

Senior Infants Home Work - week beginning 20th April 2020

Parents and children, I hope you all had a lovely Easter and that you enjoyed all the Easter eggs!

Boys and girls, I would like you to try your best with this weeks' activities. I'm sure you had a nice break over the Easter holidays and are ready to start some more work but remember that doing puzzles, making jigsaws and creating things from junk art like we do at school is still learning! And what a fantastic opportunity we have at this time to be creative!

Since the social distancing has started, I have tried to be more creative too! I have begun to crochet and bake. I've also completed a 1,000 piece jigsaw!

Parents, as always, I do not intend for this work to be the cause of stress within the home and continue to use your discretion in relation to the time spent on tasks.

YouTube is a great resource and has so many educational videos. However, advertisements are shown between videos and suggested videos that appear on the right-hand side of the screen may not always be age-appropriate. The following link provides information for parents on the safe usage of *YouTube*.

<https://cybersafeireland.org/blog/posts/2018/september/youtube-what-parents-need-to-know/>

Ms. Wilson ☺

Subject	Topic	Activities
English	Pizza and Pancakes	<p data-bbox="703 161 2074 373"><u>Oral Language:</u> Pizza and Pancakes - Starlight Junior Infants, go to www.folensonline.ie/registration register as a teacher using Prim20 as the roll number to access resources. Click on 'Unit', then choose number 13- Pizza and Pancakes. Scroll down to 'Poster'. Discuss the poster asking as many questions to illicit understanding and further discussion.</p> <p data-bbox="703 432 831 464"><u>Phonics:</u></p> <ul data-bbox="757 475 2141 826" style="list-style-type: none"> • Revise and practise the digraph sounds; <u>or</u> and <u>oo</u>. (long and short) using the correct actions. • Use their word copy for lists of these words. • Look at completed work in <i>Just Phonics</i> class books- pages 36 - 41 and 44-45. You could also give them a spelling test on Friday! They should be able to name some words that have these sounds and be able to spell them. Get them to spell the words out in sand or in a basin of water with washing up liquid for a fun and sensory experience. • Carry out the 'phonics focus' activity on page 16 of <i>Core Reader 3</i>. <p data-bbox="703 879 1507 911">https://www.youtube.com/watch?v=OTKWxjU0UgQ#</p> <p data-bbox="703 922 1462 954">https://www.youtube.com/watch?v=ONggoexO8gY</p> <p data-bbox="703 1013 1939 1045"><u>Reading:</u> Folens online- Starlight Senior Infants- <i>Core Reader 3- Cow Takes a Bow!</i></p> <ul data-bbox="757 1056 2112 1361" style="list-style-type: none"> • <i>Core Reader 3 - Cow Takes a Bow!</i> and all words (decodable and sight words). We will be reading this story this week and next week. • Make flashcards for the following new words; beanstalk, tricky, part, daisy, cow, front, end, hope, fall, began, Kim, food, take, market, sad, sell, walk, giggled, stopped, bumped, him, everyone, giggling, loads, cheer and sight words; by, now, day, do • Use these as well as the digital flashcards online for practice.

- Repeat the dice game with these words; on the back of each flashcard, write a number 1-6. Place all cards face down on the table, roll a dice (virtual one available on Google- just search 'virtual dice'), pick up that numbered flashcard and read.
- Ensure not to always read the text from first page to last in order as children can become very efficient at memorising the text. Skip a couple of pages and point to a random word.
- Children to find words in their readers and place their flashcards on top of the corresponding one.
- Websites for read-aloud books and audio books:
 - Storyline online
 - Storyberries
 - stories.audible
- Epic is a free resource with thousands of age-appropriate books to explore.
<https://www.getepic.com/>

Writing:

- Write a short thank you letter to somebody working hard during this time. For example, write a letter to a nurse, the postman, the bin man, the shopkeeper or anyone else who is working hard at this time. Parents, you can provide key words but overall, children should attempt to write the letter as independently as possible. Remembering, capital letters, neat handwriting, finger-spaces and full stops. Children can do a first and final draft of this letter so that they can correct any mistakes and concentrate on handwriting in the final draft.
- Starlight Skills Book - page 37- sight words- **day** and **to**. Page 38 - tick the correct sentence.
- Children can carry on with their *Ready, Steady, Write!* class book and homework book at your discretion.
- Children can practise their capitals focusing especially on S, A, T, I, P, N and the capital letters in their names.

