



Adding Fractions

I can add fractions.



Colour in the fractions of pizza and use them to help you to add the fractions.

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



5. $\frac{4}{9} + \frac{3}{9} =$



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



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



3. $\frac{4}{10} + \frac{2}{10} =$



7. $\frac{4}{8} + \frac{2}{8} =$



4. $\frac{3}{7} + \frac{2}{7} =$



8. $\frac{3}{10} + \frac{5}{10} =$



Can you divide the squares into the correct number of sections to represent the fractions in each calculation?

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



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



Adding and Subtracting Fractions with the Same Denominator

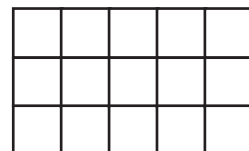
Aim: To add fractions with the same denominator.

For each pair of fractions shade the correct fraction of the shape and add to find the answer.

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



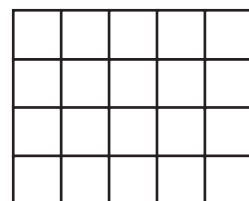
18. $\frac{2}{15} + \frac{8}{15} = \underline{\quad}$



2. $\frac{1}{3} + \frac{2}{3} = \underline{\quad}$



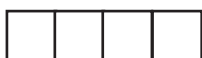
19. $\frac{3}{20} + \frac{9}{20} = \underline{\quad}$



3. $\frac{1}{3} + \frac{1}{3} = \underline{\quad}$



4. $\frac{2}{4} + \frac{1}{4} = \underline{\quad}$



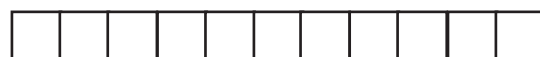
5. $\frac{3}{5} + \frac{2}{5} = \underline{\quad}$



6. $\frac{3}{5} + \frac{1}{5} = \underline{\quad}$



20. $\frac{2}{11} + \frac{5}{11} = \underline{\quad}$



7. $\frac{3}{6} + \frac{1}{6} = \underline{\quad}$



8. $\frac{2}{6} + \frac{3}{6} = \underline{\quad}$



9. $\frac{4}{7} + \frac{2}{7} = \underline{\quad}$



10. $\frac{1}{7} + \frac{5}{7} = \underline{\quad}$



11. $\frac{3}{8} + \frac{2}{8} = \underline{\quad}$



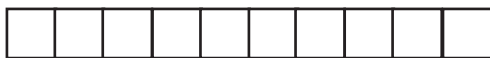
12. $\frac{3}{8} + \frac{3}{8} = \underline{\quad}$



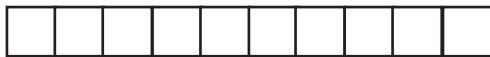
13. $\frac{5}{9} + \frac{3}{9} = \underline{\quad}$



14. $\frac{3}{10} + \frac{1}{10} = \underline{\quad}$



15. $\frac{3}{10} + \frac{3}{10} = \underline{\quad}$



16. $\frac{5}{12} + \frac{1}{12} = \underline{\quad}$



17. $\frac{3}{12} + \frac{4}{12} = \underline{\quad}$



Name: _____

Adding Fractions

with Like Denominators

a. $\frac{3}{7} + \frac{2}{7} =$

b. $\frac{6}{10} + \frac{1}{10} =$

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

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

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

f. $\frac{1}{6} + \frac{5}{6} =$

g. $\frac{3}{9} + \frac{2}{9} =$

h. $\frac{5}{12} + \frac{4}{12} =$

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

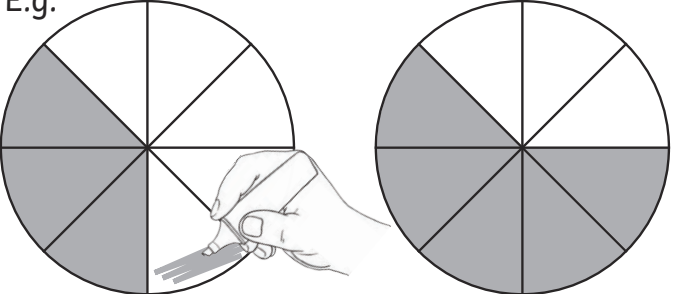
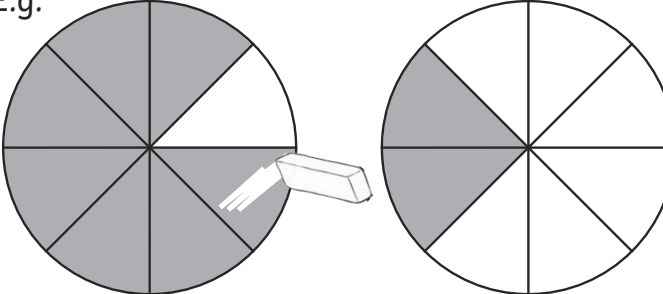
j. $\frac{2}{8} + \frac{3}{8} =$

