


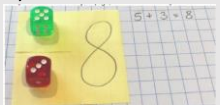
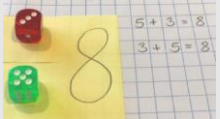
# Framework for teaching – Year 1 and 2 Term 2 Week 3

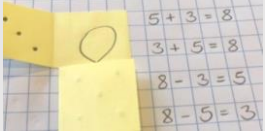
You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and the resource pack / attachments from your teacher.


|          | Monday 11/5  | Tuesday 12/5   | Wednesday 13/5   | Thursday 14/5  | Friday 15/5   |
|----------|--|--|--|--|---|
| Task     | Can you tidy your room?  | Can you help make breakfast, lunch or dinner?  | Can you practise tying your shoelaces?   | Can you help a family member with something?   | Can you set the table before each meal?   |
| Spelling | Students may choose to follow the spelling task in the below grid or can select their own task from the <i>spelling resources</i> attached.  |  |  |  |   |
| Morning  | <p><b>English</b></p> <p><u>Spelling:</u> Use magazines or newspapers to cut out the letters you need for your spelling words and stick them in your book.</p> <p><u>Reading:</u> Choose a non-fictional book to read aloud either on your own or with a parent/carer. Before reading, what do you already know about the topic? Answer these questions in your workbook. What was this book</p> | <p><b>English</b></p> <p><u>Spelling:</u> Write each spelling word one letter at a time to make it look like stairs. (See Tuesday Week1)</p> <p><u>Reading:</u> Choose a fictional book to read aloud either on your own or with a parent/carer. In your workbook write a brief description about what happened in the story. Draw a picture of your favourite character from the story.</p> | <p><b>English</b></p> <p><u>Spelling:</u> Write your spelling words in upper case and in lowercase.</p> <p><u>Reading:</u> Choose a non-fictional book to read aloud either on your own or with a parent/carer. Before reading, what do you already know about the topic? After reading, answer these questions in your workbook. What was this book about? What are three facts you</p> | <p><b>English</b></p> <p><u>Spelling:</u> Write each of your spelling words in your book. Write the vowels in red and the consonants in blue.</p> <p><u>Reading:</u> Choose a fictional book to read aloud either on your own or with a parent/carer. Does it have a good beginning and ending? Are the characters interesting? What makes them interesting? Which illustration in the story was your favourite?</p> | <p><b>English</b></p> <p><u>Spelling:</u> Write your spelling words in reverse alphabetical order.</p> <p><u>Reading:</u> Choose a non-fictional book to read aloud either on your own or with a parent/carer. In your workbook write about the book you have read. You may want to write about some interesting facts you discovered from reading the book.</p> <p><u>Writing:</u> In your workbook,</p> |

| Monday 11/5 |  | Tuesday 12/5   | Wednesday 13/5   | Thursday 14/5   | Friday 15/5  |
|-------------|--|--|--|---|--|
|             | <p>about?<br/>What are three facts you have learnt from reading it?</p> <p><u>Writing:</u> In your workbook, write a paragraph using as many of your spelling words as you can.</p> <p>Choose an object from your garden. Describe the object in as much detail as you can without saying what the object is. (Think about its size, shape, colour, feel, location etc). See if a family member can guess what it is. Repeat with another object.</p> <p><b>Grammar Focus:</b> make sure you are using adjectives and verbs to describe your object - The object that you describe is a noun, describing how it moves is using verbs and</p> | <p><u>Writing:</u> Write a letter to a friend or family member about how your last week has been. What have you been doing? What have you been eating? What has been the best part of your week? Have there been any challenges? How are you feeling at the moment? What are you looking forward to?</p> <p>Ask your parents to help you write the address on the envelope and send the letter if possible.</p> <p>(If you have access to a computer you may like to write them an email instead).</p> <p><b>Grammar Focus:</b> make sure that you use capital letters when writing the names of people and places. These are called Proper Nouns.</p> | <p>have learnt from reading it?</p> <p><u>Writing:</u> Choose one of the following topics and write some instructions. Remember to include every detail you can – even really simple things.</p> <ul style="list-style-type: none"> <li>-How to brush your teeth</li> <li>-How to wash your hands</li> <li>-How to play hide and seek</li> <li>-How to plant a seed</li> <li>-How to make a sandwich.</li> </ul> <p>Make sure each step begins with a verb (doing word) and includes a picture.</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>-How do I wash my hands?</li> <li>-How to brush your teeth</li> <li>-How to make a sandwich flowchart.</li> <li>-How to make a sandwich</li> </ul> | <p>Why?</p> <p><u>Writing:</u> In your workbook write a narrative that begins with...</p> <p>It moved. Why was it moving? It should not have been moving. Well, not on it's own anyway.</p> <p><b>Grammar Focus:</b> make sure that you use capital letters when writing the names of people and places. These are called Proper Nouns.</p> | <p>write an answer to the following question:</p> <p>Should pets be allowed at school?</p> <p>Using full sentences, explain why you have chosen your answer. What makes it better? Try to imagine you need to convince someone why.</p> <p><u>Resources:</u></p> <p><i>Organising my opinion writing</i></p> <p><i>Persuasive writing planning document</i></p> <p><i>Persuasive texts writing task: All families should own a pet</i></p> |

