


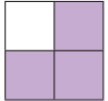
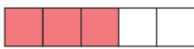




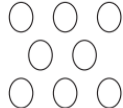

## Year 4 Home Learning – Term 6 Week 4 (22.6.20)

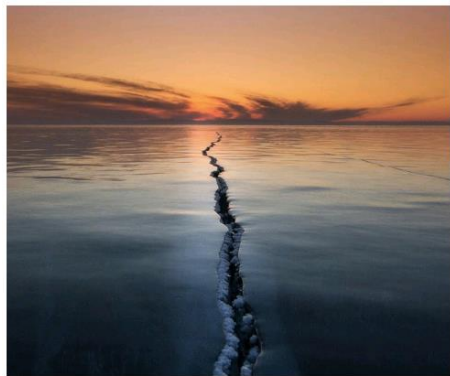
Hello Year 4,

Here are some learning activities for you to try at home. Remember to send us your photographs for our class padlet.

Stay home, stay safe and have fun with your learning!

Mrs Walker and Miss Whitworth

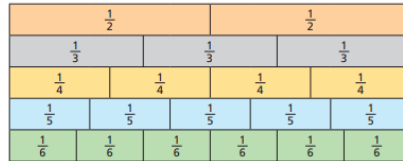
|               | <b>Reading / SPaG</b>                                                                                                                                                                                                                                                                                                                                                                          | <b>Maths</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>English</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Topic- The Human Body</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|               |                                                                                                                                                                                                                                                                                                                                                                                                | <p>This week we are going to recap fractions. Here are some key things that you need to remember to be successful this week:</p> <ol style="list-style-type: none"> <li>1. A fraction is a part of a whole.</li> <li>2. Equivalent fractions show the same amount but are shown using different numbers.</li> </ol> <p><a href="https://www.youtube.com/watch?time_continue=15&amp;v=GVSUcvq-40U&amp;feature=emb-title">https://www.youtube.com/watch?time_continue=15&amp;v=GVSUcvq-40U&amp;feature=emb-title</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>This week in English we will be focusing on stand alone, creative written tasks. If you want to do any additional English learning, you can write a short story about each of the picture prompts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>This term our topic is called 'The Human Body'; we will be setting a variety of activities that link to this topic. This week our focus will be on the digestive system.</p>                                                                                                                                                                                                                                                                                          |
| <b>Monday</b> | <p><b>Spelling:</b><br/>Remember to keep practising your weekly focus words, you could play Spelling Frame or use the spelling activities in your home learning pack. Here are your focus words:</p> <p>Group 1:<br/>direction,<br/>attention,<br/>mention,<br/>spacious,<br/>actual,<br/>actually</p> <p>Group 2:<br/>direction,<br/>attention,<br/>mention,<br/>spacious,<br/>find, kind</p> | <p><b>What is a fraction?</b></p> <p>1.<br/>What fraction of each shape is shaded?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>a)</p>  <p><input type="text"/></p> </div> <div style="text-align: center;"> <p>c)</p>  <p><input type="text"/></p> </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>b)</p>  <p><input type="text"/></p> </div> <div style="text-align: center;"> <p>d)</p>  <p><input type="text"/></p> </div> </div> <p>2. Draw each of the diagrams in your exercise book and shade each diagram to represent the fraction given.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>a)</p>  <p><math>\frac{1}{6}</math></p> </div> <div style="text-align: center;"> <p>c)</p>  <p><math>\frac{5}{8}</math></p> </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>b)</p>  <p><math>\frac{5}{6}</math></p> </div> <div style="text-align: center;"> <p>d)</p>  <p><math>\frac{5}{8}</math></p> </div> </div> | <p><b>Picture prompt: 'Line Out'</b></p>  <p><b>Sick sentences</b></p> <p>These sentences are sick and need help to get better! Can you help? Use adjectives, similes, metaphors and expanded noun phrases to add extra information and detail to improve the sentences. Use interesting vocabulary to make it as exciting as possible.</p> <ol style="list-style-type: none"> <li>1. The ball came towards Harry.</li> <li>2. He jumped into the air.</li> <li>3. He held out his hands.</li> <li>4. He was excited.</li> <li>5. It was up to him.</li> </ol> | <p><b>Science - Teeth</b></p> <p>Let's begin this week's topic learning by completing a crossword to find out what you now know about teeth!</p> <p>The link to the crossword is below:</p> <p><a href="https://www.puzzles-to-print.com/crossword-puzzles-for-kids/dental-health-crossword.shtml">https://www.puzzles-to-print.com/crossword-puzzles-for-kids/dental-health-crossword.shtml</a></p> <p>You can also find the crossword at the end of this document.</p> |

