

Junior Infant work (Monday 11 May – Friday 15 May)

Nursery Rhyme

- Go to YouTube and watch the 'There was a Crooked Man (Little Baby Bum) video: <https://www.youtube.com/watch?v=VG2oH6BOP2E>

- Go through the words with your child and allow them to recite them

**There was a crooked man and he walked a crooked mile,
He found a crooked sixpence upon a crooked stile;
He bought a crooked cat which caught a crooked mouse
And they all lived together in a little crooked house (x2)**

They ate a crooked dinner on a very crooked table
In came a crooked horse from a crooked stable
They all had crooked dishes in many crooked styles
And after every bite, each had a crooked smile

- Recite regularly until your child becomes familiar with the rhyme and is able to sing it independently
 - Clap out the syllables: One clap for words with one syllable, two claps for words with 2 syllables etc. e.g. there (one clap), was (one clap), a (one clap), crooked (two claps), man (one clap), and (one clap), he (one clap), walked (one clap), a (one clap), crooked (two claps), mile (one clap)
- ❖ I have included all words that arise in the linked YouTube video; however I only ask that your child is able to recite the first section (the verse in **bold print**)

Phonics

- Introduce the two sounds of 'oo' using Jolly Phonics song and action (YouTube)
- Brainstorm 'oo' words with your child.
- Have your child read the 'oo' words below by blending/sounding out as they do their word boxes.

Long o sound

boot	food
mood	moon
noon	pool
roof	room
soon	tool
spoon	goose
broom	zoo

Short o sound

book	cook
foot	good
hook	look
soot	took
wood	wool
blood	crook
flood	stood

- Practise formation of 'oo' (Lowercase letter only) with finger in the air, on the table and make with playdough and again trace with finger. Another nice way to practise letter formation is to trace with finger or unsharpened pencil in a tray of rice, sprinkles, sand, salt or sugar.
- Practise writing 'oo' sound and some of the above 'oo' words on a mini whiteboard (if available).
- Complete 'oo' page in All Write Now-Pg. 39 & revision pg. 40
- Practise 'oo' formation on **2 lines** in handwriting copy leaving a finger space between each 'oo' formed. Your child could then choose three/four 'oo' words and form simple sentences with your guidance using these and some of their Tricky words' e.g. "Look at the moon", "I can read that book" etc. and draw a picture in the white space at the top of the page on completion.
Remind your child to put their finger down at the end of each word to ensure correct spacing. If your child is finding certain words difficult to write you could write the word out on a piece of paper and have them copy it into their handwriting copy. Try not to write it in the copy for them!!
- Complete the attached 'oo' cut and paste activity
- **Optional** 'oo' Roll and read game. Choose a colour, roll the dice and read one word in that line. Colour the word in your chosen colour if you read it correctly. The first person to get a line of five words (vertically, horizontally, diagonally) is the winner.

If you go to YouTube and search **JOLLY PHONICS SOUNDS AND SONGS (Complete)** you will find a video containing all 42 sounds. Skip to 'oo' and sing song and practise action. Feel free at any stage to continue revising all sounds prior to this.

- Try the attached 'Mixed up Sentences' activity which involves unjumbling sentences. This can be done on the sheet or in handwriting copy.
- Practise reading Wordbox 13 below:

Wordbox 13

ba <u>ng</u>	str <u>ing</u>
fi <u>zz</u>	g <u>oo</u> d
z <u>oo</u>	r <u>oo</u> f
swam	f <u>oo</u> l
w <u>oo</u> l	str <u>ong</u>

- ❖ Underlined sounds in the above words - two letters together make one sound.
- Continue revising all Tricky Words and introduce the following:
here

Ideas as to how to learn new words/revise old words

- Write them out on flash cards and practise reading and forming sentences orally (similar to in Tricky Words envelope)
- Make with playdough and read
- Form with magnetic letters (if available) and read
- Trace in a tray of rice/sprinkles/sand, salt, sugar
- Practise writing them on a mini whiteboard
- Add old and new words to blank board games such as Snakes and Ladders and play as a family.
- If you make doubles of each of your words you could play a memory/matching game. Place one set of cards face down on one side of the table/floor and the other face down alongside them. Child has to pick a card from each set, read them and try and get a matching pair. If they get a match they keep the cards, if they don't they set them back where they got them and the next player takes their turn. The player with the most matches at the end is the winner. (Children are familiar with this game)
- Play Bingo - Divide a piece of paper/mini whiteboard into 4 boxes. Leave tricky words on the table (faced up). Choose 4 of these words and write one in each

box. The caller will start calling out words from the selection on the table. Players tick their words as they are called out. When all of your chosen words have been called, shout Bingo. The first player to call Bingo is the winner. Continue until all players have called Bingo.

