



Kirkhill Primary



Primary 5

Learning at Home

Primary 5 Spelling

Teachers will communicate via Seesaw each week to let you know which unit of spelling you should be working on. Choose your spelling level from Mild, Hot and Extra Hot and practise the words on the lists attached. Try to think of more words of your own that share the spelling pattern/sound we are working on. Choose some activities from your *P5 Spelling Strategies Helpsheet* to practise your words.

Remember you can also go to the following link to practise your words –

<https://www.spellingcity.com/MissCharnley/>

P5 Spelling Strategies



Choose one or two of the following activities to help you learn your spelling words. Find the ones that work best for you. Have fun!

- **Look, Say, Study, Write and Check**

Look carefully at the word, *say* the word together, *study* the word looking for tricky bits, words within word, number of syllables, *write* the word, *check* the word. Try this three times.

- **Alphabetical Order**

Put your spelling words into alphabetical order.

- **Speed Writing**

Write the word as many times as you can within a minute, beat your score, compete with partner

- **Mnemonics**

Use letters of word to create a phrase (the funnier the better!)

e.g. "does" Daddy

Often

Eats

Sweets

- **Rainbow Writing**

Write a word over and over in different colours of felt pens, crayons or pencils.

- **Make a Wordsearch**

Try it out with a friend or adult.

- **Build a Sentence**

Use your words in a sentence.

- **Breaking up words**

Break longer words into syllables. Look for the hard bit and words within words, Highlight the tricky bit e.g. in-ter-est-ing, know-ledge

- **Spelling Tennis**

Players spell the words by saying alternative letters until the whole word is spelt. If a mistake is made, the checker shows them the correct spelling and returns to the word at the end of the list.

- **Illustrate It**

Choose words which you find tricky and illustrate them to help you remember.

- **Computers**

Try different activities from above on the computer e.g. speed typing, paint programmes, make a word search.

- **Spelling City**

Login to Spelling City and play some games. Make sure you choose your current spelling list.

Go to - <https://www.spellingcity.com/MissCharnley/>

Unit 1- ea

Choose your Chilli Challenge

Extra Hot!



- | | |
|----------------|--------------|
| 1. headquarter | 4. heaviness |
| 2. earthworm | 5. jealousy |
| 3. headache | |

Hot!



- | | |
|------------|------------|
| 1. healthy | 4. weather |
| 2. wealthy | 5. leather |
| 3. steady | |

Mild



- | | |
|----------|----------|
| 1. head | 4. tread |
| 2. read | 5. dead |
| 3. bread | |



Unit 2 - ask,ast

Choose your Chilli Challenge

Extra Hot!



- | | |
|-----------------|-----------------|
| 1. catastrophe | 4. enthusiastic |
| 2. breadbasket | 5. masterpiece |
| 3. multitasking | |

Hot!



- | | |
|-------------|------------|
| 1. baskets | 4. drastic |
| 2. taskbar | 5. plastic |
| 3. disaster | |

Mild



- | | |
|----------|----------|
| 1. last | 4. blast |
| 2. flask | 5. task |
| 3. mask | |



Unit 3 - ur

Choose your Chilli Challenge

Extra
Hot!



- | | |
|---------------|---------------|
| 1. surveying | 4. curriculum |
| 2. discourage | 5. purposeful |
| 3. journalism | |

Hot!



- | | |
|-------------|------------|
| 1. measure | 4. surfing |
| 2. pleasure | 5. picture |
| 3. treasure | |

Mild



- | | |
|---------|-----------|
| 1. burn | 4. purse |
| 2. turn | 5. church |
| 3. curl | |



Unit 4 - ing,ed

Choose your Chilli Challenge

Extra
Hot!



- | | |
|-----------------|---------------|
| 1. convincing | 4. privileged |
| 2. nauseating | 5. undefeated |
| 3. orienteering | |

Hot!



- | | |
|--------------|------------|
| 1. shopping | 4. blamed |
| 2. blaming | 5. behaved |
| 3. exploring | |

Mild



- | | |
|----------|------------|
| 1. king | 4. hugging |
| 2. shed | 5. poked |
| 3. thing | |



Unit 5 - double consonants

Choose your Chilli Challenge

Extra Hot!



- | | |
|---------------|---------------|
| 1. grubbiness | 4. silhouette |
| 2. pineapple | 5. assignment |
| 3. millennium | |

Hot!



