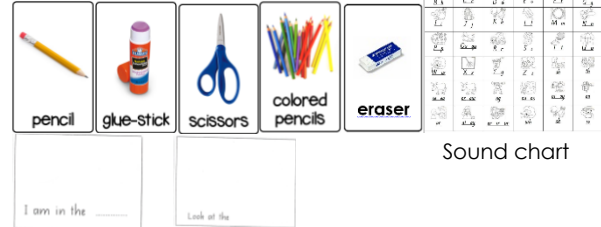


Thursday 7th May 2020

Today we are learning to

identify the /m/ sound, identify sight words, read the "I am in the" book, sort shapes into groups, identify types of courage, discuss fresh food and how to know it is healthy.

The materials I will need are

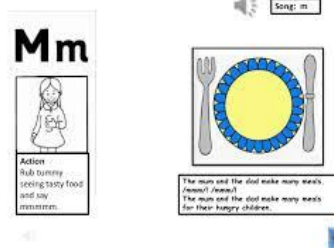


9-10am



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

→ introduce the sound /m/ and the letter name. The story for this letter goes: The children tell the class what their favourite meal is. Each time a child describes their favourite meal, they rub their tummies and say mmmmmmmmmmm.

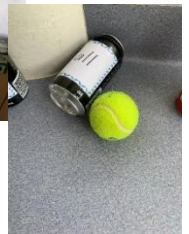


- Sightwords

→ play the bowling game with cans like you did 2 weeks ago

- Reading

→ re-read yesterday's book "I am in the". Remember to encourage your child to point to the words while reading.



Stop and enjoy a fruit break.



Go

Noodle <https://www.youtubekids.com/watch?v=JU0ETGd5dgk>










10 – 11am



Foundation Q L23 - Using the book Ruby Roars by Margaret Wild and Kerry Argent, following the lesson plan below. **If you do not have a hard copy of this text it is available to be purchased online or alternatively, there are free versions online. When searching for anything online ensure that you follow cyber safety rules and have adult supervision and permission.**

Stop and have something to eat and go outside and enjoy the fresh air.



<p>12 – 1:30pm</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> $2+1=3$ Maths </div> 	<p>Maths Warm Up- Number Songs Online Let's Get Fit- Count to 100 https://www.youtubekids.com/watch?v=0TgLf3PMOc&hl=en-GB The Big Numbers song https://www.youtubekids.com/watch?v=e0dJWfQHF8Y&hl=en-GB Count to 20 https://www.youtubekids.com/watch?v=0VLxWIHRD4E&hl=en-GB <u>Sorting Shapes</u> <ul style="list-style-type: none"> - Use the sorting shapes sheet - Cut out the shapes and sort them into groups - Glue into scrap book or onto paper each group with the correct heading <u>Watch the following Number Jacks Episode</u> Numberjacks, Very Shapely, S2E3 https://www.youtubekids.com/watch?v=9O5o1k_5UKw&hl=en-GB  </p> <p>Bounce Back: What kind of courage is this? Use the three sheets titled "Bounce Back (for gluing)" to glue down what you cut out from the sheets titled "What Kind of Courage Is This?" Discuss the emotions Fear and Courage from previous weeks. Complete this cut and paste activity. Cut out the pictures from the sheet titled "What Kind of Courage Is This?" and glue them under either one of these three categories: "Being Brave", "Being Brave to help someone else", "Being Foolish". Discuss the pictures with your child and assist them to decide what kind of courage the picture is depicting.</p>
<p>Stop and have some lunch. Enjoy a conversation with your family.</p>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p>2-2:45pm</p> 	<p>Design Technology. View the pictures attached and discuss with your child. Use the focus questions to guide the discussion. Discuss how food can have funny shapes that do not look normal, but they are still ok to eat.</p>
<p>2:45-3pm</p> 	<p> What went well? _____ _____ _____</p> <p> What can I improve on? _____ _____ _____</p> <p> Have I shared with my teacher? _____ _____ _____</p>

Week 12

Lesson 23: Shout those words!**Book: Ruby Roars by Margaret Wild and Kerry Argent**Materials Book: *Ruby Roars* by Margaret Wild and Kerry Argent**Before and During Reading: Print Knowledge****Learning Objective 1:** To understand and use new words describing aspects of books (e.g. illustrator, author, cover, title page) and print (e.g. word, letter, spell, read, write).

