

FRACTION WALL: Fractions are a part of a WHOLE (1). This wall is to help you with your fraction work.

How many halves make a whole?

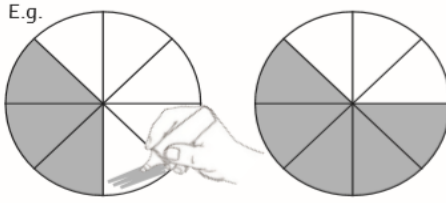
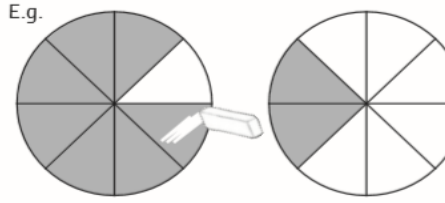
How many quarters make a whole?

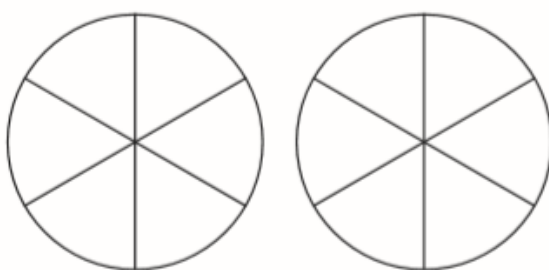
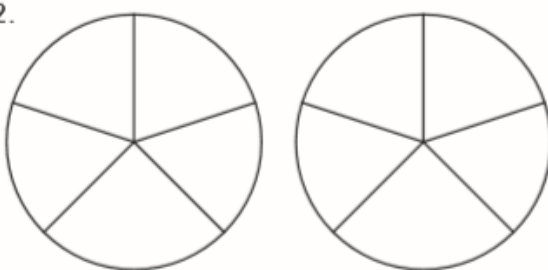
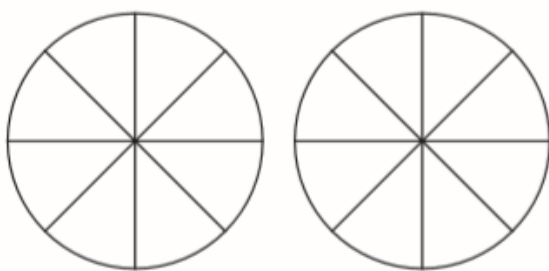
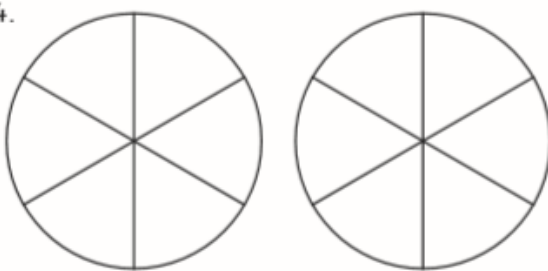
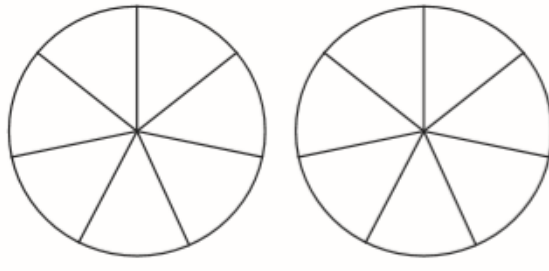
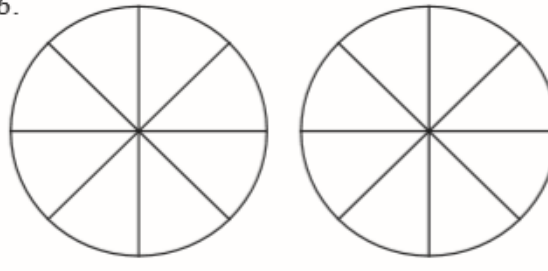
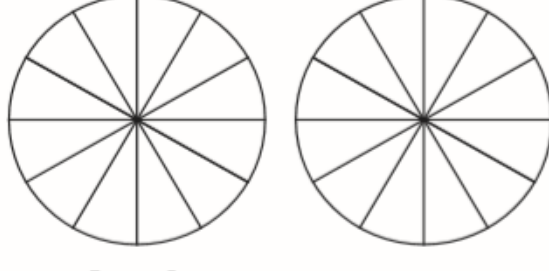
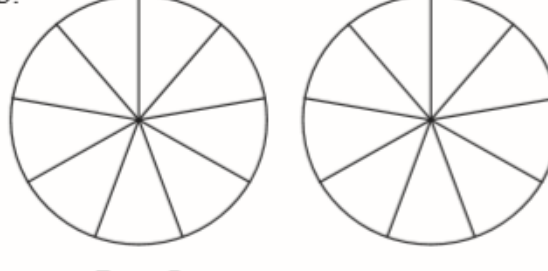
On the next page you can colour and do your own fraction wall– from memory if you can!

