

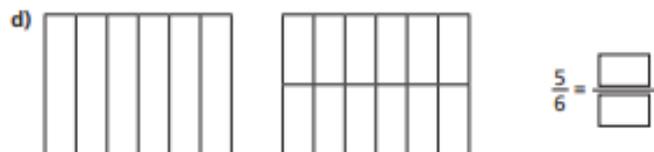
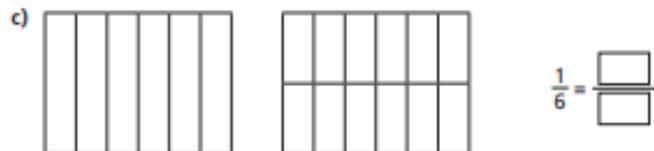
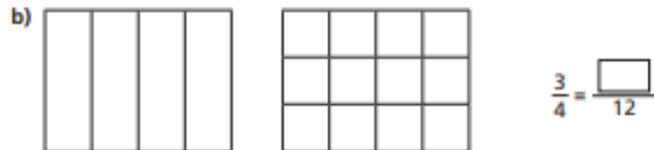
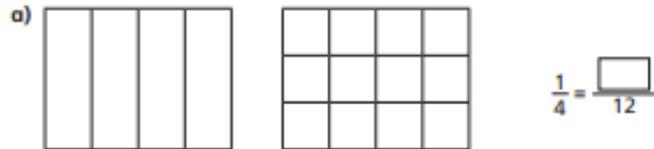
Home Learning Holy Trinity – Year 6 Week Beginning 18th January

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Follow the lesson called 'Equivalent Fractions' https://whiterosemaths.com/homelearning/year-6/week-8-number-fractions/ Follow up activity below</p>	<p>Follow the lesson called Simplify Fractions https://whiterosemaths.com/homelearning/year-6/week-8-number-fractions/ Follow up activity below</p>	<p>Follow the lesson called Improper to mixed numbers https://whiterosemaths.com/homelearning/year-6/week-8-number-fractions/ Follow up activity below</p>	<p>Follow the lesson called Mixed Numbers to improper Fractions https://whiterosemaths.com/homelearning/year-6/week-9-number-fractions/ Follow up activity below</p>	<p>Follow the lesson called Fractions on a number line https://whiterosemaths.com/homelearning/year-6/week-9-number-fractions/ Follow up activity below</p>
X table s	<p>Remember: 2x, 5x, 10x – Bronze 3x, 4x, 8x – Silver 6x, 7x, 9x, 11x, 12x – Gold https://www.timestables.co.uk/ https://ttrockstars.com/</p>				
English	<p>Watch Y6 English Lesson 1 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-6-learning/ or access the lesson live on zoom following the invitation which has been sent to you.</p> <p>Follow up activity and supporting resources below</p> <p>L.O. To improve my balanced argument plan</p> <p>Today, we will be looking at a 'perfect' balanced argument and picking out the good features we can find. We will then be editing our plan to include more connectives, rhetorical questions, topic language and PEE (see resource sheet).</p>	<p>Watch Y6 English Lesson 2 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-6-learning/ or access the lesson live on zoom following the invitation which has been sent to you.</p> <p>Follow up activity and supporting resources below</p> <p>L.O. To compose an introduction</p> <p>First, we will be analysing why an introduction may not be the best that it can be. We will be discussing the main features of an introduction and looking at three 'impressive' introductions. After we have highlighted the good parts of those introductions, we will be writing our own. Feel free to 'magpie' ideas!</p>	<p>Watch Y6 English Lesson 3 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-6-learning/ or access the lesson live on zoom following the invitation which has been sent to you.</p> <p>Follow up activity and supporting resources below</p> <p>L.O. To write a balanced argument</p> <p>Today, we will be writing our balanced argument. We will be reminding ourselves of the PEE model and how a balanced argument is structured. We will then spend the next two lessons writing.</p>	<p>Watch Y6 English Lesson 4 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-6-learning/ or access the lesson live on zoom following the invitation which has been sent to you. Follow up activity and supporting resources below</p> <p>L.O. To write a balanced argument</p> <p>We will be continuing our balanced argument today. We will remind ourselves of the success criteria to make sure we are on track to meet them (see resource sheet)</p>	<p>Watch Y6 English Lesson 5 on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-6-learning/ or access the lesson live on zoom following the invitation which has been sent to you. Follow up activity and supporting resources below</p> <p>L.O. To assess and edit my balanced argument</p> <p>The children will first read their work out loud to check for sense. They can make any edits in a coloured pen.</p> <p>Children then use the assessment table to evaluate their writing against the success criteria.</p> <p>Finally, the children have some time to edit their writing using the ideas on the resource sheet.</p>
SPAG	Weekly SPAG lesson can be found on the website and follow up resource is below				
Other Subjects	<p>RE Parables of Jesus After his Baptism, and then the 40 days he spent in the desert, Jesus began to gather together his disciples or special friends. Over the next three years, Jesus travelled from place to place performing miracles and telling stories, or parables, with important messages about how people should live their lives.</p>	<p>Science LO: to understand how animals have adapted to their habitat. A habitat is a place where an animal, plant, insect or other living thing lives; it can be as big as an ocean or as tiny as a log in a forest. Adaptation means changing something in order to survive in an environment. Over many years and generations, animals have changed in order to survive and thrive in the environments they live in. This process is called adaptation. There are a number of ways that animals adapt – these can be inside or outside their bodies, in ways they act, or even in ways they work with other animals in their habitat.</p>	<p>Spanish Watch this video about weekend plans before watching Miss Aina's video: https://www.youtube.com/watch?v=GZMn-e7IsT4&feature=emb_title&ab_channel=AustinIruela</p>	<p>Geography LO: to begin to understand biomes and climate zones. What is a biome? How do they differ? 'What are the major kinds of biomes?' Read the document found below on biomes. Watch the video and create a mind map with key information about biomes. https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p</p>	

	<p>Over the next few weeks, we will learn about some of the parables that Jesus told.</p> <p>One of the best known parables is The Good Samaritan. Watch the video and read the Bible text and notes below, then answer the questions.</p>	<p>Task:</p> <ol style="list-style-type: none">1. Watch the video: https://filmfreeway.com/TheSecretsofAdaptation Make notes on key information you gather about adaptation.2. Using the resources below complete a fact file on two different animals, identify what the function of their particular features are and how this has helped them adapt to their habitat.		<p>Do you think climate change has had affected any of these biomes in a drastic way?</p>
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Equivalent fractions

1 Shade the shapes to show the equivalent fractions.

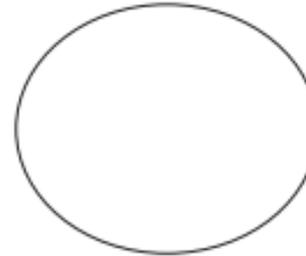


2 Draw two rectangles to show that $\frac{1}{3} = \frac{4}{12}$

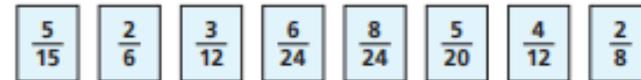
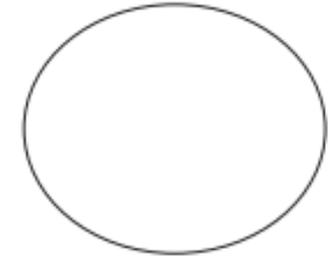


3 a) Sort the fractions into the groups.

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



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



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 $\frac{5}{20}$ and $\frac{9}{12}$

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 =

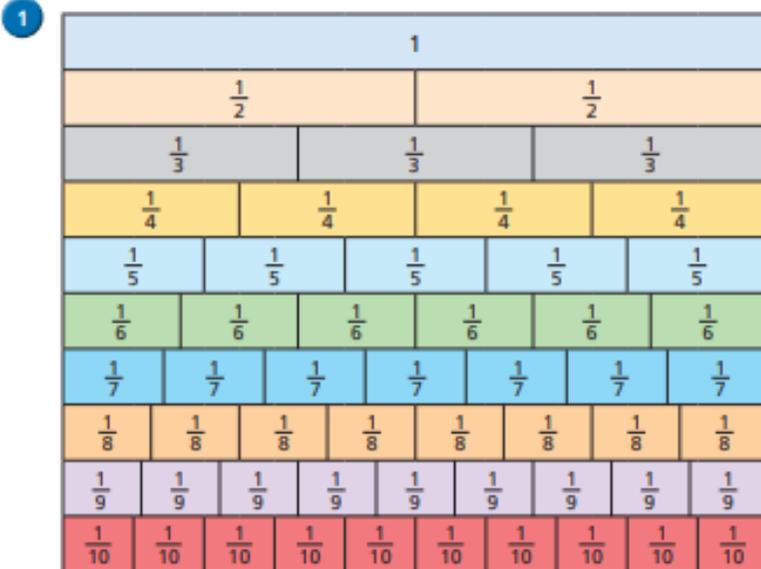
9 $\frac{1}{5} = \frac{3}{1 + \bullet}$

Find the value of \bullet

$\bullet = \text{$



Simplify fractions



Use the fraction wall to write each fraction in its simplest form.

a) $\frac{4}{6} = \square$

c) $\frac{6}{8} = \square$

b) $\frac{8}{10} = \square$

d) $\frac{4}{8} = \square$

- 2 a) Use a fraction wall to explain why $\frac{7}{10}$ does not simplify.

