

Sacred Heart JNS Literacy and Gaeilge for First Class

CHILDREN WILL NEED A COPY, PENCIL, ERASER AND COLOURS TO COMPLETE THE TASKS

Week 1 - to be
completed over **one**
week starting
Monday 27th April

N.B. This work is designed to be completed over the course of a **week**. Children and parents can do as much or as little as they want daily.



Gaeilge



Parents, in order to access the Gaeilge book we are using on the website, you must create an account by going to

Edcolearning.ie then pressing **Register** and then pressing “**I’m a Student**”. At the bottom it says “**I am at least 16 years of age**” please hit “**No**” and an option to enter your parental email address pops up.

After you have done so, here is the link to the worksheet:

<https://edcolearning.ie/Book/Page?bookId=book522&chapterId=chapter5&pageId=page34>

Sound of the week – er

The sound we are going to be using this week is the 'er' sound, that can be found in the word 'supererhero'.

Week 2 spellings: everer, superer, mixerer, afterer, letterer, fasterer, wonderer,

Some of these words may need explanation

SPELLINGS/PHONICS

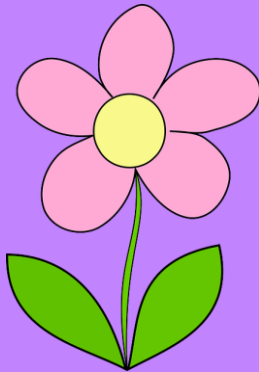
Activities

List as many words as you can with the 'er' sound. You could use books you might have at home to search for the 'er' **sound**.

Draw an illustration to go with each of your words.

For example:

flower



tiger



SPELLINGS/PHONICS

Writing Activity

Choose 6 of your favourite 'er' words and put them into sentences.

You can ask a brother/sister/parent to help you.

Make your sentences long and interesting – (who, what, where, when...)

Remember to

- ✓ Write clearly – use a capital letter at the beginning of the sentence and a full stop at the end.
- ✓ Use up all the space on the lines
- ✓ Neat and tidy handwriting!

SPELLINGS/PHONICS

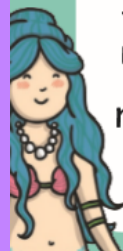
Complete the 'er' wordsearch.
(This page can be printed or
write the words you find into
your copy).

Find the words: dinner,
summer, herb, perch, letter,
water, every, perfume and
verse

Challenge: List any **bonus words**
you find hidden in the word
search. **Hint:** one word is the
name of someone who works in
the army. Another is the colour
of some Irish people's hair!

er

s	o	l	d	i	e	r	d	g	s	d	e
m	w	a	t	e	r	e	i	i	e	p	r
a	l	k	n	c	s	n	n	n	v	e	p
h	e	r	b	o	u	m	c	g	e	r	e
c	t	e	r	m	m	y	v	e	r	s	e
p	t	a	t	p	e	s	j	r	y	o	p
e	e	e	a	u	j	u	u	b	e	n	e
r	r	w	t	t	d	m	i	d	g	e	r
f	e	r	m	e	r	m	a	i	d	r	c
u	p	f	e	r	n	e	e	t	n	y	h
m	d	i	n	n	e	r	l	h	g	i	l
e	m	e	r	w	e	s	t	e	r	n	i



SPELLINGS/PHONICS

Dictation

Parents/siblings, where possible please read out the following sentences and ask your child to write them down. Make up your own sentences using the 'er' words.

1. May is a month of summer.
2. She likes to drink water.
3. I sent a letter to my Granny.

If you would like to write more sentences ask your parent/sibling to make up some more sentences

SPELLINGS/PHONICS

We are asking parents to sign up to the website: <https://home.oxfordowl.co.uk/books/free-ebooks/>
Create an account and each day choose a book for your child to read from the appropriate age category.

They NEED to read each day. (PLEASE do this)

We encourage you to read to your child as much as possible. This is a nice way to bond but it also shows them how reading should sound. It shows them that you see it as a meaningful activity.

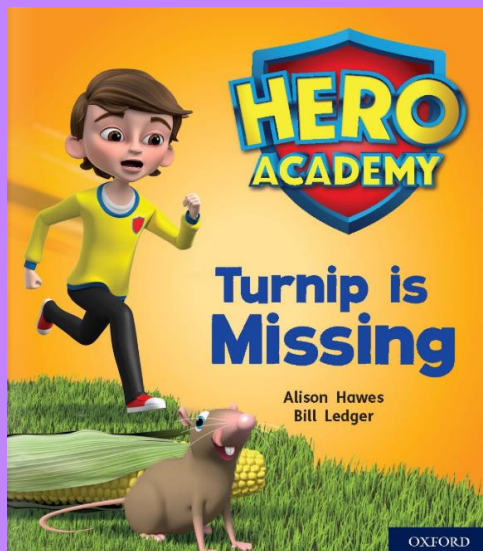
Roald Dahl books, Horrid Henry, Princess Mirrorbelle, Fairy tales and David Walliams books are a few examples to use or pick a book you enjoyed as a child.

READING

On the **Oxford Owl** website there is a book '**Turnip is Missing**'. We recommend you read this book this week as it has a hero in the story. You can find it here: <https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?type=book&view=&query=turnip>

OR you can login to the Oxford Owl website

<https://home.oxfordowl.co.uk/> and search 'Turnip is Missing'.



