

# Class Five: Online Learning Overview

Week 11: 29<sup>th</sup> June 2020



<p><u>English</u></p> <p>Cendrillon</p>	<p><u>Maths</u></p> <p>Arithmetic Challenge</p>	<p><u>Topic</u></p> <p>The Wildlife of St. Lucia</p>	<p><u>Spelling Shed Assignment</u></p> <p>Words with -ough (Set 1)</p> <p><a href="https://play.edshed.com/">https://play.edshed.com/</a></p>
<p><u>English</u></p> <p>Brother Anansi and Brother Snake</p>	<p><u>Maths</u></p> <p>Ordering Fractions Part 1</p>	<p><u>Topic</u></p> <p>Making a St. Lucian Tourist Guide</p>	<p><u>Maths Shed Assignment</u></p> <p>3 Digit Addition and Subtraction</p> <p><a href="https://play.edshed.com/">https://play.edshed.com/</a></p>
<p><u>English</u></p> <p>Brother Anansi and Brother Snake</p>	<p><u>Maths</u></p> <p>Ordering Fractions Part 2</p>	<p><u>Geography</u></p> <p>Mapping the World: Time Zones and Lines</p>	<p><u>Music Challenge</u></p> <p>Composing Caribbean Tunes!</p>
<p><u>English</u></p> <p>The Lantern: A Writing Challenge</p>	<p><u>Maths</u></p> <p>Ordering Fractions Part 3</p>	<p><u>Science</u></p> <p>Circuit Diagrams and Electricity Videos</p>	<p><u>Challenge</u></p> <p>Year Five Report Comments</p>



### Cendrillon

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

To start this lesson, you need to watch the Cendrillon Video, which is part of the Year Five Playlist on the Video Resource Centre. The video is a reading of the story called Cendrillon. Watch the video through, and then think about some of the questions here.

What story does this remind you of? What are the main differences and similarities to the story you know with this plot?

Once you have made some notes to answer the two questions above, I would like you to watch the video again, and this time, make a list of any evidence which tells you the story is set in the Caribbean. Use the list to decide how the author has made sure the reader is aware of the Caribbean setting – are there certain ways we can describe our settings as writers?

### Brother Anansi and Brother Snake

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

Today I would like you to begin by reading the story of Brother Anansi and Brother Snake. This is a very common Anansi story, and has been retold in many different ways, in the same way as the story we looked at last week has been retold and adjusted in lots of different ways. The version in your pack (pages 5-8) is out of order – an added challenge for you to reorganise it before you read it! The [pages below](#) are in order, so should be easier to read!

Once you have read the story, I would like you to start to think about how Anansi stories are structured. Answer the questions [here](#) to help you think about the way the stories are written!

### Brother Anansi and Brother Snake

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

Today you have a video to watch, which is a theatre company's version of Brother Anansi and Brother Snake. As you watch I would like you to think about how this version of the story is similar or different to the story you have read.

When you have finished the play I would like you to consider the way that the storyteller told the story last week, and the way that this story has been developed as a play.

Traditional tales are often retold in this way – can you think about the ways that the story teller and the theatre group told their stories? How were they similar to watch? How were they different? Which one did you prefer?

### The Lantern: A Writing Challenge

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

Today you have a writing challenge based on the task sheets [here](#), and on pages 9&10 of your resource pack. Look at the picture and spend a bit of time thinking about what you can see and what you think may have happened before and after this picture.

Next, I would like you to work through each page of the challenge – starting with the sentence challenge, then question time, sick sentence and finally the story starter. Once you have read the story starter can you carry on with your own ideas? You can choose any location / style / idea you like to extend the story and the adventures that the boys have had.



### Arithmetic Challenge

Watch the Week Eleven 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 23 - 26 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!

### Ordering Fractions – Part One

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

To start our work on Ordering Fractions, I would like you to find page 27 of your pack, which contains lots of different [fraction cards](#). Begin this work by labelling each fraction – remember, the bottom number, or denominator, shows how many parts the whole shape has been split into, and the top number, or numerator, shows how many of these pieces are shaded in. If your fraction is equal to a smaller fraction, you could write this down to. For example,  $\frac{2}{4} = \frac{1}{2}$  etc. Next, I would like you to work through the tasks on page 28 – 29 of your task booklet, where you have to order sets of fractions. This is pretty straight forward, as the fractions in each set have the same denominator. There are one or two challenges where you have to switch from quarters to halves, have a go and see how you get on. We will revise how to do this in the next session.

### Ordering Fractions – Part Two

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

Today we are going to look at how we can order a group of fractions which have different denominators (or bottom numbers). To start this work, I would like you to have a look at the videos and challenges on [this page](#).

When the denominators in a set of fractions are different, we need to do something to the fractions to make them the same, as this is the only way to order the fractions. [Sheets 30 – 33](#) in your resource pack work through this, and in many of the examples you will need to add extra lines to the diagrams and models to make the fractions into the same denominator before you order them. Use the diagrams to help you complete these tasks, and put each set of fractions into order.

### Ordering Fractions – Part Three

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

Today we are going to extend the work you completed in the last lesson, and move on to ordering groups of mixed fractions without the use of diagrams. To begin, I would like you to watch the videos and challenges on [this page](#) again, before looking at the [tasks](#) on pages 34 & 35 of your resource pack.

