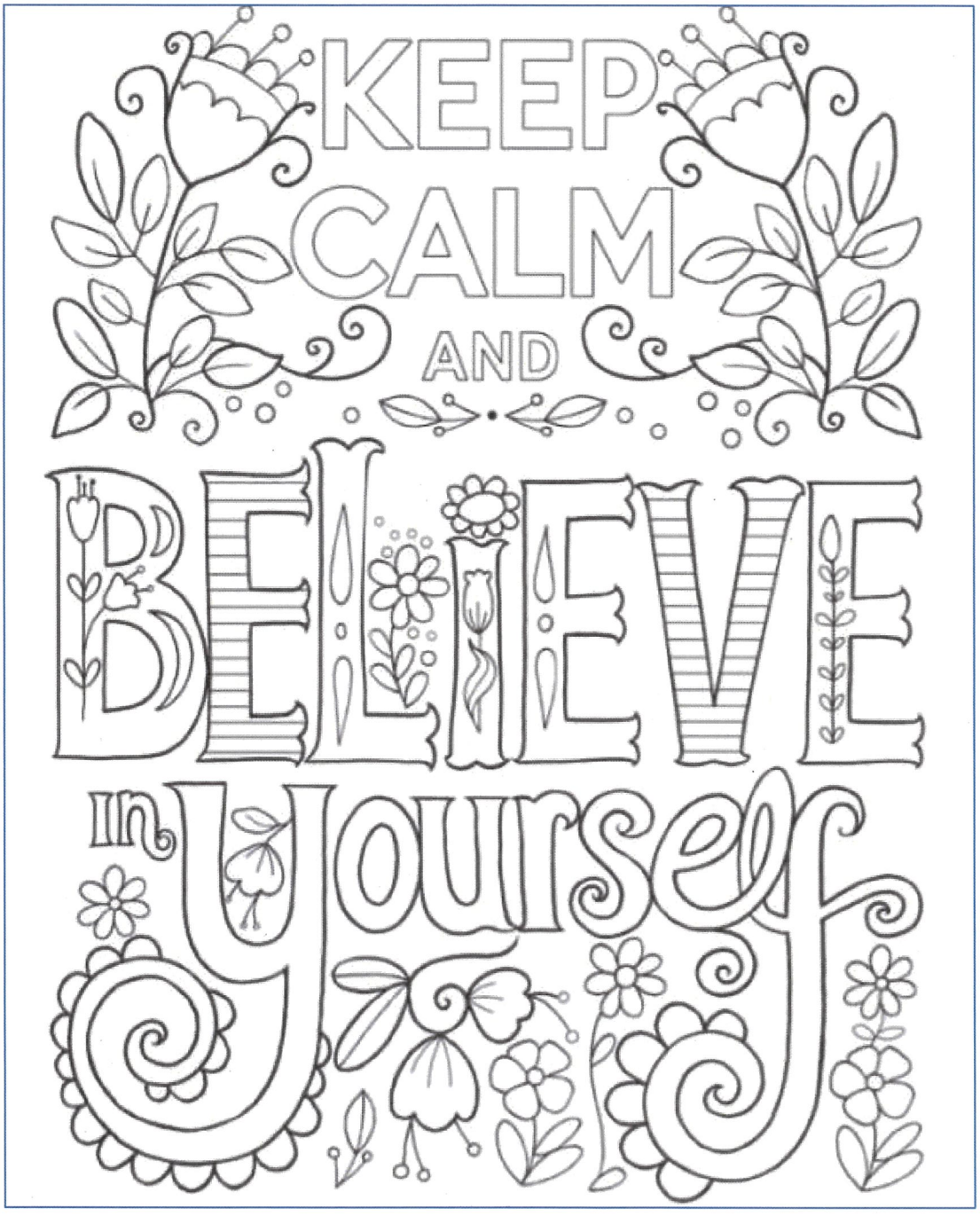
Boggabri Public School



Year 5 & 6 Home Learning - Week 10

Hello Everyone!

Here is your learning booklet for the week. I hope you are all safe and well. It was so good to see you on zoom. I hope to see more of you this week, so keep an eye out for the text message invite. Make sure you call me if you need help with any of your work 😊

Spelling and Reading

You have your soundwaves tasks plus some activities to do using your list words. The sound this week is oo u. Remember when writing your list words in the segmenting boxes, if two or more letters make one sound, write them in the one box.

Year 6 – You will need the following information on compound verbs to complete one of your activities.

The words *could have*, *should have* and *would have* form **compound verbs**.

For example:

He could have come with us.

The word *of* is a **preposition**. It introduces phrases.

For example:

a bag of lollies

It does not form compound verbs with *could*, *would* or *should*.

For example:

I could have gone

not

I could of gone

You will also need to know about Spoonerisms.

Spoonerisms occur when the beginnings of two words are swapped around accidentally.

For example:

boy tox for toy box

Some of your reading group activities are also included. Feel free to use Epic! to find a book that you would like to read. Have a go at doing vocabulary activities using your book.

Writing

You will also find two narrative writing tasks. Remember to follow the structure:

The first task requires you to write from the dog's perspective – some of you will be happy to hear this!

The second task asks you to describe a dream. You will need to use your senses to make the reader feel as though they are there and use descriptive language including adjectives and adverbs.

Grammar Lesson – Nominalisation

You will need to draw on your prior knowledge to change words from verbs to nouns. The purpose of nominalisation is to use a formal voice in your writing. It is not used in narrative writing.

Watch these videos to find out about nominalisation:

https://www.youtube.com/watch?v=HeqfsoAwVAE

https://www.youtube.com/watch?v=9YM7x_1-_pA

There are some PowerPoint slides attached to help you understand nominalisation. Write your answers for the questions on the slides.

There is also a worksheet to complete. If you are finding any of these tricky, try changing the verb in each sentence to a noun before you try to write it in a sentence.

Maths

This week you will be working with fractions again. Some of the slides that are printed out require you to colour the fraction bars or write answers on the slides.

If you don't remember how to work out equivalent fractions, look at this video to refresh your memory as it will help when adding and subtracting fractions. https://www.youtube.com/watch?v=qcHHhd6HizI

Simplifying fractions https://www.youtube.com/watch?v=4xFwkDSMVw4

Adding fractions with a common denominator - https://www.youtube.com/watch?v=mO53rHEIQr4

Adding and subtracting fractions without a common denominator - https://www.youtube.com/watch?v=xNsyNwAkqfk

There is one set of slides (the last set) and worksheets that are aimed for Year 6. If you are feeling confident you can attempt this set too.

You can also complete the number of the day activities by clicking on the link or putting it into your search bar https://mathsstarters.net/numoftheday/4digit

History/English Study

There are some information pages and links available to help you with your learning in History/English Study.

Activity 1:
Watch the video of Ahn Do's book 'The Little Refugee' https://www.youtube.com/watch?v=N7Le1tycCKA this is his version of coming to Australia as a refugee. This will help you complete the history worksheet task.

Activity 2:
Using the knowledge you gained last week and the Ahn Do book 'The Little Refugee', answer the following questions. Write a paragraph each expressing your opinion.

- What was life like in Vietnam for Anh's family? What words are used to describe this place?
- Why did Anh's family need to leave Vietnam?
- What was the experience for the family on the boat on the way to Australia?
- What was it like when Anh first came to Australia? How do we know how he felt?
- What changed things for Anh?
- Is this a children's book?

Science

Mrs Watt has also provided a science-based lesson for you to complete.

Have fun and stay safe!

Mrs Stove 😊

Unit 27

oo u book bush

List Words

soot
sugar
woollen
woolly
wolf
couldn't
would've
shouldn't
crooked
fully
bully
pulley
bullet
bullock
fullness
womanly
pudding
butcher
driftwood
barefoot
bulldozer
understood
knighthood
cushion
kookaburra

1 **Colour** the graphemes that represent oo u in the List Words.

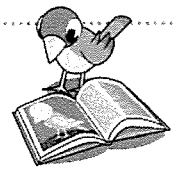
2 **Go** to the List Words for Unit 27. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent oo u on the Grapheme Chart. **Write** one word example for each.

Grapheme Chart

grapheme	word

4 **Colour** the blocks containing words where you hear oo u *green*, to find a path out of the maze.



measure	sure	sugar	could	would	wood	should	shook	bullet	bullock
butter	force	fully	through	tooth	golf	kitchen	loose	women	brought
honour	knighthood	adult					crooked	pudding	encouragement
guardian	woman	column		START			custom	woollen	understood	but
huge	pure	barefoot	wholly	humorous			troubled	bulldozer	dull
suggest	gulf	woolly	bully	wolves	pulley	womanly	kookaburra	cold	

5 **Write** List Words that include these graphemes to fit on the lines.

__ u __ __ __ __ u __ __ __ __ u __ __ __ __ oo __ __ __ __ u __ __ __ __ u __ __ __ __

__ __ oo __ __ __ __ u __ __ __ __ __ __ __ __ __ __ oo __ __ oo __ __ __ __ __ __

__ __ __ __ __ oo __ __ __ oul __ __ __ __ __ __ __ __ oo __ __ __ __ __ __ __ __ oo __

6 **Rewrite** these contractions, inserting the apostrophes.

wouldnt _____ shouldve _____ couldnt _____

wheres _____ therell _____ youre _____

7 **Write** the words that formed these contractions.
Rewrite the sentence changing the contractions back to pairs of words.

I'd __ __ __ __ I'd __ __ __ __ __ __ who's __ __ __ __ __ who's __ __ __ __ __ __

would've __ __ __ __ __ __ __ __ __ shouldn't __ __ __ __ __ __ __ __ __

I'd have gone swimming but I'd been sick and it could've made me sick again.

_____

_____

8 **Write** the homographs represented by the sound boxes.
Rewrite the words in the sentences, with their numbers to show where the different pronunciations fit.

k c q ck x ch | r rr wr | oo u | k c q ck x ch | s d dd _____ (1)

k c q ck x ch | r rr wr | oo u | k c q ck x ch | er ar or a e i o u | s d dd _____ (2)

The leader _____ ( ) his little finger as a signal for his team to follow him along the footpath.

At first the track was fairly straight. It became quite _____ ( ) as it wound in amongst the trees.

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9 **Unjumble** the plural forms of words from List Word families.

dgsinpdu _____ abeeefrt _____ elovsw _____ lbelisu _____

cihnossu _____ yusplle _____ emnow _____ bdelorsuzl _____

10 **Read** the dictionary entry for the word *butcher*. **Answer** the questions.

Go to Activity 10 page 25.

bush butter

butcher (say buch-uh) noun

1. someone who prepares and sells meat
2. someone who kills animals for food

butcher verb

3. to kill animals for food
4. to make a mess of something: *to butcher a job*

Word building: *butchery* (noun) *butchered, butchering* (verbs)

Word History: from French *boc* meaning *buck*

1. What are the guide words for the page? _____, _____
2. What is the headword? _____
3. The letters in the brackets beside the headword tell you how to _____ the headword.
4. What letters has this dictionary used to represent ch tch _____ and er ar or ae i o u _____?
5. How many meanings are given for the headword as a noun _____, as a verb, _____?
6. What words can be built from the headword?

_____ _____ _____

7. From which language did this word originate? _____
8. Read the following sentences. Write a number from 1 to 4 to show which of the above meanings the sentences use for the word **butcher**.
   - When Mum asked me to ice the cake I tried not to butcher the job. _____
   - Dad works at the meat works where his job is to butcher animals for food. _____
   - Our butcher is a very friendly man who sells us very good quality meat. _____
   - My uncle works as a butcher at the meat works where he kills animals for food. _____

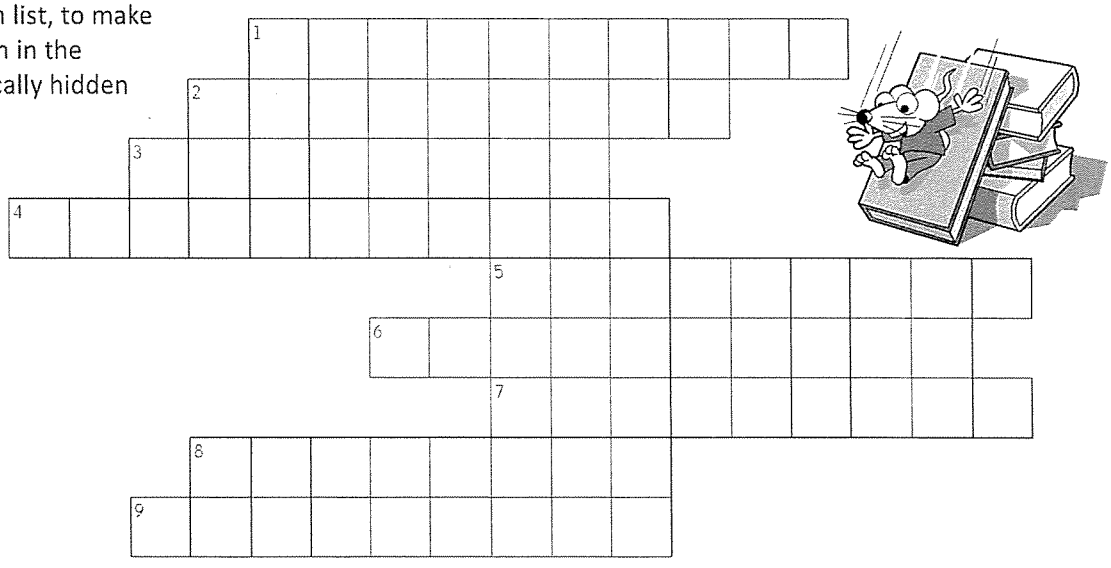
Challenge

Combine one word from each list, to make compound words. **Write** them in the Word Puzzle to find the vertically hidden compound word.

1.	under	wool
2.	wolf	wood
3.	bull	cushion
4.	police	stood
5.	drift	dozer
6.	pin	hound
7.	lambs	frog
8.	wood	woman
9.	bull	wind

Hidden Word

_ _ _ _ _ _ _ _ _



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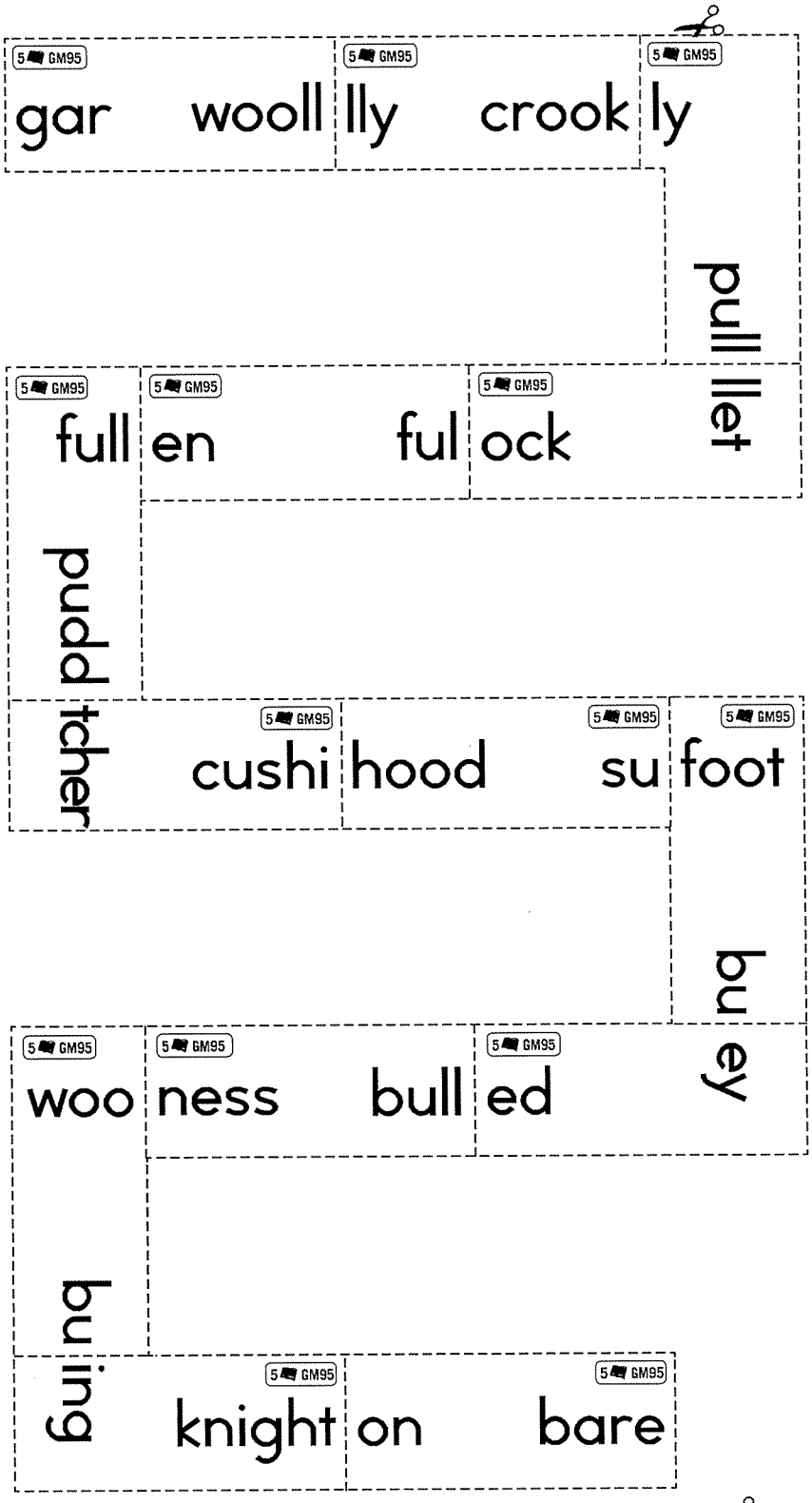
BLM GM95

5 GM95

Word Chain

Match List Word parts.



5 GM95

Word Chain — *a game for 2 to 4 students.*

1. Students are dealt three cards each. The rest of the cards form a pick-up pile.
2. The first student places a card face up in the centre.
3. The next student joins on one of their cards to complete a **List Word**. If the student is unable to complete a word, they take a card from the pick-up pile.
4. When the pick-up pile finishes, any student who cannot complete a word misses a turn.
5. The first student to use all of their cards is the winner.

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BLM GM96 5 GM96 5 GM97 Alphabetical Order

		5 GM96 hooded
5 GM96 butcher	5 GM96 ebullience	5 GM96 hoodwink
5 GM96 bullet	5 GM96 fully	5 GM96 jackpudding
5 GM96 cushion	5 GM96 fullness	5 GM96 judgehood
5 GM96 couldn't	5 GM96 goodness	5 GM96 kookaburra
5 GM96 ebullient	5 GM96 goodies	5 GM96 knighthood

5 GM96 5 GM97 **Alphabetical Order** — *a game for 2 to 4 students.*

Students sit in a circle. Each student is dealt six cards face down. The students arrange their cards inside *Sound Waves 5*, which is turned sideways on the floor with the cover held up, to hide them from the other students.

The remaining cards form a stack in the centre with one card turned face up beside it to start a discard pile. The aim is to collect six cards with words in consecutive alphabetical order of the first letters only, eg **b**, **c**, **d**, **e**, **f**, **g** or **n**, **o**, **p**, **q**, **r**, **s** but <u>not</u> **n**, **m**, **ou**, **ov**, **p**, **q** where two words start with the same letter.

1. The first student picks up a card from either the stack or the discard pile and discards one card face up on the discard pile.
2. The second student can pick from the stack or discard pile and then discards one card face up on the discard pile.
3. Play continues around the circle. When the stack finishes, turn the discard pile over to form a new stack. The card being discarded at the time goes face up to start the discard pile.
4. The winner is the first to have six words in alphabetical order.
5. Others can keep playing until at least three students have formed sets of six words in alphabetical order.

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BLM GM97

Alphabetical Order 5 GM96 5 GM97	5 GM97 pudding	5 GM97 took
5 GM97 livelihood	5 GM97 pulley	5 GM97 textbook
5 GM97 misunderstood	5 GM97 quarrel	5 GM97 understood
5 GM97 mistook	5 GM97 quarter	5 GM97 unhook
5 GM97 nook	5 GM97 rookie	5 GM97 input
5 GM97 neighbourhood	5 GM97 rosewood	5 GM97 increase
5 GM97 onlooker	5 GM97 soot	5 GM97 driftwood
5 GM97 overcook	5 GM97 sugar	5 GM97 deadwood
5 GM97 lambswool	5 GM97 vacancy	5 GM97 vehicle

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soot

sugar

woollen

woolly

wolf

couldn't

would've

shouldn't

crooked

fully

bully

pulley

bullet

bullock

fullness

womanly

pudding

butcher

driftwood

barefoot

bulldozer

understood

knighthood

cushion

kookaburra

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bullies

bullying

bushranger

cushioned

ebullience

ebullient

ebulliently

footlights

fulfilling

livelihood

misunderstood

penpusher

pulleys

pulpit

pushiness

swoosh

wolverine

wolves

woodwork

woolgrower

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b bb abuse, attribute, bases, bass, blessed, bow, buffet, combine, deliberate, elaborate, rebel

k c q ck x(ks) ch addict, approximate, axes, close, combine, commune, compact, compound, compress, conduct, console, content, contest, contract, converse, convict, co-ordinate, crooked, defect, discard, document, duplicate, escort, excess, excuse, exploit, export, extract, frequent, impact, object, perfect, project, record, recreation, reincarnate, reject, second, secreted, subject, suspect, triplicate

d dd addict, address, compound, conduct, co-ordinate, crooked, defect, delegate, degenerate, deliberate, desert, diagnoses, digest, dingy, discard, discharge, document, does, dove, duplicate, graduate, invalid, lead, leading, learned, moderate, proceeds, produce, record, second, secreted, subordinate, wind, wound

f ff ph buffet, defect, ferment, fragment, frequent, perfect, refuse

g gg august, delegate, diagnoses, fragment, graduate, grease, progress

j g ge dge degenerate, digest, dingy, discharge, graduate, project, reject, subject

l ll alternate, analyses, blessed, close, delegate, deliberate, duplicate, elaborate, exploit, implant, implement, invalid, lead, leading, learned, live, P/polish, rebel, supplement, triplicate

m mm mb approximate, combine, commune, compact, compound, compress, document, estimate, ferment, fragment, impact, implant, implement, intimate, minute, misuse, moderate, moped, mouth, permit, resume, segment, supplement

n nn kn alternate, analyses, conduct, console, content, contest, contract, converse, convict, degenerate, diagnoses, document, entrance, evening, ferment, fragment, frequent, incense, intern, intimate, invalid, learned, minute, present, recreation, wound, reincarnate, second, segment, subordinate, supplement, wind,

p pp appropriate, approximate, compact, compound, compress, duplicate, exploit, export, impact, implant, implement, moped, pate, perfect, permit, P/polish, present, proceeds, produce, progress, project, protest, separate, supplement, suspect, triplicate

r rr wr address, appropriate, approximate, attribute, compress, contract, crooked, deliberate, elaborate, entrance, extract, fragment, frequent, graduate, grease, moderate, present, proceeds, produce, progress, project, protest, read, rebel, record, recreation, refuse, reincarnate, reject, resume, row, secreted, separate, triplicate

s ss se ce x(ks) c abuse, address, analyses, approximate, associate, axes, bases, bass, blessed, close, compress, console, contest, converse, diagnoses, digest, discard, discharge, entrance, escort, estimate, excess, excuse, exploit, export, extract, grease, house, incense, misuse, proceeds, produce, progress, protest, refuse, second, secreted, segment, separate, sewer, sow, subject, subordinate, supplement, survey, suspect, use

t tt addict, alternate, appropriate, approximate, associate, attribute, august, buffet, compact, conduct, content, contest, contract, convict, co-ordinate, defect, delegate, degenerate, deliberate, desert, digest, document, duplicate, elaborate, entrance, escort, estimate, exploit, export, extract, ferment, fragment, frequent, graduate, impact, implant, implement, intern, intimate, minute, object, pate, perfect, permit, present, project, protest, reincarnate, reject, secreted, segment, separate, subject, subordinate, supplement, suspect, tear, triplicate

v ve converse, convict, dove, evening, invalid, live, survey

y u(yoo) abuse, attribute, commune, document, duplicate, excuse, minute, misuse, produce, refuse, use

z zz s se abuse, analyses, axes, bases, close, desert, diagnoses, does, excuse, grease, house, misuse, present, proceeds, refuse, resume, use

a addict, address, analyses, attribute, axes, bass, compact, contract, entrance, extract, fragment, graduate, impact, implant, invalid, pate

e ea address, blessed, compress, content, contest, defect, delegate, degenerate, desert, digest, entrance, escort, estimate, excess, excuse, exploit, export, extract, fragment, frequent, implement, incense, lead, leading, moped, object, perfect, present, progress, project, protest, read, rebel, record, recreation, refuse, reject, resume, second, segment, separate, subject, supplement, suspect

i addict, attribute, convict, deliberate, dingy, discard, discharge, impact, implant, implement, incense, intern, intimate, invalid, live, minute, misuse, permit, P/polish, reincarnate, triplicate, wind

o a approximate, combine, commune, compact, compound, compress, conduct, console, content, contest, contract, converse, convict, document, moderate, object, produce, second

u o august, buffet, conduct, does, dove, supplement, suspect.

ai ay a_e a alternate, appropriate, approximate, associate, bases, bass, co-ordinate, delegate, degenerate, deliberate, duplicate, elaborate, estimate, graduate, moderate, pate, recreation, reincarnate, resume, separate, subordinate, triplicate

ee e ea y ey analyses, appropriate, associate, axes, bases, defect, diagnoses, dingy, evening, lead, leading, read, record, recreation, refuse, reincarnate, reject, resume, secreted

i_e y igh i ie analyses, combine, digest, live, minute, wind

oa o_e ow o appropriate, associate, bow, close, console, diagnoses, does, dove, moped, P/polish, proceeds, progress, project, protest, row, sewer, sow

ir ur or er alternate, desert, ferment, intern, learned, perfect, permit, survey

or ore a aw au alternate, august, co-ordinate, escort, export, subordinate

oo ew ue u_e u abuse, attribute, commune, document, duplicate, excuse, graduate, minute, misuse, produce, refuse, resume, sewer, use, wound

ou ow bow, compound, house, mouth, row, sow, wound

er ar or a e i o u abuse, addict, address, alternate, analyses, appropriate, approximate, associate, attribute, august, axes, bases, buffet, combine, commune, compact, compound, compress, conduct, console, content, contest, contract, converse, convict, co-ordinate, defect, delegate, degenerate, deliberate, desert, diagnoses, digest, discard, discharge, document, duplicate, elaborate, entrance, escort, estimate, excess, excuse, exploit, export, extract, ferment, fragment, frequent, graduate, implement, intimate, invalid, learned, minute, moderate, object, perfect, permit, present, proceeds, produce, progress, project, protest, rebel, record, recreation, refuse, reincarnate, reject, resume, second, secreted, segment, separate, sewer, subject, subordinate, supplement, survey, suspect, triplicate

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Contractions

it is	it's	it has	it's	it will	it'll
he is	he's	he has	he's	he will	he'll
she is	she's	she has	she's	she will	she'll
who is	who's	who has	who's	who will	who'll
that is	that's	that has	that's	that will	that'll
there is	there's	there has	there's	there will	there'll
where is	where's	where has	where's	where will	where'll
what is	what's	what has	what's	what will	what'll
here is	here's			I will	I'll
				you will	you'll
		let us	let's	we will	we'll
				they will	they'll

is not	isn't	I have	I've	I had	I'd
are not	aren't	you have	you've	she had	she'd
was not	wasn't	we have	we've	he had	he'd
were not	weren't	they have	they've	you had	you'd
can not	can't	would have	would've	they had	they'd
will not	won't	could have	could've	we had	we'd
do not	don't	should have	should've		
does not	doesn't				
have not	haven't	I am	I'm	he would	he'd
did not	didn't			she would	she'd
could not	couldn't	we are	we're	I would	I'd
would not	wouldn't	you are	you're	you would	you'd
should not	shouldn't	they are	they're	we would	we'd
had not	hadn't			they would	they'd
has not	hasn't				
shall not	shan't				
must not	mustn't				

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BLM WSS

Word Strip Sheet

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Unit 27

oo u book bush

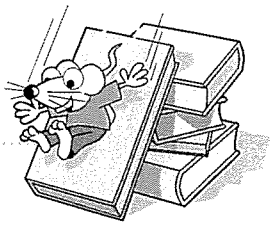
List Words

hoodwink
ambushed
bullying
pulleys
bullocky
cuckoo
crookedly
rookery
whoosh
bushel
bulrush
fulsome
bulletin
bullion
courier
likelihood
fulfilment
unfulfilled
fulfilling
ebullient
woomera
babushka
pincushion
bushwhacker
misunderstood

1 **Colour** the graphemes that represent oo u in the List Words.

2 **Go** to the List Words for Unit 27. **Count** the sounds and identify all the graphemes in each List Word.

3 **Write** any other letters that can represent oo u on the Grapheme Chart. **Write** one word example for each.



