|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Martina's Senior Infants' Suggested Weekly Work Record  Week May 18th- 22nd 2020  Please  tick work when completed.  **Please use worksheets that I posted out to you for this week's work.**  Please remember work ought to be completed in 15-20 mins blocks followed by a movement break.  (Please have your child complete some work daily and I will check in regularly with video/audio audio clips on Seesaw, together with work correction and approval. We now our class blog on Seesaw where your child is encouraged, with my approval to post their favourite piece of work weekly on Seesaw.  Also, children can make comments on the work of others subject to my approval.)  Themes this week: Monday May 18th is **Victoria day /Bank holiday in Canada**. **May is Mental health month**. Value of the Month  is **Courage**  Our new Aistear theme is The Antarctica.  **If possible please access free on line resources such as Twinkle; Don Conroy (art); the Dublin Zoo.** | | | | | | | | | | |
|  | Monday  18.05.2020 | | Tuesday 19.05.2020 | | Wednesday  20. 05. 2020 | | Thursday  21.05.2020 | | Friday  22.05.2020 | |
| |  | | --- | | **Calendar** | | |  | | --- | | Starfall Calendar –  Recognise day/date/  month/year. |   **Calendar** (control and click to follow link. Click on calendar on Starfall website  <https://www.starfall.com/h/holiday/calendar/?t=290436216>  What event is mentioned on the calendar today?  Hint... Canada | | |  | | --- | | Starfall Calendar –  Recognise day/date  /month/year. |   **Calendar** (control and click to follow link. Click on calendar on Starfall website  <https://www.starfall.com/h/holiday/calendar/?t=290436216> | | |  | | --- | | Starfall Calendar –  Recognise day/date  /month/year. |   **Calendar** (control and click to follow link. Click on calendar on Starfall website  <https://www.starfall.com/h/holiday/calendar/?t=290436216> | | |  | | --- | | Starfall Calendar –  Recognise day/date  /month/year. |   **Calendar** (control and click to follow link. Click on calendar on Starfall website  <https://www.starfall.com/h/holiday/calendar/?t=290436216> | | |  | | --- | | Starfall Calendar –  Recognise day/date  /month/year. |   **Calendar** (control and click to follow link. Click on calendar on Starfall website  <https://www.starfall.com/h/holiday/calendar/?t=290436216> | |
| **Joe Wicks P.E teacher daily P.E lessons for kids.**  P.E with Joe Wick – New session available every morning at 9.00am. <https://www.youtube.com/watch?v=Rz0go1pTda8&list=PLyCLoPd4VxBvQafyve889qVcPxYEjdST>  **Or**  <https://www.cosmickids.com/>  Yoga (2 weeks free access)  **OR**  **Strand: Athletics**  **Lesson 2(Lesson Plan link below) Practice running over distance, jumping and sprinting a distance of 10-20 metres.** | P.E with Joe Wicks– New session available every morning at 9.00am.  Or Yoga (2 weeks free access) <https://www.cosmickids.com/>  Strand: Athletics  Lesson 2 (Lesson Plan link below)  <https://pssi.pdst.ie/pdf/ath/ath_a_2.pdf>  Running/Sprint over distance. Jumping for height and distance. | | P.E with Joe Wicks– New session available every morning at 9.00am.  Or Yoga (2 weeks free access) <https://www.cosmickids.com/>  Strand: Athletics  Lesson 2 (Lesson Plan link below)  <https://pssi.pdst.ie/pdf/ath/ath_a_2.pdf>  Running/Sprint over distance. Jumping for height and distance. | | P.E with Joe Wicks New session available every morning at 9.00am.  Or Yoga (2 weeks free access) <https://www.cosmickids.com/>  Strand: Athletics Lesson 2 (Lesson Plan link below)  <https://pssi.pdst.ie/pdf/ath/ath_a_2.pdf>  Running/Sprint over distance. Jumping for height and distance | | P.E with Joe Wicks– New session available every morning at 9.00am.  Or Yoga (2 weeks free access) <https://www.cosmickids.com/>  Strand: Athletics Lesson 2 (Lesson Plan link below)  <https://pssi.pdst.ie/pdf/ath/ath_a_2.pdf>  Running/Sprint over distance. Jumping for height and distance | | P.E with Joe Wicks – New session available every morning at 9.00am.  Or Yoga (2 weeks free access) <https://www.cosmickids.com/>  Strand: Athletics Lesson 2 (Lesson Plan link below)  <https://pssi.pdst.ie/pdf/ath/ath_a_2.pdf>  Running/Sprint over distance. Jumping for height and distance | |
