



# Junior Infants Literacy and Gaeilge Online Learning



Sacred Heart JNS  
May 11<sup>th</sup> – May 15<sup>th</sup>

Children: We hope you are all happy and healthy at home. Your teachers are missing you so much. Keep up all your great work and we will have lots of fun when school re opens.

Parents/Guardians: We hope that our plans are helping. Keep the sessions short (2/3 tasks per day) and regular and remember that you have one week to complete the tasks. Don't stress or panic if not completed we will revise all of this when schools re-open. Thank you.



i just miss you a little bit



# Phonics

Phonics week 4

**g, o, u, l, f, b**  
**Rhyming family: -en**

Say each sound, do the action and sing the jolly phonics song.

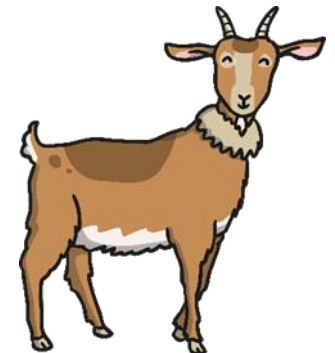
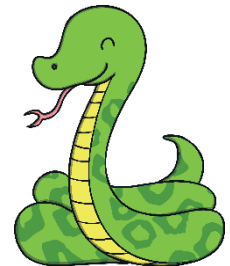
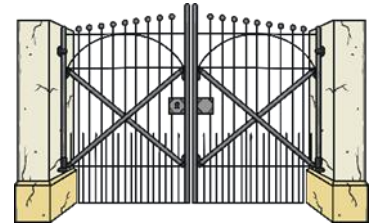
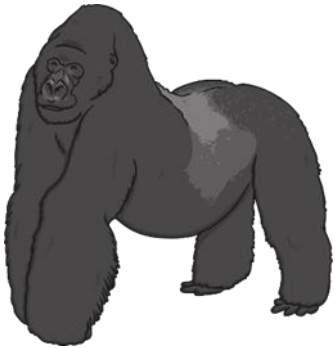
List 3 words for each sound.

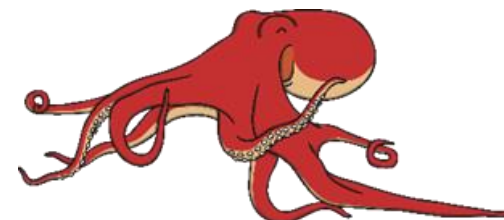
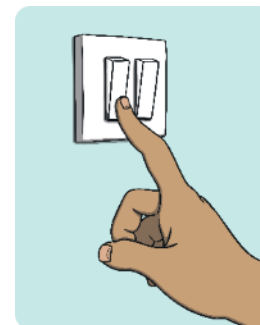
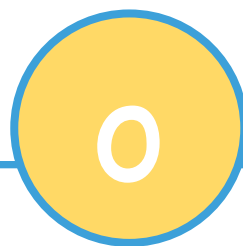
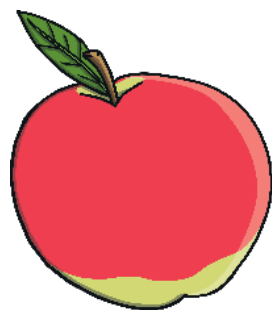
Here is a link to the set of songs

