



Year 6

Home Learning Pack

Week 10

Monday 15th June – Friday 19th June

This pack does not need to be printed: all activities can be completed on paper or on computer! Remember you can send in photos of home learning for dojos! 😊

English

We'll be using the story of 'Little Pele – Favela Street Kid' this week to inspire some short writing activities. This will build upon your understanding of what life is like in Brazil compared to the UK. The PowerPoint and activity slides are included in this pack – one activity per day.

Maths – daily online lessons

This half term we'll be using the **BBC Bitesize Daily Maths Lessons** as White Rose Hub is no longer free ☹️ (Well, the videos are so you can still watch them to help! 😊). For each BBC lesson there are still:

- Online teaching videos (you can pause and re-watch at any time!).
- An online resource sheet of questions (you don't have to print it – complete on paper!).
- An online answer sheet to self-mark (saves a parent or carer having to work it all out!).

Please read the timetable carefully so you know which lesson you'll be completing as the dates are from last month (May). Luckily, each lesson has its own unique URL (page) which I've copied into the timetable for quick online access – the worksheets and answers are included in this pack.

Much like the White Rose Hub content, these BBC Bitesize lessons I've chosen to follow as they recap and consolidate skills that you'll need to embed before Year 7 in September and I think this is a super idea! In other words, revisiting things you may have learned a while back to make sure you can still do it!

Daily Jobs

As before, there will be several daily jobs you are expected to complete including:

1. SPaG activities.
2. Guided Reading Activities.
3. Spelling Practise – 1 or 2 pages daily from your Spelling revision guide you have not yet completed or SPaG activities using the BBC link below.
4. Times Table Rock Stars or NumBots (same login details as TTRS).
<https://play.numbots.com/#/account/school-login/28579>
5. Independent Reading or reading to/with an adult/sibling.

Extension Activities

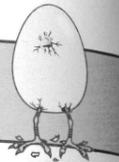
If you fancy an extra challenge after sailing through the Maths at speed or want to dabble in some Science, SPaG, Spelling, History or something else, why not visit the links below which have been recommended by the Government. **There's even a ['What to expect in Year 7' video](#) that is very helpful to watch!**

- <https://www.thenational.academy/>
Search for a subject you would like to learn about and watch the videos from the virtual teachers!
- <https://www.bbc.co.uk/bitesize/dailylessons>
Tons of individual videos and tasks (some taught by celebrities) updated daily.

Look out for extra Classroom Dojo posts for other random activities we'll be sending your way for bonus dojos as well as videos giving hints and tips for the day's activities! On the next page is the suggested timetable...

	<u>English</u>	<u>Maths</u>	<u>Daily Jobs</u>
Monday 8th June	Read the opening of the story. Write a short playscript predicting what might happen next after the dilemma Pele faces.	BBC Maths Lesson for the 1 st June. Fractions into Percentages: https://www.bbc.co.uk/bitesize/articles/zvcny9g	<ol style="list-style-type: none"> 1. Daily SPaG activity (in pack). 2. Guided Reading Activities (in pack). 3. Spelling Practise - pages from your Spelling revision guide you have not yet completed or SPaG using the BBC link. 4. Times Table Rock Stars or NumBots (same login details as TTRS and only available until the end of June!). https://play.numbots.com/#/account/school-login/28579 5. Independent Reading or reading to/with an adult/sibling.
Tuesday 9th June	Read the next part of the story and modelled examples. Create KTW grids for the character we've met in the story so far.	BBC Maths Lesson for the 2 nd June. Equivalent Fractions, Decimals and Percentages: https://www.bbc.co.uk/bitesize/articles/zickjp3	
Wednesday 10th June	Writing a monologue for the characters in the story (a bit like a thought bubble but much more detailed!).	BBC Maths Lesson for the 3 rd June. Compare fractions, decimals and percentages: https://www.bbc.co.uk/bitesize/articles/zrkw2fr	
Thursday 11th June	Plan the final chapter for the story of Little Pele – predict what might happen next to help you with your plan.	BBC Maths Lesson for the 4 th June. Percentages of amounts: https://www.bbc.co.uk/bitesize/articles/zvxnv82	
Friday 12th June	Write the final chapter of Little Pele Comes Home. We'll share these in school on Monday!	BBC Maths Lesson for the 5 th June – weekly challenges! We'll discuss the answers in school on Monday – give them a good go! https://www.bbc.co.uk/bitesize/articles/zihhjsjg	

Nouns



Nouns are words that name things.

Concrete nouns are names for things that you can see, touch, smell or hear.

→ tree egg dog

faith love honesty

← Abstract nouns are names for ideas, concepts or feelings.

Collective nouns are names for groups of people or things.

↘ a herd of cows a swarm of bees

1 Underline the concrete nouns and circle the abstract nouns in the passage below.

There's been so much excitement about going to the zoo. We're all eager to see the lions, but we're especially looking forward to seeing the monkeys. Ella has been scared of animals since childhood though, so she'll need to find some courage to come along.

★ Extra Challenge

Can you spot a proper noun in this passage?

2 Rewrite the sentences below replacing the underlined nouns with your own nouns.

Everyone feels so much boredom about doing more drawings of flowers.

The colony of ants moves really slowly along the path.

A group of wolves could be called a pack.

"I can identify different types of noun."



Adjectives



Adjectives are words that tell us more about a noun.

the complex question

a fearless, courageous hero

More than one adjective can describe a noun.

1 Underline the adjectives in the passage below.

It was a cold, dark evening in Murky Lane. A howling wind rushed between the leafless trees and torrential rain pounded against the walls of the little cottages. Jittery roof tiles began to rattle and creaking gates swung violently back and forth, crashing against tired, old gateposts.

2 Add your own adjectives to the sentence below.

The sun shone brightly over the valley and the cows stood munching the grass.

3 Write one sentence using all of the adjectives below.

silly bossy nasty

"I know what adjectives are and how to use them."



Verbs



Verbs are doing or being words. → The woman digs with a spade.

The form of the verb has to agree with the subject.

I enjoy swimming.

She enjoys swimming.

The subject is the person or thing doing the verb.

1 Circle the correct form of each verb to finish these sentences.

Laurie often go / goes to the shop and buy / buys some bread.

Our house has / have a garage and are / is really big.

We always visits / visit Habeeb at the weekend and takes / take him out.

He always do / does the washing and cleans / clean the windows.

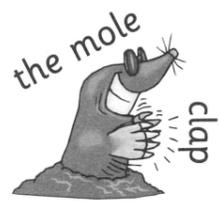
The cows eats / eat the grass and watch / watches the walkers go by.

2 Write four sentences using the verbs and subjects below.



the butler

serve



the mole

clap



Ruth's pony

smile



Dylan

cry

- 1
- 2
- 3
- 4

"I know what verbs are and how to use them."



Adverbs



Adverbs are words that describe verbs, adjectives and other adverbs.

I carefully opened the door.

He played very badly.

'carefully' is the adverb.

The game was terribly boring.

Some adverbs show how possible or certain something is.

I will surely go.

I will possibly go.

1 Add your own adverbs to the sentences below.

Jarome decided to book a holiday to Wales.

The girls passed a note to the boys.

Mum and Dad are pleased with me.

The test was difficult.

I will tell Katie the truth tomorrow.

The teacher shouted at the class.

2 Write one sentence using the two adverbs below.

really probably

-
-

★ Extra Challenge

Can you write a sentence with your own adverbs?

"I know what adverbs are and how to use them."



Synonyms and Antonyms



Synonyms are words that mean the same thing.

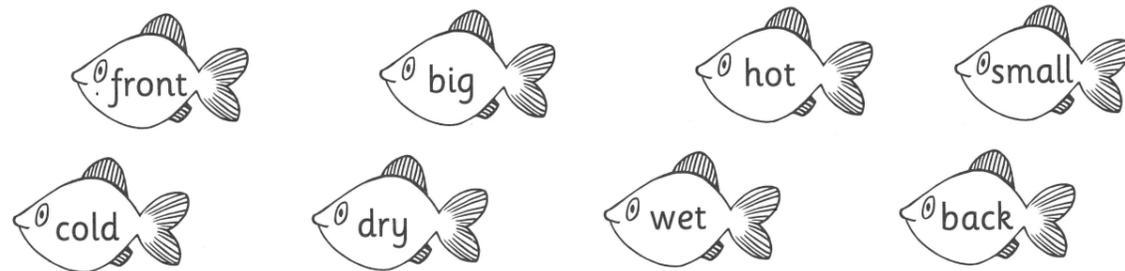
glad and happy small and little

loud and quiet

short and tall

Antonyms are words that mean the opposite to each other.

1 Draw lines to match the words below that mean the opposite.



2 Circle the correct synonyms in the sentences below.

Marvin feels drowsy — he's just so alert / sleepy today.

They live in a huge house — it's simply enormous / tiny.

The party was quite rowdy — people kept saying how noisy / quiet it was.

3 Find an antonym for each of these words in the wordsearch.

always

long

thaw



quickly

fat

right

4 Write a synonym on the dotted line for each word below.

untrue →

yell →

brave →

elegant →

impolite →

irregular →

5 Complete the crossword with antonyms for each word.

Across

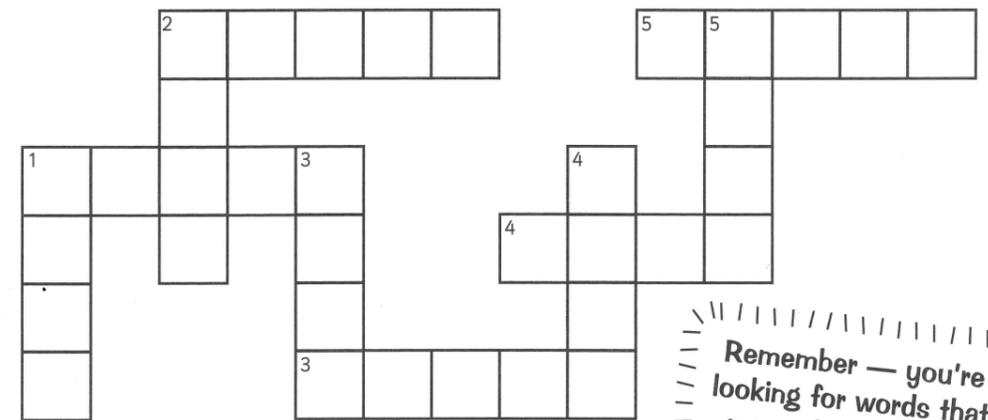
1. last

2. sad

3. late

4. low

5. correct



Down 1. slow 2. easy 3. give 4. huge 5. poor

Remember — you're looking for words that mean the opposite.

