



4th – 15th May 2020

Hello again everyone!

Welcome to our second fortnight of distance learning!

Well done on taking on the tasks from the last set of lessons, and thank you to the people who pointed out some of the problems with technology along the way (what's new!)

To recap on access:

Gill - Over the Moon (English - workbook, interactive resources, readers) -

https://www.gillexplore.ie/products?Type=1&SubjectList=0&LevelList=0&utm_source=Master+list&utm_campaign=032e461cb1-EMAIL_CAMPAIGN_2018_01_22_COPY_01&utm_medium=email&utm_term=0_239ea55615-032e461cb1-122336957

Edco – (Bua na Cainte, Operation Maths and Explore With Me) - <https://www.edcolearning.ie/>

Username: primaryedcobooks

Password: edco2020

--App available in [Google Play](#) and [iTunes](#) for android or apple tablets/phones too.

Veritas - Religion (Grow in Love): <https://app.growinlove.ie/en>

Sign up with:

Email: trial@growinlove.ie

Password: growinlove

Video Tutorial available [here](#)

If you feel like you need extra work for your child, you can always check back through their workbooks and try some activities they missed due to absences or didn't get finished!

And while I'm sure you are utterly inundated with useful links, here are two more:

Twinkl -

https://www.twinkl.ie/offer/IRLTWINKLHELPS?utm_source=promo&utm_medium=email&utm_campaign=IRL_coronavirus_ministry_email

Sign up using code IRLTWINKLHELPS

INTO Tips and Tricks: <https://www.into.ie/2020/03/18/tips-and-tricks-home-learning/>

If you have any queries/worries/problems, please e-mail the school at mayoabbeyns@yahoo.com

GAEILGE

We are still on *Teilifís* this fortnight. There are only two pages in your child's book to reinforce the language, so again, see if you can use the focus vocabulary during the day yourself.

p36

Dathaigh an fear grinn.

Practise colour names and clothes names (which your child knows)

Word	Pronunciation	Meaning
hata	<i>Hoth-a</i>	Hat
léine	<i>Lay-nah</i>	Shirt
cóta	<i>Koh-tha</i>	Coat
bríste	<i>Bree-shtha</i> (roll the /r/ for fun!)	Trousers
bróga	<i>Broh-ga</i> (roll the /r/ again if you like!)	Shoes

A Rhyme to say about the circus:

Húrla harla hó! An Tíogar is an Leon Ag ithe uachtar reoite Thíos sa bhaile mór!	<i>Hoorla Harla Ho An tee-gar is an ly-own Ag ih-huh ook-thur row-cha Hees sa wahl-ya more!</i>	Húrla Harla Hó The tiger and the lion Both eating ice cream Down in the town!
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p37

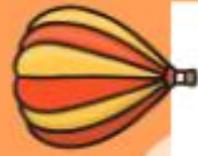
Again, all the vocab you need is on the bottom of this page. We are talking about the sitting room and the TV, and Teddy is laughing while watching the programme about the circus.

You can build this activity up by going to your own sitting room, finding the TV, turning it (or the lights) on and off. Extend the challenge by naming other rooms in the house!

Tá Teidí sa seomra suí.	<i>Thaw Teddy sa show-mra see</i>	Teddy is in the sitting room.
Tá sé ag féachaint ar an teilifís.	<i>Thaw shay ag fake-inch ar an tell-if-eesh.</i>	He is watching the TV.
Tá sé ag gáire.	<i>Thaw shay ag goy-rah.</i>	He is laughing.

Other useful phrases to practice with every day include:

Cuir an teilifís ar siúl.	<i>Kwir an tell-if-eesh er shool.</i>	Turn on the TV.
Múch an teilifís.	<i>Mook an tell-if-eesh.</i>	Turn off the TV.
Las na soilse.	<i>Loss na sighl-sha.</i>	Turn on the lights.
Múch na soilse.	<i>Mook na sighl-sha.</i>	Turn off the lights.
Dún an doras.	<i>Thoon an thuras.</i>	Close the door.
Oscail an doras.	<i>Oskill an thuras.</i>	Open the door.
Cén seomra é seo?	<i>Cane show-mra ay shu?</i>	What room is this?
Seo é an (seomra) _____	<i>Shu ay an (show-mra) _____</i>	This is the _____ (room).



codanna den teach



eochair

- 1 áiléar
- 2 seomra folctha
- 3 staighre
- 4 seomra leapa
- 5 seomra gréine
- 6 cistin
- 7 seomra bia
- 8 seomra súi
- 9 póirse
- 10 íoslach
- 11 seomra fóntais

SESE (SOCIAL, ENVIRONMENTAL AND SCIENTIFIC EDUCATION)

Explore With Me (Poster Book) Topic 9 – At the Supermarket

Looking at this poster and talking through it with your child is a good introduction for the next section of work in this subject area. Last fortnight's plan was extra long – well done if you survived! – so we'll be going at more reasonable pace from now on!

Science p49

Choosing healthy habits. This is something you are always doing with your child. It helps to hear it from other sources too – peer pressure can have positive impacts sometimes! If you log in to the Edco site and look at this page in the book, you will be able to watch a slideshow where your child must distinguish between healthy habits and unhealthy ones. Continue on by colouring just the healthy pictures in the boxes (X out the unhealthy ones if you like – they are just treats, or for special occasions). Finally, draw your favourite healthy lunch.