- b) Find three more fractions on the fraction wall that cannot be simplified.

- 3 Mo, Eva and Ron are trying to simplify $\frac{5}{20}$



I can't simplify this because one number is odd and the other is even.

Mo

I can't simplify this because only one number can be halved.



Eva



I can simplify any fraction.

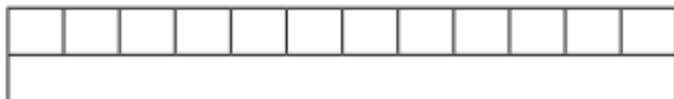
Ron

Do you fully agree, partly agree or completely disagree with each person?

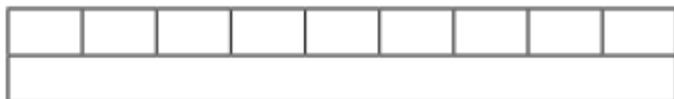
Talk to a partner.



- 4 a) Draw lines on the bar model to show that $\frac{9}{12}$ is equal to $\frac{3}{4}$



- b) Complete each bar model and calculation.



$$\square = \frac{3}{9}$$



$$\square = \frac{5}{15}$$

- 5 Simplify the fractions.

a) $\frac{4}{12} = \square$ b) $\frac{8}{12} = \square$ c) $\frac{40}{120} = \square$ d) $\frac{12}{4} = \square$

$\frac{4}{16} = \square$ $\frac{8}{16} = \square$ $\frac{40}{160} = \square$ $\frac{120}{4} = \square$

$\frac{4}{20} = \square$ $\frac{8}{20} = \square$ $\frac{40}{200} = \square$ $\frac{12}{400} = \square$

Describe and explain any patterns that you noticed.



- 6 Write 3 fractions that simplify to $\frac{3}{5}$

- 7 Teddy and Dora are both simplifying $\frac{30}{42}$

Teddy

$$\frac{30}{42} = \frac{15}{21} = \frac{5}{7}$$

Dora

$$\frac{30}{42} = \frac{5}{7}$$

- a) How do you think Dora was able to simplify the fraction in one step?

- b) Simplify these fractions in one step.

$$\frac{24}{30} = \square \qquad \frac{16}{20} = \square$$

$$\frac{56}{64} = \square \qquad \frac{99}{121} = \square$$

- 8 $\frac{\star}{\heartsuit}$ is a prime number. \heartsuit is a multiple of 10

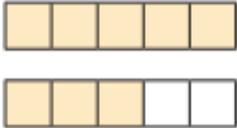
The fraction can be simplified.

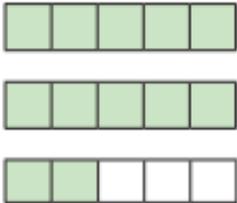
What could each number be? Explain your reasoning.

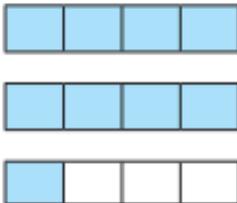


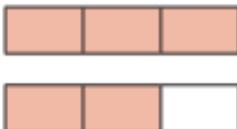
Improper to mixed numbers

1 Convert the improper fractions to mixed numbers.

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

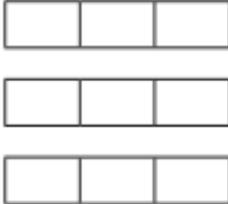
b)  $\frac{\square}{5} = \square$

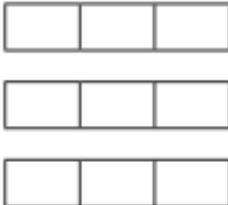
c)  $\frac{\square}{\square} = \square$

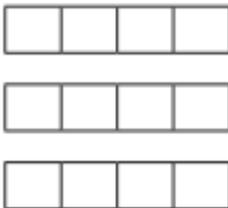
d)  $\frac{\square}{\square} = \square$

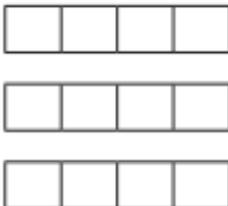


2 Shade the bar models to represent each improper fraction. Convert the improper fractions to mixed numbers.

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

b)  $\frac{11}{3} = \square$

c)  $\frac{16}{4} = \square$

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



3 Convert the improper fractions to mixed numbers.

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

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

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

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

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

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

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

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

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 \bullet

$\frac{27}{\bullet} = \bullet \frac{2}{\bullet}$

$\bullet =$

7 Find two possible values for \star and \blacktriangle

$\frac{30}{\star} = \blacktriangle \frac{2}{\star}$

$\star =$

$\blacktriangle =$

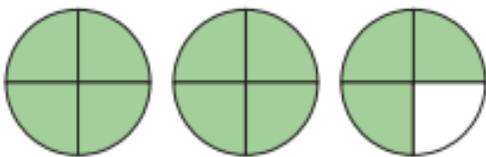
$\star =$

$\blacktriangle =$

Mixed numbers to improper fractions

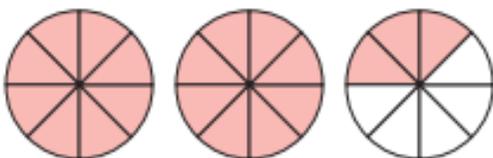
1 Convert the mixed numbers to improper fractions.

a)



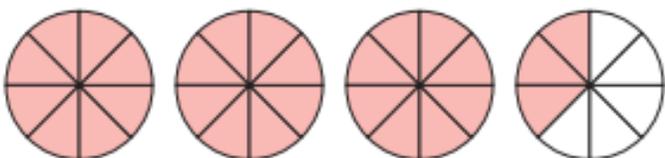
$$2\frac{3}{4} = \frac{\quad}{4}$$

b)



$$2\frac{3}{8} = \frac{\quad}{8}$$

c)

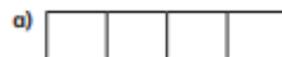


$$3\frac{3}{8} = \frac{\quad}{8}$$



2 Convert the mixed numbers to improper fractions.

Colour the bar models to help you.



$$2\frac{1}{4} = \square$$



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



$$3\frac{1}{3} = \square$$



$$3\frac{2}{5} = \square$$



- 3 Convert the mixed numbers to improper fractions.

Write the next conversion in each part.

a) $2\frac{1}{7} = \square$

$2\frac{2}{7} = \square$

$2\frac{3}{7} = \square$

$\square = \square$

c) $5\frac{1}{2} = \square$

$5\frac{1}{4} = \square$

$5\frac{1}{8} = \square$

$\square = \square$

b) $3\frac{1}{5} = \square$

$4\frac{1}{5} = \square$

$5\frac{1}{5} = \square$

$\square = \square$

Talk to a partner about any patterns you spot.

- 4 Here are 4 whole pizzas and $\frac{3}{5}$ of a pizza.



How many children can have $\frac{1}{5}$ of a pizza?

- 5 Whitney is converting mixed numbers to improper fractions.



$4\frac{1}{7} = \frac{28}{7}$

Do you agree with Whitney? _____

Explain your answer.

- 6

$\text{circle} = \frac{3}{5} = \text{triangle}$

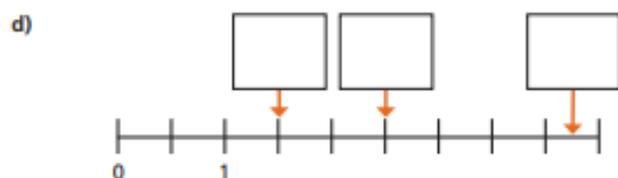
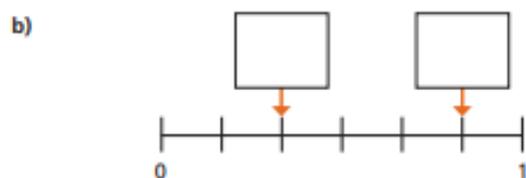
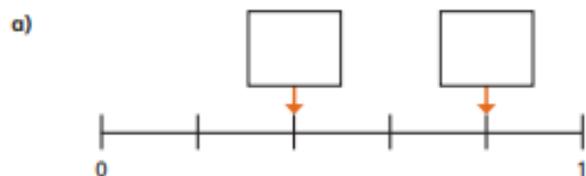
The table shows some possible values of the circle.

Use this to find the corresponding value of the triangle.

●	▲
1	
2	
4	
8	
16	
	88
	803

Fractions on a number line

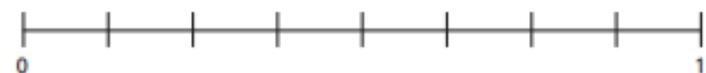
1 Fill in the boxes to label the fractions on the number line.



