



TalkforWriting™

Year 5

Talk for Writing Home-school booklet

The Game

by Maria Richards



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The Game

Year 5 Workbook

By Maria Richards



Welcome to The Game workbook.

Inside, you will find lots of things to work through that will help you with your reading and writing skills and build on the work you do at school.



Stimulus - The World of Jumanji

In 1981 Chris Van Allsberg wrote a book called *Jumanji*. In the story, a brother and sister discover a game that turns fiction into real life. Whatever square you land on in the game, brings a new challenge to overcome. Worst still, the challenge becomes a reality for everyone around.

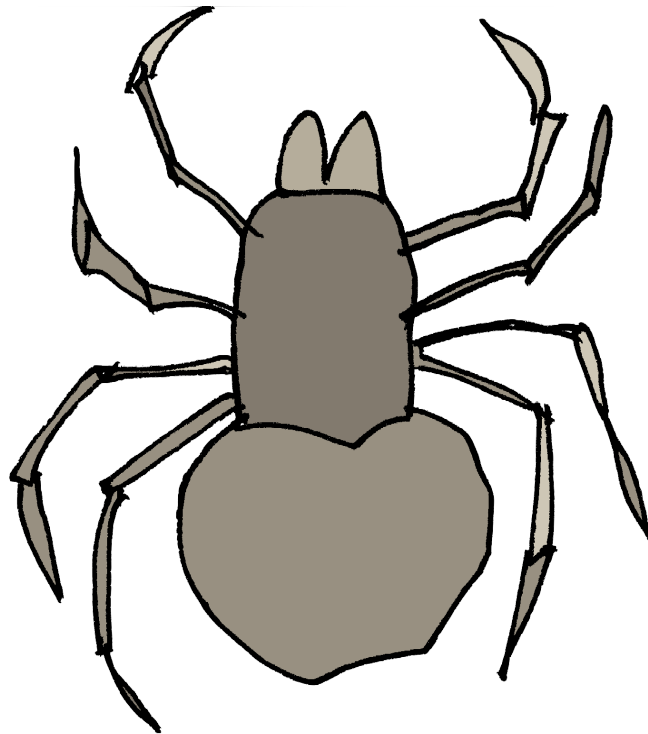
If you have access to the Internet, type this into Google:



<https://cutt.ly/JtxrUyf>

This is a link to the original movie trailer for *Jumanji* in 1995 and you can see the consequences of playing the game!

First check with an adult that it's ok to do this.



Get Plotting!



Now let's take a look at a story that follows the same plot idea as *Jumanji*. *The Game* is a finding tale and has this simple underlying plot pattern:

Basic story structure	Structure of a finding tale
Opening	Introduce the main character/s (MC)
Build up	MC goes somewhere and finds an unusual/amazing/important object
Problem	Something goes wrong – it is the fault of the object
Resolution	MC puts back/hides/throws away the object – the problem is solved
Ending	All is well again and lessons have been learnt

You can listen to a recording of The Game story below here:

<https://soundcloud.com/talkforwriting/game>

The Game

Danny and Susie were bored. It was wet play *again* and it felt like they hadn't seen the playground for weeks. Rivers of greasy rain streaked the classroom windowpanes and pooled to make gigantic puddles in the centre of the netball court. Another lunchtime inside was clearly stressing Mrs Allbright, as she seemed to be tense and a bit more snappy than usual. She sat at her desk with a steaming cup of tea and marked books with the ferocity of a wild beast. To top it all, every good game was being used and only the tub of dominoes was left. Everyone knew that half of them were missing and the other half had been chewed by the school 'Reading Dog'. Danny and Susie searched the classroom for something to do.

To their dismay, the comic box was empty, the iPads had been snapped up by Freya and her gang and Billy seemed to have started a resurgence of the game Slap, which didn't look like fun at all. As the two friends

squeezed past the art table to get to the wet-play books, a tatty, cardboard box fell from the top shelf of the bookcase. Susie picked it up.

"I've never seen this game before," she said, wiping the dust from the unusual lid. It was embossed with intricate patterns and around the edges were pictures of animals, insects and other strange creatures.

"An animal game? Boring!" said Danny, already losing interest.

"Oh come on, let's play. There's nothing else to do," suggested Susie, smiling widely and shaking the box.

They sat down in a quiet corner, lifted the lid and took out the board.



What next? We've stopped at an interesting part of the story. Summarise below what you think could happen next.

I predict...



Now let's find out how close your predictions were. Read on!

"Looks simple enough," said Danny, ever impatient, as he set the counters onto the start line. They were jungle animals: a rhino and a jaguar. He also shuffled the game cards and laid them in a neat pile. "Let's just start and learn as we go."

Susie went first. She grasped the dice and threw them down onto the centre of the board. An eight! She moved her rhino eight paces, to land on an orange-coloured square. It showed a picture of a giant Tarantula. She lifted a game card and read it out. "If you do not catch this beast,

then you're on the menu for its next feast." She stared at Danny and shrugged. "I don't get it!" she said.

At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

"EARTHQUAKE!" shouted Billy, bursting into laughter. He soon stopped, as in a blink of an eye, an enormous spider, bigger than a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight, bulging eyes scanned the room and then ...

It sprung into action. It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs. It powered towards Mrs Allbright as she stood rooted to the floor in terror. The room was filled with shrieks of panic and despair.

"What shall we do?" shouted Danny desperately, pressing himself tightly against the wall.

"Read the instructions," ordered Susie. "We have to stop it!"

Quickly, they scabbled around to find the box underneath all the mess. They rescued it from under a pile of maths books and scanned the upturned lid to read the instructions. All the while, the spider got closer and closer to their teacher. It stretched out its forelegs, ready to grab her. Her eyes widened in horror as she realised what was coming next.

