

Read the text and answer the questions as accurately as you can, using the text.

Making Inferences

When things are not explained literally in a text, you can use clues to reach a logical conclusion. This is called inference.

Read the short story then answer the questions in full sentences.

The Wind in the Willows

The River Bank (Adapted)

The Mole had been working very hard all the morning, spring-cleaning his little home. First with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a bucket of white paint; till he had dust in his throat and eyes, and splashes of white paint all over his black fur, and an aching back and tired arms. Spring was in the air above and in the earth below and even in his dark and simple little house. It was small wonder, then, that he suddenly threw down his brush on the floor, said, "Bother!" and "O blow!" and also "Hang spring-cleaning!" and ran out of the house without even waiting to put on his coat. Something up above was calling him and he made for the steep little tunnel that would take him nearer to the sun and air. So, he scraped and scratched and scabbled, and then he scabbled and scratched and scraped, working busily with his little paws and muttering to himself, "Up we go! Up we go!" till at last, pop! His snout came out into the sunlight and he found himself rolling in the warm grass of a great meadow.

"This is fine!" he said to himself. "This is better than painting!" The sunshine felt hot on his fur, soft breezes stroked his heated brow, and after the loneliness of the cellar he had lived in so long, the song of happy birds fell on his ears almost like a shout. Jumping off all his four legs at once, in the joy of living and the delight of spring without its cleaning, he chased his way across the meadow till he reached the hedge on the other side.

Questions

1. How do we know that Mole did not like spring cleaning? How can you tell?









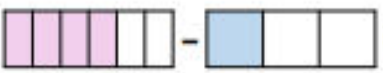



2. Why did Mole have 'an aching back and weary arms'?










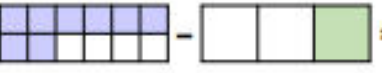
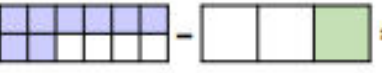

3. What leads you to think that Mole lived under the ground? Find and copy clues from the text.

4. How does the description of the grass and the sun help to tell you the time of day?

5. Where do you think Mole was going? What do you think he was going to do?

Day 1 LI: To be able to subtract fractions with different denominators.

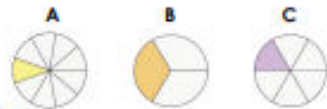
Subtract Fractions	Subtract Fractions
<p>1a. Circle the correct answer to the subtraction below.</p>  <p>A.  B.  C. </p>	<p>1b. Circle the correct answer to the subtraction below.</p>  <p>A.  B.  C. </p>
<p>2a. Complete the calculation below.</p>  =  =	<p>2b. Complete the calculation below.</p>  =  =
<p>3a. Find the difference between the pairs of fractions below.</p> <p>A. $\frac{5}{6} - \frac{8}{12}$</p> <p>B. $\frac{4}{5} - \frac{4}{10}$</p>	<p>3b. Find the difference between the pairs of fractions below.</p> <p>A. $\frac{6}{8} - \frac{2}{4}$</p> <p>B. $\frac{1}{2} - \frac{1}{4}$</p>
<p>4a. Milly has $\frac{5}{8}$ of a cake.</p> <p>She gives $\frac{1}{4}$ to her dad.</p> <p>How much does she have left?</p>	<p>4b. Seth has $\frac{3}{6}$ of a box of brownies.</p> <p>He gives $\frac{1}{3}$ to his mum.</p> <p>How much does he have left?</p>

Subtract Fractions	Subtract Fractions
<p>5a. Circle the correct answer to the subtraction below.</p>  <p>A.  B.  C. </p>	<p>5b. Circle the correct answer to the subtraction below.</p>  <p>A.  B.  C. </p>
<p>6a. Complete the calculation below.</p>  =  =	<p>6b. Complete the calculation below.</p>  =  =
<p>7a. Find the difference between the pairs of fractions below.</p> <p>A. $\frac{10}{25} - \frac{6}{5}$</p> <p>B. $\frac{15}{18} - \frac{4}{6}$</p>	<p>7b. Find the difference between the pairs of fractions below.</p> <p>A. $\frac{16}{28} - \frac{2}{7}$</p> <p>B. $\frac{20}{24} - \frac{7}{6}$</p>
<p>8a. Bella has $\frac{7}{8}$ of a chocolate bar.</p> <p>She gives $\frac{8}{32}$ to her brother.</p> <p>How much does she have left?</p>	<p>8b. Jake has $\frac{4}{5}$ of a pizza.</p> <p>He gives $\frac{12}{30}$ to his friend.</p> <p>How much does he have left?</p>

Day 1 Challenge Questions

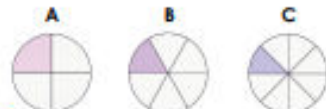
Subtract Fractions

9a. Circle the correct answer to the subtraction below.



