

Literacy and Numeracy pack ideas set 4 (w/c 15.6.20 and 22.6.20)

Wow!

It's hard to believe these are the last weeks of Primary 3!

I am so proud of you all, for the work you have done, the kindness you have shown and the fun you have had!

I wish we could have spent these weeks together again, but we know it won't be long until we can get back to school.

The last couple of weeks at school are all about having fun, creating beautiful summer art, making plans for the summer holidays and spending lots of time outside. Even though you are at home, try to continue to fill your days with these activities.

I have loved being your teacher this year, you are a brilliant class with the most endearing personalities. You are clever, hard-working, funny and kind and I will miss being your teacher.

Here are some fun Literacy and Numeracy ideas to keep you going until your holidays begin. Remember to keep reading - through the summer too please!

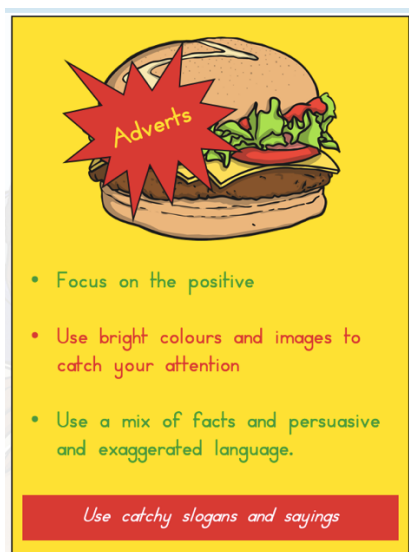
Week 1 Literacy:

The writing focus this week is **Persuasive writing**

Design a poster advertising your minibeast hotel.

You should tell me

- Why it's the best hotel
- What makes it so brilliant
- What it looks like using adjectives



Word focus: **superlatives**

To help you with describing your minibeast hotels you should work on *superlatives*.

A *superlative* is the word that tells you something that is the *best of its kind*.

Superlatives are made by

- adding the suffix '-est' to the end of the adjective or adverb that you are using to compare the items.
- Adding the word 'most' can be included before the word






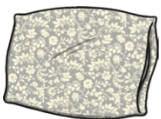

*'James is the **tallest** boy in his class'.*

*'Jessica is the **fastest** sprinter in school'.*

*'This hotel has the **cleanest** rooms'.*

*'Harriet is the **most attentive** student I've met'.*

Fill in the missing words:

Adjective	Superlative + est
warm 	warm + est = warmest
cold 	
bright 	
kind 	
small 	
soft 	
clean 	

You can use these words in your advert.

Come to Mrs Hickey's Hotel!

I've got:

- The **cleanest** rooms
- The **softest** beds
- The **kindest** owner
- The **warmest** blankets
- The **most delicious** breakfasts
- Rooms for even the **smallest** insects!



Week 2 Literacy:

The writing focus this week is **Creative writing**.

I want you to imagine you are a minibeast explorer who is going on the biggest and best adventure of their life!!

Go on a minibeast hunt in your garden to spot the insects that enjoy living in your garden. Take photos or draw pictures to use in your writing. You could even use an empty plastic container with a lid to make a minibeast viewer.

As an explorer, what did you find easy?

What was hard?

Did anything scare you?

Were there any big surprises along the way?

How did you get to your final destination?



You could watch a David Attenborough documentary about insects to get a few tips for your writing.

David Attenborough: Life of insects: Life in the undergrowth






David Attenborough: Amazing miniature world

<https://www.bbc.co.uk/programmes/b00nxks3>






Here are another couple of ideas for some 'free writing'.

