

Read, Write Count bags coming to your school!

Read, Write, Count bags will be delivered to your school for every Primary 2 and Primary 3 pupil this term. These are fantastic bags filled with books and resources to inspire a lifelong love of reading, writing and counting.

This teacher pack will tell you what's in the bags and how you can make the most of them using our free resources. We have also included the books from this year's bags to help with your planning for next term, as well as example activities.

These bags are gifted by Scottish Book Trust through the Scottish Government's Read, Write, Count campaign, and give you a great opportunity to build relationships with parents and strengthen links between home and school learning.

Read, Write, Count gifting

Step one Plan your parent event! We know that circumstances in every school may be different at the moment. We will share tips and discussions on how to gift the Read, Write, Count bags to families without a large event at our Primary 1-3 Gifting CLPL on Thursday 23 September. You can sign up at scottishbooktrust.com/clpl. Please get in touch at readwritecount@scottishbooktrust.com to book a bespoke online or in-person session.

Step two Your school receives the Primary 2 and Primary 3 Read, Write, Count bags. Count them when they arrive and get in touch with your local Read, Write, Count contact if you have any issues with delivery or need any additional bags. Find your local contact at scottishbooktrust.com/readwritecount.

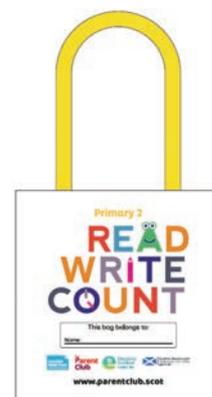
Step three Get stuck into some fun creative learning with our free downloadable learning resources. There are quick worksheets, video recordings of the books being read and lots more. You could get older pupils involved by including them in parent events.

Step four Give the bags out to your families. If possible, do this during Book Week Scotland, our national celebration of books and reading (15–21 November 2021)! Don't worry if this date isn't possible – just be sure to give parents tips on how to explore the bags with their children to enjoy all the contents as a family.

You can also find lots of great activities and videos for families to enjoy on our Home Activities Hub at scottishbooktrust.com/home-activities

Primary 2 Bag

- > STEM
- > Literacy & English
- > Expressive Arts
- > Modern Languages
- > Health & Wellbeing, Social Studies and RME



The Biggest Story by Sarah Coyle and Dan Taylor



Exploring storytelling themes

<p><i>I have developed an understanding of the importance of local organisations in providing for the needs of my local community. SOC1-20a</i></p>	<p><i>I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. EXA 1-17a</i></p>	<p><i>Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. ENG 1-31a</i></p>
<ul style="list-style-type: none"> • Draw a picture of a person, place or thing that is important to your local environment. Use these pictures as prompts for a class story. 	<ul style="list-style-type: none"> • Using your voice, instruments and any items from your classroom make some sound effects to accompany the book. Have a discussion in class about onomatopoeia. 	<ul style="list-style-type: none"> • This book explores different settings. Talk in class about how settings can affect a story, for example, how would this story be different if it started in a jungle instead?

The Bug Collector by Alex G Griffiths



Exploring bugs and nature themes

<p><i>Through discovery and imagination, I can develop and use problem solving strategies to construct models. TCH 1-14a</i></p>	<p><i>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 1-05a</i></p>	<p><i>Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. MTH 1-21a</i></p>
<ul style="list-style-type: none"> • Make a home for a bug in your school grounds. In groups, research, plan, design, sketch and build your bug house. What strategies work best? You could even make a welcome sign! 	<ul style="list-style-type: none"> • George likes to look at the patterns, shapes and colours of the insects. Choose an insect with an interesting pattern and create a collage to replicate it. 	<ul style="list-style-type: none"> • What bugs are in your local area? Create a map and label where you find each type of bug. You could also use this map to create a survey and a tally chart.

Shape Shuffle card game



A fun card game with charade cards on the reverse

<p><i>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. HWB 1-25a</i></p>	<p><i>I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. MNU 1-03a</i></p>	<p><i>I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. MNU 1-20b</i></p>
<ul style="list-style-type: none"> • Assign each of the shapes a physical activity i.e. star jump. When you select a card, repeat the action as many times as the number shows. 	<ul style="list-style-type: none"> • Choose a card. Look at the other cards to see how you could get to that number, and find different methods e.g. if you pick a 6, you could use two 3 cards or a 4 and a 2. 	<ul style="list-style-type: none"> • Arrange the cards by colour and then sort by number, in ascending order. Can you match all the numbers with their different colour counterparts?



