

# Class Five: Online Learning Overview

Week 12 & 13: 6<sup>th</sup>/13<sup>th</sup> July 2020



<p><u>English</u></p> <p>Anansi : Designing A Story</p>	<p><u>Maths</u></p> <p>Arithmetic Challenge</p>	<p><u>Topic</u></p> <p>The Impact of Tourism in St Lucia</p>	<p><u>Spelling Shed Assignment</u></p> <p>Words with 'ough' (Set 2)</p> <p><a href="https://play.edshed.com/">https://play.edshed.com/</a></p>
<p><u>English</u></p> <p>Planning an Anansi Story</p>	<p><u>Maths</u></p> <p>Adding and Subtracting Fractions with the Same Denominator</p>	<p><u>Topic</u></p> <p>The Impact of Tourism in St Lucia</p>	<p><u>Maths Shed Assignment</u></p> <p>4 Digit Addition and Subtraction</p> <p><a href="https://play.edshed.com/">https://play.edshed.com/</a></p>
<p><u>English</u></p> <p>Writing up an Anansi Story</p>	<p><u>Maths</u></p> <p>Adding and Subtracting Fractions with Different Denominators</p>	<p><u>Geography</u></p> <p>Beat the Post Quiz</p>	<p><u>Challenge</u></p> <p>Anansi: Publishing a Book</p>
<p><u>English</u></p> <p>Illustrations Looking for a Story</p>	<p><u>Maths</u></p> <p>Adding &amp; Subtracting Fractions: Problem Solving</p>	<p><u>Science</u></p> <p>A Circuit Diagram Quiz</p>	<p><u>Challenge</u></p> <p>Awesome Audiobooks...</p>



### Anansi: Designing a Story

For the last part of the term, we are going to take the pattern and style of Anansi stories that we have studied, and write one of our own.

This isn't a quick activity, and needs to be worked through carefully to make sure you do a great job!

To begin with, you need to decide on the 'end' of your story. This sounds odd, but you need to choose if Anansi will learn a lesson, or succeed in playing a trick on someone etc. Once you have done this, you need to then work backwards, thinking about how the lesson or trick can happen, and what will need to happen to make your story make sense. Try to talk your ideas through with someone at home, and get them to help you develop your thoughts, before recording them in some way so that you can work from your plan during the rest of the tasks. You could use a bullet point list, a flow diagram, sketches, or numbers to help organise your thoughts and build a plan to support your writing.

### Anansi: Planning an Anansi Story

Using the plans that you have already developed and recorded to support your ideas for a story, you now need to add the details, and other characters / settings etc to help ensure that your story will flow easily.

Today I would like you to consider who else will be in the story? How will you follow the styles and patterns of the Anansi stories we have read – can you think about different animal characters and the characteristics that would suit these animals? Add notes and details / drawings to your plans where needed to help you bring all of your ideas together. Try to think about how settings can be developed all of the way through the story – by discussing wildlife, food, weather and landscapes, you can develop a really clear picture of a Caribbean landscape.

You could also start to draw / sketch each of your characters, and the setting of your story, to link in with the [challenge](#) I am setting you at the end of the week.

### Anansi: Writing Up An Anansi Story

Today you are going to turn the ideas you have developed into your final story. In this session you are going to focus on the written story – think about how you are going to make your description, action and speech / dialogue balance in your work, and also make sure you use all of the extra details you had planned in, to support your ideas and help them all to come out in the one final piece of writing.

Make sure you spend time choosing the language you are using carefully – the story you write here is going to play a part in the challenges later in the weeks plans, so you want to make sure you have done the best job you possibly can here!

Once you have finished your story, share it with someone at home, to check that it is clear and that it makes sense to the reader!

### Illustrations Looking for A Story

The final session in our English work this year is based on some wonderful illustrations by Chris Riddell. You may recognise his style of illustrations – he is one of my favourite illustrators, and many of his ideas are included in our class displays!

There are some illustrations [here](#) (and on page 11 of your pack), which have lost their story. Your job is to come up with an imaginative story which would support the ideas developed in the picture. You could complete one story a fortnight over the summer holidays, to help keep your English skills and imaginations active, which would help you hit the ground running at the start of Year Six!



### Arithmetic Challenge

Watch the Week Twelve Tasks video on our [Video Resource Centre](#) to see Mrs T explain this task.

