



## Read Write Count with the First Minister: P2 teacher pack

Resources Book Week Scotland event guidelines to support the Read Write Count P2 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)



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## 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.

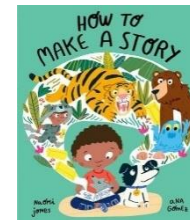
### **Training sessions**

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 *How to Make a Story* by Naomi Jones and Ana Gomez

### Mathematics and numeracy

Read through the story, using tally marks to count how many gold bricks are in the book.

**(MNU 1-01a)**

In the book, Milo finds a treasure chest! In groups, take it in turns hiding something in your classroom or playground. Use directional language to describe where it's hidden.

**(MTH 1-17a)**

After designing your own treasure chest (see [Technology](#)) estimate how heavy Milo's treasure chest would be. You could also use a pair of scales or another instrument to come up with a weight. **(MNU 1-11a)**

### Sciences

In Milo's story, Wolf is travelling through the jungle. Think about your five senses – what would Wolf hear, see, smell, taste and touch? How would they help or hinder him on his adventure? **(SCN 1-12b)**

### Technology

Design and build your own treasure chest. Explore different materials and decide what would create a good chest. Is it durable? How big should it be? **(TCH 1-09a, TCH 1-10a)**

### Literacy and English

Tell your own version of Milo's story by drawing it in comic panels. Add in sound effects or thought bubbles to show what the characters are hearing or

thinking. **(LIT 1-01a)**

If you want some inspiration for creating a story like Milo, use [Scholastic's Story Scrambler](#) to give you a story prompt! **(LIT 1-20a)**

Write and draw your own story to read aloud to your classmates. Make sure you plan out a beginning, middle and end. **(LIT 1-20a, LIT 1-24a)**

### Modern languages

In Milo's story, Wolf was exploring the jungle in the Canary Islands, where the national language is Spanish. Can you learn how to introduce yourself in Spanish or the language you are learning? **(MLAN 1-02b)**

### Health and wellbeing

Wolf could see that the monsters were feeling sad and thought how to make them feel happy! Draw the monsters with some different expressions. How do different emotions look? You could also discuss how Wolf might have responded differently if the monsters had some different expressions. For example, if they were angry or happy - how might he have responded? **(HWB 1-02a, EXA 1-04a)**

In the book, we see Milo's Nana outside doing yoga. Explore some yoga poses and movement inspired by the jungle with [Cosmic Kids Yoga](#) (36 minutes, 29 seconds) **(HWB 1-25a)**

### **Social studies**

Where could Milo's story be set? Research different climate zones throughout the world. Where would you find a tiger or a bear? How are tigers and bears impacted by the climate they live in? **(SOC 1-12b)**

Look at the animals in the stories. Would a tiger survive living in Scotland? Compare how our environment is different from the jungle. **(SOC 1-13b)**

### **Religious and moral education**

Discuss what the book is trying to tell us - what does Milo learn about sharing by the end? Religious stories have similar meanings and values such as sharing, caring, kindness and empathy. Compare a world religion, or Christian story, with a similar moral. **(RME 1-04a,**

### **RME 1-09b)**

#### **Art**

Create your own book cover for Milo's story "Wolf's Big Adventure". You could look at some book covers in your classroom or online for inspiration. What key ideas or images should you capture on the cover? **(EXA 1-03a, EXA 1-04a)**

Make a collage of the jungle using different tools, materials and mediums. **(EXA 1-02a)**

#### **Music**

Create the sounds of the jungle using different instruments, objects or your voice. What can you use to create the sounds of the rain, wind, animals or birds? Should your rhythm be quick or slow? Should your sounds be quiet or loud?

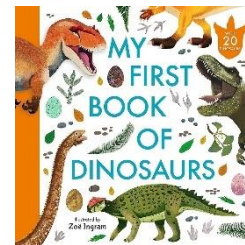
### **(EXA 1-17a, EXA 1-18a)**

Create a sound story for Wolf's Big adventure. What materials (instruments, voice, objects or digital technologies) could you use around the classroom to re-create the noises in the story? One person read the story aloud whilst everyone else makes the sound! **(EXA 1-17a, EXA 1-18a)**

#### **Drama**

Have one child pretend to be a sleepy tiger guarding an item ("treasure"). The other children take it in turns being a Wolf who steals the treasure. Can the tiger guess which Wolf stole his treasure? **(EXA 1-12a)**





## Classroom activities for *My First Book of Dinosaurs* by Zoë Ingram

### Mathematics and numeracy

Create a chart to show how many of the dinosaurs are herbivores and how many are carnivores. Remember to add a title and labels.