- My best friend
- The best thing that happened when I was at home
- Why I love reading books
- My happiest memory in P3
- What I'm looking forward to doing when I get back to school
- School in my pjs






Minibeast Hunt

	Minibeast	Number Found
	crane	
	dragonfly	
	earwig	
	fly	
	grasshopper	

Minibeast Hunt

	Minibeast	Number Found
	ladybird	
	millipede	
	moth	
	slug	
	snail	

Minibeast Hunt

	Minibeast	Number Found
	ant	
	bee	
	beetle	
	butterfly	
	caterpillar	

Week 1 Numeracy: Handling Data

WALT: *I can use tallies, pictograms, tables to record information*

- I can gather information through asking questions in an organised way
- I can record and display my findings in different ways (tallies, lists, tables, crosses and ticks, simple pictograms)
-

Questions

Ask your child to think of a question they want answered. Talk about why and for whom it might be useful to know the answer and where they could find the information in order to answer it.

Stand up, sit down

Ask children a question. *Do you have blonde hair? Do you have two brothers?*

They stand up if their answer is *Yes* and stay sitting down if their answer is *No*.

Each time, talk about how many are standing or sitting, how many more are standing than sitting, etc.

Question walkabout







Your child should think of a personal question they could ask someone in their family. You could specify whether it should be a yes/no question (e.g. *Do you like toffee?*) or one with several responses (e.g. *Which band do you like best?*) When they have a few questions, they could walk about the house asking the questions and have a go at using a tally chart to record the answers.

What's your favourite toy?	Tally marks	Total
Lego		2
My teddy		1
Cars		3

Our favourite toy in our house is our cars.

Make a pictogram

Use the information in your tally to make a pictogram. Label the rows, decide on a symbol and then draw one symbol to represent each item.