These activities do not have diagrams to help break the fractions up, so you will need to multiply or divide the fractions to turn them into a set with the same denominator. The tasks you are working on this week have been designed to show you which denominator to switch the fractions in to, so this should help you to get started.

**Remember to make sure you multiply or divide the top and bottom in the same way, so that the whole fraction changes.**



### The Wildlife of St. Lucia – Research Session

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

This week we are going to take some time to get to know the wildlife of St. Lucia. In this session you are going to complete some research which will help you in the next session's activity. You need to try and find out as much as you can about the wildlife you can expect to see in St. Lucia, in all of the different areas. Remember, that there are many different environments in St. Lucia, from rainforest to beach, so make sure you find out something about the wildlife in different areas. You need to find pictures, names, and facts about the different animals that you research, so that you can apply this information in the next topic task!

### Making A Tourist Guide to St. Lucian Wildlife

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

In this session you are going to take the research and notes you made previously and use them to create a guide to St. Lucian wildlife. I want you to imagine that this is a guide which is given to all visitors to the island, to help them spot and recognise the interesting wildlife, while also giving them some information about these creatures! You don't have to cover every animal on the island – maybe choose a few from each possible habitat and base your guide on these. This could be a leaflet, or a poster, or a video, you can decide how you present your ideas. Email them to me at [class5@bradworthy.devon.sch.uk](mailto:class5@bradworthy.devon.sch.uk), and I will put them all together to create a tourist pack for the island!

### Mapping The World: Time Zones and Lines

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

To extend the work we have been completing about maps and mapping, I would like you to watch the videos on the following pages, and complete the tasks and quizzes which are included beneath the main video and explanations.

Time Zones: <https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4>

Longitude and Latitude: <https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr>

### Electricity – Circuits Diagrams and Electricity Videos

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

This week I would like you to watch the videos available on [Espresso](#) which link to our work on Electricity and Circuits. Once you have logged in, follow [this link](#), to the videos based on electricity and circuits. I would like you to watch the videos in this section, and use them to help you remember the electricity work you have completed with Mrs Davies. Once you have watched the videos, you can have a go at the [task sheet](#) in your pack (page 63), which is based on circuit diagrams – you will be labelling some circuits, and drawing your own as well.

## Weekly Challenges: Week 11



### Spelling Shed Assignment

Your [Spelling Shed](#) assignment this week will be available to you when you log in from Monday 29<sup>th</sup> June until Sunday 5<sup>th</sup> July. This week you are working on words which contain the 'ough' letter string. 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 29<sup>th</sup> June until Sunday 5<sup>th</sup> July. This week you are working on 3 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!

### Bandlab Challenge: Caribbean Tunes!

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

Following on from last week's challenge where you investigated music from the Caribbean, I would like you to use Bandlab to create your own composition based on the ideas you researched, and your own musical creativity!

Remember to save your ideas on the class Bandlab profile, and I will be able to listen to them and enjoy your ideas.

You can access Bandlab [here](#) and the password and username are stuck on the inside of your home learning book.

### Class Five Reports: A Challenge

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

I am currently putting your end of Year reports together, and although they will look a little different this year, I really want you to have the chance to write your own comment about how you got on in year five, both before and after lockdown! Can you write a comment and email it to me, so that I can add it into your report? Think about how you think you have developed in terms of your learning, things you have enjoyed working on, things you want to improve in the future, and any clubs, trips, visits, and activities you have particularly enjoyed.



## Brer Anansi and Brer Snake

*This story is based on a folk tale from Tobago*

Word had got round in the animal village that a famine was coming. Wise Owl, who knew everything, announced it one evening.

All the animals looked worried. All, that is, except for Brer Anansi. He had decided long ago that there was no sense worrying about anything since he was always able to get himself out of a tight spot.

As all of the animals gathered to think up a plan, Brer Anansi just relaxed in the sun and waited for them to finish talking. When they had finished, Brer Anansi caught up to Brer Snake.

'So what has been decided?' he asked.

Brer Snake told him. 'Everyone has decided to work the land. If we all plant lots of vegetables then there will be plenty of food for everyone, come harvest time.'

Brer Anansi laughed. 'I'm not working the land!' he said. 'You all can do the work and when you're done I'll just steal what you've planted. No one can stop me!'

Brer Snake didn't like what he heard. He told all the animals in the village what Brer Anansi planned to do, so everyone put up fences and made sure they were waiting to pounce on Anansi should he attempt to steal from them.

When the time came for harvest, they made sure Brer Anansi could not get to their crops.

This made Brer Anansi angry.

'I'm so hungry!' he said to Brer Snake one day. 'I have tried to steal food but everyone has put up fences around their crop and I can't sneak in and get any! What am I to do?'

'That's your own fault,' said Brer Snake. 'You should have grown your own vegetables like the rest of us.'

'Oh no!' said Brer Anansi. 'And now it's too late! I am going to starve.'

'Well,' said Brer Snake, who felt sorry for him now, 'I have a garden full of vegetables. I can give you some potatoes, [okras](#), [yams](#) and plantains. But I want something in return.'

'Oh, what's that?' asked Brer Anansi.

'In return,' said Brer Snake, 'I want to lash you with my long tail.'