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|                | <p><b>Reading</b><br/>Show an enjoyment for reading by reading a book of your choice. Aim to read for at least 10 minutes per day.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Optional: Continue the story...</b><br/><i>As the ball came sailing through the air towards Harry, he knew that what happened over the next few moments could decide the outcome of the game for his team. With his team mates all watching him, and a thousand eyes glued to his every move from the sidelines, Harry gulped. His heart pounded inside his chest as he reached his frozen hands into the air to receive the ball...</i></p> |                |                |                |                |                |                |               |               |               |                |                |                |                |                |                |                |                |                |                |               |               |               |               |               |                |                |                |                |                |                |                |                |                |                |               |               |               |               |               |               |               |               |               |               |               |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Tuesday        |                                                                                                                                        | <p><b>Equivalent Fractions</b></p> <p>1. Draw the bar models again in your exercise books and shade the bars to show the equivalent fractions. Remember each part of your bar needs to be equal (the same size)</p> <div><table><tr><td><math>\frac{1}{2}</math></td><td><math>\frac{1}{2}</math></td></tr></table><math>\frac{1}{2} = \frac{3}{6}</math><table><tr><td><math>\frac{1}{6}</math></td><td><math>\frac{1}{6}</math></td><td><math>\frac{1}{6}</math></td><td><math>\frac{1}{6}</math></td><td><math>\frac{1}{6}</math></td><td><math>\frac{1}{6}</math></td></tr></table></div> <div><table><tr><td><math>\frac{1}{2}</math></td><td><math>\frac{1}{2}</math></td></tr></table><math>\frac{1}{2} = \frac{5}{10}</math><table><tr><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td></tr></table></div> <div><table><tr><td><math>\frac{1}{5}</math></td><td><math>\frac{1}{5}</math></td><td><math>\frac{1}{5}</math></td><td><math>\frac{1}{5}</math></td><td><math>\frac{1}{5}</math></td></tr></table><math>\frac{4}{5} = \frac{8}{10}</math><table><tr><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td><td><math>\frac{1}{10}</math></td></tr></table></div> <div><table><tr><td><math>\frac{1}{8}</math></td><td><math>\frac{1}{8}</math></td><td><math>\frac{1}{8}</math></td><td><math>\frac{1}{8}</math></td><td><math>\frac{1}{8}</math></td><td><math>\frac{1}{8}</math></td><td><math>\frac{1}{8}</math></td><td><math>\frac{1}{8}</math></td></tr></table><math>\frac{6}{8} = \frac{3}{4}</math><table><tr><td><math>\frac{1}{4}</math></td><td><math>\frac{1}{4}</math></td><td><math>\frac{1}{4}</math></td><td><math>\frac{1}{4}</math></td></tr></table></div> <p>2.</p> | $\frac{1}{2}$                                                                                                                                                                                                                                                                                                                                                                                                                                      | $\frac{1}{2}$  | $\frac{1}{6}$  | $\frac{1}{6}$  | $\frac{1}{6}$  | $\frac{1}{6}$  | $\frac{1}{6}$  | $\frac{1}{6}$ | $\frac{1}{2}$ | $\frac{1}{2}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{5}$ | $\frac{1}{5}$ | $\frac{1}{5}$ | $\frac{1}{5}$ | $\frac{1}{5}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ | <p><b>Picture prompt: The Split</b></p>  <p><i>She had been standing there for hours, surrounded by ice. As the sun peeped its head over the distant mountains on the horizon, an orange and yellow hue filled the sky. The warmth of the sun was a gesture of kindness to her frozen hands, which she clasped together in front of her trembling body. It was then that she heard it... Crack! It was as if the world in front of her was breaking in two...</i></p> <p><b>Sentence Challenge:</b><br/>Personification is when we give human characteristic to something that is non-human.<br/>A metaphor is a figure of speech where we compare one thing to another by saying it is</p> | <p><b>Science – Investigation – What happens when we chew food?</b></p> <p>What do you think happens to bread in we place it in our mouths? Write down your prediction.</p> <p>For this investigation you will need some bread.</p> <ol style="list-style-type: none"><li>1. Chew some bread (do not swallow) for 1 minute and observe how it changes. Stop chewing and think about what is the liquid that has mixed in with the food.</li><li>2. Leave the ball of food in your mouth for three minutes and observe how it tastes. Has it become sweeter? If so, this is because saliva contains a chemical (an enzyme, salivary amylase), which digests food to a sugar. This is a chemical change.</li><li>3. Swallow the chewed food and immediately eat another piece of bread. Is it easier to detect the sweetness?</li></ol> <p>Watch the following clip to see what happens to food in your mouth:</p> |
