

## Home Learning Tasks

Tuesday 21/04/2020

You can start your day with Joe Wicks at 9 am using the link below - P.E with Joe Wicks

[https://www.youtube.com/watch?v=4wzoy\\_J3l\\_c](https://www.youtube.com/watch?v=4wzoy_J3l_c)

### Morning Starter:

Learn how to spell the following Year 3 / 4 statutory words (you have been exposed to these a number of times) using a variety of strategies to help you e.g. mnemonic. Then I would like you to write a sentence containing each of the words. Once you are happy that you have mastered the spellings, ask an adult to test you. They can either do this by calling out each spelling while you write it down OR you could let them read out your sentences and use it as a dictation – then you or an adult can check your spellings.

Good luck!

- |             |                 |            |           |             |
|-------------|-----------------|------------|-----------|-------------|
| 1. accident | 2. accidentally | 3. address | 4. answer | 5. appear   |
| 6. arrive   | 7. believe      | 8. bicycle | 9. breath | 10. breathe |

## Maths

### Chapter 8 Lesson 12: Making Number Patterns

Worksheet Pages: 23-24

**Lesson Objective:** To be able to identify numbers, which are 1 tenth or 1 hundredth more / less in a number sequence.

#### Lesson Approach (taken directly from the teacher's notes)

To begin this lesson, show pupils the In Focus task and ask them to study the number pattern formed by Charles. Can they read the number pattern aloud? Guide them to read it as 3 tenths, 4 tenths, 5 tenths, 6 tenths, 7 tenths... What could the next number be? If pupils say 8 tenths, ask them what rule they used.

Work through Let's Learn 1. Use number discs and a number line to show that the rule used in the number pattern is to add 1 tenth each time. Ask pupils to find the next three numbers and write the number pattern in decimals. Guide them to see that when they reach 9 tenths, the next number, 10 tenths, must be regrouped to make 1. Regrouping must also be done for 11 tenths, 12 tenths and so on.

Ask pupils to study the number pattern created by Holly and allow them time to discuss what the number pattern rule could be. Ask them if they can find the next 5 numbers. Then work through Let's Learn 2, encouraging pupils to read the number pattern aloud.

During Guided Practice, pupils are adding and subtracting 1 tenth and 1 hundredth to/from decimal and whole numbers.

**In Focus**

What rule am I using?

0.3, 0.4, 0.5, 0.6, 0.7, ...

What's my rule?

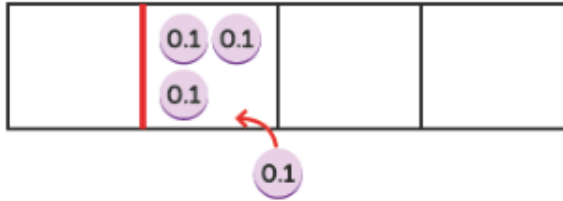
0.36, 0.35, 0.34, 0.33, ...

Can you continue the number patterns?

The illustration shows a boy on the left and a girl on the right. The boy is pointing to a green chalkboard with the number sequence 0.3, 0.4, 0.5, 0.6, 0.7, ... and a speech bubble asking 'What rule am I using?'. The girl is pointing to another green chalkboard with the number sequence 0.36, 0.35, 0.34, 0.33, ... and a speech bubble asking 'What's my rule?'. Below the boards, the text asks 'Can you continue the number patterns?'.

## Let's Learn

1 0.3, 0.4, 0.5, 0.6, 0.7, ...



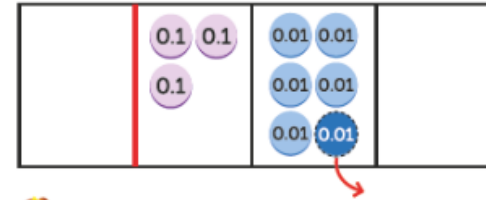
 makes the number pattern by adding 0.1 each time.



0.4 is 0.1 more than 0.3.




2 0.36, 0.35, 0.34, 0.33, ...



 makes the number pattern by removing 0.01 each time.



 Can you write down the first six numbers in this number pattern?

0.35 is 0.01 less than 0.36.



## Guided Practice



- 1 What are the next five numbers in each number pattern?
- (a) 1.4, 1.5, 1.6, ...
  - (b) 3.4, 3.3, 3.2, ...
  - (c) 1.24, 1.25, 1.26, 1.27, 1.28, ...
  - (d) 5.48, 5.47, 5.46, 5.45, 5.44, ...



Say the numbers out loud.

- 2
- (a) What number is 0.1 more than 4.7?
  - (b) What number is 0.01 less than 2.42?
- 3
- (a)  is 0.1 less than 5.0.
  - (b)  is 0.01 more than 5.0.