| Monday 11/5 |   | Tuesday 12/5   |  | Wednesday 13/5   |   | Thursday 14/5 |       | Friday 15/5 |       |
|-------------|---|--|--|--|---|---------------|-------|-------------|-------|
|             | describing what it looks like uses adjectives.  |  |  | writing pages<br>-Procedural writing grow plant  |   |               |       |             |       |
| Break       | Break   | Break  | Break  | Break  | Break   | Break         | Break | Break       | Break |
| Middle      | <p><b>Mathematics (Addition and Subtraction)</b></p> <p>Count forwards by 2s on paper as fast as you can to a certain point. Time yourself. Can you do it any quicker? Can you count any further?</p> <p>Repeat counting backwards.</p> <p>Use playing cards to make addition number sentences.</p> | <p><b>Mathematics (Addition and Subtraction)</b></p> <p>Count forwards by 5s on paper as fast as you can to a certain point. Time yourself. Can you do it any quicker? Can you count any further?</p> <p>Repeat counting backwards.</p> <p>Fact families:</p> <p>Use post it notes and dice. (If you don't have dice, use playing cards or a random number generator on your phone. You could also ask siblings or parents to give you random numbers. Instead of post it notes you could use normal</p> | <p><b>Mathematics (Addition and Subtraction)</b></p> <p>Count forwards by 10s on paper as fast as you can to a certain point. Time yourself. Can you do it any quicker? Can you count any further?</p> <p>Repeat counting backwards.</p> <p>Using objects found in your home such as lego, paddle pop sticks or blocks, solve the following questions by putting them into groups. Write down the number sentence to go with it and draw what you have done.</p> | <p><b>Mathematics (Addition and Subtraction)</b></p> <p>Count forwards by 3s (Repeat 2s if 3s too difficult) on paper as fast as you can to a certain point. Time yourself. Can you do it any quicker? Can you count any further?</p> <p>Repeat counting backwards.</p> <p>Answer the following questions using number sentences to show your working. When you have finished, write some of your own word problems.</p> <p>Josh had 6 toy trucks and was given 6 more for his</p> | <p><b>Mathematics (Addition and Subtraction)</b></p> <p>Count forwards by 4s (Repeat any of the previous numbers if 4s too difficult) on paper as fast as you can to a certain point. Time yourself. Can you do it any quicker? Can you count any further?</p> <p>Repeat counting backwards.</p> <p>You will need a partner to play this game. Place a deck of cards face down between your partner. Player A lifts a card to their forehead without looking, then flip another over for both students to</p> |               |       |             |       |

| Monday 11/5 |  | Tuesday 12/5   | Wednesday 13/5  | Thursday 14/5  | Friday 15/5   |
|-------------|--|--|---|--|---|
|             | <p>For an extra challenge, add three or even four cards together. Record these number sentences in your book.</p> <p>Repeat with subtraction, using the higher card first.</p> | <p>paper).</p>  <p>Cut the post it note like above. Stick the post it note on the left-hand side of your page. Roll two dice. Put the dice on the two flaps and write the total on the other side of the post it note. These are the three numbers that live in your 'fact family'. Write the number sentence on the side of your page. "5 and 3 makes 8, that's <math>5 + 3 = 8</math>".</p>  <p>Switch the position of the dice and write the other number sentence.</p>  <p>Remove the dice and draw dots on the flaps.</p> | <p>How many different ways can you add two numbers to get 10? What about 3 numbers? 4 numbers? 5?</p> <p>How many different ways can you add two numbers to get 18? What about 3 numbers? 4 numbers? 5?</p> <p>How many different ways can you add two numbers to get 36? What about 3 numbers? 4 numbers? 5?</p> <p>How many different ways can you add two numbers to get 50? What about 3 numbers? 4 numbers? 5?</p> | <p>birthday. How many toy trucks does he have now?</p> <p>Millie was growing corn in her garden. She picked 23 cobs of corn, but 13 were rotten and had to be thrown away. How many cobs of corn did she have to eat?</p> <p>Debbie was baking cupcakes for the fete. On Saturday she baked 10 cupcakes, on Sunday she baked 5 cupcakes and on Monday she baked 2 cupcakes. How many cupcakes did she bake altogether?</p> <p>Wendy had 16 coloured pencils in her pencil case. She gave 4 away to her friends. How many coloured pencils does she have left?</p> <p>On one side of the street there are 14 houses and on the other side there are</p> | <p>see. Player B tells the total of the two numbers and player A needs to mentally work out what the magic number is they are holding on their forehead. You could even hold 2 cards up such as a 2 and 2 and the number would be 22.</p> |

