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Home Learning Pack

Year 3

Guidance and Answers

Week 8
15/06/2020

Classroom secrets

KIDS

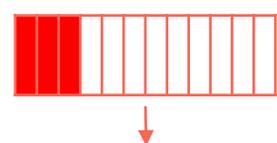**This week's pack supports the <u>Week 8 timetable</u> on Classroom Secrets Kids.**

Monday

Maths – Order Fractions (page 2)

Question 1 – This question involves ordering the six fractions in **ascending order. Ascending order** refers to when values or quantities have been arranged in size from the smallest to the greatest. The smallest fraction needs to be placed first (at the left-hand side) and the fractions should increase in size. The greatest fraction should be placed last.

As all six fractions have a **denominator** of 12, we need to look at the value of their **numerators**. A **numerator** is the top part of a fraction. It shows how many parts of the whole are being considered. A **denominator** is the bottom part of a fraction. It shows how many equal parts the whole has been split into.
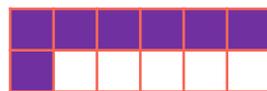The fraction with the smallest **numerator** will come first.
The correct order is: D, C, E, A, F, B (see representation below):

smallest fraction   greatest fraction

Question 2 – This question involves identifying which set of fractions have been arranged in **descending order** correctly. **Descending order** refers to when values or quantities have been arranged in size from the greatest to the smallest.

Therefore, the greatest fraction should come at the beginning (at the left-hand side) and the set should finish with the smallest fraction. Each fraction in the set should decrease in size.

The fractions in set A have not been ordered correctly because the **numerator** of the second fraction is greater than the **numerator** of the first fraction.

The fractions in set B have been ordered correctly because these are all **unit fractions** and the **denominators** of each fraction increase in size. A **unit fraction** is a fraction where the numerator is 1. For example, $\frac{1}{4}$. The larger the **denominator**, the smaller the fraction therefore these fractions do decrease in size.

The fractions in set C have not been ordered correctly because $\frac{6}{9}$ is greater than $\frac{5}{9}$ so six ninths should be listed before five ninths and after seven ninths.

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Monday

Maths – Order Fractions continued (page 2)

Question 3 – This question involves working out if the fractions have been ordered in **descending order** correctly.

$\frac{7}{8}$ is the greatest fraction so it is true that Eric ate the most pizza. This fraction has been placed correctly. However, $\frac{2}{8}$ is less than $\frac{5}{8}$ because its **numerator** is smaller therefore $\frac{2}{8}$ should be placed last in the order, so Suzie's order is incorrect. In **descending order**, the fractions are: $\frac{7}{8}$, $\frac{5}{8}$ and $\frac{2}{8}$.

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Monday

English – Prefixes (page 3)

A **prefix** is a group of letters added to the start of a **root word**. Examples of prefixes are 'un', 'dis' and 'mis'. The prefix changes the meaning of the root word, for example 'usual' and 'unusual', 'regard' and 'disregard'.

A **root word** is a basic word that has not been changed by a **prefix**.

Question 1 – This question involves recognising which sentence would not make sense if the word 'unlucky' was added to it.

Sentence B is the incorrect sentence because 'The children were excited about the unlucky of the winner' does not make sense. The word 'unlucky' does not fit in this context whereas it makes sense in sentences A and C.

Question 2 – This question involves adding the **prefix** '-un' to two words which can then be used to complete the given sentences.

Sentence A – The house was filled with spirits and was said to be in an unusual location.

Sentence B – Matthew was very rude to Jake. It was uncalled for.

Question 3 – This question involves creating two sentences which include the words 'equal' and 'unequal'. There are various possible answers. An example of a sentence including each word is shown below.

The number line on Benny's desk had nine equal intervals.

We climbed an unequal number of stairs and eventually, we reached the ruins of the castle.

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Tuesday

Maths – Add Fractions (page 4)

Question 1 – This question involves creating addition numbers sentences based on the shaded fractions of given bar models.

For A, the shaded fraction of the first bar model shows $\frac{4}{11}$. This is because 4 parts out of 11 equal parts have been shaded. The shaded fraction of the second bar model is $\frac{6}{11}$. Therefore, A's addition is : $\frac{4}{11} + \frac{6}{11} = \frac{10}{11}$. When fractions with the same **denominator** (see definition on page 2) are added together, the **denominator** stays the same and the **numerators** (see definition on page 2) are added.

