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Home Learning Pack

Year 5

Week 6

01/06/2020

Classroom secrets KIDS

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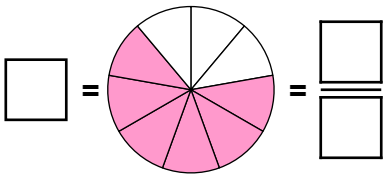
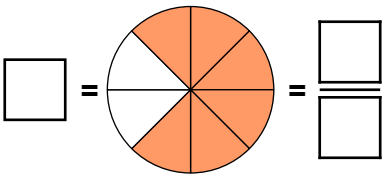
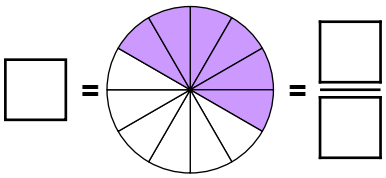
Monday – Multiply Unit Fractions by an Integer

1. Match the calculations to the images and complete the answers.

A. $\frac{1}{8} \times 6$ B. $\frac{1}{12} \times 6$ C. $\frac{1}{9} \times 6$

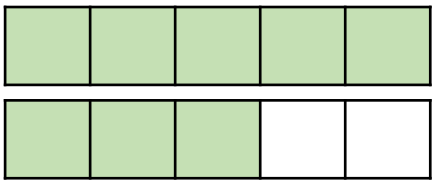






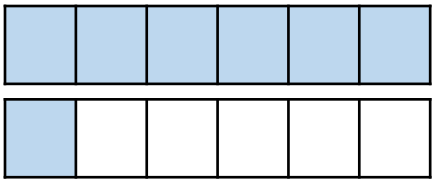
2. Circle the correct calculation(s).

A.



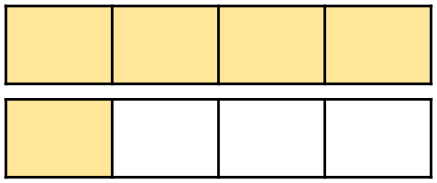
$\frac{1}{5} \times 8 = 1\frac{3}{40}$

B.



$\frac{1}{6} \times 7 = 1\frac{7}{6}$

C.



$\frac{1}{4} \times 5 = 1\frac{1}{4}$

3. Simon and Debbie are multiplying unit fractions by a whole number.

Simon says,

If I multiply $\frac{1}{7}$ by 9 then my answer will equal $1\frac{1}{7}$.

Debbie says,

If I multiply $\frac{1}{7}$ by 9 then my answer will equal $1\frac{2}{7}$.

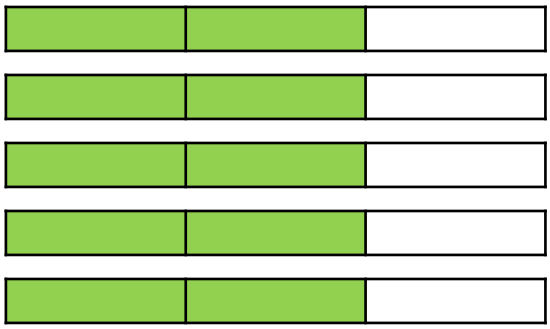
Who is correct? Explain your answer.

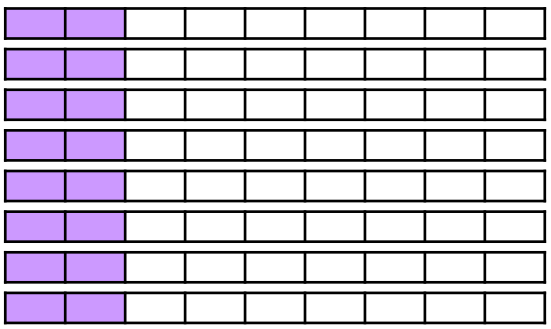
Monday – Multiply Non-Unit Fractions by an Integer

