



Each day, try to complete 3 or more of the green activities before completing the yellow activities. We encourage you to try and do 2 English activities and 1 Mathematics activity.

Monday 18 th October	Morning Session	Lunch (10mins eating & 30 mins play)	Middle Session	Lunch (30mins)	Afternoon Session
	<p>Spelling: Look, cover, write and check your spelling words. Complete 1 task from the spelling grid below.</p> <p>Reading: Log onto Readworks and complete today's task OR Complete the "Frozen in Time" comprehension activity below. Discuss with an adult what you have read.</p> <p>Writing: Write a recount of your weekend. Notice how when we write stories about personal experiences we tend to use what is called first person and use pronouns such as I, me, my, we, us, and our. Now rewrite the story in third person, as if it is about a character who is not you, using pronouns, such as he, him, his, she, her (objective), her (possessive), they, them and their.</p>		<p>Mathematics – Fractions This week we are learning about fractions. Watch the comparing fractions video and complete the ordering worksheet below.</p> <p>https://video.link/w/WV6Dc</p> <p>and/or</p> <p>Go onto Matific enter your login and password and complete set tasks. https://www.matific.com/au/en-au/login-page/</p> <p>and/or</p> <p>Timetables – This week pick a division and multiplication table that you are finding difficult to remember. Complete the division and multiplication table that goes with that number.</p>		<p>Science: The Moon Write down all you know about the moon in your workbook.</p> <p>Watch All About the Moon on YouTube (https://youtu.be/JM21GBJecx0). Answer the questions in your workbook:</p> <ul style="list-style-type: none"> • How many moons does the Earth have? • What makes the moon shine? • Why does the moon seem to change shape each night? • Write 2-3 facts that you found interesting about the moon. <p>Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.</p> <p>Remember to take brain breaks throughout the day so you can reenergise for your next task.</p>

Each day, try to complete 3 or more of the green activities before completing the yellow activities. We encourage you to try and do 2 English activities and 1 Mathematics activity.

Tuesday 19 th October	Morning Session	Lunch (10mins eating & 30 mins play)	Middle Session	Lunch (30mins)	Afternoon Session
	<p>English</p> <p>Spelling: Look, cover, write and check your spelling words. Complete 1 task from the spelling grid below.</p> <p>Reading: Log onto Readworks and complete today's task OR Complete the "Fisherman's Problem" comprehension activity below. Discuss with an adult what you have read.</p> <p>Writing: <u>Listen to the story <i>Silver Buttons</i> by Bob Graham and answer the questions below.</u> https://www.youtube.com/watch?v=9-Vv3rlyyI</p> <ol style="list-style-type: none"> 1. How does Bob Graham show that the whole book occurs over one minute? 2. What have Jodie and Jonathan been doing that day? 3. Why is the soldier saying goodbye to his mum? 4. What special things do you do with your grandparents? 5. Is this story told in first, second third person? How do you know? Explain your answers in full sentences. 		<p>Mathematics – Fractions Complete the counting fractions worksheets below.</p> <p>and/or</p> <p>Go onto Matific enter your login and password and complete set tasks. https://www.matific.com/au/en-au/login-page/</p> <p>and/or</p> <p>Timetables – This week pick a division and multiplication table that you are finding difficult to remember. Complete the division and multiplication table that goes with that number.</p> <p>Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.</p> <p>Remember to take brain breaks throughout the day so you can reenergise for your next task.</p>		<p>Science – Moon Phases The moon doesn't produce its own light. We see the moon because it reflects light from the sun.</p> <p>As the moon orbits (moves around) the Earth, the sun lights up different parts of its surface. The moon itself is not changing, just our view of it! These different views of the moon are known as the 'phases of the moon'. Around once per month (every 29.53 days) the phases of the moon make a complete cycle.</p> <p>Watch <i>The Moon Book</i> (stop video at 3:48) by Gail Gibbons on YouTube (https://www.youtube.com/watch?v=1OB4cQySVTE).</p> <p>Complete the <i>Southern Hemisphere Moon Phases</i> activity sheet. You will need to research the different phases of the moon to complete this activity.</p>

Each day, try to complete 3 or more of the green activities before completing the yellow activities. We encourage you to try and do 2 English activities and 1 Mathematics activity.

Wednesday 20 th October	Morning Session	Lunch (10mins eating & 30 mins play)	Middle Session	Lunch (30mins)	Afternoon Session
	<p>English</p> <p>Spelling: Look, cover, write and check your spelling words. Complete 1 task from the spelling grid below.</p> <p>Reading & Writing</p> <p>Log onto Readworks and complete today's task OR Complete the "It Always Gets Better" comprehension activity below. Discuss with an adult what you have read.</p> <p>Writing:</p> <p>Watch the story Handa's surprise https://www.youtube.com/watch?v=AJdPIMejbAw</p> <p>As viewers, we can see how Handa is losing the fruit she is carrying to her friend and how she ends up with a basket of tangerines, her friend's favourite fruit. However, Handa cannot see these events. We are presented with a different point of view. While Handa is surprised, we are not.</p> <p>Activity: Write a paragraph explaining the difference between what we as viewers see and what Handa sees and why this is important in the story. This should be 3-4 sentences.</p>		<p>Mathematics – Fractions</p> <p>Watch the following improper and proper fractions video https://video.link/w/XY6Dc</p> <p>Complete the "Mixed & Improper Fractions" worksheets below.</p> <p>and/or</p> <p>Mathematics continued</p> <p>Go onto Matific enter your login and password and complete set tasks. https://www.matific.com/au/en-au/login-page/</p> <p>and/or</p> <p>Timetables – This week pick a division and multiplication table that you are finding difficult to remember. Complete the division and multiplication table that goes with that number.</p>		<p>PDHPE: Healthy Eating</p> <p>Watch the following video on healthy eating. http://www.youtube.com/watch?v=7rg15q-XnKg</p> <p>Complete the "Healthy Guide to Eating" activity below.</p> <p>Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.</p> <p>Remember to take brain breaks throughout the day so you can reenergise for your next task.</p>





Each day, try to complete 3 or more of the green activities before completing the yellow activities. We encourage you to try and do 2 English activities and 1 Mathematics activity.

