

St John the Baptist BNS Cashel

Work package for Mrs O'Dwyer's Senior Infants Room 3

Week beginning Monday 18 May 2020

Hello everyone/Dia dhaoibh go léir!

How are you all doing? It is exciting to think that the restrictions are being lifted slightly this week and we can meet with some small groups outside. I hope that you enjoy catching up with some people you may not have seen over the past few weeks. You've been so wonderful to stay at home and follow the rules. Well done :-). Thanks for putting in such a super effort with your school work. It's not easy to stay motivated but you are all doing fantastically and it means a lot to me. **You can hear me talking through the plan here if you like:**

Listen: [Copy of Mrs O'Dwyer Weekly Work Package Week Beginning Mon 18 May 2020 - Google Docs.webm](#)

I have also included a little video of myself reading a story if the boys would like to have a look:

[The Highway Ray by Julia Donaldson.webm](#)

Aistear: Firstly, building with **lego/building blocks/magblocks/stickle bricks/k'nex/mechano** etc. is something that the boys always enjoy. You could try giving them a certain task e.g. build a house/car/robot/your name/rocket/bridge/hotel/tree house/train station etc. **Water play** - put some water in the sink or in a basin outside and give them some containers of different sizes and toys to play with. **Sand**, if you have it, is a very useful and enjoyable activity. **Junk art** - all they need is the contents of your recycling bin and some tape. Again it works better if they have a clear focus - make a ship/rocket/jug/dragon/robot/octopus/lion etc. **Playdoh** - creating and making figures, animals, flowers, food etc. using playdoh. **Role Play** - if you had a cash register or toy kitchen at home you could have them play restaurant or shop with siblings. **Small World** - playing with small vehicles like dinky cars, fire engines, police cars etc. and small figurines and dolls' houses.

Here's your plan for the week ahead. **Remember to continue to do your best and note that you can now communicate with me via my school email address jenniferodwyer@cashelbns.ie. You can send me photos of your work, send photos of you completing some of the tasks that I've set or ask me a question or query about the assigned work package. If you don't want any pictures put on the website, then you can just state this in the email. But, please, do get in touch with me if you can so that I've got your families' email address for correspondence and because I really do love hearing from you. Don't feel that you need to show lots of work in the email, it's nice just to hear how you are.**

I'm including Ms Mullins (sineadmullins@cashelbns.ie), Mrs Kelly (catherinekelly@cashelbns.ie), Mrs Perdue (sharonperdue@cashelbns.ie), Mrs Butler (helenbutler@cashelbns.ie) and Mrs Carroll's (katherinecarroll@cashelbns.ie) emails here as well as they work with some of the boys in the class and you may like to get in touch with them during the week.
Mrs O'Dwyer

