



Junior Infants Literacy Online

18th-22nd May 2020



WELCOME BACK!

Hello everybody,

We hope you are all staying healthy and safe at home. We are all missing you and are looking forward to seeing you back in the classroom soon. Well done on all your hard work during the week. It was lovely to see all your lovely pictures on the website. Keep sending them in to Ms. Healy, Gaye, our HSCL teacher, on WhatsApp 087 744 3779 or email hscl@shkillinarden.ie. Remember to just do do what you can this week, there is no pressure to pressure to get all the activities completed!

Have a lovely week 😊

Ms.Fitzpatrick, Ms.O'Leary, Ms. Reilly, Ms. Walsh.

WHO misses you?



FOR ALL Language

Supporting Early Literacy



Name 3
things
that you
find in
the fridge

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Name 3
things
that you
cook in
the oven


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Talk about one
thing you like
to do with
your family.



Talk about a
time when you
were scared.



Jelly is
wobbly.
Name 3 other
things that
are wobbly.

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A knife is
sharp. Name
3 other things
that are
sharp.

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Ice-cream is
cold. Name 3
other things
that are cold.

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Coal is black.
Name 3 other
things that
are black.

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Milk is white.
Name 3 other
things that
are white.

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The sun is
hot. Name 3
other things
that are hot.

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A pillow is
soft. Name 3
other things
that are soft.

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A table is
made from
wood. Name 3
other things
that are made
from wood.

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BAKING!

- Look at the picture. Talk about what is going on.
- Who is in the picture and where are they working?
- What type of food are they making? When might this food be eaten, do you think?
- What cooking utensils have they used to make the cookies?
- Where will they put the cookies to make them cook?
- What important things will they have to remember when they put them there?
- Can you list all the things you would find in a kitchen?



Phonics Week 5:


j, z, w, v, y, x

J j

j *Tune: Jingle Bells*

Jelly and jam,
jelly and jam,
jiggling on the plate.
Oh, what will I eat with it?
/j/-/j/-/j/-/j/-/j/.

Action: Pretend to wobble on a plate, and say j, j, j.

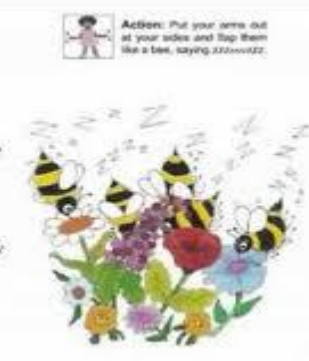


Z z

Z *Tune: Did You Ever See a Lizard?*

Did you ever hear
a bee buzz,
a bee buzz,
a bee buzz?
Did you ever hear
a bee buzz,
"zzzz!", like this?

Action: Put your arms out at your sides and flap them like a bee, saying zzzzzzz.



W w

W *Tune: He's Got the Whole World in His Hands*

I see the clouds moving,
/w/-/w/-/w/.
I see the kites flying,
/w/-/w/-/w/.
I see the trees bending,
/w/-/w/-/w/.
The wind is blowing strong!

Action: Blow onto your open hand, as if you are the wind, and say w, w, w.



V v

V *Tune: Go In and Out the Window*

Drive Vic's van
round the village.
Drive Vic's van
round the village.
Drive Vic's van
round the village
- /v/-/v/-/v/-/v/-/v/!

Action: Pretend to be driving along in a van, saying vvvvv.




Y y

y *Tune: Apples and Bananas*

I like to eat, eat, eat,
yogurt and bananas.
I like to eat, eat, eat,
yogurt and bananas.
I like to eat, eat, eat,
yogurt and bananas
- /y/-/y/-/y/-/y/-/y/!

Action: Pretend to eat yogurt from a spoon, saying y y y y.



X x

X *Tune: Skip to My Lou*

/ks/-/ks/! Take an x-ray.
/ks/-/ks/! Take an x-ray.
/ks/-/ks/! Take an x-ray
- x-ray of my hand!

Action: Pretend to take an x-ray with an x-ray camera, saying ks, ks, ks.