1. Identify the missing numbers in the calculations.

A. $\frac{2}{\square} \times 5 = 3\frac{\square}{3}$

B. $\frac{\square}{9} \times 8 = 1\frac{7}{\square}$





2. Complete the calculations and then sort the letters into the Venn diagram below.

A. $\frac{5}{11} \times 3$

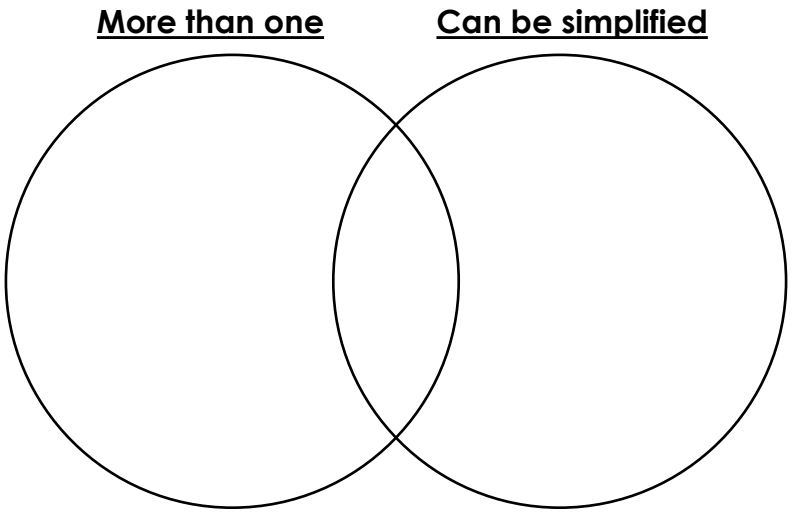
B. $\frac{2}{8} \times 3$

C. $\frac{5}{12} \times 2$

D. $\frac{2}{5} \times 3$

E. $\frac{2}{6} \times 2$

F. $\frac{4}{7} \times 4$



3. Eduardo is thinking of a non-unit fraction with a single digit denominator.

When he multiplies his fraction by 5 he gets a mixed number.

When he multiplies his fraction by 3 it is equivalent to three quarters.

When he multiplies his fraction by 4 he gets a whole number.

What is Eduardo's fraction?

Monday – Synonyms and Antonyms

1. Identify which of the words below are a synonym or antonym of 'difficult'.

easy hard

tricky

2. Is each word in the table a synonym of, antonym of, or unrelated to the word 'strange'? Mark with an 'X' the correct places in the table.

Word	Synonym	Antonym	Unrelated
odd			
cold			
normal			

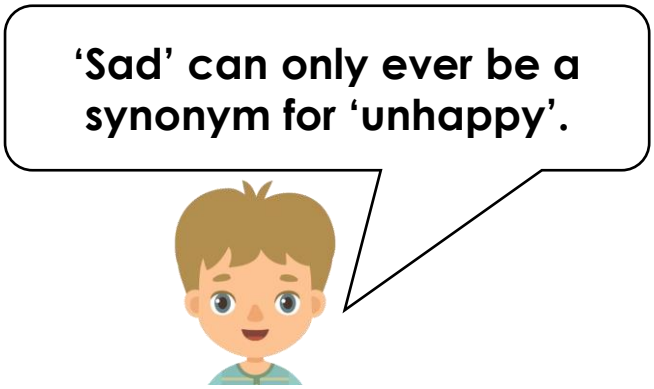
3. Write a synonym and antonym of the word below.

complete

4. Circle the pair of synonyms and their antonym in the paragraph below.

The train was arriving soon. Mark was coming home for Christmas. Karen was going to meet him at the station.

5. Is Dirk correct? Prove it.



6. Rewrite the sentence below twice: once changing the underlined word for a synonym, and once for an antonym.

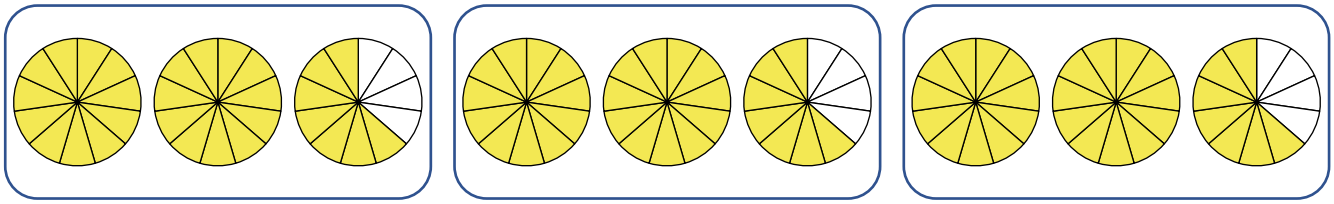
You have to <u>continue</u> when I blow the whistle.

