

## Read Write Count with the First Minister: P3 teacher pack

Resources to support the Read Write Count P3 bag including guidance on the bags, cross-curricular classroom activities and printable activity sheets

Resource created by Scottish Book Trust

[scottishbooktrust.com](http://scottishbooktrust.com)



Scottish Book Trust is a registered company (SC184248) and a Scottish charity (SC027669).

## Contents

About this resource .....	2
Teacher letter .....	4
Classroom activities for <i>There's Nothing Faster Than a Cheetah</i> by Tom Nicoll and Ross Collins .....	7
Classroom activities for <i>Martha Maps It Out</i> by Leigh Hodgkinson .....	9
Classroom activities for the P3 cards and tape measure .....	11
Activity sheet 1: Who will win? .....	16
Activity sheet 2: Create your own super speedy snail .....	17
Activity sheet 3: There's Nothing Faster Than a... ..	18
Activity sheet 4: Make an animal story .....	19
Activity sheet 5: Comparatives and superlatives .....	20
Activity sheet 6: Make your own animal board game .....	21
Activity sheet 7: Design your own dream bedroom .....	23
Activity sheet 8: Map grid references .....	24
Further resources.....	<b>Error! Bookmark not defined.</b>

## About this resource

Through Read Write Count with the First Minister, every child in Primary 2–3 receives a free bag with books, educational games and writing materials that change on a yearly basis. Read Write Count with the First Minister also provides advice and support for learning professionals and families through training events and online resources.

In this resource you'll find the following:

- A teacher letter, which introduces the bags and how you can make the most of them with your pupils and their families

- Cross-curricular classroom activities for each of the books and items in the P2 bag
- Printable activity sheets
- More information on the other Read Write Count resources available

## Teacher letter

This teacher letter has been designed to provide you with an introduction to the programme. Please feel free to email or print this to circulate it with your colleagues.

### Read Write Count with the First Minister Bags are coming to your school!

Read Write Count with the First Minister 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.

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 family event! [Sign up to our Primary 1-3 Gifting CLPL](#) on Thursday 5 September 2024 to hear tips and discussion on how to gift the Read Write Count and Bookbug P1 bags to families without a large event. To book a bespoke online or in-person session, you can also contact:

[readwritecount@scottishbooktrust.com](mailto:readwritecount@scottishbooktrust.com)

**Step two:** Your school will receive the Primary 2 and Primary 3 Read Write Count bags in September or October. Count them when they arrive and get in touch with [your local Read Write Count contact](#) if you have any issues with delivery, have too many bags, or need additional bags.

**Step three:** Get stuck into some fun creative learning with our free downloadable [Learning Resources](#). There are cross-curricular classroom activities, quick activity sheets, video recordings of the books being read and lots more. You could get older pupils involved by including them in family 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 (18 – 24 November 2024)! Don't worry if this date isn't possible – just be sure to give families tips on how to explore the bags with the children and 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](#).

### Inside this year's bags...

This year's P2 bag contains:

- *How to Make a Story* by Naomi Jones and Ana Gomez
- *My First Book of Dinosaurs* by Zoë Ingram
- A tangram
- A deck of cards with Dominoes, Story Cards and Talk it Out conversation prompts and Act it Out acting prompts
- An activity booklet and pencil

This year's P3 bags contains:

- *There's Nothing Faster Than a Cheetah* by Tom Nicoll and Ross Collins
- *Martha Maps It Out* by Leigh Hodgkinson
- A measuring tape
- A deck of cards with Galactic Fantastic card game, story prompts and mindfulness cards
- An activity booklet and pencil

### How to make the most of your bags

#### **Resources**

We have a full set of learning resources created in collaboration with Education Scotland for each Read Write Count bag which includes: cross-curricular classroom activities linked to Curriculum for Excellence, printable worksheets, video readalongs

and much more.

### **Training sessions**

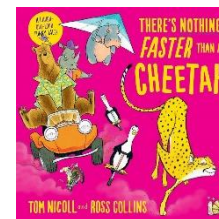
We'll be holding online CLPL for learning professionals that offers support on gifting the Bookbug Primary 1 Family Bag and Read Write Count with the First Minister bags to the pupils, including how to use them to promote parental engagement. There will also be the opportunity to attend webinars that explore the accompanying resources for Primary 1-3 teachers. The training dates are as follows:

- **Thursday 5 September, 16:00 – 16:45:** Gifting the Bookbug Primary 1 Family Bag and Read Write Count bags
- **Thursday 7 November, 16:00 – 16:45:** Supporting STEM learning with Read Write Count and RAiSE

In addition, we offer bespoke training in-person and online. We can link with your authority on RAiSE STEM Read Write Count sessions, parental engagement workshops or making the most of your bags. To request a session in your school or area, contact: [readwritecount@scottishbooktrust.com](mailto:readwritecount@scottishbooktrust.com)

On our website, you can also find [our full list of CLPL on offer](#) and details on how to offer.

## Classroom activities for *There's Nothing Faster Than a Cheetah* by Tom Nicoll and Ross Collins



**Top tip:** watch Tom Nicoll and Ross Collins read *There's Nothing Faster Than a Cheetah* on [our Authors Live broadcast](#) – you can learn how to draw your own cheetah!

### Mathematics and numeracy

Create a chart to show how fast all the animals can travel. Think about what graph or chart is the best way to display the information. **(MNU 1-20b, MTH 1-21a)**

Create a poster which shows how fast the animals travel in comparison to each other. Use the symbols “greater than”, “less than” and “equal to”. You can find their speeds at the end of the book! **(MTH 1-15a)**

Order the animals by speed.