Subtract Fractions

9b. Circle the correct answer to the subtraction below.



10a. Complete the calculation below.



10b. Complete the calculation below.



11a. Find the difference between the pairs of fractions below.

A. $\frac{3}{9} - \frac{5}{4}$

B. $\frac{4}{5} - \frac{4}{8}$



11b. Find the difference between the pairs of fractions below.

A. $\frac{8}{10} - \frac{7}{15}$

B. $\frac{2}{3} - \frac{10}{8}$



12a. Jenna has $\frac{4}{6}$ of a pie.

She gives $\frac{4}{10}$ to her mum.

How much does she have left?



12b. Imran has $\frac{4}{5}$ of a pack of cookies.

He gives $\frac{3}{4}$ to his sister.

How much does he have left?



Which subtraction is the odd one out?

A

$$\frac{13}{4} - \frac{3}{8}$$

B

$$\frac{10}{3} - \frac{2}{9}$$

C

$$\frac{23}{7} - \frac{1}{3}$$

Explain why.

Answers

Varied Fluency Subtract Fractions

Developing

1a. C

2a. $\frac{2}{6}$ or $\frac{1}{3}$

3a. A. $\frac{2}{12}$ or $\frac{1}{6}$, B. $\frac{4}{10}$ or $\frac{2}{5}$

4a. $\frac{3}{8}$

Expected

5a. A

6a. $\frac{3}{12}$ or $\frac{1}{4}$

7a. A. $\frac{20}{25}$ or $\frac{4}{5}$, B. $\frac{3}{18}$ or $\frac{1}{6}$

8a. $\frac{20}{32}$ or $\frac{5}{8}$

Greater Depth

9a. B

10a. $\frac{5}{24}$

11a. A. $\frac{33}{36}$ or $\frac{11}{12}$, B. $\frac{12}{40}$ or $\frac{3}{10}$

12a. $\frac{8}{30}$ or $\frac{4}{15}$

Varied Fluency Subtract Fractions

Developing

1b. B

2b. $\frac{2}{10}$ or $\frac{1}{5}$

3b. A. $\frac{2}{8}$ or $\frac{1}{4}$, B. $\frac{1}{4}$

4b. $\frac{1}{6}$

Expected

5b. B

6b. $\frac{4}{12}$ or $\frac{1}{3}$

7b. A. $\frac{8}{28}$ or $\frac{2}{7}$, B. $\frac{8}{24}$ or $\frac{1}{3}$

8b. $\frac{12}{30}$ or $\frac{2}{5}$

Greater Depth

9b. C

10b. $\frac{7}{36}$

11b. A. $\frac{10}{30}$ or $\frac{1}{3}$, B. $\frac{14}{24}$ or $\frac{7}{12}$

12b. $\frac{1}{20}$

Day 2 LI: To be able to reason and problem solve when subtracting fractions with different denominators.

<u>Subtract Fractions</u>	<u>Subtract Fractions</u>
<p>1a. Arrange the number cards to make the calculation below correct.</p> <p style="text-align: center;"> 1 3 2 4 </p> $\frac{\square}{4} - \frac{\square}{8} = \frac{2}{8}$ <p style="text-align: right;">☆</p>	<p>1b. Arrange the number cards to make the calculation below correct.</p> <p style="text-align: center;"> 5 10 6 3 </p> $\frac{\square}{10} - \frac{2}{\square} = \frac{2}{10}$ <p style="text-align: right;">☆</p>
<p>2a. Mrs Hall shows Class 5 two fractions:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> $\frac{10}{12} \quad \frac{4}{6}$ </div> <p>Harry says,</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 0 auto;"> <p>The difference between them is $\frac{6}{12}$.</p> </div> <p>Explain the mistake that he has made.</p> <p style="text-align: right;">☆</p>	<p>2b. Mr Ross shows Class 5 two fractions:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> $\frac{4}{6} \quad \frac{1}{3}$ </div> <p>Alana says,</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 0 auto;"> <p>The difference between them is $\frac{3}{3}$.</p> </div> <p>Explain the mistake that she has made.</p> <p style="text-align: right;">☆</p>
<p>3a. Two children took their leftover pie home from a café.</p> <p>Lisa had $\frac{3}{5}$ left and gave her mum $\frac{2}{10}$.</p> <p>Ben took $\frac{8}{10}$ home and gave his dad $\frac{1}{5}$.</p> <p>Who is left with the most pie?</p> <p style="text-align: right;">☆</p>	<p>3b. Two children took their leftover cookies home from cooking club.</p> <p>Ann had $\frac{6}{8}$ left and gave her dad $\frac{1}{4}$.</p> <p>TJ took $\frac{2}{4}$ home and gave his mum $\frac{2}{8}$.</p> <p>Who is left with the most cookies?</p> <p style="text-align: right;">☆</p>

