 **Primary 6/Miss O’Toole – Home Learning 14th of May**

*Every Tuesday and Thursday (before 10am) I will be posting home learning tasks for you to work through. New spelling words will be posted every* ***Tuesday****.*

**Reading Tasks**

|  |  |  |  |
| --- | --- | --- | --- |
| **Red Group**  | **Blue Group**  | **Green Group**  | **Orange Group**  |
| ***LI: To identify meanings of new words and language.*** **TASK**Read chapters 7-8 of ‘**Double Exposure’** (Oxford Owl – link below). Complete the ‘Metalinguistics’ task (This can be found on the last page of the home learning grid). **Oxford Owl Login****Username**:sthelensp6**Password:** school**Success Criteria:** Image result for star emoji *Read given chapters and understand plot.* Image result for star emojiImage result for star emoji *Identify tricky words within chapter and find meaning.*  | ***LI: To evaluate the setting.*** **TASK** Read chapters 7-8 of ’**20,000 Leagues Under the Sea’**(Oxford Owl – link below). Does the setting of the book enhance the story? Why or why not? Write in full sentences. **Oxford Owl Login****Username**:sthelensp6**Password:** school**Success Criteria:** Image result for star emoji *Read given chapters and understand plot.* Image result for star emoji *Create at least 3 sentences which state your opinion of the setting.*  | ***LI: To express my thoughts and opinions of a given chapter.*** **TASK**Listen to chapters 12 and 13 of ‘**Kid Normal’** story (audio version – link below). Complete the ‘CSI’ task at the end of the home learning grid. Choose a colour, symbol and image that you think represents chapter 13 and explain why. **Success Criteria:** Identify a colour, symbol and image to represent chapter 13. Image result for star emojiCreate a sentence for each that explains why.   | ***LI: To use my word attack strategies.*** **TASK**Read **‘Code – Dino Danger** (pg14-32) (Oxford Owl – link below). Complete the ‘before’ and ‘after’ reading tasks. **Oxford Owl Login****Username**:sthelensp6**Password:** school**Success Criteria:** Image result for star emoji*State the given words.* Image result for star emoji*Highlight the blended sounds.*  |

**Link to Clips:**

**Red Group**[**https://www.oxfordowl.co.uk/api/digital\_books/1392.html**](https://www.oxfordowl.co.uk/api/digital_books/1392.html)

**Blue Group** <https://www.oxfordowl.co.uk/api/digital_books/1336.html>

**Green Group** <https://stories.audible.com/pdp/B07533YSBN?ref=adbl_ent_anon_ds_pdp_pc_cntr-1-1> **Orange Group** [**https://www.oxfordowl.co.uk/api/digital\_books/1330.html**](https://www.oxfordowl.co.uk/api/digital_books/1330.html)

**Spelling Task - OPTIONAL**

LI: To spell my weekly words correctly.

Task – Spelling Check-Up

Ask an adult to read out your spelling words whilst you write them down for a ‘mini check-up’ (just like we do on Fridays in class). This will give you an idea of the words that you may need to practise more.





**Writing Task**

LI: To write a letter to your future self.

Task

Write a letter to your future self, telling them about lockdown and what it has been like for you. Remember to include thoughts and feelings and use the correct layout for a letter (see image below).

Dear\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Introduction – Explain why you are writing.

Paragraph 2 – Share some of the things that you have been doing.

Paragraph 3 – You may want to note the people that you miss and how lockdown compares to your normal routine before the pandemic.

Conclusion – Include one last special message for your future self. It may be a piece of advice.

**Success Criteria**



Use this to help evaluate your work:

Have you…

Used a letter format?

Written in full sentences and paragraphs?

Included thoughts and feelings (emotive language)?

Given examples of some activities you have carried out during lockdown?

**Numeracy Tasks**

**1) Mental Starter:** Set a timer for 1 minute. Count in groups of 2s *(starting from 0)*. Let’s see how high your number is when the timer ends.