**(MTH 1-21a)**

Choose five dinosaurs and order them by weight from lightest to heaviest. How else could you organise them? For example: height, colour, country, etc. **(MNU 1-11a)**

Compare the weights, heights and lengths of the dinosaurs. Which is the heaviest, or tallest? Measure and weigh some everyday objects in your classroom for comparison. **(MNU 1-11a)**

### Sciences

What are herbivores, carnivores and omnivores?

Use [the Natural History Museum's activity sheets](#) to learn about the different categories and sort the dinosaurs into each one.

**(SCN 1-01a, SCN 1-02a)**

Use the [Natural History Museum's video](#) (2 minutes, 43 seconds) and online guide to learn about why birds are the only dinosaurs around today. What characteristics have birds inherited from their dinosaur ancestors?

**(SCN 1-14a)**

### Technology

Use [Natural History Museum's activity sheets](#) to create your own dinosaur feet. When decorating them, you could

use the book for inspiration on patterns and colours. Once your feet are ready, you can use them to act out how you think your dinosaur would walk! **(TCH 1-09a, EXA 1-03a, EXA 1-13a)**

### Literacy and English

Pick one of the dinosaurs from the book and find out some more information about them. Create your own fact file for this dinosaur, thinking about the best way to lay out the key information. **(LIT 1-20a, LIT 1-28a, LIT 1-29a)**

Design your own wordsearch, using some of the names of the dinosaurs in the book. You can use our printable activity sheet for inspiration!

**(LIT 1-26a)**

Choose one or two dinosaurs and write a story, poem or rhyme about them. Use the facts from the book to help you include more details.

**(LIT 1-26a)**

### Health and wellbeing

All the dinosaurs have different abilities and skills and are good at different things. In pairs, talk about the things you are good at and something you're proud of.

**(HWB 1-10a)**

The dinosaurs in the book are carnivores, herbivores, or omnivores. Talk about some different human diets (e.g. vegetarian, vegan) and compare the different kinds of foods we need to eat in

balanced diet. **(HWB 1-30a)**

Look at dinosaurs and other types of animals that start life as an egg. Use the library or internet to research them, how they are born and how do they grow. Do any surprise you? **(HWB 1-50a, TCH 1-01a)**

### **Social studies**

Use [SciShow Kids video on Mary Anning](#) (4 minutes, 13 seconds) to learn about one of the first palaeontologists who discovered a Plesiosaurus skeleton in the 1800s! **(SOC 1-03a)**

Use a map to look at the countries the different dinosaurs lived in. Compare their climates then and now. How does a country's climate have an impact on the animals, wildlife and people

that live there? **(SOC 1-12b)**

### **Art**

Use [Arts Projects Kids guide](#) to learn how to draw a fossil. Now, pick a creature or plant and design your own fossil version of it. **(EXA 1-03a, EXA 1-04a)**

Design your own dinosaur using a variety of different materials. You could explore different colours and textures or collaging with different types of paper and other materials. **(EXA 1-03a, EXA 1-04a)**

### **Music**

Listen to a [StoryBots song about dinosaurs](#) (full video 11 minutes, 15 seconds). Can you create a song about a dinosaur from the book? **(EXA 1-17a)**

Listen to [Camille Saint-Saëns' "Fossils"](#) (1 minute, 22 seconds). What instruments sound like the fossils or skeletons of dinosaurs? **(EXA 1-18a)**

### **Drama**

Use the [BBC Teach guide to learn about Mary Anning](#) (19 minutes, 14 seconds). Now, in groups, come up with your own play recreating Mary's discovery and the impact it had! **(EXA 1-12a, EXA 1-14a)**

### **Dance**

How would the different dinosaurs move? Create a dance including some dinosaurs from the book. What music would describe the movement of the dinosaurs? Would it be fast or slow?

