 **Primary 6/Miss O’Toole – Home Learning 16th of June** 

*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****.*

**Spelling Tasks**

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| **Red Group**  | **Blue Group**  | **Green Group**  |
| ***LI: To identify appropriate spelling strategies for each of my suffix words.*** **Suffix Set 4 ‘less’** endless painlesscareless colourless harmlesshelplessspeechless spotlessthoughtfulness **TASK**Identify different spelling strategies for each word. ***See the grid on the next page to recap your memory***. **Success Criteria:** Image result for star emoji*Note an appropriate spelling strategy for each spelling word.*  | ***LI: To identify appropriate spelling strategies for each of my tricky words.*** **Tricky Words Set 9** Glasgow Airdrie Motherwell Aberdeen Stirling Edinburgh Inverness Perth Ayr Girvan DundeeScots city castlehere **TASK** Identify different spelling strategies for each word. ***See the grid on the next page to recap your memory***. **Success Criteria:** Image result for star emoji*Note an appropriate spelling strategy for each spelling word.*  | ***LI: To identify ‘qu’ words.*** **Spelling Rule ‘qu’ Words** queen quiz quit quack *Remember: ‘****q’*** *is always followed by ‘****u’****, together they make the sound ‘****kw’*** *(like ‘****qu****een’).* **TASK** Complete the ‘qu’ spotter task. Highlight all of the ‘qu’ words.**Success Criteria:** *Image result for star emojiRead each sentence carefully.* Image result for star emoji*Underline or list the different ‘qu’ words you have found in the story.*  |

**Spelling Strategies Grid** 

The grid below will help ALL groups recap their spelling strategies. It is important that you refer to these strategies when looking at your new words. **It may be a good idea to print this out and have it handy for when you are completing spelling tasks!**



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| **Spelling Strategy**  | **Example**  |
| Phoneme Knowledge (PK) | Mon**ey** – the **‘ey’** phoneme in this word can help you to spell it.  |
| Spelling Rule (SR) | M**a**k**e** – the ‘**silent e’** (or as we say ‘magic e’) makes the vowel ‘a’ say its name.  |
| Word Within a Word (WWW) | Sp**ace** – the word ‘**ace’** helps us to spell the word ‘space’.  |
| Mnemonic (M) | Rhythm – **R**hythm **H**elps **Y**our **T**wo **H**ips **M**ove. Creating a rhyme or poem can help you spell tricky words!  |
| Syllabification (S) | Yesterday – **yes**/**ter**/**day**. This is when we clap out the syllables in the word. ***Tip: Use our classroom strategy where we put our hand under our chin. Every time your chin moves, it’s a new syllable!***  |
| Compound Word (CW) | Football – **foot**/**ball.** Compound words are two or more words combined to make a new word like ‘football’. Try not to get this mixed up with ‘Word Within a Word’.  |

**Reading Tasks**



**Oxford Owl Login**

**Username**:sthelensp6

**Password:** school

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| **Red Group**  | **Blue Group**  | **Green Group**  | **Orange Group**  |
| ***LI: To create my own ending for a given story.*** **TASK**Again access ‘**Storm Chasers’** and reread chapter 12 (Oxford Owl – link below). Write your own ending for the story. This should be around 2-3 paragraphs. **Success Criteria:** Image result for star emoji *Write 2-3 paragraphs of my own ending for the story.* Image result for star emoji*Include my own ideas and use descriptive language.*  | ***LI: To express my thoughts and opinions of a given chapter.*****TASK** Read chapters 13 and 14 of **‘Black Beauty’** (Oxford Owl – link below). Complete the CSI task. You can choose either chapter 13 or 14 to write about. **Success Criteria:** Image result for star emojiIdentify a colour, symbol and image to represent chapter 13 or 14. Image result for star emojiCreate sentences for each that explains why | ***LI: To make informed predictions.*** **TASK**Access and read chapters 1 and 2 of ‘Finn MacCool and the Giant’s Causeway’ (Oxford Owl – link below/login details above). Write 3 sentences which predict what you think will happen next.**Success Criteria:** Image result for star emoji *Write 3 sentences which predict what will happen next.* Image result for star emoji*Refer closely to the text.*   | ***LI: To find adjectives within my text.*** **TASK**Access and read pages 1-18 of **‘Bug Buzz’** (Oxford Owl – link below). Create a list of adjectives throughout your text. **Success Criteria:**  *Image result for star emojiIdentify and note adjectives on pages 1-18.*  |

**Link to Clips:**

**Red Group** <https://www.oxfordowl.co.uk/api/digital_books/1386.html>

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

**Green Group** <https://www.oxfordowl.co.uk/api/digital_books/1262.html>

**Orange Group** [**https://www.oxfordowl.co.uk/api/interactives/12940.html**](https://www.oxfordowl.co.uk/api/interactives/12940.html)

