



## Important Information



*"Oak National Academy is a new collection of high-quality lessons and online resources. Backed by the Government, it has been created in response to the coronavirus lockdown.*

*Their online classroom offers free access to great teachers, delivering video lessons, quizzes and worksheets. Available for both primary and secondary levels, it covers a range of subjects. All of the lessons are ordered so your child can learn along a clear plan. They'll provide new lessons and resources each week.*

*Oak National Academy will fit alongside other resources such as BBC Bitesize to offer a structure for the day for children until schools fully reopen.*

*Oak National Academy was built at speed; at present their resources are for pupils who usually access their schools' curriculum in mainstream education, from reception through to year 10, without significant support or adaptation. They're currently working on providing support for teachers working with pupils with additional needs, and teachers based in specialist settings. Next week they hope to launch materials for pupils not able to access all aspects of their current offer."* Information taken from the Oak National Academy website (<https://www.thenational.academy/information-for-parents-pupils/> )

The Oak National Academy lessons can be accessed here: <https://www.thenational.academy/online-classroom>

**As you are aware, at Victoria Dock Primary School we provide a home learning pack every week which is created by our class teachers. Although we have these plans already in place, we understand that some families may prefer to work from the materials made available through the Oak National Academy. This is absolutely fine and we are thrilled to see so many children learning at home and taking the opportunity to also do all kinds of things at home which are not usually taught in the classroom.**

**Feel free to continue to use our home learning grids (like the one below) or the lessons provided by the Oak National Academy. Either way, we would love you to keep in touch and show us the wonderful things you are doing at home, using Seesaw, ClassDojo or Twitter. Stay safe and we look forward to returning to school to see everyone's smiling faces.**



**Home Learning Grid for Year 4/5**  
Week Commencing – 11.5.20  
Work to be completed in home learning books

	1	2	3	4
<b>Spelling</b>	Spelling activity 1	Synonym task Find 3 of the best synonyms for each word. Write sentences containing your new synonyms.	Have a go at some of these spelling games. <a href="https://www.bbc.co.uk/bitesize/topics/zt62mnb">https://www.bbc.co.uk/bitesize/topics/zt62mnb</a>	Spelling activity 2
<b>Reading</b>	Create a video of you telling a 'bedtime story'. Upload to Seesaw.	Comprehension 1 Read the text and complete the questions	Comprehension 2 Read the text and complete the questions	Reading activity 3 Write a book review about a book that you have read
<b>Writing</b>	Write a diary entry about what you have done this week.	Describe the setting in writing task 2. Think of as many ways to describe the setting. Think about your senses.	Write an adventure story that will happen in the setting you described in task 2. Include speech in your story.	Make something at home and write a detailed set of instructions to help somebody else make it.
<b>Maths</b>	Complete lesson 1 for the maths curriculum that you follow. Answers will be posted to seesaw.	Complete lesson 2 for the maths curriculum that you follow. Answers will be posted to seesaw.	Complete lesson 3 for the maths curriculum that you follow. Answers will be posted to seesaw.	Complete lesson 4 for the maths curriculum that you follow. Answers will be posted to seesaw.
	<i>Can you set a new high score on Timetable Rockstars?</i>		<i>Can you set a new high on Mangahigh?</i>	
<b>Challenge</b>	<u>PowerPoint</u> Create an information PowerPoint presentation about the Egyptian gods.	Egyptian God Create a fact file for at least 1 Egyptian god.	Egyptian god true or false	Colouring activity for Egyptian god

**Supporting Material**

Spelling activity 1

1. My sister is very \_\_\_\_\_ – she always notices small details.
2. With a degree of \_\_\_\_\_, I stepped onto the stage at the start of the show.
3. All members of the Scouts are taught that the \_\_\_\_\_ of rules is important.
4. Over time, I have learnt to be more \_\_\_\_\_ of my younger siblings.
5. Because she didn't want to get into trouble, Janine was \_\_\_\_\_ to ask for help with her maths work.
6. The herd of elephants crowded around the \_\_\_\_\_ mother to protect her.
7. Eating healthily increases life-\_\_\_\_\_.
8. School has a zero-\_\_\_\_\_ policy towards bullying of any kind.

**Word Bank**

observant

observance

expectant

expectancy

hesitant

hesitancy

tolerant

tolerance

Spelling activity 2

Create a 15x15 square words search using the words from the word bank in spelling activity 1.

## GODS AND GODDESSES ANCIENT EGYPTIAN RELIGION

There were more than 2000 gods in ancient Egypt. Most took human form but some had the heads of animals. Here is a selection of the more important gods that Egyptians would have worshipped.

1. **Ra:** Ra was god of the Sun and the lord of the gods. He is shown to have the body of a human and the head of a falcon. Above his head sits a sun disc with a sacred cobra twisted round it. It is said that Ra sailed the heavens in a boat called 'Barque of Millions of Years'. At the end of every day many thought Ra had died as he sailed through the night in the Underworld leaving the Moon to light the night sky until he was born again at dawn.

2. **Amun:** Amun was an important god because it is said that he created all things. However, there are not many stories or pictures of him as he was invisible. Many of the pictures of him come from when he mixes with another god like Ra, when he becomes Amun-Ra. Amun is usually in human form but sometimes has a ram's head.

3. **Horus:** Horus has the head of a hawk which makes him look similar to Ra but Horus has a crown made to look like the two parts of Egypt, the red and the white to show that he ruled all of the land. Horus was the god of the sky and it was believed that the pharaohs were a living version of Horus making them godlike.

4. **Thoth:** Thoth was the god of wisdom, writing, time and the moon. The ancient Egyptians believed that Thoth created hieroglyphics and kept a record of all knowledge. He has the head of an ibis bird, a long beaked bird common in Egypt.

5. **Ma'at:** Ma'at was the goddess of truth, justice and harmony and the wife of Thoth. A pharaoh had to promise to follow Ma'at and be a fair and honest leader.

