

## Edinburgh Learns @Home Week 1 Home Learning for Primary 5

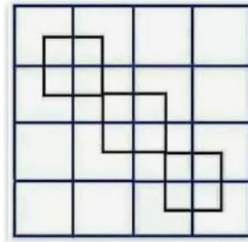
<p><b>Literacy and English</b></p> <p>Read for 20 mins each day. Using the book you are reading, summarise in a few sentences the main idea of the book. Then, choose 5 key details or quotes from the story that show this is the main idea.</p>	<p><b>Numeracy and Mathematics - Number Puzzle</b></p> <p>Pick a 2-digit number e.g. 72. Write the number in 10s and 1s in different ways e.g. 72 is 7 tens and 2 ones, 5 tens and 22 ones, 1 ten and 62 ones etc.</p> <p><b>Challenge:</b> Can you describe a 3-digit number in different ways?</p>	<p><b>Health and Wellbeing</b></p> <p>Create your own 'home school' timetable –decide which activities to do each day and when. Include non-school activities such as lunch, TV time, board games and chill time.</p>
<p><b>Literacy and English</b></p> <p>Write a letter to your favourite character in the book you are reading/TV show you are watching. Ask them 3 interesting questions about themselves. Tell them 3 interesting things about you. Remember how to structure a letter properly, including your address, date, Dear ..., text in paragraphs, Yours sincerely.</p>	<p><b>Numeracy and Mathematics – 10s and 100s</b></p> <p>Pick a 3-digit number, e.g. 142. Write down the number which is 10 more, 10 less, 100 more and 100 less than your number.</p> <p><b>Challenge:</b> Can you find 20 more, 20 less, 40 more, 200 more, 200 less than your number etc.?</p>	<p><b>STEM</b></p> <p>Hold on to Summer by making Crystal Sun Catchers: <a href="https://babbledabbledo.com/science-kids-crystal-suncatcher-craft/">https://babbledabbledo.com/science-kids-crystal-suncatcher-craft/</a></p> <p>(Epsom Salt is the only material that you might not find around the house- it also works brilliantly in the bath to soothe aching muscles.)</p>
<p><b>Literacy and English</b></p> <p>Design a poster about your favourite hobby. The aim of the poster is to share information about the skills you can learn and the benefits of having this hobby. For example, baking, football, dancing, singing etc. Remember to include a heading, pictures and key words/statements.</p>	<p><b>Numeracy and Mathematics - Counting Out Loud</b></p> <p>Choose one of the following times tables – 2, 3, 4, 5, 10. Count forwards up the times table e.g. 2, 4, 6, 8, 10, ... and then backwards to get back to where you started.</p> <p><b>Challenge:</b> Can you do the same for any of the other times tables? can you go beyond the 10<sup>th</sup> number?</p>	<p><b>Expressive Arts</b></p> <p>Create a playlist of your top 10 favourite songs of all time. List the artist and the title. Write a reason why you like each song (the music, the voice, the lyrics, the instruments used...)</p>
<p><b>Literacy and English</b></p> <p>Apostrophes - When do we use apostrophes, how do we use them correctly? This week we learn how to use them in 'contractions'. Complete the worksheet to practise this skill.</p>	<p><b>Maths and Numeracy - Symmetrical Picture</b></p> <p>Fold a piece of paper in half. On one half draw a simple picture/shape. Now draw its mirror image on the other half so your complete picture is symmetrical. <b>Challenge:</b> Can you fold your paper into quarters, draw a picture in one section then draw your image in the other 3 sections so that all the folds are lines of symmetry?</p>	<p><b>Social Studies</b></p> <p>If you could avoid Covid by being somewhere else in Scotland, where would you teleport to? Think about how Covid spreads and how your chosen place could help keep you virus-free. Would you choose the top of a mountain or deep in a forest? Use a map to find somewhere in Scotland that would suit you and write down your plan of action. What equipment would you need to be able to stay there a week, month or year?</p>

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### Literacy and English

Similes – What are similes? Why do we use them in speech and writing? How do you compose your own? Complete the similes worksheet to practise and apply this skill.

