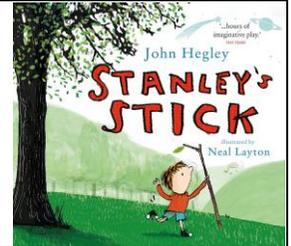


Year 1 English Learning Letter - w/b Monday 11th May 2020

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: Stanley Stick by John Hegley

You can hear the book being read on YouTube, just search for: <https://www.youtube.com/embed/HfIuIQaOLiY>



Learning Objective and what to include	Teaching and Models	Task and expected outcomes																								
<p>1 - I can create a story plan.</p>	<p>Remind children that Stanley used a random object and made it into something useful</p> <p>Have a number of everyday objects available (e.g. a sock, a glove, a cup etc.) and ask children to choose an item and decide what their item will become.</p> <p>Model filling in the simple table to record ideas:</p> <table border="1" data-bbox="293 1043 1310 1276"> <thead> <tr> <th>My item is a...</th> <th>and it will become a...</th> <th>I will use it to...</th> </tr> </thead> <tbody> <tr> <td>Sock</td> <td>Glove</td> <td>Keep my hands warm</td> </tr> <tr> <td>Sock</td> <td>Jacket for a hamster</td> <td>Stop my pet hamster getting cold in the winter.</td> </tr> <tr> <td>Cup</td> <td>A sail boat</td> <td>Sail to Antarctica</td> </tr> </tbody> </table> <p>Model using 'building blocks for descriptive sentences' to choose a pair of different types of adjectives to describe a chosen item</p> <table border="1" data-bbox="293 1417 1310 1455"> <thead> <tr> <th>Texture</th> <th>Colour</th> <th>Shape</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	My item is a...	and it will become a...	I will use it to...	Sock	Glove	Keep my hands warm	Sock	Jacket for a hamster	Stop my pet hamster getting cold in the winter.	Cup	A sail boat	Sail to Antarctica	Texture	Colour	Shape				<p>Using the idea of Sarah's Sock, create a series of six ideas for what Sarah might do with her sock. Organise these into a story plan (using story mountain. Plan for a point where the character throws the item away and then finds something to replace it with, referring to different ideas from session 3.</p> <p>(Show children your idea and use the story mountain for them to see where each part fits in.)</p> <table border="1" data-bbox="1339 1066 2145 1439"> <thead> <tr> <th></th> <th>Idea</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Sarah quietly snuggled up in bed with her sock, as she drifted off to sleep.</td> </tr> <tr> <td>2</td> <td>Sarah remembered all the lovely things they had done together. Sarah's Sock was a useful glove to help her keep her hand warm, it was a snake that she bravely explored the jungle with and it was the most comfortable pillow she had ever had.</td> </tr> </tbody> </table>		Idea	1	Sarah quietly snuggled up in bed with her sock, as she drifted off to sleep.	2	Sarah remembered all the lovely things they had done together. Sarah's Sock was a useful glove to help her keep her hand warm, it was a snake that she bravely explored the jungle with and it was the most comfortable pillow she had ever had.
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Rough	Ruby-red	Round
Smooth	Brown	Rectangular
Soft	Apple-green	square

e.g. a sock.

Use the words above to choose a pair of adjectives to describe an item. Remind children to separate with a comma.

eg. The soft, brown sock.

Now extend your sentence...

The soft, brown sock is a jacket for hamsters to stop them getting cold in the winter.

(Have this up already to go on screen to share with children)

3 One warm day, Sarah's mum said that she needed the sock back to wash it because it was too smelly. Sarah didn't like the idea of this and was very upset.

4 Suddenly, Sarah woke up and decided to give her sock to her Mum to wash. She knew it was the right thing to do.

5 That afternoon, Sarah was helping her mum fold the washing. IN the bottom of the basket was the brightest, most colourful and sparkly sock she had ever seen! Her mum smiled at her and told her she could have that sock.

6 Sarah was amazed by her newer, brighter, shinier sock. She was excited about their next adventure and she had the perfect name for it.. Socky!

2 -I can read and write words containing the i-e sound.
- I can read and write sentences containing the i-e

Let's practice saying our phase 5 sounds! E.g. 'ay for crayon, ou for cloud...'

The Phase 5 Sound Mat consists of 24 cards arranged in a 3x8 grid. Each card has a phonics label at the top and a corresponding illustration below it. The cards are:

- ay: crayon
- ou: cloud
- ie: tie
- ea: beads
- oy: boy
- ir: girl
- ue: glue
- ue: queue
- aw: saw
- wh: whistle
- ph: elephant
- ew: pew
- ew: screw
- oe: toe
- au: haunted
- ey: monkey
- a-e: snake
- e-e: concrete
- i-e: slide
- o-e: bone
- u-e: flute
- u-e: cube

The text "Phase 5 Sound Mat" is written in orange at the bottom right of the grid.

