

### **Home Activities for Junior Infants (Mon 18<sup>th</sup>-Fri 30<sup>th</sup>)**

Dear Parents,

I hope everyone is well. Thank you to all of you that have sent me your work and photos on the Seesaw app.

Below are some suggested activities for Junior Infants for the next two weeks.

Again this fortnight it is recommended that your child spends 15minutes reading every school day using the Oxford Owl website to access books suited to where the child is at with their reading or the storyline online website to listen and respond to audio books or let children read a book of their choice they may have at home.

Ten minutes free writing per day will help children with their letter formation and dictation. If possible please send me a photo or a voice recording/video using the seesaw app to review reading and writing.

I will continue to use seesaw as an online teaching tool. A unique code has been sent to every Junior Infant parent who responded to the school text and emailed the school with consent to participate with the Seesaw learning app. Please email school if you have access to the internet, a suitable device and now wish to be included.

If you have any questions or need to contact me please do so via the seesaw app and I will get back to you as soon as possible. Keep up the good work!

Ms. Butler

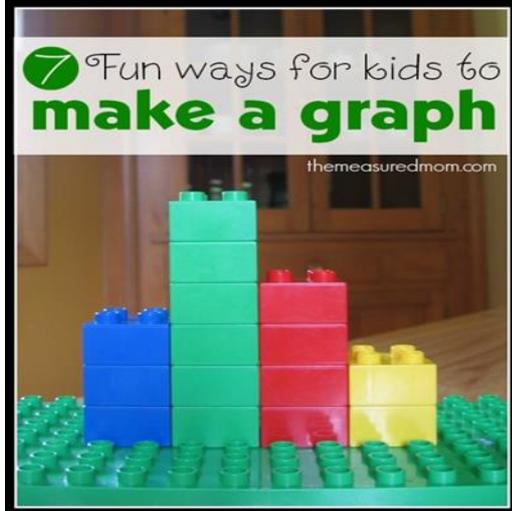
Don't forget I understand this is a very busy and stressful time for families so please don't feel you have to get everything done every day. This is just a suggested timeline.