Brer Anansi thought about Brer Snake's proposal and he agreed to take a lashing from Brer Snake's tail for some food.

Brer Snake handed over the potatoes, okras, yams and plantains.

'Here, take the vegetables and enjoy your supper. I will come to your home at midnight

tonight and I will give you the lashing with my tail,' said Brer Snake.

Brer Anansi agreed and took the vegetables home to cook. He already had a plan in his mind of how to avoid Brer Snake's lashing, so he wasn't worried.

Once home, Brer Anansi put all the vegetables in a big pot of water on his stove. Whilst he waited for it to cook he sang out loudly so any animals in the street could hear:

*'I am Brer Anansi,  
I am Brer Anansi.  
Come and join me –  
I have a big feast tonight!'*

Brer Goat was passing by and he heard Brer Anansi singing.

'What's that you say, Brer Anansi? You're having a feast?'

'Yes,' said Brer Anansi. 'I have okras and yams and plantains and potatoes ...'

Well, Brer Goat likes his food and eats almost anything, so he wasn't about to let

that offer pass him by. He went into Brer Anansi's home to enjoy the feast that he had prepared. There was more than enough food for both of them to eat and when Brer Goat's belly was full he snuggled up and fell asleep, just as Brer Anansi had hoped.

At midnight there was a loud knock on the door.

'Brer Goat!' shouted Brer Anansi. 'Wake up! Someone is at the door. Please could you answer it for me?'

Brer Goat woke up out of his sleep and went to the door. As he opened the door, Brer Snake gave him one lash with his tail and knocked Brer Goat over in one blow. Then, without looking back to see who it was that he had lashed, Brer Snake went on his way, satisfied that he had received full payment for the vegetables.

When Brer Snake had gone, Brer Anansi got up and saw Brer Goat lying dead on the ground and he laughed. 'I missed Snake's lashing and I get fresh meat!' he said. Then

he cleaned up the goat meat and cut it up and put it in the pot with some seasoning, ready to make another big feast for the next day. The only trouble was, there were no vegetables left to eat the goat stew with. Brer Anansi decided he would go and see Brer Snake in the morning and ask him for some more vegetables.

Brer Anansi got up bright and early the next day and went to visit Brer Snake.

'Brer Snake, I have eaten all the vegetables you gave me and now I am hungry again! Please could I have some more?'

Brer Snake was shocked to see Brer Anansi after the lashing he had thought he had given him.

'You are very tough, Brer Anansi! I thought that lashing I gave you last night would have finished you off.'

'The good food you gave me made me tough!' laughed Brer Anansi. 'So what do you say? Do you have any more vegetables for me?'

'I can give you some green bananas and plantains and some yams,' said Brer Snake. 'But the deal is the same as before. In return, I want to lash you with my long tail.'

Brer Anansi smiled. 'That's fine with me,' he said. So Brer Snake handed over the green bananas, plantains and yams.

'Here, take the vegetables and enjoy your supper. I will come to your home at midnight again tonight and I will give you the lashing with my tail,' said Brer Snake.

Brer Anansi agreed and took the vegetables home to cook. He was wondering who he could catch to take Brer Snake's lashings for him.

When he got home, Brer Anansi put all the vegetables in a big pot of water on his stove. When they were cooked he served them together with the stewed goat. What a feast Brer Anansi had! He was enjoying it so much he almost forgot his plan. Then he remembered he needed to catch somebody else to collect Brer Snake's lashing. So, as before

Brer Anansi sang out loudly so that any animals passing in the street could hear:

*I am Brer Anansi,  
I am Brer Anansi.  
Come and join me –  
I have a big feast tonight!*

Brer Hog was passing by and he heard Brer Anansi singing.

'A feast, Brer Anansi?' said Brer Hog.

'Yes,' said Brer Anansi. 'I have green bananas, plantains and yams and a little goat meat. Come and join me!' He ushered Brer Hog into his home.

Well, Brer Hog eats almost anything, and he enjoyed all the food that Brer Anansi had prepared. Brer Hog ate until his belly was full and then, as Brer Goat had done before him, Brer Hog snuggled up and fell asleep.

Once again, at midnight, there was a knock on the door.

'Brer Hog!' shouted Brer Anansi. 'Wake up! Someone is at the door. Please could you answer it for me?'



Brer Hog woke up out of his sleep and went to the door. As he opened the door, Brer Snake gave him one lash with his tail and knocked Brer Hog over in one blow. Then, without even looking back, Brer Snake went on his way, satisfied that he had lashed Brer Anansi and received full payment for the vegetables he had given to him.

When Brer Snake had gone, Brer Anansi got up and saw Brer Hog lying dead on the ground. He laughed. 'I missed Snake's lashing and I get fresh meat!' he said. He cleaned up the hog meat, cut it up and put it in the pot with some seasoning, ready to make another big feast for the next day. The only trouble was, there were no vegetables left to eat the stew with. Brer Anansi decided that he would go and see Brer Snake in the morning and ask him yet again to give him more vegetables.

So the next morning, Brer Anansi got up bright and early and went to visit Brer Snake. Brer Snake was shocked to see Brer Anansi after having giving him two lashings with his

tail.

'I was wondering if you could spare some more vegetables?' Brer Anansi said.

'Well,' said Brer Snake, 'I am shocked to see you still alive but since you are still going strong I suppose I could give you some callaloo and potatoes.'