"It says we've got to throw two sixes to end the game," screeched Danny, looking pale. Susie grasped the dice again. She threw and she threw and she threw. No luck. She glanced up and saw the spider had her teacher in its grasp. Its striped legs were holding her in a vice-like grip. She threw again and then again, faster and faster each time and then, just as she was losing all hope, TWO SIXES!

Suddenly, out of nowhere, there was a loud hissing sound. It pierced the air and everyone covered their ears. A flash of light streaked through the classroom and the game rattled into life. It started to suck everything into a vortex in the centre of the room: the mess, the

children, the spider, Mrs Allbright. There was an almighty boom and then ... nothing.

Danny and Susie opened their eyes. Everything was back to normal; even Mrs Allbright was back in her chair, marking with the ferocity of a wild beast. Then the bell went.

"Pack up, Class 5!" ordered Mrs Allbright. "Science starts in two minutes and we're looking at animals in their habitats."

Susie looked at Danny and raised her eyebrows. They carefully packed the contents of the game back into the box. Everything went in except the dice and the animal counters, which Susie wrapped in a paper towel and placed into the bin instead. They put the lid on the box and lifted it high up onto the bookshelf. They never wanted anyone to play that game, ever again!

Everyone settled down to afternoon lessons. Everyone, that was, except Billy. He had spotted something on top of the bookshelf that he'd never noticed before and he intended to investigate it, the very next time they were in for wet play ...

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What Do the Words Mean?



Go back through the story and underline any words you don't know the meaning of.

Now let's investigate some of them together.

The Sentence Challenge:

Take a look at the definitions of the following words from the text. Take each word and put them into new sentences. How many sentences can you create?

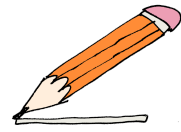


... rain **streaked** the classroom windowpanes

To **streak along** – to move rapidly

e.g. John **streaked** along the pavement towards the crowd.

Now write your new sentences:





... a **resurgence** of the game slap

A **resurgence** – something that returns or starts again after disappearing for a while

e.g. The teachers have seen a **resurgence** of skipping games in the playground.

Now write your new sentences:





... the ferocity of a wild beast

Ferocity - extremely fierce (fierce = strong, powerful, violent or frightening)

e.g. We were surprised by the ferocity of the storm.



Now write your new sentences:

Likes, Dislikes, Puzzles & Surprises!



Now you have read the whole story, what did you like & dislike? What puzzled you (what questions do you have – why, what, how ...) and what surprised you?

I liked ...



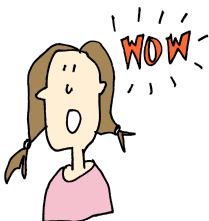
I disliked ...



I would like to know ...



I was surprised ...



Let's Think About the Text a Little More



We're going to reread the text carefully and answer some comprehension questions about *The Game*.

1. Does *The Game* remind you of any other stories that you know? List them below.



2. Danny and Susie had a good choice of things to do at wet play time. Is that TRUE or FALSE? Circle the answer

3. Find and copy a word that is closest in meaning to disappointment.



4. Write down two things that children are doing in the classroom.

5. Is Mrs Allbright the teacher in the class?
YES or NO? (Circle one)
What are the clues to suggest this?




6. Why might another lunchtime inside be stressing Mrs Allbright?




7. Look at this comment from Danny:


“An animal game? Boring!” said Danny, already losing interest.
Why might Danny think the game would be boring?



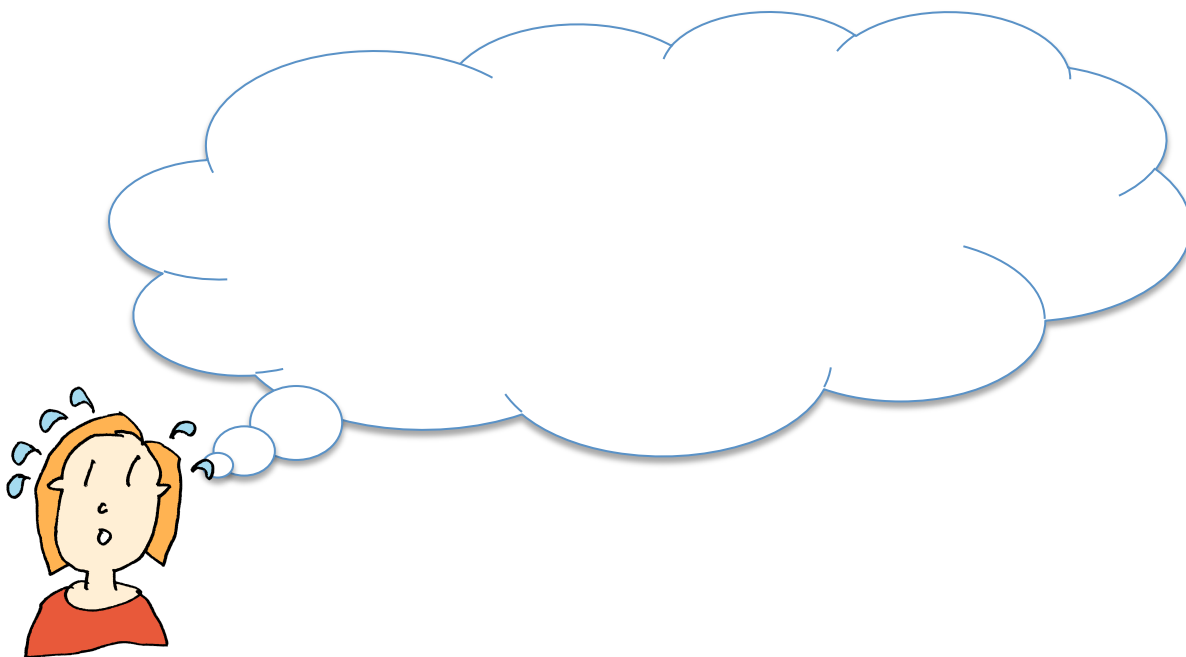
8. What were the three signs that something bad was going to happen once the game started?




