

Junior Infants Core Learning: Monday 18th - Friday 22nd May 2020

Hi everyone,

We hope you enjoyed Book Week last week. It was great to see you sharing pictures of your favourite books, and books you have read. We absolutely loved seeing so many of you on zoom. This week we will be having another zoom at 11:00 on Wednesday. We will send you out the details closer to the time. Looking forward to seeing you all there!

The home learning we are sending is a little different this week. We have finished revising our phonics for the moment and are moving on to revising tricky words. The children are being assigned a reader for the week, and activities are based on this reader. In Junior Infants, children begin to read using a combination of strategies: sounding out, identifying tricky words, using pictures for clues etc. Please do not worry if your child is finding reading challenging. Also, please feel free to move ahead if the book set is not at your child's level. We are continuing with the **core learning activities** this week, and would love if you shared some work using the form below or by emailing homelearning@firhouseetns.ie We look forward to seeing what you have been up to.

Holly's class: <http://www.firhouseetns.ie/junior-infants-holly-2019-2020.html>

Bláithín class:

<http://www.firhouseetns.ie/junior-infants-blaacuteithiacuten-2019--2020.html>

We are focusing on our wellbeing this week. This means we are going to make a special effort to take care of our body and mind. We have suggested some activities that you can do each day to take care of your wellbeing. We hope you enjoy being mindful this week.

Very best wishes to you and your families,
Bláithín and Holly

Here are some additional activities which you may wish to complete, but please remember these are optional and are sent as a support rather than core work.

Optional...	
Scavenger hunt	<ul style="list-style-type: none">Gratitude scavenger hunt at the end of this document.
P.E.	<ul style="list-style-type: none">P.E. at 9am each day - Joe Wicks (Youtube: P.E. with Joe)
Audiobook David Walliams	<ul style="list-style-type: none">Each day at 11am a short audiobook by David Walliams will be released - https://www.worldofdavidwalliams.com/elevenses/
Borrow Box	<ul style="list-style-type: none">Children can listen to audiobooks and read ebooks online.
Art Zone	<ul style="list-style-type: none">Free classes online through their Facebook page every Tuesday and Friday @ 12pm on www.facebook.com/artzone.ie
Studyladder	<ul style="list-style-type: none">3 activities each day for free.

English	
Topic	Activities
<p><i>Story</i></p> <p>'Aliens Love Underpants'</p>	<ul style="list-style-type: none"> • Listen to the story 'Aliens Love Underpants' • https://www.youtube.com/watch?v=ADnAGBWlZqE • Talk about the story with your child... What was their favourite part? Why? What kind of story was it? • Refer to 'supporting reading' document for more ideas - http://www.firhouseetns.ie/junior-infants.html
<p><i>Tricky words</i></p> <p>Revise I, the, my, was</p> <p>Please feel free to continue spending 5 minutes a day revising the sounds. Refer to the 'Supporting Phonics at Home' document for ideas and activities. http://www.firhouseetns.ie/junior-infants.html</p>	<p>We are revising some tricky words. We have put together ideas and resources for practising Tricky Words called 'Supporting Word Work at Home'. http://www.firhouseetns.ie/junior-infants.html</p> <p>Daily practice</p> <ul style="list-style-type: none"> • Teach tricky words by sounding them out and learning the correct pronunciation e.g. my. If we sound out 'my' phonetically, we would say 'mm-yuh'. Explain that my is actually a tricky word, we can't sound it out normally. It actually says 'mm-eye'. • Practise the tricky words until they can be read automatically. • When reading during the day or a story at bedtime, point out the tricky words and combine the practice of spotting the tricky words as a daily activity informally. • The link below explains what a tricky word is, including techniques you can use when explaining it at home. • https://www.youtube.com/watch?v=ZtFfYJXUdwY&feature=youtu.be <p>Tricky word worksheet</p> <ul style="list-style-type: none"> • Children will be using the "Look, Cover, Write and Check" method. This is a great method to become familiar with as they will use this throughout primary school for their spellings. • When the children are spelling the tricky words aloud, encourage them to use the <u>letter names</u>, not the sound. E.g. 'was' is spelled 'w-a-s' not 'wuh-ah-sss'. • Children can also write a sentence using each tricky word.
<p><i>Reading</i></p> <p>"Getting Dressed"</p> <p>Collins Big Cat Readers</p>	<p>We will be assigning a reader each week. Readers can be accessed using the instructions below:</p> <p>Collins big cat readers</p> <ul style="list-style-type: none"> • Go to: https://connect.collins.co.uk/school/Portal.aspx# • Click teacher sign in • Enter username: parents@harpercollins.co.uk • Password: Parents20! • Click "Collins Big Cat" • Start with band pink a books - you can filter the band at the side • If you click the purple resources button, each book has a worksheet and an excellent parent/ teacher notes sheet. <p>Please let us know via homelearning@firhouseetns.ie if you're having difficulty accessing the book.</p>