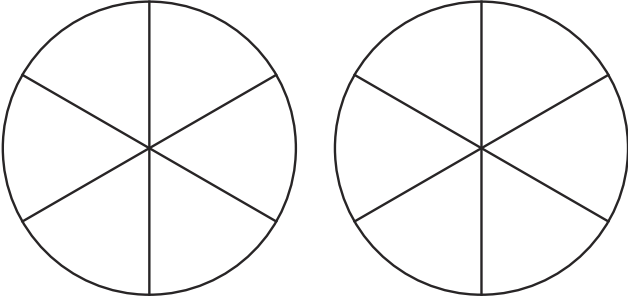
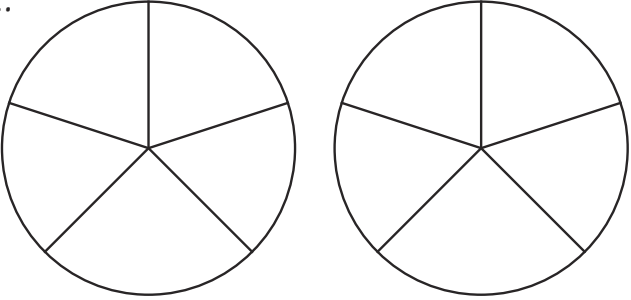
k. $\frac{4}{11} + \frac{5}{11} =$

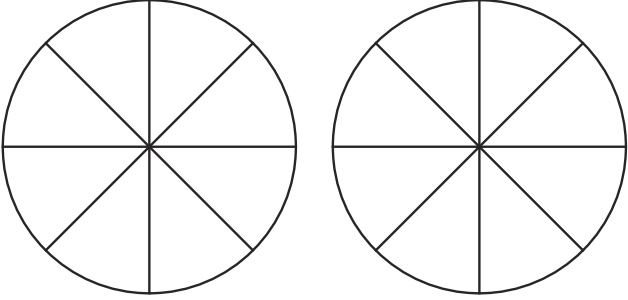
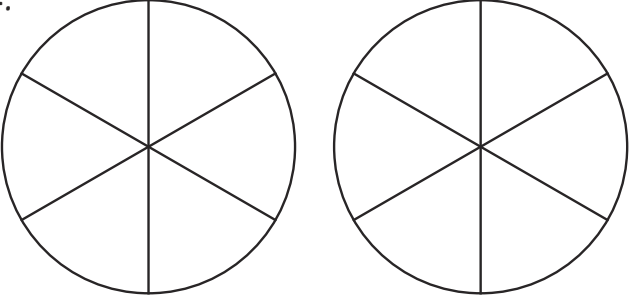
l. $\frac{1}{4} + \frac{2}{4} =$

Adding and subtracting fractions with the same denominator

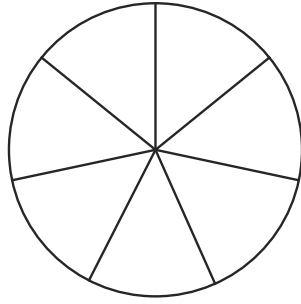
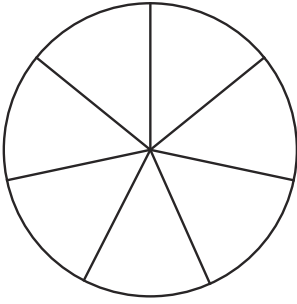
Colour the correct number of sections in each circle, and then colour more or erase some depending on the calculation. The denominator stays the same – you just have more or less sections depending on the calculation!