9. List the things the spider did once it was out of the game:



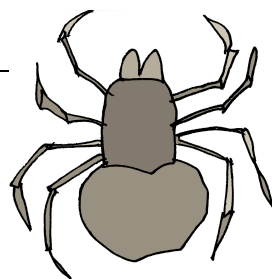
10. The text says: "Her eyes widened in horror as she realised what was coming next." What might Mrs Allbright be thinking at this point?



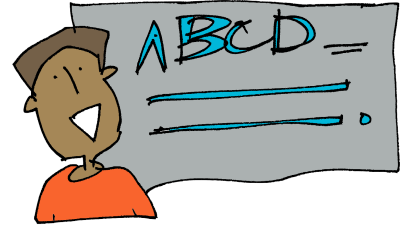
11. Why did Susie put the dice and counters into the bin?



12. Billy spotted the game on the shelf at the end of the story. What do you predict might happen the next time it's wet play?



Now for Some Grammar



1. Relative clauses

These clauses give more information about somebody or something in a sentence. They begin with a relative pronoun like *which/who/whose/ that*.

Let's add some relative clauses into sentences that could be used in our story.

This is the Drop-In Game:

We're going to drop a relative clause into sentences using *who*.


For example:

Mrs Allbright was marking books.


Mrs Allbright, *who* was tired and cross, was marking books.

Now you drop in a clause into the sentences below, using *who*:


Danny was looking out of the window.



Susie ran to the door with the box.



Freya watched *The Voice* on the iPad.



Now have a go at dropping a relative clause into the sentences below using which. For example:

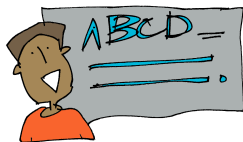
The desks were covered in board games.

The desks, which were bright blue, were covered in board games.

The board game intrigued Susie.

The netball court looked slippery.

The dominoes were in the basket.



Now for some sentence imitation:

Let's try using some sentence patterns from The Game and create new sentences using the same structure.

1. Opening a story with names + a short sentence

Danny and Susie were bored.

_____ and _____ were _____.

Try your imitations: e.g. Gaby and Jonathan were excited.

2. Sentence of 3 for description

It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs.

It _____, _____ and _____.

Try your imitations: e.g. It ran down the road, crossed the bridge and jumped into the boat.

Write Away!



Now let's concentrate on writing a story. Before we start, let's do some warming up, so we're ready to be creative!

The Adjective Game

Adjectives describe a noun, for example:

The red car drove down the misty lane.

You can change the mood of your writing by choosing your adjectives carefully. Read this description of the Tarantula.

The handsome Tarantula looked at the children. Its glistening, hazel eyes scanned the room. Delicate hairs covered its plump body and swayed like shimmering grass. Its solid legs, like thick branches, stood strong.

The spider sounds quite pleasant. However, if we change the adjectives, you can make it sound much more scary. Give it a try! Fill in the gaps with an adjective that will help to make the spider sound gruesome.

The _____ Tarantula looked at the children.

Its _____, _____ eyes scanned the room.

_____ hairs covered its _____ body and

swayed like _____.

Its _____ legs, like _____, stood strong.



You could also change the verbs (underlined in bright blue), to make it sound even scarier! Write a new verb underneath the original one.



It's now your turn to be an author. Let's look at the problem section of The Game. We're going to re-write it with new ideas.

The problem:

At that moment, the table began to shake, then the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

"EARTHQUAKE!" shouted Billy, bursting into laughter. He soon stopped, as in a blink of an eye, an enormous spider, bigger than a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight bulging eyes scanned the room and then...

It sprung into action. It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs. It powered towards Mrs Allbright as she stood rooted to the floor in terror. The room was filled with shrieks of panic and despair.

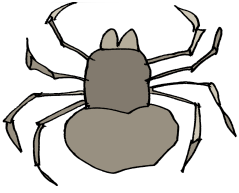
"What shall we do?" shouted Danny desperately, pressing himself tightly against the wall.

"Read the instructions," ordered Sally, "We have to stop it!"

What other problems could the game cause? What else could come out of the game and what would it do?



Keep the classroom setting the same for now and plan a new idea below. You can make notes or draw what will come out of the game and what it will do once it's released.

Instead of:	Your ideas:
	
... crushing the tables	
... smashing the windows	
... flinging children round the room	
... grabbing the teacher	
... extra ideas	

Using the ideas & sentences from the problem section of The Game, on a separate piece of paper, try out your new plans.



Follow this pattern:

Start with the first strange events as a sentence of three and then show how the children react:

At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

At that moment, ...


Next, introduce the new threat. Tell us where it came from and what it looked like:

In a blink of an eye, an enormous spider, as big as a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight bulging eyes scanned the room and then ...

In the blink of an eye, ...



Where else could this happen? Try a new setting for *The Game*. Change the classroom setting to somewhere else. Where could this happen? Plan a new idea below. You can make notes or draw. What will come out of the game in the new setting and what will it do once it's released?


Instead of:	Your ideas:
	
... what comes out of the game?	
... what will it do?	
... extra ideas	

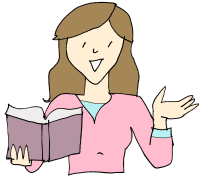
Now write your new problem, set somewhere else: start with the first strange event, then introduce the new threat and finally describe what the threat does. Do this on a separate piece of paper.

Get Plotting Again!