Act it Out cards

I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a

- Pick a card and get the class to ask questions about the image on the card, e.g. Is it a musical instrument? Can you find it outside? The answers should only be 'yes' or 'no'!

I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. EXA 1-08a

- Have a look at the animal cards. Imagine how each animal would travel, turn and jump and create a short dance sequence as a group to join the movements together.



Talk it Out cards

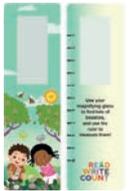
I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 1-01a

- Select the 'When have you been brave?' card and ask the class to discuss their experience and all the emotions they felt at the time. Draw a picture or write a short statement in response to the card, and use these to create a class memory book.

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a

- Using the 'Describe your perfect day' card, ask the class to come up with a list of interview questions based on this theme and then work in pairs to have a discussion using the list. Compare how each perfect day is different from their partner's.

Magnifying glass and ruler bookmark



I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position. MTH 1-18a

- Copy a pattern you find with your magnifying glass to 1cm squared paper. Then, using the 3cm paper, scale up your drawing. Why not scale it up even bigger by using chalk in the playground?

I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. MNU 1-11a

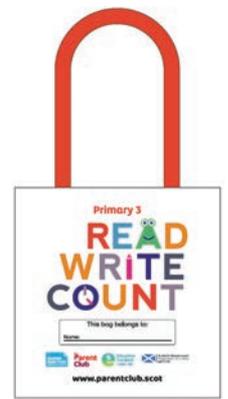
- Search outside for bugs using your magnifying glass. Use the ruler on the side to measure them. What are the smallest and largest bugs you find? Can you estimate how small or large they are compared to objects in class? Create a chart to show your findings.

The P2 Read, Write Count bag also contains:

- Parents' activity booklet – a perforated booklet containing information about getting involved in children's learning. It contains all the instructions needed to use the bags for games and activities at home.
- Notebook – an A5 notebook with interactive illustrations.
- Writing pencil.

Primary 3 Bag

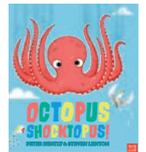
- > STEM
- > Literacy & English
- > Expressive Arts
- > Modern Languages
- > Health & Wellbeing, Social Studies and RME



The Last Wolf by Mini Grey

<p><i>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 1-20a / LIT 2-20a</i></p>	<p><i>I can estimate the area of a shape by counting squares or other methods. MNU1-11b</i></p>	<p><i>I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a</i></p>
<ul style="list-style-type: none"> • Can you spot the newspaper in the book? Write an article for <i>The Woodland News</i>, considering what the animals would want to read about. 	<ul style="list-style-type: none"> • In the story the animals live in one small patch of trees in a big city. Look at a map of your area and spot any patches of trees. Transfer to a grid and estimate the area made up by trees by counting the relevant squares. (You could put tracing paper over the map and colour over the tree areas) 	<ul style="list-style-type: none"> • Red creates flyers about the lack of trees to hand out to members of her community. Design your own flyer about a topic that you would like to tell your local community about.

Octopus Shocktopus by Steven Lenton and Peter Bently



<p><i>To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. ENG 1-17</i></p>	<p><i>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 1-13a</i></p>	<p><i>Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. TCH 1-02a</i></p>
<ul style="list-style-type: none"> • Can you find answers to the questions on the back cover of the book? Create some questions of your own to quiz your classmates! 	<ul style="list-style-type: none"> • Plan a welcome party for all the new animals that come to town. What could you eat and what games might you play? 	<ul style="list-style-type: none"> • Watch a live stream of animals in different settings e.g. penguins at Edinburgh Zoo. Is this different to their natural habitat? What do they need to feel happy and safe?