When Reading:

- Start off by looking at the title of the book. Make a prediction - what will this book be about? You can read the title of the book to the child. Talk about the sounds they hear - what does 'getting' start with? What does 'dressed' end with?
- Go through each page of the book slowly at first. Guide your child to put their finger under the words as they read.
- Point out the tricky word 'my' if at first they don't notice it.
- Use some different strategies to figure out the next word. First you could look at the picture. What is the girl doing in the picture? Then go back to the word. Can you sound it out and blend it? What is the first sound? Could you figure it out using the first sound and the picture as clues?
- Continue through the book using a combination of these strategies.
- Congratulate your child at the end - make a big deal! They are becoming independent readers.
- This book should be read three times this week. It is okay if your child seems to know it by heart after the third time - they will recognise some words and use their strategies with confidence. Encourage them to put their finger under the word as they read it, as they may try to rush through. They will be familiar with this strategy, as they have used this method in school.

Worksheet

- We have put the activity from this book at the end of this document.
- It is good to respond to the book after reading it the second or third time, whether that is through conversation, a picture or the worksheet below.

Gaeilge

Exercise (achlíoht) trí Ghaeilge

- Do 10@10 at least one day this week - choose 'Gaeilge' <https://rtejr.rte.ie/10at10/>

Éadaí

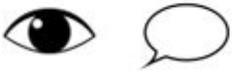
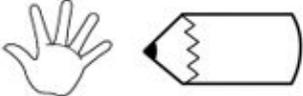
If you would like another option to hear the words being said aloud as gaeilge (in irish), you could use www.teaglann.ie. Instructions on how to use this can be found on the Junior Infant home learning page.

- Éist agus abair - Listen and Say
- Tarraing pictiúr - Draw a picture of an outfit designed for your class teddy bear (Jewel or Jeremy)
- Scríobh an focal - write and label the pictures

geansaí	gan-zee	jumper
t-léine	tea-lay-nah	t-shirt
brístí	bree-sh-tea	trousers
stocaí	stuh-key	socks
bróga	broh-gah	shoes

Optional	<ul style="list-style-type: none"> • Watch one episode as Gaeilge: https://www.cula4.com/en/ • Futa Fata broadcast a few minutes reading as Gaeilge for little ones at 11am Monday - Friday via their Facebook and on Instagram! Your child may not understand everything being read, but it is a great way to expose them to Gaeilge and the stories are suitable for their age group. shorturl.at/eAI23
Maths	
Topic	Activities
Number 6	<ul style="list-style-type: none"> • Make some sets of 6 • Find some sets of 6 around your home. • Write the story of number 6: 6 and (+) 0 makes (=) 6 0 and 6 makes 6 5 and 1 makes 6 1 and 6 makes 6 4 and 2 makes 6 2 and 4 makes 6 3 and 3 makes 6 2 and 2 and 2 makes 6 <p>Can you think of any other ways to make 6?</p> <ul style="list-style-type: none"> • Can you show the number story of 6? You could count the number of buttons on your top or cardigan? Can you count sick stripes/spots on your socks? Can you set the table for dinner? Count out three forks and three knives, how many have you altogether? • Practise writing the number 6: do this in pencil, crayon, paint, make a rainbow one, do some sensory writing: in rice, shaving foam, flour, make out of playdough. • Use the number formation rhyme: <i>Down we go and make a loop, number 6 makes a hoop.</i> • Online resource which is nice for daily practise, if you wish: https://ie.ixl.com/standards/maths/jr-infants
Spatial Awareness	<ul style="list-style-type: none"> • All you need for this is a blank sheet of paper, a pencil or some colours. • Give your child some instructions such as: <ul style="list-style-type: none"> ○ Draw three trees of different sizes. ○ Draw a flower underneath the smallest tree. ○ Draw a bird above the biggest tree. ○ Draw a dog on the right (maybe explain right as the side closest to your window, or the hand they're using to hold their pencil etc). ○ Draw a sun in the middle of the sky ○ Draw a cloud to the left of the sun. • This is an excellent exercise to work on listening skills, and on spatial awareness. • If you would like more challenging versions, see links below: https://www.twinkl.ie/resource/listen-and-colour-three-key-words-activity-sheet-t-s-2547196 https://www.twinkl.ie/resource/roi-l-53532-whos-at-the-zoo-listen-and-colour-activity

