**Week Monday 20th – Friday 24th**

**Junior Infants**

**Please feel free to send photos of completed work to the email** **ms.sheehysinfants@gmail.com** **for feedback/correction throughout the week.**

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| **Monday** | **Maths:** This week we will be covering the topic Capacity in maths. There are lots of hands on activities to help your child explore and understand capacity including; filling different containers according to capacity and understanding the concept that ‘**full**’ means to the **top**. These activities are fun and engaging for your child where they will be learning through play and exploration.Throughout this week encourage your child to use vocabulary such as; empty, full, big, small, little, large, to the top, fill, how many? Holds more/less than, holds the same as, soaks, overflows, level throughout this week.**Monday’s Activities:** 1. Make a capacity table/area near a sink or bath. Using different size containers e.g. pots, bottles, jugs, cups, egg cups, glasses etc. ask your child to fill and empty the different containers. Ensure your child fully understands the concept of full, empty, level.
2. Compare containers: Which holds more/less? Why? Let’s see if the water from this bottle can fit into this bigger/smaller bottle? Etc.

**English:** This week Junior Infants will start a new reader and new words from the book ‘*The Lost Ball’*. **If your child is struggling with the words, write the words out on card/paper and stick them up around the house or make a word wall like we would use in their classroom.*** Revise Trick Words – **I, the, he, she, me, we, be, was, to, do, are, all**

(Please try to ensure these words are learnt off this week as next week we will be moving on with our tricky words.)* New words: **Here, Max, big, box**
* Reading – The lost Ball p.g. 1 + 2

 * After listening & watching the audio PowerPoint sent from email account; ms.sheehysinfants@gmail.com sent to your personal account; The Lost Ball, complete p.g. 2 of activity book – trace the word Max and colour the picture.

(Encourage your child to use ‘**froggy fingers’** when holding their colours and to colour neatly using a **variety of colours.)*** Revise Jolly Phonics sounds already learnt from their sounds copybook. New Jolly phonics’ sound today is ‘x’. Listen & watch videos based on this sound;

 [**https://slp.cjfallon.ie/templates/SLP\_A\_T7\_026/assets/video/SLP\_A\_T7\_026.mp4**](https://slp.cjfallon.ie/templates/SLP_A_T7_026/assets/video/SLP_A_T7_026.mp4) **-** introductory video[**https://slp.cjfallon.ie/templates/SLP\_A\_T4\_026/assets/video/SLP\_A\_T4\_026.mp4**](https://slp.cjfallon.ie/templates/SLP_A_T4_026/assets/video/SLP_A_T4_026.mp4) **-** Mouth position[**https://slp.cjfallon.ie/templates/SLP\_A\_T5\_026/assets/video/SLP\_A\_T5\_026.mp4**](https://slp.cjfallon.ie/templates/SLP_A_T5_026/assets/video/SLP_A_T5_026.mp4) **-** letter formation(Links also sent through email)Complete **p.g.31** in Jolly Phonics Pupil Book 1 – support your child when reading/blending the words on the bottom of the page |
| **Tuesday** | **Maths:** **To explore conservation of volume/capacity**1. Choose some different type containers with similar capacity but different shape e.g. 1 litre milk carton & a 1 litre jug. Ask your child which container they think will hold the most or least amount of water & why?
2. Ask your child to fill one container to the top and then pour the water from the first container to the second container.

Key questions:* What do you notice?
* Does the same amount of water fit into each container?
* Does the container hold more/less than the other?
* Do they both hold the same amount?
* Do they have the same capacity?

Explore this with a variety of different shape container to allow your child to develop an understanding of the concept conservation of volume. To recap work covered so far play the capacity game on this website; <https://www.splashlearn.com/measurement-games>. Make sure to scroll down and play the capacity game under the level; Kindergarten.**English:*** New words: **Here, Max, big, box**
* Revise Trick Words – **I, the, he, she, me, we, be, was, to, do, are, all**

(Please try to ensure these words are learnt off this week as next week we will be moving on with our tricky words.)* Reading – The lost Ball p.g. 3 + 4
* Revise Jolly Phonics sounds already learnt from their sounds copybook.

Complete **p.g. 2** of the **Jolly Phonics Pupil Book 1, letter‘s’.** * Dictation: Using your child’s Phonics copybook sent out last week, call out some of the sounds they have already learnt this year including the sound x they and ask your child to write them as you dictate them aloud. **(ensure ‘froggy fingers’ is being used and the correct formation of letter is completed**)

Now dictate 2/3 letter words supporting your child in writing these words e.g. at, is, it, pan, six, cat, dog etc. **Gaeilge:** * Foclóir nua (new words for this week): ruga, picnic, plátaí, cupáin, taephota, tá tart ar Lára, usice, úll, banana
* Watch video sent through email your email account
* Complete pg. 48 in Céim ar Chéim workbook
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| **Wednesday** | **Maths:** * <https://ie.ixl.com/math/jr-infants/holds-more-or-less> - Play this game to revise work on capacity so far.
* Complete **page 90** in their Planet Maths large book. Children fill/colour in the Bear’s beakers to the top to make them full. Colour in the rest of the items on the page, encourage your child to use ‘froggy fingers’ when holding their colours and to colour neatly using a variety of colours.

