






Literacy – Week Two

Monday	Tuesday	Wednesday	Thursday	Friday
Online Learning				
<p style="text-align: center;"><u>Activity 1</u></p> <p>Call a Relative Ring/Facetime/Skype either; Grandparents, Aunts/Uncles, Family Friend. -Your job is to ask them their favourite childhood game. -Listen carefully because you will need to retell this story to an adult at home.</p>	<p style="text-align: center;"><u>Activity 1</u></p> <p>Sound of the week – soft c making a ‘sss’ sound as in cement Geraldine Giraffe video https://www.youtube.com/watch?v=Iz87r4TxvO8 Spelling bank cylinder, cereal, lace, dance, mice, France, certain, uncertain, dancing, misplaced</p>	<p style="text-align: center;"><u>Activity 1</u></p> <p>Call a Relative Ring/Facetime/Skype either; Grandparents, Aunts/Uncles, Family Friend -Your job is to ask them if they have any secret family recipes they can share. -Listen carefully because you will need to retell this story to an adult at home.</p>	<p style="text-align: center;"><u>Activity 1</u></p> <p>Sound of the week – soft c making a ‘sss’ sound as in cement Geraldine Giraffe video https://www.youtube.com/watch?v=Iz87r4TxvO8 Spelling bank cylinder, cereal, lace, dance, mice, France, certain, uncertain, dancing, misplaced</p>	<p style="text-align: center;"><u>Activity 1</u></p> <p>Call a Relative Ring/Facetime/Skype either; Grandparents, Aunts/Uncles, Family Friend -Your job is to ask them what their family home used to look like. -Listen carefully because you will need to retell this story to an adult at home.</p>
<p style="text-align: center;"><u>Activity 2</u></p> <p>Sound of the week – soft c making a ‘sss’ sound as in cement Geraldine Giraffe video https://www.youtube.com/watch?v=Iz87r4TxvO8 -Off you go around the house to see if you can find the same ‘c’ objects that Geraldine found. -Can you find any that Geraldine couldn’t find?</p>	<p>Use a stick to draw your spelling words in dirt/sand in your back yard.</p>	<p style="text-align: center;"><u>Activity 2</u></p> <p>Sound of the week – soft c making a ‘sss’ sound as in cement Geraldine Giraffe video https://www.youtube.com/watch?v=Iz87r4TxvO8 Spelling bank cylinder, cereal, lace, dance, mice, France, certain, uncertain, dancing, misplaced *Find a newspaper or catalogue from your mailbox that you are allowed to cut up ask Mum or Dad. Find the letters you need to create your spelling words.</p>	<p>*Use cool writing to spell out your spelling words. For example, big skinny letters, tiny letters, curly letters, bubble letters.</p>	<p style="text-align: center;"><u>Activity 2</u></p> <p>Sound of the week – soft c making a ‘sss’ sound as in cement Geraldine Giraffe video https://www.youtube.com/watch?v=Iz87r4TxvO8 Spelling bank cylinder, cereal, lace, dance, mice, France, certain, uncertain, dancing, misplaced Write your spelling words down. Listen to your favourite song and see if you can make up your own song using your spelling words to the same tune.</p>

				
Non-Digital Learning				
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<p style="text-align: center;"><u>Activity 2</u></p> <p>Sound of the week – soft c making a ‘sss’ sound as in cement -Off you go around the house to see if you can find some ‘c’ objects.</p>		<p style="text-align: center;"><u>Activity 2</u></p> <p>Sound of the week – soft c making a ‘sss’ sound as in cement</p> <p>Spelling bank Cylinder, cereal, necklace, dance, mice, France, price</p> <p>*Find a newspaper or catalogue from your mailbox that you are allowed to cut up ask Mum or Dad. Find the letters you need to create your spelling words.</p>		<p style="text-align: center;"><u>Activity 2</u></p> <p>Sound of the week – soft c making a ‘sss’ sound as in cement</p> <p>Spelling bank Cylinder, cereal, necklace, dance, mice, France, price</p> <p>Write your spelling words down. Listen to your favourite song and see if you can make up your own song using your spelling words to the same tune.</p>

<p style="text-align: center;"><u>Activity 3</u></p> <p>Read aloud! -Choose a book to read. -How did it sound? Remember to pause at full stops and commas. Go back to your favourite page and make sure you are pausing when you need to.</p> <p>Create a different ending for the story. You can either say it out loud to someone or write it down.</p>	<p style="text-align: center;"><u>Activity 2</u></p> <p>Read aloud! -Choose a book to read. -How did it sound? Remember to pause at full stops and commas. Go back to your favourite page and make sure you are pausing when you need to.</p> <p>Tell a family member- What is the main idea of the story? What is the purpose of the story? Is there a lesson to learn?</p>	<p style="text-align: center;"><u>Activity 3</u></p> <p>Read aloud! -Choose a book to read. -How did it sound? Remember to pause at full stops and commas. Go back to your favourite page and make sure you are pausing when you need to.</p> <p>Create a play from your book. Give each of your family members a character to play. Encourage everyone to use “character voices”.</p>	<p style="text-align: center;"><u>Activity 2</u></p> <p>Read aloud! -Choose a book to read. -How did it sound? Remember to pause at full stops and commas. Go back to your favourite page and make sure you are pausing when you need to.</p> <p>Create an illustration for one page of your story (illustrations are the pictures).</p>	<p style="text-align: center;"><u>Activity 3</u></p> <p>Read aloud! -Choose a book to read. -How did it sound? Remember to pause at full stops and commas. Go back to your favourite page and make sure you are pausing when you need to.</p> <p>Use your toys to retell what happened in the story.</p>
<p style="text-align: center;"><u>Activity 4</u></p> <p>Writing Use the picture below to make up a story. Remember to brainstorm before you begin. Write three paragraphs using a beginning, middle and end. When you are finished check CUPS; Capital letters Understanding- does it make sense? Punctuation- full stops, question marks, commas, speech marks Spelling</p> 	<p style="text-align: center;"><u>Activity 3</u></p> <p>Grammar The joining words we looked at last week are called subordinating conjunctions. Subordinating conjunctions are: for, and, nor, but, or, yet, so They help to join two simple sentences together. Read something of your choice, e.g. a book, comic, magazine, newspaper, etc and find all of the subordinating conjunctions.</p>	<p style="text-align: center;"><u>Activity 4</u></p> <p>Writing Use the picture below to make up a story. Remember to brainstorm before you begin. Write three paragraphs using a beginning, middle and end. When you are finished check CUPS; Capital letters Understanding- does it make sense? Punctuation- full stops, question marks, commas, speech marks Spelling</p> 	<p style="text-align: center;"><u>Activity 3</u></p> <p>Grammar It is best to only use one subordinating conjunction (for, and, nor, but, or, yet, so) per sentence. But for fun, can you create the longest sentence possible using the subordinating conjunctions? Have a competition with the people around you to see who can talk the longest. Sentence starters could be; My favourite animal is... My favourite food is... This weekend we should... We should get a new pet... I don't like spiders....</p>	<p style="text-align: center;"><u>Activity 4</u></p> <p>Writing Use the picture below to make up a story. Remember to brainstorm before you begin. Write three paragraphs using a beginning, middle and end. When you are finished check CUPS; Capital letters Understanding- does it make sense? Punctuation- full stops, question marks, commas, speech marks Spelling</p> 