

# P5/6 Home Learning Activities

Thursday 28<sup>th</sup> January



Good morning P5/6, happy Thursday! Welcome to another fun day of learning. Riley and I hope you have an amazing day of learning. I can't wait to see all your hard work that you post to teams throughout the day 😊

Every day I will upload a document like this which has all of the work that you have to do that day. There might be links that you click on which will take you to a website/video or there might be other powerpoints/documents that I will direct you to. Please don't worry as I will tell you where everything that you need is for every lesson. If there is anything that you can't access or can't find please just send me a message on teams and I can help you. You can complete your work in whatever way that is best for you e.g. a jotter, paper, word document and then you can upload a picture of it to our team (I have attached a guide on how to upload a picture to teams on the website and on our class teams under the general section).

**If you require any materials e.g. pencil, paper etc. please phone the school and we can arrange a time for you to safely collect these items.**

## Daily Check in and Chat 😊

There will be two check-ins every day on the 'general area' of our teams where we can have a chat or you can ask me any questions. We also might discuss some of our learning e.g. our number talk or read a chapter of our book. I can't wait to see you all there!

Morning Check In

9.45am

Afternoon Check In

1.45pm

## Timetable

### Before Break

- Check-in at 9.45 with Miss Clive on Teams
- Literacy - Writing
- Literacy - Spelling

### After Break

- Number Talk
- Maths

### After Lunch

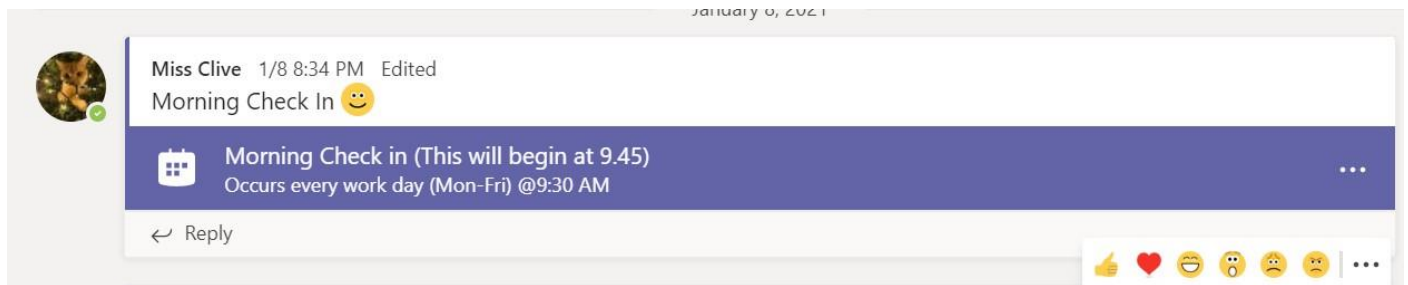
- French
- Check-in at 1.45 with Miss Clive on Teams
- Literacy - Accelerated Reader

This is just a suggested timetable that you could follow. You do not have to do the tasks in this order or at these times. Please do whatever suits you and your family.

## Morning Check In - 9.45am

Please join our daily live meeting for P5/6 at 9.45am. You might need to get an adult to help you the first time we do this. It's a great chance to have a catch up with the whole class online together. You can ask questions about the learning too 😊. You can join both of the daily sessions or just one of them, whatever suits your family

Any problems - contact Miss Clive on Teams or ask an adult to call the school on 01655 885802. Please see below for the area on teams that you should look out for. Simply press join and it will allow you to join the meeting - just like we do for zoom to the room on a Friday. The join button will appear after 9.30am.



## Literacy

### Writing - Scots Comic

A comic is an entertaining way to capture a story in words and pictures. Before you start your comic strip you must think carefully about your story line and how you are going to create opportunities to write in Scots within it.

LI: To create a comic strip using Scots S.C.

- Use panels to contain each piece of action
- Use a variety of "shot" types
- Put the words you want the character to say inside speech bubbles
- Use Scots language - use an online dictionary to help

Extra things to consider..... captions to tell the reader where and when events in the story are happening, using onomatopoeias, using thought bubbles to show what character is thinking

#### Task 1

Open this link <https://www.bbc.co.uk/bitesize/topics/zkqcmwn/articles/zbk47nb> watch the video and take the quiz

#### Task 2

Have a go at this comic maker activity <https://digital.nls.uk/or-wullie/activities/comicmaker/>. Feel free to explore the other activities on the website too