CURRICULUM ACTIVITIES FOR THE WEEK

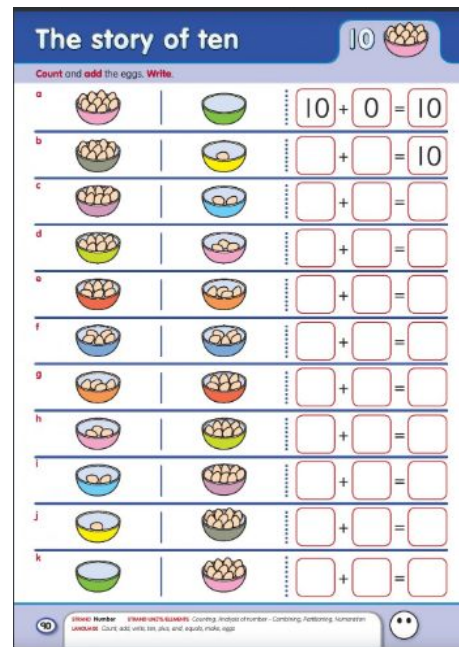
Subject/Area	Content	Websites/other instructions	Online/ Offline (please state)
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Numeracy	<p>Counting: Practise counting to 20 – orally counting and also counting out certain objects – even informally e.g. close their eyes and count how many claps someone does or how many times a whistle is blown or how many for example marbles are dropped into a tin - If you do this one it's great to do for example 4 claps, pause and then 3 more and have them tell you that you did 7 claps altogether as they're adding in their heads.</p> <p>Count how many colours are in the tub, how many petals are on a flower or how many times they can throw and catch a ball or do 'keepie uppies' with a soccer ball or hurley and sliotar. Have them tell you which number is bigger or smaller from two given numbers between 1 and 20. Have them tell you which number comes before, between or after two given numbers between 1-20. They could try to practise counting backwards from 10 or even 20.</p> <p>Sing some counting songs on youtube</p> <p>There are some great activities here to practise adding to ten and counting. Select Kindergarten, and then the parts most relevant to the boys are: numbers, addition and counting on the bus. Remember the boys are only counting to 20 and adding totals to 10</p> <p>Practise addition – totals to 10 (e.g. $7+2=$, $4+3=$) in their Maths copybook - you could write out the sums for them or they could use dice/dominoes/playing cards as I mentioned previously. I know with these resources the totals will sometimes be more</p>	<p>YouTube Counting Songs</p> <p>https://www.mathabc.com/kindergarten</p>	<p>Offline</p> <p>Online</p> <p>Online</p> <p>Offline</p>
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	<p>than 10 but they usually manage fine. You could also try adding three numbers (totals to 10) e.g. $3+2+4 =$, $2+5+1 =$ and so on. The boys can try adding vertically (just two numbers this time, totals to 10)</p> <p>Practise forming the numeral 9 - draw some sets of nine e.g. 9 circles, 9 squares, 9 dogs, 9 cats etc.</p> <p>Practise forming the numeral 10 and draw some sets of 10. Go around the house and make sets of 10 e.g. 10 sweets, 10 crayons, 10 books, 10 cotton buds, 10 socks, 10 pieces of lego and so on.</p> <p>I have made a game and included it at the end of the document ↓ that could be printed and cut out. The boys simply have to select a card with a number of circles on it and match it with the correct numeral e.g. the card with 5 circles matches with the card that has the number 5 written on it. Alternatively, they could select a card with a number of circles on it and then write that numeral on a piece of paper.</p> <p>The Story of 10</p> <p>The story of a number refers to all the different ways you can make that number by adding two other numbers together. So the story of 10 is as follows:</p> <p>$10 + 0 = 10$ $9 + 1 = 10$ $8 + 2 = 10$ $7 + 3 = 10$ $6 + 4 = 10$</p>	<p>https://bit.ly/2UHeXcR (Nice link with rhyme for forming numbers)</p>	<p>Offline/ online</p> <p>Offline</p> <p>Offline</p>
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$5 + 5 = 10$
 $4 + 6 = 10$
 $3 + 7 = 10$
 $2 + 8 = 10$
 $1 + 9 = 10$
 $0 + 10 = 10$

See below page from Maths books for reference



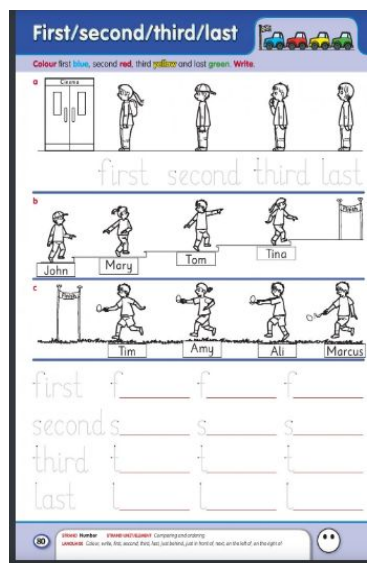
It is important to illustrate this using concrete materials for your boy. Take 10 small items and two plates or bowls e.g. marbles, counters, pieces of lego even sweets if you're stuck and start with the ten to the left hand side i.e. in a bowl or on a plate to

Offline

the left. Have your boy write $10 + 0 = 10$ on a copy or piece of paper. Next, have them move one counter from the plate on the left, to the plate on the right and have them write the new sum $9 + 1 = 10$. They may need to count the counters on the left and the total again and this is fine. Another useful way of illustrating this is to get ten pegs and hang them on a clothes hanger. Start with all 10 to the left and move them over one at a time to show the rest of the story of 10.