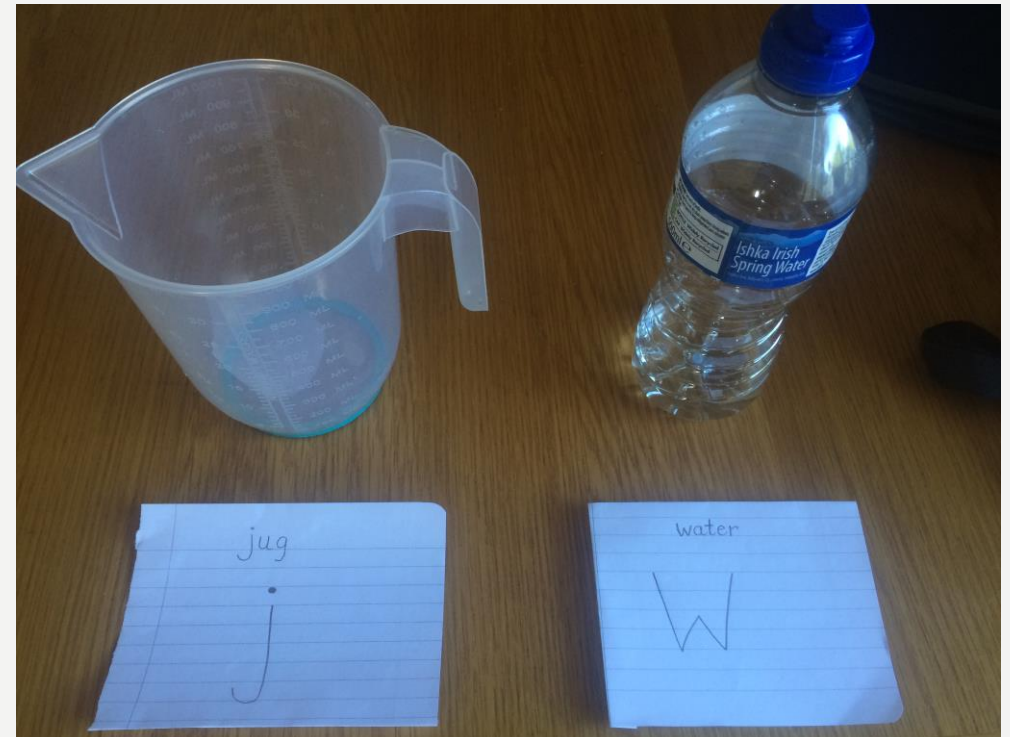
Jolly Phonics

Sound/Letter	Action
j	Pretend to wobble on a plate and say j, j, j.
z	Put arms out at sides and pretend to be a bee, saying zzzzzzzzzz.
w	Blow on to open hand, as if you are the wind, and say wh, wh, wh.
v	Pretend to be holding the steering wheel of a van and say vvvvvvvv
y	Pretend to be eating a yoghurt and say y, y, y
x	Pretend to take an x-ray with an x-ray camera, saying ks, ks, ks.

Jolly Phonics

- Revise the sounds you have learned so far as well as this weeks sounds on by listening to the songs...
<https://www.youtube.com/watch?v=U2HYM9VXz9k>
- List three words from each sound you can think of and that you can find around your house.
- Draw a picture of the objects you find around your house that begin with each of the sounds.

- Match up the objects you find to the sound it begins with and try write the word.



SOUND SORT

CAN YOU FIND OUT WHICH ONE IS THE OUT ONE OUT?



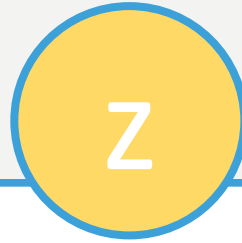
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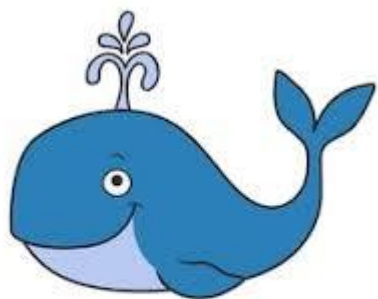
j



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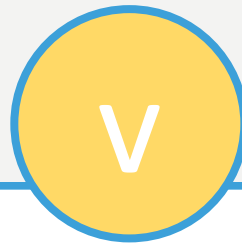


