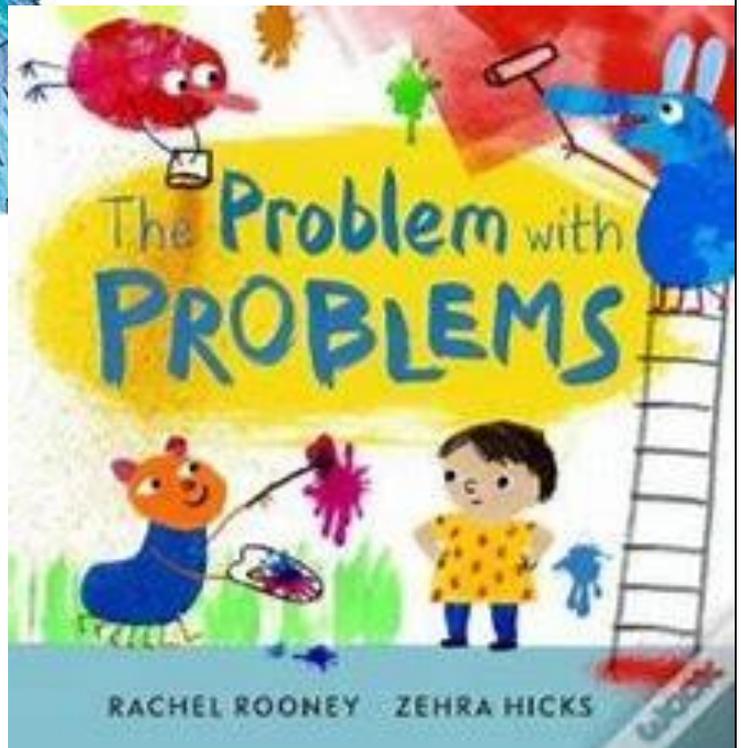
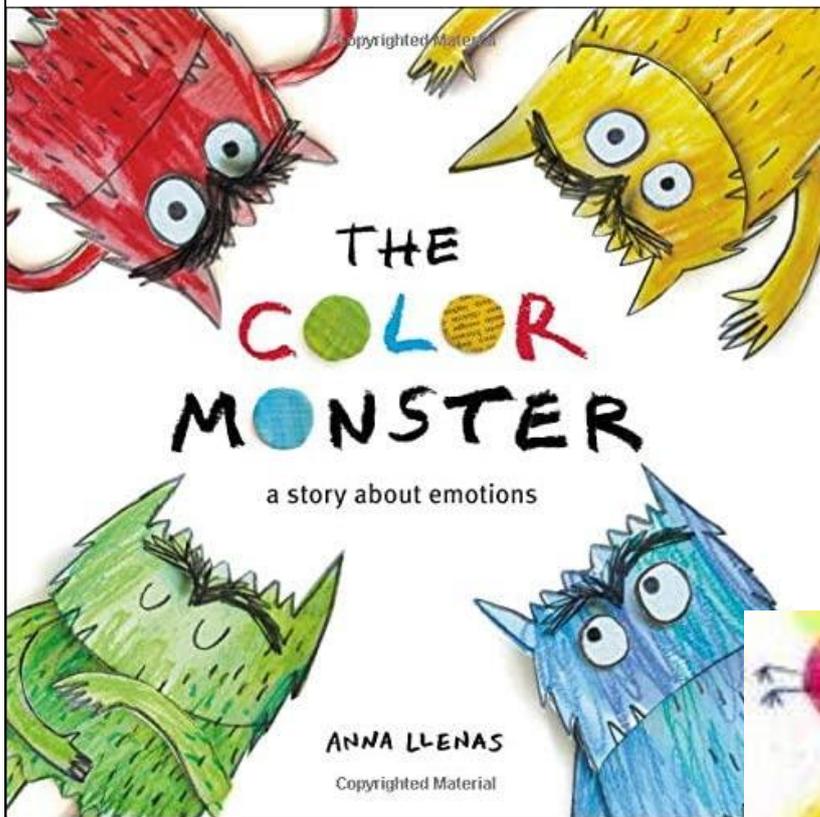


Problem Stories



Reception work booklet

Week commencing 8th June 2020

Activities for Week June 8th 2020

This booklet contains all the work we will be covering at school this week. Feel free to dip in and out of the activities, although the timetable shows a suggested teaching pattern. Don't forget to keep a daily diary like us at school. As always, I would love to hear about any of the projects you've created so feel free to take lots of pictures to email to me.

