

# PAY ATTENTION - 1

Read the humorous narrative.

'Okay, class. Now that you've listened carefully to the story, you may begin the activity on the blackboard.'

Uh-oh. I whipped my head away from the window. Miss Turner's voice had interrupted my daydream.

Stacey was frowning at me. 'You didn't hear any of that, did you?'

I shook my head and read the words on the board with a sinking feeling in my stomach. *Write a letter from one of the characters that describes his or her feelings.* I turned to Stacey in panic. She rolled her eyes and started to speak.

'Stacey, no talking!' Miss Turner snapped. 'This is a test. If Holly wasn't listening, that's her fault. Maybe it might finally teach her to pay attention.' She folded her arms and glared at me.

I groaned and massaged my temples. Had any of the story filtered through into my brain? Hmm ... there had been something about a princess who secretly loved a poor man ... she was trying to organise to meet him at the palace gates. It was typical of the sappy stuff Miss Turner was always reading to us.

I picked up my pencil. It was simple. I'd write a love letter from the princess to the poor man. I'd make it as flowery as I could and Miss Turner would be sure to like it.

'*You are the man of my dreams. My heart beats quickly whenever you are near*', I wrote. That was a good start. I added some more sickly phrases and finished with '*Meet me at the gates at 3 pm*'. Then I drew lots of love hearts and kisses. I looked at my letter admiringly. There. Miss Turner would have to be happy with that. It hadn't mattered that I hadn't been paying attention.

'Class, when you've finished, please bring your letters to my desk. Oh, and if anyone hasn't handed in the permission form for next week's excursion, please give it to Justin.'

Justin was the notes monitor for the week. He was also the best-looking boy in the class. I scooped up my letter and my excursion form and went to his desk first.

'Here', I said, not looking at him. I felt my cheeks flame as I held out the form.

'Er, thanks. Can you hand my letter to Miss Turner?' he asked.

'Okay', I said, looking at my shoes. I grabbed his letter and put it on Miss Turner's desk with mine. Then I went back to my seat.

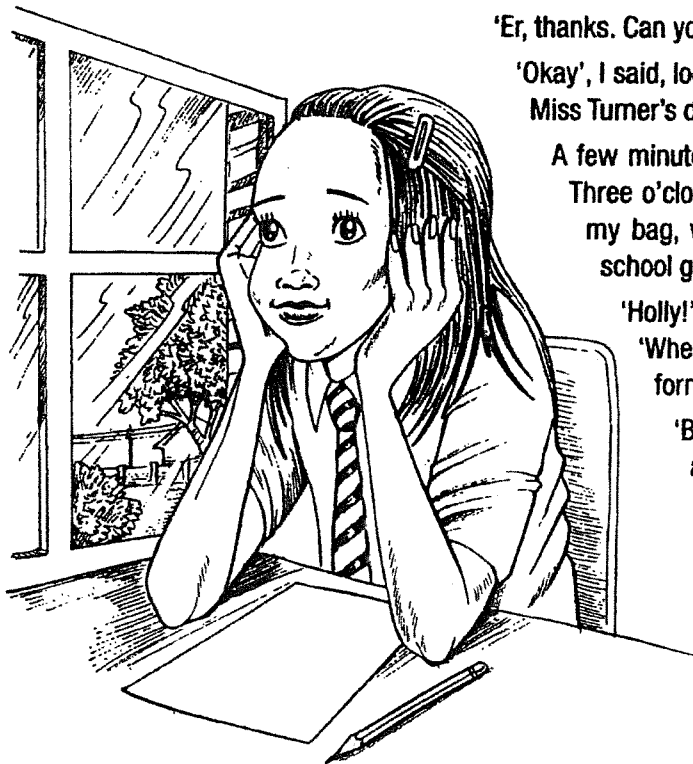
A few minutes later, the siren went. I breathed a sigh of relief. Three o'clock was the best part of the school day. I picked up my bag, waited for Stacey and then started to walk to the school gates to meet my little brother.

'Holly!' I spun around. Miss Turner was walking towards me. 'Where is your letter? You've handed me your excursion form by mistake.'

'But I gave that to ...' I started. Then it hit me. I gulped and looked towards the gates. Justin was standing there with three of his friends, my love letter in his hand.

'*Holly loves Justin.*' I could just hear the singing over the sniggers and giggles.

Maybe today would be the day I'd finally learn to pay attention.





Name: \_\_\_\_\_

# Decigrid

**You will need:** a pencil and some rough paper.

**DO NOT USE A CALCULATOR**

- 1 Find the decimal equivalents of these common fractions.

Use rough paper for any calculations you need.

a  $\frac{1}{8} = 0.125$

$\frac{1}{4} =$

$\frac{3}{8} =$

$\frac{1}{2} =$

$\frac{5}{8} =$

$\frac{7}{8} =$

b  $\frac{1}{5} = 0.2$

$\frac{2}{5} =$

$\frac{3}{5} =$

$\frac{4}{5} =$

c  $\frac{1}{10} = 0.1$

$\frac{3}{10} =$

$\frac{7}{10} =$

$\frac{9}{10} =$

- 2 Solve the 'Decigrid' puzzle.

- a Each number can be found by adding or subtracting two of the decimal equivalents you found in question 1. Two have been completed for you.