How many thirds make a whole?

Adding and subtracting fractions with the same denominator

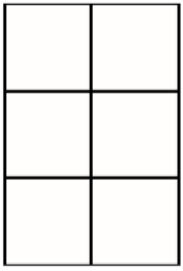
Colour the correct number of sections in each circle, and then colour more or erase some depending on the calculation. The denominator stays the same – you just have more or less sections depending on the calculation!

<p>E.g.</p>  <p>$\frac{3}{8} + \frac{2}{8} =$ $\frac{5}{8}$</p>	<p>E.g.</p>  <p>$\frac{7}{8} - \frac{5}{8} =$ $\frac{2}{8}$</p>
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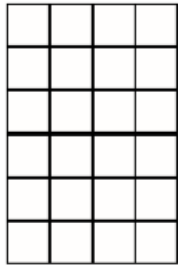
<p>1.</p>  <p>$\frac{2}{6} + \frac{2}{6} =$ —</p>	<p>2.</p>  <p>$\frac{4}{5} - \frac{3}{5} =$ —</p>
<p>3.</p>  <p>$\frac{1}{8} + \frac{4}{8} =$ —</p>	<p>4.</p>  <p>$\frac{5}{6} - \frac{2}{6} =$ —</p>
<p>5.</p>  <p>$\frac{2}{7} + \frac{3}{7} =$ —</p>	<p>6.</p>  <p>$\frac{8}{8} - \frac{7}{8} =$ —</p>
<p>7.</p>  <p>$\frac{2}{12} + \frac{8}{12} =$ —</p>	<p>8.</p>  <p>$\frac{7}{9} - \frac{5}{9} =$ —</p>

Equivalent Fractions $\frac{1}{2}$

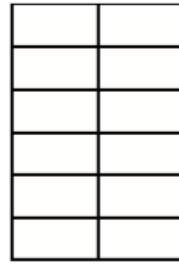
Shade $\frac{1}{2}$ of each shape. Look at how many squares are shaded (numerator) and the total amount of squares (denominator) and write the equivalent fraction underneath.