2 Label the number line with the representations.
The first one has been done for you.



3 Label the number line with the fractions.
Explain your method.

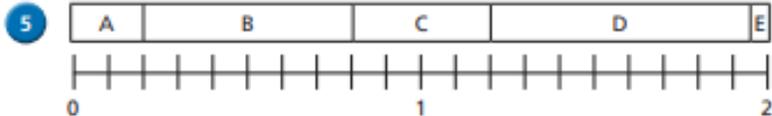
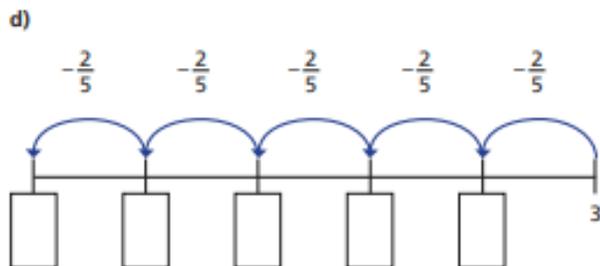
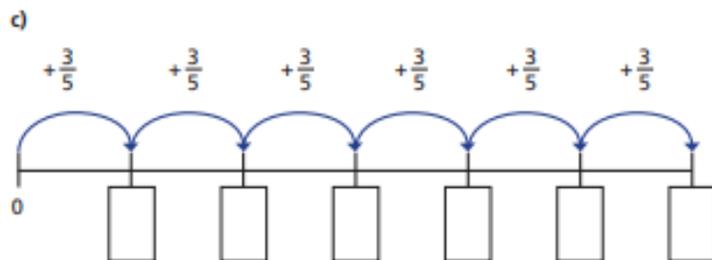
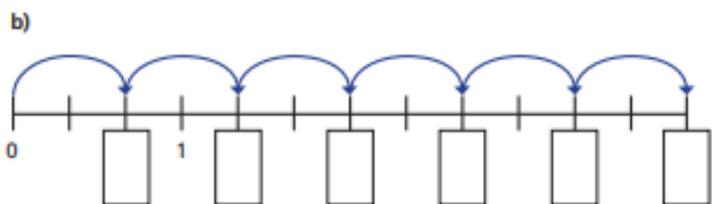
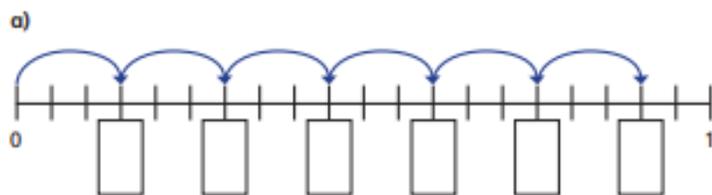


$\frac{3}{4}$

$\frac{1}{2}$

$\frac{3}{8}$

4 Write a fraction in each box on the number lines.



How wide is each section of the bar model?

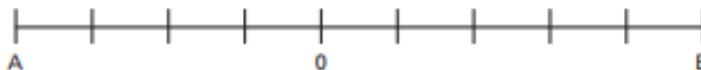
Write each answer in its simplest form.

A = C = E =

B = D =

6 The difference between A and B is 3

What are the values of A and B?



A = B =

Extension Monday

Turn these into equivalent fractions:

$$a. \frac{5}{15} = \frac{\square}{30}$$

$$b. \frac{3}{12} = \frac{9}{\square}$$

$$c. \frac{1}{3} = \frac{\square}{18}$$

$$d. \frac{5}{6} = \frac{20}{\square}$$

Find the Lowest Common Multiple of these numbers:

a. 3 and 12 = **12**

Example:

Multiples of 3: 3, 6, 9, **12**

Multiples of 12: **12**, 24

b. 5 and 15

c. 4 and 6

d. 7 and 9

e.

Make the denominator the same for these fractions (make sure to do the same to the numerator!):

$$\text{e.g. } \frac{5}{6} \text{ and } \frac{3}{5} \longrightarrow$$

$$\frac{25}{30} \text{ and } \frac{18}{30}$$

$$a. \frac{4}{21} \text{ and } \frac{6}{7}$$

$$\frac{\square}{21} \text{ and } \frac{\square}{21}$$

$$b. \frac{1}{3} \text{ and } \frac{5}{18}$$

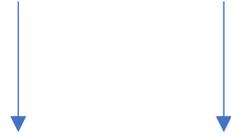
$$c. \frac{5}{7} \text{ and } \frac{2}{4} \longrightarrow$$

$$d. \frac{1}{3} \text{ and } \frac{6}{8} \longrightarrow$$

$$e. \frac{5}{9} \text{ and } \frac{3}{4} \longrightarrow$$

Extension Tuesday

Match up the equivalent fractions:



$$\frac{2}{5} \qquad \frac{6}{14}$$

$$\frac{3}{7} \qquad \frac{15}{27}$$

$$\frac{1}{4} \qquad \frac{25}{100}$$

$$\frac{5}{9} \qquad \frac{20}{50}$$

Simplify these fractions:

$$\frac{2}{16}$$

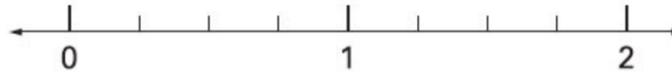
$$\frac{20}{30}$$

$$\frac{16}{24}$$

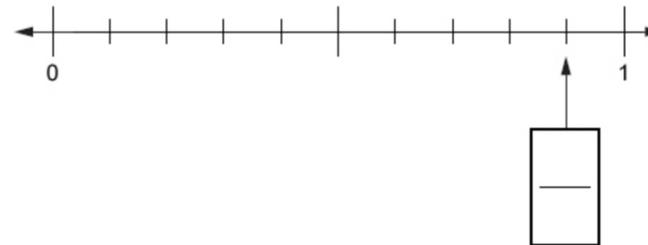
Fill in the missing numbers in the number line



Draw an arrow (\blacktriangleright) on the number line to show $1\frac{3}{4}$



Write the fraction shown by the arrow.



Extension Wednesday

Convert these improper fractions into mixed numbers. Your answers should be in simplest form.

1) $\frac{15}{4} =$

2) $\frac{17}{6} =$

3) $\frac{13}{2} =$

4) $\frac{19}{5} =$

5) $\frac{24}{6} =$

6) $\frac{26}{5} =$

7) $\frac{33}{7} =$

8) $\frac{28}{8} =$

9) $\frac{26}{4} =$

10) $\frac{34}{9} =$

11) $\frac{39}{10} =$

12) $\frac{38}{3} =$

13) $\frac{44}{8} =$

14) $\frac{50}{6} =$

15) $\frac{51}{4} =$

16) $\frac{49}{7} =$

17) $\frac{53}{6} =$

18) $\frac{62}{10} =$

19) $\frac{56}{9} =$

20) $\frac{67}{11} =$

21) $\frac{58}{12} =$

22) $\frac{67}{9} =$

23) $\frac{73}{8} =$

24) $\frac{56}{4} =$

25) $\frac{84}{3} =$

26) $\frac{78}{9} =$

27) $\frac{76}{12} =$

28) $\frac{87}{10} =$

29) $\frac{79}{5} =$

30) $\frac{93}{12} =$

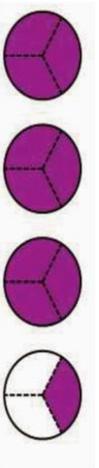
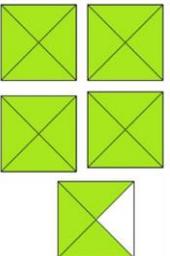
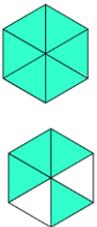
31) $\frac{87}{9} =$

32) $\frac{98}{15} =$

Extension Thursday

Converting mixed numbers into top heavy fractions

1. Write down the mixed number and top heavy fraction for each of these picture



2. Draw the following fractions using a bar

a. $4\frac{2}{3}$

b. $3\frac{2}{5}$

What is the equivalent top heavy fraction for a. and b.?

3. Convert these mixed numbers into top heavy fractions

a. $3\frac{6}{7}$

b. $2\frac{3}{4}$

c. $6\frac{1}{3}$

d. $5\frac{5}{6}$

e. $4\frac{3}{5}$

Extension Friday

Challenge Level: Easy

Fill in the missing fractions on these fraction number lines.

