



Lapwing Class Home Learning
10th November 2023

Thank you for supporting your child's learning at home!

Essential Skills

- **Reading**

Please continue to read at home this week. We are aiming for a goal of having everyone in Lapwing reading at least 5 times each week!

Library books can be exchanged when read, although it is not expected that a child will finish reading their library book every week, particularly if they have chosen a challenging or longer text.

Reading at home should be recorded in reading records, which can be brought into school everyday as children will be heard read throughout the week and we need to record that in their reading records. We have ordered new reading records and each child will get one when they arrive.

- **Times Tables**

Please practise with Times Tables Rock Stars this week.

In class we will be practising our times tables regularly but the more the children practise their times tables the more confident they will become.

If you do not have access to TTRS please let me know and I can provide log in details or alternative options.

- **Spellings**

This week we have been looking at spelling a range of words that use the suffix 'ation'.

There will be a short test of these spellings on the first Thursday after half term.

Please encourage your children to practise their spellings every day.

Children now have access to Spelling Shed - which is a little like TTRS but for spellings. Children should have their log in details in their reading records. I have set some challenges for children to complete over half term to make practicing their spellings more fun.

This week's spelling words are:



adoration

coronation

observation

location

generation

illustration

Can you think of any more words with the suffix 'ation'?

Added Extras 😊

Times tables learning tools

Below are some alternative ways you could help your child learn their times tables if they are finding the time pressure of TTRS a bit too much.

Useful items to help your help your child with times tables at home include:

A stack of coins - at least a dozen each of 1p, 5p and 10p, and preferably two dozen 2p, will let you make up a full set of tables to 12x12 for the occasions when your child might need to go back and check by counting. No cost, beyond the time it takes to collect up the change.

A pack of cards - take out the aces and Kings, count Jack as 11 and Queen as 12, and you can practise the full range of tables by dealing your child two cards and asking them to multiply them.

A pack of blank cards (make them out of cardboard or paper or buy premade versions) These are infinitely versatile. You can write down whatever items your child has problems with and make Pelmanism sets with questions and answers. (Write the questions and answers on different cards. Shuffle and turn the cards face down. The child has to turn over a card, then turn over the matching card. You can start with a small number of sets and build up.) How many card questions can your child answer correctly against the clock? Boys very much enjoy this, but so do most girls.

Group objects into sets

Let's assume you're working with the sum 3×4 .

Have students group their manipulatives into three clearly separated blocks of four either by drawing three circles around them or placing them into three separate boxes.

This allows them to visualise the underlying formula of any multiplication question: x lots of a given number y equals a total number z .

Use an array

Sticking with 3×4 , have students order their manipulatives into three rows each containing four pieces. This arrangement is an **array**. Students can then number these consecutively to discover that the three rows of four make eight - not six, as they might assume from an addition problem using the same digits.

Reading comprehension question examples

A big part of developing childrens reading further is by supporting them with their comprehension and understanding skills. Here are some questions you can ask when hearing your child read to take their reading further.

- What does this...word/phrase/sentence... tell you about... character/setting/mood etc.?
- What other words/phrases could the author have used?
- How has the writer made you and/or character feel ...happy/sad/angry/frustrated/lonely/bitter etc.?
- What other words/phrases could the author have used?
- Where does the story take place?

- Who are the characters in the book?
- What do you think is happening here?
- What's the main point in this paragraph?
- Can you explain why...?
- I wonder why the writer decided to...?
- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?

HIGHER LEVEL COMPREHENSION QUESTIONS

Knowledge

1. Identify the characters in the story by making a list of all the characters.
2. When and where does the story take place?
3. Tell what the story is about.
4. Locate facts in the story and list the main facts.
5. Find the two most interesting sentences in the story.
6. Make a list of the words in the story you do not know.

Comprehension

1. Describe the characters in the story.
2. Describe how you think the main character feels in the beginning of the story. Describe the main character's feelings at the end of the story.
3. Explain the main idea of the story by retelling it in your own words.
4. Summarize the main facts in the story and discuss how they relate to the main idea of the story.
5. Locate sentences or phrases in the story you do not understand and infer the meanings.

Application

1. Give an example of someone you know who is like one of the characters in the story.
 2. If you could have a conversation with one of the characters in the story, which character would you choose and what would you talk about?
 3. Has anything in your life happened that is similar to the things that happened in the story?
 4. What events in the story could not happen in real life?
1. Construct an illustration that shows the main characters in the story in a real life situation.
 2. Find words or phrases in the story you do not currently use and write a short story using these words or phrases.

Analysis

1. Explain what part of the story was the most exciting to read and why.
2. Explain what part of the story was the funniest or the saddest and why.
3. Compare and/or contrast the facts in this story to facts in another story.
4. Examine and analyze the main character(s)' feelings at the beginning, middle, and end of the story.
5. Classify and/or categorize these feelings as the same or different.
6. Write a critique of the story, and highlight the main facts or main idea of the story.

Evaluation

1. Was the main character(s) in the story good or bad? Support your opinion with words from the text.
2. What is your opinion of the story? Did you enjoy reading it? Explain.
3. Do you agree with all of the facts in the story? Explain.
4. Compare this story with other stories you have read in the past. Give evidence from the texts.
5. Would you read other stories like this story? Justify your opinion.
6. Rate the story on a scale of 1-10 with 10 being the highest. Defend your rating.