| |  | | --- | | **RTÉ Home School Hub** |   <https://www.rte.ie/player/series/rt%C3%A9-home-school-hub/SI0000006854?epguid=IP000065950> | RTÉ T.V Home School Hub  Daily 11am-12 noon   |  | | --- | |  | | | RTÉ T.V Home School Hub  Daily 11am-12 noon   |  | | --- | |  | | | RTÉ T.V Home School Hub  Daily 11am-12 noon   |  | | --- | |  | | | RTÉ T.V Home School Hub  Daily 11am-12 noon   |  | | --- | |  | | | RTÉ T.V Home School Hub  Daily 11am-12 noon   |  | | --- | |  | | |
| ***Oral language Talk Time***  **Very Important: Please *Encourage your child to speak in full**sentences* when answering your questions after singing the song on**  **You Tube "Antarctica".**  Where is the Antarctica?  What type of weather is on the Antarctica?  Which are your favourite animals mentioned in the song?  penguins; albatross; baby seals; etc  <https://www.youtube.com/watch?v=e0XXPWs8qa4&list=PLKte-r2BJcrXJVwmU3TGNNefp6lC1tNOp&index=22>  **In the third term of Senior Infants there is an important emphasis on children speaking in full sentences in order to have a rich language bank for self expression and for writing.**  **This prepares them for accessing the curriculum enjoyably and successfully in First class.**  **Space Aistear- structured play/oral language.**  (Suggestion: Show your finished work to your grandparents/relatives on face time if possible.)  **Incorporating oral language; reading; writing; Maths Art; SESE (social, environmental and scientific education)**  **SPHE**(**social, personal and health education)** | **Antarctica:** Discuss the meaning of the word and observe an image of the word on clipart etc. Put the word orally into a sentence  **Google clip art on the Antarctica for young kids**  **Oral language; Art; write; read and draw. Drama**  ***Role-Play Theme:***  **Explorers/The Antarctica**  **Station 1: Activity 1.– Role Play/Free Play:**   |  |  | | --- | --- | | Learn about the Antarctica – Antarctica Nat Geo Kids<https://www.youtube.com/watch?v=X3uT89xoKuc>  What do you know about the Antarctica? Where is it? Can you find it on a map or the globe of the world?   |  | | --- | | *Polar Habitat*  *Animals in the Antarctic*  <https://kids.nationalgeographic.com/explore/nature/habitats/polar/>  A video of the wildlife of the Antarctica.  <https://www.youtube.com/watch?v=reNu0H3XMxI> |   **Activity 2.**  **Writing a Postcard:** Imagine you are an explorer in the Antarctica. Write a postcard to your relatives on the postage paid postcard that I posted to you. Write all about your exploration. *What kind of animals have you seen? Is there a lot of snow and ice? What is your favourite part about the Antarctica?* Draw a picture of Antarctica on the front of the postcard.  Post your postage paid card to your grandparents or family/friends.  **Station 1 - Activity 2.**  Complete worksheet sent to you by post of 5 polar animals on Penguin-Write about where Penguins live; what they eat and how they survive. |  |  | | --- | |  | | | **South Pole :** Discuss the meaning of the word and observe an image of the word on clipart etc. Put the word orally into a sentence  **Google clip art on the Antarctica for young kids**   |  | | --- | | . |   **Oral language; read and write.**  **Role-Play Theme:**  **Explorers/The Antarctica**  **Play**  **Activity 1.**:  **Station 2 - Construction Activity 1**: Construct a mini-Antarctic setting using a selection of materials including straws, card, cotton  Lego etc. *Do you have any toy animals you can add to your Antarctic setting? Can you construct you favourite animal that lives in the Antarctic?*  P.S – My favourite Antarctic animal is the Emperor Penguins.  I love these birds because of the love and devotion they show to their baby chicks.  **Activity 2**: Complete worksheet sent to you by post of the 2 sheets on the Emperor penguin. Read page 1 all about the amazing facts and then tick the correct answers questions 1-4. In question 5 write about what does "waterproof" mean?  