Tricky Words: Home Learning 7

Look and Say 	Look, Say and Write 	Cover and Write 
I		
the		
was		
my		

Tricky word sentences:

You can use lined paper or blank paper, whichever you prefer.

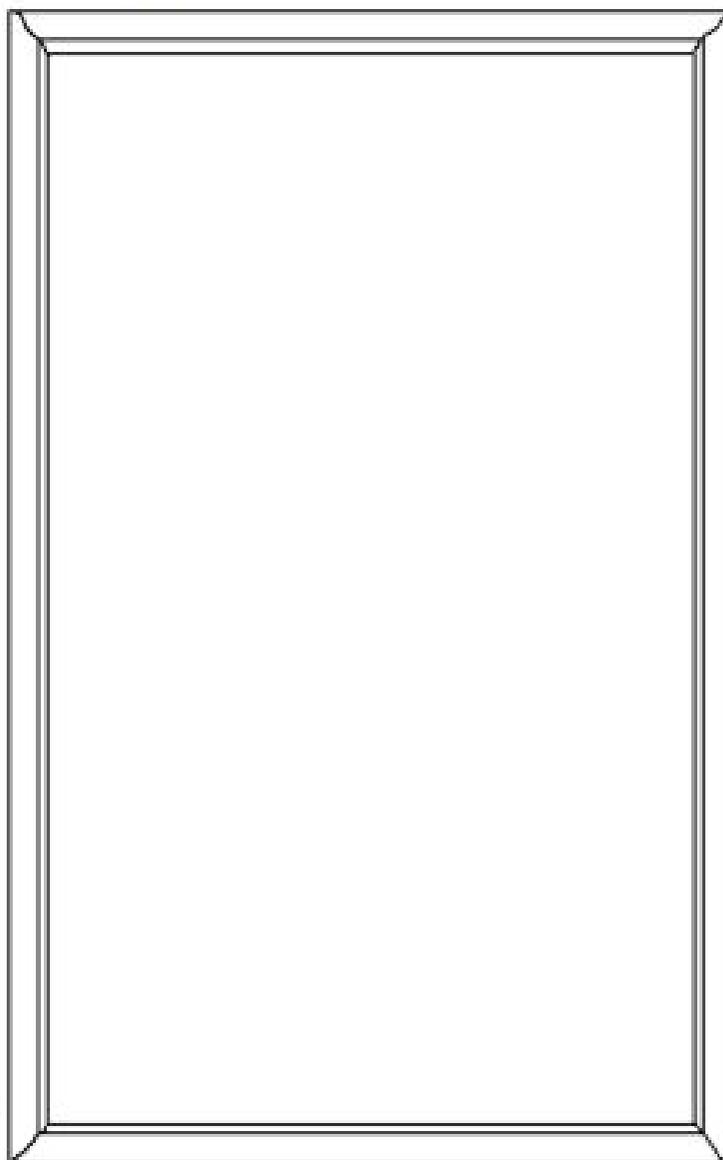
Blank writing area with four sets of horizontal lines (top and bottom solid lines, middle dashed line) for practicing writing the tricky words in sentences.



Name _____



Draw a picture of yourself in your favourite clothes.
Add labels using the words in the box below.



hat top coat shoes dress trousers

Getting Dressed

Learning objective: Write things such as labels and captions.

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Chat with your child about gratitude and what it means to be grateful. Work together to find at least five of the things below. Enjoy!



GRATITUDE SCAVENGER HUNT

Find something that...

- ...is your favourite colour
- ...makes you happy
- ...tastes good
- ...smells amazing
- ...you know will make someone else happy
- ...makes you feel safe
- ...you are grateful for
- ... is your favourite place to relax
- ...makes you laugh
- ...is unique about you
- ...outside that you like to look at