Can you add in where a human might be? You could explore using different ways of measuring your own running speed! **(MNU 1-10c, MTH 1-15a, MNU 1-20b)**

### Sciences

Working in pairs, prepare a talk which shows the food chain of one of the animals from this book. **(SCN 1-02a)**

Learn more about speed and force by gathering some objects you can push or pull. How far do they go when pushed or pulled? What affects how quickly they travel? What is the best method for measuring their speed and distance? **(SCN 1-07a)**

### Technology

Use digital software to design a certificate for the winner of the race. What is the key information to include in your design? **(TCH 1-01a)**

Input all the animals' names and speeds into a spreadsheet and learn how to sort them from slowest to fastest. **(TCH 1-01a, TCH 1-02a)**

Design and create a vehicle for your favourite animal to travel in. **(TCH 1-09a, TCH 1-11a)**

### Literacy and English

The author has decided to use alliteration to show the different ways animals are travelling. Can you come up with anymore animals to add to the list? Write and draw your

own! You could extend this by using them all to create a class poem. **(LIT 1-21a, LIT 1-23a, LIT 1-24a)**

Go through the story, choosing verbs or adverbs that you could add to the alliteration: for example, scooting snails on skateboards. **(ENG 1-03a)**

### Modern languages

Watch this [Conde Nast video of tongue twisters from around the world](#) (4 minutes, 6 seconds). Are there any tongue twisters in a language you are learning? Look at how they play with rhyme, patterns, and sounds! **(MLAN 1-01a)**

Learn the names of the animals in the language you are studying. Make a bingo card by choosing six of the

animals and writing them down. Someone randomly calls out the names of the animals in the language you're studying. Whoever gets all six first wins! **(MLAN 1-07a)**

### Health and wellbeing

The animals all travel in different ways. Talk about the different ways of travelling to and from school and what we can do to keep themselves safe. Create a Road Safety poster you can display in the classroom. **(HWB 1-18a)**

The animals in the book are all in the same race but they have a lot of differences. Discuss how we are all different and write down a list of what makes you unique!  
**(HWB 1-47a)**

### Social studies

Look at some of the forms of transport in the book.

Research what they used to look like in the past compared to today. How have they changed? What has stayed the same? **(SOC 1-04a)**

The last page reveals that peregrines are actually the fastest animals on the planet! Discuss how some sources aren't reliable and what you can do to check facts are correct. **(SOC 1-15a)**

### Art

At the end of the story the winner gets a trophy. Design two medals for the animals in second and third place.  
**(EXA 1-03a, EXA 1-04a)**

Pick your favourite animal from the story and draw your version of them. You could turn this into a class display!  
**(EXA 1-03a, EXA 1-04a)**

### Music

There are lots of different vehicles in the book. Imagine what different noises they might make. How could you recreate this with different objects, instruments or your voice? **(EXA 1-17a, EXA 1-18a)**

Discuss different rhythms and test out some that are fast or slow. Try and clap a different rhythm for each animal depending on their speed and what vehicle they're driving!  
**(EXA 1-17a)**

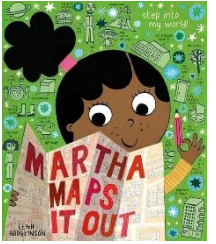
### Drama

Pick one of the animals from the book and act out how they are travelling. In your playground, have a class race as all the different animals!  
**(EXA 1-12a, HWB 1-21a)**

Turn to a page in the book and act out what is happening.

Remember to think about what voices the characters would be using and what they might be saying to each other.  
**(EXA 1-14a, EXA 1-15a)**





## Classroom activities for *Martha Maps It Out* by Leigh Hodgkinson

### Mathematics and numeracy

Using your tape measure, can you measure the distance between different places on Martha's map of her local area? **(MNU 1-11b)**

On the page of Martha's city, pick two places and work out, or write, the directions of how you'd get from one to the other. What other building would you pass? Where would you need to turn? **(MTH 1-17a)**

Use a map with grid references to explore horizontal and vertical points. Why do you think grid references are important? Who may use them in their job? Try and create your own grid reference on your map. **(MTH 1-18a)**

### Sciences

In the story Martha shows us a map of outer space! Learn about the different phases of the moon. You could keep a diary to show what is happening over the next month. **(SCN 1-06a)**

Martha shows us a map of the inside of her head. Can you make a map of the inside of the human body? **(SCN 1-12a)**

### Technology

Create a 3D model of a house. Use [the Access Art guide](#) to learn how to create brick patterns with printing. **(TCH 1-09a, EXA 1-03a)**

Make 3D models of a house using shoe boxes. Can you stack them together to make

flats? Can you lay them out like a mini town and map the area? **(TCH 1-09a)**

Martha dreams of taking a rocket into space. Built your own rocket with a moving part. **(TCH 1-12a)**

### Literacy and English

Martha dreams of travelling to space. Research the Apollo Moon landing and write your own report about taking a trip to space. What planet, real or imagined, would you travel to? How would you get there? What obstacles did you encounter on the way? You could use your Galactic Fantastic cards for inspiration! **(LIT 1-04a, LIT 1-07a, LIT 1-14a)**

At the end of the book, we see Martha's dreams: a book van, art gallery, travel and outer space! Draw something you'd love to do, or a place you'd like to go to, and write about why. **(LIT 1-20a, LIT 1-26a)**

Write your own Galactic Fantastic card for Martha's Space Monkey or your own favourite cuddly toy. What skills would they have? **(LIT 1-20a, LIT 1-26a)**

### Health and wellbeing

Create a map of your thoughts. As a class discuss different coping strategies and skills that can help you calm down, or people you can speak to if you feel worried, anxious or upset. You could extend this by asking pupils to create their own personal mind map that

they can refer to. **(HWB 1-06a)**

### **Social studies**

Investigate different landmarks, shops or services in your local area. Make a map to show these.

