

Senior 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"> 1. Scroll down to 'poster'. Listen to 'story 2' asking as many questions to illicit understanding and further discussion. 2. Label the poster by matching the words to the poster. 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? 4. Carry out the 'activity' of answering the questions about things we do at the beach. 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 2085 1361" style="list-style-type: none"> • New sound y says ee. • Most of the time, when we see y at the end of a word, it makes the ee sound. • https://www.youtube.com/watch?v=naZWdYBJ70A • Make a list y says ee words into word copies. • Complete work in <i>Just Phonics</i> class books- pages 80 and 81. 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 play-doh or get them to write the word on your back and you

have to guess what it is!

- Put a one minute timer on your phone, how many **y says ee** words can your child list in that time?
- Revision of digraphs on page 85 of *Just Phonics*. Get your child to put the sound buttons on the words at the top of the page. For example, three would look like this: three (with a dot under the r)
- Carry out the phonics focus activity on page 44 of Starlight reader 3.

Reading: Starlight Senior Infants- Core Reader 3- *Sea Lion Splash!* (narrative) We will be focusing on this story for this week and next.

- New words: **zoo, feeding, sea lion, people, stand, hold, hand, tall, stood, can't, spot, zookeeper, pressed, horn, jumped, clasped, clever, took, bucket, tossed, grabbed**
- Sight words: **these, people, four, gave**
- Play the 'sight word activity' online
- Use 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.
- Make some bingo cards and use these new words for play. Your child can take it in turns to be the bingo caller and player.
- 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

		<ul style="list-style-type: none"> • stories.audible • Epic is a free resource with thousands of age-appropriate books to explore. https://www.getepic.com/ <p><u>Writing:</u></p> <ul style="list-style-type: none"> • <i>Starlight Skills Book</i> - page 45- sight words- people and four. Page 46 - complete the sentences using the words. • Write four sentences in your copy about how to stay safe when you are near or in water. Show how much you have learned. • Children can carry on with their <i>Ready, Steady, Write!</i> class book and homework book at your discretion. • Children can practise their capitals focusing especially on J, Z and W.
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: Oisín: Agh! Féach ar an scannán! Tá eagla orm! Mamaí: Seo duit, a Oisín. Oisín: Mmm, tá

		<p>píotsa agam. Is breá liom píotsa, tá áthas orm.</p> <ul style="list-style-type: none"> • Listen and repeat these frásaí (phrases) as much as possible. Tá gach duine sa seomra suite. Tá ___ ag ithe/ag ól. Feicim/Ní fheicim... • Abair Liom book page 94; Abair: (say) 'Tá Daidí agus Seán ag imirt peile. Fuair Seán liathróid nua. Tá áthas ar Sheán. Dathaíge Daidí agus Seán glas. (Daddy and Sean are playing football. Sean has a new ball. Sean is happy. Colour Daddy and Sean green.) Féachaige ar Shíofra. Tá trófaí aici. Tá áthas ar Shíofra. Dathaíge Síofra dearg. (Look at Síofra. She has a trophy. She is happy. Colour Síofra red.) Féachaige ar Thafaí. Tá cnámh aige. Tá áthas air. Dathaíge Tafaí gorm. (Look at Toffee. He has a bone. He is happy. Colour Toffee blue.) Féachaige ar Lóla. Tá sí ina codladh. Tá an ghrian ag taitneamh. Tá sí te. Dathaíge Lóla buí.' (Look at Lola. She is asleep. The sun is shining. She is hot. Colour Lola yellow.) • 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	Number 10	Children will focus on the value of the number 10. Most children are able to say what numbers are more than and less than 10. Children should be able to work through pages 83 - 89 in <i>Cracking Maths</i> independently. On page 90, we meet the story of 10. Using plates and spoons as a practical and visual

representation at home, children will find all the different ways to make 10. Children have done this activity before will all numbers up to 10 so this is not a new concept. Begin with all spoons on the left plate and write the number sentence- $10 + 0 = 10$. Next step, carry one spoon over to the other plate. What's the number sentence now?; $9 + 1 = 10$. Continue this using this method until all the different ways to make 10 have been listed. The rest of this chapter focuses on adding numbers totalling no more than 10. Children can use a number line to add remembering to jump off the number like a frog and/or drawing the lines above the numbers to help. Your child can make his/her own number line to 10 or use a ruler. Work up to page 95 at your 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

"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



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.

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-enviromen/fathered-friends/cuckoo/>

Religion	We can grow in love	<ul style="list-style-type: none"> • 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
----------	---------------------	--

		<p>the consequences for both themselves and others of what they will do.</p>
--	--	--

- 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>