

Literacy home learning activities w/b 30.3.20

We have been learning about the story of The Hungry Caterpillar

Talk about the story

If you have a copy of the story then read this together. If you do not have a copy then you can watch a video of the story on You Tube via the following link.

<https://www.youtube.com/watch?v=75NQK-Sm1YY>

Encourage your child to join in if they can. After, ask your child to retell the story to you and prompt with questions such as

What happened first?

What did he eat on Mon, Tues, Wed etc?

What day comes after Friday? What happened then?

Why did he get a tummy ache?

What happened before he became a butterfly?

Days of the Week

You can sing the days of the week song. <https://www.youtube.com/watch?v=oKqAblcwFOA>

Talk about the order of the days of the week – what day is it today? What day is it tomorrow? What day was it yesterday?

Write the days of the week for your child – can they put these in the correct order?

Encourage your child to practice writing the days of the week using different mediums – sand, paint, shaving foam etc.

CHALLENGE: Can you complete the yesterday, today, tomorrow sheet by writing in the missing days?

Read and Draw activity sheets

You can choose a word from these sheets and ask your child if they can read this. Can they draw a picture to match the word?

CHALLENGE: Can you write a sentence from the story to match your picture?

Retell the story

We have talked about this story a lot in school and we created a class story map.

Encourage your child to retell the story in their own words. They can do this verbally – encourage them to speak clearly.

CHALLENGE: Can you write the story yourself?

Other Hungry Caterpillar activities that you could try at home

Using playdough, can you create a caterpillar or a butterfly?

Create a symmetrical butterfly picture

Look at all the letters in the word 'Caterpillar'. How many other words can you make using just these letters? You could write these in a list if you want.

Can you use objects (e.g. recycling, card etc) from around the house to create a piece of food that the caterpillar ate?

You could practice your pencil control with The Hungry Caterpillar pencil control workbook.

Phonics

Please continue to practice sounds everyday – this should include all set 1 sounds and any set 2 sounds that your child recognises.

Set 1 – m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

Set 2 – ay, ee, igh, ow, oo (zoo), oo (book), ar, or, air, ir, ou, oy

You can listen to all the Set 1 sounds via the following link

<https://www.youtube.com/watch?v=qB6SvZscxgg>

You can listen to all the Set 2 sounds and phases via the following link

<https://www.youtube.com/watch?v=p7hRbrpg5Bo>

Please continue to practice reading the red word cards that were sent last week – children can also practice writing these when they can recognise these quickly. (2 or 3 at a time)

You could use your sound cards to make the following words (these can be done 3 at a time):

Set 1: met, shop, hen, ship, fish, sack, set, fan, had, hit, shop, this

Set 2: play, way, tray, see, tree, agree, high, sight, right, throw, blow, flow

Follow this process

1. Say the word (without using any sound cards) and ask your child what sounds they can hear. You could lay out all the sound cards and ask your child to find the sounds they can hear. Support them to find all the sounds if needed.
2. Ask your child to 'Fred talk' (sound out) all the sounds in that word then read the word.

If your child is confident hearing the sounds in the words and reading these then you can encourage them to try to write these (this doesn't need to be done at the same time and you don't need to do all of the words – again, maybe 3 at a time).

Follow this process

1. Say the word and ask the children to use their 'Fred fingers' to sound out the word. E.g in met you would hold up 3 fingers – 1 for each sound 'm' 'e' 't'.
2. Write each of the sounds that they hear.
3. Go through the words together – ask them to 'Fred talk' these to check that they wrote all the sounds.

CHALLENGE: Can they put each of these words into a sentence to show that they understand what it means? (These do not need to be written, unless they want to!)