**(SOC 1-07a)**

Martha lives in a flat. Explore different types of houses in your local area. Compare them and consider how they meet people's universal and differing needs. **(SOC 1-11a)**

### **Religious and moral education**

In the map of Martha's local area there is a church. What happens in a church? Watch this [BBC Bitesize video](#) (1 minute, 22 seconds) then discuss what happens with a partner. You could compare churches with the place of worship in other world

religions. **(RME 1-01b, RME 1-04b)**

### **Art**

Design your own "Dream House". What would it look like from the outside? What rooms would it have inside?

**(EXA 1-03a, EXA 1-04a)**

Martha is fascinated by the universe. Create your own planet for Martha to see through her telescope.

**(EXA 1-03a, EXA 1-04a)**

### **Music**

Listen to [Gustav Holst's "Mars"](#), inspired by the planet Mars (7 minutes, 8 seconds). How does it make you feel? How does he capture the idea of outer space? Discuss your reaction with a partner.

**(EXA 1-19a)**

### **Drama**

We see lots of people in

Martha's maps throughout the story. They are all living their daily lives. Use [BBC Teach's Lets Move audio](#) to help you imagine you're moving around in a busy city! How would you walk or move through different areas of the town? **(EXA 1-13a, EXA 1-14a, EXA 1-15a)**

# Classroom activities for the P3 cards and tape measure



## Galactic Fantastic

### Mathematics and numeracy

Play a game of Galactic Fantastic in pairs or a small group. See inside the pack for the instructions. **(MNU 1-02a)**

Come up with your own game to play with the Galactic Fantastic cards. **(MNU 1-02a)**

Make your own card for the Galactic Fantastic pack by creating an alien and its length, weight, lifespan, and a special skill. What planet does it live on? What makes it unique? **(MNU 1-02a)**

Pick a card at random. Now, use chalk to mark on the ground how long you think that length is. Use your tape measure to check how close you were! **(MTH 1-11a,**

### MNU 1-11b)

Play Guess Who with a partner using two sets of cards. Each of you choose an alien and the other person asks yes or no questions like “Do they weigh more than 5kg?”. Whoever guesses correctly first is the winner! **(MNU 1-15a)**

Have everyone in the class pick a Galactic Fantastic card. Now, ask them to line up in order of length from longest to shortest. The only catch is – you can’t show anyone your card! Figure out where you need to be by asking your classmates “less than” or “greater than” or “equal to” questions to try and identify the correct order of the sequence. **(MTH 1-15a)**

### Science

The Galactic Fantastic aliens live on all kinds of different planets! Look up the planets in our solar system, as well as the sun and the moon. Create a poster about their patterns and movements. **(SCN 1-06a)**

Choose one of the planets and read its descriptions. Write down what you think you think it would smell, taste, and sound like if you were there. **(SCN 1-12b)**

Use [the NASA website](#) to learn about the most up-to-date news in space! Create a newspaper article reporting on a news story about recent scientific discovery. **(SCN 1-20a)**

### Technology

Choose one of the planets in our solar system and research it using a computer or device. What does it look like? How far away is it from Earth? **(TCH 1-01a)**

### Literacy and English

Choose an alien that you think should have a higher special skill score. Have a debate and try to persuade your classmates around to your way of thinking. You could share your opinion of why it should be higher, answer questions and share your ideas to win them over. **(LIT 1-09a)**

Choose a random object from your classroom (e.g., a pencil) and design an alien that is the same length and weight – you can use your measuring tape to help you! Now, create a new

Galactic Fantastic card for your creature, deciding on a name, lifespan, and its special skill. **(LIT 1-28a, MNU 1-11a)**

### Health and wellbeing

All the cards show the aliens' special skills. Have a think about what your special skill is. Is there something you're good at – whether a hobby, interest or being kind to other people? **(HWB 1-05a)**

### Art

Pick one of the aliens and draw your own version of them to create your own fact file. You can use the information on the card as well as trying to find some other sources to learn more about them! **(EXA 1-04a, LIT 1-06a)**

Choose one of the planets and draw your own version of it. What shops, landmarks or

places to visit would it have? **(EXA 1-03a)**

### Drama

Working in small groups, ask the children to each choose an alien from the cards. Take it in turns to act out the alien's special skill whilst the rest of the group guess the alien. **(EXA 1-12a)**

## Story cards

### Mathematics and numeracy

Choose one of the settings from the story cards and design a map of this on the grid template. Ask your classmates to describe or find different parts of your map using the coordinates. **(MTH 1-18a)**

### Sciences

Using the cards create a scenario – e.g., a knight needs to deliver a special potion to the bear, but the potion needs to be kept cold. Investigate what materials or properties you'd need to solve your problem. **(SCN 1-15a)**

### Technology

Use [Book Creator](#), [Storyboard That](#) or a similar app to make a digital version of a story you have written, including adding pictures. **(TCH 1-01a)**

Use digital software to find sound effects or music that matches the genre of one of the setting cards. **(TCH 1-01a, TCH 1-02a)**