<p>Gaelige</p>	<p>Revision of An Phicnic</p>	<p>For parents who have cúpla focal as <i>Gaeilge</i>, try and use some words and phrases on a daily basis to keep your child connected with the language.</p> <p><i>Abair Liom</i> (Folens Online) - see access instructions above.</p> <p>Junior Infants <i>Abair Liom</i> programme- Topic 17: An phicnic.</p> <ul style="list-style-type: none"> • Listen to the comhrá (conversation) online. You could have your own picnic at home in the garden or inside on the floor if the weather isn't suitable. Try to use these phrases as much as possible. Tá ocras orm. Tá tart orm. Suí síos, beidh picnic againn. Tá mé ag ithe ceapaire! Tá mé ag ithe seacláide...mmmmm! • Look at the Luascháirtáí (flashcards) online for revision. Use pages 60 and 61 in <i>Abair Liom</i> books and get your children to point to the correct word as it comes up online. Extension activity: let your children hear the word online but hide the visual. Can they point to the corresponding word in their books? • Look back at completed work on An phicnic on pages 62 and 63. • Use the Cáirtáí Meaitseála - An Phicnic game for practise.
<p>Maths</p>	<p>Capacity</p>	<p>This topic is lovely for home and in this nice weather. The children will love playing with water and sand. Provide opportunities for free play involving filling and emptying many different sized and different shaped containers. Ensure the children understand the terms 'full' 'empty' 'level'. When comparing two containers, use the phrases: 'This container has <u>less</u>, this container has <u>more</u>'. Complete pages 139 and 140.</p> <p>Show the children this powerpoint on capacity; https://www.twinkl.ie/resource/au-n-557-which-holds-more-powerpoint</p> <p>It is not necessary to buy special toys for water play. Here are some suggestions of everyday</p>

household items which children enjoy playing with and which provide opportunities to explore the properties of water and sand.

Things to Play with in Water and Sand

- colander
- strainer
- old teapot
- toy buckets
- jugs and containers
- sponges
- small watering can
- funnel
- whisk
- hollow ball
- plastic bottles
- spoons
- bottle tops



Science links

Floating and Sinking

Let your child experiment with different objects to see which float or sink.

Here are some suggestions:

Ice cubes, spoons made of metal, plastic or wood, wooden bricks, smooth twigs, a cork, washed polystyrene food trays, a toy boat and paper cake cases. Situations such as letting your child bath a doll can create opportunities to discuss caring for babies and the need for personal

		<p>hygiene. Another activity is washing and drying dolls' clothes. Not only do children enjoy the imaginative play, but they experience the science involved in cleaning and drying fabrics. Ask your child to predict what will happen to the wet fabrics. Discussion can extend vocabulary and enhance your child's communication skills. The activities also help to develop manipulative skills.</p> <p>Safety Disclaimer</p> <p>Children should always be supervised by an adult when playing in or with water.</p>
S.E.S.E. (History, Geography, Science)	Water	<p>Explorers (<i>Folens Online</i>) - see access instructions above.</p> <ol style="list-style-type: none"> 1. Type 'Explorers Senior infants-digital resources', into the folensonline search bar 2. Click on the button 'resources' - explorers Senior infants-digital resources 3. Click 'Theme' and then 'Water' 4. Then go to 'Water' - Geography - where the children can listen to the story of The Pond. 5. Then go to 'Water' - Science- where the children can listen to Floating and Sinking. They will love testing out some things themselves afterwards! <p>Science Experiment: Floating Stick Man</p> <p>If you have a dry-wipe marker/whiteboard marker at home, your child can draw a stick man on a white/glass plate. Gently pour water on it and the stick man should lift and come to life on the plate! The children will love this! Lots of videos on <i>YouTube</i> - Stick Man Experiment</p> <p><i>YouTube- Come Outside- Water.</i></p> <p>The children enjoy watching this series in school and they already know Pippin!</p>
Religion	The Church	<p>Children can continue to pray each night before bedtime telling God what they are thankful for and pray for the people who we care for or might be worried about. Ask your child to pray for the elderly in our community and also for the people who are living alone at this time.</p>

		See 'A House of Prayer' reading attached.
The Arts (Visual Art, Music, Drama)	Visual Art	See Religion based art activity attached.
Physical Education	Yoga	<p>Get outside and exercise as much as possible.</p> <p><i>YouTube- Cosmic Yoga</i> videos encourage mindfulness and calm during this time. Feel free to just play the audio to your child so they're not distracted by the visuals. https://www.youtube.com/watch?v=K1SVHDcQH7o</p> <p>Children can feel the benefits of yoga when it is practised on a regular basis. Try to do one yoga session each day this week. There are lots more yoga videos on this <i>YouTube</i> channel.</p> <p>Go Noodle: https://app.gonoodle.com/ <i>Banana, Banana, Meatball, Cat Party, Rollercoaster</i> and <i>Milkshake</i> are some of our favourites in class.</p>

Teacher Tip:

Distribute the following materials to each child in advance: some lollipop sticks, an envelope and a sheet of coloured card. Each child will also need colouring materials and some glue.

