



















# Tuesday 28<sup>th</sup> April 2020

**Today we are learning to:** identify objects that start with the /e/ sound, label objects that start with the /e/ sound, identify the sight words "as" and "at", use reading strategies 'eagle eye' and 'lips the fish' to read "I am a" text, write/draw a retell, create and describe simple patterns, use your senses to describe objects, identify and describe a feeling.

**The materials I will need:** writing pencil, "I am a" book, colouring pencils, sound card, stapler, fabric bag or box, household items

<p>9-10am</p>  	<p><b>Sounds</b> This week's sound is /e/. View instruction sheet attached for activities and teaching points.</p> <p><b>Sight words</b> This week's sight words are, "as" and "at". View instruction sheet attached for activities and teaching points.</p> <p><b>Reading</b> View instruction sheet attached for activities and teaching points.</p>
<p><b>Stop and enjoy a fruit break.</b></p>	  <p><a href="https://www.youtubekids.com/watch?v=Rzw-Oir8UPw">https://www.youtubekids.com/watch?v=Rzw-Oir8UPw</a></p>
<p>10 – 11am</p>  	<p><b>Writing task</b> Revise yesterday's story, Goldilocks and the Three Bears by looking at the sequencing pictures and retelling the story. Assist your child to write a retell using the beginning, middle and end sheet attached. You may need to scribe the words for them to model until they are ready to have a go themselves. Discuss sentence structure including capital letter at the beginning of the sentence, finger spaces between words, sounding out words referencing Jolly Phonics sounds/songs, use of sight words and a full stop at the end of each sentence. Take a photo and send it to your teacher.</p> 
<p><b>Stop and have something to eat and go outside and enjoy the fresh air.</b></p>	 

<p>12 – 1:30</p> <div data-bbox="145 309 309 472" style="border: 1px solid black; padding: 5px; text-align: center;"> <math>2+1=3</math>  <b>Maths</b> </div>  	<p>Maths Warm Up</p> <ul style="list-style-type: none"> <li>- Complete the 'Maths Warm Up Grid'</li> </ul> <p><u>Create and describe simple patterns</u></p> <ul style="list-style-type: none"> <li>- Watch and dance to 'Banana Banana Meatball- Blazer Fresh'  <a href="https://www.youtubekids.com/watch?v=BQ9q4U2P3ig&amp;hl=en-GB">https://www.youtubekids.com/watch?v=BQ9q4U2P3ig&amp;hl=en-GB</a></li> <li>- Complete the Very Hungry Caterpillar Pattern Sheet</li> <li>- Try drawing some of your own Hungry Caterpillar patterns</li> </ul> <p><b>Zones of Regulation Lesson 2 – The Blue Zone</b></p> <p>Identify and describe feelings connected to the Blue Zone. Discuss strategies to get back to the green zone and complete attached activity sheet.</p>
<p><b>Stop and have some lunch. Enjoy a conversation with your family.</b></p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="625 712 810 896" style="text-align: center;">  <p>Lunchtime</p> </div> <div data-bbox="1034 712 1190 896" style="text-align: center;">  <p>Play Time</p> </div> </div>
<p>2-2:45pm</p> <div data-bbox="140 949 258 1066" style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Science</p> </div>	<p><b>Science Lesson 2 – Exploring materials and their properties</b></p> <p>Use your senses to describe objects – In a box or bag place objects made of different materials. Ask your child to describe the object's properties – see attached information sheet. Cut, staple and complete the materials booklet using materials used in the mystery box.</p>
<p>2:45-3pm</p> 	 What went well?  What can I improve on?  Have I shared with my teacher?

## Sounds, sight words and reading instruction sheet

- Practice singing and learning the Jolly Phonics actions, letters and songs
- Phonics

→ find 5 things in your house that start with the 'e' sound. If you need to, you can draw some things that start with the 'e' sound. Put them next to each other and make labels to place beside each object – an older person can help you, but you need to write the word [you can copy it off another person or you can try to sound out the words phonetically – write down letters to show the sounds that you hear in words e.g. fast = f a s t

Place your labels beside your objects and take a photo of the objects in a group with their label beside each item. Send your photo to your teacher so she can see how clever



you've been.