Reading Tasks

1. Read the copy of *The Problems with Problems* together and talk about the story topics
2. Read the story *The Color Monster*. Talk about the different emotions. (any eagle-eyed of you may notice that 'color' is not spelled correctly. Don't worry too much about this, just explain that in the UK we spell it as 'colour')
3. Match the descriptions to the colour monsters.

Writing Tasks

4. Label the monsters with the correct emotion.
5. Sentence writing, draw and label your own worry monster.

Speech and Language Tasks

6. Practise reading colours in *The Monster Colour Song*

Maths Tasks

7. Make a clock
8. Telling the time, o'clock
9. Telling the time - half past.
10. Different times of the day.
11. What can you do in a minute?

Understanding of the World

12. Talking and understanding feelings and emotions.

Get creative

13. Create a 3d box model monster.
14. Tracing monsters.



1. The Problem with Problems

Read the story or watch it on YouTube or Tom Hardy reading it on
CBBC bedtime stories

www.bbc.co.uk/iplayer/episode/m000hs1y/cbeebies-bedtime-stories-753-tom-hardy-the-problem-with-problems

www.youtube.com/watch?v=Jq4DnYbBt8w



Once you have read the story once, read it again and talk about the story topics

Talk about the story with your child. You might use these questions to help discuss it:

What is the story about?

What is a problem?

What are some of the problems in the story?

Where do we meet problems?

How do we solve problems?

What do we do if we have a problem?

2. *The Color Monster*

Read the story or watch it on YouTube.

www.youtube.com/watch?v=W6wIEp-M4tg



Once you have read the story once, read it again and talk about the story topics

Talk about the story with your child. You might use these questions to help discuss it:

What is this story about?

Who is the main character?

What are the 5 main emotions?

Why is the monster confused?

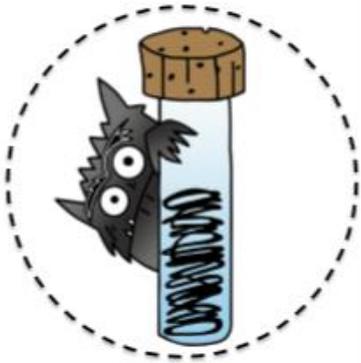
What does the little girl help the monster do?

What emotions do you feel?

What do you feel or do when you feel these emotions?

3. Match the descriptions to each colour monster

Read the story together, can you match the descriptions of emotions for each colour monster.



Shines, twinkles,
bright, light,
yellow.



Gentle, blue, alone



Blazes, red, stomp,
roar, shoat.



