

SECOND CLASS
LITERACY WORK AT HOME 3

Try your best and do what you can!

Note to parents



Dear parents, we hope you and your loved ones are all well. In this PowerPoint, as before, you will find some suggestions for helping your child's English literacy. You can follow the suggested timetable or use this as a menu of ideas for what your child would like to do.

The 2nd class team have set as much work as we can that your children can do independently. However, they might need some help reading and figuring out some of the tasks/ instructions.

Please note work is planned for over two weeks.

Note to children

Hello everyone, how are you?

What have you been up to for the past two weeks? Did you enjoy Active Week? Have you any news for us? We are looking forward to hearing from you on Aladdin Connect.

Here is some work for you to do over the next two weeks. See how you get on. Our theme for this fortnight is *Sound*.



You will need:

- A copy book to record all your work
- Pencils, colours, rubber
- An adult to help sometimes!
- A computer/ tablet/ phone for some activities

Contents

Week 5

- Read every day
- Diary
- Time capsule
- Spellings 5
- News
- Story
- Narrative writing: setting
- Grammar 5
- Comprehension

Week 6

- Read every day
- Diary
- Time capsule
- Spellings 6
- Writing: setting a story
- Poem
- Grammar 6
- Comprehension
- Oral language: Sound

And there are some more fun activities at the end if you'd like to check them out too!

Reading

- If you have books at home that you can read, try to read for at least 15 minutes every day.
- If you have read all your books at home, maybe mam or dad could set you up with an audiobook to listen to from Audible here (no charges for these at present):

<https://stories.audible.com/discovery>

(our favourites include *Winnie the Pooh*, *Anne of Green Gables* and *Alice's Adventures in Wonderland*)

- If you are a member of the local library, mam or dad can help you set up BorrowBox for ebooks and audio books (and if you aren't you can set up an online account very easily). Use the instructions here:

<https://www.librariesireland.ie/news/online-services-during-coronavirus>

Diary / Time capsule

Are you keeping a **diary**? Any copy or notebook will do. Just put the day and date on top of each entry. It will be very interesting to read back over your diary when you are 100!

We found a lovely idea online - to make a **time capsule** of this time. If you have a printer you could print it out and then put it somewhere safe for you to discover in 10 years' time! Check it out on the 2nd class padlet here: <https://www.assumptionjns.com/2nd-class.html>

Spellings Week 5: ear as /air/

Write a sentence for each word in your copy. Play games on Spelling City (parents, you might need to enable Flash in your browser): <https://www.spellingcity.com/users/2ndClassRoom15and16>

	Look	Copy	Cover & Write	Check
Mon	bear			
	bearing			
	weight			
Tue	tear			
	hair			
	volume			
Wed	pear			
	pair			
	scare			
Thur	wear			
	swear			
	underwear			



Week 5: Monday

News

News

Write your **news** from Active Week in your copy. What did you do? How many different ways did you find to keep active? Describe them. Remember the rules for recount writing.





Week 5: Tuesday

Now for a story!

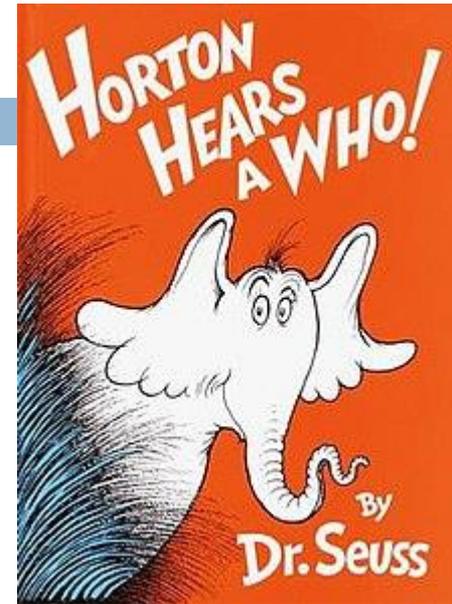
Story: Horton Hear a Who!

Have a look at this story on YouTube.
It ties in with our “Sound” theme this week.

It was written by Dr Seuss and is called *Horton Hears a Who!* You might have seen the film.