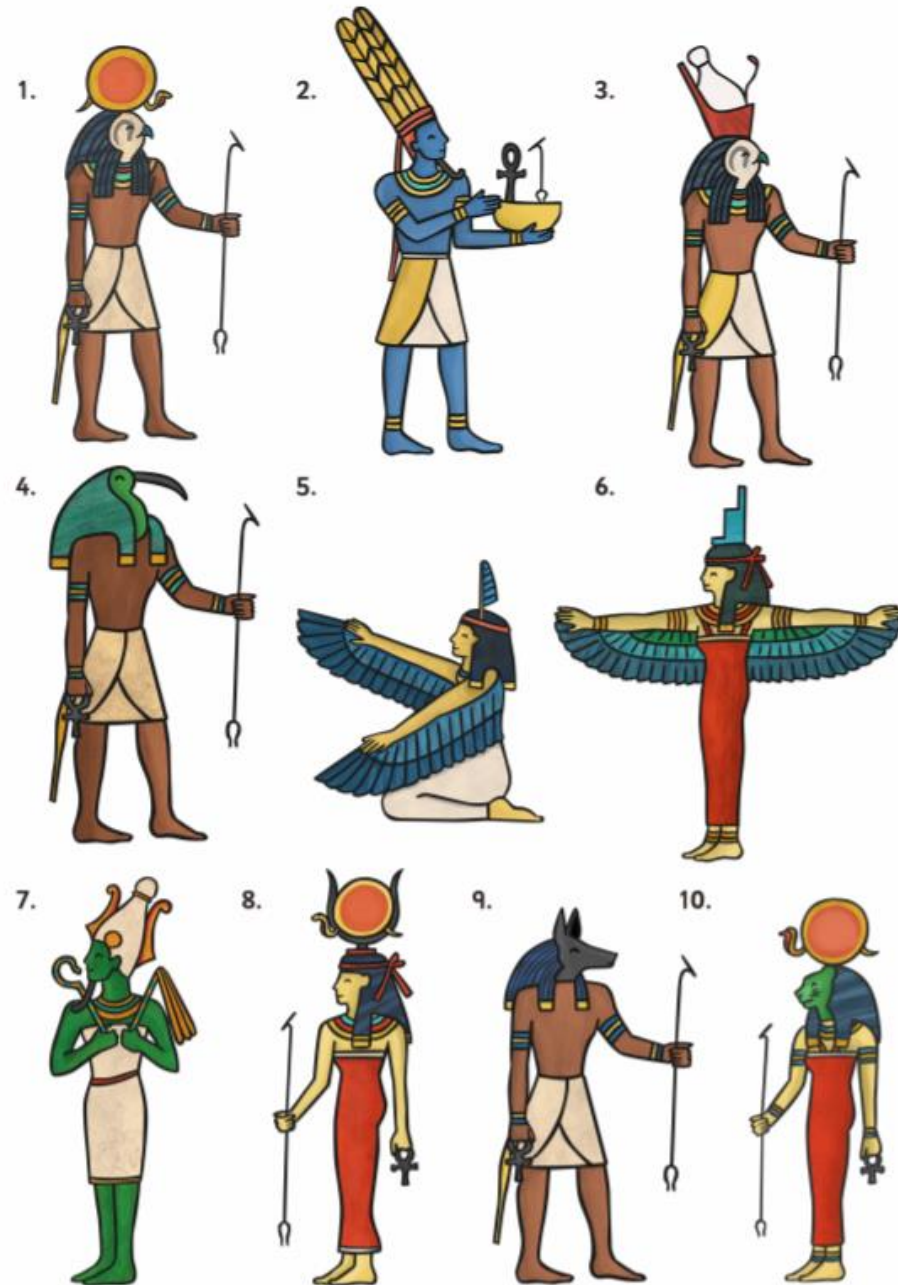
6. **Isis:** Isis is the mother of Horus and the queen of the goddesses. Sometimes she is shown to have a throne on her head and other times she has a sun disk similar to Hathor.

7. **Osiris:** Osiris is the god of the dead and husband of Isis. He is shown wearing the white linen wrapping from a mummy. He wears a white crown with large feathers. Although he was the god of the Underworld, Egyptians still liked him for helping people pass on to the next life.

8. **Hathor:** Hathor was the goddess of love, music and dance. She looked after all women in life and death. Hathor sometimes took the form of a cow with a sun disk above her head.

9. **Anubis:** Anubis was the god of embalming, the mummification ritual. It is believed he made the first mummy, Osiris. Anubis was the guide of the dead, he helped them pass to the next life. It was said that Anubis would wait for you in the hall of the dead to weigh your heart. If your heart was lighter than Ma'at's feather, you would live forever. If it was heavier, your heart would be eaten by the demon Ammit. Anubis had the head of a jackal.

10. **Sekhmet:** Sekhmet was goddess of war, fire and medicine. She has a head of a lion, the best hunter known to the Egyptians and her breath is said to have created the desert.



1. How many gods were there in ancient Egypt?

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2. Why are the names of the gods in **bold**?

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3. What was special about Amun?

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4. Who created hieroglyphics?

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5. Who was married to Thoth?

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6. What was the name of the first mummy?

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7. Why do you think pictures were included in the text?

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8. In which kind of book would you expect to find an information sheet like this?

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## Ancient Egyptian Gods

The people of ancient Egypt believed in more than 2,000 gods. Most took human form, but some had the heads of animals. Here is a selection of the more important gods Egyptians worshipped

### Ra

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### Amun

Amun was an important god because he is thought to have created all things. There are not many stories or pictures of him though because he was invisible. Many of the images of him are from when he mixed with another god such as Ra and became Amun-Ra. Amun is usually pictured in human form but sometimes has a ram's head.

### Thoth

Thoth was the god of wisdom, writing, time, and the moon. The ancient Egyptians believed Thoth created hieroglyphics and kept a record of all knowledge. He had the head of an ibis bird, a long-beaked bird common in Egypt.



### Horus

Horus had the head of a hawk making him look similar to Ra, but had a crown made to look like the two parts of Egypt. The red and the white showed that he ruled all of the lands. Horus was the god of the sky. It was believed the pharaohs were a living version of Horus, making them god-like.

## Ancient Egyptian Gods



### Ma'at

Ma'at was the goddess of truth, justice, and harmony and the wife of Thoth. A pharaoh had to promise to follow Ma'at and be a fair and honest leader.

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### Osiris

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### Hathor

Hathor was the goddess of love, music, and dance. She looked after all women in life and death. Hathor sometimes took the form of a cow with a sun disk above her head.



### Anubis

Anubis was the god of embalming, the mummification ritual. It is believed he made the first mummy, Osiris. Anubis was the guide of the dead. He helped them pass to the next life. It was said Anubis would wait for a person in the hall of the dead to weigh their heart. If the heart was lighter than Ma'at's feather, the person would live forever. If it was heavier, the heart would be eaten by the demon Ammit. Anubis had the head of a jackal.

### Sekhmet

Sekhmet was the goddess of war, fire, and medicine. She had the head of a lion. She was the best hunter known to the Egyptians, and her breath was said to have created the desert.



1. What was the name given to the Egyptian god of the sun?

- Anubis
- Ra
- Osiris
- Isis

2. About how many gods and goddesses did the Egyptians believe in?

- 3,000
- 4,000
- 2,000
- 1,000

3. It was believed that the pharaohs were a living version of which god?

- Thoth
- Hathor
- Horus
- Amun

4. Which god was the god of the dead?

- Ra
- Amun
- Anubis
- Osiris

5. Which god or goddess do you think was the most colorful in the Egyptians depictions? Why?

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6. Which god do think the Egyptians feared the most? Why?

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Reading activity 3 - Book review

<p>Book Title: _____</p> <p>Author: _____</p> <p>Fiction or Non-fiction: _____</p>	<p>What is the book about?</p>	<p>Who would you recommend the book to? Why?</p>
<p>Rating:</p> <p></p>		
<p>What ages and interests is this book suitable for? Why?</p>	<p>Book Illustration</p>	



**Writing task 2** - Create a spider diagram to describe the setting in the picture. Then write a paragraph about the setting .



Synonym task

Find 3 of the best synonyms for each word. Write sentences containing your new synonyms.

Tall \_\_\_\_\_

Short \_\_\_\_\_

Rich \_\_\_\_\_

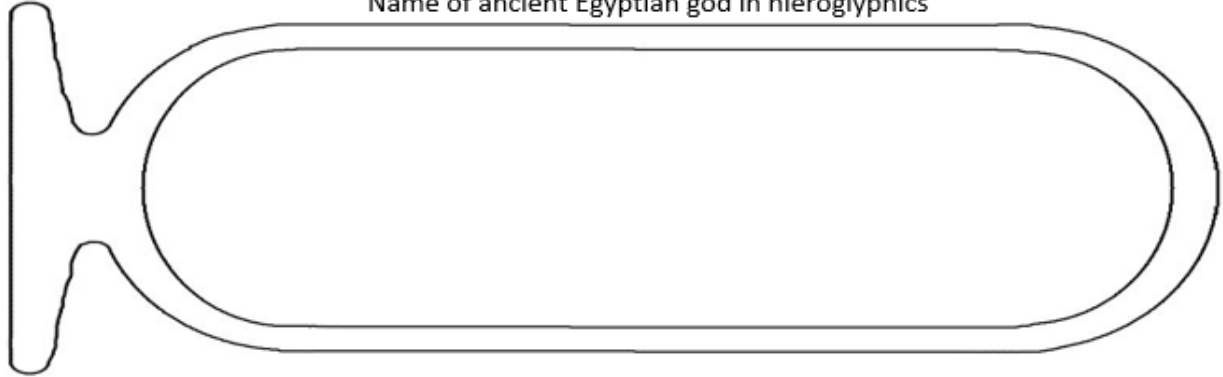
Poor \_\_\_\_\_

# Ancient Egyptian god fact file

Name of ancient Egyptian god:

Draw you're an illustration of your god here:

Name of ancient Egyptian god in hieroglyphics



This ancient Egyptian god was god of...