**2) Number Talks:** Try to aim to solve your chosen question within 5 minutes (use a timer). If you manage to solve the problem with time to spare, try to use a different Number Talks strategy like we do in class. See the grid below to recap your strategies.

|  |  |
| --- | --- |
| **Chilli Challenge ClipartHot**  | 612 ÷ 12 =  |
| **Chilli Challenge ClipartSpicy** | 462 ÷ 11 =  |
| **Green Chilli ClipartMild** | 81 ÷ 9 =  |

Number Talks Strategy Examples – Division

You may recognise some of these sums from our Maths wall. I have created this grid to recap your memory of the different division strategies we have learned in class.

|  |  |  |
| --- | --- | --- |
| **Repeated Subtraction**25 ÷ 5 = 5 25-520When you reach 0, count up how many **5’s** you have used to complete the sum. -515-510-5 5-5 0 | **Sharing/Dealing Out** 25 ÷ 5 = 5  | **Multiplying Up** 308 ÷ 14 = 22 10 x 14 = 14010 x 14 = 140 2 x 14 = 28 140 + 140 + 28 = 308. When you reach the starting point in the sum, the last step is to add your circles (ie 10 + 10 + 2).  |
| **Partial Quotients** 308 ÷ 14 = 22  14 308  -140 10 168 -140 10 28 -28 2 0  | **Proportional Reasoning**  308 ÷ 14 ÷ 7 ÷ 7 44 ÷ 2 = 22 Find a common multiple in each of the numbers. Remember, if it is an even number, try dividing by 2 if you are struggling. This is a good first step.  | **Final Number Talks Hints*** Choose the strategy you feel most confident in to begin with.
* Afterwards, you can begin to think about the strategy that is **most efficient** for your given sum. *(This is a top goal of ours in class).*
* Show your working.
 |

**3) Main Tasks**

|  |  |  |  |
| --- | --- | --- | --- |
| **Red Group**  | **Blue Group**  | **Green Group**  | **Orange Group**  |
| ***LI: To identify the properties of 3D shapes.*** **TASK** 3D shape revision. Complete the ‘red’ 3D shape worksheet. Before completing task, watch video below. **Success Criteria:** Image result for star emoji*Name each given 3D shape.* Image result for star emoji*State their given properties.*   | ***LI: To identify the properties of 3D shapes.*** **TASK** 3D shape revision. Complete ‘blue’ shape worksheet. Before completing task, watch video below. **Success Criteria:** Image result for star emoji*Identify the correct properties of each shape (from 3 possibilities).*  | ***LI: To identify the properties of 2D shapes.*** **TASK** 2D shape revision. Complete the ‘green’ shape worksheet. Before completing task, watch video below. **Success Criteria:** Image result for star emoji*Match the shapes to their correct properties.*  | ***LI: To identify the properties of 2D shapes.*** **TASK** 2D shape revision. Complete the ‘orange’ shape worksheet. Before completing task, watch video below. **Success Criteria:** Image result for star emoji*Name the given shapes.* Image result for star emoji*State the number of sides and right angles the shapes have.* |



*Video Clips for Red and Blue Groups:*

[*https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zgqpk2p*](https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zgqpk2p)

*Video Clips for Green and Orange Groups:* [*https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/ztpwdmn*](https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/ztpwdmn)

**I.D.L**



**Metalinguistics Grid - Reading (Red Group)**

LI: To identify meanings of new words and language.

Metalinguistics Strategies

RO: Read On RB: Read Back TD: Teacher Discussion

FW: Familiar Word D: Dictionary PD: Partner Discussion

*Remember… Try to use a RANGE of these strategies!*

|  |  |  |
| --- | --- | --- |
| Words I need to clarify (include page number)  | Steps I have taken to clarify my understanding  | I have checked the meaning and now I can share it  |
| **For Example:** *Capability (pg 12)* gazing (pg 62) mimicked (pg 63)scowled (pg 66) cajoling (pg 70) exasperated (pg 70)*Add your own tricky words here if you wish.*  | *‘D’ step*  | *The power or ability to do something.*  |

**Chapter CSI – Reading (Green Group)**

LI: To express my thoughts and opinions of a given chapter.

**CSI Example:**



**Template:**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Colour  | Symbol  | Image |
|  |  |  |