Black, hides, alone,
scared,



Soft, quiet,
peaceful

4. Label the colour monsters with thier emotion





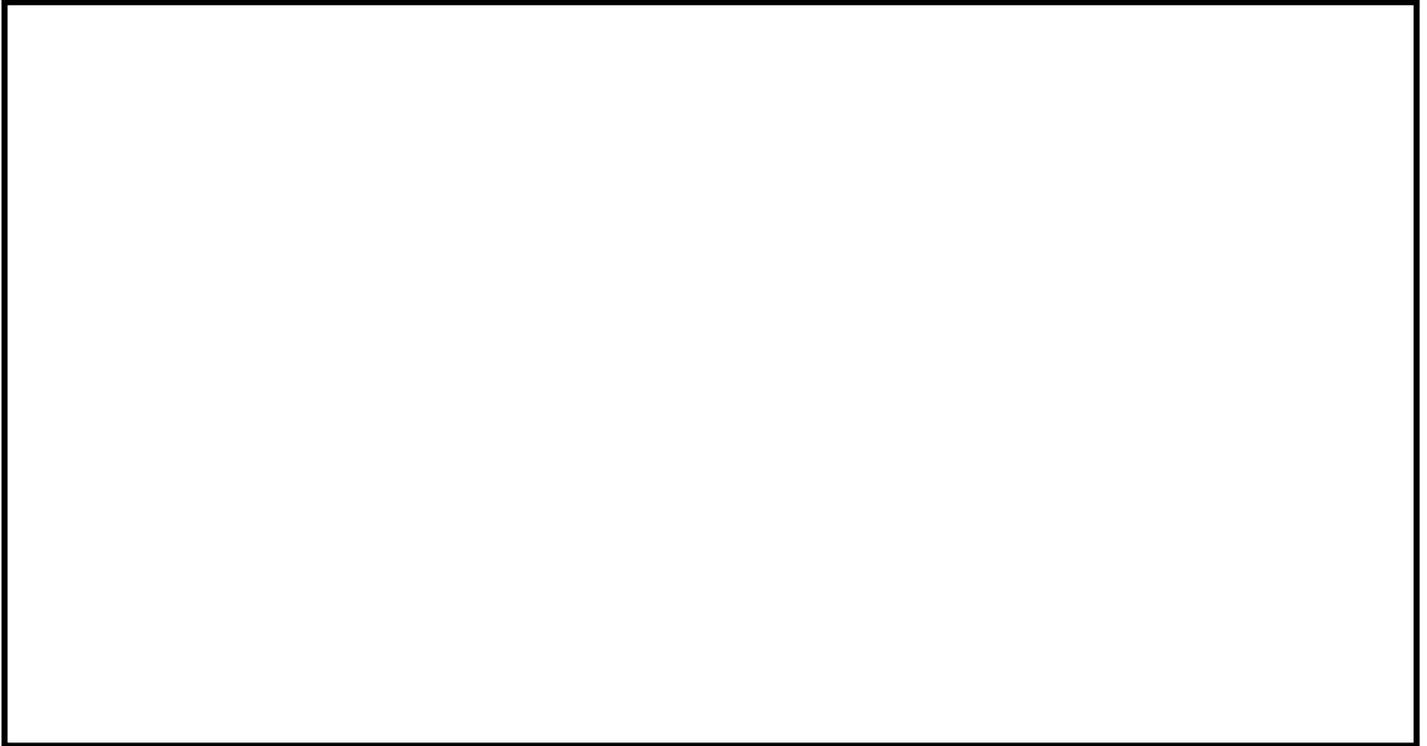






5. Sentence writing: create your own worry monster

Thinking about the problem monsters and how the emotions in the colour monster are described. Can you draw your own worry monster? Name it and then write a sentence about it. What does it look like? Big? Squiggly? Small? How does it make you feel? Scared? Shy? How do you beat your worry? Holding someone's hand? thinking about something light and bright?



6. Reading colours

Listen to the songs *The Monster Color Song*

What are the different colours? Can you now read them all?



<https://www.youtube.com/watch?v=V33snaIus3I>

Now you know each of these words, can you read them out loud and colour in the correct colour next to it.

Black

Yellow

Orange

Purple

Red

Blue

Grey

White

Brown

Green

7. Create a clock

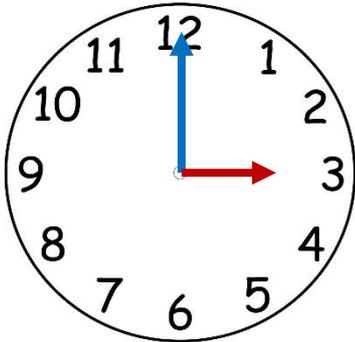
Cut out the clock (on the last page), stick the numbers into the correct places and then, using a split pin, attach the clock hands. You now have a clock!

If you prefer to get creative and make your own, instead of following my template, below are some ideas.

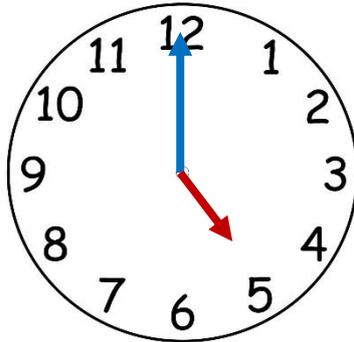


8. Telling the time, "o'clock"

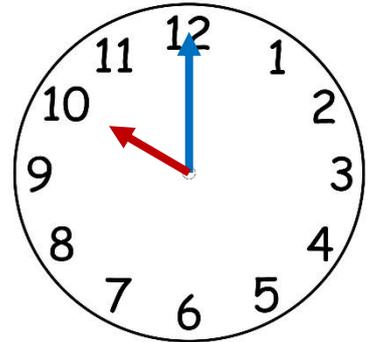
Look at the clocks below, can you write the hour the clock says?