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|               | <p>Use the fraction wall to complete the equivalent fractions.</p> <table><tr><td colspan="4"><math>\frac{1}{2}</math></td><td colspan="4"><math>\frac{1}{2}</math></td></tr><tr><td colspan="2"><math>\frac{1}{4}</math></td><td colspan="2"><math>\frac{1}{4}</math></td><td colspan="2"><math>\frac{1}{4}</math></td><td colspan="2"><math>\frac{1}{4}</math></td></tr><tr><td><math>\frac{1}{8}</math></td><td><math>\frac{1}{8}</math></td><td><math>\frac{1}{8}</math></td><td><math>\frac{1}{8}</math></td><td><math>\frac{1}{8}</math></td><td><math>\frac{1}{8}</math></td><td><math>\frac{1}{8}</math></td><td><math>\frac{1}{8}</math></td></tr></table> <p>a) <math>\frac{1}{2} = \frac{\square}{4}</math>      c) <math>\frac{2}{4} = \frac{4}{\square}</math>      e) <math>\frac{\square}{8} = \frac{3}{4}</math></p> <p>b) <math>\frac{1}{2} = \frac{\square}{8}</math>      d) <math>\frac{2}{8} = \frac{\square}{4}</math>      f) <math>\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}</math></p> | $\frac{1}{2}$ |               |               |               | $\frac{1}{2}$ |               |  |  | $\frac{1}{4}$ |  | $\frac{1}{4}$ |  | $\frac{1}{4}$ |  | $\frac{1}{4}$ |  | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | <p>that thing.</p> <p>Can you find examples of these in the story starter?</p> <p>Can you have a go at using personification and a metaphor in your short story?</p> <p style="text-align: center;"><b>Question Time</b></p> <p>Use your imagination to answer these questions in your book. There is no right or wrong!</p> <ol style="list-style-type: none"><li>Who is the girl in the story?</li><li>Why might she have been standing there for hours?</li><li>Why might the girl be trembling?</li><li>Where is the girl standing?</li><li>What do you think is happening in the picture?</li><li>How long is the split that seems to be appearing on the Earth's surface?</li></ol> <p style="text-align: center;"><b>Optional: continue the story using the picture prompt</b></p> | <p><a href="https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/z2rx82">https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/z2rx82</a></p> <p>Record what you have learnt!</p> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| $\frac{1}{8}$ | $\frac{1}{8}$                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ |  |  |               |  |               |  |               |  |               |  |               |               |               |               |               |               |               |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Wednesday     | <p style="text-align: center;"><b>Equivalent Fractions</b></p> <p>I. Draw the fraction wall below and complete sections a) and b):</p> <p>a) Label the fractions on the fraction wall.</p> <table><tr><td colspan="12">1</td></tr><tr><td colspan="4"></td><td colspan="4"></td><td colspan="4"></td></tr><tr><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>b) Use the fraction wall to complete the equivalent fractions.</p> <p><math>\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}</math>      <math>\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}</math></p> <p><math>\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1</math></p>                                                                                                                                      | 1             |               |               |               |               |               |  |  |               |  |               |  |               |  |               |  |               |               |               |               |               |               |               |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | <p style="text-align: center;"><b>Picture prompt: The Split</b></p> <p>Continue the story using yesterday's picture prompt. You could use your answers to yesterday's questions too, or create an alternative storyline.</p> <p>Use these questions to prompt your imagination:</p> <p>What happens next in the story? Where is she? Did the ground continue to split? Did she have to jump onto one side? What was beneath the ground that had caused the crack?</p> | <p style="text-align: center;"><b>Science – What happens in your stomach?</b></p> <p>To begin, watch the following clip: <a href="https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/zg2g7p3">https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/zg2g7p3</a></p> <p>Now we are going to model what happens in your stomach, for this investigation you will need:</p> <ul style="list-style-type: none"><li>- Zip-lock bags</li><li>- Crackers / bread</li><li>- Orange juice / coke</li></ul> |
| 1             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |               |               |               |               |               |               |  |  |               |  |               |  |               |  |               |  |               |               |               |               |               |               |               |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |               |               |               |               |               |               |  |  |               |  |               |  |               |  |               |  |               |               |               |               |               |               |               |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