For B, the shaded fraction of the first bar model shows $\frac{4}{8}$. This is because 4 parts out of 8 equal parts have been shaded. The shaded fraction of the second bar model is $\frac{3}{8}$. Therefore, B's addition is : $\frac{4}{8} + \frac{3}{8} = \frac{7}{8}$.

Question 2 – This question involves finding the values of missing fractions to complete four addition calculations. The fractions in each calculation have the same **denominator**.

The total of A is $\frac{7}{9}$ so the missing fraction must have a **numerator** of '5' as 2 + 5 = 7. The missing **denominator** is '9'. Therefore, the missing fraction for A is $\frac{5}{9}$.

The total of B is $\frac{9}{12}$ so the missing fraction must have a **numerator** of '1' as 8 + 1 = 9. The missing **denominator** is '12'. Therefore, the missing fraction for B is $\frac{1}{12}$.

The total of C is $\frac{8}{11}$. $\frac{3}{11} + \frac{2}{11} = \frac{5}{11}$. The missing fraction must have a **numerator** of '3' as 3 + 3 + 2 = 8. The missing **denominator** is '11'. Therefore, the missing fraction for C is $\frac{3}{11}$.

The fractions shown in D are $\frac{2}{7}$, $\frac{1}{7}$ and $\frac{2}{7}$. When these three fractions are added together, they make $\frac{5}{7}$ as 2 + 1 + 2 = 5. The **denominator** stays the same. Therefore, the missing fraction for D is $\frac{5}{7}$.

Question 3 – This question involves identifying which child's statement is correct.

Dave's statement is correct because there are four different ways of making eight elevenths when two fractions are added together, as shown below.

$$\frac{1}{11} + \frac{7}{11} = \frac{8}{11} \qquad \frac{2}{11} + \frac{6}{11} = \frac{8}{11} \qquad \frac{3}{11} + \frac{5}{11} = \frac{8}{11} \qquad \frac{4}{11} + \frac{4}{11} = \frac{8}{11}$$

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Tuesday

English – Adding 'super-', 'anti-' and 'auto-' (page 5)

Question 1 – This question involves recognising which **prefixes** (see definition on page 4) can be added to the given **root words** (see definition on page 4). The completed table should look like this:

Root word	*super-*	*anti-*	*auto-*
social		X	
market	X		
pilot			X

Anti + social = antisocial, super + market = supermarket and auto + pilot = autopilot

Question 2 – This question involves filling in the blank with the most appropriate **prefix**.

"Well done, Barry. Some of those questions were difficult. You are a superstar!" exclaimed his teacher.

'Antistar' and 'autostar' are not valid words whereas 'superstar' is the only valid word that fits the context of this sentence.

Question 3 – This question involves determining whether the definition of a word is true or false, using your knowledge of the meaning of the **prefix**.

We can break the word 'autodial' down into its **root word** and **prefix**. The **prefix** 'auto-' means 'self' or 'own' and this statement does not refer to an action being carried out independently. 'Autodial' refers to a number that is dialled automatically, so this statement is false.

Question 4 – This question involves identifying all the **prefixes** that have been used in the sentence. The **prefixes** 'super-' and 'auto-' have both been used correctly.

The <u>super</u>hero convention was a great success and the car park was full of <u>auto</u>mobiles.

Question 5 – This question involves identifying the number of **prefixes** that have been used in the given sentence.

Jade is incorrect because no **prefixes** have been used in this sentence. 'Im-' can be used as a **prefix**, however 'portant' is not a valid **root word**.

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Tuesday

English – Adding 'super-', 'anti-' and 'auto-' continued (page 5)

Question 6 – This question involves creating three sentences which each use one of the **prefixes** (see definition on page 4) given. There are various answers for this question. One example of each **prefix** being used in a sentence is shown below.

The children celebrated <u>anti</u>bullying week last November.

When he was younger, Alfie had an interest in reading <u>super</u>hero comics.

Newsreaders are very experienced at reading their words on <u>auto</u>cue.

Question 7 – This question involves replacing one **prefix** with another and seeing if this affects the meaning of the sentence.

Sally continued to search for Reggie Sherling's superbiography in the school library.

The sentence shown above no longer makes sense because *super* + biography = *superbiography* which is not a real word.

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Wednesday

Maths – Subtract Fractions (page 6)

Question 1 – This question involves matching the subtraction calculations to the correct answers shown on the bar models. It is important to remember that when subtracting fractions with the same **denominator** (see definition on page 2), the **denominators** stay the same. Only the **numerators** (see definition on page 2) are subtracted.