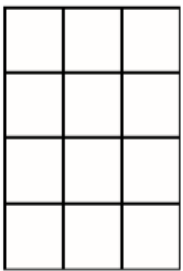
1. _____



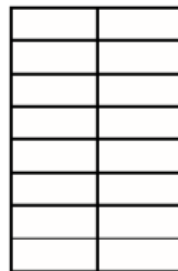
2. _____



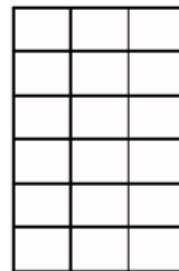
3. _____



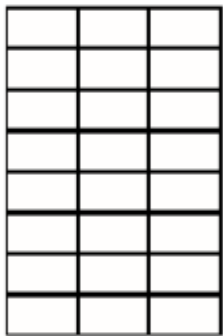
4. _____



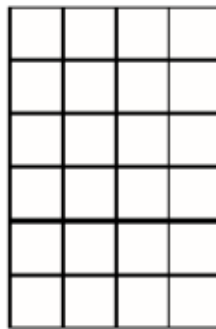
5. _____



6. _____



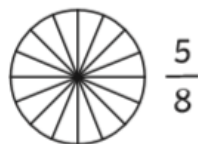
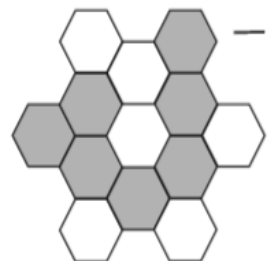
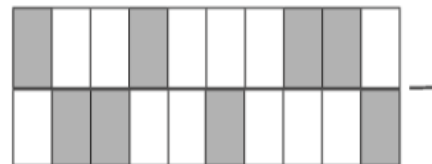
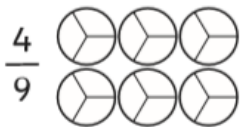
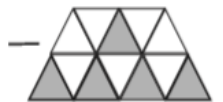
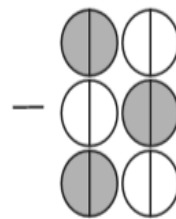
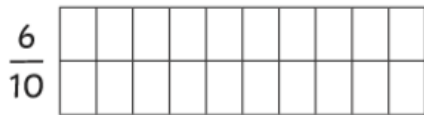
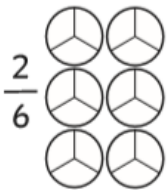
7. _____



8. _____

Colour and Label Fractions

Colour and label correctly:



Research Task: Science Experiments—make your own volcano! This is part of our science &

geography work about volcanoes!

Materials:

- ★ 10 ml of dish soap
- ★ 100 ml of cold water
- ★ 400 ml of white vinegar
- ★ Food coloring
- ★ Baking soda slurry (fill a cup about $\frac{1}{2}$ with baking soda, then fill the rest of the way with water)
- ★ Empty 2 liter soda bottle



Instructions:

NOTE: This should be done outside due to the mess.

1. Combine the vinegar, water, dish soap and 2 drops of food coloring into the empty soda bottle.
2. Use a spoon to mix the baking soda slurry until it is all a liquid.
3. Eruption time! ... Pour the baking soda slurry into the soda bottle quickly and step back!

How it Works:

A chemical reaction between vinegar and baking soda creates a gas called carbon dioxide. Carbon dioxide is the same type of gas used to make the carbonation in sodas. What happens if you shake up a soda? The gas gets very excited and tries to spread out. There is not enough room in the bottle for the gas to spread out so it leaves through the opening very quickly, causing an eruption!

Extra Experiments:

1. Does the amount of vinegar change the eruption?
2. Does the amount of water change the eruption?
3. Does the amount of baking soda change the eruption?

A lemon volcano experiment on the next page...

LEMON VOLCANOES

Make lemon volcanoes (ideal experiment) along with your kids using kitchen ingredients. The end result is wonderful that leaves a surprise on kid's face. This is another easiest method to create colorful volcano using lemons. Let us see how we can amaze children using lemon.



All you need are:

- Tray or a white plate
- Lemons
- Cutting knife or Butter knife
- Spoon or Fork
- Baking soda
- Food coloring



1) Take a medium sized lemon and cut into $\frac{3}{4}$ th using butter or cutting knife.

2) Squeeze out the seeds and some lemon juice (leaving some juice) with the help of spoon or fork.

3) Add few drops of food colour to the inside of the lemon. Choose some bright colours to see bright and colourful lemon volcanoes. We used red orange and yellow food colours to get orange-red lava! Kids enjoyed watching bright display of volcanoes.

Rathers

by Mary Hunter Austin

I know very well what I'd rather be
If I didn't always have to be me!
I'd rather be an owl,
A downy feathered owl,
A wink-ity, blink-ity, yellow-eyed owl
In a hole in a hollow tree.
I'd take my dinner in chipmunk town,
And wouldn't I gobble the field mice down,
If I were a wink-ity, blink-ity owl,
And didn't always have to be me!



I know very well what I'd like to do
If I didn't have to do what I do!
I'd go and be a woodpecker,
A rap-ity, tap-ity, red-headed woodpecker
In the top of a tall old tree.
And I'd never take a look
At a lesson or a book,
And I'd scold like a pirate on the sea,
If I only had to do what I like to do,
And didn't always have to be me!