Reading

- Continue making use of the free books available on the Oxford Owls website. Choose 1/2 of the Oxford Level 2 titles you haven't read to date and have a read of them.
- Read the sentences below containing words based on sounds covered over the last few weeks.

1. I went to the zoo at the weekend.

2. My zip got stuck.

3. The king has a ring.

4. My mum can sing.

5. I fell into a puddle and got wet.

6. The van was red.

7. Dad took the cat to the vet.

8. I hang my coat on a hook.

9. I can see the moon.

10. I like fried eggs.

Maths

Number: Further work on addition by counting

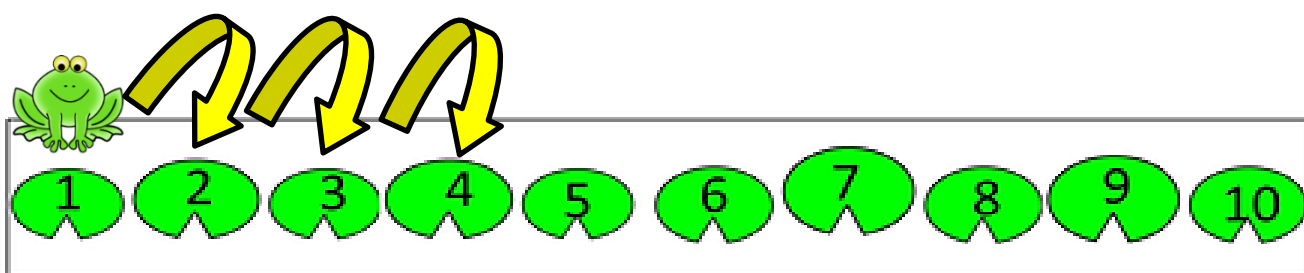
- Complete pg. 108, 109, 110. 116 (Mathemagic book)

Addition using a number line

Pretend to be a frog sitting on a lily pad. Each lily pad is numbered. In order to get from one lily pad to another the frog has to hop, hop, hop!!

To explain the sum $1 + 3$ for example:

Imagine the frog sitting on the lily pad numbered 1. In order to add on 3 he has to make 3 hops. His first hop brings him to lily pad 2, his second hop brings him to lily pad 3 and his third hop brings him to lily pad 4 so $1 + 3 = 4$.



- Complete attached worksheet using the same concept as above.
I would like these sums be copied by your child into their Maths copy (one number/symbol per box) for further number formation practise if at all possible.

SESE (Science and Geography)

- Identify the 3 Summer months (May, June, July)
- Talk about the signs of Summer with your child i.e. weather, flowers and insects you might see, activities/things people associate with summer. I have included some info below as a guide.

Weather
Generally sunny and warm but can still have rain during the summer months

Flowers/Insects
Green leaves
Daisies
Roses
Butterflies
Bees

Activities/things we associate with Summer

Sun	Sea	Beach	Sand
Sandcastle	Swimming	Tent	Camping
Barbeque	Picnic	Ice-cream	Parasol
Deckchair	Sunglasses	Sun cream	Shorts
T-shirt	Dress	Sandals/Flip flops	Sun hat

- Discuss the importance of taking care in the sun: The need for sun hats, sunglasses and sun cream
- Complete the attached 'Sun Safety Cut and Stick' activity

SESE (History)

- Ask a grandparent over the phone about a holiday they had as a child. Use the attached 'A Holiday in the Past' worksheet to record your answers.

If you can't get in touch with a grandparent you can ask mum or dad

Gaeilge/Irish

Bua na Cainte (downloaded file)

Use 'trial' for the username and password if prompted for one

- Select theme 'An Teilifís' (the television)
- Complete Ceacht 7 (Lesson 7) - Listen to the comhrá (conversation)
 - ❖ Oscail an geata agus cuir _____ isteach sa pháirc (bó, leo, caora, uan, muc, banbh, asal) - *Open the gate and put _____ into the field (cow, calf, sheep, lamb, pig, piglet, donkey)*
 - ❖ Dún an geata - *Close the gate*
 - ❖ Cuir eireaball ar an _____ (bó, leo, caora, uan, muc, banbh, asal) - *Put a tail on the _____ (cow, calf, sheep, lamb, pig, piglet, donkey)*

- Complete the interactive tasks to reinforce the above vocabulary (under game controller symbol)
- Listen to the amhrán (song) 'Féach ar an Asal' (Look at the donkey) and recite. Do this until your child can recite it independently.

