓ of 12 is 4	⅔ of 12 is 8
2.	⅓ of 15 is 5	⅔ of 15 is 10
3.	¼ of 20 is 5	¾ of 20 is 15
4.	¼ of 16 is 4	¾ of 16 is 12
5.	⅕ of 15 is 3	⅗ of 15 is 9
6.	⅕ of 20 is 4	⅖ of 20 is 8
7.	⅛ of 16 is 2	⅝ of 16 is 10
8.	⅛ of 40 is 5	⅜ of 40 is 15
9.	¼ of 32 is 8	¾ of 32 is 24
10.	1/10 of 80 is 8	3/10 of 80 is 24
11.	⅙ of 12 is 2	⅚ of 12 is 10
12.	⅙ of 30 is 5	⅚ of 30 is 25

Finding unit and non-unit fractions of amounts (hot)

$\frac{1}{8}$ of 32 is 4

$\frac{2}{8}$ of 32 is 8 $\frac{1}{4}$ of 32 is 8 $\frac{1}{6}$ of 30 is 5

$\frac{3}{8}$ of 32 is 12 $\frac{2}{6}$ of 30 is 10

$\frac{4}{8}$ of 32 is 16 $\frac{1}{2}$ of 32 is 16 $\frac{3}{6}$ of 30 is 15

$\frac{5}{8}$ of 32 is 20 $\frac{4}{6}$ of 30 is 20

$\frac{6}{8}$ of 32 is 24 $\frac{3}{4}$ of 32 is 24 $\frac{5}{6}$ of 30 is 25

$\frac{7}{8}$ of 32 is 28 $\frac{6}{6}$ of 30 is 30

$\frac{8}{8}$ of 32 is 32 $\frac{4}{4}$ of 32 is 32

Challenge

Draw your own bar model diagram to find ⅓s of 30 and ⅕s of 30.

30		
10	10	10

$\frac{1}{3}$ of 30 is 10
$\frac{2}{3}$ of 30 is 20
$\frac{3}{3}$ of 30 is is 30

30				
6	6	6	6	6
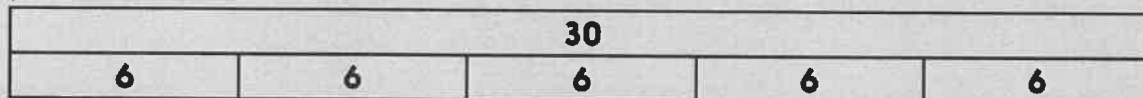
$\frac{1}{5}$ of 30 is 6
$\frac{2}{5}$ of 30 is 12
$\frac{3}{5}$ of 30 is 18
$\frac{4}{5}$ of 30 is 24
$\frac{5}{5}$ of 30 is 30

Work in pairs

Things you will need:
- 28 gems (or beads, pennies, dried beans, etc.
- Four treasure chests
- A pencil

What to do:

- Choose a bag of gems. Put $\frac{1}{4}$ of the gems in each of the four treasure chests.
- Complete one line of fraction sentences for that bag of gems.

28 4 12 20 8 24 16

- Repeat with up to five other bags of gems.

$\frac{1}{4}$ of ⬜ is ⬜ ; $\frac{1}{2}$ of ⬜ is ⬜ ; $\frac{3}{4}$ of ⬜ is ⬜

$\frac{1}{4}$ of ⬜ is ⬜ ; $\frac{1}{2}$ of ⬜ is ⬜ ; $\frac{3}{4}$ of ⬜ is ⬜

$\frac{1}{4}$ of ⬜ is ⬜ ; $\frac{1}{2}$ of ⬜ is ⬜ ; $\frac{3}{4}$ of ⬜ is ⬜

$\frac{1}{4}$ of ⬜ is ⬜ ; $\frac{1}{2}$ of ⬜ is ⬜ ; $\frac{3}{4}$ of ⬜ is ⬜

$\frac{1}{4}$ of ⬜ is ⬜ ; $\frac{1}{2}$ of ⬜ is ⬜ ; $\frac{3}{4}$ of ⬜ is ⬜

$\frac{1}{4}$ of ⬜ is ⬜ ; $\frac{1}{2}$ of ⬜ is ⬜ ; $\frac{3}{4}$ of ⬜ is ⬜

S-t-r-e-t-c-h:
Find another number of gems you could share equally between the four treasure chests. You are not allowed to cut up any gems!

Learning outcomes:
- I can find $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of amounts (whole number answers).
- I am beginning to understand that $\frac{2}{4}$ is the same as $\frac{1}{2}$.
- I am beginning to see that not all numbers can be shared into quarters (to give whole number answers).
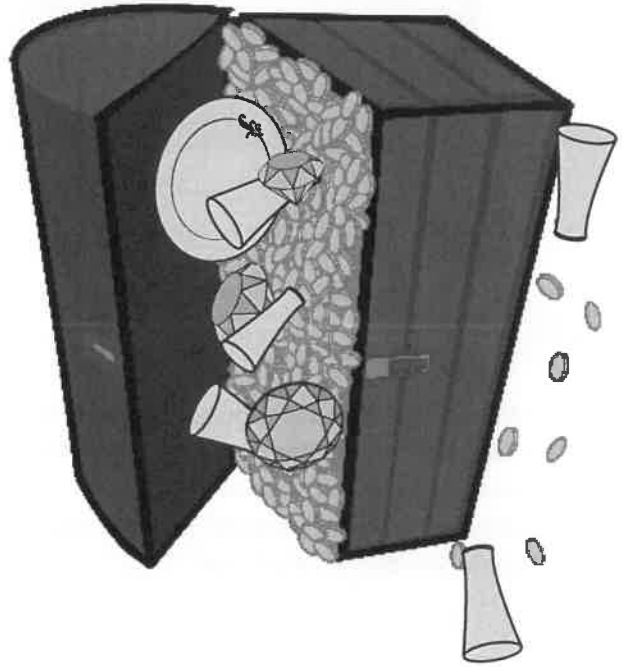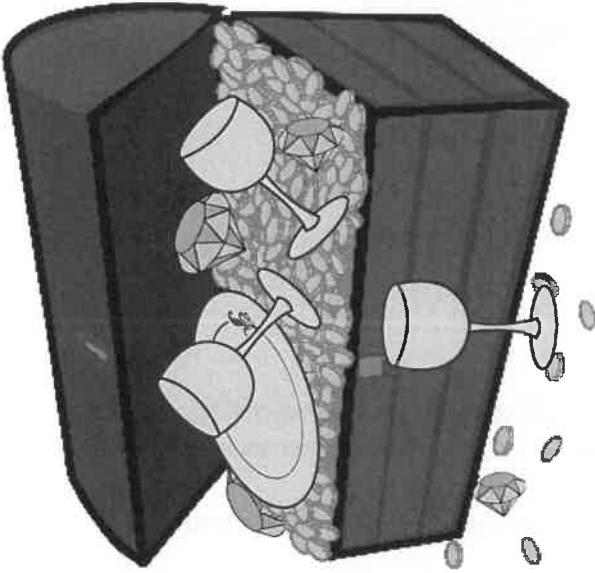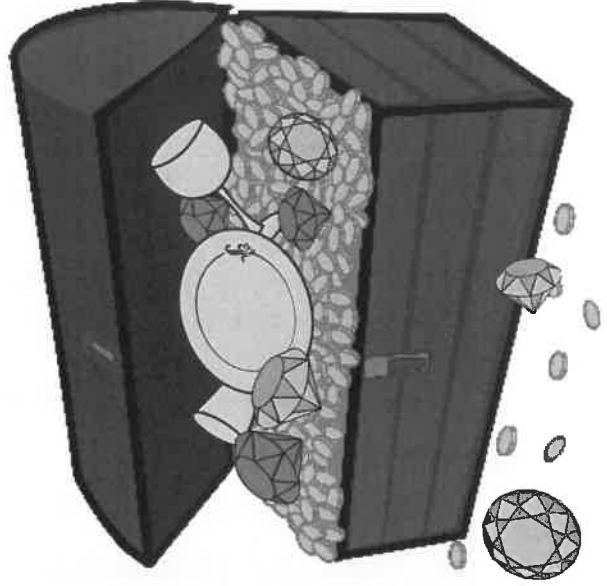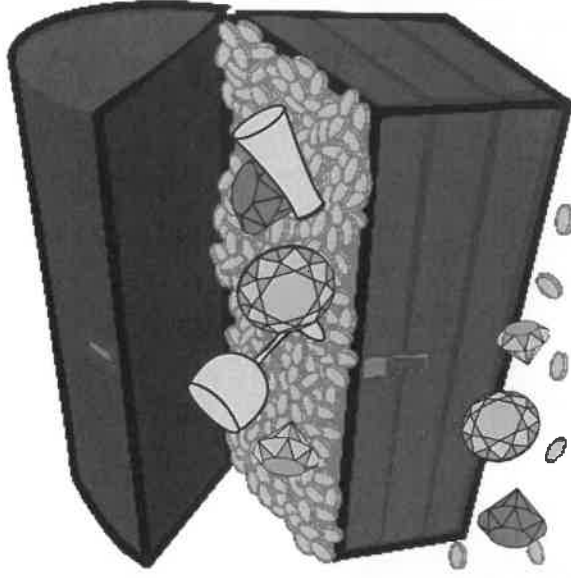
Investigation
Fraction clues

1. Use your knowledge about finding fractions
    of numbers to solve this logic puzzle:

> I am a whole number between 10 and 25.
> If you halve me, your answer will not be
> a whole number.
> If you find $\frac{1}{3}$ of me, your answer will be
> a multiple of 5.
> If you try to find $\frac{1}{4}$ of me, you may get
> a headache!
> If you find $\frac{1}{5}$ of me, your answer will be
> a whole number.
> What am I?

2. Have a go at this one!

> I am a very special number between 10
> and 20.
> I am special because if you find $\frac{1}{2}$ of
> me, $\frac{1}{3}$ of me, $\frac{1}{4}$ of me, or even $\frac{1}{6}$
> of me, you will get a whole number answer!
> What am I?

Challenge

What if the number in puzzle two was between 20 and 30? Or between 30 and 40?
Can you think of any other numbers that would satisfy all the other clues? What do
you notice about them?
Think of another 'special' number and write your own fraction clues about it for
someone else to work out.

Add and subtract fractions with the same denominator.

These pizzas are divided into $1/4$s.

First $3/4$ is eaten.

Then another $2/4$.
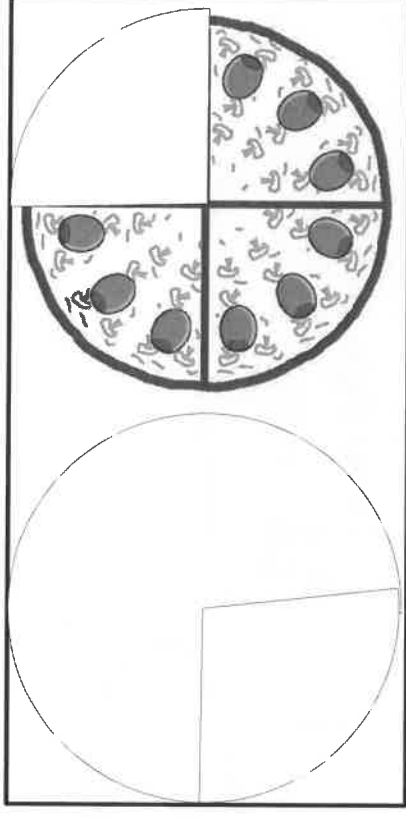
How many $1/4$s have been eaten altogether?