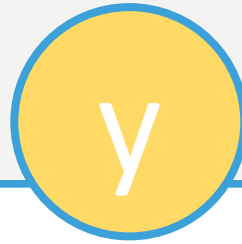


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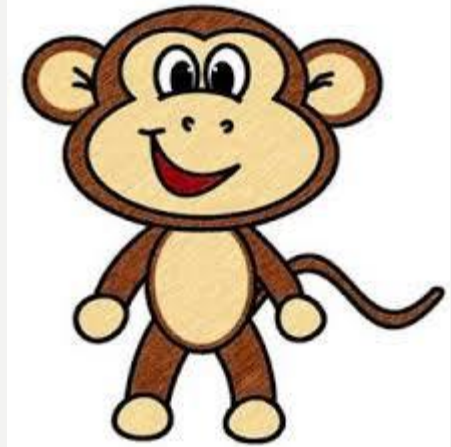
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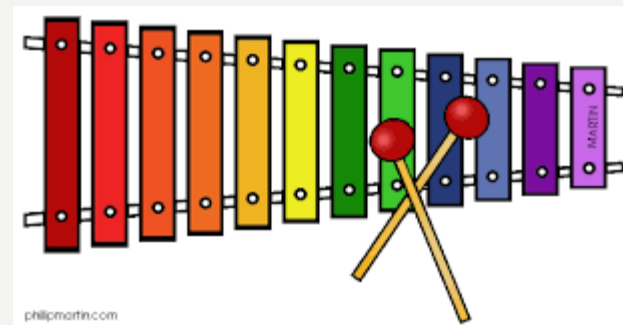
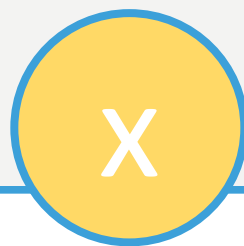






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I SPY WITH MY LITTLE EYE...

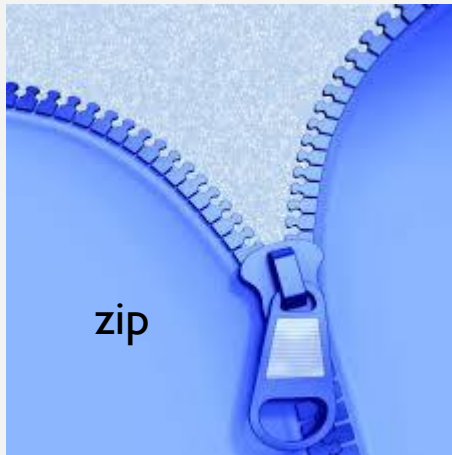


I SPY WITH MY LITTLE EYE
SOMETHING THAT BEGINS
WITH...

- m
- p
- s
- n
- c
- i

Can you see any more letters to try yourself?

WORD FAMILY-WHICH ONE IS THE ODD ONE OUT? CAN YOU SOUND THEM OUT?



ip

ip

Word Family List

bip	kip	clip
dip	rip	drip
hip	sip	flip
lip	tip	ship
nip	zip	skip
		trip
		whip

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Early Childhood Educational Resources

Teaching Station



-ip word family song <https://www.youtube.com/watch?v=DtMCCVamCBA>





WRITE THE MISSING LETTERS AND DRAW PICTURES OF -IP WORDS...





Name: _____

Cut and Paste

Put the correct picture next to the word that matches the picture.

ship		clip	
rip		sip	
lip		zip	
flip		dip	











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Name: _____

Beginning Word Sound

Write the correct letters to complete each word below.

 _____ ip _____	 _____ ip _____
 _____ ip _____	 _____ ip _____
 _____ ip _____	 _____ ip _____

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READ/LISTEN TO THE STORY. CAN YOU HEAR/READ ANY -IP WORDS?

ip
family

Name: _____

I Can Zip!

Mom, look! I can zip my jacket! First, I put it on. Next, I put my hands by my hips. Then, I hold my jacket at the tip. Last, I go up, up, up! Zip, zip, zip! See mom? I can zip my jacket!



① What can the boy do?
.....

② How does he start to zip his jacket?
.....

③ Who is watching the boy zip his jacket?
.....

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- Read the passage with your child. Encourage them to sound out the words.
- Can you find the -ip words?

Now ask them some questions about the story...

- What can the boy do?
- What does he do first?
- What does he do last?

*We hope you have been practicing zipping your jacket at home!!!!