7. Does changing the word 'inactive' to 'lively' in the sentence below alter its meaning? In what way?

The kitten had been inactive today.

Tuesday – Multiply Mixed Numbers by Integers

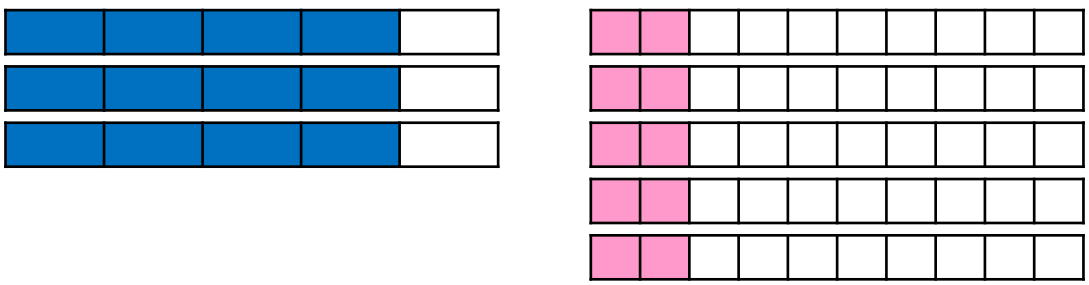
1. Write and complete the multiplication sentence that matches the image below.



$\square\frac{\square}{\square} \times \square = \square\frac{\square}{\square}$

2. Complete the statement below using <, > or =.

$3\frac{4}{5} \times 3 \quad \square \quad 2\frac{2}{10} \times 5$



3. Use the digit cards to complete the calculation.

$1\frac{\square}{7} \times \square = 5\frac{\square}{7}$

7	4	5	3	6

Tuesday – Using Semi-colons to Mark Boundaries

1. Match the independent clauses that can be joined together with a semi-colon.

A. Vikings originated in Scandinavia	1. his eyesight has deteriorated over time, but his hearing is excellent!
B. Sunflowers are my favourite flower	2. they grow best in warm, wet soil and with plenty of sunlight.
C. My grandpa has to wear glasses	3. they travelled by boat to Britain and Ireland.

2. Circle the coordinating conjunction in each sentence below that can be replaced with a semi-colon.

A. Elena had used every magic spell that she knew but it wasn't enough to defeat the powerful wizard and his army.

B. The house at the bottom of our road is haunted and I'm pretty sure that I've seen a ghost in the window, even though nobody lives there!

C. As James put his key into the lock, the ground beneath his feet began to tremble and he fell to the floor.

3. Rewrite the following sentences below, making sure you punctuate them correctly.

A. the mouse stared at me with wide frightened eyes he was trapped in a corner and had no means of escape

_____

_____

B. behind the forest there is a patch of land that is forbidden to visit I desperately want to go and explore it

_____

_____

Wednesday – Problem Solving with Fractions

1. Solve the problem.

Tom cycles $\frac{1}{6}$ of a mile to school five times a week.

Jasmine cycles $\frac{1}{12}$ of a mile to school four times a week.

Jasmine thinks that she cycles further to school than Tom. Is she correct? Prove it.

2. Use the digit cards to solve the calculation in two different ways.

$\frac{3}{11} \times \square = \square\frac{\square}{\square}$

$\frac{3}{11} \times \square = \square\frac{\square}{\square}$

1	5	12	6
4	18	11	7

Each digit card can only be used once in a calculation.

3. The mixed numbers below have been multiplied by the same integer.

$2\frac{3}{5} \times \square = 7\frac{4}{5}$

$3\frac{4}{7} \times \square = 10\frac{5}{7}$

What is the missing integer? Show any working out.