<u>Subtract Fractions</u>	<u>Subtract Fractions</u>
<p>4a. Arrange the number cards to make the calculation below correct.</p> <p style="text-align: center;"> 4 5 8 16 20 </p> $\frac{\square}{\square} - \frac{\square}{\square} = \frac{2}{5}$ <p>You can only use a number card once in the calculation.</p> <p style="text-align: right;">☆</p>	<p>4b. Arrange the number cards to make the calculation below correct.</p> <p style="text-align: center;"> 24 2 6 5 16 </p> $\frac{\square}{\square} - \frac{\square}{\square} = \frac{1}{6}$ <p>You can only use a number card once in the calculation.</p> <p style="text-align: right;">☆</p>
<p>5a. Mrs Gill shows Class 5 two fractions:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> $\frac{15}{21} \quad \frac{2}{7}$ </div> <p>Jason says,</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 0 auto;"> <p>The difference between them is $\frac{13}{14}$.</p> </div> <p>Explain the mistake that he has made.</p> <p style="text-align: right;">☆</p>	<p>5b. Mr Toft shows Class 5 two fractions:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> $\frac{30}{27} \quad \frac{6}{9}$ </div> <p>Nina says,</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 0 auto;"> <p>The difference between them is $\frac{24}{27}$.</p> </div> <p>Explain the mistake that she has made.</p> <p style="text-align: right;">☆</p>
<p>6a. Two children took their leftover pizza home from a restaurant.</p> <p>Jen had $\frac{4}{6}$ left and gave her mum $\frac{4}{24}$.</p> <p>All took $\frac{10}{12}$ home and gave his dad $\frac{1}{3}$.</p> <p>Who is left with the most pizza?</p> <p style="text-align: right;">☆</p>	<p>6b. Two children took their leftover cake home from a birthday party.</p> <p>Kim had $\frac{6}{8}$ left and gave her dad $\frac{20}{32}$.</p> <p>Ed took $\frac{12}{16}$ home and gave his mum $\frac{1}{4}$.</p> <p>Who is left with the most cake?</p> <p style="text-align: right;">☆</p>

Subtract Fractions

7a. Arrange the number cards to make the calculation below correct.

15 12 3 2 1 10

$$\frac{\square}{\square} - \frac{\square}{6} = \frac{\square}{\square}$$

You can only use a number card once in the calculation.



PS

Subtract Fractions

7b. Arrange the number cards to make the calculation below correct.

6 1 20 4 10 2

$$\frac{\square}{8} - \frac{\square}{\square} = \frac{\square}{\square}$$

You can only use a number card once in the calculation.



PS

8a. Mrs Pod shows Class 5 two fractions:

$$\frac{10}{9} \quad \frac{3}{4}$$

Ivan says,



The difference between them is $\frac{7}{5}$.

Explain the mistake that he has made.



PS

8b. Mr Ball shows Class 5 two fractions:

$$\frac{4}{7} \quad \frac{2}{3}$$

Kira says,



The difference between them is $\frac{26}{21}$.

Explain the mistake that she has made.



PS

9a. Two children took their leftover brownies home from the school disco.

Tess had $\frac{4}{5}$ left and gave her mum $\frac{2}{6}$.

Lee took $\frac{2}{3}$ home and gave his dad $\frac{2}{5}$.

Who is left with the most brownies?



PS

9b. Two children took their leftover sandwiches home from a picnic.

Ella had $\frac{3}{4}$ left and gave her dad $\frac{3}{5}$.

Bo took $\frac{4}{5}$ home and gave his mum $\frac{2}{8}$.

Who is left with the most sandwiches?



PS

The perimeter of the rectangle is $\frac{16}{9}$

$\frac{2}{3}$

?