BLENDING: SOUND OUT 3 WORDS DAILY

Monday	Tuesday	Wednesday	Thursday	Friday
zip	bug	yet	win	box
wig	wet	fox	yum	lip
jug	van	jam	zig zag	pen

CAN YOU SPOT THE DIFFERENCES?



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 Little Red Hen'
<https://www.youtube.com/watch?v=2E72TZy0LNo>
- <https://www.oxfordowl.co.uk>
- <https://stories.audible.com/discovery>
- <https://www.starfall.com/h/im-reading/>



READING

- ☐ Folens are offering free access to over 330 Collins Big Cat ebooks and printable worksheets for teachers and parents.
- ☐ Start at the pink level and work your way up. Turn off the volume/ mute the story to allow the children to try to read the story themselves if they are able. Give it a go. Remember, sound out the words. You can listen to the stories after.
- ☐ To access these, visit:
<https://connect.collins.co.uk/school/Portal.aspx>
- ☐ Click Teacher Login
- ☐ Enter username: parents@harpercollins.co.uk
- ☐ Password: Parents20!



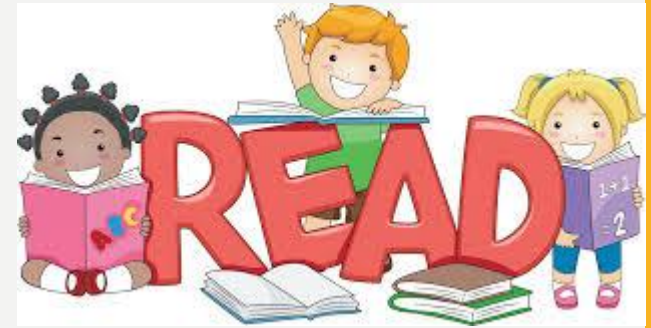
Here are some links to books the children may enjoy.

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>





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.

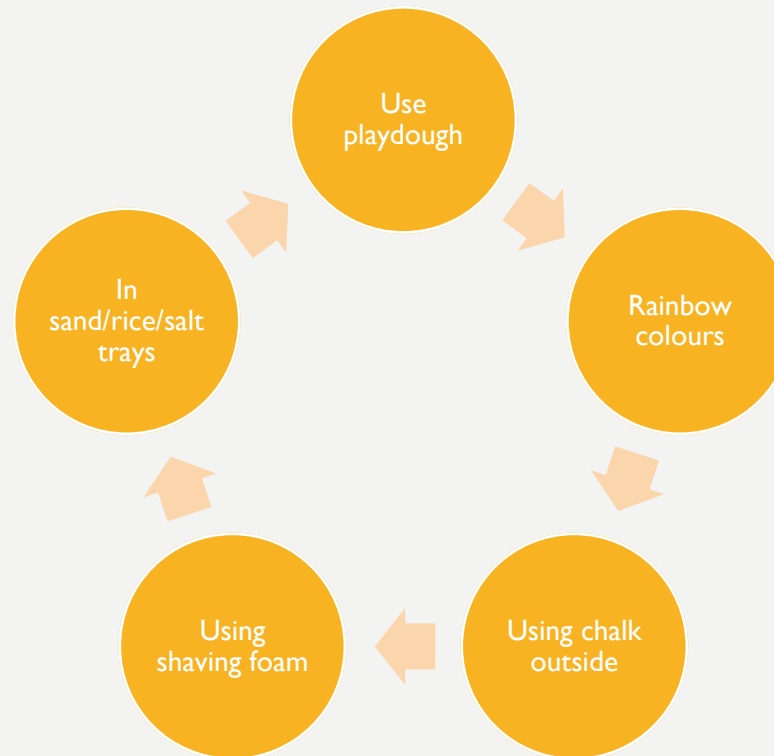
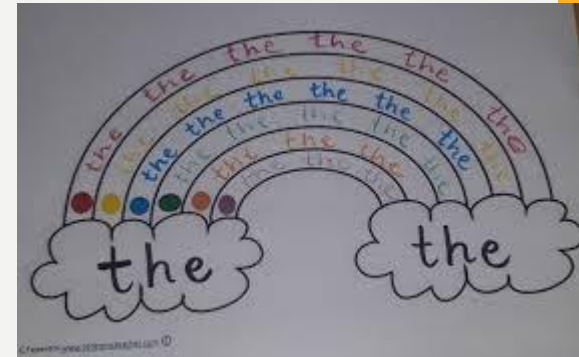
TRICKY WORDS

I	the	me	he	she	we
can	is	like	has	play	be
was	to	do	are	all	
<u>New:</u>	of	you	your	come	some

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

- 1. Write the words individually on paper and stick them up around the house.**
- 2. Ask your child to say the word whenever they pass by it. Move the words around regularly.**
- 3. Make two copies of each word and play Memory or Snap.**
- 4. Be a tricky word detective and find a given word in a story book.**

FUN WAYS TO WRITE YOUR LETTERS AND TRICKY WORDS...