6 Add the correct word from the box to the sentences below.

abundant / sparse curious / normal
arrogant / humble

She always exaggerates her achievements — she's so

I think Humphrey is a bit strange — his behaviour is very

There are few birds around here. In fact, their numbers are

To help find synonyms and antonyms remember that they are always the same word type.

new and modern ← synonyms — two adjectives

antonyms — two adverbs → loudly and quietly

7 Put the words on the right next to the correct word type. Then write a synonym and an antonym for each.

simple quickly

Adjective: Adverb:
 Synonym: Synonym:
 Antonym: Antonym:

8 Write a sentence using a synonym for each word below.

close

shove

Write a sentence using an antonym for each word below.

nasty

strong

"I can think of synonyms and antonyms for words."



Pronouns

Pronouns are words that you use to replace nouns.

Sonal and Abed annoyed us and then they invited themselves for tea.

'us', 'they' and 'themselves' are all pronouns.

Relative pronouns are words like 'who' and 'which'. They are used to join two parts of a sentence together.

It was Nyasha and Gabija who won the competition.

1 Use the pronouns to finish the story. Use each pronoun once.

us which whose who we

My dog Rover hates going for walks along the path runs by the canal. When walk there, he barks a lot, especially when he sees Mr Mildew, Poodle then starts woofing back at us. After a while, Mrs Waterweed, lives in a canal boat, always opens her window and shouts at

2 Underline the pronouns in the sentences below.

Carrie decided to do it herself.
 Some stories are fictional, others are based on real events.
 The dog scratched itself when nobody was looking.
 The children tasted all of the cakes but thought theirs were the best.

"I know what pronouns are and how to use them."



Clauses



A main clause has a subject and a verb, and makes sense on its own.

A subordinate clause gives extra information, but doesn't make sense on its own.

Tom played squash while Dan walked the dog.
 main clause subordinate clause

A relative clause is a type of subordinate clause that is often introduced by a relative pronoun.

I bought a car which had red wheels.
 relative pronoun relative clause

1 Write **M** for main clause or **S** for subordinate clause next to the clauses underlined below.

Mary ate lots of popcorn while she watched the film.

We like pizza, but we love lasagne most of all.

I think my teacher is secretly a spy, although I'm not sure.

I'm going out, and I won't be back until after dinner.

If we leave now, we'll be back in time for Lucy's party.

2 Add a suitable relative clause to complete the sentences below.

I looked at Caroline, , and ran.

Liam read the sign, , very slowly.

We went to the shop, , with Shaun.

He met Sasha, , last year.

"I can spot main, subordinate and relative clauses."



Phrases



Clauses and sentences are built up of groups of words called phrases. A phrase either doesn't have a verb, or doesn't have a subject (some phrases might have neither).

on the wall hundreds of spotty dogs

1 Put a tick next to the groups of words below which are phrases.

He met Alan some pictures

a creepy goblin these biscuits

I talk a lot Kim goes fishing

very slowly on the top shelf

it's raining big birds of prey

★ **Extra Challenge**
 Write your own sentences using the phrases you've ticked.

2 Circle the groups of words below that are phrases and underline the clauses.

on the wall Jim plays golf to the zoo
 he knows Lucy at the back we hid from them

3 Write a phrase using each word below.

ceiling →

lizard →

"I can spot phrases and clauses."



A midsummer night's dream

These questions will help you practise:

- ★ retrieving and recording information
- ★ explaining the meaning of words in context
- ★ identifying key details
- ★ making inferences
- ★ making predictions.

Act 1

(Theseus' palace)

Egeus: My lord, my daughter Hermia wants to marry Lysander but I want her to marry this fine man, Demetrius.

Theseus: Then as you wish, Demetrius it must be.

Egeus: Thank you, my lord.
(Exit Demetrius and Egeus.)

Hermia: But I cannot marry Demetrius when it is you who I love, Lysander!

Lysander: Let's run away tonight. We will go through the forest to my aunt's house and get married.

Hermia: Yes! Let's meet later at the city gate.

Lysander: Until then, goodbye my love.
(Exit Lysander. Enter Helena.)

Helena: Why are you so happy Hermia?

Hermia: I am going to run away tonight to marry my love, Lysander.

Helena: Lucky you! (aside) I will tell Demetrius to make him jealous. Perhaps that way I'll win his heart.

Act 2

(Enter the Mechanicals. They mime working in their shops.)

Snug: Closing time! (Everyone stops and gathers together.)

Quince: I'm Peter Quince, a carpenter and playwright. Is everyone here?

Bottom: Nick Bottom the weaver here!

Starveling: Robin Starveling the tailor here!

Snug: Snug the joiner here!

Flute: Francis Flute the bellows mender here!

Snout: Snout the tinker here!

Quince: Good. I've written a play for the Duke's wedding. It is the sad tale of Pyramus and Thisbe. You, Bottom, will be Pyramus. Flute will be our heroine, Thisbe. We will meet tonight to rehearse in secret deep in the woods.

(All exit.)

Adapted from *A Midsummer Night's Dream*
by William Shakespeare

1 Match the summaries below to the character that said them.

Hermia

Let's go to my aunt's.

Lysander

I want Demetrius to love me.

Helena

I don't want to marry Demetrius.

Philostrate

Silence please!

1
(2 marks)

2 *Pyramus, our leading man*
leading man is closest in meaning to...

Tick one.

- the boss.
- the victim.
- the star.
- the criminal.

2
(1 mark)

3 This text tells you that Hermia doesn't want to marry Demetrius. Write **two** key details that tell you this.

1. _____
2. _____

3
(2 marks)

4 Who seems to be in charge of the Mechanicals' play?

Tick one.

- Starveling
- Quince
- Flute
- Bottom

4
(1 mark)

5 What might happen to the characters in this playscript in the woods that night?

Explain, fully, referring to the text in your answer.

5
(3 marks)

/9

Total for this text

Colour your autumn

These questions will help you practise:

- ★ retrieving and recording information
- ★ identifying key details
- ★ identifying how information is related
- ★ making inferences
- ★ explaining the meaning of words in context
- ★ explaining how language choices enhance meaning.



It's not your imagination, the light really is different at this time of year. The earth tilts as it orbits the sun so the light hits the earth at a different angle, creating long, low sunbeams and the golden glow that makes this gilded season unique.

There is a richness about the colours of autumn which we hope you will enjoy with us this year in our houses, gardens and countryside.

As memories of summer fade, and the days of early autumn feel a little chillier, there is a riot of colour inside our historic houses waiting to warm your heart and stimulate your eyes.

These richly colourful interiors were often inspired by the colours of nature in the surrounding gardens, parkland and countryside which take on a rich, mellow glow at this time of year.

Many gardens enjoy a renewed blast of colour in autumn with dazzling dahlias and cheery chrysanthemums, and kitchen gardens are positively bursting with produce to delight your eyes and whet your appetite.

Golden landscapes

Do you often fancy a walk but can't think where to go? There are lots of walks on our website to help you enjoy the best of our

autumn colour, from woodland tapestries of yellow, orange, gold and amber, to explosions of rich russet and fluorescent yellows and reds.

Gorgeous gardens

Many of our gardens have a surprise in store in autumn as the dazzling colour of high summer gives way to the richer hues of late summer blooms such as dahlias and Michaelmas daisies. Harvest time in our walled gardens is also a perfect prompt for a seasonal treat in a tea-room or café where we use home-grown produce wherever we can.

Colourful stories

All our special places are home to a host of colourful stories from the past, and nowhere more so than Stowe, the magnificent landscape gardens created as a statement of wealth and power in the 18th century, where picturesque paths, temples and monuments are full of hidden meaning and references to the ancient world.

This autumn you can see the recently restored Sleeping Wood, said to have been inspired by the tale of Sleeping Beauty, retold and made popular by Charles Perrault in 1697. There was once a structure called the Sleeping Parlour in the wood, where it's easy to imagine Sleeping Beauty might have lain ...

- 1 Find and **copy one** phrase from the first paragraph that describes what sunlight is like in autumn.

 1
(1 mark)

- 2 According to the text, how did Sleeping Wood get its name?

 2
(1 mark)

- 3 In the first paragraph, the text is organised in which of the following ways?

 3
(1 mark)

Tick **one**.

- cause and effect
- in a sequence
- chronological order
- compare and contrast

- 4 Which school subject could be taught using the first paragraph? Support your answer using **two** key details from the text.

 4
(2 marks)

- 5 Look at the third paragraph. Why has the word *riot* been used to describe the colour inside the houses?

 5
(1 mark)

- 6 How does the writing appeal to the senses? Refer to the text in your answer.

 6
(2 marks)

Me and my brother

These questions will help you practise:

- ★ identifying how information is related
- ★ explaining how information contributes to meaning
- ★ summarising main ideas
- ★ explaining inferences
- ★ making predictions
- ★ retrieving information.

Me and my brother,
 we sit up in bed
 doing my dad's sayings.
 I go to bed first
 and I'm just dozing off
 and I hear a funny voice going:
 'Never let me see you doing that again,'
 and it's my brother
 poking his finger out just like my dad
 going:
 'Never let me see you doing that again.'
 And so I join in
 and we're both going:
 'Never let me see you doing that again.'
 So what happens next time when we get into
 trouble
 and my dad's telling me off?
 He's going:
 'Never let me see you doing that again.'
 So I'm looking up at my dad going,
 'Sorry, Dad, sorry,'
 and I suddenly catch sight of my brother's
 big red face
 poking out from behind my dad.
 And while my dad is poking me with his
 finger in time with the words:
 'Never let me see you doing that again,'
 there's my brother doing just the same
 behind my dad's back
 just where I can see him
 and he's saying the words as well

with his mouth without making a sound.
 So I start laughing
 and my dad says,
 'AND IT'S NO LAUGHING MATTER.'
 Of course my brother knows that one as well
 and he's going with his mouth:
 'And it's no laughing matter.'
 But my dad's not stupid.
 He knows something's going on.
 So he looks round
 and there's my brother
 with his finger poking out
 just like my dad
 and I'm standing there laughing.
 Oh no
 then we get into
 REALLY BIG TROUBLE.

