YEAR 3

Hello, Year 3! We are missing you! Keep going with the amazing effort you have been putting into the home learning. We know that it is different, but we really do enjoy our conversations with you. From talking to you, we know that you have been finding your own ways to stay in contact with each other and this is our way of keeping in touch with all you super people. Make sure that you keep finding time to enjoy other activities as well. We look forward to hearing all your creative ideas from this week.

Mrs Marks Mr Mills Miss Davenport

EVERY DAY

Daily Maths lessons - https://whiterosemaths.com/homelearning/. Watch the video and then try the questions linked to it. This is 30-40 minutes work. **This week it is unit and non-unit fractions, exploring wholes and tenths.**

Hit the Button – 15-20 - https://www.topmarks.co.uk/maths-games/hit-the-button and use Mathletics to support the learning on White Rose- questions will be set linked to these videos.

Read for at least 15 minutes and complete an English task.

Additional tasks for this week (18/05/20)

English and Science	Topic
Digestion **Monday** Using Education City, complete the tasks on adjectives, coordinating conjunctions and subordinating conjunctions. The tasks can be completed using the computer or a tablet. If you would prefer, you can print off the activities. These are attached below. **Tuesday** Choose at least ten grammar challenges to complete. The answers are there for you to look at after. If you are not sure about something, search on YouTube for a video. **Wednesday** Which food would your animal eat? Using the animal you created two weeks ago or a new one, create three new foods that your animal would eat. Make them different. They do not have to be real foods. Think creatively! Draw a picture of each of the foods. Then describe each picture using adjectives. Tell people what the food you have drawn does for the animal. Perhaps the animal eats snosbrries (from Charlie and the Chocolate Factory) to make its armour strong or steamed pods to makes it hair long and curly (from Pandora featured in the World of Avatar). Look at the picture below to give you some ideas. **Thursday** Create a world for your animal to live in. Think about the other animals that might live there and how it looks. Watch the video to get some inspiration for a creative land where there is a lot of new and different food. https://www.youtube.com/watch?v=OMFQtY6655E. Use expanded noun phrases to describe this land. Challenge yourself to use more adventurous vocabulary. **Friday** Your creature has become unwell and needs some of the food that you have created. Write a story about how you are going to get the food for your animal. What will happen in the story? Who will help you? Will your animal	During the week, please complete at least one of the following activities- **History** **https://www.youtube.com/watch?v=Dx84hZ7tKo4** Find out about some of the different food through history. Focus on Britain at first. What food did your grandparents used to eat? Do we eat any food that they did not have? You could go further back in time. Make a timeline to show the different foods through history. This website is a good starting point. http://www.localhistories.org/foodtime.html **DT** Make one of the foods that you have created. You could make it using real food, find items in the garden to create it or find items from around the house. Make sure to ask your adults first. **Computing** **https://www.nhs.uk/change4life/food-facts#fsapp** Download and use the food scanner app from the above link. Explore the different food you have around the house. Is it all healthy? **Game** Can you write a fruit or vegetable for every letter of the alphabet e.g. Apple, Banana...? **Role play/Maths** Can you set up a shop with prices/offers? And practise your money skills selling to your family? Keep getting creative with your own inventions or ideas and post them to Twitter@oldburypark.

get the food in time? Can you use any of your grammar skills from this week?	

How to Train your Wagon

Activity Sheet

EducationCity

Name: _____ Class: _____

Select the most suitable subordinating conjunction to use in the sentence.

1. Sten won the baking competition _____ his flan was the best.

   because but when

2. Sten walked to the train _____ Klara paid for the tickets.

   although which while

3. _____ they looked at the timetable, the train arrived.

   Though Although As

4. Stig tied his laces _____ taking a shot at goal.

   before while although

5. _____ it was raining, it was still lots of fun.

   Because If Although

6. Make sure you take your purse _____ you need to buy a drink.

   since while if

7. They read their book _____ the flight was delayed.

   whereas although since

8. Stig ate all his food _____ it was delicious.

   because if when

Place the correct subordinating conjunctions in the most suitable places in the sentences.

while even though as because when

_____ the whistle blew, Stig and Meg went to get on the train. Stig sat down at the window seat _____ he wanted a good view of the countryside. Meg fell asleep _____ Stig read his book. The journey seemed to go really quickly _____ it was a long way. _____ they approached the station, Stig woke Meg up. Meg told Granny about the trip _____ she got home.

How to Train your Wagon

Activity Sheet

EducationCity

Name: _____ Class: _____

Select the most suitable subordinating conjunction to use in the sentence.

1. Sten won the baking competition **because** his flan was the best.

   because but when

2. Sten walked to the train **while** Klara paid for the tickets.

   although which while

3. **As** they looked at the timetable, the train arrived.

   Though Although As

4. Stig tied his laces **before** taking a shot at goal.

   before while although

5. **Although** it was raining, it was still lots of fun.

   Because If Although

6. Make sure you take your purse **if** you need to buy a drink.

   since while if

7. They read their book **since** the flight was delayed.

   whereas although since

8. Stig ate all his food **because** it was delicious.

   because if when

Place the correct subordinating conjunctions in the most suitable places in the sentences.

while even though as because when

When the whistle blew, Stig and Meg went to get on the train. Stig sat down at the window seat **because** he wanted a good view of the countryside. Meg fell asleep **while** Stig read his book. The journey seemed to go really quickly **even though** it was a long way. **As** they approached the station, Stig woke Meg up. Meg told Granny about the trip **when** she got home.

Temple Crusade

Activity Sheet

Name: _____ Class: _____

Sort the adjectives from the list under the correct word which means the same.

dazzling	terrified	worried	blinding
anxious	frightened	vivid	clear
fearful	brilliant	afraid	light

bright	scared

witty	rapid	swift	humorous
express	amusing	comical	prompt
hilarious	immediate	hasty	

funny	fast

In each list, put a tick by the word you think is the most intense adjective.

Temple Crusade

Activity Sheet

EducationCity

Name: _____ Class: _____

Sort the adjectives from the list under the correct word which means the same.

dazzling	terrified	worried	blinding
anxious	frightened	vivid	clear
fearful	brilliant	afraid	light

bright	scared
dazzling	terrified ✓
blinding ✓	worried
vivid	anxious
brilliant	afraid
clear	frightened
light	fearful

witty	rapid	swift	humorous
express	amusing	comical	prompt
hilarious	immediate	hasty	

funny	fast
witty	rapid
humorous	swift
amusing	express
comical	prompt
hilarious ✓	immediate ✓
	hasty

In each list, put a tick by the word you think is the most intense adjective.

