|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Martina's Senior Infants' Weekly Work Record  Week 5th May-8th May 2020(Welcome back to home/school work after the May bank holiday weekend)  Please  tick work when completed.  (Please have your child complete some work daily and I will check in regularly with video clips on Seesaw and writing postcards to each child this week. My priority this week is to connect with all children and to focus on our good teacher/pupil relationship. )  Please remember work ought to be completed in 15-20 mins blocks followed by a movement break.  **Please upload completed work on your Seesaw account for evaluation by me. I look forward to seeing your child's completed work and celebrating your child's wonderful achievements.**  **If possible please access free on line resources such as Twinkle; Don Conroy (art);and the Dublin Zoo.**  **Dublin Zoo is celebrating the hatching of 2 Humboldt penguin chicks. The first penguin chicks born in the Zoo since 2013. While the Zoo is closed , we can watch the penguins via the live web link.** | | | | | | | | | |
|  | Monday  4.05.2020 | | Tuesday 5.05.2020 | | Wednesday  6.05.2020 | | Thursday  7.05.2020 | | Friday  8.05.2020 |
| |  | | --- | | **Calendar** |   **Learn the months of the year in the format of the seasons.**  **Summer-May, June, July**  **Autumn- August, September, October**  **Winter-November, December, January** | Bank Holiday Monday. | | |  | | --- | | 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 is on sick leave due to an arm injury. His Wife, Rossie, is taking over the 9am daily P.E lessons for kids.**  P.E with Rossie 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) |  | | P.E with Rossie Wicks– New session available every morning at 9.00am.  Or Yoga (2 weeks free access) | | P.E with Rossie Wicks– New session available every morning at 9.00am.  Or Yoga (2 weeks free access) | | P.E with Rossie Wicks– New session available every morning at 9.00am.  Or Yoga (2 weeks free access) | | P.E with Joe Wicks – New session available every morning at 9.00am.  Or Yoga (2 weeks free access) |
| |  | | --- | | **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   |  | | --- | |  | |
| ***Oral language Talk Time***  **Oral Language Poster**  **Taking Care of Ourselves**. <https://content.folensonline.ie/programmes/Starlight/SI/resources/posters/SL_SI_ACT_CH05_004/index.html>  **Digital poster (Story mode): Recap**  Play either the Story mode 1 (starters) or Story mode 2 (flyers) for the children. Make sure they  understand all of the vocabulary.  **Digital poster (Question mode)**  Go to the Question mode of the poster. Listen to each question and discuss the answers with the children briefly.  **Not a hair out of place!**  Play the trailer of the movie *Tangled* <https://www.youtube.com/watch?v=hWJviQ1iDlc> <https://www.youtube.com/watch?v=hWJviQ1iDlc>  Ask the class the following questions:  • What is this movie about?  • Why is it called ‘*Tangled’*? This word is often used to describe hair that is messy and untidy. Is Rapunzel’s/Flynn’s hair tangled? Why?  **place** (*a person who is extremely neat and tidy*).  **Digital poster (Activity mode): Sorting activity**  Go to the Activity mode of the poster and play the sorting activity. Children must decide if the items presented belong in a dog grooming salon or a hairdressers. Encourage children to justify their decisions.  **Digital poster (Poem mode): ‘Bath time’**  Go to the Poem mode of the poster and play the poem ‘Bath time’ by Lucy coats  Explain that the opposite of someone whose hair is tangled is someone who hasn’t got **a hair out of place.**  <https://content.folensonline.ie/programmes/Starlight/SI/resources/posters/SL_SI_ACT_CH05_004/index.html>  **Space Aistear- structured play/oral language.**  (Suggestion: Show your finished work to your grandparents/relatives on face time if possible.)  **Incorporating reading; writing; art; maths; SESE (social, environmental and scientific education) and SPHE**(**social, personal and health education)**  **(Watch the series of home videos about our solar system which were posted on Seesaw by Sean and I on Saturday 1st May!!!!)** |  | | **Space :** Discuss the meaning of the word and observe an image of the word on clipart etc. Put the word orally into a sentence   |  | | --- | | . |   *Oral language; Art; write; read and draw.