$3/4 + 2/4 = 5/4$

How else can we write $5/4$?

As a mixed number: $1\frac{1}{4}$

Add and subtract fractions with the same denominator.

$^4/_5 + ^3/_5 = ^7/_5$

How else can we write $^7/_5$?

These pizzas are divided into $^1/_5$s.

First $^4/_5$ are eaten.

Then another $^3/_5$.

How many $^1/_5$s have been eaten altogether?

As a mixed number: $1^2/_5$

Add and subtract fractions with the same denominator.

We can also show this on a fifths numberline.

0    $\frac{4}{5}$ 1 $\frac{7}{5}$ 2
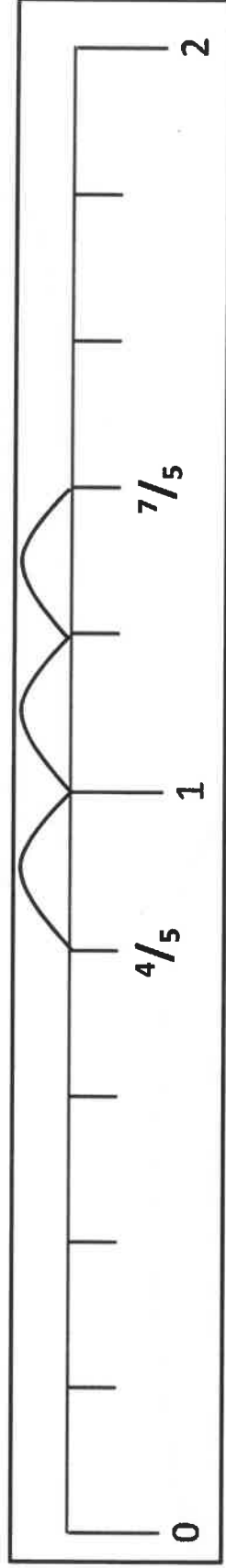
Mark $\frac{4}{5}$

Count on $\frac{3}{5}$

$\frac{4}{5} + \frac{3}{5} = \frac{7}{5}$ or $1\frac{2}{5}$

Add and subtract fractions with the same denominator.

Let's try $1\frac{3}{5} - \frac{4}{5}$.

We can also use the numberline to subtract.

Mark on $1\frac{3}{5}$

Count back $\frac{4}{5}$

$1\frac{3}{5} - \frac{4}{5} = \frac{4}{5}$

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

Add and subtract fractions with the same denominator.

Let's try $1\frac{1}{5} - \frac{3}{5}$.

Mark on $1\frac{1}{5}$.

Count back $\frac{3}{5}$.
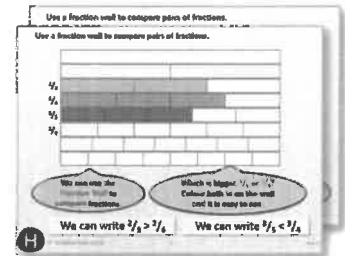
$1\frac{1}{5} - \frac{3}{5} = \frac{3}{5}$

Number line: 0 ... $\frac{3}{5}$ ... 1 $1\frac{1}{5}$ ... 2
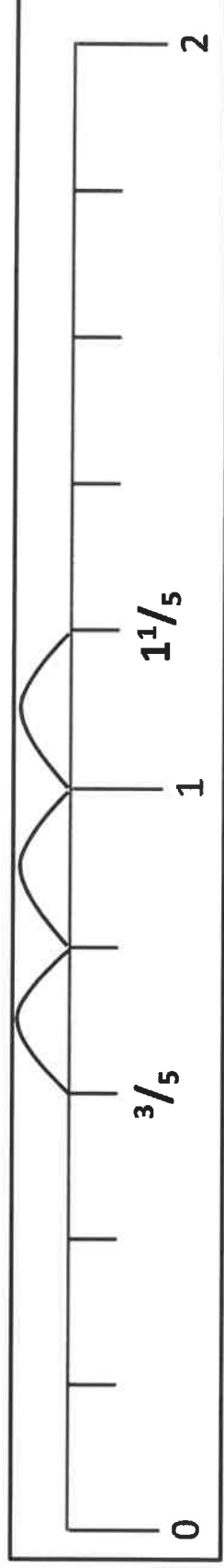
Year 4: Week 4, Day 3
Add and subtract fractions

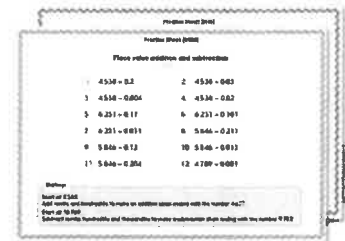**Each day covers one maths topic. It should take you about 1 hour or just a little more.**

1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.

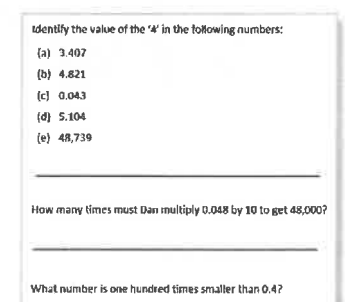   OR start by carefully reading through the **Learning Reminders**.

2. Tackle the questions on the **Practice Sheet**.
   There might be a choice of either Mild (easier) or Hot (harder)!
   Check the answers.

3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Have I mastered the topic? A few questions to **Check your understanding.**
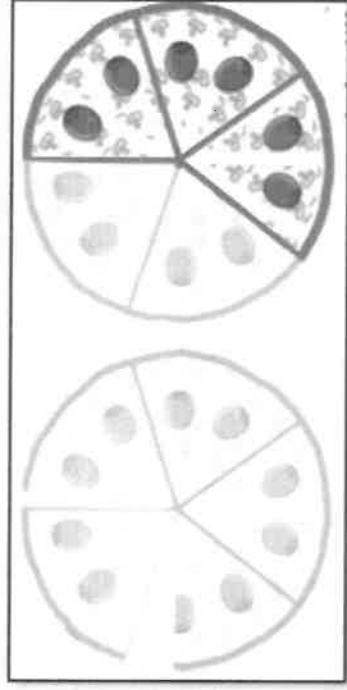   Fold the page to hide the answers!

Learning Reminders

Add and subtract fractions with the same denominator.

These pizzas are divided into $\frac{1}{5}$s.

First $\frac{4}{5}$ are eaten (4 slices).

Then another $\frac{3}{5}$ (3 slices).

How many $\frac{1}{5}$s have been eaten altogether?
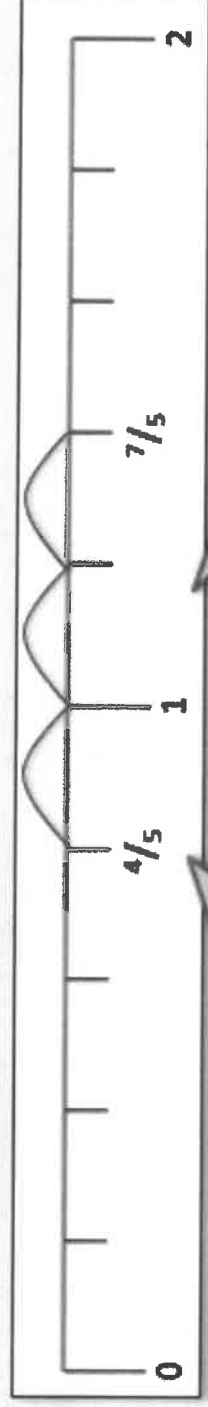
How else can we write $\frac{7}{5}$?

$$\frac{4}{5} + \frac{3}{5} = \frac{7}{5}.$$

As a mixed number: $1\frac{2}{5}$.

Learning Reminders

Add and subtract fractions with the same denominator.

We can also show this on a fifths numberline.

Mark on $^4/_5$.

Count on $^3/_5$.

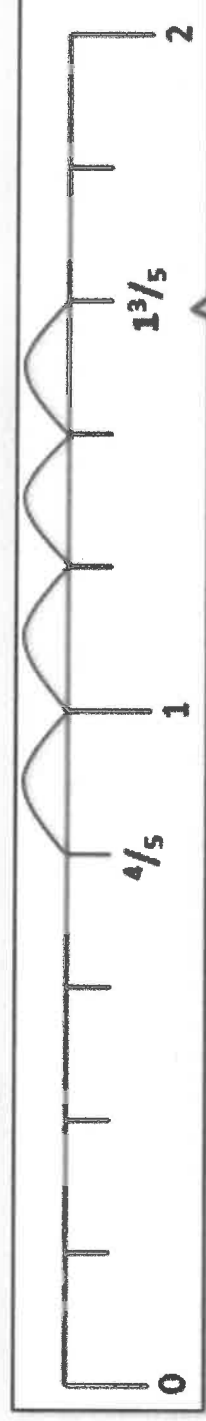$^4/_5 + ^3/_5 = ^7/_5$ or $1^2/_5$.

Learning Reminders

Add and subtract fractions with the same denominator.

We can also use the numberline to subtract.

Let's try $1\frac{3}{5} - \frac{4}{5}$.

Step 1 Mark on $1\frac{3}{5}$.

Step 2 Count back $\frac{4}{5}$.

$1\frac{3}{5} - \frac{4}{5} = \frac{4}{5}$

Practice Sheet Mild
Adding and subtracting fractions

Use fraction lines to help you work out the answers to these additions and subtractions.
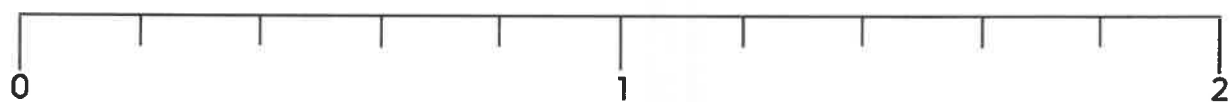
```
0                            1                            2
```

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

2. $\frac{3}{4} + \frac{3}{4} =$

3. $\frac{3}{4} - \frac{1}{4} =$

4. $1\frac{1}{4} - \frac{3}{4} =$

```
0                            1                            2
```

5. $\frac{3}{5} + \frac{1}{5} =$

6. $\frac{3}{5} + \frac{2}{5} =$

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

8. $1\frac{2}{5} + \frac{2}{5} =$

9. $\frac{4}{5} - \frac{2}{5} =$

10. $1\frac{4}{5} - \frac{3}{5} =$

11. $1\frac{1}{5} - \frac{2}{5} =$

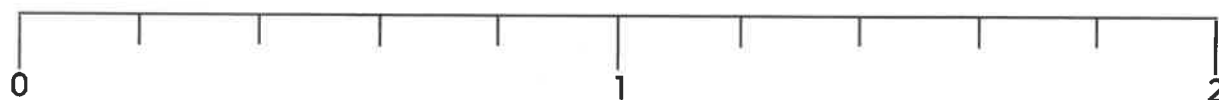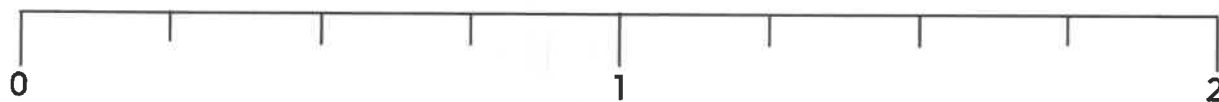12. $1\frac{2}{5} - \frac{4}{5} =$

Challenge

Write your own subtractions with an answer of $\frac{4}{5}$.