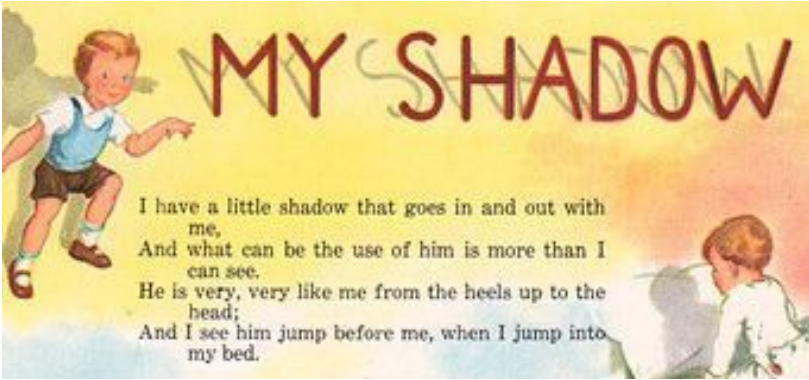
Ordinal Number

Ordinal number is used to describe the order in which things come i.e. first, second, third, last.



Arrange four toys e.g. 4 action figures, 4 vehicles in a line


	<p>facing the same direction and have your boy identify which is first, second, third or last. There are some lines of items at the end of this document which can also be used to practise the language of ordinal number.</p>		
Literacy	<p>I would encourage the boys to write each day. If the copy is getting full and you don't have another, don't worry. It's fine to just fold some plain A4 sheets in half and staple the middle to create a make-shift one without lines.</p> <p><u>My News:</u> Try to have your boy name the day today, yesterday and tomorrow and write a bit of news each day. Revise the fact that we're now in the month of May and have moved into the season of Summer. Have them write independently as much as possible – have them tell you the sentence they want to write and ask them how many words are in the sentence. Ask them to name any tricky words in their sentence before they begin and remind them if it contains any simple words that they already know how to spell e.g. in/on/at etc. Remind them about finger spaces, capital letters at beginning and full stops. Once they write the sentence by themselves, then you could correct any spelling mistakes that they have made and have them re-write the sentence with the correct spelling. Some boys may be able to write a few sentences independently. Have them draw a picture of their news and perhaps label it. If your boy struggles with writing sentences independently, it is fine to write their sentence for them to copy but ensure that you talk them through each word so they know what they are copying.</p> <p><u>Dictation:</u> Call out some or all of the following sentences</p>		Offline