Conjunction Junction

Activity Sheet

EducationCity

Name: _____ Class: _____

Select the most suitable coordinating conjunction to use in the sentence.

1. They wanted to go home, _____ there was still lots to do.
   but so for
2. Sten does not like sandwiches, _____ does he like donuts.
   so but nor
3. They could go swimming, _____ they could go to the cinema.
   so or for
4. Sten got off the train, _____ he had left his bag behind.
   nor so but
5. It was nearly 10 o'clock, _____ they decided to leave.
   yet so or
6. They could drive to the shops, _____ get the train into town.
   or so yet
7. They sat down in their seats, _____ looked out of the window.
   yet for and
8. It was early, _____ we were all ready to go home.
   nor yet or

Place the correct coordinating conjunctions in the most suitable places in the sentences.

nor yet or and so but

Sten got his bicycle out of the garage, _____ rode his bike to the local park. It was a lovely winter's day. The sun was shining, _____ it was still cold. The paths were clear, _____ he was able to ride quickly. He had his lunch in his backpack, _____ he had forgotten his drink. He couldn't decide whether to take the path to the lake, _____ the path to the shops to buy a drink. He didn't choose to go to the lake, _____ did he go to the shops. He went home.

Conjunction Junction

Activity Sheet

EducationCity

Name: _____ Class: _____

Select the most suitable coordinating conjunction to use in the sentence.

1. They wanted to go home, **but** there was still lots to do.

   but so for

2. Sten does not like sandwiches, **nor** does he like donuts.

   so but nor

3. They could go swimming, **or** they could go to the cinema.

   so or for

4. Sten got off the train, **but** he had left his bag behind.

   nor so but

5. It was nearly 10 o'clock, **so** they decided to leave.

   yet so or

6. They could drive to the shops, **or** get the train into town.

   or so yet

7. They sat down in their seats, **and** looked out of the window.

   yet for and

8. It was early, **yet** we were all ready to go home.

   nor yet or

Place the correct coordinating conjunctions in the most suitable places in the sentences.

nor yet or and so but

Sten got his bicycle out of the garage, **and** rode his bike to the local park. It was a lovely winter's day. The sun was shining, **yet** it was still cold. The paths were clear, **so** he was able to ride quickly. He had his lunch in his backpack, **but** he had forgotten his drink. He couldn't decide whether to take the path to the lake, **or** the path to the shops to buy a drink. He didn't choose to go to the lake, **nor** did he go to the shops. He went home.

Grammar and Punctuation

Which word in the following sentence is an **adverb**?

Sally skipped joyfully along the path, holding a red balloon.

1

Grammar and Punctuation

Which word below means **fly**?

- lifted
- soared
- crawled
- plummeted

2

Grammar and Punctuation

How would you correct this sentence?

We sitted in a really good place, and could see the whole pitch.

3

Grammar and Punctuation

Where should the **inverted commas** be?

1. It's only a little pot of gold, wailed the giant.
2. It was dark, when suddenly we heard a voice. What are you doing here? It whispered.

4

Grammar and Punctuation

Which **conjunction** would you use in this sentence?

Harry had his tea _____ he went to the skatepark.

- while
- before
- because
- when

5

Grammar and Punctuation

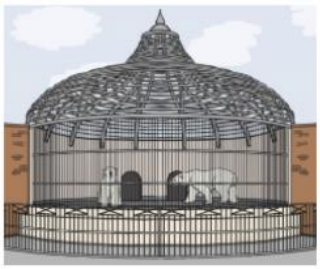
Which sentence is in the **present tense**?

Ella went to the zoo.

Ella is going to the zoo.

Ella is at the zoo.

Ella will go to the zoo.



6

Grammar and Punctuation

Where should the **apostrophe** be in these sentences?

The teacher called Nazeems name.

"Why cant I go to the fair?" I asked Mum.

The dog wouldnt come back when we whistled.

Grandmas house was a long way from our house.

7

Grammar and Punctuation

a or **an**

Which word goes before the following words?

owl	zebra	octopus
banana	house	umbrella
apple	igloo	door

8

Grammar and Punctuation

Which **suffix** is the odd one out?

listen___ begin___ garden___

ing ed ner less

9

Grammar and Punctuation

Which **prefix** is the odd one out?

___correct ___comfort ___tie

dis un in de

10

Grammar and Punctuation

What is the correct spelling of the missing words in these sentences?

Jamie had a _____ time at the party. great/grate

I have _____ taller since last year. grown/groan

The lion shook his _____. main/mane

Dad tied a _____ in his laces. knot/not

11

Grammar and Punctuation

Put the **possessive apostrophe** in the correct place:

The dogs bowl was on the floor.

The childrens shoes were all mixed up.

We couldn't find the girls bags.

12

Grammar and Punctuation

Which word completes the sentence?

We _____ our lunch in the sunshine.

Choose one:

- eated
- eaten
- ate
- eating

13

Grammar and Punctuation

What does this sentence need?

Jas got on her red bike. Then Jas went to the park. Jas saw Jas' friend. Jas and the friend played on the swings.

- nouns
- adjectives
- pronouns

14

Grammar and Punctuation

Where should the **comma** be?

- Later in the evening Bobby heard a dog barking.
- Soon after dinner Hannah tidied her room.