Practice Sheet Hot
Adding and subtracting fractions

Use fraction lines to help you work out the answers to these additions and subtractions.

```
0              1              2
|--|--|--|--|--|--|--|--|--|--|
```

```
0              1              2
|--|--|--|--|--|--|--|--|--|--|
```

```
0              1              2
|--|--|--|--|--|--|--|--|--|--|
```

$\frac{3}{4} + \frac{3}{4} =$ ☐

$\frac{3}{5} + \frac{2}{5} =$ ☐

$\frac{5}{6} + \frac{1}{6} =$ ☐

$\frac{4}{5} + \frac{2}{5} =$ ☐

$1\frac{1}{4} + \frac{3}{4} =$ ☐

$\frac{5}{6} + \frac{2}{6} =$ ☐

$\frac{4}{5} + \frac{4}{5} =$ ☐

$\frac{2}{4} + 1\frac{3}{6} =$ ☐

$\frac{5}{6} - \frac{2}{6} =$ ☐

$\frac{4}{5} - \frac{2}{5} =$ ☐

$\frac{3}{4} - \frac{1}{4} =$ ☐

$1\frac{1}{5} - \frac{3}{5} =$ ☐

$1\frac{1}{4} - \frac{3}{4} =$ ☐

$1\frac{2}{6} - \frac{4}{6} =$ ☐

$1\frac{3}{6} - \frac{5}{6} =$ ☐

$1\frac{5}{6} - 1\frac{1}{2} =$ ☐

Challenge

Work with a partner to make up at least four new additions and subtractions.

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Practice Sheet Answers

Adding and subtracting fractions (mild)

1. $\frac{3}{4} + \frac{2}{4} = 1\frac{1}{4}$
2. $\frac{3}{4} + \frac{3}{4} = 1\frac{1}{2}$
3. $\frac{3}{4} - \frac{1}{4} = \frac{1}{2}$
4. $1\frac{1}{4} - \frac{3}{4} = \frac{1}{2}$

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

Challenge

E.g. $1\frac{2}{5} - \frac{3}{5}$, $1\frac{3}{5} - \frac{4}{5}$

Adding and subtracting fractions (hot)

$\frac{3}{4} + \frac{3}{4} = 1\frac{1}{2}$ $\qquad$ $\frac{5}{6} - \frac{2}{6} = \frac{3}{6} = \frac{1}{2}$

$\frac{3}{5} + \frac{2}{5} = 1$ $\qquad$ $\frac{4}{5} - \frac{2}{5} = \frac{2}{5}$

$\frac{5}{6} + \frac{1}{6} = 1$ $\qquad$ $\frac{3}{4} - \frac{1}{4} = \frac{2}{4} = \frac{1}{2}$

$\frac{4}{5} + \frac{2}{5} = 1\frac{1}{5}$ $\qquad$ $1\frac{1}{5} - \frac{3}{5} = \frac{3}{5}$

$1\frac{1}{4} + \frac{3}{4} = 2$ $\qquad$ $1\frac{1}{4} - \frac{3}{4} = \frac{2}{4} = \frac{1}{2}$

$\frac{5}{6} + \frac{2}{6} = 1\frac{1}{6}$ $\qquad$ $1\frac{2}{6} - \frac{4}{6} = \frac{4}{6} = \frac{2}{3}$

$\frac{4}{5} + \frac{4}{5} = 1\frac{3}{5}$ $\qquad$ $1\frac{3}{6} - \frac{5}{6} = \frac{4}{6} = \frac{2}{3}$

$\frac{2}{4} + 1\frac{3}{6} = 2$ $\qquad$ $1\frac{5}{6} - 1\frac{3}{6} = \frac{2}{6} = \frac{1}{3}$

Work in pairs

Things you will need:
- A pencil
- A fraction wall

What to do:

- Fill in the missing fractions in these sums.

1	
½	

$^1/2$ + ☐ = 1

1	
⅓	

$^1/3$ + ☐ = 1

1	
¾	

$^3/4$ + ☐ = 1

1	
⅘	

$^4/5$ + ☐ = 1

1	
⁷⁄₁₀	

$^7/10$ + ☐ = 1

1	
⅝	

$^5/8$ + ☐ = 1

1	
⁴⁄₇	

$^4/7$ + ☐ = 1

1	
⅙	

$^1/6$ + ☐ = 1

S-t-r-e-t-c-h:
Write an addition of fractions with different denominators (numbers on the bottom), e.g. ½ + ☐⁄₄ = 1.

Learning outcomes:
- I know how many of each fraction make a whole and can use this to write missing fractions in sums with an answer of 1.
- I am beginning to write my own fraction sums.

1											
1/2						1/2					
1/3			1/3				1/3				
1/4		1/4			1/4			1/4			
1/5		1/5		1/5		1/5			1/5		
1/6	1/6		1/6		1/6		1/6		1/6		
1/7	1/7	1/7		1/7		1/7		1/7		1/7	
1/8	1/8	1/8	1/8		1/8		1/8		1/8		1/8
1/9	1/9	1/9	1/9	1/9		1/9		1/9		1/9	1/9
1/10	1/10	1/10	1/10	1/10	1/10		1/10		1/10	1/10	1/10
1/11	1/11	1/11	1/11	1/11	1/11	1/11		1/11	1/11	1/11	1/11
1/12	1/12	1/12	1/12	1/12	1/12	1/12	1/12	1/12	1/12	1/12	1/12

Check your understanding
Questions

Some pizzas are divided into sixths.
Write the fraction of a pizza that each child ate.

Edward:	2 slices
Bella:	3 slices
Jake:	5 slices
Charlie:	1 slice

Charlie and Bella shared a pizza, so what fraction was left?
Jake and Edward shared 2 pizzas, so what fraction was left?

Add $\frac{1}{2}$ to each of these fractions: $\frac{3}{4}$, $\frac{1}{6}$, $\frac{3}{10}$
(HINT: Write $\frac{1}{2}$ as an equivalent fraction in each case...)

Fold here to hide answers

Check your understanding
Answers

Some pizzas are divided into sixths.
Write the fraction of a pizza that each child ate.

Edward:	2 slices	$\frac{2}{6}$ or $\frac{1}{3}$
Bella:	3 slices	$\frac{3}{6}$ or $\frac{1}{2}$
Jake:	5 slices	$\frac{5}{6}$
Charlie:	1 slice	$\frac{1}{6}$

Charlie and Bella shared a pizza, so what fraction was left? $\frac{2}{6}$ or $\frac{1}{3}$
An answer of $\frac{8}{12}$ suggests children are incorrectly adding the numerator and denominator of the fractions.
An answer of $\frac{4}{6}$ may suggest that the slices eaten have been added but then not subtracted from the whole pizza.
Jake and Edward shared 2 pizzas, so what fraction was left? $\frac{5}{6}$
See above for the sort of errors that can arise, in each case use a visual model of the pizzas to help unpick the problems.

Add $\frac{1}{2}$ to each of these fractions: $\frac{3}{4}$, $\frac{1}{6}$, $\frac{3}{10}$
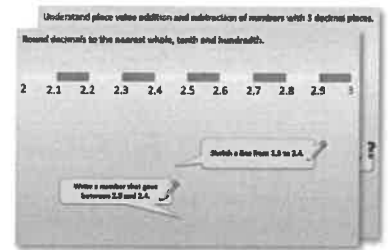(HINT: Write $\frac{1}{2}$ as an equivalent fraction in each case...)

$1\frac{1}{4}$, $\frac{2}{3}$ and $\frac{4}{5}$ respectively.
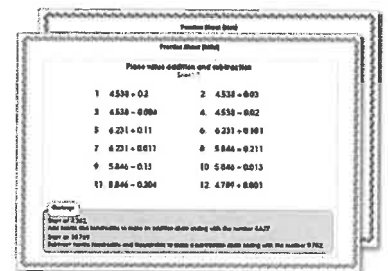
Year 4: Week 4, Day 4
Polygons

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.