<p>E.g.</p>  <p>$\frac{3}{8} + \frac{2}{8} =$</p> <p>$\frac{5}{8}$</p>	<p>E.g.</p>  <p>$\frac{7}{8} - \frac{5}{8} =$</p> <p>$\frac{2}{8}$</p>
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<p>1.</p>  <p>$\frac{2}{6} + \frac{2}{6} =$</p> <p>—</p>	<p>2.</p>  <p>$\frac{4}{5} - \frac{3}{5} =$</p> <p>—</p>
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<p>3.</p>  <p>$\frac{1}{8} + \frac{4}{8} =$</p> <p>—</p>	<p>4.</p>  <p>$\frac{5}{6} - \frac{2}{6} =$</p> <p>—</p>
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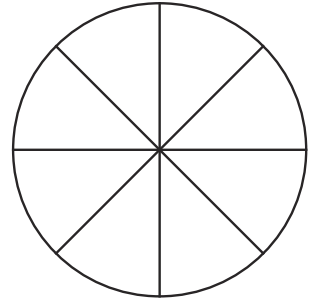
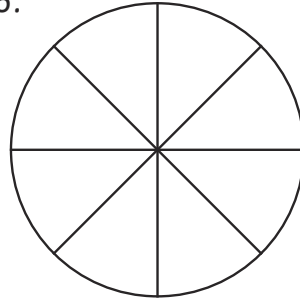
5.



$$\frac{2}{7} + \frac{3}{7} =$$

—

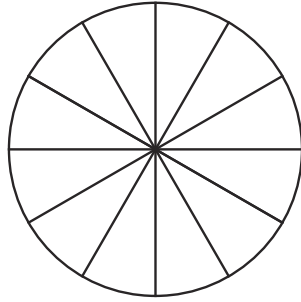
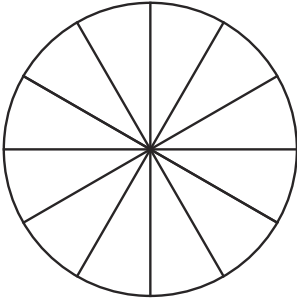
6.



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

—

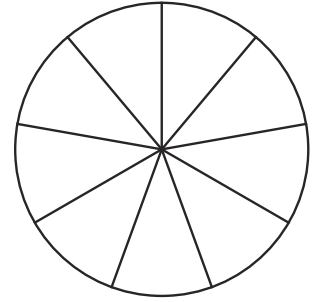
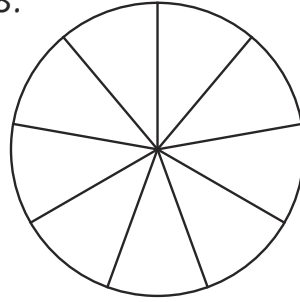
7.



$$\frac{2}{12} + \frac{8}{12} =$$

—

8.



$$\frac{7}{9} - \frac{5}{9} =$$

—

Adding and Subtracting Fractions with the Same Denominator

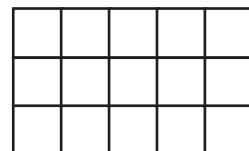
Aim: To subtract fractions with the same denominator.

For each pair of fractions shade the larger fraction of the shape and cross out the smaller fraction to find the answer.

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



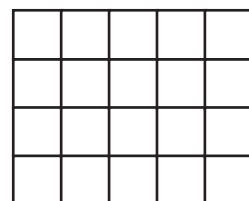
18. $\frac{8}{15} - \frac{2}{15} = \underline{\quad}$



2. $\frac{2}{3} - \frac{1}{3} = \underline{\quad}$



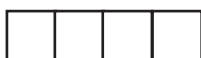
19. $\frac{9}{20} - \frac{3}{20} = \underline{\quad}$



3. $\frac{1}{3} - \frac{1}{3} = \underline{\quad}$



4. $\frac{2}{4} - \frac{1}{4} = \underline{\quad}$



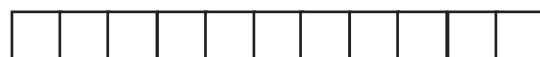
5. $\frac{3}{5} - \frac{2}{5} = \underline{\quad}$



6. $\frac{3}{5} - \frac{1}{5} = \underline{\quad}$



20. $\frac{5}{11} - \frac{2}{11} = \underline{\quad}$



7. $\frac{5}{6} - \frac{1}{6} = \underline{\quad}$



8. $\frac{4}{6} - \frac{3}{6} = \underline{\quad}$



9. $\frac{4}{7} - \frac{2}{7} = \underline{\quad}$



10. $\frac{6}{7} - \frac{3}{7} = \underline{\quad}$



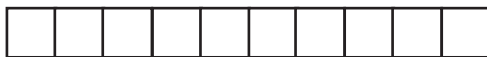
11. $\frac{5}{8} - \frac{4}{8} = \underline{\quad}$