Complete worksheet posted to you "Label the Penguin"   |  | | --- | |  |   . | | **Iceberg Passageways:** Discuss the meaning of the word and observe an image of the word on clipart etc. Put the word orally into a sentence  **Google clip art on the Antarctica for young kids**  ***Oral language; Read; write and colour.***  ***Role-Play Theme:***  **Station 3 -**  **Explorers/The Antarctica**  **Play**  **Activity 1.** Station 3 – Arts & Craft: If You Could Go To Antarctica <https://www.youtube.com/watch?v=aVnvM2CV29w>Use your copies to complete this activity. Draw a picture of your face – You are now a Polar Explorer ready for your expedition  **Activity 2**: Complete worksheet sent to you by post of the "Polar Bear" -Where do polar bears live? What do polar bears eat? How do Polar bears survive? | | **Polar wildlife :** Discuss the meaning of the word and observe an image of the word on clipart etc. Put the word orally into sentence  **Google clip art on the Antarctica for young kids**  ***Oral language; Read; write; brain challenge and colour. Maths***  ***Role-Play Theme:***  **Station 4 -**  **Explorers/The Antarctica**  **Play**  **Activity 1. Station 4**  **Have fun: Scott of the Antarctica.**  Watch theshort You tube video on Scott the Explorer firstly.  <https://www.youtube.com/watch?v=PyMLx2mv1Qg>  Now complete this fun word search from your home work pack.  **Activity 2**:  Complete worksheet sent to you by post of the "The Seal" -Where do seals live? What do seals eat? How do seals survive? | | Revise words of the week:  **Antarctica**; **South Pole; Iceberg Passageways ; Polar wildlife.**  **Listen to the fun song on YouTube again.**  **"Antarctica"**  <https://www.youtube.com/watch?v=e0XXPWs8qa4&list=PLKte-r2BJcrXJVwmU3TGNNefp6lC1tNOp&index=22>  **Recall the name of the animals mentioned in the song.**  **Talk about where the Antarctica is and discuss the climate.**  ***Oral language; read; write and design.***  ***Role-Play Theme:* Station 5 -**  **Explorers/The Antarctica**  **Play**  **Activity 1. Station 5-**  **Maths**  **Have fun: Arctic Block Graph.**  Use your worksheet from your homework pack "Arctic Block Graph"  Colour a box for each animal found.  (6 in total)  **Activity 2**:  Complete worksheet sent to you by post of the "Walrus" or the "Caribou" -Where do they live? What do they eat? How do they survive? | |
| **Reading aloud with a parent or older sibling.**  **How about your child reads to his/ her grandparents on face time after daily reading practice with parent?!**  Reading skills:  Text level: The author, illustrator, blurb and title of the book. Identify main character, describe setting, events and sequencing. Retell in order.  Sentence level: Using variant tones of voice for different characters and mood in stories. Identify rhythm in the story and rhyming pattern.  Syllabic awareness: Clapping one and two syllable words from the story  Word level: Identify words with blends in them.  Comprehension skills: Before reading, predict story and discuss prior knowledge. During reading use contextual clues to identify new words. After reading sequence main events from the story Identify meaning of the story.  ((For those who have not written back to me on the stamped envelope and on the postage paid post cards please try and write back to me.))  **Differentiated supplementary reading and comprehension work**.  Please note: On Seesaw, Fiona, our Learning Support teacher, has made video recordings of herself reading Jolly Phonics' books for the 3 reading groups. Children can mute the recordings and read for themselves and then answer questions set for the text. | Try listening to a cute story and song about the Antarctica. Antarctica picture book read aloud by Helen Cowcher <https://www.youtube.com/watch?v=nS8Nz7qNGss>  Parents are to guide the reading and ask comprehension questions about the video. | | Read a home reader with parent and record on teacher   progress sheet.  Parents are to guide the reading and ask comprehension questions about the text. | | Read a home reader with parent and record on teacher   progress sheet.  Parents are to guide the reading and ask comprehension questions about the text. | | Read a home reader with parent and record on teacher   progress sheet.  Parents are to guide the reading and ask comprehension questions about the text. | | Read a home reader with parent and record on teacher   progress sheet.  Parents are to guide the reading and ask comprehension questions about | |