2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.
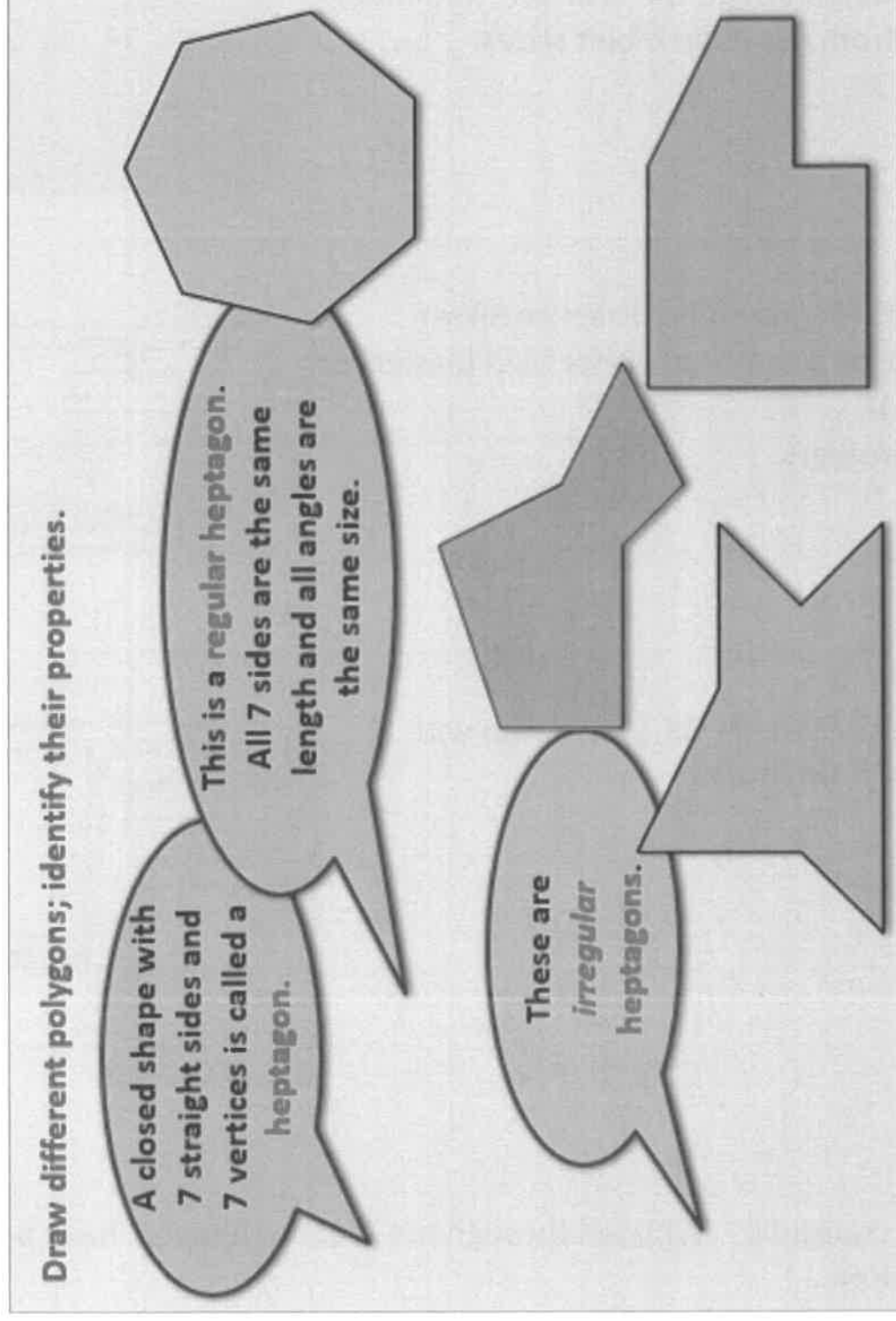
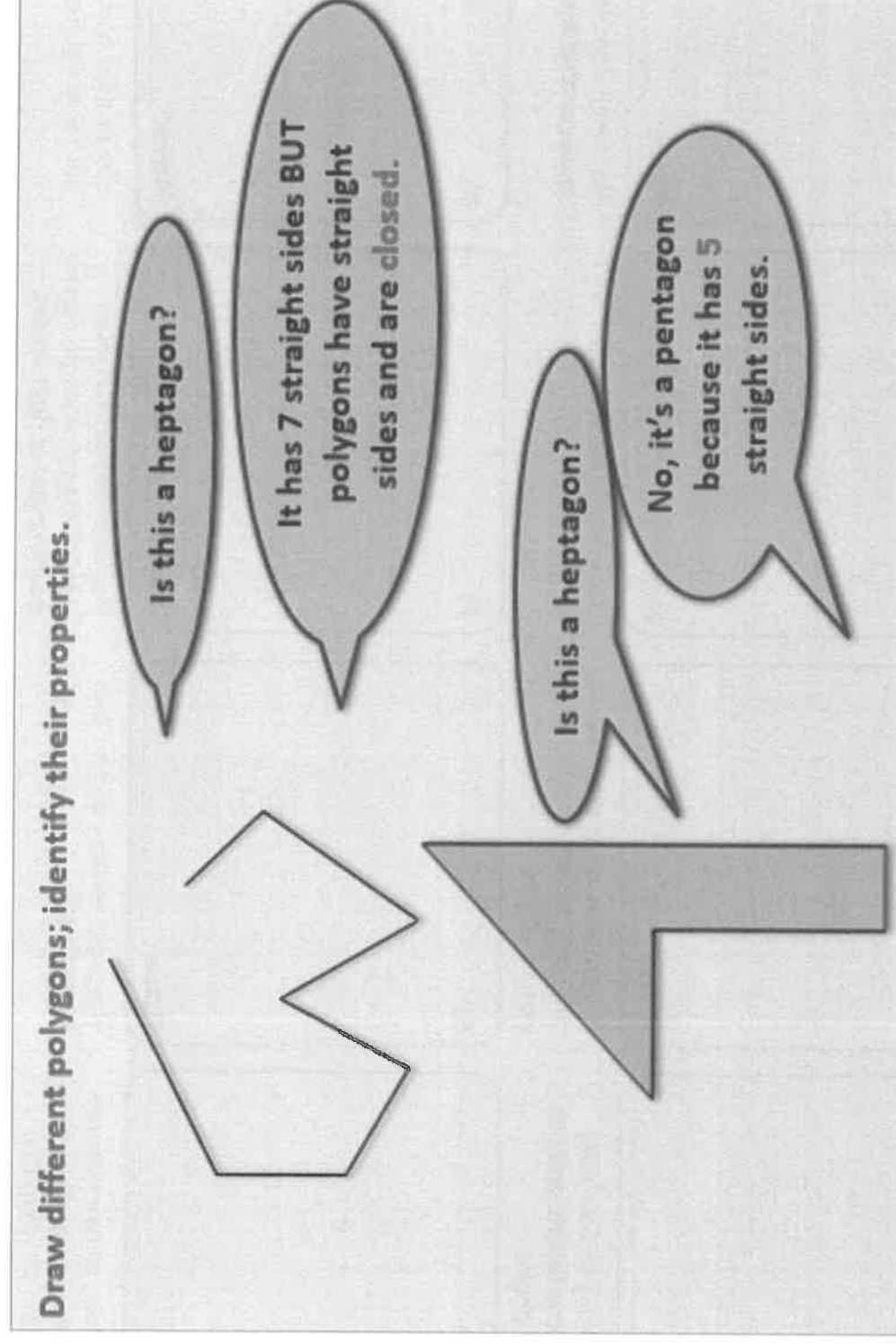3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation**...

Learning Reminders

Draw different polygons; identify their properties.

A closed shape with 7 straight sides and 7 vertices is called a heptagon.

This is a regular heptagon. All 7 sides are the same length and all angles are the same size.

These are *irregular heptagons*.

Learning Reminders

Draw different polygons; identify their properties.

Is this a heptagon?

It has 7 straight sides BUT polygons have straight sides and are closed.

Is this a heptagon?

No, it's a pentagon because it has 5 straight sides.

Practice Sheet Mild
Shape properties

Draw a shape to match each description. Write the name of your shape.

1)

Name: _____

Has four sides, all four sides are the same length, and has four right angles.

2)

Name: _____

Has six sides, all six sides are the same length, and has six obtuse angles.

3)

Name: _____

Has five sides and one line of symmetry.

4)

Name: _____

Has seven sides, has two right angles and no lines of symmetry.

5)

Name: _____

Has five sides, all five sides are the same length, and has at least one line of symmetry.

6)

Name: _____

Has eight vertices and no lines of symmetry.

7)

Name: _____

Has seven vertices, has seven sides all the same length, has no acute angles or right angles.

8)

Name: _____

Has six sides and six vertices, has three right angles.

Practice Sheet Hot
Shape properties

Draw a shape to match each description, and write the name of your shape.

1)

Name: _____

Has five sides, all five sides are the same length, and has at least one line of symmetry.

2)

Name: _____

Has eight vertices and has no lines of symmetry.

3)

Name: _____

Has seven vertices, has seven sides all the same length, and has no acute angles or right angles.

4)

Name: _____

Has six sides and six vertices, and has three right angles.

5)

Name: _____

Has six vertices, has two acute angles and three obtuse angles.

6)

Name: _____

Has five sides, has one right angle and one line of symmetry.

7)

Name: _____

Has eight sides and eight vertices, all eight sides are the same length, and has at least one line of symmetry.

8)

Name: _____

Has seven vertices, and has one line of symmetry.

Practice Sheet Answers

Shape properties (mild)

1. Square

2. Regular hexagon

3. Irregular pentagon
   e.g.

4. Irregular heptagon
   e.g.

5. Regular pentagon
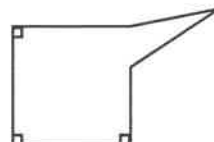   e.g.
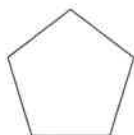
6. Irregular octagon
   e.g.

7. Regular heptagon
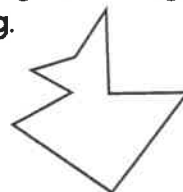   e.g.

8. Irregular hexagon
   e.g.

Shape properties (hot)
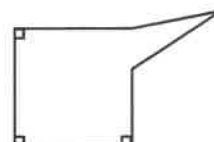
1. Regular pentagon
   e.g.

2. Irregular octagon
   e.g.

3. Regular heptagon
   e.g.

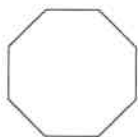4. Irregular hexagon
   e.g.

Shape properties (hot) continued

5.   Irregular hexagon
        e.g.

6.   Irregular pentagon
        e.g.

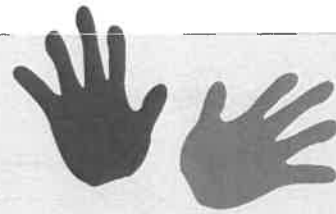7.   Octagon
        e.g.

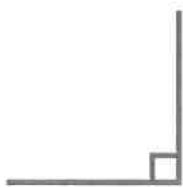8.   Irregular heptagon

Work in pairs

Things you will need:

- A right angle measure (the corner of a rectangular sheet of paper or book will work)
- A pencil

What to do:

- Use your right angle measure to test if each angle is acute, obtuse or a right angle. Ring the correct description for each angle.
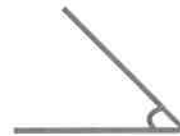
acute/right angle/obtuse   acute/right angle/obtuse   acute/right angle/obtuse   acute/right angle/obtuse

acute/right angle/obtuse   acute/right angle/obtuse   acute/right angle/obtuse

acute/right angle/obtuse   acute/right angle/obtuse   acute/right angle/obtuse

S-t-r-e-t-c-h:

Investigate by drawing, how many acute angles it is possible to have in a triangle.
How many right angles do you think can be in a triangle?
How many obtuse angles do you think can be in a triangle?

Learning outcomes:

- I can identify acute, right and obtuse angles.
- I am beginning to draw acute, right and obtuse angles.

Investigation

1. Investigate how many different polygons you can make by drawing five equilateral triangles next to one another on isometric paper.

2. Compare your shapes and eliminate any repeats: reflections and rotations count as repeats – cutting out shapes may be useful as they'll be easier to turn around or flip over.