I thought we had better keep our arithmetic skills going, as they are so important in all areas of our maths work! There are some arithmetic questions [here](#) and on pages 36-39 of your pack which I would like you to have a go at completing, in the same way as we do in class sometimes. If you are stuck on a question, move on, and complete the ones you are confident with. Work on the questions for up to 45 minutes, and do as many as you can in that time.

When you have had a go at the questions, you can then watch the marking video on our resource centre, and mark your own work. I will run through the test like we do in class on the video, so you will be able to check your methods and ideas!

### Adding and Subtracting Fractions with the Same Denominator

To finish off our work on fractions, we are going to explore adding and subtracting fractions. We are breaking this skill down into two parts, firstly, adding fractions with the same denominator (bottom number). Today you are going to learn how to add and subtract fractions which have the same denominator. To begin this work you need to watch the [Maths Master Video here](#) which shows you the process to work through to add together fractions with the same denominator. There are some very common mistakes which are shown in the video, so the video will show what not to do, as well as what to do! This is actually a skill we have used in the arithmetic tests over the past few weeks, so the methods may look familiar. Once you have watched through the video, you can work on the [fraction pyramids](#) which are based on fractions. These can be found here, and on pages 40 – 41 of your pack. You may want to write down the calculation you are working on for each section of the pyramid, so that you can track your work up and down the pyramids. The first few are based on adding fractions, then you need to start using subtraction to solve the puzzles that are slightly trickier!

### Adding and Subtracting Fractions with Different Denominators

Today we are going to extend the work you have completed on fractions, by looking at how we add and subtract fractions which have different denominators. There is a video here which helps to show how to build on from the methods you have already learned. You will notice that the work you have completed earlier in our fractions topic becomes quite useful as well!

Once you have watched the video and worked through the examples along with the video, have a go at solving the calculations on the sheets [here](#) and on pages 42 & 43 of the pack. You will want to make sure you give yourself lots of space to keep your methods clear, as there are several steps to this process, and you will be trying to follow your work through!

### Practising Adding & Subtracting Fractions, & Problem Solving!

Today you are going to bring together all of your work based on adding and subtracting fractions, and put these skills to use in problem solving. To begin with, I would like you to complete the tasks [here](#) (and on page 44/5 of the pack) based on adding and subtracting fractions – some have the same denominators, and others have different denominators. Following this I would like you to solve the problems, using written methods to show the calculation you have chosen to solve each of the problems. You may find that drawing out diagrams or mini models of the problems will help you to work out what you have to do more easily – and remember to read the problems at least twice to make sure you have definitely chosen the correct operation and process to help solve the puzzle accurately.



### The Impact of Tourism in St Lucia

This week marks the end of our work on St Lucia, and this is a discussion and activity which I like to complete within this unit, as it can be quite thought provoking.

To begin this work, you will need to think about what we mean by the term 'tourism'. At the moment it is a term you will be hearing a lot in the news, try and have a chat with someone at home about the meaning of the word. It is a very important concept in this area of the country – why do you think this is?

Next, I would like you to read the [statements about tourism](#) (pages 55-59 of your pack) from each of the people who was interviewed on St. Lucia. You may want to read them a couple of times, to make sure you understand what the people have said, and how their experience / jobs may have shaped their mind. At the end of the first session, I would like you to have thought about who is supporting tourism, and who is not so supportive of tourism.

### The Impact of Tourism in St Lucia

To begin the second session in this unit, I would like you to use the [interview details](#) on pages 55-59 of your pack, and use each one to identify advantages (positive things), and disadvantages (negative things) about the number of tourists in St. Lucia. When you looked at the data sheets for St Lucia you were able to see how many tourists visited the island each year, and now you can start to think about the impact, or effect, these people have on the island. As you work through each interview sheet, I would like you to record advantages and disadvantages of tourism on the [sheet](#) (page 60 of your pack).

When you have created your sheet can you put together a couple of paragraphs which explain your own point of view about tourism in St Lucia? You can use all of your topic work to link together and develop an overview of whether you think tourism has a positive or negative impact. Try to explain your ideas as fully as you can, to make sure that they are easy to understand and follow.

### Geography: Beat the Post Quiz

To finish off our work on Geography, and our use of maps all over the world, there are a couple of challenges for you to have a go at completing.

Firstly, can you try and Beat the Post in a quiz based on your knowledge of a map of the United Kingdom? You will find the quiz [here](#).

Following this, you can complete as many of the Geography Quizzes on [this page](#) as you can. If you make mistakes, have a go at the quiz again to check that you have understood what went wrong, and the location of the place you were originally looking for! Most of all, have fun and try to challenge yourself!