15

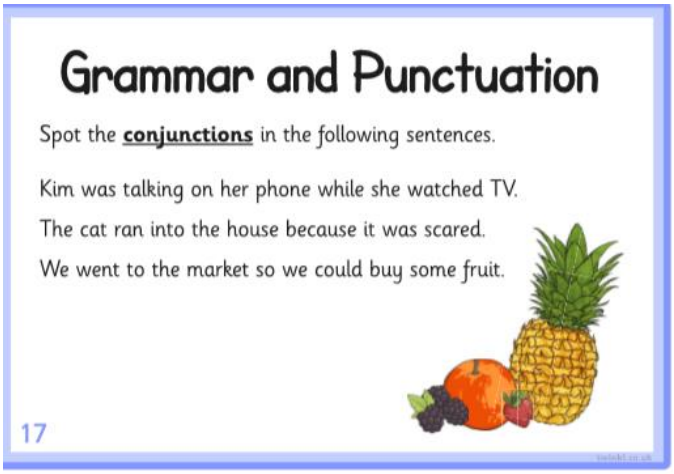
Grammar and Punctuation

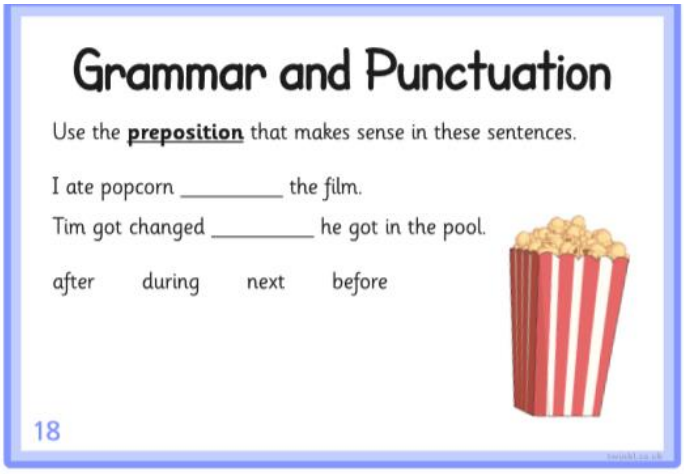
Which of these words is *not* a **pronoun**?

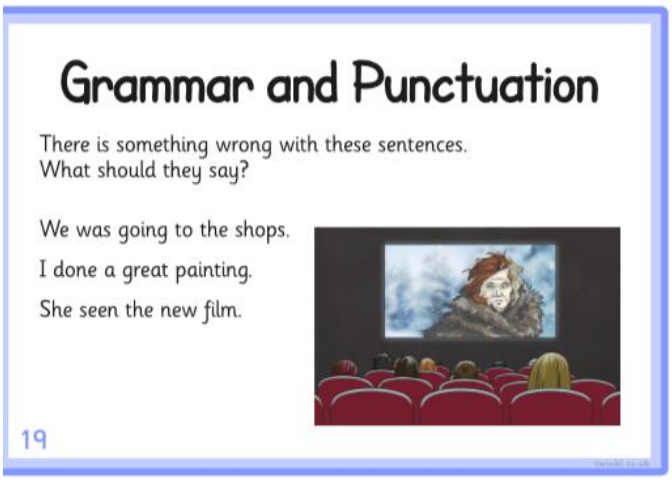
She I they have like

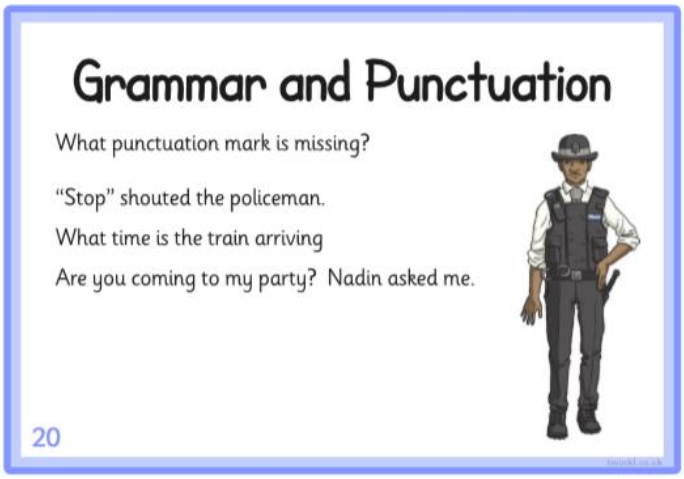
he because her his

16









Answers

1. **The adverb is joyfully, it describes the verb 'skipping'.**
2. **The word that means fly is soared.**
3. **We sat in a really good place and could see the whole pitch.**
4. **"It's only a little pot of gold," wailed the giant.**
   It was dark, when suddenly we heard a voice. "What are you doing here?" It whipered.
5. **The correct conjunction is before.**
6. **Ella is at the zoo. This is the present tense.**
7. **Nazeem's name. Why can't. The dog wouldn't. Grandma's house.**
8. **Use an for any word which begins with a vowel a, e, I, o, u. A is used for words beginning with consonants. For example- an owl, a zebra.**
9. **The suffix -less is the odd one out.**
10. **The prefix -de is the odd one out.**
11. **A. great B. grown C. mane D. knot**
12. **The dog's. The childrens'. We couldn't find the girl's bags. One person, animal or thing apostrophe before the 's' If there is more than one, the apostrophe goes after the 's'.**
13. **We ate our lunch in the sunshine.**
14. **The sentence needs pronouns as the name 'Jas' ahs been repeated too many times. E.g. Then she went…**
15. **Later in the evening, Bobby heard a dog barking. Soon after dinner, Hannah tidied her room. The information before the comma tells you when it is happening.**
16. **The following are not pronouns- have, like and because.**
17. **The conjunctions are while, because and so.**
18. **I ate popcorn during the film. Tim got changed before he got in the pool.**
19. **We were going to the shops. I drew a great painting. She saw the new film.**
20. **"Stop!" shouted the policeman. What time is the train arriving? "Are you coming to my party?" Nadin asked me.**


redmberr

Adjectives to describe FOOD

Shape	Taste	Appearance	Texture	Size
round	fizzy	red	creamy	small
square	sweet	brown	smooth	teeny
straight	delicious	black	rough	tiny
triangular	yummy	green	bumpy	big
rectangular	cheesy	blue	lumpy	huge
oval	tasty	yellow	dry	jumbo
flat	spicy	orange	crispy	giant
wavy	salty	golden	chewy	long
chunky	sour	beautiful	oily	large
hollow	juicy	dazzling	greasy	
	fresh	dripping	fatty	
	rich	flaky		
	disgusting	appealing		

Lesson 1

Unit and non-unit fractions

1 Write fractions to complete the sentences.

a) ☐ of the counters are yellow.

b) ☐ of the counters are red.

2 Write fractions to complete the sentences.

a) ☐ of the tower is green.

b) ☐ of the tower is yellow.

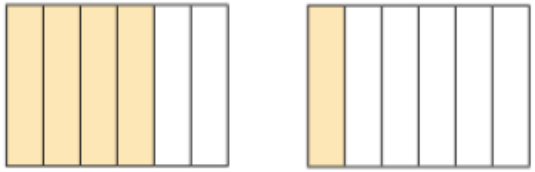
c) ☐ of the tower is blue.