*  *Role-Play Theme:* Space  **Station 1 - Writing:** Create a Space Passport for your journey to Space  Use the post office passport as your template.  Discuss your finished work with your parent or older sibling if applicable.  Please show me on Seesaw  . | | **Planets :** Discuss the meaning of the word and observe an image of the word on clipart etc. Put the word orally into a sentence  *Oral language; Art; write; read and construct*  *Role-Play Theme:* Space  **Station 2 - Construction**: Construct a rocket/space station using Lego/bricks etc. Imagine you are getting ready to fly into space on the rocket. Discuss your finished work with your parent or older sibling if applicable.  Please show me on Seesaw | | **Solar System:** Discuss the meaning of the word and observe an image of the word on clipart etc. Put the word orally into sentence  *Oral language; Art; write; read and draw.*  *Role-Play Theme:* Space  **Station 3 – Creative Area:** Create your own galaxy using chalk on black paper if possible or any paper with crayons. What colours would you like to use in your galaxy? Label your planets in your galaxy. Discuss your finished work with your parent or older sibling if applicable. Please show me on Seesaw. | | **Earth:** Discuss the meaning of the word and observe an image of the word on clipart etc. Put the word orally into a sentence  *Oral language; Art; write; read and draw. DRAMA*  **Station 4 – Role Play/Free Play:** Imagine you are an astronaut getting ready to go to space. What will you bring with you to space? write your list of items for travel. How long have you been training for your mission? What is your mission in space? Draw your space ship. Get ready for take off! Discuss your work with your parent or older sibling if applicable. Please show me on Seesaw. |
| **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?!**  Read post cards that I posted to each child on Friday 1st May.  Try and write back to me.  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.  **Supplementary reading and comprehension work**.  Please note: On Seesaw, Fiona, our Learning Support teacher, has planned to make video a recording of herself reading Jolly Phonics' books. Children can mute the recording and read for themselves and then answer questions set for 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.  Try listening to a cute story about outer space -"Story Bots. Episode 1. Netflix Jr.  <https://www.youtube.com/watch?v=Heeq6RPA45s> | | 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 |
| **Practice tricky words – Jolly phonics**  **Step 3 unit 7. *right/two/four/goes***  A. Write a sentence for each of the tricky words –right/two/four/goes.  B. Learn to spell 4 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- ***right***   Read and put into full sentence in copy.     Spelling.  look, say, cover and write in copy   Use the look and say and write method for spellings. | | Tricky - ***two***  Read and put into a full sentence in copy.   Spelling.  look, say, cover and write in copy   Use the look and say and write method for spellings. | | Tricky word - ***four***   Read and put into a sentence.    Spelling.  look, say, cover and write in copy   Use the look and say and write method for spellings. | | Tricky word - ***goes***  Read and put into a sentence.  Written spelling test on Friday:  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:**  **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**. |
| **Blending**  **Jolly Phonics step 3. Unit 7.**  **Writing**  **Jolly Phonics:**  **Alternative Sounds –**  **Phonological Awareness**  Phonemic awareness: Finding words with the |o-e; oa;ow| blends.  Make list of | o-e; oa;ow | words Practice writing and reading sentences with words with the | o-e; oa;ow | blend.  Syllabic awareness: Clapping one and two syllable words from the story.  **Jolly Phonics:**  **Alternative Sounds – Jolly Phonics:**  **Alternative Sounds – Step6 Unit 7**  **• Revise alternative sounds**  **oa/ow/o-e.** |  | | **Jolly Phonics:**  **Alternative Sounds –**  **(oa)**  **• Engage with oa phonics**  **clip.** <https://www.youtube.com/watch?v=DJV_uQcbUxk>  **• Engage with Geraldine**  **the Giraffe oa sound.