If you'd like, take a photo of your child with their (real) lunch some day when they have a lot of healthy food. Email it to the school at mayoabbeyns@yahoo.com (Subject: Ms McNamara Healthy Lunch Photo) and if we get a few together, we can put up a little collage on the website to see our friends and get some summer food inspiration!

History p50

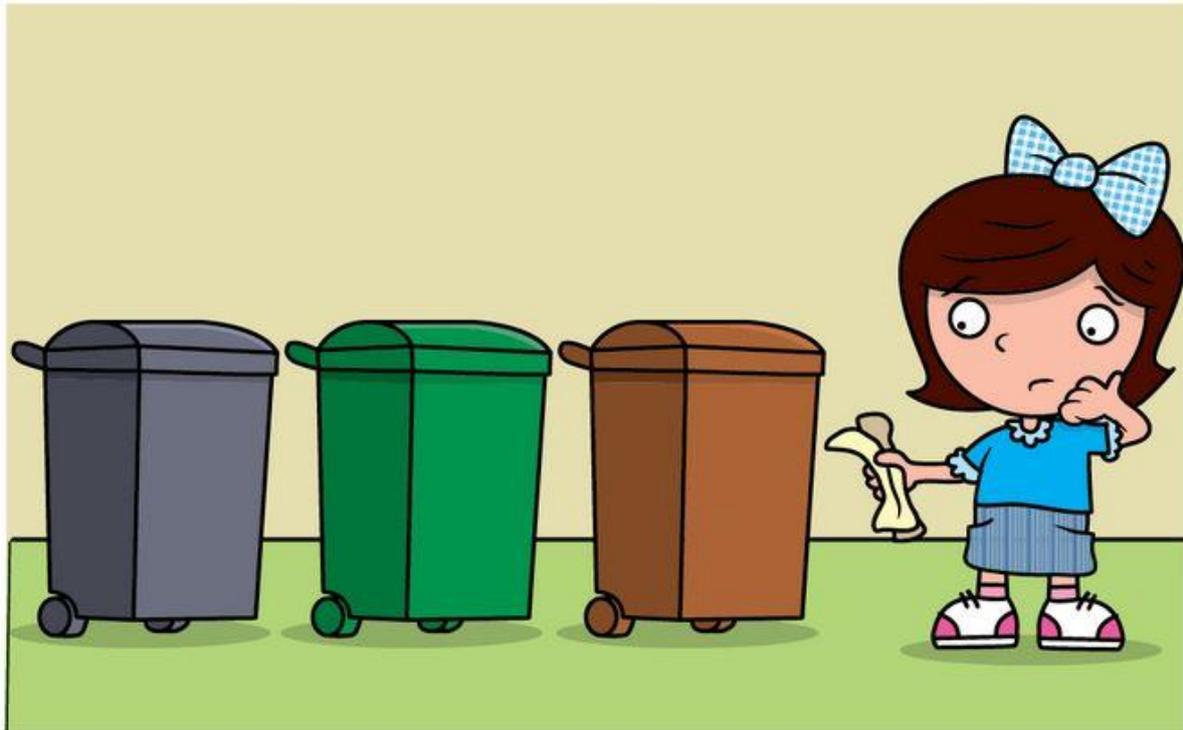
This is the familiar story of Fionn and the Salmon of Knowledge. You can watch and listen to the animation on the Edco website, then order the pictures in the book in the right sequence. Draw and colour the missing scene (Finnegas catching the salmon at night).

I'm sure many of you have alternative versions of this story in different books around the house. This is a great opportunity to read them to your child, or to let your child read them. Twinkl.co.uk also has a variety of lovely material (wordsearches, colouring pages, sequencing cards, marla mats, etc) if you'd like to let your child explore the topic a bit more. Another option, if you live near a stream, is to take a little net and see if you can catch (and release!) any wildlife that swims there. Or make a toy fishing rod with a branch and some string. Even barbecuing some fish in the fine weather is like how Fionn and Finnegas finally tasted the salmon!

Geography p51

Since our school is a Green School, the children are very good at recognising what can be composted and recycled. Keep up this good practice at home, especially if you use composting (the Green Schools committee decided to put composting on hold at school for this year to really focus on our main areas of litter, so the children also know a lot about which parts of food make up compost).

There's no need to log on to the website for this page. I've included the image below. Have a discussion about the bins that Erin is standing beside, and see if you can figure out her problem. (Grey – rubbish, Green – recycling, Brown – composting) She's holding potato peelings and needs to put them in the right bin. (I couldn't tell what she was holding at first at all 😞)



A few vocabulary tips for parents from the Teacher's Book:

 FYI

- Composting: The decomposition of natural waste into a natural fertiliser.
- Fertiliser: A substance (natural or synthetic) that adds extra nutrients to soil.
- Waste that was once a living thing decomposes or breaks down to make a material called compost which we can put in the soil in our gardens to help the plants, flowers, trees and vegetables to grow better. By doing this, not only have we made a natural fertiliser but we have also reduced the amount of waste that goes to landfill.
- Items that can be composted: Raw, uncooked fruit and vegetables / peelings, egg shells, tea bags and coffee grounds, paper towels, cardboard egg cartons, wine corks, fairy cake cases, pencil shavings, newspaper, plants, flowers, grass.
- Recycling: Converting waste material into a reusable material; items that can be recycled include paper, hard plastic, aluminium.