Would the pitch be high or low? **(EXA 1-09a, EXA 1-12a)**

## Classroom activities for the P2 cards and tangram



### Dominoes

**Top tip:** learn how to play dominoes with [the short video on our website!](#)

#### Mathematics and numeracy

Use [the video on our website](#) (1 minute, 36 seconds) to learn how to play a game of dominoes! **(MNU 1-02a)**

Create your own set of domino cards by choosing animals or objects to draw. Draw that number of animals or objects on each card. For example: two cats on the 2, or seven pineapples on the 7. **(MNU 1-02a, EXA 1-06a)**

Write down a list of the numbers 0-12. As you turn over the cards count the domino spots to work out what your card totals to and tick it off your list of numbers. Which

numbers are the trickiest to find? Which number do you find the most of? **(MNU 1-03a)**

Place the domino cards face down. Have one person pick a card. Everyone has to guess the total amount of spots by asking yes or no questions, for example, "Is it an odd number?" or "Is the total more than 5?" etc. **(MNU 1-03a)**

Pull a random card. Imagine that the number on it is how many pounds you have. What could you buy for this amount? Would you get any change? **(MNU 1-09a)**

Pull a random card. Imagine that the number on it is a time (either AM or PM). How many hours is that away? What

would you normally do at that time? **(MNU 1-10a)**

#### Technology

If you have domino blocks, create your own domino run! How far can you make it run? Can you involve other objects as barriers? If you don't have dominoes, you could explore building a house of cards. **(TCH 1-09a)**

#### Literacy and English

Make up your own game using the cards and write down the instructions so you can play it at home. **(LIT 1-28a, LIT 1-29a)**

#### Modern languages

Learn to count to 10 in another language. Use the cards as prompts to shout out the numbers as a class and gain

confidence when the numbers are out of sequence. **(MLAN 1-05b)**

#### Health and wellbeing

Working in teams, agree an action for each number e.g., jump, hop, step forward, star jump. Use the cards to make a sequence and practise linking the steps together. **(HWB 1-21a)**

#### Social studies

Investigate the history of dominos, how the game was created and what country it was from. Compare old Domino sets (made of ivory) to the ones on your cards. How are they different? What is the same? **(SOC 1-04a)**

## 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? **(LIT 1-04a)**

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)**

Create an oral story around the class. The first child chooses a story card, shows everyone the picture then starts the story by introducing the character, setting or item. The next child chooses a new card and continues the story. Keep telling the story until the cards are finished, or everyone has had a turn. **(ENG 1-03a, LIT 1-07a)**

Select three story cards then work in groups to create a story around the object, setting and character. Share all of the stories with the class and notice how different they are. **(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)**

## **Talk It Out**

### **Sciences**

Use the “What can we see if we look out of the window together” card to prompt a discussion. What do you think you’d be able to smell? What do you think you’d be able to hear? What is easier to see? What is more difficult to see? **(SCN 1-12b)**

### **Technology**

Design a structure using your cards. Work as a class to try out different arrangements to find the most stable one. **(TCH 1-12a)**

### **Literacy and English**

Choose a character from your favourite book and imagine how they might answer the questions. Write down your replies and then read them aloud in a group. Can your group guess who your character is? You can make it harder by not mentioning

names or specific places, so your group has to be creative in asking questions. **(LIT 1-09a)**

Practise using the cards in pairs, choosing one to discuss and taking time to listen to each other's answers and talk together about your responses. **(LIT 1-09a)**

Use the card “If you were an animal what would you be and why” or “Is there something you have dreamed of doing” card as inspiration for a piece of writing – you could show your ideas in a comic strip, letter or diary entry. **(LIT 1-20a)**

### **Health and wellbeing**

The cards can be used in a Circle Time activity to encourage discussion and build confidence in a group.

### **(HWB 1-01a)**

Use the “Tell me about a thing that makes you happy” card to start a discussion on what happiness feels like and when you feel it. You could create a mural or display in your class to remind you when you're having a hard day. **(HWB 1-01a)**

### **Social studies**

Talk about the card “What can we see if we look out of the window together”. How might that be different if you lived in a different period of history? Can you spot anything that wouldn't be there in the past? **(SOC 1-04a)**

In pairs, talk about the “If you could time travel, where would you go?” card. What era of history do you find most interesting and why?