What's your favourite fruit?	Pictogram	How many?
Bananas	 	
Apples		
Pears	  	



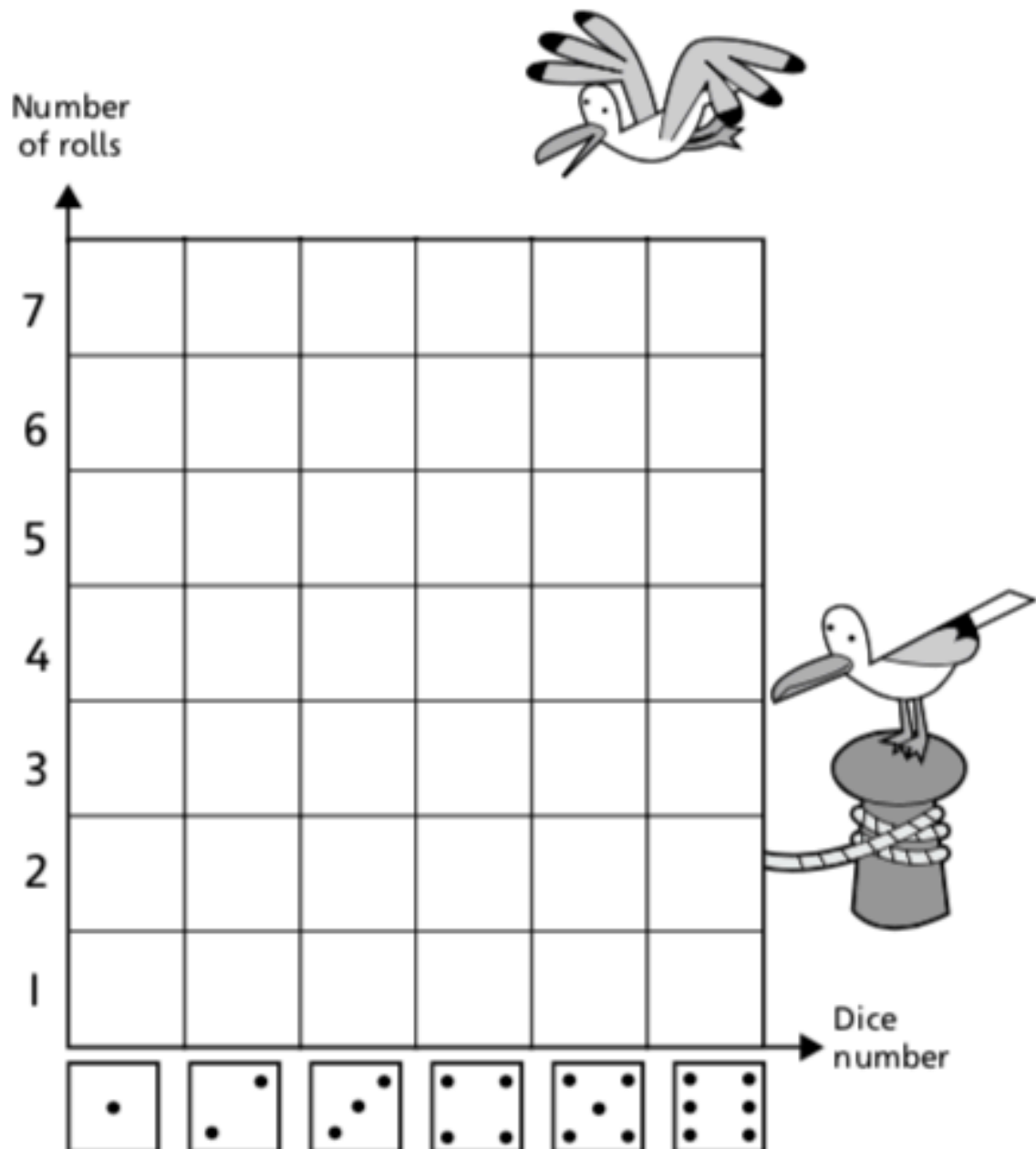
= 2 people

Our favourite fruit is _____.

You could use a block graph to show your answers too. Have a go at the activities below!