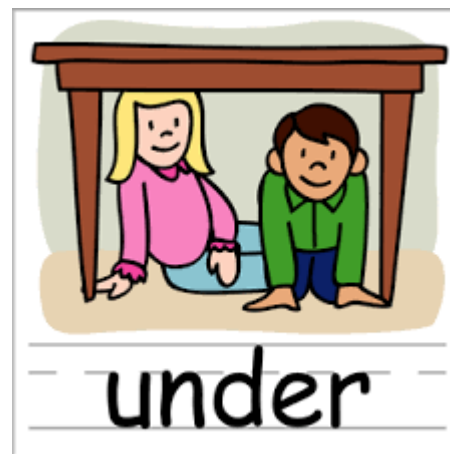
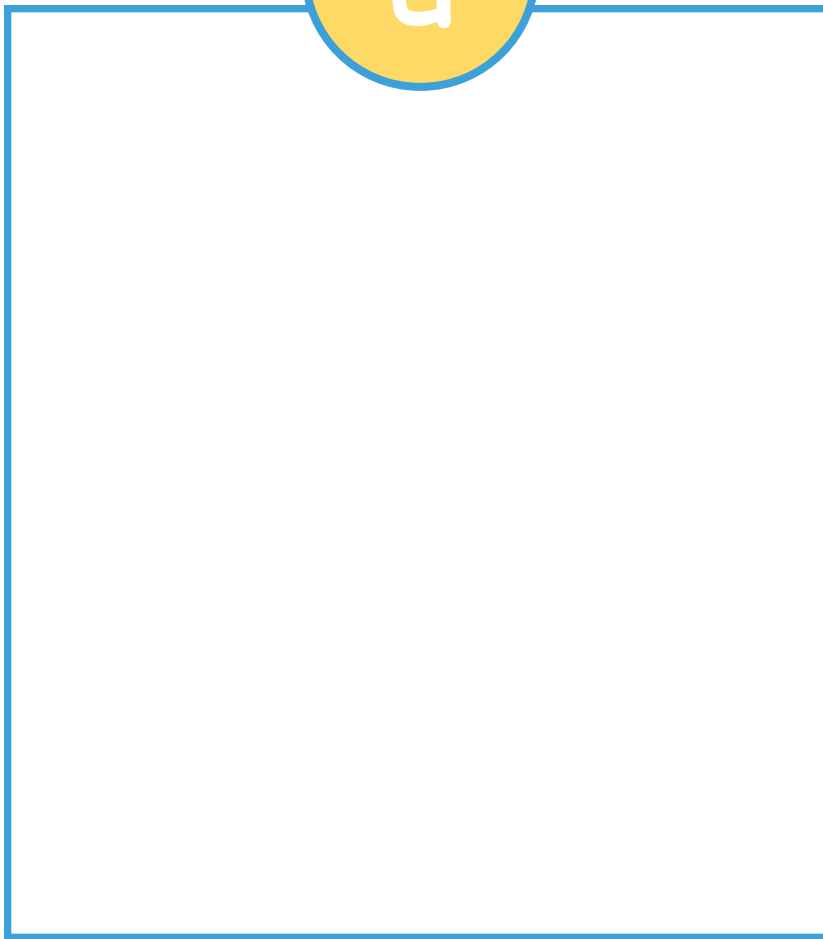
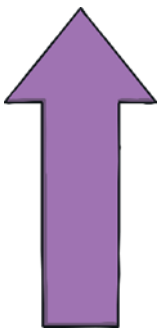
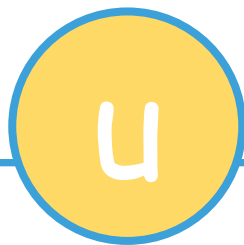
<https://www.youtube.com/watch?v=MFYLVFkyVc>

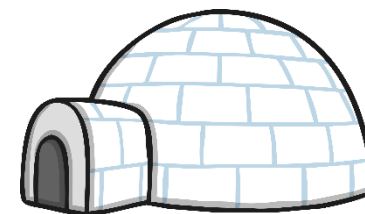
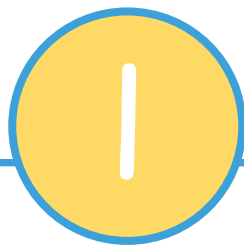
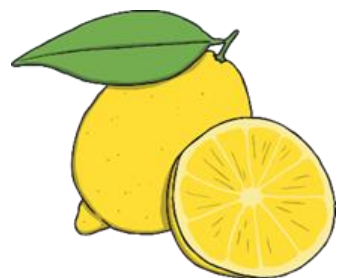
# Sound Sort

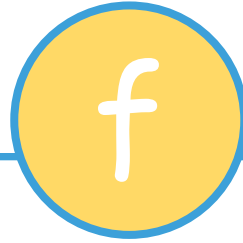
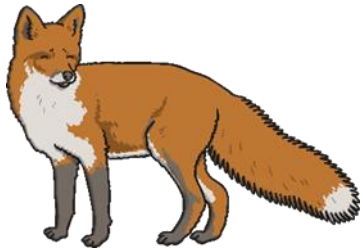
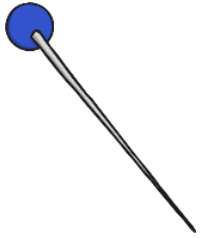
Can you find which one is the odd one out?