<p>Monday 18th</p> <ul style="list-style-type: none"> <li>English: begin tricky words group 3 (see sheet below) continue to revise groups 1 and 2-daily revision activity on seesaw app.</li> <li>Read a book on Oxford Owl website with some help with sounding out the words or read a book you have at home</li> <li>Handwriting: Revise lower-case letter family over the 2 weeks (r, n, m, b, p, h, k). Take a photo and I will review it on seesaw.</li> <li>Maths-data activity on seesaw app. Using lego/blocks make a graph like the one below(see image) count the different colours, what colour had the most/least?</li> <li><a href="http://www.limericksports.ie/index.php/covid19">www.limericksports.ie/index.php/covid19</a> or have races with your family outside</li> <li>Gaeilge-watch an Irish programme on TG4</li> <li>Aistear-theme is Space-print off My Book of Space words and complete over week. Or even better make your own Book of Space words using the template as a guide.</li> </ul>	<p>Tuesday 19<sup>th</sup></p> <ul style="list-style-type: none"> <li>English: group 3 (see sheet below) continue to revise groups 1 and 2-daily revision activity on seesaw app.</li> <li>Read a book on Oxford Owl website with some help with sounding out the words or read a book you have at home</li> <li>Handwriting: Revise lower-case letter family over the 2 weeks (r, n, m, b, p, h, k). Take a photo and I will review it on seesaw.</li> <li>Maths-data activity on seesaw app. Pick 4 of your favourite colours. Now go find toys eg: lego, teddies, cars etc... of those colours and make and make a graph on the floor. What colour do you have the most/least of. Send me a picture on seesaw app.</li> <li><a href="http://www.limericksports.ie/index.php/covid19">www.limericksports.ie/index.php/covid19</a> or have races with your family outside</li> <li>Gaeilge-watch an Irish programme on TG4</li> <li>Watch Storybots "I am the sun" song <a href="https://www.youtube.com/watch?v=t-kzdR93bqw">https://www.youtube.com/watch?v=t-kzdR93bqw</a></li> </ul>
<p>Wednesday 20<sup>th</sup></p> <ul style="list-style-type: none"> <li>English: group 3 (see sheet below) continue to revise groups 1 and 2-daily revision activity on seesaw app.</li> <li>Read a book on Oxford Owl website with some help with sounding out the words or read a book you have at home</li> <li>Handwriting: Revise lower-case letter family over the 2 weeks (r, n, m, b, p, h, k). Take a photo and I will review it on seesaw.</li> <li>Maths-data activity on seesaw app.</li> <li>P.E: make up a game outside with lots of running, jumping, rolling and hopping</li> <li>Continue to work on Space Book</li> </ul>	<p>Thursday 21<sup>st</sup></p> <ul style="list-style-type: none"> <li>English: group 3 (see sheet below) continue to revise groups 1 and 2-daily revision activity on seesaw app.</li> <li>Read a book on Oxford Owl website with some help with sounding out the words or read a book you have at home</li> <li>Handwriting: Revise lower-case letter family over the 2 weeks (r, n, m, b, p, h, k). Take a photo and I will review it on seesaw.</li> <li>maths: write your numbers 1-20 in all the colours of the rainbow. data revision on seesaw app</li> <li>P.E: have a piggy back race with your family or see if you can hop faster than someone in your family.</li> <li>Continue to work on Space Book</li> </ul>
<p>Friday 22<sup>nd</sup></p> <ul style="list-style-type: none"> <li>English: group 3 (see sheet below) continue to revise groups 1 and 2-daily revision activity on seesaw app.</li> <li>Read a book on Oxford Owl website with some help with sounding out the words or read a book you have at home</li> </ul>	<p>Monday 25<sup>th</sup></p> <ul style="list-style-type: none"> <li>English: group 3 (see sheet below) continue to revise groups 1 and 2-daily revision activity on seesaw app.</li> <li>Read a book on Oxford Owl website with some help with sounding out the words or read a book you have at home</li> </ul>

