

Junior Infants Home Work - week beginning 2nd June 2020

Hello everyone!

I hope you all enjoyed Well-being Week last week and learned how important it is to take care of our minds. I hope you continue to use some of these activities to stay healthy and happy whenever you feel like you need it.

It is finally June and in school, this month is usually filled with lots of fun activities to celebrate a year full of hard work. Sports Day, Teddy Bears' Picnic and our school tour to name but a few are being postponed until next June but hopefully the sun keeps shining on us so that we can enjoy other lovely activities at home! The most important thing is that all of our families are safe and well. Boys and girls you have been part of an amazing national effort in keeping everyone healthy, well done to you too! You are also a very special part of this time in history which you will be able to tell your grandchildren about. It may have sounded great to have three months off school but now we know that school is more than a place to learn our letters and numbers. It is a place to grow and learn in so many ways; to make friends, to play, to learn how to treat others and be kind. I am counting down the days until I can see you all again. I bet you will all look a little different; new hairstyles, fresh, new uniforms and you'll all have grown so much!

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.

Ms. Wilson ☺

Subject	Topic	Activities
English	Holiday fun	<p data-bbox="566 339 2130 467"><u>Oral Language:</u> Holiday fun - 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 15 - Holiday fun.</p> <ol data-bbox="613 475 2130 874" style="list-style-type: none"> <li data-bbox="613 475 2130 555">1. Scroll down to 'poster'. Listen to 'story 2' asking as many questions to illicit understanding and further discussion. <li data-bbox="613 563 2130 603">2. Label the poster by matching the words to the poster. <li data-bbox="613 611 2130 738">3. Read the poem together (Ice Lolly by Pie Corbett) with your child and after they are familiar with it, get them to say the end of the sentences that rhyme. Can any of the words be replaced with other rhyming words to make sense? <li data-bbox="613 746 2130 786">4. Carry out the 'activity' of answering the questions about things we do at the beach. <li data-bbox="613 794 2130 874">5. Answer the questions about the poster. Try to give full sentences as your answer rather than just word. For example, "The girl in the picture on the top left is surfing." <p data-bbox="566 922 689 962"><u>Phonics:</u></p> <ul data-bbox="613 970 2130 1361" style="list-style-type: none"> <li data-bbox="613 970 2130 1050">• Introduce the third digraph (two letters that make one sound) to your child. This week, we are looking at the ie sound. <u>ie</u> as in <u>tied</u>. <li data-bbox="613 1058 2130 1098">• Look at https://www.youtube.com/watch?v=esc6yoAU5yU&t=55s <li data-bbox="613 1106 2130 1145">• Write a list of all the <u>ie</u> words you've learned. <li data-bbox="613 1153 2130 1233">• Use the activities inside the inside cover of your child's sound copy to revise and reinforce phonics sounds. <li data-bbox="613 1241 2130 1281">• Use flashcards to practise sounds and actions. <li data-bbox="613 1289 2130 1361">• <i>Just Phonics</i> class book- complete page 73 and 74 - write the middle sound for each picture. The middle sound is always the trickiest sound to hear within a word so this might need more time and

attention. If there is some difficulty, you could write out a different vowel on little pieces of paper. Interchange these and sound out the words to decide which is the right one.

- Use the Jolly Phonics app
- Using the flashcards, place three cards down to make a CVC word (consonant vowel consonant). Get your child to sound out the word and blend it. Use the flashcards to make CVVC words making the **ai** sound from last week and the **oa** sound from this week.
- Make some **ai**, **oa** and **ie** words using the flashcards but remember not to break up these sounds. These sounds are special because even though there are two letters, they only make one sound!
- Complete the phonics focus activity on the inside cover of Core Read 4- A Camping Trip

Reading: Starlight Junior Infants- Core Reader 4- A Camping Trip

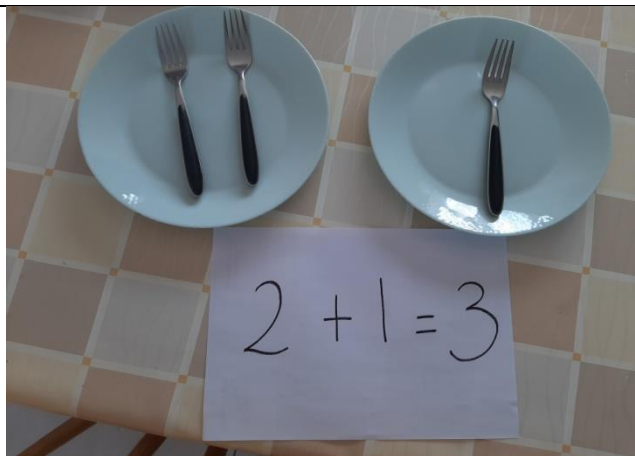
- Core Reader 4 - A Camping Trip and all words (decodable and sight words).
- Before reading, talk about the fact that this is an information book.
- Use the 'before', 'during' and 'after' reading suggestions on the inside cover of core reader 4.
- New words: **camping, trip, bring, sleeping bag, tent, red, in, having, van, ice-pops, swimming pool, best, enormous, cool** and sight words; **that, there, some, like**
- Use the digital flashcards online for practice.
- Make flashcards and use these in the dice game.
- Children to find words in their readers and place their flashcards on top of the corresponding one.