A)



B)



C)



D)



E)



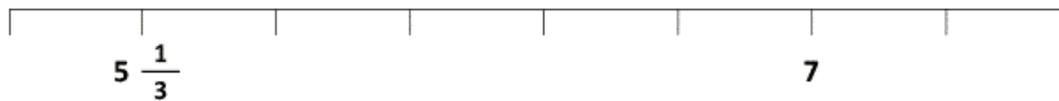
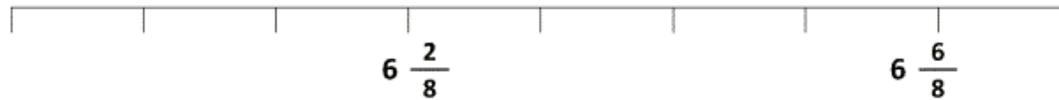
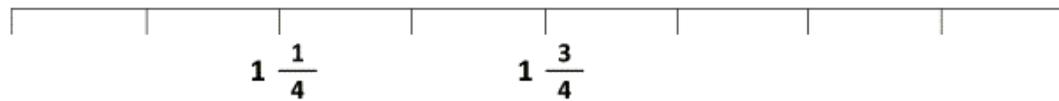
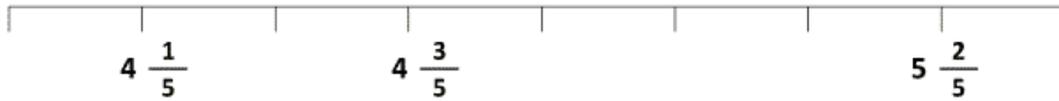
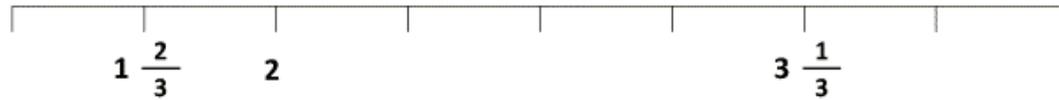
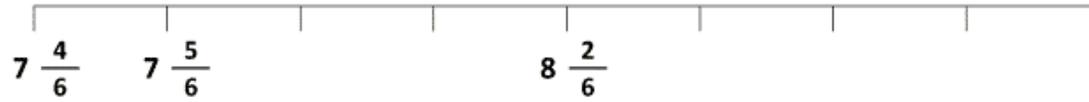
F)



Challenge Level: Hard

Put in the missing fractions on these lines.

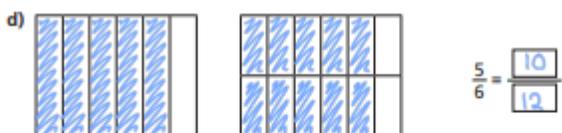
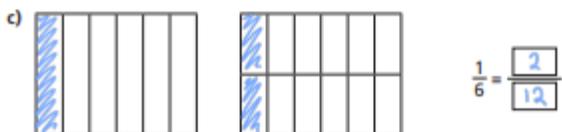
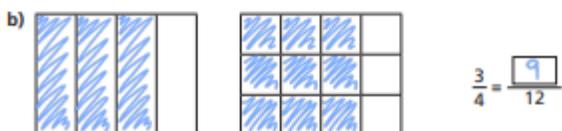
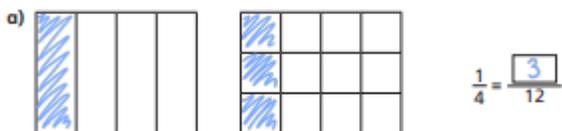
Please note that to aid understanding, the fractions have **not** been simplified on this sheet.



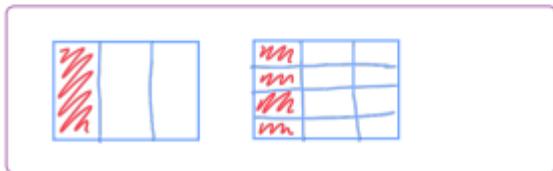
Equivalent fractions



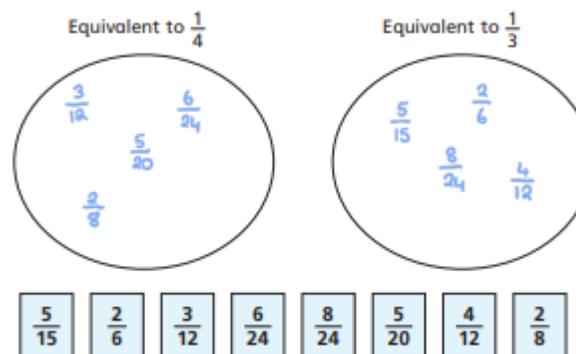
1 Shade the shapes to show the equivalent fractions.



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



3 a) Sort the fractions into the groups.



b) Write one more fraction in each group.

4 Complete the equivalent fractions.

a) $\frac{1}{7} = \frac{2}{14}$ d) $\frac{3}{4} = \frac{6}{8}$ g) $\frac{2}{3} = \frac{10}{15}$

b) $\frac{5}{7} = \frac{10}{14}$ e) $\frac{3}{4} = \frac{12}{16}$ h) $\frac{2}{5} = \frac{10}{25}$

c) $\frac{7}{8} = \frac{14}{16}$ f) $\frac{3}{4} = \frac{9}{12}$ i) $\frac{2}{7} = \frac{10}{35}$

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



- 5 Find three ways to make the fractions equivalent.

e.g.

a) $\frac{1}{2} = \frac{7}{14}$

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

c) $\frac{1}{7} = \frac{2}{14}$

$\frac{1}{8} = \frac{7}{56}$

$\frac{7}{1} = \frac{14}{2}$

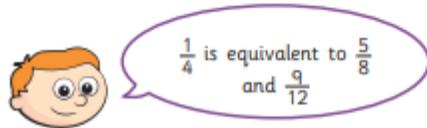
$\frac{5}{7} = \frac{10}{14}$

$\frac{1}{100} = \frac{7}{700}$

$\frac{7}{10} = \frac{14}{20}$

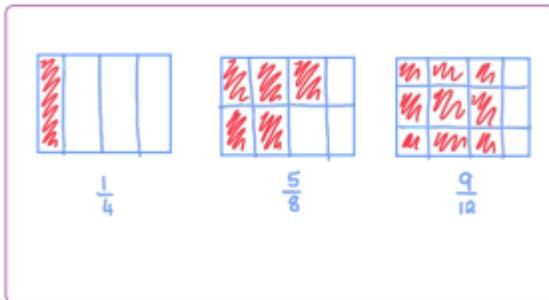
$\frac{21}{7} = \frac{42}{14}$

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



Do you agree with Ron? No

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.

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

A = 1

B = 27

C = 10

- 8 Here are three fraction cards.

All the fractions are equivalent.

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

A + B = 13

Work out the value of C.

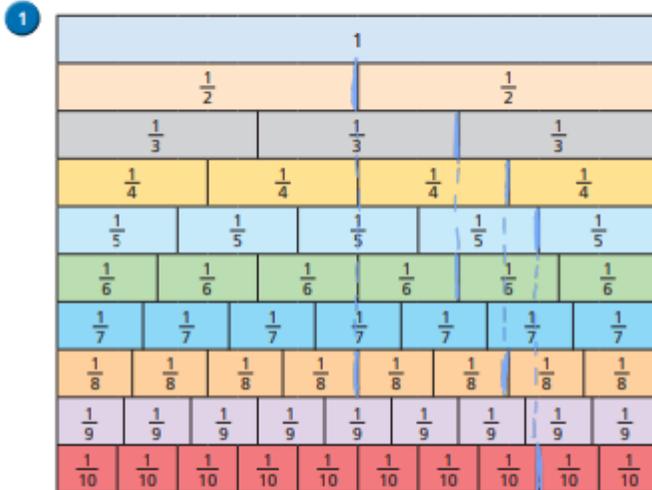
C = 28

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

Find the value of \bullet

$\bullet = \underline{14}$

Simplify fractions



Use the fraction wall to write each fraction in its simplest form.

a) $\frac{4}{6} = \frac{2}{3}$

c) $\frac{6}{8} = \frac{3}{4}$

b) $\frac{8}{10} = \frac{4}{5}$

d) $\frac{4}{8} = \frac{1}{2}$

- 2 a) Use a fraction wall to explain why $\frac{7}{10}$ does not simplify.

It is already in its simplest form.

- b) Find three more fractions on the fraction wall that cannot be simplified.

e.g. $\frac{2}{3}$ $\frac{3}{7}$ $\frac{9}{10}$

- 3 Mo, Eva and Ron are trying to simplify $\frac{5}{20}$



I can't simplify this because one number is odd and the other is even.

Mo

I can't simplify this because only one number can be halved.



Eva



I can simplify any fraction.

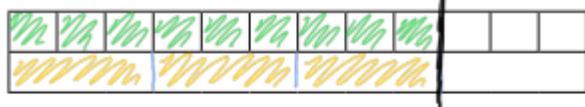
Ron

Do you fully agree, partly agree or completely disagree with each person?

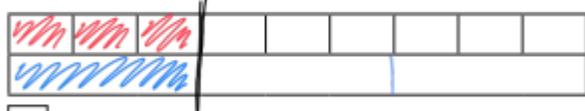
Talk to a partner.



