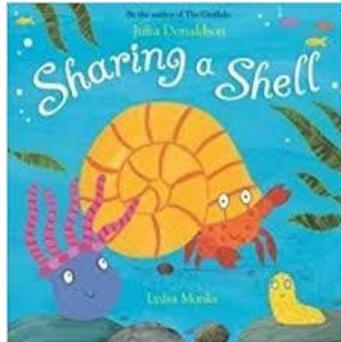


**Task 1**

This week we would like you to read the story 'Sharing a shell' by Julia Donaldson. You might have this already at home. It looks like this:



If you don't have this, you can watch a YouTube video of the story being read aloud here:

Storytime: Sharing a Shell | KGK

<https://www.youtube.com/watch?v=JQ6LvmpoXjs>

Here is a song by the author Julia Donaldson and her husband!

The sharing a shell song, Macmillan Children's books

[https://www.youtube.com/watch?v=YxbYzl4\\_DDg](https://www.youtube.com/watch?v=YxbYzl4_DDg)

**Symbols**

crab



seagull



rock pool



beach



sea anemone



fish



shell



bristle worm



friends



share



storm



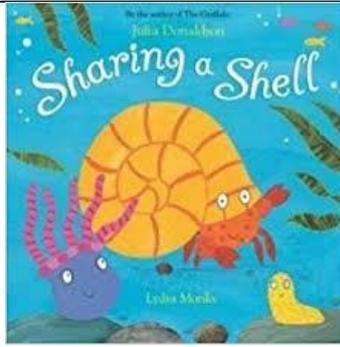
home

After you've read or listened to the story, talk with your parent or carer about what happens in the story.

What do you think of the story? Did you enjoy it? What did you like the best?

Now, can you answer some of these questions?

## Reading comprehension



### Sharing a Shell reading comprehension

Who did the crab run from in the beginning of the story?	<input type="checkbox"/> A fish <input type="checkbox"/> A gull
What was the bright purple blob's name?	<input type="checkbox"/> Starfish <input type="checkbox"/> Sea anemone
Where did sea anemone sting the fish?	<input type="checkbox"/> In the eye <input type="checkbox"/> On the nose
What job did the bristle worm want to do?	<input type="checkbox"/> The house work <input type="checkbox"/> Cooking dinner
Where did Blob make his new home when the three friends fell out?	<input type="checkbox"/> A shell <input type="checkbox"/> An ice cream tub
Where did crab move to when the three friends fell out?	<input type="checkbox"/> A paper cup <input type="checkbox"/> A rock
What breaks the crab and sea anemone's homes?	<input type="checkbox"/> A storm <input type="checkbox"/> The fish

### Task 3

#### Phonics

#### Roll a Word



#### Equipment:

Paper,  
Glue or tape,  
Pens or pencils,  
Scissors.

#### Instructions:

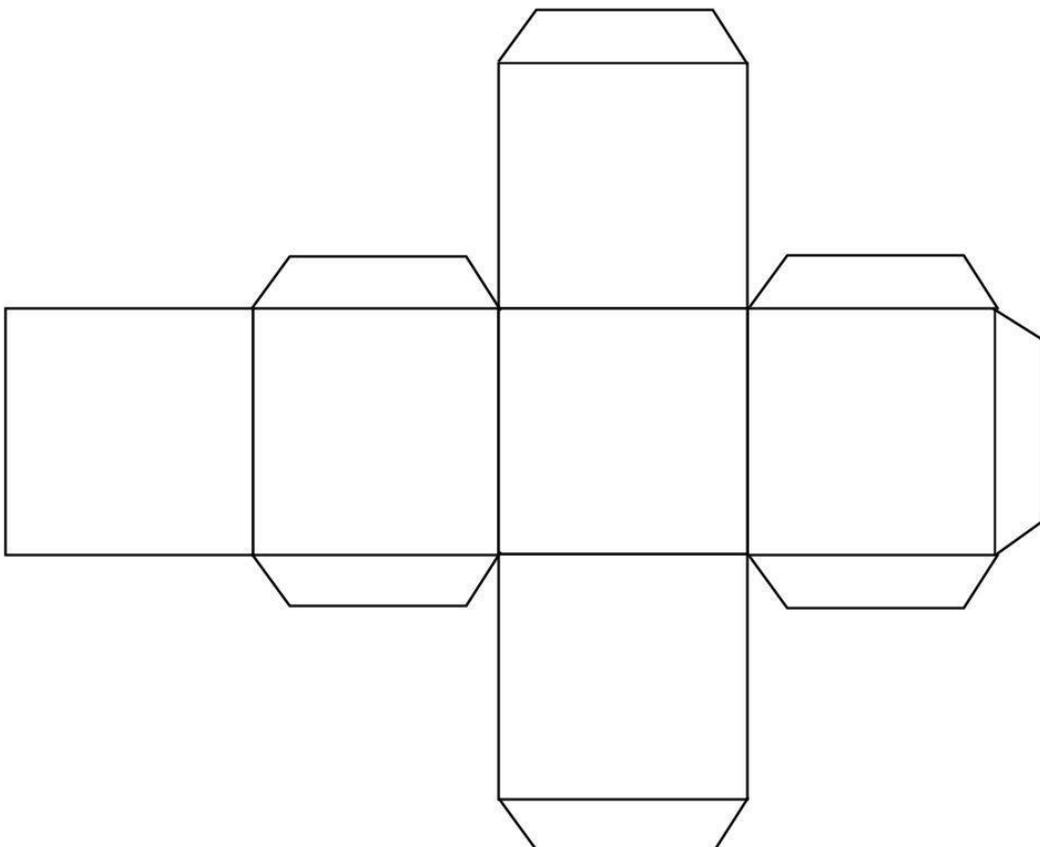
Firstly, we need to make 3 letter cubes! You can make these in advance or you could make them together as a separate art activity and decorate them in any way you like (paint, glitter, colouring pencils, stickers). Below are some good starting letters for the cubes.

