

Harrison, Lee. Year 2

28 April 2020

Tuesday (appendices T?)

### **Morning Fitness (appendix T1)**

Refer to Fitness Bingo card (appendix T1). Follow the activities on the card every day this week. A new set of activities will come out next week for the students to follow.

### **Morning Greeting**

Check your email for your daily update from your teacher and a morning video.

### **Literacy**

**Morning phonics:** Go through the PowerPoint presentation up to the digraph OW, which is today's focus. Follow the PowerPoint, first saying the digraph sound followed by segmenting and blending the words at the bottom of the screen. Discuss the sound for the day and ask if they know any words that contain the OW spelling pattern that makes the OW as in cow sound.

### **Activity 1: Sound buttons (appendix T2)**

Have the students look at the pictures and a person needs to call out the words to match the digraph for today. The students need to work out where to place the words and how to spell them. Sound buttons have been provided to assist the students. A single dot is representing one sound made with one letter, a line represents a digraph, a single sound made with two letters, e.g. ow. Two dots with an arc represents two letters that are blended together, e.g. tr as in tree. The words for today are; **owl, cow, town, tower, crowd, clown, powder, flower, cowboy and downhill.**

**Reading Activity 2:** Read the book supplied in the pack (Mr Brown or The Tree House) silently to themselves first, then out loud to an eager volunteer, helping with words that are difficult.

**Reading Activity 3: (appendix T3)** Cut out the words on appendix 3 to make flash cards for the students. These cards will be used throughout the week so keep them in a safe place. The students can trace over the words putting the digraph we are concentrating on in a special colour. Shuffle the cards and show them to the student having them call out the word as quickly as possible but with correct pronunciation.

### **Recess**

### **Literacy continued**

**Spelling: High Frequency Words (HFW) (Appendix T4)** I have sent a page home with 10 words on, in the package with your child's individual words on to learn for the week. Have them do a look, cover, write, check with their words. They can also make up a set of flashcards (T4) that can be used every day this week and also referred back to in future weeks to make sure they remember them.

**Writing: Expanding the simple sentence. (appendix T5, T6, T7)**

The following three pages for today are about expanding simple sentences. Work that we have been doing in class. Each page has explanations on what needs to be done. Students can write their answers on lined paper or directly on the page.

**Lunch**

**Post break activity (appendix T8 package)**

Yoga or read your child a book or story. The yoga can be your own choice of four poses, each done five times holding the pose for 10 seconds, increasing the duration as they improve. I have included the whole set of yoga poses to be used for the duration of remote learning.

**Numeracy**

**Mental Maths: (appendix T9):** The best thing you and your child can do for Mental Maths is to learn their tables. I will include some resources each day for the students to work on over the next couple of weeks to assist with the learning of their tables (T9). and I have also included some flash cards to practise their tables daily. Try timing the set and turn it into a competition to see if they can beat their previous time. I would recommend that the student just concentrates on one table at a time until it is mastered. Mastery would be when the student can do the flash cards in random order in around 30 seconds. Once mastered, I will send the 3 times tables for your child to work on.

**Maths Activity (appendix T10 instructions. T11, T12 worksheets):** Included for the week is a set of instructions from Origo at Home (T10). It is divided by days so you just have to follow the instructions for the day (starting with Monday). Also included are the Student Journal pages for the matching activities for today (T11, T12). The instructions talk about a video to watch. The video can be found at the following link [Origo One, Number lines](#). It is a one-minute video just giving some explanation on how number lines and rounding works. It isn't essential that they watch the video, it just gives some more information.

**Afternoon Break**

**Specialist Subjects**

**HEALTH (appendix T13): Emotions.** Included is a template for a spinning wheel.

Step 1. Brainstorm with the student as many emotions can think of. Help with facial expressions if they are stuck. Have them write them down on a piece of paper.

Step 2. With a helper, the students write synonyms for the emotions on the wheel. Surprised and contented has been done for you as examples.

Step 3. Glue the spinner onto some cardboard and insert a pin (or anything similar) into the middle of the spinner. Cut the spinner out and the student spins the spinner and shows the facial expression shown.