0.95	0.75	0.2	0.15
0.75 +0.2	<input type="text"/>	<input type="text"/>	<input type="text"/>
0.575	0.075	1.15	1.2
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
0.725	1.4	0.025	0.975
<input type="text"/>	<input type="text"/>	0.625 -0.6	<input type="text"/>
0.4	0.7	1	0.775
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- b Find the difference between the sum of the 2<sup>nd</sup> row and the sum of the 2<sup>nd</sup> column.

- c Show that half of the sum of the 2<sup>nd</sup> row is  $\frac{7}{8}$  less than the sum of the 3<sup>rd</sup> column.

Work the answers out on rough paper and write them in the spaces above.

Dear Helper,

These activities follow up the work on common fractions and their equivalent decimals which your child has done at school. Please give help if your child asks and do not allow them to use the calculator.

# PAY ATTENTION – 2

Use the text on page 75 to answer the questions.

## 1 Literal

- (a) Why didn't Holly hear any of Miss Turner's story? \_\_\_\_\_
- (b) Tick the statements Holly would agree with.
- |   |                          |   |                          |
|---|--------------------------|---|--------------------------|
| (i) Home-time is the worst part of going to school. | <input type="checkbox"/> | (ii) Miss Turner likes 'soppy' stories. | <input type="checkbox"/> |
| (iii) Justin is good-looking.                       | <input type="checkbox"/> | (iv) The love letter was well written.  | <input type="checkbox"/> |

## 2 Inferential

- (a) How do you think Holly felt about speaking to Justin? Explain why you think this.
- (b) List words to describe how you think Holly felt at the end of the story.

You are the man  
of my dreams  
I love you  
I love you  
I love you  
meet me at  
the gate at 3pm

## 3 Applied

- (a) Imagine you are Miss Turner. Complete comments on this school report for Holly.

English report	
<b>Writing</b>	.....
	.....
	.....
<b>Listening</b>	.....
	.....
	.....

- (b) Would you like to have Miss Turner for your teacher? Give reasons for your answer. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# PAY ATTENTION – 3

Use the text on page 75 to help you complete this activity.

- 1 Summarise the plot of the story by listing the main events that happened in time order. You should list between six and 10 events. The first one has been done for you.

1. Holly realises that Miss Turner is speaking.	2.	3.	4.	5.
6.	7.	8.	9.	10.

- 2 Describe the character of Holly. Use from two to four sentences.

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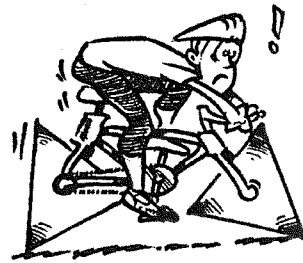
- 3 Based on your plot and character summaries, what do you think Holly might do next after the story ends? Describe six events you would like to see happen.


Name \_\_\_\_\_

N29

N42

## Triangular numbers



Write the first 12 triangular numbers.

1   3   6   10   15   21   \_\_\_\_\_

Look at sets of three consecutive triangular numbers.

For example,   3   6   10

square the middle number

$$6 \times 6 = 36$$

multiply the outside numbers

$$3 \times 10 = 30$$

find the difference

$$36 - 30 = 6$$

Try with these numbers: 10, 15, 21.

square the middle number

$$15 \times 15 = 225$$

multiply the outside numbers

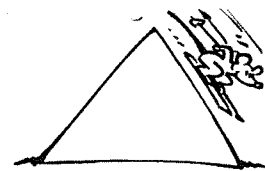
$$10 \times 21 = 210$$

find the difference

$$225 - 210 = 15$$



Investigate for other sets of three triangular numbers.  
What pattern do you notice?



Write the squares of the triangular numbers:

1   9   36   \_\_\_\_\_



Look at pairs of consecutive squares of triangular numbers.

consecutive squares

1, 9

find the difference

8



Investigate for other pairs. What patterns do you notice?

Name \_\_\_\_\_

# Fractions and decimals



Copy the four numbers into the boxes, to make a fraction equivalent to a decimal.

1  $\frac{\begin{matrix} 3 & 0 \\ 5 & 6 \end{matrix}}{5} = 0.6$

2  $\frac{\begin{matrix} 5 & 1 \\ 6 & 2 \end{matrix}}{\square} = \square.\square$

3  $\frac{\begin{matrix} 4 & 4 \\ 10 & 0 \end{matrix}}{\square} = \square.\square$

4  $\frac{\begin{matrix} 7 & 5 \\ 1 & 4 \end{matrix}}{\square} = \square.\square$

5  $\frac{\begin{matrix} 23 & 5 \\ 4 & 6 \end{matrix}}{\square} = \square.\square$

6  $\frac{\begin{matrix} 1 & 10 \\ 12 & 2 \end{matrix}}{\square} = \square.\square$

7  $\frac{\begin{matrix} 9 & 1 \\ 8 & 5 \end{matrix}}{\square} = \square.\square$

8  $\frac{\begin{matrix} 1 & 5 \\ 8 & 6 \end{matrix}}{\square} = \square.\square$

9  $\frac{\begin{matrix} 17 & 2 \\ 8 & 5 \end{matrix}}{\square} = \square.\square$

10  $\frac{\begin{matrix} 44 & 5 \\ 8 & 5 \end{matrix}}{\square} = \square.\square$