| **English reading/ writing**  **Practice tricky words – Jolly phonics**  **Step 3 unit 9. *once/upon/always.***  • *Practice tricky words in the* ***context of******sentences*** *–* ***once/upon/always.***  *When your child is undertaking the spelling test please follow the teaching guidelines set out in the column across for Friday 22nd May*  A. Write a sentence for each of the tricky words –  ***once/upon/always.***  B. Learn to spell 3 tricky words using the method i.e.; look and say, cover and write technique.  C. *On Friday please show me your child's spelling test on Seesaw homework*  D. Revise all tricky words using Handy Tricky Word list <https://www.jollylearning.co.uk/resource-bank/handy-tricky-word-list/> | Tricky word- ***once***   Read and write a full sentence in copy.   Spelling.  look, say, cover and write in copy   Use the look and say and write method for spellings.  Revise all tricky words using Handy Tricky Word list <https://www.jollylearning.co.uk/resource-bank/handy-tricky-word-list/>  • Sing the ABC Song. <https://www.youtube.com/watch?v=FlF5MCykyZg>  • Revise and practice lower case and upper case alphabet formation in your copy. | | Tricky word- ***upon***   Read and write a full sentence in copy.     Spelling.  look, say, cover and write in copy   Use the look and say and write method for spellings.  Revise all tricky words using Handy Tricky Word list <https://www.jollylearning.co.uk/resource-bank/handy-tricky-word-list/>  • Sing the new version of the ABC Song. <https://www.youtube.com/watch?v=FlF5MCykyZg>  • *Revise diving letters. f; g; j; p;q;y.*  *Complete the 3 page workbook from your homework package.*  *Letter formation. Trace the letters.*  *Focus on the diving letters where the tails go under the line.*  *f; g; j; p;q;y.* | | Tricky - ***always***  Read and write a full sentence in copy.   Spelling.  look, say, cover and write in copy   Use the look and say and write method for spellings.  Revise all tricky words using Handy Tricky Word list <https://www.jollylearning.co.uk/resource-bank/handy-tricky-word-list/>  • Sing the new version of the ABC Song.  <https://www.youtube.com/watch?v=FlF5MCykyZg>  • Revise and practice lower case and upper case alphabet formation in your copy. | | Revise the 3 Tricky  words - ***once/upon/always***   Read and put into 3 new sentences.  Spelling.  look, say, cover and write in copy   Use the look and say and write method for spellings.  Revise all tricky words using Handy Tricky Word list <https://www.jollylearning.co.uk/resource-bank/handy-tricky-word-list/>   • Sing the new version of the ABC Song.  <https://www.youtube.com/watch?v=FlF5MCykyZg>  • Revise and practice lower case and upper case alphabet formation in your copy. | | Written spelling test on Friday:  ***once/upon/always***  Have your child revise the spelling of the four tricky words  **Then undertake a spelling test with your child.**  **Each word is spelt individually as follows:**  **Firstly before the child writes, the parents do the following please:**  **1.Say the word.**  **2.Put the word into an oral sentence.**  **3. Say the word again.**  **Then ask your child to write this word in their copy**.  Please post spelling test on Seesaw. | |
| **English**  **Blending ( ou/ow)**  **Jolly Phonics step 3. Unit 9**  **Writing**  **Jolly Phonics:**  **Alternative Sounds –**  **( ou/ow)**  **Phonological Awareness**  Phonemic awareness: Finding words with the |ou/ow| blends.  Make list of |ou/ow| words Practice writing and reading sentences with words with the |ou/ow | blend.  Syllabic awareness: Clapping one and two syllable words from the story. **Eating Out**  **Jolly Phonics:**  **Alternative Sounds – Jolly Phonics:**  **Alternative Sounds – Step6 Unit 9**  **• Revise alternative sounds**  **(ou/ow)** | Writing – My News Recall correct pencil grip – Listen and engage with the song Crocodile Snap.  • Revise the use of capital letters and full stops.  • Give your news a title e.g., My News.  • Write your news about your weekend in your copy  • Draw a picture to represent your news. Think about the following questions when writing your news: What day is it? What is the weather like today? What did you do at the weekend? Do you have any other news you would like to share?  *I would love to read your news! Please feel free to upload a picture on Seesaw* | | Oral Language  – Big Book Listen to the Reading Song.  **Oral Language Poster: Eating Out**  **Please Note: You must register with FolensOnline in order to access the links.** **(Register as a teacher and enter the following roll number: Prim20)**  <https://content.folensonline.ie/programmes/Starlight/SI/resources/posters/SL_SI_ACT_CH14_004/index.html>  **Digital poster (Story mode):**  Introduction and discussion.  Read and discuss the title.  Make sure they understand all of the vocabulary.  **Talk and discussion**  Go to the Explore mode of the poster. Zoom in on the word ‘Mario’s’. Ask children the following questions:  • Where do you think the family is? (*In a restaurant*)  • What is the restaurant called? (*Mario’s*)  What kind of restaurant is Mario’s? (*Italian*)  • How do you know? (*Name/flag*)  **Eating Food**  Play Apples and Bananas from Barney. <https://www.youtube.com/watch?v=Cm8japh-EwY>  **Digital poster (activity mode): Spot the difference**  Go to the Activity mode of the poster and display the two images. Ask the children to identify differences.  **Digital poster (poem mode): ‘The Meal’**  Go to the Poem mode of the poster and play the poem ‘The Meal’ by Karla Kuskin. | | **Jolly Phonics:**  **Alternative Sounds – Unit 9 ( ou/ow)**  <https://www.youtube.com/watch?v=3Uz9U7YhmCw>  • Revise alternative sounds ou/ow.  • Engage with the ou/ow phonics clip. <https://www.youtube.com/watch?v=3Uz9U7YhmCw>  • Listen and engage with Mr. Thorne and the OU sound. <https://www.youtube.com/watch?v=z9NqcU6ccz0>  ***Write sentences with words containing sounds "ou"***  • Revise all tricky words using Handy Tricky Word list.  • Practice writing tricky words using  <https://www.jollylearning.co.uk/resource-bank/handy-tricky-word-list/> | | **Jolly Phonics:**  **Alternative Sounds – Unit 9 (ou/ow)**  <https://www.youtube.com/watch?v=3Uz9U7YhmCw>  Revise alternative sounds ou/ow.  • Engage with the OW sound short clip. <https://www.youtube.com/watch?v=9Ph6nnHrVwY&t=1s>    • Listen and engage with Phab Phonics OW sound. <https://www.youtube.com/watch?v=hiQwJQuuMvk>  ***Write sentences with words containing sounds "ow"***  • Revise all tricky words using Handy Tricky Word list.  • Practice writing tricky words using  <https://www.jollylearning.co.uk/resource-bank/handy-tricky-word-list/> | | **Jolly Phonics:**  **Alternative Sounds – Unit 9 (ou/ow)**  <https://www.youtube.com/watch?v=3Uz9U7YhmCw>  Revise alternative sounds ou/ow.  • Engage with the OU/OW song. <https://www.youtube.com/watch?v=hiQwJQuuMvk>  • Revise all tricky words using Handy Tricky Word list.  • Practice writing tricky words using  <https://www.jollylearning.co.uk/resource-bank/handy-tricky-word-list/> | |
| **Maths Chapter: 51 Recognising and Interpreting Data**  **Pages 100,101 in pupils' workbook**  **Maths Chapter: 52 More Than/Less Than**  **Pages 102,103 in pupils' workbook**  **Busy at maths Teachers' book.**  **Number work:**  **Counting(more or less)**  **counting in 2's; 3's;5's;10's.**  Complete Busy at Maths Senior Infants' school workbook.  Pages 100, 101  Please Note: Free  Access to CJFallon  (Busy at Maths Book  Online) for Parents  [http://my.cjfallon.ie](https://cjfallon.us10.list-manage.com/track/click?u=42ecf40d2d66de172a760b678&id=fdc7a75c4a&e=ad31b44293), | **Data - Recognising and Interpreting Data**  Revise the Days of the Week song. <https://www.youtube.com/watch?v=mXMofxtDPUQ> representing data using a bar graphrepresenting data using a bar graph <https://www.youtube.com/watch?v=CdjRnTm76N8>  Encourage the children to **make rows** using blocks/Lego/toys/ coins  For example, ask the children to make a row of 8 and then a row of 5 directly underneath. Ask questions such as the following:  • *How many objects are there in the top /bottom row?