Thursday 21st October	Morning Session	Lunch (10mins eating & 30 mins play)	Middle Session	Lunch (30mins)	Afternoon Session
	<p>English</p> <p>Spelling: Look, cover, write and check your spelling words. Complete 1 task from the spelling grid below.</p> <p>Reading: Log onto Readworks and complete today's task OR Complete the "Hope for the Best" comprehension activity below. Discuss with an adult what you have read.</p> <p>Writing:</p> <p>Read the text 'Zoo Day' and answer the questions.</p>		<p>Mathematics – Fractions</p> <p>Watch the following improper and proper fractions video https://video.link/w/XY6Dc</p> <p>Complete the "Improper Fractions" worksheets below.</p> <p>and/or</p> <p>Go onto Matific enter your login and password and complete set tasks. https://www.matific.com/au/en-au/login-page/</p> <p>and/or</p> <p>Timetables – This week pick a division and multiplication table that you are finding difficult to remember. Complete the division and multiplication table that goes with that number.</p>		<p>PDHPE: Healthy Eating</p> <p>Rewatch the following video on healthy eating. http://www.youtube.com/watch?v=7rg15q-XnKg</p> <p>Complete the "Healthy Eating Meal" activity below.</p> <p>Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.</p> <p>Remember to take brain breaks throughout the day so you can reenergise for your next task.</p>

Each day, try to complete 3 or more of the green activities before completing the yellow activities. We encourage you to try and do 2 English activities and 1 Mathematics activity.

Friday 22 nd October	Morning Session	Lunch (10mins eating & 30 mins play)	Middle Session	Lunch (30mins)	Afternoon Session
	<p>Spelling: Look, cover, write and check your <u>spelling words</u>. Complete 1 task from the <u>spelling grid</u> below.</p> <p>Reading: Log onto <u>Readworks</u> and complete today's task OR Complete the "<u>Just Keep Pedalling</u>" comprehension activity below. Discuss with an adult what you have read.</p> <p>Writing: Reread the Zoo Day text from yesterday. Pretend you are one of the animals (your choice!) and write about the day from their point of view. Remember to use I, me and my when you are writing as the animal.</p>		<p>Mathematics – Fractions Complete the "Fraction Word Problems" on the worksheet below.</p> <p>and/or</p> <p>Go onto Matific enter your login and password and complete set tasks. https://www.matific.com/au/en-au/login-page/</p> <p>and/or</p> <p>Timetables – This week pick a division and multiplication table that you are finding difficult to remember. Complete the division and multiplication table that goes with that number.</p>		<p>PDHPE – Sport</p> <p>Go outside and play a game with a sibling or do a physical activity for at least 30 minutes.</p> <p>Please take a photo of your work and upload it to Seesaw each day so your teacher can add your house points onto your tally.</p> <p>Remember to take brain breaks throughout the day so you can reenergise for your next task.</p>

Week 3 Words

	 Michelangelo	 Raphael	 Donatello	 Leonardo
	oy (as in oyster) – typically occurring at the end of words Spelling rule: Used at the end of a word or at the end of a syllable if a vowel follows	o-e (as in smoke) Sounding Out Strategy: phonemic spelling (or individual sound spelling) e.g. c-o-d-e	i (as in child) – long sound Sounding Out Strategy: phonemic spelling (or individual sound spelling) e.g. k-i-nd	ge (as in hinge) (ge-/y/) Spelling Rule: g may say 'j' when followed by an 'e'.
1	boy	code	kind	hinge
2	joy	rode	wild	singe
3	toy	strode	find	tinge
4	enjoy	broke	child	cringe
5	royal	slope	hind	plunge
6	destroy	stone	mild	cage
7	ahoy	pose	mind	page
8	annoy	chose	wind	stage
9	oyster	dose	bind	rage
10	foyer	vote	rind	luggage
11		quote	grind	orange
12		froze	blind	manage
13			behind	package
14			pipe	bandage
15				damage
16				grabage

Master Splinter and Shredder Groups – Wk 3



x tricky consonant 'x' = 'ks'
Sounding Out Strategy:
phonemic spelling (or
individual sound spelling)
e.g. b-o-x

Splinter
box
fox
fax
wax
tax
mix
fix



Suffixes

-less (meaning: without) forms an adjective
Sounding Out Strategy: syllabic spelling e.g. harm-
less

Shredder			
1	harmless	9	toothless
2	pointless	10	jobless
3	penniless	11	ageless
4	reckless	12	worthless
5	speechless	13	merciless
6	priceless	14	childless
7	lifeless	15	helpless
8	restless	16	careless

Learning Style	Spelling Activities based on Bloom's Taxonomy Six Thinking Levels					
	I KNOW 😊	I UNDERSTAND 😊😊	I APPLY 😊😊😊	I ANALYZE 😊😊😊😊	I CREATE 😊😊😊😊😊	I EVALUATE 😊😊😊😊😊😊
Verbal When I read, speak & write I learn	Handwrite your spelling words in 3 different fonts	Choose 5 spelling words and Use each in a different sentence	Create an acrostic poem for one of your spelling words.	Create a word search and swap it with a friend.	Use a dictionary to find the meanings of 6 challenging words.	Write 4 dictation sentences using your spelling words.
Mathematical I am logical and work well with numbers	Write your spelling words in order from least letters to most letters.	Use scrabble tiles to work out the sum of each of your words.	Play spelling dollars to work out the value of your words. Vowels = \$1 2 syllables = \$2 3 syllables+ = \$3	Group your words based on number of letters they have. Then by consonants. Compare	Place your spelling words into groups. Explain how you grouped them.	Put your words onto a scale from easiest to spell – hardest to spell. Why did you order them that way?
Visual/Spatial Art, Geometry and Visual imagery are important to me	Create a crossword from your words.	Select 5 words and draw a picture for each one.	Put your words into Tagxedo or Wordle	Rainbow Words - spell words using different colored markers or crayons for each letter.	Create a cartoon of at least 4 boxes. Write a caption under each image including a list word.	Create an abstract artwork using only your spelling words.
Kinaesthetic I am hands on and enjoy physical activity	Play celebrity heads with a partner. Give them clues to work out the word.	Play Google Spell Up	Ball toss back and forth in pairs spelling each other's words	hop on one foot as you spell words, this is a great exercise in balance.	Write a conversation between two people using ten of your spelling words.	Choose any activity from the grid and complete it. Explain why it helped you.
Musical Music and rhythm make sense to me	Record yourself singing your words	Clap out and record the syllables in each of your spelling words.	Create a tongue twister using your words.	Rap your words - S to the P to the E to the Double L, spells SPELL!	Write a song using your spelling words.	Create a hand clapping chant with a partner and spelling words. Show the teacher.
Interpersonal I work well in groups	As a group organize your words into categories	Mystery Letters – in pairs write words with missing letters. Child must figure out which letters are missing.	Choose 5 words and explain to a partner why you chose them.	Partner spell: Take it in turns to spell each other's word letter by letter.	Create a new group spelling activity to help others learn their words.	Write a spelling word and then write at least two words made from the same letters. Example: slide side lie lid led etc
Intrapersonal I work well on my own	List the words that you find hard and easy and why?	Complete a look, say, cover, write, check for homework.	Choose 5 words that you have trouble with. Write them out 5 times each.	Create a word ladder using all of your spelling words.	Organise your words in reverse alphabetical order. Z – A.	Use your spelling words to write a story. Underline your words in red.