	<p>slowly and have your boy write the sentence independently. If a sentence is too much for your boy, you could call out a simple CVC (consonant, vowel, consonant) word e.g. web, bin, tan, pat, fin, ten, six etc and have them write that instead:</p> <p>The snail went on the grass. The grass was green and long. He did not go fast. He met a frog. They had a little chat.</p> <p><u>Tricky Words:</u> Write sentences containing tricky words – start with the blue tricky words and work from there at the pace of your own boy. List at the end of this document for reference.</p> <p><u>Oral Language:</u> You might like to teach the following rhyme to your boy</p>  <p>MY SHADOW</p> <p>I have a little shadow that goes in and out with me, And what can be the use of him is more than I can see. He is very, very like me from the heels up to the head; And I see him jump before me, when I jump into my bed.</p>	<p>Offline</p> <p>Offline</p> <p>Offline</p>
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	<p>Reading: Continue to practise reading the tricky words in your boy's tricky word folder. Point to different ones and ask them to name it. Name a word and ask your boy to point it out. Some boys may be able to spell some of the words without looking at them. The boys also love to find tricky words that they know in books that we are reading so have them find them in books that you have at home as well as finding smaller words within words e.g. the word 'there' contains the words 'the' and 'he'. This week why not try should, would and right</p> <p>Rhyming - select a simple word and have your boy list some words that rhyme with it e.g. hat or mug. There are some strips at the end of this document - different from last week with rhyming words which your boy can read and tell you the word in the strip that does not belong. If you like you could take the word that does not rhyme and have your boy suggest words that do rhyme with it.</p> <p>Revise the digraphs 'ie', 'ee' and 'or'. Here are links to the jolly phonics songs for them (across). Have them look at the digraph, make the sound and do the action. Have them suggest some words that contain that sound e.g. pie, tie, lie, die, cried, spied. Green, seen, been, screen, Halloween, greedy, need, tee. Corn, fork, horn, born, morning, torn.</p> <p>Join www.storylineonline.net and have your boy listen to some stories. There are some activities available to go along with the stories if you wish to complete them. They might like to retell the story in their own words or write/draw their favourite part of the story or favourite character.</p>	<p>Jolly Phonics (Group 4 - Letter "ie")</p> <p>Jolly Phonics (Group 4 - Letter "ee" & "or")</p> <p>www.storylineonline.net</p>	<p>Offline</p> <p>Offline</p> <p>Online Online</p> <p>Online</p>
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	<p>NEW - NEW - NEW We now have another option for levelled readers if you wish to try it. Each child has been assigned a login for the Scholastic Learning Zone website. If you follow the link across and select Ireland as the country. You will then be asked for your organisation code which is: TXVT. Your boy's username is his initialsurname2020 e.g. mine would be JODwyer2020. The password is MsODwyer2020. If you have any problems please feel free to email either myself or Ms Kelly - email addresses supplied above.</p> <p>Oxford Owl has a wonderful website and have now made their readers available for free online. If you visit the website and select class login you can enter the login details provided below. Browse the e-books for your child to read. You can filter by age or by series. The Oxford Reading Tree series is lovely and the boys would like these readers. Start with the 5-6 age range and adapt depending on how easy or difficult your boy finds it.</p>	<p>www.scholasticlearningzone.com</p> <p>www.oxfordowl.co.uk</p> <p>Login Details</p> <p>Class Name: Mrs O'Dwyer SI</p> <p>Password: Room3</p>	Online
Gaeilge	<p>You can continue to practise talking about the weather and food if you like, using the vocab from the previous weeks informally throughout the day. For this week, we'll move onto the topic of 'Na Dathanna - The Colours'</p> <p>Na Dathanna - The Colours (Pictures below at end of document)</p> <p>Dearg - red Gorm - blue Buí - yellow Glas - green Bán - white Dubh - black</p>	<p>Unsure of pronunciation?</p> <p>Type word in Irish in the search bar at the top of the link below (Munster dialect):</p> <p>https://www.teanglann.ie/en/fuaim/</p>	

	<p>Donn - brown Corcra - purple Bán dearg - pink Liath - grey Oráiste - orange</p> <p>The boys like to play the following game. I say ‘cuir do lámh ar rud atá (e.g.) gorm’ - put your hand on something blue and they have to go around the room and touch something blue - repeat the sentence but with a new colour.</p> <p>Select an object e.g. a cup and say ‘cén dath atá ar an gcupán?’ - what colour is the cup? Your boy says ‘tá dath _____ ar an gcupán’ - the cup is _____.</p> <p>NB – the boys don’t read or write in Irish in Senior Infants so this is only an oral activity.</p>		
Music & Art	<p>We use Dabbledoo Music for our music lessons in school. They have created a free parent subscription with some very cool musical content & weekly updates to your email.</p> <p>The boys might like to listen to this piece of music and talk about how it made them feel, what it made them think of, what it sounds like (without knowing the title). They might also like to draw or paint in response to this piece.</p> <p>Your boy could create a colourful picture like the one below by drawing a simple landscape scene and using different colourful patterns to decorate different sections. Again, you could use paint, markers, twistables or whatever you have at home.</p>	<p>https://bit.ly/2xnRZPM (Copy and paste this short link into your web browser address bar. Click on enrol & follow instructions)</p> <p>Flight Of The Bumblebee - Rimsky-Korsakov</p>	<p>Online</p> <p>Online</p> <p>Offline</p>

