

Junior Infant work (Monday 25 May – Friday 29 May)

Grammar

Compound words

1. Explain to your child what a compound word is (Definition below)

A compound word is a word made up of two smaller words

e.g. 'sun' and 'flower' are two separate words but when we put them together we get 'sunflower'

2. Ask your child if they can think of any other words that are made up of two smaller words. I have listed a few examples below which you can suggest if they are unsure

popcorn	rainbow	butterfly
lipstick	football	moonlight
cowboy	goldfish	firework

3. Complete the 'Build the Compound Word' activity sheet attached

Phonics

- We are going to focus on two sounds this week. These are 'ch' and 'sh'
- Introduce both the 'ch' and 'sh' sounds using the Jolly Phonics song and action linked to each letter (YouTube)

If you go to YouTube and search **JOLLY PHONICS SOUNDS AND SONGS (Complete)** you will find a video containing all 42 sounds. Skip to 'ch' and 'sh' and sing songs and practise actions.

- Brainstorm 'ch' and 'sh' words with your child. These can include words that end in these sounds.

- Have your child read the 'ch' and 'sh' words below by blending/sounding out as they do their word boxes.

'ch' words

<u>ch</u> ick	<u>ch</u> ips
<u>ch</u> eck	<u>ch</u> op
<u>ch</u> ess	<u>ch</u> ease
<u>ch</u> ain	<u>ch</u> air
<u>ch</u> in	<u>ch</u> at
ben <u>ch</u>	mu <u>ch</u>

'sh' words

<u>sh</u> e	<u>sh</u> ed
<u>sh</u> ee <u>p</u>	<u>sh</u> ell
<u>sh</u> ip	<u>sh</u> in
<u>sh</u> op	<u>sh</u> elf
<u>sh</u> ut	<u>sh</u> ot
<u>sh</u> i <u>sh</u>	<u>sh</u> i <u>sh</u>

- Practise formation of 'ch' and 'sh' (Lowercase letters only) in a tray of rice, sprinkles, sand, salt or sugar.
- Practise writing some simple 'ch' and 'sh' words on a mini whiteboard (if available).
- Complete 'ch' and 'sh' pages in All Write Now-Pgs. 43 and 44
- Select two 'ch' words and form simple sentences in handwriting copy using these and some of your tricky words e.g. "I like chips", "I fell and cut my chin" etc.. Draw a picture in the white space at the top of the page on completion.
- Follow the same procedure as above with 'sh'.

One page can be used for both of these sounds if necessary.

Please 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!!

I would focus on one sound at a time rather than introducing the two sounds together. You could focus on 'ch' on Monday and Tuesday and 'sh' on Wednesday and Thursday and revise both on Friday.

- Complete attached 'ch' and 'sh' worksheet
- Complete attached revision worksheets
- Continue revising all Tricky Words and introduce the following:
they

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

- Write words 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 words on a mini whiteboard
- Add words to blank board games and play as a family (I have attached a blank game which you can print and use if you wish)
- Make doubles of each word and play a memory/matching game
- Play Bingo

All Write Now (fine motor skills)

The children are all at different stages of this book. Please complete the next three incomplete pages.

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 tricky words and words based on old and new sounds:

1. Mum put cheese on my pasta.
2. I sat on the chair.
3. The chips are hot.
4. We got on the ship.
5. The witch has a long chin.
6. I went to the shop for milk.
7. The man fed the sheep.
8. Let's have a chat.
9. The hen had lots of little chicks.
10. I have a sandwich for lunch.

Maths - Money

We did quite a bit of work on Money in school earlier in the year but it is an area that always needs revisiting.