- | | |
|-------------|-------------|
| 1. robbery | 4. attached |
| 2. slippery | 5. password |
| 3. innocent | |

Mild



- | | |
|-----------|-----------|
| 1. tennis | 4. dinner |
| 2. rabbit | 5. kitten |
| 3. happy | |



Unit 6 - ness, ment

Choose your Chilli Challenge

Extra Hot!



- | | |
|----------------|----------------|
| 1. eyewitness | 4. government |
| 2. guiltiness | 5. environment |
| 3. awkwardness | |

Hot!



- | | |
|-------------|--------------|
| 1. likeness | 4. equipment |
| 2. weakness | 5. catchment |
| 3. goodness | |

Mild



- | | |
|------------|------------|
| 1. fitness | 4. element |
| 2. witness | 5. torment |
| 3. redness | |



Unit 7 - Silent letters

Choose your Chilli Challenge

Extra Hot!



- | | |
|-----------------|---------------|
| 1. wholemeal | 4. knackered |
| 2. preknowledge | 5. campaigner |
| 3. breadcrumb | |

Hot!



- | | |
|------------|------------|
| 1. wrapper | 4. answer |
| 2. wrinkle | 5. bombing |
| 3. school | |

Mild



- | | |
|----------|----------|
| 1. climb | 4. sword |
| 2. know | 5. knock |
| 3. write | |



Unit 9 - al

Choose your Chilli Challenge

Extra Hot!



- | | |
|-----------------|----------------|
| 1. accidentally | 4. calculation |
| 2. nationally | 5. influential |
| 3. substantial | |

Hot!



- | | |
|-------------|-------------|
| 1. tropical | 4. hospital |
| 2. national | 5. criminal |
| 3. original | |

Mild



- | | |
|-----------|-----------|
| 1. petal | 4. dental |
| 2. signal | 5. medal |
| 3. metal | |



Unit 9 - ary

Choose your Chilli Challenge

Extra Hot!



- | | |
|----------------|----------------|
| 1. anniversary | 4. uncustomary |
| 2. dictionary | 5. vocabulary |
| 3. preliminary | |

Hot!



- | | |
|-------------|-------------|
| 1. ordinary | 4. glossary |
| 2. solitary | 5. culinary |
| 3. burglary | |

Mild



- | | |
|-----------|-----------|
| 1. salary | 4. binary |
| 2. diary | 5. rotary |
| 3. sugary | |



Unit 10 - Homophones

Choose your Chilli Challenge

Extra Hot!



- | | |
|------------|----------|
| 1. flour | 4. aloud |
| 2. flower | 5. bored |
| 3. allowed | 6. board |

Hot!



- | | |
|----------|------------|
| 1. new | 4. their |
| 2. knew | 5. they're |
| 3. there | |

Mild



- | | |
|--------|--------|
| 1. be | 4. won |
| 2. bee | 5. to |
| 3. one | 6. too |



Unit 12 - igh

Choose your Chilli Challenge

Extra Hot!



- | | |
|----------------|----------------|
| 1. frightening | 4. brightening |
| 2. delightful | 5. houselights |
| 3. watertight | |

Hot!



- | | |
|-------------|------------|
| 1. mighty | 4. flight |
| 2. tighten | 5. nightie |
| 3. brightly | |

Mild



- | | |
|----------|----------|
| 1. night | 4. right |
| 2. sight | 5. light |
| 3. high | |



Unit 13 - ous,ious

Choose your Chilli Challenge

Extra Hot!



- | | |
|---------------|---------------|
| 1. victorious | 4. vigorous |
| 2. glamorous | 5. suspicious |
| 3. disastrous | |

Hot!



- | | |
|------------|------------|
| 1. jealous | 4. nervous |
| 2. curious | 5. furious |
| 3. various | |

Mild



- | | |
|-----------|-----------|
| 1. house | 4. spouse |
| 2. mouse | 5. blouse |
| 3. famous | |



Unit 14 - Prefixes - a, al, ad, af

Choose your Chilli Challenge

Extra Hot!



- | | |
|---------------|--------------|
| 1. adjustment | 4. adjacent |
| 2. affection | 5. adjective |
| 3. affluent | |

Hot!