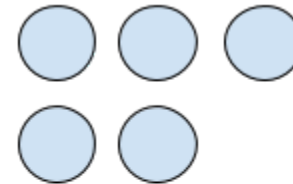
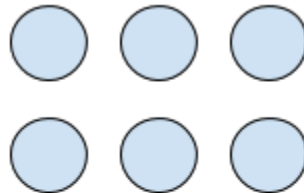
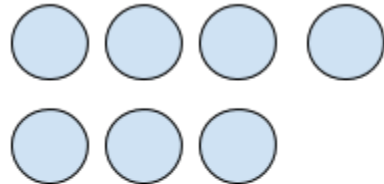
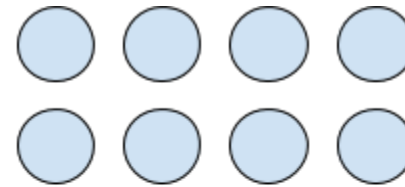
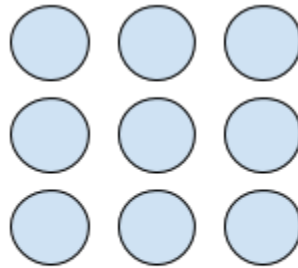
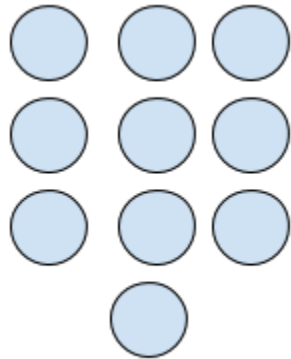
			
PE and Wellbeing	<p>PE with Joe Wicks on youtube – new videos added daily. You have to subscribe to this channel to be able to get the live videos each day but this is free of charge.</p> <p>There were lots of great initiatives mentioned in the Active Week work pack e.g. GAA Future Leaders, FAI Home Skills, Cara Home Exercise etc. You might like to continue some of these.</p> <p>Alternatively, there are some circuit ideas included at the end of this document. ↓</p>	PE with Joe Wicks	<p>Online</p> <p>Offline/ Online</p> <p>Offline</p>

<p>Weekly SESE project (Science/History/Geography)</p>	<p>Science - Energy and Forces The boys may like to explore the use of air as a source of power by completing the experiments found at the end of this document. ↓ Here are some questions you may like to begin with: <u>Trigger Questions for Pneumatics</u></p> <ol style="list-style-type: none"> 1. Do you know any words beginning with 'pneu' ? (Pneumonia, pneumatic tyres/drill). 2. Have you any idea what the 'pneu' part of the word means? (Connected with AIR. e.g. pneumonia is inflamed lungs and affects the breathing of air). 3. When you pump up the tyres of your bike what exactly is happening? (You are pushing in lots of air that becomes compressed. It now has the power to hold up your weight!). Why do you think most car tyres are called 'pneumatic'? (They are filled with compressed air). 4. What is compressed air? (Lots of air squeezed together into a small space). So, what is holding the car up? (AIR!) 	<p>What is Energy? Types of Energy: Light, Heat, Water, Electrical and Wind Kids Academy</p>	<p>Online</p>
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OTHER SUGGESTED ACTIVITIES FOR THE WEEK

