

Mortlach Primary School

Week 7 Self-isolation Grid for Primary 5

Primary 5: Learning activities

(Remember: Primary 5 in Scotland is equivalent to Year 4 in England.)

Parents will need to register for a free account on Studyladder if they wish to use these resources. Click the link here to [find](#) the registration page.

Literacy	Numeracy	Health and Wellbeing
<p>Reading Continue to read a book of your choice.</p> <p>Reading comprehension Select a short story, poem or novel and try to answer the questions from each of the sections below.</p> <p>Remembering Can you recall a fact from the story? What is the setting in the story? - How do you know? Name the main characters in the story? What are they like? What was the first thing that happened in the story? Can you list three main events in the story? Who solved the problem in the story? - What did they do?</p> <p>Understanding What was the story mainly about? Who is your favourite character and why? How did the main character feel at the beginning/end of the story? Describe the main character using three adjectives. Explain why the story has the title it was given. What is your opinion about how the character solved the problem?</p> <p>Applying Make a connection to the story. - Is the connection: text-self, text-text, text-world?</p>	<p>Log into studyladder; year 4 and try the following: https://www.studyladder.co.uk/games/mathematics</p> <p>Addition: Mental Maths - try the activities. As you are calculating the answers consider your strategies, write down the way you are adding the numbers in your head. Discuss this with someone at home or with your teacher when you are in school. Is there another way that is quicker?</p> <p>Times table practice Activities online and/or... Make up a game to practise your times tables, eg pairs or hit the button Eg. Write 6x7 on one piece of paper and 42 on another, either match them up or play hit the button with a partner - lay the cards on a flat surface, one person says 6x7 or 42 and other(s) hit the paper with the answer</p> <p>Place value Try the activities online for place value and for rounding to the nearest 10. Alternatively, create a list of numbers and then round them up or down to the nearest 10. Remember 0-4 round down and 5-9 round up.</p> <p>Log into www.sumdog.com and play the games</p>	<p>Art Create a piece of art based on a poem. Draw a picture to accompany a poem you have written Think about the self-portrait you created in class. Research self-portraits by artists, look at the techniques and note down your observations. Use their techniques to create your self-portrait. google arts and culture virtual tours of museums, galleries, monuments</p> <p>French Try 'The Great French Language Challenge' at the website below. https://www.britishcouncil.org/sites/default/files/the_great_french_language_challenge.pdf</p> <p>Science https://www.rigb.org/ Look at the website, watch a video on a subject of interest to you, take notes and then further research the subject to create an information poster.</p> <p>Teamwork Research a team; a sports team, science team, etc and look at what they did. Were they successful or not? What did they do to work together?</p>

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<p>How are you like the main character in the story? What unanswered questions do you have about the story? What did you learn from reading this story? Why did the author write this story? What is the genre of this story? - How do you know?</p> <p>Analyzing</p> <p>How did the main character change during the story? What was the turning point in the story? What was the theme of the story? - Can you name another story with the same theme? Which part of the story did you like best? - Why did you choose it? Which events could not have happened in real life and describe why? How are the characters alike and different?</p> <p>Poetry</p> <p>Look at the website below and select some poems that interest you.</p> <p style="text-align: center;">https://childrens.poetryarchive.org/</p> <p>Reading Together</p> <p>Choose a poem to share with an adult or ask them to choose one Discuss what you both thought/ noticed e.g. What you liked/disliked about it? What writer's tricks did you notice? Was there anything that puzzled you? What do you think the poet was trying to achieve?</p> <p>Reading Independently</p> <p>Choose a poem that interests you and note down:</p>	<p>Games</p> <p>Number Bonds and Times Tables</p> <p>www.topmarks.co.uk/maths-games/hit-the-button www.timestables.co.uk www.mathszone.co.uk</p> <p>Numeracy and Maths Games</p> <p>https://www.topmarks.co.uk/maths-games/7-11-years/ https://home.oxfordowl.co.uk/kids-activities/fun-maths-games-and-activities/ www.mathsframe.co.uk www.mathsisfun.com www.nrich.maths.org/primary</p>	<p>Now think about your class and think about how you could work together as a team. Think about an activity that would allow you to work as a team and create a challenge. Remember to consider the characteristics and skills of an effective team when creating the challenge.</p> <p>Try out some of the quizzes online to test your skills and develop your knowledge (you can have 15 free questions a day before you have to join)</p> <p>https://www.educationquizzes.com/ks2</p>
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What you liked/disliked about it?
What writer's tricks did you notice?
Was there anything that puzzled you?
What do you think the poet was trying to achieve?