Michael Rosen

1 How has this poem been organised?

Tick **one**.

- by repeating words that rhyme
- like a story
- as a conversation
- in the style of a song

(1 mark)

2 How does the writer build a picture of the characters of the children?

(1 mark)

3 Why are the words *AND IT'S NO LAUGHING MATTER* written in capitals?

(1 mark)

4 Why do you think the writer laughed when his dad was telling him off?

(1 mark)

5 What is the main idea in this poem?

(1 mark)

6 What do you think Dad might say next in the poem?
 Give **two** suggestions.

1.

2.

(2 marks)

7 The writer's brother is...

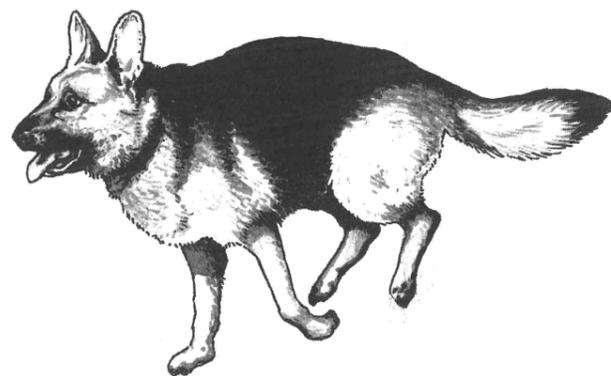
Tick **one**.

- good at imitating people.
- good at apologising.
- a good brother.
- a good son.

(1 mark)

Total for this text

Marlene gives chase



These questions will help you practise:

- ★ making and explaining inferences
- ★ understanding words in context
- ★ summarising main ideas
- ★ making comparisons
- ★ making predictions.

That was the moment the dog came bounding out at us from the trees, barking wildly. I saw at once it was the same Alsatian that had been tormenting Marlene through the gate. Mutti was running at him, clapping her hands and shouting at him, but the dog would not be put off, would not go away. Instead he circled round behind Marlene, snarling and growling at her. That was what made Marlene suddenly whirl around to face him, sending Karli sprawling into the snow. I ran to him at once and helped him to his feet. By the time I looked up again, Marlene was charging off through the snow, chasing the dog away, trumpeting as she went, her trunk flailing, her ears in full sail. And Mutti was stumbling after her, calling for her to stop. But I could see that there would be no stopping Marlene now, until she had either chased the dog out of sight, or had trampled him to death.

I took Karli by the hand and we both followed Mutti, running through the snow after Marlene. But the snow was deep and we soon tired, and were reduced to a walk. Ahead of us the chase went on. However hard the dog tried to bound away over the snow and escape, Marlene kept after him. All the while her trumpeting was echoing through the park, and louder now in my ears than seemed possible – until I began to realise that it was not Marlene’s trumpeting I was hearing at all, but the sound of the air-raid sirens wailing over the city. I stopped to listen to be quite sure my ears were not playing tricks on me.

Karli gripped my arm. ‘An air raid!’ he cried. ‘An air raid!’ All I knew then was that we had to get to the shelter, fast as we had been taught. Ahead of us, Mutti too had stopped in her tracks. She was yelling out to Marlene to come back. Again and again she called, but Marlene just kept going. She was almost out of sight now in amongst the trees, as Mutti came stumbling back towards us.

‘There is nothing more we can do for now, children,’ she said. ‘We shall find her later. We must get home, to the shelter. Come quickly!’ She grabbed Karli’s hand. ‘No!’ Karli cried, pulling away from her and turning to run. ‘No! We can’t! We can’t leave her. We have to catch her! I’m going after her. You go home if you like. I’m not coming.’

An Elephant in the Garden by Michael Morpurgo

1 What or who is *Marlene*?
Refer to the text to support your answer.

1
(1 mark)

2 Which word tells you how the dog moved through the snow?

2
(1 mark)

3 What are the animals doing in this story?
Write **one** sentence.

3
(1 mark)

4 Using evidence from the text, explain how you know that this story is set in the past.

4
(1 mark)

5 How are Mutti’s actions different in the first paragraph compared to the last paragraph?

5
(1 mark)

6 What do Karli’s actions in the final paragraph tell you about his character?
Give **two** things.

6
(2 marks)

1. _____
2. _____

7 What might happen to Karli?

7
(1 mark)

/8
Total for this text

ZSL Whipsnade Zoo

These questions will help you practise:

- ★ explaining how information is related
- ★ identifying how information contributes to meaning
- ★ making inferences
- ★ retrieving and recording information.

Set in over 600 acres, the Zoo is home to over 2,500 animals. From the furry and feathered to the jumbo and majestic, get the most out of your day by visiting our amazing animal exhibits, talks, feeds and demonstrations.

PASSAGE THROUGH ASIA

Drive your car or jump aboard our fantastic steam train and chug your way through the Passage Through Asia. Keep your eyes peeled for Indian rhinos, Asian elephants, camels and deer going about their daily business.

FEEDING TIME

Whether it's delicious home-cooked food or a sandwich, coffee and a cake, we have several tasty options for you at the Zoo. Plus, all our food uses locally-sourced ingredients.

SEALION SPLASH

Join our sealions as they show off their skills at Sealion Splash and get a unique chance to see them up close, but be warned – if you sit near the front, you will get wet!

BIRDS OF THE WORLD

Take flight with our feathered friends and be ready to duck and dive as hawks, owls and macaws swoop over your head in this amazing Birds of the World demonstration.

NEW GIRAFFE PLATFORM

See more than ever before of our family of reticulated giraffes. The nine-foot high platform will allow you to see across the entire giraffe paddock as well as provide a view into the indoor giraffe barn on chillier days.

LOOKOUT LODGE

Spend the night at a sleepover like no other, where you see what happens in the Zoo after dark!



1 Why has the writer used sub-headings in the text? Give **two** reasons.

1. _____
2. _____

2 What is the purpose of this text?

Tick **one**.

- to explain and instruct
- to inform and entertain
- to entertain and persuade
- to persuade and inform

3 Find and copy **two** words or phrases that would tempt you to visit the zoo.

1. _____
2. _____

4 What is the writer's opinion of the food on offer?

5 Give **two** facts about the *giraffe platform*.

1. _____
2. _____

1
(2 marks)

2
(1 mark)

3
(2 marks)

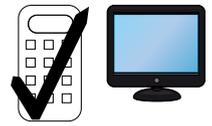
4
(1 mark)

5
(2 marks)

/8

Total for this text

Finding Percentages



A. Change the following fractions to percentages.

Example 1 Multiplication Example 2 Equivalent fractions

$$\frac{42}{120} = \frac{42}{120} \times 100\% = \underline{35\%}$$

$$\frac{42}{120} = \frac{7}{20} \rightarrow \frac{7}{20} = \frac{35}{100} \rightarrow \frac{42}{120} = \frac{35}{100} = \underline{35\%}$$

- | | | | | |
|-----------------------|----------------------|------------------------|-----------------------|-----------------------|
| 1). $\frac{14}{25}$ | 2). $\frac{19}{20}$ | 3). $\frac{140}{200}$ | 4). $\frac{465}{500}$ | 5). $\frac{243}{300}$ |
| 6). $\frac{135}{250}$ | 7). $\frac{48}{160}$ | 8). $\frac{112}{175}$ | 9). $\frac{96}{150}$ | 10). $\frac{42}{120}$ |
| 11). $\frac{3}{8}$ | 12). $\frac{9}{16}$ | 13). $\frac{221}{250}$ | 14). $\frac{21}{240}$ | 15). $\frac{51}{160}$ |

B. Answer the following questions.

- 1). Piet has 50 apples to sell. At the end of the day he has sold 43 apples.
 - a). What percentage of apples has Piet sold?
 - b). What percentage of apples remain unsold?

- 2). Alex paints a wall that is 25 m². She paints 13 m² on Monday and the rest on Tuesday.
 - a). What percentage of the wall does she paint on Monday?
 - b). What percentage of the wall does she paint on Tuesday?

- 3). Ruby has 900 g of sugar. She uses 720 g of the sugar to make a cake.
 - a). What percentage of the sugar does she use?
 - b). What percentage of the sugar remains unused?

- 4). A large bakery has 400 kg of flour and uses 220 kg to make bread.
 - a). What percentage of the flour does the bakery use?
 - b). What percentage of the flour does the bakery have left?

- 5). 1800 people watch a football match. 1125 are adults, the rest are children.
 - a). What percentage of the crowd are adults?
 - b). What percentage of the crowd are children?

- 6). Victor has 240 marbles. 45 of the marbles are blue.
 - a). What percentage of the marbles are blue?
 - b). What percentage of the marbles are **not** blue?

- 7). In a school there are 1200 pupils. 525 of the pupils walk to school.
 - a). What percentage of pupils walk to school?
 - b). What percentage of pupils don't walk to school?

- 8). On an aeroplane there are 320 seats. 116 are first class seats.
 - a). What percentage of the seats on the aeroplane are first class seats?
 - b). What percentage of the seats on the aeroplane are not first class seats?

Find the fraction, then change it to a percentage.



8) a). 36.25% b). 63.75%

Report

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Finding Percentages

Finding Percentages

A. Change the following fractions to percentages.

Example 1	Example 2	Example 3	Example 4
$\frac{15}{20} = \frac{3}{4} = 75\%$	$\frac{45}{100} = 45\%$	$\frac{25}{50} = \frac{1}{2} = 50\%$	$\frac{42}{100} = 42\%$

B. Answer the following questions.

1. Pat has 20 apples to sell. At the end of the day he has sold 3 apples.
a) What percentage of apples has he sold?
b) What percentage of apples remain to sell?

