

Harrison, Lee. Year 2

5 May 2020

Tuesday (Appendices T)

**Morning Fitness (appendix M1)**

Refer to Fitness Bingo card (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 was yesterday's focus. Follow the PowerPoint, first saying the digraph/trigraph 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 the words from yesterday that contain the AIR spelling pattern that makes the AIR as in hair sound.

**Activity 1: Reading (appendix M4)** Use the flash cards (M4) that were made yesterday to help the students learn and remember the words. Read the book supplied in the pack yesterday (M3 book) (Fairy Wings or Careless Fairy) silently to themselves first, then out loud to an eager volunteer, helping with words that are difficult.

**Reading Activity 2: Reading comprehension. Making a book. (appendix T1)** Have the students read each of the passages and draw a picture to match what is being described.

**Reading Activity 3: (appendix T2)** Cut out the words on T2 to make the two sentences. The sentences are from the book but I would like the students to attempt to make the two sentences without the help of the book first. The sentences can be glued onto an A4 piece of paper folded in half. The sentence goes at the top and an illustration is drawn under the sentence.

**Break**

**Literacy continued**

**Spelling: High Frequency Words (HFW) (Appendix M5)** I sent a page home with 10 words on yesterday with your child's individual words on to learn for the week. Have them do a look, cover, write, check with their words. They also made 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: Expanding the simple sentence. (appendix T3, T4, T5)**

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.

### **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 T6)** 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 (T6). I also included some flash cards last week 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 M14 instructions):** 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.

### **Break**

#### **Specialist Subjects**

**HEALTH (appendix T7):** Emotions (cont. from last week). Have the students read, or someone read the two scenarios. For each scenario, discuss:

1. What the main character is feeling? (look at last week's emotion spinner that was made to help.)
2. What signs the main character's body is giving?
3. Why the main character may be feeling that way?
4. If the characters' physical responses were appropriate to the way they were feeling.

This lesson can either be done as a discussion or the answers can be written down by the student.