NAME: _____

FICTION COMPREHENSION #17

FROZEN IN TIME

As the group of kids walked up to the ticket counter, their parents followed close behind.

"Eight children's tickets to the movie Frozen, please!" one of the kids said to the ticket agent.

Punching in some numbers, the agent gave them their total price.

"Can you please add two adult tickets on to that bill?" mom asked.

After mom paid for the tickets, the group of girls trotted into the lobby of the theatre. "I can't wait to see Olaf sing the Summer Song," one of the girls said.

"Oh! Elsa singing 'Let it Go' is *my* favorite part of the movie," another girl added.

Walking into the theatre, the girls were already leaving a trail of popcorn behind them, despite their best efforts to share without spilling. The group giggled and gaggled until the lights went down and the preview came on. From that point forward, none of the girls made a peep until the very end of the show, when they clapped and cheered for their favorite movie.

©2015-2017 TEACHING WITH A MOUNTAIN VIEW

SHOW WHAT YOU KNOW



1. How does the author show that the girls are excited about their trip to the movie?

2. Have any of the children seen the movie before? How do you know?

3. What did the group of girls do as soon as the previews began?

4. Did the author *most likely* write this to entertain, persuade, or inform the reader?

Ordering Fractions



twinkl.co.uk



Cut out the cards and order the fractions starting from the smallest to the biggest.

$1\frac{1}{5}$	$1\frac{1}{2}$	$1\frac{1}{4}$	$1\frac{1}{8}$	$1\frac{1}{9}$
$1\frac{1}{14}$	$1\frac{1}{16}$	$1\frac{1}{6}$	$1\frac{1}{11}$	$1\frac{1}{3}$

twinkl.co.uk

Ordering Fractions



twinkl.co.uk

Cut out the cards and order the fractions starting from the smallest to the biggest.

$1\frac{1}{7}$	$1\frac{1}{18}$	$1\frac{1}{3}$	$1\frac{1}{11}$	$1\frac{1}{13}$
$1\frac{1}{6}$	$1\frac{1}{12}$	$1\frac{1}{5}$	$1\frac{1}{15}$	$1\frac{1}{4}$

twinkl.co.uk

NAME: _____

FICTION COMPREHENSION #18

FISHERMEN'S PROBLEM

The sun was at the highest point in the sky when the campers finally loaded up and left camp. They were behind on their daily routine, and today wasn't the day for this to happen. The canoes were loaded carefully to balance the weight on all sides, and the fishing poles were strapped to the side of the boat for easy access.

Last night, the campers had eaten the last of their food. Today, they needed to have good catches so they would be able to have dinner later. Paddling across the large lake to a spot where cliffs seemed to dive into the blue water, the entire group thought about fish and fish alone.

The water made a hollow, deep plunk as the fishing lures dropped near the edge of the cliff. Silently, the 4 men waited for their dinner to tug on the line. An hour passed and no one had caught a single fish. It was time to try another spot. Each fisherman began to reel in their line. Suddenly, the water splashed with a fish on the end of a line. Relieved, the fisherman laughed about the timing, and decided to stay a bit longer. Before they knew it, they had caught their limit for the day. As they paddled to the next campsite, they reflected on the quality of patience as a fisherman.

©2001-2007 TEACHING WITH A MOUNTAIN VIEW

SHOW WHAT YOU KNOW

1. What is the *main* problem in the story?

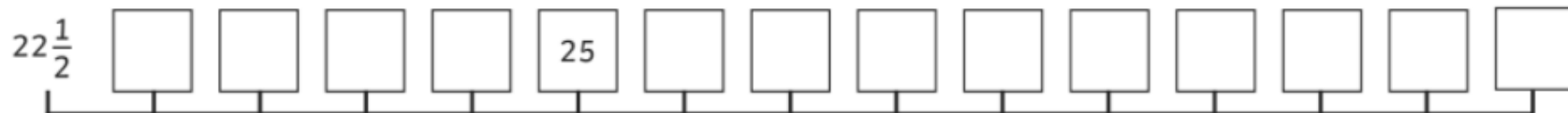
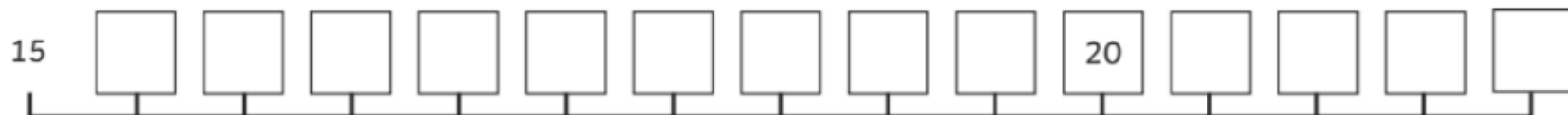
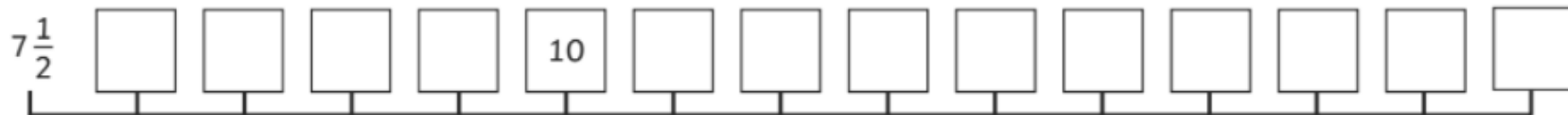
2. How do you know the campers are leaving later than usual?

