**Junior Infant Activities 8**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Phonics: Revision of Letters d, y, v, q, z, x**<https://slp.cjfallon.ie/>Click into book A and Unit 4 – At the ZooDay 1: Click on to revision box d y v q z xComplete:* Sound Discrimination Poster
* Word Families Activity
* Storybook

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 letters. | **Phonics: Revision of Letters d, y, v, q, z, x**<https://slp.cjfallon.ie/>Click into book A and Unit 4 – At the ZooDay 2: Click on to revision box d y v q z x Complete:* Word Blending Animation
* Sight Words Activity
 | **Tricky Words/Reading**Day 3:Revise the first 20 tricky word list 1. Tricky words are meant to be read as whole words. Children do not use phonic sounds to attempt to read these words. **(The tricky word list 1 will be attached)** | **Tricky words/Reading**Day 4:Introduce 5 new tricky words from tricky word list 2.**We, be, her, she, washing** Cut out the 5 new words and add them to a tricky word box for your child. Practice reading the words every day. **(Tricky word list 2 will be attached)** | **Tricky words/Reading**Day 5:Practice the 5 new tricky words **We, be, her, she, washing** Practice reading the words every day. |
| <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:** **Revision** Name lots of objects beginning or ending with the letters: **d/y/v/q/ z/ x**Split a page into 4 boxes. Children should draw and label 4 pictures beginning/ending with the letter sounds **d/y/v/q/ z/ 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: All about the number zero!**This week, we are learning all about zero. Identifying the empty set. Can you remember another word for number?Maths Book-Busy at Math pages 99-100. 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.youtube.com/watch?v=MeRIpU4Ibo4> <https://www.youtube.com/watch?time_continue=9&v=eJdTZU08peM&feature=emb_logo>  | **Gaeilge:** **An Teilifís: ceacht 4**TV – lesson 4**Ceacht 4:****Comhrá**: Conversation **Taispeáin dom..( an seomra suí, an teilifís, teidí ag gáire)**Show me ( the sitting room, the television, teddy laughing) **Amhrán:** Tá teidí sa seomra suí.**Tasc Éisteachta: 4.1-4.2****Directions:** Click on **Ceacht 4**, 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-The Bean Game**. How to play: An adult calls out the various types of beans and the child does what the bean says!String bean- Stretch as high as you can.Broad bean- Stretch as wide as you can.Runner bean- Run very quickly on the spot.Jumping bean- Jump as high as you can. French bean: Twirl around saying “Ooo Laa Laa”.Mexican bean- Jump, kick your feet together and shout “Arriba”Baked bean: Lie down flat and pretend to be baking in the sun.Tinned bean- Curl up into a ball to stretch your back. Jelly bean- wobble around like jelly. Have lots of fun!**PE: with Joe Wicks** <https://www.youtube.com/watch?v=uKjcZ8mUr-M>    | **SPHE:**Let's all keep eating as healthy as possible! We have been looking at healthy and unhealthy foods. Below is a number of activities based on this topic.<https://www.twinkl.ie/resource/t-t-29225-healthy-or-unhealthy-sorting-powerpoint> <https://www.twinkl.ie/resource/t-or-21-carrot-club-story-powerpoint> **Music:**This week we will listen to the songs: "Here comes the sun" and “Mr Sun, Sun, Mr Golden Sun” You all bring so much sunshine to our classrooms!<https://www.youtube.com/watch?v=SjZ-zUudNAA> <https://www.youtube.com/watch?v=hlzvrEfyL2Y>  | **Aistear:** [**https://rainbow.cjfallon.ie/#/units/junior/10**](https://rainbow.cjfallon.ie/#/units/junior/10)Click on **Lesson 3** Complete the activities. **Slideshow** **Vocabulary Game 3**Role-play: working and shopping in the farm shopConstruction: building barns, farmhouses and shed using recyclables (Junk Art)Playdough: making hen eggs, carrots, baby chicks, scarecrows and vegetablesSmall world: exploring the animals on a farm and their homes**Art:** Into nature this week. 1. Make pictures using nature. Collect leaves, petals, seeds or berries to create your own work of art. Stick on a page using pritt stick and pop the finished result up on Seesaw.2. Make your own sun to match the songs of the week **(see attachment)** |
| **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, zRevise all the letter sounds and letter formation rhymes |

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.