Grapheme Chart

grapheme	word

4 **Colour** the rectangles containing words where you hear oo u.

foodhall	ambushed	balloonist	business	elaborate	unfulfilled	crockery
fulfilment	amused	bulletin	brushing	ebullient	approval	crookedly
fulsome	bushel	bamboo	bushwhacker	embarrass	bullocky	rookery
fulfilling	beautiful	bullion	butterflies	woomera	baboon	whoosh
future	likelihood	bruised	whooping	wonderful	babushka	wholesale

5 **Rewrite** these List Words adding the missing graphemes for oo u.

bshel _____ bllying _____ bllocky _____
rkery _____ blletin _____ likelihd _____
plleys _____ blrush _____ ambshed _____
bllion _____ crkedly _____ flfilment _____

6 **Rewrite** the digraphs that are missing in these List Words.

bu____el h____dwink babu____ka unfulfi____ed bu____yi____
bulru____ c____ri____ ____oo____ ambu____ ____ l__k__lih____d
w____mera bu____etin ebu____ient bu____o____y misund____st____d
cu____ ____ fulso____ fulfi____i____ pu____ ____s bu____ ____a____ ____

7 **Rewrite** these List Words that have their beginnings at the end.

yingbull _____ edlycrook _____
riercou _____ ientebull _____
etinbull _____ lihoodlike _____

8 **Study** the information in the green text. **Cross** out the incorrect word in each underlined verb. **Write** the full correct verb at the end of the sentence.

★ The words *should*, *could* and *would* are verbs and can be used with the helping verb *have*, for example *He could have come with us*. The word *of* is a preposition that introduces phrases, for example *She picked a bunch of roses*. *Of* is never a verb.

The experiment using pulleys and levers should of worked. _____ _____ _____
The penguins' rookery would of disappeared in the cyclone. _____ _____ _____
That whoosh of wind could of blown the courier off his bike. _____ _____ _____

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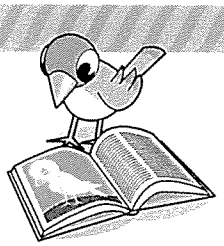


9 **Colour code** one word part from each column to form spoonerisms.
Write the original words on the lines. Some are compound words.

Go to Helpful Hints 29 and 31.

dull	boarer	_____
tull	banger	_____
rush	bozer	_____
rull	fime	_____

fare	knood	_____
fussy	poot	_____
hight	hink	_____
wood	boot	_____

budding	pike	_____
cin	powl	_____
bush	backer	_____
whush	pushion	_____

10 **Write** the List Words that could appear between the following pairs of guide words on the pages of a dictionary.

★ Guide words are the words at the top of the pages in a dictionary, to guide you to the word you are seeking.

amber	pug	full	cube	wool	babble
_____	_____	_____	_____	_____	_____
amenity	pulse	function	cuff	word	baby

11 **Write** List Words to complete these sentences. **Use** a dictionary to help with meanings.

The _ _ _ _ _ _ _ misunderstood where he was to deliver the crate of gold _ _ _ _ _ _ _.

The _ _ _ _ _ _ _ _ _ _ _s danced _ _ _ _ _ _ _ _ _ly around the campfire after finding gold.

The bushrangers hid among the _ _ _ _ _ _ _es by the billabong before they _ _ _ _ _ _ _ the coaches carrying the gold bullion from the gold fields.

A man showed us how to use a _ _ _ _ _ _ _ to launch a spear and how to throw a boomerang.

My Russian aunt sent me a _ _ _ _ _ _ _ _ to wear on my head as part of my fancy dress costume.

A _ _ _ _ _ _ _ _ was printed and handed out to alert people about the approaching bushfire.

The success we achieved in completing the rookery for the cuckoos was very _ _ _ _ _ _ _ _ _ _ _.

In the past, the _ _ _ _ _ _ was used as a measurement for large quantities of goods such as grain.

Challenge

Colour all the List Words in the Word Search to find the hidden title of a book. Letters forming words can be joined in any direction except diagonally. No letter is shared by words. One word is done as an example.

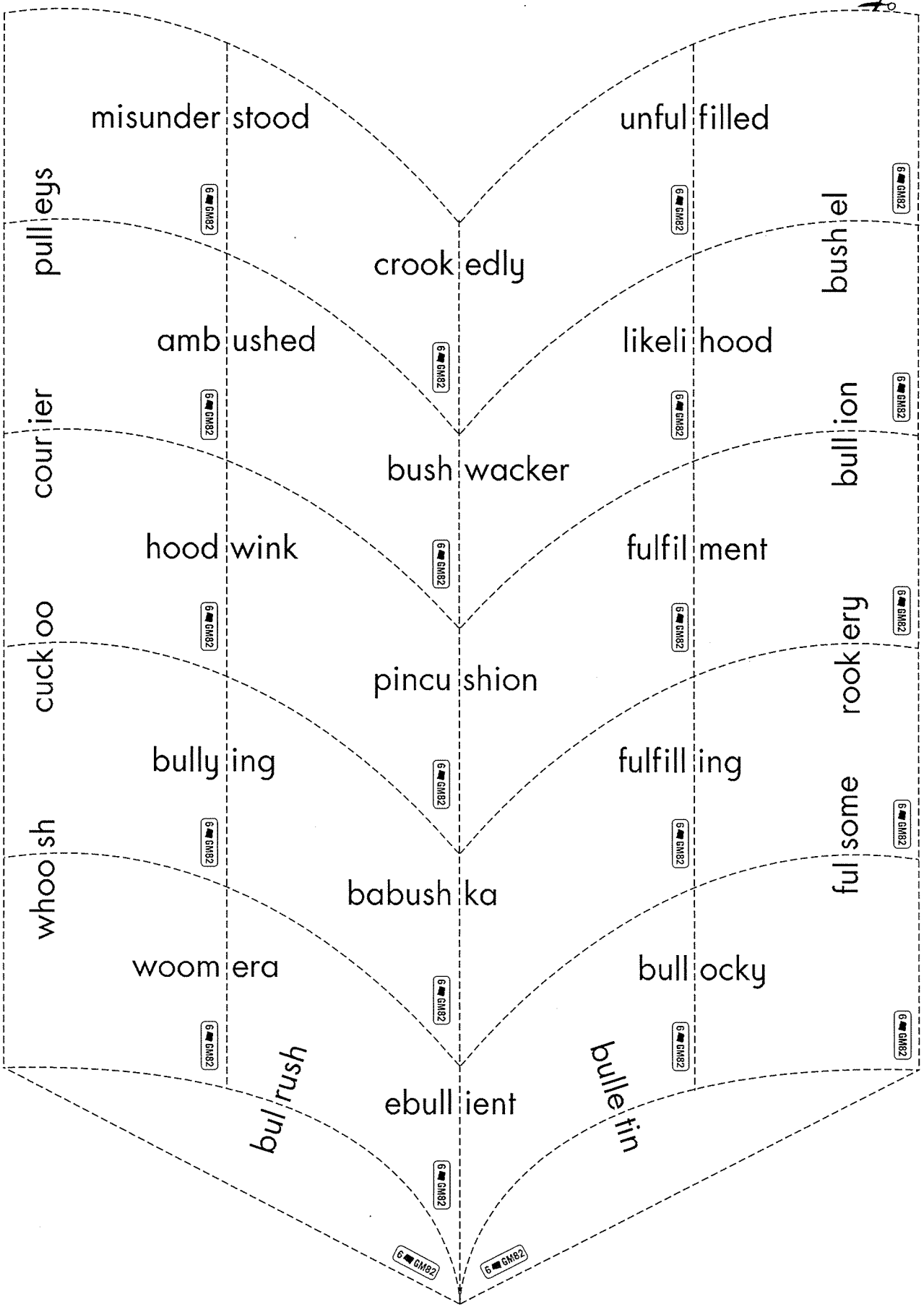
★ Link the words lightly with a lead pencil until all words are found.

m	T	p	b	u	h	s	h	e	l	b	u	l	i	f	u	l	f	n	g
i	h	u	s	l	b	u	r	o	o	k	l	l	k	e	l	e	i	i	n
s	o	l	y	l	k	e	d	l	y	e	e	i	o	n	i	b	l	l	o
u	o	l	e	o	o	C	w	h	o	r	c	d	o	o	h	u	s	h	i
n	d	w	r	c	o	b	h	s	o	y	o	f	u	l	f	l	u	c	k
d	o	i	n	k	r	u	l	u	b	o	u	e	m	l	i	l	c	a	e
e	a	k	k	y	c	o	r	n	u	l	r	n	t	n	e	i	n	h	r
r	m	b	u	c	e	o	u	f	u	l	i	e	r	t	d	b	i	w	h
t	s	b	d	l	u	c	k	s	h	l	e	t	i	w	o	a	a	p	a	s
o	S	u	e	l	n	f	u	l	s	f	i	l	n	a	o	r	b	k	k	u
o	d	s	h	y	i	n	g	e	o	m	e	l	e	d	m	e	u	s	h	b

Hidden Book Title _

ISBN 978 1 74135 161 3

BLM GM82 6 GM82 Book Word Puzzle



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BLM GM83 6 GM83 6 GM84 6 GM85 **Unlucky Last:** Alphabetical Order

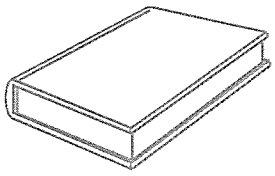
6 GM83 6 GM84 6 GM85

Unlucky Last — *a game for 2 to 4 students.*

The aim of the game is to dispose of all cards as quickly as possible by laying out sets of three cards with words starting with the same letter arranged in alphabetical order and not be left holding the Unlucky Last card.

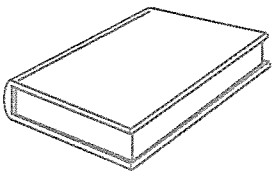
1. Students sit in a circle.
2. The dealer deals out all the cards. One student will get one more or one less card, depending on the number of students.
3. All students put out, face up, any sets of two or three cards with words following the desired pattern and hold the rest of their cards in their hands.
4. The dealer then picks a card, without looking, from the hand of the student to their right and adds it to any of their pairs to form a set of three if they can. If they can't they add the card to their hand.
5. The next student does the same, selecting a card from the student to their right and adding to any of their pairs where possible.
6. Play continues, with students dropping out as they dispose of all their cards, until all sets of three cards have been formed.
7. The student who is left with the Unlucky Last card loses the game.

bulletin



6 GM83

bullion



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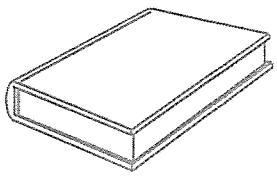
bullying



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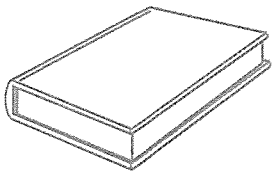
ambitious



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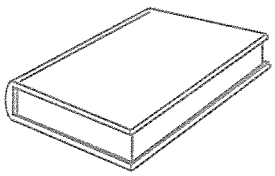
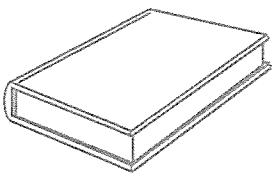


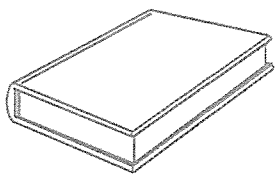
6 GM83

ambushed



6 GM83

Unlucky Last!



6 GM83

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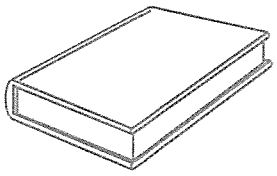
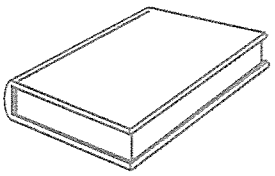
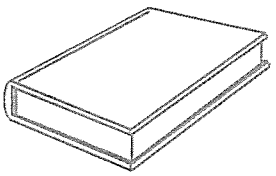
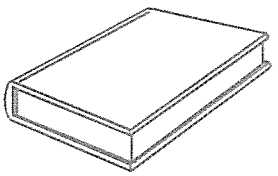
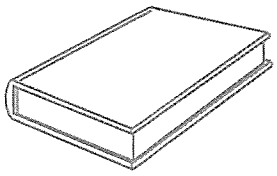
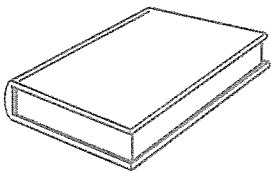
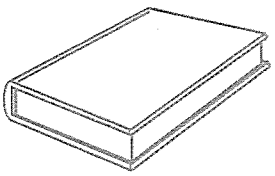
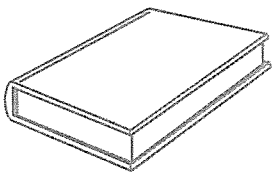
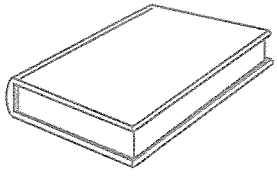
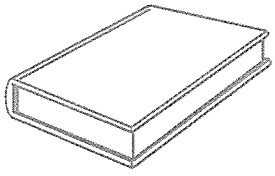
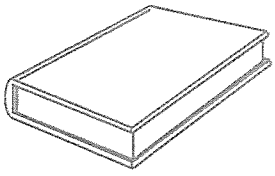
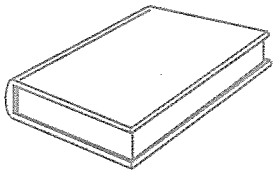
BLM GM84 6 GM83 6 GM84 6 GM85 **Unlucky Last:** Alphabetical Order

courier	fulfilling	woman	ebony
			
6 GM84	6 GM84	6 GM84	6 GM84
crookedly	fulfilment	woollen	ebullience
			
6 GM84	6 GM84	6 GM84	6 GM84
cuckoo	fulsome	woomera	ebullient
			
6 GM84	6 GM84	6 GM84	6 GM84

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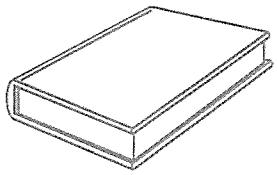
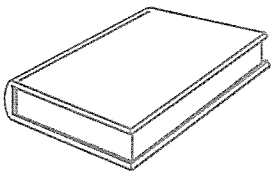
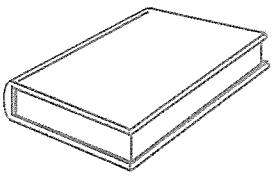
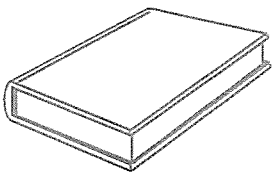
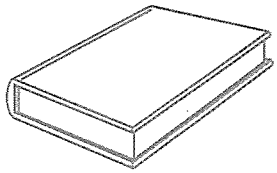
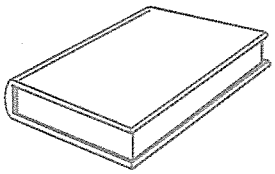
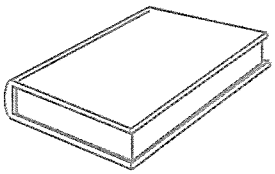
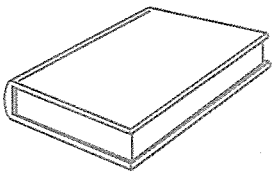
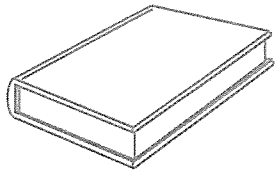
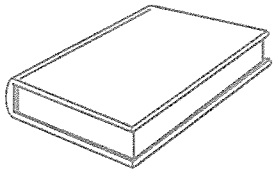
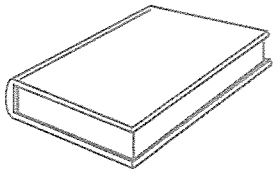
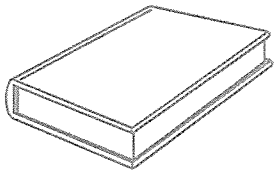
BLM GM85 6 GM83 6 GM84 6 GM85 **Unlucky Last:** Alphabetical Order

pincushion  6 GM85	rookery  6 GM85	hooded  6 GM85	misunderstood  6 GM85
pullet  6 GM85	rookie  6 GM85	hoodlum  6 GM85	mistook  6 GM85
pulley  6 GM85	rooster  6 GM85	hoodwink  6 GM85	misfortune  6 GM85

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hoodwink

ambushed

bullying

pulleys

bullocky

cuckoo

crookedly

rookery

whoosh

bushel

bulrush

fulsome

bulletin

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courier

likelihood

fulfilment

unfulfilled

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ebullient

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BLM T16 Battle Word Card

My Attack Grid

9											
8											
7											
6											
5											
4											
3											
2											
1											
	A	B	C	D	E	F	G	H	I	J	K

My Defence Grid

9											
8											
7											
6											
5											
4											
3											
2											
1											
	A	B	C	D	E	F	G	H	I	J	K

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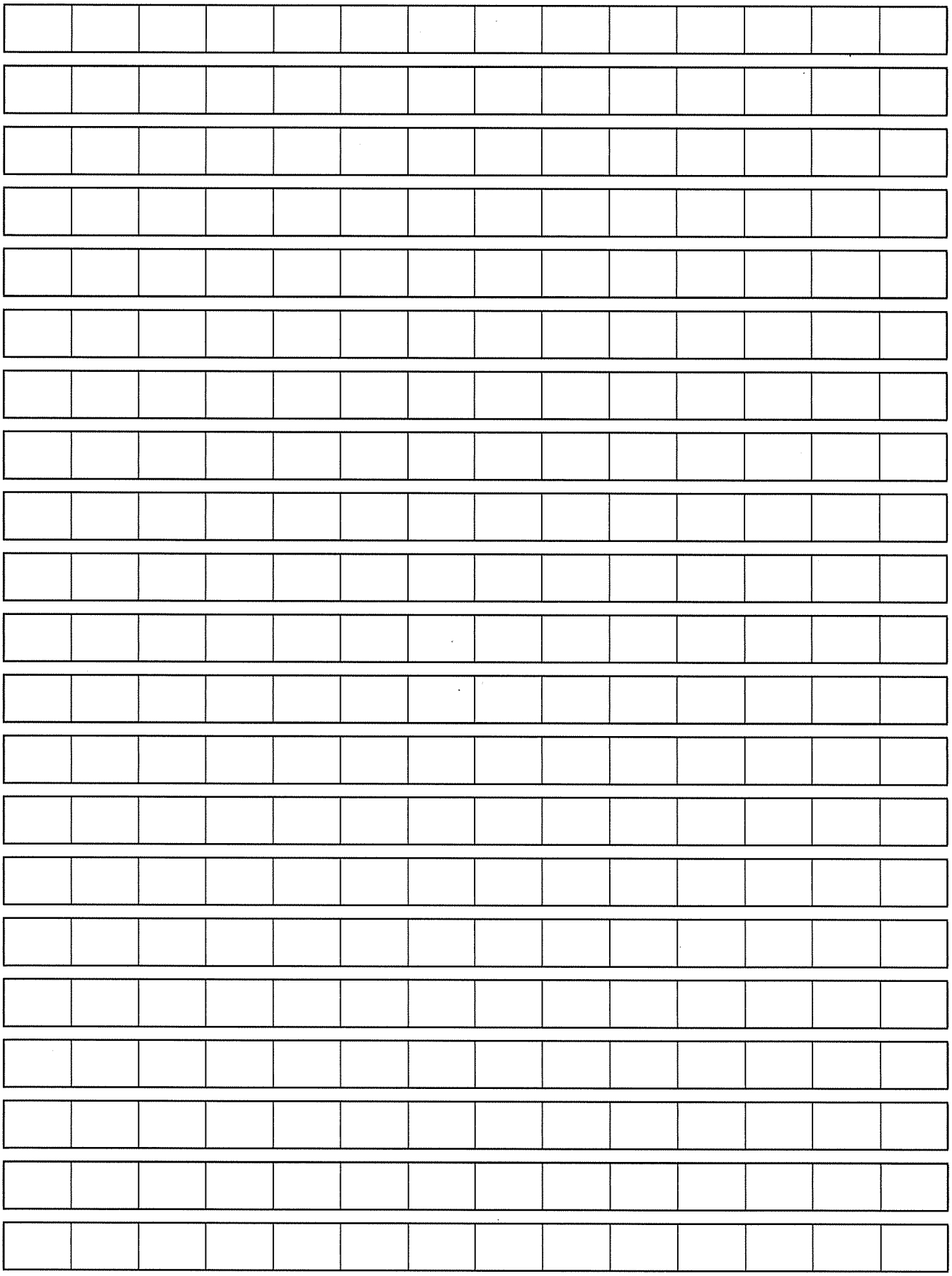
BLM WSS Word Strip Sheet



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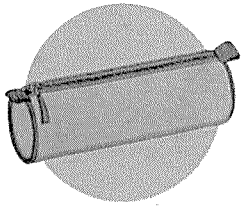
What Is Nominalisation?

Nominalisation occurs when you use a verb, adjective or adverb like a noun. You do this by changing the word, often by adding a suffix.

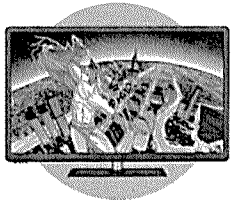
Verb into a noun:



I organised my pencil case.
My pencil case is in perfect organisation.

_____ _____

Adjective into a noun:



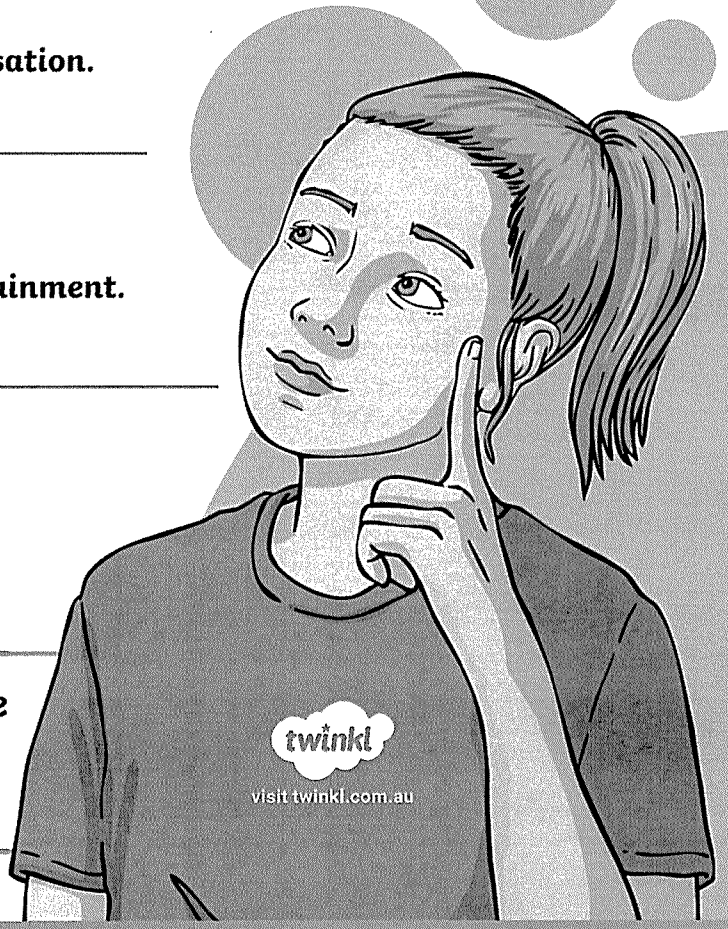
The TV show was entertaining.
The TV show had enjoyable entertainment.

_____ _____

Adverb into a noun:

My friend ran quickly.
My friend moved with quickness.

Nominalisations can make your writing sound more formal and precise, but can also distance or bore your readers. Be wary and use your nominalisations wisely!



Nominalisation

Transforming Words into Nouns

There are some slide that ask you to complete a task. Please write your answers on the slide.

1

Learning Objective

To be able to recognise and use nominalisation in writing.

Success Criteria

I can change a verb, adjective or adverb into a noun or group of words.

2

Nouns, Verbs, Adjectives and Adverbs

Before we get into nominalisations, let's go over word types you'll need to know:

Noun – a person, place or thing

Adjective – describes a noun

Verb – an action or 'doing' word

Adverb – adds detail to a verb

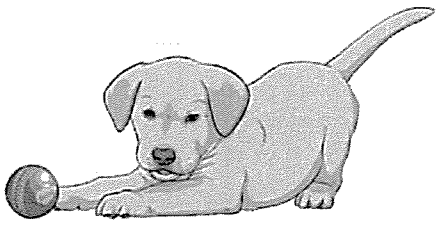
3

Nouns, Verbs, Adjectives and Adverbs

Can you find the **noun**, **adjective**, **verb** and **adverb** in this sentence?

Label each one in the sentence.

The energetic puppy excitedly raced after the ball.



4

Nominalisation

Great, so now you've got your word types under control, let's talk about nominalisation.

Nominalisation occurs when you use a **verb**, **adjective** or **adverb** like a **noun**.

One way of doing this is to add a suffix or ending to your word. For example:

organise	➡	organisation
react	➡	reaction

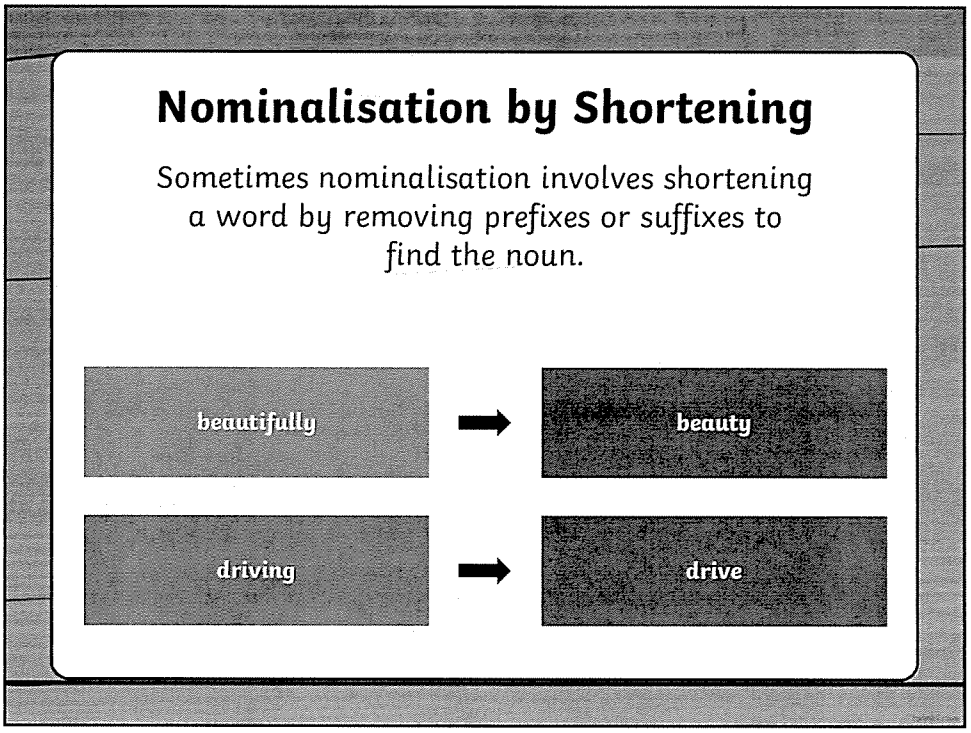
5

Nominalisation with a Suffix

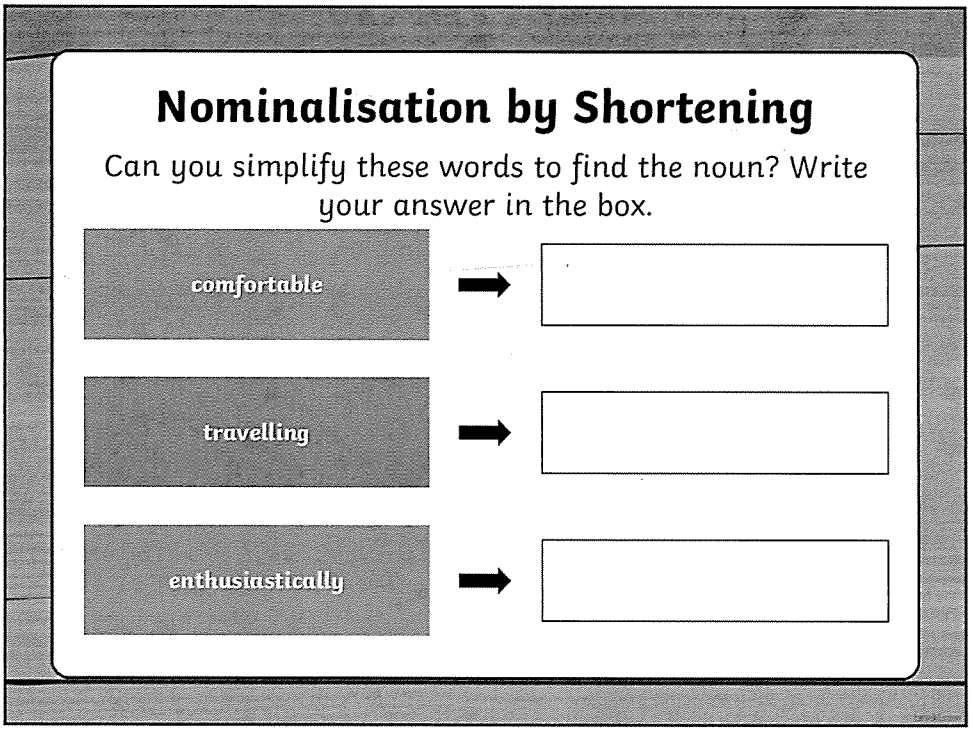
These words have been nominalised by adding a suffix.

difficult	➡	difficulty
move	➡	movement
quickly	➡	quickness
nominalise	➡	nominalisation

6


Nominalisation by Shortening
Sometimes nominalisation involves shortening a word by removing prefixes or suffixes to find the noun.
beautifully
beauty
driving
drive

7


Nominalisation by Shortening
Can you simplify these words to find the noun? Write your answer in the box.
comfortable
travelling
enthusiastically

8

Easy Nominalisations

Some verbs can already be used as a noun so you don't have to do anything to change them.

answer	→	answer
photograph	→	photograph
progress	→	progress

9

Challenging Nominalisations

On the other hand, you might need to change groups of words to make a nominalisation.