### Literacy and English

Read a story to the class and ask them to guess what genre it is as they listen. What clues did they pick up on? What genre do you think *There's Nothing Faster Than a Cheetah* or *Martha Maps It Out* is? **(LIT 1-04a)**

Choose the haunted house or ghost card, then work in a pair to make up a short story to tell. Think about how you can use pace, gestures, expressions, emphasis on certain words and word choice to make it sound mysterious or scary! Swap your stories with another pair. **(ENG 1-03a)**

Sort the cards into different

genres together as a class by asking questions like “What kind of book would an astronaut be in?” Ask the pupils what their favourite genre to read is. Make a poster about it, featuring their favourite stories in the genre and what they like about it. **(LIT 1-04a, LIT 1-11a)**

Choose two or three of the story cards and see if you can think of a super sentence involving the pictures and words on the card, as well as using some adjectives to describe them. **(LIT 1-06a)**

Select three story cards then work in groups to create a story around the object, setting and character. Share all the stories with the class. What do they have in common? How are they different? Discuss how everyone has a different imagination and will create

different stories! **(LIT 1-20a)**

In groups, create a six picture storyboard. Draw the images in the squares then write short captions underneath to explain what is happening. **(LIT 1-26a)**

### **Health and wellbeing**

Choose two character cards and write a story about how they became friends, thinking about what qualities are helpful for making friends! **(HWB 1-44a)**

### **Social studies**

As a group, pick a period of history that could be an interesting setting for a story. Learn about it as a class using historical evidence, then practise describing or writing about it so you're ready to use it in stories. **(SOC 1-04a)**

### **Art**

Design your own character, setting or object card based on

a favourite animal or story. **(EXA 1-03a)**

### **Drama**

Use the cards to inspire a piece of role play. Give everyone a character by asking them to draw a card, then draw another card for setting, and lastly an item card is something they have to work together to find! **(EXA 1-12a)**

### **Music**

What would the soundtrack be for different genres? Pull a card and experiment with different music technologies or instruments! **(EXA 1-17a)**

## **Search and See cards**

### **Mathematics and numeracy**

Pick one of the words on the card. Use tally marks to count how many things around you fit the description. **(MNU 1-20b)**

### **Science**

Look at the words on the cards together as a class. Ask which sense you would need to find out if something fit each word? For example: can you see something is bumpy or do you need to touch it? Is it always easy to know if something is heavy just by looking at it? **(SCN 1-12b)**

### **Literacy and English**

Look through *There's Nothing Faster Than a Cheetah* or *Martha Maps It Out*. Try and find things that fit the word on the cards, for example: something big, something

small, something loud, something quiet and so on. **(LIT 1-07a, LIT 1-14a)**

In pairs, take it in turns picking an object that the other person has to guess. Use the words on the card to describe it: is it big or small? Flat or bumpy? Heavy or light? **(LIT 1-07a)**

Create your own comic book strip using some of the words like Ooh! Eek! Yuck! Wow! You could look at examples of sound effects in comic books in your classroom or online. **(LIT 1-20a, LIT 1-26a)**

Pull a random Search and See card and choose one of the words. Write down some things that word could describe - for example, cold could describe ice cream, snow, winter or a fridge! **(LIT 1-21a)**

## Social studies

Go for a walk in your local area, taking your cards with you. Use your cards as a scavenger hunt and see what you can find for each word! **(SOC 1-14a)**

## Mindfulness and Yoga cards

### Health and wellbeing

Read how to use the mindfulness breathing shape cards together. Discuss with your class why taking notice of your breathing helps you calm down and regulate your feelings. **(HWB 1-02a, HWB 1-15a)**

Create your own calm cards by cutting out piece of paper that's the same size as the other cards and writing on it some of your favourite things or people that make you feel happy, relaxed or calm. You can share these with the other people in your class or use this card for suggestions of things you can do, or people you can talk to, when you feel stressed or upset. **(HWB 1-06a, LIT 1-24a)**

Try some of the yoga pose

cards. Can you create a sequence where you move between different poses? **(HWB 1-21a)**

### Religious and moral education

Yoga is a form of prayer and meditation which helps Hindu connect with their Gods. Learn more about other Hindu beliefs and practices by watching this [BBC video](#) following Vandana, a young Hindu living in London (7 minutes, 11 seconds). **(RME 1-04b, RME 1-06a)**

Use the [Britannica Kids guide](#) to learn about the history of yoga and Hinduism. Why do Hindus practice yoga? How does it tie into their beliefs? **(RME 1-06a)**

### Music

Listen to some calm or relaxing music as you try different yoga poses. How

does the music make you feel? How does it change the poses or moving between them? You could extend this activity by learning more about some of the musical instruments and styles from India, where Hinduism originates from. **(EXA 1-19a)**

### **Dance**

Create a dance that incorporates some of the different yoga poses. **(EXA 1-08a, EXA 1-09a)**

## **Tape measure**

### **Mathematics and numeracy**

In pairs, measure an item with your hand and then again with someone else's hand. Is there a difference? Now use your tape measure. Make a comparison chart together that shows the difference in what you estimated and actual measurements. **(MNU 1-11a)**

Work with a partner or in a small group, taking turns to measure something like a shoe, hand, or arm (etc.). Now estimate how many shoes, hands or arms would make one metre. **(MNU 1-01a)**

Use your measuring tape to make a line of objects that is the same length as the height of some of the animals in *There's Nothing Faster than a Cheetah*. **(MNU 1-11a)**

Can you measure the distance

between different places on Martha's map of her local area? **(MNU 1-11a)**

Measure and compare different body parts. What do you think is the shortest part of your body? What is the widest? Create a chart and compare with a partner. **(MNU 1-20a)**

### **Sciences**

Learn more about speed by gathering some objects you can push or pull. Use your tape measure to measure how far do they travel when push or pulled. **(SCN 1-07a)**

## Activity sheet 1: Who will win?

Look carefully at the animal silhouette images in the front and back pages of the book, then arrange the creatures from slowest to fastest along the race line. If you want to try something harder, write down the order the animals appeared in the race in the story (there is no human in the story).