Wednesday – Subordinating Conjunctions

1. Circle the subordinating conjunction in the sentence below.

Although it was sunny, it was still cold outside.

2. True or false? The underlined words are subordinating conjunctions.

The moon shone <u>and</u> the stars sparkled.

<u>Whenever</u> it is night time, I can see the moon.

3. Choose the most likely subordinating conjunctions to complete the sentences below.

before after while although

We had to pack _____ we went on holiday.

We had a good time _____ it rained quite a lot.

4. Which sentence has a subordinating conjunction?

1. I like to swim and play football.

2. Before I go to sleep, I read a book.

3. Please can I read that book after you?

5. Write two sentences using two different subordinating conjunctions.
One sentence must start with a subordinating conjunction.

1. The roads were busy…

2. The roads were busy…

6. Rewrite each pair of sentences as one sentence that starts with a subordinating conjunction.

It is sunny. I will wear sunscreen.

The tide came in. We left the beach.

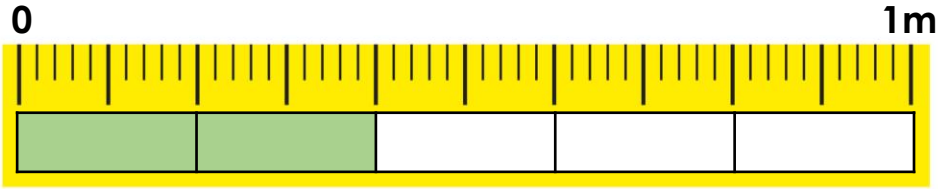
7. Is the underlined clause a main clause or a subordinating clause?

Before we went on the beach, <u>we bought a bucket and spade</u>.

Explain your answer.

Thursday – Fractions of Amounts in Contexts

1. Tick the calculation which matches the image below.



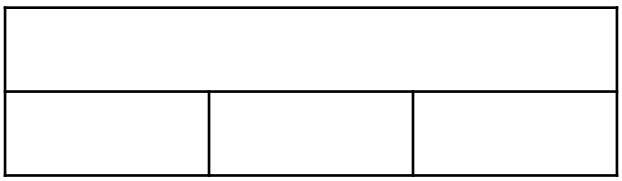
A. $\frac{2}{5}$ of 1m = 30cm ☐

B. $\frac{2}{5}$ of 1m = 40cm ☐

C. $\frac{2}{10}$ of 1m = 20cm ☐

D. $\frac{4}{10}$ of 1m = 20cm ☐

2. Complete the calculation and bar model for the amount of money below.



$\frac{2}{3}$ of ☐ is ☐

3. Mason and Lara are drinking bottles of juice.

I have drunk $\frac{3}{8}$ of my 560ml bottle.

Lara

Mason

I have drunk $\frac{5}{8}$ of my 320ml bottle.

Mason thinks that he has drunk more than Lara. Is he correct? Explain your answer.

Thursday – Plan a Story

It's time to get creative! Your task is to plan a story.

Your story could be about a wild and stormy night, a shipwreck, a magic door, a camping trip that goes wrong, the discovery of a strange object, moving house etc.

Use the template to help you plan your story.

Main characters: (description)

Setting: (where is it taking place)

Build up: (a problem is starting to be revealed)

Climax: (the problem)

Resolution: (how was the problem solved)

You may want to include some examples of the features from your writing checklist.

Writing checklist:

• Well developed characters ☐	• A description of the setting ☐	• Paragraphs ☐
• Sentences of varying length ☐	• A range of punctuation ☐	• A variety of conjunctions ☐
• Synonyms and antonyms ☐	• Fronted adverbials ☐	• Similes and metaphors ☐

Friday – Write a Story

Your task is to use all your brilliant ideas from your plan yesterday and turn them into a story!
Remember to keep referring back to your plan and the checklist to help you write an engaging story.

Use the writing checklist below to help you write an award-worthy story!