| Monday 11/5 |   | Tuesday 12/5  | Wednesday 13/5  | Thursday 14/5  | Friday 15/5   |
|-------------|---|---|---|--|---|
|             |   | <p>As you fold one flap over, write the subtraction number sentence. Do the same for the other flap.</p>  <p>Repeat with different numbers.</p>  |   | <p>8 houses. How many houses are in the street?</p> <p>Lee has read 12 pages of her book. She still has 8 pages left to read. How many pages were in the book altogether?</p> <p>You received a bunch of balloons for your birthday. There were 14 balloons but then 3 popped. How many balloons do you have left?</p> |   |
| Break       | Break   | Break   | Break   | Break  | Break   |
| Afternoon   | <p><b>PDH</b></p> <p>Think about a close friend of yours. What makes you friends? Why do you like this person? Brainstorm what makes a good friend.</p> <p>Write down all the things you can think of about you and your friend that are the same. Write down</p> | <p><b>Science and technology (Living World)</b></p> <p>Think about the plants and animals that live in or near your garden. What do they need to survive? List the things they need.</p> <p>Choose one living thing and brainstorm how you could help it to live, grow and survive. Could you build something for it?</p> | <p><b>Geography (People &amp; Places)</b></p> <p>Some children around the world complete their schooling from home all the time (not just for the last few weeks). Why do you think this is? Ask your parents or family members if they know anyone who is or has been home schooled.</p> | <p><b>Creative Arts (Visual Arts)</b></p> <p>Draw a simple picture and use an old magazine or coloured paper to cut out shapes. Glue these shapes down. You might like to use patterns or different colours to create the picture. Use the below examples or research online to help you.</p>                          | <p><b>PE</b></p> <p>(You can change the activities below as they are the same from Week 1. Other ideas include: planking, jumping jacks, sit-ups, kicking a ball, shooting hoops, hula hoops etc). You could also search 'fitness for kids' on youtube and follow the video instructions.</p> |

|  | Monday 11/5   | Tuesday 12/5   | Wednesday 13/5   | Thursday 14/5   | Friday 15/5  |
|--|---|--|--|---|--|
|  | <p>everything that is different. What do you think it would be like if you had no differences? Write down why differences in people are important.</p> <p>Phone your friend or write a letter to them telling them what makes them a good friend.</p> | <p>Does it need more of something? Is there something harming it? Make a decision about how you could help it and write it down. Use a diagram to help you explain. Can you do this for the living thing this week? Maybe your parents can help you.</p> | <p>If you have been completing school work from home what have been the good things about this? What have been the bad things? What have you found interesting?</p> <p>If you have not been at home, speak to a friend on the phone that has. Ask them the questions above. Record their answers in your workbook.</p> <p>Make a decision about what is best – school work at home or at school. Make a poster to convince other children to feel the same way you do.</p> |  | <p>Warm up – stretch. Each family member can lead the family in a stretch.</p> <p>Set a timer and do 5 minutes of each activity. Have a break in between and then repeat.</p> <ol style="list-style-type: none"> <li>1. Throwing and catching a ball.</li> <li>2. Skipping rope (If you don't have one then you can practise jumping on each foot and both feet without the rope).</li> <li>3. Bouncing a ball.</li> <li>4. Running or jogging (this can be done on the spot if not enough room).</li> </ol> |

# Framework for teaching –Year 1 and 2 Term 2 Week 4

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and the resource pack / attachments from your teacher.

|          | Monday 18/5  | Tuesday 19/5  | Wednesday 20/5  | Thursday 21/5   | Friday 22/5   |
|----------|--|---|---|---|---|
| Task     | Can you help hang out the washing or fold the clothes?   | Can you help sweep or vacuum the floor?   | Can you help make breakfast, lunch or dinner?   | Try doing something by yourself for the first time.   | Can you organise something in your room?  |
| Spelling | Students may choose to follow the spelling task in the below grid or can select their own task from the <i>spelling resources</i> attached.  |   |   |   |   |
| Morning  | <p><b>English</b></p> <p><u>Spelling:</u> Practise your spelling words by writing each one in a sentence.</p> <p><u>Reading:</u> Choose a non-fictional book to read aloud either on your own or with a parent/carer. Before reading, what do you already know about the topic? Answer these questions in your workbook. What was this book about? What are three facts you have learnt from reading it?</p> <p><u>Writing:</u> In your workbook, write a paragraph using as</p> | <p><b>English</b></p> <p><u>Spelling:</u> Write down each spelling word and what it means next to it.</p> <p><u>Reading:</u> Choose a fictional book to read aloud either on your own or with a parent/carer. In your workbook write a brief description about what happened in the story. Draw a picture of your favourite character from the story.</p> <p><u>Writing:</u> Choose a topic you know many things about, (and haven't written about yet). E.g. an animal, a sport, an activity, a type of toy, a</p> | <p><b>English</b></p> <p><u>Spelling:</u> If you have a computer, type your spelling words. If you don't, write your spelling words in different fonts.</p> <p><u>Reading:</u> Choose a non-fictional book to read aloud either on your own or with a parent/carer. Before reading, what do you already know about the topic? After reading, answer these questions in your workbook. What was this book about? What are three facts you have learnt from reading it?</p> | <p><b>English</b></p> <p><u>Spelling:</u> Write your spelling words out and then write how many syllables each word has next to it.</p> <p><u>Reading:</u> Choose a fictional book to read aloud either on your own or with a parent/carer. Does it have a good beginning and ending? Are the characters interesting? What makes them interesting? Which illustration in the story was your favourite? Why?</p> <p><u>Writing:</u> In your workbook write a</p> | <p><b>English</b></p> <p><u>Spelling:</u> Play bingo using your spelling words.</p> <p><u>Reading:</u> Choose a non-fictional book to read aloud either on your own or with a parent/carer. In your workbook write about the book you have read. You may want to write about some interesting facts you discovered from reading the book.</p> <p><u>Writing:</u> In your workbook, write an answer to the following question:</p> |