Work out the missing length.

Answers

Reasoning and Problem Solving Subtract Fractions

Developing

1a. $\frac{3}{4} - \frac{4}{8} = \frac{2}{8}$

2a. Harry has subtracted the numerator before converting the fraction to twelfths. The correct difference is $\frac{1}{6}$.

3a. Ben has the most pie left because he has $\frac{6}{10}$ or $\frac{3}{5}$ and Lisa has $\frac{4}{10}$ or $\frac{2}{5}$.

Expected

4a. $\frac{4}{5} - \frac{8}{20} = \frac{2}{5}$

5a. Jason has forgotten to find a common denominator and has subtracted the denominator. The correct difference is $\frac{9}{21}$ or $\frac{3}{7}$.

6a. They both have the same amount of pizza left because Jen has $\frac{12}{24}$ or $\frac{1}{2}$ and Ali has $\frac{6}{12}$ or $\frac{1}{2}$.

Greater Depth

7a. $\frac{10}{15} - \frac{2}{6} = \frac{1}{3}$

8a. Ivan has subtracted the numerator and denominator from the starting fraction instead of finding a common denominator. The correct answer is $\frac{13}{36}$.

9a. Tess has the most brownies left because she has $\frac{14}{30}$ or $\frac{7}{15}$ and Lee has $\frac{4}{15}$.

Reasoning and Problem Solving Subtract Fractions

Developing

1b. $\frac{6}{10} - \frac{2}{5} = \frac{2}{10}$

2b. Alana has subtracted both the numerator and denominator without converting the fraction into sixths. The correct difference is $\frac{2}{6}$ or $\frac{1}{3}$.

3b. Ann has the most cookies left because she has $\frac{4}{8}$ or $\frac{1}{2}$ and TJ has $\frac{2}{8}$ or $\frac{1}{4}$.

Expected

4b. $\frac{5}{6} - \frac{16}{24} = \frac{1}{6}$

5b. Nina has converted the denominator but not the numerator. The correct answer is $\frac{12}{27}$ or $\frac{4}{9}$.

6b. Ed has the most cake left because he has $\frac{8}{16}$ or $\frac{1}{2}$ and Kim has $\frac{4}{32}$ or $\frac{1}{8}$.



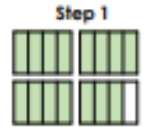
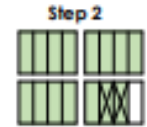
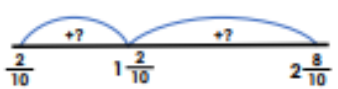
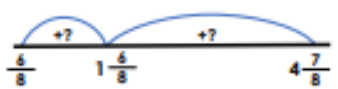
Greater Depth

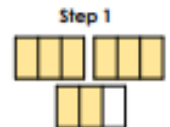
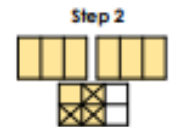
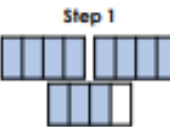
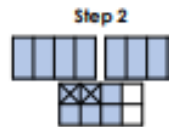
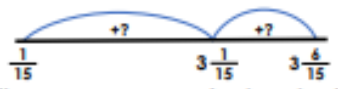
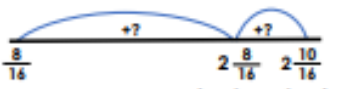
7b. $\frac{6}{8} - \frac{10}{20} = \frac{1}{4}$

8b. Kira has found a common denominator but has added the fractions instead of subtracting to find the difference. The correct answer is $\frac{2}{21}$.

9b. Bo has the most sandwiches left because he has $\frac{22}{40}$ or $\frac{11}{20}$ and Ella has $\frac{3}{20}$.

Day 3 LI: To be able to subtract mixed numbers.