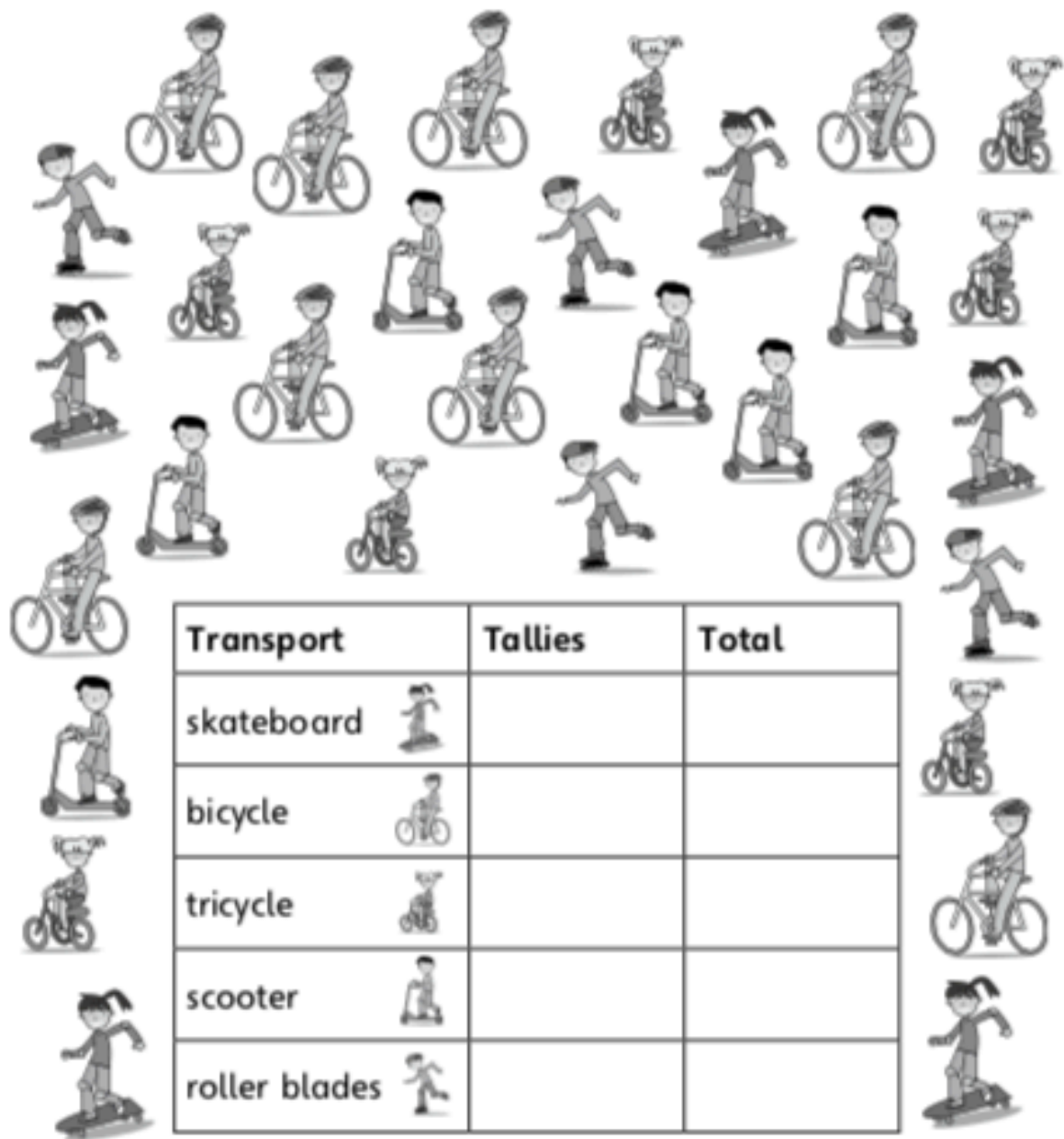
Block graph

1. Roll a dice. After each roll colour a square on the block graph in the matching column. Stop when one column reaches the top.










Tally chart

1. Use tallying to count the number of each picture on the page.



2. What was the total number of tallies?
3. Which type of transport appeared most?
4. Which type of transport appeared least?

Minibeast Tally Chart

	slug 	woodlouse 	spider 	centipede 	fly 	beetle 	worm 
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Total in one week							

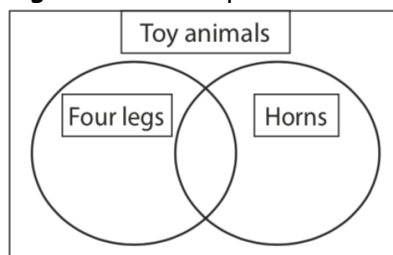
Week 2 Numeracy: Handling Data

***WALT:** Use Venn, Carroll, diagrams to record and display information*

- I have explored how Venn and Carroll diagrams help me to sort by two criteria
- I can talk about how information is represented in diagrams
- I can choose my own criteria to create my own Venn and Carroll diagrams and can talk about these

Venn Diagram

In a two-criterion **Venn diagram** the overlap is for items which meet both criteria:



The items outside both circles have things in common: they are **not** four-legged and **don't** have horns. Your child should label the overall diagram and its categories.

In a **Carroll diagram** the 'not' categories are clearly labelled:

Set of shapes		
	Straight sides	Not straight sides
Triangles		
Not triangles		

It is important to sort for the first criterion (i.e. triangles) then the second criterion (straight sides).

Making choices

Your child should collect eight items from around your house then talk to you about how they could sort these into a two-criteria Venn diagram. Once they have chosen the criteria, they draw their own Venn diagram with overlapping circles, label each circle with their chosen criterion and then draw the objects in the correct place. Remember the objects which belong in neither circle and discuss them using the word 'not'.

Where does it go?

Ask your child to draw 10 regular and irregular 2D shapes on scraps of paper. They name the shapes and talk about their properties. They draw a two-criterion Carroll diagram, decide their own criteria, label the diagram and place the shapes accordingly. If they need help with criteria, suggest they consider right angles, number of sides or regular shapes.

Sorting names

Use a set of name tags for everyone at home and set out hoops to make a two- criteria Venn diagram. Agree some categories for the hoops (e.g. likes football, has blonde hair) and label the hoops. Your child should place the name tags into the appropriate section of the diagram. You could take a photo of the finished hoops as a record.