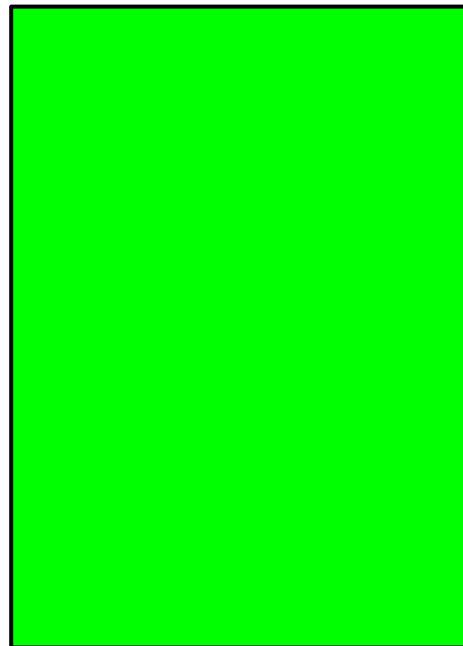
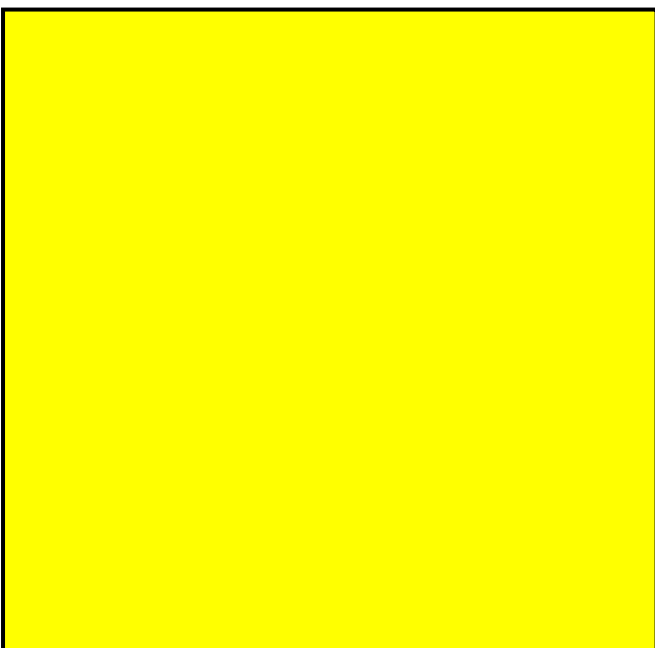
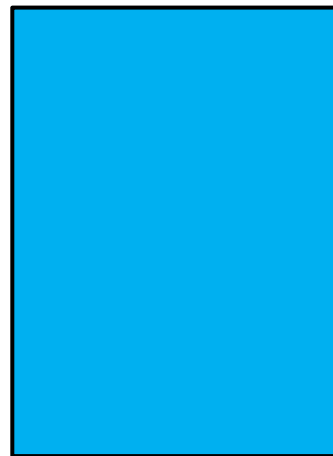
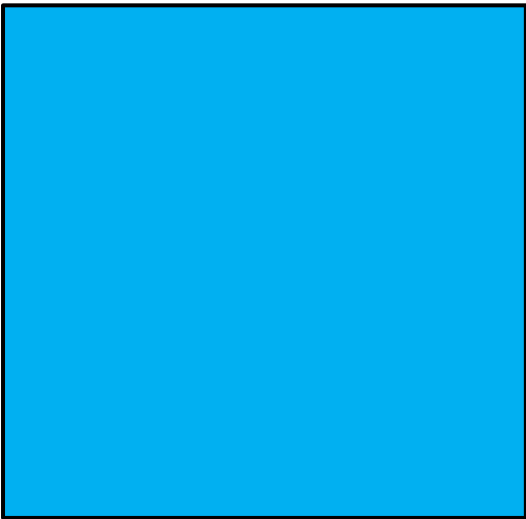
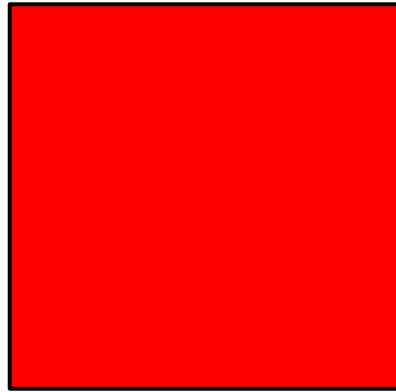
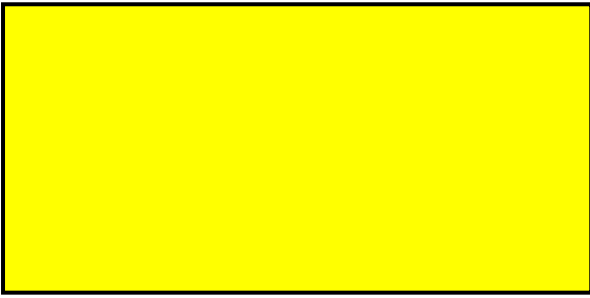
1. Read the title of the book and tell the students: *Look- the words 'Ruby' and 'roars' are in big bold letters (pointing at the words Ruby and roars). It looks like the words are yelling at you. The way the words look gives us a hint about the story. What do you think Ruby does in the story?*
2. Read the book *Ruby Roars*. After reading the text ... *Ruby liked making scary noises. 'Scrrr!' 'Screekle!', 'Scrunch!'*, discuss print fonts, as in: *The words 'Screekle' (pointing) and 'scrunch' (pointing) are bigger than the other words and in large black letters. The way they are written makes me think Ruby is roaring.* Read on and look at the words in bold. Describe how the words are gradually getting bigger. Ask the students what that might mean.
3. Three or four times during reading ask students to come up to the book to find words that look different than other words on the page, as in: *Zachary, look at all these words. Point to the words that look different from the words around them.* Discuss the print font, as in: *Zachary saw that the words 'screeow' and 'yee-oww-eee' are big and bold. I can just imagine how loud and scary Ruby sounds!*