Subtract Mixed Numbers 1	Subtract Mixed Numbers 1
<p>1a. Which calculation is being shown in the model below?</p> <p>Step 1:  Step 2: </p> <p>A. $1 \frac{5}{6} - \frac{3}{3}$ B. $1 \frac{5}{6} - \frac{2}{6}$ C. $2 \frac{5}{6} - \frac{3}{6}$</p> <p>Solve the calculation using the model to help you.</p> <p>☆</p>	<p>1b. Which calculation is being shown in the model below?</p> <p>Step 1:  Step 2: </p> <p>A. $3 \frac{3}{4} - \frac{2}{4}$ B. $2 \frac{1}{4} - \frac{2}{4}$ C. $3 \frac{3}{4} - \frac{1}{4}$</p> <p>Solve the calculation using the model to help you.</p> <p>☆</p>
<p>2a. Find the difference between the fractions using the number line to help you.</p> <p>$2 \frac{4}{5} - \frac{2}{10}$</p>  <p>☆</p>	<p>2b. Find the difference between the fractions using the number line to help you.</p> <p>$4 \frac{7}{8} - \frac{3}{4}$</p>  <p>☆</p>
<p>3a. Tick the calculation where the answer is a whole number.</p> <p>A. $2 \frac{5}{7} - \frac{3}{14}$ <input type="checkbox"/></p> <p>B. $5 \frac{2}{3} - \frac{4}{6}$ <input type="checkbox"/></p> <p>☆</p>	<p>3b. Tick the calculation where the answer is a whole number.</p> <p>A. $3 \frac{7}{8} - \frac{14}{16}$ <input type="checkbox"/></p> <p>B. $7 \frac{7}{9} - \frac{8}{18}$ <input type="checkbox"/></p> <p>☆</p>

Subtract Mixed Numbers 1	Subtract Mixed Numbers 1
<p>4a. Which calculation is being shown in the model below?</p> <p>Step 1:  Step 2: </p> <p>A. $2 \frac{2}{3} - \frac{1}{6}$ B. $2 \frac{2}{6} - \frac{2}{3}$ C. $2 \frac{2}{3} - \frac{3}{6}$</p> <p>Solve the calculation using the model to help you.</p> <p>☆</p>	<p>4b. Which calculation is being shown in the model below?</p> <p>Step 1:  Step 2: </p> <p>A. $2 \frac{3}{4} - \frac{2}{8}$ B. $2 \frac{2}{8} - \frac{2}{3}$ C. $2 \frac{3}{4} - \frac{2}{4}$</p> <p>Solve the calculation using the model to help you.</p> <p>☆</p>
<p>5a. Find the difference between the fractions using the number line to help you.</p> <p>$\frac{1}{15} - 3 \frac{2}{5}$</p>  <p>Write your answer as a mixed number in its simplest form.</p> <p>☆</p>	<p>5b. Find the difference between the fractions using the number line to help you.</p> <p>$2 \frac{10}{16} - \frac{2}{4}$</p>  <p>Write your answer as a mixed number in its simplest form.</p> <p>☆</p>
<p>6a. Tick the calculation where the answer is a whole number.</p> <p>A. $3 \frac{5}{7} - \frac{13}{21}$ <input type="checkbox"/></p> <p>B. $7 \frac{3}{4} - \frac{12}{16}$ <input type="checkbox"/></p> <p>☆</p>	<p>6b. Tick the calculation where the answer is a whole number.</p> <p>A. $6 \frac{15}{18} - \frac{5}{6}$ <input type="checkbox"/></p> <p>B. $6 \frac{6}{24} - \frac{7}{8}$ <input type="checkbox"/></p> <p>☆</p>

Day 3 Challenge Questions

<u>Subtract Mixed Numbers 1</u>	<u>Subtract Mixed Numbers 1</u>
<p>7a. Which calculation gives the answer below?</p> <div style="text-align: center; border: 1px solid black; border-radius: 10px; width: 60px; margin: 10px auto; padding: 5px;"> $3\frac{5}{12}$ </div> <p>A. $3\frac{4}{6} - \frac{2}{4}$ B. $3\frac{5}{6} - \frac{3}{4}$ C. $3\frac{4}{6} - \frac{1}{4}$</p> <p style="text-align: left; margin-top: 10px;">☆ VF</p>	<p>7b. Which calculation gives the answer below?</p> <div style="text-align: center; border: 1px solid black; border-radius: 10px; width: 60px; margin: 10px auto; padding: 5px;"> $4\frac{3}{20}$ </div> <p>A. $4\frac{3}{8} - \frac{1}{5}$ B. $4\frac{6}{8} - \frac{3}{5}$ C. $4\frac{6}{8} - \frac{2}{5}$</p> <p style="text-align: left; margin-top: 10px;">☆ VF</p>
<p>8a. Find the difference between the fractions.</p> <p>A. $\frac{2}{6} - 4\frac{3}{4}$</p> <p>B. $2\frac{6}{8} - \frac{4}{6}$</p> <p style="margin-top: 10px;">Write your answers as mixed numbers in their simplest form.</p> <p style="text-align: left; margin-top: 10px;">☆ VF</p>	<p>8b. Find the difference between the fractions.</p> <p>A. $\frac{1}{4} - 4\frac{3}{6}$</p> <p>B. $6\frac{4}{10} - \frac{2}{6}$</p> <p style="margin-top: 10px;">Write your answers as mixed numbers in their simplest form.</p> <p style="text-align: left; margin-top: 10px;">☆ VF</p>
<p>9a. Tick the calculation with the greatest answer.</p> <p>A. $6\frac{4}{5} - \frac{1}{3}$ <input type="checkbox"/></p> <p>B. $6\frac{7}{10} - \frac{2}{3}$ <input type="checkbox"/></p> <p style="text-align: left; margin-top: 10px;">☆ VF</p>	<p>9b. Tick the calculation with the greatest answer.</p> <p>A. $3\frac{2}{3} - \frac{3}{7}$ <input type="checkbox"/></p> <p>B. $3\frac{4}{6} - \frac{1}{7}$ <input type="checkbox"/></p> <p style="text-align: left; margin-top: 10px;">☆ VF</p>