## **(SOC 1-04a)**

Talk about the card "Tell me about something nice you did today" – what does it mean to be a good friend? How can we think about the needs of our friends and those around us, and how these can be different from our own? **(SOC 1-16a)**

## **Act It Out**

### **Mathematics and numeracy**

Take 12 of the cards and practise sharing them equally between 2, 3 and 4 people. If you have more people, do they get less cards? Discuss the fairest way to split the cards. **(MNU 1-07b)**

### **Sciences**

Sort the cards into living and non-living things. Are there any cards which used to be part of a living thing? **(SCN 1-01a)**

### **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)**

Film members of your class acting out some of the cards and use the video to make a quiz for other classes to try. **(TCH 1-01a)**

## **Literacy and English**

Take turns to pick a card and describe it to the class or group, thinking about your choice of words and using gestures to help them to guess. **(ENG 1-03a)**

Are there any cards that link to *How to Make a Story* or *My First Book of Dinosaurs*? Choose three cards and explain your reasoning. **(ENG 1-17a)**

Make a word bank for the cards, talking about what each item is, how to spell the word and practising any tricky words. **(LIT 1-21a)**

### **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**

Pick a category and draw a new image of your choice to accompany the set. **(EXA 1-05a)**

Share the card you've designed with the class. Act it out and see if anyone can guess what your card is! **(EXA 1-01a, EXA 1-12a)**

### **Drama**

Play Act it Out as a class. Challenge the pupils to only use sounds rather than actions to describe the card they've chosen. **(EXA 1-12a)**

## Tangram

**Top tip:** learn how to make shapes and letters with [the short videos on our website!](#)

### Mathematics and numeracy

What is the smallest/largest shape you can make?

**(MTH 1-16b)**

One person creates a shape using the tangram without the other person seeing. They describe it to someone else who will try to make the same shape. **(MTH 1-16a)**

Match the shape from your tangram to something in your classroom. **(MTH 1-16a)**

### Literacy and English

In pairs, use your tangram to tell Milo's story from How to Make a Story. What elements from the story can you make with the different shapes? **(ENG 1-03a)**

In pairs, use your tangram to tell Milo's story from How to Make a Story. What elements from the story can you make with the different shapes?

**(ENG 1-03a)**

Use our [“how to” video on the Scottish Book Trust website](#) (1 minute, 42 seconds) to learn how to use your tangram to create the letters of the alphabet. Can you spell out your name? **(LIT 1-21a)**

### Art

Make rubbings of the different tangram shapes that you create to make a picture. **(EXA 1-03a)**

Make your own tangram. Pick a shape and cut it into pieces. Give the pieces to someone else and see if they can make the original shape. **(EXA 1-06a)**

Using pieces from multiple tangrams, create a big shape or animal as a class.

**(EXA 1-06a)**

Look through the dinosaurs in My First Book of Dinosaurs and try and create your own dinosaur shape! **(EXA 1-06a)**