<https://www.youtube.com/watch?v=B-i1E1UbwVI>

Remember: *A person's a person. No matter how small!*



Story: Talk about



Tell your mam or dad or whoever is at home with you about the story. You can then answer the following questions in your copy (or if you'd prefer, tell your mam or dad the answers):

- Did the story have a good title? Why do you think so?
- What happened at the beginning, in the middle and at the end?
- Would you say this story is an example of **recount**, **procedural** or **narrative** writing?
- Which character did you like the best? Why?



Story: Respond to the story

Thinking about the story:

- You learned about characters last week. (Remember: **characters are usually people, animals or creatures in a story that can think, feel or act.**) Describe the character of Horton. What does he look like? Where does he live? What kind of personality has he? What kind of clothes does he wear (or does he wear any?!)? Is there anything else you can tell us about him? Draw a picture of him when you are finished.

OR

- What do you think Dr Seuss meant when he wrote “A person’s a person. No matter how small.”?



Week 5: Wednesday

Narrative writing genre

Narrative writing: Setting

- So we have been learning about the **narrative** writing genre, which is all about **story-telling** in an imaginative way. These stories always have a **beginning, middle and end**.
- Now let's revise the *elements* you see in narrative writing: **character, setting** and **plot**. Last week we looked at the element of character. This week, we are going to look at setting.
- **Setting is the time and place of a story**. Have a look at this video to find out more:
<https://www.youtube.com/watch?v=3BVOlyUnk6s&t=9s>

Narrative writing: Setting

- Have another look at our story from yesterday, *Horton Hears a Who!*, here:
<https://www.youtube.com/watch?v=B-i1E1UbwVI>
- What would you say is the **setting** of the story? Write a few sentences about it in your copy.
- Do you think Dr Seuss gave a lot of thought to the setting of this story? Why do you think so?
- Dr Seuss always illustrated his own stories. Do you think the illustrations in this book help create the setting? Why?
- Now imagine you have been asked to illustrate a new version of the book, *Horton Hears a Who!* Do some drawings for the setting. Make a comic strip of your favourite part of the book.



Week 5: Thursday

Grammar

Grammar 5: Apostrophe

- As you know, punctuation is important because it helps us make sense of the words we read. Examples of punctuation we have learnt about so far are: full stops, commas in lists, exclamation marks, question marks and speech marks.
- Today, we will learn about the apostrophe. We add an **apostrophe** with the letter **s** to show that something belongs to someone. For example:

Amelia's bike

Amazing Grace's brother

- The apostrophe is needed to show that the **s** is not being used to make the plural.

Grammar 5: Apostrophe

An apostrophe looks like a little 9 and sits up high before the s – kind of like a single closing speech mark.

Have a go at writing it by writing out these sentences in your copy:

- This is Ava's hairband.
- These are Bellè's shoes.

Grammar 5: Apostrophe

- Think of a person's name for each letter of the alphabet. (If you've been playing Stop the Bus, you'll find this easy!)
- Then think of something that person might own that begins with the same letter as their name. Remember to use an **apostrophe s** after each name to show that the next word is something belonging to the person.
- Have a look at the next slide to help you get started ...

Grammar 5: Apostrophe

- Anna's apple
- Ben's book
- Claire's _____
- D_
- E_
- F_
- G_
- H_
- I_
- J_
- K_
- L_
- M_
- N_
- O_
- P_
- Quentin's _
- R
- S
- T
- U_
- V_
- W_
- Xander's _
- Y_
- Zoe's _

Grammar 5: Apostrophe

Now, using your list, can you write a “Belonging Poem”?
It doesn't have to rhyme and it might start like this:

Anna's apple is awful.

Ben's book is brilliant.

Claire's cats are clever.

Dan's dad is daring.

E _____

and keep going!



Week 5: Friday

Comprehension

Comprehension

Read this.

Is a bee an insect?

38A

Can it “bee”? Is a bee an insect? Let’s see if it has the right parts.

An insect has three body parts. An insect has a **head**, a **thorax**, and an **abdomen**. The head is at the top of the body. It holds a set of antennae. Look at the picture. Can you see the bee’s antennae? Tiny hairs cover these “feelers.” The antennae help the bee smell and feel. Also on the head are the bee’s eyes and mouth. In the mouth is a hairy tongue.