After all of this discussion, your child can work on p51 to draw the lines from each item to the correct bin. (At school we used to put pencil parings in the compost bin, and teabags with non-plastic bags) There is a sweet there too – I don't know the answer to this, so perhaps you and your child can come up with a creative solution!

MUSIC

Our theme last month was to be “Fast and Slow” and for this month “It’s a Wonderful World”. I’ll link some versions of the songs here, if your child would like to sing along to them. I’ll put YouTube links first, but I’m also making a [Spotify Playlist](#) that your child can listen to if you use the app.

[Flight of the Bumblebee](#) *Nikolai Rimsky-Korsakov*

[Tortoises](#) *Camille Saint-Saëns*

(Try to talk about the music in these two. Fast or slow? High or low? What kind of instruments? Loud or soft? What do they see in their imagination? Play it again and move around to the music.)

[Who Built the Ark?](#)

[Katie Beardie’s Circus](#) (A Scottish song!) – I’m putting a different version of this on the Spotify playlist.

<p>Katie Beardie had a coo, Black and white about the mou'; Wasna that a dainty coo? Dance, Katie Beardie!</p> <p>Katie Beardie had a hen, Cackled but and cackled ben; Wasna that a dainty hen? Dance, Katie Beardie!</p> <p>Katie Beardie had a cock, That could spin backin' rock; Wasna that a dainty cock? Dance, Katie Beardie!</p> <p>Katie Beardie had a grice, That could skate upon the ice; Wasna that a dainty grice? Dance, Katie Beardie!</p>	<p>Katie Beardie had a mouse, It ran up and down the house; Wasna that a dainty mouse? Dance, Katie Beardie!</p> <p>Katie Beardie had a cat, That aye about the fireplace sat, Sleek and sly and awfully fat Dance, Katie Beardie!</p> <p>Katie Beardie had a wain, Wouldnee play out in the rain, Wasna that a dainty wain? Dance, Katie Beardie!</p>
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[Zip-A-Dee-Doo-Dah](#)

[The Hokey Pokey](#) (with dance!)

VISUAL ART

With the age your children are at, they are probably doing lots of art, all time! This is a great chance for them to experiment with long periods of being artistic, and of letting art be a process, not just an end product. They can start something one day, and continue to work on it later when it's suitable. It's the way art really is meant to be.

That said, if you are looking for some inspiration, our plan this month was to build fairytale dioramas!

Simply put, a diorama is "a three-dimensional full-size or miniature model". At school, a shoebox is the perfect housing for a diorama. The box sits on its side in the lid, and the diorama takes place within.

First of all, have a read through some fairytales (Three Bears, Tom Thumb, Thumbelina, Ugly Duckling, Puss in Boots – these are all fairytales. You can take the very notion of fairies in a forest as an idea as well.)

Next collect items your child can use for their diorama – card, fabric scraps, glue, colours, glitter glue (WARNING: loose glitter will NEVER LEAVE YOU!), stencils, crepe paper, pipe cleaners, etc.

Start with the background (sky, walls, ground) of the diorama, and add characters or props later. Don't feel confined to any one thing. Let your child explore and take their time. If we were in school, this would be going on over the entire month!

I have included some images from Pinterest to give you some inspiration, but feel free to let your imagination run free.

If you would like to email a photo of your finished diorama (with or without your child in the photo), please do so to mayoabbeyns@yahoo.com (Subject: Ms McNamara Diorama Photo).





SPHE

Our topic this month happens to be “Developing Citizenship”.

Learning Outcomes:

- Exploring rules with children will help them understand their significance for safety and well-being

Lesson Content:

- Recognise and become familiar with the rules within a group or wider community, those who safeguard these rules, and the importance of obeying the rules in order to keep people safe.
- Recognise and appreciate people or groups who serve the local community and how their contribution enhances the quality of life of others.

If you would like to undertake some work on SPHE, this topic is very relevant to all the rules surrounding the Covid-19 crisis, and can be an opportunity to find out how your child understands the situation. There are many websites to help explain the situation to your children, including [Nat Geo](#), [RTÉ](#), and even a free book by ‘Gruffalo’ illustrator, [Axel Scheffler](#).

This was the outline of our original lesson:

Show the children pictures of places that they visit regularly and discuss the rules in these places.

- Do you know some rules about what we are to do in...?
- What would happen if we did not obey the rules?
- Are all the rules written down?
- If they are not all written down, how do we know them?
- Who would tell us rules?

Make a chart of the rules we must follow to prevent the spread of Covid-19 to keep everybody safe. (Stay Home, Wash Your Hands Frequently, Keep a distance from people who you don't live with, Cough into your elbow, Don't touch too many things outside home, etc.)

It might be nice for your child to make a poster for the home, or for themselves to remind themselves of these rules, with lots of colours and pictures. Sometimes having a small number of rules clearly laid out is more calming than just not knowing what is actually going on.

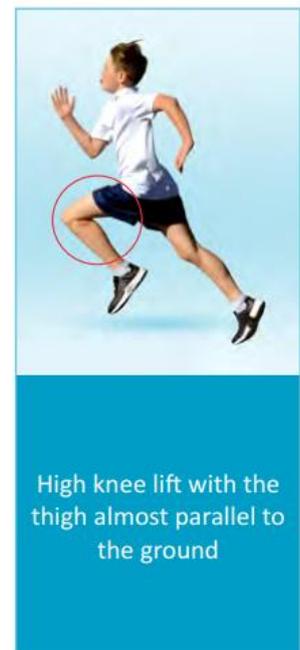
P.E.