2. Take a look at my fraction wall. Write each of statements in your book and decide whether they are true or false by writing true or false next to the statement. Remember to use the fraction wall to help you!

Here is a fraction wall.



Is each statement true or false? Tick your answers.





|                                                 | True                     | False                    |
|-------------------------------------------------|--------------------------|--------------------------|
| a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| d) $\frac{2}{5}$ is equivalent to $\frac{4}{5}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |

Challenge: Can you write your own fraction wall statements for a member of your family to solve?

### Adding Fractions

I.

Complete the additions.

- a)   $\frac{1}{5} + \frac{2}{5} = \frac{\quad}{\quad}$
- b)   $\frac{1}{5} + \frac{3}{5} = \frac{\quad}{\quad}$
- c)   $\frac{3}{8} + \frac{3}{8} = \frac{\quad}{\quad}$
- d)   $\frac{3}{8} + \frac{1}{8} = \frac{\quad}{\quad}$

1. Begin by getting a zip loc bag and a couple of crackers or piece of bread. The bag is going to represent the stomach – a muscle that squeezes food.
2. Pour a little orange juice or coke into the bag, the orange juice or coke represents the 'digestive juices'.
3. Observe what happens to the bread.
4. Squeeze the bag for two minutes.
5. What happens to the bread?

The bread should turn to liquid and is ready to be absorbed into the small intestine and into the blood stream.

Draw what happened in your investigation and use this to explain what happens in your stomach.

Thursday

### Picture prompt: View from a cockpit



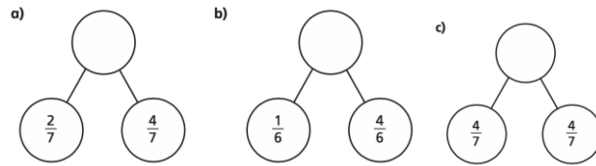
### Science – Digestive System

Use the following website to find out about the digestive system, it's purpose and how it works:

<https://www.bbc.co.uk/bitesize/topics/z27kng8>

Draw the parts of the digestive system and explain their functions.

2. Complete the part-whole models:



3. Use your problem solving skills to complete the following question:

$$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$$

What could the missing numerators be?

Give four different possibilities.

$$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$$

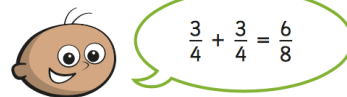
$$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$$

$$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$$

$$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$$

Challenge:

Tommy is adding fractions.



Explain why Tommy is incorrect.

### Sentence challenge

**Verbs are action/doing words.**

Rewrite the sentences and circle the verbs.

1. The plane roared across the sky.
2. The pilot took a deep breath and pushed down on the throttle.
3. He glanced around him at the beautiful view.
4. The sun shone brightly at him and he squinted back at it.