After reading

- Using the story map on page 16, ask your child to retell the story in their own words.
What happened at the beginning? What happened next? etc.
- Talk with your child about the book. Here are some questions you could ask:
 - At the beginning of the story, why is Magnus worried?
 - Where did Turnip run to when he saw Ben in the garden?
 - Where did Magnus put Turnip when Ben handed him back?
 - Reread page 15. Where do you think Turnip will run off to this time?
- Which part of the story did your child like the most? Ask them to reread that part to you, encouraging them to read with pace and expression.
- Encourage your child to read the story again. This will build their reading confidence and fluency.

Other things to do

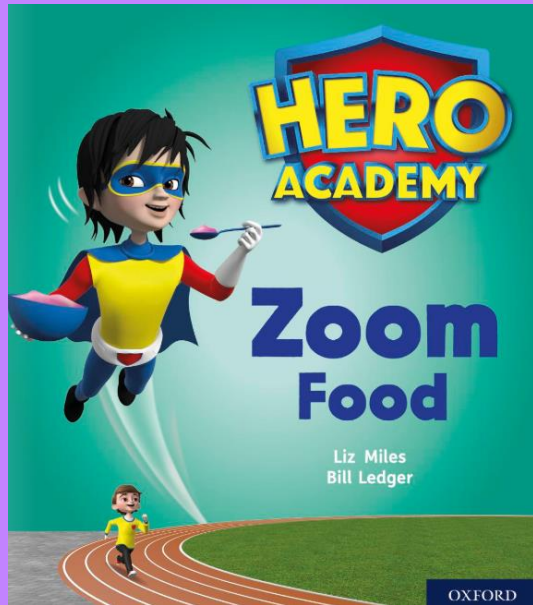
Help your child to make a list of other vegetables in the garden that Turnip might like to eat.

READING

****Trickier reading – only read this book if you want to!****

On the **Oxford Owl** website there is a book '**Zoom Food**'. We recommend you read this book this week as it has a hero in the story. You can find it here: <https://www.oxfordowl.co.uk/api/interactives/24610.html>

OR you can login to the Oxford Owl website <https://home.oxfordowl.co.uk/> and search '**Zoom Food**'.



After reading

- ♥ Using the story map on page 16, ask your child to retell the story in their own words. *What happened at the beginning? What happened next? etc.*
- ♥ Talk with your child about the book. Here are some questions you could ask:
 - ☐ What was the name of the recipe book Mrs Butterworth looked at with Jin?
 - ☐ How much zoom food should Jin have eaten?
 - ☐ How did Mrs Butterworth and Ben stop Jin from crashing to the ground?
- ♥ Which part of the story did your child like the most? Ask them to reread that part to you, encouraging them to read with pace and expression.
- ♥ Encourage your child to read the story again. This will build their reading confidence and fluency.

Other things to do

Discuss with your child what ingredients they would put in their own zoom food recipe. They could devise several recipes and make a Zoom Food cook book like Mrs Butterworth's.

READING

Poetry

Read this cool poem about five brave superheroes. Try to read it every day and see how much you can remember by the end of the week!



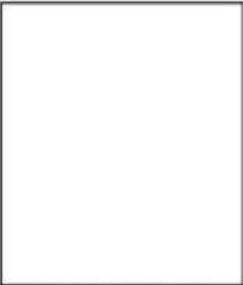
- A verb is an **action** or a **doing word**. It is when someone or something is involved in an action e.g. sneezing, smiling, talking, walking, bouncing, listening, whispering. **Can you think of any other verbs?**
- The ball is **bouncing**. The verb is bouncing because that is the action or the doing word.
- The baby is **crying**. **What is the verb?**
- The dentist is cleaning my teeth. **What is the verb?**
- The phone is ringing very loudly. **What is the verb?**
- Can you hear any 'action words' in the story '**Turnip is Missing**' or '**Zoom Food**'? Listen to the story again and write them in your copy. Put them into new sentences if you are feeling very clever!

READING

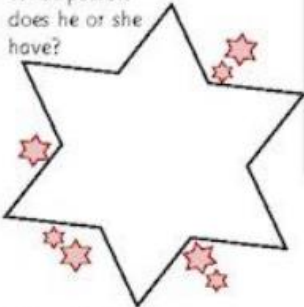
Name _____ Date _____

Create a superhero

Draw your superhero here:



What powers does he or she have?



Write a description of your superhero here:

Tip:
Make your use of words as exciting as possible so that the reader can really get a sense of how great your superhero is.
Try words like:

powerful	fast	brave	skilful	swift	speedy
tough	sturdy	muscular	superb	heroic	

Report Writing

Creating your own superhero!
(You might need an adult to help you).

1. You need to draw him or her
2. Decide what superpowers they have?
3. Describe your superhero using words like: **powerful, fast, brave, skilful, speedy, tough, helpful and heroic.**

WRITING

Free writing

Encourage your child to write freely each day. Here are some ideas to help them get started.

Write about;

- If I were a superhero...
- My favourite superhero is...
- If you could go anywhere in the world...
- My perfect day....
- Or just let their imaginations go wild.

WRITING

You have completed this
weeks tasks!



Well done!