*  • *How many more objects are there in the top row?*  • *What could we do to make the two rows have the same amount?*  Engage with Busy at Maths Book online and complete the activities with a parent/guardian on page 100  Encourage the children to **make rows** using blocks/Lego/toys/  **Complete page 100 of Busy at maths Pupils' workbook**  **Please Note:** Free Access to CJFallon  (Busy at Maths Book Online) for Parents  <https://my.cjfallon.ie/preview/student/7389> <https://www.cjfallon.ie/>  *I would love to see your maths' page 100!*  *Please feel free to upload a picture on Seesaw*  **Number work:**  Have your child count in 2's up to at least 20 and then count backwards from 20- 0.  Try skipping whilst doing this | | **Data - Recognising and Interpreting Data**  Revise the Months of the Year song. <https://www.youtube.com/watch?v=Fe9bnYRzFvk>  Encourage the children to **make towers** using blocks/Lego/toys/  coins. Then ask them to place them vertically.  Ask the children to make a tower of 6 and then a tower of 4 beside it.  Ask questions such as the following:  • *How many objects are there in this tower?*  • *How many more objects are there in the tallest tower?*  • *What could we do to make the two towers have the same amount?*  Engage with Busy at Maths Book online and complete the activities with a parent/guardian on **Pg.101.**  **Complete page 101 of Busy at maths Pupils' workbook**  **Please Note:** Free Access to CJFallon  (Busy at Maths Book Online) for Parents  <https://my.cjfallon.ie/preview/student/7389>  <https://www.cjfallon.ie/>  *I would love to see your maths' page 101!*  *Please feel free to upload a picture on Seesaw*  **Number work:**  Have your child count in 3's up to at least 21 and then count backwards from 21- 0.  Try skipping whilst doing this | | **Number – Counting (More Than/Less Than)**  Revise the words ‘more’ or ‘less’ and discuss their meaning. Introduce ‘greater’ than and ‘less’ than. Listen and engage with the Comparing Numbers short clip.  Complete the ‘One More or Less’ activity Revise the words ‘more’ or ‘less’ and discuss their meaning. Introduce ‘greater’ than and ‘less’ than. Listen and engage with the Comparing Numbers short clip.  Complete the ‘One More or Less’ activity Introduce the words ‘more’ or ‘less’ and discuss their meaning.  Complete some of the ‘Find One More or One Less’ at home"  *Ask a friend or grown-up to place some small toys*  *in front of them and say how many they have. Can you count out a group of toys that is one more?*  Engage with Busy at Maths Book online and complete the activities with a parent/guardian on **Pg.102.**  **Complete page 102 of Busy at maths Pupils' workbook**  **Please Note:** Free Access to CJFallon (Busy at Maths Book Online) for Parents  <https://my.cjfallon.ie/preview/student/7389> <https://www.cjfallon.ie/>  *I would love to see your maths' page 102!*  *Please feel free to upload a picture on Seesaw*  **Number work:**  Have your child count in 5's up to at least 50 and then count backwards from 50- 0.  Try skipping whilst doing this | | **Number – Counting (More Than/Less Than)**  Revise the words ‘more’ or ‘less’ and discuss their meaning. Introduce ‘greater’ than and ‘less’ than. Listen and engage with the Comparing Numbers short clip.  <https://www.youtube.com/watch?v=E34PAOGYRNk>  Complete the ‘One More or Less’ activity  In your maths' copiesE.g., *Give the ladybird 8 spots. Cross out one spot to find one less than 8. How many spots are there now?*  Engage with Busy at Maths Book online and complete the activities with a parent/guardian on **Pg.103.**  **Please Note:** Free Access to CJFallon  (Busy at Maths Book Online) for Parents  *I would love to see your maths' page 103!*  *Please feel free to upload a picture on Seesaw*  **Number work:**  Have your child count in 10's up to at least 100 and then count backwards from 100- 0.  Try skipping whilst doing this | | **Data - Recognising and Interpreting Data**  Revise the Seasons of the Year song.  <https://www.youtube.com/watch?v=8ZjpI6fgYSY>  Listen and engage with the organising and interpreting data video.  <https://www.youtube.com/watch?v=KHVb0TIM8WQ>  Choose the Spring exercise on this Twinkle website to complete a block diagram.  <https://www.twinkl.ie/resource/t-n-2824-spring-bar-graph-activity-sheet>  *I would love to see your maths' Block graph !*  *Please feel free to upload a picture on Seesaw*  **Number work:**  ***Revise counting forward and backward in 2's; 3's; 5's and 10's*** | |
