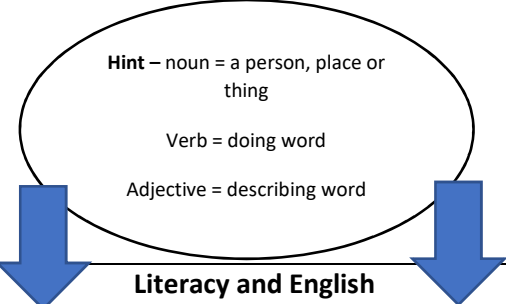


Mortlach Primary School  
**Week 3 Self-isolation Grid for Primary 4**

<p style="text-align: center;"><b>Literacy and English</b></p> <p><b>Reading</b> - Choose a story. AFTER reading complete ONE of these activities.</p> <p><b>Timeline</b> - Construct a timeline to show all the main events in the story in the order they happen.</p> <p><b>Diary record</b> - Imagine you are one of the characters. Draw a picture diary recording the key events that happened in the story. Add a comment about how you felt. Here's some ways you can listen to stories for free: Audible Stories – <a href="https://stories.audible.com/start-listen">https://stories.audible.com/start-listen</a></p>	<p style="text-align: center;"><b>Numeracy and Mathematics</b></p> <p><b>Table Tricks</b> – Choose one (or more) of your multiplication tables and explain any tricks or patterns you use to help you work them out and remember them. Display your ideas on a poster.</p>	<p style="text-align: center;"><b>Health and Wellbeing</b></p> <p><b>What did you have for dinner?</b> - Draw a picture of a big plate and then draw what you had for dinner last night. Find out what type of foods you ate for your meal e.g. dairy product, protein, carbohydrate. Can you find out why your body needs these types of foods?</p>
<p style="text-align: center;"><b>Literacy and English</b></p> <p><b>Choose 8 or 10 words from your reading book</b> (you shouldn't be able to spell them before you start)</p> <p><b>Squiggly Spelling Words</b> - You are going to write your spelling words two times. First write in regular letters. Then write the words again in squiggly letters!</p> <p><b>Three Times</b> - Write each spelling word three times. First, write each word in pencil. Second write each word in crayon. Third, write each word in marker. Remember to write neatly!</p>	<p style="text-align: center;"><b>Numeracy and Mathematics</b></p> <p><b>On a roll</b> - You will need paper and pencils, one die. The aim of the game is to add 2-digit numbers.</p> <p><u>What to do:</u> Draw some empty addition and answer boxes on a piece of paper.</p> $\square + \square =$ <p>Roll the die 4 times. After each roll write down the number shown on the die in one of the boxes on your sheet. Now find the two sums. You could play this with a partner and see who can make the answer with the largest number.</p>	<p style="text-align: center;"><b>STEM</b></p> <p><b>Book Bridge</b> - Make two piles of books of the same height about 10cm apart. Put a piece of cardboard across the books. Add coins (or something similar) onto the cardboard, until it falls.</p> <p>How can you make your bridge stronger? What is the maximum number of coins that it will hold?</p>
<p style="text-align: center;"><b>Literacy and English</b></p> <p><b>Acrostic poem</b> - Can you write an acrostic poem about your favourite cartoon character? Or you could use your name? Remember to check for full-stops, capital letters and 'wow' words!</p> <p>Practice reading your poem with expression and then recite it to your family.</p>	<p style="text-align: center;"><b>Numeracy and Mathematics</b></p> <p><b>Topmarks</b> - The Topmarks website is safe and used in schools around the country for its great Maths activities. There are engaging games and interactive activities to help learn more about maths topics. Follow the link to play a multiplication game. <a href="https://www.topmarks.co.uk/">https://www.topmarks.co.uk/</a></p>	<p style="text-align: center;"><b>Expressive Arts</b></p> <p><b>Brilliant Bird</b> - Design and draw a brilliant bird which has all the features listed below:</p> <ul style="list-style-type: none"> <li>· Has an amazing, eye-catching rainbow-coloured head-dress/crown</li> <li>· Has a fantastic variety of different sized feathers on its body</li> <li>· Has a beautifully shaped beak</li> <li>· Has brilliant patterns and shapes around its head</li> <li>· Has scaly, sharp claws that can grip strongly</li> <li>· Has an unusual, colourful tail</li> </ul>