Big Venn *chalk, string or skipping ropes*

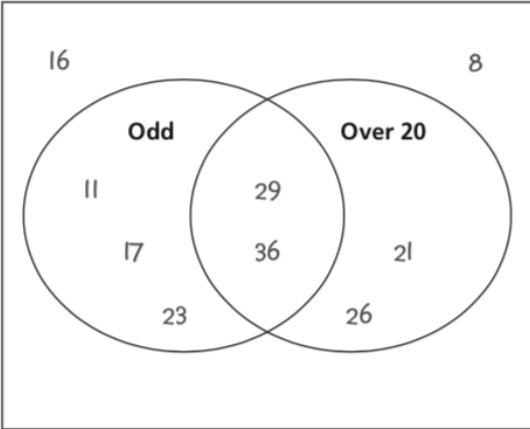
Use chalk, string or skipping ropes to create a large circle in the middle of a large space. Give a criterion for the circle. Remind children that outside the circle means 'not' the criterion. Children move inside the hoop or stand outside it to show which category they belong in. Build up to a two-criteria Venn diagram.

Question Bank IHI.4b



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A child has sorted some numbers into a Venn diagram. Ring the mistakes they made.



Write these numbers in the Venn diagram:

22 39 42
18 9 27

Question Bank IHI.4b



	Even	Not even
Over 50		
Not over 50		

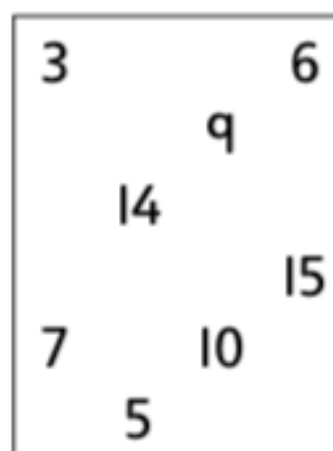
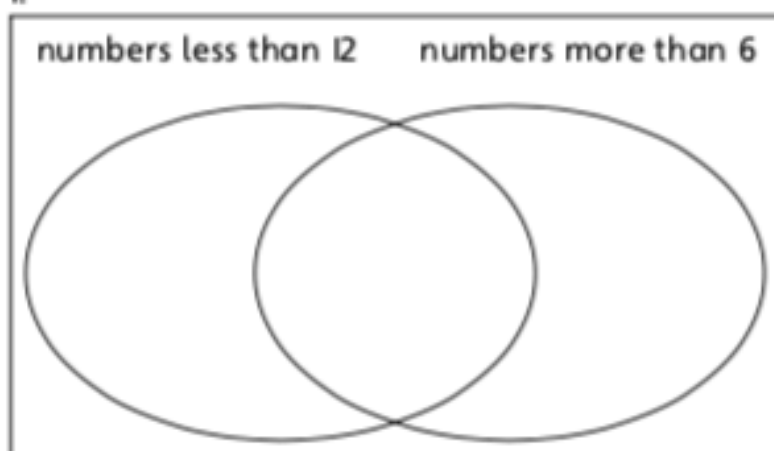
Write these numbers in the Carroll diagram:

35 83 63
72 91 1
64 22 12
15 55 100

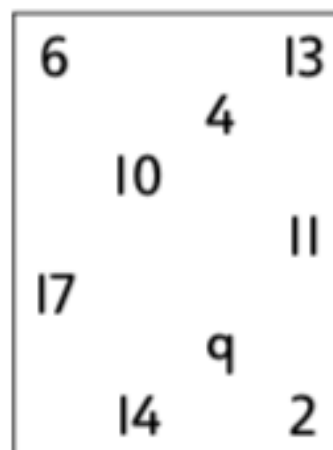
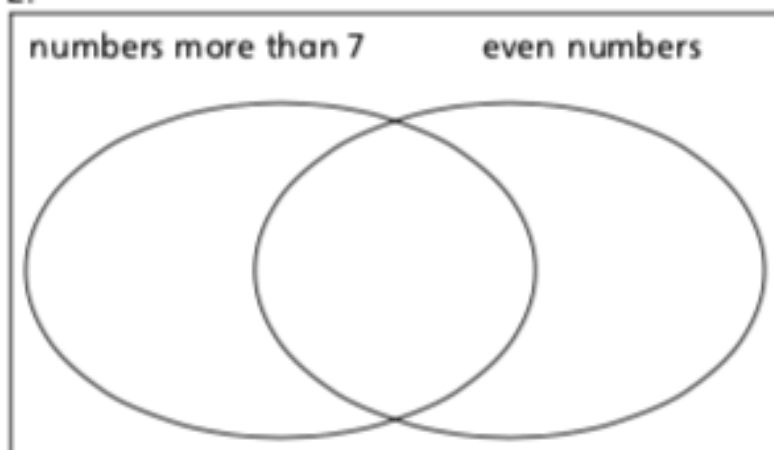
Venn diagrams

Write the sets of numbers in the correct places on the Venn diagrams.

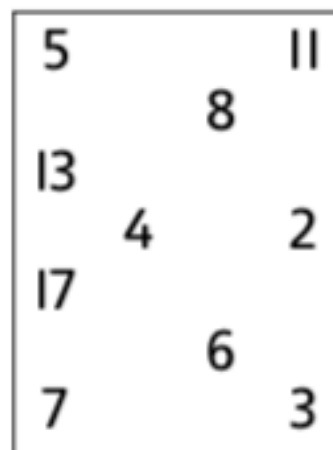
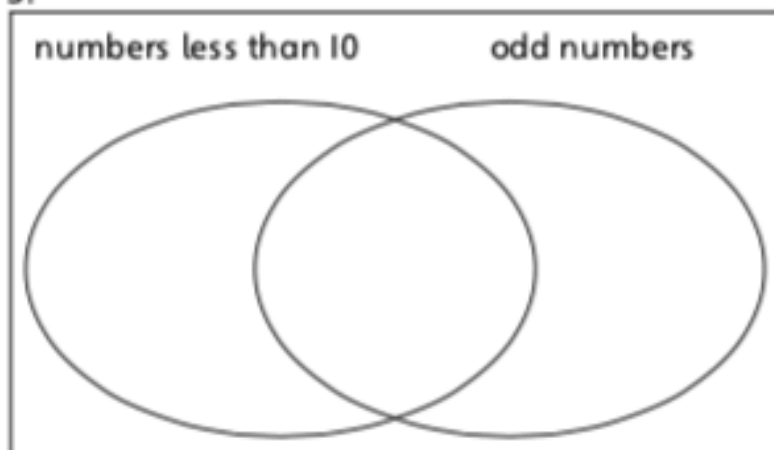
1.



2.



3.



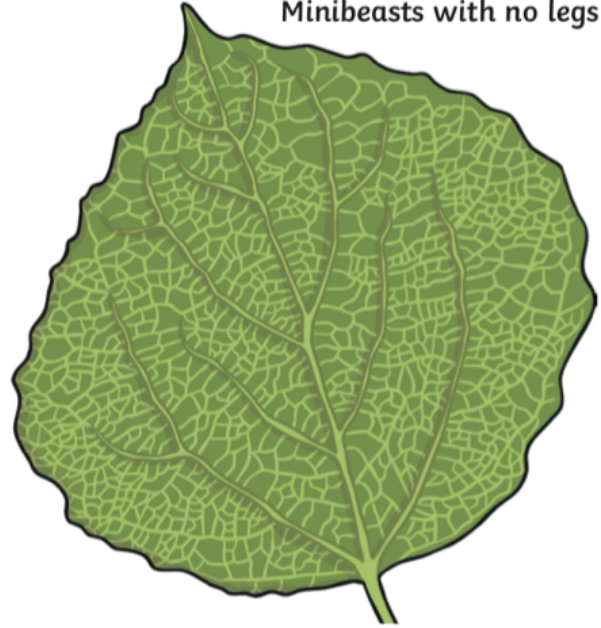
Minibeasts Sorting Activity

Sort the minibeasts into the correct group.