3. Name each shape. Decide whether it is **regular** or not.

4. If it is not regular, decide whether it is **symmetrical** or not, e.g.
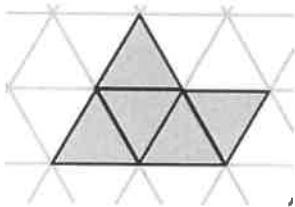
pentagon: irregular, no lines of symmetry
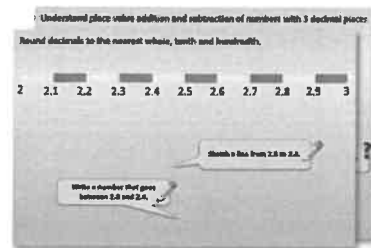
Investigation Resource
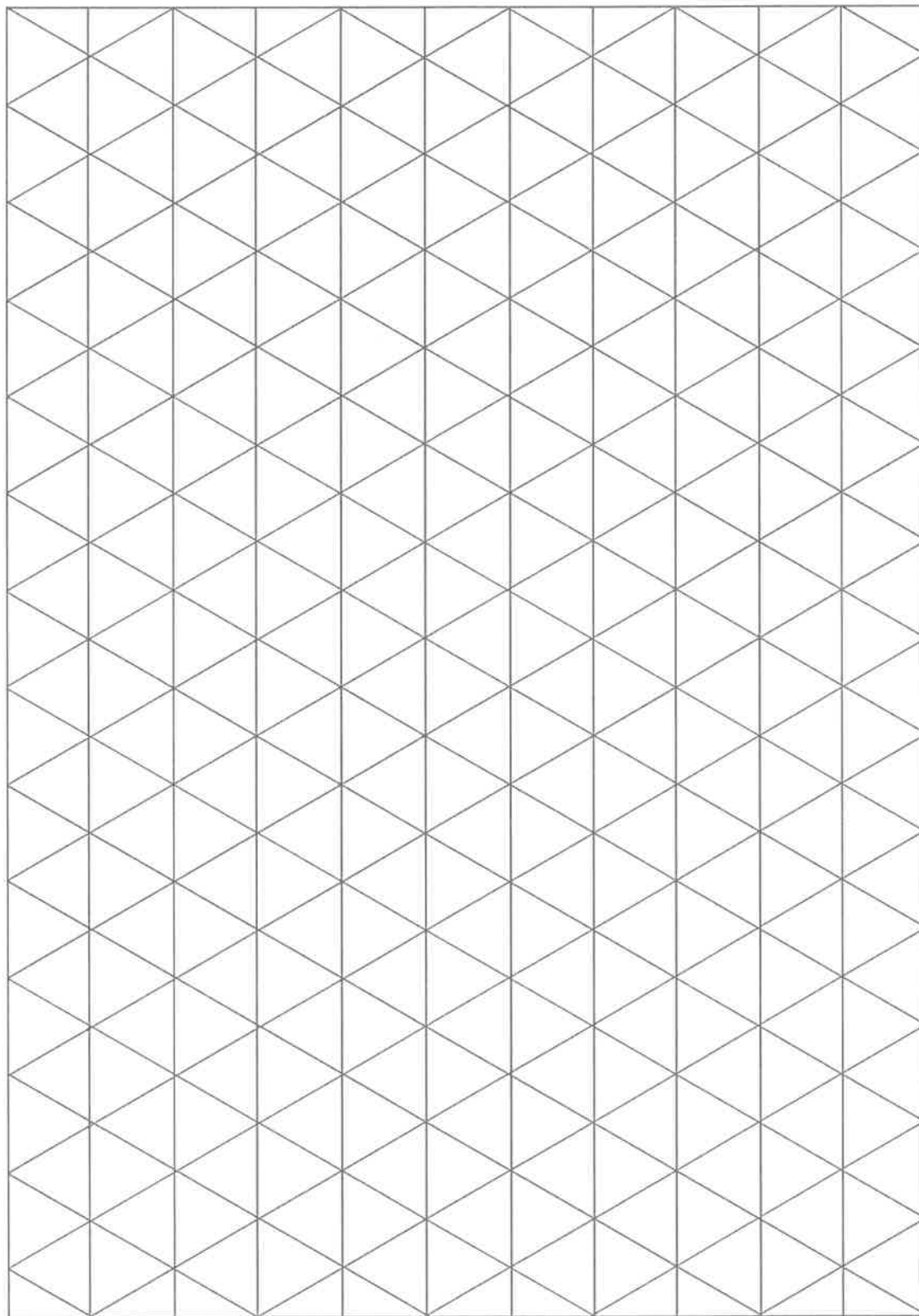
Year 4: Week 4, Day 5
Sorting triangles

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.

2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.

3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!

Learning Reminders

Describe, name and sort triangles, identifying their properties.

Triangle 1 is called an isosceles triangle. The name comes from the Greek iso (same) and skelos (leg). It has 2 equal sides and 1 line of symmetry

Triangle 2 is called an equilateral triangle. It is a regular shape as all its sides and angles are equal.

It has 3 lines of symmetry.

2

1

What is the same about Triangles 1 and 2; what is different?

Learning Reminders

Describe, name and sort triangles, identifying their properties.

Triangle 3 has a right angle and 2 equal sides. It is a right angled isosceles triangle.

3
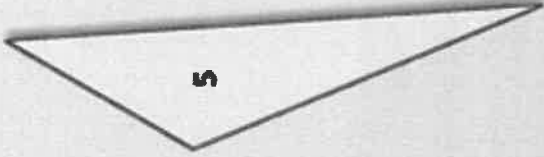
Triangle 4 has 2 equal sides so is also an isosceles triangle.

Both these triangles have 1 line of symmetry.

What is the same about Triangles 3 and 4; what is different?

Learning Reminders

Describe, name and sort triangles, identifying their properties.

What do you notice about Triangle 5?

Triangle 5 is neither symmetrical nor has a right angle. Completely irregular triangles are called scalene.

Try drawing another scalene triangle.

5

Practice Sheet Mild
Triangles

Use a set square to check if each triangle has a right angle. If it does, mark it on.
Write the name of each type of triangle and write two facts about it.

1.

Name: _____

1. _____

2. _____

2.

Name: _____

1. _____

2. _____

3.

Name: _____

1. _____

2. _____

4.

Name: _____

1. _____

2. _____

5.

Name: _____

1. _____

2. _____

6.

Name: _____

1. _____

2. _____

7.

Name: _____

1. _____

2. _____

8.
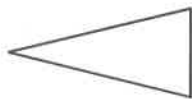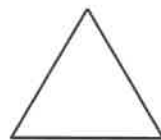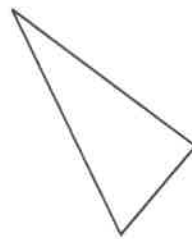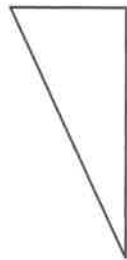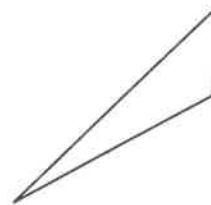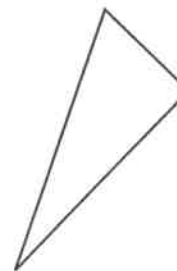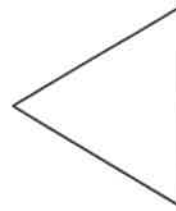
Name: _____

1. _____

2. _____

Practice Sheet Hot
Triangles

Use a set square to check if each triangle has a right angle. If it does, mark it on.
Write the name of each type of triangle and write two facts about it.

1.

Name: _____

1. _____

2. _____

2.

Name: _____

1. _____

2. _____

3.

Name: _____

1. _____

2. _____

4.

Name: _____

1. _____

2. _____

5.

Name: _____

1. _____

2. _____

6.

Name: _____

1. _____

2. _____

7.

Name: _____

1. _____

2. _____

8.
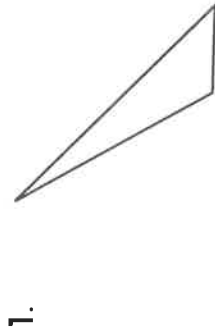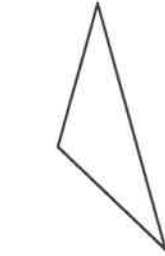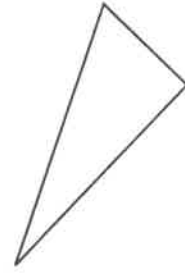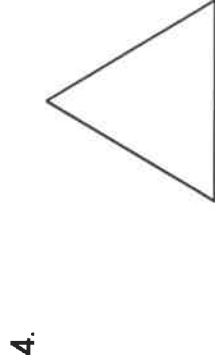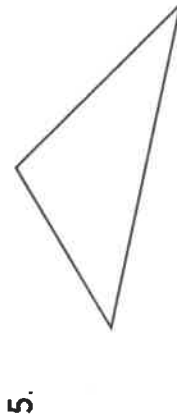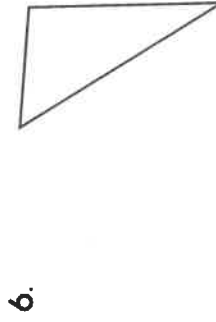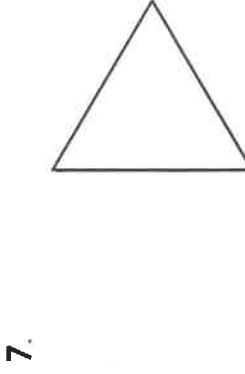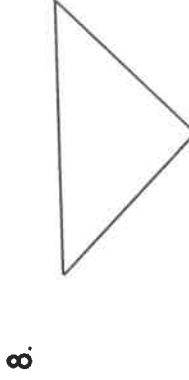
Name: _____

1. _____

2. _____

Practice Sheets Answers

Triangles (mild)

1. Isosceles
2. Equilateral
3. Scalene
4. Right angled
5. Scalene
6. Isosceles
7. Right angled
8. Equilateral

Triangles (hot)

1. Scalene
2. Isosceles
3. Right angled
4. Equilateral
5. Scalene
6. Scalene
7. Equilateral
8. Isosceles, right angled

Things you will need:

- A sheet of triangles
- Scissors
- Ruler
- Right angle measurer (you could use the corner of a sheet of paper or a book)
- A Carroll diagram sheet
- Glue stick
- A pencil

What to do:

1. Cut out the triangles.

2. Take one and discuss where it belongs on the diagram.

3. Once you are agreed, stick it in the correct place on the sheet.

4. Repeat with each triangle, one at a time.

S-t-r-e-t-c-h:

Choose a different way to sort the triangles.