### Circuit Diagram Quiz & Activities

To finish off the work you have been completing based on Electricity and the symbols we use to represent components, I would like you to complete the four activities which can be found [here](#). You will need to log in to Espresso before you follow the link, or log in and then follow the links to Science (KS2), Electricity (Upper).

I would like you to complete the following activities:

- Completing Circuits
- Circuit Diagram Quiz
- Making Predictions
- Electrical Component Snap



### Spelling Shed Assignment

Your [Spelling Shed](#) assignment this week will be available to you when you log in from Monday 6<sup>th</sup> July until Sunday 12<sup>th</sup> July. This week you are working on words which contain the 'ough' letter string (Set 2). Make sure you know how to say each word as well as how to spell it! These are words you need to be spelling and using in your writing, so make sure that you know how to spell these words, and make sure that you could use them in a sentence where you need to!

You can play the game at all levels from easy to expert, and you will gain 'points' based on the scores you have achieved in the last seven days. Once you have played ten games with the words the rest of the games will unlock again, so you can play those as well. I will be giving everyone who attempts these challenges bonus honeypots to use to develop your avatars.

### Maths Shed Assignment

As with the spelling games, your [Maths Shed](#) assignment will also be available to you when you log in from Monday 6<sup>th</sup> July until Sunday 12<sup>th</sup> July. This week you are working on the 4 digit addition and subtraction. These methods are vital in helping you to solve longer and written calculations easily, and the practice here will help boost your written and mental maths.

Again, you can play the game at any level, from easy to expert and you will earn points. Once you've played the game 10 times the rest of the Maths Shed games will open up as well. I will be giving anyone who has a go at the challenge some bonus honeypots which you can use to buy more accessories for your avatars, so make sure that you log on and have a go!

### Anansi: Publishing A Book

Once you have written your Anansi story, I would love you to try and make your own book based on your story. This won't be a quick job, and may be a challenge you want to complete in the summer holiday, but it would be wonderful to see your story turned into a fully illustrated book!

To do this you would need to organise your story in to sections to appear on each page, before planning how you would like to decorate each page. This would give you a great opportunity to look at Caribbean art and designs, to help you illustrate your story in a way that links back to the origins of Anansi stories.

If you were feeling creative you could complete some art work, then write the parts of your story over the top to make some whole page 'spreads'. Take your time in completing the story and when it is finished send over any photos so we can enjoy looking at them!

### Awesome Audiobooks

Your final challenge this week, and indeed this year, is to use the story you have written, and record your own audiobook version.

You can read your story in chunks, or all at once, and make an audiobook, or if you are feeling creative you could make a video where you read your story out!

If you complete a recording or a video, send them over so that they can be shared with the rest of the class, and stored to be used by the next children who learn all about Anansi the Trickster...

Chris Riddell Illustrator  
Illustrations – Looking for a Story...