- | | |
|-------------|-------------|
| 1. afflict | 4. advanced |
| 2. although | 5. aground |
| 3. already | |

Mild



- | | |
|-----------|-----------|
| 1. also | 4. affect |
| 2. adjust | 5. almost |
| 3. asleep | |



Unit 15 - Plural forms of words ending in f, ff, fe

Choose your Chilli Challenge

Extra Hot!



- | | |
|------------|-----------|
| 1. thief | 4. knives |
| 2. thieves | 5. calf |
| 3. knife | 6. calves |

Hot!



- | | |
|------------|-----------|
| 1. shelf | 4. halves |
| 2. shelves | 5. wife |
| 3. half | 6. wives |

Mild



- | | |
|-----------|-----------|
| 1. sniff | 4. cuffs |
| 2. sniffs | 5. cliff |
| 3. cuff | 6. cliffs |



Unit 16 - en,on endings

Choose your Chilli Challenge

Extra Hot!



- | | |
|-------------|---------------|
| 1. skeleton | 4. strengthen |
| 2. squadron | 5. location |
| 3. oxygen | |

Hot!



- | | |
|------------|------------|
| 1. poison | 4. sharpen |
| 2. million | 5. kitchen |
| 3. horizon | |

Mild



- | | |
|----------|----------|
| 1. given | 4. seven |
| 2. siren | 5. onion |
| 3. oven | |



Unit 18 - qu

Choose your Chilli Challenge

Extra Hot!



- | | |
|---------------|----------------|
| 1. frequently | 4. squelching |
| 2. equivalent | 5. equilateral |
| 3. inadequate | |

Hot!



- | | |
|-------------|-------------|
| 1. quarrell | 4. squabble |
| 2. squirrel | 5. question |
| 3. banquet | |

Mild



- | | |
|----------|----------|
| 1. queen | 4. quite |
| 2. quiz | 5. quick |
| 3. quiet | |



Unit 19 - dge

Choose your Chilli Challenge

Extra Hot!



- | | |
|---------------|----------------|
| 1. misjudged | 4. dodgeball |
| 2. judgements | 5. acknowledge |
| 3. drawbridge | |

Hot!



- | | |
|------------|------------|
| 1. splodge | 4. dodgems |
| 2. fidgety | 5. sledged |
| 3. budgets | |

Mild



- | | |
|-----------|----------|
| 1. badge | 4. ledge |
| 2. bridge | 5. lodge |
| 3. hedge | |



Unit 21 - sion

Choose your Chilli Challenge

Extra Hot!



- | | |
|---------------|----------------|
| 1. discussion | 4. concession |
| 2. expression | 5. suppression |
| 3. television | |

Hot!



- | | |
|-------------|-------------|
| 1. decision | 4. illusion |
| 2. occasion | 5. omission |
| 3. invasion | |

Mild



- | | |
|------------|------------|
| 1. vision | 4. erosion |
| 2. fusion | 5. mansion |
| 3. version | |



Unit 22 - tion

Choose your Chilli Challenge

Extra
Hot!



- | | |
|---------------|---------------|
| 1. population | 4. exhibition |
| 2. reputation | 5. generation |
| 3. nationwide | |

Hot!



- | | |
|-------------|-------------|
| 1. position | 4. petition |
| 2. election | 5. ambition |
| 3. junction | |

Mild



- | | |
|-----------|-----------|
| 1. action | 4. potion |
| 2. motion | 5. lotion |
| 3. notion | |



Unit 23 - ive used as a suffix

Choose your Chilli Challenge

Extra
Hot!



- | | |
|----------------|---------------|
| 1. aggressive | 4. impressive |
| 2. inquisitive | 5. compulsive |
| 3. competitive | |

Hot!



- | | |
|--------------|-------------|
| 1. explosive | 4. negative |
| 2. captive | 5. creative |
| 3. additive | |

Mild



- | | |
|------------|-------------|
| 1. active | 4. olive |
| 2. native | 5. relative |
| 3. forgive | |



Unit 24 - able,ible

Choose your Chilli Challenge

Extra
Hot!



- | | |
|------------------|---------------|
| 1. irresponsible | 4. incredible |
| 2. unbelievable | 5. impossible |
| 3. reasonable | |

Hot!



- | | |
|-------------|-------------|
| 1. flexible | 4. reliable |
| 2. terrible | 5. suitable |
| 3. gullible | |

Mild



- | | |
|-----------|-----------|
| 1. table | 4. unable |
| 2. stable | 5. cable |
| 3. edible | |



Unit 25 - ough

Choose your Chilli Challenge

Extra
Hot!