2. Alex spends half (50%) of his money on Monday and the rest on Tuesday.
a) What percentage of the week does he spend his money?
b) What percentage of the week does he save his money?

3. Ruby has 80g of sugar. She uses 25g of the sugar to make a cake.
a) What percentage of the sugar does she use?
b) What percentage of the sugar remains to use?

4. A large factory has 400 light bulbs and uses 150 to make a kitchen.
a) What percentage of the light bulbs does the factory use?
b) What percentage of the light bulbs does the factory have left?

5. 1000 people visited the bank branch. 150 were under 16, the rest were children.
a) What percentage of the visitors are children?
b) What percentage of the visitors are adults?

6. Write in 20 numbers. 6 of the numbers are 10s.
a) What percentage of the numbers are 10s?
b) What percentage of the numbers are not 10s?

7. In a school there are 120 pupils. 25 of the pupils walk to school.
a) What percentage of pupils walk to school?
b) What percentage of pupils do not walk to school?

8. One hundred people have 220 votes. 100 are for A, the rest for B.
a) What percentage of the votes are for A?
b) What percentage of the votes are for B?

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Section A

- 1). 56%
- 2). 95%
- 3). 70%
- 4). 93%
- 5). 81%
- 6). 54%
- 7). 30%
- 8). 64%
- 9). 64%
- 10). 35%
- 11). 37.5%
- 12). 56.25%
- 13). 88.4%
- 14). 8.75%
- 15). 31.875%

Section B

- 1) a). 86% b). 14%
- 2) a). 52% b). 48%
- 3) a). 80% b). 20%
- 4) a). 55% b). 45%
- 5) a). 62.5% b). 37.5%
- 6) a). 18.75% b). 81.25%
- 7) a). 43.75% b). 56.25%

Equivalent Fractions, Decimals and Percentages

1. True or false? All of the fractions below have been correctly converted to their equivalent decimals and percentages.

A. $\frac{4}{5} = 0.8 = 80\%$

B. $\frac{4}{10} = 0.4 = 40\%$

C. $\frac{5}{100} = 0.05 = 50\%$

2. Match the percentage to its equivalent decimal and fraction.

25%

0.6

$\frac{3}{5}$

60%

0.2

$\frac{1}{4}$

20%

0.25

$\frac{1}{5}$

3. Jackson is comparing the amount of apples there are in the boxes below.

He says,



Box A contains the most apples.



Box A



Box B



Box C

Is Jackson correct? Explain your answer.

Equivalent Fractions, Decimals and Percentages

1. False. C has not been converted correctly. $\frac{5}{100}$ is equivalent to 0.05 but not to 50%.
2. 25%, 0.25, $\frac{1}{4}$
60%, 0.6, $\frac{3}{5}$
20%, 0.2, $\frac{1}{5}$
3. Jackson is incorrect. Box B contains the most apples. This is because $75\% = 0.75 = \frac{3}{4}$.
Box A has $\frac{2}{8} = 25\% = 0.25$ and Box C has $0.5 = 50\% = \frac{1}{2}$.

1) Compare these values using either the greater than or less than symbol or the equals sign.



$\frac{1}{2}$

60%

0.3

$\frac{1}{5}$

30%

0.25

$\frac{2}{8}$

0.17

71%

$\frac{2}{3}$

0.65

$\frac{3}{5}$

2) In the class library, 0.13 of the books are dictionaries or thesauruses. The remaining books are either fiction or non-fiction. 44% of the books in the library are fiction.

Are there more fiction or non-fiction books in the library?
Explain your reasoning.



3) In key stage 2, $\frac{11}{50}$ of the children have black hair; 0.4 of them have brown hair; 16% have ginger hair. The rest have blonde hair.

a) Which hair colour is there the least of in KS2?

b) Which hair colour is there an equal amount of?



1) Jack has a bag of marbles.

- $\frac{7}{20}$ of the marbles are red.
- 12% of the marbles are yellow.
- 0.18 of the marbles are green.
- $\frac{1}{5}$ of the marbles are blue.
- The rest of the marbles are pink.

There are fewer pink marbles in the bag than any other colour.



Is Jack's statement correct? Explain your reasoning.

2) Here are three riddles.

Riddle A

As a percentage, I am a whole number with an even tens digit and an odd ones digit.

As a simplified fraction, my denominator is 4.

Riddle B

As a decimal, I am repeating.

As a percentage, I am between 20% and 50%.

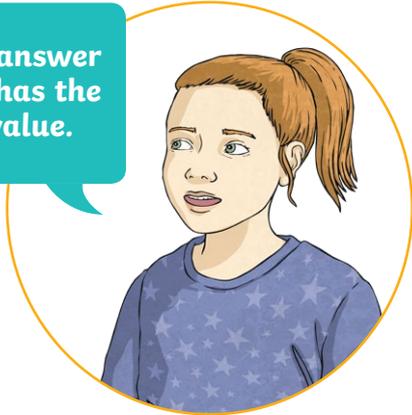
As a fraction, both my numerator and denominator are less than 5.

Riddle C

In percentage form, I am a whole number that is a multiple of 10 with an even tens digit.

In simplified fraction form, the difference between my denominator and numerator is 1.

I think the answer to riddle C has the greatest value.



Do you agree?
Explain your reasoning.



- 1) Three children are creating their own fruit smoothies. They have the same five ingredients but can use as much or as little of them as they like. Look carefully at the **proportions of the ingredients** used and the **volume in millilitres of each smoothie**. First of all, find the amount of each ingredient used in the three smoothies. Then, use the information to answer the questions.

Peter's Pink Party Smoothie 500ml

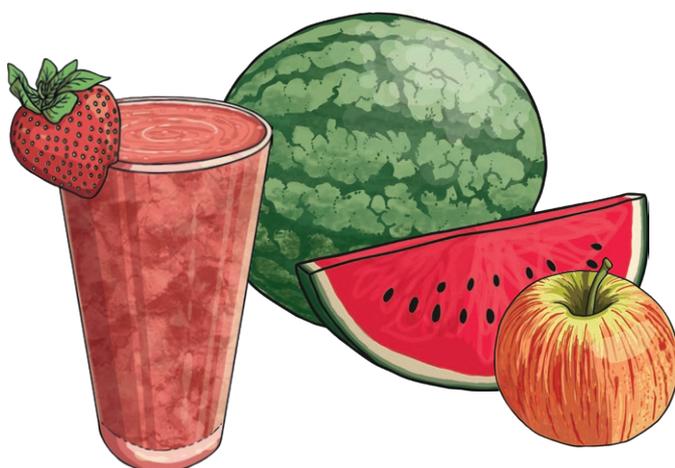
Ingredients	Proportion	Amount in ml
Watermelon	10%	
Strawberry	0.25	
Apple	$\frac{2}{5}$	
Raspberry	0.1	
Beetroot	$\frac{3}{20}$	

Ruby's Rainbow Rush Smoothie 600ml

Ingredients	Proportion	Amount in ml
Watermelon	$\frac{6}{100}$	
Strawberry	0.2	
Apple	30%	
Raspberry	0.04	
Beetroot	$\frac{2}{5}$	

Graeme's Glorious Smoothie 800ml

Ingredients	Proportion	Amount in ml
Watermelon	$\frac{5}{100}$	
Strawberry	$\frac{1}{5}$	
Apple	25%	
Raspberry	0.1	
Beetroot	0.4	



- a) Which smoothie uses the most watermelon?

- b) Which smoothie uses the least strawberry?

- c) Which smoothie uses the least apple?

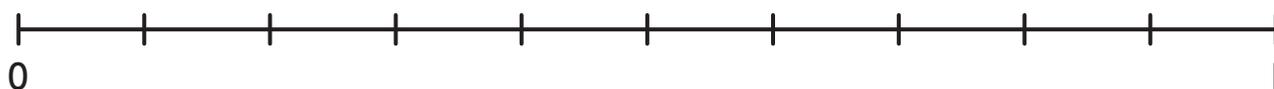
- d) Which smoothie uses the least raspberry?

- e) Which smoothie uses the most beetroot?

- 2) Make your own smoothie recipe with ingredients written as a combination of fractions, decimals and percentages totalling 100%. Give it to a friend to calculate the amount in ml for a litre jug and a 200ml glass.

Think together

1 Place these amounts in order.



< < < < <

2 Once reduced, what is the difference in price between the most expensive and least expensive pair of trainers?



The difference in price between the most expensive and least expensive pair of trainers is £ .

CHALLENGE

- 3 a) Aki scored $\frac{36}{80}$ on a test. In his next test, there were more questions and Aki scored 40%. Did he improve?

I wonder how I can convert eightieths into a percentage. Perhaps I can do it if I simplify $\frac{36}{80}$ first.



- b) Discuss how to compare these values.

$\frac{60}{90}$ ○ 40%

$\frac{5}{11}$ ○ 50%

0.251 ○ $\frac{6}{8}$

$\frac{38}{51}$ ○ 78%

$\frac{5}{10}$ is equivalent to 50%, so I wonder whether $\frac{5}{11}$ is greater than or less than 50%.

I will use a diagram to find the answer.





1) $\frac{1}{2}$ 60% 0.3 $\frac{1}{5}$

30% 0.25 $\frac{2}{8}$ 0.17

71% $\frac{2}{3}$ 0.65 $\frac{3}{5}$

- 2) 13% of the books are dictionaries or thesauruses and 44% of the books are fiction. Therefore, 43% of the books are non-fiction. There are more fiction books.
- 3) a) Ginger: 16% is less than 22% (black), 40% (brown) and 22% (blonde).
 b) Blonde and black: 22% of children have blonde hair and 22% have black.



- 1) Jack is incorrect. 35% of the marbles are red; 12% are yellow; 18% are green; 20% are blue. This totals 85%, which means that the remaining 15% of the marbles are pink. Therefore, there are fewer yellow marbles in the bag than any other colour.
- 2) As a fraction, the answer to riddle A is $\frac{1}{4}$. The answer to riddle 2 is $\frac{1}{3}$. The answer to riddle C is $\frac{4}{5}$. Therefore, the answer to riddle C does indeed have the greatest value.



