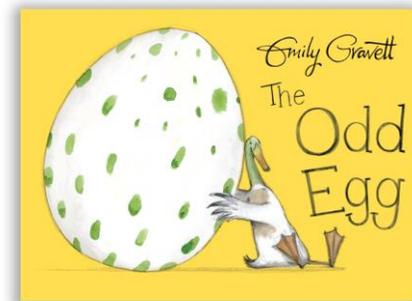


**Year 1 English Learning Letter – w/b Monday 20<sup>th</sup> April 2020**

Hello Year 1! Below shows your English for the week. For further explanations, you will need to go to Google Classroom. Try your best to complete as much as you can and remember that you can complete your tasks on paper if you want. We would love to see what you have done so try to upload any work that you do. Good luck!

**Book: The Odd Egg**

You can hear the book being read on YouTube, just search for: **“The Odd Egg by Emily Gravett”**  
 Please familiarise yourself with the activities before reading the book with your child.  
 Often, activities involve prediction and are best completed without having already read the book.



**Some useful vocabulary for this week:**

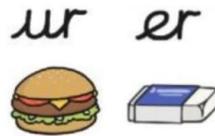
Adjectives: beautiful, spotty, huge, unfriendly, unkind, lonely, isolated, different, miserable, optimistic, disappointed, upset  
 Nouns: duck, birds, egg

Learning Objective and what to include	Teaching and Models	Task and expected outcomes
<p>1 -I can read and write words containing the ir sound.</p> <p>- I can read and write sentences containing the ir sound.</p>	<p>Let's practice saying our phase 5 sounds! E.g. 'ay for crayon, ou for cloud...'</p> <p align="right"><b>Phase 5 Sound Mat</b></p> <p><i>Next, can you read the <b>ir</b> words below? PLEASE NOTE: The ir sound is a digraph (two letters that make one sound). When sounding out words (segmenting) you would say s-t-ir. Challenge: can you add <b>dots and dashes</b> to show the sounds?</i></p> <p><b>stir, whirl, first, dirt, confirm, firm, twirl.</b></p>	<p><b>Task 1</b> Write the following words to match the pictures remembering the <b>ir</b> sound?</p> <p>• • —</p> <p>• — •</p> <p>• • •</p> <p>• — • •</p> <p>• • •</p> <p>• • •</p> <p><b>Task 2.</b> Put one or more of these <b>ir</b> words into a sentence.</p> <ul style="list-style-type: none"> <li>Say the sentence you want to write</li> </ul>

Now read a sentence:

The *girl* got a new *skirt* for her *birth*day.

Finally, can you think of any other digraphs that make the *ir* sound?:



- Use your sounds to write the words
- Remember capital letters, finger spaces, full stops
- Read my writing back to an adult

**Challenge #1:** Use a conjunction 'and, because, so, but' to extend your sentence.

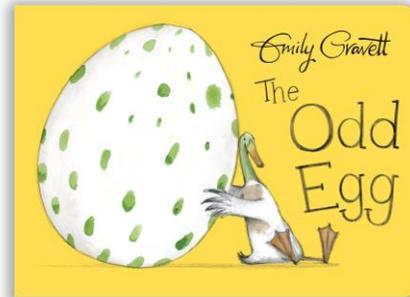
**Challenge #2:** Can you use the suffix 'ed' in your sentence.

- 2 - I can make predictions
- I can use adjectives to describe

**Book Focus:** The Odd Egg

**Learning Question:** Can you make predictions?

**Intro:** Look at the front cover of the book 'The Odd Egg'. Discuss anything strange that you notice. Do you think the egg really belongs to the duck? Which animal do you think the egg might actually belong to?



Children to name and write down 10 different animals. Draw a line down the middle of the page and write which animals lay eggs and which animals don't. Example below:

Lays eggs	Doesn't lay eggs
Chicken	Kangaroo
Magpie	Elephant
Crocodile	Dog
Turtle	Cat
Snake	Tiger

**Science challenge:** See if your child can say which animal group these animals belong to - mammals, reptiles, birds, amphibians or fish?

**Task 1:** To write descriptive sentences.

Have children look at the eggs below. Can they make a prediction about what animal may have laid that egg? Encourage children to use adjectives, so we know which egg is being spoken about.



Eg. I think the *spotted, green* egg belongs to a *creepy, scaly* lizard.

or

I think the *large, white* egg with the *black* stripes belongs to an *enormous* crocodile because \_\_\_\_\_.

Don't forget to:

- Say the sentence before you write it
- Use adjectives to describe (see red words above)
- Use capital letters, finger spaces, full stops.
- Read my writing back to an adult.

			<p><b>Challenge #1:</b> Can you use the conjunction 'because' to explain why you think the egg belongs to the animal you have said?</p> <p><b>Challenge #2:</b> Can you use commas in between your adjectives?</p>
3	<p>-I can read and write words containing the ou sound.</p> <p>- I can read and write sentences containing the ou sound.</p>	<p>Practice saying all of the phase 5 sounds again – e.g. ay for crayon, ou for cloud...</p> <p><b>Next, can you read the <i>ou</i> words below?</b> (use your robot arms to sound them out!)</p> <p><b>shout, flour, crouch, sprouts, house, mouse, fountain</b></p> <p>Can you say a sentence with one of these words? Do you know what they all mean?</p> <p><b>Can you think of any other <i>ou</i> words?</b> Use the pictures below to help you.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;"> <p><b>1000</b></p> </div>   </div> <p><b>Now read the sentence:</b></p> <p style="font-family: cursive;">I was out of plain flour so I made my cake with brown flour instead.</p> <p><b>Challenge #1:</b> can you highlight the <b>ou</b> sounds in this sentence?</p> <p><b>Challenge #2:</b> What other digraph makes the ou sound? Can you think of any words with this sound?</p>	<p><b>Task 1</b> Write the following words to match the pictures remembering the <b>ou</b> sound:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>• — • •</p> </div> <div style="text-align: center;">  <p>• — • •</p> </div> <div style="text-align: center;">  <p>• • — •</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  <p>• — — —</p> </div> <div style="text-align: center;">  <p>• • — •</p> </div> </div> <p><b>Task 2.</b> Put one or more of these <b>ou</b> words into a sentence.</p> <ul style="list-style-type: none"> <li>• Say the sentence you want to write</li> <li>• Use your sounds to write words</li> <li>• Remember finger spaces</li> <li>• Read my writing back to an adult</li> </ul> <p><b>Challenge #1:</b> Use a conjunction 'and, because, so, but' to extend your sentence.</p> <p><b>Challenge #2:</b> Can you use the suffix 'ing' in your sentence.</p>