Now let's write a brand new finding tale. It doesn't have to be set in school or involve a game. I have put a few of my ideas below to help your thinking. You could even write the prequel of the story about what happens when Billy investigates the game the next time it's wet play!

Think about:	Your ideas
<p>Where could the story take place? e.g. a field, a football match, a restaurant, at home - where else?</p>	
<p>What could the object be? e.g. a book, shoes, wand, a phone, a bucket, a pen - what else?</p>	
<p>What happens when the object is found? e.g. events in the book come to life, shoes turn you into different people, wands cast disastrous spells, phones turn people into robots - what else?</p>	

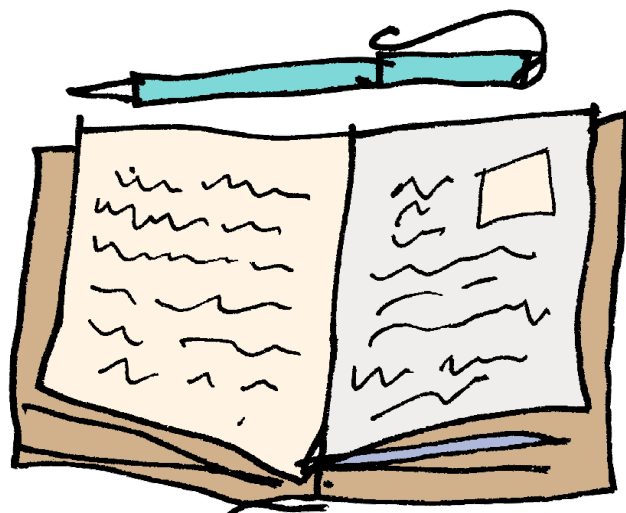


Now add your ideas to the boxed-up planner, based on *The Game*, so you can plan your whole story:

Introduce the main characters (MCs) and where they are	
MCs find something they have not seen before	
The object that has been found causes strange things to happen	
MCs work out how to stop the strange things	
Everything is back to normal	

Are you ready? Then

- ★ write it,
- ★ read it
- ★ and check it!
- ★ See you at the end!



Well done! Now that you have a new story, why not publish it? Below are some simple instructions for making a mini book from a piece of A4 paper.

If you have access to the Internet, type this into Google:



<https://cutt.ly/QtvAkww>

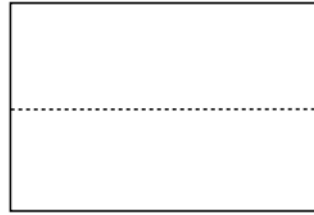
Here, you can watch a mini-book being made and follow the instructions.

Or try this:

How to Make a Six-Page Book With One Sheet of Paper!



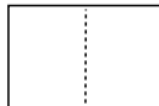
1. One sheet of white paper.
12" X 18" is a good size to use.



2. Fold in half lengthwise. Also known as a "Hotdog Fold".



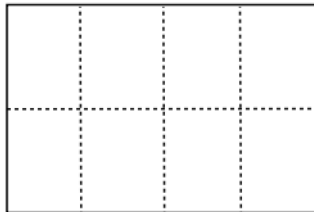
3. Fold in half again.



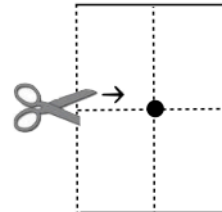
4. Fold in half again.



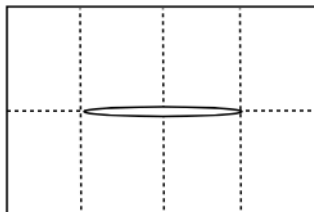
5. Now you have a very small folded sheet of paper. But it isn't a book yet.



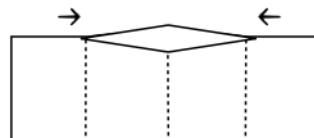
6. Unfold everything. Now it is a big sheet of paper with lots of fold lines.



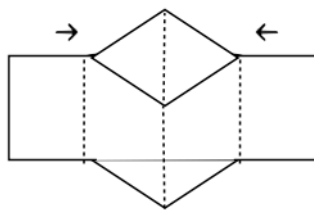
7. Fold in half in the middle- this time a "Hamburger Fold". Make a mark with your pencil in the center of the folded sheet. Take your scissors and cut from the *folded edge* to the center dot. Stop cutting at the dot!



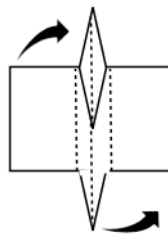
8. Unfold your sheet of paper. It should look like this with an open slit in the middle. Fold it in half length-wise again. (Hotdog Fold.)



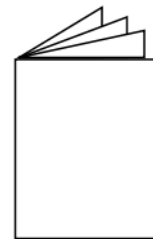
9. Push folded edges towards center allowing the slit to open up into a diamond shape.



10. Keep pushing edges together until diamond becomes a slit again, perpendicular to folded edges.



11. Fold one edge toward slit and the opposite slit toward folded edge.



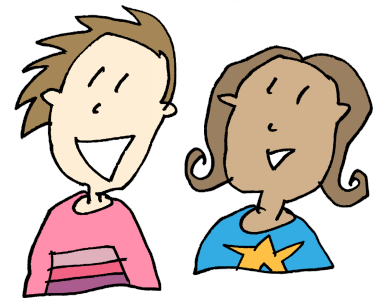
12. Be sure to go over the creases to make them sharp. Now you have a small six-page book!