** <https://www.youtube.com/watch?v=KCJyHN0IFE8>  Say words that have oa sound in them.  Write words in sentences containing the blend  • Engage with Geraldine the Giraffe you tube. • Sing the ABC song  <https://www.youtube.com/watch?v=Ba48jaLU2jI>  • Revise and practice lower case and upper  case alphabet formation.  Focus on formation  of  • Revise the oa digraph.  • Revise the ng digraph.  • Revise the digraphs with  Jack Hartman.  [https://www.youtube.com/watch?v=NK8\_Tvu6bJk&t=18](https://www.youtube.com/watch?v=NK8_Tvu6bJk&t=18s)  Revise Magic E song.  <https://www.youtube.com/watch?v=bZhl6YcrxZQ> | | **Jolly Phonics:**  **Alternative Sounds – (o-e)**  Say words that have o-a sound in them.  Write words in sentences containing the blend  • Engage with Geraldine the Giraffe you tube. <https://www.youtube.com/watch?v=OYCR2RZ4ZYY>  • Sing the ABC Song. <https://www.youtube.com/watch?v=Ba48jaLU2jI>  • Revise and practice lower case and upper  case alphabet formation.  Focus on formation  of  letter formation.  • Revise the oa digraph.  • Revise the ng digraph.  • Revise the digraphs with Jack Hartman you tube<https://www.google.com/search?q=you+tube+jack+hartmann+diagraphs&rlz=1C1TEUA_enIE867IE872&oq=you+tube+jack+hartmann+diagraphs&aqs=chrome..69i57j0j69i64.55769j0j4&sourceid=chrome&ie=UTF-8>  • Revise Magic E song.  <https://www.youtube.com/watch?v=bZhl6YcrxZQ> | | **Jolly Phonics:**  **Alternative Sounds –(ow)**  Say words that have ow sound in them. Engage with Mr Thorne Ow sound<https://www.youtube.com/watch?v=Wot5CmStKlY>  Write words in sentences containing the blend  Engage with long vowel oa/ow/o\_e song.  <https://www.youtube.com/watch?v=NZHn2UhrLZM>  • Sing the ABC Song. <https://www.youtube.com/watch?v=Ba48jaLU2jI>  • Revise and practice lower case and upper  case alphabet formation.  Focus on formation  of  • Revise Magic E song.  <https://www.youtube.com/watch?v=bZhl6YcrxZQ>  <https://www.youtube.com/watch?v=o9JSTYL7vyc> | | **Jolly Phonics:**  **Alternative Sounds** Write 4 full sentences in copies with  **–** o-e; oa;ow  • Revise and practice lower case and upper  case alphabet formation.  Focus on formation  of capital  letter formation  • Revise magic e song.  <https://www.youtube.com/watch?v=bZhl6YcrxZQ>  • Sing the ABC Song. <https://www.youtube.com/watch?v=Ba48jaLU2jI> |
| **Maths Chapter 43 Measures - Weight:**  **Busy at maths Teachers' book**  Complete Busy at Maths Senior Infants' school workbook. **Measures - Weight:**  Pages 81-83  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), |  | | **Measures - Weight:**  • Introduce the children to the mathematical language ‘heavier’ and ‘lighter’.  • Revise ‘heavy’ and ‘light’ using the short clip and play the Heavy or Light game  <http://www.lcfclubs.com/lcf-maths/flash04/z04-games/z04-heavier-and-lighter.asp>  Play the interactive game: Heavier or Lighter <https://www.youtube.com/watch?v=SQmI21BB8mA>  • Compare the weight of objects around the house and identify the heavier and lighter items.  • Encourage children to write the words heavy/light and heavier/lighter on post-it notes and label the items they think are heavier or lighter etc.  • Engage with Busy at Maths Book online and complete the activities with a parent/guardian on **Pg.81.**  **Concluding Activity**  Complete page 81 in pupil's book.  **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) | | **Measures - Weight:**  • Introduce the children to the mathematical language ‘heavier’ and ‘lighter’.  • Revise ‘heavy’ and ‘light’ using the short clip and play the Heavy or Light game  <http://www.lcfclubs.com/lcf-maths/flash04/z04-games/z04-heavier-and-lighter.asp>  Play the interactive game: Heavier or Lighter <https://www.youtube.com/watch?v=SQmI21BB8mA>  Compare the weight of objects around the house and identify the heavier and lighter items.  • Encourage children to write the words heavy/light and heavier/lighter on post-it notes and label the items they think are heavier or lighter etc.  • Engage with Busy at Maths Book online and complete the activities with a parent/guardian on **Pg.82.**  **Concluding Activity**  Complete page 82 in pupil's book.  **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), | | **Measures - Weight:**  • Introduce the children to the mathematical language ‘heavier’ and ‘lighter’.  • Revise ‘heavy’ and ‘light’ using the short clip and play the Heavy or Light game  <http://www.lcfclubs.com/lcf-maths/flash04/z04-games/z04-heavier-and-lighter.asp>  Play the interactive game: Heavier or Lighter <https://www.youtube.com/watch?v=SQmI21BB8mA>  Compare the weight of objects around the house and identify the heavier and lighter items.  • Encourage children to write the words heavy/light and heavier/lighter on post-it notes and label the items they think are heavier or lighter etc.  • Engage with Busy at Maths Book online and complete the activities with a parent/guardian on **Pg.83.**  **Concluding Activity**  Complete page 83 in pupil's book.  **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), | | **Measures - Weight:**  • Introduce the children to the mathematical language ‘heavier’ and ‘lighter’.  • Revise ‘heavy’ and ‘light’ using the short clip and play the Heavy or Light game  <http://www.lcfclubs.com/lcf-maths/flash04/z04-games/z04-heavier-and-lighter.asp>  Play the interactive game: Heavier or Lighter <https://www.youtube.com/watch?v=SQmI21BB8mA>  Compare the weight of objects around the house and identify the heavier and lighter items.  • Encourage children to write the words heavy/light and heavier/lighter on post-it notes and label the items they think are heavier or lighter etc.  • Complete the ‘Heavier or Lighter’ activity on **Seesaw.**  **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), |
|  |  | |  | |  | |  | |  |
| **Bua na Cainte**- Theme / Téama  An Teilifís. Ceactanna 1,2,3,4  Focus on the songs to learn the vocabulary firstly.  Refer to my previous email on 24th march on downloading the following: www.edco.ie/bua | . | | **Gaeilge:** An Teilifís. **Ceacht 1**:  **Comhrá 1**: Cuir an telifís ar siúl. Cé a chuir Puisín sa chisean? Chuir an buachaill Puisín sa chisean. Cé a thóg amach é?Thóg an cailín amach é.m Múch an teilifís.  **Comhrá 2:** Ca bhfuil Puisín? Ta puisín sa(chisean, ag an doras, ar an gcathaoir)  **Rann:** Puisín  **Please Note:** Free access and download available for lessons using the link Bua na Cainte for parents | | **Gaeilge:**An Teilifís. **Ceacht 2**  Cad atá sa seomra suí? Tá sa seomra suí.  (teilifís, bord, lampa, tolg, tine, fuinneog, ríomhaire, doras, solas)  **Amhrán – Cad atá sa Seomra Suí?** | | **Gaeilge:** **:**An Teilifís **Ceacht 3:**  Ta teidí sa seomra suí. Tá sé ina shuí ar an tolg. Ta sé ag féachaint ar an teilifís. Tá sé ag éisteacht leis an raidió. Tá sé ag súgradh ar an ríomhaire.  **Amhrán –**  Ta teidí sa seomra suí | | **Gaeilge** An Teilifís **Ceacht 4:**  Ce atá ar an teilifís. Tá X ar an teilifís. (fear an phoist, garda, múinteoir, dochtúir, feirmeoir, buachaill bó, siopadóir) |
| **The Arts; ECC; SESE;SPHE;ICT**  **(Ethical core curriculum)**  **SESE (social, environmental and scientific education)**  **SPHE**(**social, personal and health education)** |  | | **ICT with adult supervision**  **Starfall.com –** Engage with a range of interactive games for English & Maths on Starfall.com.  <https://www.starfall.com/h/index-grades123.php>  ***Music*** Lesson 30 in Dabbledoo. <https://dabbledoomusic.com/>  Scroll down and click on senior Infant's lessons -Number 30 for May.  Sing-along  **1.Listen - 5 Minutes**  Che Che Kooley is a song from Ghana in West Africa.  Play the video and listen to the music. Can you spot where the colours and the singing part match up?  **2.Perform - 10 Minutes**  This song is in the Akan language. Can you learn the words? Follow the green sections and repeat each phrase as you hear it! | | **SPHE/ ECC**  School value for May is courage.  School rule for May is taking responsibility.  Lesson on courage.  1. Discuss with your child what they understand by courage.  2. Watch short video together written and voiced by Stephanie Bierman. Discuss how we have courage during the quarantine Covid 19  <https://www.youtube.com/watch?v=rkg-ffNGv_E>  3.Watch a short story  "The Brave Goat"  A story on courage with a moral involved.  <https://www.youtube.com/watch?v=IPVz5S3_ung> <https://www.youtube.com/watch?v=IPVz5S3_ung>  4.Discuss the rule -taking responsibility in the light of HSE guidelines to keep safe during quarantine Covid 19.  