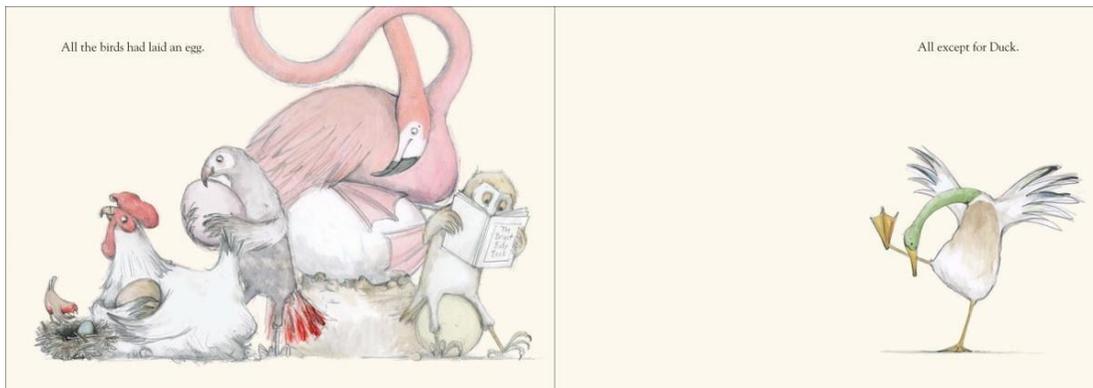
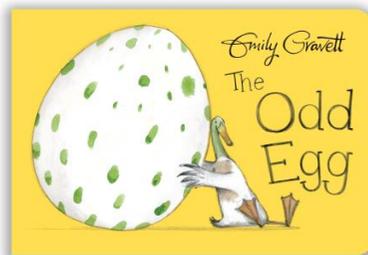
4

- I can use my sounds to make a recipe

**Book Focus:** The Odd Egg

**Learning Question:** Can you write a diary entry (from the point of view of the duck)?

**Task:** Show your child the following page/pictures:



**Discuss:** What adjectives (describing words) can you use to describe the duck's feelings at the moment? Get your child to draw the duck and label it with these words (such as **confused, worried, lonely, upset**).

Tell your child that they are going to write a diary entry from the point of view of the duck using the 'feeling' adjectives already written down. Now would be a good time to look at the labelled duck and create sentences such as **"I felt lonely and sad"**.

### **Task 1**

Tell your child that they are going to write a diary entry from the point of view of the duck using the 'feeling' adjectives they have already written down.

Use the following as an example to help your child with ideas:

Dear Diary,

Today the other birds all made fun of me. I felt lonely because no one played with me. When they called me names I was upset.....

Ask your child what they would say to the duck in this position.

### **Don't forget to:**

- Say the sentence before you write it
- Use adjectives to describe the duck's feelings
- Use capital letters, finger spaces, full stops.
- Read my writing back to an adult.

**Challenge:** Can you use the conjunction 'because' to explain why you (the duck) are feeling how you are?

### **Extension:**

**Can you write a diary entry from one of the other bird's point of view?**

A good example here might be the nervous owl who is reading the book.

I'm feeling nervous because I've never had to look after an egg before! I hope this book will help me.

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--I can read and write words containing the oy sound.

- I can read and write sentences containing the oy sound.

- I can sort real words and nonsense words

**First**, practice saying all of the phase 5 sounds again – e.g. ay for crayon, ou for cloud...

**Next**, can you try to read all of the **tricky words** below?

Phase 2	Phase 3	Phase 4	Phase 5
the	he all	said there	oh
to	she are	have little	there
I	we my	like one	people
no	me her	so when	Mr
go	be	do out	Mrs
into	was	some what	looked
	you	come	called
	they	were	asked
			could

**Now**, can you read the **ou** words below?

**boy**, annoy, enjoy, **oyster**, cowboy, joy, loyal, soya

Can you write the words down and add the **dots and dashes** to show the sounds?

**Now read the sentence:**

The boy jumped for joy when he found a shiny, gold coin on the floor.

**Challenge:** can you highlight the **oy** sounds in this sentence? What other oy sound do you know?



\_\_\_ for \_\_\_

**Task 1**

Write the following words to match the pictures remembering the **oy** sound:

— . .	— . .	— . .
— . .	— . .	— . .

**Task 2.** Put one or more of these **oy** words into a sentence.

- Say the sentence you want to write
- Use your sounds to write the words
- Remember capital letters, finger spaces, full stops
- Read my writing back to an adult

**Challenge #1:** Use a conjunction 'and, because, so, but' to extend your sentence.

**Challenge #2:** Can you use both oy sounds in your sentence (oy and oi)?

**Task 3**

Sort the following words into real and alien.

Add dots and dashes!

<u>Real oy words</u>	<u>Alien oy words</u>

**boy**, sploy, enjoy, **oyster**, zoyf, joy, droych