SOME 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.

This week focus on zig-zag letter- v, w, x, z. Remember to start at the top.

- 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: **van, zag, vet, win, x-ray, won, wig**. Sentence: I have a van. Draw a picture to match the sentence.

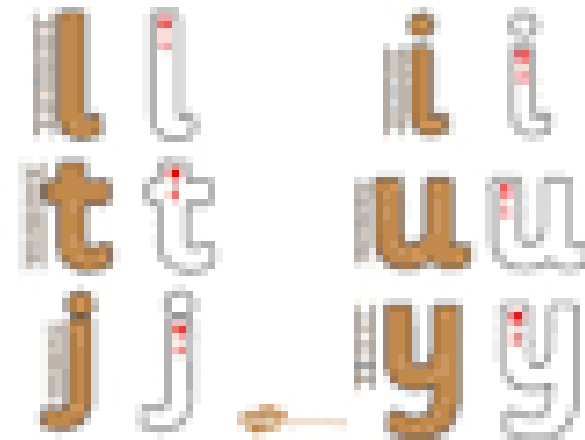
Letter formation is **Very** important. Make sure you are holding your pencil correctly.

<https://www.youtube.com/watch?v=3SpnV0pZ-gM>

Zigzag Monster Letters



Ladder Letters



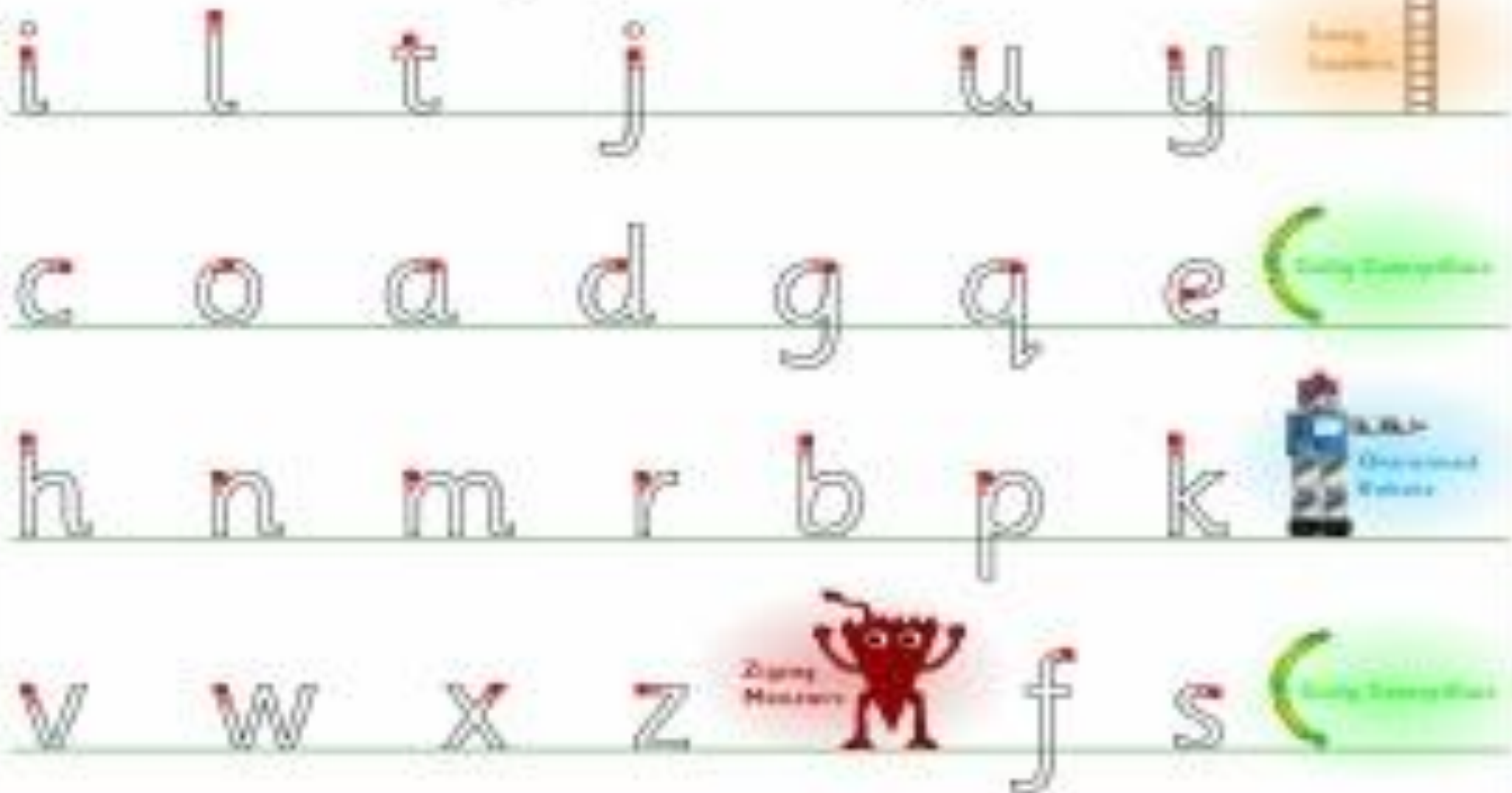
Curly Caterpillar Letters



One-Armed Robot Letters



My Alphabet Writing Mat



POEM WITH ACTIONS

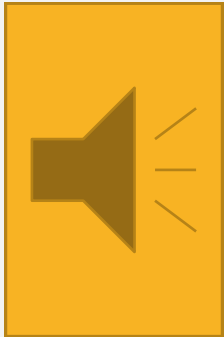
“Bubble, Bubble”

Bubble, bubble,
Turn around.
Bubble, bubble,
Land on the ground.
Bubble, bubble,
Float up high.
Bubble, bubble,
Float towards the sky.
Bubble, bubble,
Float down low.
Bubble, bubble,
Land on my toe.
Bubble, bubble,