The thorax is in the middle of an insect’s body. Attached are three sets of legs. How many do you see on the bee? Insects’ legs are jointed. That means they are made up of pieces. The bee’s legs each have five pieces. Also attached to an insect’s thorax are one or two sets of wings. The bee has two. The front set is bigger than the back set. With its wings, the bee can hover in the air like a helicopter.

An insect’s abdomen is made up of segments, or parts. One part holds the digestive system. Female bees have a stinger in another part. When it is not being used, the stinger is pulled into the abdomen.

It can “bee.” A bee is an insect!



Comprehension

Now write full sentences to answer these questions in your copy.

Is a bee an insect?

Comprehension Questions

38B

1. What three body parts does an insect have?
 - a. head, eyes, tongue
 - b. head, thorax, abdomen
 - c. legs, stinger, wings
2. How do you know that a bee is an insect?
 - a. It has all the right parts.
 - b. It flies and has a hairy tongue.
 - c. It has two main body parts.
3. An insect's **thorax**
 - a. is at the top of its body.
 - b. is in the middle of its body
 - c. is used for smelling and feeling.
4. If a female bee is not stinging something, the stinger
 - a. is inside the abdomen.
 - b. is inside the thorax.
 - c. falls off.
5. Where does a bee digest its food?
 - a. in its head
 - b. in its thorax
 - c. in its abdomen

End of Week 5

Give yourself a spelling test. How did you get on?

Well done on finishing Week 5!





Week 6

Spellings Week 6: *ti as/sh/*

Write a sentence for each word in your copy. Play games on Spelling City (parents, you might need to enable Flash in your browser): <https://www.spellingcity.com/users/2ndClassRoom15and16>

	Look	Copy	Cover & Write	Check
Mon	station			
	fiction			
	lotion			
Tue	nation			
	dictionary			
	mention			
Wed	action			
	direction			
	infection			
Thur	relation			
	minute			
	second			



Week 6: Monday

Setting in narrative writing

Setting: recap

Thinking back to last week's lesson on the element of **setting** in the narrative genre, can you remember what a setting is? That's right:

Setting is the time and place of a story.

On the next slide, you will read the opening lines (that means the very first few sentences) of three very famous books. What do you learn about the setting of each story from them?

Examples of settings

Setting 1

In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare, sandy hole with nothing in it to sit down on or to eat: it was a hobbit-hole, and that means comfort.

Setting 2

Once on a dark winter's day, when the yellow fog hung so thick and heavy in the streets of London that the lamps were lighted and the shop windows blazed with gas as they do at night, an odd-looking little girl sat in a cab with her father and was driven rather slowly through the big thoroughfares.

Setting 3

It was so glorious out in the country; it was summer; the cornfields were yellow, the oats were green, the hay had been put up in stacks in the green meadows, and the stork went about on his long red legs, and chattered Egyptian, for this was the language he had learned from his good mother.

Examples of settings: some questions

1. What do we learn about story 1 from the description of the setting? Do we learn anything about the characters we have yet to meet in the story? Do you think the character that lives here is a human? Why do you think so?
2. What do we learn about story 2 from the description? Is it set nowadays? How do you know? Where is it set? Do we learn anything about the characters?
3. What about story 3? Do we learn much about the story from this description? What time of the year would you say this story starts off in? Could you make a guess about which part of the world it is set in?
4. After reading those three settings, which book would you most like to read? Why?
5. Would you agree that the opening lines in a story are very important? Why?