<u>ACTIVITY</u>	Content	Websites/other instructions	Online/ Offline (please state)
1.	<u>Interview</u> Interview one of your grandparents or any older relative about what school was like when they were young. You could do this over a video call maybe. You could ask them questions like: How did you travel to school? What did you wear? What did you write on? What did you write with? What subjects did you do? How did they heat the school? What games did you play at lunch? Did you like school? Why/why not? You could then compare and contrast school for them and school for you now.		Offline
2.	<u>Bake Soda Bread</u> - very easy recipe at the end of the doc that we have made lots since lock down and it doesn't last too long in my house :-)		Offline
3.	<u>Still Life Art</u> - Set up some items from the fruit bowl and draw them using pencil or coloured pencil. It is nice to try the same still life arrangement with different media e.g. paint, collage, sketch, coloured pencil etc.		Offline

Print this page and cut out each number and each set of circles. Have your boy match the set of circles with the correct numeral.



1 2 3 4 5

6 7 8 9 10

Maths Ordinal Number Activity - complete this orally by having your boy point to the correct answer.

Which teddy is first?



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Which star is second?



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Who is third?



twinkl.co.uk

Who is fourth?



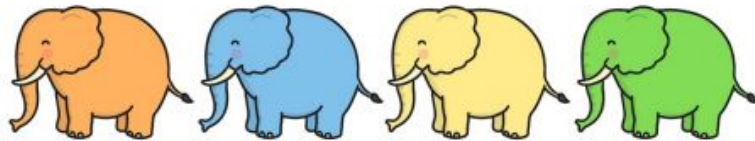
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Which monster is last?



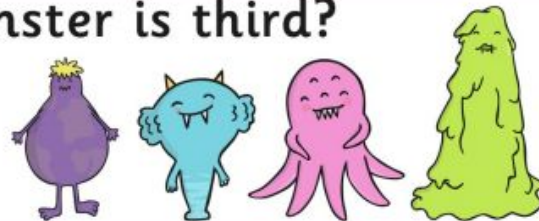
twinkl.co.uk

Which elephant is fourth?



twinkl.co.uk

Which monster is third?







twinkl.co.uk

Blue, Yellow, Red, Green and Pink Tricky Words





Point to words at random on the sheet and ask the child to read that word. Ask the child can they show you a particular word on the sheet. Have your boy tell you a sentence with that word. New column with pink tricky words has been added as you might like to go through these with your boy over the coming weeks. Choose just one at a time - maybe one or two a week and don't move on until they know the previous ones. Look at the word, note how many letters are the word, any smaller words within that word, practise writing the word, spelling the word without looking.

Blue	Yellow	Red	Green	Pink
I	you	by	more	saw
the	your	one	why	put
he	come	only	where	could
she	some	old	who	should
me	said	like	which	would
we	here	have	any	right
be	there	live	many	two
do	they	give	before	four
to	go	little	other	goes
was	no	down	were	does
are	so	what	because	made
all	my	when	want	their

Read each word on the strip and identify the odd one out i.e. the word that does not rhyme with the others.

man 	van 	pig 	can 
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pig 	wig 	dig 	tree 
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dog



bed



frog



log



[twinkl.co.uk](https://www.twinkl.co.uk)

box



hat



socks

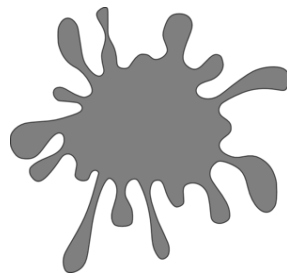
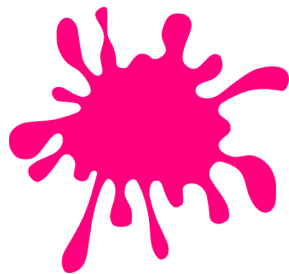
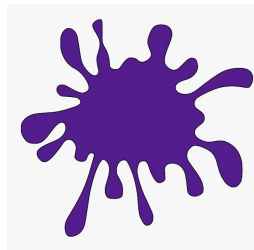
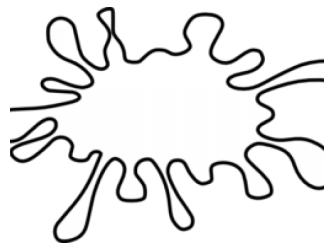
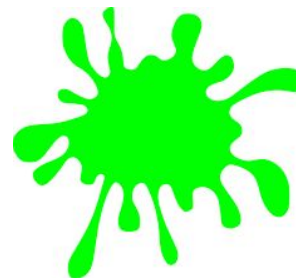
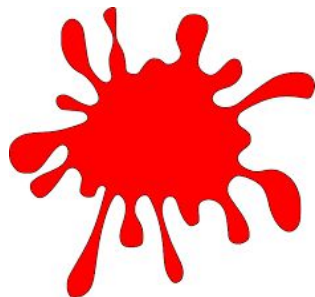