Minibeasts with legs

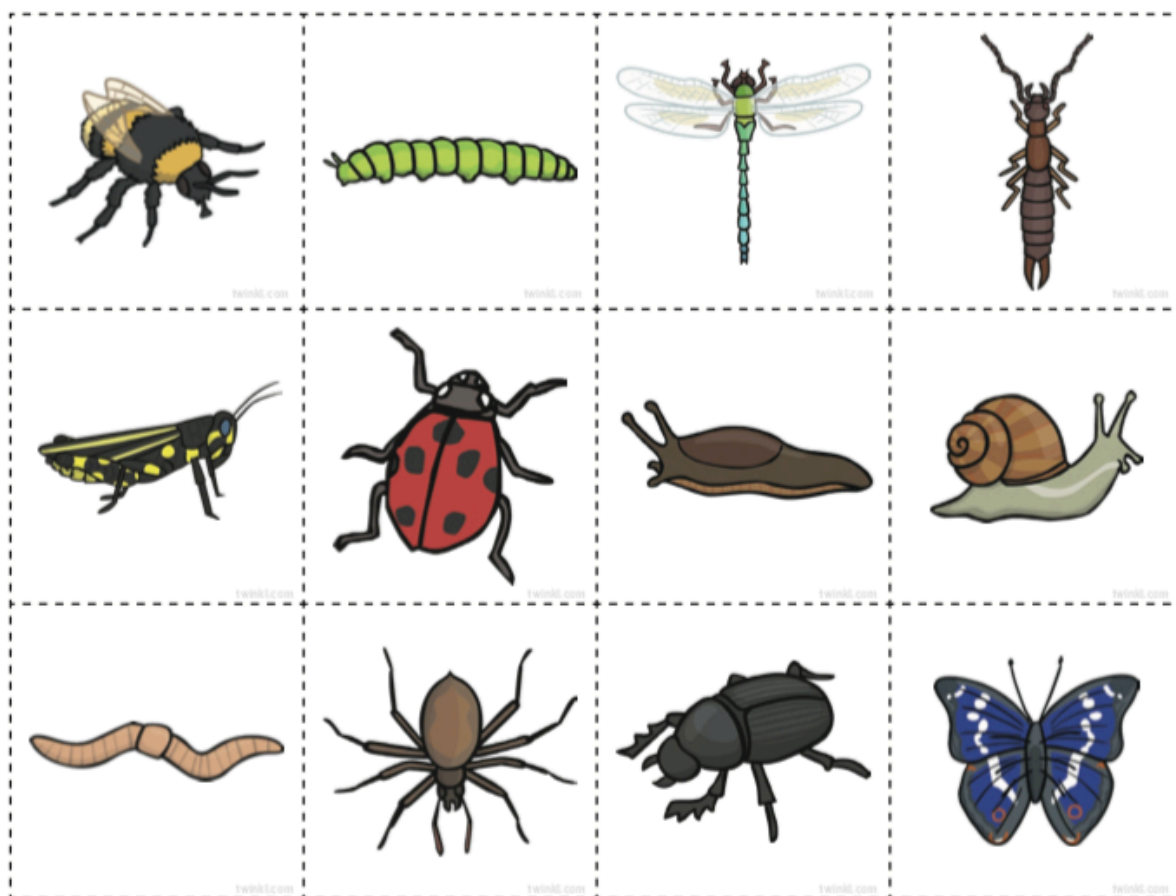


Minibeasts with no legs



	wings	no wings
legs		
no legs		

Here is an example of a Carroll diagram. Feel free to change the criterion!



Times Tables:

Continue to practise your times tables. x2 x3 x4 x5 x8 x10

Use online games, 1-minute timed challenges and songs and rhymes to keep on top of your tables!

Phew - well done everyone for getting through this! You are all shining stars!!