During and After Reading: Vocabulary**Learning Objective 2:** To understand and use words for unfamiliar actions.

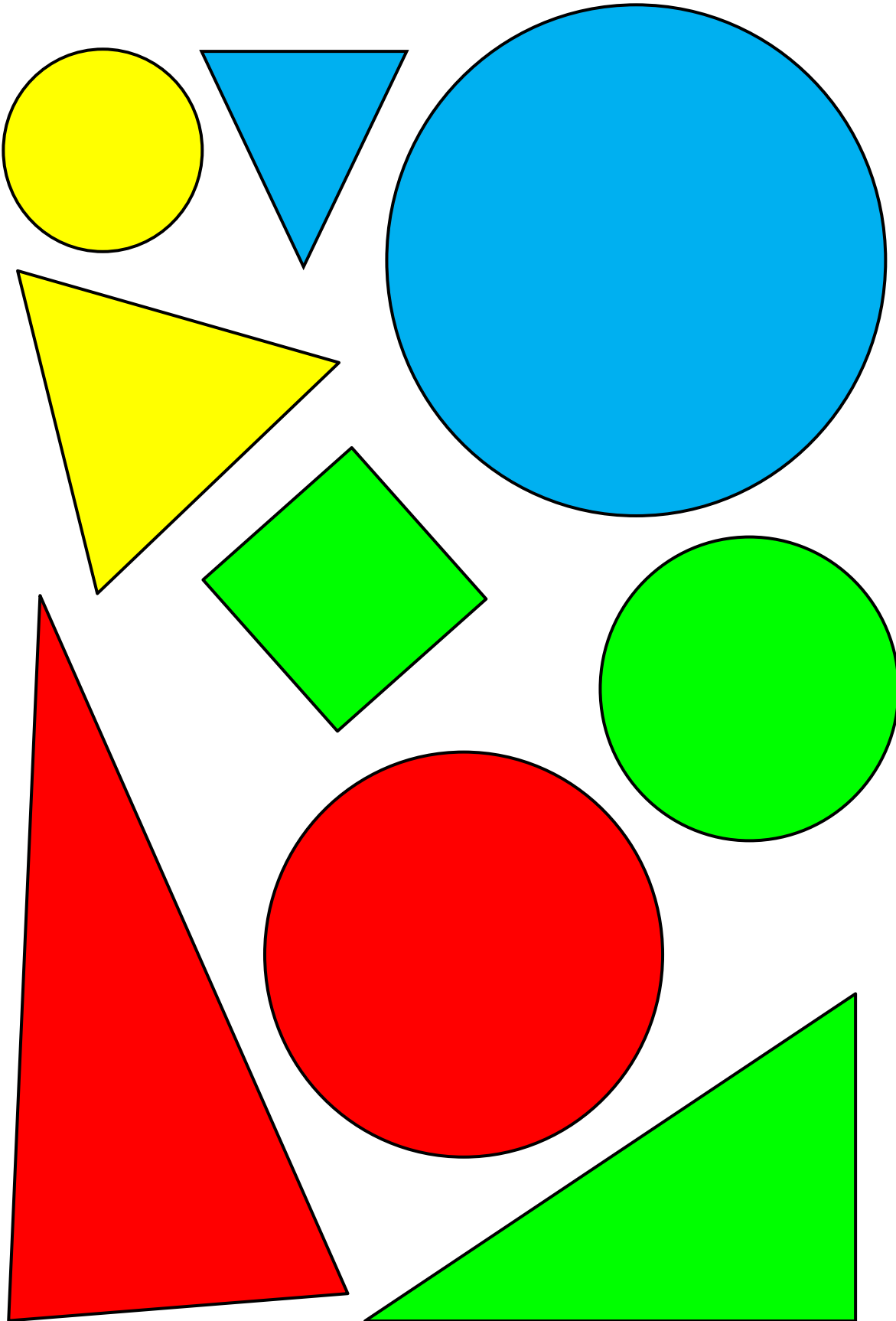
Target Word: practise (verb)

1. Read the story to the students. When you reach the page where Ruby goes off to practise roaring, stop and comment. *If you keep doing something over and over to get better at it, you say that you practise.* Continue to read.
2. At the completion of the story, remind the students of the word: *In the story we spoke of a word that you use when you do something over and over to get better at it, you practise.* Ask all the students to repeat the word (scaffold for an accurate production).
3. Provide your own examples: *I practise tennis every day so I get better at it.* Ask each student to provide their own example (scaffold as necessary).
4. Say to the students: *I'm going to say some things that you might need to practise because you want to get better at them. If you think they need practice say: "You need to practise". If you don't think you need to practise, say nothing. 1.) Reading 2.) Breathing 3.) Football.*
5. Students to repeat: *If you do something over and over to get better at it, you can say that you*

Maths - Sorting Shapes Sheet



Maths - Sorting Shapes Sheet



Maths - Sorting Shapes Headings

Triangles e

Rectangles a

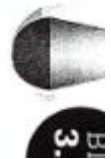
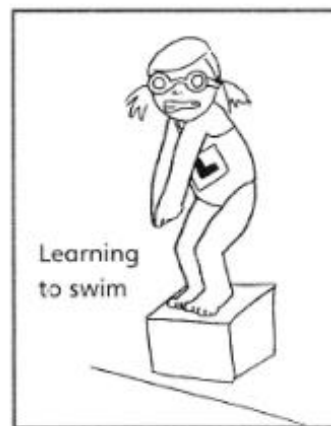
Squares u