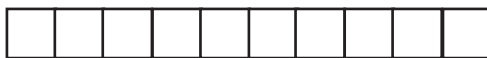
12. $\frac{7}{8} - \frac{3}{8} = \underline{\quad}$



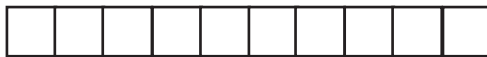
13. $\frac{6}{10} - \frac{3}{10} = \underline{\quad}$



14. $\frac{3}{10} - \frac{1}{10} = \underline{\quad}$



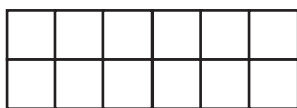
15. $\frac{8}{10} - \frac{3}{10} = \underline{\quad}$



16. $\frac{5}{12} - \frac{1}{12} = \underline{\quad}$



17. $\frac{11}{12} - \frac{1}{12} = \underline{\quad}$



Name: _____

Subtracting Fractions

with Like Denominators

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

b. $\frac{7}{8} - \frac{4}{8} =$

c. $\frac{7}{10} - \frac{3}{10} =$

d. $\frac{2}{3} - \frac{1}{3} =$

e. $\frac{6}{7} - \frac{1}{7} =$

f. $\frac{5}{9} - \frac{3}{9} =$

g. $\frac{11}{12} - \frac{6}{12} =$

h. $\frac{3}{4} - \frac{2}{4} =$

i. $\frac{4}{6} - \frac{4}{6} =$

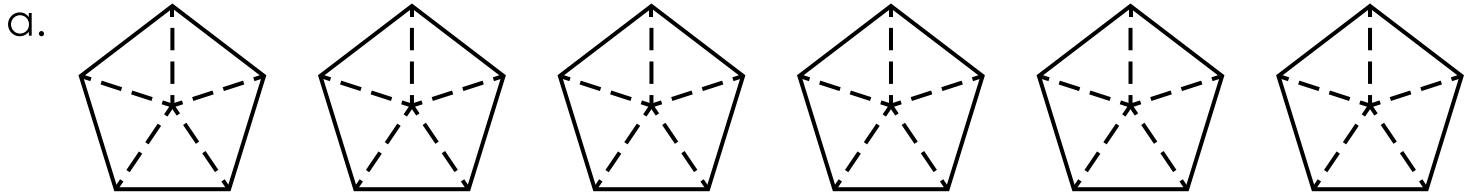