|        | Monday 18/5   | Tuesday 19/5   | Wednesday 20/5  | Thursday 21/5   | Friday 22/5  |
|--------|---|--|---|---|--|
|        | <p>many of your spelling words as you can.</p> <p>Writing – free choice. You can write about any topic. You can write a narrative, letter, procedure, informative text, persuasive text. Be creative!</p> <p><b>Grammar Focus:</b> make sure that you use capital letters when writing the names of people and places. These are called Proper Nouns.</p> | <p>book series. Write a factual text about your topic and include drawings.</p> <p>If you are able to, find out some new information from research on a computer, in a book, or asking other people.</p> <p><b>Grammar Focus:</b> are you able to edit your work? Check for full stops, capital letters, exclamation marks and spelling mistakes if you can.</p> | <p><u>Writing:</u> Choose one of the following topics and write some instructions. Remember to include every detail you can – even really simple things.</p> <ul style="list-style-type: none"> <li>-How to get better at reading</li> <li>-How to make a new friend</li> <li>-How to ride a bike</li> <li>-How to tidy your room</li> <li>-How to make toast</li> </ul> <p><b>Grammar Focus:</b> make sure you each step begins with a verb (doing word) and includes a picture.</p> | <p>narrative that begins with...</p> <p>Long ago, in a faraway place, there was a land filled with wonder. In this fantastic place there was a little girl. She was very special, for she had a magic ...</p> <p><b>Grammar Focus:</b> make sure you are using adjectives and verbs to describe objects and people in your story. This will make it more interesting.</p> | <p>Should all students learn how to cook?</p> <p>Using full sentences, explain why you have chosen your answer. What makes it better? Try to imagine you need to convince someone why.</p> <p><u>Resources:</u></p> <p><i>Organising my opinion writing</i></p> <p><i>Persuasive writing planning document</i></p> <p><i>graphic organiser</i></p> |
| Break  | Break   | Break  | Break   | Break   | Break  |
| Middle | <p><b>Mathematics (Data)</b></p> <p>Make a timetable of everything you will be doing this week. Include</p>   | <p><b>Mathematics (Data)</b></p> <p>What are tally marks? What do they look like? Why do we use them? Discuss this with your</p>   | <p><b>Mathematics (Data)</b></p> <p><i>Data is information that you can collect.</i></p>  | <p><b>Mathematics (Data)</b></p> <p>Repeat yesterday's activity with a new</p>  | <p><b>Mathematics (Data)</b></p> <p>It is important to know how to read graphs.</p>  |



| Monday 18/5   | Tuesday 19/5  | Wednesday 20/5   | Thursday 21/5   | Friday 22/5  |
|---|---|--|---|--|
| <p>the following:</p> <p>Meals, breaks, schoolwork (and what topic), outside activities, play time, free time.</p> <p>Include days of the week at the top and times down the side. You might like to use colours to colour code what each thing is. E.g. all outside activities could be green, all break time could be yellow.</p> | <p>parent/carer.</p> <p>Record the below the information by constructing a tally table and graph to represent each fruit.</p> <p>Each child in your class had a piece of fruit for school. These were the results:<br/>         6 apples<br/>         4 pears<br/>         7 bananas<br/>         3 oranges<br/>         4 strawberries</p> | <p>Think of a question that you can collect data on. Some examples are:</p> <p>What colour cars do all the people in the street own?</p> <p>How many minutes does each person in my family spend in the shower each day?</p> <p>Choose four different types of plants. How many of each do you have in your garden?</p> <p>Count your toys. How many of each one do you have?</p> <p>How many of each M&amp;M colour is in the packet?</p> | <p>question.</p> <p>Remember to title your graph and include pictures and colours to make it clear.</p> | <p>Write 6 questions about the graphs you made on Wednesday and Thursday. Some example questions are:</p> <p>What colour was seen the most?</p> <p>What colour was seen the least?</p> <p>How many more red M&amp;Ms were there than green?</p> <p>After you have written your questions, ask someone in your family to answer them. Can they read your graph?</p> <p>Write down what you did well on your graphs and how you could have improved.</p> |

Monday 18/5

Tuesday 19/5

Wednesday 20/5

Thursday 21/5





Friday 22/5

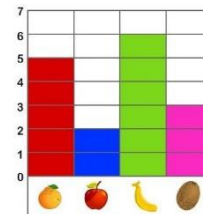
Roll a dice 20 times.  
How many times did it  
land on each number?

Collect the data using a  
tally and then graph the  
data.

| Shoes We Wear   |       |       |
|---|-------|-------|
| Shoes   | Tally | Total |
|  |       | 5     |
|  |       | 3     |
|  |       | 4     |

Color according to the tally marks.

