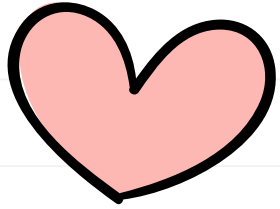


# A-Z OF LEARNING WORDS

## Part 1 A TO L

Campie's Mini Dictionary  
of the words we often use in class



**"THINK AND WONDER  
WONDER AND THINK"**

—Dr Suess



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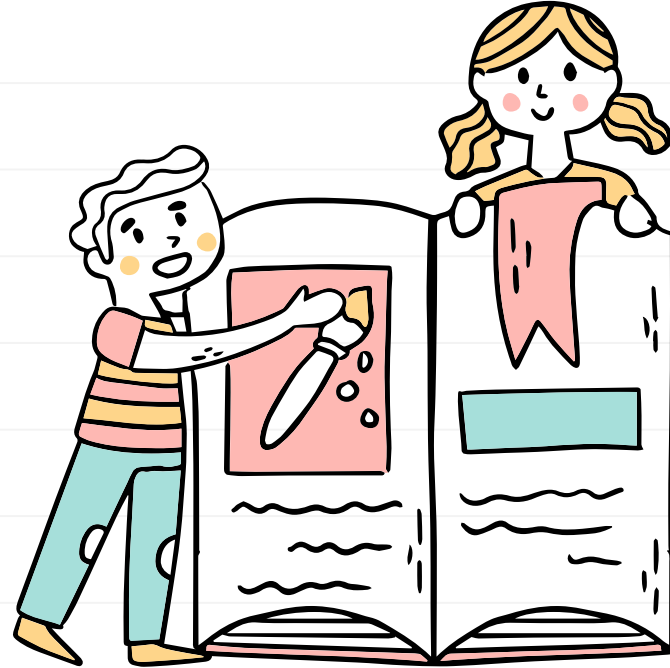
Learning Intention  
LCWC

# INTRODUCTION

During learning we use lots of words to describe knowledge or skills. This guide is to share some of these. Your child may be familiar with a few or all of them. This will depend on your child's age and stage.

We hope this short guide is helpful.

**MRS MCKAY**



# A

## Array

An array is formed by arranging a set of objects into rows and columns. Each column must contain the same number of objects as the other columns and each row must have the same number as the other rows.

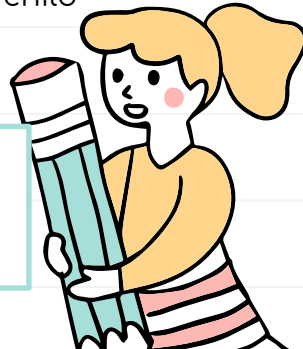


[BBC Teach: Arrays](#)

# AR

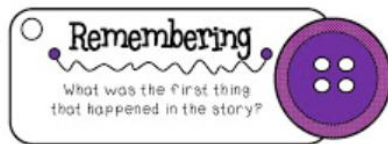
Accelerated Reader. Primary 4 to Primary 7 use this online tool to support and encourage reading for pleasure. Books are given a ZPD. Children complete an AR Star test and this provides a ZPD range in which to choose books. Once your child has completed a book they can take a quiz. This is an opportunity for your child to recall main event and demonstrate their understanding. Quiz scores are given as a percentage. Readers are encouraged to read for at least 30 minutes per day. Regular reading supports the development of skills and the child gradually increases their ZPD.

Zone of Proximal Development (ZPD) The Zone of Proximal Development (ZPD) defines the readability range within which pupils should read to best develop their reading, while avoiding frustration.

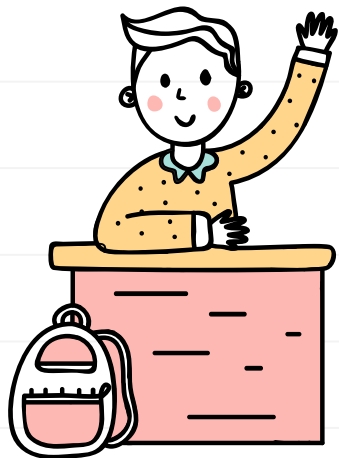
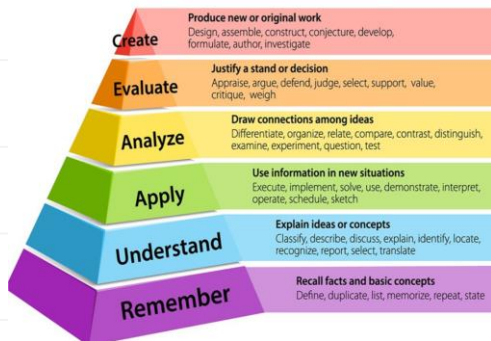


# Blooms

We use 'Bloom's taxonomy' in many different learning opportunities. Each level is conceptually different. Children will be familiar with tools such as Bloom's Buttons



## Bloom's Taxonomy



# B

# BODMAS

A way to remember the order to solve a calculation.