Writing:

- *Starlight Skills Book*- page 25 - sight word focus- **that, there**.
- Page 26- trace the words and fill in the blanks.
- Write some simple sentences- focusing on finger-spaces in between words.
I like that tent. I see kids in there. Call these out to your child to write.
- Continue to practise letter formation- air writing, forming letters in sand, with playdough and in

		<p>their handwriting books. You and your child can take turns writing letters on each others' backs. Can your child guess what letter you are forming?</p> <ul style="list-style-type: none"> • Children can carry on with their <i>Ready, Steady, Write!</i> class book and homework book at your discretion. • Please ensure your child is holding a pencil and doing some free writing/drawing. This will ensure their hand strength, pencil grip and pencil control remain consistent.
Gaelige	Ag féachaint ar scannán	<p>For parents who have cúpla focal as Gaeilge, 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 27: Ag féachaint ar scannán</p> <ul style="list-style-type: none"> • Look at the Luaschártaí (flashcards) online and pages 92 and 93 in <i>Abair Liom</i> book. Look at the póstaer (poster) online. <ul style="list-style-type: none"> • Foclóir (words): an seomra suite, scannán, tine, grán rósta, seacláid the, píotsa, cnámh, pitseámaí ag féachaint ar scannán, ina c(h)odladh, áthas • Listen to the comhrá: <p>Oisín: Agh! Féach ar an scannán! Tá eagla orm! Mamaí: Seo duit, a Oisín. Oisín: Mmm, tá píotsa agam. Is breá liom píotsa, tá áthas orm.</p> • Listen and repeat these frásaí (phrases) as much as possible. Tá gach duine sa seomra suite. Tá ___ ag ithe/ag ól. Feicim/Ní fheicim... • <i>Abair Liom</i> book page 94; <p>Abair: (say)</p> <p>'Tá Daidí agus Seán ag imirt peile. Fuair Seán liathróid nua. Tá áthas ar Sheán. Dathaígí Daidí agus Seán glas. (Daddy and Sean are playing football. Sean has a new ball. Sean is happy. Colour Daddy and Sean green.)</p>

		<p>Féachaigí ar Shíofra. Tá trófaí aici. Tá áthas ar Shíofra. Dathaigí Síofra dearg. (Look at Síofra. She has a trophy. She is happy. Colour Síofra red.)</p> <p>Féachaigí ar Thafaí. Tá cnámh aige. Tá áthas air. Dathaigí Tafaí gorm. (Look at Toffee. He has a bone. He is happy. Colour Toffee blue.)</p> <p>Féachaigí ar Lóla. Tá sí ina codladh. Tá an ghrian ag taitneamh. Tá sí te. Dathaigí Lóla buí.' (Look at Lola. She is asleep. The sun is shining. She is hot. Colour Lola yellow.)</p> <ul style="list-style-type: none"> • Abair Liom book page 95; match the pictures and say the sentences. Abair: (say) 'Cad atá á ithe acu? (What are they eating?) Tá Mamaí ag ithe grán rósta. (Mammy is eating popcorn.) Tá Tafaí ag ithe cnáimh. (Toffee is eating a bone.) Tá Seán ag ól seacláid the. (Seán is drinking hot chocolate.) Tá Daidí ag ithe píotsa.' (Daddy is eating pizza.) • Play the tráth na gceist online.
Maths	Adding (combining)	<p>At this stage, children should be able to add two small numbers using practical objects or visuals. Children will begin to combine/add objects to make a total and to find out how many there are 'altogether'. We call $2 + 1 = 3$ a number sentence and children should read it as 'two and 1 makes 3 altogether.'</p> <p>Set up plates and objects as seen in the photograph. Call out $4 + 2$ makes ... and they use the objects on the plates to represent the number sentence. Then count them to see how many there are altogether.</p>



In Cracking Maths books- look at work completed on Chapter 22 (page 103-117) and over the next two weeks, complete this work at your own child's pace.

S.E.S.E.
(History,
Geography,
Science)



**SÁBHÁILTEACHT UISCE
NA HÉIREANN**
WATER SAFETY
IRELAND

Science: Water Safety. This is a very important topic that is covered each year in school to emphasise how to stay safe whilst playing in and around water. Children are taught that water can be dangerous if we do not take care. The following website is called PAWS (Primary Aquatics Water Safety). It teaches children how to be safe around water in homes, farms, pools, beaches and on our waterways.

<https://watersafety.ie/primary-school/>

Scroll down to Junior and Senior Infants section and click on the lesson plan and presentation.

"The cuckoo comes in April. She sings her song in May. In the middle of June she changes her tune and in July she flies away,"!!

