



## WellComm targeted 5-minute activities **Section 2 Primary**

(Use this section if the child is secure Green on section 1)



Please incorporate these 5-minute activities into the ELSEC children's daily routine 2 to 3 times a day, ensuring that you select the appropriate activities for each child. We advise doing one activity in the morning, one after dinner, and one before home time. Please use these activities alongside the child's personalized tally chart, making sure that they correlate to the section in WellComm the child is working at for the child to reach the best outcome. Make sure all necessary resources for each activity are available and that the activities are seamlessly integrated into the children's routine. For consistency and focus, choose three activities per week and stick with them throughout the week.

Many of the activities can be related to classroom topics and used within the classroom.

Highlighted resources match planning ideas.

Repeat activities as often as possible.

Repetition will lead to faster progress.

Use the Big Book of Ideas for language activities, social skills, memory, and organisational skills.

Remember to use 'Step Up' or 'Step Down' activities, depending on the children's levels of development

For best practice please choose away to evidence these activities within the note's column of the table.

<b>Section 2</b>				
<b>Activity</b>	<b>Big Book of Ideas page / Activity 2.1</b>	<b>Aim</b>	<b>Activity</b>	<b>Notes</b>
1	<b>Page:</b> 28	To be able to suggest a consequence for an action or behaviour	<ul style="list-style-type: none"> <li>• Discuss questions that begin with:</li> <li>• ‘What might happen if...’</li> <li>• ‘What might this person do if...’</li> <li>• ‘What might you do if...’</li> <li>• E.g. ‘What might happen if it starts to rain when you are playing in the garden?’</li> <li>• ‘What might happen if your friends don’t want to play the same game as you?’</li> </ul>	
	<b>Activity:</b> Understanding of Language			
	<b>Outcome:</b>			
2	<b>Page:</b> 29	To be able to use verbal language t	<ul style="list-style-type: none"> <li>• Find a short story and tell the pupil the problem in the story.</li> <li>• Discuss some solutions to fix the problem (what the character could do).</li> <li>• Read the story to compare the solutions.</li> </ul>	
	<b>Activity:</b> 2			
	<b>Outcome:</b> Understanding of Language Aim:			
3	<b>Page:</b> 30	To be able to select key information from a complex spoken paragraph.	Choose a story of interest. <ul style="list-style-type: none"> <li>• Pick out a couple of things that the pupils need to listen out for in the story.</li> <li>• Pupils can write key words or draw simple pictures to remind them what they are listening for.</li> </ul>	
	<b>Activity:</b> 2.1			
	<b>Outcome</b> Understanding of Language			

			<ul style="list-style-type: none"> <li>• Read a short paragraph to the pupil.</li> <li>• Did they manage to hear the answers to the questions you set?</li> <li>• Model correct answer and reread if incorrect</li> </ul>	
4	<b>Page: 31</b>	To be able to justify their decisions and opinions	Do this as a full class activity focus mainly on the child/ren who are not at AA on Wellcomm. <ul style="list-style-type: none"> <li>• Have a debate about relevant issues in school, e.g.</li> <li>• 'Should pupils have to wear school uniform?'</li> <li>• Split the group into two teams: for and against. #</li> <li>• Encourage each group to give reasons for their opinions.</li> </ul>	
	<b>Activity: 2.1</b>			
	<b>Outcome:</b> Understanding of Language			
5	<b>Page: 32</b>	To be able to use irregular comparatives and superlatives	Discuss the comparative and superlative table with pupils. <ul style="list-style-type: none"> <li>• Use the pictures of the ladybird, spider and centipede and put them in order of number of legs.</li> <li>• Make a sentence about the picture. E.g. 'A spider has more legs than a ladybird. The centipede has the most legs.'</li> <li>• Choose three subject pics from the class's visual timetable and ask child to put them in order from their least favourite subject to their most favourite. Can they</li> </ul>	
	<b>Activity: 2.2</b>			
	<b>Outcome: Grammer</b>			

			make a sentence? E.g. 'Maths is better than science, but English is the best.'	
6	<b>Page: 33</b>	To be able to use irregular past tenses	<p>Discuss irregular verbs and show the examples shown in the 'irregular past tense table'.</p> <ul style="list-style-type: none"> <li>• Use the verb pictures and choose a picture and place it on the 'today / yesterday' table on the 'today' side.</li> <li>• Ask pupils to make a sentence starting with 'Today...', e.g. 'Today, the boy is eating pizza.'</li> <li>• Then put the pic on 'yesterday'.</li> <li>• Ask pupils to make a sentence starting with 'Yesterday...', e.g. 'Yesterday, the boy ate the pizza.'</li> <li>• Model correct sentence if any mistakes.</li> </ul>	
	<b>Activity: 2.2</b>			
	<b>Outcome: Grammer</b>			
7	<b>Page: 34</b>	To be able to understand passive sentences	<p>Use character toys and objects that you have in your setting.</p> <ul style="list-style-type: none"> <li>• Ask the child to listen to the instruction and do the actions, e.g. 'Captain America is fed a banana.'</li> <li>• 'The car is washed by Barbie.'</li> <li>• 'The monkey is brushed by Spider-Man.'</li> </ul>	
	<b>Activity: 2.2</b>			
	<b>Outcome: Grammer</b>			
8	<b>Page: 35 -36</b>	To be able to develop vocabulary by using word webs Learn vocabulary	<p>Learn vocabulary by making word web s (Template BBOI p.81).</p> <ul style="list-style-type: none"> <li>• Choose a word you want the pupil to understand (this could be topic -related).</li> <li>• Write the word in the centre of the page Discuss the word in detail Describe using senses Where would you find it?</li> </ul>	
	<b>Activity: 2.3</b>			
	<b>Outcome: Vocabulary</b>			

			<ul style="list-style-type: none"> <li>• What is it for?</li> <li>• What category does it belong to?</li> <li>• What is it related to?</li> <li>• What does it begin with?</li> <li>• How many syllables does it have?</li> <li>• What does it rhyme with?</li> <li>• To finish ask the pupil to use the word in a sentence.</li> </ul>	
9	<b>Page: 37</b> <b>Activity: 2.3</b> <b>Outcome: Vocabulary</b>	To be able to retain and retrieve vocabulary	Pick 5 words from your word webs and write them on cards. <ul style="list-style-type: none"> <li>• Shuffle the cards and place them face down.</li> <li>• Pick a card, but don't look at the word!</li> <li>• Ask yourself:</li> <li>• Where would I find it?</li> <li>• What is it used for?</li> <li>• What does it look like?</li> <li>• What colour is it?</li> </ul>	

			<ul style="list-style-type: none"> <li>• What letter does it start with?</li> <li>• Guess the word and try again with a new card!</li> </ul>	
10	<b>Page: 38-39</b>	To be able to tell a story (narrative)	Choose a short story you like or have already read. <ul style="list-style-type: none"> <li>• On a piece of paper, quickly write down 3 key words from the story and draw one picture representing an important moment.</li> <li>• Review the order of events in your head and make sure they make sense.</li> <li>• Retell the story to yourself, using your 3 key words and picture to help you remember the main parts.</li> </ul>	
	<b>Activity 2.4</b>			
	<b>Outcome: Narrative</b>			