___ o'clock

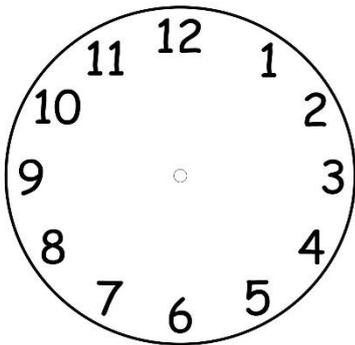


___ o'clock

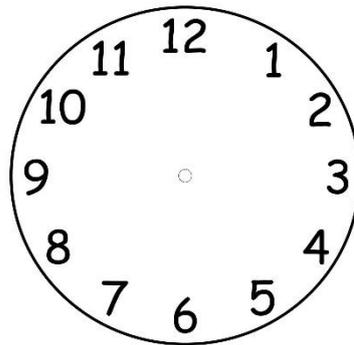


___ o'clock

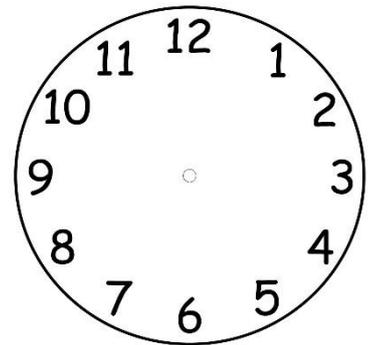
Carefully look at the time written below the clock. Draw the hands on the clocks to show the correct time.



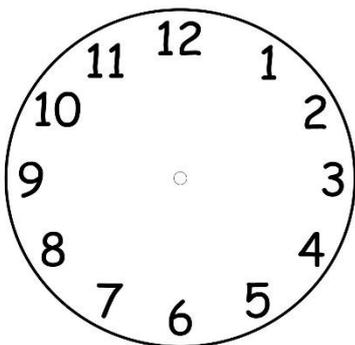
1 o'clock



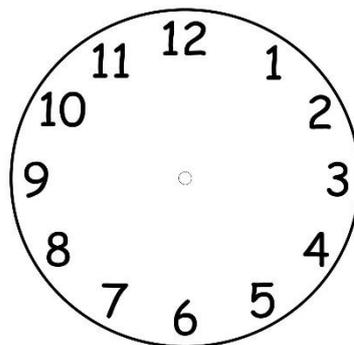
4 o'clock



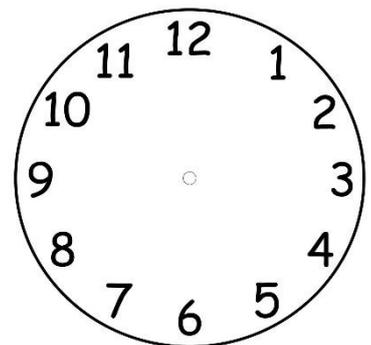
8 o'clock



6 o'clock



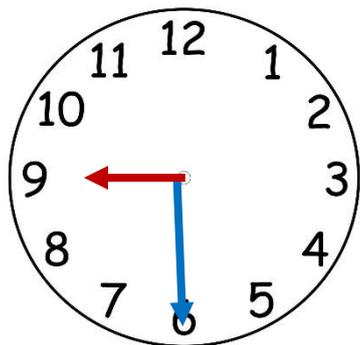
2 o'clock



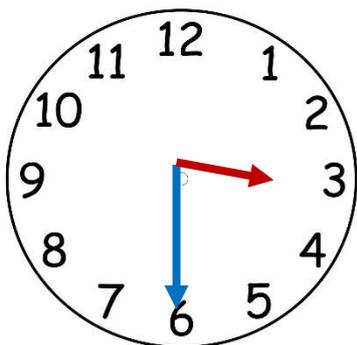
12 o'clock

9. Telling the time, "half past"

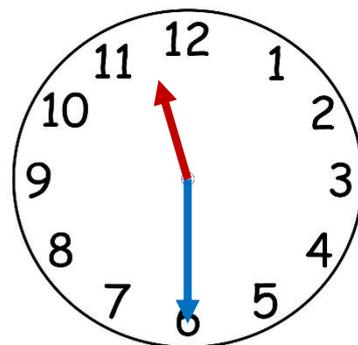
Look at the clocks below, can you write the correct time?