START

FINISH

camel mouse human lion tortoise crocodile

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

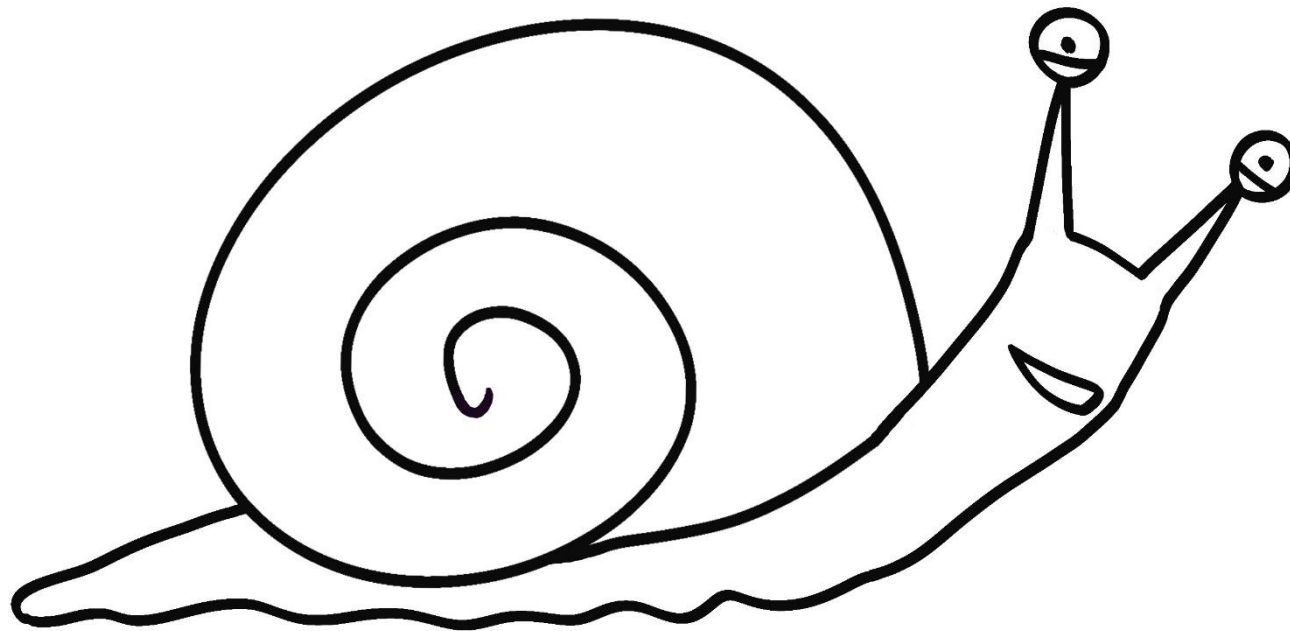
\_\_\_\_\_

\_\_\_\_\_



## Activity sheet 2: Create your own super speedy snail

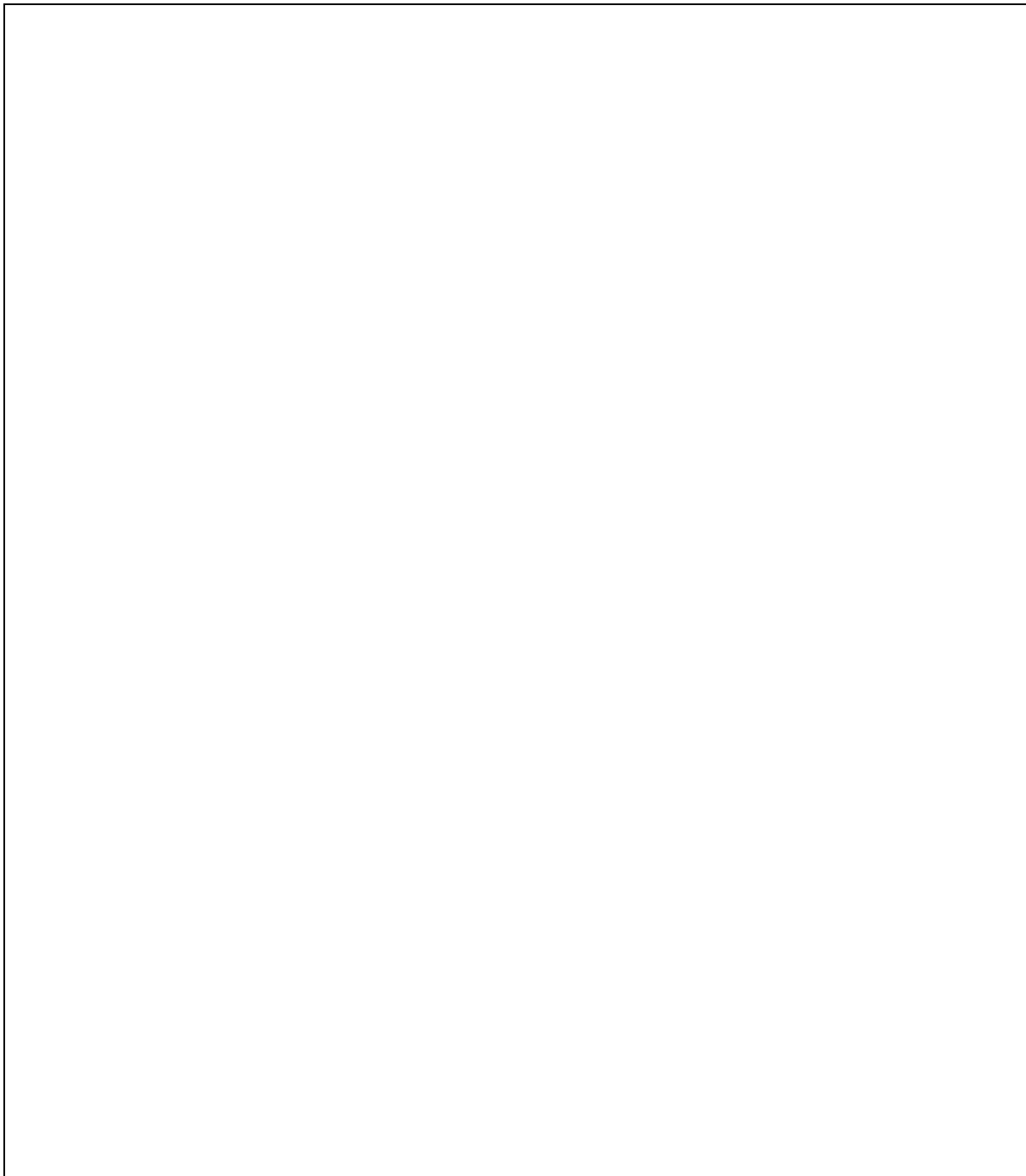
Boost this snail's speed by adding things to make it go faster. Jet packs, roller skates, engines, friends, wheels or whatever you can imagine.



