

Edinburgh Learns @Home
Week 2 Home Learning for Primary 3

<p>Literacy and English - Reading Read a book (from the teacher or from home/online) and retell the story to someone else. Make sure you include enough detail to make the story clear. Did you remember all the main points?</p>	<p>Numeracy and Mathematics – Dice Addition Roll two dice (if you haven't got dice then write each number on a piece of paper and turn two over). How many dots are there altogether? Challenge: How long does it take you to do this 3 times, or 5 times? Can you beat your best time?</p>	<p>Health and Wellbeing 1-Week Tidy Bedroom Challenge! Challenge yourself to keep your room tidy and help your family out. See what a difference not having clutter feels like - can you encourage other family members to take up the challenge alongside you?!</p>
<p>Literacy and English - Vocabulary and Spelling Use a dictionary or thesaurus (online version is fine). Find 6 interesting words which you may not have used before. Find out what they mean and use them in sentences to show you understand them. Look for other opportunities to use these words.</p>	<p>Numeracy and Mathematics – What Comes After? Choose a number between 1 and 100. What is the number after your number? e.g. "What is the number after 87?". Challenge: Can you say the number 2 more than your number e.g. "What is 2 more than 39?".</p>	<p>STEM Did you manage to complete the challenge above? What would have made it easier? Design a bedroom-tidying invention and make sure you draw out your plans, taking care to label the important features.</p>
<p>Literacy and English - Fact or Opinion It is important to recognise what is fact (true) and opinion (one person's idea of what is true). The sheet provided asks you to decide if each statement is fact or opinion. There is an additional sheet if you would like further challenge.</p>	<p>Numeracy and Mathematics – Counting Out Loud Choose a starting number between 1 and 100. Count forwards from that number. Challenge: Can you count forwards from a number larger than 100? Can you count forwards with someone, each taking a turn to say a number?</p>	<p>Expressive Arts Design some clothes for your favourite toy or character in a book. What kind of protection or special features will your clothes need? Could you sew together a costume for them?</p>
<p>Literacy and English - Poster Choose an object from your house. It could be a tin of beans, a mop or your favourite toy. Make a poster to advertise your object. Include facts and opinions about it, i.e. for a beans fact you could say 'full of protein' and for an opinion you could say 'best on the market'. Blank sheet provided.</p>	<p>Numeracy and Mathematics – Symmetry Hunt Find items in your home which have symmetry, e.g. a television or your sofa? Challenge: Can you find 3 things in each room? Can you find an item that you can hold in your hand, an item which is bigger than you?</p>	<p>Social Studies Family Oil-Spill Experiment. Ask an adult to help you collect the materials needed and investigate the problems that an oil spill can create in our fragile environment. http://scienceafterschool.blogspot.com/2012/07/oil-spill-connecting-stem-activities-to.html</p>
<p>Talking and Listening Gather information about something which interests you e.g. find information in a book, on the internet or watch an episode of a nature programme. Take notes – record the main points plan how you would share this information with others.</p>	<p>Problem Solving Rosa the shark was hungry. Really hungry. On Monday she ate 16 jellyfish and on Tuesday she ate twice as many. How many jellyfish had she eaten by Wednesday morning?</p>	<p>Health and Wellbeing Start a nature diary, make a note of what you see out of your window/in your garden, every day. Are there any repeat visitors?</p>

Fact or Opinion?

Activity 1

Are these sentences facts or opinions? Tick the appropriate box to show what you think.

1. That man has a beard.
2. Red is the best colour.
3. Apples taste better than pears.
4. Peter can run faster than Paul.
5. There's a frog in the pond.
6. I don't want sausages for dinner.
7. Oelben will definitely win.
8. I am the smartest kid in my class.
9. He's better at art than maths.
10. You shouldn't go swimming in the sea.

Fact Opinion

Fact	Opinion

Activity 2

These passages contain facts and opinions. Underline the parts you think are facts in one colour and the parts you think are opinions in another colour. Fill in the key below to indicate which colour is which.

1. Hate housework? You'll love the SuperSweep vacuum cleaner! With five interchangeable nozzles and three times the usual suction power there's nothing quite like it. Buy it today and receive a 1% discount! Mas out and you'll regret!
2. Thomas is the best runner in the class. James has won more races, but that's just because he's a fast runner. Thomas can run almost 15 kilometres! That's a really long way. I think the most exciting race was the one where Thomas overtook James right near the end.
3. The jungle is a very dangerous place to visit. There are lots of poisonous bugs in the jungle, not to mention tigers, snakes and more. You should never visit the jungle unless you have all the proper safety equipment. Mosquito nets can help keep you safe from mosquito bites. Rope is a helpful thing to take, too.

Key



fact



opinion



Fact or Opinion?

Activity 3

1. Write one fact and one opinion about a band or musician:

Fact: _____

Opinion: _____

2. Write one fact and one opinion about a food:

Fact: _____

Opinion: _____

3. Write one fact and one opinion about your classroom:

Fact: _____

Opinion: _____

4. Write one fact and one opinion about school:

Fact: _____

Opinion: _____

5. Write one fact and one opinion about a rabbit:

Fact: _____

Opinion: _____

6. Write one fact and one opinion about a pencil:

Fact: _____

Opinion: _____

sheet for poster

Talking and Listening

Make your notes here.

How long will my talk last?

Who will I ask to hear my talk?

When is the best time for it to take place?

How can I get them interested in my subject?

How will I keep them interested during the talk?

Use the back of this sheet to plan what you will say.



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?