**English:*** New words: **Here, Max, big, box**
* Revise Trick Words – **I, the, he, she, me, we, be, was, to, do, are, all**

(Please try to ensure these words are learnt off this week as next week we will be moving on with our tricky words.)* Reading – The lost Ball p.g. 5 + 6
* Revise Jolly Phonics sounds already learnt from their sounds copy.
* New Jolly phonics’ sound today is the diagraph ‘**ch’** (two letters but only make **one** sound).

Listen & watch videos based on this sound; <https://slp.cjfallon.ie/templates/Book_B/SLP_B_T13_002/assets/video/SLP_B_T9_002.mp4> - Mouth position<https://slp.cjfallon.ie/templates/Book_B/SLP_B_T9_002/assets/video/SLP_B_T9_002.mp4> - Sound introduction Complete **p.g. 32** in Jolly Phonics Pupil Book 1 – support your child when reading/blending the words on the bottom of the page.* Complete **p.g. 3** of their activity book **The Lost Ball** – trace the word Max and colour the pictures that only begin with ‘M’ for Max.

(Encourage your child to use ‘froggy fingers’ when holding their colours and to colour neatly using a variety of colours.) |
| **Thursday** | **Maths:** * <http://pbskids.org/peg/games/bubble-bath> On this website a fun and interactive game on choosing which container is best to fill a bath.
* Complete **pg. 91** in Planet Maths Big book colouring in only the items that are empty. Again encourage your child to use ‘**froggy fingers’** when holding their colours and to colour neatly using a variety of colours.

**English:*** New words: **Here, Max, big, box**
* Revise Trick Words **– I, the, he, she, me, we, be, was, to, do, are, all**

(Please try to ensure these words are learnt off this week as next week we will be moving on with our tricky words.)* Reading – The lost Ball p.g. 7 + 8
* Dictation: Have tricky words on display in front of your child along with their name writing copybook. Dictate the sentences underneath for your child to write into their copybook. (ensure your child is using ‘froggy fingers’, correct formation of letters, finger spaces between their words, sounding out the words that are not tricky and writing is on the lines of the copybook)
1. ***He was at the park***
2. ***We are on the mat.***
3. ***(Encourage your child to make up their own sentence using their tricky words)***

***Draw a picture in the space at the top of the copybook based on one of the sentences.*** * Revise Jolly Phonics sounds already learnt from their sounds copybook.

Complete **p.g. 51** of their book Ready to Write A1 **letter ‘t’**. **Gaeilge:** * Foclóir nua (new words for this week): ruga, picnic, plátaí, cupáin, taephota, tá tart ar Lára, usice, úll, banana
* Watch video sent through email your email account
* Complete pg. 49
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| **Friday** | **Maths:** Today get your child to help you out around the house doing daily activities and using their own environment to understand how we use the concept of capacity every day. Here are some activities; * If you are pouring water or milk, talk about full and empty; the glass holding less than the cup; the jug holding more than the eggcup; the glasses that hold the same amount.
* Look at containers you have at home. Which bottles hold a litre? A half‐litre?
* Ask your children to compare containers. How many litres are in the big orange juice bottle? Is that cheaper than buying 1 litre boxes?
* Choose a box that all the blocks / balls will fit into. Are you sure the blocks will fit in that box? What about the smaller box? Why do you think the long blocks won’t fit? Which boxes do you think will definitely not be big enough? What helped you decide?
* Which bucket can hold the most sand? How can we check?

**English:*** **New words**: **Here, Max, big, box**
* Revise Trick Words **– I, the, he, she, me, we, be, was, to, do, are, all**

(Please try to ensure these words are learnt off this week as next week we will be moving on with our tricky words.)* Reading – The lost Ball p.g. 1 - 8
* Revise Jolly Phonics sounds already learnt from their sounds copy.
* New Jolly phonics’ sound today is the diagraph ‘**sh’** (two letters but only make **one** sound). Listen & watch videos based on this sound;

<https://slp.cjfallon.ie/templates/Book_B/SLP_B_T13_001/assets/video/SLP_B_T9_001.mp4> - Mouth position<https://slp.cjfallon.ie/templates/Book_B/SLP_B_T9_001/assets/video/SLP_B_T9_001.mp4> - Sound introductionComplete **p.g. 33 in Jolly Phonics Pupil Book 1** – support your child when reading/blending the words on the bottom of the page.* Complete **p.g. 3** of their activity book **The Lost Ball** – trace the word Max and colour the pictures that only begin with ‘M’ for Max. (Encourage your child to use ‘froggy fingers’ when holding their colours and to colour neatly using a variety of colours.)
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