### Activity sheet 3: There's Nothing Faster Than a...

Each of the animals in the book were able to go faster using an item that begins with the same letter as their animal's name: lions in lorries, squirrels on snow-mobiles gorillas in go-carts or bees and badgers and beagles on buses.

Choose your own favourite creature, draw and label a picture of them with an item of transport beginning with the same letter as their name.



## Activity sheet 4: Make an animal story

Think of an animal name starting with each of the short vowel sounds

/a/ antelope

/e/ \_\_\_\_\_

/i/ \_\_\_\_\_

/o/ \_\_\_\_\_

/u/ \_\_\_\_\_

Give each animal a name, e.g. Archie Antelope

/a/ \_\_\_\_\_

/e/ \_\_\_\_\_

/i/ \_\_\_\_\_

/o/ \_\_\_\_\_

/u/ \_\_\_\_\_

What might Archie Antelope be worried about? How can each of his friends help him?

Write your story on the back of this page.

## Activity sheet 5: Comparatives and superlatives


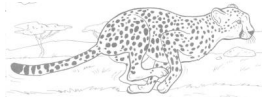
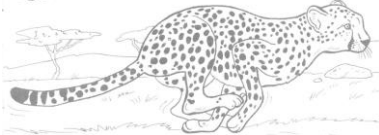
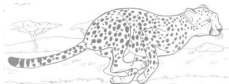
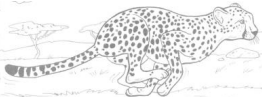
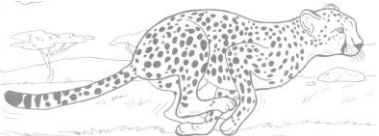
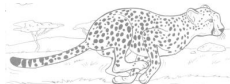
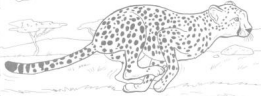
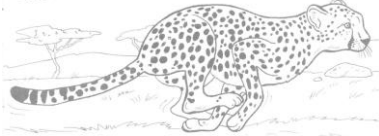

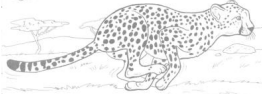
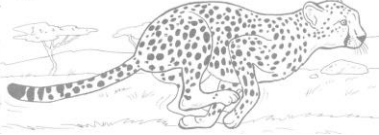
	Add er	Add est
  big  -----	  -----	  -----
  fast  -----	  -----	  -----
  long  -----	  -----	  -----
  wild  -----	  -----	  -----

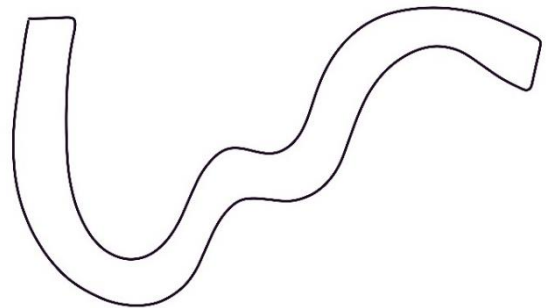
Image courtesy of supercolouring.com

## Activity sheet 6: Make your own animal board game

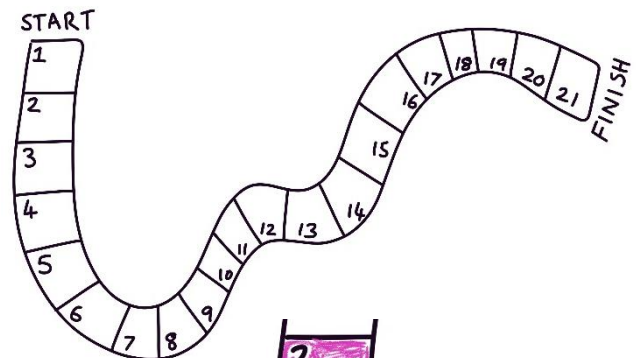
You will need:

- A blank piece of paper
- Pencils or pens
- A number spinner (see the template on the next page) or dice
- Animal tokens (see the template on the next page, or make your own!)