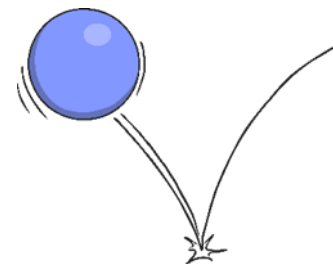
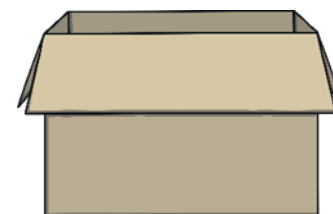
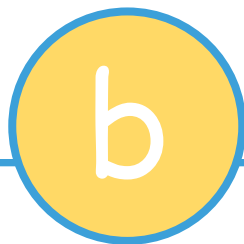












# I Spy with My Little Eye

Can you find something starting with g?  
Can you find something starting with o?  
Can you find something starting with u?  
Can you find something starting with l?  
Can you find something starting with f?  
Can you find something starting with b?



# Blending: Sound out 3 words daily

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
but	if	help	us	got
up	put	and	cut	red
big	let	run	him	hot

What's the  
initial  
sound?



\_ a t



\_ u p



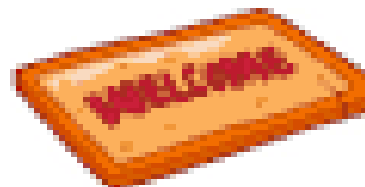
\_ a n



\_ a p



\_ u m



\_ a t

Rhyming Words: Can you think of any more?



clipart.com  
hen

## Rhyming Words

+  
      en

✓ C

10

clipart.com  
      en



clipart.com  
      en



clipart.com  
      en

Read the passage with your child. Encourage them to sound out the words.

Can you find the -en words?

Now ask them the questions:

Where was the hen?

What do the men need to fix?

Name: \_\_\_\_\_

**en**



The hen is in the pen. The pen has a gap! Oh no! The hen got out of the pen! Run and get the hen! Get the men to fix the pen so we can put the hen in.

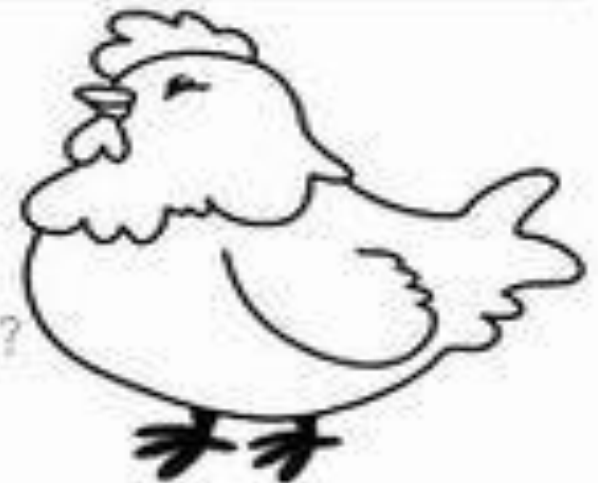


Where was the hen?

- ☐ in the house
- ☐ in the pen

How did the hen get out?

- ☐ through the gap
- ☐ she flew out



# Short writing activities

We practise the letters in this order because some letters follow the same pattern.

Practise writing the curvy letters- c, a, d, g, o, q, e, f

Down and back up letters -r, n, m, p, b, h, k.

Please watch carefully how you child writes the letter. Are they starting in the right place? If they are finding some letters hard focus on that letter for as long as they need. Practise makes perfect!

Dictation: Say each word slowly and get your child to write them down. Ask them what sound they hear at the beginning, in the middle and at the end.

Call out words: peg, ham, dog, can, man, ran

Sentence: I can hop. Draw a picture to match the sentence.