## Activity sheet 1: Draw your own comic

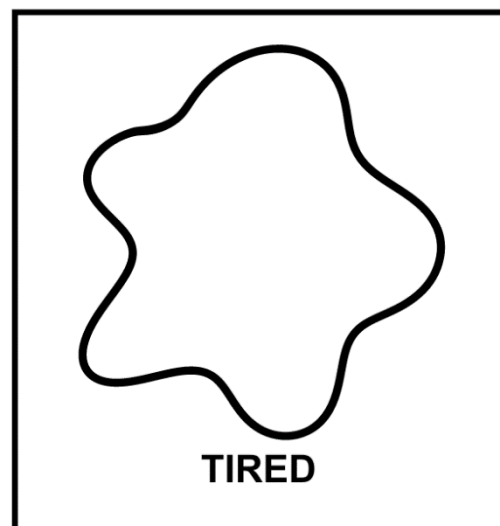
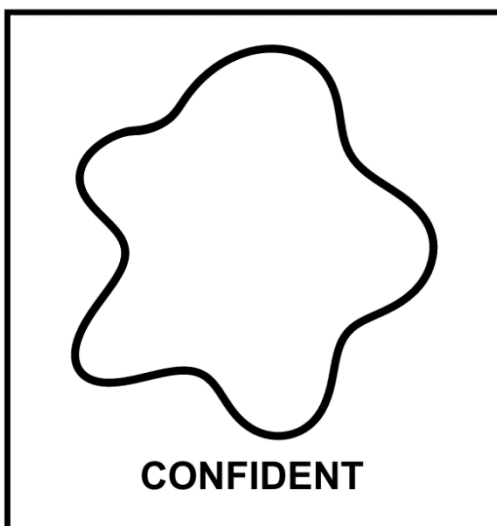
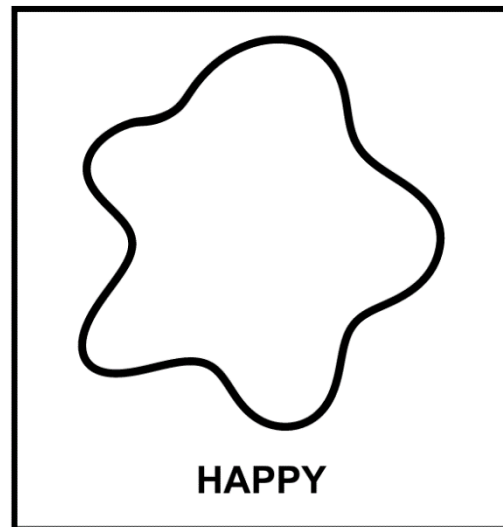
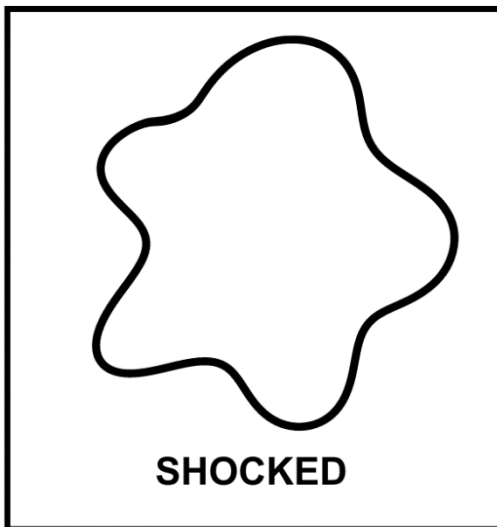
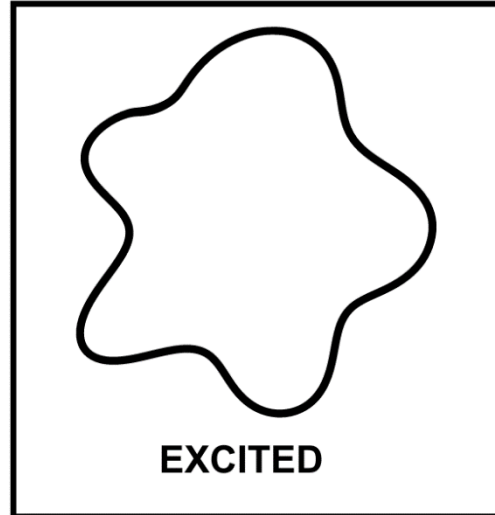
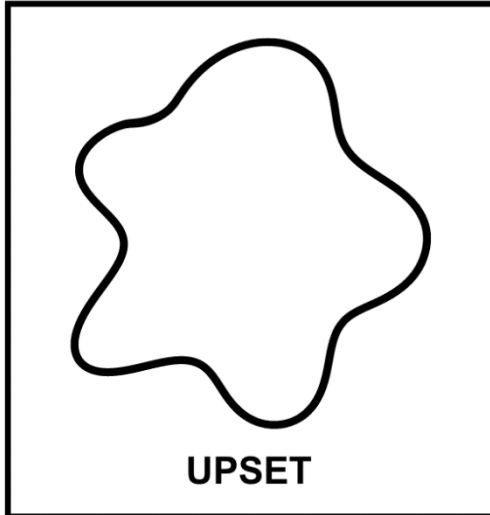
Use these comic strip templates to tell a story like Milo in How to Make a Story! If you're stuck, you could use your Talk it Out cards as inspiration. For example, "if you were an animal what would you be and why?" could lead to you imagining yourself turning into an animal. What would you do with your day if this happened?