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Other information: \_\_\_\_\_

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True or false?

1

According to legend, the flooding of the Nile was caused by the tears of Isis. T F

2

Amun-Ra was pictured with the head of an ostrich. T F

3

Bastet was the goddess of cats, women and children. T F

4

Ra created all forms of life by speaking their secret names. T F

5

Ancient Egyptians believed Sekmet invented writing. T F

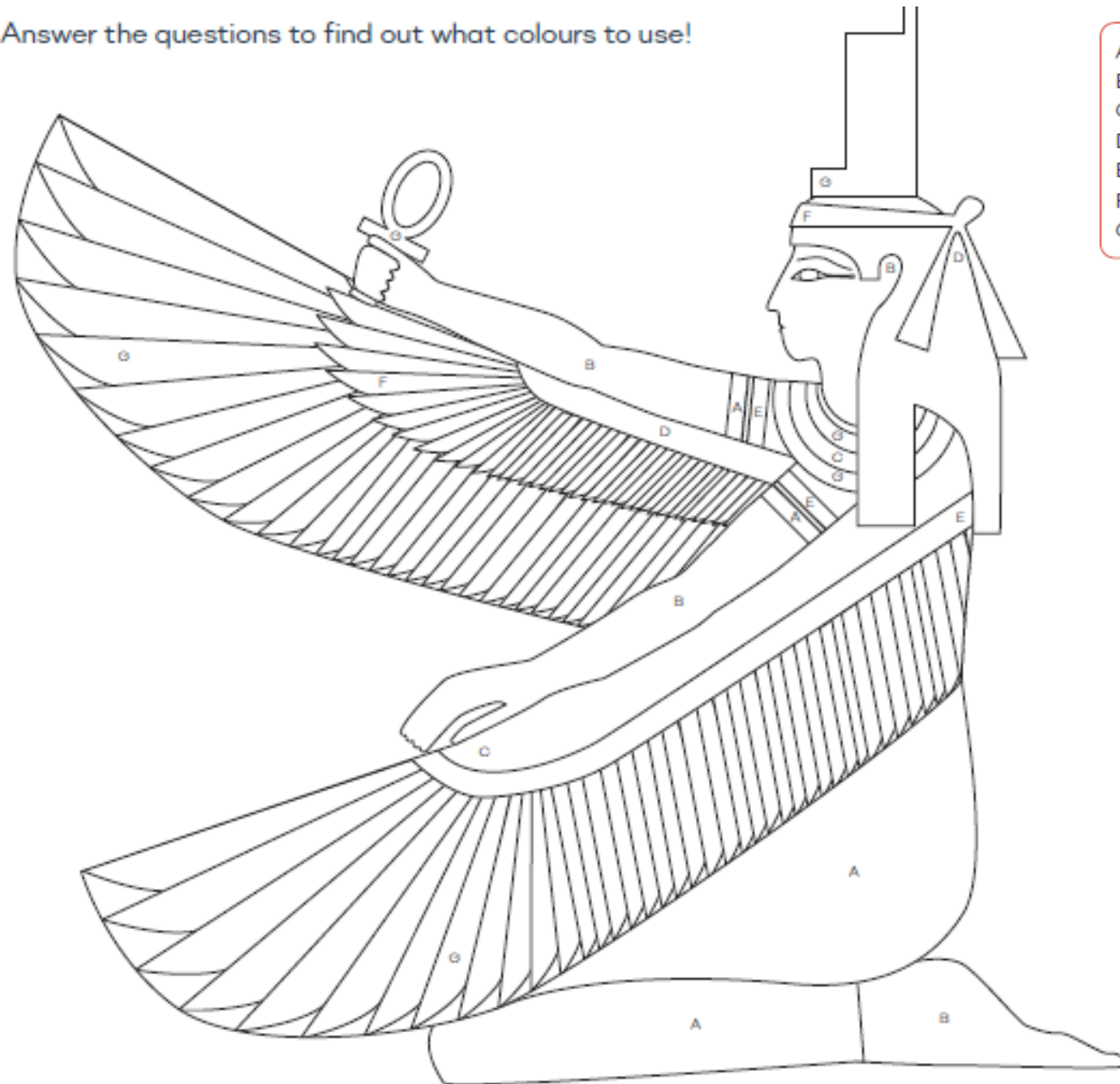
6

Isis resurrected Osiris, creating the first mummy. T F

7

It was believed that Ra died every morning and was reborn each night. T F

Answer the questions to find out what colours to use!



- A - Who is the goddess of love?
- B - Who was the god of the sun?
- C - Who was sometimes pictured as an ostrich feather?
- D - Which god was pictured as an ugly dwarf?
- E - Which god was portrayed as a mummified man?
- F - Who recorded the deeds of the dead?
- G - Who was the god of chaos and darkness?

Set	<input type="checkbox"/>	Orange/Gold
Osiris	<input type="checkbox"/>	Green
Ra	<input type="checkbox"/>	Yellow
Ma'at	<input type="checkbox"/>	Light Blue
Bes	<input type="checkbox"/>	Dark Blue
Thoth	<input type="checkbox"/>	Red
Isis	<input type="checkbox"/>	Purple

## Correspondence problems

- 1 A canteen has 2 types of bread and a choice of 3 sandwich fillings.

Bread	Fillings
white	cheese
brown	tuna
	chicken

- a) List the different sandwiches that can be made.

One has been done for you.

cheese on white  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- b) Complete the multiplication to represent the number of different combinations of bread and filling.

$$\square \times \square = \square$$

Complete the sentence.

There are  combinations.

- c) How many combinations would there be if there were 4 choices of sandwich filling?



- 2 A pizzeria offers a choice of bases and toppings.

Pizza base	Toppings
deep pan	mushrooms
thin	chicken
	onion
	peppers
	sweetcorn

Complete the multiplication to work out how many different combinations of pizza there are.

$$\square \times \square = \square$$

Complete the sentence.

There are  combinations of pizza.

- 3 Mo visits the funfair.

He buys a ticket that allows him to choose 1 ride and 1 game at the fair.

Rides	Games
Big dipper	Hook-a-duck
Dodgems	Basketball
Carousel	Coconut shy
	Lucky dip
	Test-your-strength



- a)

There are 8 different possible choices of rides and games.



Is Mo correct? \_\_\_\_\_

Explain your answer.

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b) List all the different choices Mo can make.

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Mo can make  different choices.

- 4 Aisha has 3 headbands and 5 hair slides.  
Kim has 2 headbands and 6 hair slides.  
Who has more choices of combinations for wearing one headband and 1 slide?

\_\_\_\_\_ has more choices.

Talk about it with a partner.