Oliver was **scared** of a spider.

↓

Oliver has a ***fear*** of spiders.

10

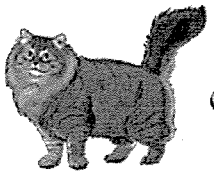
Challenging Nominalisations

On the other hand, you might need to change groups of words to make a nominalisation.

The **graceful** cat. ➡ The cat acted with **grace**.

Jenny **called** her friend. ➡ Jenny made a phone **call**.

I understood **completely**. ➡ I had **complete** understanding.



11

Nominalisations and Writing

Let's have another look at the sentences we made.

The **graceful** cat. ➡ The cat acted with **grace**.

Jenny **called** her friend. ➡ Jenny made a phone **call**.

I understood **completely**. ➡ I had **complete** understanding.

Which do you prefer and why?

Which would you use in an information report or essay? What about speaking to a friend?

12

Nominalisations and Writing

Nominalisations make our writing seem more formal and allow us to talk more about ideas rather than actions. What would you rather tell your teacher?

My **homework** was **late** because I was **watching TV**.

OR

The **reason** for the late **submission** of my **homework** was the **enjoyment** of **entertainment**.

13

Nominalisations and Writing

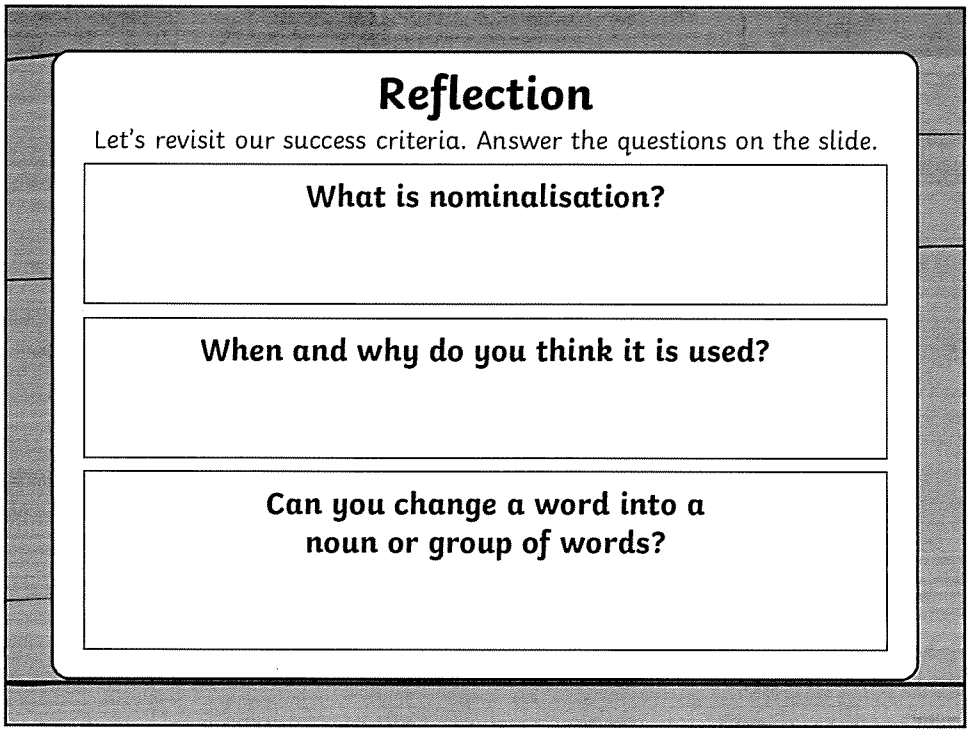
On the other hand, sometimes connection and action are a good thing in writing. Which sentence would you write to persuade someone?

The **preservation** of the **zoo** is **vital** for **conservation** of **species** which are **under threat**.

OR

We **must keep** the **zoo** or our **precious animals** will **quickly become extinct**.

14


Reflection
Let's revisit our success criteria. Answer the questions on the slide.
What is nominalisation?
When and why do you think it is used?
Can you change a word into a noun or group of words?

15

Nominalisation

Instructions:

Nominalisation is where you use a verb, adjective or adverb like a noun.

For example: I organised my pencil case.

Nominalised: The organisation of my pencil case.

Nominalise the underlined words in these sentences. You may need to change or switch words around so that the sentence makes sense.

My friend worked carefully.

_____

The storm thundered across the sky.

_____

It was a difficult test.

_____

The cat moved gracefully.

_____

We are travelling to Sydney.

_____

The garden grew tremendously.

_____

Nominalisation

I created a painting.

_____

Our team won the match.

_____

The baby slept peacefully.

_____

I included all my friends.

_____

We must protect the environment.

_____

Scared of spiders.

_____

Talking about a game.

_____

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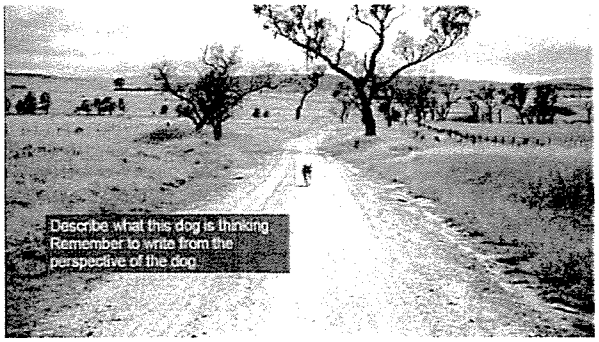
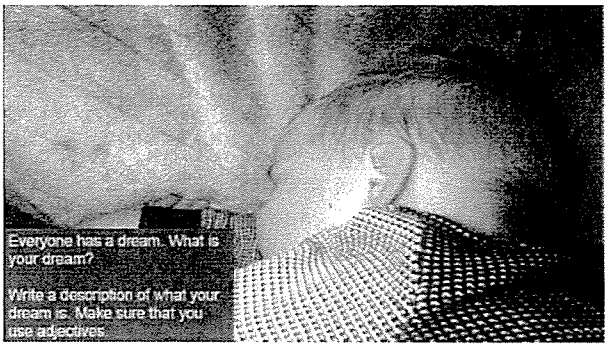

Describe what this dog is thinking
Remember to write from the
perspective of the dog

Date: _____/____/_____

_____

Have I got/checked?									
Capitals		Sentence		Punctuation		Paragraphs /		Spelling	


Everyone has a dream. What is your dream?
Write a description of what your dream is. Make sure that you use adjectives.

Date: _____/____/_____

_____

Have I got/checked?									
Capitals		Sentence		Punctuation		Paragraphs /		Spelling	

Adding Fractions

1

Aim

- To add fractions with the same denominator.

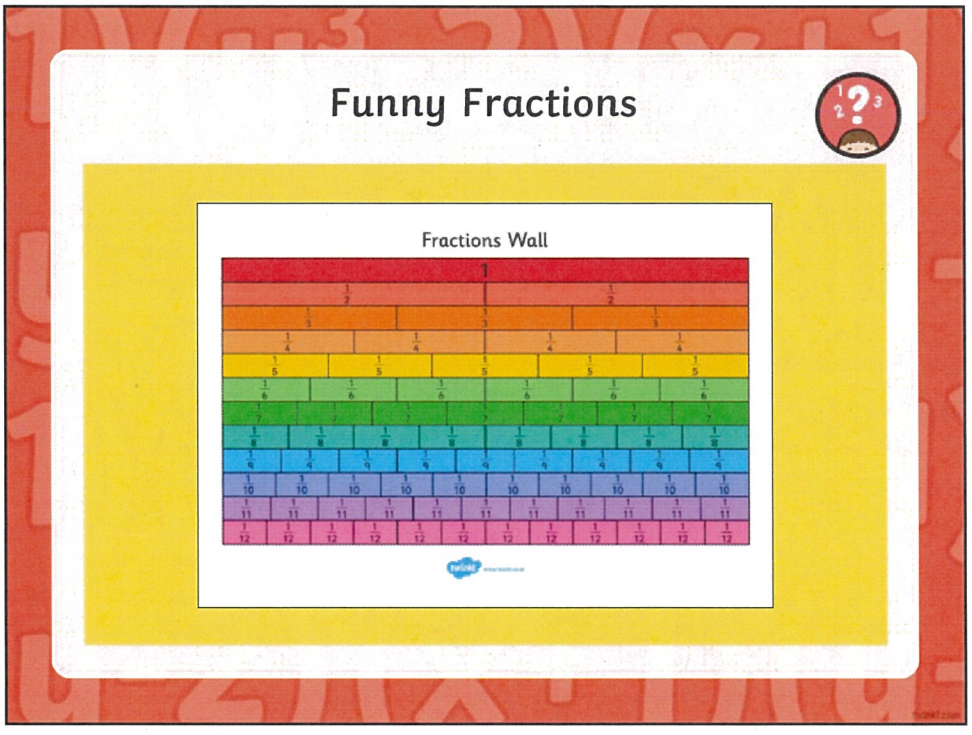
Success Criteria

- I can use a fraction wall or diagram to show the fractions.
- I can add the numerators of two different fractions with the same denominator to find the total.

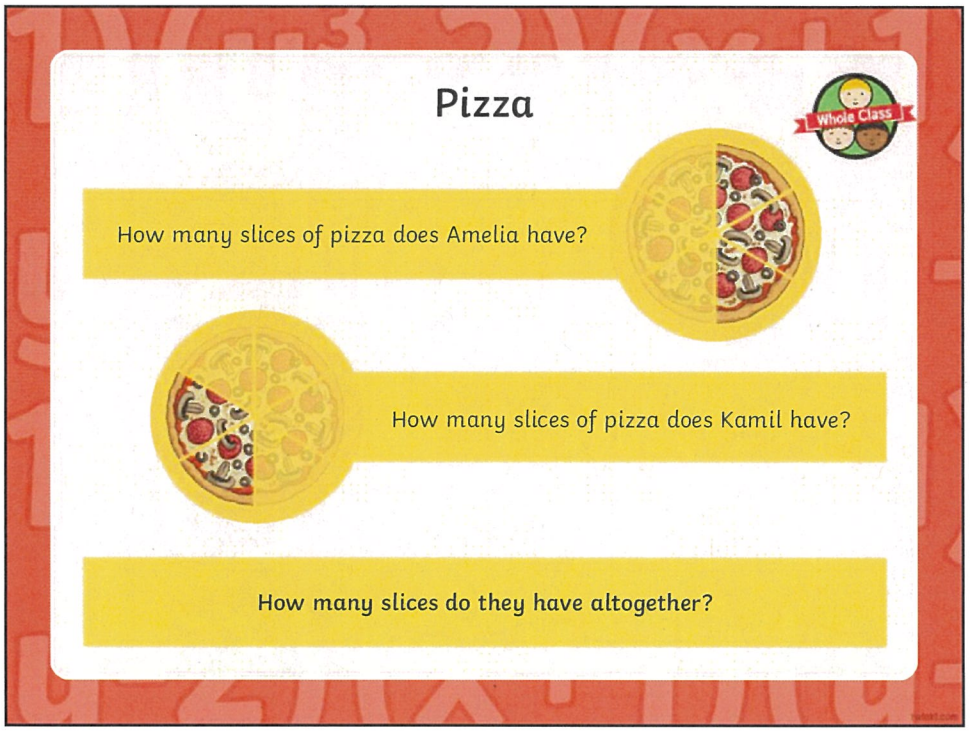
2

Funny Fractions
Count up in fraction steps from the given fraction.
Can you match your voice to the Funny Voice Card?

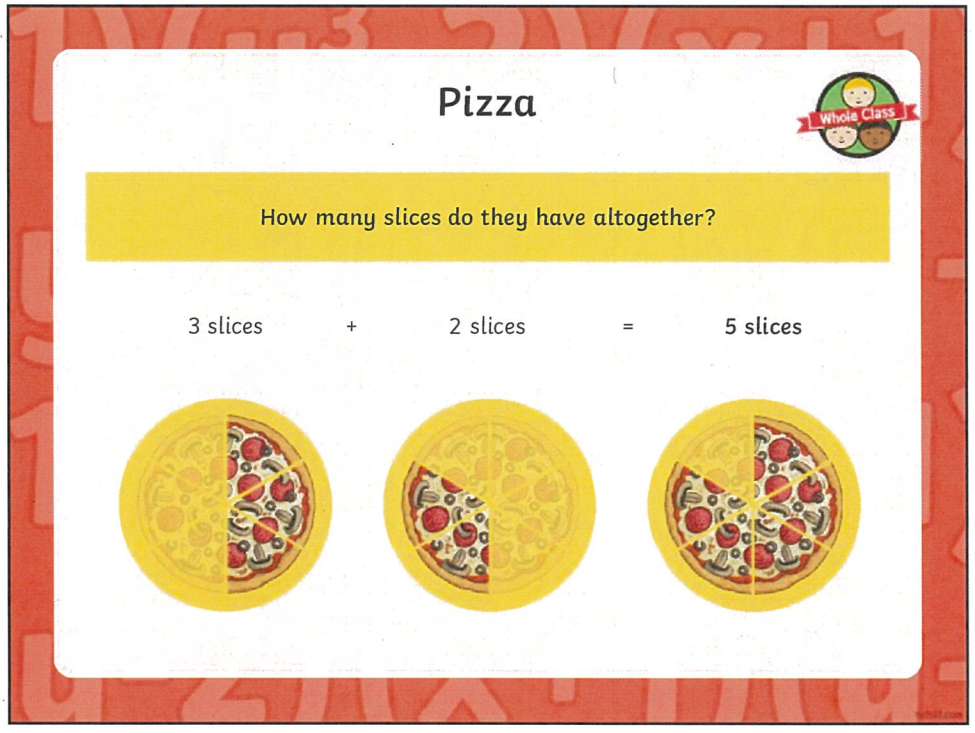
3


Funny Fractions
Fractions Wall

4


Pizza
Whole Class
How many slices of pizza does Amelia have?
How many slices of pizza does Kamil have?
How many slices do they have altogether?

5


Pizza
Whole Class
How many slices do they have altogether?
3 slices + 2 slices = 5 slices

6

Pizza

Whole Class

How would the calculation change if we used fractions instead of slices?

How many slices of pizza does Amelia have?

How many slices of pizza does Kamil have?

What fraction of a pizza do they have altogether?

7

Pizza

Whole Class

What fraction of a pizza do they have altogether?

$\frac{3}{6}$ + $\frac{2}{6}$ = $\frac{5}{6}$

8

Pizza Fractions

Why do we only add the numerators and not the denominators?
What fraction of pizza does each calculation show?

1

$\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$

2

$\frac{2}{8} + \frac{5}{8} = \frac{7}{8}$

3

$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

4

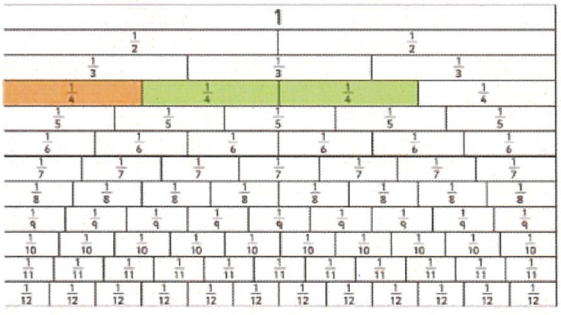
$\frac{3}{10} + \frac{4}{10} = \frac{7}{10}$

9

Wall

What do we need to colour in on the fraction wall
to show this calculation?

$\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$



10

Wall

Try these:

1 $\frac{4}{6} + \frac{1}{6} = \frac{\quad}{\quad}$

2 $\frac{5}{10} + \frac{2}{10} = \frac{\quad}{\quad}$

3 $\frac{3}{7} + \frac{3}{7} = \frac{\quad}{\quad}$

4 $\frac{2}{12} + \frac{7}{12} + \frac{1}{12} = \frac{\quad}{\quad}$

11

And the Question Is...

Complete the fractions to make the answer correct:

$\frac{\quad}{6} + \frac{\quad}{6} = 1$

How many different ways can you solve this problem?

How do you know you have found them all?

12

And the Question Is...

Complete the fractions to make the answer correct:

$\frac{\square}{10} + \frac{\square}{10} = 1$

How many different ways can you solve this problem?

How do you know you have found them all?

13

Adding Fractions

To add fractions with the same denominator.

Colour in the fractions of pizza and use them to help you to add the fractions.

1. $\frac{1}{3} + \frac{1}{3} =$

2. $\frac{2}{5} + \frac{1}{5} =$

3. $\frac{4}{10} + \frac{2}{10} =$

4. $\frac{3}{7} + \frac{2}{7} =$

5. $\frac{4}{9} + \frac{3}{9} =$

6. $\frac{2}{6} + \frac{3}{6} =$

7. $\frac{4}{8} + \frac{2}{8} =$

8. $\frac{3}{10} + \frac{5}{10} =$

Can you divide the squares into the correct number of sections to represent the fractions in each calculation?

9. $\frac{2}{4} + \frac{1}{4} =$

10. $\frac{3}{8} + \frac{4}{8} =$

Adding Fractions

To add fractions with the same denominator.

Use a Fraction Wall to help you to add these pairs of fractions.
Can you draw a diagram to show each calculation?

E.g. $\frac{3}{10} + \frac{2}{10} = \frac{5}{10}$

1. $\frac{1}{3} + \frac{1}{3} =$

2. $\frac{2}{5} + \frac{1}{5} =$

3. $\frac{4}{10} + \frac{2}{10} =$

4. $\frac{3}{7} + \frac{2}{7} =$

5. $\frac{4}{9} + \frac{3}{9} =$

6. $\frac{2}{6} + \frac{3}{6} =$

7. $\frac{4}{8} + \frac{2}{8} =$

8. $\frac{3}{10} + \frac{5}{10} =$

9. $\frac{2}{4} + \frac{1}{4} =$

10. $\frac{3}{8} + \frac{4}{8} =$

Adding Fractions

To add fractions with the same denominator.

Use a Fraction Wall to help you to add these pairs of fractions.

1. $\frac{1}{3} + \frac{1}{3} =$

2. $\frac{2}{5} + \frac{1}{5} =$

3. $\frac{4}{10} + \frac{2}{10} =$

4. $\frac{3}{7} + \frac{2}{7} =$

5. $\frac{4}{9} + \frac{3}{9} =$

6. $\frac{4}{9} + \frac{3}{9} =$

7. $\frac{2}{6} + \frac{3}{6} =$

8. $\frac{4}{8} + \frac{2}{8} =$

9. $\frac{3}{10} + \frac{5}{10} =$

10. $\frac{3}{8} + \frac{4}{8} =$

11. If the answer is $\frac{3}{7}$, what could the sum be? How many answers can you find?

12. If the answer is $\frac{6}{10}$, what could the sum be? How many answers can you find?

Adding Fractions

1

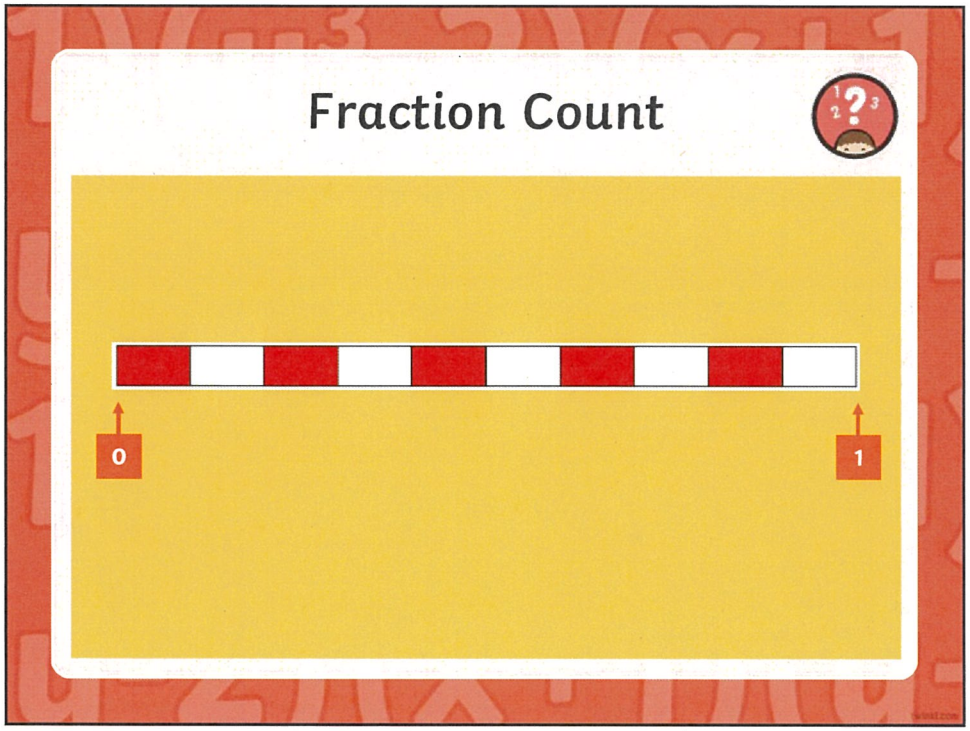
Aim

- To add fractions with the same denominator.

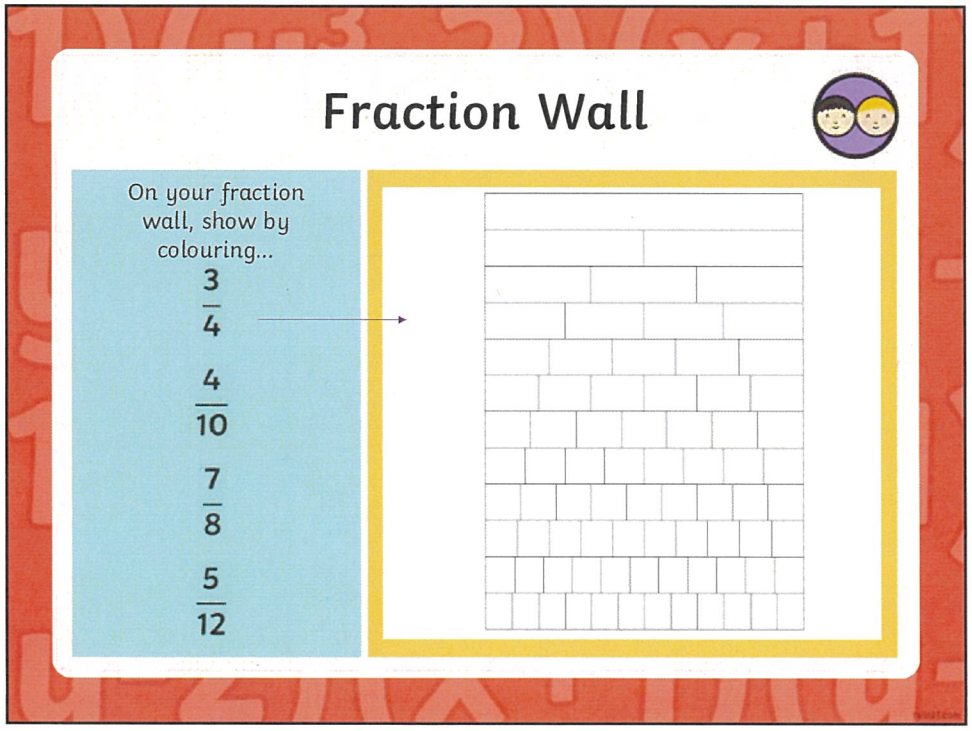
Success Criteria

- I can use a fraction bar to represent a fraction.
- I can show two fractions on a fraction bar.
- I can use a fraction bar to find the total of two fractions.

2


Fraction Count
0
1

3


Fraction Wall
On your fraction wall, show by colouring...
3/4
4/10
7/8
5/12

4

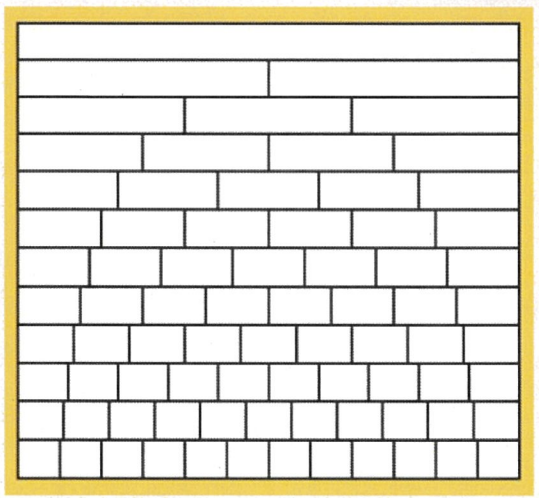
Fraction Wall

On your fraction wall, colour in $\frac{2}{6}$.

On your fraction wall, mark another $\frac{3}{6}$ with lines.

How many sixths have been coloured in altogether?

$\frac{2}{6} + \frac{3}{6} = \square$



5

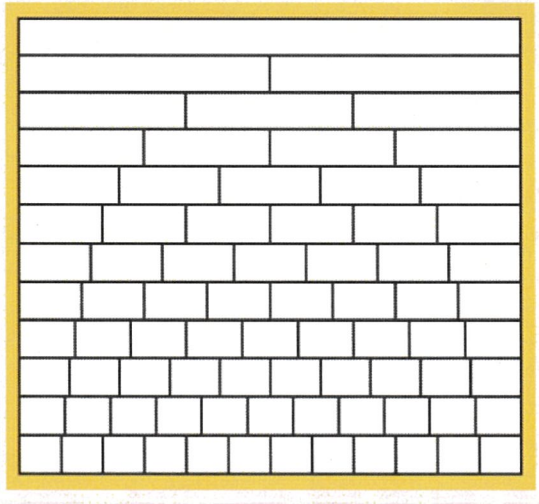
Fraction Wall

On your fraction wall, colour in $\frac{5}{12}$.

On your fraction wall, mark another $\frac{4}{12}$ with lines.

How many twelfths have been coloured in altogether?

$\frac{5}{12} + \frac{4}{12} = \square$



6

Fraction Wall

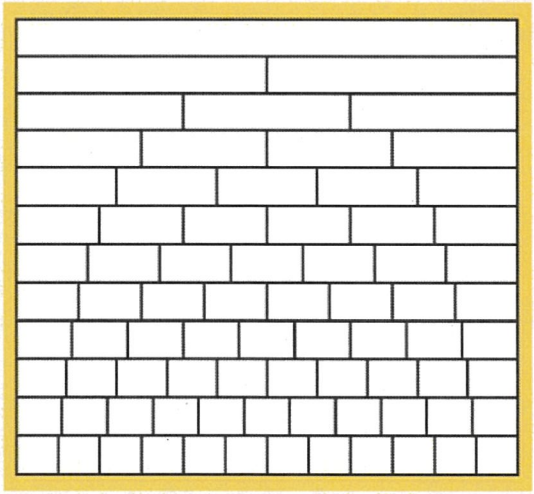
On your fraction wall, colour in $\frac{3}{10}$.

On your fraction wall, mark another $\frac{2}{10}$ with lines.

On your fraction wall, mark another $\frac{4}{10}$ with dots.

How many tenths have been coloured in altogether?

$\frac{3}{10} + \frac{2}{10} + \frac{4}{10} =$ ▮



7

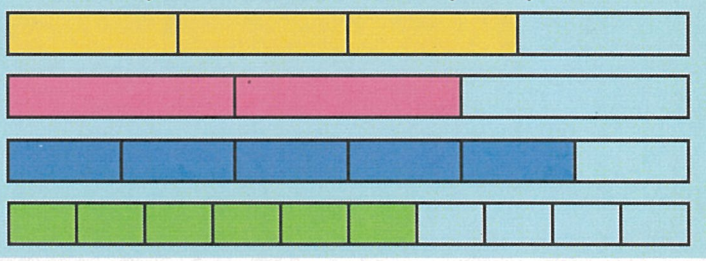
Fraction Bars

How could this bar be used to show $\frac{2}{5}$?

The bar needs to be split into 5 equal sections to represent fifths.

2 of the 5 sections need to be coloured in to represent the 2 fifths.

Draw fraction bars to show each of these fractions:



8

Fraction Bars

Draw a fraction bar to represent $\frac{3}{8}$.

Add $\frac{4}{8}$ so that your fraction bar shows $\frac{3}{8} + \frac{4}{8}$.

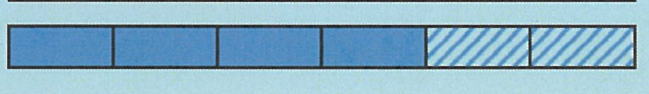
so $\frac{3}{8} + \frac{4}{8} = \frac{7}{8}$.

Draw fraction bars to solve each of these calculations:

$\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$

$\frac{3}{8} + \frac{3}{8} = \frac{6}{8}$

$\frac{4}{6} + \frac{2}{6} = \frac{6}{6}$ or 1



What do you notice about the numerators and denominators when you add the fractions?

9

Beyond the Whole

Draw a fraction bar to calculate $\frac{3}{4} + \frac{2}{4}$.

What do we need to do to add $\frac{2}{4}$?

$\frac{3}{4} + \frac{2}{4} = \frac{5}{4}$ or $1\frac{1}{4}$

Solve these calculations:

$\frac{5}{6} + \frac{4}{6} = \frac{9}{6}$ or $1\frac{3}{6}$

$\frac{6}{8} + \frac{6}{8} = \frac{12}{8}$ or $1\frac{4}{8}$

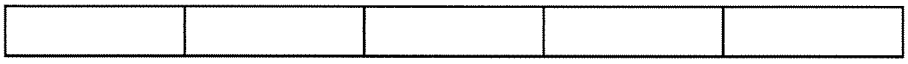
10

Adding Fractions

To add fractions with the same denominator

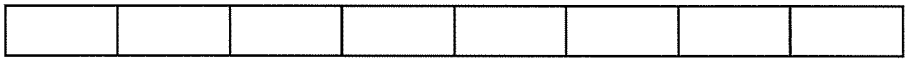
Colour in the fraction bars to show these calculations and then give the answers.