Listening/ Talking

Choose a poem you like. Learn it so you can recite it from memory. Perform it for a family member. Try to use your voice expressively.
Use technology to present a poem in an interesting way e.g. recording your voice, creating a PowerPoint or iMovie.

Writing

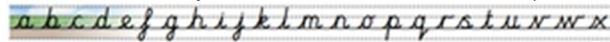
Write a poem about something that interests you or you find funny. Try to use writer's tricks.

Write a letter to someone you know.
Remember how to layout your letter and include an address, date and greeting.

Try to use your best joined up handwriting.

Handwriting

Carefully and neatly handwrite a poem of your choice. Focus on joining all the letters correctly.



Talking and Listening

Try out some of the ideas below to practice your listening and talking skills

- Play 20 questions
- Play a board game
- Watch news round to learn about the news:

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https://www.bbc.co.uk/newsround/news/watch_newsround

Spelling

- Test yourself on common words, work your way through the first 300, identifying any you are unsure of. Focus on learning to spell these words.
- Practise the following spelling rules:
- Prefixes - **de**, **re**, **non**, **dis**, **un**, **mis** and **anti** to alter the meaning of a root word
- Suffixes -
- nouns ending in **e** when adding **y** to make adjectives eg bone becomes bony
- adjectives adding **ly** to make adverbs
- adding **ful**, **less** and **ness** to words
- adding **er** to words
- adding **ing** to verbs to show present tense
- adding **ed** to verbs to show past tense (words ending in **e** just add **d**).
- Select from a poem 4 or 5 words you think have been used in an interesting way. Write down why you think the poet chose to use each word.
- Learn to spell the words and try to use one or more of them in the next poem you write.
- Select words from your reading book or a poem and see if you can change them by adding the prefixes or suffixes.

Use some of the active spelling strategies you would

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use in class. Eg, writing out in different colours, pyramid writing, create mnemonics, write sentences, a paragraph, poem or rap using as many of your spelling words as possible.

100 High Frequency Words

a	children	her	look	on	there
about	come	here	looked	one	they
all	could	him	made	out	this
an	dad	his	make	people	time
and	day	house	me	put	to
are	do	I	Mr	saw	too
as	don't	I'm	Mrs	said	up
asked	down	if	mum	same	very
at	for	in	my	see	was
back	from	into	no	she	we
be	get	is	not	so	went
big	go	it	now	some	were
but	got	it's	of	that	what
by	had	just	off	the	when
called	have	like	oh	their	will
came	he	little	old	them	with
can	help			then	you

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Next 200 High Frequency Words

across	birds	each	fun	how	looks	next	river	tell	want
after	boat	eat	garden	I'll	lots	night	room	than	wanted
again	book	eggs	gave	I've	magic	one	round	that's	water
air	box	end	giant	inside	man	only	run	there's	way
along	boy	even	girl	its	many	or	sat	these	well
am	can't	ever	going	jumped	may	other	say	thing	we're
animals	car	every	gone	keep	miss	our	school	things	where
another	cat	everyone	good	key	more	over	sea	think	which
any	clothes	eyes	gran	king	morning	park	shouted	thought	white
around	cold	fast	grandad	know	most	place	sleep	three	who
away	coming	feet	great	last	mother	plants	small	through	why
baby	couldn't	fell	green	laughed	mouse	play	snow	told	wind
bad	cried	find	grow	let	much	please	something	took	window
bear	dark	first	hard	let's	must	pulled	soon	top	wish
because	did	fish	has	liked	narrator	queen	still	town	work
bed	didn't	floppy	hat	live	need	rabbit	stop	tree	would
been	different	fly	he's	lived	never	ran	stopped	trees	yes
before	dog	food	head	long	new	really	suddenly	two	
began	door	found	home	looking		red	sun	under	
best	dragon	fox	horse			right	take	us	
better	duck	friends	hot				tea	use	

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