- 5 Here are the activity choices available at Summer Camp.

Sport	Arts and crafts	Outward bound
football	painting	wall climbing
tennis	pottery	kayaking
golf	mosaics	abseiling
	origami	

Each child is allowed to choose 3 activities per day:  
1 sport, 1 arts and crafts and 1 outward bound.

a) How many activity combinations are there?

b) Due to a flooded pitch, football is cancelled.  
How many combinations are now possible?

There are  combinations.

- 6 Tom and Esther are building a snowman.  
They have a choice of 5 hats, 4 scarves and 2 pairs of gloves to dress their snowman.

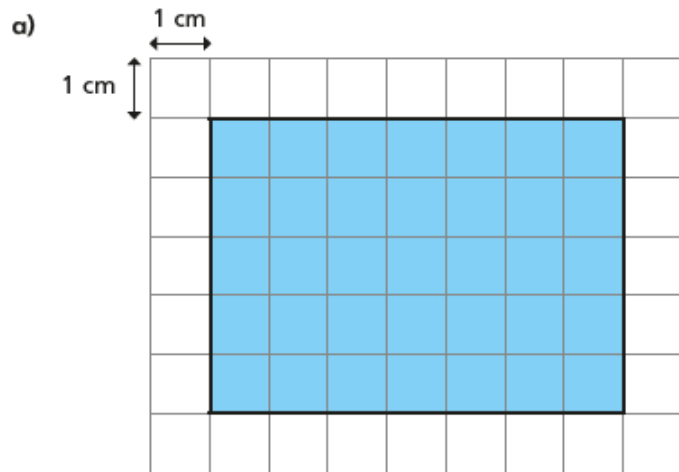
How many different combinations are possible?

$$\square \times \square \times \square = \square$$

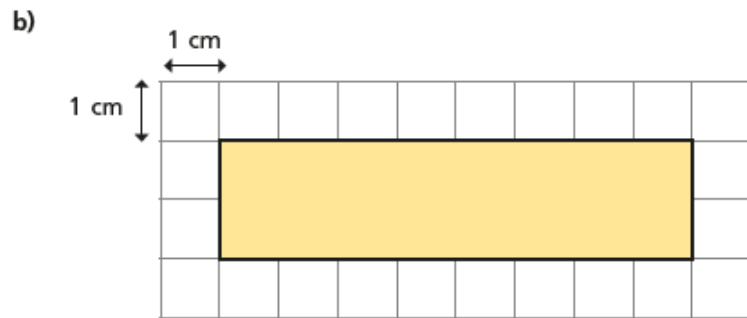
There are  combinations.

# Perimeter of a rectangle

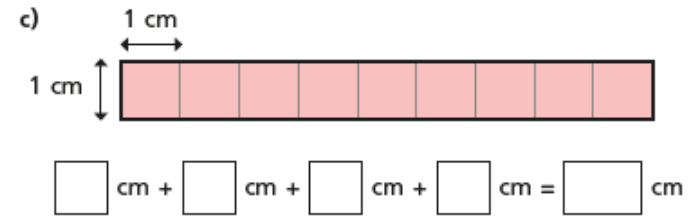
1 Work out the perimeter of each rectangle.



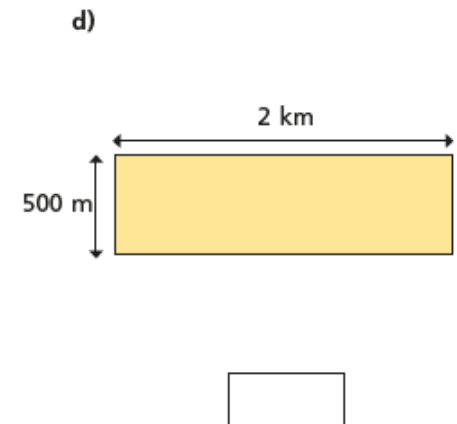
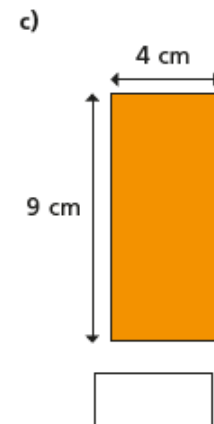
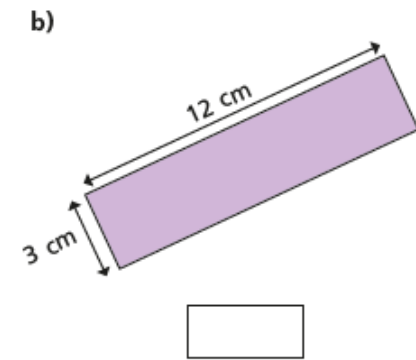
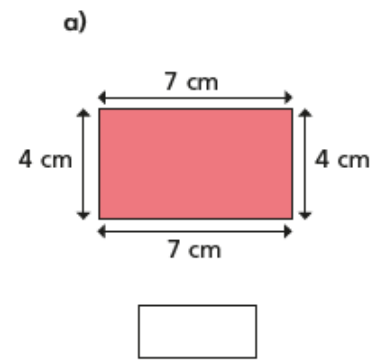
cm +  cm +  cm +  cm =  cm



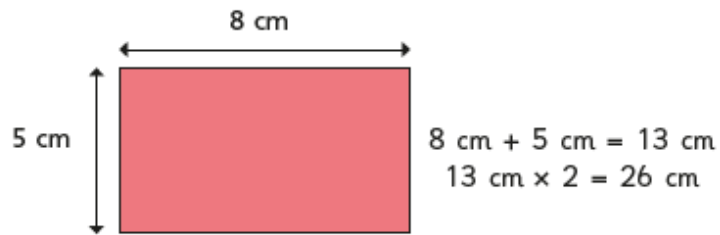
cm +  cm +  cm +  cm =  cm



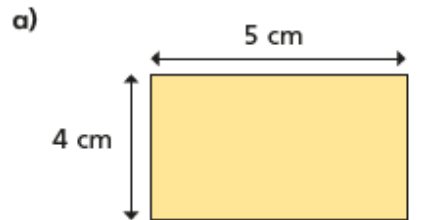
2 Work out the perimeter of the rectangles.



- 3 Tommy is working out the perimeter of some rectangles.

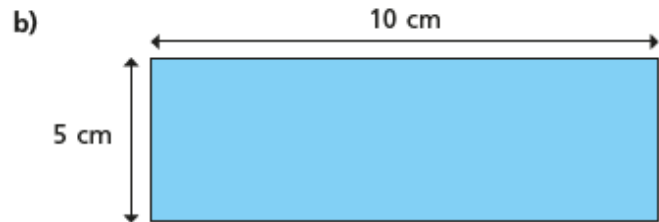


Use Tommy's method to find the perimeter of these rectangles.



$$\square \text{ cm} + \square \text{ cm} = \square \text{ cm}$$

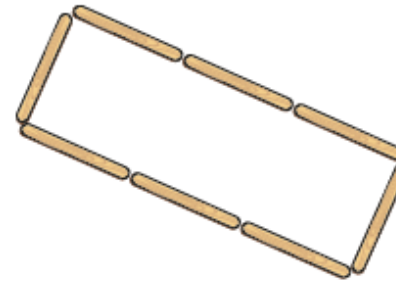
$$\square \text{ cm} \times 2 = \square \text{ cm}$$