1. $\frac{2}{5} + \frac{1}{5} =$ ☐



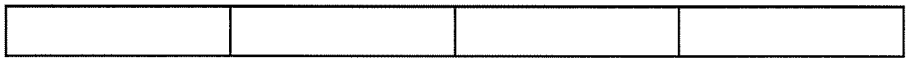
2. $\frac{1}{3} + \frac{1}{3} =$ ☐

3. $\frac{4}{8} + \frac{3}{8} =$ ☐

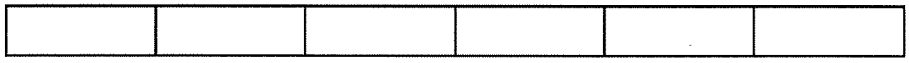


4. $\frac{2}{7} + \frac{3}{7} =$ ☐

5. $\frac{1}{4} + \frac{3}{4} =$ ☐ or ☐



6. $\frac{3}{6} + \frac{1}{6} =$ ☐

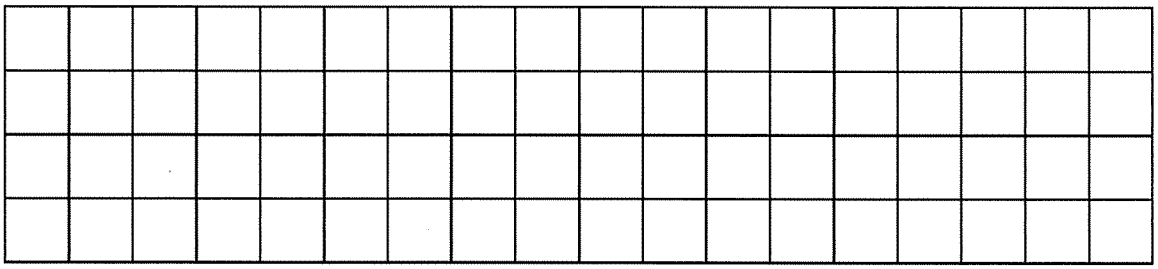


7. $\frac{4}{9} + \frac{4}{9} =$ ☐

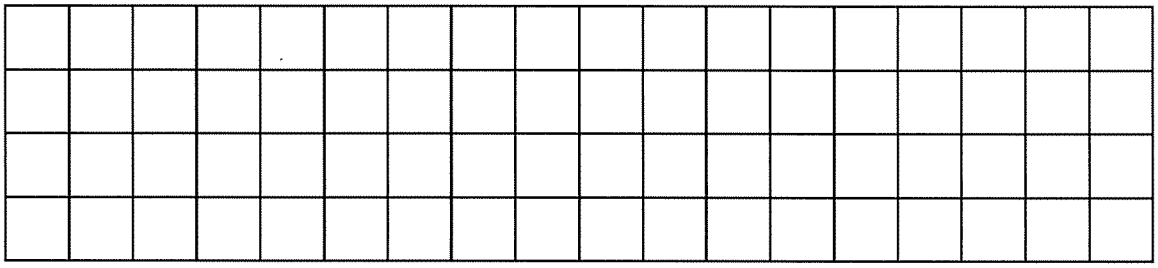
8. $\frac{2}{10} + \frac{4}{10} + \frac{3}{10} =$ ☐

Draw fraction bars to show these calculations and then give the answers.

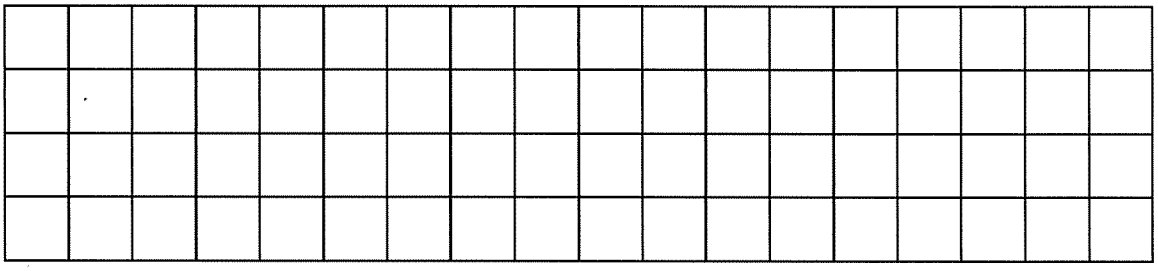
9. $\frac{2}{6} + \frac{3}{6} = \square$



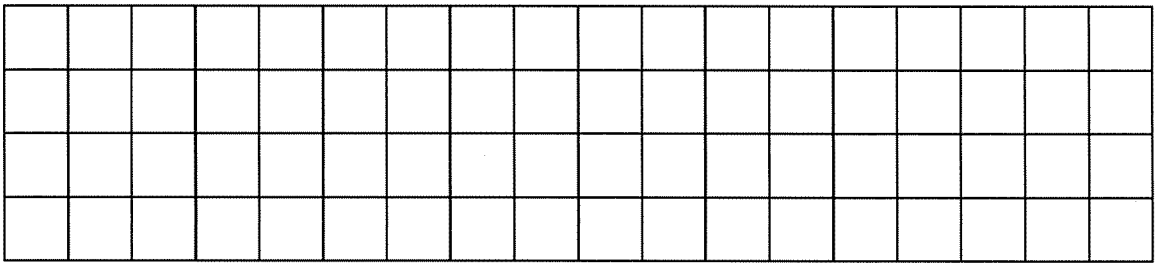
10. $\frac{5}{10} + \frac{3}{10} = \square$



11. $\frac{1}{5} + \frac{3}{5} = \square$



12. $\frac{4}{7} + \frac{2}{7} = \square$

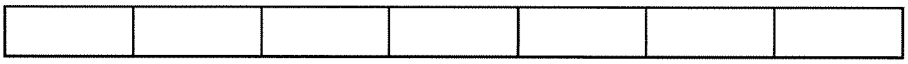


Adding Fractions

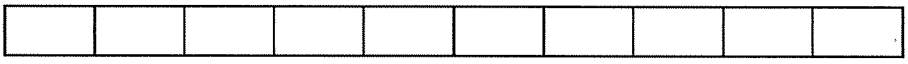
To add fractions with the same denominator

Colour in the fraction bars to show these calculations and then give the answers.

1. $\frac{2}{7} + \frac{3}{7} =$ ☐



2. $\frac{2}{10} + \frac{4}{10} + \frac{3}{10} =$ ☐



3. $\frac{5}{6} + \frac{3}{6} =$ ☐ or ☐

4. $\frac{6}{8} + \frac{3}{8} =$ ☐ or ☐

Draw fraction bars to show these calculations and then give the answers.

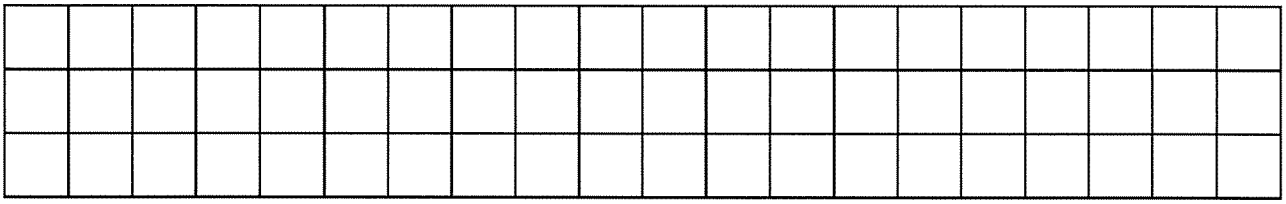
5. $\frac{2}{6} + \frac{3}{6} =$ ☐

6. $\frac{3}{5} + \frac{4}{5} =$ ☐ or ☐

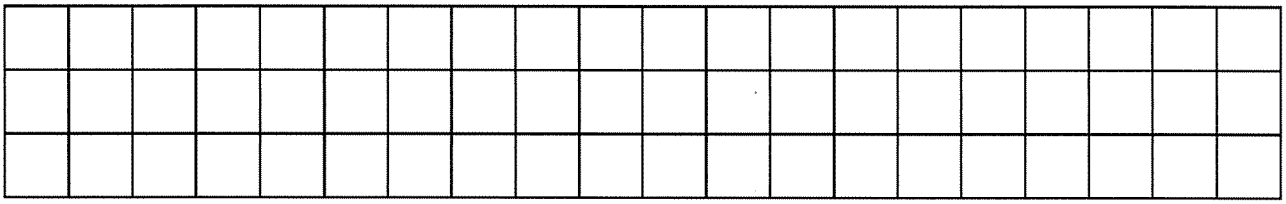
7. $\frac{2}{4} + \frac{3}{4} =$ ☐ or ☐

Draw fraction bars to show these calculations and then give the answers.

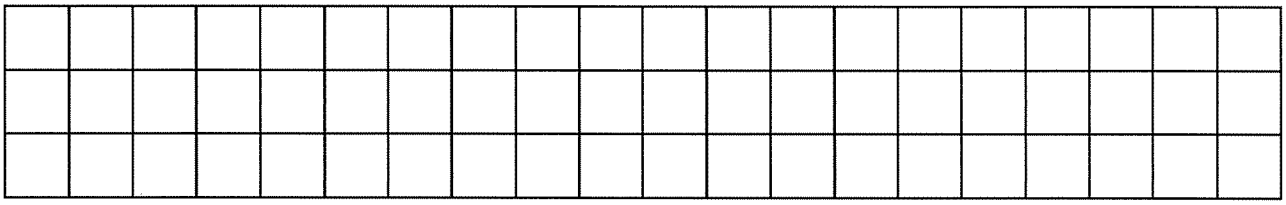
8. $\frac{5}{10} + \frac{3}{10} =$ ☐



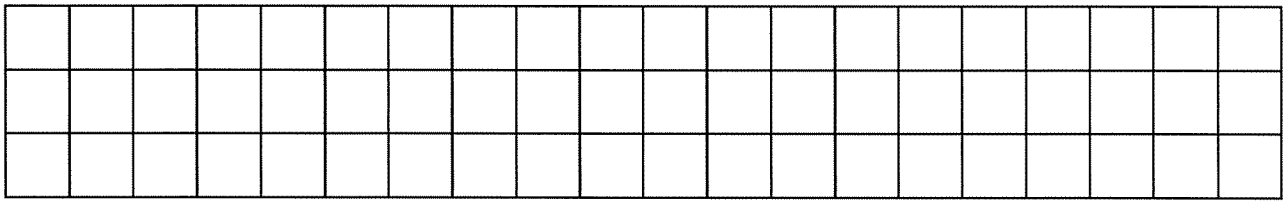
9. $\frac{4}{6} + \frac{5}{6} =$ ☐ or ☐



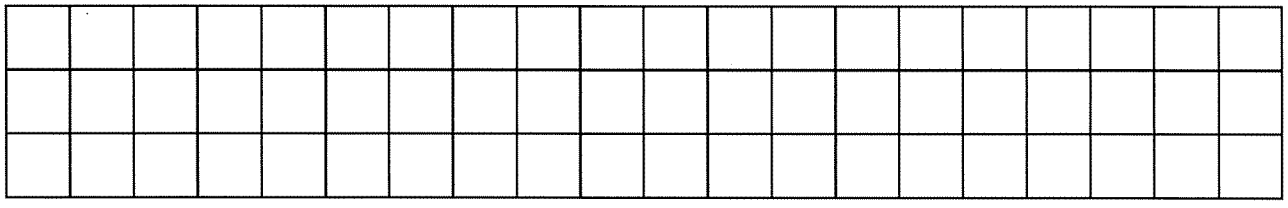
10. $\frac{5}{9} + \frac{7}{9} =$ ☐ or ☐



11. $\frac{5}{8} + \frac{7}{8} =$ ☐ or ☐



12. $\frac{2}{3} + \frac{3}{3} + \frac{2}{3} =$ ☐ or ☐

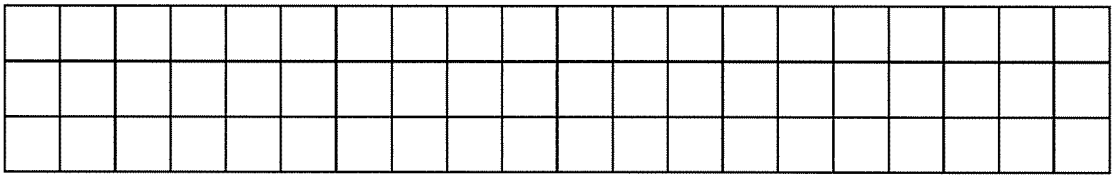


Adding Fractions

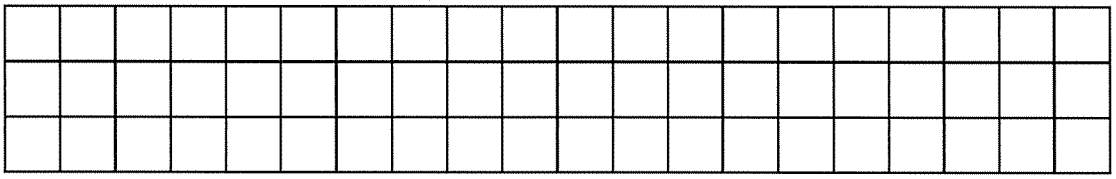
To add fractions with the same denominator

Draw fraction bars to show these calculations. Give the answer as improper fractions and as mixed numbers where possible.

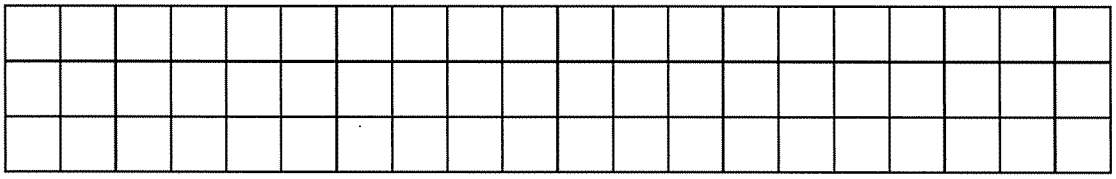
1. $\frac{2}{7} + \frac{3}{7} =$ ☐



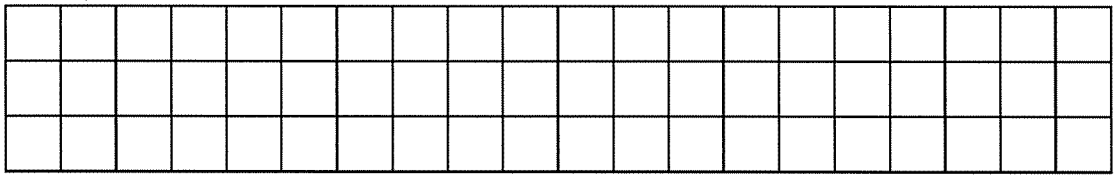
2. $\frac{2}{10} + \frac{4}{10} + \frac{3}{10} =$ ☐



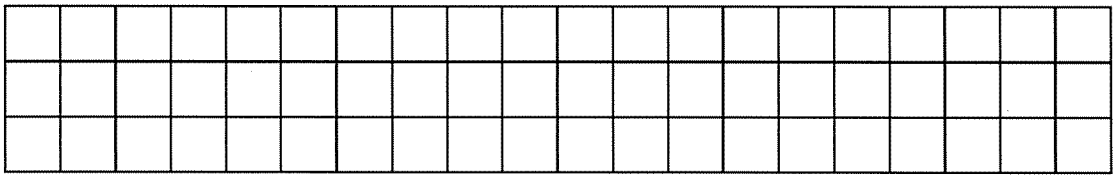
3. $\frac{5}{6} + \frac{3}{6} =$ ☐ or ☐



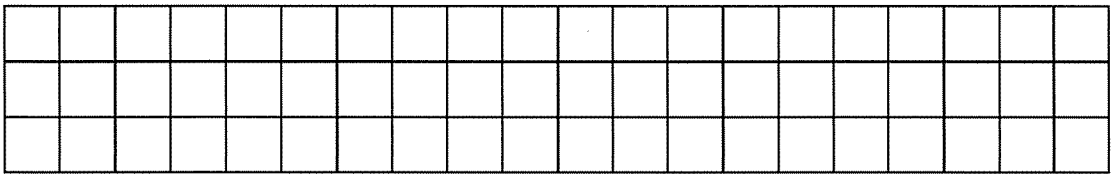
4. $\frac{6}{8} + \frac{3}{8} =$ ☐ or ☐



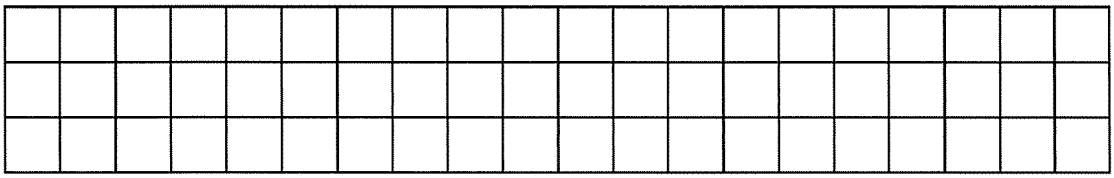
5. $\frac{2}{6} + \frac{3}{6} =$ ☐



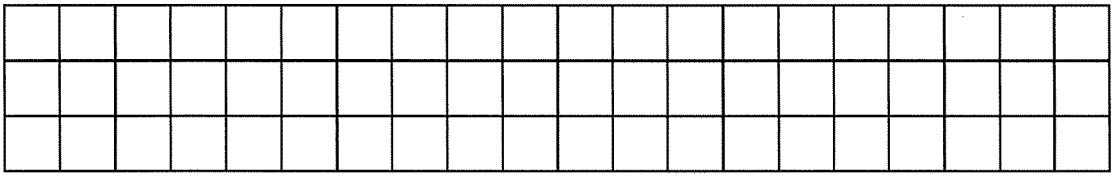
6. $\frac{3}{5} + \frac{4}{5} =$ ☐ or ☐



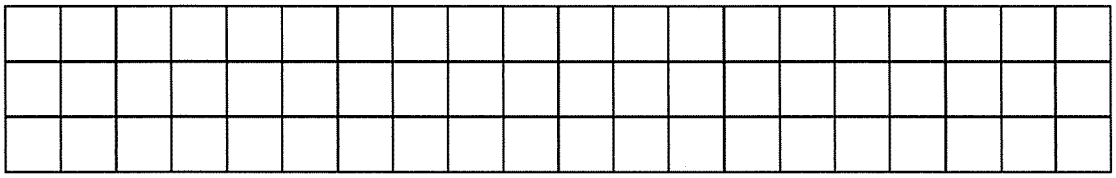
7. $\frac{2}{4} + \frac{3}{4} =$ ☐ or ☐



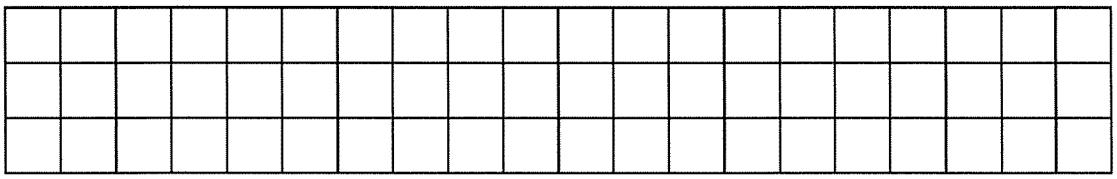
8. $\frac{5}{10} + \frac{3}{10} =$ ☐



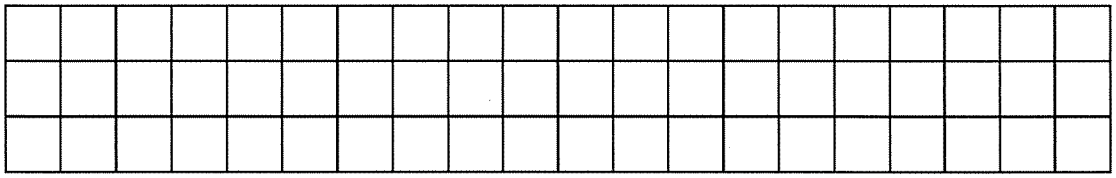
9. $\frac{4}{6} + \frac{5}{6} =$ ☐ or ☐



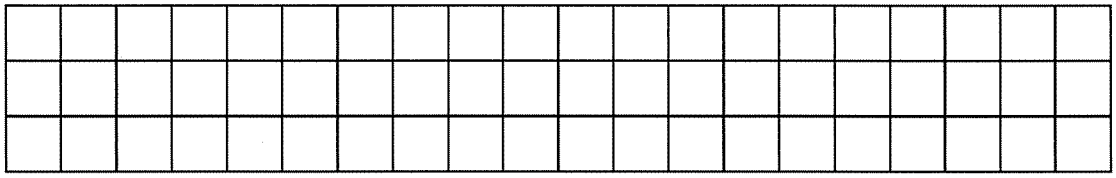
10. $\frac{5}{9} + \frac{7}{9} =$ ☐ or ☐



11. $\frac{5}{8} + \frac{7}{8} =$ ☐ or ☐



12. $\frac{2}{3} + \frac{3}{3} = \frac{2}{3} =$ ☐ ☐



Subtracting Fractions

1

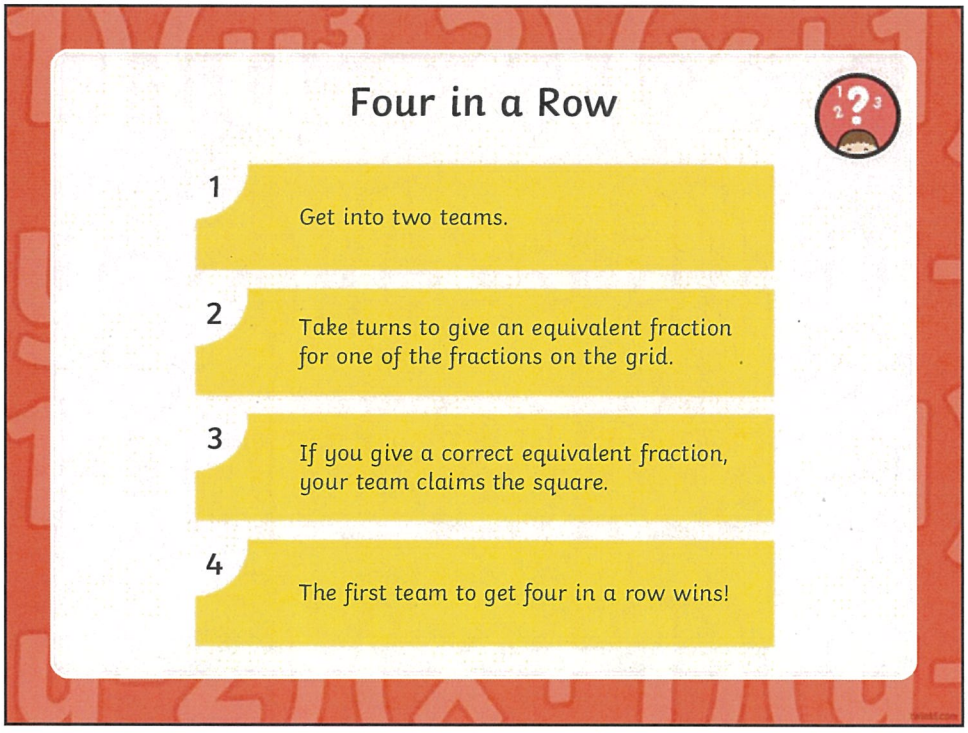
Aim

- To subtract fractions with the same denominator.

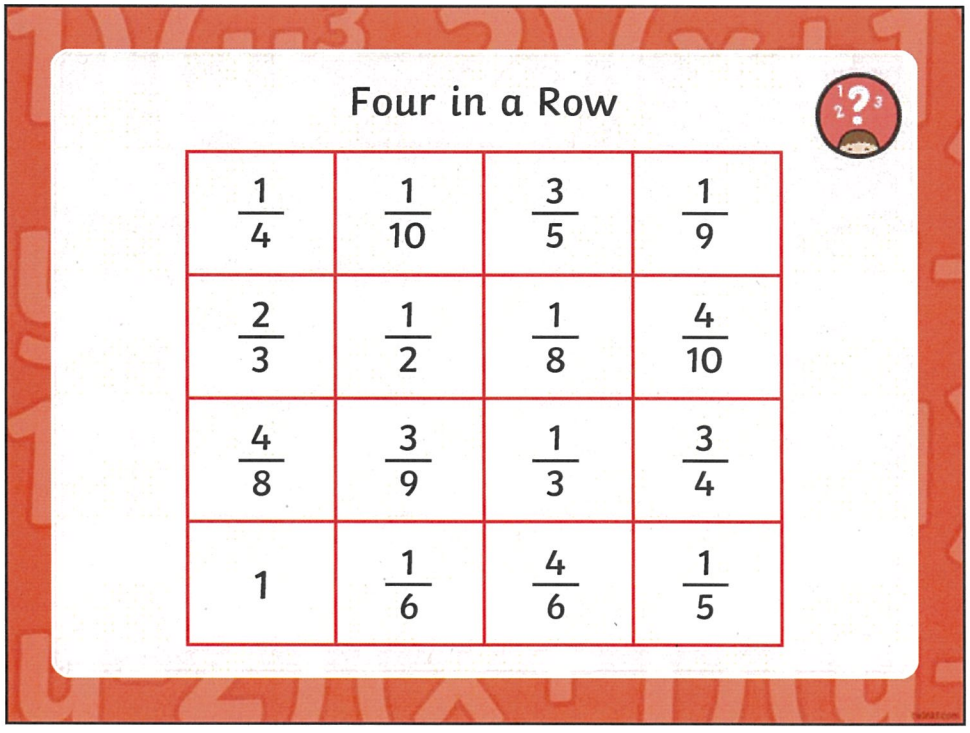
Success Criteria

- I can count back on a number line to subtract fractions.
- I can subtract the numbers in the numerators to find the answer.

2

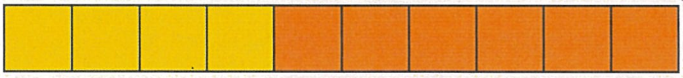

Four in a Row
1
Get into two teams.
2
Take turns to give an equivalent fraction for one of the fractions on the grid.
3
If you give a correct equivalent fraction, your team claims the square.
4
The first team to get four in a row wins!

3


Four in a Row
1/4 1/10 3/5 1/9
2/3 1/2 1/8 4/10
4/8 3/9 1/3 3/4
1 1/6 4/6 1/5

4

Fraction Blocks



What type of fraction is shown by the fraction block?

What addition calculations could the fraction block represent?

$\frac{4}{10} + \frac{6}{10} = \frac{10}{10}$ $\quad$ $\frac{6}{10} + \frac{4}{10} = \frac{10}{10}$

What subtraction calculations could the fraction block represent?

$\frac{10}{10} - \frac{6}{10} = \frac{4}{10}$ $\quad$ $\frac{10}{10} - \frac{4}{10} = \frac{6}{10}$

What do you notice about the numerators?

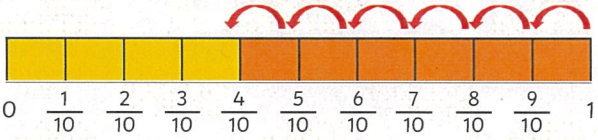
What do you notice about the denominators?

5

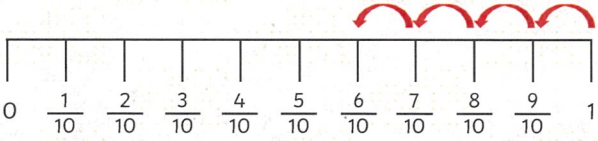
Number Lines

We can also show this subtraction on a number line.

$\frac{10}{10} - \frac{6}{10} = \frac{4}{10}$



What would the number line for $\frac{10}{10} - \frac{4}{10}$ look like?

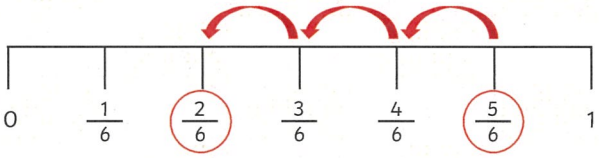


6

Number Lines

$\frac{5}{6} - \frac{3}{6} = \frac{2}{6}$

How many parts should this number line have altogether?



Where should I start?

How many jumps do I need to make?

What's the answer?

7

More Number Lines

How many parts will the number line need?

Where should I start?

How many jumps do I need to make?

What is the answer?

$\frac{8}{10} - \frac{5}{10} = __$

$\frac{7}{8} - \frac{3}{8} = __$

$\frac{4}{5} - \frac{2}{5} = __$

8

Draw your number lines here.