# Reminder: Correct letter formation is SO important

## Letter families

For teaching letter formation

Letter family 1

Down and off in another direction

↓ l i t j u y

Letter family 2

Down and retrace upwards

↓ m n r b p h k

Letter family 3

Anticlockwise round.

c c a d o q g e f

Letter family 4

Zig-zag letters

v w x z

# Oral language



# Garden

Can you find these things in the garden?

- Barbecue
- Sun lotion
- Sunglasses
- Football
- Flower

What is the man cooking?

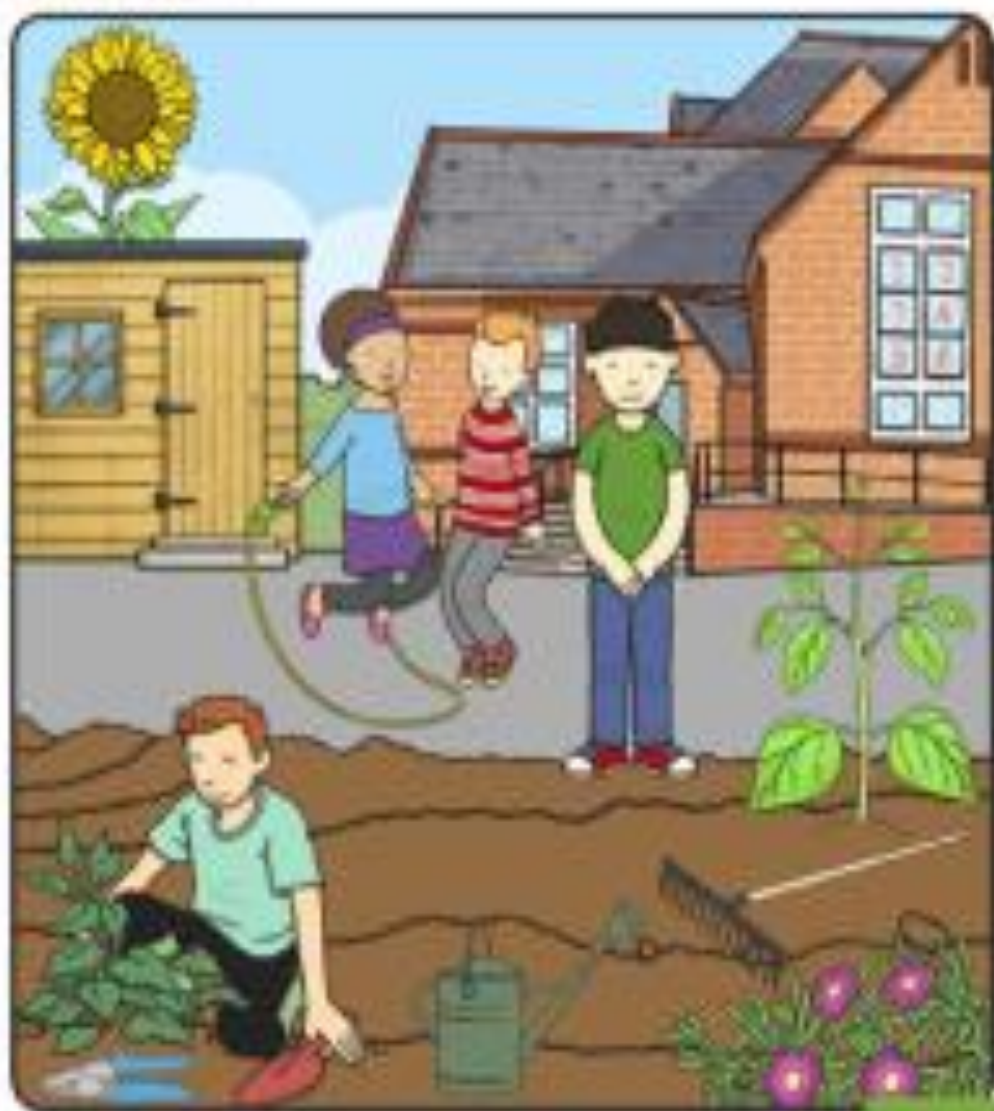
Have you ever been to a barbecue?