3. What lesson(s) do you think the fishermen learned that day?

4. Why were the fishermen relieved when they finally caught the fish?

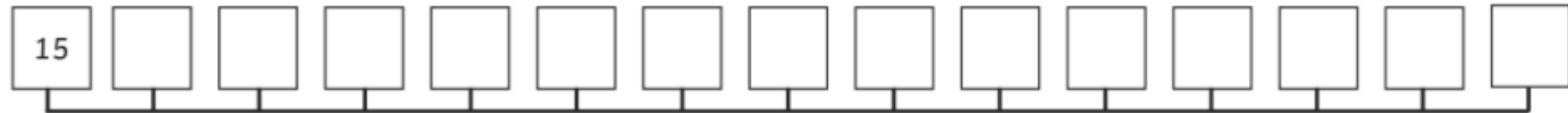
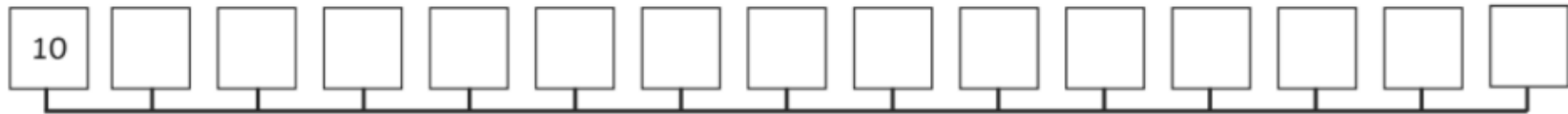
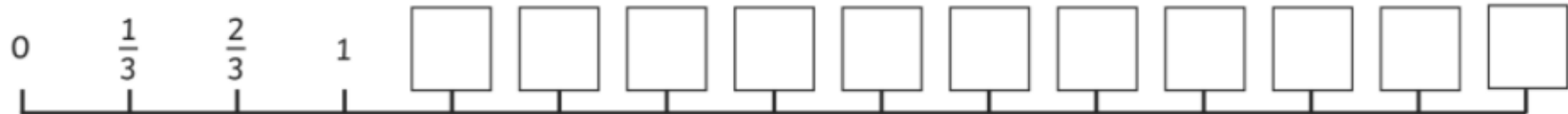
Counting in Fractions - Halves

Count up the number line and fill in the missing fractions or whole numbers.



Counting in Fractions - Thirds

Count up the number line and fill in the missing fractions or whole numbers.



NAME: _____

FICTION COMPREHENSION #19

IT ALWAYS GETS BETTER

Today had been the worst day ever, and Collin was certain that there was no way that it would get any better. From the time he woke up and realized he was already late, he knew it was going to be a no good, terribly horrible, amazingly awful, incredibly bad day.

He forgot to brush his teeth before he walked out the door, he put on two different shoes, and he ran out the door before he could eat breakfast. All day, he felt like there was a smooth coating of slime covering his teeth, and his best friend made fun of him for wearing two different shoes. When he got to PE, his gym teacher made him sit on the sidelines because he was wobbly on two different shoes. When he sat down for lunch, he realized that he had left his lunch in the refrigerator, and he was out of money in the cafeteria. When he finally got home, he plopped down on the couch to watch a show and forget about his bad day! Collin wanted to scream when the screen was blank, and he realized the cable was out. He decided right then and there that the best solution was just to go straight to bed and not come out until morning.

©2001-2007 TEACHING WITH A MOUNTAIN VIEW

SHOW WHAT YOU KNOW

1. In what format is this story written?

2. What are three effects that waking up late had for Collin?

1. _____

2. _____

3. _____

3. What caused Collin to have to sit on the sidelines during PE?

4. Why do you think Collin solved the problem at the end in the way that he did?

Mixed Numerals

Mixed numerals contain a whole number and a fraction.

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

$2\frac{1}{4}$ is a mixed numeral.
The whole number is 2.
The fraction is $\frac{1}{4}$.

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

$15\frac{5}{8}$ is a mixed numeral.
The whole number is 15.
The fraction is $\frac{5}{8}$.

Improper Fractions

An improper fraction is a fraction where the numerator is greater than or equal to the denominator.

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

← numerator

← denominator

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

← numerator

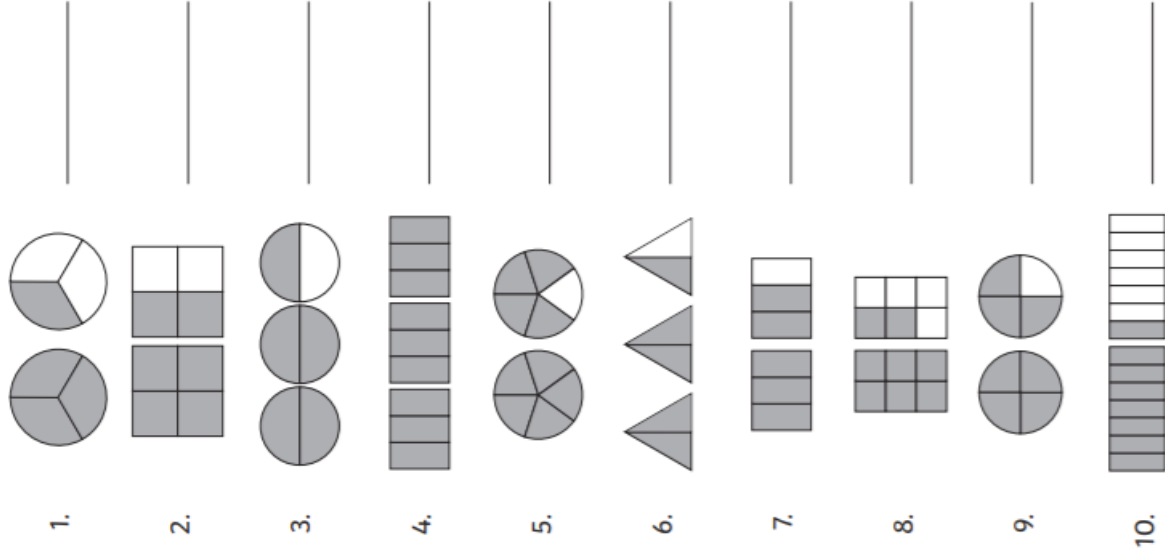
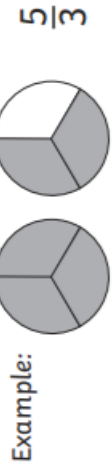
← denominator