### Puzzle



How many squares can you see in this picture?

### Health and Wellbeing

Write down and illustrate a food diary for the week. Use food labels to keep track of how much energy you are consuming (kcal) and compare it day on day. Use your diary to try something new that you wouldn't normally eat.



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### Similes

A simile is a figure of speech that directly compares two different things. The simile is usually in a phrase with the words "as" or "like." Using similes in our writing helps to create greater description and imagery, both of which help to engage the reader.

Here are some examples of similes...

As flat as a pancake

As free as a bird

As clear as mud

As quiet as a mouse

As cold as ice

The place was like a ghost town

Life is like a box of chocolates

The sun was like a burning light bulb

Soaring like an eagle

**Look at the phrases below. Have a go at completing the phrases to make them interesting similes.**

The moon glowed like . . . . .

Raindrops dripped down the window pane like . . . . .

The air smells as fresh as . . . . .

The rose petals are as delicate as . . . . .

The surface of the water is as smooth as . . . . .

The icicles pointed downwards like . . . . .

Dewdrops glistened on the flowers like . . . . .

The clouds are as fluffy as . . . . .

The girl sang as sweetly as . . . . .

The traffic moved as slowly as . . . . .

Have a go at making up your own similes, using 'like' or 'as'

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### Apostrophes

We use apostrophes to help us punctuate our writing so that it makes sense. Apostrophes have different uses. Today we will learn about how to use apostrophes in a **contraction**. A contraction is when two words join together to make a shortened version.

Look at these examples

you have	<i>becomes</i>	you've
I am	<i>becomes</i>	I'm
do not	<i>becomes</i>	don't

Notice how the apostrophe replaces the letter that is dropped when combining the words.

**Have a go!** Find the contracted version for each set below:

Did not	should not
It is	would not
We are	could not

Can you think of any other contractions in the English language?

**Activity Two:** Rewrite each sentence out, placing the apostrophe in the correct place to show a contraction of two words.

- 1) Theyre going to the cinema today.

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- 2) Mary said, "Youve got a lovely house."

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- 3) Mum told me Ive got to be home by 7.

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- 4) Its cold outside today.

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- 5) I told her I didnt do it.

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- 6) We wont be coming for dinner after all.

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**Activity Three:** Replace the underlined words in the sentences below with their expanded forms, rewriting the sentence out.

We're going into town later, so I'll buy some bread then. We won't be back late.

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### Thinking and Talking about My Learning - P3 & P4 & P5

Thinking about how you learn can help you learn more effectively.

At the end of a day of learning you might like to choose a row (A or B) and roll a die to select 2 or 3 questions to think about.



You can think about them by yourself or, even better, discuss them with someone else.

	1	2	3	4	5	6
A	<p>Were there any tasks today that I found too easy?</p> <p>Why?</p> <p>Could I have added my own challenge?</p>	<p>Did I make a good guess about how long each task would take?</p>	<p>Did I get stuck?</p> <p>Did I give up or try a different way?</p> <p>What did I try?</p>	<p>Did I try going back to a tricky task later?</p> <p>Did that make a difference?</p>	<p>Did I find it easy to stay on task today?</p> <p>What helped?</p> <p>What didn't help?</p>	<p>How can I make sure I remember what I learned?</p>
B	<p>Which tasks were practice of something I already know?</p>	<p>Which tasks had new learning in them?</p> <p>What did I learn?</p>	<p>Were there any tasks today that I found too difficult?</p> <p>What made it difficult?</p> <p>Did I give up straight away or keep trying?</p>	<p>Did any of yesterday's tasks make more sense today now that my brain has had time away from it?</p>	<p>Did I choose the order of my tasks?</p> <p>Did I start with the easiest task, or the hardest, or the most interesting or the most fun?</p>	<p>Can I think of ways to improve my motivation for tomorrow?</p>



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