Reassure your child that they are perfectly safe when they follow the Covid 19-stay safe rules. Also, very, very few children get this virus.  <https://www2.hse.ie/wellbeing/child-health/advice-children-parents-covid-19.html> | | **ECC**  **Belief Systems: Wesak/Vesak (Buddhism)**  Wesak/Vesak is celebrated on May 7th.  Wesak/Vesak is celebrated by Buddhists in lots of different ways around the world for example:  • *Indonesia:* Special birds are released from cages  *Sri Lanka/Thailand:* Paper and wooden lanterns are made. <https://www.youtube.com/watch?v=g7CPbdjoC_k>  • *China:* Traditional dragon dancing  • *South Korea:* Lanterns are made in the shape of lotus flowers  Create a paper lantern for those that celebrate Wesak/Vesak**.**  <https://www.youtube.com/watch?v=kglJkl5kPd4> | | **SESE**  Learn about our 8 planets with the following 30 minute you video.  Try and sing along.  Learn about the6 dwarf planets and learn about the reason for our 4 seasons.  Have fun!  <https://www.youtube.com/watch?v=7t099KIWVVs> |
| ***Mindfulness activities*** *to be practices to enable children have a tool to help with worry and stress in these unprecedented times.*  *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*  *1.View this excellent site. Islam in Ireland.*  *Islamic cultural centre in Ireland*  [*https://islamireland.ie/*](https://islamireland.ie/)  *2.Monday 4thApril Labour day (La an lucht Oibre)*  [*https://www.youtube.com/watch?v=QYc6p1c5\_\_E*](https://www.youtube.com/watch?v=QYc6p1c5__E)  **3.Sunflower Fork Printing –**  Use a fork/plastic fork and paint to create your sunflower print artwork.  A. Paint the underneath of your fork with yellow paint.  B. Press down with the fork in a circular pattern, leaving space in the middle.  C. Paint a green stem at the bottom.  D. Paint the middle of your sunflower using brown paint.  P.S – I would love to see pictures of your sunflower fork print. Please do upload them to Seesaw.  ***E.A.L Activities***  ***(English as an Additional Language Activities)***  *Here are EAL activities for next week.  This story focuses on verbs and action words, so the activities continue that development alongside plant/spring vocabulary.  The game is an EAL site and will help develop auditory and literacy vocabulary around plants and animals.    Here are some lovely plant and garden books.  I've viewed all the links for quality.  Planting a Rainbow – Lois Ehlert*  [*https://www.youtube.com/watch?v=YADiLu92-fs*](https://www.youtube.com/watch?v=YADiLu92-fs)    *The Garden Song – Raffi*[*https://www.youtube.com/watch?v=MSNkeA2z8aA*](https://www.youtube.com/watch?v=MSNkeA2z8aA)    *The Flower Garden – Eve Bunting*[*https://www.youtube.com/watch?v=imTPofpRhVo*](https://www.youtube.com/watch?v=imTPofpRhVo)    *Plants Can’t Sit Still – Rebecca E. Hirsch*[*https://www.youtube.com/watch?v=NFHSSq7cmy4*](https://www.youtube.com/watch?v=NFHSSq7cmy4)    *The Surprise Garden – Zoe Hall*[*https://www.youtube.com/watch?v=s5OgbkRF1es*](https://www.youtube.com/watch?v=s5OgbkRF1es)    *The Tiny Seed – Eric Carle*[*https://www.youtube.com/watch?v=ls6wTeT2cKA*](https://www.youtube.com/watch?v=ls6wTeT2cKA)  ***Senior Infant EAL Activities***  *Listen to****Plants Can’t Sit Still****2 or 3 times this week.*  [*https://www.youtube.com/watch?v=NFHSSq7cmy4*](https://www.youtube.com/watch?v=NFHSSq7cmy4)  *Activity options:*   1. *Play Simon Says:*[*https://www.youtube.com/watch?v=lob3Q7TKmQQ*](https://www.youtube.com/watch?v=lob3Q7TKmQQ) 2. *Dance like a growing plant to The Garden Song by Raffi:*[*https://www.youtube.com/watch?v=MSNkeA2z8aA*](https://www.youtube.com/watch?v=MSNkeA2z8aA)     *Senior Infants additional practice:*  [*https://www.gamestolearnenglish.com/fast-vocab/*](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 plants and animals.*  *Remind students to look for the first sound of the word to help them read,*  *\*Animals 1*  *\*Animals 2*  *\*Nature*  *\*Garden* |  | | 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> |
|  |  | |  | |  | |  | |  |
|  |  | |  | |  | |  | |  |
|  |  | |  | |  | |  | |  |
|  |  | |  | |  | |  | |  |
|  |  | |  | |  | |  | |  |
|  |  | |  | |  | |  | |  |
|  |  | |  | |  | |  | |  |
|  |  | |  | |  | |  | |  |
|  | | | | | | | | | |
|  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  |  |