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| **Listening Walk**   |  | | --- | | Go for a **sound walk** around your home or garden with an adult. Record what you heard by drawing the sounds. **Talk about what you heard.** Would you hear that sound every day? What might you hear outside on a Sunday that you wouldn’t hear any other day? | | **Eye Spy**   |  | | --- | | Ask someone to play Eye Spy with you. You can play it with colours or with sounds.  I spy with my little eye, something the colour … **green. (leaves)**  I spy with my little eye, something beginning with …**t. (tree)** | | **Kim’s Game**   |  | | --- | | Make up **a tray of 10 items** from around your house. (A peg, a rubber band, a milk carton lid, a pen, a toy, a spoon etc.) Concentrate on all of the items and try to remember their position. Next, **cover the tray** with a towel or blanket. One person **removes an item** and the other person has to **guess what’s been removed.** | | **Pairs**   |  | | --- | | Ask an adult to take out 10 different pairs of cards from a pack.  Arrange the cards in a row of 4 by 5 and then take shots at turning 2 cards over at a time.  If they match, you get to keep them! | |
| **Jump the Sentence**  Make up simple sentences with an adult.  If it is breakfast time, you could say:  ‘I like toast with jam.’ / ‘Mum drinks coffee.’  For **each word in your sentence, jump forward.** Next, talk about how many words are in your sentence.  If you have time, **write your sentence down** with an adult’s help or they could write it and you could copy it on top (overwriting) or underneath (underwriting). | **Shopping List**   |  | | --- | | Ask an adult if you can **help them write a shopping list**. You could draw the items and your adult could write them. (Real or pretend) Without looking, **can you remember up to 4 of the items on the list**? (This activity can be used with lots of other groupings – clothing, fruit, games, sweeties etc) | | | **Tell Me a Story**  **Use your toys to make up an exciting story** and give your **story a name**.  Once you have played out your story, **tell an adult all about it**?  The adult could **ask you 3 questions** about your story like these ones:   * Who is the main character? * How did the character feel when …? * What will happen next in your story? * What would have happen if …? * How did the character get out of trouble? * Who helped the character? * Tell me 3 words to describe your main character.   Perhaps, afterwards the adult could make up a story with you or continue your story. |
| C:\Users\ljohnstone\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Whitehirst crest copy 4.png**Literacy: Early Level**  **Home Learning Challenges**    Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **Read to Me**  **Choose one book a day** and ask and adult to **snuggle up** on the sofa or in bed and read your book together.  You can try to **read some of the tricky words** you know such as: **I, no, go, to, the, into** or try to sound out some of the simple words, using the pictures to help you understand the meaning. | |
| **Other Curricular Area Challenges:** | **Outdoor Rhyming:**  Look outside – can you spot a tree? **Which other words do you know that rhyme with tree**?  Choose another outdoor object – think of rhyming words to go with it. | **Muddy Letters:**  Use a **stick to draw the first letter of your** **name in the mud.** Can you write all of your name or other words, like mud, tree, grass? (You can use stones/sticks to form letters if you don’t want to get muddy.) | **Syllable Hunt:**  Choose a category like clothes/fruit. Each person tries to **find an item** in the category and when you bring it back you **clap the syllables in that word**: apple=2 / pear = 1/ banana = 3 |