**Junior Infant Activities 7**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Phonics:** Introduce the letter sounds /z/ and /x/.  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.  Use the letter formation rhymes to practice writing the letter /z/: ‘***Zig zag zig*** and /x/;’***Down the arm and the leg and repeat the other side***, revise the previous letter formations. | **Letter /z/**  <https://slp.cjfallon.ie/>  Click into book A and Unit 4 – At the Zoo  Day 2: Click on to letter /z/. Complete   * Introduction to Letter Animation * Mouth Position Video * Letter Formation * Rhyme Embedded Letter Discrimination. | **Letter /z/**  <https://slp.cjfallon.ie/>  Click into book A and Unit 4 – At the Zoo Day 3: Click on to letter /z/. Complete:   * Sound Discrimination Activity * Letter Discrimination Activity * Mystery Boxes | **Letter /x/**  <https://slp.cjfallon.ie/>  Click into book A and Unit 4 – At the Zoo  Day 4: Click on to the letter /x/ Complete:   * Introduction to Letter Animation * Mouth Position Video * Letter Formation * Rhyme Embedded Letter Discrimination. | **Letter /x/**  <https://slp.cjfallon.ie/>  Click into book A and Unit 4 – At the Zoo  Day 5: Click on to the letter /x/ 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. | **Phonics:** Name lots of objects beginning or ending in/z/ and /x/. Split a page into 4 boxes. Children should draw and label 4 pictures beginning/ending with the letter sounds /z/ and /x/.  If you like take a photo of your work and upload to your Seesaw profile for your teacher to see. | **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: Capacity**  Maths Book-Busy at Math pages 96-98. Do the questions orally.  Just visit [http://my.cjfallon.ie](https://cjfallon.us10.list-manage.com/track/click?u=42ecf40d2d66de172a760b678&id=4454f9fcbb&e=9033fa195f), click 'Student Resources', then filter to the class and interactive that you require for the Capacity topic and interactives.  Here are some PowerPoints on the topic  [**https://www.twinkl.ie/resource/au-n-557-which-holds-more-powerpoint**](https://www.twinkl.ie/resource/au-n-557-which-holds-more-powerpoint)  [**https://www.twinkl.ie/resource/t-n-2545298-eyfs-potions-capacity-powerpoint**](https://www.twinkl.ie/resource/t-n-2545298-eyfs-potions-capacity-powerpoint)  Here is a fun activity you could try at home based on the topic of Capacity.  <https://www.mathsisfun.com/activity/discover-capacity.html> | **Gaeilge:**  **An Teilifís: ceacht 3**  TV – lesson 3  **Ceacht 3:** Comhrá : **Seo fear grin. This is a clown.**  **Tá …air ( hata dearg, cóta bán, bríste dubh, scairf ghlas, léine bhuí, geansaí gorm)**  He has a (red hat, white coat, black trousers, green scarf, yellow shirt, blue jumper) on him.  **Directions:** Click on **Ceacht 3**, 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/playlist?list=PLyCLoPd4VxBvQafyve889qVcPxYEjdSTl>  **Geography:**  Read the story 'The Cautious Caterpillar'.  <https://www.youtube.com/watch?v=UG-Q2ZL3w_Y>  You could read along to this story with your child and help them identify various items that you may see during the nature walk. While reading the story, you could ask your child to read along where applicable.  This is a perfect opportunity to bring your child on a nature walk.  **Music**- This week we will listen to the songs:  The Healthy Eating Song-.  <https://www.youtube.com/watch?v=-JldSBUQB34>  Make a Difference-  <https://www.youtube.com/watch?v=RGjlkIkQiVs> | **Science:**  Smoothies are a very healthy and tasty snack, We thought this could be an ideal opportunity for your child to make their own smoothie. Let your child choose their own ingredients and have fun putting the smoothie together! Below is a child friendly video of a breakfast smoothie video that may aid with the making of the smoothie. Finally, if you want to put up a picture of your child making their smoothie, you can upload it to Seesaw. Have fun**!**  <https://www.youtube.com/watch?v=KwbR_D6jsHw> | **Aistear:**  <https://rainbow.cjfallon.ie/#/units/junior/10>  Click on Lesson 2  Where does it belong?  Vocabulary Game 2  Complete the activities.  Role-play: working and shopping in the farm shop  Construction: building barns, farmhouses and shed using recyclables (Junk Art)  Playdough: making hen eggs, carrots, baby chicks, scarecrows and vegetables  Small world: exploring the animals on a farm and their homes  **Art:**  How to paint a very hungry caterpillar  <https://www.youtube.com/watch?v=F_0v3l0xjZY>  How to draw fruit for kids  <https://www.youtube.com/watch?v=X9hUtMO_Wjc> |
| **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.\* | | |

|  |  |
| --- | --- |
| **\*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, vet, van quid, quiet, vat, queen. fox, mix, six, wax, zip, zig, zap, zoo. | **\*\*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, v, q, x, z |

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.