

## Contingency Learning Primary 3 Week 2

<p style="text-align: center;"><b>Literacy and English - Reading</b></p> <p>Read a book (from school 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 style="text-align: center;"><b>Numeracy and Mathematics – Dice Addition</b></p> <p>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? <b>Challenge:</b> How long does it take you to do this 3 times, or 5 times? Can you beat your best time?</p>	<p style="text-align: center;"><b>Health and Wellbeing</b></p> <p>1-Week Tidy Challenge! Challenge yourself to keep your space tidy and help your family out. See what a difference it feels like - can you encourage other family members to take up the challenge alongside you?</p>
<p style="text-align: center;"><b>Literacy and English - Vocabulary and Spelling</b></p> <p>Use a dictionary (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 style="text-align: center;"><b>Numeracy and Mathematics – What Comes After?</b></p> <p>Choose a number between 1 and 100. What is the number after your number? e.g. "What is the number after 87?". <b>Challenge:</b> Can you say the number 2 more than your number e.g. "What is 2 more than 39?".</p>	<p style="text-align: center;"><b>STEM</b></p> <p>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 style="text-align: center;"><b>Literacy and English - Fact or Opinion</b></p> <p>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 <b>fact</b> or <b>opinion</b>. There is an additional sheet if you would like further challenge.</p>	<p style="text-align: center;"><b>Numeracy and Mathematics – Counting Out Loud</b></p> <p>Choose a starting number between 1 and 100. Count forwards from that number. <b>Challenge:</b> 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 style="text-align: center;"><b>Expressive Arts</b></p> <p>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 style="text-align: center;"><b>Literacy and English - Poster</b></p> <p>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 style="text-align: center;"><b>Numeracy and Mathematics – Hit or Miss</b></p> <p>Think of a start number and a rule to create a sequence e.g. Start at 6 and count on in 20s. Then roll a dice to make a target number. Predict HIT or MISS if you think that number will be reached in the sequence. Then count to check predictions. Use rules such as Count on/back in 20s, 30s, 25s, 50s. <b>Challenge:</b> Can you work backwards instead?</p>	<p style="text-align: center;"><b>Social Studies</b></p> <p>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. <a href="http://scienceafterschool.blogspot.com/2012/07/oil-spill-connecting-stem-activities-to.html">http://scienceafterschool.blogspot.com/2012/07/oil-spill-connecting-stem-activities-to.html</a></p>
<p style="text-align: center;"><b>Talking and Listening</b></p> <p>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 style="text-align: center;"><b>Problem Solving</b></p> <p>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 style="text-align: center;"><b>Health and Wellbeing</b></p> <p>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 of Opinion

Are these sentences facts or opinions?

fact	opinion

The man has green eyes.

Blue is the best colour.

Bananas are better than plums.

Archie is faster than Sam.

There is a ball in the pond.

Andy Murray will win.

I am the smartest in my class.

I don't like chips.

You shouldn't swim in the lake.

Running is more fun than walking.

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These passages contain facts and opinions. Underline all the facts in one colour and the opinions in another colour.

1. Hate cleaning the windows? You'll love the Glass Glove! Made of microfibre which is easily washable and simple to use, you will be the envy of all your friends. Buy it before the end of October and receive 5% discount. Get it now or regret it for ever!
2. Katie is the fastest 500m runner in our class. 500m is a very long way. The most exciting race she took part in was when she overtook John in the last 5 metres. The 500m sprint is the best race on sports day.
3. Egypt is the most interesting holiday destination in the world. The pyramids have been there for around 4500 years and are the most amazing sight of all the wonders of the world. Good walking shoes are essential for your visit.

Key

Fact

Opinion

## Fact or Opinion

Write one fact and one opinion about a food.

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

Write one fact and one opinion about a country.

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

Write one fact and one opinion about an animal.

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

Write one fact and one opinion about your class.

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

Write one fact and one opinion about your school.

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

Write one fact and one opinion about a book.

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.

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>