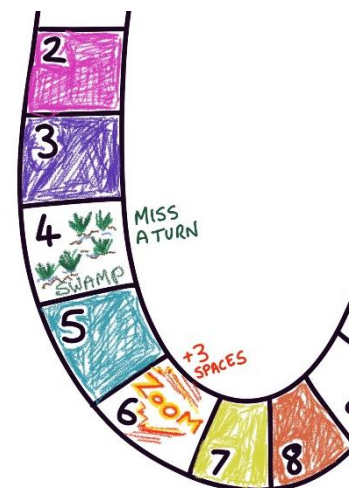
1. Start by drawing a long wiggly racetrack on your piece of paper



2. Draw lines across the track to create boxes and number them. Write START at the beginning and FINISH at the end.



3. Colour in your track. You could choose some boxes to have obstacles – for example you could have a SWAMP box where players who land on it miss a turn, or a ZOOM box where you move forward three places.

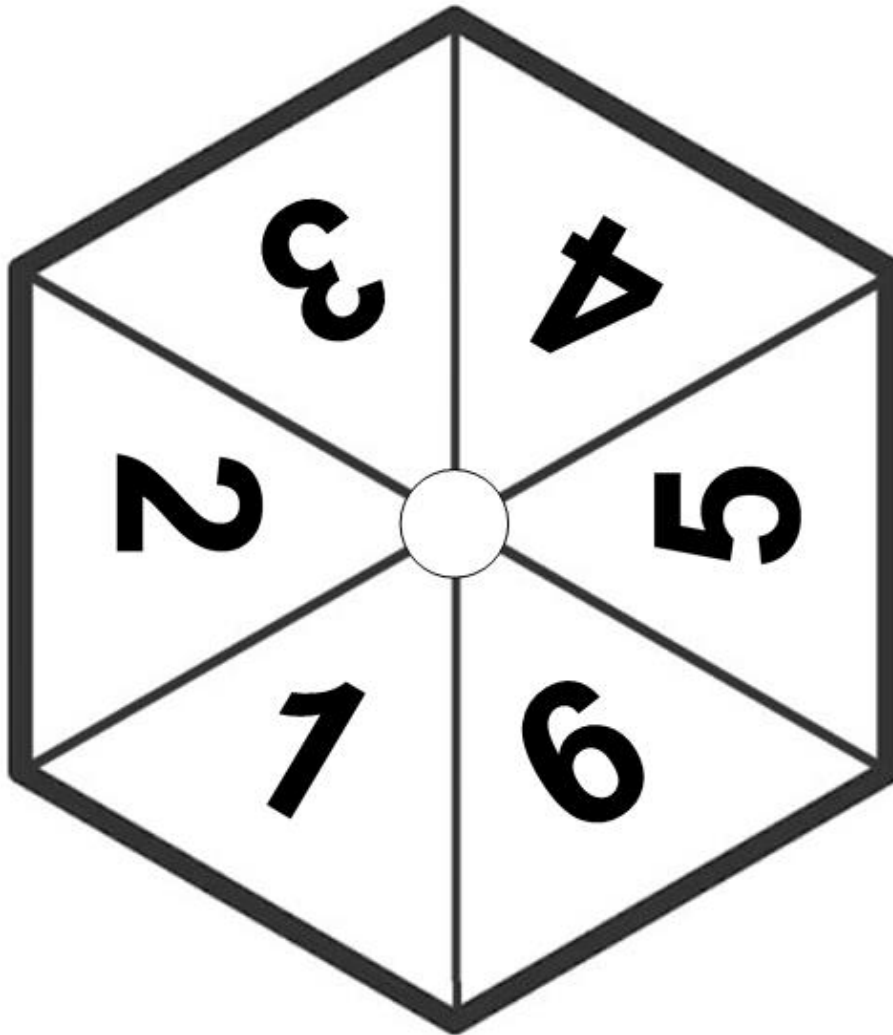


4. Create some different looking animal tokens. You can use the template on the next page, draw your own, or use something you already own (e.g. beads) to represent the animals.

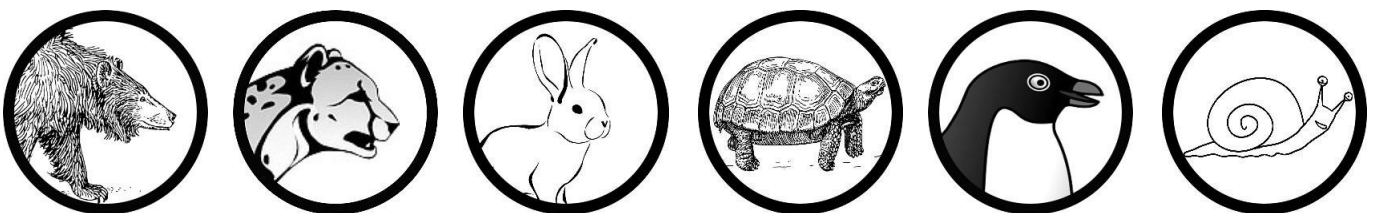
5. Make a number spinner or use dice to play. Take turns to spin or roll a number and move forward. First animal to the FINISH wins!

