

Session 16 - Easy and difficult

Vocabulary

- Introduce the new words: "Can you remember last week we were talking about words to do with school? We talked about work, classroom, listen and count. Today we are going to think about two new words in our school theme. The words are easy and difficult. Can you say easy? Can you say difficult?"
- Make sure the pupil repeats the words.
- Show the pupil the easy/difficult discussion pictures.
- Show the pupil the printed words and give the pupil a definition of the words. Use these to discuss what it means when something is easy and when something is difficult.

Do something easy/difficult

- Ask the pupil to do something which you think they will find easy and something to do which you think they will find difficult. For example, you could give them 2 pieces of text to read, one of which will be easy for them and one which will be difficult.
- Ask them to read the easy one first and ask them if they found it easy or difficult.
- Ask the pupil why they found it easy/what made it easy for them to do. Then do the same thing with the difficult text.
- You could do this with any type of activity you liked, e.g. you could make it a counting activity, or a physical activity like jumping (e.g. over obstacles of different heights), or a listening activity adjusting the volume to make it easy or difficult to hear etc.

Easy/difficult school tasks

- Use the smiley face and the unsure face in the resources section, and either the resources you have chosen to represent different school activities, or the easy/difficult discussion pictures for this activity.
- Use the smiley face to represent school tasks that the pupil finds easy and the unsure face to represent more difficult tasks.
- You could either walk around the classroom sticking the faces on to items that represent different school activities (e.g. the smiley (easy) face on a book the pupil can read, or a football, the computer, or

Objectives

- Introduce the words easy/difficult
- Talk about the words easy/difficult
- Write something in their topic book about the words easy/difficult
- Place a piece of their word puzzle in the correct position

Preparation

- Additional items you may wish to supply or ask parents to send in: Resources to represent different school activities e.g. sports equipment, a pen, a book, musical instruments, maths equipment (note that the discussion pictures could be used if you do not have access to any other resources)

Example prompts

- Look at this picture. Do you think this person is finding this easy or difficult? How can you tell?
- Which one of these do you think would be easy?
- What things do you find it easy or difficult to do?

musical instrument and the unsure (difficult) face on to items that represent more challenging activities (e.g. a pen for writing tasks).

- Choose a range of activities that you think the pupil finds easy and difficult and ask them to choose which face to stick on.
- Use this activity to model correct use of the words in full sentences and to ask the pupil questions e.g. 'Do you find reading easy or difficult?'
- (Note that there are pictures in the resource section that represent a range of school activities. These can be used rather than real items if you wish.)

Expressive language

- Explain that you are going to use their topic book, so that they can tell other people about what they have been talking about and so that they can use their new words.
- Get out their topic book and encourage them to talk around the vocabulary you have been working on.
- Ask them to choose a picture to write about and stick in their book.
- "Which picture would you like to stick in your book today? Let's write something about the picture in our books. What would you like to tell your mummy and daddy?"
- Use the flashcards to support this activity.
- When you have finished this activity get out the pupil's word puzzle and ask them to find the easy puzzle piece (colouring book) and place it in the correct place on the puzzle board.
- "Let's find the piece of your puzzle with something that is easy on it. Where do you think it should go?"
- When you have finished this, praise the pupil and say that you will see them next time.

Word web idea

- Write 'easy' in the middle of a word web. Ask the pupil to come up with words about easy e.g. singing, reading, P.E. You may need to support the pupil by asking e.g. 'What school activities do you find easy?'

Adaptations

To increase difficulty:

- Ask the pupil to explain why they find some things easy and other things difficult
- Use this activity to introduce use of comparatives e.g. 'easy, easier, easiest'
- Also use the activity to talk about differences between people - you might find things difficult which other people might find easy

To reduce difficulty:

- Use fewer school activities and choose those which will make the difference between easy and difficult concrete for the pupil
- Take it in turns to choose easy and difficult tasks - you take the first turn and explain why you have made your choices

Example prompts

- What did we do today that was easy?
- Which was more difficult - the computer or the reading book?
- Which school activity do you find the easiest?

Flashcard

easy

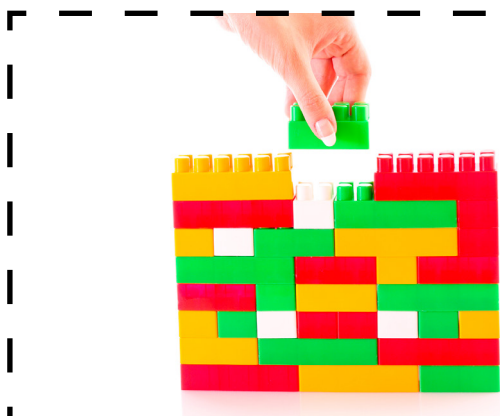


Definition card

easy

Not hard to do.

Easy pictures



1
one



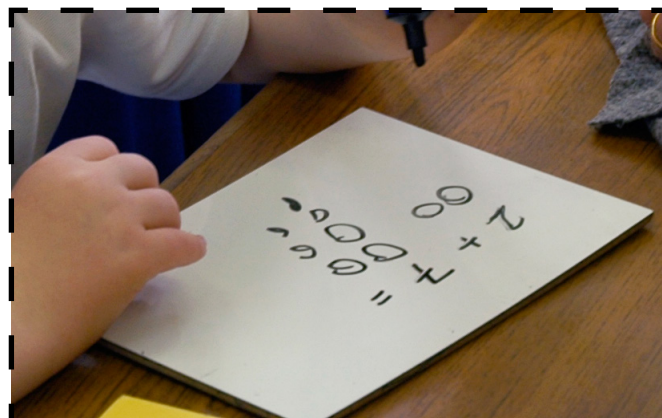
2
two



3
three



Difficult pictures



Smiley/unsure pictures