Half past ____

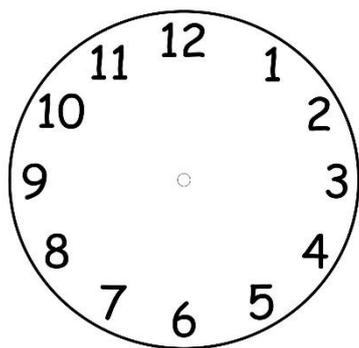


Half past ____

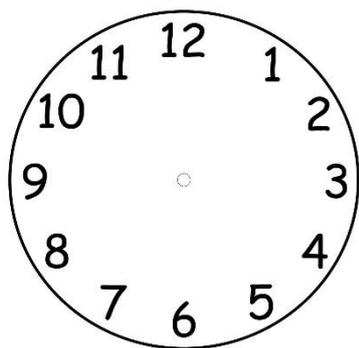


Half past ____

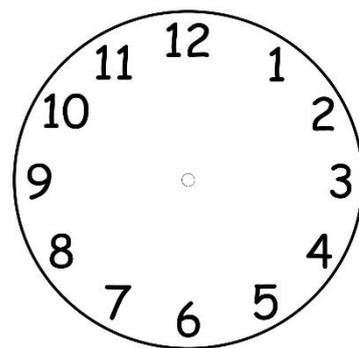
Carefully look at the time written below the clock. Draw the hands on the clocks to show the correct time.



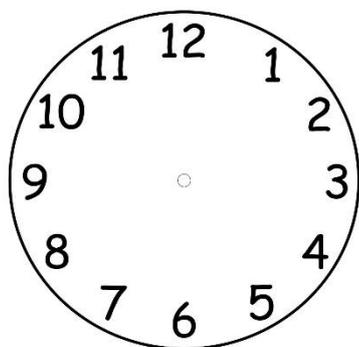
Half past 2



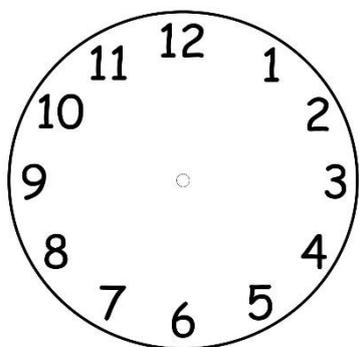
Half past 3



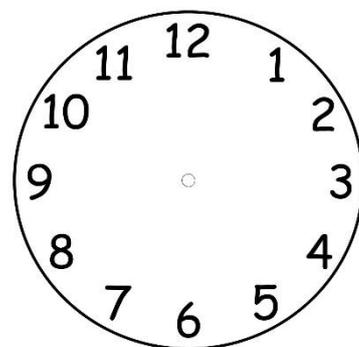
Half past 5



Half past 6



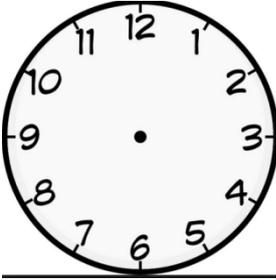
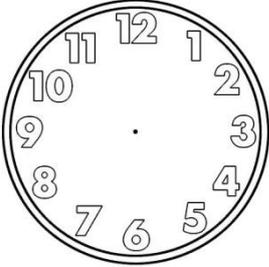
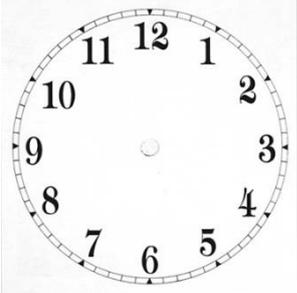
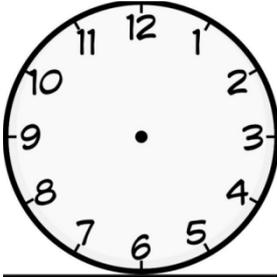
Half past 4



Half past 1

10. Different times of the day

On the clocks below can you record your day using o'clock and half past. Write the time above the clock then draw the hands. Finally draw a picture for each activity.

<p>_____</p>  <p>_____</p>	<p>Go to school</p>
<p>_____</p>  <p>_____</p>	<p>Lunch time</p>
<p>_____</p>  <p>_____</p>	<p>Home time</p>
<p>_____</p>  <p>_____</p>	<p>Bed time</p>

11. What can you do in a minute?

This week we have been looking at time. There are 60 seconds in 1 minute. What can you do in a minute? Write down some of the things you managed to do. Here are some ideas to get you on your way:

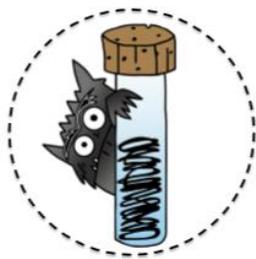
- How many claps/jumps/skips/hops?
- How far can you run?
- Can you get dressed?
- Can you make your breakfast?
- Balance something on your head/ spoon?