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
|   |   |   |   |



Break


Break


Break

Break

Break

Break

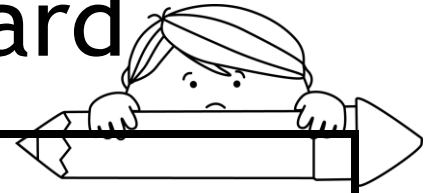
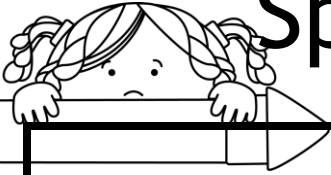
|           | Monday 18/5   | Tuesday 19/5   | Wednesday 20/5   | Thursday 21/5  | Friday 22/5   |
|-----------|---|--|--|--|---|
| Afternoon | <p><b>PDH</b></p> <p>Staying healthy. Why is it important to stay healthy? How can you stay healthy?</p> <p>Brainstorm all the things people should do to stay healthy. Write down HOW each one keeps you healthy. If you don't know, ask a family member or do some research.</p> <p>Make a poster using this information and present it to your family.</p> | <p><b>Science and technology (Living World)</b></p> <p>Do you have any food growing in your garden that you can eat?</p> <p>Design a garden to help feed your family. What plants would you plant there? Would all of them grow easily? How would you look after them? How would you know when they are ready to eat? Do some research if you can into what you need for a vegetable garden. Ask your parents to help you with this information instead if you do not have a computer. Or you could call a friend.</p> <p>If you already have a vegetable or herb garden, can you redesign</p> | <p><b>Geography (People &amp; Places)</b></p> <p>Draw the place where you live. Label your drawing with important information. What is your house made of? What colour is it? Where are the windows and doors? Why do you think they were chosen to be in those places? Would you change anything?</p> <p>What does your garden look like? What can be found near your place?</p> <p>What are the things you love about your house? Write them down. What are the things you don't like? Write these down too.</p> | <p><b>Creative Arts (Visual Arts)</b></p> <p>Recycled art – using materials in your home that you are no longer using, make something creative.</p> <p>Things you could use include: egg cartons, bottle caps, milk bottles, cardboard boxes, corks, magazines, newspapers, toilet paper rolls, empty bottles etc.</p> <p>Decorate your creation. You could use paint, chalk crayons, wrapping paper, pictures from magazines.</p>  | <p><b>PE</b></p> <p>Yoga –google ‘cosmic yoga’ and choose a yoga session to participate in.</p> <p>If you don't have a computer, practise your favourite stretches, taking it in turn between each family member to lead a stretch. Then go for a walk or run together.</p> |

| Monday 18/5 | Tuesday 19/5 | Wednesday 20/5  | Thursday 21/5  | Friday 22/5  |
|-------------|--------------|---|--|--|
|             |              | <p>it to make it better or add more vegetables/fruit or herbs?</p> <p>Draw your design and label it. Write down some instructions for looking after the garden.</p> | <p>Discuss what you have written and drawn with your family. Ask them how they feel.</p> |  <p>The first image shows a red rectangular box with a green bow tied around its top. The second image shows three small rockets made from toilet paper rolls, each with two pink petals attached. The third image shows a rocket made from a plastic bottle with three colored circles (green, orange, yellow) on its side and the text 'recycled ROCKET' above it.</p> |



| Learning Style  | Spelling Activities based on Bloom's Taxonomy Six Thinking Levels          |   |   |   |   |   |
|---|--|---|---|---|---|---|
|   | I KNOW<br>😊  | I UNDERSTAND<br>😊😊  | I APPLY<br>😊😊😊  | I ANALYZE<br>😊😊😊😊   | I CREATE<br>😊😊😊😊😊   | I EVALUATE<br>😊😊😊😊😊😊  |
| <u>Verbal</u><br>When I read, speak & write I learn                           | Handwrite your spelling words in 3 different fonts                         | Choose 5 spelling words and Use each in a different sentence  | Create an <a href="#">acrostic poem</a> for one of your spelling words.   | Create a word search and swap it with a friend.   | Use a dictionary to find the meanings of 6 challenging words.                                 | Write 4 dictation sentences using your spelling words.  |
| <u>Mathematical</u><br>I am logical and work well with numbers                | Write your spelling words in order from least letters to most letters.     | Use <a href="#">scrabble tiles</a> to work out the sum of each of your words.                                 | Play spelling dollars to work out the value of your words.<br>Vowels = \$1<br>2 syllables = \$2<br>3 syllables+ = \$3 | Group your words based on number of letters they have. Then by consonants. Compare      | Place your spelling words into groups. Explain how you grouped them.                          | Put your words onto a scale from easiest to spell – hardest to spell. Why did you order them that way?                  |
| <u>Visual/Spatial</u><br>Art, Geometry and Visual imagery are important to me | Create a crossword from your words.  | Select 5 words and draw a picture for each one.   | Put your words into <a href="#">Tagxedo</a> or <a href="#">Wordle</a>   | Rainbow Words - spell words using different colored markers or crayons for each letter. | Create a cartoon of at least 4 boxes. Write a caption under each image including a list word. | Create an abstract artwork using only your spelling words.  |
| <u>Kinaesthetic</u><br>I am hands on and enjoy physical activity              | Play celebrity heads with a partner. Give them clues to work out the word. | <a href="#">Play Google Spell Up</a>  | Ball toss back and forth in pairs spelling each other's words   | hop on one foot as you spell words, this is a great exercise in balance.                | Write a conversation between two people using ten of your spelling words.                     | Choose any activity from the grid and complete it. Explain why it helped you.   |
| <u>Musical</u><br>Music and rhythm make sense to me                           | Record yourself singing your words   | Clap out and record the syllables in each of your spelling words.   | Create a tongue twister using your words.   | Rap your words - S to the P to the E to the Double L, spells SPELL!.                    | Write a song using your spelling words.   | Create a hand clapping chant with a partner and spelling words. Show the teacher.                                       |
| <u>Interpersonal</u><br>I work well in groups                                 | As a group organize your words into categories                             | Mystery Letters – in pairs write words with missing letters. Child must figure out which letters are missing. | Choose 5 words and explain to a partner why you chose them.   | Partner spell: Take it in turns to spell each other's word letter by letter.            | Create a new group spelling activity to help others learn their words.                        | Write a spelling word and then write at least two words made from the same letters. Example: slide side lie lid led etc |
| <u>Intrapersonal</u><br>I work well on my own                                 | List the words that you find hard and easy and why?                        | Complete a <a href="#">look, say, cover, write, check</a> for homework.                                       | Choose 5 words that you have trouble with. Write them out 5 times each.   | Create a <a href="#">word ladder</a> using all of your spelling words.                  | Organise your words in reverse alphabetical order. Z – A.                                     | Use your spelling words to write a story. Underline your words in red.  |