# Arithmetic Challenge: Week 12 Session One

1  $312 + 100 =$

1 mark

4  $\frac{5}{q} + \frac{2}{q} =$

1 mark

2  $421 - 50 =$

1 mark

5  $\frac{11}{15} - \frac{4}{15} =$

1 mark

3  $91 \div 7 =$

1 mark

6  $3981 + 4062 =$

1 mark



7  $3266 - 829 =$

1 mark

10  $528 \times 5 =$

1 mark

8  $11 \times 11 =$

1 mark

11  $5.9 + 0.3 =$

1 mark

9  $8 \times 3 \times 5 =$

1 mark

12  $29 \div 10 =$

1 mark



13  $\frac{5}{6}$  of 90 =

1 mark

16  $55\,2896 - 71\,991 =$

1 mark

14  $62\,871 + 5289 =$

1 mark

17  $9^2$

1 mark

15  $60\,000 - 400 =$

1 mark

18  $7 \times 900 =$

1 mark



19  $640 \div 8 =$

1 mark

22  $\frac{2}{3} - \frac{2}{9} =$

1 mark

20  $5.6 \times 100 =$

1 mark

23  $\frac{3}{4} \times 5 =$

1 mark

21  $\frac{7}{10} + \frac{4}{5} =$

1 mark

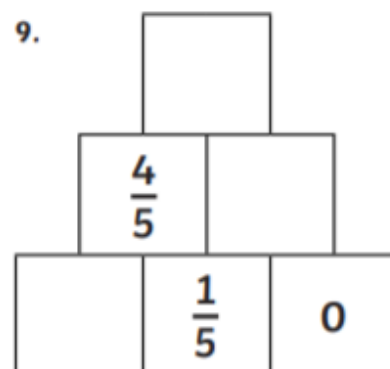
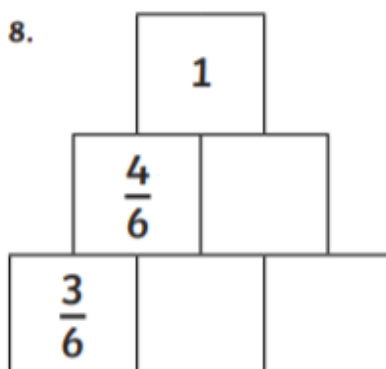
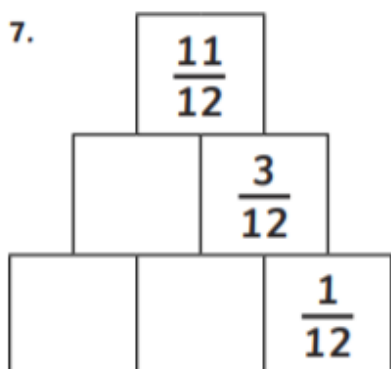
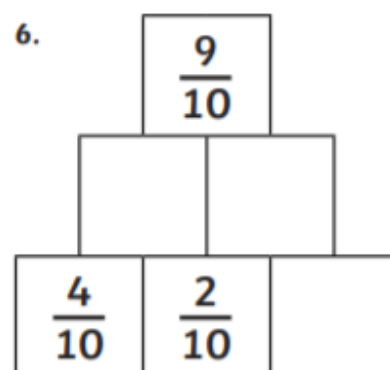
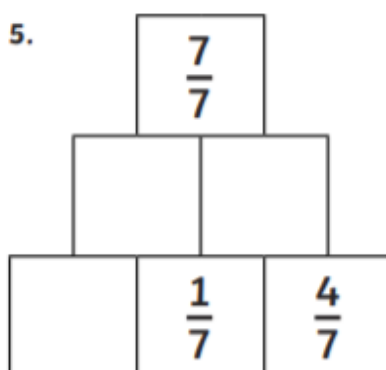
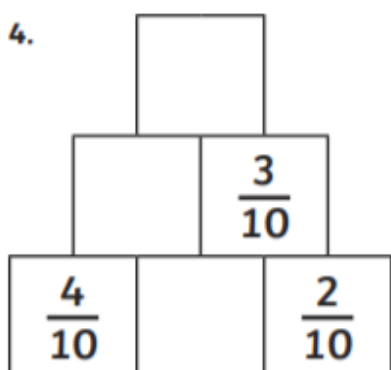
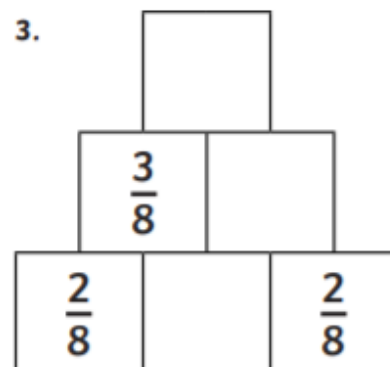
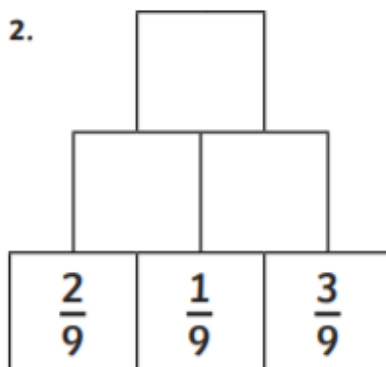
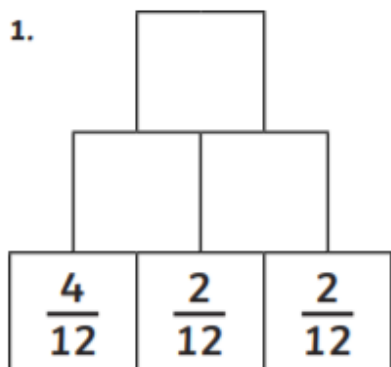
24  $7.2 + 2.81 =$