- Sight words

→ use the app 'eggy 100' – it should be a free download and play level two on 'eggy 100'

→ practice your gold words from last term [a, and, be, l, is, in, it, of, that, the, to, was] and the 2 new red words from last week and this week [all, are, as, at]

- Reading

→ pull out your 'I am a' book that you made last week or yesterday.

→ the strategies we are focussing on this week is 'eagle eyes' and 'lips of the fish'.



→ Remember, 'eagle eyes' is when we use the picture to work out an unfamiliar word. At the end of each sentence in this week's book will be a word that your child probably doesn't know. If your child uses the 'eagle eyes' strategy, they should be able to work out this unfamiliar word.

→ When using 'lips of the fish', remember to look at the first letter and it's sound to work out what that mystery word is.




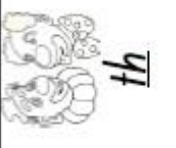



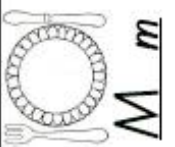


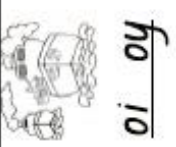

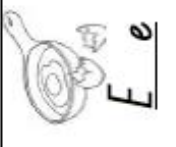








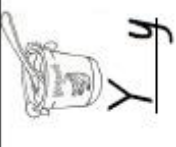



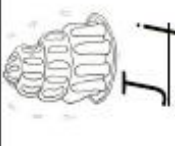

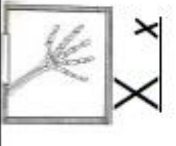


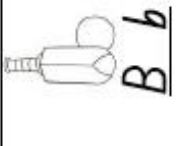








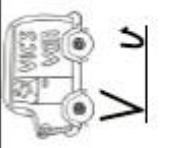
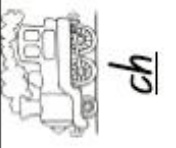
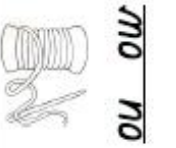
→ find a quiet space for your child to practice their reading, so they can remain focussed. Remind them to point to each word as they read it so that they are able to track not only where they are up to, but also, so that you can see if they are reading word for word, or if they are just remembering the text.



→ a good place to start during the 'eagle eyes' and 'lips of the fish' strategy is to do a book walk [look through the pages and using the strategy, work out the unfamiliar words before attempting to read – by using the picture cues and focusing on the initial sound.]

→ have fun reading your book the first time – remember, it will take a couple of times reading this, to become familiar with the text and for your child to develop some fluency when reading the text.

Sound chart for writing tasks

 <u>G g</u>	 <u>N n</u>	 <u>U u</u>	 <u>th</u>	 <u>oo</u>	 <u>ie</u>
 <u>F f</u>	 <u>M m</u>	 <u>T t</u>	 <u>sh</u>	 <u>oi oy</u>	 <u>ck</u>
 <u>E e</u>	 <u>L l</u>	 <u>S s</u>	 <u>Z z</u>	 <u>oa oe</u>	 <u>wh</u>
 <u>D d</u>	 <u>K k</u>	 <u>R r</u>	 <u>Y y</u>	 <u>ng</u>	 <u>er ir ur</u>
 <u>C c</u>	 <u>J j</u>	 <u>Qu qu</u>	 <u>X x</u>	 <u>or_ow</u>	 <u>ai ay</u>
 <u>B b</u>	 <u>L i</u>	 <u>P p</u>	 <u>W w</u>	 <u>ee ea</u>	 <u>ar</u>
 <u>A a</u>	 <u>H h</u>	 <u>O o</u>	 <u>V v</u>	 <u>ch</u>	 <u>ou ow</u>

### Comprehend the story



- **Comprehend** and discuss the story:
  - the title and author's name.
  - characters and events in the story.

### Plan a retelling



- **Write** the title and name of the author at the top of My retelling planner.
- **Draw** pictures and **write** words to retell what happened in the story.

### Share the retelling



- **Share** the retelling of your chosen story with a family member.

## My retelling planner

Title:	Author:	End
Beginning	What happened next?	