**B** → Bracket - ( ) or { }

**O** → Order or Power -  $2^5$ ,  $3^7$ ,  $\sqrt{2}$

**D** → Division ( $\div$ )

**M** → Multiplication ( $\times$ )

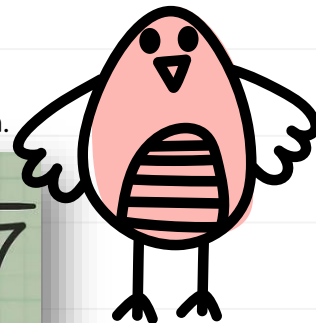
**A** → Addition ( $+$ )

**S** → Subtraction ( $-$ )

# Bus Stop

The formal written method of division.

$$\begin{array}{r} 5 \overline{) 847} \\ \underline{5} \phantom{0} \\ 34 \phantom{0} \\ \underline{30} \phantom{0} \\ 47 \\ \underline{45} \\ 2 \end{array}$$



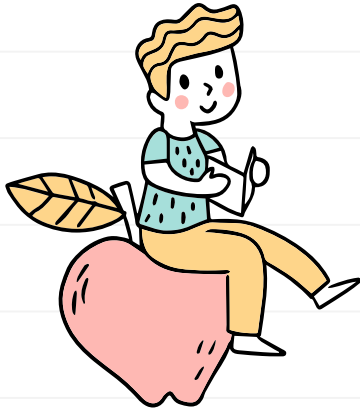
# CVC & CCVC Words

CVC: 3 letter words consisting of consonant ,vowel, consonant

e.g. *cat, dog, mat.*

CCVC: Consonant, consonant vowel consonant

e.g. *shop, chop*

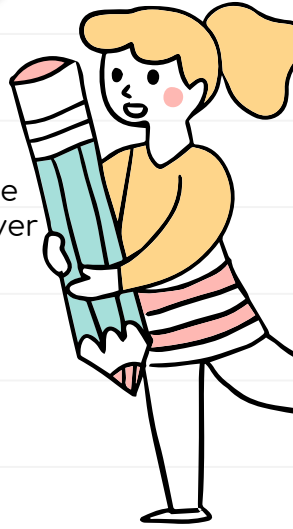


and next because  
moreover also  
so then however  
as well as but  
furthermore later

## Connectives

Words used to join simple sentences to create a more complex sentence eg. and, but, however

Part of the VCOP approach to develop understanding of language.





ch sh th wh ph  
ck ay ai ey ue ee  
oo ie qu ow er  
ew oa oe ar ur

## D AND E

**D**

Digraph  
a combination of 2  
letters making one  
sound e.g. *ch*



**E**

ENL  
Empty Number Line  
a blank line drawn  
that learners can  
choose the  
scale/numbers to  
use to help with +, -, x  
problems

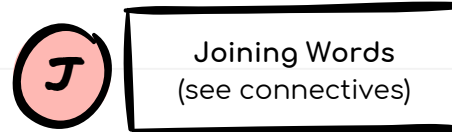
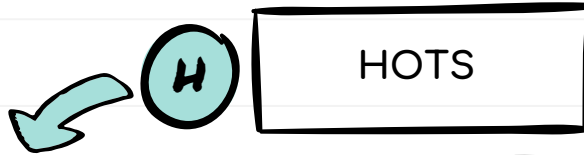
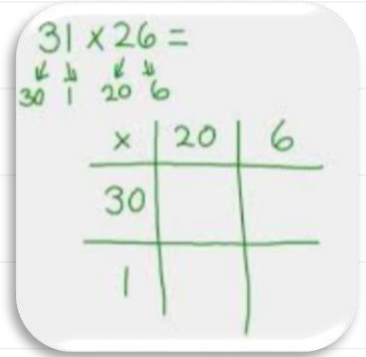
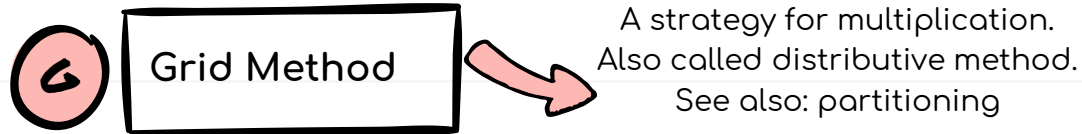


**F**

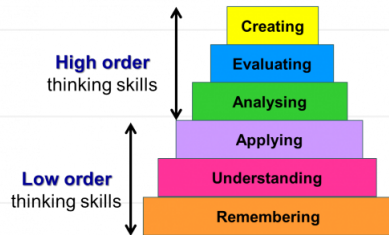
## The Four Capacities



G → J



Higher Order Thinking Skills  
Demonstrated through answering different  
levels of questions (see Bloom's Taxonomy).





Learning  
Intention  
(LI)

The purpose of  
the learning  
experience



LCWC

Look, cover, write, check.  
Used in spelling to practise  
and learn new words.

A-L

We will share  
**M-Z** next week