As before, you know your child and your situation best! Get outside and keep active. Learn new games they can play on their own, or with their siblings or you. Look up some suitable yoga on YouTube and have some regular stretching each day (maybe before school work, or afterwards as a treat?!).

This month we were due to focus on running (in the lead up to Sports Day), so perhaps you can do some running techniques with your child so they will be in top form when we are all back together!

Warm up with some gentle stretches.

To run well, watch out for these skills:





The kick back should be close to the buttocks (at least 90 degrees)



Push off from the ball of the foot and land on the heel of the foot initially, however, when the run speed increases contact will be made predominantly with the ball of the foot only



Lean slightly forward when accelerating and slightly backwards when slowing down

Game

Cari on Running!

Spread out within a large defined playing area. The teacher adopts the role of 'Cari' and guides pupils to explore different running techniques by using the following commands:

'Cari on running... leaning backwards; leaning forwards; quickly; slowly; heavily on your feet; lightly on your feet; with long bouncy strides; with high knees; with long arms; with fast arms; with arms swinging across your chest; alongside a partner; following a leader; over an imaginary object; etc.'

After a number of commands, select a pupil to adopt the role of Cari.

Try to run...	Effective questions
• tall like a giraffe without bending your knees	<i>What position should your body be in?</i>
• small like a pixie bent over at the waist	
• without moving your arms	<i>Try to make an L with your arms - is it possible?</i>
• looking at the sky/looking at the ground	<i>Where should you look?</i>
• on your tiptoes/flat footed	<i>How should you land/take off?</i>
• forwards/backwards	<i>If running backwards look over shoulder</i>
• as fast as you can on the spot	<i>What are arms and knees doing?</i>
• along a different path to everyone else	
• for as long as you can	<i>What happens to technique when you - get tired or get competitive?</i>
• as fast as you can	
• in front of/behind a partner	
• holding hands	
• using all the correct technique outlined	<i>Let's put it all together!</i>

RELIGION

Month of May – Month of Mary

If you would like to use the Grow in Love website to support your child's learning, please see the login details and tutorial at the top of this document. You will find the lessons on Mary in Section 10: Seasonal Lessons, number 5.

If you would like to read the Ave Maria story with your child, you can click the link on the website to follow the pictures. I've included the text of the story below.

'Ave Maria'



'There's one, Nan!' said Aoibhinn.
'Ohhh ... That's a great one!' exclaimed Nan. 'It's a bluebell. Pick it up and bring it over!'

'Do we need more?' asked Aoibhinn.
Nan looked at the bundle on the ground.
'Maybe just a couple,' she said.
Aoibhinn plucked two buttercups from the ground and ran back to her nan with them.
'That's just great!' said Nan. 'And I have just the thing to put them in!'
Nan and Aoibhinn walked back through the long grass to Nan's house. There was no one else there.



Gently, Nan took the flowers that she and Aoibhinn had collected and started to arrange them in the jar.
'Why don't you bring Mary flowers at other times of the year?' asked Aoibhinn.
'I suppose you can,' answered Nan. 'It's just, when I was a little girl, we always made a special effort to do it in May.'
Nan pulled a blue ribbon from her cupboard. Carefully, she tied it around the jam jar. It looked beautiful.

'Ready to give them to her?' asked Nan.

'Yes!' replied Aoibhinn.



'Where is she?' Aoibhinn whispered.
'Over there,' said Nan, pointing to the statue on the windowsill in the kitchen.

Aoibhinn walked towards the statue of Mary.
'She's wearing blue!' said Aoibhinn. 'It's the same colour as your ribbon!'