|  |  | |  | |  | |  | |  | |
| **Bua na Cainte**- Theme / Téama  An Teilifís. Ceachtanna (lessons) 8-10 and Scéal (Story): Listen and engage with the story **An Lacha Ghranna.**  Focus on the songs to learn the vocabulary firstly. | **Gaeilge**  **Theme: An Teilifís (The Television)**  **Ceacht 8.**  Engage with **Ceacht 8.**  • Complete interactive and listening activities on lesson.  • Learn the song ‘Tá Feirm ag an bhFeirmeoir’.  • Play I Spy – On the Farm. E.g., *Feicim le mo shuilín…*  **Please Note:** Free access and download available for lessons using the link Bua na Cainte B for Parents\*  . | | **Gaeilge**  **Theme: An Teilifís (The Television)**  Engage with **Ceacht 9.**  • Complete interactive and listening activities on lesson.  • Learn the song ‘Féach ar an Asal’.  • Play I Spy – On the Farm. E.g., *Feicim le mo shuilín…*  .  **Please Note:** Free access and download available for lessons using the link Bua na Cainte B for Parents\* | | **Gaeilge**  **Theme: An Teilifís (The Television) Ceacht 10**  Engage with **Ceacht 10.**  • Complete interactive and listening activities on lesson.  • Revise the songs ‘Tá Feirm ag an bhFeirmeoir’ agus ‘Féach ar an Asal’.  • Make a donkey mask and act out the story.  **Please Note:** Free access and download available for lessons using the link Bua na Cainte B for Parents\* | | **Gaeilge:**  **Theme: An Teilifís (The Television) Scéal**  Scéal (Story): Listen and engage with the story **An Lacha Ghranna.**  • Revise the songs ‘Tá Feirm ag an bhFeirmeoir’ agus ‘Féach ar an Asal’  **Please Note:** Free access and download available for lessons using the link Bua na Cainte B for Parents\* | | **Gaeilge**  **Theme: An Teilifís (The Television)** (**Ceachtanna 8-10).**  Revise lessons 8-10 (**Ceacht 8-10).**  • Complete a variety of interactive and listening activities on lesson.  • Revise the songs ‘Tá Feirm ag an bhFeirmeoir’ agus ‘Féach ar an Asal’.  • Create stick puppets for the story The Ugly Duckling and re-play/re-tell the story in Irish.  • Practise accessing Duolingo at home.  **Please Note:** Free access and download  available for lessons using the link Bua na Cainte B for Parents | |
| **The Arts; ECC; SESE;SPHE;ICT**  **(Ethical core curriculum)**  **SESE (social, environmental and scientific education)**  **SPHE**(**social, personal and health education)** | **SESE** Have fun!  **Geography.**  Monday 18th May is Victoria Day/ Bank Holiday in Canada since 1901.  Watch a video on this.  Have a good look at the Canadian flag.  <https://www.youtube.com/watch?v=WV_wm2eJFDI>  Or  <https://www.youtube.com/watch?v=n6-E9kAgYMQ>  *1.Who from our class is Irish/ Canadian? Tell me on Seesaw.*  *2. Why does Canada a Bank Holiday today?*  *3.Where in the world is Canada? Have a look on a globe/map in a Geography book or on a map on Google.*  *My Canada design flag.*  Use your 3 page worksheet pack to discuss the Canadian flag.  Colour, cut out and place the Canadian symbols on the flag. | | **ICT with adult supervision**  **Starfall.com –** Engage with a range of interactive games for English & Maths on 1.**Starfall.com.**  <https://www.starfall.com/h/index-grades123.php>  **2.Starfall.com –** Engage with Starfall.com.  ***Music***.  Dabbledoo Lesson 32: **More Rhythm with Igor**  <https://dabbledoomusic.com/courses/632731/lectures/11295117> | | **SPHE/ ECC**  School value for May is courage.  School rule for May is taking responsibility.  **Courage is within you!**  Use the worksheet I sent you and read and discuss "Things to think about" and "Key Words"  Then Design a poster on the worksheet that encourages people to be brave. | | **Visual arts. Create a shape penguin.**  **Great fun.**  Using your 3 page twinkle worksheet.  