Amir is attempting to solve $2\frac{5}{14} - \frac{2}{7}$

Here is his working out:



$$2\frac{5}{14} - \frac{2}{7} = 2\frac{3}{7}$$

Do you agree with Amir?
Explain your answer.

Answers

Varied Fluency Subtract Mixed Numbers 1

Developing

1a. B. $1\frac{3}{6}$ or $1\frac{1}{2}$

2a. $2\frac{6}{10}$ or $2\frac{3}{5}$

3a. B

Expected

4a. C. $2\frac{1}{6}$

5a. $3\frac{1}{3}$

6a. B

Greater Depth

7a. C

8a. A. $4\frac{5}{12}$; B. $2\frac{1}{12}$

9a. A

Varied Fluency Subtract Mixed Numbers 1

Developing

1b. A. $3\frac{1}{4}$

2b. $4\frac{1}{8}$

3b. A

Expected

4b. A. $2\frac{4}{8}$ or $2\frac{1}{2}$

5b. $2\frac{1}{8}$

6b. A

Greater Depth

7b. B

8b. A. $4\frac{1}{4}$; B. $6\frac{1}{15}$

9b. B

Day 4 LI: To be able to reason and problem solve with subtracting fractions with mixed numbers.

Subtract Mixed Numbers 1

1a. Sanjit has used the following model to solve the calculation below.

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

Step 1

Step 2

Is he correct?
Explain any errors he has made.

☆

Subtract Mixed Numbers 1

1b. Rita has used the following area model to solve the calculation below.

$$1\frac{4}{6} - \frac{3}{6} = 1\frac{3}{6}$$

Step 1

Step 2

Is she correct?
Explain any errors she has made.

☆

2a. Millie has a pie shop.

She has $3\frac{3}{4}$ pies remaining when she closes the shop on Tuesday. She then eats $\frac{2}{8}$ of a pie for her dinner.

What fraction of the pies are left to sell on Wednesday?

☆

2b. Omar has a bakery.

He has $2\frac{6}{8}$ cakes left at lunchtime on Monday. In the afternoon, he sells $\frac{1}{4}$ cakes.

What fraction of the cakes are left to sell on Tuesday?

☆

3a. Stephanie has a fraction on her number card. Find the route across the grid subtracting $\frac{1}{8}$ every time to reach the card at the end of the grid.

$6\frac{7}{8}$	$6\frac{1}{4}$	$6\frac{2}{4}$	$6\frac{3}{4}$
$6\frac{3}{4}$	$6\frac{2}{4}$	$6\frac{3}{8}$	$6\frac{4}{8}$
$6\frac{5}{8}$	$6\frac{6}{8}$	$6\frac{5}{8}$	$6\frac{1}{4}$

$6\frac{6}{8}$

☆

3b. Carl has a fraction on his number card. Find the route across the grid subtracting $\frac{1}{6}$ every time to reach the card at the end of the grid.

$2\frac{6}{6}$	$2\frac{3}{6}$	$2\frac{1}{3}$	$2\frac{4}{6}$
$2\frac{2}{3}$	$2\frac{1}{3}$	$2\frac{5}{6}$	$2\frac{1}{6}$
$2\frac{1}{3}$	$2\frac{1}{6}$	$2\frac{2}{3}$	$2\frac{2}{6}$

2

☆

Subtract Mixed Numbers 1

4a. Jason has used the following model to solve the calculation below.