1) Peter's Pink Party Smoothie 500ml

Ingredients	Proportion	Amount in ml
Watermelon	10%	50ml
Strawberry	0.25	125ml
Apple	$\frac{2}{5}$	200ml
Raspberry	0.1	50ml
Beetroot	$\frac{3}{20}$	75ml

Ruby's Rainbow Rush Smoothie 600ml

Ingredients	Proportion	Amount in ml
Watermelon	$\frac{6}{100}$	36ml
Strawberry	0.2	120ml
Apple	30%	180ml
Raspberry	0.04	24ml
Beetroot	$\frac{2}{5}$	240ml

Graeme's Glorious Smoothie 800ml

Ingredients	Proportion	Amount in ml
Watermelon	$\frac{5}{100}$	40ml
Strawberry	$\frac{1}{5}$	160ml
Apple	25%	200ml
Raspberry	0.1	80ml
Beetroot	0.4	320ml

- a) *Peter's Pink Party*
- b) *Ruby's Rainbow Rush*
- c) *Ruby's Rainbow Rush*
- d) *Ruby's Rainbow Rush*
- e) *Graeme's Glorious Smoothie*

2) *Answers will vary.*

Answers to Year 6 Week 6 Wednesday

ANSWERS

Question 1: $5\% < \frac{5}{25} < 0.5 < 0.505 < 55\% < \frac{5}{5}$

Question 2: The most expensive trainers are £45.30.
The least expensive trainers are £34.95.
 $£45.30 - £34.95 = £10.35$. The difference in price between the most expensive and least expensive pair of trainers is £10.35.

Question 3 a): $\frac{36}{80} = \frac{18}{40} = \frac{9}{20} = \frac{45}{100} = 45\%$. $40\% < 45\%$,
so Aki's scores did not improve.

Question 3 b): $\frac{60}{90} > 40\%$, $\frac{5}{11} < 50\%$, $0.251 < \frac{6}{8}$, $\frac{38}{51} < 78\%$



Would You Rather?

Would you rather.....

1. Have 10% of £5 or 75% of 80p?



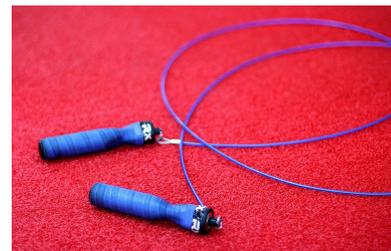
2. Be given 60% of 2 pizzas or 26% of 5 pizzas?



3. Be bitten by 15% of 120 mosquitoes or 8% of 250 mosquitoes?



4. Skip using a rope which is 54% of 105cm long, or 88% of 2.75m long?



5. Sit in a traffic jam for 33% of 2 hours or 44% of 1hr 40mins?



Is there more than one way to do each calculation?
Which do you think is more efficient?



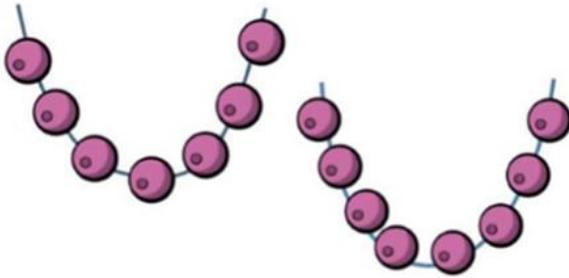
Would You Rather? Solution

1. 75% of 80p is better giving 60p the other gives 50p.
2. 26% of 5 pizzas is better giving 1.3 pizzas the other gives 1.2 pizzas.
3. 15% of 120 mosquitoes gives 18 better than the other giving 20.
4. 88% of 2.75m is better giving 2.42m the other gives 0.567m.
5. 33% of 120 minutes is 39.6 minutes is better than the other which gives 44 minutes

Challenge 1

Sal has 20 beads.

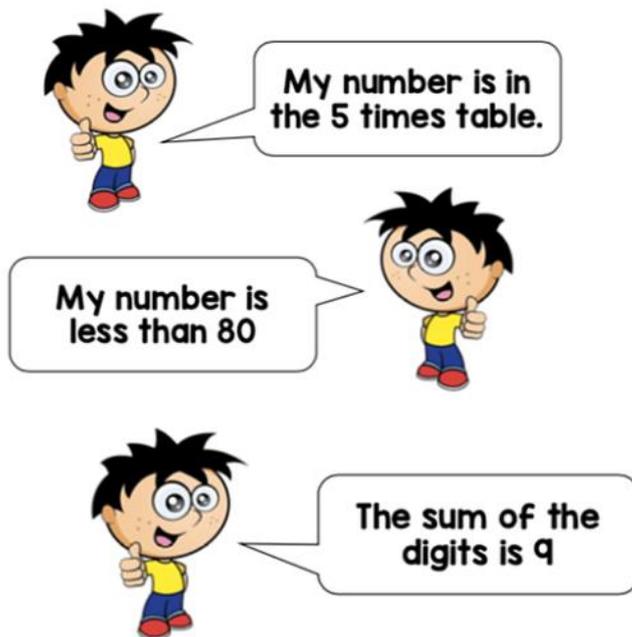
She uses some beads to make these two necklaces.



How many beads does she have left?

Challenge 2

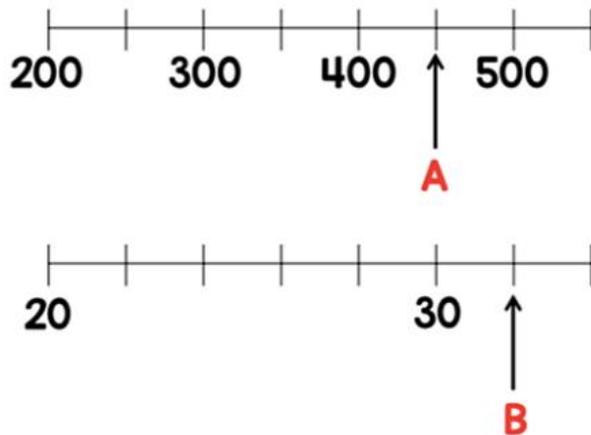
George is thinking of a 2 digit number.



What number is George thinking of?

Challenge 3

Two numbers, A and B, are marked on the number lines.



Find the sum of A and B.

Challenge 4

Max buys a shirt and a jacket.



The jacket costs **£25** more than the shirt.

The total cost of the shirt and jacket is **£87**.

How much does each item cost?

Challenge 5

The mass of 1 cube and 4 cones is **110 g**.



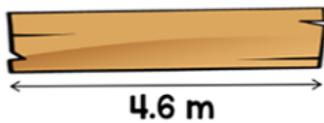
The mass of 1 cube and 2 cones is **72 g**.



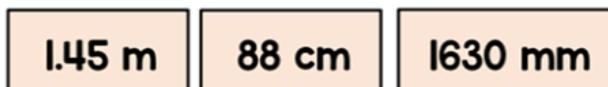
What is the mass of 1 cube?

Challenge 6

A plank of wood is 4.6 metres long.



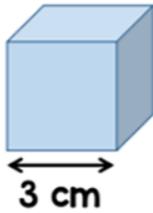
These three lengths of wood are cut from the plank.



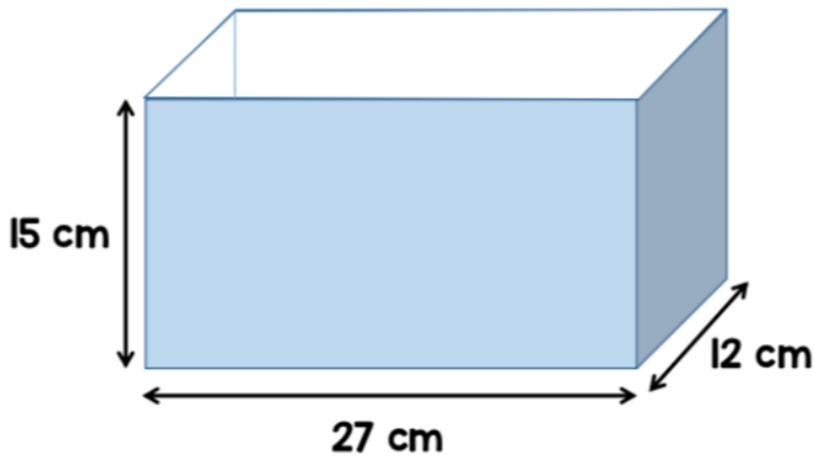
What is the length of the wood left?

Challenge 7

A factory makes these wooden cubes.



They are packed into large boxes.



How many wooden cubes can be packed into one large box?

Challenge 8

Amrit, Beth and Caroline sell cookies.



Amrit sells $\frac{1}{6}$ of the cookies.

Beth sells 30% of the remaining cookies. Beth sells 12 cookies.

Caroline sells the rest.

How many cookies do they sell altogether?

Favela Street Kid

The Story of Little Pele

Reading for Writing



twinkl

Monday Dilemma Through Drama



Life in the Favela

The mid-afternoon sun was hot and unforgiving in the favela. In this heat, roads melted and the sand burned your feet. It had been in the high thirties for over a week now and Little Pele's Brazilian neighbourhood of narrow lanes, jigsaw bricks and corrugated metal felt like one huge, town-sized oven.



What made matters worse was that it was too hot for the tourists. They had been staying in Rio's air-conditioned hotels and villas for the past few days, which, to a street kid like Little Pele who needed to sell his papayas while they were still ripe, meant no money for his family. It also meant he might have to work on the rubbish dumps to earn some money. He had been wandering the streets all day but hadn't sold anything. Little Pele picked up his crate and headed towards Copacabana beach.