- | | |
|---------------|-----------------|
| 1. throughout | 4. thoughtless |
| 2. thoughtful | 5. breakthrough |
| 3. thoroughly | |

Hot!



- | | |
|------------|------------|
| 1. thought | 4. roughly |
| 2. brought | 5. through |
| 3. toughen | |

Mild



- | | |
|----------|-----------|
| 1. rough | 4. though |
| 2. tough | 5. plough |
| 3. cough | |



Unit 26 - wa

Choose your Chilli Challenge

**Extra
Hot!**



- | | |
|---------------|-----------------|
| 1. wanderings | 4. watchmaker |
| 2. waterproof | 5. sleepwalking |
| 3. wristwatch | |

Hot!



- | | |
|------------|------------|
| 1. swallow | 4. warrant |
| 2. wanting | 5. warship |
| 3. walking | |

Mild



- | | |
|----------|---------|
| 1. watch | 4. warm |
| 2. water | 5. wash |
| 3. swap | |



Click on the *Video Vault* link to learn more about this key concept.

Please note – the *Video Vault* is a work in progress. We will add more videos for important concepts as they become available.

Numeracy – Subtraction

Mild - Here you will find videos demonstrating how to use concrete materials to subtract and revising the key language of subtraction using the terms *finding the difference* and *how many more?*

<https://drive.google.com/drive/folders/1M0WyddwzLZLmuh6p8JO5vwXzE9pAd3zq>

Click on the *Video Vault* links to learn more about these key concepts.

Please note – the *Video Vault* is a work in progress. We will add more videos for important concepts as they become available.

Numeracy - Multiplication and Division

Mild - Here you will find videos for dividing within the tables and dividing TU by 2, 3, 4 and 5 without remainders.

<https://drive.google.com/drive/folders/1M0WyddwzLZLmuh6p8JO5vwXzE9pAd3zq>

Hot – Here you will find videos for mentally multiplying and dividing by 10 and 100.

<https://drive.google.com/drive/folders/1M0WyddwzLZLmuh6p8JO5vwXzE9pAd3zq>

Extra Hot – Here you will find videos explaining the number processes for multiplying 2 and 3 digit numbers by a single digit with and without carrying.

https://drive.google.com/drive/folders/1Al7fGsVJ2n8HSmDGybobRpB2qQh_WKRU

Click on the *Video Vault* link to try this Literacy activity.

Please note – the *Video Vault* is a work in progress. We will add more videos for important concepts as they become available.

Literacy – Non-Fiction Books

Hot – Click here to participate in a lesson about features of non-fiction books. There are some follow up activities to try at the link as well. Can you look for these features in books you have at home? You could make your own poster or PowerPoint presentation about the features of non-fiction books.

https://drive.google.com/drive/folders/10V3qoF34Ou_3EgiLL6Ku5yStDR5JlufT

Click on the *Video Vault* links to try these Literacy activities.

Please note – the *Video Vault* is a work in progress. We will add more videos for important concepts as they become available.

Literacy – Improve your Writing

Mild – Click here to participate in a lesson about adverbs. There are a few challenges for you to try. Can you write your own description of a character or setting using adverbs?

<https://drive.google.com/file/d/1MAQDPkOWQEBOaZ5LGAuABd3rY8-XhBlw/view>

Hot – Click here to participate in a lesson about similes. There are a few challenges for you to try. Can you write your own description of a character or setting using similes? Can you collect other examples of similes from books you have at home? You can choose how to present your work.

https://drive.google.com/file/d/1GS38HrKfiBK_NZtm7OoHIRijq1pGahAW/view

Extra Hot – Click here to learn how to use adverbs and adverbial phrases as sentence openers. Can you write your own story using adverbs and adverbial phrases in this way?

<https://drive.google.com/file/d/11OQARBm12qw0M1pv1NIBco2KQFlqYOH3/view>

Click on the *Video Vault* link to try this Literacy activity.

Please note – the *Video Vault* is a work in progress. We will add more videos for important concepts as they become available.

Literacy – Note Taking

Hot - Click here to learn how to improve your note-taking skills. You could use books you have at home or clips of videos linked to your current topic to practise this skill.

<https://drive.google.com/file/d/1RpooiXprHbb8QnjiRE8sRNTgbqD8IDRU/view>

Click on the *Video Vault* link to try this Literacy activity.