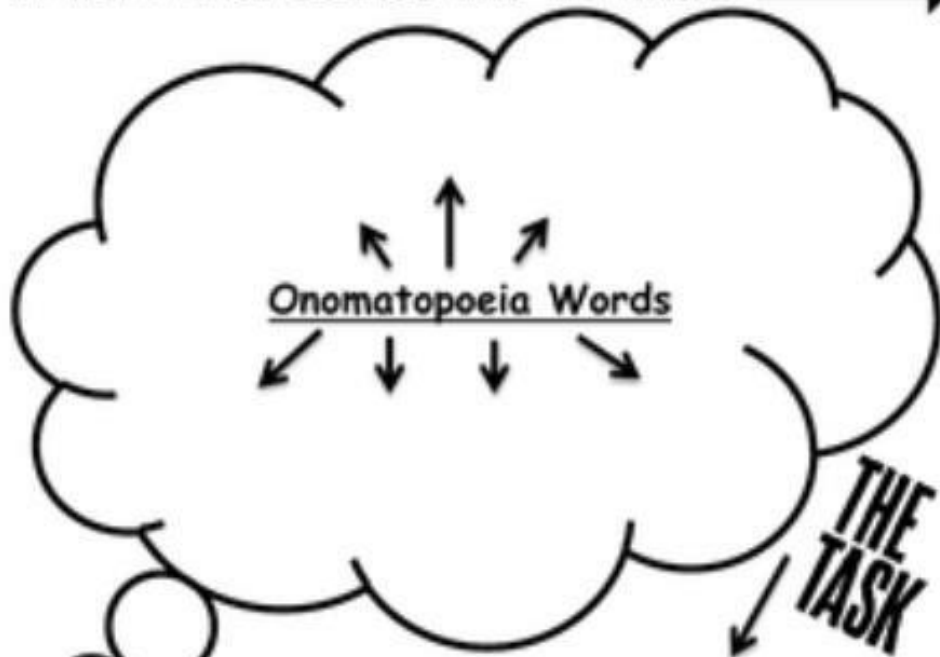
#### Task 3

When you are creating a comic strip, you can use a technique call onomatopoeia. That is when you use a word that sounds like the way it is written. Look at the sheet below that shows you some examples of onomatopoeia and also some examples of what your panels could look like.

Use what you have learned in task 1 and 2 to create a comic strip. Remember to put scots language in it. You could use words from our poem or use google to find some.

# Onomatopoeia

A word that sounds like its name



Use the examples on this sheet to help ILLUSTRATE some of your own onomatopoeia- Use the boxes below to draw in...

Blank drawing boxes for illustrating onomatopoeia words.

## Examples



Made Famous By  
Roy Lichtenstein




# Spelling

Complete the task and take a photo to upload to the Literacy area on teams 😊

Blue	Green/Yellow	Purple
Unit 15 - hyphens and apostrophes	Unit 13- contractions	Unit 22 - air, ear, are
co-ordinate co-operative re- enter re-apply non-stop non-stick well-known don't can't couldn't shouldn't she'll they'll	I'll he's she's there's where's here's don't isn't doesn't didn't couldn't wouldn't	air fair hair pair chair stairs bear wear care dare share scare

Choose a level in the chilli challenge and practise your words for that amount of time using the strategies below. Remember you could also ask a parent/carer at home if you could use some pasta to help you practise or you could create a spelling scribe.

Mild
10 Minutes
Medium
15 Minutes
Spicy
20 Minutes

<b>1. ABC Order</b>  Write all of your spelling words in alphabetical (ABC) order.	<b>2. Word Parts</b> Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar	<b>3. Other Handed</b> Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.	<b>4. Vowel Spotlight</b> Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)
<b>5. Use Technology</b> Type out your spelling words on the computer. Try to use at least 4 different fonts.	<b>6. Pyramid Words</b> s sp spe spel spell spelli spelling spelling (or make them boat shaped, star, smiley face, etc.)	<b>7. "Ransom" Words</b> "Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.	<b>8. Rainbow Words</b> Write your spelling words with coloured pencils. Make each letter a different colour.
<b>9. Scrambled Words</b> Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhita	<b>10. Silly Sentences</b> Write 3 or more sentences that use all your spelling words.	<b>11. Prefixes and Suffixes</b> Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>important</u> <u>happiness</u>	<b>12. Word Search</b> Create your own word search with your spellings. Show the answers to your puzzle in a different colour.
<b>13. Flashcards</b> Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.	<b>14. Picture &amp; a Story</b> Draw a picture defining each word. Write a sentence about your picture using the word.	<b>15. Words without Vowels</b> Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question	<b>16. Train Words</b> Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. trainbackstop

# BREAK TIME

Take a break from school work, have a snack, cuddle your pet or stretch your legs 😊

## Numeracy

### Throwback Thursday - Rounding

Every Thursday we are going to do a little throwback challenge to keep all the learning that we have done this year fresh in our heads. This week we are going to work place value. Complete this education city game 😊



## Numeracy

### Number Talk - Partial Products

The number talk that we will be looking at this week is a multiplication strategy called partial products. We will need to do it a little differently as we are not together. Choose a question in our chilli challenge to have a go at or have a go at more than one if your want a challenge. Try to do it in your head first and then you could show an adult at home how you would write it up like we do on the board or you can write it down like it is in the poster and send it to me on teams or show me at the afternoon check-in.