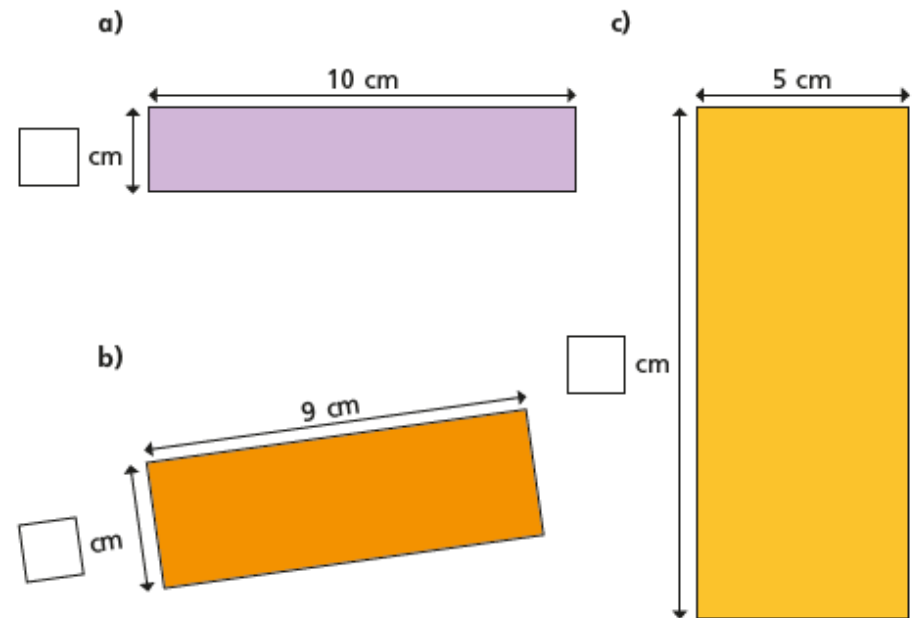
$$\square \text{ cm} + \square \text{ cm} = \square \text{ cm}$$

$$\square \text{ cm} \times 2 = \square \text{ cm}$$

- 4 Each lolly stick is 8 cm long.  
Find the perimeter of the shape.



- 5 Each of these rectangles has a perimeter of 24 cm.  
Work out the missing lengths and label the diagrams.



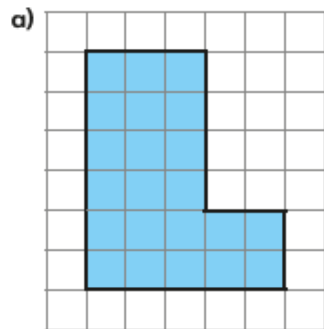
What do you notice?

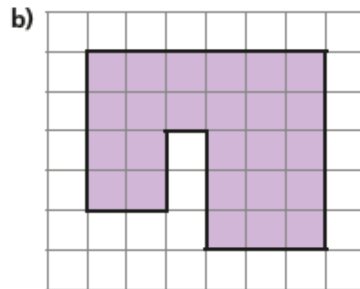
Find any other rectangles that have the same perimeter.



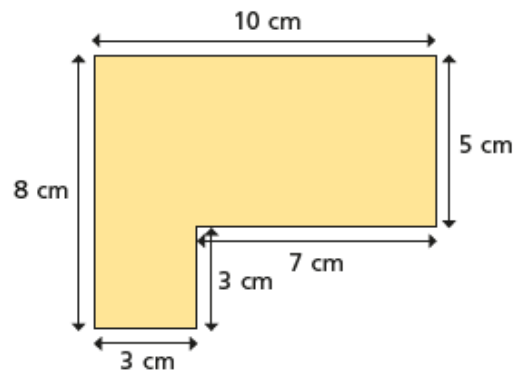
# Perimeter of rectilinear shapes

- 1 The length of each square on the grid is 1 cm.  
Work out the perimeter of the shapes.

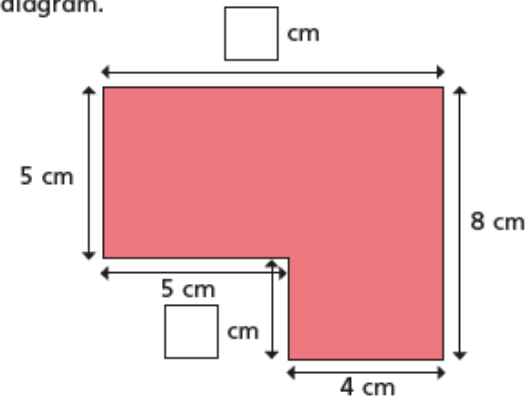





- 2 Work out the perimeter of the shape.

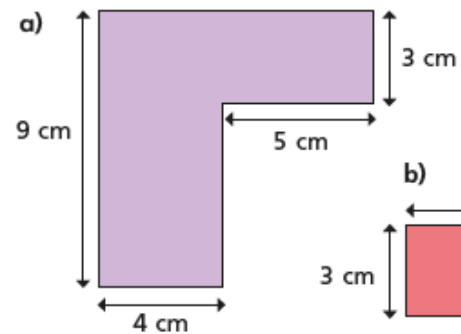


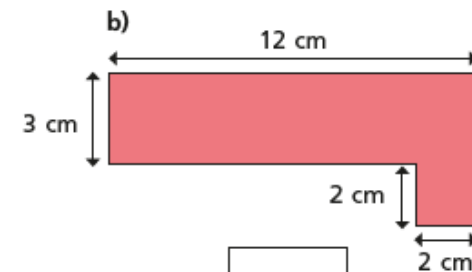

- 3 a) Work out the missing lengths and label them on the diagram.



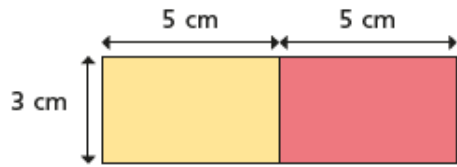
- b) What is the perimeter of the shape?

- 4 Work out the perimeter of each shape.





- 5 Mo puts two 5 cm by 3 cm rectangles next to each other.



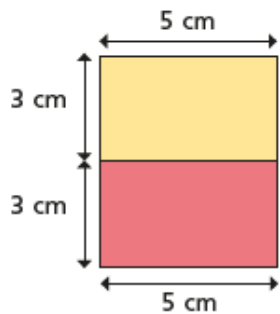
The perimeter of each small rectangle is 16 cm, so the perimeter of my larger rectangle must be  $2 \times 16 \text{ cm} = 32 \text{ cm}$ .

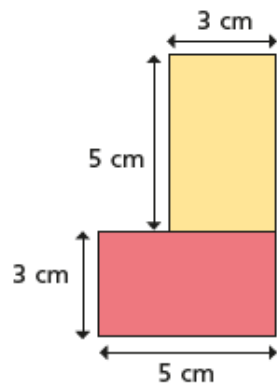
- a) Is Mo correct? \_\_\_\_\_

Work out the perimeter of the larger rectangle to check your answer.

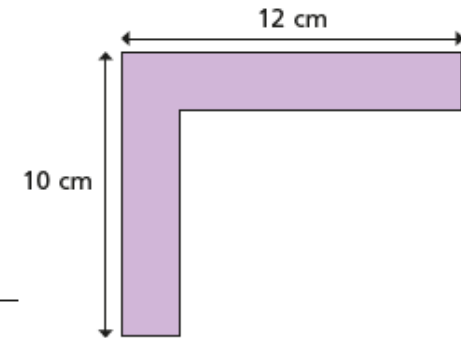
- b) Mo puts the rectangles together in different ways.

Work out the perimeter of each large shape.