Thing I did	How many/how much I did

12. Talking about feelings and emotions

Many different things make us feel in different ways. Just like the emotion monsters, we too experience different emotions. Can you think of some experiences you have had that have made you feel in these different ways? Talk these things through with an adult. Remember it is ok to feel all of these emotions and sometimes we can feel many of them at once.



I feel fearful when.....

I feel angry when.....



I feel sad when.....

I feel calm when.....



I feel happy when.....

I feel mixed up when.....

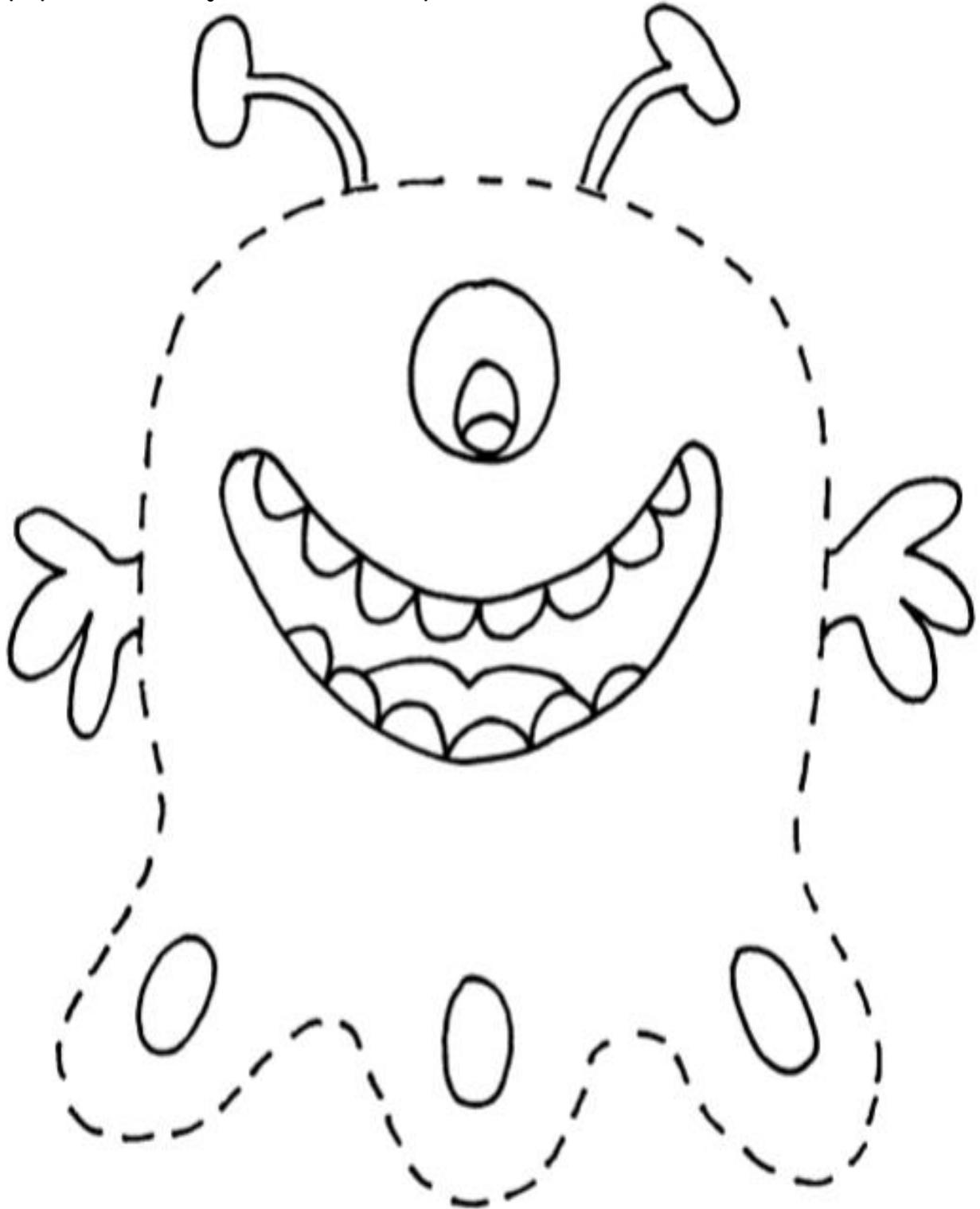
13. 3d monster

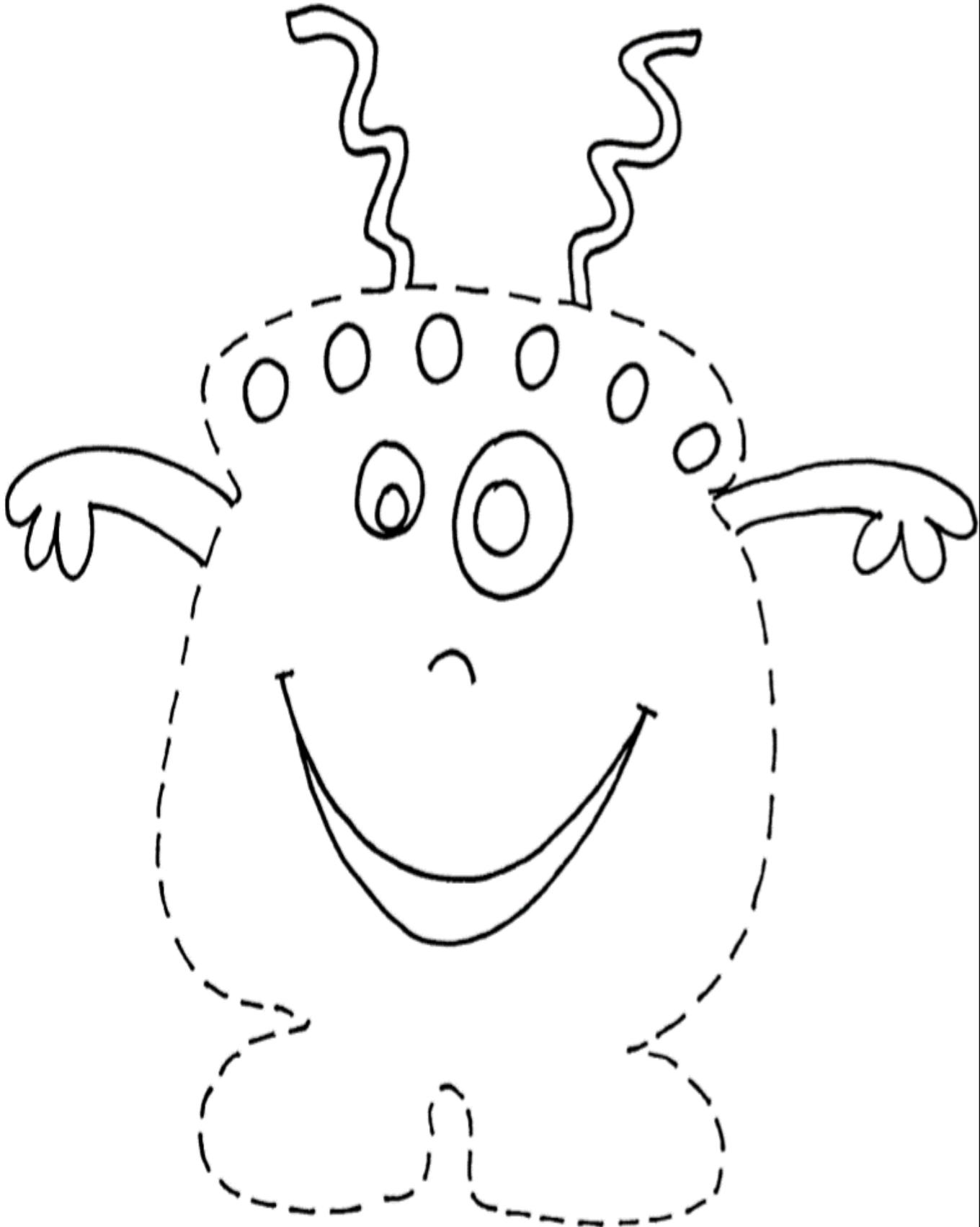
It's time to get creative! Can you design and create a 3D emotion or problem monster? You can use anything you can find. It could be from your recycling box or just drawn on a piece of paper. Get busy and let your imagination run.