Please note – the *Video Vault* is a work in progress. We will add more videos for important concepts as they become available.

Literacy – Writing a Film Review

Extra Hot – Click here to learn how to write your own film review. You could hand write it or use a software package such as PowerPoint or Microsoft Word to present your work.

https://drive.google.com/file/d/1thpiGp_dGEN5bowbkh2JeyWPQdBBjpN3/view

Click on the *Video Vault* link to try this Literacy activity.

Please note – the *Video Vault* is a work in progress. We will add more videos for important concepts as they become available.

Literacy – Using Paragraphs to Organise Ideas

Click here to learn how to use paragraphs to organise ideas.

https://drive.google.com/file/d/1Of565ad1GgKESX9Rw-cefeL_F645FLwG/view

Click on the *BBC Bitesize* links to try these Health and Wellbeing activities.

Health and Wellbeing – Physical Wellbeing

- Click here to learn about bicycle maintenance. You could draw an annotated diagram of your bicycle noting the important points to remember.

<https://www.bbc.co.uk/bitesize/clips/z7497ty>

- Click here to learn about the equipment you need in order to cycle safely. Possible follow up activities could be - draw a picture of yourself cycling then add the required safety equipment to your drawing, including a helmet, appropriate clothing and lights. Annotate your drawing with notes on safety checks that should be carried out on a bike before cycling, such as checking the tyre pressure and the brakes. You could also use your drawing to create a bike safety poster.

<https://www.bbc.co.uk/bitesize/clips/z6dw6sg>

Click on the links to try these Health and Wellbeing activities.

Health and Wellbeing – Mindfulness and Yoga

There are lots of ideas here to help you relax and feel calm.

<https://www.bbc.co.uk/cbeebies/curations/mindfulness-for-children>

You could also click on this link to go to the *Cosmic Kids Yoga* Youtube Channel. Here you will find yoga routines and *Peace Out Guided Relaxation* activities.

https://www.youtube.com/channel/UC5uIZ2KOZZeQDQo_Gsi_qbQ



Health and Wellbeing Family Learning Challenge

Green Activity – Physical education, physical activity and sport
Purple Activity - Mental, emotional, social and physical wellbeing
Red Activity – Food and Health

Please select one **green activity**, one **red activity** and one **purple activity** and be ready to share this experience with your class on Friday.

Identify ways in building my confidence.	Keep a journal of what you eat and evaluate how healthy your diet is.	Illustrate a poster to promote healthy choices in the canteen.	Explore strategies to play well with others and work collaboratively.	Create an exercise program for the week that has 30 minutes of daily exercise.	Try eating something new and nutritious.	Keep a journal to track how much physical activity you do in a week. Do you do enough?	Follow a recipe to make a healthy snack with an adult.
Try a new sport.	Play outside for at least 30 minutes.	Help to do some gardening with an adult.	Participate in some yoga or meditation activities.	Discuss growth mindset.	Do a blindfold 'What fruit or veg is this' taste quiz. Explore the different tastes.	Play outside with a friend or sibling for at least 30 minutes.	Help with the food shop and discuss the ingredients.
Compare the meaning of need and want.	Create a recipe using farm produce.	Talk about my friendships.	Make a meal using your knowledge of the Eatwell plate.	Discuss my feelings and the different feelings I may have.	Design an advert to promote a healthy food or activity.	Explore the labels on packaging.	Identify how the rights of a child link out with school.
Go on a walk and demonstrate how to travel safely.	Create a healthy meal with an adult	Discuss how to keep yourself safe.	Explore ways of keeping your body clean and healthy.	Use Just Dance for at least 30 minutes. Involve your family!	Identify how to respond in an emergency situation.	Go for a long walk to explore your community.	Work with an adult to learn about kitchen hygiene.
Make your own lunchbox for school.	Keep a sleep diary and evaluate whether I get enough sleep?	Identify the importance of uniqueness and differences.	How many burpees can you do in a minute? Challenge someone else.	Discuss the importance of hand washing.	How many jumping jacks can you do in one minute?	Identify your wellbeing using the SHANARRI indicators.	Discuss people you show respect to and why.

At Kirkhill we are **#PROUD** of our school community. Everyone is encouraged to be creative, strive for excellence and be inspired to attain, achieve and be their best.

Perseverance, Resilience and Respect, Optimism, Unity, Diversity

Useful Numeracy Websites

Use these websites to keep your Numeracy skills sharp. You can play games, generate worksheets and access virtual versions of concrete materials.