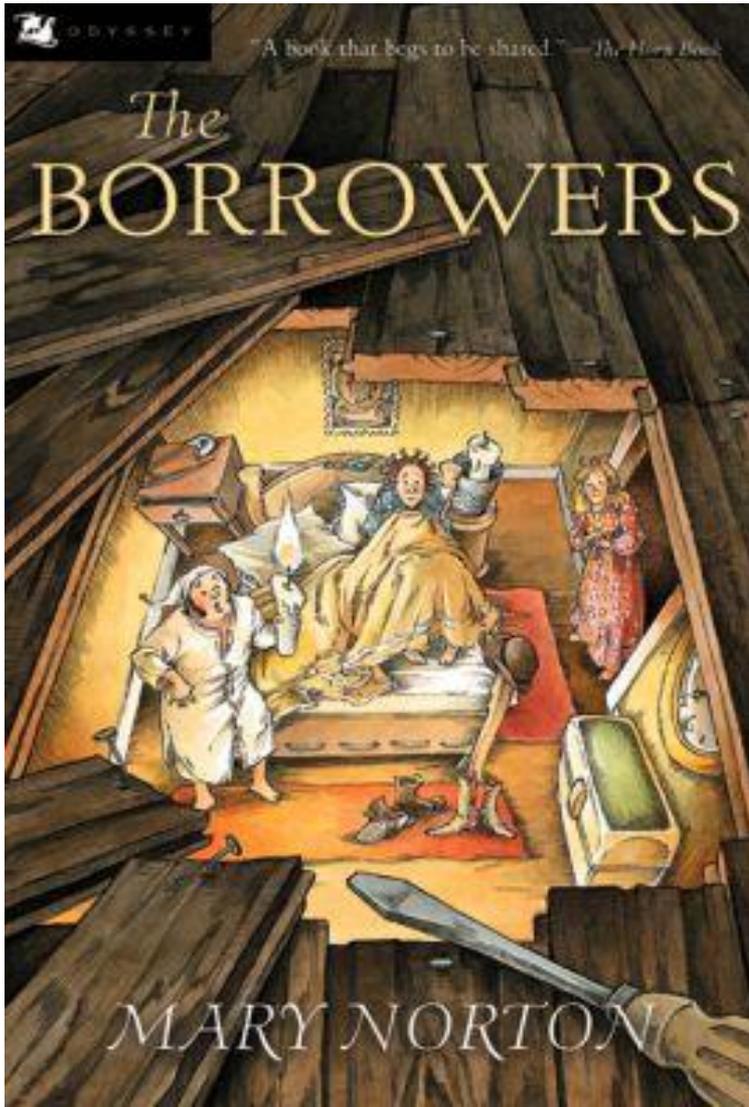
Yes! They should be interesting enough to make the reader want to read on.

Go to the next slide to find out what the stories were!

Revealed: the stories

1. In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare, sandy hole with nothing in it to sit down on or to eat: it was a hobbit-hole, and that means comfort.
*From *The Hobbit* by JRR Tolkien*
2. Once on a dark winter's day, when the yellow fog hung so thick and heavy in the streets of London that the lamps were lighted and the shop windows blazed with gas as they do at night, an odd-looking little girl sat in a cab with her father and was driven rather slowly through the big thoroughfares.
*From *A Little Princess* by Frances Hodgson Burnett*
3. It was so glorious out in the country; it was summer; the cornfields were yellow, the oats were green, the hay had been put up in stacks in the green meadows, and the stork went about on his long red legs, and chattered Egyptian, for this was the language he had learned from his good mother.
*From *The Ugly Duckling* by Hans Christian Andersen*

Setting and opening lines: write your own



Now look at this book cover and think about the setting of the story. Use your imagination!

- In your copy, write your own opening lines for this story, so that they describe the setting.
- Remember: **Setting is the time and place of a story** and that **the opening lines should be interesting enough to make the reader want to read on.**



Week 6: Tuesday

Poem

Poem: "Life Doesn't Frighten Me" by Maya Angelou

Read through this and answer the questions on the next two slides.

Shadows on the wall
Noises down the hall
Life doesn't frighten me at all

Bad dogs barking loud
Big ghosts in a cloud
Life doesn't frighten me at all

Mean old Mother Goose
Lions on the loose
They don't frighten me at all

Dragons breathing flame
On my counterpane
That doesn't frighten me at all.

I go boo
Make them shoo
I make fun
Way they run

I won't cry
So they fly
I just smile
They go wild

Life doesn't frighten me at all.

Tough guys fight
All alone at night
Life doesn't frighten me at all.

Panthers in the park
Strangers in the dark
No, they don't frighten me at all.