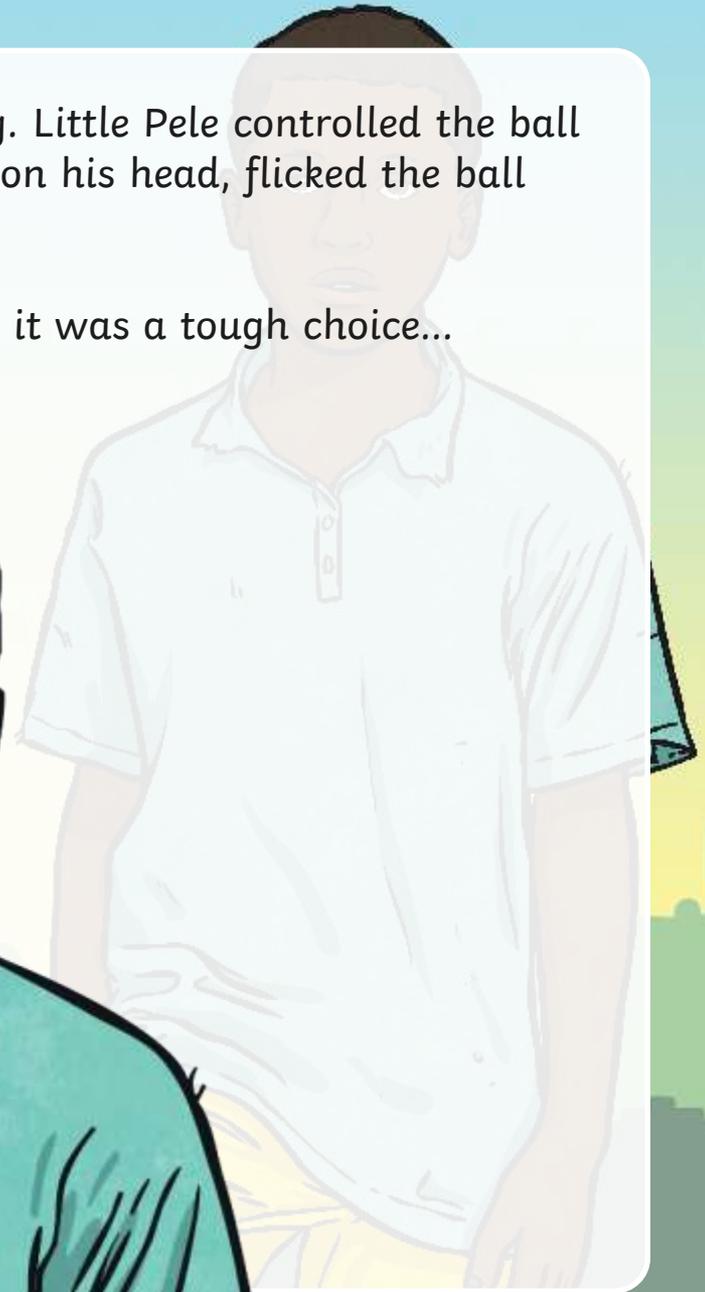
On his way, he came across a game of street football.
“Lil’ P!” someone shouted. It was Gabriella, his best friend.
“It’s the final of 1970 - Brazil versus Italy! It’s 1-1! We need Pele!”

Little Pele’s passion was football. When he wasn’t selling papayas or sifting through rubbish dumps looking for something he could sell, he was kicking a ball with his friends. His family were football-mad as well. His parents named him after Pele - the greatest footballer of all time, his dad said. But his family also needed money to live. He looked at the papayas and then back at the game. If he didn’t sell the papayas, his family would have no money to buy simple things like bread and water.



Suddenly, the ball flew over to where he was standing. Little Pele controlled the ball on his chest, juggled it between both feet, balanced it on his head, flicked the ball up and trapped it under his foot.

Sell the papayas or score in a World Cup final? Hmm, it was a tough choice...



Discussion

Dilemma – what should Little Pele do?

Imagine: That **you** were Little Pele. What would you do?

Talking Partners: For two minutes, talk in groups or with a partner. Explain what you would do and why.

Scribe: With a partner or in groups, work for five minutes to write down **at least 3** reasons why Little Pele should go and sell the papayas, and **at least 3** reasons why he should stay and play football.



Monday's Main Activity

Drama time! Little Pele's dilemma

Create a short drama scene showing what you think will happen next.

You must include the characters:

- Little Pele
- Gabriella
- Other street footballers

Task: write this as a short playscript!



Final thoughts...

- What should Little Pele do? Should he play football or should he go and sell his papayas?



Tuesday

Using Evidence



The World Cup Final

Little Pele couldn't resist. He wasn't always going to live in the favela selling papayas; he was going to be a professional footballer for his favourite team, Botafogo, or maybe somewhere in Europe, like Barcelona where his hero, Neymar, played. He couldn't become a footballer without practising to get better. The papayas could wait, he thought. Football was far more important.



Photo courtesy of Nazionale Calcio (@flickr.com) - granted under creative commons licence - attribution

“To you, Gabriella!” Little Pele shouted as he scooped the ball up and volleyed it to his best friend. She controlled it on her thigh with her first touch and passed it to a teammate with her second. Gabriella was three years older than Little Pele and a really good player. When they were younger, Gabriella would look after him when his parents were out working. They would spend hours kicking an old football against a wall, practising their touch and technique; pretending to be the professional footballers that they so admired. Little Pele had loved those days. Playing football was so much better than trying to earn money. School was OK, and his parents were keen for him to get an education, but he didn’t often go – especially when money was tight like it was now.

He ran over to where an old coke can and a large rock were acting as goalposts. He carefully placed the crate of papayas behind the rock and skipped onto the pitch.

“It’s the Vascos,” Gabriella whispered as he trotted past. “They’re Italy - don’t upset them this time!”



Little Pele flashed a smile. “Just give me the ball,” he said, positioning himself on the right wing. The last time he had played against the Vasco gang his team won with a last-minute goal – scored by Little Pele! They weren’t happy and, to make things worse, he had stuck his tongue out to Dengar, Vasco’s gang leader and tough-tackling central defender. Gabriella had calmed the Vascos down that day, but Little Pele knew how people on the favela held a grudge. But he was quick. Dengar would have to catch him first!

To begin with, Little Pele found it hard to see anything. The sun shone brightly off white-washed buildings and sandy earth, dazzling his eyes and making it hard for him to pick out the ball. It was still swelteringly hot and he kept having to wipe the sweat from his face.

“Lil’ P!” Gabriella called, sending a high ball over to the right corner of the pitch. He sprinted after it and trapped the ball under his foot. He looked up to see who to pass to but everything was still so bright. The next thing he knew he was flying in the air, his leg screaming with pain. Little Pele somersaulted and landed on his back with a thump. “Argh!”



“Bem-vindo,” Dengar sneered, standing over Little Pele.
“Welcome, little one. Sorry, does it hurt? I seem to have mistimed my tackle.” He smiled menacingly and swaggered off, laughing heartily with his Vasco teammates.

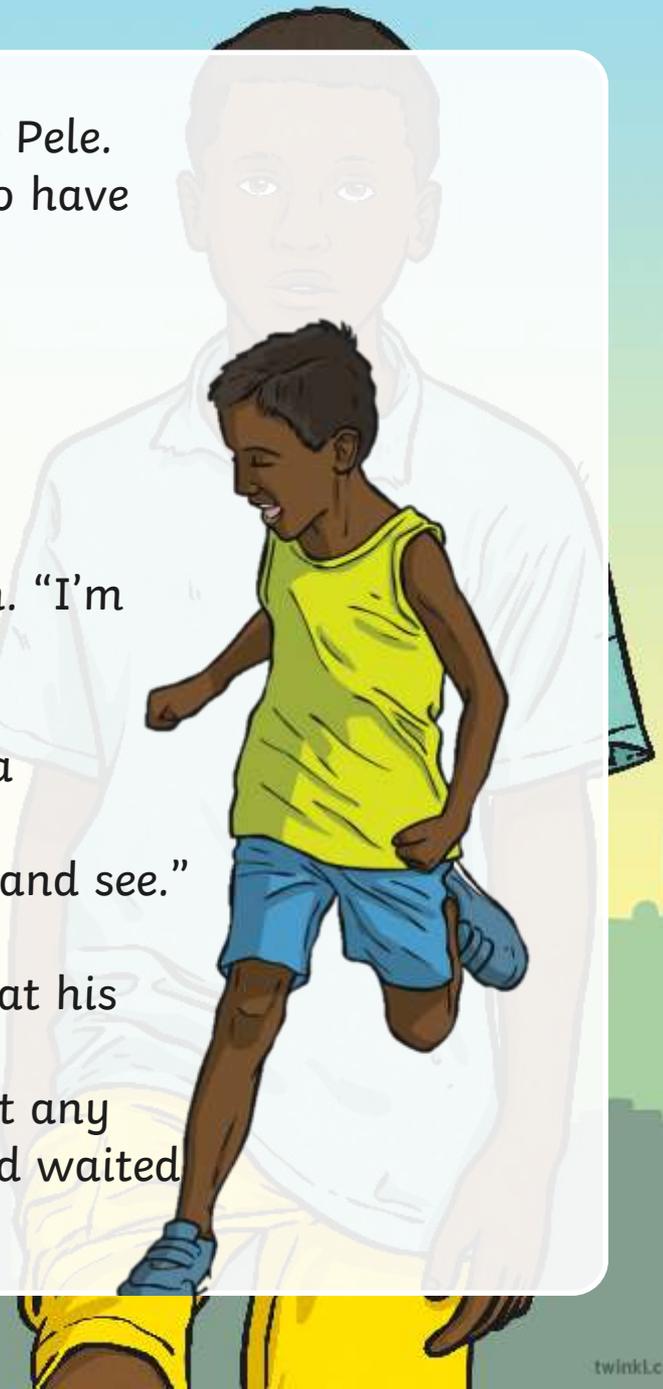
“You OK?” Gabriella asked, picking Little Pele up.

“Yeah,” he replied, trying his best to hide the pain. “I’m OK.”

“You know, in the real World Cup final,” Gabriella whispered,
“Pele scored. You’ll have the last laugh, you wait and see.”

Little Pele dusted himself down and looked down at his leg.

It was bleeding slightly and felt sore when he put any weight on it. He hobbled into the penalty area and waited for the free kick to be delivered.