Learning outcomes:

- I can identify and describe properties of triangles.
- I can sort triangles according to their properties.
- I am beginning to find my own way to sort triangles.
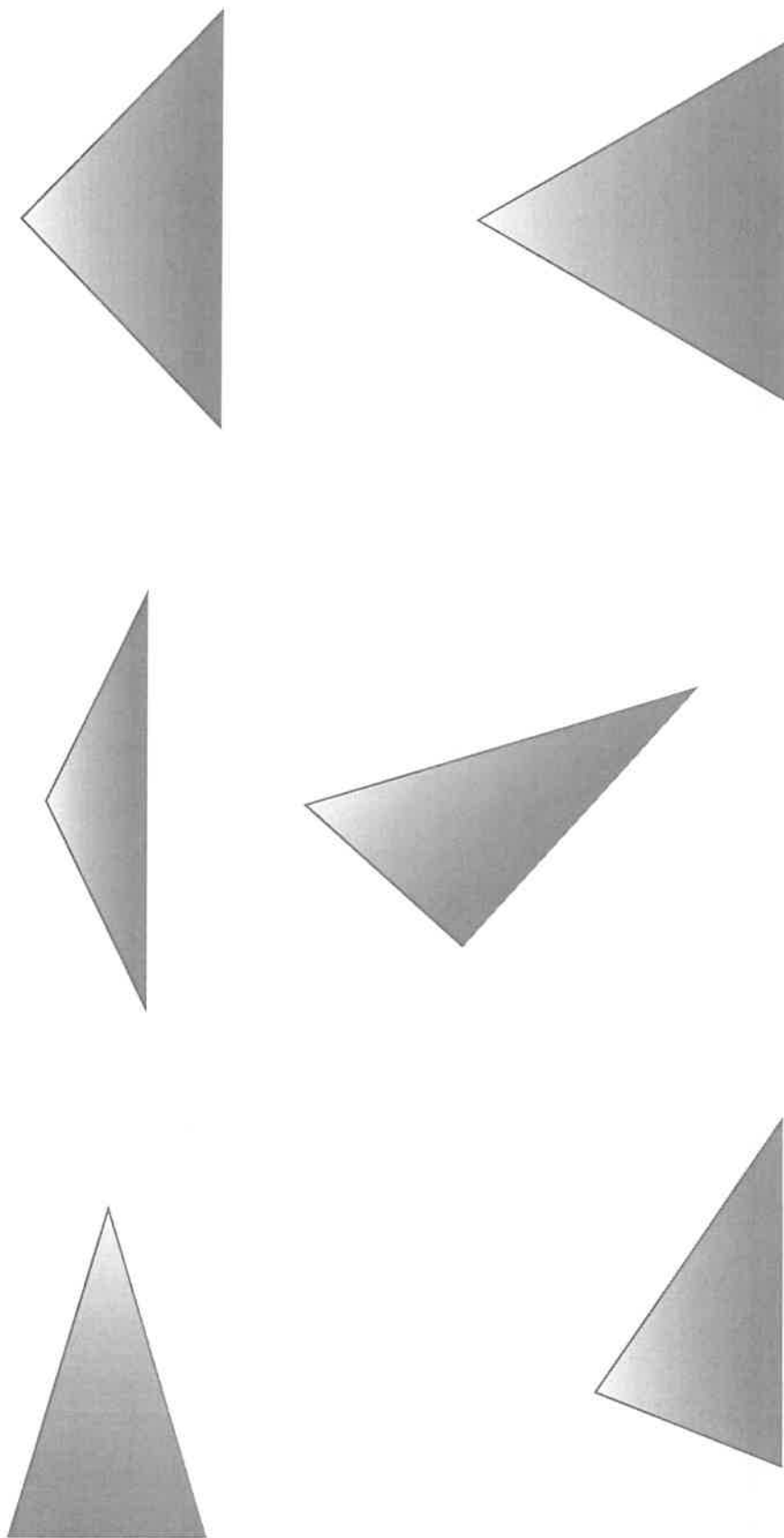
	Symmetrical	Not symmetrical
Has a right angle		
Does not have a right angle		

Check your understanding
Questions

Draw triangles to match each description:

  i.   With a right angle and the shortest side is 3cm
 ii.   Two sides and two angles are equal
iii.   No equal angles; one side twice as long as one other side

---

Make as many *generalisations* as you can about this collection of shapes:
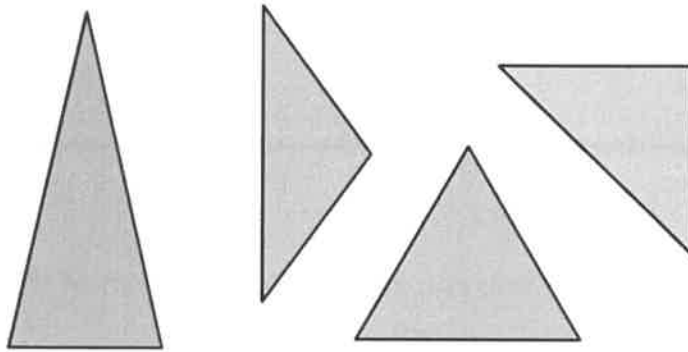
Check your understanding
Answers

Draw triangles to match each description

i.   **With a right angle and the shortest side is 3cm** – check it has a right angle.

ii.   **Two sides and two angles are equal** Check it is isosceles.

iii.   **No equal angles; one side twice as long as one other side** Check the lengths of sides and that it is scalene.

Check children's drawings. For accurate drawings they should be using a sharp pencil and ruler. Can children name the triangles? They are, respectively, a right angled, an isosceles and a scalene triangle.

Make as many *generalisations* as you can about this collection of shapes:
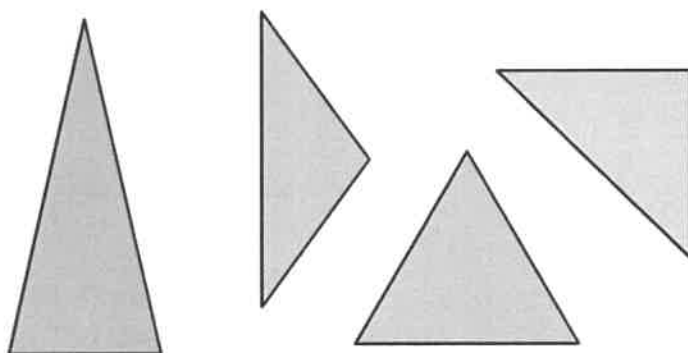
They are all polygons.   They all have 3-sides.   They all have 3 angles.
They are all triangles.   The angles inside each total 180°.
At least 2 sides of each are equal.

Using conjunctions to express time, place or cause.

Verbs

A verb indicates what someone or something is doing, feeling or being.

He climbs.

The spider is crafty.

The villagers despair.

I saw him!

Verb Phrases

A verb phrase can be a *single verb* or a <u>string of verbs.</u>

The other animals *think* he is tricky.

He has <u>had</u> all sorts of adventures.

He has been <u>causing</u> problems for everyone.

Clauses

Clauses are groups of words with a verb phrase and a subject.

Ananse lives in a village.

He looks like a spider.

The other animals think he is tricky.

He has had all sorts of adventures.

Conjunctions

Conjunctions are words that join clauses into sentences.

CLAUSE   CONJUNCTION   CLAUSE

He is extremely unusual   because   he is a spider man.

Conjunctions

Conjunctions are words that join clauses into sentences.

Cause	Time	Place
because	**after**	**where**
as	**before**	**wherever**
so	**when**	
since	**since**	
	until	
	as	
	while	

Conjunctions for place

Conjunctions help us express **time, place** and **cause.**

The pot broke...   **where it hit the ground.**

The pot broke...   **where it fell.**

Where?

The pot broke...   **where the people had been cheering.**

Where?

Where?

Wherever is useful for more general statements.

*You find mess **wherever** you have a puppy.*

*I like to take photos **wherever** I go.*

*Toddlers leave sticky fingerprints **wherever** they play.*

Try adding your own clauses to express place.

Conjunctions

Conjunctions help us express **time**, **place** and **cause.**

Ananse was ashamed...**because he had not succeeded.**

Why?

Ananse was ashamed...**as he had been so foolish.**

Why?

Ananse was ashamed...**since everyone had seen him fail.**

Why?
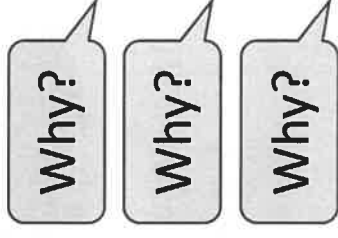
Try adding your own clauses to express cause.

Conjunctions

Conjunctions are words that join clauses into sentences.

Cause	Time	Place
because	after	where
as	before	wherever
so	when	
since	since	
	until	
	as	
	while	

End

What to do today

1. Read a story.

- Read *Ananse and the Pot of Wisdom.*
- How would you describe the character of Ananse? Can you make up three sentences to describe him? Do you think what happened to him was fair? Why?

2. Summarise the story

- Use words and pictures to put the story on *Story Summary.*
- Try using your summary to help you tell the story to somebody else.

3. Practise using conjunctions

- Use the *PowerPoint 1* or *Revision Card* to remind yourself about verbs, verb phrases, clauses and conjunctions.
- Complete *Multi Clause Sentences 1.*
- Challenge yourself to complete *Multi Clause Sentences 2.*

Well done. Share your sentences with a grown-up, who can check that they make sense.

Try the Fun-Time Extras

- Watch some more stories about Ananse. He appears in lots of stories. Try these to begin:

    https://www.youtube.com/watch?v=D25eKPWa-j0

    https://vimeo.com/4076703

https://www.youtube.com/watch?v=zG9eknk6mqw&list=PLcGi2MP6SEQ2O6J803Vj2k0K8Gid-euMW

Which is your favourite? Why?

Ananse and the Pot of Wisdom

Ananse is a very special spider, well known for his wit and wisdom. He lives, like other spiders, in corners and on ceilings. Everybody knew that Ananse was wise, for he boasted loud and clear. In his high-pitched voice he laughed at fools and spoke louder than everyone else.

One very sunny day, Sky God called Ananse up to the skies to have a chat. Sky God said in a quiet voice, "Could you do some work for me? Go about the earth and collect all wisdom for me. When you have brought it up to me, I will name you the Sage of All Time."

Ananse hid a smile. "That's easy, sir," he said. "I will be back in three days with the wisdom of the world."

Now, Ananse, as selfish as he was, had already travelled the length and breadth of the earth and collected every shred of wisdom. He kept it all in a giant pot in his secret hiding place.

The next day he started out to take the pot full of wisdom to Sky God way up in the skies. It was a huge pot and very heavy. As Ananse tugged it behind him, he was more than filled with pride. To get up to the skies where Sky God lived, you had to climb a tall coconut tree that grew beyond the clouds right up into the heavens. Ananse strapped the pot tightly to his back and made his way slowly up the tree

A great crowd was gathered below, waving and cheering him on. He pressed on, never mind his aching muscles. He had an appointment in heaven, and he was going to make it there.

Below, the crowd let out a cheer. It was a great moment for Ananse and, as pride filled his chest, he raised all his arms in a victory wave.

It was a shocking moment when he plummeted down to earth. He hit the ground with a bang and the pot broke in a million pieces. Wisdom scattered left and right, to the very ends of the earth. Ananse lay there in a heap, sobbing his heart out. Now everyone and every fool had a little bit of wisdom. He could not claim that all wisdom was his alone.

Then Sky God whispered in his ear, "I gave you eight arms, Ananse. If you really had all wisdom, you would not have waved them all."

Adapted from The Pot of Wisdom by Adowa Badoe

Story Summary

Revision Card – Clauses and Conjunctions

Verbs

A verb indicates what someone or something is doing, feeling or being.

He climbs.
The spider is crafty.
The villagers despair.
I saw him!

Verb Phrases

A verb phrase can be a *single verb* or a <u>string of verbs</u>.

The other animals *think* he is tricky.

He has <u>had</u> all sorts of adventures.

He <u>has been causing</u> problems for everyone.

Clauses

Clauses are groups of words with a verb phrase and a subject.

<u>Ananse</u> lives in a village.

He looks like a spider.

The other animals think he is tricky.

He has had all sorts of adventures.

Conjunctions

Conjunctions are words that join clauses into sentences.

CLAUSE   CONJUNCTION   CLAUSE

He is extremely unusual   because   he is a spider man.

Multi-Clause Sentences 1

- Choose two of the clauses below.

- Join these with a conjunction.

- Write out your sentence.