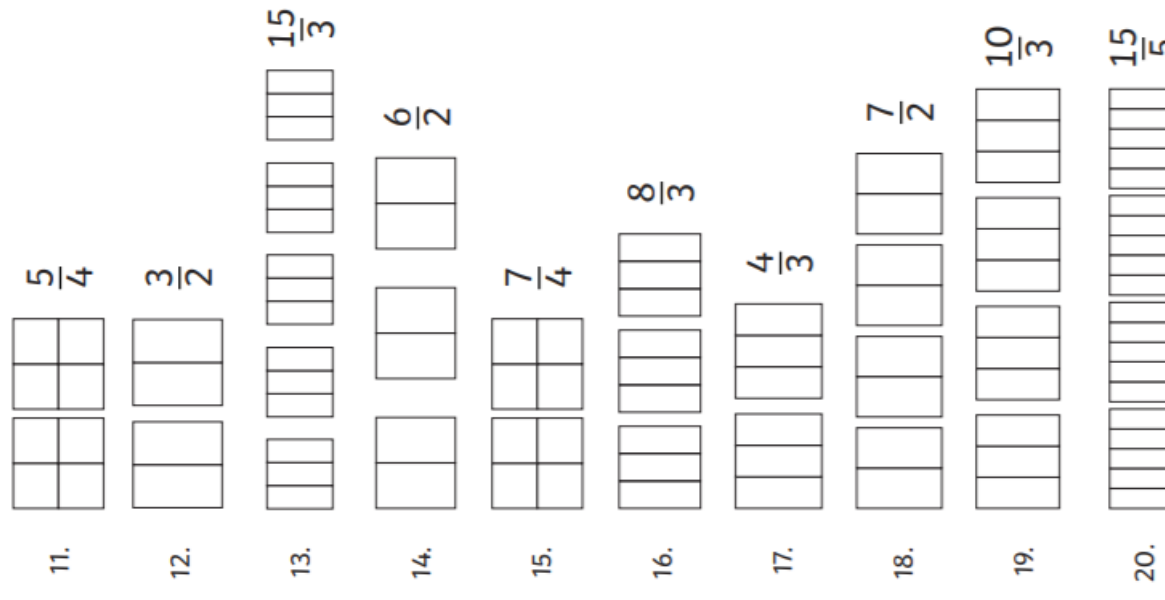
visit [twinkl.com.au](https://www.twinkl.com.au)

Improper Fractions

Write the improper fractions shown below.



Shade in the appropriate amount for each improper fraction.



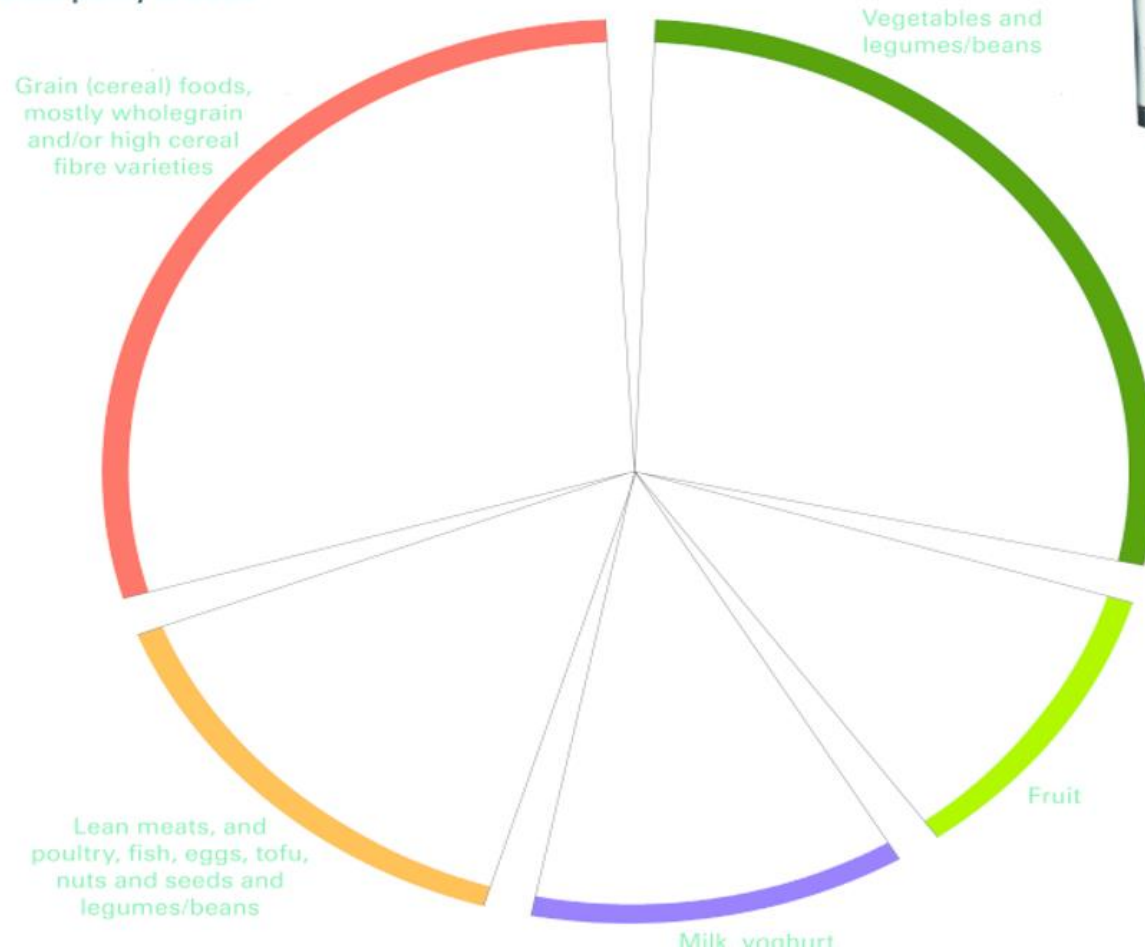
visit [twinkl.com](https://www.twinkl.com)



Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.



