

FRACTIONS: FOCUS—COUNTING IN TENTHS

Fluency

Finish the sequences:

$$\frac{1}{10}, \frac{2}{10}, \frac{3}{10}, \underline{\quad}, \underline{\quad}, \underline{\quad}$$

$$\frac{10}{10}, \frac{9}{10}, \frac{8}{10}, \underline{\quad}, \underline{\quad}, \underline{\quad}$$

Fluency

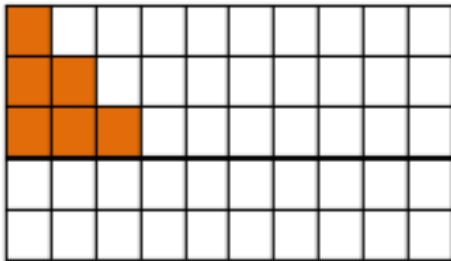
Five tenths, six tenths, seven tenths,

Four tenths, three tenths, two tenths,

Nine tenths, eight tenths, seven tenths,

Fluency

- Shade the diagram to continue the pattern.



Application—Reasoning

- Circle and explain the mistakes in the sequences below.

- $\frac{1}{10}, \frac{2}{10}, \frac{4}{10}, \frac{5}{10}, \frac{6}{10}$

- $\frac{9}{10}, \frac{8}{10}, \frac{8}{10}, \frac{7}{10}, \frac{6}{10}$

Write your answer in full sentences

Application—Reasoning

- Jack is counting in tenths aloud.

Five tenths, six tenths,
seven tenths, eight tenths.

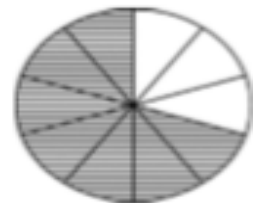
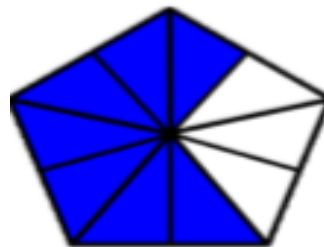
Jasmine tells Harry that he's made a mistake but she can't explain what he's done wrong.

Can you finish Jasmine's sentence to help her explain to Jack what he has done wrong and why?

'You have made a mistake because.....

Application QQ

- What do all the diagrams below have in common?



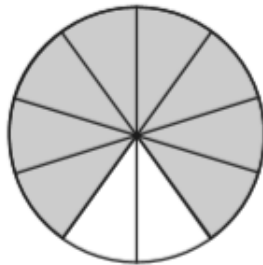
Cut out the shapes and the fractions. Match the correct fraction to its shape.

$\frac{1}{10}$	$\frac{2}{10}$	$\frac{3}{10}$	$\frac{4}{10}$	$\frac{5}{10}$	$\frac{6}{10}$	$\frac{7}{10}$	$\frac{8}{10}$	$\frac{9}{10}$	$\frac{10}{10}$
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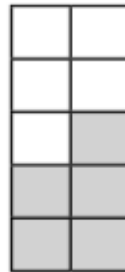
1.



2.



3.



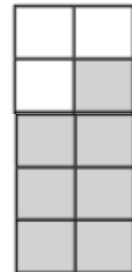
4.



5.



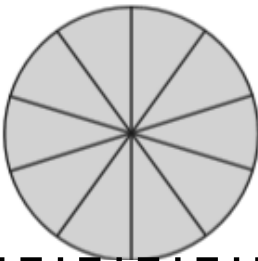
6.



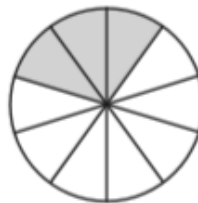
7.



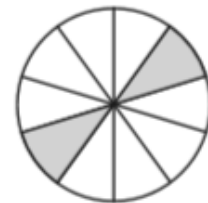
8.



9.



10.



Application Reasoning

What do you notice in the number sentences below?

$\frac{1}{10}$ of 10 = 1

$\frac{2}{10}$ of 10 = 2

$\frac{3}{10}$ of 10 = 3

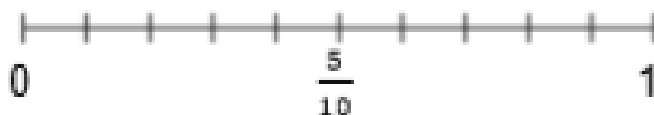
Can you continue the pattern up to $\frac{10}{10}$?

Fluency

Draw and shade shapes to show the following fractions.

$\frac{1}{10}$ $\frac{6}{10}$ $\frac{8}{10}$

Here is a number line from 0 - 1. Can you fill in the missing fractions on the number line?



Sample Personal Narrative

Keep an Eye on the Sky!

The writer sets the scene and makes the reader want to read more.

I was in gym class when my teacher suggested we go outside and play softball. As we made our way out to the field, my stomach slowly turned into a giant knot of fear.

The writer describes an experience that happened to him or her.