<http://softschools.com/> You can generate your own worksheets of calculations here.

<https://www.topmarks.co.uk/> Wide variety of Numeracy games.

<http://www.ictgames.com/> Numeracy games. Also has virtual versions of some of the concrete materials we use in school.

<https://www.bbc.co.uk/bitesize/primary> Primary Bitesize - Lessons across whole curriculum.

<http://www.ictgames.com/mobilePage/hickoryDickory/> - Telling the time activity – can set level from very basic to 5 min intervals. Analogue only.

<https://www.bee-bot.us/emu/beebot.html> - Beebot emulator – fun and useful for practising skills related to position, direction and coding.

<http://www.multiplication.com/> - Multiplication games.

<https://www.educationcity.com/> Numeracy games and Learn Screens - used regularly in school.

https://www.sumdog.com/user/sign_in - Play Sumdog games using the log in details the school have provided you with.

Useful Literacy Websites

Use these websites to practise key Literacy skills. You can play games, print worksheets and try a wide range of activities.

<http://softschools.com/> You can play lots of Literacy games here.

<https://www.topmarks.co.uk/> Wide variety of Literacy games.

<https://www.bbc.co.uk/bitesize/primary> Primary Bitesize - Lessons across whole curriculum.

<https://www.educationcity.com/> Literacy games and Learn Screens - used regularly in school.

<https://www.spellingcity.com/MissCharnley/> – Includes printable handwriting sheets.

<https://www.pobble365.com/> Free writing activities.

<https://www.onceuponapicture.co.uk/> Free writing activities.

<https://literacytrust.org.uk/resources/free-writing-friday-resource/> Writing tips from Cressida Cowell.

<https://classroommagazines.scholastic.com/support/learnathome.html> Scholastic Classroom Magazines – Different learning experiences, each built around an article, story or video. Children can do them on their own or with their families.

<https://www.ercultureandleisure.org/libraries> East Renfrewshire Library Services.

Other Areas of the Curriculum

<https://www.topmarks.co.uk/> Wide variety of games for across the curriculum.

<https://www.bbc.co.uk/bitesize/primary> Primary Bitesize - Lessons across whole curriculum.

<https://www.educationcity.com/> Science games and Learn Screens - used regularly in school.

<https://www.ercultureandleisure.org/libraries> East Renfrewshire Library Services

<https://gowild.wwf.org.uk/> Good for Social Studies. Lots of stories, games and worksheets.

<https://www.tigtagworld.co.uk/> Primary Science – You might be asked for your Glow username and password.

<https://www.twig-world.com> Primary Science - You might be asked for your Glow username and password.

<https://www.natgeokids.com/uk/> Useful for Social Studies and Science. Articles, resources and quizzes.

Talking and Listening – *Poems for Thinking*

On the next couple of slides, you will find an extract from the book *Poems for Thinking*.

Discuss the poem with your helper at home. There are follow up questions and activities to help you with your discussion.

10

The Happiness of Fish

Chuang Tzu and Hue Tzu
were walking on the bridge
over the Hao river.

Chuang said:

- 5 'See how the small fish
leap and dart about.
That is the happiness of fish.'

Hue replied:

- 10 'Since you are not a fish
how can you know
the happiness of fish?'

Chuang said:

- 15 'Since you are not I
how can you know
that I do not know
the happiness of fish?'

Hue replied:

- 20 'If I, not being you,
cannot know what you know,
it follows that you,
not being a fish,
cannot know the happiness of fish.'

Chuang said:

- 25 'Wait! Let us go back
to your original question.
You asked me how I know
the happiness of fish.
The words of your question
show you knew that I know
30 the happiness of fish.'

I know their happiness
from my own happiness
as I walk over the bridge
and see them leap and play.'

Chuang Tzu, China (translated by Robert Fisher)

Thinking about the poem

Key question: What does the poem mean?

- 1 Who do you think Chuang Tzu and Hue Tzu were?
- 2 What did Chuang Tzu see from the bridge?
- 3 Why did Chuang think the fish were happy?
- 4 What did Hue think?
- 5 What did Chuang say to try to persuade Hue that he could not know what Chuang knew?
- 6 Do you think Chuang's argument was a good one? Why?
- 7 What did Hue say to try to persuade Chuang he was wrong?
- 8 Do you think Hue's argument was a good one? Why?
- 9 At the end of the poem how does Chuang explain how he knows the happiness of fish?
- 10 Do you think that Chuang was right in saying he knew that the fish were happy? Why?