j. $\frac{6}{8} - \frac{1}{8} =$

k. $\frac{5}{7} - \frac{2}{7} =$

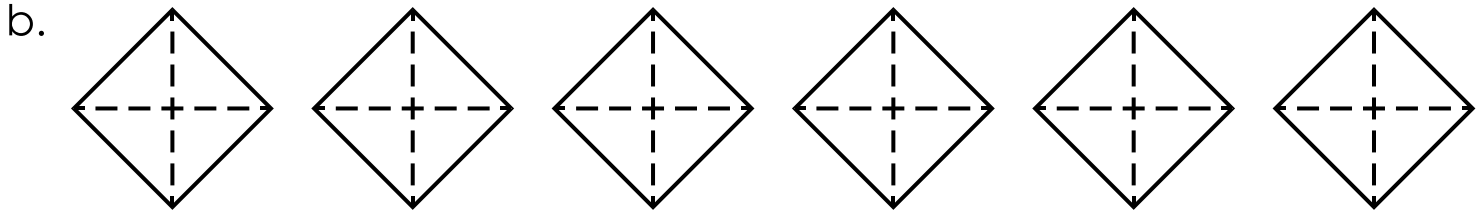
l. $\frac{9}{12} - \frac{5}{12} =$

Name: _____

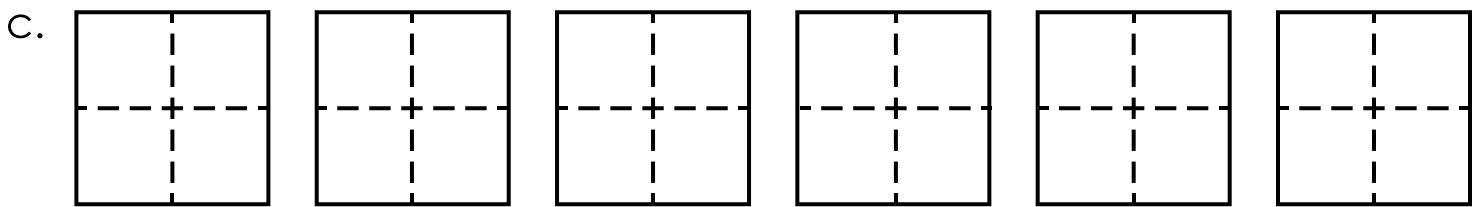
Mixed Numbers



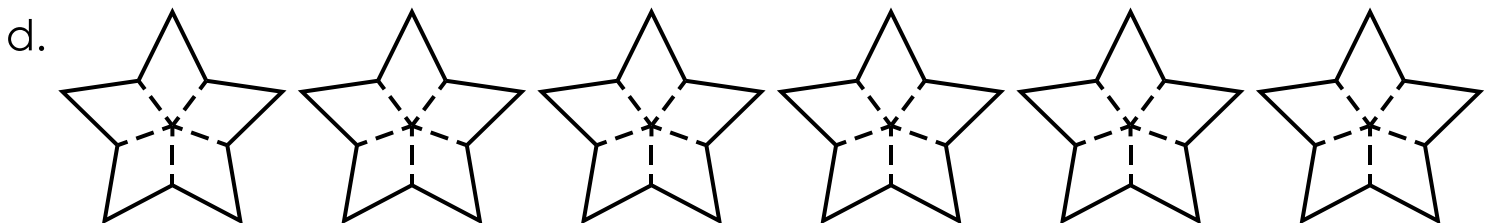
Shade in $3\frac{2}{5}$ of the picture.



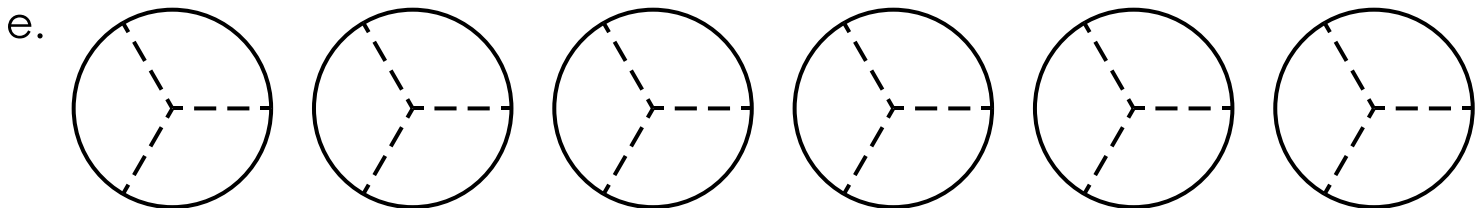
Shade in $4\frac{3}{4}$ of the picture.



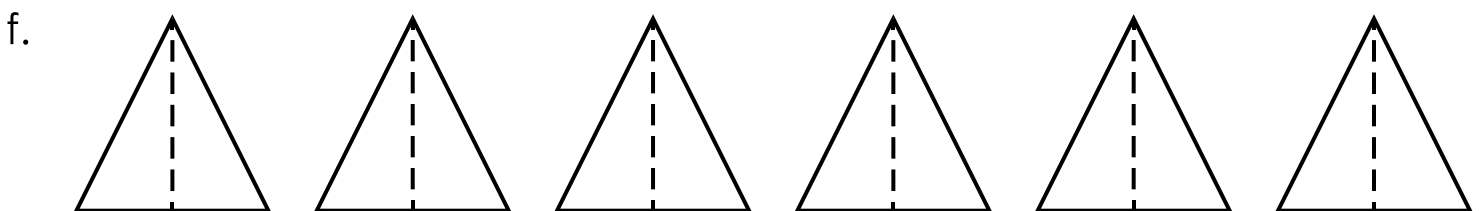
Shade in $2\frac{2}{4}$ of the picture.



Shade in $4\frac{1}{5}$ of the picture.



Shade in $1\frac{2}{3}$ of the picture.



Shade in $3\frac{1}{2}$ of the picture.



Fraction Frenzy

I can convert between mixed number and improper fractions.



Complete the table.

Improper Fraction	Fraction Diagram	Mixed Number
$\frac{5}{3}$		
		$1\frac{3}{4}$
$\frac{11}{6}$		
		$1\frac{4}{7}$
$\frac{13}{9}$		
		$1\frac{7}{10}$



Fraction Frenzy

I can convert between mixed number and improper fractions.