Circles 7

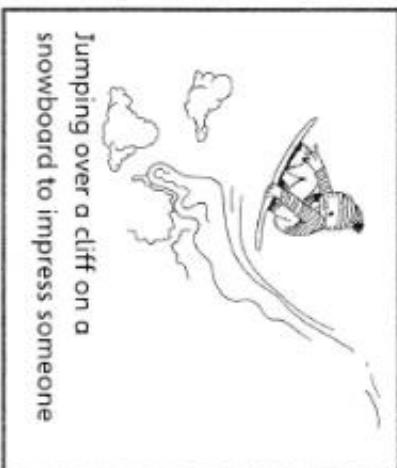
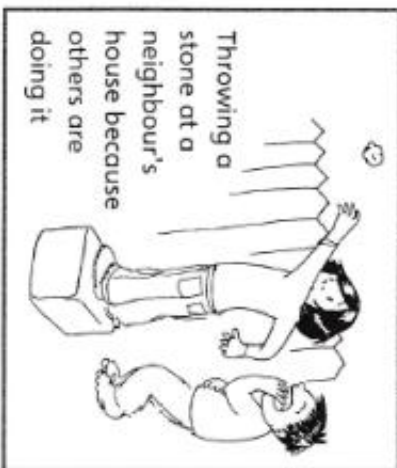
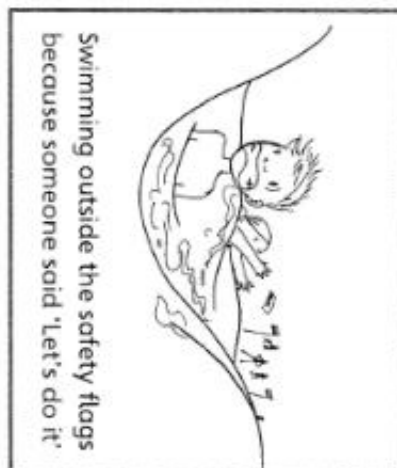
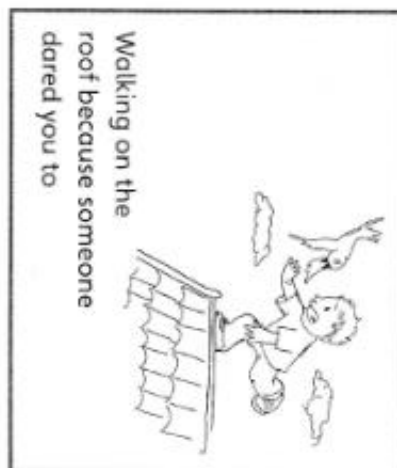
Bounce Back: "What Kind of Courage Is This" cutting worksheet.

What Kind of Courage Is This?

Cut the pictures out. Then sort them into 'being brave', 'being brave to help someone else' and 'being foolish'.



What Kind of Courage Is This?



What Kind of Courage Is This?



Telling a kid to stop teasing a dog



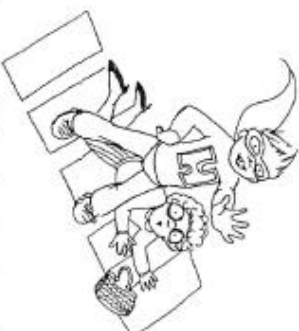
Learning to ride a bike without the training wheels



Getting an injection



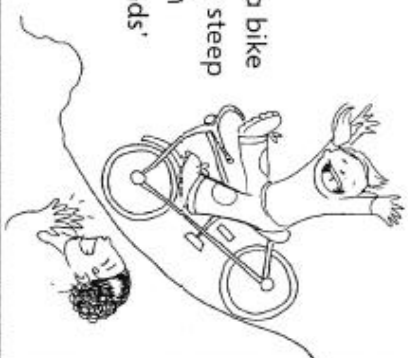
Asking someone over to play when you are not sure if they like you



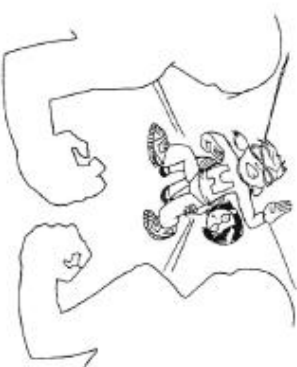
Helping an old lady who has fallen on the road and might get run over



Starting at a new school



Riding a bike down a steep hill with 'no hands'