Stop, stop, stop!
Bubble, bubble,
Now go POP!





GAEILGE

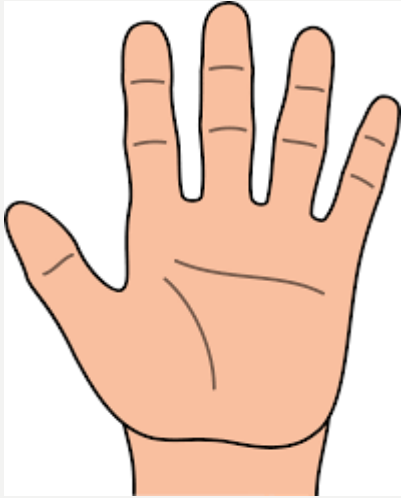


Dia duit. Dia's Muire duit.

Cé tusa? Is mise...

Slán. Slán leat agus go raibh maith agat.

BAILL COIRP-THE BODY PARTS



lámh



cos



súil



cluas



ceann



smig



béal



fiaccla
bána


IRISH POEM WITH ACTIONS: LÁMH LÁMH EILE A HAON A DÓ...


- Listen to this poem on YouTube and try and practice it at home with the actions for your family.
- <https://www.youtube.com/watch?v=MhwVtISU4ts>



THE COLOURS: NA DATHANNA-CAN YOU PUT A COIN ON THE CORRECT ONE?

	buí
	gorm
	dubh

	bán
	glas
	buí

	dearg
	donn
	bándearg

	ordáiste
	corcra
	dúghorm

CHECK OUT YOUTUBE AND THE TNA G PLAYER FOR THE IRISH PROGRAMMES LISTED BELOW.

- Is Eolaí Mé
- Ár Scéal
- An Siopa Ealaíne
- Scéal na Lae
- Corpoidechas Le Ciarán (PE)
- Dino Lingo
- Cúla4 ar Scoil 10.00 a.m Monday to Friday on TnaG



Maith
thú



Well done on completing your work this week!