<ul style="list-style-type: none"> <li>• Handwriting: Revise lower-case letter family over the 2 weeks (r, n, m, b, p, h, k). Take a photo and I will review it on seesaw.</li> <li>• <b>Maths</b> because it is Friday you might be allowed a treat. Empty a packet of skittles/smarties on the table and make a graph using all the colours. S(see picture below)What colour had the most/least etc..data revision on seesaw app</li> <li>• Gaeilge-watch an Irish programme on TG4</li> <li>• Finish Space Book, take a picture and post it on Seesaw app</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting: Revise lower-case letter family over the 2 weeks (r, n, m, b, p, h, k). Take a photo and I will review it on seesaw.</li> <li>• Maths: Topic is Money-using your crayons make some rubbings of 2c and 5c coins. Do the front and the back of the coins. See image below.</li> <li>• Aistear theme Space-make a spaceship/rocket/planets out of cardboard/lego/blocks work on this for the week, make a big one if you have the time!</li> <li>• Watch Storybots "it's my Time to Shine" Moon song <a href="https://www.youtube.com/watch?v=i235Y2HRksA">https://www.youtube.com/watch?v=i235Y2HRksA</a></li> </ul>
<p>Tuesday 26<sup>th</sup></p> <ul style="list-style-type: none"> <li>• English: group 3 (see sheet below) continue to revise groups 1 and 2-daily revision activity on seesaw app.</li> <li>• Read a book on Oxford Owl website with some help with sounding out the words or read a book you have at home</li> <li>• Handwriting: Revise lower-case letter family over the 2 weeks (r, n, m, b, p, h, k). Take a photo and I will review it on seesaw.</li> <li>• maths: Money-set up a pretend shop with a shopkeeper and customers. Put prices on different items and use 2c, 5c and 10c coins to buy them.</li> <li>• Gaeilge: Cúla 4 Ar Scoil (10am on TG4) It has sections for infants-Naíonáin. You may find it useful.</li> <li>• Free play outside</li> </ul>	<p>Wednesday 27<sup>th</sup></p> <ul style="list-style-type: none"> <li>• English: group 3 (see sheet below) continue to revise groups 1 and 2-daily revision activity on seesaw app.</li> <li>• Read a book on Oxford Owl website with some help with sounding out the words or read a book you have at home</li> <li>• Handwriting: Revise lower-case letter family over the 2 weeks (r, n, m, b, p, h, k). Take a photo and I will review it on seesaw.</li> <li>• Maths: continue playing shop using 2c, 5c, and 10c coins. more maths revision on seesaw app</li> <li>• <a href="http://www.limericksports.ie/index.php/covid19">www.limericksports.ie/index.php/covid19</a> or make an obstacle course outside</li> </ul> <p>Gaeilge-watch an Irish programme on TG4</p>
<p>Thursday 28<sup>th</sup></p> <ul style="list-style-type: none"> <li>• English: group 3 (see sheet below) continue to revise groups 1 and 2-daily revision activity on seesaw app.</li> <li>• Read a book on Oxford Owl website with some help with sounding out the words or read a book you have at home</li> <li>• Handwriting: Revise lower-case letter family over the 2 weeks (r, n, m, b, p, h, k). Take a photo and I will review it on seesaw.</li> <li>• Maths: do some maths art using coin rubbings-see image below. more maths on seesaw app</li> </ul>	<p>Friday 29<sup>th</sup></p> <ul style="list-style-type: none"> <li>• English: group 3 (see sheet below) continue to revise groups 1 and 2-daily revision activity on seesaw app.</li> <li>• Read a book on Oxford Owl website with some help with sounding out the words or read a book you have at home</li> <li>• Handwriting: Revise lower-case letter family over the 2 weeks (r, n, m, b, p, h, k). Take a photo and I will review it on seesaw.</li> <li>• Maths-data revision <a href="http://toytheater.com/fruit-fall/">http://toytheater.com/fruit-fall/</a></li> <li>• Finish your spaceship and send me a</li> </ul>

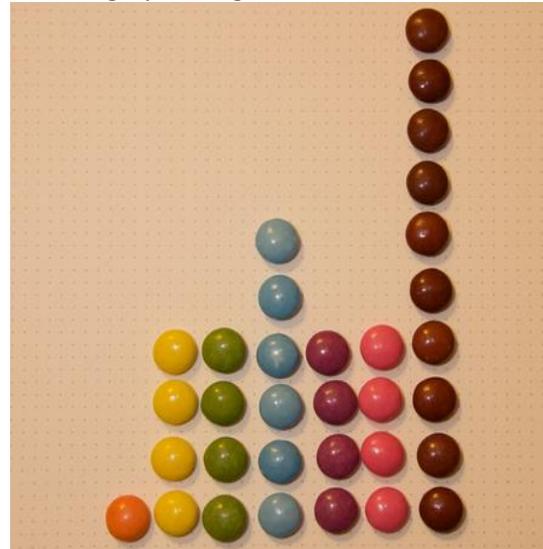
**Data image Monday 18<sup>th</sup> week 1.**

Can you make a graph like this? Make some graphs of your own.