That new classroom where
Boys all pull my hair
(Kissy little girls
With their hair in curls)
They don't frighten me at all.

Don't show me frogs and snakes
And listen for my scream,
If I'm afraid at all
It's only in my dreams.

I've got a magic charm
That I keep up my sleeve
I can walk the ocean floor
And never have to breathe.

Life doesn't frighten me at all
Not at all
Not at all.

Life doesn't frighten me at all.

Poem: Some questions

Answer these questions about the poem in your copy. Don't forget to write full sentences using capital letters, full stops and the spellings you know.

1. What is the poem about?
2. Why do you think the poet wrote it?
3. Have you ever felt frightened? Write about it. What made you feel better?
4. Write down the rhyming words you spot. Is there a pattern?
5. Is there a sentence that is repeated a lot? Why do you think the poet does this?



Maya Angelou, who wrote this poem, was a very famous American poet. She died six years ago in 2014. Listen to her read the poem here: https://www.youtube.com/watch?time_continue=80&v=89dLNzEhlz4&feature=emb_logo

Poem: Some more questions

Answer these questions about the poem in your copy. Don't forget to write full sentences using capital letters, full stops and the spellings you know.

6. Have you ever seen shadows on the wall? Were you scared?
7. Who is Mother Goose? (If you don't know, you could find out by getting an adult to help you find out about her online.)
8. What do you think a "counterpane" is? (Clue: you put it on your bed.) What do we call it nowadays?
9. Write out your favourite part of the poem into your copy using your best handwriting. If you want, you can draw a picture to go with it.
10. If you like, you could learn off the poem and /or record yourself reading it using your tablet.



Week 6: Wednesday

Grammar

Grammar 6: Contractions

We sometimes shorten pairs of words by joining them together and leaving out some of the letters.

We use an **apostrophe** to show where the missing letter or letters used to be.

These shortened words are called **contractions**. For example:

is not  is not   isn't

A contraction is always written as one word.

Grammar 6: Contractions

Write out each contraction below in full, as two words and with no letters missing:

- couldn't
- didn't
- haven't
- mustn't

Check the next slide to see how you got on.

Grammar 6: Contractions

How did you get on?

- ❑ couldn't → could_not
- ❑ didn't → did_not
- ❑ haven't → have_not
- ❑ mustn't → must_not

Grammar 6: Contractions

Now let's try it the other way around:

- does not
- did not
- I will
- do not
- let us

Check the next slide to see how you got on.

Grammar 6: Contractions

Did you get them right?

- does not → doesn't
- did not → didn't
- I will → I'll
- do not → don't
- let us → let's

Well done!

Grammar 6: Contractions

Lastly, let's try it with a verb:

- I will
- You will
- He will
- She will
- It will
- We will
- You will
- They will

Check the next slide to see how you got on.

Grammar 6: Contractions

Was that easy?

<input type="checkbox"/> I will	I'll
<input type="checkbox"/> You will	You'll
<input type="checkbox"/> He will	He'll
<input type="checkbox"/> She will	She'll
<input type="checkbox"/> It will	It'll
<input type="checkbox"/> We will	We'll
<input type="checkbox"/> You will	You'll
<input type="checkbox"/> They will	They'll

* A contraction is only ever used when we speak. They should not be used in writing except when you are writing something in speech marks. *



Week 6: Thursday

Comprehension

Comprehension

Read this.