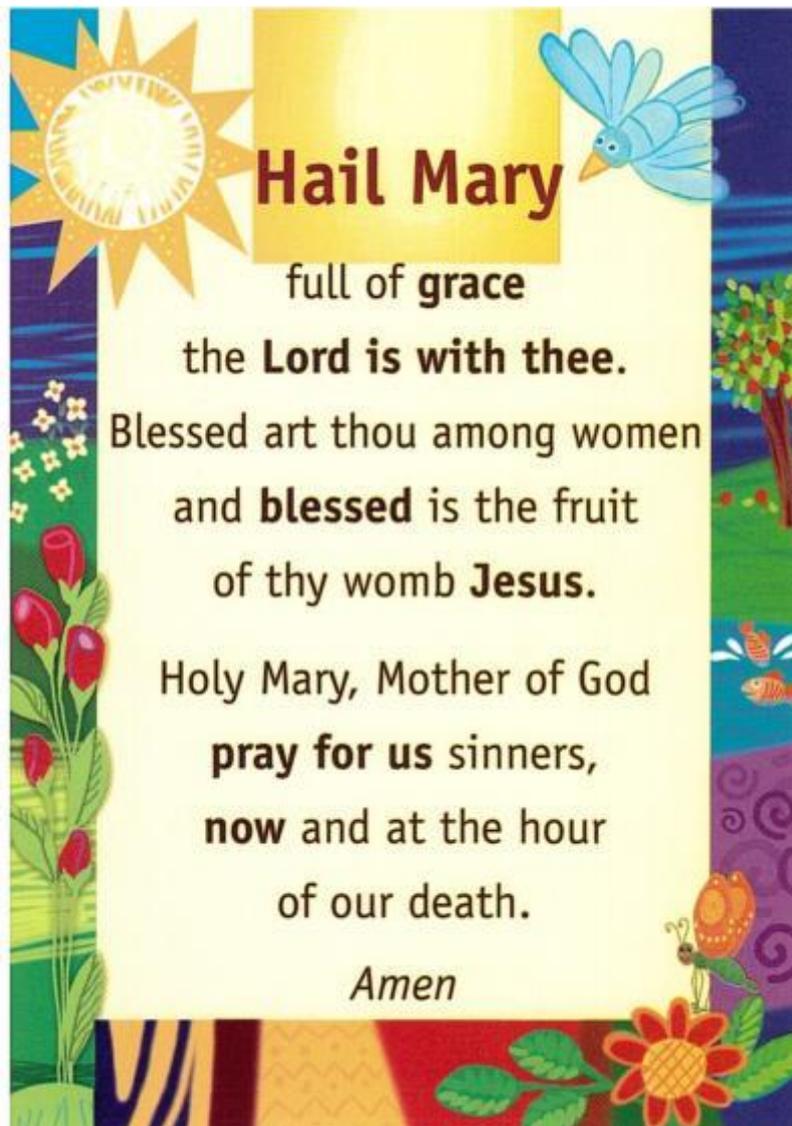
Carefully, Nan reached over and placed the jar of flowers at Mary's feet. There was a candle beside the statue, and Nan lit it.

Aoibhinn looked up at Nan. She wasn't making any noise but her lips were moving and her eyes were closed. Aoibhinn wondered what Nan was saying to Mary. After a moment, Nan blessed herself, and Aoibhinn did too. Nan lifted the candle down to Aoibhinn, and Aoibhinn blew it out.

'Nan,' she asked, 'what were you saying to Mary?'

'I was remembering a song that I learned at school,' answered Nan. 'It was a beautiful song. We used to sing it every May. It went like this ...
"Ave, ave, ave Maria."'

This month your child would be learning the prayer 'Hail Mary'



In their workbook on p62, you can read through the True/False statements with your child before colouring the picture of Mary. They might like to look at the poster on the website for colouring ideas. On p63 you can talk with your child about stories they can recall about Mary.

This is a nice time of year to create a May Altar in the home as well, using fresh flowers, or flowers coloured and crafted by your child. If you would like to listen to some of the related music on the website, it could also be played while you and your child set up the altar, or as a piece of reflective, meditative music.

Junior Infants

English & Maths

English

Over the Moon – Unit 8B

p102

Read the poem about the Green Giant to your child, and have them colour the picture as they listen.

Green Giant

There lived a green giant whose name was Sam.

His hair was the colour of strawberry jam.

He had one brown and one blue eye.

And a beard the colour of pumpkin pie.

His coat and pants were oh so bright,

Like a peppermint stick all red and white.

His socks were as yellow as lemon pop.

His shoes were as brown as a chocolate drop.

His hat was the colour of gingerbread,

With a tall, tall feather of raspberry red.

Your child can write, or draw and label some of the fruits mentioned in the poem in the sky around the giant.

On the Gill website, you can also listen to the poem being read by another child. (Unit 8, Oral Language and Interactive Resources).

To extend the challenge, have your child write a similar poem about themselves!

p103

-op words. Recognise and practise the /op/ sound before reading.

Have your child read the words in the box three times through. Colour a star after each complete read.

Call out a word from the box and a colour to your child and have them put a ring around it. (You can mix in some Gaeilge here if you like, using colours!).

Look through and name the pictures (mop, top, hop, cop, pop, stop). Some of these might be hard to recognise (like the American name for fizzy drinks being 'pop') so it is important to identify them all before beginning writing. Let your child sound out the words from beginning to end:

m--o--p ... m--op ... mop!

Then write in the missing letters. Please only use lower case (small) letters here.

Colour the pictures.

p104

Our book this fortnight would be *Grandad's Secret Giant* by David Litchfield.

If you have this book yourself, it would be a lovely time to read it with your child. Otherwise, there are a few YouTube recordings available, one of which I've [linked here](#).

If you like, you can just listen for the first play through – as with the Green Giant poem. Have your child picture the story in their own imaginations, and draw what they think the giant might look like.

Finally, finish the two sentences. Here are some ideas. If you have a whiteboard/blackboard or a piece of paper, you can write it out with your child first, before they add it to their book.

- The giant has... legs as long as drainpipes / hands as big as tabletops / feet as large as rowing boats.
- The giant is... a secret / lonely / kind / helpful / good / different / real / humongous (or any combo!)

p105

Sight Words / Tricky Words

As with last fortnight, your child needs to see these words frequently and recognise them on sight, as they are not words that can be sounded out. Having you or a sibling work through this page with your child is a great opportunity, because all the attention is on just them – not spread across the whole classroom! Take your time with this page and ensure that they recognise the words fully by the time they've finished. As before, you can make flashcards and play games with them, or spot the word in books – great ways to reinforce learning.

p106

This is another chance to read/listen to *Grandad's Secret Giant*. At school we may read this a few times in the fortnight, and the children love listening to it! Let your child talk about the ending of the story, and their thoughts, feelings and opinions.