## Guided Practice answers:

1 What are the next five numbers in each number pattern?

(a) 1.4, 1.5, 1.6, ... **1.7, 1.8, 1.9, 2.0, 2.1**

(b) 3.4, 3.3, 3.2, ... **3.1, 3.0, 2.9, 2.8, 2.7**

(c) 1.24, 1.25, 1.26, 1.27, 1.28, ...

(d) 5.48, 5.47, 5.46, 5.45, 5.44, ...



Say the numbers  
out loud.

**1.29, 1.30, 1.31, 1.32, 1.33**

**5.43, 5.42, 5.41, 5.39, 5.38**

2 (a) What number is 0.1 more than 4.7? **4.8**

(b) What number is 0.01 less than 2.42? **2.41**

3 (a) **4.9** is 0.1 less than 5.0.

(b) **5.01** is 0.01 more than 5.0.

### Differentiation:

Struggling learners should use place-value charts and discs to help extend and understand the sequence.

Now complete Worksheet 12 – Pages 23-24

## Worksheet answers (Pages 23-24) Lesson 12 – Making Number Patterns

### Worksheet 12

#### Making Number Patterns

1 Continue each number pattern.

- (a) 0.4 — 0.5 — 0.6 — 0.7 — 0.8 — 0.9
- (b) 1.6 — 1.7 — 1.8 — 1.9 — 2.0 — 2.1
- (c) 2.84 — 2.83 — 2.82 — 2.81 — 2.80 — 2.79
- (d) 10.09 — 10.10 — 10.11 — 10.12 — 10.13 — 10.14

2 Fill in the missing numbers in each number pattern.

- (a) 6.7 6.8 6.9 7.0 7.1 7.2 7.3 7.4
- (b) 9.9 9.8 9.7 9.6 9.5 9.4 9.3 9.2
- (c) 8.46 8.47 8.48 8.49 8.50 8.51 8.52 8.53
- (d) 15.89 15.90 15.91 15.92 15.93 15.94 15.95 15.96

3 Fill in the blanks.

(a) What number is 0.1 less than 8.5?

8.4

(b) What number is 0.01 more than 3.14?

3.15

4 Fill in the blanks.

(a) 0.1 more than 0.9 is 1.0 .

(b) 0.01 less than 1.45 is 1.44 .

(c) 0.1 less than 2.2 is 2.1 .

(d) 0.01 more than 4.78 is 4.79 .

(e) 0.1 more than 17.4 is 17.5 .

(f) 0.01 less than 20.98 is 20.97 .

(g) 0.1 less than 33.3 is 33.2 .

(h) 0.01 more than 48.95 is 48.96 .

**Reading:**

L1: Check the meaning of words in context.

Read your own book for at least 15-20 minutes. Again, looking up words that you are not familiar with to see what they could mean in context, check with an adult that you have understood the meaning. This will help to widen your vocabulary. Try and use the new word/s this week when talking to an adult or perhaps you could use your new word/s in your dialogue writing today!

Now choose a word from the dictionary that interests you and make this your 'Word of the day.' Tally how many times you can use the word of the day. It could be that you are describing the meaning of your word to an adult, or when you use it in conversation or in your writing.

## English:

L1: I can use 'direct speech' in my writing.

Re-read 'The Princess and the Pea' by Hans Christian Anderson (see the end of this document for the story).

- Read the story again either in your head or out loud.
- Look at the picture called 'Garden Scene.' This is from a version of the story by a writer called Lauren Child. The Prince is talking to the King and Queen. What do you think they might be saying?

Garden Scene





Now you are going to write some speech.

