

Home Learning Booklet

2nd Level: P5-P7



Blairhall Primary School

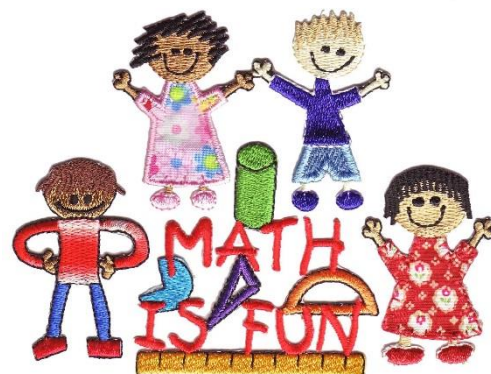




Parents – supporting numeracy at home

Learning in numeracy takes place all around us, not just in the classroom! Here are just some ideas of how parents and families can help support and develop numeracy skills:

- **Cooking or baking:** measuring and converting between different units such as millilitres, litres, grams and kilograms. Reading scales on jugs and measuring scales. Adjusting the amount to make more or less using multiplication and division. Calculating durations and measuring hours and minutes according to a recipe.
- **Shopping:** Working within a budget to purchase shopping for the family. Estimating totals then checking actual costs and calculating change. What different combinations of coins and notes could you use to pay? Discuss the benefits and drawbacks of using other methods of payment. Look at special offers and compare best value deals, explaining which one you would choose and why. Calculate % discounts. Explain how you would calculate the cost of each item in a buy one get one free deal or 3 for the price of 2.
- **Watching or playing sports/games:** Total the scores. What would happen if the score was doubled, trebled, multiplied by 10, 100, 1000? Look at league tables and calculate the fraction of all points that each team has – can you show this in its simplest form? What about as a %? Play online darts and keep a track of the running score. Discuss the probability of different things happening in a game. Look at scores using statistics – what is the average score/goal difference/number of players sent off? What is the median score in a weekend of games? Which score is the mode (most frequently occurring)? Play board games that use maths such as monopoly or snakes and ladders.
- **Online maths games:** go into Topmarks or BBC Bitesize and play the maths games to practise your skills. If you have an account set up by your teacher for Activemaths or Studyladder login to play games and print off activities.
- **Play guess the number.** Get your partner to guess your number. You are only allowed to answer yes or no. Possible questions could be: is it a multiple of 7? Is it a prime number? Is it divisible by 3? Is it a factor of both 5 and 6?





Numeracy & Maths

Please find below a selection of websites to support your child's learning with numeracy and maths.

Follow the link to I Am a Mathematician (<https://education.gov.scot/parentzone/Documents/IAmAMathematician120517.pdf>) for lots of great ideas and resources for learning with your child at home.

There are LOTS more ideas on these links:

<http://www.readwritecount.scot/count/>
<https://education.gov.scot/parentzone/learning-at-home/Supporting-numeracy>
<http://nrich.maths.org/frontpage>
<http://www.nationalnumeracy.org.uk/>
<http://nzmaths.co.nz/maths-our-house>
<http://www.familymathstoolkit.org.uk/>
<http://www.oxfordowl.co.uk/maths-owl/maths>
http://www.bbc.co.uk/schools/parents/primary_support

This video from NZ maths may also be useful in showing ways we can develop and extend numeracy skills through everyday experiences:

<http://nzmaths.co.nz/introductory-video>
<http://www.educational-freeware.com/online/tutpup.aspx>
www.mathszone.co.uk
www.multiplication.com
www.sumdog.com
www.counton.org
www.nrich.maths.org
www.mathsontrack.com
www.primarygames.co.uk
www.mathsisfun.com
www.uk.ixl.com
www.dk.co.uk/static/html/features/made_easy/maths.html
www.topmarks.com



Top tips for parents

- Be positive about maths! Never say things like “I can't do maths” or “I hated maths at school”. Your child might start to think like that themselves.
- Point out the maths in everyday life. Include your child in activities involving number and measuring – activities such as shopping, cooking and travelling.
- Praise your child for effort rather than talent. This shows them that by working hard they can always improve.



Literacy & English

Please find below a selection of websites and activities to support your child's learning in Literacy and English.

Reading: all types of books count: novels of various genres, fact books, comics, annuals, news reports. Try to read a wide variety. Why not compare and contrast film versions of stories to the book? Compare two books or stories by the same/different author – what features do they have in common (plot, character, setting, style of language used)?