© 2012 Book-making Activity for *Tell Me About Your Day Today* created by Lauren Stringer, www.laurenstringer.com

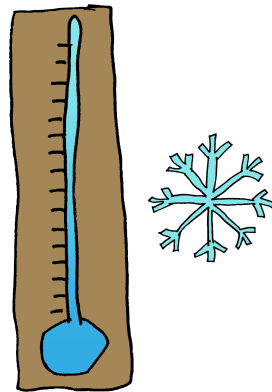
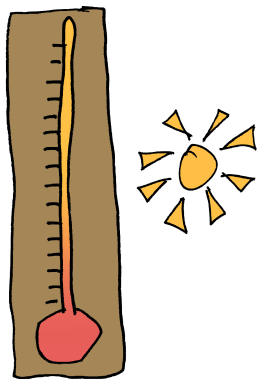
Make your book and illustrate it – enjoy!

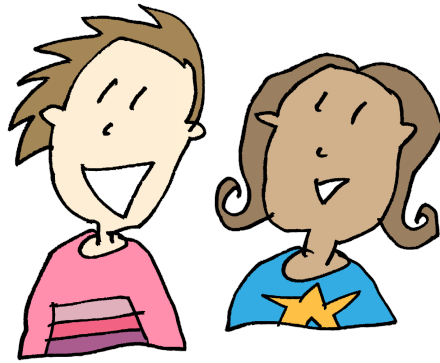
We've reached the end of our journey. I hope you've had fun!

I really enjoyed ...



I would rate my journey through this booklet (tick hot or cold):





This workbook has helped me learn ...



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Maria Richards, former teacher and National Strategy Literacy Consultant, now works with Talk for Writing to help schools develop the approach.

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THE LITERACY
COMPANY

Year 5/6

Literacy at Home

Spelling





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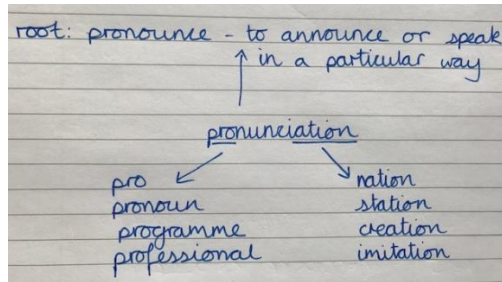
This is the year 5 and 6 word- list from the National Curriculum:

accommodate	curiosity	individual	restaurant
accompany	definite	interfere	rhyme
according	desperate	interrupt	rhythm
achieve	determined	language	sacrifice
aggressive	develop	leisure	secretary
amateur	dictionary	lightning	shoulder
ancient	disastrous	marvellous	signature
apparent	embarrass	mischievous	sincere
appreciate	environment	muscle	sincerely
attached	equipped	necessary	soldier
available	equipment	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience	guarantee	programme	yacht
conscious	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate	recommend	
criticise	immediately	relevant	



Investigate some of the word list words. Here are a few ideas to start you off...you might be able to think of more!

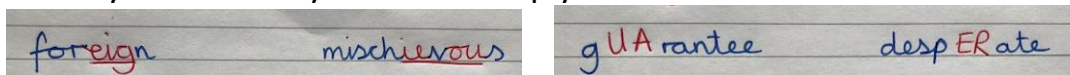
1. Create a word web. How many words are linked to your word? Once you've taken off the prefixes and suffixes, do you know what the root word means? Investigate what it means and where it came from.



2. See how many new words you can make from each one by adding prefixes or suffixes. The word itself needs to be part of your new word. Investigate what the different prefixes and suffixes do to the meaning of the words.

accommodate	achieve	persuade
accommodates	achieved	persuades
accommodation	achieves	persuasion
accommodations	achievement	persuasive
accommodating	achiever	persuader
accommodatingly	achievable	persuasible

3. Can you find out what each one means? Can you draw a picture to represent it or act it out? Use a dictionary to help you.
4. Choose 10 words for someone to test you on each day. With the words you don't know how to spell yet, think of ways to help you remember them:
 - Decide which the tricky bit is. Write out the word and write the tricky bit in another colour or capitalise the letters that don't make the sound you think they should to help you remember



- Some people find that 'Look, say, cover, write, check' helps them learn spellings too



Choose one of the activity cards to investigate/ learn how to spell your personal list of words or your spelling list words.



Activity card 1

Create a crossword or a word search of the words you need to learn

	m					
s	u	g	g	e	s	t
	s					
o	c	c	u	r		
	l					
	e					



Activity card 2

Make a word matrix with your word

fright	en	ing
		ed
		er
		s
	ful	ly
		ness



Activity card 3

Play hangman with a partner using some of your words

_ a _ _ _
b c



Activity card 4

Find a synonym (a word that has a similar meaning) for each of your words

wet: damp, sopping
dark: gloomy, dingy



Activity card 5

Think of different sentences to put your words in

light: I turned on the light
because: I went to bed because I was tired



Activity card 6

Find a spelling rhyme for some of your words

bright: rhymes with light
book: rhymes with look



Activity card 7



Try and think of some mnemonics to help you to remember how to spell your words:

**because: big elephants can't always
use small exits
could, would, should: O U lucky duck**

Activity card 8



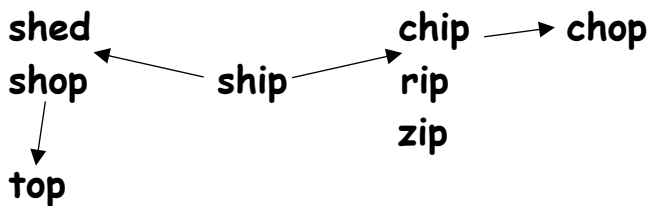
Work with a partner. Your partner writes down half of your word and you try to guess what comes next

B r i _ _ _

Activity card 9



Make a word web from one of your current words



Activity card 10



Break your word into syllables

**carpet: car_pet
because: be_cause**



One way to put decimals in order of size is to set up a table with the decimal point in the same place for each number. Put in the numbers and then compare. I have done one for you.