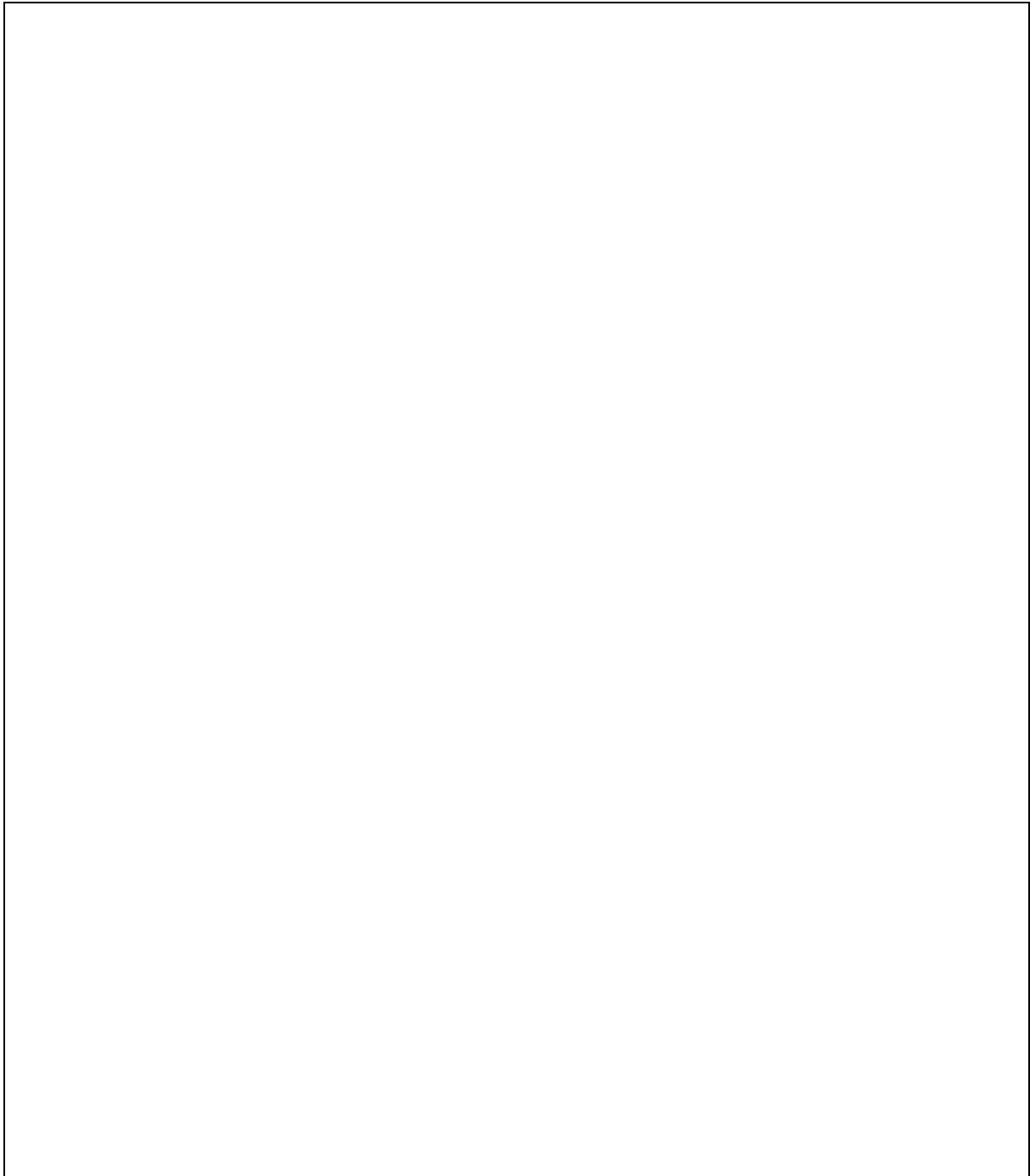
## Activity sheet 2: Monster emotions!