Féach ar an asal (Look at the donkey) x2

Tá a eireaball ar strae (His tail is missing)

Faigh a eireaball (Find his tail) x2

Is cuir air arís é (Put it on him again)

- Click on the little house icon in the bottom left corner
- Click the 'Scéal' button just above this
- Watch the story 'An Feirmeoir'. Words below!

Scéal – An Feirmeoir

Scéalaí:	Bhí an oíche fuar agus fliuch. Chuaigh an feirmeoir go dtí an fheirm.	Caora:	Rachaidh mé isteach sa teach. Beidh mé go deas te istigh.
Capall:	Rachaidh mé isteach sa teach. Beidh mé go deas te istigh.	Scéalaí:	Chuaigh an chaora isteach sa leaba. Thit an chaora ina codladh sámh.
Scéalaí:	Chuaigh an capall isteach sa leaba. Thit an capall ina chodladh sámh.	Scéalaí:	Tháinig an feirmeoir ar ais. Bhí sé fuar agus fliuch. Bhí sé an-chrosta.
Bó:	Rachaidh mé isteach sa teach. Beidh mé go deas te istigh.	Feirmeoir:	Amach leat as mo leaba go beo!
Scéalaí:	Chuaigh an bhó isteach sa leaba. Thit an bhó ina codladh sámh.	Scéalaí:	Léim an chaora amach as an leaba.
Madra:	Rachaidh mé isteach sa teach. Beidh mé go deas te istigh.	Feirmeoir:	Amach leat as mo leaba go beo!
Scéalaí:	Chuaigh an madra isteach sa leaba. Thit an madra ina chodladh sámh.	Scéalaí:	Léim an cat amach as an leaba.
Muc:	Rachaidh mé isteach sa teach. Beidh mé go deas te istigh.	Feirmeoir:	Amach leat as mo leaba go beo!
Scéalaí:	Chuaigh an mhuc isteach sa leaba. Thit an mhuc ina codladh sámh.	Scéalaí:	Léim an mhuc amach as an leaba.
Cat:	Rachaidh mé isteach sa teach. Beidh mé go deas te istigh.	Feirmeoir:	Amach leat as mo leaba go beo!
Scéalaí:	Chuaigh an cat isteach sa leaba. Thit an cat ina chodladh sámh.	Scéalaí:	Léim an bhó amach as an leaba.
		Feirmeoir:	Amach leat as mo leaba go beo!
		Scéalaí:	Léim an capall amach as an leaba.
			Chuaigh an feirmeoir isteach sa leaba agus thit sé ina chodladh sámh.

- Introduce the words below using the attached powerpoint:

cartún (cartoon)	scannán (film)	nuacht (news)	clár spóirt (sports programme)	clár dúlra (nature programme)
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- Complete attached file:
Cén saghas clár teilifíse is fearr leat? Tarraing! - [What is your favourite type of TV programme? Draw!](#)

Please do each lesson more than once to ensure understanding

Religion

Login details for access to Grow in Love website

Email: trial@growinlove.ie

Password: growinlove

- Choose the book Junior Infants/P1
- Choose Theme 9: We Give Thanks
- Choose Lesson 1: Thank you, God, for food
- Talk to your child about food they like to eat, when they eat it and foods they dislike.
- Select 'Monday Morning in Malawi' pictures and read and discuss the attached story. Possible questions below:
 1. Why doesn't Mesi's family always have enough to eat?
 2. Do you remember a time you were hungry?
 3. What does it feel like?
 4. What do you do when you are hungry?
 5. Do you remember a time you shared food with someone in school?
 6. What do we do in school if someone forgets their lunch?
- Select 'Mesi's Evening' pictures and read and discuss the attached story. Possible questions below:
 1. Are there any parts of Mesi's evening that are the same as what you do when you get home from school? What's different?
 2. Do you like to eat rice with your family? What might you eat with rice?
 3. What would you like about living with Mesi and her family and what would you find difficult?
- Complete the attached worksheets

Optional Art Activity - Flip flops on the beach

1. Design and cut out the attached flip flops
2. Paint one side of a blank page yellow (sand) and the other blue (sea).
If you don't have paint you can use your crayons.
3. When dry stick your flip flops to the sand

I have added a google image below to give you an idea as to what your completed picture will look like



I will post a message on See Saw as to documents to be uploaded as they are completed throughout the week.