Complete the table.

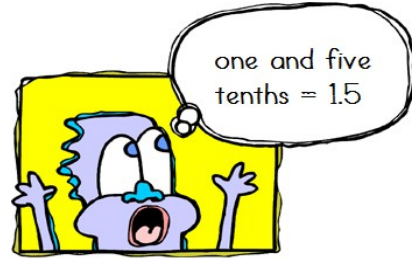
Improper Fraction	Fraction Diagram	Mixed Number
$\frac{7}{3}$		
		$3\frac{1}{2}$
$\frac{22}{6}$		
		$2\frac{5}{7}$
$\frac{25}{9}$		
		$3\frac{2}{5}$

Name: _____

Decimals: Tenths

Write the word name for each decimal number.

example: 4.3 - *four and three tenths*



1. 9.2 _____
2. 2.6 _____
3. 1.8 _____
4. 3.7 _____
5. 0.4 _____
6. 8.1 _____
7. 5.3 _____
8. 0.2 _____
9. 4.9 _____
10. 6.8 _____
11. 7.5 _____
12. 2.6 _____
13. 3.4 _____
14. 7.0 _____
15. 0.7 _____

Name: _____

Decimal Words: Hundredths



Convert the decimal numbers to written words.

- a. 5.67 five and sixty-seven hundredths
- b. 9.34 _____
- c. 3.45 _____
- d. 1.89 _____
- e. 2.75 _____
- f. 4.91 _____
- g. 6.52 _____
- h. 7.11 _____
- i. 8.23 _____
- j. 0.04 _____
- k. 0.15 _____
- l. 9.95 _____
- m. 3.02 _____
- n. 1.88 _____
- o. 2.71 _____

Name.....

Use this page to write the final draft of your "mythical creature" plan from last week.

Handwriting practice lines consisting of 20 horizontal dashed lines for writing.

Name _____

Date _____

Harry Potter & THE PHILOSOPHER'S STONE

CHARACTERIZATION CHART

Character	Who is this?	Describe how he/she looks/acts	Notable quotes or actions	He/she reminds me of...
M <small>RS.</small> D <small>URSLEY</small>				
M <small>RS.</small> D <small>URSLEY</small>				
D <small>UDLEY</small>				
D <small>UMBLEDORE</small>				

CHARACTERIZATION CHART CONTINUED

Character	Who is this?	Describe how he/she looks/acts	Notable quotes or actions	He/she reminds me of...
PROFESSOR MCGONAGALL				
HAGRID				
MALFOY				
SEVERUS SNAPE				

Artist: _____ Author: _____ Mythic Creature: _____

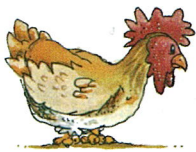
Draw your Mythical Creature here...



A **main clause** is a group of words that can be used as a whole sentence.

A **clause** contains a **subject** and a **predicate**.

Every **simple sentence** can be divided into **two parts**: a **subject** and a **predicate**.



The chicken



This is the **subject** of the sentence. The subject is the **main thing** or **person**.

laid an egg.



This is the **predicate**. The **predicate** is **the rest of the sentence**. It always contains a **verb** which tells us what is happening.

Getting started

Match the subjects and predicates to make sentences. The first one has been done to help you.

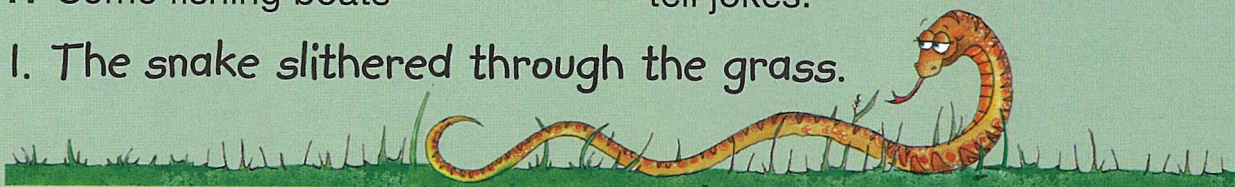
Subjects

1. The snake
2. A grey cat
3. Bakers
4. Comedians
5. Robin Hood
6. My pet dog
7. Some fishing boats

Predicates

- bake bread.
- was chewing a bone.
- chugged out of the harbour.
- hid in Sherwood Forest.
- slithered through the grass.
- jumped over our fence.
- tell jokes.