To find the matching bar model, we need to find a bar model that has the same number of parts shaded in as the **numerator** in the answer.
$\frac{8}{12} - \frac{4}{12} = \frac{4}{12}$. Therefore, calculation 1 should be matched to bar model C because it is the only bar model that has four parts shaded in.
$\frac{6}{12} - \frac{3}{12} = \frac{3}{12}$. Therefore, calculation 2 should be matched to bar model A because it is the only bar model that has three parts shaded in.
$\frac{9}{12} - \frac{2}{12} = \frac{7}{12}$. Therefore, calculation 3 should be matched to bar model B because it is the only bar model that has seven parts shaded in.

Question 2 – This question involves writing subtraction number sentences to match the word problems.

The pizza is cut into 8 equal parts, so 8 becomes the **denominator**.
$$A = \frac{8}{8} - \frac{5}{8} = \frac{3}{8}$$

There are 10 friends in total, so 10 becomes the **denominator**.
$$B = \frac{10}{10} - \frac{8}{10} = \frac{2}{10}$$

Question 3 – This question involves working out possible values of missing **numerators** in two subtractions. When subtracting two fractions with the same **denominator**, the **denominator** stays the same. Only the values of the **numerators** change. There is more than one possible answer for each of these calculations.

As we know that the answer to the first subtraction is $\frac{5}{11}$, we need to use two **numerators**, which when subtracted, have a difference of 5. In the example shown below, 9 – 4 = 5.

$$\frac{9}{11} - \frac{4}{11} = \frac{5}{11}$$

The answer to the second subtraction is also $\frac{5}{11}$. Again, we need to use two **numerators** which have a difference of 5. 10 – 5 = 5.

$$\frac{10}{11} - \frac{5}{11} = \frac{5}{11}$$

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Wednesday

English – Adding 'sub-' and 'inter-' (page 7)

Question 1 – This question involves matching five words, which use the **prefixes** (see definition on page 4) 'sub-' and 'inter-' to their meanings. It can be helpful to look for synonyms in the **root words** (see definition on page 4). **Synonyms** are words that have the same meaning. For example, the word 'polar' and 'cold' both describe cold temperatures.

interlock = things that overlap
subpolar = very cold climate
intercity = travelling between cities
interview = a meeting
subdue = bring under control

Question 2 – This question involves choosing the correct word to complete four sentences.

A = submission
B = intermission
C = intertwined
D = subscribe

Question 3 – This question involves explaining how the meaning of the sentence has changed once the **prefix** 'sub-' has been added.

The **prefix** 'sub' added to the **root word** 'marine' alters the meaning of the word to mean deep under the water rather than just in the water.

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Thursday

Maths – Add and Subtract Fractions (page 8)

Question 1 – This question involves filling the empty squares with fractions, so that when each row and column are added together, they make the same total.

The only complete column in the square is the vertical column on the left-hand side. One of these fractions, however, does not have the same **denominator** (see definition on page 2) as the other two. Therefore, it would be sensible to find its **equivalent**. **Equivalent** means equal in value. For example, equivalent fractions may use different numerators and denominators, but represent the same part of a whole.

If the **numerator** (see definition on page 2) and **denominator** of $\frac{6}{12}$ are both divided by 2, the **equivalent** fraction is $\frac{3}{6}$. Now that all three fractions have the same **denominator**, they can be added together.

$$\frac{1}{6} + \frac{3}{6} + \frac{2}{6} = \frac{6}{6}$$

From this information, we know now that every row and column in the magic square must total $\frac{6}{6}$.

$$\frac{1}{6} + \frac{6}{12} + \frac{2}{6} = \frac{6}{6} \qquad \frac{2}{6} + \frac{1}{6} + \frac{3}{6} = \frac{6}{6}$$

$$\frac{6}{12} + \frac{2}{6} + \frac{1}{6} = \frac{6}{6} \qquad \qquad \frac{1}{6} + \frac{3}{6} + \frac{2}{6} = \frac{6}{6}$$

$\dfrac{1}{6}$	$\dfrac{3}{6}$	$\dfrac{2}{6}$
$\dfrac{6}{12}$	$\dfrac{2}{6}$	$\dfrac{1}{6}$
$\dfrac{2}{6}$	$\dfrac{1}{6}$	$\dfrac{3}{6}$

$$\frac{2}{6} + \frac{1}{6} + \frac{3}{6} = \frac{6}{6}$$

$$\frac{3}{6} + \frac{2}{6} + \frac{1}{6} = \frac{6}{6}$$

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Thursday

Maths – Add and Subtract Fractions continued (page 8)

Question 2 – This question involves finding different ways of completing the subtraction calculation, using the digits cards that have been provided.

