



Activity 1: Question Time

This week we are going to focus on activities based on the alphabet and alphabetical order.

Look at the picture above and discuss these questions. Try not to answer all the questions first as they will often just copy your ideas as adults know so much more than they do!

It was great to see lots of children answering these questions in their workbooks. If they are confident to do so, then encourage your child to record their thoughts.

To challenge your child further, ask them to use 'because' to explain their ideas. If writing is a barrier for your child, why not write their ideas together - e.g. leave your child to write the words they can sound out independently (using this sound mat to support) or the words on the word mat that they are learning to spell in year 1.

1. What do we call this?
2. Why do we need the alphabet?
3. When have you seen the alphabet being used?
(Top Tip for Parents - In class we have looked at photographs, indexes and glossaries in nonfiction books)
4. Which is your favourite letter of the alphabet? Why?
5. Can you say the alphabet?

Activity 2 Alphabet Scavenger Hunt

Make some letter cards - 1 for each of the alphabet. Pick 4 cards and find something beginning with each object from around your house. Can you put them in alphabetical order?

Use the picture of the alphabet to help you. You could take a photograph or write a list.

Finding it hard - Find an object for each letter of the alphabet, working through in order.

Challenge - Find 2 objects starting with the same letter. Which object comes first. For example - dinosaur dog (look at the second letter)

Activity 3a: Glossary Hunt

Can you find any examples of a glossary in your books at home? Remember to choose a nonfiction book and look at the back.

What does a glossary help you do? Try finding some of the words in the book and checking their meaning using the glossary.

There is an example of a glossary in the resources.

Activity 4: Write a Glossary

Write down 5 words about dinosaurs. For example, claws, fossil, egg.

- Write a sentence to explain what it means. It might help to say your sentence aloud before trying to write to check you have explained its meaning.
- Remember capital letters, full stops and finger spaces.
- Sound out words to have a go at the spellings.

Please remember that you need to sound out your writing yourself. If grown-ups do it for you, you won't be learning! The children are all able to do this independently at school, and it does not matter if words are not spelt correctly.

Finding it hard? If your child is finding it hard to think of a sentence, give them the beginning part so they can change the last 2 or 3 words each time.

Challenge: Choose some more unusual words - e.g. palaeontologist, herbivore, plates