1 mark



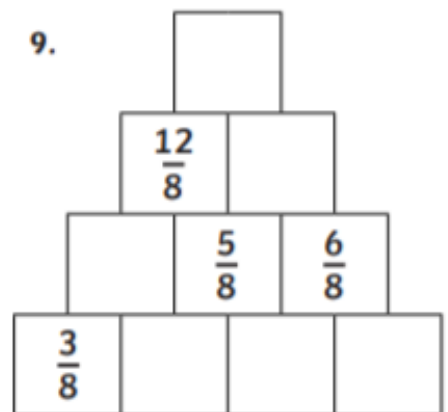
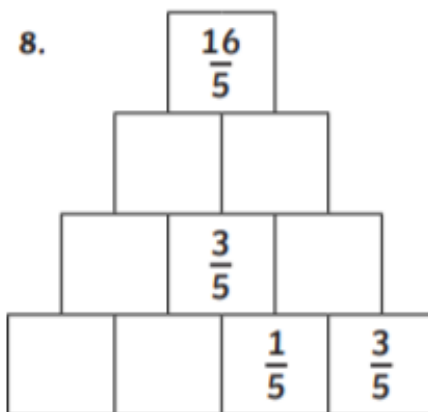
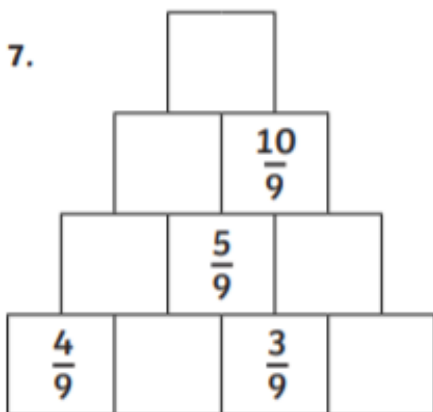
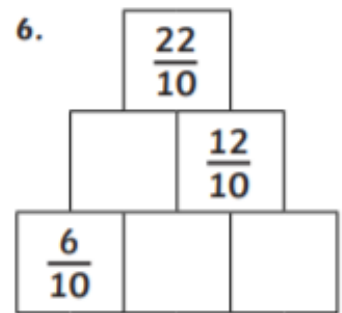
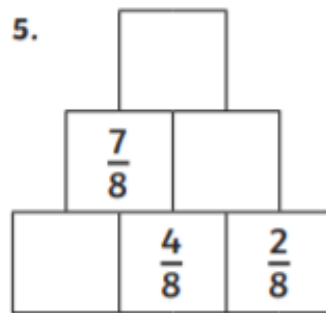
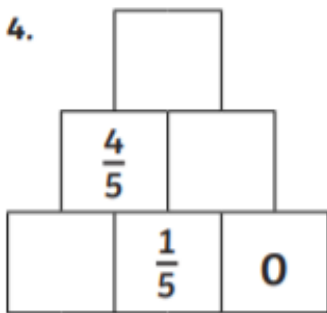
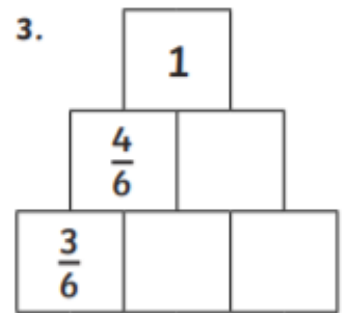
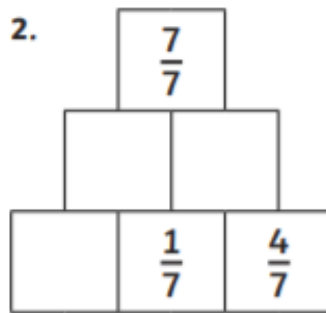
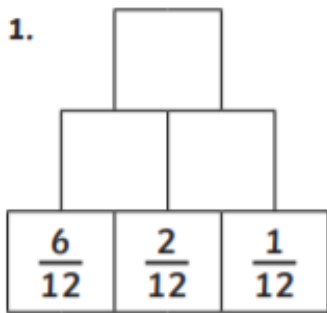
# Adding and Subtracting Fractions

Each pair of blocks totals the block above them. Use addition and subtraction to fill in the missing fractions and complete the steps.



# Adding and Subtracting Fractions

Each pair of blocks totals the block above them. Use addition and subtraction to fill in the missing fractions and complete the steps.



## Adding fractions Sheet 1

Use equivalent fractions to help you to add these pairs of fractions.