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

Step 1

Step 2

Is he correct?
Explain any errors he has made.

☆

Subtract Mixed Numbers 1

4b. Zara has used the following model to solve the calculation below.

$$3\frac{3}{4} - \frac{2}{8} = 3\frac{1}{4}$$

Step 1

Step 2

Is she correct?
Explain any errors she has made.

☆

5a. Annie's using the watering can to water her garden.

She has $5\frac{2}{4}$ litres in the watering can.

She uses $\frac{5}{12}$ of the watering can when watering her garden.

What fraction of the water is left in the watering can?

☆

5b. Jordan is swimming around the edge of the local pool.

The route is $10\frac{4}{5}$ metres.

He has a rest after swimming $\frac{14}{20}$ metres.

What fraction of the route has he got left to swim?

☆

6a. Bruce has a fraction on his number card. Find the route across the grid subtracting $\frac{1}{9}$ every time to reach the card at the end of the grid.

$4\frac{7}{9}$	$4\frac{1}{3}$	$4\frac{4}{9}$	$4\frac{6}{18}$
$4\frac{15}{27}$	$4\frac{2}{3}$	$4\frac{11}{18}$	$4\frac{12}{27}$
$4\frac{2}{3}$	$4\frac{12}{18}$	$4\frac{10}{18}$	$4\frac{5}{9}$

$4\frac{2}{3}$

☆

6b. Amy has a fraction on her number card. Find the route across the grid subtracting $\frac{1}{8}$ every time to reach the card at the end of the grid.

$4\frac{5}{8}$	$4\frac{5}{8}$	$4\frac{9}{16}$	$4\frac{5}{16}$
$4\frac{3}{4}$	$4\frac{3}{8}$	$4\frac{1}{2}$	$4\frac{6}{16}$
$4\frac{2}{4}$	$4\frac{4}{8}$	$4\frac{1}{4}$	$4\frac{7}{16}$

$4\frac{1}{4}$

☆

Challenge Questions

Subtract Mixed Numbers 1

7a. Jane has solved the calculation below.

$$3 \frac{9}{10} - \frac{1}{4} = 3 \frac{8}{10}$$

Is she correct?
Explain any errors she has made.



8a. A family have $3 \frac{7}{8}$ pizzas left over from their takeaway on Saturday.

Ruby eats $\frac{4}{6}$ of the left overs on Sunday for her lunch.

What fraction of the pizza is still left over?



9a. Find the route across the grid, from left to right, subtracting $\frac{2}{8}$ every time.

$3 \frac{3}{6}$	$3 \frac{2}{3}$	$3 \frac{1}{3}$	$3 \frac{4}{18}$
$3 \frac{5}{6}$	$3 \frac{7}{12}$	$3 \frac{7}{8}$	$3 \frac{1}{12}$
$3 \frac{4}{6}$	$3 \frac{5}{18}$	$3 \frac{8}{12}$	$3 \frac{3}{8}$



Subtract Mixed Numbers 1

7b. Zack has solved the calculation below.

$$2 \frac{3}{5} - \frac{4}{8} = 2 \frac{1}{13}$$

Is he correct?
Explain any errors he has made.



8b. Tina is making fresh lemonade for the garden party.

She has made $6 \frac{3}{4}$ litres in total. Before everyone arrives, she drinks $\frac{2}{5}$ of the lemonade.

What fraction of the lemonade is left for her guests?

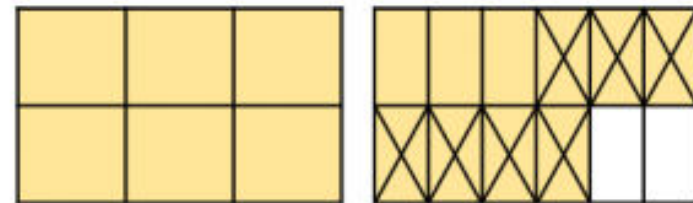


9b. Find the route across the grid, from left to right, subtracting $\frac{1}{6}$ every time.

$2 \frac{3}{9}$	$2 \frac{6}{18}$	$2 \frac{5}{12}$	$2 \frac{4}{12}$
$2 \frac{1}{2}$	$2 \frac{7}{12}$	$2 \frac{4}{6}$	$2 \frac{1}{4}$
$2 \frac{3}{4}$	$2 \frac{6}{12}$	$2 \frac{2}{4}$	$2 \frac{5}{9}$



Here is Rosie's method.
What is the calculation?