Below are some outlines of the monsters from *How to Make a Story*. Draw what some different emotions look like on their faces.



### Activity sheet 3: Design a book cover

Design your own book cover – you could use *How to Make a Story* as inspiration!  
Make sure your book cover includes the title, your name and some artwork of what happens in the story.



## Activity sheet 4: *How to Make a Story* story map

Create your own story map to retell the events of the story in sequence.

**Firstly,**

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**Then,**

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**Finally,**

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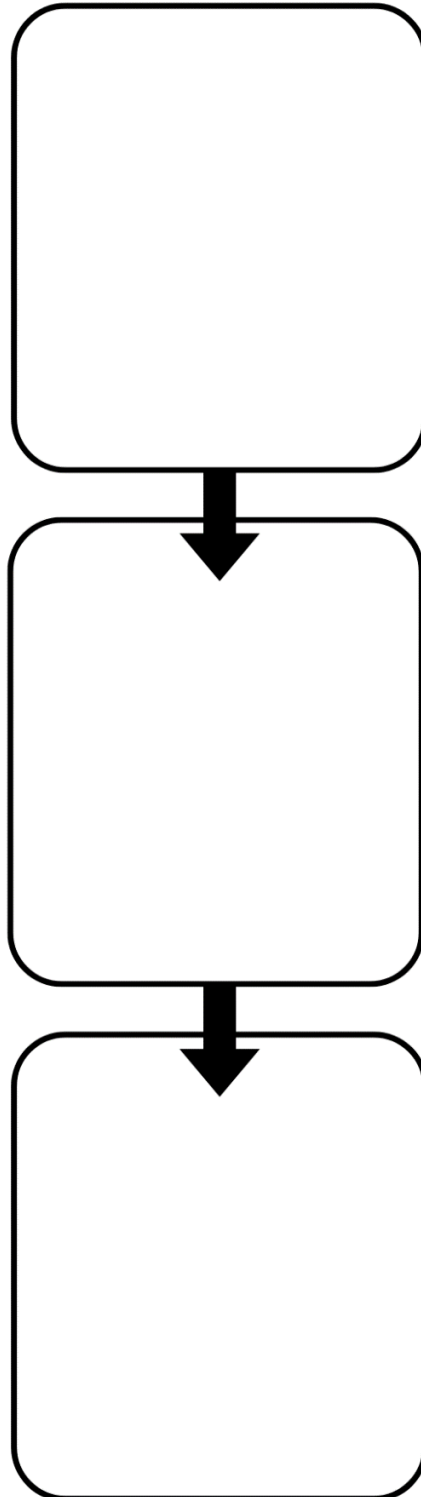
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## Activity sheet 5: Design your own dinosaur

Remember animals evolve to fit their environment. Think about this when you design yours. For example: a long neck would help to reach leaves at the top of a tree, sharp teeth would be useful for hunting other creatures, camouflage would help it hide, and webbed feet would be great for swimming. Look at your book for ideas.

### My Dinosaur

What is it called?	
Where does it live?	
What does it eat?	
How big is it?	
A fun fact about my dinosaur is...	

## Activity sheet 6: Create your own dinosaur wordsearch

Use some of the names of the dinosaurs in *My First Book of Dinosaurs* to create your own wordsearch! If you're stuck, there's some words at the bottom of the page you can use for inspiration.

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											R		
											A		
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											N		
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											A		
											U		
	M										R		
		I									U		
			N								S		
				M							R		
					I						E		
											X		

Words you could use for your wordsearch: CLAW, TOOTH, TAIL, FOSSIL, DINOSAUR, PREHISTORIC, EXTINCT, HERBIVORE, CARNIVORE