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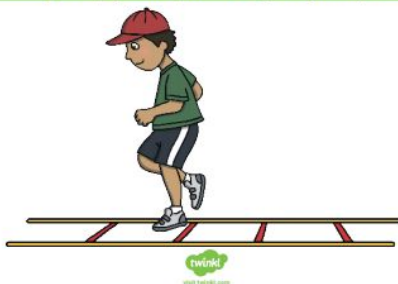
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Gaeilge



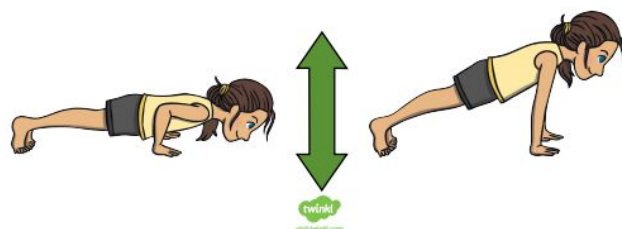
Ladder Run

One at a time, jog up the ladder, placing both feet into each space as you go. To make it more challenging, you could step outside the ladder and back in at each space. Try to keep your toes pointed and your legs straight.



Press-Ups

You can put your knees on the floor to make the move easier.



Burpees

Try to maintain the same pace completing burpees. Try to keep your toes pointed and your legs straight.

What is a burpee?

Standing with your feet at shoulder width apart, bend from the knees and place both palms on the floor. Place your right foot back and then your left foot so that you are in a plank position. Bring your right leg and then left leg back into squat position and jump. Repeat.



High Knees

Raise each knee in front of you, one at a time, as high as you can. To make this more challenging, try to do this quicker.



Lesson 1

PNEUMATICS: using plastic bags and balloons

Trapped air (*e.g. inside a plastic bag or balloon*) can lift things up.

Activity 1

How many books can the children lift by using trapped air?

- Put a large airtight plastic bag on the desk and put a book on top of it, leaving the open end sticking out. Keeping the opening as small as possible, blow into the bag. What happens to the book?
(*You may need to put something against the end of the bag to keep the book from sliding off*).
- Keep adding more books. How many books can the bag hold up?
- What is holding the books up? (*Compressed air i.e. squashed up air*).



AIR AND WATER POWER

Lesson 1

PNEUMATICS: using plastic bags and balloons

Trapped air (e.g. inside a plastic bag or balloon) can lift things up.

Activity 2

Can the children lift the lid of a cardboard box (e.g. a teabag box) by using trapped air?

- (The connection between the tube and the balloon must be airtight; sellotape may be needed).



Activity 3

Can the children design and make a monster whose jaws are opened and closed by blowing into a balloon?

- How will they hinge the lid of the box?
(paper fasteners)



Soda Bread Recipe

450g Plain Flour

Pinch of salt

½ tsp bread soda

1 tsp caster sugar

Buttermilk

1. Preheat the oven to 190 degree celsius and line a round baking tin with parchment paper.
2. Sieve the flour and bread soda into the bowl and add the salt and caster sugar.
3. Add the buttermilk - a dash at a time and stir. Keep adding the buttermilk a little at a time until the mixture starts to come together into a dough.
4. Form into a round loaf shape and gently put a cross on the top with a knife.
5. Bake for approx 35 mins