3 What fraction of each shape is shaded?

a)

b)

c)



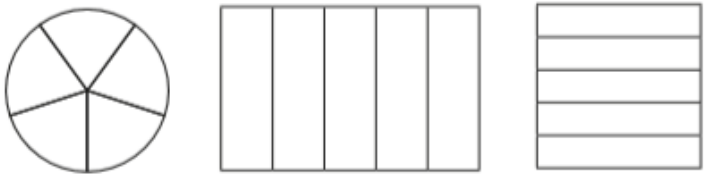
d)

e)

Tick the unit fraction in each pair of shapes.

How did you know which was the unit fraction?

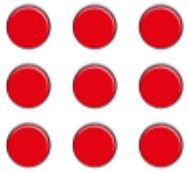
4 **a)** Colour $\frac{1}{5}$ of each shape.



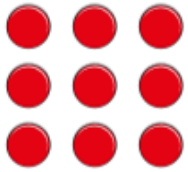
b) Colour $\frac{3}{5}$ of each shape.

What is the same and what is different about your answers?

5 **a)** Circle $\frac{1}{3}$ of the counters.



b) Circle $\frac{2}{3}$ of the counters.



What is the same and what is different about your answers?

6 Write the fractions in the table.

$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{10}$	$\frac{1}{8}$
$\frac{3}{5}$	$\frac{1}{4}$	$\frac{1}{99}$	$\frac{6}{1}$	$\frac{1}{250}$

Unit fractions	Non-unit fractions

Write two more examples of your own in each column.

7 **a)** What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

b) Complete the sentences.

An example of a unit fraction is ☐

The numerator is always ☐

An example of a non-unit fraction is ☐

The numerator is always greater than ☐

Lesson 1 Answers

Unit and non-unit fractions

1 Write fractions to complete the sentences.

a) $\frac{1}{3}$ of the counters are yellow.

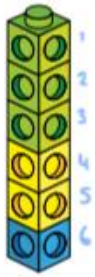
b) $\frac{2}{3}$ of the counters are red.

2 Write fractions to complete the sentences.

a) $\frac{3}{6}$ of the tower is green.

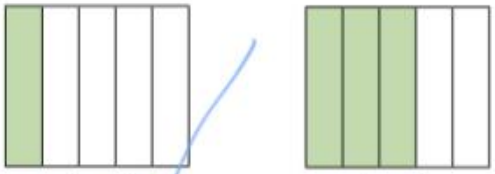
b) $\frac{2}{6}$ of the tower is yellow.

c) $\frac{1}{6}$ of the tower is blue.



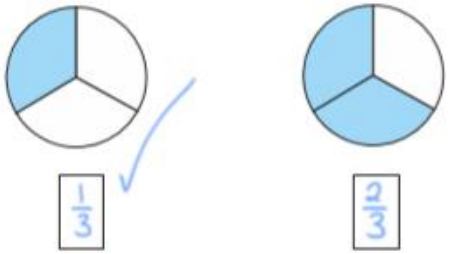
3 What fraction of each shape is shaded?

a)



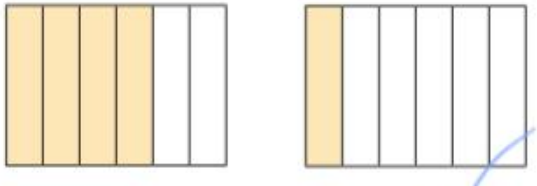
$\frac{1}{5}$ $\frac{3}{5}$

b)



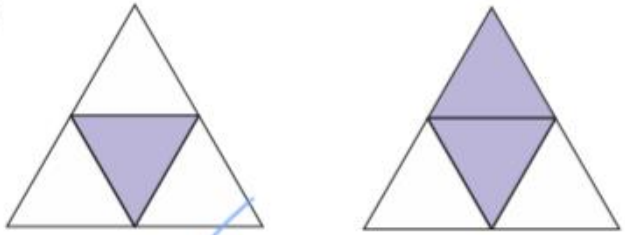
$\frac{1}{3}$ $\frac{2}{3}$

c)



$\frac{4}{6}$ $\frac{1}{6}$

d)



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

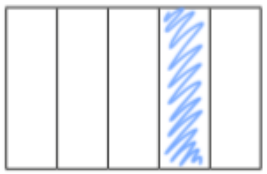
e)

$\frac{4}{7}$ $\frac{1}{7}$

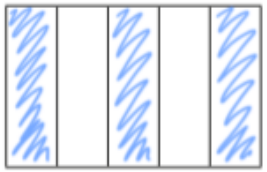
Tick the unit fraction in each pair of shapes.

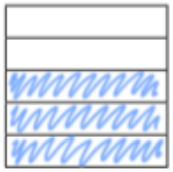
How did you know which was the unit fraction?

4 **a)** Colour $\frac{1}{5}$ of each shape.



b) Colour $\frac{3}{5}$ of each shape.





What is the same and what is different about your answers?

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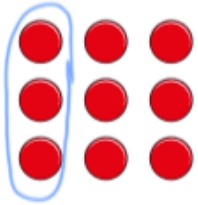
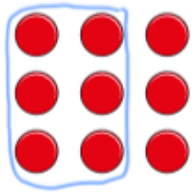


b) Circle $\frac{2}{3}$ of the counters.



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$\frac{1}{6}$ $\frac{2}{3}$ $\frac{3}{4}$ $\frac{1}{10}$ $\frac{1}{8}$

$\frac{3}{5}$ $\frac{1}{4}$ $\frac{1}{99}$ $\frac{6}{1}$ $\frac{1}{250}$

Unit fractions	Non-unit fractions
$\frac{1}{6}$ $\frac{1}{4}$ $\frac{1}{99}$ $\frac{1}{10}$ $\frac{1}{8}$ $\frac{1}{250}$	$\frac{3}{5}$ $\frac{2}{3}$ $\frac{3}{4}$ $\frac{6}{1}$

Write two more examples of your own in each column.

7 **a)** What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

b) Complete the sentences.

An example of a unit fraction is $\frac{1}{9}$

The numerator is always 1

An example of a non-unit fraction is $\frac{2}{9}$

The numerator is always greater than 1

Making the whole

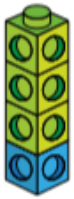
1 Here are some counters.

a) What fraction of the counters are yellow? ☐

b) What fraction of the counters are red? ☐

c) Complete the number sentence. ☐ + ☐ = ☐

2 Here is a tower of cubes.



a) What fraction of the tower is green? ☐

b) What fraction of the tower is blue? ☐

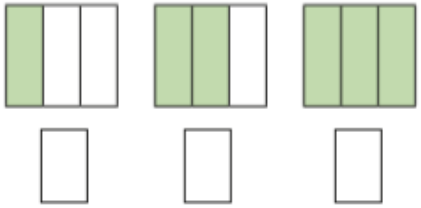
c) Complete the number sentence. ☐ + ☐ = ☐

3 What fraction of each shape is shaded?

Which fraction represents a whole?