- Remember to include capital letters and full stops!

because	while	after	before	so
since	when	until	where	as

Ananse has eight legs.
He is a spider.
The Sky God called for Ananse.
Sky God had a job for him.
Ananse was confident.
He had collected all the wisdom.
He had travelled around the world.
He strapped the pot to his back.
He climbed the tree.
The pot fell to the ground.

Multi-Clause Sentences 2

Add a second clause to these clauses. Choose a conjunction and make up another clause. Write out your new sentence. Don't forget that the conjunction you use might be able to go at the start of the sentence.

Challenge: Can you add a third clause to any of your sentences?

First clauses

Ananse is a spider
Ananse loves to be cunning
Ananse is very well-known
The Sky God had a job for Ananse
Ananse was very confident
Ananse had already gathered all wisdom
He strapped the pot on his back
He climbed to meet the Sky-God
The crowd watched him
He started to celebrate

Conjunctions

because	while	wherever	after	before	so
since	when	whenever	until	where	as

What to do today

1. Read an Ananse Story

- Read *Why Pig Has a Short Snout.*
- How does it compare to the other Ananse story you read? What is similar? What is different? Which do you prefer? Why?

2. Make a summary of the story

- Use words and pictures to make a summary of the story on *Story Summary.*
- Try using your summary to help you to tell the story to somebody else.

3. Learn about conjunctions for time, place and cause.

- Use the *PowerPoint 2* or *Revision Card* to learn about using conjunctions for time, place and cause.
- Complete *Conjunctions for Time, Place and Cause 1 and 2.*

Share your answers with a grown-up. They can check the answers to part 1 at the end of this pack and you can read them your sentences for part 2 to check that they make sense.

Try these Fun-Time Extras

- Can you make an illustration for either of the stories about Ananse that you have read?
- Can you design an Ananse character? How would you show his characteristics in your design?
- Can you write sentences about yourself, using conjunctions to join clauses?

Why Pig Has a Short Snout

It used to be, not so very long ago, that the pig had a trunk as long as the elephant's. And so proud was he of his great trunk! With it he could suck up water for his very own shower, and he could water the plants in his herb garden. He could snort and blow a scary tune, and he could curl his trunk around and tie it in knots.

In those days, Pig was also a money lender. His success was due to the fact that no one ever made off with his money. With his trunk he would sniff and find the culprit and drag him from his hiding place. Pig was very proud of his useful trunk.

Now, Ananse borrowed some money from Pig to pay for his son's marriage. And because Ananse liked to keep up appearances, he had borrowed a lot to show his worth.

A month passed by, and it was time to pay back Pig. But Ananse, it seemed, had forgotten his debt. "Here I come," said Pig, "with my long trunk to seek and find."

But when he got to Ananse's house, Ananse pleaded for another week.
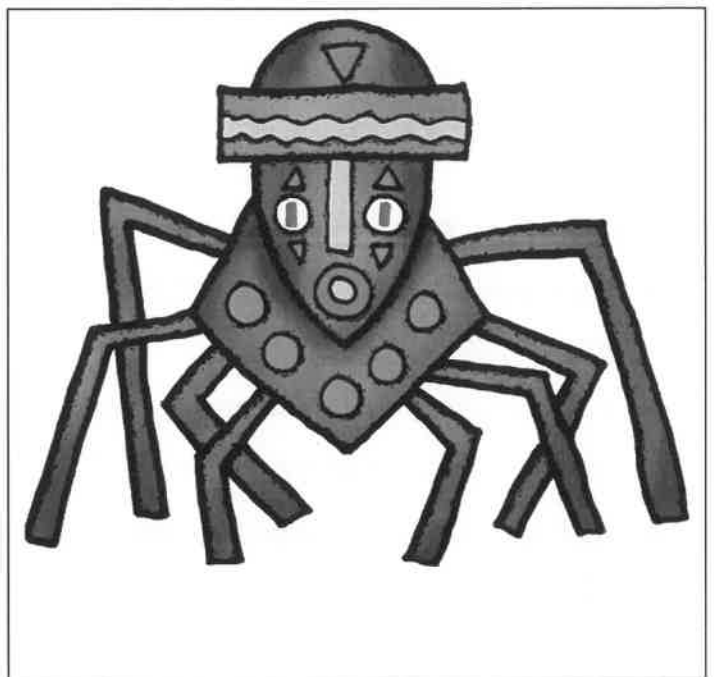
"You had better have my money," threatened Pig. "Or else you shall have the thrashing of your life." Then he waved his trunk in the air and went off to collect from someone else.

The next week Pig returned. "My money, Ananse. I want my money.

"Now you have startled me," said Ananse, looking down a long bamboo pole. "See, I have dropped your money down my bamboo pole. Now I have to think how to get it out!"

"I'll get it," replied Pig. And so Pig reached deep into the hollow bamboo pole. Pig strained and pushed. When he realized his trunk could go no farther, he tried to pull it out. But he couldn't. He was stuck. He moved his head this way and that, but he was stuck. He wiggled and rolled and banged his head, but he was stuck.

Ananse had gone to hide in his web, and none of the other creatures was willing to help. Finally, with one big shake of Pig's head, the bamboo pole fell off, alas with his trunk. And it never grew back. As for Ananse, he did not pay back Pig, and Pig never bothered him again.

Adapted from The Pot of Wisdom by Adowa Badoe

Story Summary

Revision Card

Conjunctions for time
Conjunctions help us express <u>time</u>, place and cause.

He dropped the pot... while he was climbing. When?

He dropped the pot... after he had almost reached the top. When?

He dropped the pot... when he started to show off . When?

Conjunctions for place
Conjunctions help us express time, <u>place</u> and cause.

The pot broke... where it hit the ground. Where?

The pot broke... where it fell. Where?

The pot broke... where the people had been cheering. Where?

Wherever is useful for more general statements.
You find mess wherever you have a puppy.
I like to take photos wherever I go.
Toddlers leave sticky fingerprints wherever they play.

Conjunctions
Conjunctions help us express time, place and <u>cause</u>.

Ananse was ashamed...because he had not succeeded. Why?

Ananse was ashamed...as he had been so foolish. Why?

Ananse was ashamed...since everyone had seen him fail. Why?

Conjunctions
Conjunctions are words that join clauses into sentences.

Cause	Time	Place
because	after	where
as	before	wherever
so	when	
since	since	
	until	
	as	
	while	

Conjunctions for Time, Place And Cause (1)

Read these sentences, mark the conjunction and write whether it has been used to express time, place or cause.

1. The pig was proud of his trunk because it was so useful.

2. After he had his trunk stuck, it was never the same again.

3. Pig used his trunk in the garden where he watered his plants with it.

4. Pig was a successful money-lender as no-one could escape him.

5. Before he borrowed the money, Ananse determined not to pay it back.

6. Wherever Pig looked, Ananse hid from him.

7. Ananse thought of a trick so he would not have to repay Pig.

8. When Pig came looking, Ananse pretended the money had fallen into a bamboo pole.

9. Now wherever Pig goes, no-one admires his nose.

10. Pig never bothered Ananse again since he was so upset with him.

Conjunctions for Time, Place And Cause (2)

Write second clauses to join to these clauses.
Mark the conjunction you have used and write whether it expresses cause, time or place. (Why, When or Where)
Remember that your conjunction might go at the start of your sentence.

1. The pig's nose had been useful

2. He was proud of his trunk

3. Pig was a money-lender

4. He used his nose to find debtors

5. Ananse borrowed money

6. Ananse did not pay his money

7. Ananse thought of a trick

8. Pig reached his nose into the pole

9. Pig's nose was stuck

10. Pig lost his much-loved trunk

Conjunctions for Time, Place And Cause (1)

ANSWERS

1. The pig was proud of his trunk because it was so useful. CAUSE

2. After he had his trunk stuck, it was never the same again. TIME

3. Pig used his trunk in the garden where he watered his plants with it. PLACE

4. Pig was a successful money-lender as no-one could escape him. CAUSE

5. Before he borrowed the money, Ananse determined not to pay it back. TIME

6. Wherever Pig looked, Ananse hid from him. PLACE

7. Ananse thought of a trick so he would not have to repay Pig. CAUSE

8. When Pig came looking, Ananse pretended the money had fallen into a bamboo pole. TIME

9. Now, wherever Pig goes, no-one admires his nose. PLACE

10. Pig never bothered Ananse again since he was so upset with him. CAUSE

What to do today

1. Write notes about an illustration

- Look carefully at the *Bird Illustration*. It is from a story about Ananse.
- Make notes about what you notice. Can you spot 10 different things? Ask somebody else to test you e.g. What is the colour of the feather near the owl?

2. Make up a story

- Use the *Story Summary* to make up a story about Ananse and the Birds.
- Start with the second box and then think about how the story could start and how it could end.
- Use your notes from the *Bird Illustration* to help you with the third box.

Share your story with a grown-up. Tell them what happens and what descriptions you will include.

3. Write your story

- Write your story of Ananse and the Birds.
- Try to include sentences that use conjunctions as you do.

Try these Fun-Time Extras

- Can you read or record your story and send it to someone?
- Read another writer's story of Ananse and the Birds. (At the end of this pack) How does it compare with yours? How is it similar? How is it different?

Bird Illustration

From The Pot of Wisdom – Anase Stories by Adwoa Badoe and Baba Wague Diakite

Story Summary

Plan your story here.

How did Ananse get up in the air?

What happened next?

Start with box 2 and then that will help you to fill in the other.

1. What was happening at the start of the story?	2. Why did Ananse decide to get up in the air? How did he do it?	3. What happened when Ananse was up in the air?	4. What happens at the end?

Conjunctions

Conjunctions are words that join clauses into sentences.

Cause	Time	Place
because	after	where
as	before	wherever
so	when	
since	since	
	until	
	as	
	while	

Ananse and The Birds

Ananse and The Birds

Ananse decided he would fly with the birds. For the next few days he was unusually nice to the sparrows and the crows that flew about. He was even nice to the chickens and ducks that scratched for food. He would hand them a morsel and chat with them. He never asked a thing of them except a feather here and a feather there. And then he stuck the feathers together with rubber and tar to fashion a pair of wings.

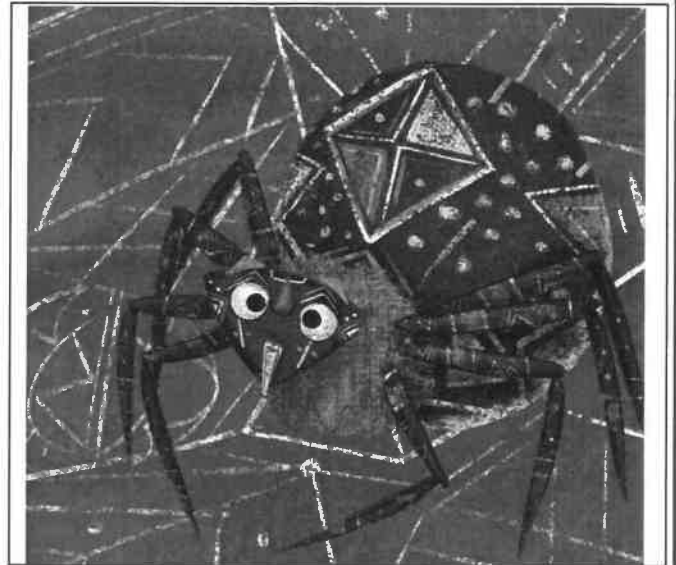For the next week he practiced flying at night when no one was watching, except an old owl who hunted by night.

