



Home Learning Challenges

Victorians



Imagine that your toys have come to life and write an adventure story to share with your class.



Write two diary entries:
The first being 'A day in my life'

The second imagining you are a child in the Victorian era and write a diary entry as them.

Visit a library with your family.
Each choose a book about the Victorians and read some to each other. Ask your adult questions about their book.

Challenge:
Make a fact poster to share with the class.

Find a Victorian playground game to play. Read the rules to your adult and play the game together.

For example: marbles, jumping rope, hoop and stick, yo-yo, spinning top, diablo, skittles, quoits etc.

Challenge:
Write instructions for a game.

Design a new toy or board game that does not already exist.
Create a model of the toy and a poster to explain it.

Turn your toys into a toy shop at home. Add price tags to your toys and use real money to buy them.
Can you use the exact money?



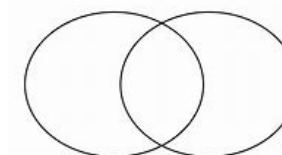
Challenge:
Pay with a note -
Can you work out the change?

Interview a grandparent or elder relative. Ask them about toys they played with when they were younger.

How are they similar or different to toys that you play with?
Record your questions/answers either in a video or written interview.

Create a Venn diagram for either houses or toys to compare past and present.

Venn Diagram



Adults:
Leave notes from a 'Victorian child' somewhere for your child to discover and read.



Bring in an old toy to create a class toy museum.

How old is the toy?
How is it played with?
Who did it belong to?
What materials is it made from?
How is it similar/different to a toy you own?

Search for a Victorian recipe of something you'd like to cook.
Read the instructions to your adult and make it together.



Pick a room in your house, draw it but split the picture in half to compare it with a Victorian house.

Past Present



Schedule 15-30 minutes of special time everyday to read with your child. Take turns reading a page at a time. Or, read a sentence and then have your child reread that same sentence until you read through the whole book.

Play rhyming games. Say two words that rhyme (e.g. cat, sat) and ask your child to say a word that rhymes with your words. Take turns. Play Ping Pong with words - Ask your child to say a word and then you respond with a rhyming word. For example, child says "cat", parent says "hat"; child says "chair", parent says "pair".

Take turns thinking of two words that begin with the same sound. Examples: mom, moon; dog, door; fun, fast; paper, pet.

Take turns thinking of two words that end with the same sound. Examples: mom, some; dog, rug; fun, ran; paper, feather.

Oral Blending - Play the "say it fast" game. Say a word, one sound at a time and have your child say the word at a normal rate. For example, you say each sound in the word cat, "/c/ /a/ /t/." Then your child says the word at the normal speed, "cat." Play this game with about five to ten short words (e.g. am, is, it, in, on, sit, pan, sun, top, net, fin) each day.

Oral Segmenting - Play the "say the word slowly" game. Say a word at normal rate and then have your child say that same word slowly, one sound at a time. For example, say the word, "mat." Then your child will say that same word slowly, one sound at a time, "/m/ /a/ /t/." Play this game using about five to ten short words each day.

Take every opportunity you can to help increase your child's vocabulary. You can do this by pointing to things and asking the child to tell you what they are, or you can stop and explain the meaning of any words in your reading that the child may not understand. The more you talk to your child, the faster their vocabulary will grow.

Fold a piece of paper into three parts. Let your child draw a picture of something they did in sequence. Then help your child write one sentence under each picture explaining what they did first, next and last.

Take every opportunity you can to help increase your child's vocabulary. You can do this by pointing to things and asking the child to tell you what they are, or you can stop and explain the meaning of any words in your reading that the child may not understand. They could also give an alternative word for it.

Go to the school library, public library, or to the local bookstore once each week and read a new book together. Read the title then look at the cover and pictures inside. Ask your child to predict what the book is about. After reading the book, review prediction then ask about the characters, setting, problem and solution.

Fact or Opinion Game: The parent says a general/book related sentence to the child then asks whether it is a fact or opinion.
Ex: The weather is nice. (Opinion) A dog can bark. (Fact)

Encourage reading fluency by having your child read and reread familiar books. It can also be helpful to have your child read a short passage over several times while you record the time it takes. Children often enjoy seeing if they can improve their time from one reading to the next, and the repeated reading helps to establish a habit of fluent reading.

Pick out a new vocabulary word from one of the books you are reading with your child. Talk about what it means then make up a sentence with the new word. Try to use the word again that week.

Sentence types - Say a sentence to your child and ask them to tell you whether it is a statement, command, question or exclamation. Repeat by given them a sentence type for them to think of a sentence for.

'Get up and Go' Game: In your garden or a room of your house, have different areas marked with either sentence types (question, exclamation, command, statement) or word classes (common noun, proper noun, verb, adjective, adverb, conjunction) where you give an sentence/word and the child runs to the correct classification.