### Story Starter

*"There is no better feeling in the world than being up here" the pilot thought to himself. He pressed a series of buttons, ensuring the aircraft was on the right course, and sat back in his seat to enjoy the view. The sight that met his eyes never ceased to amaze him, no matter how many times he had done this flight...*

Imagine you are the pilot flying the plane. What can you see out of the cockpit window? Is it day or night? Sunrise or sunset? Morning or evening?

Write a description of what you can see out of the window. Make sure you're including lots of detail and interesting vocabulary.

Friday

### Subtracting Fractions

1. Complete the subtractions:



$$\frac{4}{5} - \frac{1}{5} = \boxed{\phantom{00}}$$



$$\frac{4}{5} - \frac{2}{5} = \boxed{\phantom{00}}$$

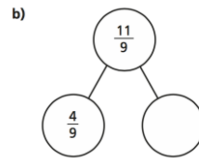
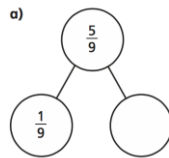


$$\frac{5}{7} - \frac{3}{7} = \boxed{\phantom{00}}$$



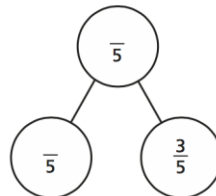
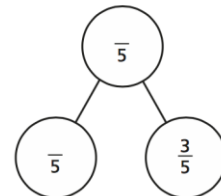
$$\frac{7}{9} - \frac{4}{9} = \boxed{\phantom{00}}$$

2. Complete the part-whole models:



3. Can you complete the part-whole models in two different ways?

Complete the part-whole model in two different ways.



Challenge:

### Picture prompt: Underwater



### Question Time

Use your imagination to answer these questions. Be as creative and descriptive as possible!

1. Who is the boy and why do you think he is bored?
2. What do you think he has with him in the boat?
3. What do you think his family are like?
4. Where do you think their home is?
5. Who do you think lives in the city under the ground?
6. Why do you think the boy has never seen the people who live there before?
7. Why do they live underground?

### P.E

Create a new sport to play with your family.

What are the rules?

What equipment will you need?

How will you score the game?

How does someone win the game?

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <p>Fill in the missing numerators.</p> <p>a) <math>\frac{10}{11} - \frac{\square}{11} = \frac{7}{11}</math></p> <p>b) <math>\frac{10}{11} - \frac{\square}{11} = \frac{7}{11} - \frac{4}{11}</math></p> <p>c) <math>\frac{10}{11} - \frac{4}{11} = \frac{\square}{11} - \frac{7}{11}</math></p> <p>d) <math>\frac{15}{4} - \frac{\square}{4} = 2</math></p> <p>e) <math>\frac{9}{4} - \frac{1}{4} = \frac{\square}{4} + 1</math></p> <p>f) <math>\frac{11}{4} - \frac{3}{4} = \frac{11}{3} - \frac{\square}{3}</math></p> <p>Top tip: Remember that the = sign for b, c, e and f tells us that both calculations need to equal the same amount.</p> | <p>8. Is there anything peculiar about the sea or the tree that is next to it?</p> <p>9. What do you think is about to happen to the boy?</p> <p><b><u>Optional: continue the story</u></b><br/><b><u>Story starter</u></b></p> <p><i>On the surface, everything looked ordinary.</i></p> <p><i>The boy in the boat was bored. He had lived beside this boring river with his boring family for his whole boring life. Nothing unexpected ever seemed to happen to him. He often went to bed at night and wished for something exciting in his life.</i></p> <p><i>Little did he know, underneath the ground he walked on and the river he rowed his boat on, a marvellous, mysterious, magical menagerie of life stirred.</i></p> <p><i>His life was about to become a lot more interesting...</i></p> |  |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



# I Love My Teeth

## Crossword

Across

2. Thread to clean teeth.
5. She might leave you money for your tooth.
8. Small organism that can rot your teeth.
11. Part of tooth embedded in your gums.
12. An expert in clean teeth.
16. Sticky coating on teeth where bacteria multiply.
17. False teeth.
18. Incisors, molars, and bicuspid.
19. Tissue surrounding teeth.