# Spelling Choice Board



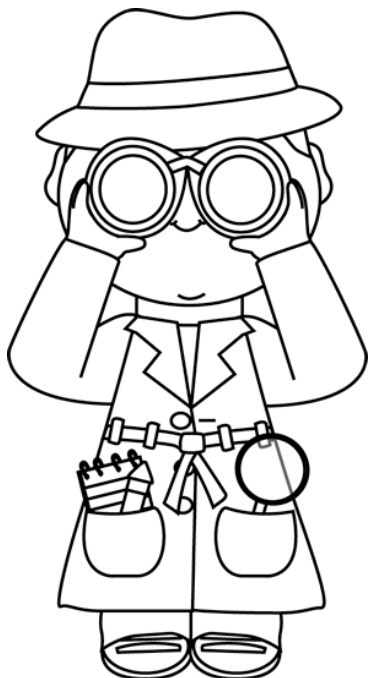
|  |  |  |
|--|--|--|
| <p><b>Spelling Word Find</b></p> <p>Create a word find using the "Spelling Word Find" sheet. Give it to a classmate to solve.</p>  | <p><b>Secret Agent Words</b></p> <p>Convert 10 of your spelling words to a secret code. Use the "Secret Agent Words" sheet to complete this task. Give it to a classmate to solve.</p> | <p><b>Hide the Words</b></p> <p>Draw a picture of your favorite place and illustrate it with at least 7 colors. Hide your words in the picture. Give it to a classmate to solve.</p> |
| <p><b>Pyramid Words</b></p> <p>Write all of your spelling words one letter at a time in the form of a pyramid.</p> <p>Example:</p> <p>d<br/>do<br/>dog</p>                                       | <p><b>Make a Set of Flashcards</b></p> <p>Create a set of flashcards using the "Flashcards" sheet. Review your spelling words with a classmate.</p>                                    | <p><b>Make a Comic Strip</b></p> <p>Make a comic strip using at least 10 of your spelling words. Use the "Create a Comic Strip" sheet to complete this task.</p>                     |
| <p><b>Sort it</b></p> <p>Use the "Sort it!" sheet to sort your spelling words into three groups. Label your groups by name. Examples: vowel sounds, parts of speech, number of letters, etc.</p> | <p><b>Write it Right!</b></p> <p>Write all of your spelling words five times each in your best handwriting.</p>  | <p><b>Make a Collage</b></p> <p>Create a collage of all of your spelling words using art supplies or magazines. Find pictures or illustrate examples for each word.</p>              |



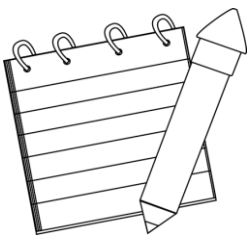
# Spelling Word Find

Your Name\_\_\_\_\_

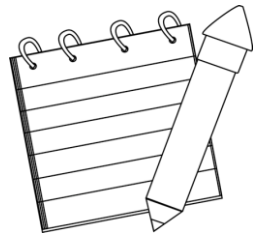
Classmate's Name \_\_\_\_\_

[illegible]

## Word Box



# Secret Agent Words



Your Name \_\_\_\_\_

Classmate's Name \_\_\_\_\_

SECRET CODE:

| A  | B  | C  | D  | E  | F  | G  | H  | I  | J  | K  | L  | M  |
|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| N  | O  | P  | Q  | R  | S  | T  | U  | V  | W  | X  | Y  | Z  |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |

1.

Answer:

2.

Answer:

3.

Answer:

4.

Answer:

5.

Answer:

6.

Answer:

7.

Answer:

8.

Answer:

9.

Answer:

10.