'Is that all?' asked Brer Anansi greedily.

'Yes, that is all,' said Brer Snake. 'And the deal is the same as before. I will come at midnight and give you a lashing with my tail as payment.'

Brer Anansi agreed and he took the callaloo and the potatoes from Brer Snake and went home.

Once home, Brer Anansi put all the vegetables in a big pot of water on his stove. When the vegetables were cooked he served them together with the stewed hog. What a feast Brer Anansi had! The stewed hog and the vegetables were delicious. Brer Anansi looked outside to see if anyone was passing but there was no one in sight. Brer Anansi

began to sing out loudly to see if he could attract anyone's attention:

*'I am Brer Anansi,  
I am Brer Anansi.  
Come and join me –  
I have a big feast tonight!'*

But word must have got round because no one was coming to share Brer Anansi's feast with him tonight. He sang out loudly again:

*'I am Brer Anansi,  
I am Brer Anansi.  
Come and join me –  
I have a big feast tonight!'*

But still no one was enticed by Brer Anansi's song or the sweet smell of his food. Brer Anansi began to worry. In a couple of hours it would be midnight and Brer Snake would be coming to give out his nightly lashing with his tail. What was he going to do? Brer Anansi had an idea. He started to drum and dance and sing:

*'Big, big party tonight!  
Big, big party tonight!'*

*Big, big party tonight,  
All welcome!'*

As Brer Anansi sang and danced and played his drum, Brer Armadillo came up to him. Now Brer Armadillo does not care too much for cooked food as he lives on rotten wood and worms, but he does like a good party.

'I'll come to your party!' called Brer Armadillo, and he danced into Brer Anansi's home. Brer Armadillo didn't eat any of the food that Brer Anansi had but he enjoyed joining in with all the singing and the dancing. Brer Anansi kept him entertained all evening, and Brer Armadillo danced and danced until he was exhausted. Finally Brer Armadillo asked Brer Anansi if he could stay the night. When Brer Anansi said that he could, Brer Armadillo went and dug a hole by the door and he fell asleep there.

At midnight, just as Brer Anansi expected, there was a knock on the door.



'Brer Armadillo!' called Brer Anansi. 'Wake up! Someone is at the door! Please could you answer the door for me?'

Brer Armadillo barely moved. Instead he just carried on sleeping.

The knocking on the door got louder.

'Brer Armadillo!' shouted Brer Anansi. 'Wake up, I tell you! There's somebody at the door!'

'What business is it of mine?' asked Brer Armadillo, stirring in his sleep.

'I want you to open the door for me!' Brer Anansi called.

But Brer Armadillo said, 'This is not my house, it's yours!'

'But I am sick in bed, I have a fever!' Brer Anansi said.

'Even so, it is for you to open the door for

your guests, not me. I'm not going to open someone else's door!' said Brer Armadillo.

Well, Brer Snake was getting angry. He had made a deal with Brer Anansi and he wanted to make sure that he lashed Anansi with his tail, as they had agreed. He knocked on the door harder and harder until he knocked so hard he knocked the door down with his tail.

Brer Anansi was frightened now. He tried to hide himself under his furniture. He put the sofa and table and chair on top of himself, but Brer Snake was so angry he lashed at the furniture and knocked it all away. And, at last, he lashed Brer Anansi.

From that day on, Brer Anansi vowed he would stop begging and stealing, and instead work hard for himself.



# Brother Anansi & Brother Snake: Questions to Answer

- Are the characters in Anansi stories human or animal?
- Do the different characters in these stories have different characteristics? Can you list some?
- Are there any characters who seem to be in lots of the stories?
- What sort of a character is Anansi across the different stories we have read? Think of five words to describe him.
- What happens at the end of each of the stories we have read?
- Do you think these stories are developed and told for a reason? What could their use be?
- Are the stories longer or shorter than stories you are used to reading?



### Sentence challenge!

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Can you describe the setting in the picture, beginning your sentences with one of the following prepositions?

- ▶ Example:
- ▶ Beneath the sky, the excited children chatted in hushed voices.
- ▶ Under From above  
Opposite Along  
Beneath the sky



### Question time!

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- ▶ Why do the boys need the lantern?
- ▶ Why are the boys out at night on their own?
- ▶ What are the boys thinking about?
- ▶ Where will the boys end up?
- ▶ What caused the flame to go out?
- ▶ Where did the lantern come from?



## Sick sentences!

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These sentences are 'sick' and need help to get better. Can you help?

- ▶ The boys held the light in their hands. It was a cold night. They felt cold.



## Story starter!

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- ▶ As they stood there silently in the darkness, neither of them could have imagined what would happen next. They had found the lantern by chance as they were scouring the streets looking for food. Lying on the cobble street, waiting to be found, the lantern burnt through the dim light of evening. The boys held it in their hands, watching the orange flame flicker in the breeze.
- ▶ Without warning, the flame disappeared, as did the two boys!
- ▶ When the flame reappeared, the boys could not believe where they were ...