- 4 a) Draw lines on the bar model to show that $\frac{9}{12}$ is equal to $\frac{3}{4}$



- b) Complete each bar model and calculation.



$$\frac{1}{3} = \frac{3}{9}$$



$$\frac{1}{3} = \frac{5}{15}$$

- 5 Simplify the fractions.

a) $\frac{4}{12} = \frac{1}{3}$ b) $\frac{8}{12} = \frac{2}{3}$ c) $\frac{40}{120} = \frac{1}{3}$ d) $\frac{12}{4} = 3$

$\frac{4}{16} = \frac{1}{4}$ $\frac{8}{16} = \frac{1}{2}$ $\frac{40}{160} = \frac{1}{4}$ $\frac{120}{4} = 30$

$\frac{4}{20} = \frac{1}{5}$ $\frac{8}{20} = \frac{2}{5}$ $\frac{40}{200} = \frac{1}{5}$ $\frac{12}{400} = \frac{3}{100}$

Describe and explain any patterns that you noticed.

Various answers



- 6 Write 3 fractions that simplify to $\frac{3}{5}$

e.g. $\frac{6}{10}$ $\frac{9}{15}$ $\frac{12}{20}$

- 7 Teddy and Dora are both simplifying $\frac{30}{42}$

Teddy
 $\frac{30}{42} = \frac{15}{21} = \frac{5}{7}$

Dora
 $\frac{30}{42} = \frac{5}{7}$

- a) How do you think Dora was able to simplify the fraction in one step?
b) Simplify these fractions in one step.

$\frac{24}{30} = \frac{4}{5}$ $\frac{16}{20} = \frac{4}{5}$

$\frac{56}{64} = \frac{7}{8}$ $\frac{99}{121} = \frac{9}{11}$

- 8 $\frac{\star}{\heartsuit}$ is a prime number. \heartsuit is a multiple of 10

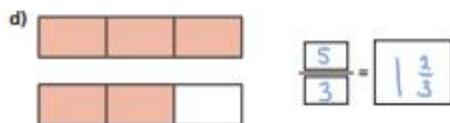
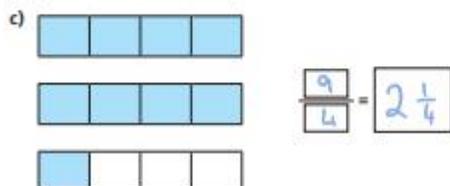
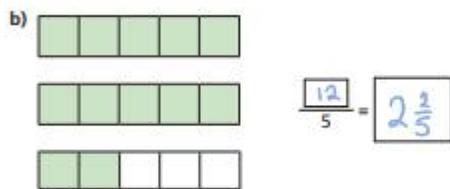
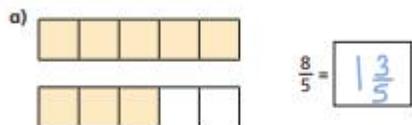
The fraction can be simplified.

What could each number be? Explain your reasoning.

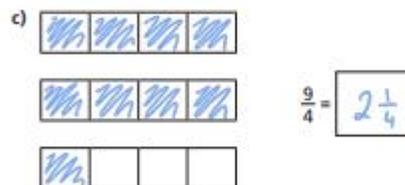
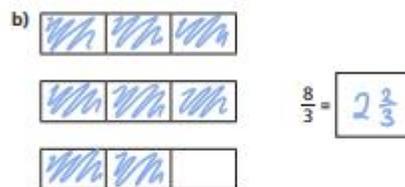
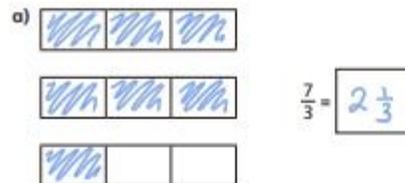
E.g. 2 is prime, 20 is a multiple of 10
and $\frac{2}{20} = \frac{1}{10}$
so star could be 2 and heart could be 20

Improper to mixed numbers

1 Convert the improper fractions to mixed numbers.



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



3 Convert the improper fractions to mixed numbers.

a) $\frac{10}{2} = 5$

e) $\frac{12}{5} = 2\frac{2}{5}$

b) $\frac{10}{3} = 3\frac{1}{3}$

f) $\frac{13}{6} = 2\frac{1}{6}$

c) $\frac{10}{4} = 2\frac{1}{2}$

g) $\frac{13}{7} = 1\frac{6}{7}$

d) $\frac{10}{5} = 2$

h) $\frac{31}{8} = 3\frac{7}{8}$

4 Eva has 7 bottles of juice.

Each bottle contains half a litre of juice.

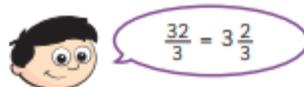


How many litres of juice does Eva have altogether?

Write your answer as a mixed number.

$3\frac{1}{2} \text{ L}$

5 Dexter is converting improper fractions.



Explain why Dexter is incorrect.

6 Find the value of ●

$\frac{27}{3} = \bullet \frac{2}{3}$

● = 5

7 Find two possible values for ★ and ▲

$\frac{30}{\star} = \blacktriangle \frac{2}{\star}$

★ = 14

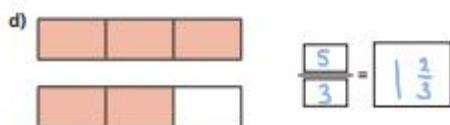
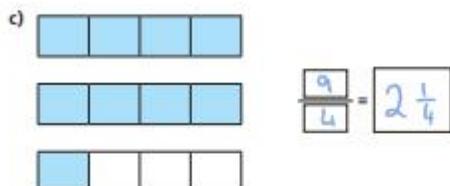
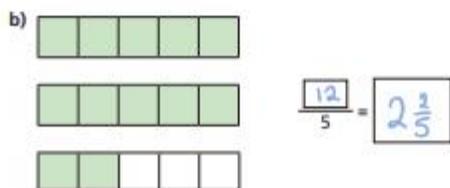
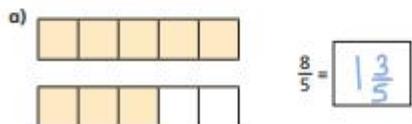
▲ = 2

★ = 7

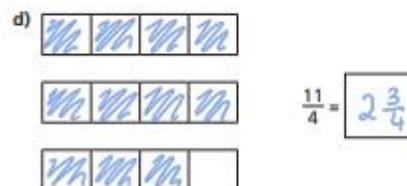
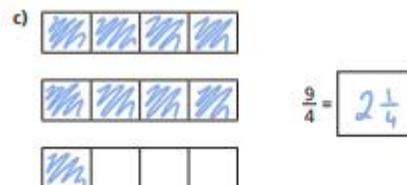
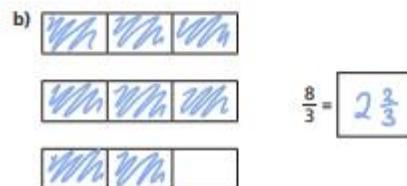
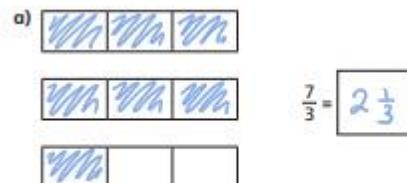
▲ = 4

Improper to mixed numbers

1 Convert the improper fractions to mixed numbers.



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



3 Convert the improper fractions to mixed numbers.

a) $\frac{10}{2} = 5$

e) $\frac{12}{5} = 2\frac{2}{5}$

b) $\frac{10}{3} = 3\frac{1}{3}$

f) $\frac{13}{6} = 2\frac{1}{6}$

c) $\frac{10}{4} = 2\frac{1}{2}$

g) $\frac{13}{7} = 1\frac{6}{7}$

d) $\frac{10}{5} = 2$

h) $\frac{31}{8} = 3\frac{7}{8}$

4 Eva has 7 bottles of juice.

Each bottle contains half a litre of juice.

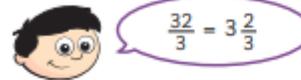


How many litres of juice does Eva have altogether?

Write your answer as a mixed number.

$3\frac{1}{2}$

5 Dexter is converting improper fractions.



Explain why Dexter is incorrect.