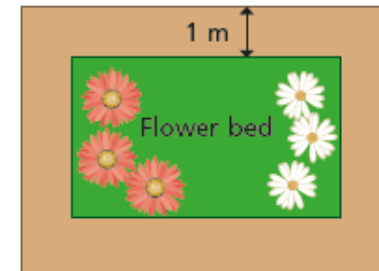

- 6 Dani thinks there isn't enough information to work out the perimeter of the shape.



Is Dani correct? \_\_\_\_\_

Explain your answer.

- 7 A rectangular flower bed is 5 m long and 3 m wide. The path around the flower bed is 1 m wide.



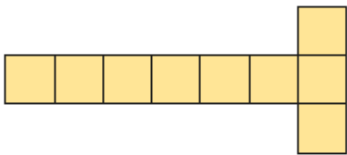
- a) What is the perimeter of the flower bed?

- b) What is the perimeter of the outside of the path?

# Counting squares

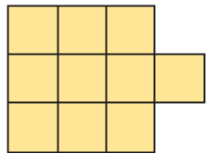
1 Count the squares in each shape to find the area.

A



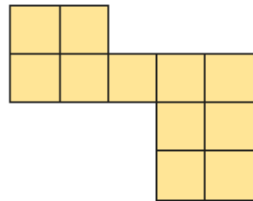
The area is  squares.

B



The area is  squares.

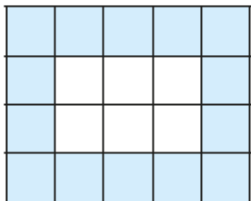
C



The area is  squares.

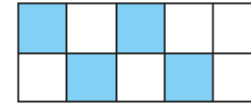
Which shape has the greatest area? \_\_\_\_\_

2 What is the area of the shaded part of the shape?



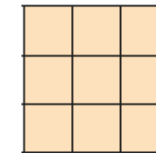
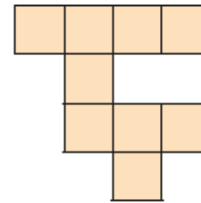
The area is  squares.

3 Here is a kitchen tile.



- a) What area of the tile is blue?  squares
- b) What area of the tile is white?  squares
- c) What is the total area of the tile?  squares

4 These two shapes are made up of squares of the same size.



Jack

These two shapes have the same area.

Rosie



The first shape is bigger as it takes up more space.

Who is correct? \_\_\_\_\_

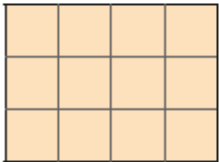
Explain how you know.

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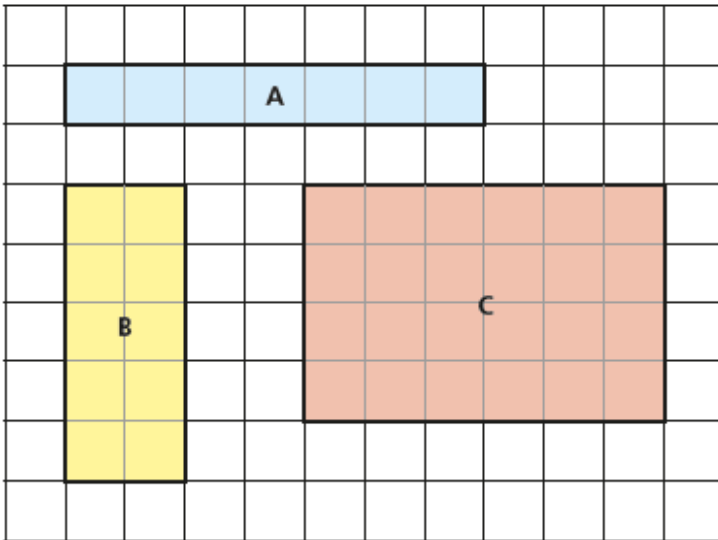
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5 Here is a rectangle.



- a) The rectangle has  rows and  columns.  
 b) What is the area of the rectangle?  squares  
 c) How did you work out the area?

6 Find the area of each rectangle.

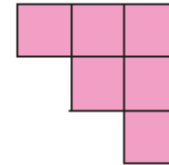


A =  squares    B =  squares    C =  squares

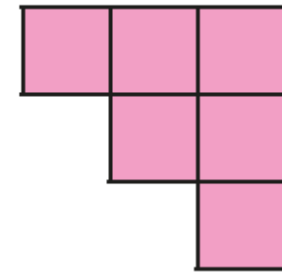
7 Nijah and Eva are making shapes.

They each use 6 squares.

Nijah's shape



Eva's shape



The area of Nijah's shape is equal to the area of Eva's shape.

Is this true or false? \_\_\_\_\_

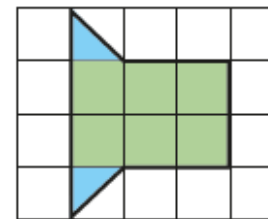
How do you know?

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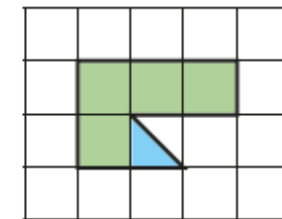


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8 What is the area of each shape?



area =  squares



area =  squares

# Area of rectangles

- 1 On the grid, the area of each square is  $1 \text{ cm}^2$ . Calculate the area of each rectangle.

a)

c)

b)

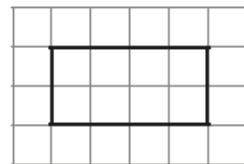
- 2 Complete the sentences to describe the rectangle.

There are  rows.

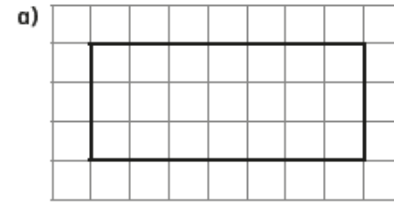
Each row has  squares.

There are  squares altogether.

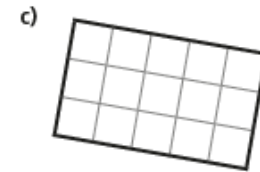
$\times$   =



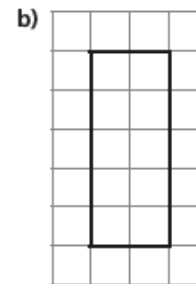
- 3 The area of each square is  $1 \text{ cm}^2$ . Work out the area of each rectangle.



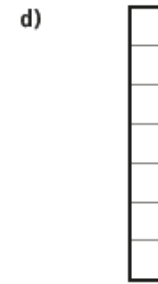
$\times$   =   
area =



$\times$   =   
area =

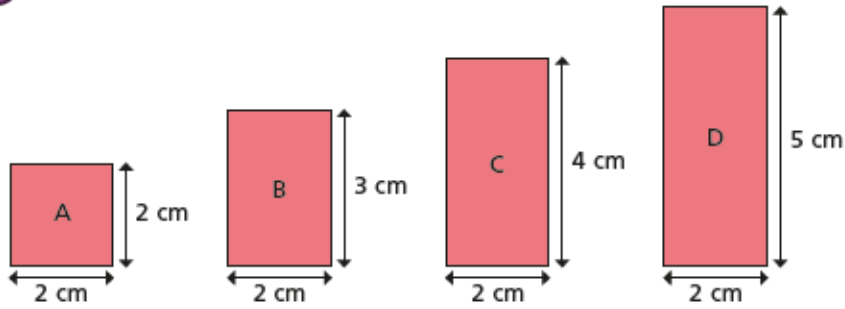


$\times$   =   
area =



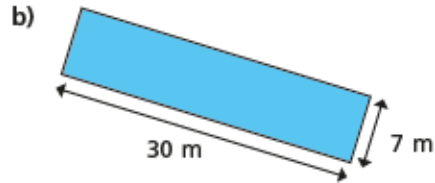
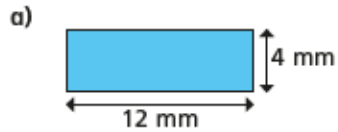
$\times$   =   
area =