The writer describes a problem he or she faced.

Softball is just not my game. I have a knack for always getting hit in the head by the ball. It doesn't matter where I'm standing. The ball just seems to find me.

The writer describes his or her feelings about the situation.

My teammates gave me a glove and put me way out in left field. I didn't complain. I just wanted to make sure I knew when gym class ended so I wouldn't be left behind.

The writer gives details to help the reader form a picture of the events.

Nothing happened the first three innings. Well, things happened but not in my little part of the softball field. I started daydreaming. The next thing I knew, I heard the sound of a ball whizzing through the air. I put up my glove to protect my head, and an amazing thing happened. I caught the ball in my glove! Not only did I catch the ball, but I helped my team to win.

The writer describes the events in the order in which they happened.

I was a hero to my classmates for the rest of the day. And I learned something. I may not always see the flying balls that come my way, but I can always take a chance and try to catch one.

The writer ends his or her story by sharing what he or she learned from this experience.



A Story About Hermes and Apollo

Zeus was Hermes' father. Hermes was born in a cave and hours later, decided he would make himself a toy. He found a tortoise shell, tied strings across it and plucked them to make the very first music. Hermes had created the first musical instrument, the lyre.

His beautiful playing made his mother sleepy. Whilst she was sleeping, he left the cave and went out to explore the world he had been born into.

Hermes came across a herd of cattle which belonged to Apollo, one of the gods. Hermes liked the animals so much that he decided to steal them. He found a hiding place for the cattle, then returned to the cave, climbing back into his mother's arms as if nothing had happened.

Apollo was furious to see his cattle had been stolen so he began searching for the thief. He found Hermes eventually, but was shocked to find that he was only a baby. Apollo wanted his cattle back, so Hermes began playing the lyre. Apollo was completely enchanted by the music and let Hermes keep the cattle, in exchange for the instrument. From this moment onwards, Apollo carried the lyre with him.

Throughout his life, Hermes continued to be mischievous. He wore a winged hat and sandals which meant he could travel quickly. This helped him to send messages between the gods and the mortals.

Reading Response: Lord Ganesh

Ganesh is the famous Hindu elephant-headed god. He is special for Hindus because he is believed to be the son of Lord Shiva (who many Hindus consider to be one of the three most powerful gods) and his wife Parvati. The name Ganesh comes from two different words in a language called Sanskrit: 'gana' meaning group and 'isha' meaning Lord. He is known as a god who will help to remove difficulties when you are starting a new journey.

Ganesh is usually shown as having four arms. In his hands he holds lots of items, including an axe and a bowl of his beloved sweets.

Surprisingly, despite his size, Ganesh travels around on the back of a mouse!



1. What are the names of Ganesh's parents?

2. 'and a bowl of his **beloved** sweets.'

What does the word 'beloved' mean in this sentence?

3. Why is Ganesh's choice of transport surprising?

4. Sum up what you think the main point of this text is.

5. The name Ganesh comes from which two different words?

6. what animal does Ganesh travel on?

7. Why do you think the writer uses the word 'surprisingly' in the last paragraph?

8. How many arms does Ganesh have?

9. What does Ganesh do as a God?

10. what word means 'lord' ?

a
Mr Whoops has made three clumsy spelling mistakes in his sentence. Can you underline them and correct them?

Last night, I saw an illusionist, who was a member of the magic circle, perform varyous piculiar tricks at a local magic show.

b
Can you add two adjectives and an appropriate punctuation mark into this sentence to describe the train?

The _____ train sped past the station.

c
Underline all the verbs in this sentence:

Tomorrow, my team are playing in the cup final and I am the top goal scorer.



d
Are these sentences commands, exclamations, statements or questions?

Did you see the news

How terrible that is

Put that down

e
Complete this table:

	starts with a vowel	starts with a consonant
garage		
newspaper		
unicorn		
igloo		

f
Circle the prepositions in these sentences?

The frightened boy hid behind the jagged rock.

The girl, who was wearing a sun hat, was sitting under the umbrella.

Year 3 Grammar: 'a' or 'an'

Alfie Ant has a challenge for you. Look at the pictures below. You must insert either 'a' or 'an' in each space so that the sentences make sense! Be careful as some are very tricky.

Example:



It's _____ apple.

It's _____ juicy apple.



It's _____ owl.

It's _____ wise owl.



It's _____ bed.

It's _____ old bed.



It's _____ octopus.

It's _____ big octopus.



It's _____ pencil.

It's _____ purple pencil.



It's _____ onion.

It's _____ huge onion.



It's _____ door.

It's _____ open door.



It's _____ monster.

It's _____ blue monster.



It's _____ elephant.

It's _____ angry elephant.

Year 3 Week 3 - Rule: Words with the long /eɪ/ sound spelt with ai

	Spell	Spell in best joined writing	Look, cover, write and check
straight			
campaign			
contain			
brain			
faint			
waist			
claim			
praise			
complaint			
afraid			

Challenge: Write a full sentence using each word.