A poster for 'MULTIPLICATION STRATEGY Partial Products' for 3rd and 4th grade. It features a cartoon boy thinking. The poster shows the equation  $3 \times 16$  and its expansion:  $3 \times (10 + 6) = 30 + 18$ . Below this, a table shows the partial products: 3 multiplied by 10 equals 30, and 3 multiplied by 6 equals 18. The final result is  $3 \times 16 = 48$ .

3	10	6
	30	18

Mild	Medium	Spicy
$3 \times 25$	$5 \times 84$	$9 \times 259$

If you are finding this a little tricky you can watch a video at the link below. It has lots of examples so you don't need to watch all of them if you begin to understand it.

<https://video.link/w/pM9Hb> (watch until 2 mins 50)

## Fractions

Remember to keep practising your times tables because it will make this work a lot easier to understand. Find your work, complete it and take a picture to post on the 'Numeracy and Maths' area on teams. If you are stuck or are finding it a little bit tricky please leave a message on the 'ask Miss Clive' area on teams and I can help you 😊

Triangles	Squares
L.I. To be able to calculate and record improper fractions	L.I. To be able to use the multiplication strategy to identify equivalent fractions
<p>Today we are going to continue our work on improper fractions and mixed numbers. We will be looking at how to convert between the two. Today will be focussed on converting improper fractions to mixed numbers.</p> <ol style="list-style-type: none"><li>1. Watch this video that shows you how to convert improper fractions to mixed numbers <a href="https://video.link/w/iWNIb">https://video.link/w/iWNIb</a></li><li>2. Complete task 1 and 2</li><li>3. Post a picture on teams</li></ol>	<p>Today we are going continue to look at how to find a missing number in equivalent fractions.</p> <ol style="list-style-type: none"><li>1. Re-watch this video that shows you how to find a missing number in equivalent fractions <a href="https://video.link/w/dBzIb">https://video.link/w/dBzIb</a></li><li>2. Complete Task 1 and 2</li><li>3. Post a picture on teams</li></ol>

# Mixed numbers and improper fractions

Write each as a mixed number.



1  $\frac{3}{2}$

2  $\frac{4}{3}$

3  $\frac{7}{4}$

4  $\frac{13}{10}$

5  $\frac{13}{5}$

6  $\frac{21}{8}$

7  $\frac{17}{7}$

8  $\frac{50}{6}$



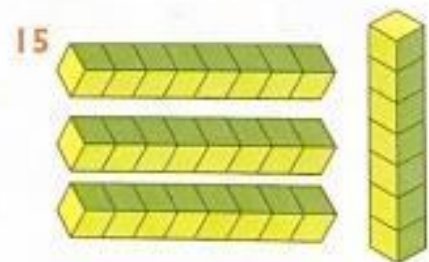
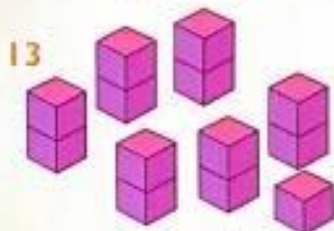
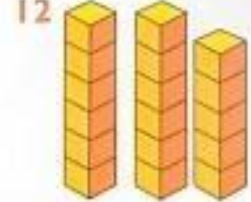
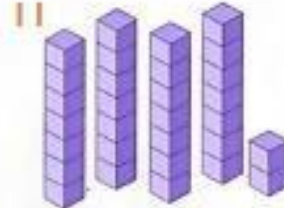
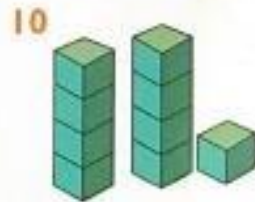
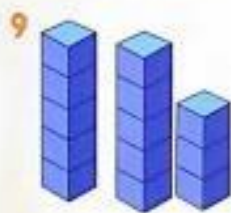
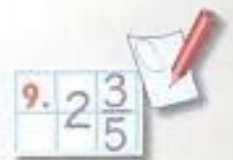
Use number cards 2–8.