1. Write these numbers in order, starting with the **largest**.

0.65 5.6 0.605 0.096 4.006

5.6	4.006	0.65	0.605	0.096
-----	-------	------	-------	-------

largest

0	6	5		
5	6			
0	6	0	5	
0	0	9	6	
4	0	0	6	

2. Write these numbers in order, starting with the **largest**.

2.004 0.042 2.4 0.402 0.24

--	--	--	--	--

largest

Explain in words how you did this:

.....

.....

3. Write these numbers in order, starting with the **largest**.

0.605 5.6 0.065 5.006 0.56

--	--	--	--	--

largest



1. Write these numbers in order, starting with the **largest**

3.005 0.053 0.3 0.503 3.35

--	--	--	--	--

largest

Explain in words how you did this:

.....

.....

2. Write these numbers in order, starting with the **largest**.

1.002 0.012 0.2 1.202 0.12

--	--	--	--	--

largest

3. Write these numbers in order, starting with the **largest**.

0.304 3.4 0.043 3.004 0.43

--	--	--	--	--

largest

4. Write these numbers in order, starting with the **largest**.

0.605 5.6 0.065 5.006 0.56

--	--	--	--	--

largest

Name:



1. Write these numbers in order, starting with the **largest**

2.006

0.026

0.2

0.602

2.06

largest

Explain in words how you did this:

.....

.....

2. Write these numbers in order, starting with the **largest**.

1.005

0.015

0.1

1.501

0.15

largest

3. Write these numbers in order, starting with the **largest**.

0.708

7.8

0.078

7.008

0.87

largest

4. Write these numbers in order, starting with the **largest**.

0.908

8.9

0.098

8.009

0.89

largest

Name:



1. Write these numbers in order, starting with the **largest**

8.004 0.084 0.8 0.804 8.04

--	--	--	--	--

largest

Explain in words how you did this:

.....

.....

2. Write these numbers in order, starting with the **largest**.

6.002 0.062 0.6 6.202 0.62

--	--	--	--	--

largest

3. Write these numbers in order, starting with the **largest**.

0.504 5.5 0.054 5.004 0.54

--	--	--	--	--

largest

4. Write these numbers in order, starting with the **largest**.

0.706 7.6 0.067 7.006 0.76

--	--	--	--	--

largest



Answers

Page 1

2. 2.4 2.004 0.402 0.24 0.042

3. 5.6 5.006 0.605 0.56 0.065

Page 2

1. 3.35 3.005 0.503 0.3 0.053

2. 1.202 1.002 0.2 0.12 0.012

3. 3.4 3.004 0.43 0.304 0.043

4. 5.6 5.006 0.605 0.56 0.065

Page 3

1. 2.06 2.006 0.602 0.2 0.026

2. 1.501 1.005 0.15 0.1 0.015

3. 7.8 7.008 0.87 0.708 0.078

4. 8.9 8.009 0.908 0.89 0.098

Page 4

1. 8.04 8.004 0.804 0.8 0.084

2. 6.202 6.002 0.62 0.6 0.062

3. 5.5 5.004 0.54 0.504 0.054

4. 7.6 7.006 0.76 0.706 0.067

Put the numbers in the boxes in order, starting with the smallest....



1.	3.251 3.5 3.52 3.2	
2.	5.05 5.5 5.55 5.005	
3.	0.36 0.63 0.366 0.6	
4.	2.444 2.454 2.5 2.4	
5.	6.011 6.1 6.021 6.2	
6.	9.09 0.909 9.009 0.99	
7.	4.64 6.466 6.644 4.06	
8.	8.305 8.35 8.53 8.535	

Put the numbers in the boxes in order, starting with the smallest....



1.

4.521 4.2 4.25 4.5

2.

6.06 6.6 6.66 6.006

3.

0.42 0.24 0.426 0.2

4.

3.055 3.454 3.5 3.54

5.

7.202 7.2 7.022 7.02

6.

8.08 0.808 8.008 0.88

7.

9.69 6.966 6.699 9.06

8.

1.301 1.31 1.13 1.131



Answers

Page 1

1. 3.2 3.251 3.5 3.52

2. 5.005 5.05 5.5 5.55

3. 0.36 0.366 0.6 0.63

4. 2.4 2.444 2.454 2.5

5. 6.011 6.021 6.1 6.2

6. 0.909 0.99 9.009 9.09

7. 4.06 4.64 6.466 6.644

8. 8.305 8.35 8.53 8.535

Page 2

1. 4.2 4.25 4.5 4.521

2. 6.006 6.06 6.6 6.66

3. 0.2 0.24 0.42 0.426

4. 3.055 3.454 3.5 3.54

5. 7.02 7.022 7.2 7.202

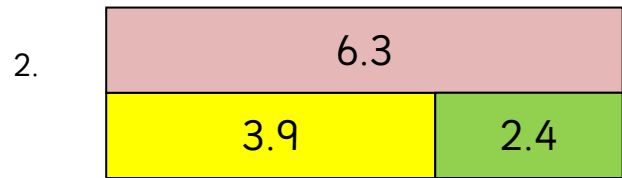
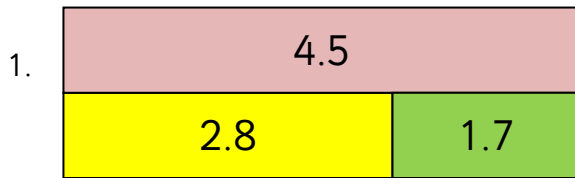
6. 0.808 0.88 8.008 8.08

7. 6.699 6.966 9.06 9.69

8. 1.13 1.131 1.301 1.31



Write the four number facts that each of the bar models show.