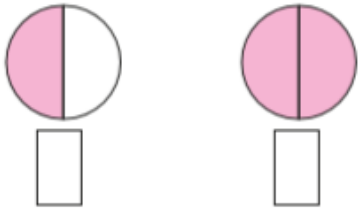
Fill in the missing fractions.

a)



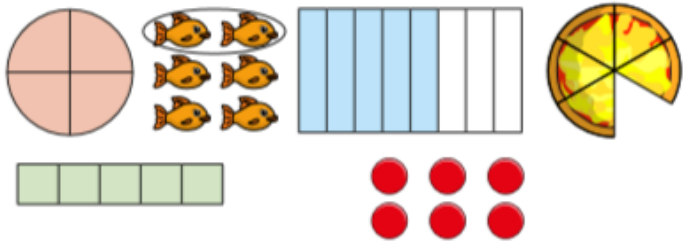
☐ = one whole

b)



☐ = one whole

4 Here are some pictures.



Use the pictures to help you answer the questions.

a) Write three fractions that are less than one whole.

☐ ☐ ☐

Lesson 2

b) Write three fractions that are equal to one whole.

What do you notice? Talk about it with a partner.

5 Choose a phrase to complete the sentences.

greater than	less than	equal to

When the numerator is _____ the denominator, the fraction is less than one whole.

When the numerator is _____ the denominator, the fraction is equal to one whole.

6 Circle the fractions that are equivalent to one whole

$\frac{3}{5}$ $\frac{4}{4}$ $\frac{6}{10}$ $\frac{2}{2}$

$\frac{10}{10}$ $\frac{8}{9}$ $\frac{3}{3}$ $\frac{5}{5}$

7 Here are $\frac{1}{3}$ of Jack's marbles.

Draw the rest of Jack's marbles in the bar model.

8 $\frac{2}{7}$ of a group of children are girls.

What fraction are boys?

☐ are boys.

9 Each bar model is worth one whole.

Split the bar model and label the missing fractions.

$\frac{1}{4}$	

$\frac{1}{5}$	$\frac{1}{5}$	

$\frac{7}{10}$	

10 Complete the number sentences.

a) $\frac{3}{5} + \square = 1$

b) $\square + \frac{4}{10} = 1$

c) $\square = \frac{2}{7} + \frac{5}{7}$

d) $\frac{9}{9} = \square + \frac{5}{9}$

Lesson 2 Answers

Making the whole

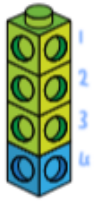
1 Here are some counters.

a) What fraction of the counters are yellow? $\frac{3}{5}$

b) What fraction of the counters are red? $\frac{2}{5}$

c) Complete the number sentence. $\frac{3}{5} + \frac{2}{5} = \frac{5}{5}$

2 Here is a tower of cubes.



a) What fraction of the tower is green? $\frac{3}{4}$

b) What fraction of the tower is blue? $\frac{1}{4}$

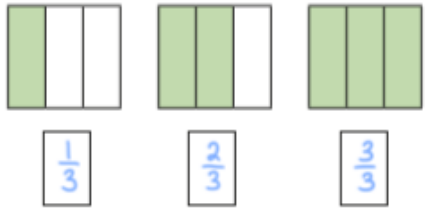
c) Complete the number sentence. $\frac{3}{4} + \frac{1}{4} = \frac{4}{4}$

3 What fraction of each shape is shaded?

Which fraction represents a whole?

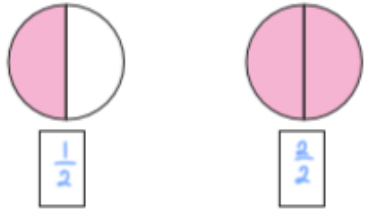
Fill in the missing fractions.

a)



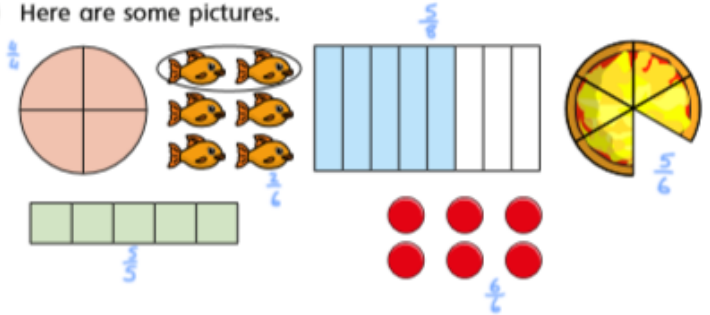
$\frac{1}{3}$ $\frac{2}{3}$ $\frac{3}{3}$ $\frac{3}{3}$ = one whole

b)



$\frac{1}{2}$ $\frac{2}{2}$ $\frac{2}{2}$ = one whole

4 Here are some pictures.



Use the pictures to help you answer the questions.

a) Write three fractions that are less than one whole.

$\frac{2}{6}$ $\frac{5}{8}$ $\frac{5}{6}$

b) Write three fractions that are equal to one whole.

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

What do you notice? Talk about it with a partner.

5 Choose a phrase to complete the sentences.

greater than	less than	equal to

When the numerator is less than the denominator, the fraction is less than one whole.

When the numerator is equal to the denominator, the fraction is equal to one whole.

6 Circle the fractions that are equivalent to one whole

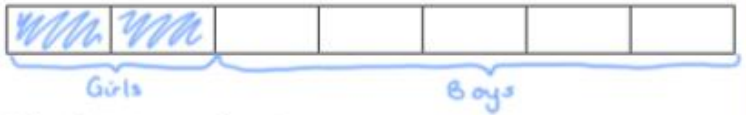
$\frac{3}{5}$ $\frac{4}{4}$ $\frac{6}{10}$ $\frac{2}{2}$

$\frac{10}{10}$ $\frac{8}{9}$ $\frac{3}{3}$ $\frac{5}{5}$

7 Here are $\frac{1}{3}$ of Jack's marbles.

Draw the rest of Jack's marbles in the bar model.