- You could begin by simply having your child sort some loose change according to coin type: 1c, 2c and 5c. Junior Infants only use coins to 5c but for sorting purposes feel free to add in 10c and 20c. They all managed fine with this in school.
- Ask your child to make different amounts (to 5c) using 1c coins.
- Complete pgs. 119 & 120 Mathemagic book
- Follow on from this by adding in some 2c coins and ask your child to come up with other ways of making amounts to 5c. Work on making 2c and 3c to begin. Only move on to 4c and 5c when you feel they have a good grasp of 2c and 3c. I have listed the different ways of making each amount below:

- 2c (two 1c coins/one 2c coin)
- 3c (three 1c coins/2c and 1c)
- 4c (four 1c coins/two 2c coins/a 2c and two 1c coins)
- 5c (five 1c coins/1c and two 2c coins/three 1c coins and one 2c/two 2c coins and a 1c/one 5c coin)
- Complete attached worksheet (Worksheet 1)
- Try some addition using 1c coins
- Complete pg. 117 Mathemagic book
- Try addition using 1c and 2c coins e.g. lay out a 1c and a 2c coin and add. A number line can be used if required.
- Complete attached worksheet (Worksheet 2)

SESE

- Explain to your child in simple terms the difference between 'living' and 'non-living' things:

A 'living' thing is or was once alive e.g. humans, plants, animals

A 'non-living' thing is not and has never been alive e.g. a box, a car, a book

- Ask your child if they can think of any other examples of 'living' and 'non-living' things
- Complete the first of the two attached worksheets. This involves sorting items according to whether they are 'living' or 'non-living'
- Look at the teddy bear and the brown bear on the second worksheet and discuss the differences between them. Use the questions at the bottom of the page to guide the discussion and answer them using the words 'yes' or 'no'. Your child should realise that living things require certain things like air, water and food whereas non-living things do not.
- Project work (writing)
Do some research on The Fox and do a little project using some of the facts you found most interesting. I have attached a simple project

template which you can use but you do not have to use this. Feel free to draw a picture of a fox, write your facts and piece your project together however you see fit using coloured card/paper etc.

Gaeilge/Irish

Bua na Cainte

Username: trial

Password: trial

- Select theme 'Siopadóireact' (shopping)
- Complete Ceacht 3 (Lesson 3) - Listen to the comhrá (conversation)
 - ❖ Teidí: Dia duit (Hello)
 - ❖ Siopadóir: Dia's Muire duit (Hello)
 - ❖ Teidí: Tabhair dom _____ (úll, oráiste, ceapaire).
Give me _____ an apple, an orange, a sandwich
 - ❖ Siopadóir: Seo duit _____ (úll, oráiste, ceapaire).
Here is an apple, an orange, a sandwich
 - ❖ Teidí: Go raibh maith agat. (Thank you)
 - ❖ Siopadóir: Fáilte romhat. (You're welcome)
 - ❖ Teidí: Seo duit an t-airgead. (Here is the money)
 - ❖ Siopadóir: Slán. (Bye)
- Complete the interactive tasks to reinforce the above vocabulary (under game controller symbol)
- Listen to the amhrán (song) 'Tá Teidí ag Díol' (Teddy is selling) and recite. Do this until your child can recite/sing it independently.

Tá Teidí ag díol. (Teddy is selling) x2
Hé hó mo Dhaidí ó!
Tá Teidí ag díol

Tá Teidí ag ceannach (Teddy is buying) x2
Hé hó mo Dhaidí ó!
Tá Teidí ag ceannach

- Complete pg. 39 in the Bua na Cainte workbook. Call out the instructions below. Your child has to colour the correct item as you call it.

1. Tabhair dom úll	Give me an apple
2. Tabhair dom oráiste	Give me an orange
3. Tabhair dom im	Give me butter
4. Tabhair dom subh	Give me jam
5. Tabhair dom arán	Give me bread
6. Tabhair dom bainne	Give me milk

- Complete Ceacht 4 (Lesson 4) - Listen to comhrá 4.1 agus 4.2 (conversation 4.1 and 4.2)

Ceacht 4.1

- ❖ Tá _____ sa bhaile mór. (scoil, siopa bréagán, siopa éadaí, teach, bus, carr, rothar) - *There is a _____ (school, toy shop, clothes shop, house, bus, car, bike) in the town.*

Ceacht 4.2

- ❖ Téigh go dtí an siopa bréagán agus faigh _____. (bád, leabhar, liathróid, eitleán, bábóg, capall) - *Go to the toy shop and buy _____ (a boat, a book, a ball, a plane, a doll, a horse)*
- Complete the interactive tasks to reinforce the above vocabulary (under game controller symbol)
- Listen to the amhrán (song) 'Is Buachaill Bó Mise' (I'm a cowboy) and recite. Do this until your child can recite/sing it independently.