6 Find the value of ●

$\frac{27}{\bullet} = \bullet\frac{2}{\bullet}$

● = 5

7 Find two possible values for ★ and ▲

$\frac{30}{\star} = \blacktriangle\frac{2}{\star}$

★ = 14

▲ = 2

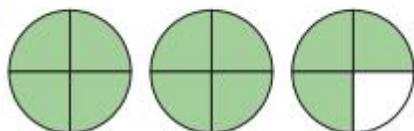
★ = 7

▲ = 4

Mixed numbers to improper fractions

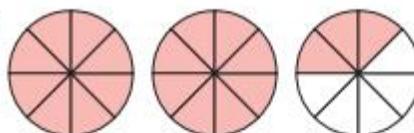
1 Convert the mixed numbers to improper fractions.

a)



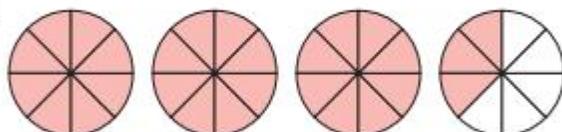
$$2\frac{3}{4} = \frac{11}{4}$$

b)



$$2\frac{3}{8} = \frac{19}{8}$$

c)



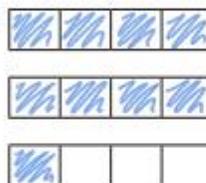
$$3\frac{3}{8} = \frac{27}{8}$$



2 Convert the mixed numbers to improper fractions.

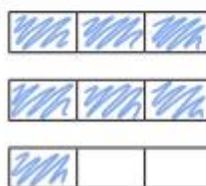
Colour the bar models to help you.

a)



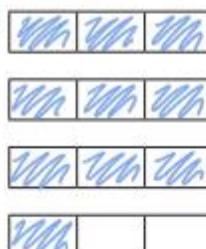
$$2\frac{1}{4} = \frac{9}{4}$$

b)



$$2\frac{1}{3} = \frac{7}{3}$$

c)



$$3\frac{1}{3} = \frac{10}{3}$$

d)



$$3\frac{2}{5} = \frac{17}{5}$$



- 3 Convert the mixed numbers to improper fractions.
Write the next conversion in each part.

a) $2\frac{1}{7} = \frac{15}{7}$
 $2\frac{2}{7} = \frac{16}{7}$
 $2\frac{3}{7} = \frac{17}{7}$
 $2\frac{4}{7} = \frac{18}{7}$

c) $5\frac{1}{2} = \frac{11}{2}$
 $5\frac{1}{4} = \frac{21}{4}$
 $5\frac{1}{8} = \frac{41}{8}$
 $5\frac{1}{16} = \frac{81}{16}$

b) $3\frac{1}{5} = \frac{16}{5}$
 $4\frac{1}{5} = \frac{21}{5}$
 $5\frac{1}{5} = \frac{26}{5}$
 $6\frac{1}{5} = \frac{31}{5}$

Talk to a partner about any patterns you spot.

- 4 Here are 4 whole pizzas and $\frac{3}{5}$ of a pizza.



How many children can have $\frac{1}{5}$ of a pizza?

23

- 5 Whitney is converting mixed numbers to improper fractions.



Do you agree with Whitney? NO

Explain your answer.

She has converted 4 wholes to 28/7 but forgotten to add the extra seventh.

- 6

$\text{circle} \times \frac{3}{5} = \text{triangle} \div 5$

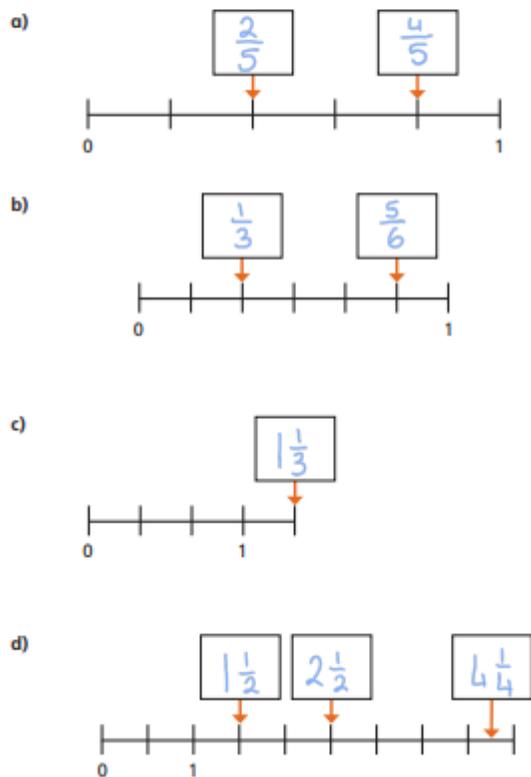
The table shows some possible values of the circle.

Use this to find the corresponding value of the triangle.

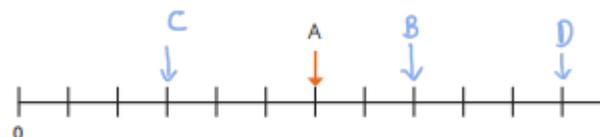
●	▲
1	8
2	13
4	23
8	43
16	83
17	88
100	803

Fractions on a number line

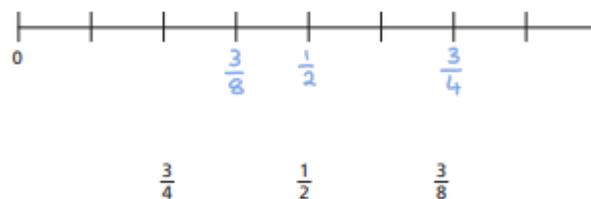
1 Fill in the boxes to label the fractions on the number line.



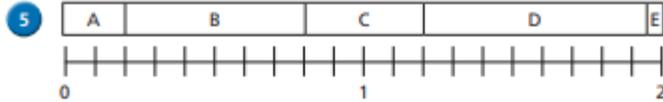
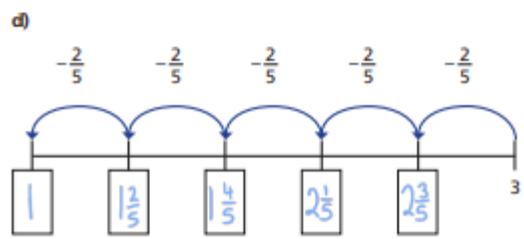
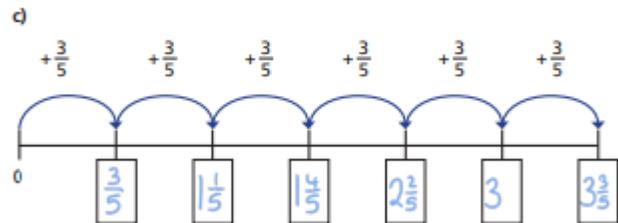
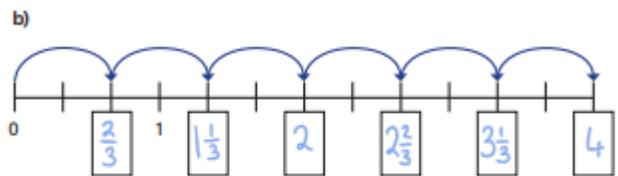
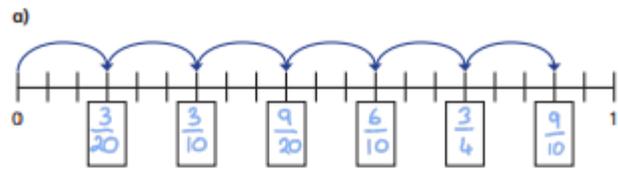
2 Label the number line with the representations.
The first one has been done for you.



3 Label the number line with the fractions.
Explain your method.



4 Write a fraction in each box on the number lines.



How wide is each section of the bar model?
Write each answer in its simplest form.

A = $\frac{1}{5}$ C = $\frac{2}{3}$ E = $\frac{1}{20}$
B = $\frac{2}{3}$ D = $\frac{3}{4}$

6 The difference between A and B is 3
What are the values of A and B?



A = $-\frac{1}{3}$ B = $\frac{2}{3}$



Ms T's Maths Groups - Year 6

Week beginning: 18th January 2021(task for Thursday to be emailed)

Task 1: - LO: Reflective Symmetry

- **Click** on the link below, learn about **Reflective Symmetry** and then complete the **practice questions**.

<https://www.mathsisfun.com/geometry/symmetry-reflection.html>

- Next, **click** on "I have collected some more examples at Lines of Symmetry of Plane Shapes: (<https://www.mathsisfun.com/geometry/symmetry-line-plane-shapes.html>) and complete the **practice questions** at the bottom half of the page.

Task2: - LO: Rotational Symmetry

- Click on the link below and learn about **Rotational Symmetry**

<https://www.youtube.com/watch?v=bIQjgIPb1jw>

- Click on link below and try out the **practice questions**:

<https://www.mathsisfun.com/geometry/symmetry-rotational.html>

- Click on the **HERE'S MORE** Section and learn about **Symmetry Artist, Reflective Symmetry, Point Symmetry and Transformations**.

•

Task 3: - LO: Rotational Symmetry

- Revisit the hyperlink below and go onto "Symmetry Artist" (towards the bottom of the page) to refresh your memory on the link between symmetry and art.

<https://www.mathsisfun.com/geometry/symmetry-rotational.html>

- Next, Try out [Activity: Make a Mandala](#)
You will need paper or card and colour pencils and/or pens.

Task 4: - LO: TestBase Sample SAT Questions on Symmetry

- **Access the PDF TestBase Test and complete – Answers attached.**

<file:///C:/Users/Teacher/Downloads/Y6Symmetry.pdf>

Task 5: - LO: Problem Solving

- **Click** on link and choose any one or two problems to solve.