Or I might be a puma,
A single-coloured puma,
A slinking, sly-foot puma
As fierce as fierce could be!
And I'd wait by the waterholes where antelope drink
In the cool of the morning
And I do
not
think
That ever any antelope could get away from me.



But if I were a hunter,
A red Indian hunter –
I'd like to be a hunter, –
I'd have a bow made of juniper wood
From a lightning-blasted tree,
And I'd creep and I'd creep on that puma asleep
A flint tipped arrow,
An eagle feathered arrow,
For a puma kills calves and a puma kills sheep,
And he'd never eat any more antelope
If he once met up with me!



Red Indian - a dated European phrase that was used to describe the Indigenous peoples of North America. This phrase is no longer used as it is offensive.

Year 3 Reading Assessment: Poetry

14
total marks

Questions 29 to 38 are about '*Rathers*'

29. Find and copy a word that means to eat hungrily.

1 mark

30. In this version of the poem, which animals did the author want to be? Give two examples.

1. _____

2. _____

2 marks

31. Where would the poet live, if she became an owl?

1 mark

.....

32. What does the word 'creep' mean in the fourth verse?

1 mark

.....

33. How would you describe a woodpecker's character?

2 marks

.....

34. How does the puma move in this poem?

1 mark

.....

35. Look at the verse beginning Or I might be a puma...
Find and copy a word or phrase that show that the puma is dangerous.

1 mark

.....

36. And he'd never eat any more antelope | If he once met up with me!
What is the poet trying to tell us about the red Indian and the puma?

1 mark

.....

37. Do you think the poet is happy being herself? Explain how you know.

1 mark

.....

38. What does the poem tell us about life in the wild? Use the text to explain your answer.

3 marks

End of questions about '*Rathers*'

question	answer	marks	notes
29.	Find and copy a word that means to eat hungrily.		
	gobble	1	Content domain: 2a - give /explain the meaning of words in context. Award 1 mark for the answer 'gobble'.
30.	In this version of the poem, which animals did the author want to be? Give two examples.		
	an owl, a woodpecker, a puma, [a hunter]	2	Content domain: 2b - retrieve and record information / identify key details from fiction and non-fiction. Award 2 marks for two of the following answers: an owl, a woodpecker, a puma. Do not accept eagle or antelope.
31.	Where would the poet live, if she became an owl?		
	in a hole in a hollow tree	1	Content domain: 2b - retrieve and record information / identify key details from fiction and non-fiction. Award 1 mark for the answer 'in a hole in a hollow tree'.
32.	What does the word 'creep' mean in the fourth verse?		
	tiptoe, sneak, skulk	1	Content domain: 2a - give /explain the meaning of words in context. Award 1 mark for answers referring to the hunter needing to tiptoe, sneak or skulk up to the puma.
33.	How would you describe a woodpecker's character?		
	rebellious /naughty nature of a woodpecker /busy nature of a woodpecker /lack of stillness or quiet of a woodpecker /doing what one wants to do/selfish behaviour	Up to 2	Content domain: 2d - make inferences from the text / explain and justify inferences with evidence from the text. Award up to 2 marks for comments that refer to the rebellious /naughty nature of a woodpecker /busy nature of a woodpecker /lack of stillness or quiet of a woodpecker /doing what one wants to do/selfish behaviour. Do not accept answers referring to the sounds that woodpeckers make.
34.	How does the puma move in this poem?		
	slinking [sly-foot] or slink[s] slinking [sly-foot] / slink[s] / sly-footed	1	Content domain: 2b - retrieve and record information / identify key details from fiction and non-fiction. Award 1 mark for the answers slinking [sly-foot], slink[s] or sly-footed.
35.	Look at the verse beginning Or I might be a puma... Find and copy a word or phrase that show that the puma is dangerous.		
	fierce / as fierce as fierce can be	1	Content domain: 2b - retrieve and record information / identify key details from fiction and non-fiction. Award 1 mark for the answers 'fierce' or 'as fierce as fierce can be.' Do not accept 'singe-coloured', 'slinking' or 'sly-foot'.