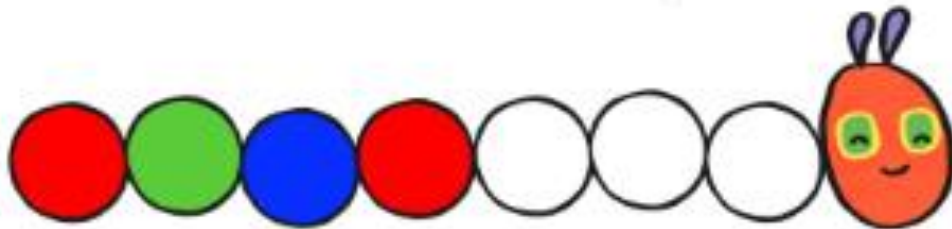
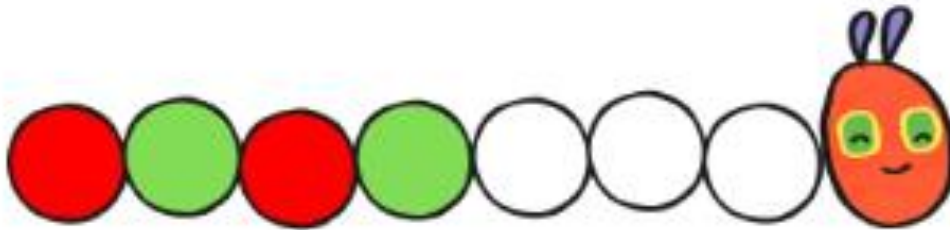




---

# The Very Hungry Caterpillar Pattern Sheet

Continue the patterns below.



## Zones of Regulation Lesson 2 – The Blue Zone

- Can students identify the blue zone and describe feelings connected with the blue zone? (tired, sad, sick, bored, hurt, shy, exhausted, depressed) Use the visual from lesson one to guide discussion.
- Talk about strategies you could use when in the blue zone to get back to the green zone. (see visual below for appropriate strategies)
- Have your child think of a time when they have been in the blue zone and fill out attached worksheet.



*If you are in this zone,  
you could try:*

- ◆ *Help someone else*
- ◆ *Extend your learning through extension tasks*
- ◆ *Teach someone else*
- ◆ *Model your learning/behaviour to others*

*If you are in this zone,  
you could try:*

- ◆ *Lazy s breathing*
- ◆ *Bee breaths*
- ◆ *Drink water*
- ◆ *A walk*
- ◆ *Counting quietly*
- ◆ *Sitting alone*
- ◆ *Talking to someone*
- ◆ *Meditating*

Name: \_\_\_\_\_



This is a picture of me in the BLUE ZONE:



My face and body clues are:



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

I feel in the BLUE ZONE when:

\_\_\_\_\_

I am more likely to make others feel:

\_\_\_\_\_

## **Science Lesson 2 – Information Sheet - Parent Notes**

Revisit material visuals from lesson 1. Discuss why people need to think carefully about choosing the most suitable materials when making objects. For example, when people need something strong or hard, they might use metal or wood. When people need something to see through, they might use glass or clear plastic.

### **Activity**

Collect a range of objects that are made of different materials that have different properties, for example, strength, flexibility, hardness, such as:

- rubber (ball, rubber glove and deflated balloon)
- plastic (bottle, cup, spoon, bag and cling wrap)
- glass (jar, marble, bottle and drinking glass)
- wood (spoon, wooden block, popstick and ruler)
- paper (book, plate, newspaper and exercise pad)
- metal (spoon, scissors, aluminium foil and paper clip).

Place your hand inside the 'Mystery box' and model describing an object, how it feels and what it might be made of. Use descriptive language to encourage the students to think about the properties of materials. For example, 'The object is hard and doesn't bend easily. It's heavy and it feels smooth.' Ask students to predict what material the object is made of and the name of the object. Some question to ask include :

- How does this object feel?
- What shape is this object?
- How are the ends of this object the same or different?
- What do you think this object is made of?
- What is the object's name?

Reveal the object and ask students to decide if their predictions matched the object. Discuss other observations and descriptions that can be made about the object. For example, 'We can't see through it'.

# What's it made of?



Book by:

\_\_\_\_\_

© Little Lifelong Learners

The \_\_\_\_\_ is made of wood.

The \_\_\_\_\_ is made of plastic.

The \_\_\_\_\_ is made of fabric.

The \_\_\_\_\_ is made of glass.

The \_\_\_\_\_ is made of paper.