Choose two cards to make an improper fraction that can also be written as a mixed number.

Watch out!  $\frac{6}{2}$  will not do, because it cannot make a mixed number.

How many improper fractions like this can you make?

Write the number of towers of each height.



I can explain what improper fractions and mixed numbers are and can give examples of both



## Task 2 for Triangles

Play this game on active learn. You will need to convert the mixed numbers at the bottom to improper fractions and see which ones match up.



### SL Individual Practice Game 58: Balloon pop (I-dot)



FDP2.4

I have explored improper fractions and mixed numbers

[More info](#)

Suggested for:

Second Level

## Task 1 - Squares

Fill in the numerator to make the fractions equivalent.

1.

$$\frac{1}{2} = \frac{\square}{4}$$

2.

$$\frac{1}{12} = \frac{\square}{24}$$

3.

$$\frac{1}{10} = \frac{\square}{20}$$

4.

$$\frac{1}{8} = \frac{\square}{16}$$

5.

$$\frac{3}{20} = \frac{\square}{40}$$

6.

$$\frac{1}{6} = \frac{\square}{12}$$

7.

$$\frac{1}{5} = \frac{\square}{10}$$

8.

$$\frac{1}{4} = \frac{\square}{16}$$

9.

$$\frac{3}{10} = \frac{\square}{20}$$

10.

$$\frac{1}{3} = \frac{\square}{12}$$

11.

$$\frac{7}{20} = \frac{\square}{40}$$

12.

$$\frac{3}{8} = \frac{\square}{16}$$

13.

$$\frac{2}{5} = \frac{\square}{20}$$

14.

$$\frac{5}{12} = \frac{\square}{24}$$

15.

$$\frac{19}{20} = \frac{\square}{40}$$

16.

$$\frac{3}{5} = \frac{\square}{20}$$

17.

$$\frac{5}{8} = \frac{\square}{16}$$

18.

$$\frac{2}{3} = \frac{\square}{6}$$

19.

$$\frac{3}{4} = \frac{\square}{8}$$

20.

$$\frac{4}{5} = \frac{\square}{10}$$

21.

$$\frac{5}{6} = \frac{\square}{12}$$

22.

$$\frac{7}{8} = \frac{\square}{16}$$

23.

$$\frac{9}{10} = \frac{\square}{40}$$

24.

$$\frac{11}{12} = \frac{\square}{24}$$

### Task 3 - Squares

Play this game that has been set for you on Active Learn. Remember to use what you have learned this week and multiply your fractions by 2, 3, 4 etc to get different equivalent fractions.



#### SL Individual Practice Game 13: Bingo! (I-dot)



FDP2.5

I can create a set of equal fractions and can decide if fractions are equal

> [More info](#)

Suggested for:

Second Level

## LUNCH TIME

Take a break from school work, have a snack, cuddle your pet or stretch your legs 😊

## French

### Numbers to 50

In class you have been looking at numbers from 0-30 with Mrs Kay. We are going to continue to look at numbers between 30-50.

Please re-watch the video at this link <https://video.link/w/fR9Fb> which will remind you over the numbers 0-30 and then introduce you to number 31-50.

#### Task 1

When you have watched the video, practise saying them out loud to an adult or just to a screen.

#### Task 2

Record a video of yourself saying as many numbers as you can between 0-50

#### Task 3

Go on a number hunt around your house. Try to find numbers between 0-50 and tell me how you say this number in French. You could check the tins in your cupboard to see what numbers they have on them. Take pictures of your numbers and write the French number below it.

# Talking and Listening

## Scots Poem

L.I. To be able to learn and understand a scots poem

Today we are going to look at the next two verses of our poem in more detail and we will have a go at learning them.

Task 1 - Listen to the poem again <https://video.link/w/x2wIb>

Task 2 - Read over the next two verses below. Look at the words that have been underlined and see if you can think of what they could mean.

Aw, Mackay's a mean auld scunner.

He wis dossin in the sun, an  
when ma fitba pit wan oan him  
big McCann beganty run,

an Mackay picked up ma fitba  
an he looked at me an glowered  
but I stood ma ground, fur naebody  
will say that I'm a coward.

### Task 3

Try to read the next two verses out loud either to yourself or to an adult. Maybe you could add the first two verses in as well. We will practise it together and create the actions on our afternoon call.

## End of the Day 😊

Thank you for all of your hard work today p5/6! You have done extremely well and I am proud of the effort you have all put in. Remember if you would just like to chat to your classmates or send a picture of your animal then you can do that in the teams chat area. See you all tomorrow for some more learning!

Miss Clive 😊