Answer:

Bonus Word

Answer:

# Flashcards

|  |  |  |
|--|--|--|
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|  |  |  |

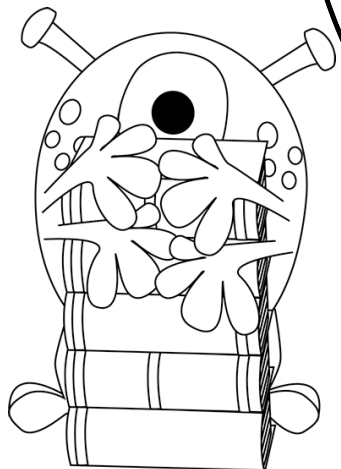
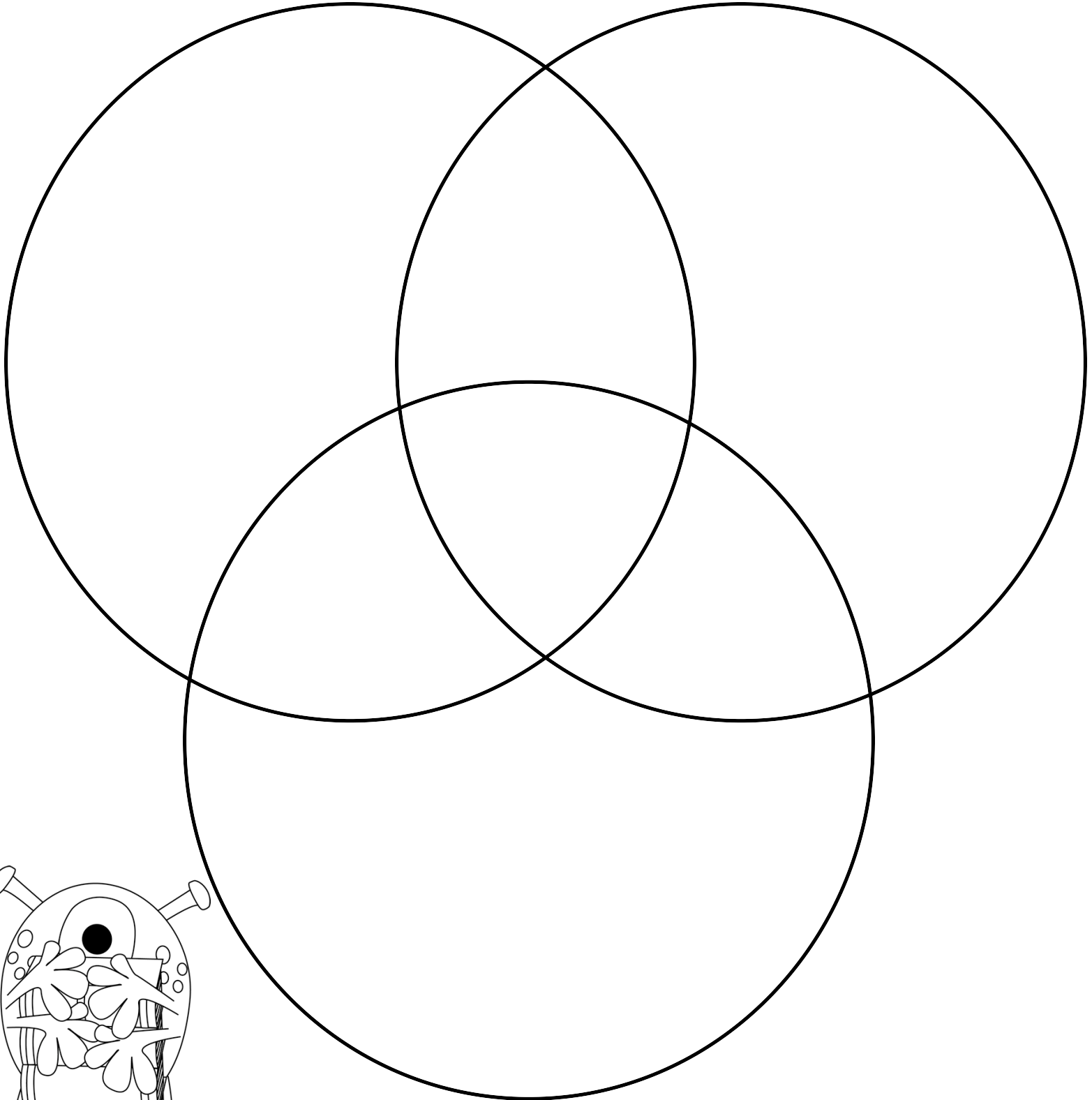
# Create a Comic Strip

Name \_\_\_\_\_

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

# Sort it!

Name \_\_\_\_\_



Name: \_\_\_\_\_

## How do I wash my hands?



First, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Next, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Then, \_\_\_\_\_

\_\_\_\_\_

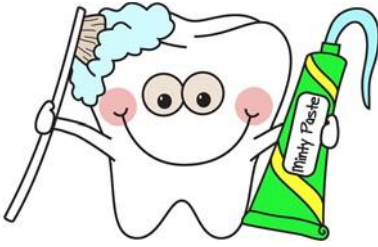
\_\_\_\_\_

Last, \_\_\_\_\_

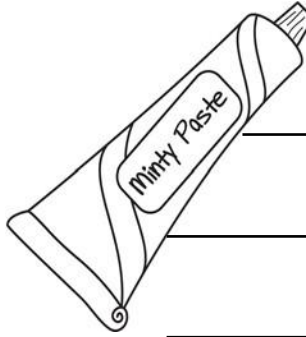
\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_