Standing up for someone who is being teased

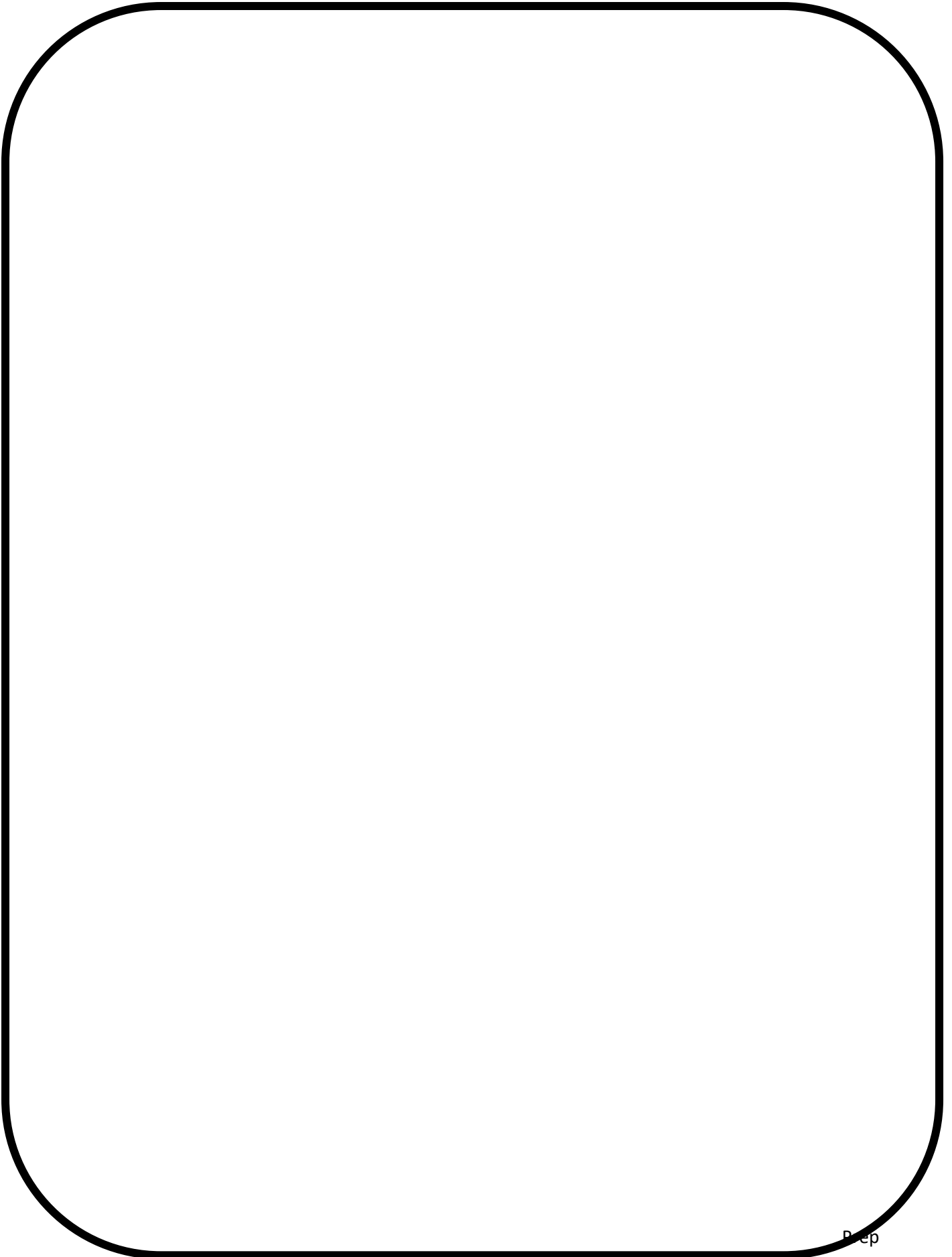
What Kind of Courage Is This?

Bounce Back (for gluing)

Being Brave

Prep

Being Brave for someone else



Being Foolish

A large, empty rounded rectangle with a thick black border, intended for drawing or writing. The rectangle has rounded corners and occupies most of the page area below the title.

Selecting healthy food from the garden

View the pictures and discuss what you see. Use the following focus questions to prompt discussion.

1. How do we know if a food is healthy?
2. What food should we pick to eat?
3. How can we help the plant to be healthy?
4. What can you see on the plant that could be hurting it?
5. Too much water and sun can hurt a plant.
6. Too little water and sun can hurt a plant.
7. How do we know when food is ready to be eaten?

pictures on the following page