<https://mathsproblemsolving.files.wordpress.com/2015/12/mathschallengey5y6.pdf>

Answers:

<https://mathsproblemsolving.files.wordpress.com/2015/12/mathschallengesolutions.pdf>

L.O. To improve my balanced argument plan

Success Criteria:

I have included connectives

I have included different sentence starters

I have included rhetorical questions

I have included topic language

We will be editing our work to include more of the success criteria

- 1.) Highlight examples of the success criteria in this 'model balanced argument'
- 2.) Highlight anything else that you like in the balanced argument that you may want to magpie

Some people say that graffiti is green and good for the environment. For example, a study has shown that 25% of the world's paper usage is from artists using it as their chosen medium. Graffiti artists only use surfaces that are already existing, such as walls and buildings, meaning that no paper is wasted. In this global warming crisis, does it not make sense to avoid using materials that come from the forest? Moreover, graffiti can be vibrant and eye-catching. It can make an area go from being dull and grey to a beautiful and fun. Five out of seven residents in Essex said that they enjoy walking around their streets because of the graffiti. In addition, Banksy, who is a well known graffiti artist, has his work celebrated around the world. If he is considered an 'artist' then why can not all people have the opportunity to try at this art form?

In addition, graffiti is a cost effective art as you do not need to spend money on paper or canvas. There is no doubt that the high price tag of some art supplies can make children or adults avoid taking part in this pass time. However, if graffiti was legal, it could mean that more children can get involved in being creative and using art as a way to enjoy themselves. Adding further to this point, graffiti can be a fantastic way for children to express themselves. Growing up in this day and age can be an incredibly stressful time with pressure coming from all places. Art can be a way for them to get their feelings and emotions out in a healthy way.

On the contrary, many people do not like the look of graffiti and do not consider it an art form. During an interview with a resident of Battersea, a local said that graffiti is 'just doodles and scribbles' and is 'garish'. Is it fair that home owners have to look at unattractive graphics on the walls? It could be argued that graffiti should not be made legal because it can cause money to be spent getting rid of unwanted graffiti. Shop owners, who feel that graffiti deters customers from going into their shops, may have to spend thousands of pounds removing it. In addition, petitions sent to council members by residents who do not like the graffiti in their area may lead to money being spent washing it off. This could waste vital money that could be better spent on other services.

An additional problem is that children could see inappropriate words that have been painted onto walls in their area. An average of 15 children per class have said that they have seen swear words in graffiti posts and have found that upsetting. If graffiti is made legal then more young people could be exposed to this offensive language. Lastly, as the quantity of graffiti has gone up over the last few years there has been more painting occurring on road signs. A report from the NHS A&E department has said that they have seen an increase by 6% of road traffic accidents because of road signs not being able to be read due to graffiti. How many more accidents need to happen because of graffiti before people realise that making it legal is dangerous?

We will now be adding examples of success criteria into your own plan either using a post-it or green pen.

Support sheets:

Connective & Sentence Starter Stealer....

Some people believe that...

However, others think that...

There is no doubt that...

_____ are a particular problem...

Consequently...

An additional problem is...

Therefore...

On one hand...

On the other hand...

It could be argued that...

Would.....?

Is it right to....? As well as....

Furthermore...

Many people...

This fact... For instance.....

It could be argued that...

However...

On the contrary... Alternatively ...

For example...

Although...

Moreover...

Supporters argue that...

It is claimed that...

However, it could be argued that...

Those in favour say that...

Nevertheless, others in opposition say...

This is important because...

Those who support....

However, critics...

No one can deny that...

Topic Specific words:

Adjectives

Vibrant

Garish

Offensive

Creative

Expressive

Eye-catching

Unintelligible

Urban

Verbs

Scratched

Scrawled

Etched

Splashed

Scribbled

Carved

Noun

Doodle

Scribble

Masterpiece

Scratching

Graphics

L.O. To compose an introduction

Success Criteria:

I have critically reviewed different introductions

I have 'magpied' ideas

I have included ideas in my own introduction

What is wrong? How could you make it better?

Firstly, some people would say that graffiti is a criminal offence, as it is illegal to graffiti on walls and that graffiti is in fact, a form of criminal damage. Not only does graffiti look unsightly, but graffiti is also seen as a signal that the area is uncared for, which in turn encourages people to also treat the area badly. Before long, not only is there graffiti on the walls of buildings, but there is also a range of other types of anti-social behaviour, for example, littering, bad behaviour, noise and broken windows (vandalism)

What are the features of an argument?

Drawings on walls first appeared on walls thousands of years ago. For many years, there has been great debate as to whether graffiti (the drawing of images on walls) is art, or, vandalism. Some people believe that it is in fact a form of art; others believe that it is nothing more than vandalism. There are arguments on both sides of the debate, and this balanced argument will examine the opinions for both sides.

Introductions

If your journey to work this morning took you through the streets of a busy town or city, your eyes would almost certainly have feasted upon some graffiti. How did these images make you feel? Did you welcome the bright colours and enjoy reading their messages or did you find them garish and offensive? These are the questions, along with many others, that we are going to discuss in this report as we consider Graffiti and its role in history and in modern society. Is it art? Or, as some believe, is it simply meaningless vandalism?

Vandalism or art? This has always been the burning question and one that causes much debate and argument in urban communities. **Graffiti**, in most countries is considered a crime; however, some pieces can be viewed as artistic or as conveying an important political message. The issues surrounding urban art are complex and will be discussed in detail below. You may have strong opinions of your own, or you may not be sure at all; read on and see if you can make your mind up!

Vibrant and political! Garish and offensive! Which of these two viewpoints describes graffiti? The streets, bridges and trains of cities and towns across

the world are decorated in this way – it is impossible to avoid it even though in most countries it is illegal. Love it or hate it, graffiti is here to stay and for this reason it is the cause of much argument – is it a valid art form allowing street artists to express themselves or is it just meaningless vandalism?

Your task: write your own impressive introduction

I have included an introduction and conclusion

I have used connectives

I have separated my points 'for' and 'against' into different paragraphs

I have used the PEE model

Point

Evidence

Explain

Structure:

Introduction

Paragraph 1 'For'

Paragraph 2 'For'

Paragraph 3 'Against'

Paragraph 4 'Against'

Conclusion

Resources you have to help you:

- Your plan with improvements
- Your drafted introduction
- Success criteria
- Connectives sheet
- Glossary of graffiti specific words

Success Criteria:

I can add any edits to my work

I can read my work out loud to check for sense.

I can mark my work against the success criteria

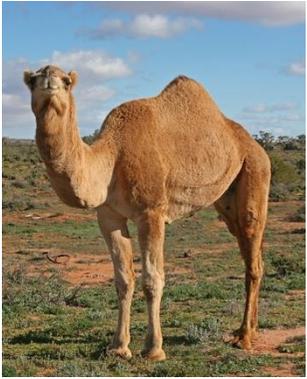
Self-Assessment		Text: <i>Balanced Argument</i>	Date: 22 nd January 2021
Success Criteria		Examples	
I have included an introduction and conclusion			
I have used connectives			
I have separated my points 'for' and 'against' into different paragraphs			
I have used the PEE model			

Ideas for free editing:

- Add in more connectives
- Re-order a section of writing so that it follows PEE
- Add in a rhetorical question
- Edit any parts to make them more formal
- Re-draft your conclusion so that it is more detailed

Science

Living things that live in a desert habitat



- A **camel** can drink 30 gallons of water in 10 minutes. It also stores fat in its hump for extra energy (not water!), and can open and close its nostrils so it doesn't breathe in sand when there's a windstorm. Camels also have long eyelashes that bat sand away.

The **fennec fox** has very long ears that help it keep cool by spreading out body heat. It also has special sorts of kidneys that conserve water, so the fox doesn't need to drink very often. They also have thick fur on the bottom of their feet so they can walk over the hot desert ground.



- **Jackrabbits** are nocturnal animals, because it's cooler in the evening and easier to hide from predators. They mostly sleep during the day, and they are herbivores. They eat plants that have a lot of water in them, so they don't need to worry about finding water anywhere else in the dry desert. Jackrabbits have large ears, like the fennec fox. If they're trying to get away from a predator, they move very quickly in a zigzag pattern to try to get away.

Living things that live in grassland habitats



- Grasslands sometimes go a long time without water, but **giraffes** have adapted by not needing to drink water for weeks at a time. They can get by from the water in the leaves they eat, which they can reach because of their super-long necks. Because giraffes are so tall, they can also see for a long way around them, which is helpful in the grassland where there aren't many places to hide from predators.

- **Meerkats** live in areas that are almost like deserts - hot, dry and not much vegetation. They have dark rings around their eyes to stop glare from the sun, so they can see well even when it's really bright outside. Because there aren't many places to hide from predators, meerkats live in underground tunnels that give them a quick escape when they're on the run. Meerkats live in big colonies where they share out jobs like minding babies, keeping watch for any danger and hunting for food.





- Even though **lions** are 'the kings', they have had to adapt to their habitat just like all the other animals have. Lion's fur is the perfect sandy colour to blend into the African savannah, so they can sneak up on prey pretty easily. Lions talk to each other through their loud roar - it also sounds scary so any other predators know to steer clear. Lions mostly sleep in the day to stay cool, and they hunt at night. When they do catch prey, they use their long claws as weapons and then eat their fresh meal by licking off skin and meat with their rough tongue.