What would you like to have cooked on the barbecue?

Do you think the weather is warm or cold? Why?

# Spot the Difference The School Garden

Look at the 2 pictures. Can you find 6 things that are different in the 2 pictures?



# Reading

Try to set aside a little time each day to read to your child.

Encourage them to predict what they think will happen before they read it. When we make predictions we look at the front cover and title of the story.

Encourage them to look at books themselves and to identify any words they know.

Get them to retell stories in their own words and to talk about the characters.

Ask them to draw a picture of their favourite part of the story.

Sample story you can read: The Hungry Caterpillar-

<https://www.youtube.com/watch?v=75NQK-Sm1YY>

<https://www.starfall.com>

<https://www.oxfordowl.co.uk>

<https://stories.audible.com/discovery>



Here are some links to books the children may enjoy.

### **Pink level**

- <https://connect.collins.co.uk/repo1/Content/Live/qbslearning/Bigcat/GettingDressed/index.html>
- <https://connect.collins.co.uk/repo1/Content/Live/qbslearning/Bigcat/DinosaurRock/index.html>
- <https://connect.collins.co.uk/repo1/Content/Live/qbslearning/Bigcat/HowManyAnimals/index.html>

### **Red level**

- <https://connect.collins.co.uk/repo1/Content/Live/qbslearning/Bigcat/CatandDogPlayHideandSeek/index.html>
- <https://www.oxfordowl.co.uk/>
- <https://www.starfall.com/h/im-reading/>





## PREDICTING

Thinking about what might happen.....

- I can make predictions **before and during** reading.

- I think about the **information** I know from the **cover, pictures** and the **story**.

- I think about **what will happen next** and listen to the **author's clues**.

- It doesn't have to be right!!



## MAKING CONNECTIONS

Thinking about how the text relates to your own experience and knowledge...

- We can make connections at **any time**.

- You think about something that happened in the story that **reminds** you of something else in:

- The Story → Text to Text
- Your Own Life → Text to Self
- The World → Text to World

- Our **background knowledge (schema)** is very important here.

It makes the story come to life and you can imagine it better.



# Tricky Words

<b>I</b>	<b>the</b>	<b>me</b>	<b>he</b>	<b>she</b>	<b>we</b>
<b>can</b>	<b>is</b>	<b>like</b>	<b>has</b>	<b>play</b>	<b>be</b>
<b><u>New:</u></b>	<b>was</b>	<b>to</b>	<b>do</b>	<b>are</b>	<b>all</b>

Tricky words are best remembered by constant repetition. Here are some simple ways to achieve this.

Write the words individually on paper and stick them up around the house. Ask your child to say the word whenever they pass by it. Move the words around regularly.

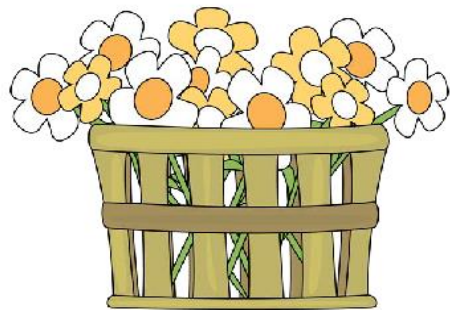
Make two copies of each word and play Memory or Snap.

Be a tricky word detective and find a given word in a story book.

Have fun learning this poem and adding actions.

## Mary, Mary, Quite Contrary

Mary, Mary, quite contrary,  
How does your garden grow?  
With silver bells, and cockle shells,  
And pretty maids all in a row.



# Gaeilge - Irish



Please click on the sound button to hear the comhrá beag. Now it's your turn!

Dia duit. *Dia's Muire duit.*

Cé tusa? *Is mise...*

Slán. *Slán leat agus go raibh maith agat.*



# An Teilifís –the television

Please repeat the words out loud after you hear them.



# An raidió – the radio



# An solas - the light



sorcas - circus



Cuir an teilfís ar siúl. = Turn on the television



Múch an teilifís= Turn off the television



Múch an raidió= Turn off the radio



Múch an solas. = Turn off the light



# Can you point to the right picture?

Press the sound button to begin.



Well done! You have completed all your work.

