

Session 17 - Easy and difficult (continued)

Vocabulary

- Revise the words easy and difficult introduced in yesterday's session.
- "Yesterday we talked about the words easy and difficult. We are going to talk about those words again today - can you say easy and difficult for me?"
- Make sure the pupil repeats the words.
- Review the discussion pictures from yesterday and use these, along with the flashcards and definition cards, to remind the pupil of the meaning of easy and difficult.

Easy/difficult activities game

- Ask the pupil to do several tasks which vary in difficulty, moving through from easy to difficult.
- For example, you could play a game of catch the ball where the easy version is to catch the ball with two hands, and the difficult version of the game requires the pupil to catch the ball with one hand. Or you could use different sized balls with some balls being easier to catch.
- You could also throw the ball into a basket, varying the distance over which the ball has to be thrown to make the game more difficult.
- Other suggestions are: playing with a hoop (easy = stepping through the hoop; difficult = spinning the hoop around your waist); running against the clock (easy = long time span; difficult = shorter time span) and touching your nose with your finger vs. touching your nose with your tongue.
- Use these activities to discuss the words easy and difficult and to reinforce the meaning of those words.

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

- Easy/difficult discussion (session 6)
- Additional items you may wish to supply or ask parents to send in: a ball, a basket or bucket, a hoop, a stopwatch, any other similar items easily available to you to demonstrate easy/difficult,

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 difficult puzzle piece (girl doing difficult sums) and place it in the correct place on the puzzle board.
- "Let's find the piece of your puzzle with something that is difficult on it. Where do you think it should go?"

Word web idea

- Write 'difficult' in the middle of a word web.
- Ask the pupil to come up with words about difficult e.g. catching with one hand, running fast etc.
- You may need to support the pupil by asking e.g. 'What did we do today that was difficult?'

Example prompts

- Which is easier - catching the ball with one hand or two hands?
- What was the most difficult thing we did today?
- How did we make the running game more difficult?

Adaptations

To increase difficulty:

- Ask the pupil which of the two tasks was easy and which difficult and to explain their choices.
- Present the pupil with only the easy version and ask them to think how it could be made more difficult/easier etc.

To reduce difficulty:

- Reduce the number of different activities you use and spend longer on just one or two activities to reinforce the meaning of the target words in that context

Flashcard

difficult



Definition card

difficult

Hard to do.