

Tuesday 24th March

Writing

LQ: Can I develop character?

Today you are going to develop the characters and setting that you will include in your funny story about St. George and the Dragon.

Hopefully you have started to consider what your story will look like. Remember, your job is to tell the story up until the scene we saw and then end it soon after.

Today I want you to:

1. Consider St. George (you may need to research him briefly if you've never heard of him) Write a few descriptive paragraphs about:

- how he looks

- character and personality

Remember this is a funny story, so it might be a good idea to describe him mostly as the brave, heroic, patriotic knight that slays evil dragons but also to add a couple of silly, unexpected details (perhaps he can't get to sleep without a teddy bear; perhaps his favourite TV programme is The X Factor)

2. Do the same for the dragon. Describe in a few paragraphs:

- appearance

- character and personality

Remember to try and add a little humour without going over the top too much ie. The dragon loved to terrify local villagers, roaring forth and spewing fire and smoke out his raging nostrils at the poor country folk. But he always made sure he was back at the cave by 9.30pm to put his claws up and enjoy a well-deserved cup of cocoa before bed.

3. Consider who is the boy

Is he a servant of St. George's who has had enough of all the fighting?

A friend of the dragon who had discovered the beast is actually a really friendly chap who just wants to be friends?

Reading

Character Evaluation

Today, using the *The Wonderful Wizard of Oz* text from yesterday, your task is to:

Write descriptions of each of the 3 characters met so far – Dorothy, Scarecrow and Tin Man. Give opinions on appearance and personality **using evidence from the text**. You should be able to write at least 4 or 5 sentences on each character – some of you will be able to write more. Be ambitious in your use of vocabulary and write in full sentences.

Aim for this:

I think that Dorothy is a brave and inquisitive person. I know this because when she hears a groaning sound coming through the woods, she runs to investigate. It is a strange land for Dorothy, so running to examine a distressing noise shows courage and curiosity etc.

Rather than this:

Dorothy is brave because she doesn't get scared and she wants to find stuff.

Maths

Fractions and pie charts 1

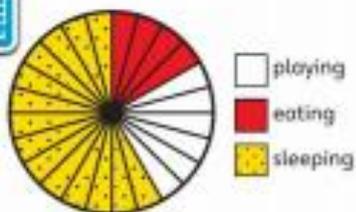
Discover



- 1 a) For what fraction of the day does Emily sleep?
b) Max says: 'I think she spends $\frac{1}{3}$ of each day just eating!'
Is he correct?

Share

- a) There are 24 segments in the pie chart. Each segment represents one hour out of 24.



14 segments out of 24 are dotted.

$$\frac{14}{24} = \frac{7}{12}$$

Emily sleeps for $\frac{7}{12}$ of each day.

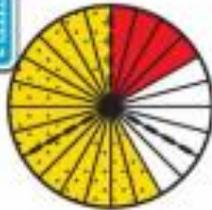
Dotted segments represent the hours when Emily is sleeping. This is more than half the day!

Pie charts represent fractions very clearly. The whole and the parts are very clear to see.



b) 24 divided by 3 is 8.

So $\frac{1}{3}$ of the chart would be 8 segments out of 24.



□ playing
■ eating
■ sleeping

Max is not correct. Emily spends $\frac{4}{24}$ of the day eating.

$$\frac{4}{24} = \frac{1}{6}$$

I worked out $\frac{1}{3}$ of the whole chart.
There are 24 segments.

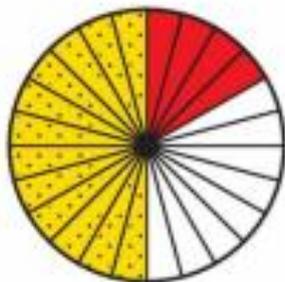


I worked out equivalent fractions.
I know that $\frac{1}{6}$ is less than $\frac{1}{3}$.



Think together

- 1 Emily is now 2 years old. The pie chart shows how her day is divided. Complete the information.



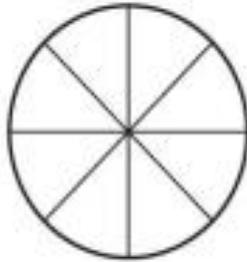
□ playing
■ eating
■ sleeping

$\frac{1}{2}$ of Emily's time is spent _____.

_____ of Emily's time is spent eating.

_____ of Emily's time is spent playing.

- 2 Emily is now 6 years old. The table shows how she spends her time. Discuss how you would fill in the pie chart and fraction statements based on this information.



Sleeping	Eating	Playing	School
9 hours	3 hours	6 hours	6 hours

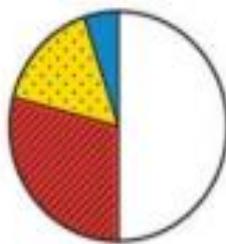
$\frac{1}{8}$ of Emily's time is spent _____.

$\frac{3}{8}$ of her time is spent _____.

$\frac{1}{4}$ of her time is spent _____.

- 3 a) 80 adults were asked what they do when a computer stops working.

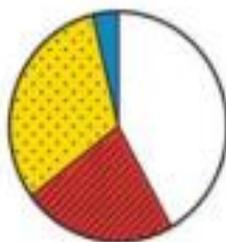
Estimate the fractions for each action.



- ask for help
- try to fix it
- give up
- hit the computer

What other information can you get from the pie chart?

- b) This pie chart shows how 30 children answered the question.



- ask for help
- try to fix it
- give up
- hit the computer

More children than adults said they would give up. Do you agree?

CHALLENGE

I will check that my fractions add up to 1.