1. The snake slithered through the grass.



Now try these

1. Copy these sentences.

Circle the subjects and underline the predicates.

The first one has been done to help you.

- a) My youngest brother eats a lot of pizzas.
- b) The big black crow flew into the clear blue sky.
- c) A fierce wild dog snarled at the frightened boy.
- d) Three strong men pushed the car back on to the road.
- e) Some straggly sheep were grazing in the field.
- f) Kieran and Jayesh ran into the cave.
- g) The new dentist inspected my teeth.
- h) The teacher in the playground blew the whistle.
- i) A small fishing boat was battered by the huge waves.
- j) The metal robot moved with strange clanking sounds.

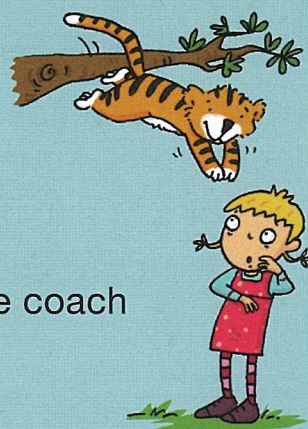
2. Now tick the verb in each sentence.

Practise your punctuation

., ' ? ! " " "

1. Punctuate these sentences correctly.

- a) the young tiger pounced on sara
- b) the rescue dog found the injured explorer on top of the icy mountain
- c) the police officer chased the young burglar
- d) a red sports car crashed into the back of the coach
- e) the dragon ate prince rupert for breakfast
- f) the wise old wizard turned tess into a toad



2. Write the sentences again, changing the subject in each one.

The first one has been done to help you.

- a) *Sara pounced on the young tiger.*

Subject or Predicate?

1. Read each phrase. If it is a subject, colour it in blue. If it is a predicate, colour it in green.

Jim and
Kent

the biscuits

saw a
bee on the
playground

the library

showed me
the book

bought a
lemonade

grandma

knocked on
the door

2. Read each sentence. Colour the subjects blue. Colour the predicates green.

Henry and Luise ate a piece of cake.

The bananas fell on the floor.

The old suitcase was too small.

Irene baked a cake for Tina's birthday.

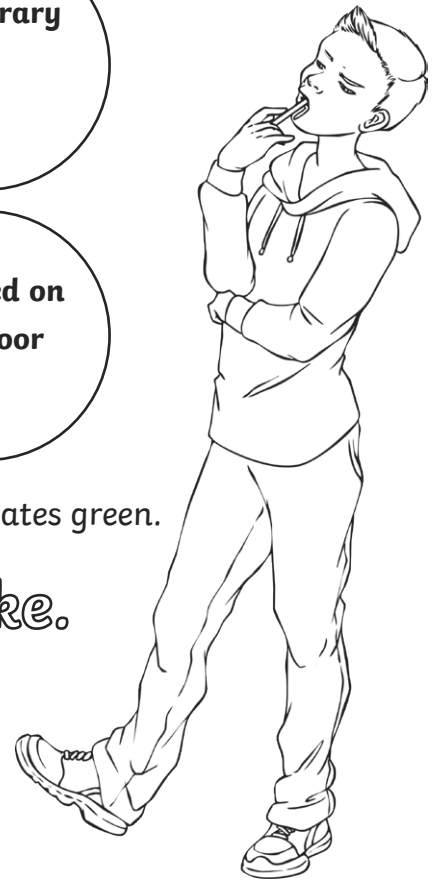
The shiny red car sped down the motorway.

Tomorrow is Friday.

My mum and dad built a new table and cleaned the kitchen.

Bananas, oranges and grapes are delicious and healthy.

Julia wished for a new bike for her birthday.



NAME: _____

View Week 3 History
Presentation first.

IDEAS AND RELIGION



This week we considered some of the ideas, technology and religions that were traded and communicated along the Silk Road. Specifically we looked at:

- Weaving – clothing and carpets
- Paper-making
- Gunpowder
- Religions

Consider very carefully these four developments. Can you think which is the most important, or had the most impact? List your choice below and then explain why you think your choice is correct; we want atleast three. Focus on the positive aspects of your choice, not the negative aspects of others.

Choice: _____

Reasons:

Name:

Environmental Dangers Record

I can identify dangers to local living things. View Week 3 Science Presentation first.



Change to environment	Danger to living things	What can be done to help