# Arithmetic Challenge: Week 11 Session 1

1  $457 + 100 =$

1 mark

4  $\frac{1}{7} + \frac{5}{7} =$

1 mark

2  $164 - 80 =$

1 mark

5  $\frac{7}{8} - \frac{3}{8} =$

1 mark

3  $88 \div 4 =$

1 mark

6  $4527 + 3298 =$

1 mark



7  $6173 - 366 =$

1 mark

10  $462 \times 8 =$

1 mark

8  $6 \times 7 =$

1 mark

11  $3.4 + 0.9 =$

1 mark

9  $5 \times 7 \times 3 =$

1 mark

12  $45 \div 10 =$

1 mark





19  $720 \div 9 =$



1 mark

22  $\frac{7}{10} - \frac{1}{5} =$



1 mark

20  $1.2 \times 1000 =$



1 mark

23  $\frac{1}{2} \times 6 =$



1 mark

21  $\frac{3}{4} + \frac{1}{8} =$



1 mark

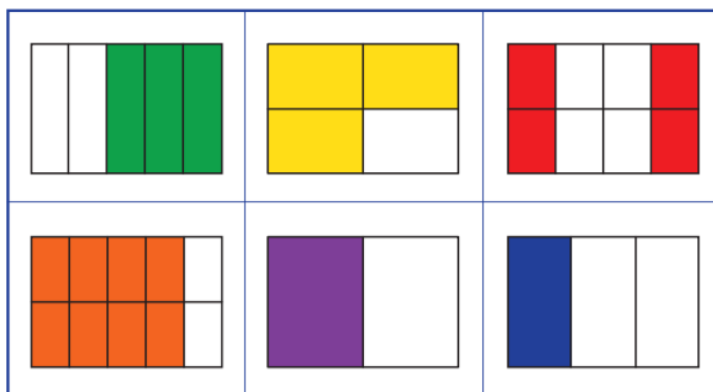
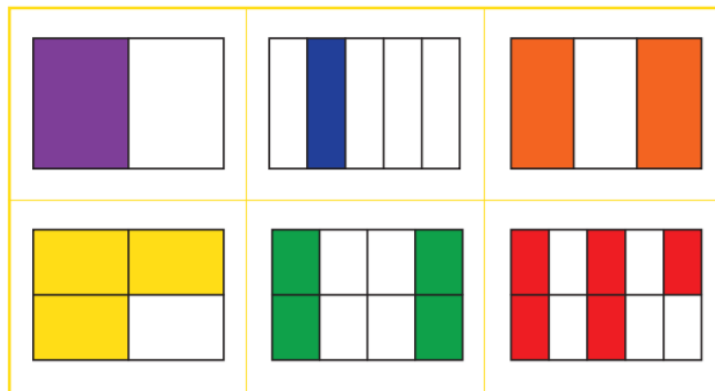
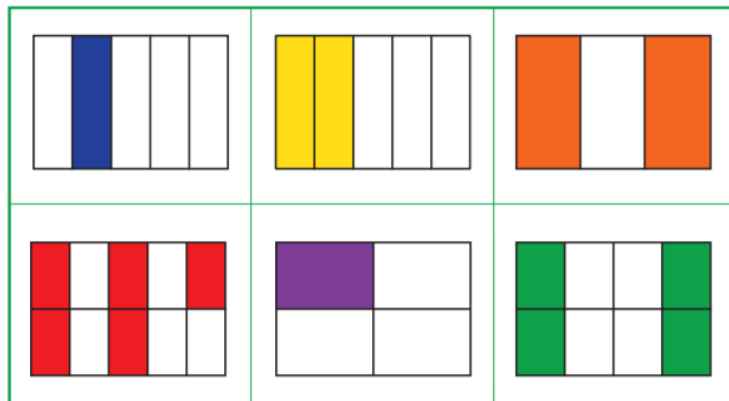
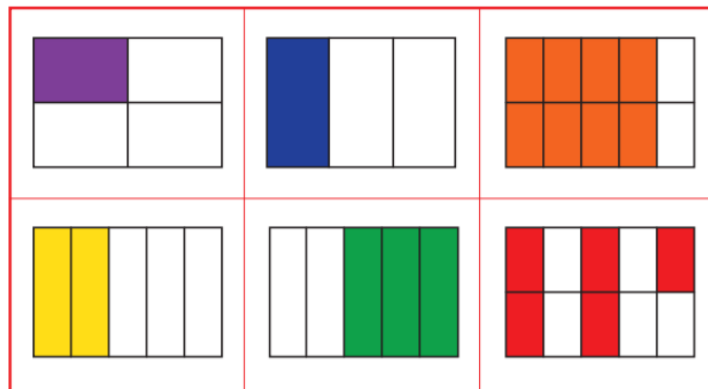
24  $5.6 + 1.57 =$



1 mark



# Fractions: Can You Name the Cards?



# Fractions and Ordering

Order these fractions from the smallest.

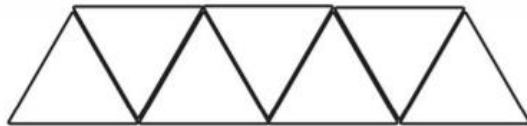
$$\frac{3}{6} \quad \frac{1}{6} \quad \frac{5}{6} \quad \frac{2}{6} \quad \frac{4}{6}$$

Order these fractions from the biggest.

$$\frac{4}{12} \quad \frac{6}{12} \quad \frac{8}{12} \quad \frac{10}{12} \quad \frac{11}{12}$$

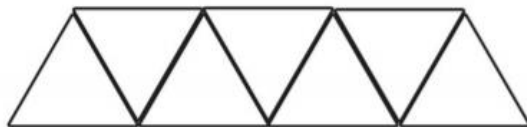
Colour the boxes according to its fraction. Which fraction is greater?

$$\frac{3}{7}$$



\_\_\_\_\_ is the greater fraction.