9

Equivalent Answers

Look at the answers to these fraction subtractions:

$\frac{7}{8} - \frac{3}{8} = \frac{4}{8}$

$\frac{5}{6} - \frac{3}{6} = \frac{2}{6}$

$\frac{11}{12} - \frac{2}{12} = \frac{9}{12}$

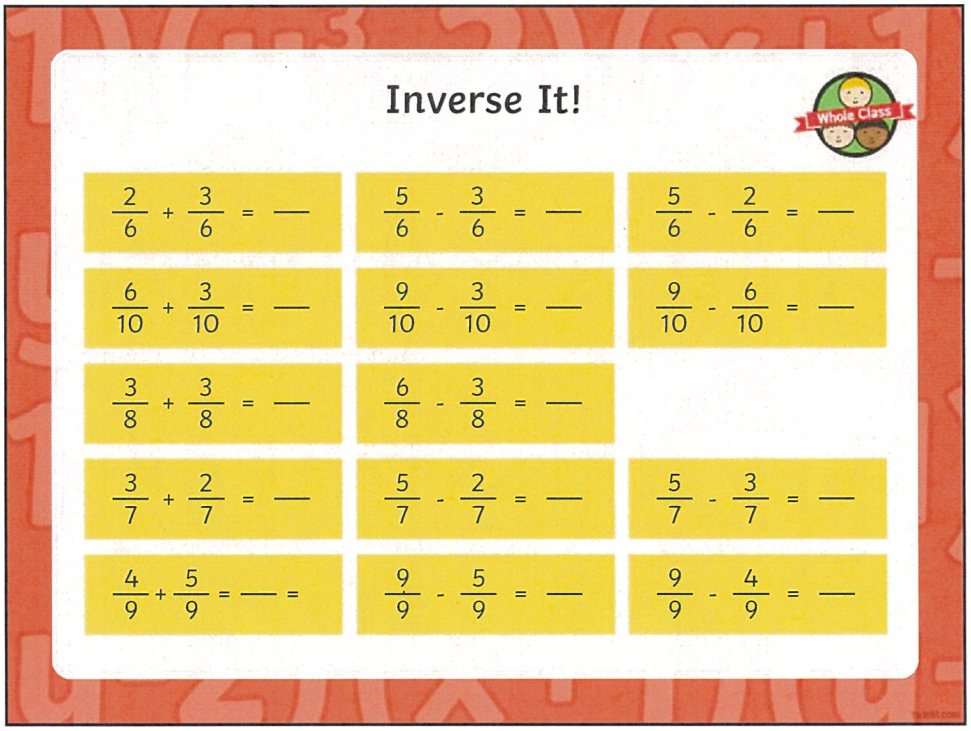
$\frac{4}{8}$ is the same as $\frac{1}{2}$

$\frac{2}{6}$ is the same as $\frac{1}{3}$

$\frac{9}{12}$ is the same as $\frac{3}{4}$

Can you explain how we know they are the same fraction using our times tables?

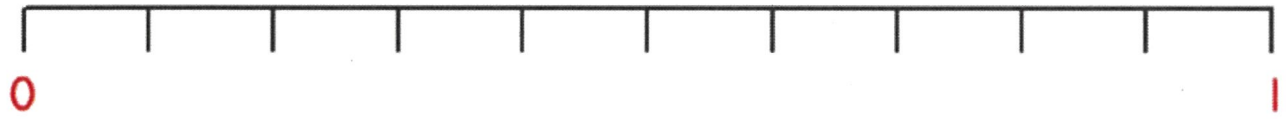
10

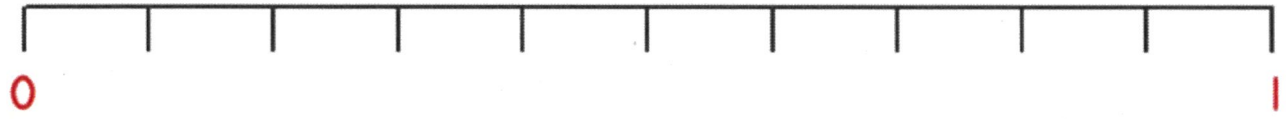

Inverse It!
Whole Class
$\frac{2}{6} + \frac{3}{6} = __$
$\frac{5}{6} - \frac{3}{6} = __$
$\frac{5}{6} - \frac{2}{6} = __$
$\frac{6}{10} + \frac{3}{10} = __$
$\frac{9}{10} - \frac{3}{10} = __$
$\frac{9}{10} - \frac{6}{10} = __$
$\frac{3}{8} + \frac{3}{8} = __$
$\frac{6}{8} - \frac{3}{8} = __$
$\frac{3}{7} + \frac{2}{7} = __$
$\frac{5}{7} - \frac{2}{7} = __$
$\frac{5}{7} - \frac{3}{7} = __$
$\frac{4}{9} + \frac{5}{9} = __ =$
$\frac{9}{9} - \frac{5}{9} = __$
$\frac{9}{9} - \frac{4}{9} = __$

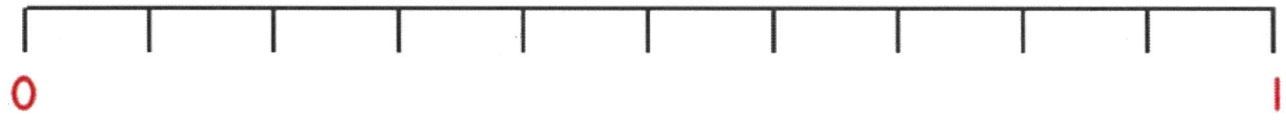
11

Name Date

NUMBER LINES 0 TO 1







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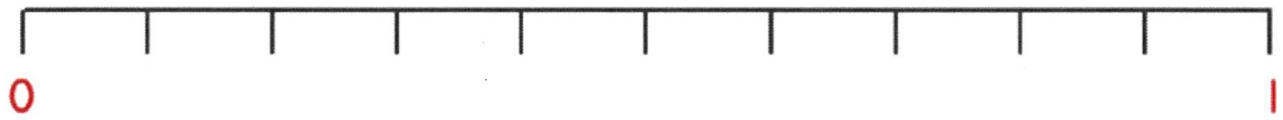
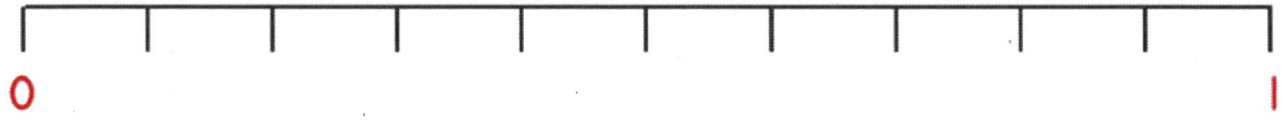
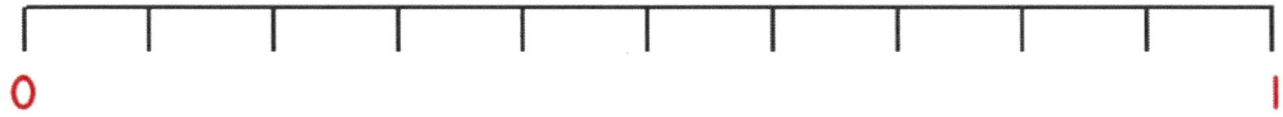
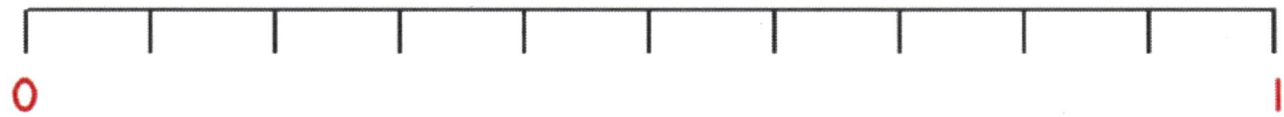
Name Date

NUMBER LINES 0 TO 1









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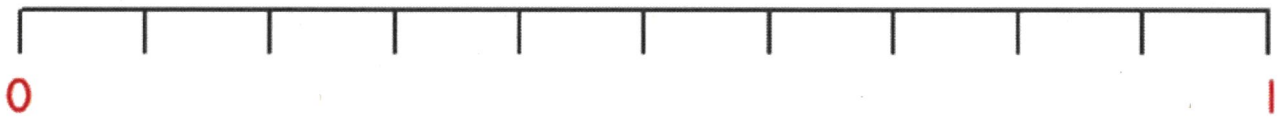
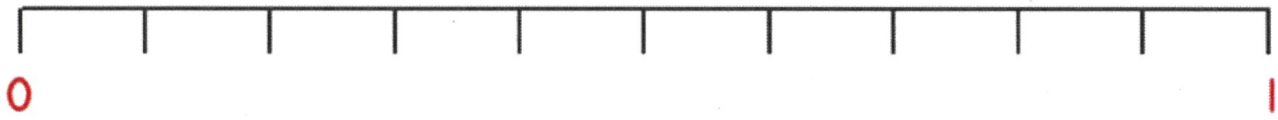
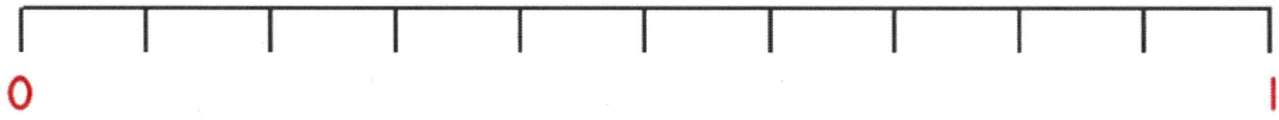
Name Date

NUMBER LINES 0 TO 1







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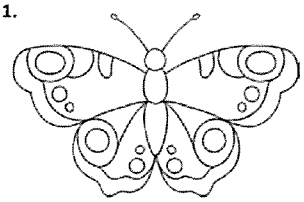
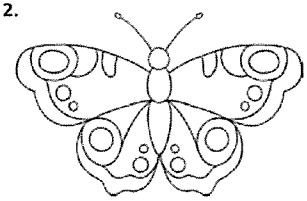
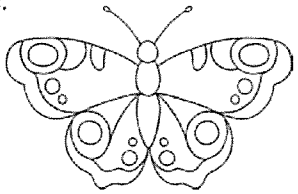
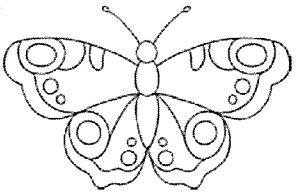
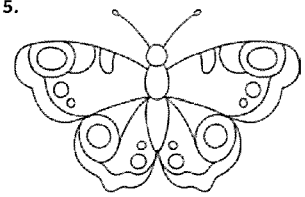
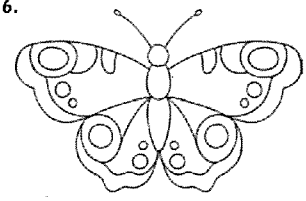
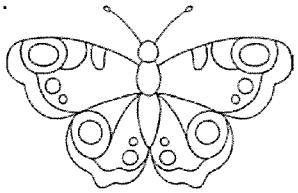
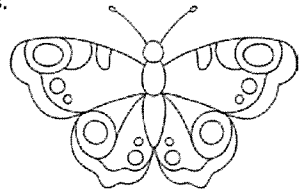
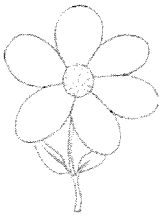
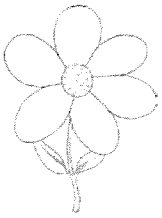
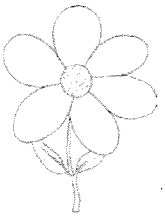
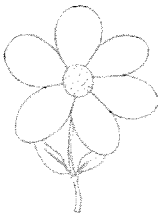
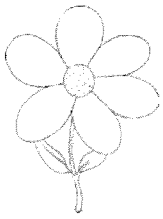
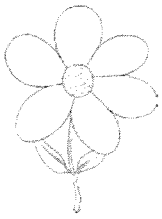
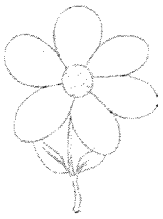
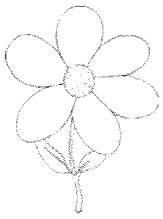
Subtracting Fractions Match Up

To subtract fractions with the same denominator.

Match each butterfly to the correct flower by subtracting the fractions. Use different colours to show each pair.

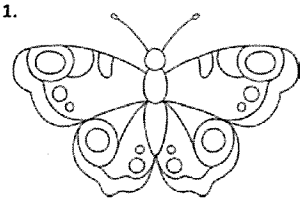
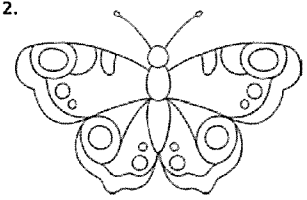
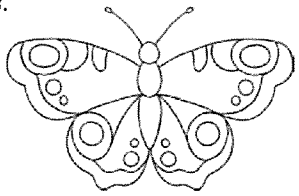
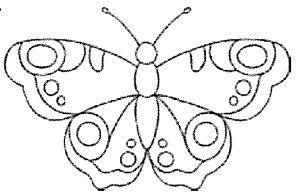
1. 	2. 	3. 	4. 
$\frac{9}{12} - \frac{6}{12} =$ ☐	$\frac{9}{10} - \frac{4}{10} =$ ☐	$\frac{12}{14} - \frac{5}{14} =$ ☐	$\frac{15}{20} - \frac{6}{20} =$ ☐
5. 	6. 	7. 	8. 
$\frac{5}{7} - \frac{2}{7} =$ ☐	$\frac{6}{8} - \frac{4}{8} =$ ☐	$\frac{14}{16} - \frac{8}{16} =$ ☐	$\frac{8}{9} - \frac{4}{9} =$ ☐

			
$\frac{7}{14}$	$\frac{4}{7}$	$\frac{3}{12}$	$\frac{4}{9}$
			
$\frac{5}{10}$	$\frac{9}{20}$	$\frac{2}{8}$	$\frac{6}{16}$

Subtracting Fractions Match Up

To subtract fractions with the same denominator.

Match each butterfly to the correct flower by subtracting the fractions. Use different colours to show each pair.

1. 	2. 	3. 	4. 
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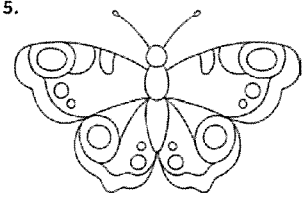
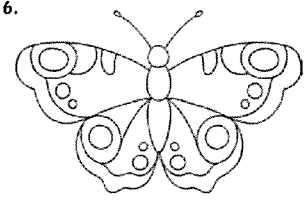
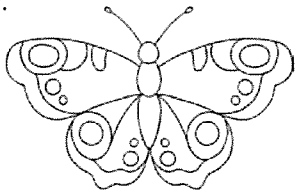
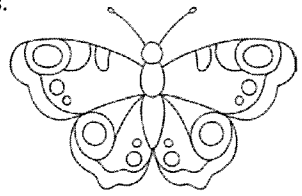
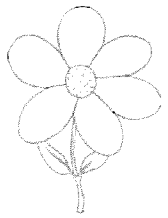
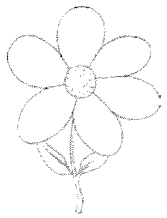
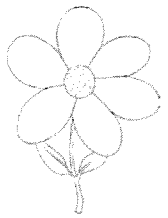
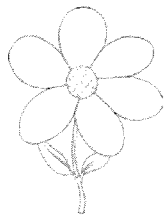
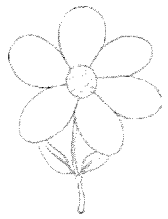
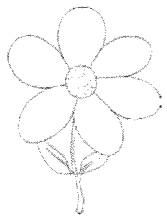
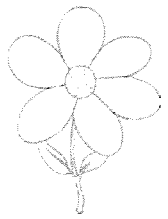
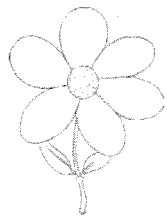
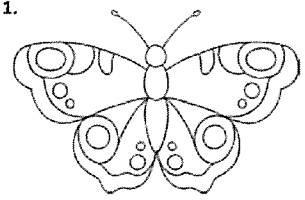
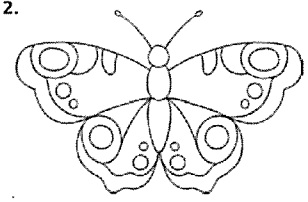
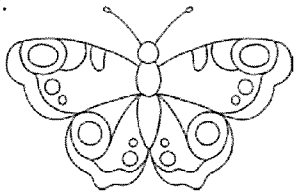
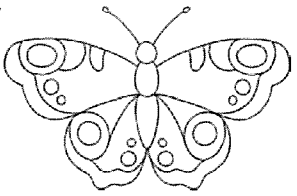
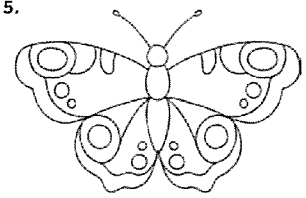
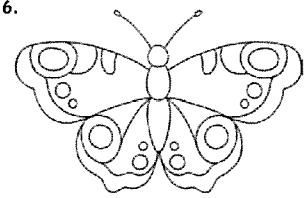
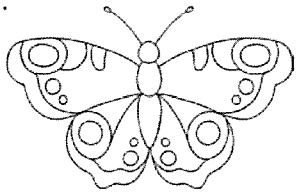
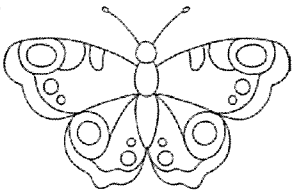
5. 	6. 	7. 	8. 
$\frac{6}{7} - \frac{2}{7} - \frac{1}{7} =$ ☐	$\frac{7}{8} - \frac{4}{8} - \frac{1}{8} =$ ☐	$\frac{14}{16} - \frac{3}{16} - \frac{7}{16} =$ ☐	$\frac{8}{9} - \frac{4}{9} - \frac{2}{9} =$ ☐

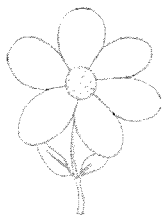
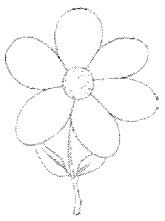
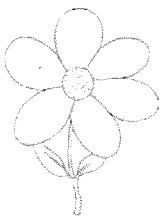
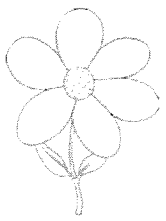
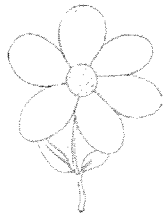
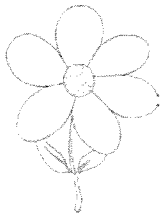
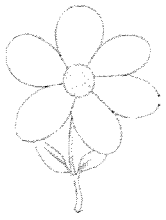
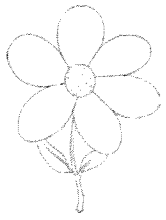
			
$\frac{4}{20}$	$\frac{2}{8}$	$\frac{3}{10}$	$\frac{4}{16}$
			
$\frac{2}{14}$	$\frac{2}{9}$	$\frac{3}{7}$	$\frac{4}{12}$

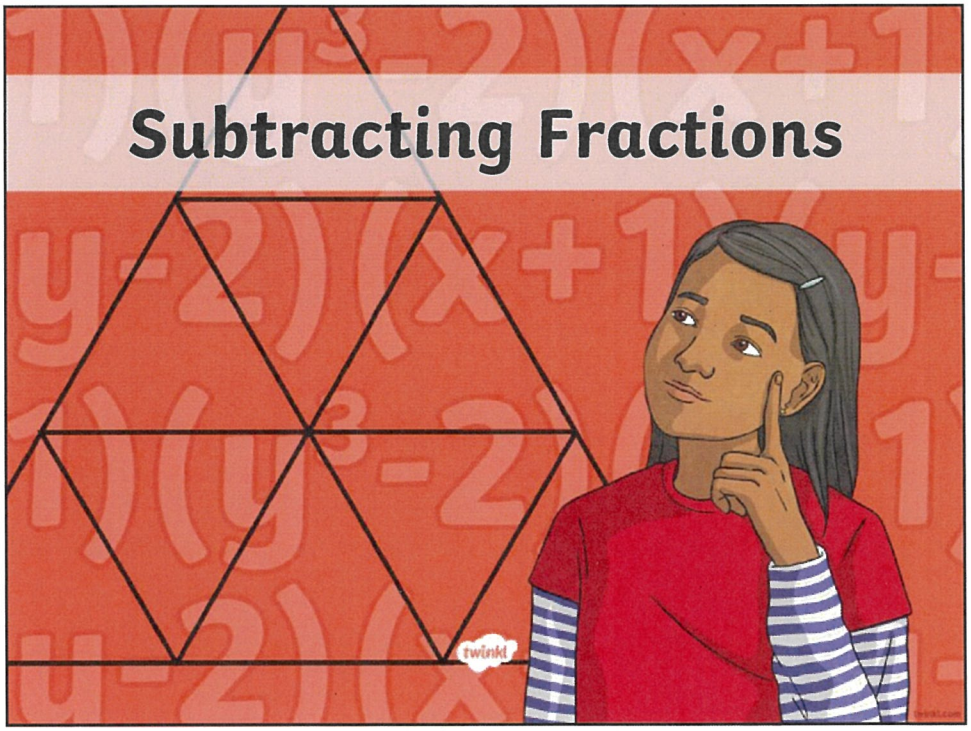
Subtracting Fractions Match Up

To subtract fractions with the same denominator.

Match each butterfly to the correct flower by subtracting the fractions. Use different colours to show each pair. You will need to simplify the fractions to find the answers.

1. 	2. 	3. 	4. 
$\frac{11}{12} - \frac{3}{12} - \frac{4}{12} = \square = \square$	$\frac{9}{10} - \frac{4}{10} - \frac{1}{10} = \square = \square$	$\frac{13}{14} - \frac{4}{14} - \frac{7}{14} = \square = \square$	$\frac{17}{20} - \frac{5}{20} - \frac{8}{20} = \square = \square$
5. 	6. 	7. 	8. 
$\frac{18}{21} - \frac{6}{21} - \frac{3}{21} = \square = \square$	$\frac{7}{8} - \frac{2}{8} - \frac{1}{8} = \square = \square$	$\frac{14}{16} - \frac{3}{16} - \frac{7}{16} = \square = \square$	$\frac{16}{18} - \frac{8}{18} - \frac{4}{18} = \square = \square$

			
$\frac{2}{5}$	$\frac{1}{4}$	$\frac{1}{5}$	$\frac{1}{2}$
			
$\frac{1}{3}$	$\frac{3}{7}$	$\frac{2}{9}$	$\frac{1}{7}$



1

Aim

- To subtract fractions with the same denominator.

Success Criteria

- I can use a fraction bar to represent a fraction.
- I can use a fraction bar to subtract fractions.
- I can subtract fractions by subtracting the numerators.

2

Making Whole Numbers

Start	I have $\frac{1}{10}$	I have $\frac{8}{19}$	What must be added to $\frac{5}{9}$ to make a whole?	I have $\frac{4}{9}$	What must be added to $\frac{2}{3}$ to make a whole?
I have $\frac{1}{2}$	I have $\frac{13}{20}$	I have $\frac{1}{3}$	What must be added to $\frac{9}{11}$ to make a whole?	I have $\frac{2}{11}$	What must be added to $\frac{5}{7}$ to make a whole?

3

Fraction Bars

Whole Class

How many equal pieces does the bar need to be divided into to represent $\frac{5}{6}$?

How many of the pieces need to be coloured in to represent $\frac{5}{6}$?

Draw fraction bars to show each of these fractions:

$\frac{3}{4}$

$\frac{6}{10}$

$\frac{2}{5}$

4

Fraction Bars

The bar needs to represent $\frac{8}{5}$. How many equal pieces does the bar need to be divided into to represent fifths?

How many of the pieces need to be coloured in to represent $\frac{8}{5}$?

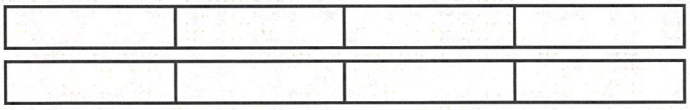
If we don't have enough fifths to be able to colour in 8 of them, what do we need to do?

How many more fifths do we need to colour in?

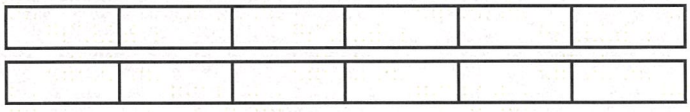
5

Fraction Bars

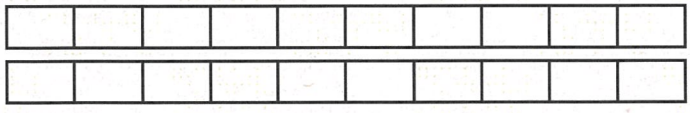
Draw fraction bars to represent:



$\frac{7}{4}$



$\frac{9}{6}$



$\frac{15}{10}$

6

Subtracting Fractions

How could you show $\frac{7}{8} - \frac{4}{8}$ using a fraction bar?

How many of the equal pieces need to be coloured in?

How many of the pieces need to be taken away?

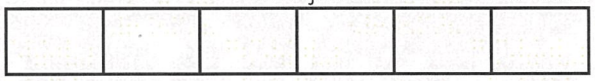
How many eighths are left?

$$\frac{7}{8} - \frac{4}{8} = \frac{3}{8}$$

7

Subtracting Fractions

Draw fraction bars to subtract:



$\frac{5}{6} - \frac{3}{6} =$

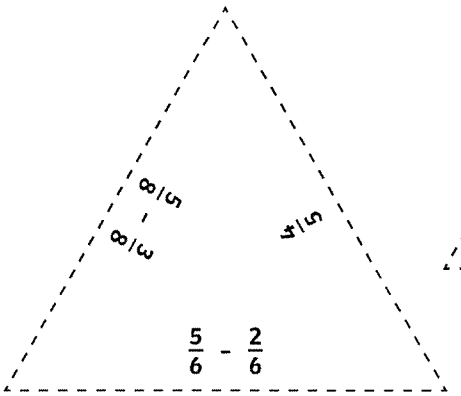
$\frac{6}{10} - \frac{2}{10} =$

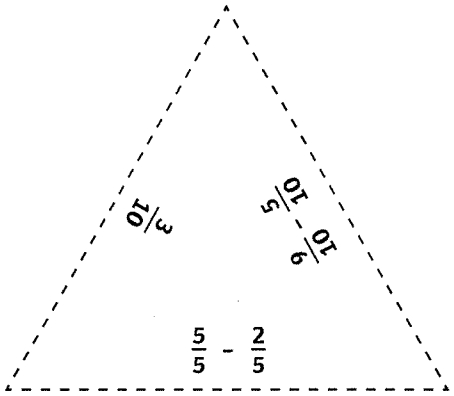
$\frac{5}{7} - \frac{4}{7} =$

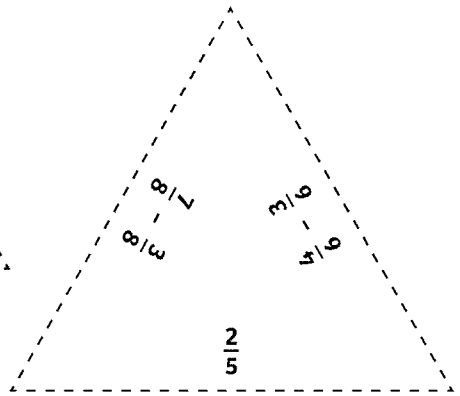
What do you notice about the numerator and denominator in each subtraction?

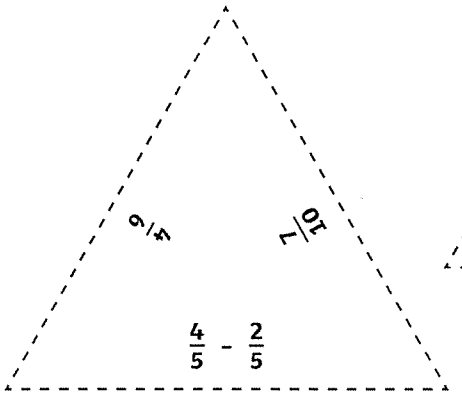
8

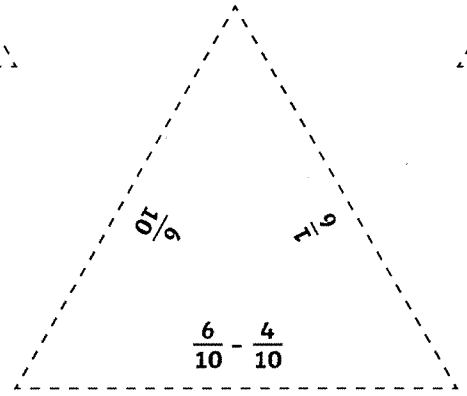
Cut out the jigsaw pieces.