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<p style="text-align: center;"><b>Literacy and English</b></p> <p><b>Reading for pleasure</b> - Record yourself reading a book and listen back to hear if you read all the sounds correctly. Did you use expression when reading?</p> <div style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 10px; margin: 20px auto; width: 80%;"> <p>Hint – noun = a person, place or thing</p> <p>Verb = doing word</p> <p>Adjective = describing word</p> </div> 	<p style="text-align: center;"><b>Numeracy and Mathematics</b></p> <p><b>Measure</b> - Find a selection of different objects from around your home or garden. Estimate the length of each object and then measure each one accurately using a ruler or tape measure. Record the names of your chosen objects, your estimations, and your actual measurements. Remember to include the unit of measurement (mm, cm, m). What is the difference between the length of the longest and shortest objects?</p>	<p style="text-align: center;"><b>Social Studies</b></p> <p><b>Be a 'dengineer'</b> - Natural disasters can leave people homeless. Your challenge is to creatively engineer a structure that stands and that people could safely use to sleep in. You can use materials sourced from your home and garden. Test it and then think how you could make improvements.</p> <ul style="list-style-type: none"> <li>• At least one person should be able to sit inside the den.</li> <li>• The den should be able to stay upright without someone needing to hold it.</li> <li>• Use your imagination!</li> <li>• Ask for permission before collecting your materials.</li> </ul>
<p style="text-align: center;"><b>Literacy and English</b></p> <p><b>Grammar</b> - Read the sentences below, can you tell whether the underlined words are used as a noun, verb or adjective in each sentences</p> <p>a) He wants to <u>paint</u> his bedroom blue.</p> <p>b) She bought some gold <u>paint</u> for the decorations.</p> <p>Now write 10 more sentences and underline any nouns, verbs or adjectives using a different colour for each type.</p>	<p style="text-align: center;"><b>Problem Solving</b></p> <p><b>Game Fifteen</b> – Play with a partner. You will need paper and pencils, flashcards with numbers 1 – 9 (you can make these using pencil and paper and them cut them out)</p> <p><u>What to do:</u> place the 1-9 cards in a row in front of you. The idea of the game is to add numbers together to make 15 using only three cards. You can only take one card at a time.</p> <p>e.g. 'If I choose 9 then what number should my opponent choose to stop me from making 15?'</p> <p><u>Challenge:</u> How many ways of making 15 are there with the digit cards 1-9?</p>	<p style="text-align: center;"><b>Health and Wellbeing</b></p> <p><b>Healthy Humans</b> - Watch this animation, <a href="https://www.bbc.co.uk/bitesize/clips/z8yd2p3">https://www.bbc.co.uk/bitesize/clips/z8yd2p3</a></p> <p>After you have watched it, make a poster of all the things you can do to stay healthy.</p>

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**Self-reflection Plenary**

At the end of a day of learning you might like to choose a row (A, B or C) and roll a die to select some self-reflection questions. You can look at them by yourself or, even better, discuss them with someone else.

	1	2	3	4	5	6
A	Were there any tasks today that I found too easy? Why? Could I have added my own challenge?	Were there any tasks today that I found too difficult? What made it difficult? Did I give up straight away or keep trying?	Did I estimate correctly how long each task would take? If not did I under estimate or <u>over estimate</u> ?	Did I start with the easiest bits of the task or the hardest? Did I work through tasks in a specific order?	Did I try going back to a tricky task later and reading it again? Did it make a difference?	Did any of yesterday's tasks make more sense today now that my brain has had time away from it?
B	Which parts of today's tasks used knowledge I felt confident about remembering?	Which tasks had new learning in them? What did I learn?	Thinking of one of my tasks. Did I understand the concept that I was working on?	Did I find it easy to stay on task today? What helped/hindered this? Is it different depending on the task?	Can I think of ways to improve my motivation for tomorrow?	Do I need to practise anything to make tomorrow's learning easier?
C	Did I have everything I needed to complete the tasks? Did I use anything to help me?	Did I get stuck? How did I get past that? Did I give up or try something else? What did I try?	What made my learning stick today? What did I do that helped me understand a <u>particular task</u> ?	How can I make sure I remember what I learned? What have I done in the past that has worked?	How long do I think I will remember what I learned? How could I check next week, next month?	Am I worried about anything after today's work? What can do if I am worried?

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