For spelling:

- Rainbow words (write words using lots of different colours, go over the words in a different colour)
- Air write words (spell words with your fingers in the air or on your partner's back)
- Words in Words (write on of your words. Then try to write two more words that can be spelled using the letters in that word)
- Silly sentences (create silly sentences for each word, can you create a tongue twister by starting each word with the same letter?)
- Print words (cut out letters from a magazine or newspaper and glue them onto a piece of paper)
- Dictionary Dig (find each word in the dictionary)
- Doodle words (write our words and doodle a picture beside it to show what it means)
- Tennis words (pretend to bat a ball to a partner and say each letter of the word as you 'hit the ball' so that you spell the word between you)
- Cheerleader words (spell out your word and do a cheerleading sign for each letter as you go!)
- Against the timer (use a stopwatch to time yourself writing all your words, then see if you can beat your fastest time)

Writing

- Look at www.pobble365.com for inspiration. Choose to write about the image in any genre of writing you choose (setting description, story, report, letter, comic strip etc).
- Learn a poem/song. Look at the lyrics and see if you can work out what they mean, what inferences are being made? Many pop songs have lots of figurative language in them which is good to explore. Explore the rhyming pattern. Can you write a new verse in the author's style?
- E-mail your MSP, MP or a local company about an issue you feel strongly about. Use persuasive writing techniques to persuade them of your point-of-view. Link this to a relevant Global Goal.
- Write a play script version of a book you have read or a film you have watched.
- Write a book review or film review. Can you film this and turn it into a short Moviemaker or iMovie?
- Use Literacy Circle roles to explore a book you are reading (see following pages)
- Practise French using BBC Bitesize or watch a cartoon in French on Youtube or Netflix.
- Play games e.g. Scrabble, Boggle, Cranium, Pictionary, Articulate, Countdown, Banagrams.
- Write a report about a current news item you have watched or heard about.

www.crickweb.co.uk/games.html

www.doorwayonline.org.uk



Literacy Circles

The aim of Literacy Circles is for children to think about what they are reading from different perspectives. Use these roles to discuss books with your child.

WORD WIZARD: Through developing my knowledge of context clues, punctuation, grammar & layout, I can read unfamiliar texts with increasing understanding and expression.

What do you need to do? Choose 5 words that you don't know the meaning of, or that you think are examples of interesting vocabulary. First, write down the word and predict its meaning (a sensible guess). Next, find the word in the dictionary or ask a member of your family about its meaning. Write out its actual meaning.

FORTUNE TELLER: I can make sensible and informed plot predictions.

What do you need to do? Make sensible and informed plot predictions for your reader. Select evidence from the text to support your answers. **How do you feel about the main character at this point in the story?**

Why? What positive things do you think will happen next and why? What negative things do you think will happen next and why? If your negative prediction happens, how would you solve the problem?

QUESTION WRITER: I can create different kinds of questions of my own.

What do you need to do? Create 6 **different** questions about the pages you read. The questions could be:

LITERAL - where you can find the answer 'word for word' in the text.

INFERENTIAL - where you use the text and your own thoughts to work out the answer.

EVALUATIVE - where the answer is an opinion.

BLOOMS QUESTIONS: Remember/ Understand/ Apply/ Analyse/ Evaluate/ Create...

CHARACTER COP: I can describe a character's personality, supporting my opinions with evidence from the story.

What do you need to do? Draw the character you have chosen and list at least 4 character traits they have (e.g. friendly, unhappy, cunning, thoughtful). Remember this is not looking at feelings but what the character is like as a person. For each character trait listed you must gather evidence from the book to support your opinion.

TIP: Your evidence should be "quoted" with quotation marks at beginning and end and a page number noted.

FEELINGS FINDER: I can identify and describe a character's changing emotions, supporting my opinions with evidence from the story.

What do you need to do? Your job is to focus specifically on the emotions of the character - picking out evidence from the text to support your opinion. You can either focus on the main character and track 4 or 5 changes in emotions OR you can find 4 or 5 examples of the feelings of different characters.

ILLUSTRATOR: I can select main points and make pictures to represent them.

What do you need to do?

- Choose one main incident or event that happened in the pages you read.
- Imagine you are illustrating the book and represent this event as a drawing,
- It could be a picture, a cartoon or a diagram.

SUMMARISER: I can recall the main points of the story in sequence.

What do you need to do?

- You can use the five-finger technique: Who? What? Where? When? Why?
- OR you can just list the main points with bullet points.
- Be prepared to discuss these events and give your own opinions of them.

TIP: Make sure you include only the main events from the story – don't try to tell everything that has happened!

STYLE SEEKER: I can identify punctuation and elements of the writer's style.

What do you need to do? In the pages you have read, find evidence of the at least 3 of the following features. Write down the feature you have found and a quote as an example. Features to find: comma; speech marks; semi-colon; colon; brackets; ellipsis; simile; metaphor; onomatopoeia; Idiom; personification

MIND MAPPER: I can make notes and identify main points.

What do you need to do? As you read, create a mind-map noting all the main points of the story. Also note down any thoughts or predictions you have, as you read.

TIP: Put the name of the book in the centre of your mind-map. Some mind-map branches you might include are: Characters; Setting; Plot; Themes

CREATIVE CONNECTOR: I can compare and contrast texts.