**Data Friday 22<sup>nd</sup> Sweet Graph**

Make a graph using sweets of different colours



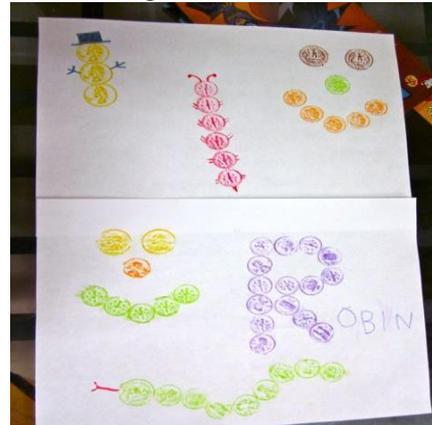
**Monday 25<sup>th</sup> May**

Coin rubbings of 2c, 5c and 10c coins



**Wednesday 27<sup>th</sup> May**

Coin rubbing art



**Some number games on-line**

1. <https://www.topmarks.co.uk/learning-to-count/teddy-numbers>
2. <https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game>
3. <https://www.topmarks.co.uk/learning-to-count/ladybird-spots>
4. <https://www.topmarks.co.uk/learning-to-count/helicopter-rescue>
5. <https://pbskids.org/curiousgeorge/busyday/hideseek/>

# Handy Tricky Word List

The *Jolly Phonics Readers* introduce the tricky words in groups, each level building on the words learned in the previous level. Children should be taught the tricky words for each level before they are asked to read the books.

## Group 1

### Jolly Phonics Readers Red Level

- |                              |                              |                             |
|------------------------------|------------------------------|-----------------------------|
| <input type="checkbox"/> I   | <input type="checkbox"/> me  | <input type="checkbox"/> to |
| <input type="checkbox"/> the | <input type="checkbox"/> we  | <input type="checkbox"/> do |
| <input type="checkbox"/> he  | <input type="checkbox"/> be  | <input type="checkbox"/> of |
| <input type="checkbox"/> she | <input type="checkbox"/> was |                             |

## Group 2

### Jolly Phonics Readers Yellow Level

- |                               |                               |                                |
|-------------------------------|-------------------------------|--------------------------------|
| <input type="checkbox"/> are  | <input type="checkbox"/> come | <input type="checkbox"/> there |
| <input type="checkbox"/> all  | <input type="checkbox"/> some | <input type="checkbox"/> they  |
| <input type="checkbox"/> you  | <input type="checkbox"/> said |                                |
| <input type="checkbox"/> your | <input type="checkbox"/> here |                                |

## Group 3

### Jolly Phonics Readers Green Level

- |                               |                                 |                                |
|-------------------------------|---------------------------------|--------------------------------|
| <input type="checkbox"/> go   | <input type="checkbox"/> old    | <input type="checkbox"/> what  |
| <input type="checkbox"/> no   | <input type="checkbox"/> like   | <input type="checkbox"/> when  |
| <input type="checkbox"/> so   | <input type="checkbox"/> have   | <input type="checkbox"/> why   |
| <input type="checkbox"/> my   | <input type="checkbox"/> live   | <input type="checkbox"/> where |
| <input type="checkbox"/> one  | <input type="checkbox"/> give   | <input type="checkbox"/> who   |
| <input type="checkbox"/> by   | <input type="checkbox"/> little | <input type="checkbox"/> which |
| <input type="checkbox"/> only | <input type="checkbox"/> down   |                                |

### Jolly Phonics Readers Blue Level

- |                                  |                                 |                                |
|----------------------------------|---------------------------------|--------------------------------|
| <input type="checkbox"/> any     | <input type="checkbox"/> want   | <input type="checkbox"/> two   |
| <input type="checkbox"/> many    | <input type="checkbox"/> saw    | <input type="checkbox"/> four  |
| <input type="checkbox"/> more    | <input type="checkbox"/> put    | <input type="checkbox"/> goes  |
| <input type="checkbox"/> before  | <input type="checkbox"/> could  | <input type="checkbox"/> does  |
| <input type="checkbox"/> other   | <input type="checkbox"/> should | <input type="checkbox"/> made  |
| <input type="checkbox"/> were    | <input type="checkbox"/> would  | <input type="checkbox"/> their |
| <input type="checkbox"/> because | <input type="checkbox"/> right  |                                |