Cube 1 letters: m, h, c, r, s, b.

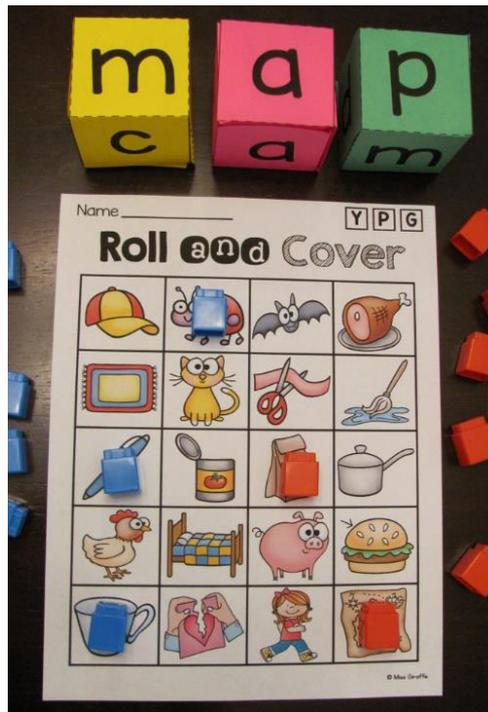
Cube 2 letters: a, e, l, o, u, oo.

Cube 3 letters: p, n, d, t, m, g.

Below is a template to make the cubes, you can print this out or draw it out. Alternatively, you could use any boxes you already have and use sticky notes.



Once your cubes are ready have some fun rolling the cubes to see what words you can make. Below is a picture with some ideas of the words that you can make. You may not always roll a real word so let your child know this isn't a real word and have fun trying to sound it out.



For more of a challenge try adding more cubes. You could add more single letters or any of the following letter combinations; th, sh, ch, ck, cl, sk, ng, sw, ee, ea, ai, igh, ow, ar, ng.

Task 4

Can you match the pictures and words?

## Sharing a Shell

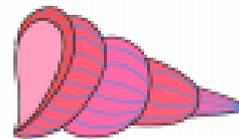
### Word and Picture Matching Worksheet

Join each word to the matching picture.

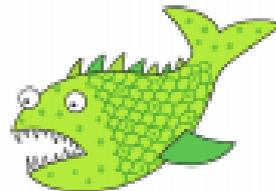
**Crab**  
**(hermit crab)**



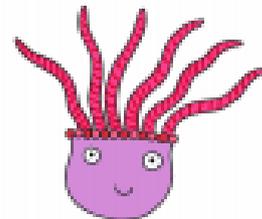
**Blob**  
**(anemone)**



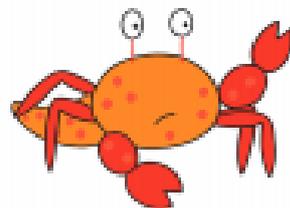
**Brush**  
**(bristleworm)**



shell



fish



## Task 5

### Communication

This is an activity that you might do with Norma.



### Describe your shell

#### What to do

Look at pictures of shells, if you can then print out the ones in this document  
Discuss all of the shells with the children, think about how you could describe them, for example;  
smooth, shiny, spikey, bumpy, rough, round, square, jagged, spotty, stripy etc.  
Describe a shell to your child, ask them to find it, whoever guesses it first can then go next.



Download from Dreamstime.com



## Task 6

### Phonics

#### Equipment:

A selection of things from your home (E.G; Book, Hat, Apple, Pen),  
A blanket to hide the items under,  
Pens or pencils,  
Paper,  
Scissors.

#### Instructions:

Gather together some items from around the home. Try to pick well-known items or items with simple names. For each item write a flash card with the first letter of the items name and add two extra letters. You can use as few or as many items as you think is suitable. Try starting with 5 items, you can always take items out, add more or change them.