Look at page 1 and study how your shape penguin will turn out when you complete the following steps.  1.Cut out carefully the 4 oval shapes to form the body and the short wings. Cut out the 3 orange triangles to form the mouth and feet. Lastly cut out the two circles to form the 2 eyes!  2.Use page 3 to form your template.  Can you use the shapes that you have cut out to make your own penguin picture?  *Of course you can!!!!!*  Stick your shapes carefully onto the template and give your penguin a name.  Have you noticed that this worksheet has 2 languages English and ????  Who from our class have parents who can speak this beautiful language?  *"Show and tell" me on Seesaw* | | **SESE** Have fun!  **Science –**  **World Bee Day – May 20th** <https://www.youtube.com/watch?v=U4AAf1Ovkls>  Engage with the United Nations website for  World Bee Day.  <https://www.un.org/en/observances/bee-day> Discuss the importance of bees and what they do. Discuss safety around bees.  **Facts about Bees on Nat Geo Kids.** <https://www.natgeokids.com/za/discover/animals/insects/honey-bees/>  Create a bumble bee craft using a paper plate, crayons and /or other materials.  *I would love to see your bee craft on Seesaw!*  *Please feel free to upload a picture on Seesaw* | |
| **Mindfulness activities** to be practices to enable children have a tool to help with worry and stress in these unprecedented times.  Work on good mental Health  Video on " " <https://www.youtube.com/watch?v=4ju2G3KtKNA>  Good mental health involves managing difficult emotions and negative thoughts.  Suggested extra work  **ECC ( Ethical core curriculum)**  1.Encourage your child to explore more about the faith of Islam during this important period of Ramadan--Thursday 23 April to Saturday 23rd May 2020    **E.A.L Activities**  **(English as an Additional Language Activities)**  This week the EAL students will transition from spring plants to spring animals.  May 18th - 22nd   Listen to **Pond Walk**2 or 3 times this week.  <https://www.youtube.com/watch?v=8vA26PygFdg>  Activity:  Go on a walk to a local park or outdoor area.  Look for animals and insects. Draw the animals and insects that you see.  Can you find bees, butterflies, ducks, or swans?  Choose one of the animals or insects and write a sentence about it.  Example:  *The duck is swimming in the pond.*  Senior Infants additional practice:  <https://www.gamestolearnenglish.com/fast-vocab/>  Fast Vocab is practice listening, reading, and building vocabulary.  There are many themes available.  Work through the following content to develop vocabulary around animals.  Remind students to look for the first sound of the word to help them read,  \*Animals 1  \*Animals 2  [https://i.ytimg.com/vi/8vA26PygFdg/mqdefault.jpg](https://www.youtube.com/watch?v=8vA26PygFdg&authuser=0)Attachments area  [Preview YouTube video Pond Walk | Read Aloud](https://www.youtube.com/watch?v=8vA26PygFdg&authuser=0" \t "_blank)  [[https://ssl.gstatic.com/docs/doclist/images/mediatype/icon_2_youtube_x16.png](https://www.youtube.com/watch?v=8vA26PygFdg&authuser=0)](https://www.youtube.com/watch?v=8vA26PygFdg&authuser=0" \t "_blank)  **[Pond Walk | Read Aloud](https://www.youtube.com/watch?v=8vA26PygFdg&authuser=0" \t "_blank)** | Mindfulness for Children – Headspace Meditation for Kids  <https://www.headspace.com/meditation/kids> | | Mindfulness for Children – Headspace Meditation for Kids  <https://www.headspace.com/meditation/kids> | | Mindfulness for Children – Headspace Meditation for Kids  <https://www.headspace.com/meditation/kids> | | Mindfulness for Children – Headspace Meditation for Kids  <https://www.headspace.com/meditation/kids> | | Mindfulness for Children – Headspace Meditation for Kids  <https://www.headspace.com/meditation/kids> | |
|  |  | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |  | |
|  |  | |  | |  | |  | |  | |
|  | | | | | | | | | | |
|  | |  | |  | |  | |  | |  |
|  | |  | |  | |  | |  | |  |
|  | |  | |  | |  | |  | |  |
|  | |  | |  | |  | |  | |  |
|  | |  | |  | |  | |  | |  |
|  | |  | |  | |  | |  | |  |
|  | |  | |  | |  | |  | |  |
|  | |  | |  | |  | |  | |  |
|  | |  | |  | |  | |  | |  |
|  | |  | |  | |  | |  | |  |