Down

1. What you might gargle with.
3. Can give you cavities.
4. Picture taken during a dental exam.

6. What the dentist said.

7. Tool for cleaning your teeth.

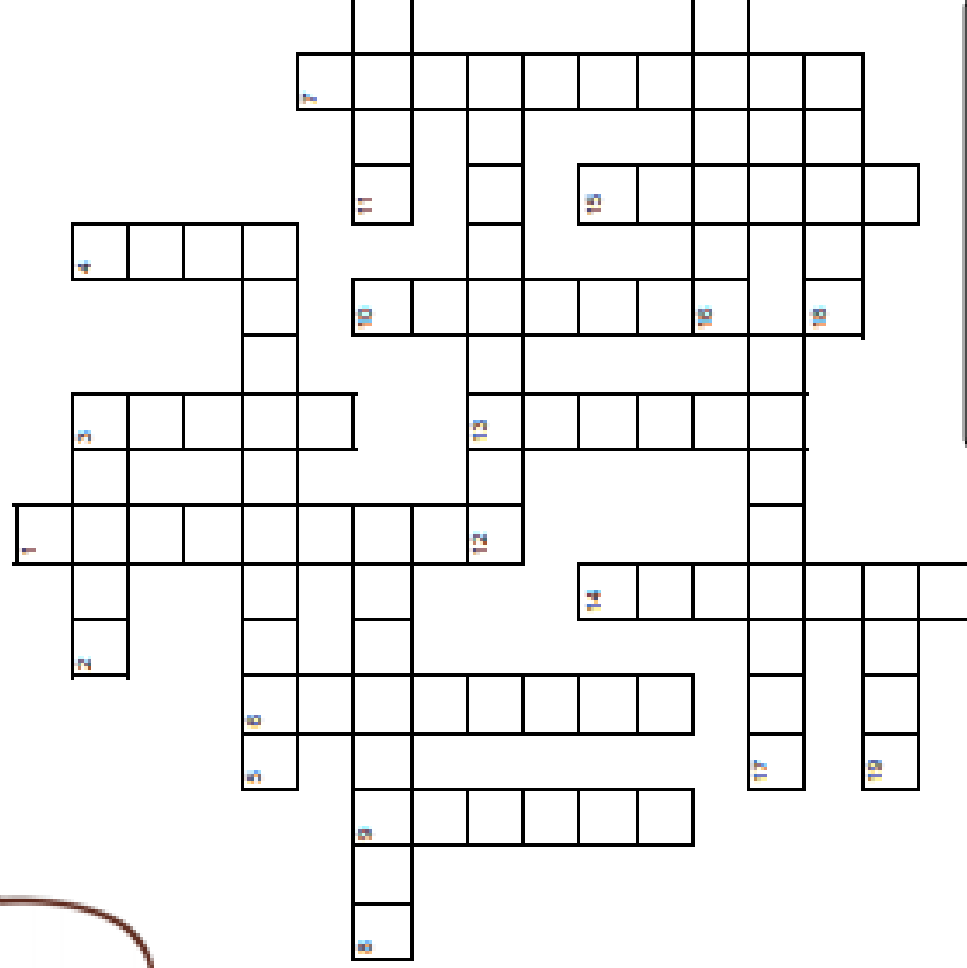
9. Decayed part of a tooth.

10. Visit to the dentist.

13. Rinse your throat.

14. Tooth doctor.

15. Teeth straightening wires.



### WORD BANK

|           |             |
|-----------|-------------|
| BACTERIA  | MOUTH WASH  |
| BRACES    | OPEN WIDE   |
| CAVITY    | PLAQUE      |
| CHECKUP   | ROOT        |
| DENTIST   | SUGAR       |
| DENTURES  | TEETH       |
| FLOSS     | TOOTH FAIRY |
| GARGLE    | TOOTHBRUSH  |
| GUMS      | X-RAY       |
| HYGIENIST |             |