8 $\frac{2}{7}$ of a group of children are girls.

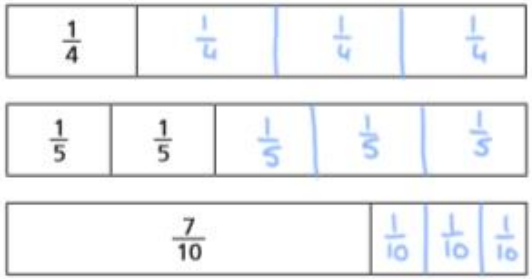


What fraction are boys?

$\frac{5}{7}$ are boys.

9 Each bar model is worth one whole.

Split the bar model and label the missing fractions.



10 Complete the number sentences.

This is the same as one whole.

a) $\frac{3}{5} + \boxed{\frac{2}{5}} = 1$

b) $\boxed{\frac{6}{10}} + \frac{4}{10} = 1$

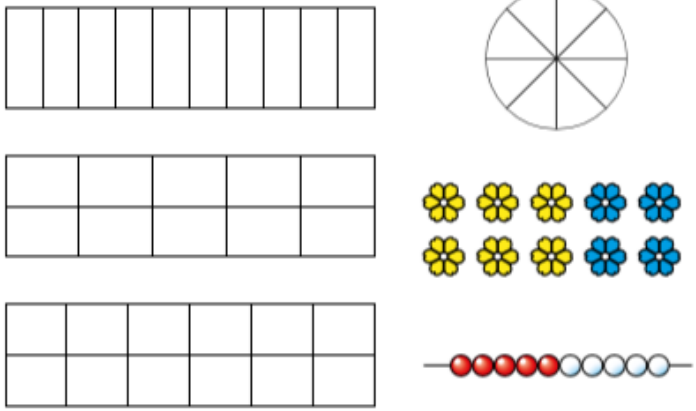
c) $\boxed{\frac{7}{7}} = \frac{2}{7} + \frac{5}{7}$

d) $\frac{9}{9} = \boxed{\frac{4}{9}} + \frac{5}{9}$

Lesson 3

Tenths

1 Tick the pictures that show tenths.



2 Write fractions to complete the sentences.

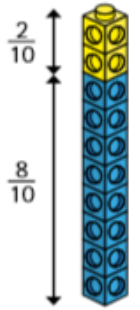
a) ☐ of the counters are yellow.

b) ☐ of the counters are red.

c) ☐ of the counters are green.

3 Amir has some blue and yellow cubes.

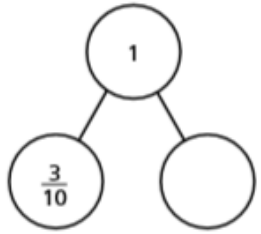
He makes a tower using 10 cubes.



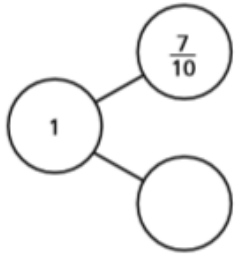
Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.

4 Complete the part-whole models.

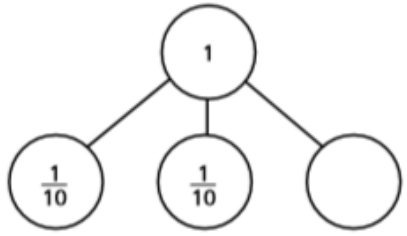
a)



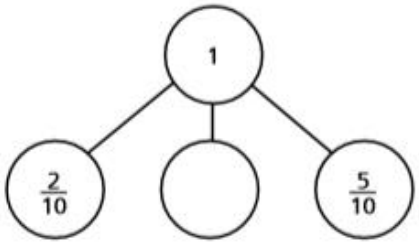
b)



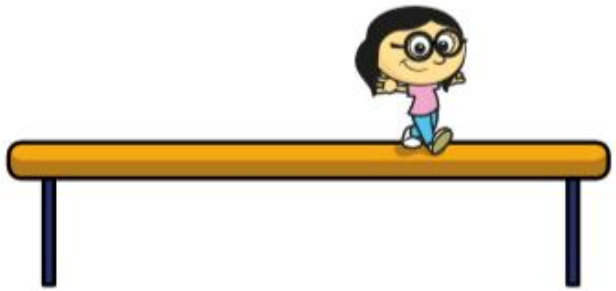
c)



d)



5 Annie has travelled $\frac{7}{10}$ of the way across a balance beam.



How many tenths does she have left to travel?

6 10 boys share 3 pizzas equally.

What fraction of a pizza do they each get?

7 Dani has a bag of sweets.

$\frac{1}{2}$ of the sweets are red.

$\frac{3}{10}$ of the sweets are yellow.

The rest are green.

What fraction of the sweets are green?

8 Mo also has a bag of sweets.

$\frac{4}{10}$ of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

What fraction could be yellow?

How many possible answers can you find?

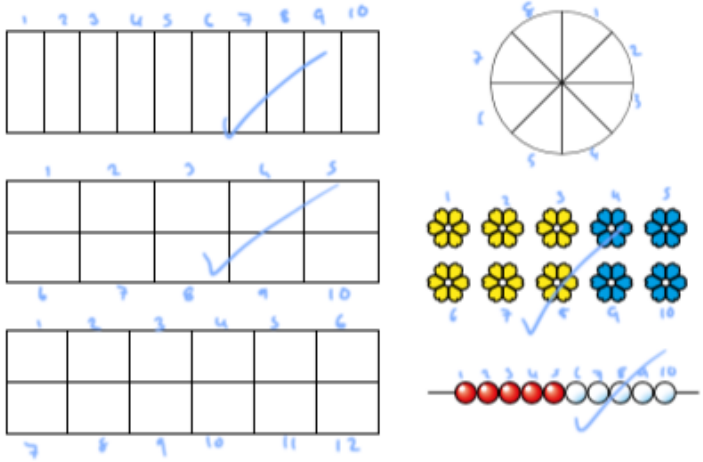
Compare answers with a partner.

File Explorer

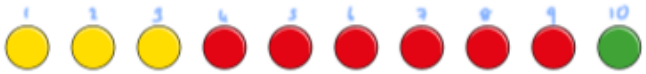
Lesson 3 Answers

Tenths

1 Tick the pictures that show tenths.



2 Write fractions to complete the sentences.



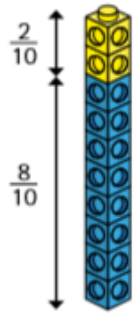
a) $\frac{3}{10}$ of the counters are yellow.

b) $\frac{6}{10}$ of the counters are red.