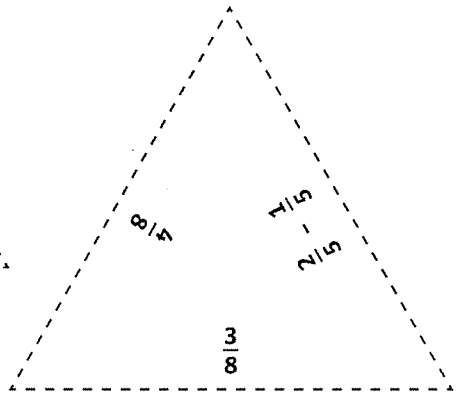


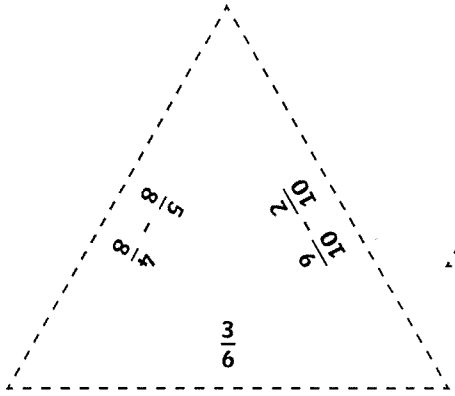


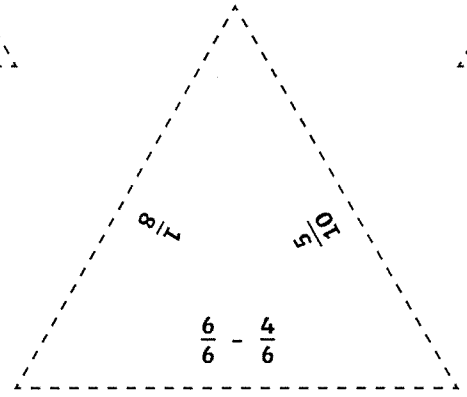


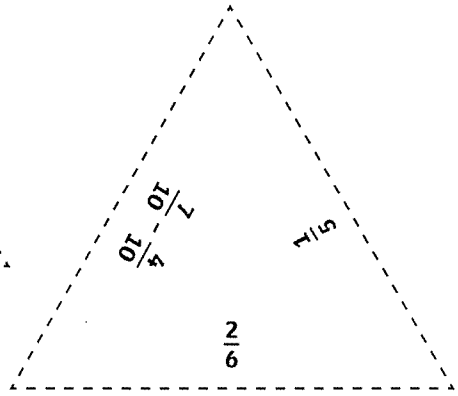








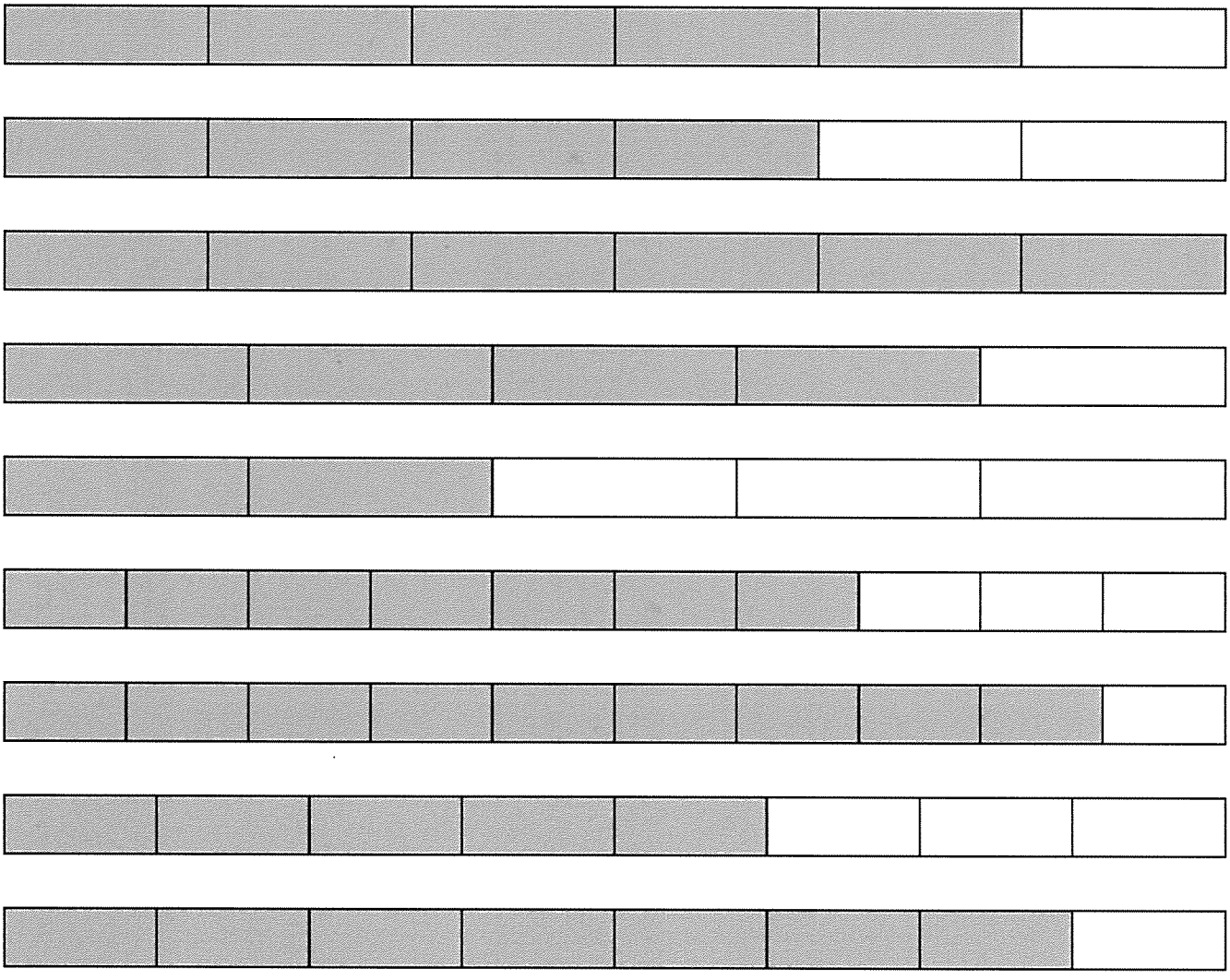




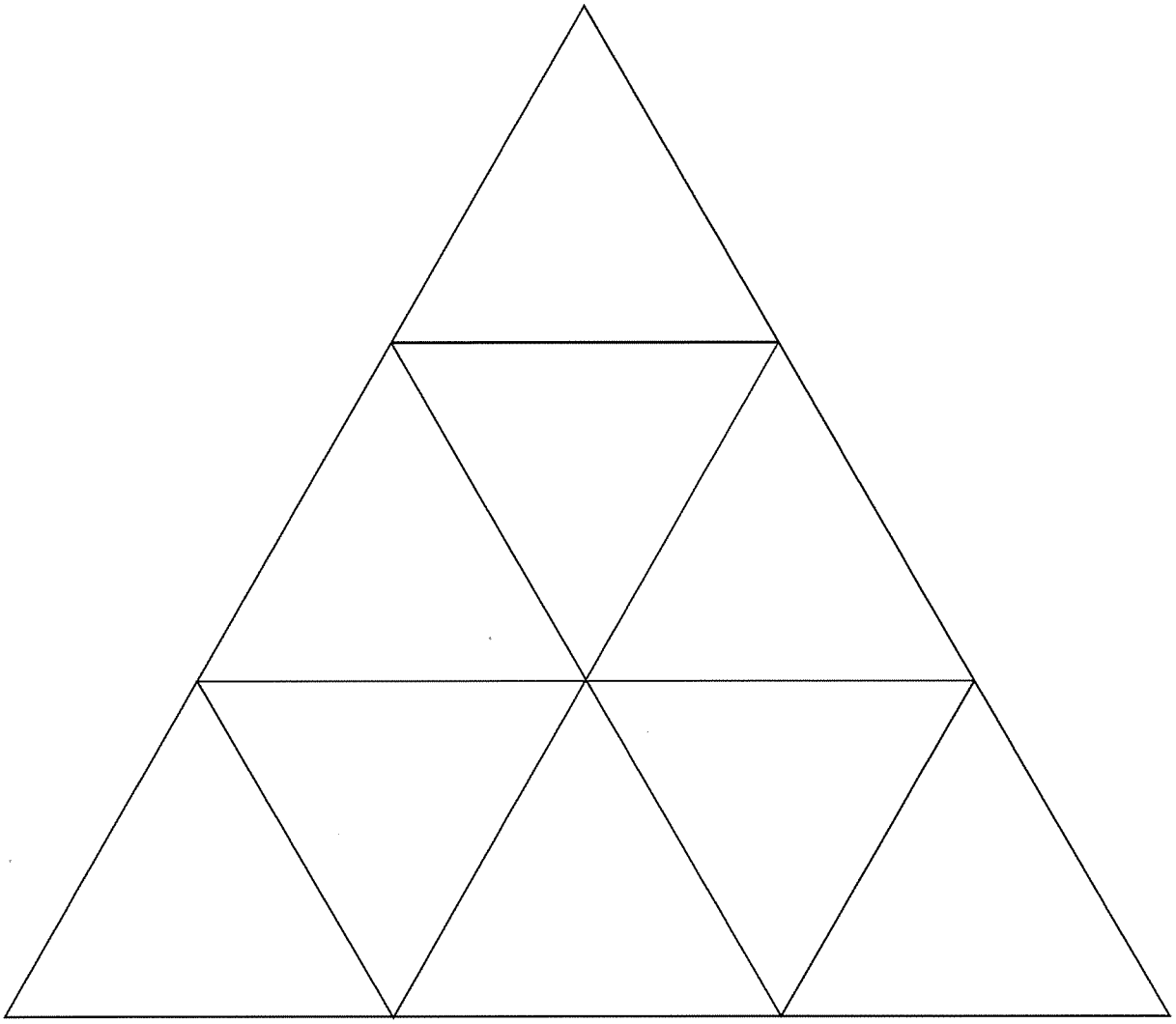
Subtracting Fractions Jigsaw

1. Use the fraction bars to help you to solve the subtraction calculations and then match the calculations with their answers to put the jigsaw together.
2. Draw your own fraction bars to solve the calculations around the edge.
3. Can you write your own calculations for the answers around the edge?

Choose the fraction bar to match each subtraction and use them to help you to work out the answers.



Jigsaw Outline



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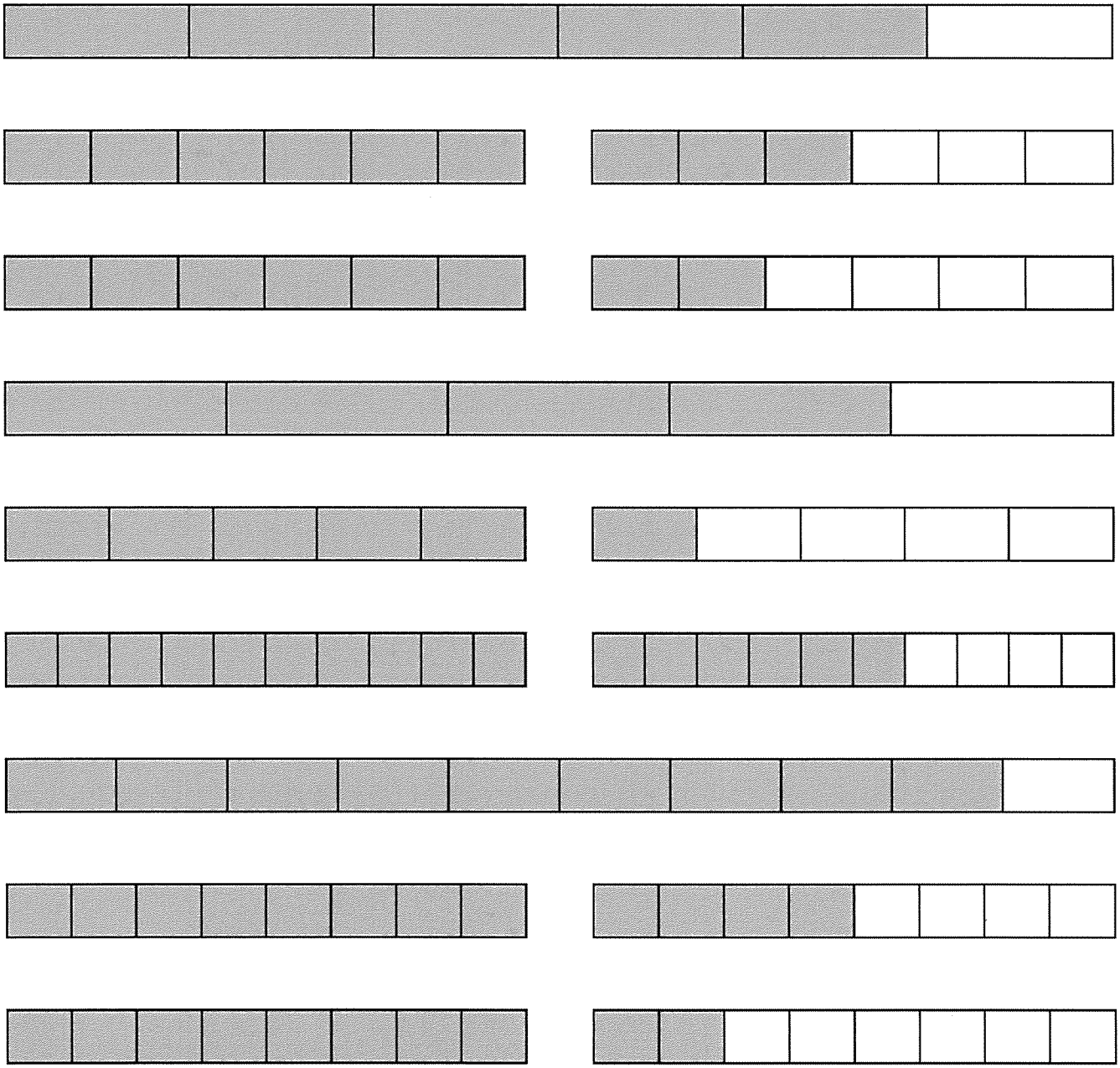
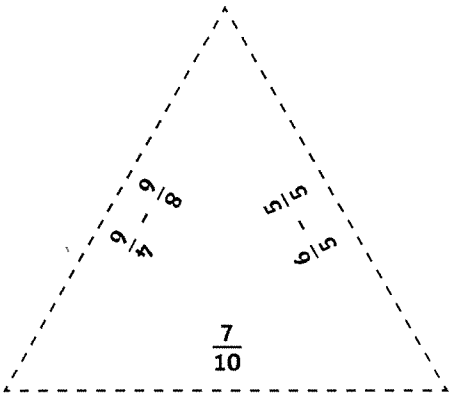
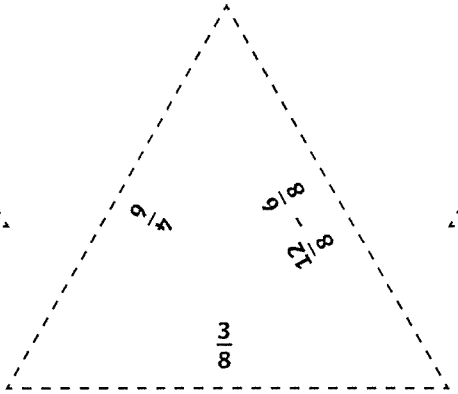
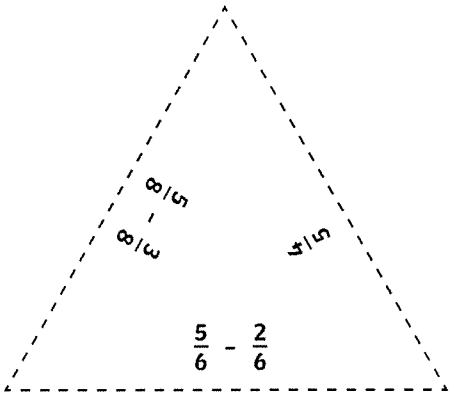
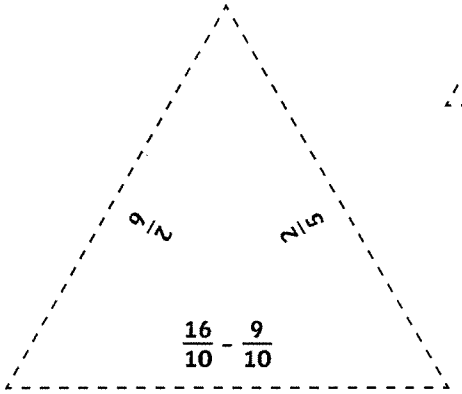


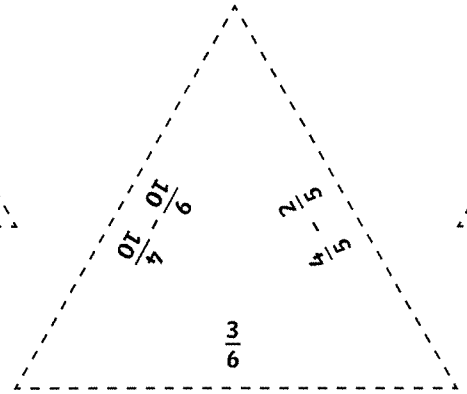
Cut out the jigsaw pieces.

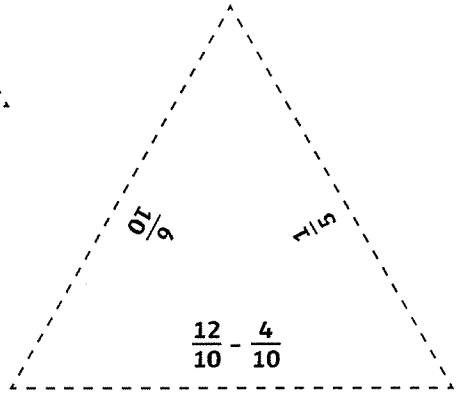


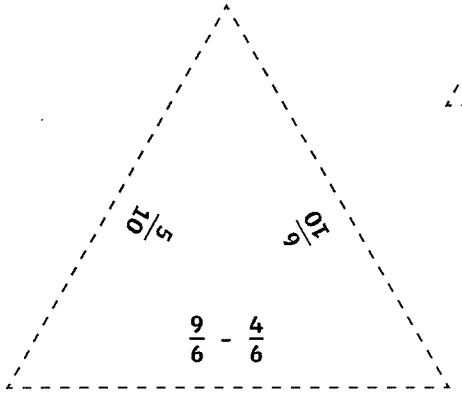


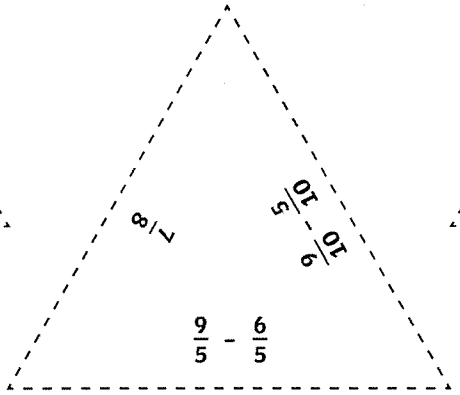


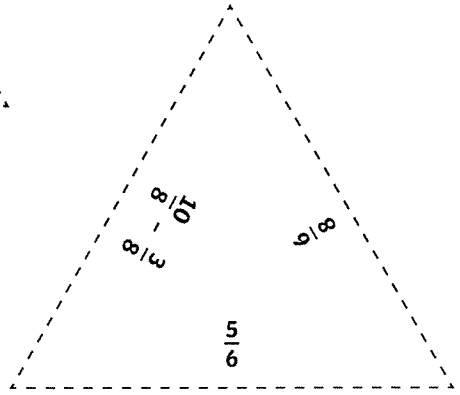




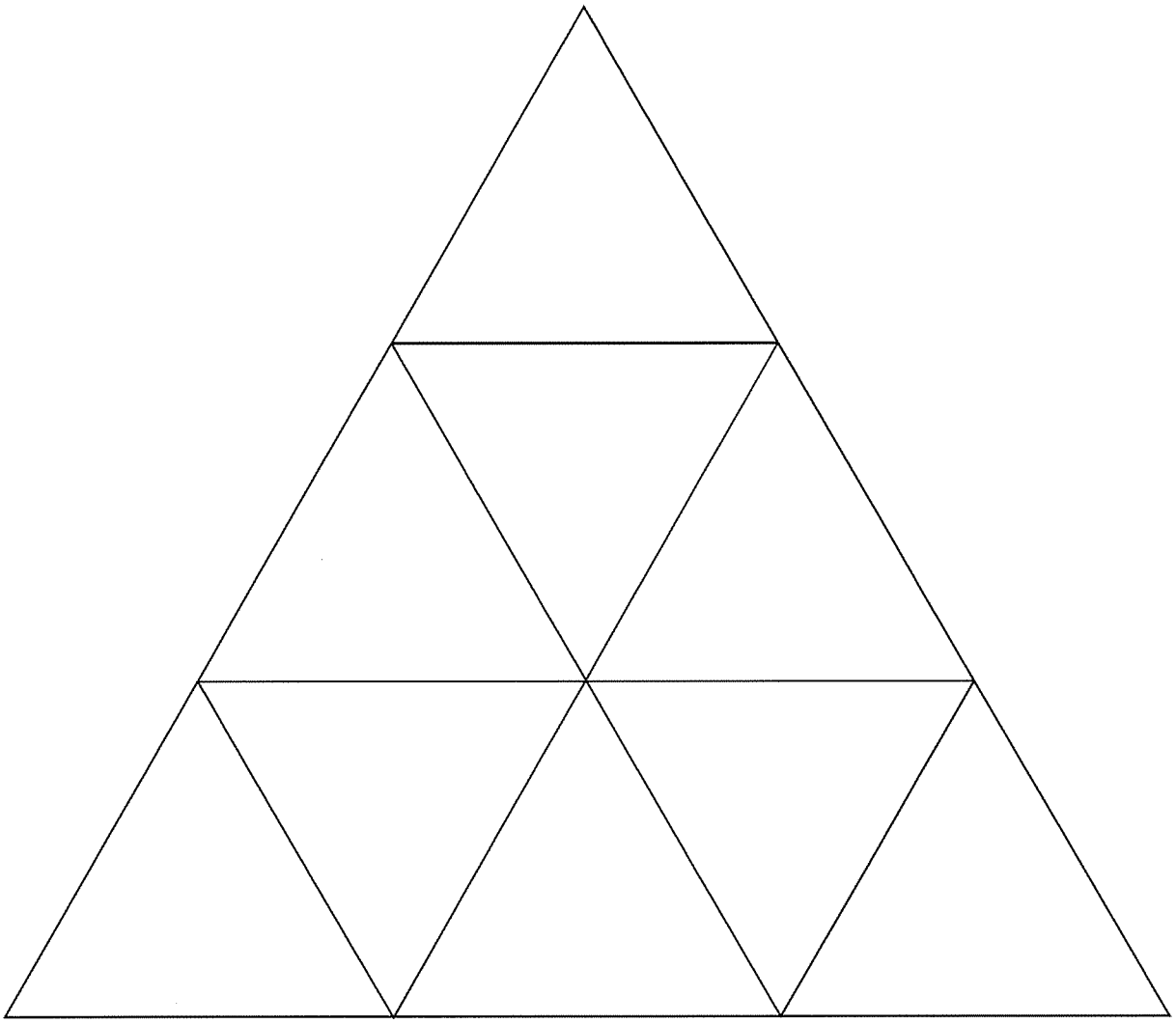








Jigsaw Outline



Subtracting Fractions Jigsaw

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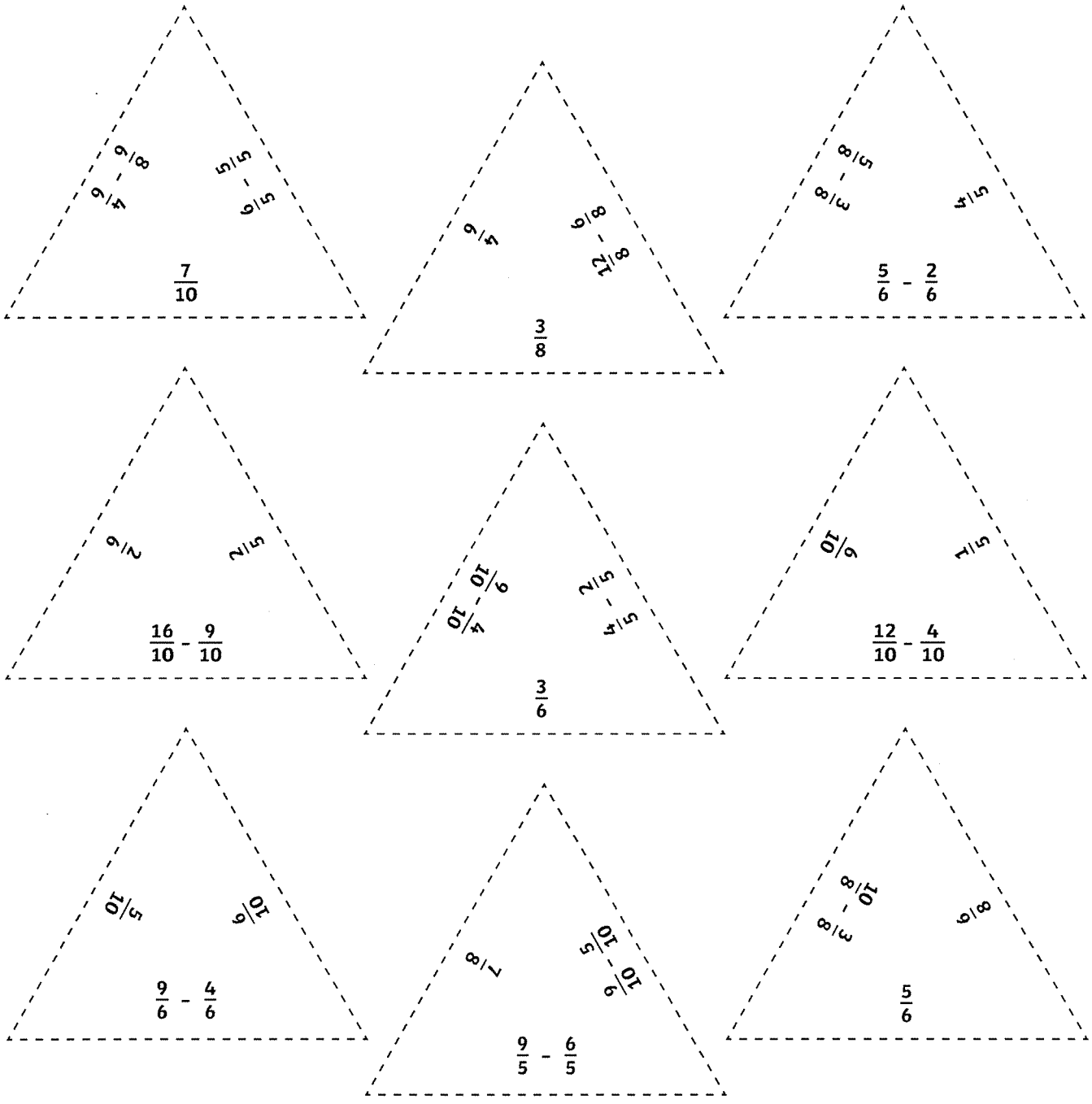
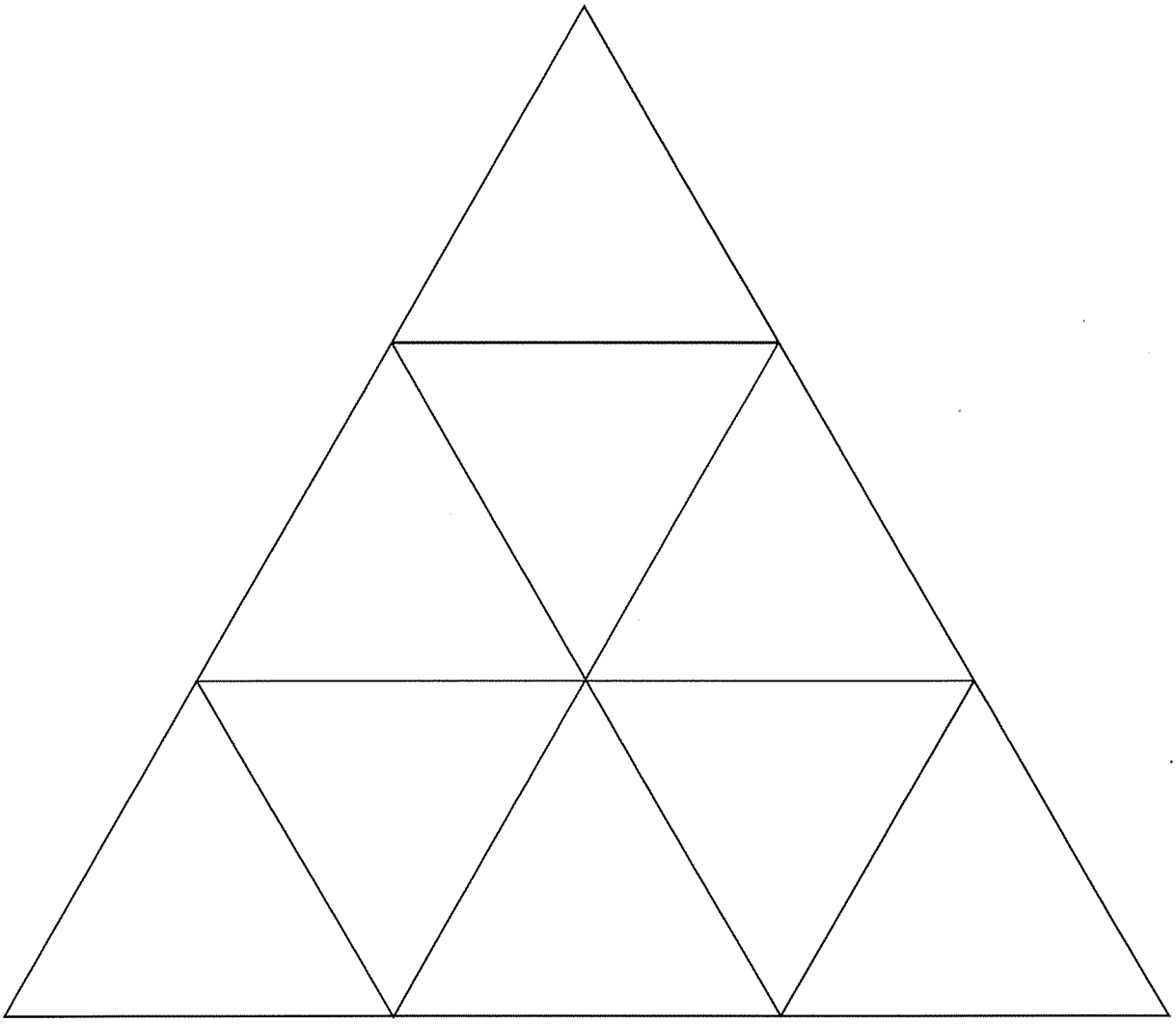
Cut out the jigsaw pieces.