Draw or write some of the foods that should be in each group on the blank guide provided:

Hint: For this you may need to watch the clip again and pause it where needed.



NAME: _____

FICTION COMPREHENSION #20

HOPE FOR THE BEST

Dana watched from the bleachers, hoping today would be the day her son's team would win their very first soccer game. The boys had practiced every day in hopes of eventually scoring a winning goal, and today would be their last chance to finally do it. She glanced at her husband on the sidelines, whistle around his neck and clipboard in hand. He was watching the game intently and shouting instructions as needed.

Dana knew her husband would be upset if they lost yet another game, but he always stayed positive in front of the team of boys. She watched one of her son's teammates fall to the ground, grabbing his ankle in agony. As he hobbled back to the bench, her son took his place. "Go, Jaque! You can do it!" she hollered. Jaque looked up at his mom and gave a nervous smile.

The game started again, and suddenly, Jaque realized that the soccer ball was at his feet. Weaving in and out of the mob of players, he made it within feet of the goal when he realized his opponents were closing in on him. He closed his eyes and kicked the ball. The crowd went silent as the ball flew through the air. Try as he might, the goalie couldn't prevent the ball from sailing into the net. The crowd went wild, and Jaque finally opened his eyes to see the score change, and their team take the lead. Dana sighed with relief. It was going to be a good night at their house, after all.

SHOW WHAT YOU KNOW

1. Why do you think Jaque closed his eyes and kept them closed?

2. What is the main setting of the story?

3. Why did Dana sigh with relief at the end of the story?

4. Why was dad on the sidelines? How do you know?

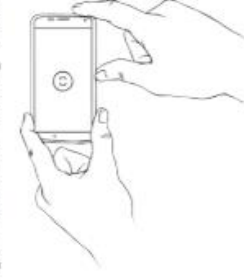
Zoo Day

Paul trudged towards the bright yellow school bus parked outside his elementary school. His teacher had planned a field trip to the City Zoo and now he was in a bad mood. Paul had only been to the zoo once before; he had not had any fun. He had gone with his mom and they didn't get to see any of the cool animals, and then, just to make it worse, it had rained. Paul had to sit in his wet clothes the whole ride home.

The noisy bus pulled up to the entrance of the zoo. Paul reluctantly climbed off the bus and stood in line with his classmates. Once they were inside, Paul was placed in a small group with three of his best friends. His friend's dad was there to keep them out of trouble.

"Well kids, what do you want to see first?" asked the dad cheerfully.

The boys pointed at the map with excitement, talking breathlessly about where they wanted to go. Paul stood off to the side. After a little while, the boys decided to start in the African Safari part of the zoo. It wasn't long before they were staring at an elephant, bigger than anything Paul had ever seen before. Even the smaller baby elephant running in a pool of water nearby was huge. Paul was so stunned he felt like his heart skipped two beats. He had never seen an elephant in real life, and was overwhelmed by its large trunk and waving ears.



He quickly grabbed his camera and snapped a photo. Paul ran over to the next exhibit and craned his neck to see a tall giraffe reaching into a tree, nibbling happily on some leaves. He was amazed, he had never seen such a beautiful animal so close before. After touring all of the African Safari section, Paul was feeling a little differently about the zoo.

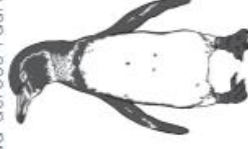
Next, the group went to the Reptile Room. Paul was interested to see the animals, but a he couldn't help feeling a little nervous as well. He stood way back from the cages. The large snakes were slithering around and the spiders were crawling in their cages; it all gave Paul the shivers. He was happy to leave that room and go to explore another part of the zoo.

It was Paul's turn to choose the next exhibit. He selected the Aquatic Arena. He was very impressed by the colorful fish swimming in the tanks, making a rainbow of ripples through the calm water. He didn't like the shark tanks as much, but he enjoyed watching the otters dance together under the water.

For their final visit, the group headed to the Polar Region exhibit. Immediately a large smile spread across Paul's face; he could see several tiny penguins waddling around and diving into the water. Paul did not want to leave. He couldn't take enough photos of the adorable penguins.

When he got home that day, Paul clicked through all the photos on his camera, thrilling his parents with every exciting detail from the day. Paul's mom was so relieved to see him happy, a stark contrast to how he had left the house that morning.

"I loved the zoo," Paul exclaimed. "Can we go back next weekend?"



Zoo Day

1. Who is telling the story?

2. How does this Point of View influence how the story is told?

3. Why was Paul not excited about the field trip?

4. Explain the differences between your point of view and Paul's point of view about his field trip to the zoo.

5. Explain the similarities between your point of view and Paul's point of view about his field trip to the zoo.



Improper Fractions

1. Ring or write down any mixed number that is equivalent to the improper fraction.

$\frac{13}{3}$	$2\frac{2}{3}$	$4\frac{1}{3}$	$5\frac{1}{3}$	$4\frac{2}{3}$	$2\frac{2}{3}$
$\frac{14}{4}$	$3\frac{2}{4}$	$4\frac{1}{2}$	$3\frac{1}{2}$	$4\frac{1}{4}$	$2\frac{1}{2}$
$\frac{16}{10}$	$1\frac{4}{10}$	$1\frac{2}{5}$	$1\frac{3}{5}$	$1\frac{6}{10}$	$1\frac{8}{10}$
$\frac{20}{6}$	$2\frac{2}{3}$	$3\frac{2}{6}$	$3\frac{2}{3}$	$2\frac{1}{3}$	$3\frac{1}{3}$
$\frac{19}{5}$	$4\frac{1}{5}$	$4\frac{2}{5}$	$3\frac{4}{5}$	$3\frac{3}{5}$	$5\frac{1}{5}$