Forgotten Ireland



Geography:

I have been hearing the cuckoo's song in the morning for the last few weeks. Have a look at this website with an adult to learn more about why this is a cheeky, little bird!
<http://www.askaboutireland.ie/learning-zone/primary-students/3rd--4th-class/3rd--4th-class-environment/feathered-friends/cuckoo/>

Religion

We can grow in love

- Children make choices all the time- sometimes consciously, sometimes unconsciously, just as adults do. At this early stage in their moral development, we simply alert them to the fact that they have within their capacity the ability, and indeed the responsibility, to make good rather than bad choices. We hope that they will begin to learn to stop and think before they act and to consider the consequences for both themselves and others of what they will do.
- Read part one and two of 'Sandra and Stephen' using the pre-reading and post-reading questions.

STORY

'Sandra and Stephen' – Part I

Begin by asking the children if they ever had a choice to make. Maybe they had to decide which toy to ask for when it was their birthday or what they wanted to eat when they were hungry. Then

tell them that you have a story about a brother and sister, Sandra and Stephen, who also had a choice to make. Read 'Sandra and Stephen' – Part I, below.

'Sandra and Stephen' – Part I



'Now,' said Mum, taking the cookies out of the oven. 'No touching, you two, do you hear me?'

Sandra and Stephen nodded.

'They're for your cousins when they come over later. And anyway, they're too hot right now.'

Sandra and Stephen nodded again. 'I mean it!' said Mum. 'If I catch one of you ...'

Just then, Mum's phone rang. 'Now, where did I leave it?' said Mum, as she walked out into the hall.

Sandra looked at Stephen. 'They smell really good,' she said to her brother.

'I know!' answered Stephen, 'and

they look really good too.'

'You know,' said Sandra, 'I don't think Mum would really mind if there was one missing ... look at that little one there on the edge ... I bet she wouldn't even notice ...'

She looked at her brother again. 'What do you think?'

'I think you're right!' said Stephen. 'And anyway, there are loads there for Philip and Barbara when they come over.'



Stephen and Sandra looked at each other, and then at the cookies, and then at each other again. Then they decided to ...'

After reading the story, check for understanding using questions such as 'Why did Mum tell Stephen and Sandra not to eat the cookies?' Then dig deeper using these or similar questions:

- What do you think the children should have done? What would happen if they took the cookie and Mum found out? Would it be alright

if they took the cookie and Mum didn't find out?

- I wonder ... what do you think Stephen and Sandra decided to do in the end? What would you have done?
- Do you remember a time when you had to make a choice like this? Tell us about it.

STORY

'Sandra and Stephen' – Part II

Help the children to recall the choice that Sandra and Stephen had to make. Then ask for a show of hands: who thinks Sandra and Stephen ate the cookie, and who thinks they did not? Then read, 'Sandra and Stephen – Part II', below.

'Sandra and Stephen' – Part II



'One, two, three, four, five, six, seven, eight, nine, ten, eleven ... Sandra! Stephen! Come here please!' said Mum.

The children walked back into the kitchen from the sitting room, where they had been watching TV while Mum was on the phone. Mum was standing over the cookies, counting them again. 'One, two, three, four, five, six, seven, eight, nine, ten, eleven ...' she said.

Sandra and Stephen looked at each other. 'What's wrong, Mum?' Sandra asked.

'Not a thing,' said Mum. 'But will you clean up these toys before your cousins get here, please?'

Sandra and Stephen did as their Mum asked. Soon, their cousins Philip and Barbara came over to play. After a little while, Mum called them down for juice.

'Philip, Barbara,' said Mum, 'would you like a cookie?'

'Yes please!' said Barbara.

'Can I have two?' asked Philip.

'Have one first,' said Mum, smiling, 'and we'll see!'




Then Mum passed the plate to Sandra and Stephen. 'Thanks for helping me clean up earlier,' she whispered. 'You're excellent children!'

After reading the story, check for understanding using questions such as 'Why did Mum call Stephen and Sandra?' Then dig deeper using these or similar questions:

- Mum said that Stephen and Sandra were 'excellent'. Do you agree? Why or why not?

- Do you think Stephen and Sandra made a good choice not to take the cookie when they were tempted to?
- I wonder ... what would have happened if Stephen and Sandra did take the cookie when they were told not to?

		<p>Watch the video 'Jesus Teaches Us'. Go to www.growinlove.ie Sign in using the following details: email: trial@growinlove.ie and password: growinlove. Go to Senior Infants programme, choose Theme 10; Grown in Love and choose lesson 1 the click on 'Jesus Teaches Us'.</p>
<p>The Arts (Visual Art, Music, Drama)</p>	<p>Visual Art - drawing and colours</p>	 <p>Draw around all of your family members hands, with each hand overlapping. Then colour all the different segments with different colours or patterns. Now is the perfect time to do this art activity as it will be a reminder of the time that you and your family spent this quality time together. Don't forget to write the date on your artwork. And in June 2021, you can see how much your hands have grown!</p>