You can do this on the table or on the floor. Start the activity with the items hidden under the blanket and the letter cards on view next to the blanket.

Encourage your child to touch an item without looking at it. Ask your child to guess what the item is and then check together. To make this more challenging you can ask for descriptions of the item for example; hard, soft, smooth, rough.

Reveal the item, and say "It is a pen. What letter does pen start with?". Encourage a spoken answer and practice the letter sound. Next look at the written letters and ask to "Find the letter ...". Do this for all the items. For more of a challenge you can write the full item name and practice sounding the words out together.

## Task 7

### Secret messages

You can choose from two activities here!

Activity 1- Write a secret message in a bottle

Maybe you could write a little about what life is like at the moment, it is very strange and different to what we are used to. You could write about what you have been doing with your time to keep busy, talk about any new skills that you've learnt or about what you hope life will be like once we are all back to normal.



Activity 2- Write a sorry letter from crab to sea anemone

Here is how you sign sorry in Makaton:

<https://www.youtube.com/watch?v=2Qxt-0scQD4>



The crab and the anemone fell out and were unkind to each other, could you write a letter pretending to be the crab? What could the crab say to make the anemone feel better?

You could even record a sorry video or voice note if you don't want to write it down!

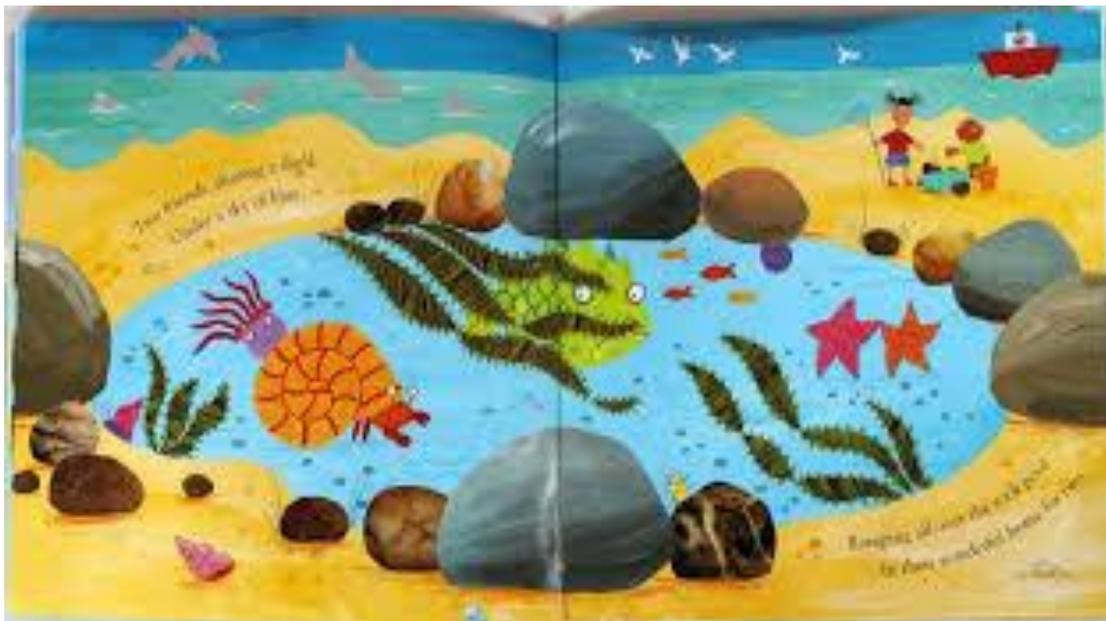
## Task 8

### Communication

This is an activity that you might do with Norma.



### Describe what you see



Find a page in the book

What can you see?

Who is on the beach? what are they doing?

How do you think they are feeling? Happy/Sad excited.

What do you think they will do next?

What do you think the weather is like? sunny /cold how do you know?

How many sea animals can you see.? Do you think they look happy or sad? How can you tell.?

What else can you see in the water?

What might happen next?

**This activity can generate lots of language and can be adapted to the level of your child's understanding.**

## Task 9

### Fine motor skills

Look at the activities below- can you choose some to practice your fine motor skills?



## Task 10

### Mark making with shells

**Equipment:** a piece of card, shells, paint

To enjoy the sensory experience of mark making with shells and paint

To form recognisable shell representations.



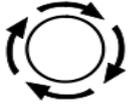
## Task 11

### Sound search

Equipment – Pencil

Pupil can identify items that begin with the 'sh' sound

Pupil can identify further items that begin with the 'sh' sound

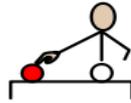


Circle

the



words



that



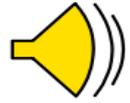
begin



with

a

'sh'



sound



shop



cat



shoe



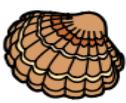
phone



ship



cake



shell



shin



car