36.	And he'd never eat any more antelope I if he once met up with me! What is the poet trying to tell us about the red Indian and the puma?		
	the red Indian/Native American may kill/hunt the puma	1	Content domain: 2d - make inferences from the text / explain and justify inferences with evidence from the text. Award 1 mark for comments that refer to the fact that the red Indian/Native American may kill/hunt the puma. Also accept references to the Native American being a predator.
37. Do you think the poet is happy being herself? Explain how you know.			
	<ul style="list-style-type: none"> the title of the poem suggests that the poet would rather be something else the poet repeats that she would rather be several different animals the language suggests that the poet is having fun whilst she is living as the different animals the poet can think of lots of different animals which suggests that she would easily live as an animal 	1	Content domain: 2h - make comparisons within the text. Award 1 mark for any of the answers indicated.
38. What does the poem tell us about life in the wild? Use the text to explain your answer.			
	Reasons <ul style="list-style-type: none"> danger freedom native people may live there Evidence to prove danger <ul style="list-style-type: none"> A slinking, sly-foot puma/As fierce as fierce could be/And I'd wait by the waterholes where antelope drink/And I do not think/That ever any antelope could get away from me Hunters I'd have a bow A flint tipped/eagle feathered arrow For a puma kills Evidence to prove freedom <ul style="list-style-type: none"> I'd take my dinner in chipmunk town And I'd never take a look/At a lesson or a book And I'd scold like a pirate on the sea Evidence to prove native people live there <ul style="list-style-type: none"> A red Indian hunter 	Up to 3	Content domain: 2g - identify/explain how meaning is enhanced through choice of words and phrases. Award up to 3 marks for any three of the reasons indicated. Award 2 marks for two reasons or for one reason with evidence from the text. Award 1 mark for one reason. Do not accept just evidence from the text.
		Total 14	

Can you unscramble these four prepositions of time? **a**

Use the numbered letters to make another preposition word.

robefe before upon
1 2 3 4

faetr after Accept 'upon' in a direct speech sentence, e.g. "Once upon a time," the teacher began.
nutil until
satp past

Write a suitable subordinating conjunction in each sentence: **c**

a) Mr Whoops is probably the most accident-prone man in the world _____ he is always having mishaps.

b) He always falls over his shoelaces _____ they come undone.

- a) **because/as/since**
b) **if/when**

Circle the word that contains only consonant letters. **e**

rhythm myth
screw sky
parade ogre

Can you write a suitable prefix for these root words? **b**

irregular

in or auto correct

Accept any present perfect sentence containing either 'incorrect', 'autocorrect' or 'irregular', e.g. We have all written the incorrect answer.

Can you write an -ation suffix word to match these definitions? Use a dictionary if you need to. **d**

information facts and figures

preparation the process of getting ready for something

Can you think of nouns to fit in this table? **f**

Accept any birds or items of clothing that would need the articles 'a' and 'an' before them, e.g. a robin and a shoe; an ostrich and an anorak.

e.g. I was sitting on a bench at the park watching a robin drinking water from a shoe.

Add in the correct verbs to make this a present perfect sentence: **a**

The firefighters **have gone** to put out the fire.

Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find three of them? **c**

Accept any three correctly spelt words with the root 'act', e.g. active, activity, react, reaction, actor, actress.

Add the prefixes inter-, auto- or anti- to these root words: **e**

active interactive
social antisocial
pilot autopilot

Write these verbs in their past tense form: **b**

I bring I brought

I buy I bought

I deal I dealt

I freeze I froze

Write an exclamation sentence about this picture. **d**

e.g. What a clever doggy detective you are!

What is he searching for?

Place the homophones 'seen' and 'scene' correctly in this sentence: **f**

Have you **seen** the **scene** in the movie where the dinosaur appears?

Now, can you write the homophones 'meat' and 'meet' in one sentence?

e.g. Will you meet me at the lion enclosure to feed meat to the lions?

Year 3 Week 6 - Week 5 - Rule: Homophones and near homophones

	Spell	Spell in best joined writing	Look, cover, write and check
berry			
bury			
brake			
break			
meet			
meat			
ball			
bawl			
fair			
fare			

Challenge: Write a full sentence using each word.