

# Individual Activity Lesson Plan

<b>Date:</b> Monday 4 <sup>th</sup> May 2020	
<b>Activity Title:</b> I Spy With My Little Eye	
<b>Learning Intention:</b> To use talk to connect ideas.	<b>Activity Overview:</b> Take turns to describe and guess different objects.
<b>Links to EYFS:</b> Communication and Language	
<b>Resources:</b> <ul style="list-style-type: none"> <li>Your eyes</li> <li>Anything in view, which can be described clearly.</li> </ul>	<b>Key vocabulary:</b> Guess, look, find, see, eye, describe.
<ul style="list-style-type: none"> <li><b>ACTIVITY IMPLEMENTATION (including key questions)</b></li> </ul>	
<b>Introduction:</b> <ul style="list-style-type: none"> <li>Encourage your child to explore their surroundings and discuss what you can both see by giving simple descriptions e.g. if you are in the living room: <ul style="list-style-type: none"> <li>Can you tell me where the big round clock is?</li> <li>Can you find me something blue?</li> </ul> </li> <li>Give your child the chance to process and understand what you have said. Highlight noticeable features of the object. Encourage your child to really observe what they can see. <ul style="list-style-type: none"> <li>Look at this clock. Can you describe it for me?</li> <li>What shape is it? Which numbers do you recognise on the clock?</li> <li>What noise does this clock make?</li> </ul> </li> </ul>	
<b>Main Activity:</b> <ul style="list-style-type: none"> <li>Explain you are going to play a guessing game together. Start by you describing an object/item and encouraging your child to try to guess what it is you are describing.</li> <li>Talk about the things that you can both see together. This could be in the bedroom or living room. This activity can also be done on the balcony or in the garden if you has access to the outdoors.</li> <li>Choose an object that your child can see and then begin by saying 'I spy with my little eye' .....Describe what you would like them to guess: <ul style="list-style-type: none"> <li>This thing is a rectangle, has four legs and we eat our breakfast on it (a table)</li> <li>This item is on the floor and has four wheels. It goes beep, beep (a toy car)</li> </ul> </li> <li>Try to be as specific as possible and give lots of clues.</li> </ul>	
<b>Challenge:</b> Swap roles. Encourage your child to try and describe an object, without saying its name.	
<b>Additional ways to support your child:</b> Place several small objects on a tray. Play 'I spy' but only using the objects in front of you.	<b>Extension:</b> <ul style="list-style-type: none"> <li>-Phonics activity: gather a set of small toy objects which have simple CVC word names e.g. cat, rat, pen, dog, pig etc.</li> <li>-Place the objects on the tray and say 'I spy with my little eye, something that sounds like c-a-t'. Say the sounds in each word quickly, in succession. Can your child blend the sounds and hear the word?</li> </ul>

