

Harrison, Lee. Year 2

4 May 2020

Monday (Appendices M)

Morning Fitness (appendix M1)

Refer to Fitness Bingo card (appendix M1). 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 trigraph AIR, 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 AIR spelling pattern that makes the AIR as in hair sound.

Activity 1: Sound buttons (appendix M2)

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 or trigraph, a single sound made with two or three letters, e.g. ow and air. Two dots with an arc represents two letters that are blended together, e.g. tr as in tree. The words for today are; **pair, lair, haircut, airport, chair, fairy, éclair, airbag, fairway, airport.**

Reading Activity 2: (Appendix M3 Book). Read the book supplied in the pack (Fairy Wings or Careless Fairy) silently to themselves first, then out loud to an eager volunteer, helping with words that are difficult.

Reading Activity 3: (appendix M4) Cut out the words on M4 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 trigraph 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.

Break

Literacy continued

Spelling: High Frequency Words (HFW) (Appendix M5) I have sent the next page home with 10 more 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 (M5) that can be used every day this week and also referred back to in future weeks to make sure they remember them.

Writing: LETTERS (Appendix M6, M7, M8, M9, M10, M11, M12). Today we will be focusing on writing a formal letter. That means there are important details to add to your message when writing to someone.

I would like you to write a letter to me, Miss Lee. Tell me about your holidays, how you are going, tell me if you miss school and learning, tell me if you are having fun or if you have gone somewhere.

What have you been doing?

You need to write your name and address and my name and address (school address), as well as the date that you are writing the letter.

Your letter should start with

Dear Miss Lee,

and end with

From, (name) or **Yours sincerely,** (name)

I have included PowerPoint slides (Appendix M6-M11) that go through the important features of a letter. You need to do your own letter in the template (M12) I have provided.

When writing your sentences in the letter make sure you are starting with **capital letters** and have **full stops** at the end. Remember your **finger spacing** between words. Your sentences should be like the bicycle - a **who or what** and a **what about it**

I look forward to hearing about how you are going and what you've been up to!

(You **don't** need to send the letter in the mail!)

Break

Post break activity

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. Last week I included the whole set of yoga poses to be used for the duration of remote learning.

Numeracy

Mental Maths: (appendix M13): 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 (M13). Last week I included some flash cards to practise their tables daily. 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 next week.

Maths Activity (appendix M14 instructions. M15 worksheets): Included for the week is a set of instructions from Origo at Home (M14). It is divided by days so you just have to follow the instructions for the day. Also included are the Student Journal pages for the matching activities for today (M15). The instructions talk about a video to watch. The video can be found at the following link, [addition strategy video](#). It is a one-minute video just giving some explanation on how addition works. It isn't essential that they watch the video, it just gives some more information.



Break
<p style="text-align: center;"><u>Specialist Subjects</u></p> <p>MUSIC. (appendix M16, M17) See attached sheets for instructions. M16 is an online activity and M17 is for those who cannot access the online activity.</p>