For section B, talk about what could happen next if the story was to continue. Talk about what things the giant and Billy might do, whether Billy might introduce the giant to the other people in the town or whether the giant might stay a secret and Billy might go to visit him and play in his house. Encourage your child to chat about an adventure that Billy might go on with the giant, such as a trip to the top of the tallest mountain or an adventure in the clouds. Encourage them to draw the adventure.

p107

More sounds!

These pictures revise a lot of the sounds your child has learned so far in the year. Take your time, work on them together first, revise letter formation and Jolly Phonics sounds, and finally work on sounding out the words one by one, before writing the spellings.

There are a few options for some of the pictures – you and your child can decide what it is. Here is a list of all the words.

bag	hat/cap	jam/jar
bed	leg	vet
peg	wet/dog/wag	lip
six	hop	hug
bun	run	win/end

Jolly Phonics

p36 and p37

Take one of these pages per week, and revise the sounds and words list each day. At times, you can go back to any page in the book and have your child read the words from the word list.

For the /ou/ sound song, click [here](#)

For the /oi/ sound song, click [here](#)

Please take care with letter formation. Again, working on their own or with just their siblings is a great chance for your child to get individual attention. Don't accept rushed or messy work. Let them try their very best, follow the tracing practise, and work hard on making their writing look really grown up!

Maths

Week 1 Vocabulary

light, heavy, lighter, heavier, weighs more, weighs less, one, two, three, four, five how many?, more, less amount, number

Involve your child in a discussion about weight. Stand beside your child. Which of us (you and the child) is heavier? Lighter? Who weighs more/less? How do we know? You may get some interesting answers! Use all the language associated with weight. Talk about weighing scales in their bathroom or kitchen. Examine some other pairs of objects and make comparisons, e.g. child and schoolbag, chair and book, crayon and pencil case. Use objects around the room and let individual children 'weigh' them in their hands.

Move on to some pairs of objects whose difference in weight may not be obvious, e.g. crayon and marker. How can we be sure which one is heavier/lighter? (Use the balance/weighing scale.) What does the balance remind you of? (A see-saw.) Ask the child to guess which object will be heavier/lighter. Will this weigh more/less? Is this lighter/heavier? Let the child test pairs of objects on the balance.

Examine pairs of objects where one is larger but lighter, e.g. a big piece of paper and a stone, a ball of cotton wool and a pebble, a feather and a marble, a ping pong ball and a golf ball, a cushion and a big book.

p81

Discuss the people in the photographs. How do we describe them? (Baby, child (what age do you think the baby is?), teenager and man.) Discuss who might be heavier/lighter. The children are making connections between what they already know and their new learning. Discuss the 'Try This!' activity at the bottom of the page. How could we work this out? (Some children may not be ready for this type of reasoning.)

If you have a see-saw or a balance scale, this is a great chance for your child to play with balance and weight. For now, the numbers (kilos/grammes) are not relevant unless your child really understands them, so focus more on the vocabulary from the top of this section.

At Home Book p29

An extension for this topic. All of the objects should be easy to find in the house, and let your child explore and find out the differences in weight! Your child could even make a challenge for you by finding a selection of objects and drawing out a similar workpage!

Week 2 Vocabulary

holds more/less/as much as/the same as, full, empty, nearly full, nearly empty, full up to the top/brim

Involve your child in a discussion about capacity. Ascertain what they already know about capacity. Discuss some of their toys, e.g. a tub of bears that is almost full of bears. What can we say about this tub of bears? Is it full, empty, nearly full, nearly empty? Is it full up to the top/brim? Will the tub hold more bears?

Look at two different containers, e.g. an empty jar and a jug of water. What can we say about these two containers? What if I pour some water out? Now what can we say? What if I pour some water into the jar? Continue in this vein, making sure your child is describing the different outcomes.

Use two containers that are the same (two jars, one full and one empty). What can we say about these containers? They hold the same amount (of liquid). What would happen if I poured this water into the other jar?

As with Senior Infants last fortnight, capacity is a lovely chapter to work on when the weather is fine. Give your child a basin (or pool!) of water and a whole variety of containers, and let them play with pouring and filling from one to the other for as long as they like. Use the vocabulary from this topic to reinforce the maths aspect, but when maths is this fun, just let it be fun!

p82

Discuss all these familiar objects. Elicit their names from your child, e.g. shopping trolley, litre bottle, paddling pool, waste paper basket, bucket, swimming pool. What can we say about each container? The 'Try This!' activity at the end links with the data strand: Discuss the number of containers on the whole page that are empty or full. (4 empty, 5 full).

At Home Book p30

An extension for this topic. At mealtimes or bathtimes, you can use the vocabulary – who has a bowl that is full to the brim? Who has an empty bowl? Who needs more cereal in their bowl? Etc.

Senior Infants

English & Maths

English

Over the Moon – Unit 8B

p109

Read the poem 'The Zoo' with your child. You find the text below, or listen to the interactive poem on the Gill website (Unit 8 Oral Language and Interactive Resources).

At the zoo we saw a bear,
He had long, dark fuzzy hair.
We saw a lion in a cage,
He was in an awful rage.
We saw the big, long-necked giraffe,
And the silly monkeys made us laugh.
But my favourite animal at the zoo
Is the elephant, how about you?