What do you need to do? You are responsible for finding connections between your novel and the outside world. You might try connecting events in the chapter/s to your own life, other books or stories, events at school or in the community or similar events at other times and places. Draw a chain to show the number of links you have been able to make and write a brief description of each link to help you explain them to your group. You need to find at least 5 connections!

PERSUASIVE PEER: I can find relevant information/ I can use language to persuade the reader.

What do you need to do? Choose a character from your book whose actions you disagree with. Write a paragraph persuading them to change their behaviour OR write a paragraph to persuade someone else to read the book. Remember to use persuasive techniques that you know.

CHARACTER COUNSELLOR: I can identify and explain the difference between fact & opinion/ I can justify my opinion about a character.

What do you need to do? Imagine a character from your book has come to you asking for advice about something that has happened recently. What advice would you give them? Remember to explain why you think that...

LIE DETECTOR: I can identify and explain the difference between fact & opinion/ I can find, select and sort information.

What do you need to do? Make 8 statements about the pages you have read. Some statements should be true, some false and some which you can't tell from the text. Your literacy circle should be able to guess which are which...

FACT FINDER: I can identify and explain the difference between fact & opinion/ I can find, select and sort information.

What do you need to do? Collect interesting facts linked to your book. These could be facts about the author, setting, time/place, characters, objects, events in the story. Collect at least 5 facts (you might need to look at other sources too – not just your reading book).

FACT OR OPINION CREATOR: can identify and explain the difference between fact & opinion/ I can find, select and sort information.

What do you need to do? Create 6 statements about what you have read – some should be facts, some should be opinions. Your literacy circle should be able to guess which is which.

SENTENCE SELECTOR: I can discuss structure, the writer's style and other features appropriate to the genre.

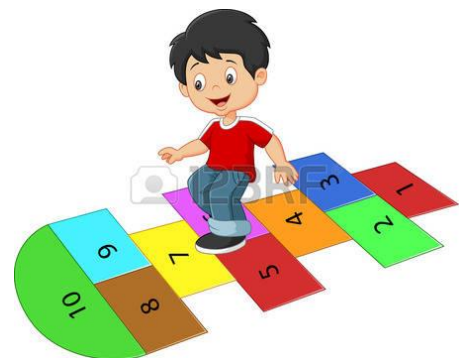
What do you need to do? Choose 2 sentences that you like. Explain in detail why you like them, for example, this might be because of: Word choice; Figurative Language; The message the sentence has.



Art & Craft Ideas

Some ideas to help your child enjoy art and craft.

- Do mindfulness colouring together.
- Create Zentangle designs
- Follow an online tutorial to draw (Art for Kids Hub on Youtube is good)
- Build a model with whatever materials you can find to use
- Try sewing, knitting or crochet
- Build models, such as birdhouses, cars etc. This activity requires organisation tools, measuring, cutting, creativity, art, painting, neatness; the list goes on, and at the end they have something they created, that can be used or enjoyed by them, birds etc. (use junk and recycle)
- Make jewellery, like bead necklaces or loom bands
- Create mosaics from bits of coloured paper or other materials you can find
- Learn to scrapbook: involves maths by cropping pictures & finding placement using measurements. Use photos, drawings, school projects, etc.
- Make greetings cards for relatives: recycle objects around the house and include a picture of the kids in the card to make the card extra special
- Make your own cartoon strip by folding a piece of paper into 8 and drawing an 8 part cartoon.
- Make a hama beads design. Create instructions for someone else to recreate your design.
- Make sock puppets, design a set and put on your own show.
- Make a design board showing your ideas for a new design – make sure it is clearly labelled
- Make your own board game using your names and names of family/friends and places in your town. Each person is responsible for designing and colouring their side of the board game.





Health and Wellbeing

It is important for our mental and physical wellbeing that we keep active. Here are some simple ways to do that:

- P.E. workout with Joe Wicks- YouTube videos
- Go Noodle- <https://www.gonoodle.com/>
- Cosmic Kids Yoga- <https://www.youtube.com/user/CosmicKidsYoga>
- Just Dance- https://www.youtube.com/channel/UChIjW4BWKLqpojTrS_tX0mg
- Daily mile- run, walk or jog for at least 15 minutes every day.
- BBC Supermovers- www.bbc.co.uk/teach/supermovers
- Premier League Stars- www.plprimarystars.com
- Smiling Mind- <https://www.smilingmind.com.au/>



Giving to others and showing kindness is also important for our health and well-being. Here are some ways we can do that:

- Listen to others
- Be kind
- Offer to help with housework
- Help make lunch or tea
- Tidy your room
- Talk about things that make you happy
- Grow something and look after it

Other Useful sites/links/information

- Newsround- www.bbc.co.uk/newsround
- <https://www.brainpop.com/>
- <https://www.duolingo.com/>
- <https://www.nasa.gov/kidsclub/index.html>