Prayer Space:

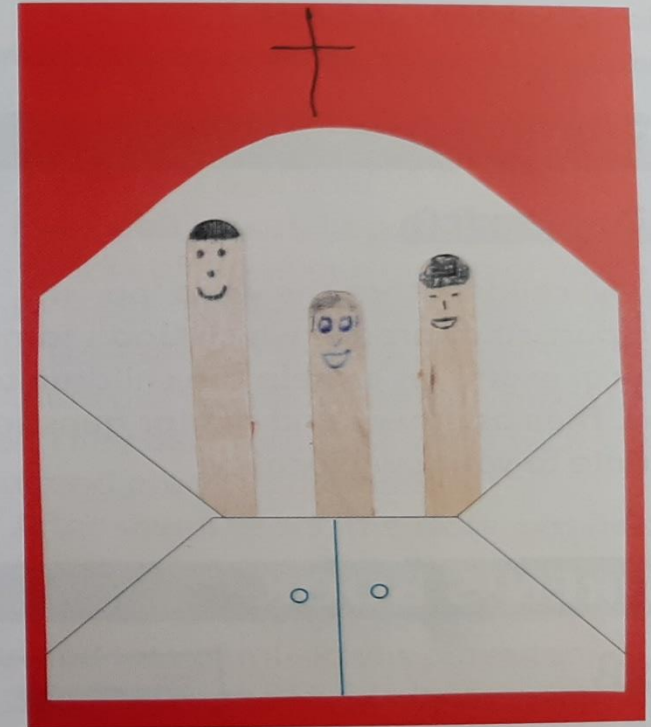
Display the children's artwork in the prayer space.

ART ACTIVITY

The Church

Distribute the necessary materials to each child. Demonstrate to the children how to open the envelope to make it look like a steeple. Show them how to glue this to the sheet of paper/card, how to draw a cross at the top of the steeple, and how to draw church doors (as shown). Then ask the children who they know that might like to go to the church with them. Ask them to make a 'lollipop stick person' to represent each of these people. These can be placed inside the envelope flap, and may be stuck in place using glue.

Invite the children to show their artwork to whomever they know that would like to go to the church with them. Encourage them to visit the church with some/all of these people.



Let's Learn ...

SCRIPTURE

'A House of Prayer'

Tell the children that you would like to tell them a story about a man called Solomon, who was a king who lived long, long ago. His father was King David. Ask the children what they remember about David. Both King David and King Solomon were

wise and holy men who were very close to God. Ask the children to guess the name of the book where we can read the story of Solomon. Then read the story 'A House of Prayer'.

'A House of Prayer'

Adapted from 1 Kings 6



A long time ago, there lived a wise king called King Solomon, who loved God. Solomon knew that God was always with him. He knew that God loved him and all

the people in his kingdom.

One day Solomon had an idea. He called all the people together. 'I'm going to build a great, big house,' he said, 'where people can come together to pray. This house of prayer will be finer than any palace and bigger than any castle. It will be made of the finest stone. It will be decorated with silver, gold and diamonds, and the roof will be of precious wood.'

The people all thought this was a wonderful idea. Because King Solomon wanted everything in the house of prayer to be precious, it took a long time to gather together all the things

that the builders needed: perfect stones and wood, beautiful diamonds, and the best silver and gold.

Eventually, work began. The builders placed the blocks of stone one on top of another to make walls. The walls grew higher and higher, until they almost reached to the sky! Then the builders put wooden planks in place to hold the roof. They decorated the walls with silver and gold and precious diamonds.

After seven years, the work was finished and the house of prayer was ready. All the people walked into the building together. Among them, lots and lots of musicians played songs of praise to God. When they had all come into the house of prayer, King Solomon and the people raised their hands to heaven. King Solomon prayed: 'Loving God, bless all the people who pray in this house. May it always be filled with the voices of our people praising God.'

All the people raised their voices, giving glory to God and shouting, 'Amen! Amen! Blessed be God for ever and ever!'



Teacher Tip:

If a child from a faith tradition other than Christian is in your class, this might be an opportunity to invite him/her to tell the other children about the place where their family goes to pray.

After reading the story, check for understanding using questions such as 'Why did Solomon want to build the house of prayer?' Then dig deeper using these or similar questions:

- I wonder ... why did Solomon want the house of prayer to be decorated with beautiful things like gold, silver and diamonds?

- Why do you think the people were so happy to go into the house of prayer? What do you think they did there?
- Have you ever been to a place like the house of prayer? Tell us about it.

