

Oral Language activities:

The DIY store.

1. Discuss with ur child what a DIY store is.
2. Brainstorm some words that u think of when you think of the DIY store. eg. Hammer, paint brush, measuring tape, chisel, builder, plumber etc. U can google images of tools that your child might not be familiar with and draw images of other things.
3. Guess the tradesperson: which tradesperson am I? Give your child some clues as to what tradesperson you are. eg. I make doors and stairs using wood. (Carpenter)
4. Call for help activity. Chat to your child about problems you might have around the house and when you might need to call a tradesperson for help. Then do a little role play with your child phoning a tradesperson. eg.
Customer: Hello is that Bill the Builder?
Builder: Yes, what can I help you with with?
Customer: I would like to build a garage in my garden. Can you help me please?
Builder: Yes. When do you need it done by?
Customer: As soon as possible please.
Builder: Ok. I can come and have a look next week.
Customer: Great, how much will it cost?
Builder: I'll have to measure for it and make a list of the hardware I'll need first.
Customer: Ok, my address is No. 1, Main Street, Hospital. See you then.
Builder: Bye and thanks.
5. Tongue Twister: teach your child the tongue twister and have fun trying to say it as quickly as you can once it is learned.
HOW MUCH WOOD WOULD A WOODCHUCK CHUCK IF A WOODCHUCK COULD CHUCK WOOD?

Reading & Literacy:

Your child has their class reader in their schoolbag.

Read 3 pages each day.

After reading ask your child questions about what they have read to check for comprehension. Start from beginning of reader again so pages 1-3 on day one.

Other activities to do after reading is to find words that have 'ing' in them. Make a list in a copy. eg. Wing, sing, thing.

Describe a garden. What kind of flowers could you find in a garden. Different colours, different sizes, other words to describe flowers pretty, beautiful etc. Get your child to write a sentence themselves to describe flowers they saw in a garden.

Spellings workbook: unit 9. Learn the new spellings and complete the activities on pages 46 - 49. Put these spring/easter words into sentences and get your child to write their own sentences.

News: Write with your child, write about their news from the week. Illustrate their news at end. Include the day and date and something about the weather.

Reading: spend 15 minutes each day reading with your child whether it is you sharing a story with them or they reading one of their books with you.

Maths:

1. Number 10. Practice counting to 10 with your child. Clap your hands 10 times. Jump, hop, stamp, etc 10 times.
2. Using 10 manipulatives eg Lego pieces, blocks, cubes etc Discover the different ways of making 10. eg. $8 + 2 = 10$ etc. Record these ways on paper. Repeat this for a couple days until your child can tell you the ways of making 10 perhaps without using Lego pieces to help.
3. Can your child give you the missing number. $4 + \text{what} = 10$.
4. Your child also has a numberline either in school bag or at home. Give your child sums adding up to 10. Write out some sums and ask your child to complete these using their numberline. eg. $2+3=$. $5+2=$. $7+3=$.