Thinking about happiness

Key question: What does happiness mean?

- 1 What does it mean to be happy? Can you give examples of being happy?
- 2 When you say you are happy, how do you know you are happy?
- 3 Do you know when other people are happy? Do you know if animals are happy?
- 4 Is feeling you are happy the same as knowing you are happy?
- 5 If you are not happy, are you unhappy? Are there different kinds of happiness?
- 6 Do you always know how you are feeling?
- 7 Can someone else really know how you are feeling?
- 8 Could you be happy all the time? Why, or why not?
- 9 Are you always happy when you are playing?
- 10 Can other people make you happy or can you only make yourself happy? Explain.

Further activities

- Create a Happiness chart by brainstorming a concept map of synonyms for happiness.
- Draw your own visual representation or metaphor for happiness.
- Write a poem on the theme of happiness. It could begin: 'Happiness is ...'.
- Discuss, write or record your happiest memory.
- Write a recipe for a happy life, a happy home or happy school.

Talking and Listening – My Favourite Poem

Write a short presentation about your favourite poem. You could record yourself reading out your presentation and upload it to Seesaw for your teacher to see.

On the next slide, you will find a writing frame to help you structure your talk and a completed example.

Think about -

- Choosing a poem that will give you something to talk about. Avoid short, humorous poems because once you've said 'It's funny', it might be hard to think of anything else to say.
- Learning your favourite section by heart.
- How you could summarise what the poem is about.
- Why you like it. Can you explain this to the listener?
- How you can tell if it's a modern or classic poem.

Poem (modern or classic)

My favourite poem is a modern/classic poem called

.....

It is by and it is about

.....

.....

One of the ways you can tell it is modern/classic is

.....

.....

My favourite lines from the poem are

.....

.....

.....

.....

The reason I like these lines is that

.....

I also like because

.....

'My favourite poem is a classic poem called *Escape at Bedtime*.

It is by Robert Louis Stevenson and it is about a child who goes out into the garden at night to look at the stars. In the end the grown-ups chase him in and make him go to bed, but he still remembers the starry sky. It's also about the feelings you get when you look up at the night sky - it seems so enormous and exciting.

One of the ways you can tell it is classic is the old-fashioned language like 'parlour' (which is a room) and 'ne'er' (which means 'never'). But even though it was written a long time ago, the feelings it describes are the same as people have now.

My favourite lines from the poem are:

The Dog and the Plough, and the Hunter, and all,
And the star of the sailor and Mars,
These shone in the sky, and the pail by the wall
Would be half full of water and stars.

The reason I like these lines is that I wanted to know what the Dog and the Plough and everything were, and my dad and I looked them up and went out to find them in the sky. I love the stories about the stars, and the way they have always been there to guide the sailors. The poem reminds me of my own feelings.

I also like the last lines:

But the glory kept shining and bright in my eyes,
And the stars going round in my head

because it makes me go all shivery. It is just like you feel when you have been watching stars.'

Talking and Listening – My Favourite Fiction Book

Write a short presentation about your favourite fiction book. You could record yourself reading out your presentation and upload it to Seesaw for your teacher to see.

On the next couple of slides you will find a writing frame to help you structure your talk and a complete example.

Think about -

- Using the book as a visual aid during your talk.
- How you could summarise what the book is about.
- Giving examples from the book about why you like it.

Book (fiction)

My favourite book is

by

It is about

My favourite character is called

She/He is

I like this character because

The part of the story I like best is when

I would recommend this book to

because

'My favourite book is **Fantastic Mr Fox** by **Roald Dahl**.

It is about a **very clever fox** who is hunted by three horrible farmers. The farmers try to dig him and his family out of their den, but they escape. Next they try to starve them out, but Mr Fox has a brilliant idea. In the end he saves his family and all the other digging animals, and the three farmers are left feeling miserable.

My favourite character is **Mr Fox himself**.

He is **very cunning and clever**, but also brave.

I like this character because **even though he breaks the law**, he is just doing it to save his family and he isn't as bad as the farmers, because they actually want to kill all the animals.

The part of the story I like best is when **Mr Fox first thinks of a way to get some food**. You can't imagine how he's going to do it, and then you realise what a great idea it is. I love it when he sends one of his children back with fat chickens for his wife, who is feeling very weak.