Can you find more than one answer?
Why is there more than one answer?

Answers

Reasoning and Problem Solving Subtract Mixed Numbers 1

Developing

1a. He has added the numerators instead of subtracting them. The correct answer is $2\frac{1}{3}$.

2a. $3\frac{2}{4}$ or $3\frac{1}{2}$

3a.

$6\frac{7}{8}$	$6\frac{1}{4}$	$6\frac{3}{4}$	$6\frac{3}{4}$
$6\frac{3}{4}$	$6\frac{3}{4}$	$6\frac{3}{4}$	$6\frac{4}{8}$
$6\frac{5}{8}$	$6\frac{6}{8}$	$6\frac{5}{8}$	$6\frac{1}{4}$

Expected

4a. Jason has subtracted $\frac{2}{6}$ rather than $\frac{2}{3}$. The correct answer is $2\frac{1}{6}$.

5a. $5\frac{1}{12}$

6a.

$4\frac{7}{9}$	$4\frac{1}{3}$	$4\frac{4}{9}$	$4\frac{4}{18}$
$4\frac{15}{27}$	$4\frac{2}{3}$	$4\frac{11}{18}$	$4\frac{13}{27}$
$4\frac{2}{3}$	$4\frac{12}{18}$	$4\frac{10}{18}$	$4\frac{5}{9}$

Greater Depth

7a. No, she should be left with $3\frac{13}{20}$ but she has subtracted without finding the common denominator.

8a. $3\frac{5}{24}$

9a.

$3\frac{3}{4}$	$3\frac{2}{3}$	$3\frac{1}{3}$	$3\frac{4}{10}$
$3\frac{5}{6}$	$3\frac{7}{12}$	$3\frac{7}{6}$	$3\frac{1}{12}$
$3\frac{4}{6}$	$3\frac{5}{18}$	$3\frac{5}{12}$	$3\frac{3}{8}$

Reasoning and Problem Solving Subtract Mixed Numbers 1

Developing

1b. She has only subtracted $\frac{1}{6}$ rather than $\frac{3}{6}$. The correct answer is $1\frac{1}{6}$.

2b. $2\frac{4}{8}$ or $2\frac{1}{2}$

3b.

$2\frac{5}{8}$	$2\frac{3}{4}$	$2\frac{1}{3}$	$2\frac{4}{4}$
$2\frac{3}{3}$	$2\frac{1}{3}$	$2\frac{5}{6}$	$2\frac{1}{3}$
$2\frac{1}{3}$	$2\frac{1}{6}$	$2\frac{2}{3}$	$2\frac{3}{8}$

Expected

4b. Zara has subtracted $\frac{2}{4}$ rather than $\frac{2}{8}$. The correct answer is $3\frac{2}{4}$ or $3\frac{1}{2}$.

5b. $10\frac{2}{20}$ or $10\frac{1}{10}$

6b.

$4\frac{5}{8}$	$4\frac{5}{8}$	$4\frac{8}{16}$	$4\frac{5}{10}$
$4\frac{3}{4}$	$4\frac{5}{8}$	$4\frac{1}{2}$	$4\frac{6}{16}$
$4\frac{2}{4}$	$4\frac{6}{8}$	$4\frac{1}{4}$	$4\frac{7}{16}$

Greater Depth

7b. No, he should be left with $2\frac{1}{10}$ but he has added the denominators instead of finding the common denominator.

8b. $6\frac{7}{20}$

9b.

$2\frac{3}{9}$	$2\frac{6}{18}$	$2\frac{5}{12}$	$2\frac{4}{12}$
$2\frac{1}{2}$	$2\frac{7}{12}$	$2\frac{4}{6}$	$2\frac{1}{4}$
$2\frac{1}{4}$	$2\frac{6}{12}$	$2\frac{3}{4}$	$2\frac{5}{9}$

Group 2 spellings

08.02.2021

Look, cover, spell and check

	Write once	Write twice	Write a third time
snail			
waiter			
painter			
strainer			
waist			

Fill in the spaces with one of your spelling words, then write out the whole sentence using your neat, joined up writing.

1. If you are going to decorate the bedroom you will need a

2. move very slowly.

3. To remove water from vegetables you will need to use the

4. Around the middle of your body is your

5. The restaurant needs a new

Choose the correct word to fill in the sentence.

snail

waiter

painter

strainer

waist