Task 1 Write the following words to match the pictures remembering the i-e sound?

sound.

Next, can you read the **i-e** words below?

PLEASE NOTE: The i-e sound is a **split digraph** - two letters making one sound, that have been split by another letter or (consonant).

bike, kite, slime, ripe, bite, twice, crime,
time, site, stride, pride, tide

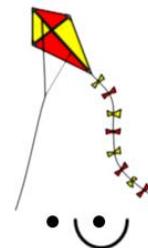
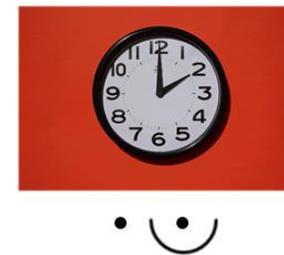
Challenge: can you add dots and dashes to show the sounds?

Now read a sentence:

We rode our bikes and flew our kites all night!

Finally, can you think of any other digraphs that make the **a-e** sound

igh ie



Task 2. Put one or more of these **i-e** 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: Use the conjunction 'but' in your sentence!

Extension: If you have access to a phone/tablet/computer

<https://new.phonicsplay.co.uk/resources/phase/5/picnic-on-pluto>

If you do not. Can you read and sort these words into alien words and real words?

slide, tide, blide, crike, splide, vife,
zime, wipe, quife, bride, spime

3	<p>- I can write an alternate ending to a story?</p>	<p>Have the sections of Sarah's Sock already written up on a PowerPoint. (from previous lesson).</p> <p>Apart from the last sentences from the end of the story. (section 5 and 6)</p> <p>Reshare the story that was completed yesterday.</p> <p>Mark the different parts of the story with children...</p> <p>Beginning- middle- end.</p> <ol style="list-style-type: none"> 1. Characters/ setting- build up 2. Problem 3. Solution 	<p>Explain that, as our story has already happened, that it is in the past tense.. which means we will be using the suffix 'ed'</p> <p>Model draw/ write story map using ideas from yesterday's lesson</p> <p>Children/ adults have not come up with ideas 5 and 6 yet, so they will need to be 'your idea'</p> <table border="1" data-bbox="1339 853 2145 1220"> <tr> <td data-bbox="1339 853 1585 997">1.Sarah in bed</td> <td data-bbox="1585 853 1877 997">2.Remembering all the things they did together</td> <td data-bbox="1877 853 2145 997">3. Mum wants to wash the sock - Sarah is sad.</td> </tr> <tr> <td data-bbox="1339 997 1585 1220">4. Sarah gave the sock to mum</td> <td data-bbox="1585 997 1877 1220">5. Sarah found a new sock</td> <td data-bbox="1877 997 2145 1220">6. Sarah loved her new sock, though about their adventures and named it Socky!</td> </tr> </table>	1.Sarah in bed	2.Remembering all the things they did together	3. Mum wants to wash the sock - Sarah is sad.	4. Sarah gave the sock to mum	5. Sarah found a new sock	6. Sarah loved her new sock, though about their adventures and named it Socky!
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4	<p>-I can read and write words</p>	<p>Practice reading these tricky words aloud:</p>	<p>Task 1</p> <p>Write the following words to match the pictures remembering the o-e sound:</p>						

containing the e-e sound.

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

he	she	we	me	be
was	you	they	all	my
are	her			
said	have	like	so	do
some	come	were	there	little
one	when	out	one	
oh	their	people	looked	Mr
Mrs	called	asked	could	

Next, can you read the e-e words below? (use your robot arms to sound them out!)

The e-e sound is a **split digraph** - two letters making one sound, that have been split by another letter or (consonant).

theme, delete, even, complete, these, athlete, Pete, extreme, Chinese, concrete

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

Can you say a sentence with one of these words? Do you know what they all mean?

Now read the sentence:

I didn't even have enough time to complete



Task 2. Put one or more of these e-e words into a sentence.

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

Challenge #1: Can you use any other digraphs that make the e-e sound in your sentence?

Task 3 Sort the following words into real and alien.

Add dots and dashes!

<u>Real e-e words</u>	<u>Alien e-e words</u>

grepe, chele, smepe, trapeze, extreme,

my homework.

Challenge #1: can you highlight the *e-e* sounds in this sentence?

Challenge #2: What other digraph makes the *e-e* sound? Can you think of any words with this sound?

ea ee ey

Japanese, febe, themes, compete, Steve,
quete

5 - I can write a story.

Read the first part of the 'class' story with the children..

Model write the end of the story..

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