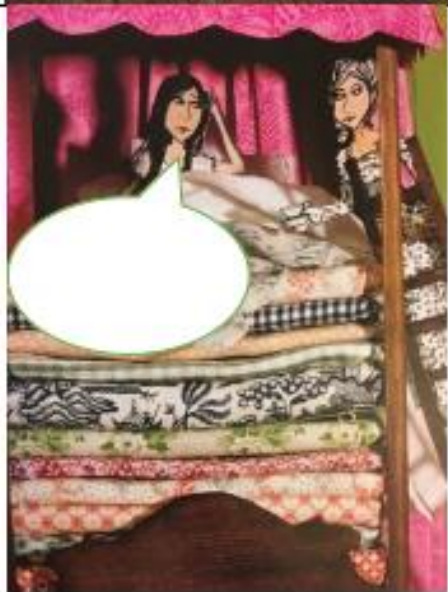
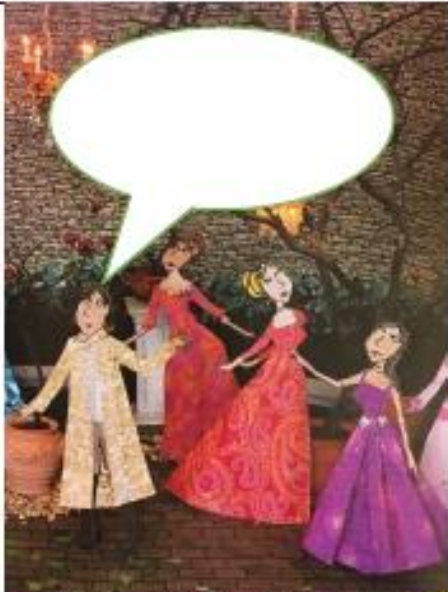
- Look at 'Dialogue Scenes' – these are scenes from the story (on the next page). Make up some speech for each of the speech bubbles. Design a page in your book as per 'Dialogue Ideas.' (See below).
- Try writing some of your ideas as direct speech with punctuation correctly used. Use the 'Revision card' and the 'Dialogue Checklist' to remind you how to do this. (See below).

Now try this:

- Make your own miniature world, like the pictures in Lauren Child's book. This website will show you how:

[www.booktrust.org.uk/globalassets/resources/childrens-laureate/lauren-child/staring-into-space/staring-into-space-make-your-own-miniature-world](http://www.booktrust.org.uk/globalassets/resources/childrens-laureate/lauren-child/staring-into-space/staring-into-space-make-your-own-miniature-world)

## Dialogue Scenes



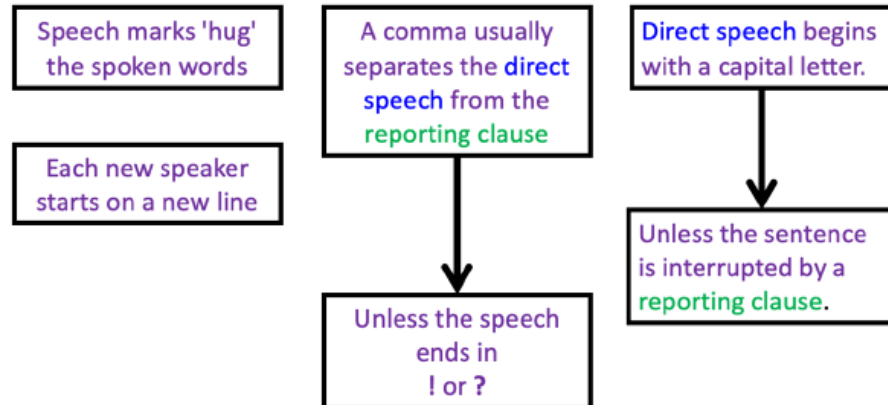
## Dialogue Ideas

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## Revision Card

# Direct Speech

### Summary of Rules



## Dialogue Checklist

1. Hug the direct speech with speech marks:

"I am a princess," explained the girl.

2. Add a reporting clause to say who is speaking:

"I am a princess," **explained the girl**.

3. Begin direct speech with a capital letter:

"I am a princess," explained the girl.

4. Separate dialogue from reporting clauses with a comma:

"I am a princess," explained the girl.

The queen asked, "What sort of princess?"

5. Don't use a comma for speech ending in ? and !:

"You live in a tree house!" exclaimed the king.

"Why?" asked the queen.

6. Start a new line for each change of speaker:

"I am a princess," explained the girl.

The queen asked, "What sort of princess?"

"Oh, a real princess, of course," she answered.

7. Continue an interrupted dialogue sentence with a lower case letter:

"I was outside admiring the moon," the girl explained, "when it started to rain."

### The Princess and the Pea by Hans Christian Anderson

Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted. There were princesses enough, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be. So he came home again and was sad, for he would have liked very much to have a real princess.

One evening a terrible storm came on; there was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard at the city gate, and the old king went to open it.

It was a princess standing out there in front of the gate. But, good gracious! what a sight the rain and the wind had made her look. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. And yet she said that she was a real princess.

"Well, we'll soon find that out," thought the old queen. But she said nothing, went into the bed-room, took all the bedding off the bedstead, and laid a pea on the bottom; then she took twenty



mattresses and laid them on the pea, and then twenty eider-down beds on top of the mattresses.

On this the princess had to lie all night. In the morning she was asked how she had slept.

"Oh, very badly!" said she. "I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It's horrible!"

Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eider-down beds.

Nobody but a real princess could be as sensitive as that.

So the prince took her for his wife, for now he knew that he had a real princess; and the pea was put in the museum, where it may still be seen, if no one has stolen it.

There, that is a true story.