Read the poem a few times. Try using different voices (squeaky, low, whisper, etc.).

Section A requires your child to sequence the animals in the correct order from the poem. Since the first animal in the poem was a bear, we'll put "1. First" in the box underneath the bear.

Lion	Elephant	Bear	Giraffe
2. Next	4. Finally	1. First	3. Then

Section B is rhyming with BEAR, CAGE and ZOO. Let your child guide this activity. Get them to figure out the words we should be using, and which ones rhyme. Once they've found the odd-one-out, cross it out and colour in the correct rhyming words

BEAR	eət	chair	hair
CAGE	stage	peg	page
ZOO	glue	lion	blue

To challenge your child a bit more, have them write a poem about their favourite animals in the zoo!

p110

Once again, we are practicing our phonics! Practise the sounds at the top of the page carefully first (those double /o/ sounds are always great fun...). Identify the pictures next, before doing any writing. Finally, write in the missing sounds, word by word. Thankfully, the long /oo/ sound is only at the top of the page, while the short /oo/ sound is at the bottom of the page. Of course, the pronunciation of the word 'book' can cause terrible controversy in Ireland, so I will leave your decision on that entirely to yourselves!

p110

Our book this fortnight would be *Dear Greenpeace* by Simon James.

If you have this book yourself, it would be a lovely time to read it with your child. Otherwise, there are a few YouTube recordings available, one of which I've [linked here](#).

If you like, you can just listen for the first play through. Have your child picture the story in their own imaginations, and draw or write what they think the whale might look/smell/feel like.

Section B asks your child to imagine they had a situation like Emily. What sort of animal came to your house? Where did they go? What did they look like? For an additional challenge, have your child add labels to their drawing (e.g. wings, horns, fluffy tail, etc.)

p112

Section A – Find all the capital letters. Either ring or colour the capitals, but it might be nice to use a colourful pencil either way! Don't ring the small letters!

Section B – Revise where we use capital letters (beginning of sentences, our names) and full stops (at the end of a sentence).

Let your child read through each scrambled sentence first, and see if they can figure out what order it should be in. (It might help to label each word 1, 2, 3 and so on, when they know).

Write the sentence in the correct order on the line (it might help here to cross off used words).

Make sure to use a capital letter at the start, and a full stop at the end.

p113

I thought it might help to remind us all what a syllable actually is, but I'm not sure if it does...

"a single unit of speech, either a whole word or one of the parts into which a word can be separated, usually containing a vowel"

It's the amount of claps you can do in a word!

My name is great because it has so many vowels: Ma-ry-Mc-Na-ma-ra = 6 syllables

Ms Quinn only has 2! Ms-Quinn!

Clap out the syllables of the names of people in your house! Add more names for more fun!

Back to the page in the book, each animal is missing a starting and ending letter. If your child wants an extra challenge, used joined writing to connect to the following letter, or from the preceding letter.

Syllables:

Tiger – 2	Elephant – 3	Zebra – 2
Lion – 2	Gorilla – 3	Wolf – 1
Panda – 2	Snake – 1	Monkey – 2

p114

Report Writing

Our previous work on the Report Writing Genre has lead up to this report on the story *Dear Greenpeace*. Read/Listen to the story again and emphasise the descriptions of the whale.

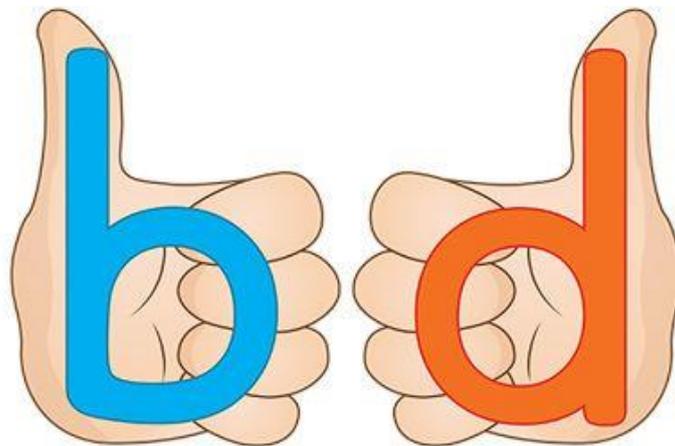
Your child can draw OR write in the blank sections, whichever they are more comfortable with. If they draw, however, challenge them to also include a few labels on the picture (e.g. fins, eyes, tail, etc.). For the fun fact, they can choose something they learned from the story, or something else they know or researched about blue whales.

Jolly Phonics

p32

Constantly revising the Tricky Words/Sight Words your child has learned is excellent practice. The two new Tricky Words for this fortnight are 'like' and 'have'. At any stage, go back through the Jolly Phonics book and revise other Tricky Words, or get your child to make a poster/flashcards to play memory games with you!

b/d – This section is important for preventing reversals. At senior infant level, your child is absorbing so much information at speed, something that seems simple can often become difficult! Always check for letter reversals in your child's work. We have a way of remembering which is which in our class – use two thumbs up to build a bed... b is your left hand and d is your right hand. If you lay them knuckles down on the page, you can find the right one.



p33

Write a story about the queen. In class, we do a lot of brainstorming of words we know related to the picture first, and write them on the whiteboard. Next we make up simple sentences (I edit as we go to keep them easy to spell and fit on the line!). If your child suggests a word like "castle", work with them to try to spell it. After they've attempted it, show them any silent or tricky letters. In class, we write out the whole story on the board, using joined writing where we can, and the children write the finished product into their book. For some children, 3 short sentences will be enough, while for others they may need to add a few more, or make the sentences more detailed. Stretch your child, but don't discourage them!

p34

More phonics!