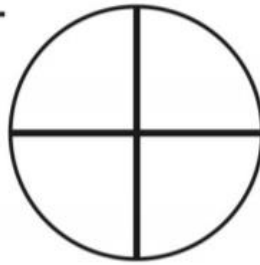
$$\frac{6}{7}$$



$$\frac{5}{8}$$



$$\frac{3}{4}$$



\_\_\_\_\_ is the greater fraction.



# Fractions and Ordering

Order these fractions from the smallest.

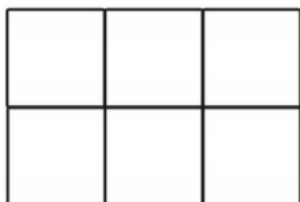
$$\frac{7}{9} \quad \frac{3}{9} \quad \frac{9}{9} \quad \frac{1}{9} \quad \frac{4}{9}$$

Order these fractions from the biggest.

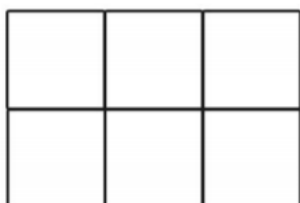
$$\frac{4}{4} \quad \frac{1}{2} \quad \frac{2}{3} \quad \frac{2}{4}$$

Colour the boxes according to its fraction. Which fraction is smallest?

$$\frac{6}{6}$$

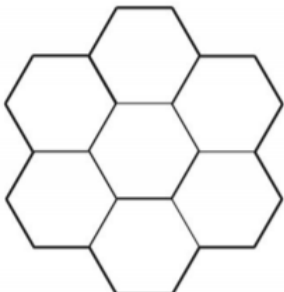


$$\frac{4}{6}$$

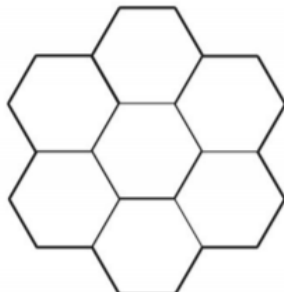


\_\_\_\_\_ is the smallest fraction.

$$\frac{2}{7}$$



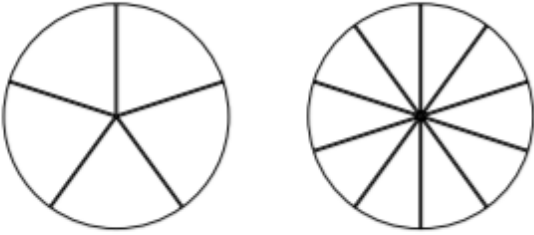
$$\frac{5}{7}$$



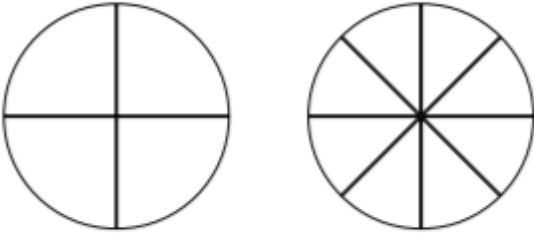
\_\_\_\_\_ is the smallest fraction.