Writing checklist:

- Well developed characters ☐
- A description of the setting ☐
- Paragraphs ☐
- Sentences of varying length ☐
- A range of punctuation ☐
- A variety of conjunctions ☐
- Synonyms and antonyms ☐
- Fronted adverbials ☐
- Similes and metaphors ☐

Additional Resources – Reading Comprehension
Not Even a Whisper

Read the text and answer the questions below.

1. What is the name and nickname of the main character?

2. What is his maths teacher called?

3. Who said Harry could win gold at the Olympics for talking?

4. For how long each day would he be silent?

5. Why is he staying silent?

6. What can we infer about Harry's personality?

7. List three words that tell you that the operation was wonderful.

8. Why was Harry supporting deaf awareness week?

9. Complete the sentence with the correct day; "Harry was silent at lunchtime on...".

10. What do the dots suggest in the sentence "……" said Harry.

11. What does "at the top of his lungs" suggest?

12. Identify three features of the sentences "IT'S OVER! IT'S OVER! IT'S OVER!" which show that Harry is happy and excited that he has finished his challenge.

13. True or false? Harry had a cochlear implant.

Additional Resources – Reading Comprehension
Not Even a Whisper

Harry was loud. Really loud. So loud in fact, that his friends said they had overheard Mr. Tomkins talking to Mrs. Khan just outside the staff room and that both teachers had called him 'Noisy Harry Nicholls' just like it was his real name. He never stopped talking.
"If talking was an Olympic sport, you'd win gold for Great Britain!" his grandpa used to say when Harry and the family went to visit.
"When you die, they'll put you in the grave and just as they're about to fill the hole in, there'll be a knock on the coffin lid and they'll hear a voice saying, 'Just one more thing..!'" his mother joked one evening at dinner.
"Harry Nicholls, BE QUIET!" was all Mrs. Khan ever seemed to say in maths lessons.
And English, science, design, PE...
All this meant that this week was going to be really, really, really weird.
It was Deaf Awareness Week, and Harry was staying quiet. Every day, for one whole hour, he would be completely silent. For charity.

You see, Harry's little brother Ben had been born with a problem in his ears. The doctors said he would never hear normally in his life. When he was a baby, they had fitted special hearing aids on his ears but the treatment had not really worked. Then, when Ben was a little older, he had an extraordinary operation. Harry's mum said that Ben had been given some incredible technology called 'cochlear implants'. Harry did not really know how they worked, but work they did! Thanks to the remarkable implants and their high-tech wires, sound could now 'miss out' the damaged parts of Ben's ears and travel straight into his brain - amazing!
It was astounding. So astounding in fact, that Harry had talked about nothing else for about a fortnight after the operation.
Now that Deaf Awareness Week had arrived and presented Harry with a chance to help other people like his brother by raising money, he had chosen to take on the hardest challenge he would ever face: maintaining complete silence.

On Monday, he chose to be silent during dinner.
"I can't believe it!" said his mum.
"He's really doing it!" exclaimed his dad.
"....." said Harry.

On Tuesday, he chose to be silent at lunchtime.
"He's even eating quietly!" said his best friend Evan.
"Aren't you going to tell us about football last night?" asked another friend.
"....." said Harry.

On Wednesday, he chose to show his grandma and grandpa just how silent he could be.
"Is Harry alive?" giggled his grandma.
"Oh, I could get used to this!" grinned his grandpa.
"....." said Harry.

Additional Resources – Reading Comprehension
Not Even a Whisper

On Thursday, he chose to be silent in maths.
"Well, I never!" gasped Mrs. Khan.
"Harry, what's 36 divided by 4?" asked Evan.
"....." said Harry.

On Friday, he had been silent for nearly his whole hour when the head teacher, Mrs. Rani, called him up to the front of assembly.
"Harry has nearly finished his sponsored silence. Let's count him down!" ordered Mrs. Rani.
"5... 4... 3... 2... 1..." cried the school.

"IT'S OVER!" shouted Harry at the top of his lungs, his voice bouncing off the walls and echoing down the corridors.
"IT'S OVER! IT'S OVER! IT'S OVER!"
The whole school clapped and cheered. Harry had done it!
"Now just let me quickly tell you how hard this was..." Harry began.