Is buachaill bó mise, hó! hó! hó! (I'm a cowboy)
 Ag marcaíocht ar mo chapall, ó! (Riding on my horse)
 Is buachaill bó mise, hó! hó! hó!
 Hí-eip!
 Hí-eip!
 Hó-Hó-Hó! (x2)

- Complete pg. 40 in the Bua na Cainte workbook which involves matching Niamh and the banana to the siopa bia (food shop), Oisín and the liathróid (ball) to the siopa bréagán (toy shop) and Teidí and the bríste (trousers) to the siopa éadaí (clothes shop)

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 10: Seasonal Lessons
- Choose Lesson 5: Mary
- Select the 'Sleep of the Infant Jesus' painting and discuss using the questions below or similar questions:
 1. Can you guess who is in this painting?
 2. Can you describe what is happening?
 3. How do you think Mary is feeling? How do you think Jesus is feeling?
 4. What do you know about Mary?
- Select and listen to the song 'When Creation Was Begun'
- Select the Ave Maria pictures and read the attached story entitled 'Ave Maria'. After reading, use the questions below to check for understanding:
 1. Did you ever give flowers to anyone? Who did you give them to? Why?
 2. Why do you think Nan and Aoibhinn picked flowers to put near Mary's statue? Have you ever seen flowers next to a statue?

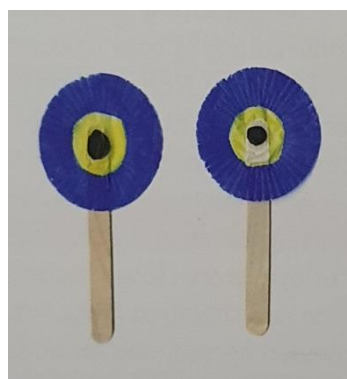
We do Rosary in school during the months of November and May. If your child is unsure of ever seeing flowers next to a statue you could refer to Rosary in school.

- Complete pgs. 62 & 63 in the Grow in Love workbook

Optional Art Activities:

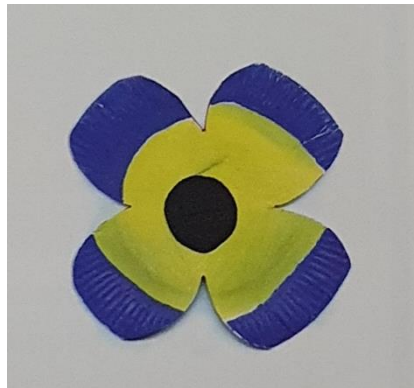
Option 1 - Bun case flowers

- Take a plain white bun case, draw a circle in the middle and colour it in.
- Colour the sides of the casing a different colour.
- Use a lollipop stick or pipe cleaner and attach as the stem.
- You can 'prune' the sides of the flower if you wish to make the casing look more like petals



Option 2 - Paper plate flowers

- Cut 4 triangular sections out of paper plates. (This makes the 'petals')
- Draw a circle in the middle and colour it in.
- Colour the petals in whatever way you wish
- Attach a lollipop stick as the stem. A pipe cleaner may not be strong enough to hold up the paper plate.



Option 3

Colour and cut out the attached bunch of flowers. You could draw and design your own vase and stick the flowers to the vase.

PE

Click on the link below if you would like to try some of the activities for Junior and Senior Infants compiled by Sligo GAA

https://www.youtube.com/watch?v=5dQwXhMpNc&list=PLbAvjLA-cZu2_eQy0tdGKH1J-V6Gd5guW&index=21&t=0s

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