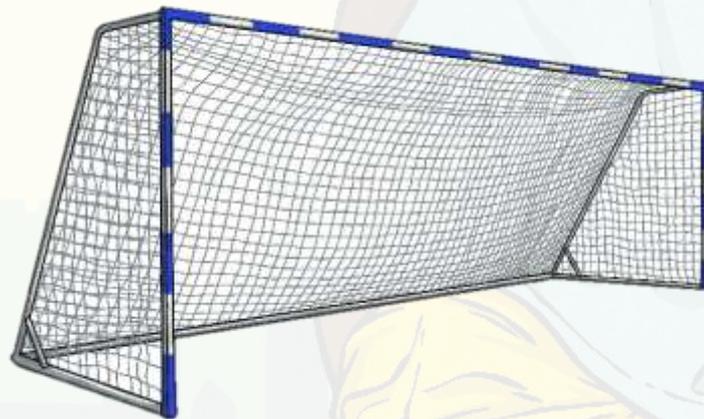


“How’s the leg?” Dengar smiled as the players jostled in and out, looking for space. But Little Pele decided to ignore him, instead focusing on the ball as Gabriella crossed it in. Time seemed to stand still as Little Pele watched the football soar through the sky. He shrugged off his marker and jinked his way to the far post. The defenders leapt into the air and one of them caught the ball with the top of their head. In an explosion of sweat, the ball rose once again, this time falling behind the defenders. Down it came, spinning wildly, close to the far post, but slightly behind where Little Pele was standing. He jumped up and threw his legs into a scissor position; his back lowered and his bottom half rose into the air. The ball fell, Little Pele rose, and what seemed like the entire favela watched as the small papaya-selling boy struck the ball with an overhead kick that even he didn’t think was possible. He hit it sweetly; right in the middle and the ball thundered into the goal like a bullet.

He landed upside down, his teammates piling on top of him and cheering.

“Told you you’d have the last laugh!” Gabriella grinned.

He had scored against Italy.
It was 2-1 to Brazil.



Discussion

Characters

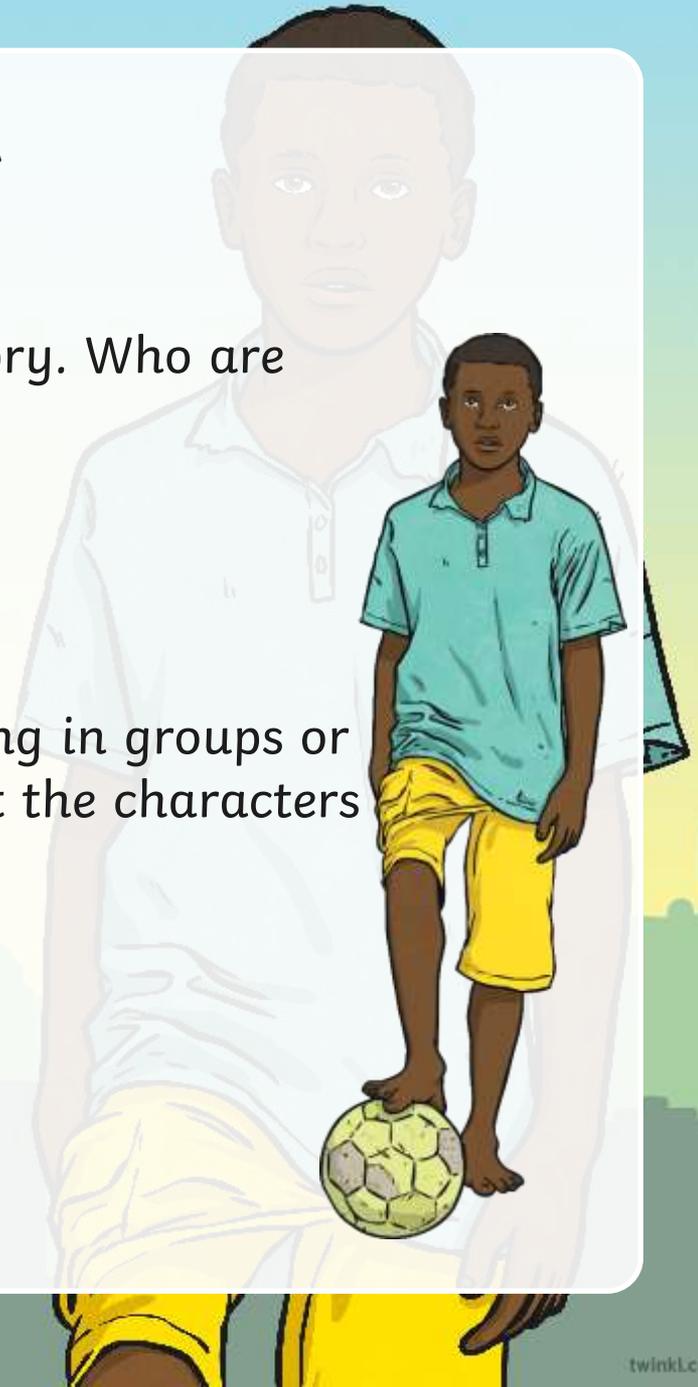
Think about the characters so far in the story. Who are they?

- Little Pele
- Gabriella
- Dengar

Talking Partners: Spend two minutes talking in groups or with a partner about what you know about the characters and what you think of them.

Discuss

- How are they different?
- What would you like to ask them?



Using Evidence example

What do **we think we know** about Gabriella using evidence from the text?

- She is responsible because she used to look after Little Pele.
- She seems friendly.
- She appears to be fun-loving.
- She seems to be respectful.



Using Evidence example

What do we **know** about Gabriella using evidence from the text?

- She lives in the favela.
- She is Little Pele's best friend.
- She is sporty.
- She is a good footballer.
- She used to look after Little Pele when he was younger.
- She is a convincing talker - she persuaded the Vascos not to hurt Little Pele in the last game.
- What could we **ask/wonder** about Gabriella?



What would you like to ask Gabriella?



Modelled KTW example for Gabriella

Create a KTW grid for Gabriella using evidence from the text.

Name	Gabriella
What I know:	Sporty, lives in the favela, Little Pele's best friend, a good footballer, friendly, a convincing talker.
What I think:	Good fun, respectful, responsible.
What I wonder:	What does she think of school? How does she make money? What is it like for Gabriella living on the favela?

Tuesday's Main Activity Creating KTW GRIDS Using evidence from the text

Use the activity sheet to say what you **know**, what you **think** and what you **wonder** within your own KTW grids for...



Little Pele



Dengar

Wednesday

Exploring Characters' Thoughts and Motivations

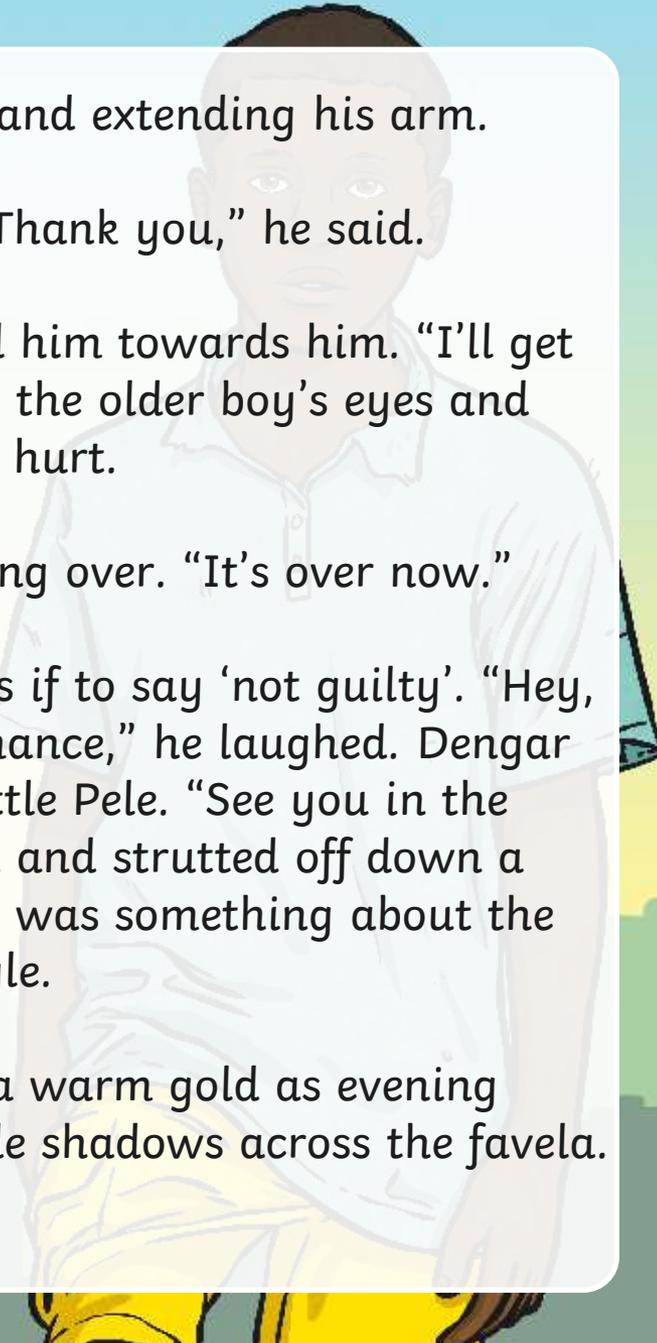


Copacabana Beach

For the next hour or so, Little Pele gave Dengar the run-around; out-skilling and out-pacing his older opponent at will. Whenever the Vasco gang leader got close to him, Little Pele would produce an outrageous show of skill, shoot at goal, or simply pass the ball to a teammate. Though he tried, Dengar found it impossible to tackle or foul the talented winger – he was just too quick!

By the end of the game, Brazil had won 4-1, just like in the real World Cup final of 1970. Little Pele had played a part in the third goal and set up Gabriella for the fourth. It had been a great battle.





“Good game, little one,” Dengar said, walking over and extending his arm.

Little Pele hesitated and then shook it cautiously. “Thank you,” he said.

Dengar gripped Little Pele’s hand tightly and pulled him towards him. “I’ll get you next time,” he whispered. Little Pele stared into the older boy’s eyes and wondered if he would ever let go. It was starting to hurt.

“That’s enough, Dengar,” Gabriella ordered, marching over. “It’s over now.”