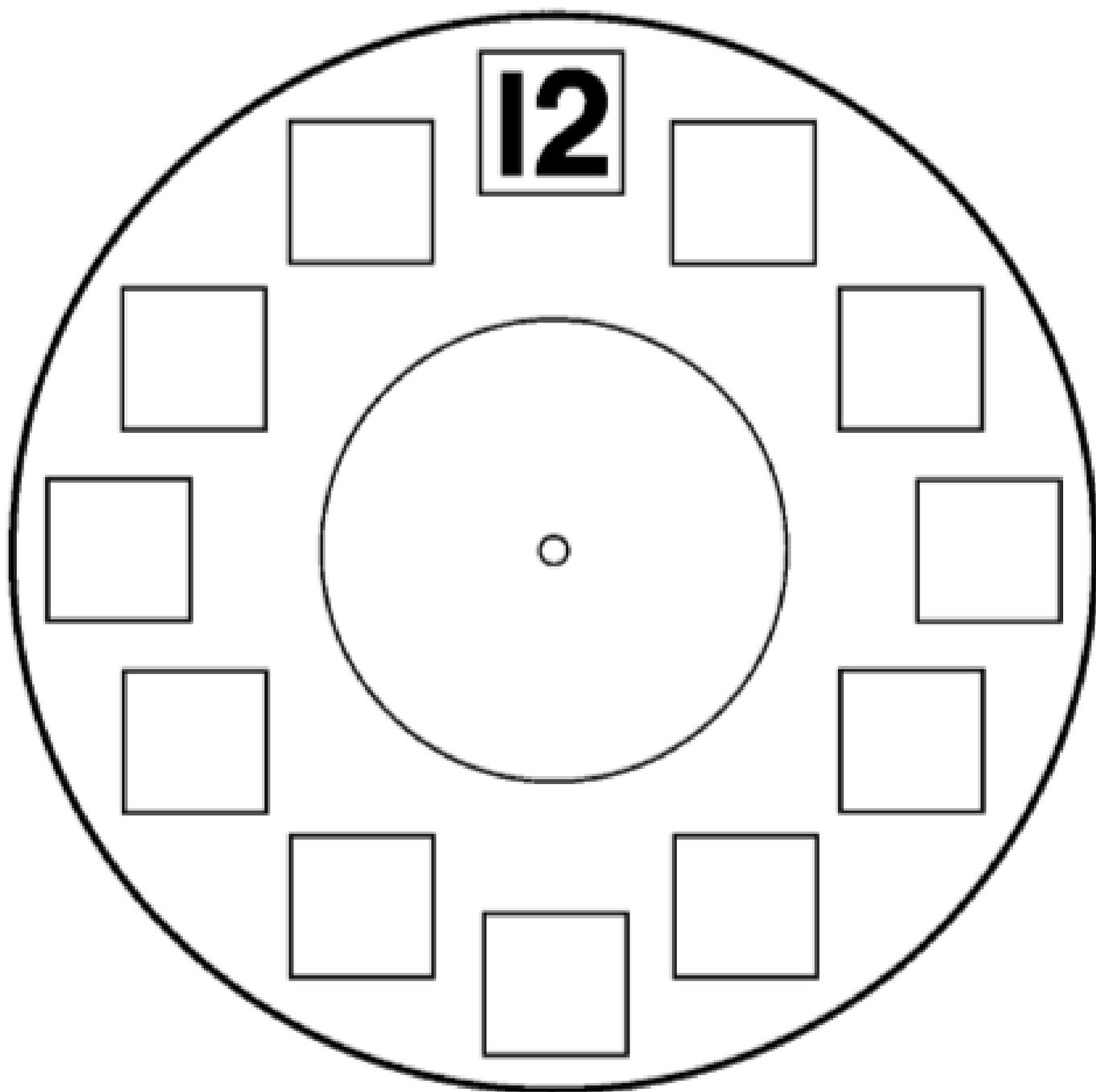
14. Tracing a monster

Tracing is a really good skill, it helps with pencil control and fine motor skills. Have a go at tracing these monsters. You don't need tracing paper you can use baking paper or even just a coloured pencil to trace over the lines.









○ Hour Hand

○ Minute Hand

1	2	3	4	5	
6	7	8	9	10	11