"Ananse," she hooted, "whoo-oo. The skies are for birds, oo-oo. It takes more than wings to be a creature of the skies, oo-oo."

One day, as the birds were preparing for flight, Ananse approached them and asked if he could come along.

"Why, of course," said Crow. "If you can fly, you may attend the feast of the birds on the mountain far away." Then he and all the birds started crowing aloud, amused at Ananse's request.

Imagine their surprise when Ananse produced his wings and started to fly. "First a hop on my right front leg. Then a jump and a skip and I'm up." And there was Ananse flying with the best of the lot.

Now the birds were not very happy about that, but Crow had spoken and he had to keep his word. Up they flew, higher and higher above the clouds. Up where the air was thinner and flying was much harder, and still Ananse kept

up with the birds. Then at last they were on the mountain where all the birds were ready to feast.

Ananse could not believe his eyes. So partial was he to delicious food that he ate and ate, forgetting entirely that he was a guest. He shoved and quarrelled with all the birds about meat and bones and leaves and yams and made a nuisance of himself. Soon he was so full that he fell asleep.

One by one, each bird took away the feathers they had given him. And while he was still asleep, they stole away in the silence of the evening, leaving Crow, who prodded Ananse awake.
"See you down below, friend Ananse," said Crow.
"Oh, please," said Ananse, when he realized he had hardly any feathers left. "Could you help me to get down?"
"Of course," said Crow, pretending not to understand. And with that he pushed Ananse off the mountain.
"Eeeeeeeee!" screamed Ananse as he hurtled through the sky at top speed.
"Whooo, came an eerie sound from the darkening skies. "The skies are for birds, I told you so. It takes more than wings to be a creature of the skies," sang the owl who was out hunting.

"Help," screamed Ananse. "Eeeeeeeee."
"Press on your belly," urged the owl. From out of Ananse's belly came fine silk from all the food he had eaten at the feast of the birds. And the owl, taking hold of the threads, hung them securely on a branch of a tree, breaking Ananse's fall to certain doom.

As he hung from the branch of the tree, Ananse wisely considered the owl's advice. "No more flying for me," he said.
Instead he learned to spin fancy webs so that he would never fall again.

What to do today

1. Read a set of poems

- Read the four nature poems: *The Garden Year; First Primrose; Colouring In; Autumn Fires.*
- You could also challenge yourself to read *Snow in the Suburbs*.
- Choose your favourite of these poems. Why do you like it?

2. Answer questions about your favourite poem

- Use *Poetry Questions* and think about your favourite poem.
- Read each of the sets of questions, think about your answer and then carefully write it down.

Share your answers with a grown-up. Show them the poems and ask them which their favourite would be.

3. Practise reading your favourite poem out loud

- Read the *Top tips for reading a poem aloud*.
- Practise reading your poem out loud and then share your reading with somebody else.

Try these Fun-Time Extras

- Can you record your poetry reading and send it to someone else?
- Read *Top tips for learning a poem by heart* and try to memorise some or all of your poem.
- Make a plan for your own poem about months of the year. Write your ideas on *Poem Ideas* and then try writing your poem.

The Garden Year

January brings the snow,
Makes our feet and fingers glow.

February brings the rain,
Thaws the frozen lake again.

March brings breezes, loud and shrill,
To stir the dancing daffodil.

April brings the primrose sweet,
Scatters daisies at our feet.

May brings flocks of pretty lambs
Skipping by their fleecy dams.

June brings tulips, lilies, roses,
Fills the children's hands with posies.

Hot July brings cooling showers,
Apricots, and gillyflowers.

August brings the sheaves of corn,
Then the harvest home is borne.

Warm September brings the fruit;
Sportsmen then begin to shoot.

Fresh October brings the pheasant;
Then to gather nuts is pleasant.

Dull November brings the blast;
Then the leaves are whirling fast.

Chill December brings the sleet,
Blazing fire, and Christmas treat.
By Sara Coleridge

First Primrose

I saw it in the lane
One morning going to school
After a soaking night of rain,
the year's first primrose,
Lying there familiar and cool
In its private place
Where little else grows
Beneath dripping hedgerows,
Stalk still wet, face
Pale as Inca gold,
Spring glistening in every delicate fold.
I knelt down by the roadside there,
Caught the faint whiff of its shy scent
On the cold and public air,
Then got up and went
On my slow way,
Glad and grateful I'd seen
The first primrose that day,
Half yellow, half green.

By Leonard Clark

Colouring in

And staying inside the lines

Is fine, but . . .

I like it when stuff leaks –

When the blue bird and the blue sky

Are just one blur of blue blue flying,

And the feeling of the feathers in the air

And the wind along the blade of wing

Is a long gash of smudgy colour.

I like it when the flowers and the sunshine

Puddle red and yellow into orange,

The way the hot sun on my back

Lulls me - muddles me - sleepy

In the scented garden,

Makes me part of the picture . . .

Part of the place.

By Jan Dean

Autumn Fires

In the other gardens
   And all up the vale,
From the autumn bonfires
   See the smoke trail!

Pleasant summer over
   And all the summer flowers,
The red fire blazes,
   The grey smoke towers.

Sing a song of seasons!
   Something bright in all!
Flowers in the summer,
   Fires in the fall!

By Robert Louis Stevenson

Snow in the suburbs

Every branch big with it,
Bent every twig with it;
Every fork like a white web-foot;
Every street and pavement mute:
Some flakes have lost their way, and grope back upward when
Meeting those meandering down they turn and descend again.
The palings are glued together like a wall,
And there is no waft of wind with the fleecy fall.

A sparrow enters the tree,
Whereon immediately
A snow-lump thrice his own slight size
Descends on him and showers his head and eye
And overturns him,
And near inurns him,
And lights on a nether twig, when its brush
Starts off a volley of other lodging lumps with a rush.

The steps are a blanched slope,
Up which, with feeble hope,
A black cat comes, wide-eyed and thin;
And we take him in.

By Thomas Hardy
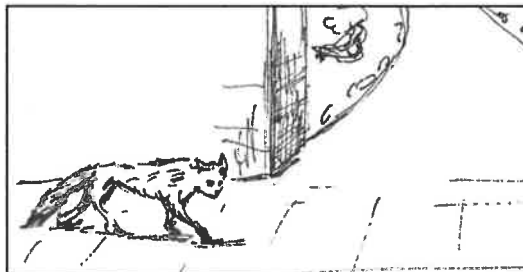
Poetry Questions

What do you <u>like</u> about the poem? Is there anything you dislike? What does it remind you of? How does it make you feel?

What <u>patterns</u> can you find? Is there any rhyme, alliteration or assonance? Is anything repeated?

What interesting <u>words or phrases</u> can you find? What do they mean? Are there any metaphors or similes? Are there any vivid descriptions?

Top tips for reading a poem aloud

- Work on the **tricky words.** Find out what they mean and how they are said. Practise saying them.

- Look for the **full stops.** Make sentences flow to the full stop, even when there's a new line.

- **Slow down.** Speak slowly when you're reading a poem, so that others can hear the words.

- **Project your voice**. Imagine someone on the other side of the room and speak to them.

- **Practise**. Read and read and read your poem, so that you get better each time.

Top tips for learning a poem by heart

- Read the poem aloud several times slowly.

- Copy the poem out a couple of times.

- Be strategic. Pick a poem with a pattern, metre and rhyme are much easier to learn by heart than free verse.

- Learn and internalise the "story" in the poem

- Understand the poem by knowing every word's meaning

- With a card, cover everything but the first line of the poem. Read it. Look away, see the line in the air, and say it. Look back. Repeat until you've "got it."

- Uncover the second line. Learn it as you did the first line, but also add second line to first, until you've got the two.

- Then it's on to three. Always repeat the first line on down, till the whole poem sings.

Poem Ideas

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What to do today

1. Read and learn a poem

- Read *Keep a poem in your pocket*. Read it twice: the first time in your head and the second time out loud. What do you think it means? How could a poem stop you from being lonely?
- Read *Top tips for learning a poem by heart*. Try memorising the poem, 'Keep a poem in your pocket'.

2. Make a comparison between two poems

- Use your favourite poem from yesterday and one other poem.
- Pick the *Compare Frame*, the *Contrast Frame* or the *Compare/Contrast Frame*.
- Fill it in to compare or contrast the two poems.

Use your frame to explain about the two poems to somebody else. Ask them which of the poems they prefer and whether they think the poems are mainly similar or mainly different.

3. Make illustrations

- Use any of the poems from yesterday and draw or make an illustration to go with it.

Try this Fun-Time Extras

- Explore the Children's Poetry Archive. Look for nature poems in particular.
- Can you find one that you like yourself and one that you could recommend to somebody else?

  https://childrens.poetryarchive.org/explore/?theme=131
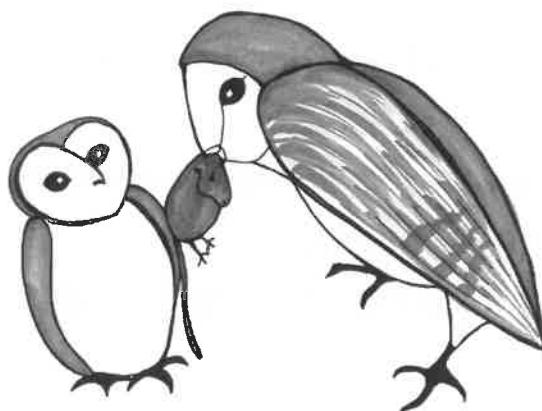
Keep a poem in your pocket

Keep a poem in your pocket

And a picture in your head

And you'll never feel lonely

At night when you're in bed.

The little poem will sing to you

The little picture bring to you

A dozen dreams to dance to you

At night when you're in bed.

So - -

Keep a picture in your pocket

And a poem in your head

And you'll never feel lonely

At night when you're in bed.

By Beatrice Schenk de Regniers

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- Copy the poem out a couple of times.

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- Then it's on to three. Always repeat the first line on down, till the whole poem sings.

Compare Frame

There are several ways in which ….

and ….   could be said to be similar.

The first way that they are alike is that they are both …

Another similarity is that they ….

A further feature they have in common is ….

Finally, they both ….

We think the most significant similarity is …

because…

from Speaking Frames by Sue Palmer

Contrast Frame

.... and ....

are different in a number of ways.

First of all, ...

but ...

Another difference is that ....

while ....

Finally, ...

but ...

We think the most significant difference is ...

because...

Compare/Contrast Frame

In some ways, ….   and   …. are alike. For instance, they are both ….

Another feature they have in common is that …

Furthermore, they are both …..

However, they also differ in some ways. For example, ….

while ….

Another difference is that, ….

whereas …

On the whole the similarities/differences seem more significant than the similarities /differences because…

from Speaking Frames by Sue Palmer