Jigsaw Outline



Year 6 Extension

9/09/2021

Subtracting Fraction Multiples

1

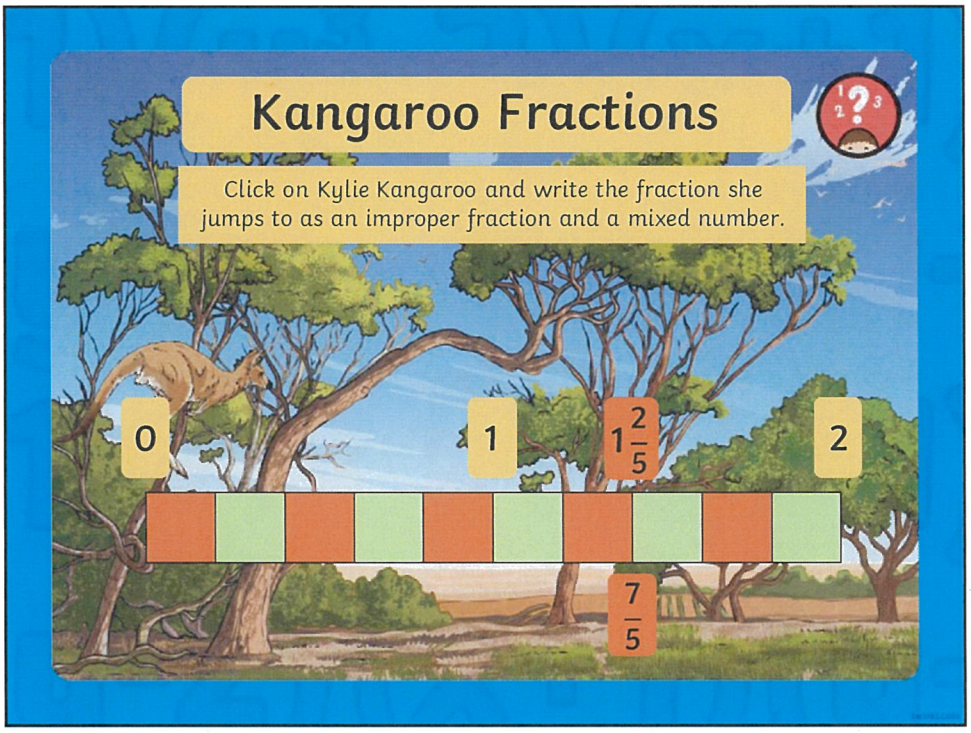
Aim

- I can subtract fractions with denominators that are multiples of the same number.

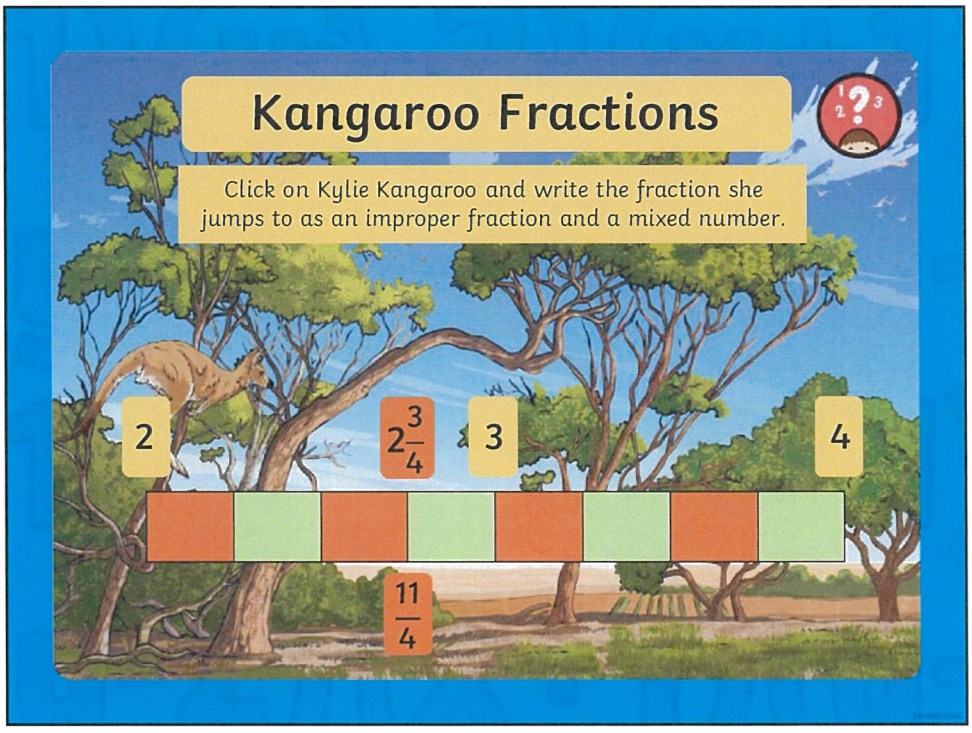
Success Criteria

- I can subtract fractions with the same denominator.
- I can convert between improper and mixed number fractions.
- I can use multiplication to change a fraction into an equivalent.
- I can subtract fractions with denominators that are multiples of the same number.

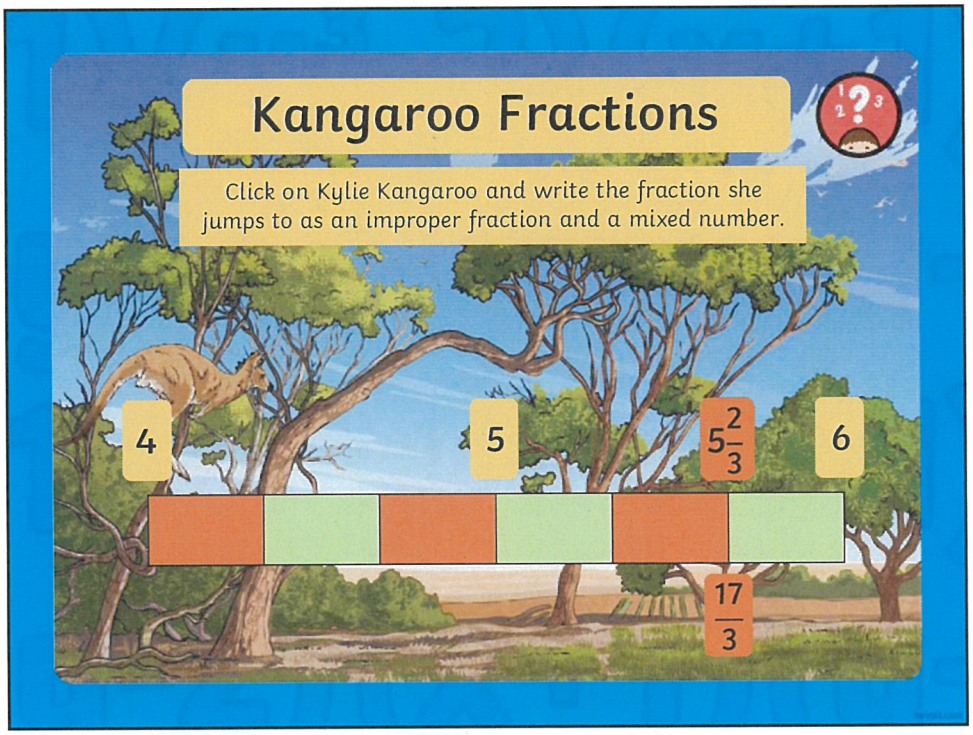
2


Kangaroo Fractions
Click on Kylie Kangaroo and write the fraction she jumps to as an improper fraction and a mixed number.
0
1
$1\frac{2}{5}$
2
$\frac{7}{5}$

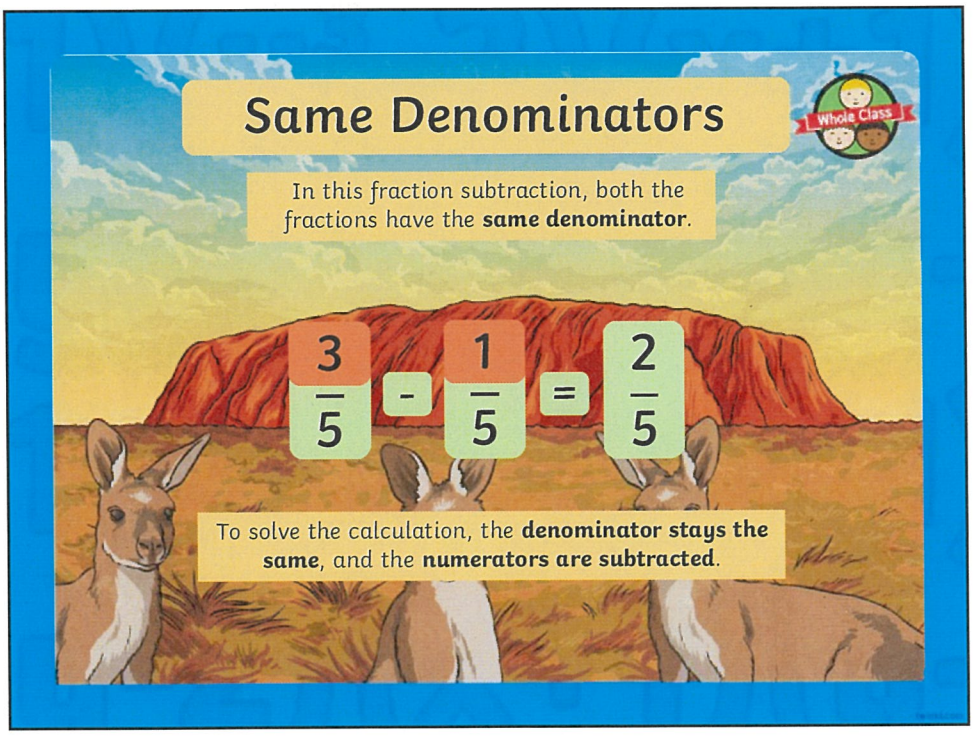
3


Kangaroo Fractions
Click on Kylie Kangaroo and write the fraction she jumps to as an improper fraction and a mixed number.
2
$2\frac{3}{4}$
3
4
$\frac{11}{4}$

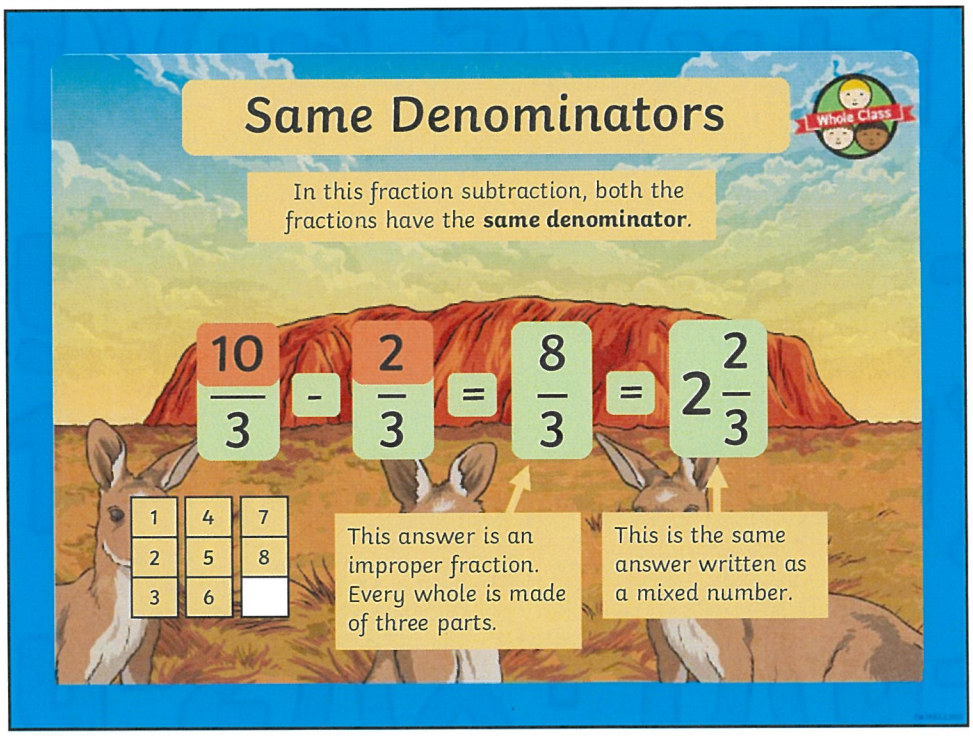
4


Kangaroo Fractions
Click on Kylie Kangaroo and write the fraction she jumps to as an improper fraction and a mixed number.
4
5
$5\frac{2}{3}$
6
$\frac{17}{3}$

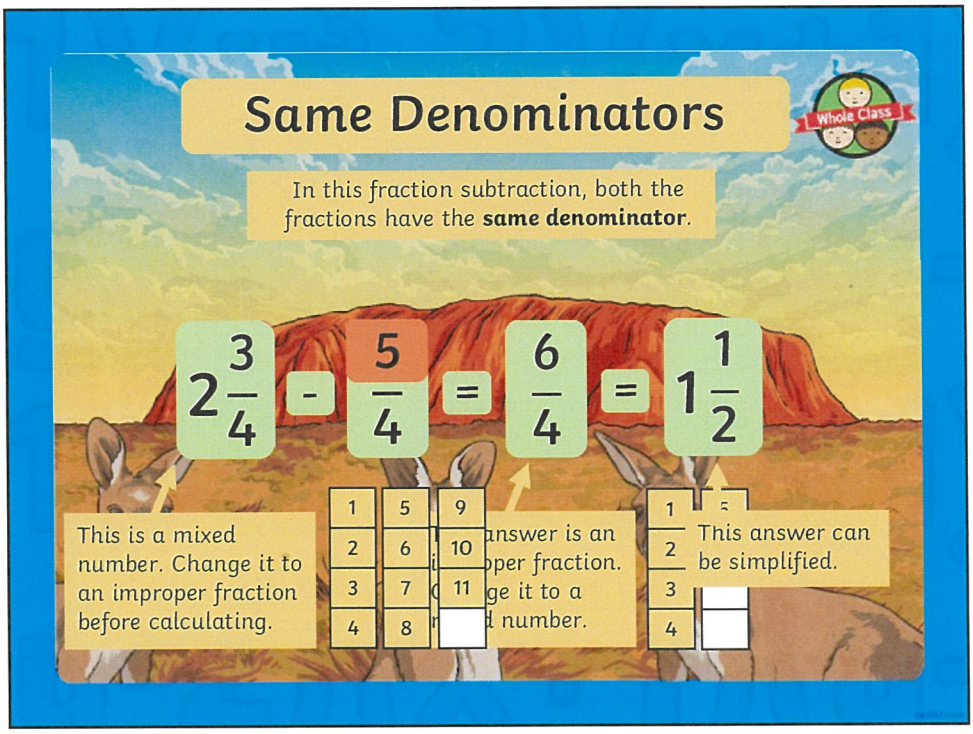
5


Same Denominators
Whole Class
In this fraction subtraction, both the fractions have the **same denominator**.
$\frac{3}{5}$ - $\frac{1}{5}$ = $\frac{2}{5}$
To solve the calculation, the **denominator stays the same**, and the **numerators are subtracted**.

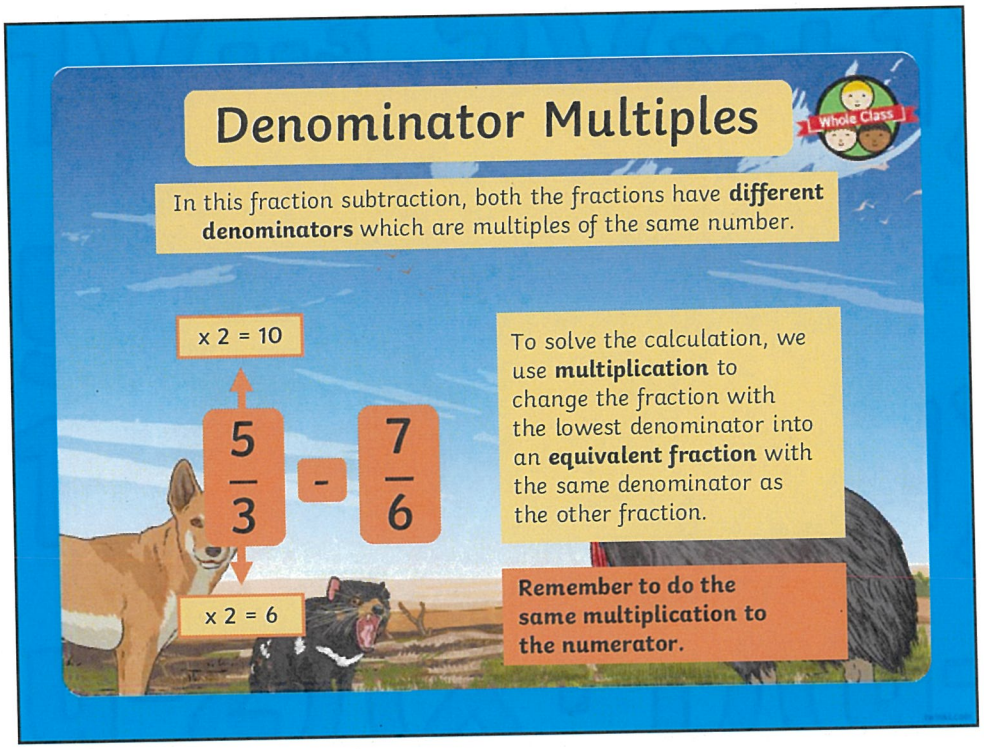
6


Same Denominators
Whole Class
In this fraction subtraction, both the fractions have the **same denominator**.
10/3 - 2/3 = 8/3 = 2 2/3
1 4 7
2 5 8
3 6
This answer is an improper fraction. Every whole is made of three parts.
This is the same answer written as a mixed number.

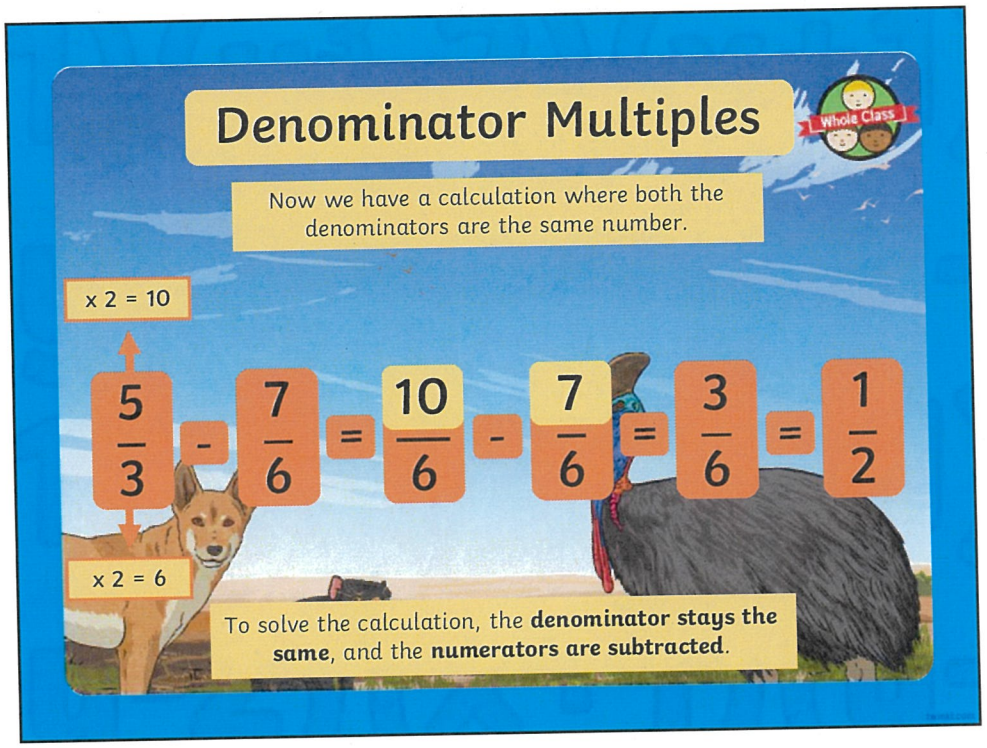
7


Same Denominators
Whole Class
In this fraction subtraction, both the fractions have the **same denominator**.
2 3/4 - 5/4 = 6/4 = 1 1/2
This is a mixed number. Change it to an improper fraction before calculating.
1 5 9
2 6 10
3 7 11
4 8
answer is an
per fraction.
ge it to a
number.
1
2
3
4
This answer can be simplified.

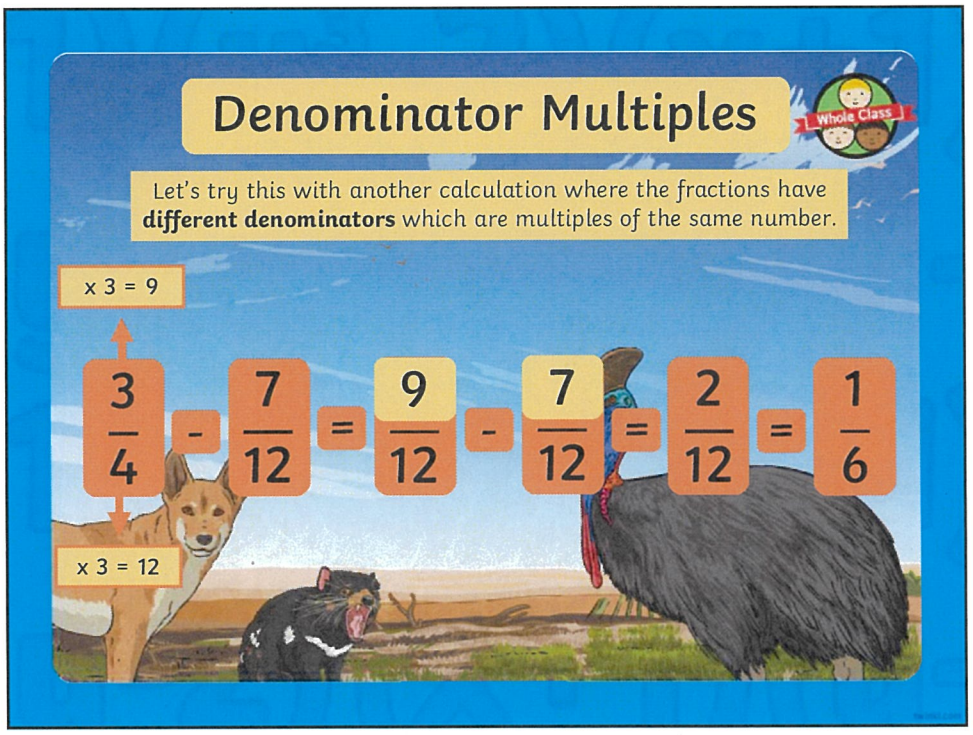
8


Denominator Multiples
Whole Class
In this fraction subtraction, both the fractions have **different denominators** which are multiples of the same number.
x 2 = 10
5/3 - 7/6
x 2 = 6
To solve the calculation, we use **multiplication** to change the fraction with the lowest denominator into an **equivalent fraction** with the same denominator as the other fraction.
Remember to do the same multiplication to the numerator.

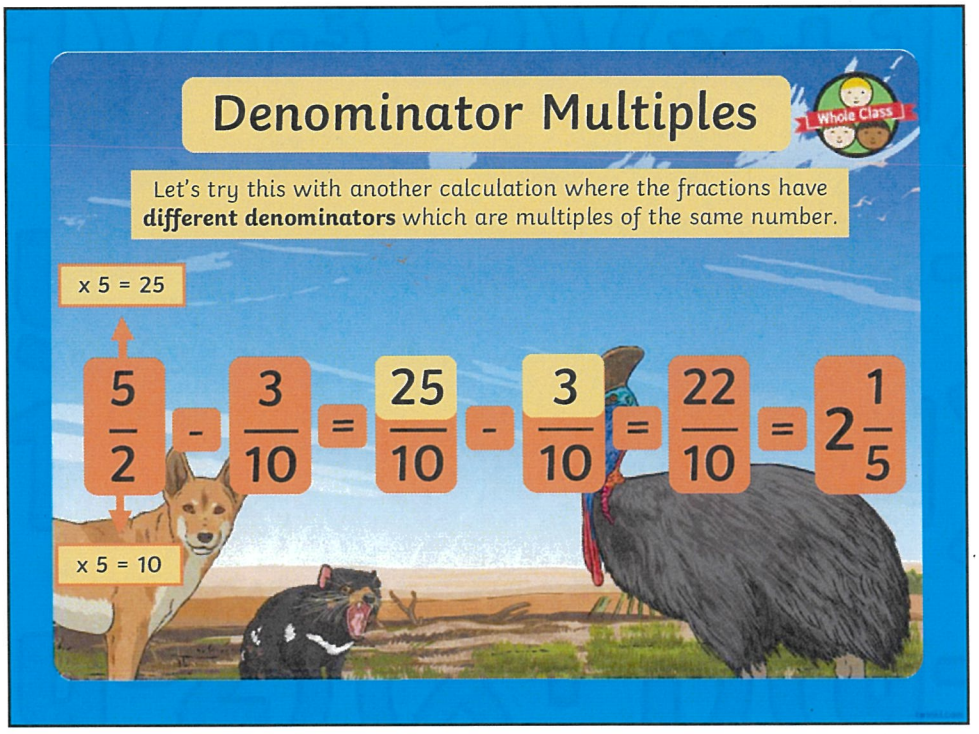
9


Denominator Multiples
Whole Class
Now we have a calculation where both the denominators are the same number.
x 2 = 10
5/3 - 7/6 = 10/6 - 7/6 = 3/6 = 1/2
x 2 = 6
To solve the calculation, the **denominator stays the same**, and the **numerators are subtracted**.

