Junior Infant Activities 5

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| **Phonics:** Introduce the letter sounds /d/ and \y\.  Day 1: Practice writing  letter movements  When working on the formation of a letter, before ever lifting a pencil, pupils should always be encouraged to write the letter in the air.  Encourage pupils to ‘write’ the letter:  in the air, on the table, on the floor, on their knee on someone else's back, on a wall. | **Letter /j/**  <https://slp.cjfallon.ie/>  Click into book A and Unit 4 – At the Zoo  Day 2: Click on to letter /d/. Complete   * Introduction to Letter Animation * Mouth Position Video * Letter Formation * Rhyme Embedded Letter Discrimination. | **Letter /j/**  <https://slp.cjfallon.ie/>  Click into book A and Unit 4 – At the Zoo Day 3: Click on to letter /d/. Complete:   * Sound Discrimination Activity * Letter Discrimination Activity * Mystery Boxes | **Revision of Letter r,u,n,b,w,f,j**  <https://slp.cjfallon.ie/>  Click into book A and Unit 4 – At the Zoo  Day 4: Click on to the letter /y/ Complete:   * Introduction to Letter Animation * Mouth Position Video * Letter Formation * Rhyme Embedded Letter Discrimination. | **Le Revision of Letter r,u,n,b,w,f,j**  <https://slp.cjfallon.ie/>  Click into book A and Unit 4 – At the Zoo  Day 5: Click on to the letter /y/ Complete:   * Sound Discrimination Activity * Letter Discrimination Activity * Mystery Boxes |
| <https://www.starfall.com/h/>  Click on ‘Kindergarten’. Click on ‘ABCs’. Choose any of the letters we have covered in phonics so far and complete the interactive activities. \*\* | **Writing journal**: It is beneficial for pupils to have a copy or notebook at home that they are free to doodle, write letters or work independently in using their own choice of pens, markers or crayons. | Show & Tell  Choose an object from home. Say 3 sentences about your object. Get someone to ask you 3 questions. It would be super to see your show & tell on Seesaw if you would like to record it and upload the video. | **Subtraction** – practice subtraction sums 1-10 orally and in writing. Use cubes/lego/counters or any tangible items to help the children to calculate the total. | **Dictation**\*\*  Call out any of the phonics sounds we have done so far. Children write the letter they hear.  Word Dictation \*  Choose 5 words from the list. Call them out slowly, saying each sound carefully. Children write the word they hear.  If you like take a photo of your work and upload to your Seesaw profile for your teacher to see. |
| **Maths: 3D shapes**  Learn the song by the singing Walrus  <https://www.youtube.com/watch?v=guNdJ5MtX1A>  Find examples of everyday items around the house that are 3d shapes. Download 3D Shapes Interactive Powerpoint from Twinkl <https://www.twinkl.ie/resource/t-t-4866-3d-shape-photo-powerpoint> | **Gaeilge:**  **An Teilifís: ceacht 1**  TV – lesson 1  **Cuir X ar siúl.**  **(teilifís, raidió, solas)**  Turn on the TV, radio, light.  **Cad atá ar an teilifís?**  What is on the TV?  **Tá X ar an teilifís (sorcas, moncaí, tíogar, leon, cangar)**  The circus/monkey/tiger/lion/kangaroo is on the TV.  **Directions:** Click on ceacht 1, click the icons at the bottom of the screen to listen to the conversation and rhyme. Practice saying the words and the rhyme and complete the games. | **PE:** with Joe Wicks  <https://www.youtube.com/watch?v=nMpSKmcdXBI> | **Phonics:** Name lots of objects beginning /d/ and /y/. Split a page into 4 boxes. Children should draw and label 4 pictures beginning with the letter sounds /d/ and /y/.  If you like take a photo of your work and upload to your Seesaw profile for your teacher to see. | **Aistear:** <https://rainbow.cjfallon.ie/#/units/junior/5>  Click on vocabulary games 3 & 4. Complete the activities.  Set up a kitchen area and take orders, make meals etc.  **Art:**  Draw or paint a person using fruit and vegetables for features. Please see <https://kinderart.com/art-lessons/drawing/fruit-and-vegetable-portraits/>  For more details. |
| Helpful online sites  <https://www.twinkl.ie/> Created by teachers, ideal for home education, it has lots of appealing games, stories, worksheets etc. It is offering a free subscription (enter offer code: IRLTWINKLHELPS).  Sounds like Phonics  <https://slp.cjfallon.ie/> | | **Reading**   * Read books and stories as much as you can. * Discuss the characters, setting, plot, illustrations/pictures * Talk about alternative endings. What if…? * Spot tricky words * Spot letters, double letters, words from a particular word family. * Draw a picture of your favourite character, the setting, a dramatic moment * Ask your child questions about the plot, characters and setting. How did the character feel when…? * Non-fiction books – research the topic more online. Look up pictures and facts.   Read words from the word list below using phonic sounds to decode.\* | | |

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| **\*CVC Word List for Reading & Dictation**  sat, bin, mat, rot, run, hat, leg, rock, bat, peg, got, hot, fat, fin, win, fan, fun, wig, wag, wet, jam, jog, jig, job, jig, jet, dot, bed, yak, yes, yuck, yet, dog, | **\*\*Phonics sounds we have covered so far**  t, a, s, m, i, h, c, k, o, p, l, e, g, r, u, n, b, w, f, j, d, y |

Tips: Infants learn through repetition of activities. They also need lots of guidance and demonstration. Repeating the same activity on different days will enable them to acquire the new skills and give them the opportunity to succeed. Only spend 10-20 minutes on each activity as concentration will begin to lapse. Move to a new activity frequently. In school, we start with more formal academic learning in the mornings such as phonics or reading and do more play based learning in the afternoon. The grid above contains suggestions for activities. Please feel free to continue to use suggestions and activities from previous weeks. There is no pressure to complete everything. Work at your child’s individual pace and level.

Seesaw: Please don’t upload all suggested activities to your child’s Seesaw profile. Choose up to 2 each week. If you’re having difficulty using Seesaw, it is not mandatory to upload anything. It’s just an additional extra for the children who would like more contact or feedback with their class teacher.