2. Write the following improper fractions as mixed number.

- a. $\frac{22}{3} =$ _____ f. $\frac{14}{5} =$ _____ k. $\frac{23}{10} =$ _____
- b. $\frac{5}{2} =$ _____ g. $\frac{16}{3} =$ _____ l. $\frac{19}{4} =$ _____
- c. $\frac{21}{6} =$ _____ h. $\frac{17}{8} =$ _____ m. $\frac{19}{7} =$ _____
- d. $\frac{34}{10} =$ _____ i. $\frac{22}{9} =$ _____ n. $\frac{21}{5} =$ _____
- e. $\frac{31}{4} =$ _____ j. $\frac{27}{12} =$ _____ o. $\frac{30}{6} =$ _____

3. Answer these questions, writing your answer as mixed numbers

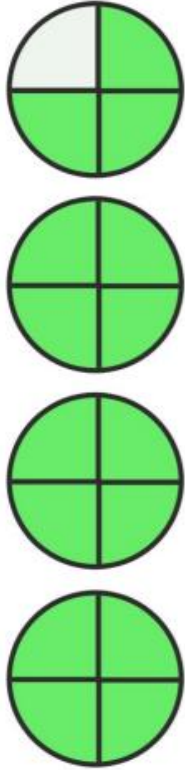

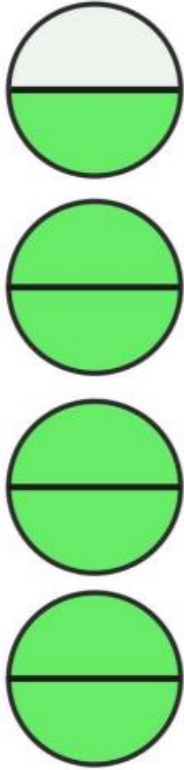
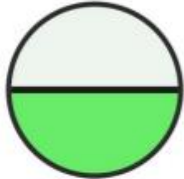
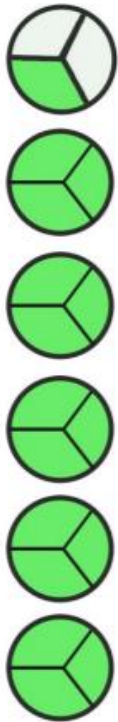

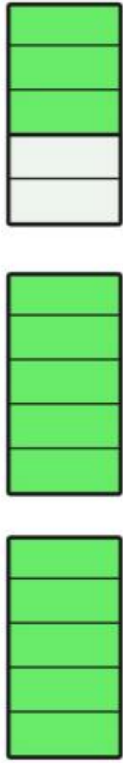
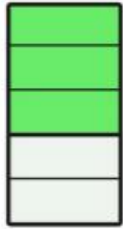



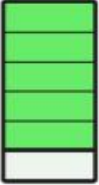
- a. 27 children sit at tables of 6, filling all the tables where possible. Express how the tables are filled using a mixed number. _____
- b. A teacher asks 2 children to sort 73 tennis balls into baskets of 10 balls, filling the baskets where possible. Express how the baskets are filled using a mixed number. _____
- c. A pizza van sells pizza slices. Each slice is one quarter of a pizza. At the end of the day the pizza seller works out how many pizzas he has left. On one day he has 9 pieces. How many pizzas does he have left? _____
- d. Write some of your own questions for which the answer is a mixed number. _____



visit [twinkl.com](https://www.twinkl.com)