**Numeracy Tasks**

**1) Mental Starter:** Set a timer for 1 minute. How many facts can you write about the number 64?

**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.

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| **Chilli Challenge ClipartHot**  | 122 x 12 =  |
| **Chilli Challenge ClipartSpicy** | 36 x 12 =  |
| **Green Chilli ClipartMild** | 9 x 9 =  |

Number Talks Strategy Examples – Multiplication

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

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| **Friendly Numbers** 9 x 15 = 10 x 15 = 150 150 – 15 = 135. We multiply 15 by 10 as it is a friendly number. We remember to **‘UNDO’** our change by taking 15 away from our answer.  | **Repeated Addition** 6 x 15 =15 + 15 + 15 + 15 + 15 + 15 = 15 + 15 = 3030 + 15 = 45 45 + 15 = 60 60 + 15 = 75 75 + 15 = 90  | **Partial Products** 6 x 125 = 6 x (100 + 20 + 5) = 6 x 100 = 600 6 x 20 = 120 6 x 5 = 30 600 + 120 + 30 = 750 |
| **Doubling and Halving** 24 x 8 = x2 ÷2  48 x 4 =  x2 ÷2 96 x 2 = 192  |  | **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).*
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| **Red Group**  | **Blue Group**  | **Green Group**  | **Orange Group**  |
| ***LI: To identify given triangles.*** **TASK** Use your knowledge of different triangle types to solve the mystery. Open the interactive PowerPoint and click ‘Slideshow’ and then ‘Play from the Beginning’ to enable the interactive features. Read the clues on each slide and workout the name of the triangle in question. **Success Criteria:** Image result for star emoji*Read clues carefully.* Image result for star emoji*Use knowledge of different triangle types to identify triangle in question.*   | ***LI: To identify different types of triangles.*** **TASK** Complete triangles quiz (link below). Complete the ‘Naming Triangles’ task (this can be found at the end of the home learning grid). **Success Criteria:** Image result for star emoji*Name the given angles.*  | ***LI: To follow given directions and use grid references.*** **TASK** Watch the video clip below to recap your knowledge of grid references. Complete the grid reference task.  **Success Criteria:** Image result for star emoji*Draw horizontal and/or vertical lines on shapes to create lines of symmetry.*  | ***LI: To follow clockwise and anti-clockwise directions.*** **TASK** Watch the clockwise/anti-clockwise clip below. Select 4 objects from inside your home or outdoors. Complete the following instructions. Turn these objects: * Full turn clockwise.
* Full turn anti-clockwise.
* One quarter turn clockwise.
* One quarter turn anti-clockwise.

You can submit photographs of this process if you wish (this is not essential☺). **Success Criteria:** Image result for star emoji*Note the difference in direction between clockwise and anti-clockwise.* *Image result for star emojiFollow the given directions.*  |

**3) Main Tasks:**

**Blue Clip:** [**https://www.bbc.co.uk/bitesize/topics/zvmxsbk/articles/zggsfrd**](https://www.bbc.co.uk/bitesize/topics/zvmxsbk/articles/zggsfrd)

**Green Clip:** [**https://www.bbc.co.uk/bitesize/topics/zbtp34j/articles/z6hxrj6**](https://www.bbc.co.uk/bitesize/topics/zbtp34j/articles/z6hxrj6)

**Orange Clip: https://www.bbc.co.uk/bitesize/clips/zjyb9j6**

**R.E Task**

LI: To explore the fruits of the Holy Spirit.



***Read about each fruit of the Spirit and complete the table below.***

**Love:**We exhibit the virtue of charity, or love, by our unselfish devotion and care for God and our neighbour.
**Joy:**We live with joy when we recognise that true happiness comes, not from money or possessions, but from knowing and following Christ.
**Peace:** We are freed from worrying about trivial things because of the inner peace we experience with God in our hearts. We work and pray for peace throughout the world.
**Patience**: We demonstrate patience by treating others with thoughtfulness and tolerance. We know that we can overcome the temptations and sufferings of life because God is always with us.
**Kindness**: We live the virtue of kindness by treating others as we want to be treated.
**Goodness**: We exhibit goodness when we honour God by avoiding sin and always trying to do what we know is right.
**Gentleness:** Gentle people act calmly and avoid actions that might lead others to anger or resentment.
**Faithfulness:** We are faithful when we live out our commitment to the teachings of Jesus, the Scriptures, and the Catholic Church.
**Self-control**: We exercise self-control by working to overcome the temptations we face and by trying always to do God’s will.

**Using the Fruits of the Spirit** – Write a sentence about how you use each gift of the Spirit to help others and the Church

|  |  |
| --- | --- |
| Fruits of the Spirit | How I use them |
| Love |  |
| Joy |  |
| Peace |  |
| Patience |  |
| Kindness |  |
| Goodness |  |
| Gentleness |  |
| Faithfulness |  |
| Self-control |  |

***Blue Reading Task***

Your task is to identify a colour, symbol and image that you would associate with chapter 13 or 14 in your novel and explain why.

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