Beastie Battle card game

A pack of double-sided cards with animal themed cards on one side and storytelling/routine cards on the other



<p><i>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a</i></p>	<p><i>I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than. MTH 1-15a</i></p>	<p><i>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a</i></p>
<ul style="list-style-type: none"> • Some animals have lower special scores. Pick one that you think should have a higher score. Have a debate and try to persuade your classmates around to your way of thinking. You could give your opinions, answer questions and share your ideas to win your classmates over. 	<ul style="list-style-type: none"> • Play Guess Who with a partner, using two sets of cards. Each partner chooses an animal, and then asks each other questions to find out which animal they are. e.g. "Do they weigh more than 2kg?" and "Is their special skill lower than 10?" Whoever guesses correctly first is the winner! 	<ul style="list-style-type: none"> • Pick a selection of animals from the cards and create a leaflet to encourage people to visit the places in Scotland where they live. You could try to include interesting facts and some drawings!



Routine cards

I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body. HWB 1-27a

- Talk as a class about what time you go to bed and what time you get up. What can help you relax and get a good night's sleep? Make posters in small groups about the importance of getting a good night's sleep and how to relax.

I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. MNU 1-10c

- One of the activities on the cards is reading a book – how much time do you think you spend reading each week? Make an estimate. Keep a reading diary for the week, using a timer to record when you start and finish reading or listening to stories, then add up the amount of time and compare it to your estimate.



Storytelling cards

I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. LIT 1-25a

- Choose one of the setting and character cards. Think of a new item to accompany the story and draw it on the blank card template. Swap your cards with someone else from the class, using the ones you receive as inspiration for a 50 word fiction story (scottishbooktrust.com/50words).

I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 1-01a

- Look at the setting cards – do any remind you of a place you have been in your life? Draw a picture of the memory and write about how it made you feel.

I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics. EXA 1-17a

- Choose a setting card and think about what the sounds in that setting would be like. Experiment with different instruments and music technology to create a soundtrack for your chosen setting.

Measuring tape



I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. MNU 1-03a

- Find an object that is shorter than 1m e.g. your shoe. Measure the object using your measuring tape. Look at the length of your whole measuring tape – how many shoes do you think you could fit into the length of the measuring tape? Guess, and then calculate with your written skills.

I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. MNU 1-11a

- How long do you think your classroom is? How many of your measuring tapes would it take to measure your classroom? Try it out and see if your guess was right. Try the playground next!

The P3 Read, Write Count bag also contains:

- Parents' activity booklet – a perforated booklet containing information about getting involved in children's learning. It contains all the instructions needed to use the bags for games and activities at home.
- Notebook – an A5 notebook with interactive illustrations.
- Writing pencil and wipe clean pen.

If you like these activities, visit our website from August for the full Read, Write, Count teacher resource packs. Our full suite of activities and teacher resources for Read, Write, Count and beyond can be found at scottishbooktrust.com.

How to make the most of your bags

Training sessions

We'll be holding online CLPL for learning professionals that offer support on gifting the Bookbug P1 Family Bag and Read, Write, Count bags to pupils, including how to use them to promote parental engagement. There will also be the opportunity to attend webinars that explore the accompanying resources for Primary 1–3 teachers.

The training dates are as follows:

- Thursday 23 September, 4–5.30pm: Gifting the Bookbug P1 Family Bag and Read, Write, Count bags
- Tuesday 28 September, 4.30–5.30pm: Make the most of the Bookbug P1 Family Bag
- Thursday 30 September, 4.30–5.30pm: Make the most of Read, Write, Count for Primary 2
- Thursday 7 October, 4.30–5.30pm: Make the most of Read, Write, Count for Primary 3

In addition, we offer bespoke training in-person and online. To request a session in your school or area, contact readwritecount@scottishbooktrust.com

Head to scottishbooktrust.com/clpl to find a full list of the CLPL we have on offer and details on how to register.

To help you make the most of the Read, Write, Count bags in your classroom we have lots of creative resources available at scottishbooktrust.com/readwritecount

Holding a gifting party

Use our case studies and blog posts to prepare for your event! You can find out more about working across P1–3 to gift bags with lots of example events and activities. If you'd like some training or support on organising a parent event then please get in touch at readwritecount@scottishbooktrust.com

Scottish Book Trust

Scottish Book Trust is a national charity that believes books, reading and writing have the power to change lives. A love of reading inspires creativity, improves employment opportunities, mental health and wellbeing and is one of the most effective ways to help break the poverty cycle. We work towards a Scotland where everyone has an equal opportunity to thrive through literacy.

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