As the question advises us to use each digit card a maximum of twice, we need to use one **equivalent** fraction as not all **denominators** (see definition on page 2) can be the same, as this would require three identical digit cards being used.

There are various answers for this question. Two possible examples are shown below.

$$\frac{6}{8} - \frac{2}{4} = \frac{2}{8}$$

The example above is correct as the digits '8' and '2' have been used twice each and the subtraction is accurate. $\frac{2}{4}$ is **equivalent** to $\frac{4}{8}$ and $\frac{6}{8} - \frac{4}{8} = \frac{2}{8}$.

$$\frac{5}{6} - \frac{1}{6} = \frac{2}{3}$$

This second example is also correct as only the digit '6' has been used twice and the subtraction is accurate. $\frac{2}{3}$ is **equivalent** to $\frac{4}{6}$ and $\frac{5}{6} - \frac{1}{6} = \frac{4}{6}$.

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Thursday

English – Creating Word Families (page 9)

Word families describe groups of words that share a common feature or pattern. Usually, word families share a common root word.

Question 1 – This question involves sorting words into a table based on the **prefixes** (see definition on page 4) they could follow. The completed table is shown below.

inter	super	anti	sub	auto
view	power	biotic	heading	cue
national	natural	bacterial	ordinate	correct

inter + view = interview; inter + national = international
super + power = superpower; super + natural = supernatural
anti + biotic = antibiotic; anti + bacterial = antibacterial
sub + heading = subheading; sub + ordinate = subordinate
auto + cue = autocue; auto + correct = autocorrect

Question 2 – This question involves matching the **prefixes** to the correct definitions. Each **prefix** should be matched to a definition. It may be helpful to think of examples of words which use these **prefixes** to determine the meaning of the **prefix** within a word.

inter = between
sub = under
auto = self or own
anti = against
super = above

Question 3 – This question involves using the meaning of a **prefix** in a given word to work out the definition of another word which uses the same **prefix**.

The **prefix** 'sub-' refers to the position of an object or idea. It means 'under' therefore 'subway' would mean under the road or ground.

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Friday

Maths - Arithmetic Quiz

Click on the link below to practise your arithmetic skills in a fun quiz. The game includes 10 questions in total and each question is marked as soon as an answer is entered.
https://kids.classroomsecrets.co.uk/resource/year-3-arithmetic-quiz-2/

English – Spelling

Click on the link below to complete an interactive wordsearch. Find the position of ten words which are hidden horizontally, vertically and diagonally. How quickly can you find all ten hidden words?
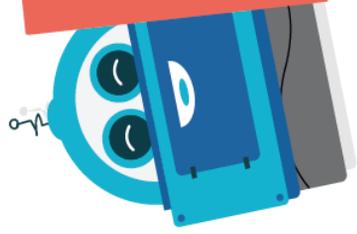https://kids.classroomsecrets.co.uk/resource/spelling-task-for-year-3-and-year-4-word-search/

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Assembly Activity

Celebration certificate

On the following page in this pack (page 15), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be

Home learning HERO!

This certificate of brilliance goes to

for being **TOTALLY AWESOME** at

Signed

Date

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Additional resources

English – Reading – The Snack Money (pages 10 – 12)

Children should read the information and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary.

The answers to the questions are as follows:

1. Why was Samantha worried about Jody?
Jody had been quiet all week, she didn't want to play and she hadn't laughed or smiled.

2. Did Mr Smith really think that the girls had finished their work?
No, because it said he had a 'knowing look' which tells us that he knew they were just chatting.

3. Identify ONE word/phrase which tells us that Jody was unhappy as she was leaning against the wall.
Accept any of the following: head down, chewing her lip or looking miserable.

4. Why was Samantha worried when she first saw Jody talking to Marjory?
Marjory wasn't a very nice girl, so Samantha guessed there might be trouble.

5. Why do you think Samantha felt 'a sudden rage' when she realised what was going on?
It made her angry to think that someone was bullying her friend. She thought that it was unfair that someone was taking Jody's money.

6. In what ways has Samantha been a good friend? Think about her actions in the text.
Answers could refer to any of the following: Samantha must know Jody very well as she knew that Jody was acting out of character. She tries to find out what is wrong. She helps Jody do the right thing.

7. Identify TWO more words which mean the same as 'delicious'.
Suggestions could include: tasty, lovely, yummy, scrumptious.

8. Why do you think the author wrote this story?
To remind us to tell someone if we are being bullied.

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