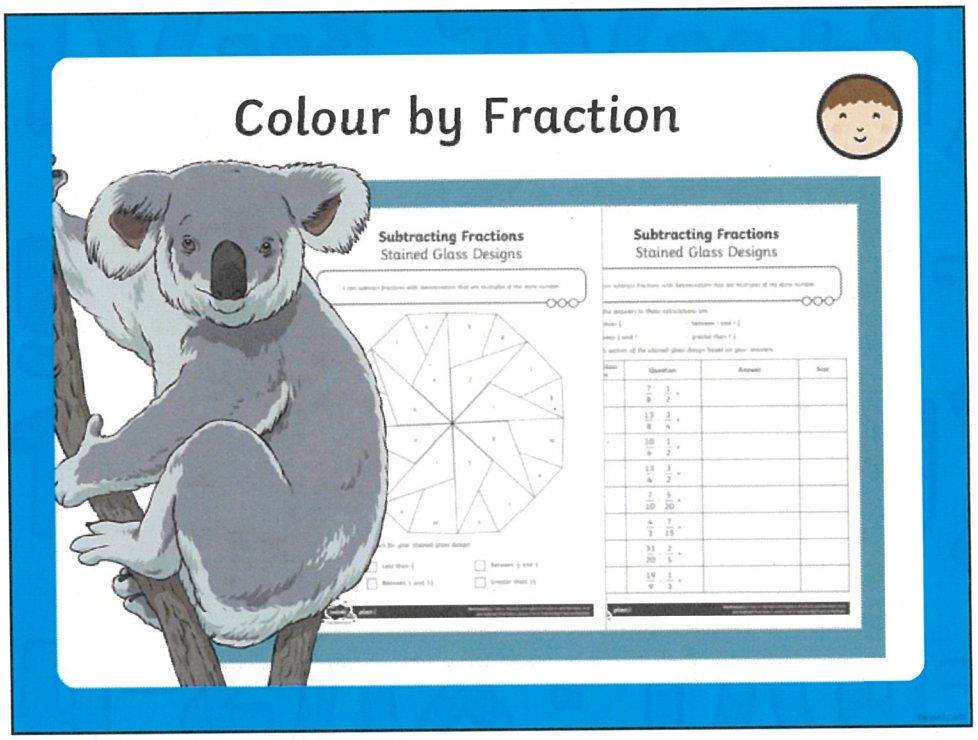
10


Denominator Multiples
Whole Class
Let's try this with another calculation where the fractions have **different denominators** which are multiples of the same number.
x 3 = 9
x 3 = 12
3/4 - 7/12 = 9/12 - 7/12 = 2/12 = 1/6

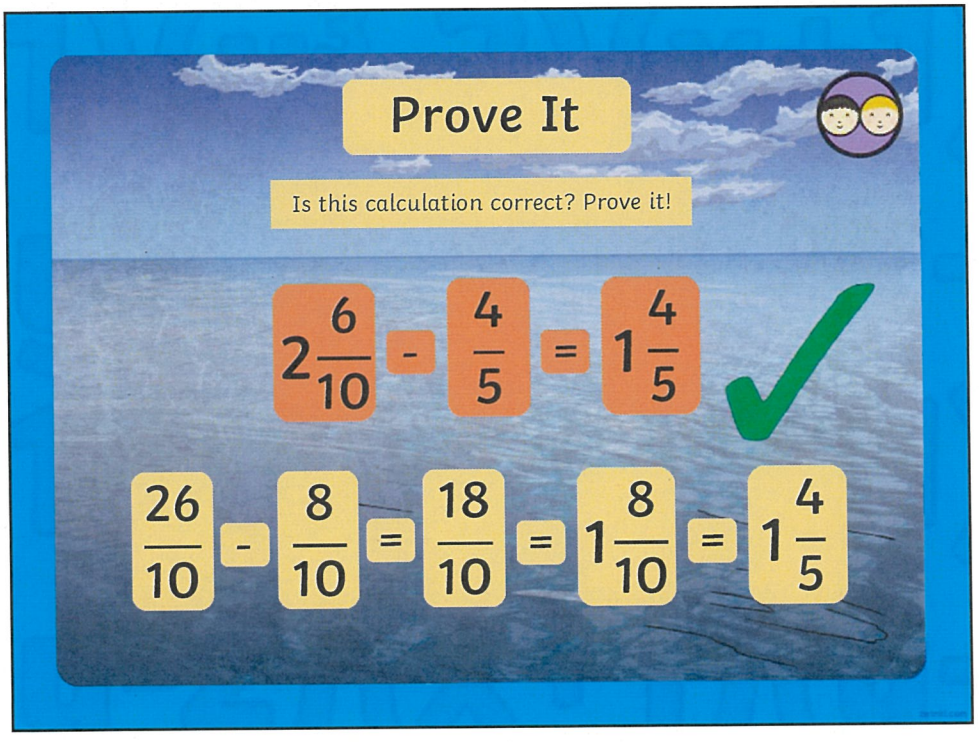
11


Denominator Multiples
Whole Class
Let's try this with another calculation where the fractions have **different denominators** which are multiples of the same number.
x 5 = 25
x 5 = 10
5/2 - 3/10 = 25/10 - 3/10 = 22/10 = 2 1/5

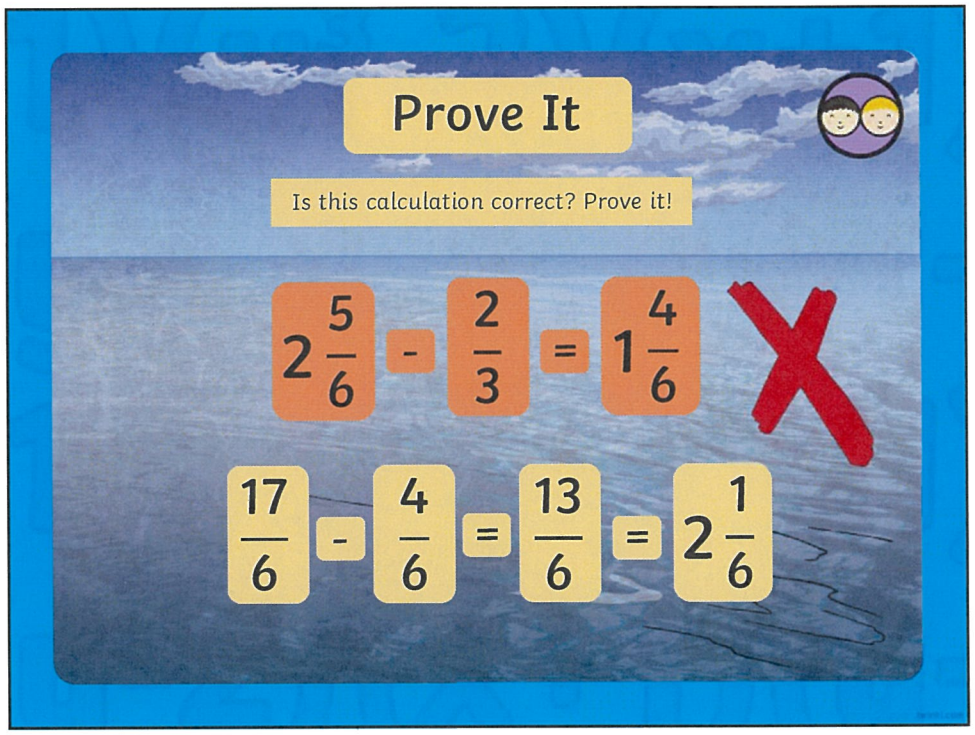
12


Colour by Fraction
Subtracting Fractions
Stained Glass Designs
Subtracting Fractions
Stained Glass Designs

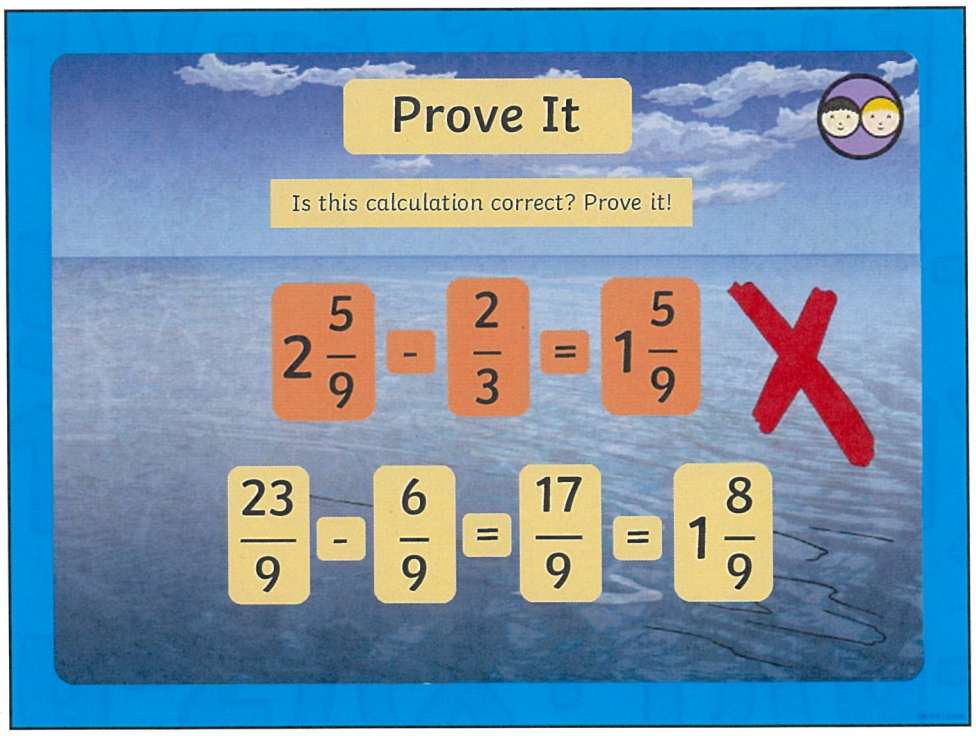
13


Prove It
Is this calculation correct? Prove it!
$2\frac{6}{10} - \frac{4}{5} = 1\frac{4}{5}$
$\frac{26}{10} - \frac{8}{10} = \frac{18}{10} = 1\frac{8}{10} = 1\frac{4}{5}$

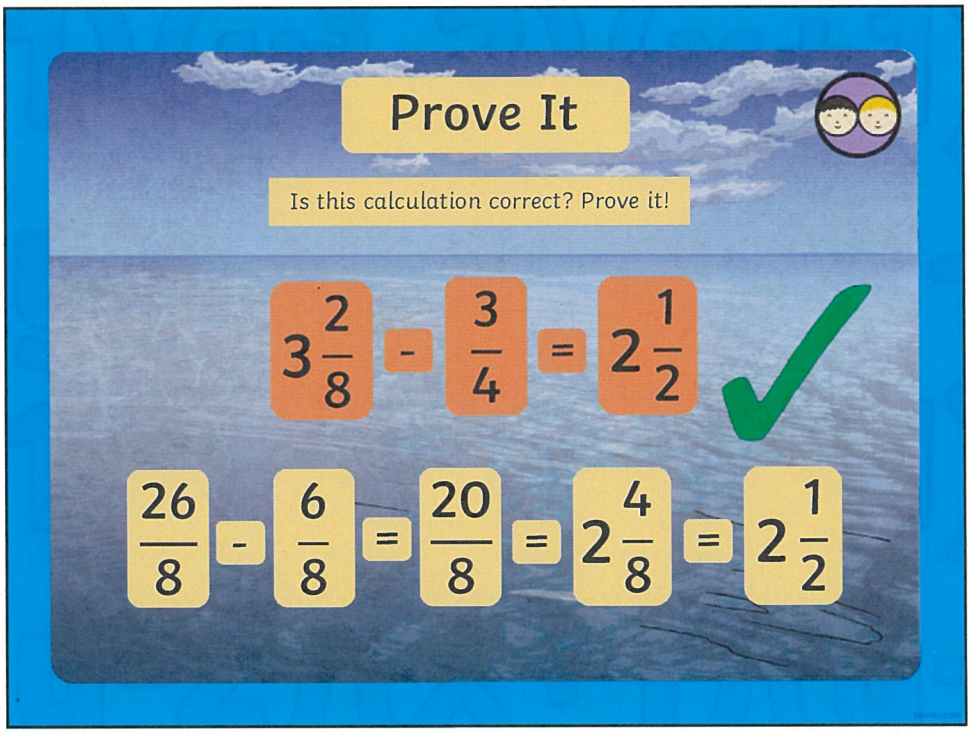
14


Prove It
Is this calculation correct? Prove it!
$2\frac{5}{6} - \frac{2}{3} = 1\frac{4}{6}$
$\frac{17}{6} - \frac{4}{6} = \frac{13}{6} = 2\frac{1}{6}$

15


Prove It
Is this calculation correct? Prove it!
$2\frac{5}{9} - \frac{2}{3} = 1\frac{5}{9}$
$\frac{23}{9} - \frac{6}{9} = \frac{17}{9} = 1\frac{8}{9}$

16

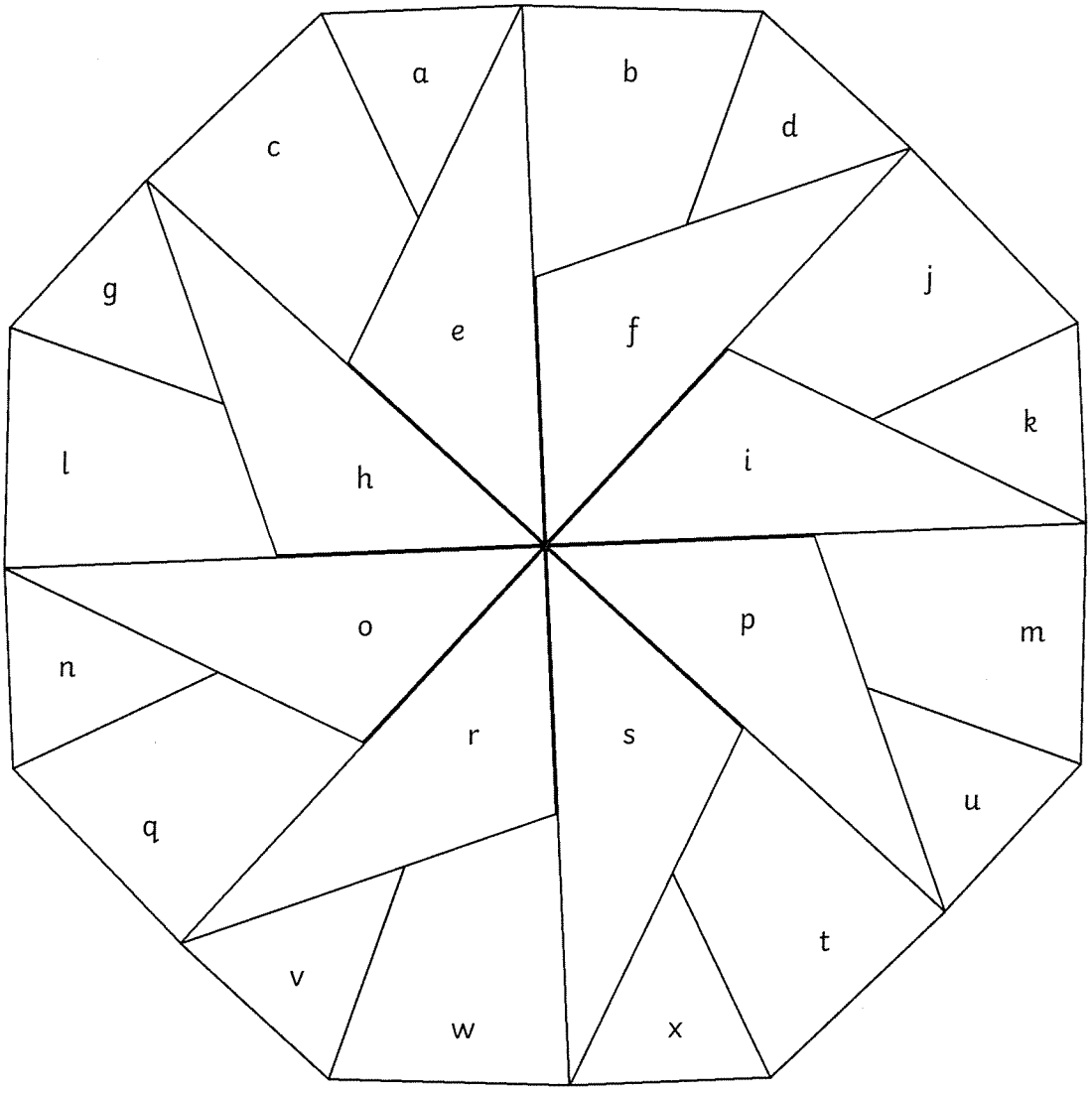

Prove It
Is this calculation correct? Prove it!
$3\frac{2}{8} - \frac{3}{4} = 2\frac{1}{2}$
$\frac{26}{8} - \frac{6}{8} = \frac{20}{8} = 2\frac{4}{8} = 2\frac{1}{2}$

17

Year 6

Subtracting Fractions
Stained Glass Designs

I can subtract fractions with denominators that are multiples of the same number.



Choose the four colours for your stained-glass design:

- ☐ Less than $\frac{1}{2}$
- ☐ Between $\frac{1}{2}$ and 1
- ☐ Between 1 and $1\frac{1}{2}$
- ☐ Greater than $1\frac{1}{2}$

Subtracting Fractions
Stained Glass Designs

I can subtract fractions with denominators that are multiples of the same number.

Identify if the answers to these calculations are:

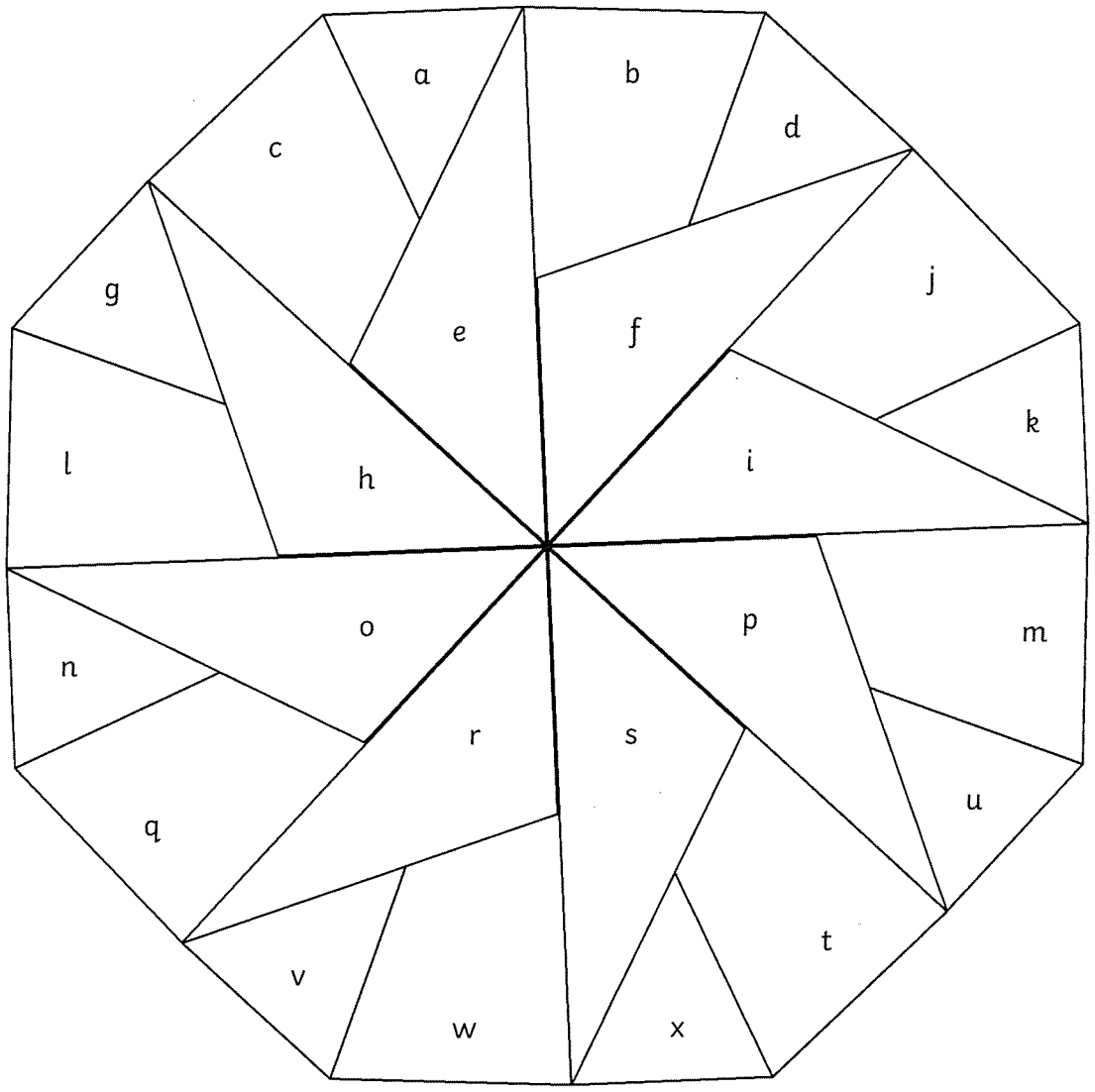
- less than $\frac{1}{2}$
- between $\frac{1}{2}$ and 1
- between 1 and $1\frac{1}{2}$
- greater than $1\frac{1}{2}$

Colour each section of the stained-glass design based on your answers.

Stained Glass Section	Question	Answer	Size
e =	$\frac{7}{8} - \frac{1}{2} =$		
f =	$\frac{13}{8} - \frac{3}{4} =$		
b =	$\frac{10}{6} - \frac{1}{2} =$		
a =	$\frac{13}{4} - \frac{3}{2} =$		
s =	$\frac{7}{10} - \frac{5}{20} =$		
p =	$\frac{4}{3} - \frac{7}{15} =$		
m =	$\frac{31}{20} - \frac{2}{5} =$		
k =	$\frac{19}{9} - \frac{1}{3} =$		

Subtracting Fractions
Stained Glass Designs

I can subtract fractions with denominators that are multiples of the same number.



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Stained Glass Designs

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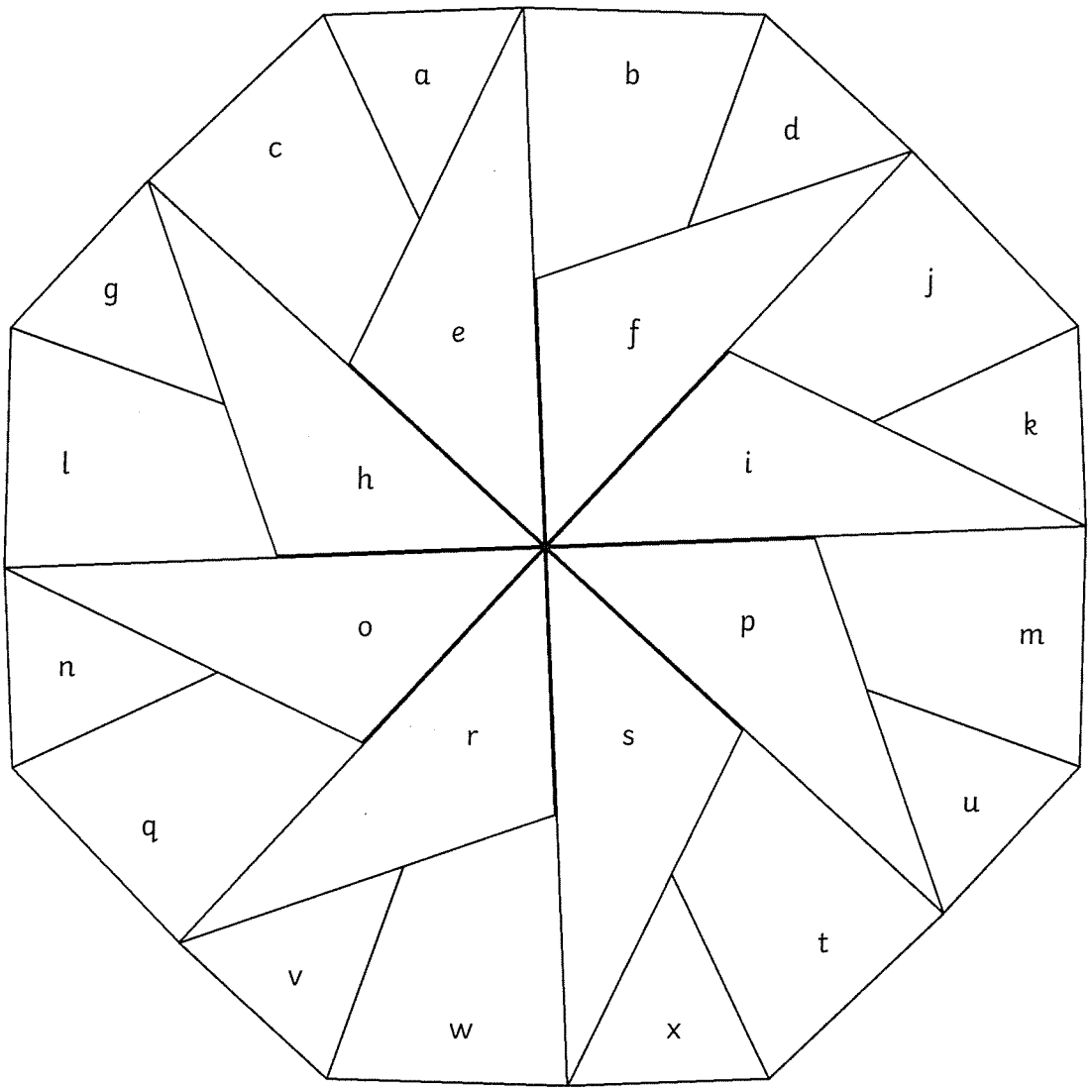
Colour each section of the stained-glass design based on your answers.

Stained Glass Section	Question	Answer	Size
c =	$1\frac{8}{10} - \frac{1}{2} =$		
i =	$\frac{9}{10} - \frac{3}{5} =$		
r =	$1\frac{1}{4} - \frac{8}{20} =$		
n =	$2\frac{7}{25} - \frac{2}{5} =$		
d =	$2\frac{1}{18} - \frac{1}{3} =$		
j =	$1\frac{9}{12} - \frac{2}{4} =$		
v =	$1\frac{5}{7} - \frac{5}{35} =$		
t =	$1\frac{3}{6} - \frac{6}{30} =$		

Subtracting Fractions
Stained Glass Designs

I can subtract fractions with denominators that are multiples of the same number.



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Stained Glass Designs

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- greater than $1\frac{1}{2}$

Colour each section of the stained-glass design based on your answers.

Stained Glass Section	Question	Answer	Size
g =	$2\frac{1}{21} - \frac{1}{7} =$		
l =	$1\frac{10}{18} - \frac{1}{6} =$		
o =	$\frac{3}{5} - \frac{2}{15} =$		
w =	$\frac{11}{10} - \frac{3}{50} =$		
x =	$2\frac{1}{4} - \frac{7}{16} =$		
h =	$1\frac{7}{12} - \frac{2}{3} =$		
u =	$\frac{12}{6} - \frac{3}{12} =$		
q =	$1\frac{3}{6} - \frac{6}{24} =$		

WK 10 Science with Mrs Watt

Hello everyone,

I hope you are all going well. I am missing seeing you! For the last week, I have set another Whole School Engineering Challenge and some other hands on fun with an experiment and/or food design.

Engineering Challenge 2: Build a bridge

The aim is to build a bridge that spans 50cm over a pretend river. The bridge can be built out of whatever you have at home. Some ideas are; Duplo, Lego, blocks, cardboard, skewers, paddle pop sticks, sticky tape etc. To test how strong your bridge is, you need to see how much weight it can handle (it's load bearing capacity). To test this, put books on your bridge one at a time and see how many it can hold before it breaks!

Remember take a photo of your bridge with you in it to and email it to janet.watt@det.nsw.edu.au

For those of you that love experiments try the "How to Grow a Rainbow Science Experiment"

For those of you who like cooking and creating, why not cook or prepare some food with a space theme.

Kind Regards, Mrs Watt 😊

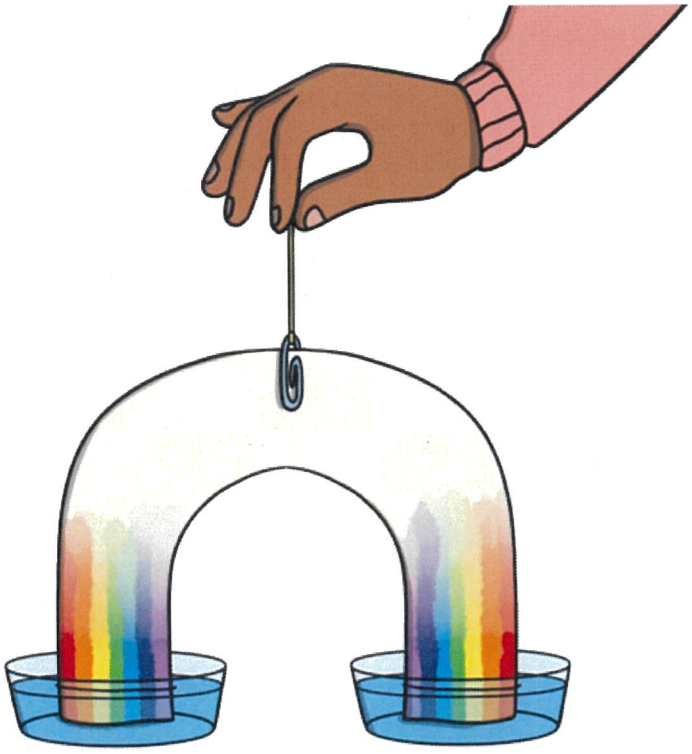
How to Grow a Rainbow Science Experiment

Did you know that you can grow your own rainbow?

You will need a scientific process called the **capillary action**. This action happens when a liquid moves up through a hollow tube or into a spongy, solid material. It happens when three forces work together: **cohesion**, **adhesion** and **surface tension**.

Water molecules like to stick to each other - this is called **cohesion**. They also like to stick to solids in a process called **adhesion**.

In this experiment, you are going to use kitchen roll. The fibres in kitchen roll have lots of little holes. Water is **absorbed** through the kitchen roll because when the first water molecule **adheres** to it and begins to move upward, it pulls the next water molecule up with it, like a chain.



Words To Learn:

- capillary action
- adhesion
- cohesion
- absorbed

You will need:

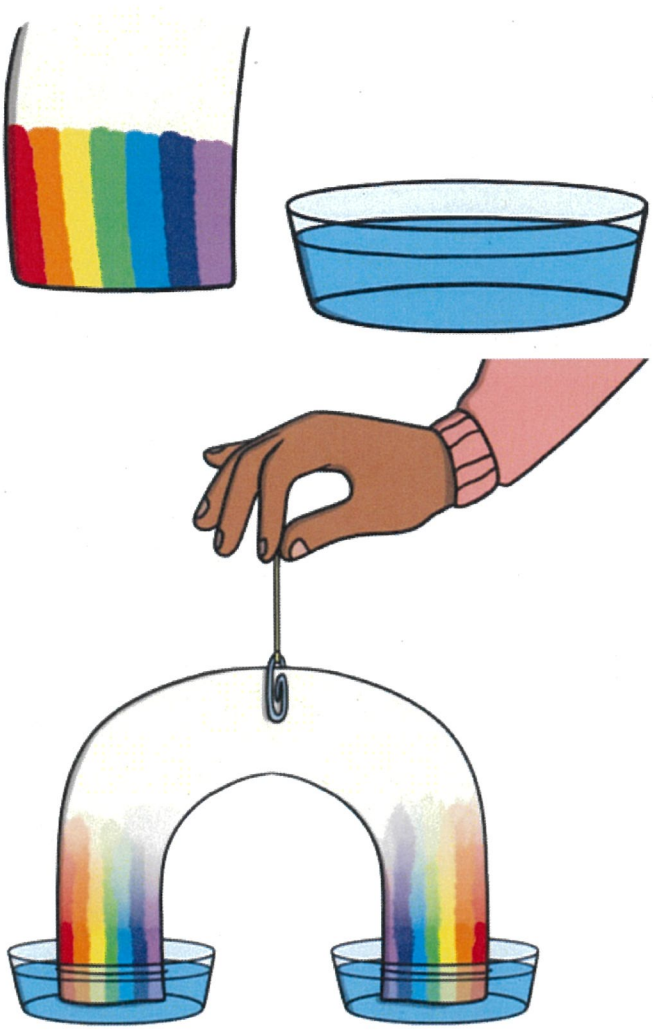
- Kitchen roll/paper towel
- Felt-tip pens
- Two small bowls of water
- Paperclip
- Thread

What To Do:

1. Cut the kitchen roll into the shape of a rainbow.

2. At each end, use the felt-tip pens to colour a rainbow about 2cm up from the bottom. Remember the order of the colours: red, orange, yellow, green, blue, indigo, violet.

3. Attach the paperclip to the top of the rainbow and tie a piece of thread to it. This will allow you to hold your rainbow.

4. Add water to the two bowls.

5. Hold the rainbow with both ends slightly submerged into each bowl of water and watch your rainbow grow.