Dengar released Little Pele and held his hands up as if to say ‘not guilty’. “Hey, just congratulating the little guy on a good performance,” he laughed. Dengar took a few steps backwards and smiled thinly at Little Pele. “See you in the favela, little one. Don’t go out after dark,” he added and strutted off down a narrow alley with the rest of the Vasco gang. There was something about the way Dengar spoke that made Little Pele’s spine tingle.

The bright white mid-afternoon sun had turned to a warm gold as evening crept in; the tightly-packed buildings cast long, wide shadows across the favela.

“You heading back now?” Gabriella asked, wiping sand and grit from her knees.

“I can’t,” Little Pele replied. “I still have to sell my papayas.” He trotted over to the large rock that was acting as a goalpost. “I’m going to try Copacabana beach.”

“Now?” Gabriella scoffed. “At this time? You mad? It’ll be dark soon.”

“Plenty of time yet!” Little Pele smiled, peering down at the crate of papayas. “I’ve got at least one hour of daylight before... oh no!”

“What’s wrong?” Gabriella said, trying to peer over the large rock.

“It’s my papayas,” Little Pele sighed. “They’ve been crushed.” He picked up the crate to show his best friend. “I guess the ball must have smashed them.”

“Hmm,” Gabriella said, scratching her head. “I don’t remember Italy having many shots.”



Little Pele sighed again, wondering whether Dengar or one of the other Vasco gang members had purposely trodden on the fruits. He scooped out the sticky mash of brown seeds and glistening orange flesh with his hands, trying to find any papayas that were still intact. One... two... three... four were still OK. "Oh well," he said trying to force a smile. "Four papayas are better than none. See you tomorrow, Gabriella."

Little Pele sucked the sticky papaya juice off his fingers and looked down the hill towards Rio's famous beach. The sun was sitting low across the sea; warm oranges, golds and reds touching the water, reflecting them invitingly across the calm horizon. The sun was much lower than he had thought. Soon it really would be dark. Trouble was, he had to sell the papayas. Every centavo counted and his parents were relying on him. He looked back at Gabriella and thought about the game they had played. He had scored a great goal, but was it really worth it? If he had said 'no', by now he'd have had money in his pockets instead of a crate full of smashed papayas. But Gabriella was right. Walking alone in the favela at night was just asking for trouble.

Little Pele didn't know what to do.



Discussion

Dilemma - What Should Little Pele Do?

Imagine: That **you** were Little Pele. What would you do?

Talking Partners: Spend two minutes talking in groups or with a partner. Explain what you would do and why.

Feedback: Discuss what he should do. Also, has Gabriella got a dilemma too?

Hot Seat: Nominate someone to be Little Pele and Gabriella. Can the rest of the class quiz them? What would they like to know about how they are feeling?



Wednesday's Main Activity

What Is a Character Thinking?

Think about Gabriella's dilemma. What might she be thinking? How about Little Pele?

Task: Create an extended monologue (like a thought bubble but in much more detail) for Little Pele using the Little Pele's Thoughts activity sheet. What would they be thinking? What person will you writing be in?

Thursday

Explore Issues in the Narrative

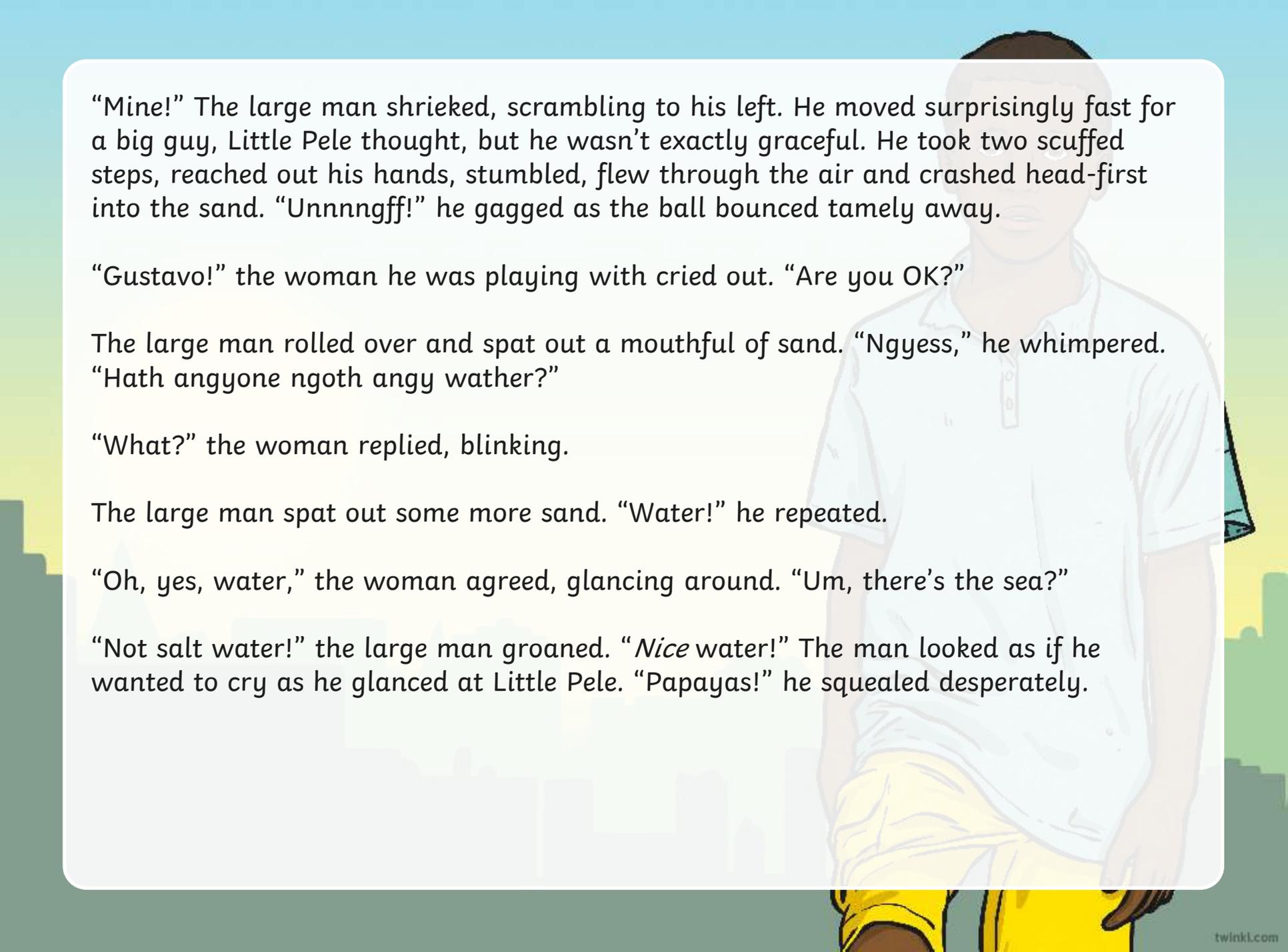


Rio by Night

Little Pele looked down at his sad crate of papayas then up towards the beach. He could still see people swimming in the sea and walking along the sand in the distance. That decided it. "Tell Papa I'll be back soon," he said to Gabriella and he scampered off through the narrow lanes.

Walking along Copacabana beach at sunset was one of the joys of living in Rio. It was cramped in the favela and everyone seemed to know everyone else, which was great because it made Little Pele feel like he belonged to the biggest family in the world. But there was a lot of crime there as well. There were some pretty rough gangs and bandidos - and places even the police didn't dare go - but here, after a scorching hot day, he couldn't think of anywhere he'd rather be. The sun was even lower now, haloing Sugar Loaf Mountain in a mixture of crimson, amber and apricot colours.





“Mine!” The large man shrieked, scrambling to his left. He moved surprisingly fast for a big guy, Little Pele thought, but he wasn’t exactly graceful. He took two scuffed steps, reached out his hands, stumbled, flew through the air and crashed head-first into the sand. “Unnnngff!” he gagged as the ball bounced tamely away.

“Gustavo!” the woman he was playing with cried out. “Are you OK?”

The large man rolled over and spat out a mouthful of sand. “Ngyess,” he whimpered. “Hath anyone ngoth angy wather?”

“What?” the woman replied, blinking.

The large man spat out some more sand. “Water!” he repeated.

“Oh, yes, water,” the woman agreed, glancing around. “Um, there’s the sea?”

“Not salt water!” the large man groaned. “*Nice* water!” The man looked as if he wanted to cry as he glanced at Little Pele. “Papayas!” he squealed desperately.

Little Pele trotted over and showed the group his four papayas.

“How much?” the large man asked, still sitting and spluttering out more grains of sand.

“One real,” Little Pele announced.

“Hmm, one real for four papayas is a good deal,” the large man nodded.

“No, one real for one papaya,” Little Pele corrected him.

“What?!” the large man howled. “That’s daylight robbery!”

“Well, have a good evening,” Little Pele bluffed, turning away.

“Wait!” the man yelled, spitting out more sand and reaching into his pockets. “Here.” He handed Little Pele one real and picked out his papaya, ripping it open immediately and gorging on its insides. “Mmmm... delicious,” he slurped dreamily with his eyes closed.



Seeing how much the man was enjoying it, the other three players decided to order a papaya for themselves as well. It wasn't much, but at least he had sold them all now. Little Pele counted his money and said his goodbyes, looking up towards the bright lights of Rio. The sun was hanging on in one last deeply-crimson attempt to shine. The mountain was just a silhouette now.

By the time he had reached the main streets of Botofago – the district that Little Pele lived in – it was totally dark. Crickets and other insects chirped noisily in grass verges and bushes, mixing with the other city sounds of music and sirens.

It wasn't long before he had made his way to the outskirts of his favela. But there, sat lounging outside a derelict, disused shack, was the Vasco gang.

“Bem-vido little one,” sneered a familiar voice, as a large boy swaggered out from the building's shadows. “What an unexpected surprise...”



Thursday's Main Activity Exploring Dilemmas Through Drama and Discussion

Task: plan the final chapter of the story!



Friday

Reading into Writing



Friday's Main Activity Reading into Writing

Recap: Discuss the story so far and your predictions.

Task: Write the final chapter of the story: **Little Pele Comes Home.**

Next week: We'll listen to the actual ending of the Favela Street Kid...