# How To Brush Your Teeth



First: \_\_\_\_\_

\_\_\_\_\_

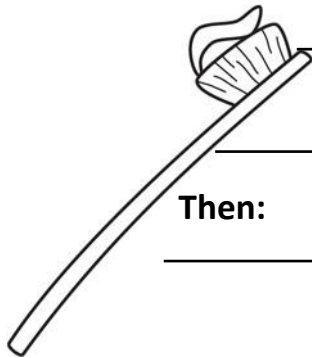
\_\_\_\_\_

\_\_\_\_\_

Next: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Then: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Finally: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

# How to make a sandwich

1.

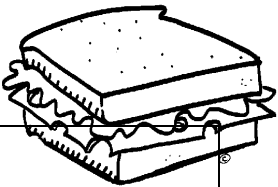


2.



3.

Name: \_\_\_\_\_



**Topic Sentence**

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**First**

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**Next**

---

---

---

---

---

---

**Then**

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---

**Finally**

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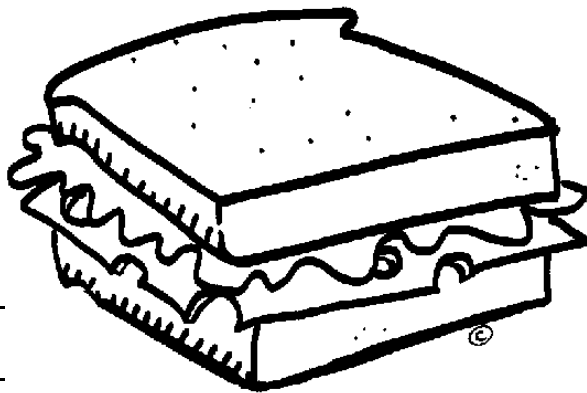
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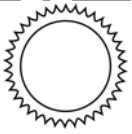
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Name: \_\_\_\_\_

## How I Make My Sandwich



Name: \_\_\_\_\_



# How To Grow a Plant



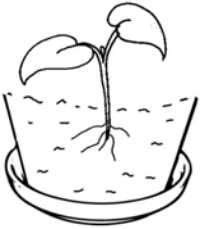
When a seed grows, it is called germination. Complete the following to show how a seed grows into a plant. Use the pictures to help you.



## FIRST



## NEXT



## THEN



## FINALLY

Name: \_\_\_\_\_

Date: \_\_\_\_\_ CC .1.. W.2

# Organizing My Opinion

My Opinion:

Reason 1

Reason 2

Reason 3

Reason 4

Conclusion:

Name: \_\_\_\_\_

## Organising My Persuasive Text

|              |
|--------------|
| Topic: _____ |
|--------------|

|                   |
|-------------------|
| My opinion: _____ |
| _____             |

| <u>For</u> | <u>Against</u> |
|------------|----------------|
| •          | •              |
|            |                |
| •          | •              |
|            |                |
| •          | •              |
|            |                |
| •          | •              |
|            |                |
|            |                |
|            |                |

Arguments and 3 supporting details:

| 1. | 2. | 3. |
|----|----|----|
|    |    |    |
|    |    |    |
|    |    |    |
|    |    |    |
|    |    |    |
|    |    |    |
|    |    |    |
|    |    |    |

Counter argument &  
supporting details:

Conclusion:

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Name \_\_\_\_\_

Date \_\_\_\_\_

## Persuasive Text – OREO Planning Template

Choose whether you are 'for' or 'against' the title statement. State your **opinion** in the box below.

Choose three **reasons** from the prompt to include in your persuasive text. Write these in the boxes below.

Reason 1:

Reason 2:

Reason 3:



Think about how to explain each reason using an **example**. Write some ideas in the boxes below.

Example 1:

Example 2:

Example 3:



Name \_\_\_\_\_

Date \_\_\_\_\_

# Persuasive Text – Scaffold

Title \_\_\_\_\_

Opening statement (State your **opinion** about the topic of the text).

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Reason 1 (**State your first reason** and provide an **example** to support it).

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Reason 2 (State your second **reason** and provide an **example** to support it).

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Reason 3 (State your third **reason** and provide an **example** to support it).

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Concluding statement (Restate your **opinion** about the topic of the text).

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# All Families Should Own a Pet

## Reasons For

- Owning a pet teaches children to be more responsible.
- Owning a pet helps to reduce loneliness and stress.
- People who own pets are healthier than people who do not.
- Sharing the care of a pet brings families closer together.
- Caring for a pet teaches children how to be loving and affectionate to others.

## Reasons Against

- Some families do not have enough money to properly care for a pet.
- Some families do not have enough time to properly care for a pet.
- Some people do not like animals, or may be allergic to them.
- Some pets have diseases which they can pass on to humans.
- Animals do not belong in people's homes; they belong in the wild.