The /ie/ ("eye") sound can be made a number of ways <ie> <y>, or with magic 'e' <i_e>

Let your child read through the word list at the top. You'll notice that each sound is separated into columns to help you and your child. In the second section, your child has to read the word and draw the correct picture.

Maths

NOTE: In the confusion at the time of closure, I think I forgot to include some work from the At Home book, as well as pages 96, 97 and 98 in this book. If at any stage you need to do a bit more maths to engage your child, feel free to do any of the pages that haven't been done. Apologies!

Week 1 Vocabulary

number line; guess, estimate; more, less, between

The children are developing their problem-solving skills by constructing shapes and identifying missing pieces. They are using their number lines to work out sums. They are estimating the number of objects in a set and checking by counting. The children are developing an understanding of the conservation of number and discovering different arrays of the same number by designing flags. They are identifying numbers less than, more than and in between other numbers.

Note: Conservation of numbers means that a person is able to understand that the number of objects remains the same even when rearranged. $1+4=5$ $4+1=5$ $2+3=5$ $2+3=5$

page 102:

- part A: Point to the wall. How many bricks are missing? How do you know?
Which bricks match the building? How do you know?
- part B: Read the problems to the child. The child uses the number line to work out the sums.

Number line: Q1: Leo has 3. Put your finger on 3. May picked 4. Count on 4 more from where you are. What number did you land on? 7? So how much fruit do Leo and May have all together? 7!

page 103:

- part A: Point to the first flag. Ask the child to guess how many stars are on the flag. Discuss their estimate. Ask the child to count the stars.

Is the number of stars different to your guess? Is the number of stars more than your guess? How many more stars are on the flag than your guess?

Be careful here again that your child does not count before they guess! Knowing how many things you are looking at without counting is a skill called "subitizing" and it a discrete skill that your child is being taught through the maths curriculum. This is why a sincere estimate (or guess) is better for your child than trying to always be "right".

- part b: Have your child design two flags using between two and 10 stars. Another sibling, or you yourself must estimate how many stars are on the flag! Don't cheat!

page 104:

The child design flags. Each flag in the row uses the same number of shapes, but all the flags should be different. Discuss the different ways the flags could be designed. This is reinforcing subitizing and counting, since it is easy to place numbers in the same pattern all the time. While that is great for learning to count and for numeration skills, it is important to develop other number skills like subitizing, as in this activity.

page 105:

- part A: The child completes a dot-to-dot challenge. What animal can they see?
- part B: Start with a game. Tell your child that you are thinking of a number. Say: One less than the number is 8. One more than the number is 10. What is the number I am thinking of? This is more practice on seeing numbers in relation to one another. When undertaking addition and subtraction problems, your child will need to be able to count forwards and backwards along the number line, so this activity is reinforcing that skill.

Play this number guessing game at any time during the week! Once you get used to it, your child can play against you!

- The 'Try This!' activity at the bottom of the page can be done on the same day as the rest of the page if your child wants a challenge, or leave it until another day to give your child a break and the opportunity to revise on another day. Unusually, we are counting from right to left, from the caterpillar's head. Once the numbers are written in, your child can add the correct colour to each segment.

Week 2 Vocabulary

more than, less than; in between; greater than, less than

The children are continuing to develop their concept of more than, less than and in between. They are learning the ordering of numerals and the conservation of number, i.e. the number represents the group of objects regardless of size or distribution. The children are learning to order numerals 0–10 and to count on and count back by one. Having the Ten Frame from last fortnight's document will be very useful for this page, as will having counters, or something similar to work with.

page 106:

- part A: Point to the first ten frame. How many counters are there? Point to the second ten frame. How many counters are there? Which ten frame has more counters? How many more counters does it have? Write the corresponding sum on the board: 7 is more than 6 by 1.
- part B: You can play this game with your child by using a dice. Take turns rolling one dice. The winner is the person who has the greater number. Play 10 times to see who wins the game.

page 107:

- part A: Point to the first ten frame. How many counters are there? Point to the second ten frame. How many counters are there? Which ten frame has fewer counters? How many fewer counters does it have? Write the corresponding sum on the board: 5 is less than 8 by 3.
- part b: Use a pack of playing cards (numbers 2 to 10 only). Take turns picking a card. The winner is the person who has the smaller number. Play 10 times to see who wins the game.

page 108: What objects can you see? Point to the first set. How many suitcases are in the set? Draw one more suitcase. How many suitcases are there altogether? Continue with this technique for the whole page. Take your time, count (or even estimate before counting!) how many objects are in the set *BEFORE* drawing one more and writing the total. Let your child colour the page however they wish.

page 109: Talk about what you see in the pictures. Point to the first row. What number can you see? What number is one less than six? 5! Colour the set of five stars. Continue on and only colour the picture in each row that has one less than the number. More subitizing!

At Home Book p32 and 33

page 32: Learning to order numerals and the conservation of number, i.e. the number does not change even when the colour does.

page 33: Learning to order numerals 0–10 and to count on and count back by one.



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