4 Calculate the area of the rectangles.



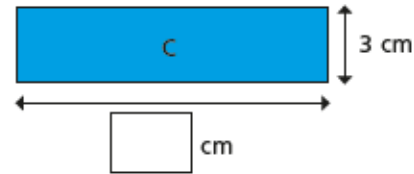
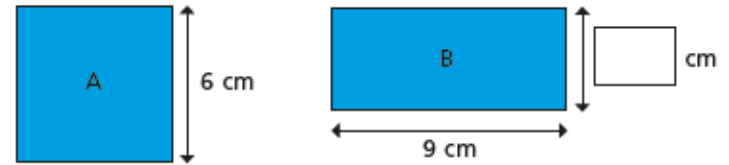
A =  cm<sup>2</sup>    B =  cm<sup>2</sup>    C =  cm<sup>2</sup>    D =  cm<sup>2</sup>

5 Work out the area of these rectangles.



6 How many rectangles can you draw that have an area of 24 cm<sup>2</sup>? Label the lengths. Your drawings do not have to be exact.

7 These shapes all have the same area. Shape A is a square. Work out the missing lengths.



8 A rectangle has an area of 96 cm<sup>2</sup>. The length of the rectangle is 4 cm longer than the width. Work out the length and width of the rectangle.


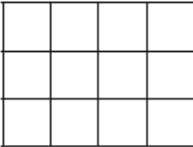
length =     width =


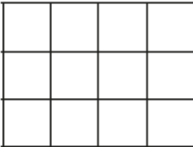


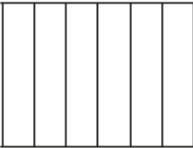
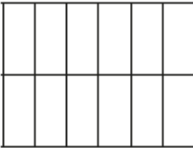
# Equivalent fractions


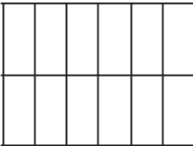


1 Shade the shapes to show the equivalent fractions.

a)    $\frac{1}{4} = \frac{\square}{12}$

b)    $\frac{3}{4} = \frac{\square}{12}$

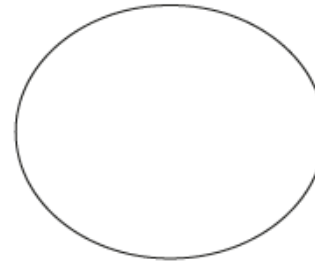
c)    $\frac{1}{6} = \frac{\square}{\square}$

d)    $\frac{5}{6} = \frac{\square}{\square}$

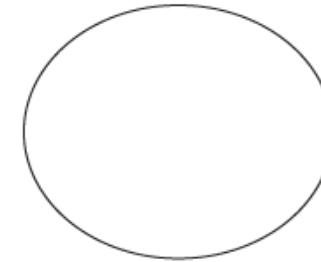
2 Draw two rectangles to show that  $\frac{1}{3} = \frac{4}{12}$

3 a) Sort the fractions into the groups.

Equivalent to  $\frac{1}{4}$



Equivalent to  $\frac{1}{3}$



$\frac{5}{15}$	$\frac{2}{6}$	$\frac{3}{12}$	$\frac{6}{24}$	$\frac{8}{24}$	$\frac{5}{20}$	$\frac{4}{12}$	$\frac{2}{8}$
----------------	---------------	----------------	----------------	----------------	----------------	----------------	---------------

b) Write one more fraction in each group.

4 Complete the equivalent fractions.

a)  $\frac{1}{7} = \frac{\square}{14}$

d)  $\frac{3}{4} = \frac{6}{\square}$

g)  $\frac{2}{\square} = \frac{10}{15}$

b)  $\frac{5}{7} = \frac{\square}{14}$

e)  $\frac{3}{4} = \frac{12}{\square}$

h)  $\frac{2}{\square} = \frac{10}{25}$

c)  $\frac{7}{8} = \frac{14}{\square}$

f)  $\frac{3}{4} = \frac{\square}{12}$

i)  $\frac{2}{7} = \frac{10}{\square}$

j) Describe the pattern in part g), h) and i) to a partner.

5 Find three ways to make the fractions equivalent.

a)  $\frac{1}{\square} = \frac{7}{\square}$       b)  $\frac{7}{\square} = \frac{14}{\square}$       c)  $\frac{\square}{7} = \frac{\square}{14}$

$\frac{1}{\square} = \frac{7}{\square}$        $\frac{7}{\square} = \frac{14}{\square}$        $\frac{\square}{7} = \frac{\square}{14}$

$\frac{1}{\square} = \frac{7}{\square}$        $\frac{7}{\square} = \frac{14}{\square}$        $\frac{\square}{7} = \frac{\square}{14}$

6 Ron is finding equivalent fractions to  $\frac{1}{4}$



$\frac{1}{4}$  is equivalent to  $\frac{5}{8}$   
and  $\frac{q}{12}$

Do you agree with Ron? \_\_\_\_\_

Draw a diagram to support your answer.

Compare answers with a partner.



7 Here are some equivalent fractions.

Find the values of A, B and C.

$\frac{A}{9}$        $\frac{3}{B}$        $\frac{2}{18}$        $\frac{C}{90}$

A =       B =       C =

8 Here are three fraction cards.

All the fractions are equivalent.

$\frac{3}{A}$        $\frac{B}{14}$        $\frac{12}{C}$

A + B = 13

Work out the value of C.

C =

9  $\frac{1}{5} = \frac{3}{1 + \bullet}$

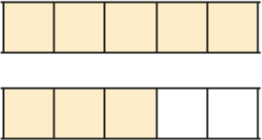
Find the value of  $\bullet$

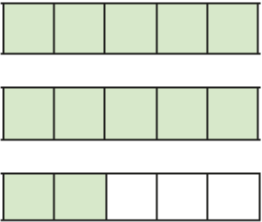
$\bullet = \text{$

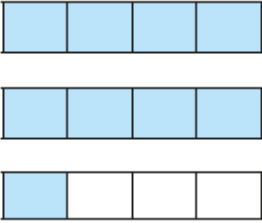


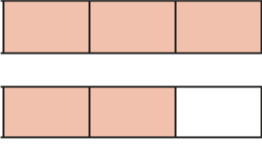
# Improper to mixed numbers

1 Convert the improper fractions to mixed numbers.

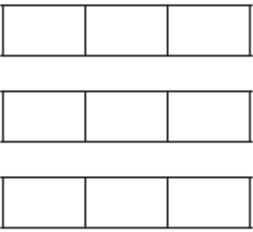
a)   $\frac{8}{5} = \square$

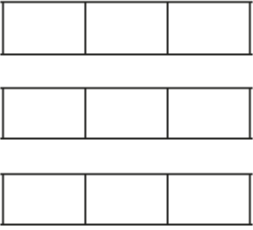
b)   $\frac{\square}{5} = \square$

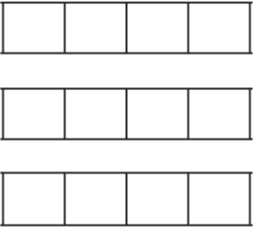
c)   $\frac{\square}{\square} = \square$

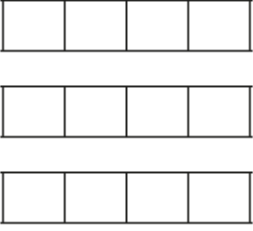
d)   $\frac{\square}{\square} = \square$

2 Shade the bar models to represent each improper fraction. Convert the improper fractions to mixed numbers.

a)   $\frac{7}{3} = \square$

b)   $\frac{8}{3} = \square$

c)   $\frac{9}{4} = \square$

d)   $\frac{11}{4} = \square$

3 Convert the improper fractions to mixed numbers.

a)  $\frac{10}{2} = \square$

e)  $\frac{12}{5} = \square$

b)  $\frac{10}{3} = \square$

f)  $\frac{13}{6} = \square$

c)  $\frac{10}{4} = \square$

g)  $\frac{13}{7} = \square$

d)  $\frac{10}{5} = \square$

h)  $\frac{31}{8} = \square$

4 Eva has 7 bottles of juice.

Each bottle contains half a litre of juice.