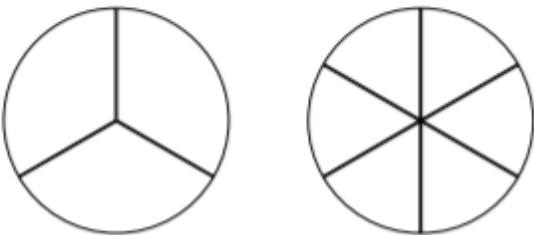
# Comparing and Ordering Fractions



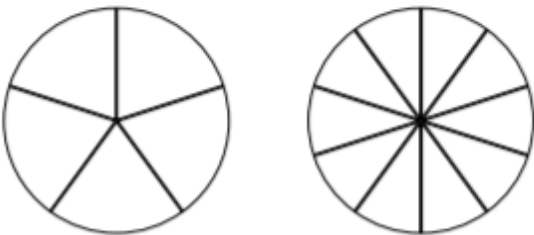
$\frac{2}{5}$    $\frac{6}{10}$



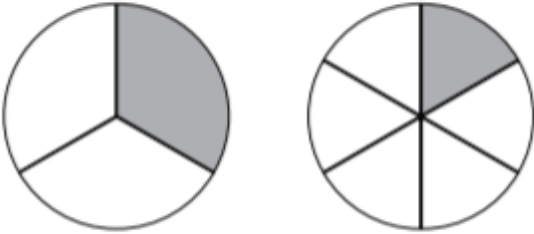
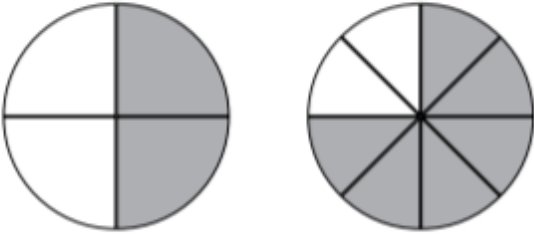
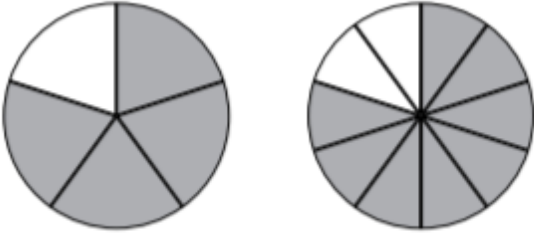
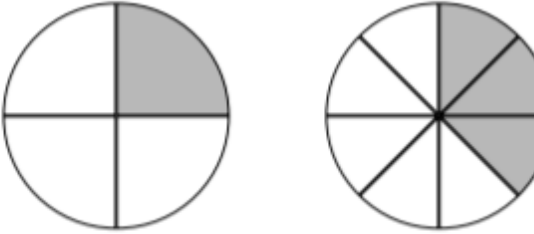
$\frac{3}{4}$    $\frac{6}{8}$



$\frac{2}{3}$    $\frac{3}{6}$

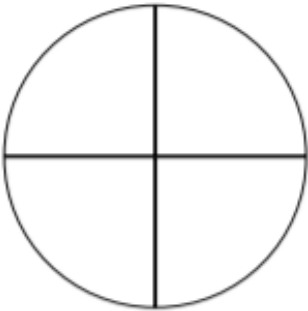


$\frac{3}{5}$    $\frac{4}{10}$

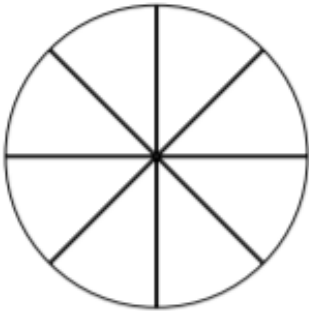


Colour in the circles to represent each fraction and then put each fraction in order from smallest to largest.

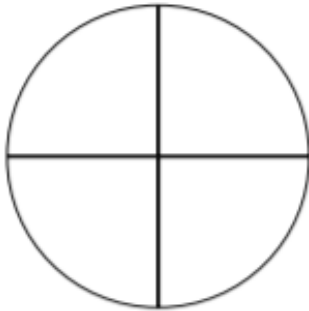
$$\frac{3}{4}$$



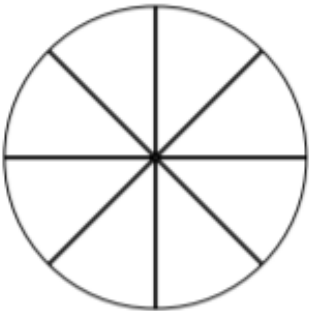
$$\frac{2}{8}$$



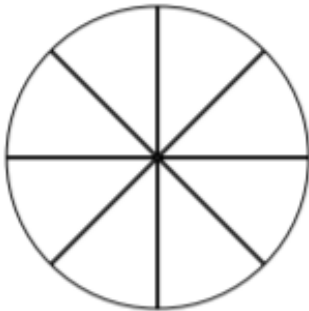
$$\frac{2}{4}$$



$$\frac{5}{8}$$



$$\frac{7}{8}$$



Smallest

Largest



# Comparing and Ordering Fractions

$\frac{2}{5}$    $\frac{6}{15}$

$\frac{2}{3}$    $\frac{10}{12}$

$\frac{2}{3}$    $\frac{3}{6}$

$\frac{3}{5}$    $\frac{4}{10}$

$\frac{1}{3}$    $\frac{4}{12}$

$\frac{2}{3}$    $\frac{8}{12}$

$\frac{2}{3}$    $\frac{10}{15}$

$\frac{1}{2}$    $\frac{5}{10}$

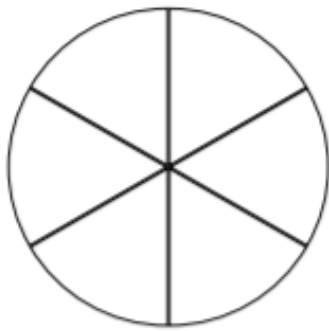


Colour in the circles to represent each fraction and then put each fraction in order from smallest to largest.

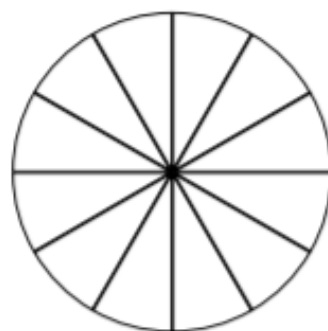
$$\frac{1}{3}$$



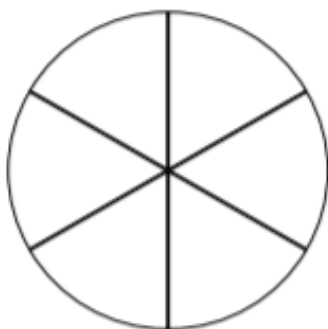
$$\frac{4}{6}$$



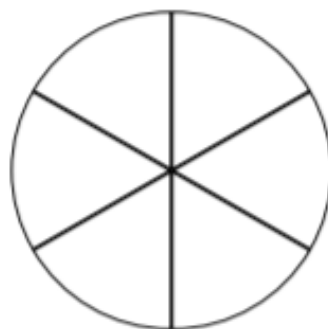
$$\frac{3}{12}$$



$$\frac{3}{6}$$



$$\frac{5}{6}$$



**Smallest**

**Largest**



# Comparing and Ordering Fractions

Use the symbols  $<$ ,  $=$  or  $>$  to complete the following:

$$\frac{3}{5} \quad \square \quad \frac{12}{15} \qquad \frac{2}{8} \quad \square \quad \frac{4}{16}$$

$$\frac{2}{3} \quad \square \quad \frac{4}{9} \qquad \frac{2}{7} \quad \square \quad \frac{14}{21}$$

$$\frac{1}{4} \quad \square \quad \frac{4}{16} \qquad \frac{2}{5} \quad \square \quad \frac{6}{20}$$

Draw lines to match the fractions with their equivalent partners:

$$\frac{2}{6} \qquad \frac{16}{20}$$

$$\frac{3}{8} \qquad \frac{5}{15}$$

$$\frac{4}{5} \qquad \frac{6}{18}$$

$$\frac{2}{3} \qquad \frac{10}{15}$$

$$\frac{1}{3} \qquad \frac{9}{24}$$

Order these fractions from smallest to largest:

$$\frac{2}{5} \quad \frac{6}{10} \quad \frac{4}{5} \quad \frac{1}{5} \quad \frac{10}{20}$$

---

$$\frac{2}{4} \quad \frac{9}{16} \quad \frac{5}{8} \quad \frac{1}{4} \quad \frac{3}{8}$$



## Week 11: Session Four (Part Two)

Order these fractions from smallest to largest. You may wish to write the fractions with a common denominator.

1.

$$\frac{2}{3}$$

$$\frac{7}{12}$$

$$\frac{1}{6}$$

$$\frac{1}{3}$$

$$\frac{5}{6}$$

$$\frac{\quad}{12}$$

$$\frac{\quad}{12}$$

$$\frac{\quad}{12}$$

$$\frac{\quad}{12}$$

$$\frac{\quad}{12}$$

—	—	—	—	—
---	---	---	---	---

Smallest

Largest

2.

$$\frac{1}{2}$$

$$\frac{5}{8}$$

$$\frac{1}{4}$$

$$\frac{3}{4}$$

$$\frac{1}{8}$$

$$\frac{\quad}{8}$$

$$\frac{\quad}{8}$$

$$\frac{\quad}{8}$$

$$\frac{\quad}{8}$$

$$\frac{\quad}{8}$$

—	—	—	—	—
---	---	---	---	---

Smallest

Largest

3.

$$\frac{2}{5}$$

$$\frac{3}{10}$$

$$\frac{1}{2}$$

$$\frac{3}{5}$$

$$\frac{7}{20}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

$$\frac{\quad}{\quad}$$

—	—	—	—	—
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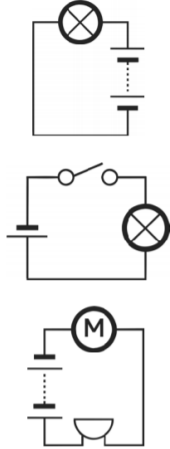
Smallest

Largest

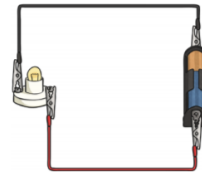


# Week 11 Science: Circuit Diagrams

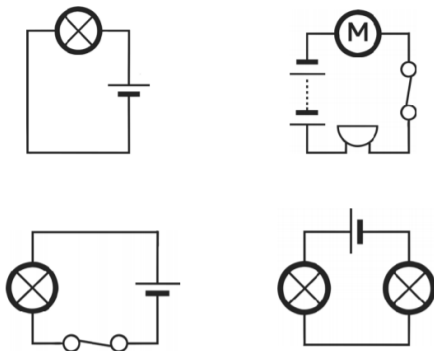
Look at the circuits below and label each part.



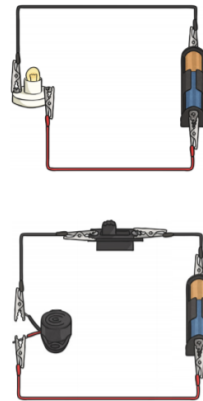
Draw the following circuit using the scientific circuit symbols.



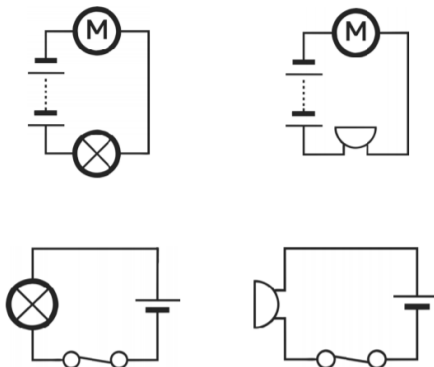
Look at the circuits below and label each part.



Draw the following circuit using the scientific circuit symbols.



Look at the circuits below and label each part.



Draw the following circuit using the scientific circuit symbols.

1. Circuit should contain: a bulb, a cell, and an open switch.
2. Circuit should contain: a battery and two motors.
3. Circuit should contain: a buzzer, two batteries, and a closed switch.