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

2.  $\frac{2}{5} + \frac{2}{5}$

3.  $\frac{2}{3} + \frac{1}{6}$

4.  $\frac{3}{4} + \frac{1}{8}$

5.  $\frac{3}{5} + \frac{1}{10}$

6.  $\frac{3}{4} + \frac{1}{12}$

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

8.  $\frac{2}{3} + \frac{2}{3}$

### Challenge

Add pairs of fractions where one denominator is double the other, e.g.  $\frac{1}{2} + \frac{1}{4}$  or  $\frac{1}{3} + \frac{1}{6}$  or  $\frac{1}{4} + \frac{1}{8}$  or  $\frac{1}{5} + \frac{1}{10}$  or  $\frac{1}{6} + \frac{1}{12}$

Do you see a pattern? Can you explain it?

## Adding fractions Sheet 2

Use equivalent fractions to help you to add these pairs of fractions.

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

2.  $\frac{1}{3} + \frac{1}{6}$

3.  $\frac{2}{5} + \frac{1}{10}$

4.  $\frac{3}{4} + \frac{1}{8}$

5.  $\frac{3}{10} + \frac{1}{5}$

6.  $\frac{2}{9} + \frac{1}{3}$

7.  $\frac{2}{3} + \frac{1}{6}$

8.  $\frac{3}{4} + \frac{3}{8}$

9.  $\frac{1}{2} + \frac{7}{10}$

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

11.  $\frac{1}{3} + \frac{5}{6}$

12.  $\frac{4}{5} + \frac{3}{10}$

### Challenge

Add pairs of fractions where the numerator is 1 and one denominator is double the other, e.g.  $\frac{1}{2} + \frac{1}{4}$  or  $\frac{1}{3} + \frac{1}{6}$  or  $\frac{1}{4} + \frac{1}{8}$  or  $\frac{1}{5} + \frac{1}{10}$  or  $\frac{1}{6} + \frac{1}{12}$

Do you see a pattern? Can you explain it?



## Subtracting pairs of fractions Sheet 1

Use equivalent fractions to help you to subtract these pairs of fractions.

1.  $\frac{1}{2} - \frac{1}{4}$

2.  $\frac{1}{2} - \frac{1}{8}$

3.  $\frac{1}{2} - \frac{1}{6}$

4.  $\frac{1}{2} - \frac{1}{10}$

5.  $\frac{1}{4} - \frac{1}{8}$

6.  $\frac{1}{3} - \frac{1}{6}$

7.  $\frac{3}{8} - \frac{1}{4}$

8.  $\frac{2}{3} - \frac{1}{6}$

9.  $\frac{1}{5} - \frac{1}{10}$

10.  $\frac{4}{5} - \frac{7}{10}$

## Subtracting pairs of fractions Sheet 2

Choose a fraction from Set A. Choose a fraction from Set B that has a different denominator.  
Write both fractions with the same denominator.  
Subtract the smaller fraction from the bigger fraction.

Set A

$\frac{1}{2}$	$\frac{3}{4}$	$\frac{7}{8}$	$\frac{5}{6}$	$\frac{2}{3}$	$\frac{7}{10}$
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Set B

$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{5}$	$\frac{2}{5}$	$\frac{1}{8}$	$\frac{3}{8}$
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Aim to complete at least eight subtractions.  
Choose two to check with addition.

### Challenge

What is the largest possible difference? And the smallest difference  $>$  zero?