The Five Senses

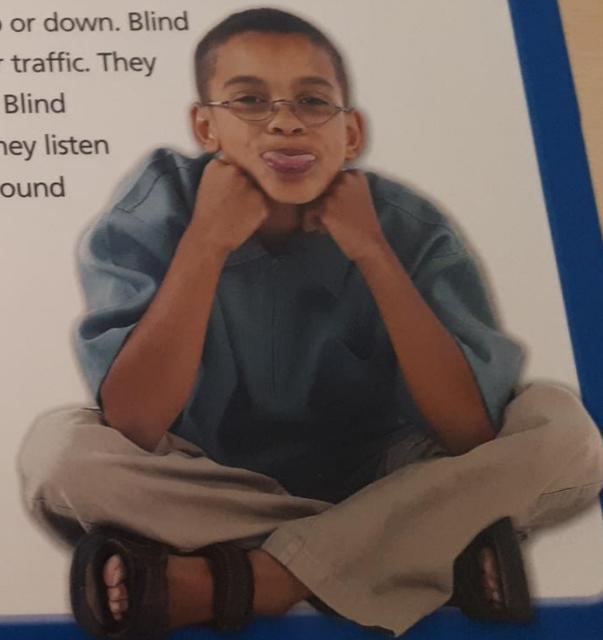
8A

Listen to the world around you. What do you hear? Are the sounds loud? Are they soft? Think about how the sounds make you feel. You are using your **sense** of hearing. Now imagine the taste of your favourite food. Is it spicy, salty, or sweet? What people and places do you think of when you taste it? Taste is another one of your senses.

People have five senses. The different senses are taste, touch, sight, hearing, and smell. People use their tongues to taste. They use their hands and skin to touch. People use their ears to hear. They use their noses to smell. People's brains work all their senses. People use their senses to learn about the world around them. They notice changes. People **react**.

Sometimes one of a person's senses does not work that well. Some people are born **blind**. They cannot see. Other people lose their sight later in life. How do

they explore the world? Blind people use their other senses in very special ways. They learn to read—with their fingers. Blind people use long canes to feel places where they are walking. The canes let them know when to step up or down. Blind people listen for traffic. They notice changes. Blind people react. They listen to the world around them.



Comprehension

Now write full sentences to answer these questions in your copy.

The Five Senses

Comprehension Questions

8B

1. The brain is important to the senses because
 - a. it works some of them.
 - b. it works all of them.
 - c. it is one of the senses.
2. How do people who cannot see explore the world?
 - a. They use their other senses in special ways.
 - b. They do not use their senses at all.
 - c. They think of special people and places.
3. The word **blind** means
 - a. seeing.
 - b. silent.
 - c. sightless.
4. How do canes help blind people?
 - a. Canes help them feel when they walk.
 - b. Canes help them pick up things they drop.
 - c. Canes help them stand for long periods of time.
5. How are those who can see and those who cannot see alike?
 - a. They could both see when they were born.
 - b. They both read with their fingers.
 - c. They both use their senses.



Week 6: Friday

Oral Language

Oral Language: Sound

Some time today, if you can, go out for a walk. Tell your mam or dad or whoever is with you what **sounds** you can hear.

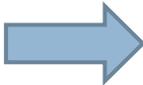
For example – do you hear traffic, birds singing, insects or bees buzzing, people talking, a radio? Can you hear anything else? Describe the sounds you hear. Use plenty of adjectives!

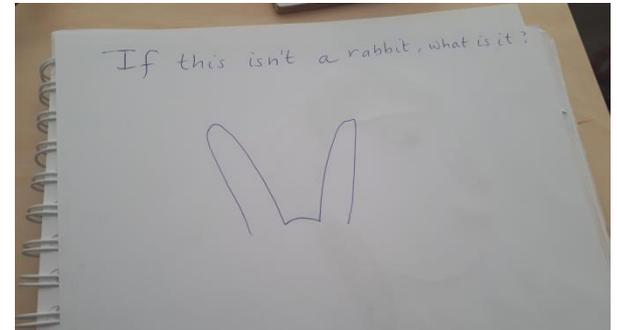
Is it quieter than usual? Why?

Here is a game of Guess the Sound. Have fun!

<https://www.youtube.com/watch?v=n1m4h79JZso>

Fun literacy activities

1. See how many words starting with 'b' you can write down in 3 minutes. Now, go look for things starting with b in your bedroom, the kitchen, ...
2. Play "If this isn't a ..." with someone. You draw a part of a picture and they finish it. The tricky bit is that you write on top what the picture is not. Here is an example. 
3. Put your books in alphabetical order.
4. Ask someone in your house some funny questions, like "Which would you prefer a bed of chocolate or a bed of marshmallows? Why?" Or "Which would you rather be, a bee or a ladybird? Why?" Now make up some of your own!



If this isn't a rabbit ...



... it's a girl lying down with her arms in the air!

End of Week 6

Give yourself a spelling test. How did you get on?

Well done on finishing Week 6!