### Number spinner

Cut out the spinner. Then carefully push a pencil or small stick through the centre circle (put a small ball of Blu Tack or putty underneath to help you do this safely).  
Glue the spinner onto card to keep it sturdy. Spin the pencil and whatever the number spinner lands on is your movement for this turn.

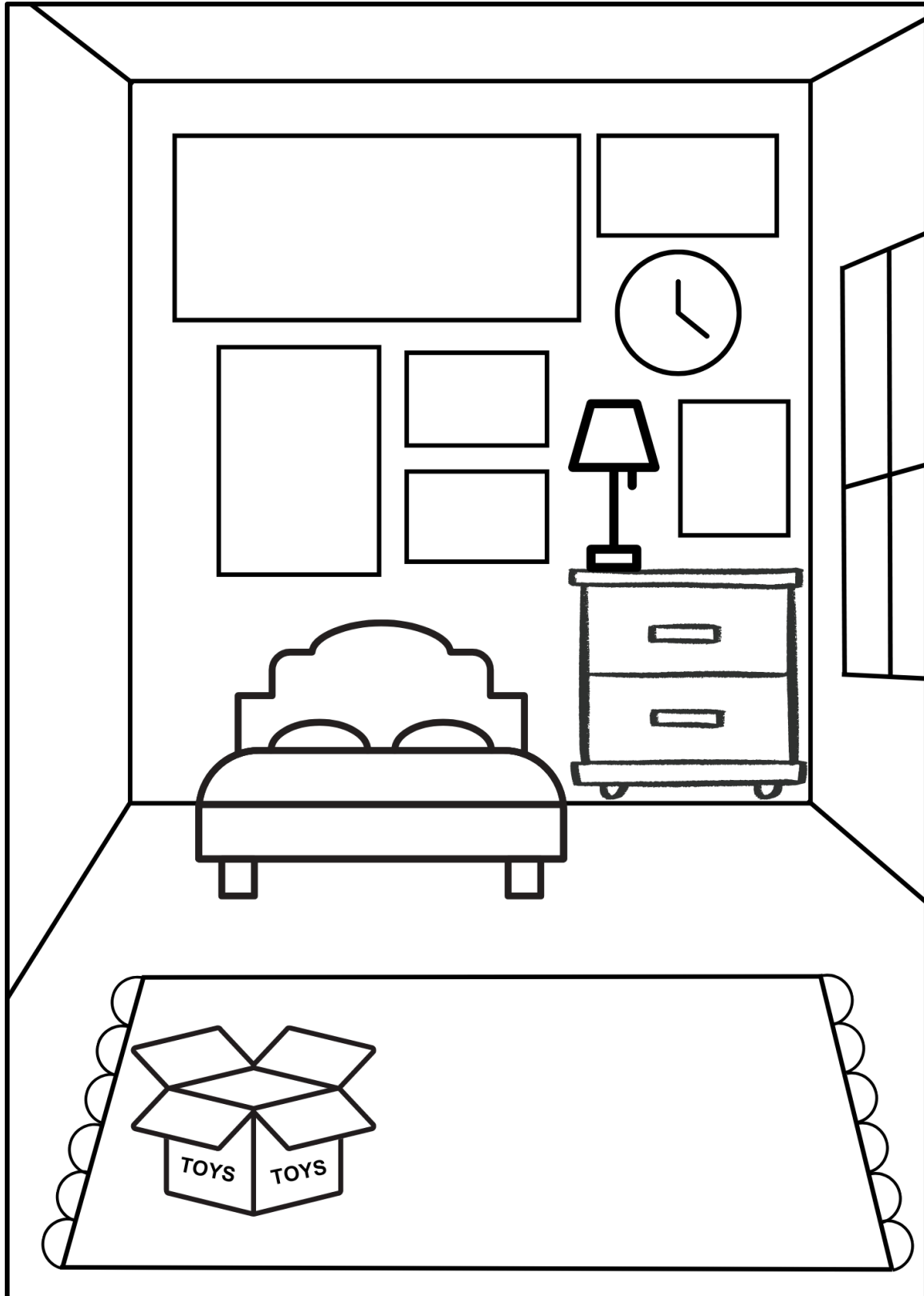


Animal player tokens – cut out and colour in



### Activity sheet 7: Design your own dream bedroom

Design your own bedroom. You could label everything like Martha does in *Martha Maps it Out!* Why not add some art in the frames on the wall? Or some patterns on the carpet or bedspread!



### Activity sheet 8: Map grid references

Draw your own map like *Martha Maps it Out*. You can then use grid references to describe to a partner the location of different things on your map!

	A	B	C	D	E	F	G	H
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								



## Further resources

### Help and support

To find out more about Read Write Count, visit our [About Read Write Count webpage](#), our find your local contact with our information on [How to get Read Write Count bags](#)

### Teacher resources

Find further teacher resources on the [Read Write Count section of the Scottish Book Trust website](#), including:

- Our [P2 bag teacher pack](#)
- Our webinars on [Making the most of the P2 bag](#) and [Making the most of the P3 bag](#)

Further resources will be added later, including inclusive resources designed for children with additional support needs, a resource for librarians as well as STEM resources created by RAiSE. Keep checking back on the [Read Write Count section of our website](#) to see when these are available!

### Family resources

- Our [Home Activities Hub](#) contains resources, activities and top tips for families at home
- Our [Read Write Count Home Challenges](#) are fun activities designed to help them further explore the bag