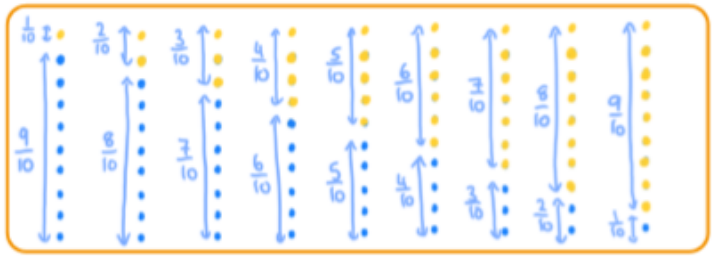
c) $\frac{1}{10}$ of the counters are green.

3 Amir has some blue and yellow cubes.

He makes a tower using 10 cubes.

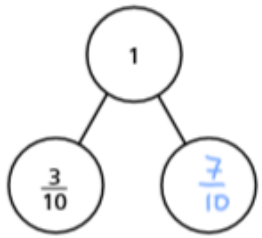


Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.

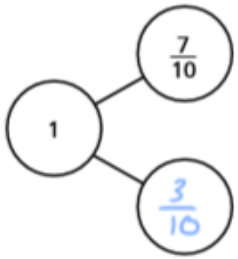


4 Complete the part-whole models.

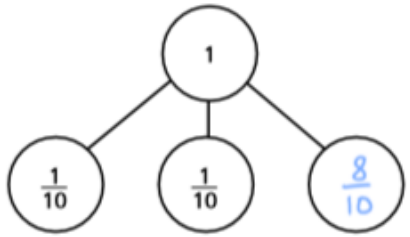
a)



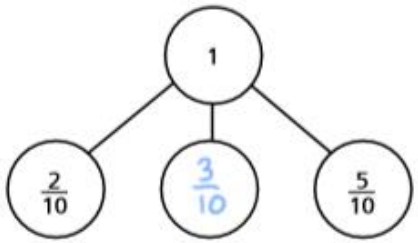
b)



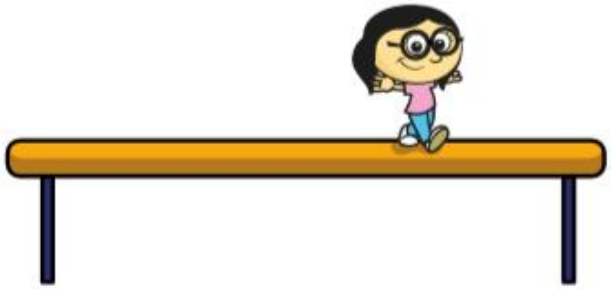
c)



d)



5 Annie has travelled $\frac{7}{10}$ of the way across a balance beam.



How many tenths does she have left to travel?

$\frac{3}{10}$

6 10 boys share 3 pizzas equally.

What fraction of a pizza do they each get?

$\frac{3}{10}$

7 Dani has a bag of sweets.

$\frac{1}{2}$ of the sweets are red.

$\frac{3}{10}$ of the sweets are yellow.

The rest are green.

What fraction of the sweets are green?

$\frac{2}{10}$

8 Mo also has a bag of sweets.

$\frac{4}{10}$ of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

$\frac{1}{10}$

What fraction could be yellow?

$\frac{5}{10}$

How many possible answers can you find?

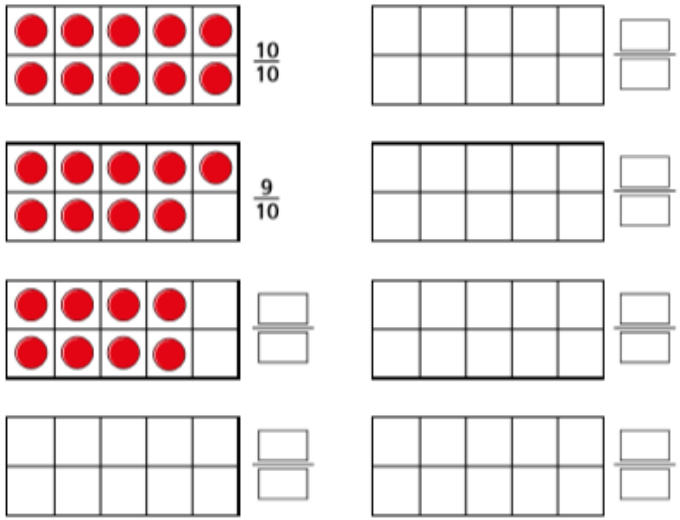
Green $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$

Yellow $\frac{4}{10}$ $\frac{3}{10}$ $\frac{2}{10}$ $\frac{1}{10}$

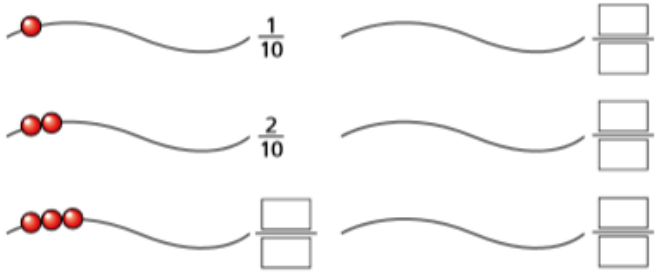
Compare answers with a partner.

Count in tenths

1 Continue the sequence.



2 Continue the sequence.



3 Write the missing fractions in each sequence.

a)

1/10	2/10		4/10	
6/10	7/10		9/10	10/10

b)

10/10	9/10		7/10	
5/10			2/10	1/10

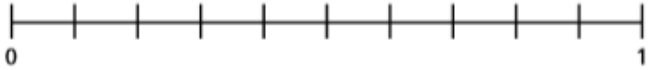
4 What fraction is each arrow pointing to?