I would recommend this book to **anyone - boys and girls** - because it is **very funny and exciting**, and it is really easy to read. The author makes you want to keep turning the pages to find out what happens.'

Reading Comprehension - *Read Theory* Website

Use this website to practise your reading comprehension skills. You can sign in using the Google button and your Glow username and password. Change the ending of your username to @er.glow.scot.

<https://readtheory.org/auth/login>

Reading Comprehension

Use your Reading Comprehension booklet to study text extracts.

Your teacher will communicate via Seesaw to let you know which skills to work on.

Digital Literacy - Sound

Click on the link below. Listen to the clip (don't peek at the screen). Make a list of everything you can hear. Do this a couple of times then watch and listen to the clip. Tick the ideas on the list that you get correct. Were you surprised by any of them?

<https://www.youtube.com/watch?v=2XxhNMbpE2A>

Questions to think about –

About music: What kind of music is this? What feelings or images does it suggest to you?

About sound effects: What exactly can you hear and what might it represent?

About words: What is said and what can you tell about the speaker(s) from their voice(s)?

About silence: Why do you think the sequence is silent at this point? What might be going on?

About the final viewing: • What difference does the sound make to the sequence? What difference would it make if some elements were missing?

Digital Literacy - Shots

This time you are going to watch the clip really carefully. Can you work out how many different shots are used? Think about the questions below.

<https://www.youtube.com/watch?v=2XxhNMbpE2A>

Questions to think about –

- After your first viewing guess the number of shots used.
- On your second viewing, mark each change in shot or scene location (use the pause button if necessary). You could do this with tally marks. How many changes did you count?
- How long is this sequence?
- How much 'story time' does it represent?

Digital Literacy – Grid Analysis

Using the same clip, copy and complete the grid on the next slide. You could record your ideas using bullet points.

<https://www.youtube.com/watch?v=2XxhNMbpE2A>

Digital Literacy – Grid Analysis

Similarities	Surprises
<p>Does this film remind you of any other films, books or stories?</p> <p>Are there any familiar characters you have seen in other stories?</p> <p>Who do you think the film was made for?</p> <p>And why?</p>	<p>What were the main surprises in the film?</p> <p>Did anything happen that you were not expecting?</p> <p>Were there moments where you thought something was going to happen but didn't?</p>
Puzzles	Patterns
<p>Are there any points in the story where it is not clear what is going on, or why the characters are doing what they're doing?</p> <p>Thinking about the whole story, is there anything that doesn't make sense or isn't believable?</p> <p>Is there anything else you would like to know about this film or its characters?</p>	<p>Is anything repeated in the film? For example characters doing/saying the same things or similar events or situations.</p> <p>Are there any repeated colours, camera shots, camera angles or movements?</p> <p>Are there any repeated sounds or music on the soundtrack?</p>

Digital Literacy

You can use the previous activities with any short clip. You can find lots more clips on the *Literacy Shed* website. Remember to always check with an adult before watching clips online. Here are some suitable links –

Girl and Robot – A 3D animated steam-punk set in a futuristic 1892. A young girl builds a steam powered robot but has trouble getting it started. After turning up her power source too high the machine explodes.

<https://www.youtube.com/watch?v=5Qx5hf1zLmk>

Treasure - Esther, a homeless woman, is searching through a junkyard. She passes by objects of possible use and worth in favour of things broken or old, until she finds just the right treasure.

<https://www.youtube.com/watch?v=aOo7pl052Ww>

The Present - *The Present* is a short 4 minute animation created by Jacob Frey. The film is about a young boy who seems to prefer his computer games to anything else. Nothing can seem to drag him away. Until his mother leaves him a gift - an adorable puppy.

<https://www.literacyshed.com/the-present.html#>

Digital Literacy – Top and Tail

You can use this activity with a title sequence or the end credits of a clip.

Questions to answer -

- Is this a cinema film or a TV programme?
- Is it fact or fiction?
- Who is it for?
- What is it about?
- Who made it?
- Who owns it?
- Why might it have been made?
- What roles were involved in making it?
- How can you tell?

Other Literacy Activities

We are currently using the following booklets in school. These may be sent home at some points of the year for you to work on too.

- Handwriting booklet
- Dictionary Skills booklet
- Close Reading booklet
- Grammar booklet