	+		=	
	+		=	
	-		=	
	-		=	

	+		=	
	+		=	
	-		=	
	-		=	



Write down 4 pairs of decimals that total 5: e.g. 3.4 + 1.6

3. + = 5

4. + = 5

5. + = 5

6. + = 5

Write down 4 pairs of decimals that total 1.5:

7. + = 1.5

8. + = 1.5

9. + = 1.5

10. + = 1.5

Write down 4 pairs of decimals that total 0.5:

11. + = 0.5

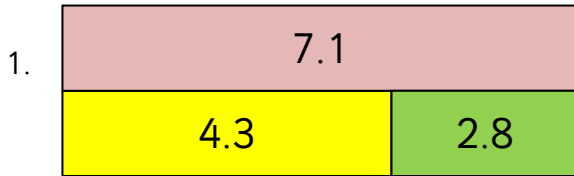
12. + = 0.5

13. + = 0.5

14. + = 0.5



Write the four number facts that each of the bar models show.



	+		=	
	+		=	
	-		=	
	-		=	

	+		=	
	+		=	
	-		=	
	-		=	



Write down 4 pairs of decimals that total 4: e.g. 2.4 + 1.6

3. + = 4

4. + = 4

5. + = 4

6. + = 4

Write down 4 pairs of decimals that total 2.4:

7. + = 2.4

8. + = 2.4

9. + = 2.4

10. + = 2.4

Write down 4 pairs of decimals that total 0.6:

11. + = 0.6

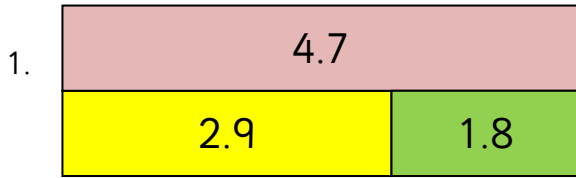
12. + = 0.6

13. + = 0.6

14. + = 0.6



Write the four number facts that each of the bar models show.



	+		=	
	+		=	
	-		=	
	-		=	

	+		=	
	+		=	
	-		=	
	-		=	



Write down 4 pairs of decimals that total 11: e.g. 6.4 + 4.6

3. + = 11

4. + = 11

5. + = 11

6. + = 11

Write down 4 pairs of decimals that total 1.0:

7. + = 1.0

8. + = 1.0

9. + = 1.0

10. + = 1.0

Write down 4 pairs of decimals that total 1.1:

11. + = 1.1

12. + = 1.1

13. + = 1.1

14. + = 1.1

Answers

Page 1

1. $2.8 + 1.7 = 4.5$

$1.7 + 2.8 = 4.5$

$4.5 - 2.8 = 1.7$

$4.5 - 1.7 = 2.8$

2. $3.9 + 2.4 = 6.3$

$2.4 + 3.9 = 6.3$

$6.3 - 3.9 = 2.4$

$6.3 - 2.4 = 3.9$

3.- 6. any 4 pairs of decimals that total 5 e.g. $3.4 + 1.6$

7 - 10. any 4 pairs of decimals that total 1.5 e.g. $0.9 + 0.6$

11 - 14. any 4 pairs of decimals that total 0.5 e.g. $0.2 + 0.3$

Page 2

1. $4.3 + 2.8 = 7.1$

$2.8 + 4.3 = 7.1$

$7.1 - 4.3 = 2.8$

$7.1 - 2.8 = 4.3$

2. $5.6 + 4.4 = 10$

$4.4 + 5.6 = 10$

$10 - 5.6 = 4.4$

$10 - 4.4 = 5.6$

3.- 6. any 4 pairs of decimals that total 4 e.g. $2.4 + 1.6$

7 - 10. any 4 pairs of decimals that total 2.4 e.g. $2.1 + 0.3$

11 - 14. any 4 pairs of decimals that total 0.6 e.g. $0.1 + 0.5$

Page 3

1. $2.9 + 1.8 = 4.7$

$1.8 + 2.9 = 4.7$

$4.7 - 2.9 = 1.8$

$4.7 - 1.8 = 2.9$

2. $7.6 + 1.8 = 9.4$

$1.8 + 7.6 = 9.4$

$9.4 - 7.6 = 1.8$

$9.4 - 1.8 = 7.6$

3.- 6. any 4 pairs of decimals that total 11 e.g. $9.4 + 1.6$

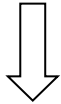
7 - 10. any 4 pairs of decimals that total 1.0 e.g. $0.9 + 0.1$

11 - 14. any 4 pairs of decimals that total 1.1 e.g. $0.2 + 0.9$

One way to find half way between two numbers is to add the two numbers and divide the answer by 2.

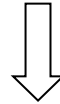


Another way to find half way is to find the difference between the two numbers. Half the difference and add to the smaller number.



Find half way between 2.8 and 1.5

$$2.8 + 1.5 = 4.3$$
$$\text{Half of } 4.3 = \mathbf{2.15}$$



$$2.8 - 1.5 = 1.3$$
$$\text{Half of } 1.3 = 0.65$$
$$1.5 + 0.65 = \mathbf{2.15}$$

Half way between 2.8 and 1.5 is **2.15**

Now try these:

1. What number is half way between 1.3 and 2.8 ?

2. What number is half way between 2.7 and 3.2 ?

3. What number is half way between 2.9 and 4.4 ?

4. What number is half way between 3.3 and 5.6 ?

1. What number is half way between 1.5 and 2.6 ?

2. What number is half way between 2.5 and 3.4 ?

3. What number is half way between 3.1 and 4.8 ?

4. What number is half way between 4.9 and 5.2 ?

5. What number is half way between 2.6 and 6.1 ?

6. What number is half way between 3.4 and 6.3 ?

7. What number is half way between 4.2 and 6.9 ?

8. What number is half way between 5.8 and 6.5 ?

1. What number is half way between 1.7 and 3.4 ?

2. What number is half way between 2.3 and 4.6 ?

3. What number is half way between 3.5 and 3.8 ?

4. What number is half way between 4.1 and 4.8 ?

5. What number is half way between 2.8 and 5.1 ?

6. What number is half way between 3.2 and 6.7 ?

7. What number is half way between 4.4 and 7.3 ?

8. What number is half way between 5.6 and 8.5 ?



1. What number is half way between 1.9 and 3.6 ?

2. What number is half way between 2.1 and 4.8 ?

3. What number is half way between 3.7 and 3.4 ?

4. What number is half way between 4.5 and 4.2 ?

5. What number is half way between 5.7 and 2.2 ?

6. What number is half way between 6.9 and 3.6 ?

7. What number is half way between 7.3 and 4.8 ?

8. What number is half way between 8.5 and 5.4 ?

Finding the number half way between two decimals
Maths worksheets from urbrainy.com



Answers

Page 1

1. 2.05 2. 2.95 3. 3.65 4. 4.45

Page 2

1. 2.05 2. 2.95 3. 3.95 4. 5.05
5. 4.35 6. 4.85 7. 5.55 8. 6.15

Page 3

1. 2.55 2. 3.45 3. 3.65 4. 4.45
5. 3.95 6. 4.95 7. 5.85 8. 7.05

Page 4

1. 2.75 2. 3.45 3. 3.55 4. 4.35
5. 3.95 6. 5.25 7. 6.05 8. 6.95



Let's have a look at thousandths today, both as fractions and as decimals.

e.g. one thousandth = 0.001 or $\frac{1}{1000}$

Write these thousandths as tenths:

1. $\frac{200}{1000}$

2. $\frac{700}{1000}$

3. $\frac{900}{1000}$

Write these fractions as decimals:

4. $\frac{256}{1000}$

5. $\frac{782}{1000}$

6. $\frac{90}{1000}$

Write these millilitres in decimals, as litres:

7. 4567 ml

8. 3017 ml

9. 981 ml

Write these grams in decimals, as kilograms:

10. 5055 g

11. 9245 g

12. 450g

Write these litres as ml:

13. 1.250 l

14. 2.450 l

15. 0.099 l



Let's have another look at thousandths today, both as fractions and as decimals.

e.g. one thousandth = 0.001 or $\frac{1}{1000}$

Write these thousandths as tenths:

1. $\frac{300}{1000}$

2. $\frac{600}{1000}$

3. $\frac{800}{1000}$

Write these fractions as decimals:

4. $\frac{137}{1000}$

5. $\frac{489}{1000}$

6. $\frac{88}{1000}$

Write these millilitres in decimals, as litres:

7. 6543 ml

8. 2007 ml

9. 466 ml

Write these grams in decimals, as kilograms:

10. 3305 g

11. 8631 g

12. 260g

Write these litres as ml:

13. 2.567 l

14. 3.670 l

15. 0.088 l



Answers

Page 1

1. $\frac{2}{10}$

2. $\frac{7}{10}$

3. $\frac{9}{10}$

4. 0.256

5. 0.782

6. 0.09

7. 4.567 litres

8. 3.017 litres

9. 0.981 litres

10. 5.055 kg

11. 9.245 kg

12. 0.45 kg

13. 1 250 ml

14. 2 450 ml

15. 99 ml

Page 2

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

2. $\frac{6}{10}$

3. $\frac{8}{10}$

4. 0.137

5. 0.489

6. 0.088

7. 6.543 litres

8. 2.007 litres

9. 0.466 litres

10. 3.305 kg

11. 8.631 kg

12. 0.26 kg

13. 2 567 ml

14. 3 670 ml

15. 88 ml



Hello, hello, hello! These numbers have been split up into tenths, hundredths and thousandths. Can you write these numbers as fractions (thousandths) and as decimals?

e.g. one tenth, two hundredths and five thousandths =

$\frac{125}{1000}$

and

0.125

1. four tenths, six hundredths and two thousandths =

--

and

--

2. nine hundredths and three thousandths =

--

and

--

3. five hundredths and six thousandths =

--

and

--

4. four tenths, six hundredths and nine thousandths =

--

and

--

5. nine hundredths and seven thousandths =

--

and

--

6. thirty thousandths =

--

and

--

7. three tenths and nine thousandths =

--

and

--

8. seven tenths, one hundredth and eight thousandths =

--

and

--



Hello again! These numbers have been split up into tenths, hundredths and thousandths. Can you write these numbers as fractions (thousandths) and as decimals?

e.g. one tenth, four hundredths and six thousandths =

$$\frac{146}{1000}$$

and

0.146

1. five tenths, two hundredths and nine thousandths =

and

2. eight hundredths and seven thousandths =

and

3. eight hundredths and eight thousandths =

and

4. five tenths, one hundredth and six thousandths =

and

5. four hundredths and four thousandths =

and

6. fifty thousandths =

and

7. seven tenths and eight thousandths =

and

8. six tenths, one hundredth and three thousandths =

and



Answers

Page 1

1. $\frac{462}{1000}$ 0.462

2. $\frac{93}{1000}$ 0.093

3. $\frac{56}{1000}$ 0.056

4. $\frac{469}{1000}$ 0.469

5. $\frac{97}{1000}$ 0.097

6. $\frac{30}{1000}$ 0.030

7. $\frac{309}{1000}$ 0.309

8. $\frac{718}{1000}$ 0.718

Page 2

1. $\frac{529}{1000}$ 0.529

2. $\frac{87}{1000}$ 0.087

3. $\frac{88}{1000}$ 0.088

4. $\frac{516}{1000}$ 0.516

5. $\frac{44}{1000}$ 0.044

6. $\frac{50}{1000}$ 0.05

7. $\frac{708}{1000}$ 0.708

8. $\frac{613}{1000}$ 0.613