## Activity sheet 7: Dinosaur sorting

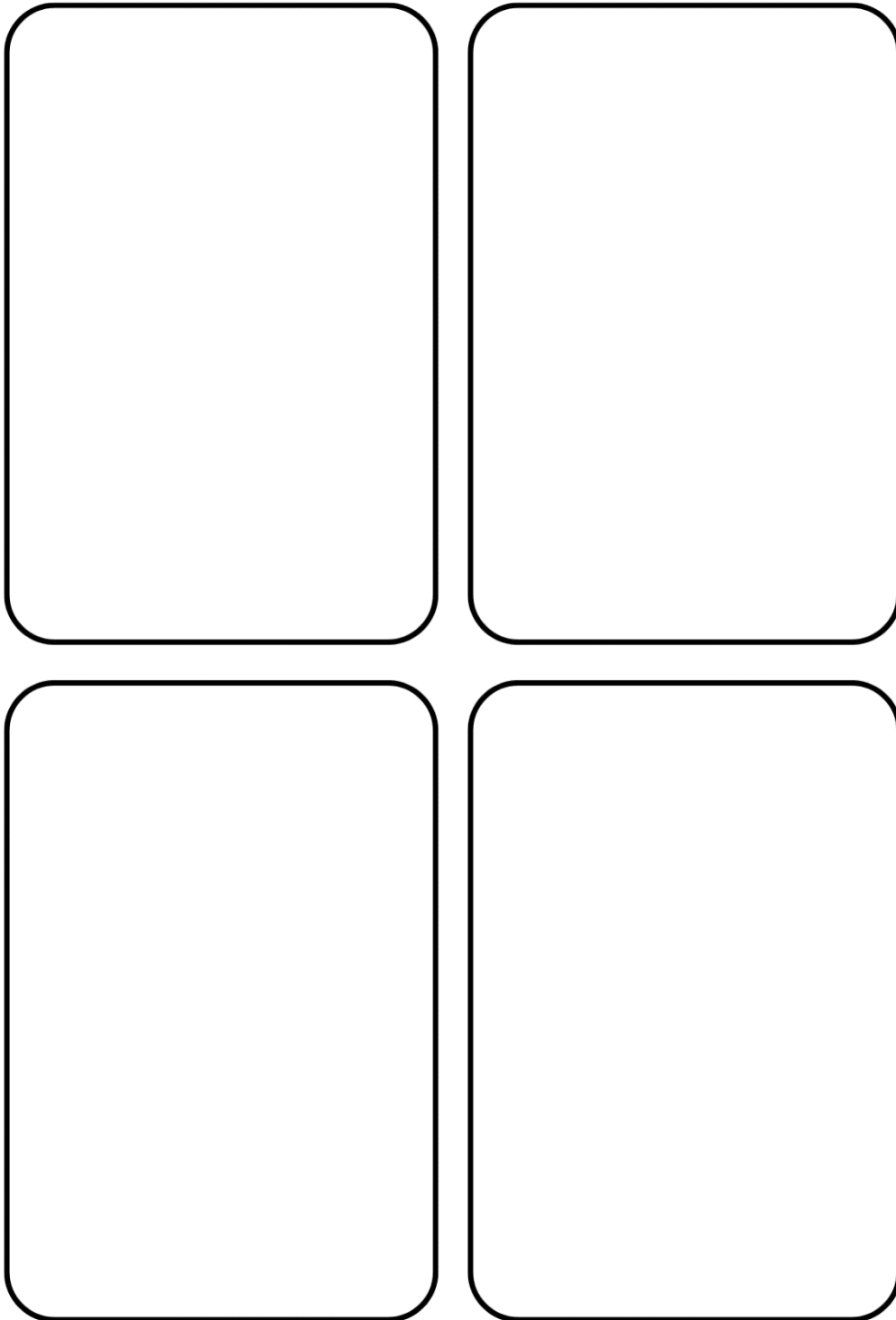
Use this activity sheet to sort the dinosaurs in *My First Book of Dinosaurs*. Use tally marks to count how many there are of each of the headings below. Once you've finished, you could turn the numbers into a graph or chart!

Herbivores		Carnivores		Omnivores	
Smaller than 10 metres			Taller than 5 metres		
Weighs less than 5kgs		Weighs 5kg – 100kg		Weighs more than 100kg	
Found in USA, South America or Canada	Found in Europe	Found in Africa	Found in Asia	Found in Australia	

Create your own category:


## Activity 8: Design your own Story Cards

Is there a setting, character or object you want to add to your Story Cards? Cut out the templates below, draw your card and add it to your pack! To make it last longer, you can glue it onto a piece of cardboard.





## 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 P3 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