A = ☐ B = ☐ C = ☐

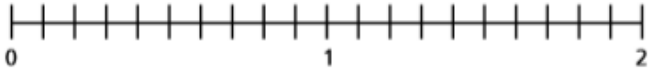
Lesson 4

5 Write the fractions in the correct places on the number lines.

a) $\frac{5}{10}$ $\frac{9}{10}$ $\frac{3}{10}$ $\frac{10}{10}$

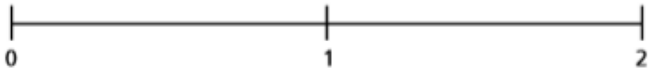


b) $\frac{6}{10}$ $\frac{14}{10}$ $\frac{18}{10}$

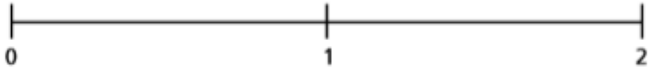


6 Draw and label arrows to estimate the position of the fractions on the number lines.

a) $\frac{5}{10}$ $\frac{15}{10}$ $\frac{20}{10}$

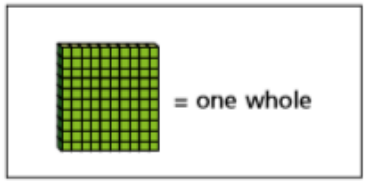


b) $\frac{3}{10}$ $\frac{11}{10}$ $\frac{19}{10}$



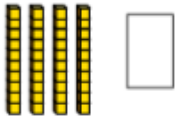
Inbox - Worcs - Mail

7

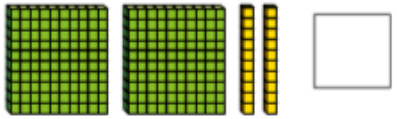


What number is represented in each picture?

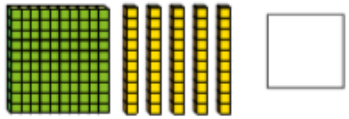
a)



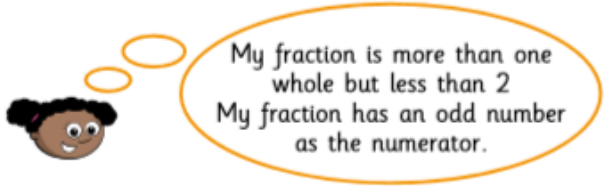
c)



b)



8 Whitney is thinking of a fraction.



What could Whitney's fraction be?

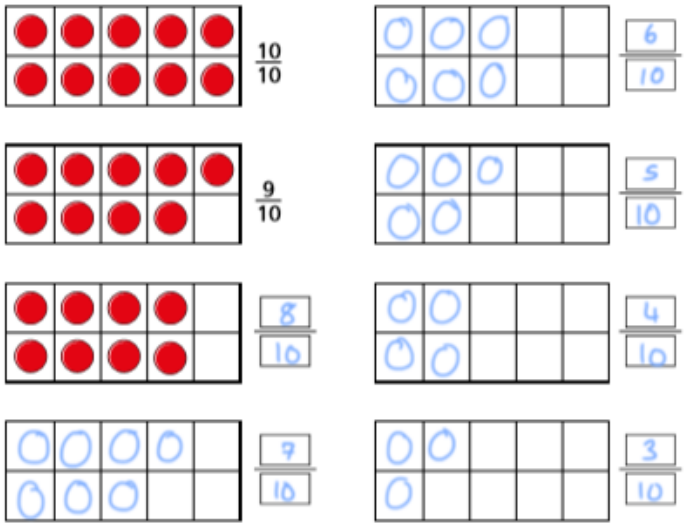
List all the possible fractions.

Compare answers with a partner.

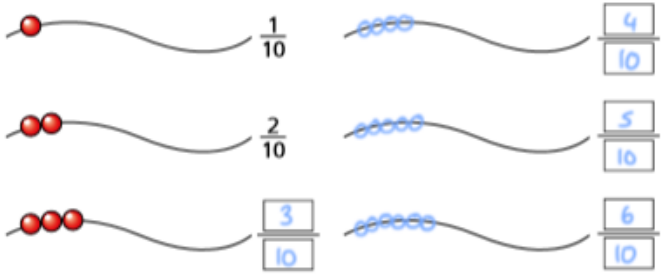
Lesson 4 Answers

Count in tenths

1 Continue the sequence.



2 Continue the sequence.



3 Write the missing fractions in each sequence.

a)

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

b)

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

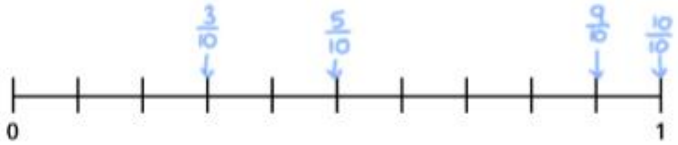
4 What fraction is each arrow pointing to?

A = 1/10 B = 5/10 C = 8/10

5 Write the fractions in the correct places on the number lines.

a)

$\frac{5}{10}$ $\frac{9}{10}$ $\frac{3}{10}$ $\frac{10}{10}$



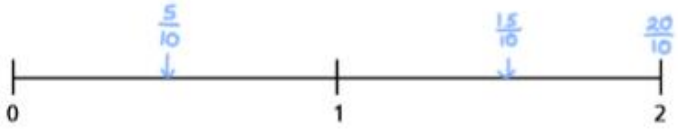
b)

$\frac{6}{10}$ $\frac{14}{10}$ $\frac{18}{10}$

6 Draw and label arrows to estimate the position of the fractions on the number lines.

a)

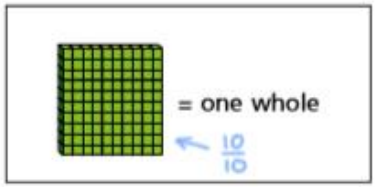
$\frac{5}{10}$ $\frac{15}{10}$ $\frac{20}{10}$



b)

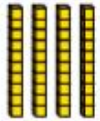
$\frac{3}{10}$ $\frac{11}{10}$ $\frac{19}{10}$

7



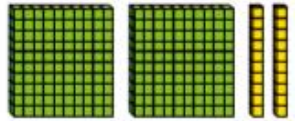
What number is represented in each picture?

a)



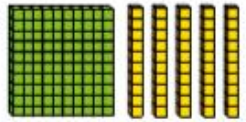
$\frac{4}{10}$

c)



$\frac{22}{10}$

b)



$\frac{15}{10}$

8 Whitney is thinking of a fraction.

My fraction is more than one whole but less than 2
My fraction has an odd number as the numerator.

What could Whitney's fraction be?

List all the possible fractions.

$\frac{11}{10}$ $\frac{13}{10}$ $\frac{15}{10}$ $\frac{17}{10}$ $\frac{19}{10}$

Compare answers with a partner.