How many litres of juice does Eva have altogether?

Write your answer as a mixed number.

5 Dexter is converting improper fractions.



$\frac{32}{3} = 3\frac{2}{3}$

Explain why Dexter is incorrect.

6 Find the value of ●

$\frac{27}{8} = \text{●} \frac{2}{8}$

7 Find two possible values for ★ and ▲

$\frac{30}{\text{★}} = \text{▲} \frac{2}{\text{★}}$

★ =

▲ =

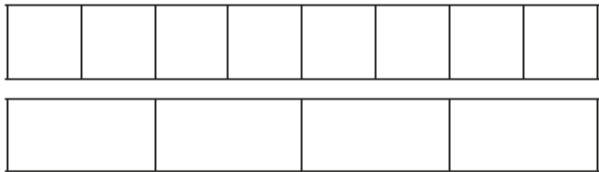
★ =

▲ =

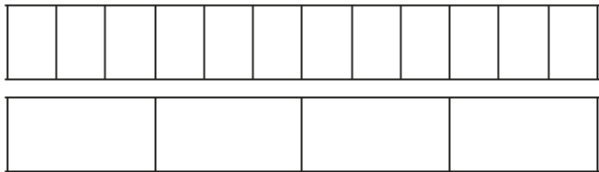
# Compare and order fractions less than 1

1 Write  $<$ ,  $>$  or  $=$  to compare the fractions.

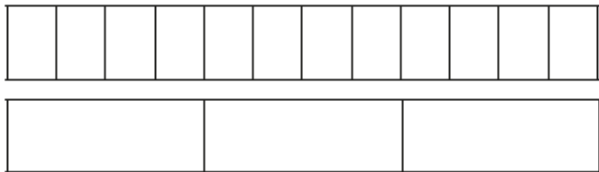
Use the bar models to help you.



$$\frac{7}{8} \bigcirc \frac{3}{4}$$



$$\frac{9}{12} \bigcirc \frac{3}{4}$$



$$\frac{7}{12} \bigcirc \frac{2}{3}$$



2 Write  $<$ ,  $>$  or  $=$  to compare the fractions.

a)  $\frac{1}{5} \bigcirc \frac{4}{15}$

g)  $\frac{2}{9} \bigcirc \frac{1}{3}$

b)  $\frac{2}{5} \bigcirc \frac{4}{15}$

h)  $\frac{4}{9} \bigcirc \frac{1}{3}$

c)  $\frac{2}{5} \bigcirc \frac{6}{15}$

i)  $\frac{4}{12} \bigcirc \frac{1}{3}$

d)  $\frac{2}{3} \bigcirc \frac{6}{15}$

j)  $\frac{8}{12} \bigcirc \frac{2}{3}$

e)  $\frac{2}{3} \bigcirc \frac{6}{12}$

k)  $\frac{8}{12} \bigcirc \frac{3}{3}$

f)  $\frac{2}{3} \bigcirc \frac{6}{9}$

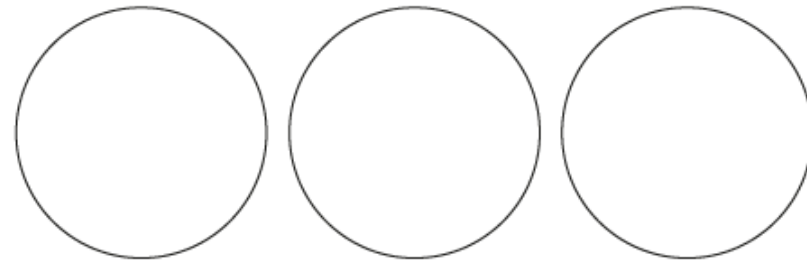
l)  $\frac{8}{12} \bigcirc \frac{3}{4}$

3 Sort the fractions into the circles.

greater than  $\frac{1}{3}$

equal to  $\frac{1}{3}$

less than  $\frac{1}{3}$



- |               |               |               |               |               |                |                |                |                |
|---------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|
| $\frac{2}{3}$ | $\frac{1}{6}$ | $\frac{1}{2}$ | $\frac{2}{6}$ | $\frac{2}{9}$ | $\frac{5}{12}$ | $\frac{4}{12}$ | $\frac{4}{15}$ | $\frac{5}{15}$ |
|---------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|

4 What could the missing numerators and denominators be?

Write a number in each box to make the statements correct.

a)  $\frac{\square}{5} < \frac{5}{15}$

d)  $\frac{\square}{3} < \frac{5}{6}$

g)  $\frac{6}{9} < \frac{5}{\square}$

b)  $\frac{\square}{6} < \frac{5}{12}$

e)  $\frac{3}{5} < \frac{5}{\square}$

h)  $\frac{10}{12} < \frac{5}{\square}$

c)  $\frac{\square}{12} < \frac{5}{6}$

f)  $\frac{5}{6} < \frac{5}{\square}$

i)  $\frac{23}{24} < \frac{5}{\square}$

Compare answers with a partner.

5 Tommy and Eva are comparing fractions.

$\frac{2}{3}$	$\frac{8}{12}$	$\frac{4}{9}$
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I found a common denominator of 36 to compare the fractions.

Tommy



I found a common numerator of 4 to compare the fractions.

Eva

Whose method is more efficient? \_\_\_\_\_

Talk about your answer with a partner.

6 Write the fractions in ascending order.

a)  $\frac{2}{5}, \frac{2}{7}, \frac{2}{3}, \frac{2}{4}, \frac{2}{10}$

$\square$	$\square$	$\square$	$\square$	$\square$
-----------	-----------	-----------	-----------	-----------

b)  $\frac{2}{3}, \frac{5}{9}, \frac{1}{9}, \frac{5}{6}, \frac{2}{9}$

$\square$	$\square$	$\square$	$\square$	$\square$
-----------	-----------	-----------	-----------	-----------

c)  $\frac{3}{5}, \frac{7}{10}, \frac{1}{2}, \frac{3}{10}, \frac{1}{5}$

$\square$	$\square$	$\square$	$\square$	$\square$
-----------	-----------	-----------	-----------	-----------

d)  $\frac{3}{8}, \frac{6}{17}, \frac{12}{30}, \frac{2}{7}, \frac{1}{3}$

$\square$	$\square$	$\square$	$\square$	$\square$
-----------	-----------	-----------	-----------	-----------

7 What could the missing numerator be?

$\frac{3}{5} < \frac{\square}{15} < \frac{9}{10}$

Write all four possibilities.

$\frac{\square}{15}$

$\frac{\square}{15}$

$\frac{\square}{15}$

$\frac{\square}{15}$