# More adding and subtracting fractions

## Sheet 1

1.  $\frac{1}{4} + \frac{3}{8}$

2.  $\frac{5}{8} + \frac{1}{4}$

3.  $\frac{3}{4} + \frac{1}{8}$

4.  $\frac{7}{8} + \frac{1}{4}$

5.  $\frac{7}{8} - \frac{1}{4}$

6.  $\frac{5}{8} - \frac{1}{4}$

7.  $\frac{1}{3} + \frac{1}{6}$

8.  $\frac{2}{3} + \frac{1}{6}$

9.  $\frac{5}{6} + \frac{1}{3}$

10.  $\frac{5}{6} - \frac{1}{3}$



# Fraction Word Problems

1. Olivia went out for a walk. She walked  $\frac{3}{4}$  of a mile and then sat down to take a rest. Then she walked  $\frac{1}{8}$  of a mile. How far did she walk altogether?
2. Noah made two types of biscuits. He used  $\frac{3}{8}$  cup of sugar for one recipe and  $\frac{1}{4}$  cup of sugar for the other. How much sugar (in cups) did he use in all?
3.  $\frac{1}{10}$  of the coloured chocolates in a bag are red and  $\frac{1}{5}$  are blue. What fraction of the coloured chocolates are red and blue?
4. Emily has  $\frac{1}{3}$  of a chocolate bar. Nathan has  $\frac{5}{12}$  of the chocolate bar. How much do they have together?
5. Grace ran  $\frac{2}{3}$  of a marathon. Anita ran  $\frac{5}{6}$  of a marathon. Who ran further? What fraction further?
6. A running track is one kilometre long. If I jog for  $\frac{1}{6}$  km and sprint for  $\frac{2}{3}$  km will I complete the full distance of the track?
7. You give  $\frac{1}{3}$  of a box of cakes to Anna and  $\frac{1}{6}$  of the box of cakes to Haris. How much of the box of cakes did you give away?
8. Peter walks  $\frac{7}{8}$  of a mile to school. Layla walks  $\frac{1}{2}$  of a mile to school. How much farther does Peter walk than Layla?
9. There is  $\frac{7}{10}$  of a pizza in one box and  $\frac{2}{5}$  of a pizza in another box. How much more is there in the first box compared to the second box?
10. A jug contains  $2\frac{3}{4}$  litres of orange juice. After you pour  $\frac{5}{8}$  of a litre into some glasses, how much is left in the jug?
11. At a class party,  $\frac{3}{8}$  of a vegetarian pizza and  $\frac{1}{2}$  of a meat-feast pizza were eaten. How much pizza was eaten altogether?
12. Harry and Dele shared a chocolate bar. Harry ate  $\frac{2}{5}$  and Dele ate  $\frac{3}{10}$ . Who ate more? What fraction more?



**Jonathan: Taxi driver from Soufrière**



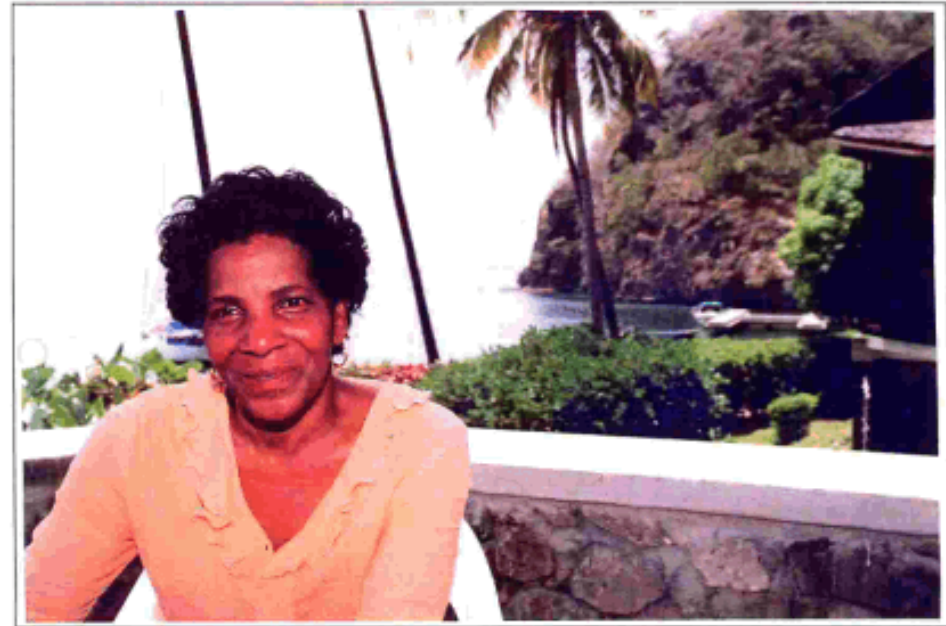
"I have lived in Soufrière in St Lucia all my life and have never left the island.

Before I became a taxi driver I was a carpenter and did local craft work for tourists and local people. Business was slow so I had to change my job.

Since the opening of the Jalousie Hotel and the World Heritage Site I have benefited from more work carrying tourists to and from the town to the hotel.

More visitors is a good thing as they bring more money to people like me."

**Joyce: Owner of the Hummingbird Hotel, Soufrière**



"I own and run a small hotel in Soufrière with eleven rooms and a restaurant and pool.

Most of my visitors come back each year and enjoy staying in the town where they can meet local people, eat real St Lucian food and buy souvenirs made by the people of Soufrière.

A big problem is that many tourists who stay at the Jalousie Hotel, in the World Heritage Site, never leave the hotel because absolutely everything is laid on for them there. All the activities they might like to do along with three restaurants and shops are all at the hotel. Very few come down to Soufrière and so the town doesn't benefit from them at all."