Living things that live in a marine habitat

- **Stingrays** have flat bodies and swim along the ocean floor. Their eyes are on the top of their body, and their mouth is on the bottom - so, they can see around them as they're swimming along, and take in any food along the ocean floor. Since they're already at the bottom of the sea, they can quickly bury themselves in dirt if a predator comes along. The way they breathe allows them to still take in oxygen even when they're buried.



- **Clownfish** have tiny round fins and can't swim very quickly, but they are able to get away from predators by going somewhere they can't - a sea anemone with poisonous tentacles. Clownfish can do this because they have a layer of mucus over their scales that means the anemone doesn't affect them. Clownfish can also smell the anemone, so they know immediately when one is nearby even if they can't see it.

Sea urchins immediately put off predators because they've got spiny, spiky things coming out from a shell that completely covers their body. They can control their spikes and point them in the direction where they think they're being threatened, too. They have special tube-like feet that suction them onto things so the water current doesn't toss them around. They've also got five teeth on the bottom of their body so they can break down food while their shell protects them from above.



Living things that live in polar habitats



Polar bears in the Arctic have white fur that helps them blend into the snowy background. They also have a thick layer of fat around their body to keep warm, and big paws with long hair that keeps them from slipping on ice. When there's a snow or windstorm, polar bears can dig deep dens that protect them from the weather and keep them warm. Even though they're big animals, polar bears are good swimmers which means it's easier for them to catch fish to eat.

- **Emperor penguins** are famous for the way they've adapted to their chilly habitat in Antarctica. Their streamlined shape helps them swim quickly and catch fish to eat, and their feathers provide a waterproof layer that means they won't get too cold. When they're out of the water, their black feathers soak in warmth from the sun, and penguins also swarm together in packs to help keep each other warm. They only lay one egg that they can sit on while they wait for it to hatch, and mum and dad take turns sitting on the egg and going to get food to make sure their little one has all the warmth they need.



- The **snowy owl**, like the polar bear, is white all over which helps it blend in with the snow. They've got layers of soft down feathers covered with larger, thicker feathers that provide insulation from the cold. The snowy owl has feathers everywhere - even on its toes! It eats a variety of different small animals so it's not fussy about what's for dinner, giving it the best chance of having enough food to survive.

Living things that live in a rainforest habitat

- **Toucans** have very long beaks that are actually about one-third of their entire body length. But these beaks are also lightweight and mean that toucans can pick up large pieces of fruit, which they toss in the air and catch in the back of their beaks to eat. Toucans' beaks also have blood vessels in them and release body heat, helping to keep them cool. Toucans keep balanced on trees in the rainforest by using their claws - two on the front and two on the back - to get a good grip that keeps them from falling down.



- **Howler monkeys** are one of the loudest animals on earth, which is how they get their name! They live up in the rainforest canopy, where it can be difficult to see very far around because there are lots of leaves and branches in the way. So, they use their loud voice to call out to other howler monkeys, and to make sure other animals know where their territory is. They need to communicate with other howler monkeys because they all live in large communities - howler monkeys don't move around very quickly, so they need friends to help protect each other from predators. Howler monkeys also wrap their tails around tree branches to keep from falling down.



Tapirs are larger rainforest animals that live on the forest floor. They are herbivores, so it's easy for them to find leaves, twigs and fruits to eat as they wander around. They have sloped shoulders that allow them to move around under bushes and shrubs, and small eyes deep in sockets that protect them from insects and bits of trees getting in. Tapirs have a long, flexible nose that can root into trees and bushes to grab food. They can go into shallow water and use their noses as a snorkel to breathe!



What are the major kinds of biomes?

Biome categorization varies according to the priorities and needs of the categorizer. Depending on whom you ask, there may be as few as five or as many as 20 different biomes on Earth. Here, we've broken the five most commonly identified biomes into some widely recognized subcategories:

1 AQUATIC BIOMES

include all watery regions of the Earth.

Freshwater: Both lentic (still water) and lotic (moving water) biomes, including lakes, ponds and wetlands. Still water is often very nutrient dense.¹

Marine: The largest biome, covering the greatest amount of surface area; the open ocean. These ecosystems contain a greater density of phytoplankton than of plants; closer to shore, plants are more plentiful and the water is more nutrient rich.²

2 FOREST BIOMES

vary in temperature and are dominated by trees.

Temperate: Generally dominated by deciduous trees, which shed their leaves with the changing of seasons. These areas tend to have cold winters and significant rainfall.³

Tropical: Closest to the equator. Marked not by the four seasons that occur in temperate forests but rather by a dry season and a wet season. Deciduous trees may shed their leaves, but this does not follow a strict four-season schedule. Marked by great biological diversity.³

Taiga: The northernmost forest biome, taigas' colder climates are dominated by coniferous trees, often on mountains. Coniferous trees (such as pine) do not shed leaves in winter. Though other trees do exist in the taiga, this biome is marked by relatively low biological diversity.⁴

3 TUNDRA BIOMES

are frigid, treeless and have a short growing season.⁵

Arctic: Situated at high latitudes, the most northern arctic regions have a permafrost ground with very small, hardy plants. Less extreme regions have broader plant diversity and few animals, i.e. small herbivores and their predators.⁶

Alpine: Located at high altitudes, these biomes are marked by mountainous regions.⁶

4 DESERT BIOMES

are frequently found at the center of continents and are characterized by very little rainfall or available water.⁷

Hot and dry: Almost no plant growth.

Semi-arid: Some precipitation; may be hot or cold.

Coastal: markedly unstable; prone to fog blowing in from off the ocean. Often among the world's driest deserts.

5 GRASSLAND BIOMES

are dominated by tall grasses, with few shrubs or trees.⁸

Savanna: A mainly tropical grassland environment, consisting primarily of tall grasses with some shrubbery, and largely known for its diverse wildlife: rhinoceroses, elephants, lions, hippopotamuses, cheetahs and more.

Temperate: A dryer environment with tall grasses that are periodically curbed by natural wildfire. Most commonly found in Europe and North America, these areas are known as steppes or prairies depending on their location.



¹ Retrieved on July 30, 2018, from askabiologist.asu.edu/explore/falling-freshwater

² Retrieved on July 30, 2018, from ucmp.berkeley.edu/glossary/gloss/biome/aquatic.html

³ Retrieved on July 30, 2018, from ucmp.berkeley.edu/glossary/gloss/biome/forests.html

⁴ Retrieved on July 30, 2018, from askabiologist.asu.edu/explore/taiga

⁵ Retrieved on July 30, 2018, from askabiologist.asu.edu/explore/tundra

⁶ Retrieved on July 30, 2018, from ucmp.berkeley.edu/glossary/gloss/biome/tundra.html

⁷ Retrieved on July 30, 2018, from ucmp.berkeley.edu/glossary/gloss/biome/deserts.html

⁸ Retrieved on July 30, 2018, from ucmp.berkeley.edu/glossary/gloss/biome/grassland.html

RE: The Parables of Jesus – The Good Samaritan

Watch the video <https://www.youtube.com/watch/53Pqw20xK10> and read the story in the Bible: **Luke 10: 25-37**

Read the notes below and then answer the questions:

Jesus is asked a question “Who is my neighbour?” – that is, whom am I responsible for? He does not give a direct answer – he tells a story. The journey from Jerusalem to Jericho was a dangerous one in his day. It is 17 miles long and descends 3,300 feet. Perhaps the story Jesus tells is based on something that actually happened – or perhaps he is referring to the current fear that if you went down this road, then you were quite likely to get attacked and robbed.

The man who was attacked was left for dead. The priest first walks by on the other side... There might be two reasons for this: 1. He might have been afraid that this might be a trap and he could get attacked. Or 2. He might have been worried that the man was dead and that he would become unclean by touching the man. Or there is a third possibility – he was just too busy to stop. The second man to come by was a Levite, who again might not have wanted to touch something he regarded as unclean.

Finally, a Samaritan turns up. Now Jews saw Samaritans as their enemies, likely to want to trick them. Perhaps Jesus’ audience might have thought that the man who had been attacked would be murdered by this third person. Not a bit of it – this man deals with the man’s wounds, takes him to a safe place and agrees to pay his upkeep at the inn.

1. What do you think the hidden meaning in the story is?

Parables were stories with a hidden meaning that Jesus told to make a point. The end of the story shows Jesus explaining the meaning of the story. Read it below.

‘What do you think?’ Jesus asked. ‘Which of the three was a neighbour to the man attacked by robbers?’ ‘The one who treated him kindly,’ the man replied. Jesus said, ‘Go and do the same.’

After you have read the end of the story answer these questions:

2. Why do you think Jesus told this story?

3. How might people have been behaving for Jesus to need to tell this story?

4. What did Jesus mean when he said: ‘Go and do the same’?

5. Draw a chart or mind map, or make a list, of the qualities you need to be a true friend to someone.

1	Hacer deporte
2	Ir al cine
3	Ir a un museo
4	Jugar con amigos
5	Visitar a mi familia
6	Ir al teatro
7	Ir de compras
8	Leer un libro
9	Ir de excursión
10	Ver la televisión
11	Cenar en un restaurante
12	Escuchar musica