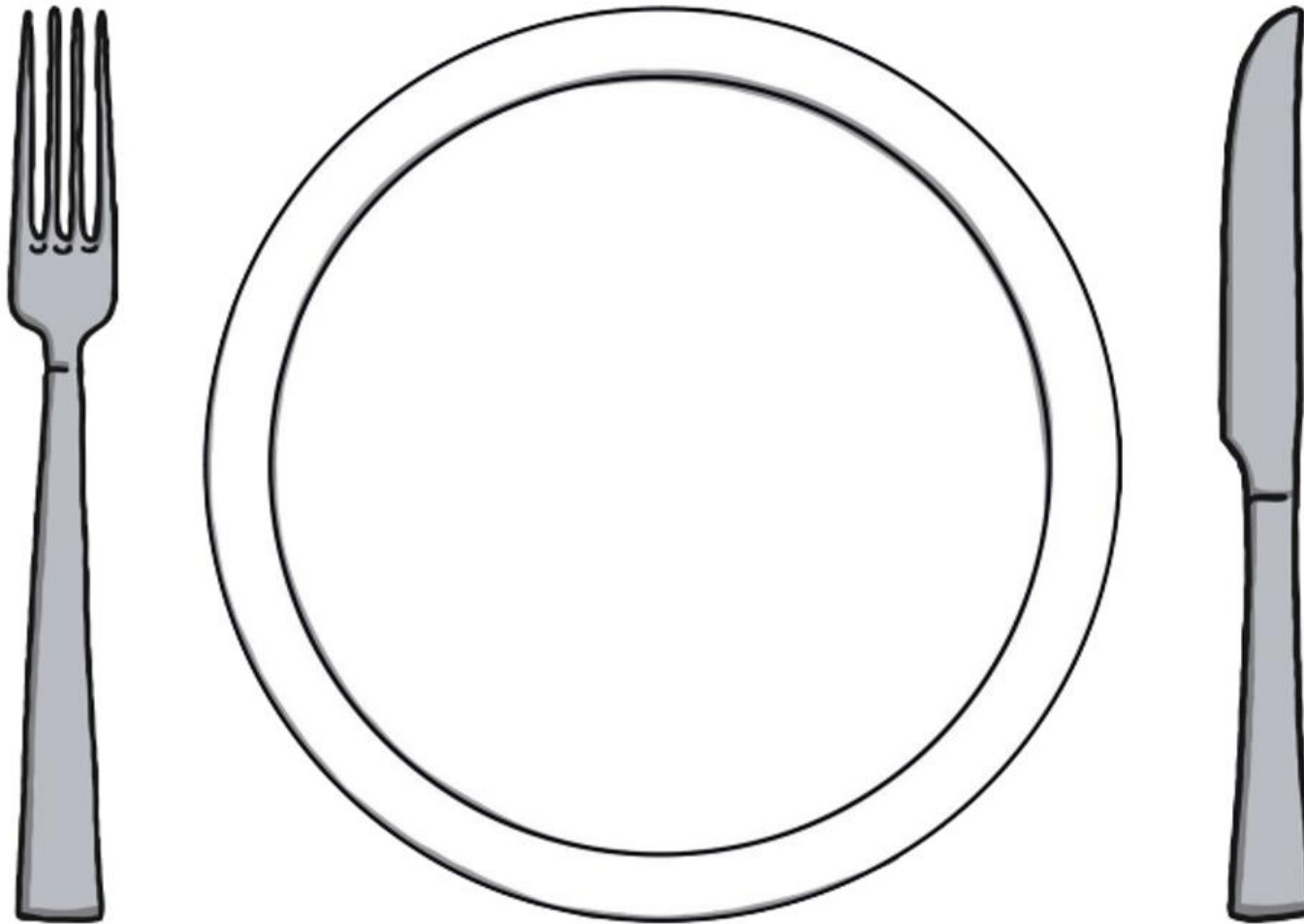
Improper Fractions

4. Write the improper fractions and mixed numbers represented by the shapes below.

Improper Fraction		Mixed Number
a.		
b.		
c.		
d.		
e.		
f.		

Draw or write on this plate to show us a healthy meal...

Healthy Eating Meal Activity



NAME: _____

FICTION COMPREHENSION #21

JUST KEEP PEDALING

It was a crisp February morning, and Jack Frost had left his mark on the neatly manicured lawns. That wasn't going to stop Charlie, though. Charlie snapped the buckle on his new bike helmet. His shoes were tied tightly with double knots, and his right pant leg was rolled up to avoid getting caught in the chain. This was the first day he didn't have training wheels on his bike. A week ago, his dad had taken one of the training wheels off. As planned, this morning Dad removed the second training wheel. Charlie checked to make sure that his knee and elbow pads were properly fitted. The screen door slammed shut as his dad came out with a cup of coffee in hand. Charlie looked down at his bike where the training wheels were once fastened. The ceramic coffee mug clanked as his dad set it down on the sidewalk. Silently his dad walked over and gave him an encouraging nod.

Charlie knew it was time to try to ride on his own. Nervously, Charlie mounted his bike and gripped his handlebars. With a quick push, Charlie's Dad had him cruising quickly down the street. Charlie relaxed, and began to feel something new. It was as if he was gliding on air. He began to pedal, just like his dad had taught him. When he finally got the courage to look back, Charlie noticed that his Dad was now far behind him on the street jumping and cheering. Before he lost his balance, Charlie turned back forward and pedaled on. He had accomplished his goal for the day, and he could not have been more proud of himself!

©2001-2007 TEACHING WITH A MOUNTAIN VIEW

SHOW WHAT YOU KNOW

1. What is the main event in the story?

2. What does dad have in common with Charlie?

3. What did Charlie do right before his dad came outside to help him?

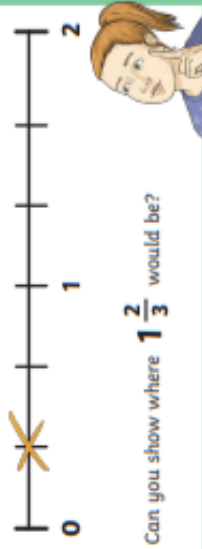
4. Pick three words to describe Charlie, and justify your reason for selecting each word.

1. _____
2. _____
3. _____

Missing Fractions on a Number Line

What number do you think is marked on the number line?

Explain your thinking to a friend.



Missing Fractions on a Number Line

What number do you think is marked on the number line?

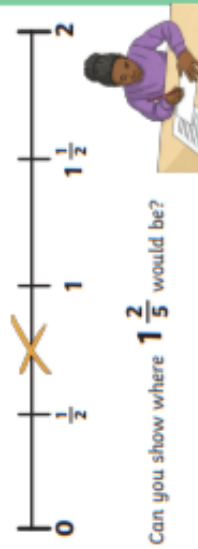
Explain your thinking to a friend.



Missing Fractions on a Number Line

What number do you think is marked on the number line?

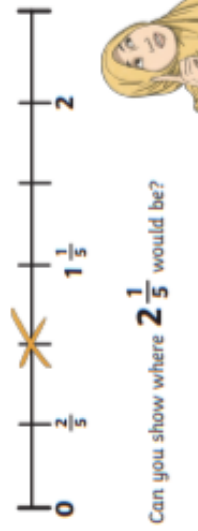
Explain your thinking to a friend.



Missing Fractions on a Number Line

What number do you think is marked on the number line?

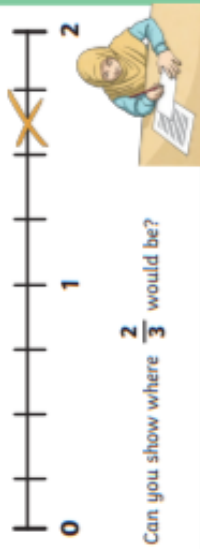
Explain your thinking to a friend.



Missing Fractions on a Number Line

What number do you think is marked on the number line?

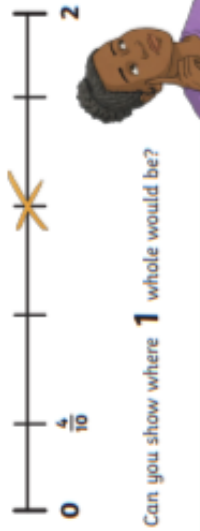
Explain your thinking to a friend.



Missing Fractions on a Number Line

What number do you think is marked on the number line?

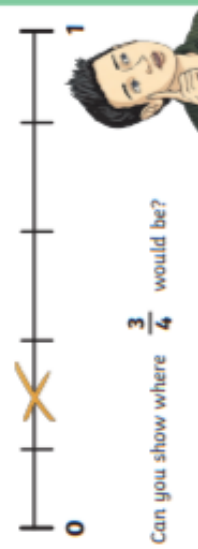
Explain your thinking to a friend.



Missing Fractions on a Number Line

What number do you think is marked on the number line?

Explain your thinking to a friend.



Missing Fractions on a Number Line

What number do you think is marked on the number line?

Explain your thinking to a friend.