Cornelius: Bank Manager, Soufrière



"The most important thing for the community of Soufrière is to encourage tourists to spend their time and money in the town rather than just pass straight through to see other attractions such as the Sulphur Springs or to stay at the Jalousie Hotel.

Many local people have lots of skills, such as making local crafts, but they have not had the training to help them set up their own business so they can benefit from tourism. They need guidance and help to do this."

Benny: Restaurant Owner, Soufrière



"I own a small restaurant between Soufrière and the Jalousie Hotel. Almost all of my customers are overseas tourists travelling around the island by boat. They anchor out to sea and come ashore on small dinghies to eat. I offer a specialised service and benefit from the visitors but most of the people in Soufrière don't.

We need to persuade the big travel companies who bring thousands of visitors each year to see the wonderful Pitons, rain forests and coral reefs to stay in the town for a while. That way local people who own shops, restaurants and services like chemists, banks and supermarkets would all benefit from money being spent and the town would develop."

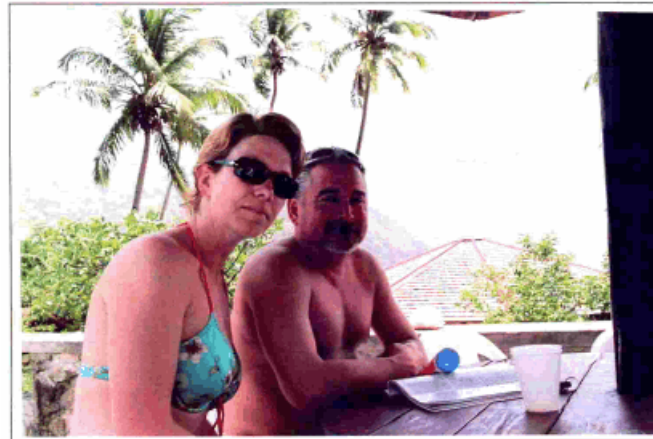


**Julian: Manager of the Soufrière Fishery Association**



"We provide advice, services and equipment for local fishermen. Coastal fishing and deep water fishing are the types of fishing that occur here. I have lived all my life in Soufrière. Some of my family are involved in fishing. There are plenty of opportunities in Soufrière to make a living through tourism or fishing. Before we can attract tourists there needs to be improvements to the sewer system in Soufrière. There are some houses with no toilets and it leads to pollution that affects the water quality and fish stocks.

**Kenneth and Jennifer: American Tourists staying at the Hummingbird Hotel, Soufrière**



"We are from Lichfield, Connecticut. This is our second stay at the Hummingbird and we booked our room on the internet.

We love this hotel because it is small, relaxed and close to the town where we can meet local people. It is important to us that local people benefit from our stay. We always try to eat in local restaurants and buy souvenirs which are made on the island. It's a real shame to see big boats docking at the quay in Soufrière and then watch hundreds of people get straight onto buses which take them out of the town to the Botanic Gardens or Sulphur Springs.

It's exactly the same when they come back. They never stop in the town and pass the locals by."



Deidre: Café Owner, Barons Drive



"I own this cafe on Barons Drive. My previous house and business were badly damaged by Hurricane Lenny in 1999. Many houses along the waterfront, including mine, were washed away into the sea. I then rebuilt my home and café with help from the government.

I have always lived in Soufrière. My parents worked as farmers on a plantation when I was growing up. Most people in this community work in fishing, tourism and in the local shops.

The main problem in Soufrière is that tourists do not spend time in the town. If they had a chance to explore the shops and cafes it would really help the community."

Vera: Café Owner in Soufrière



"I am the owner of this refreshment bar in Soufrière.

We get lots of tourists here. However, they do not come to my refreshment bar. They arrive in boats, are put on buses and they are taken to the tourist areas like the Sulphur Springs and Botanical Gardens. They do not get to see all the different shops and restaurants in Soufrière. They do not get to meet the local people."



### Aquinas: Tour Guide at Sulphur Springs



"I live in Soufrière, in the area of Barons Drive. I am 23 years old.

I work as a tour guide at the Sulphur Springs. I studied science at Soufrière Comprehensive School and it helped me get this job. There are 14 tour guides here, and most of them live in Soufrière. The building of the Jalousie Hotel and World Heritage Site has brought in more visitors and created many jobs for people like me.

I work from 9.00 to 5.00 pm every day of the week, with some days off in between. We visit other areas on the island like hotels, so we know what to recommend to visitors who come here."



## The Advantages and Disadvantages of Tourism in St Lucia

<u>Advantages</u>	<u>Disadvantages</u>

