

Junior Infants - Wednesday 3rd to Wednesday 17th June

This suggested plan of work is for **2 weeks** - as in previous weeks we have included ideas and activities (some new!) that support your child's learning but please do not feel under pressure to complete all activities/book work - pick what suits you and your child best. Perhaps completing one/two rows in the writing copies instead of the full page, leaving some of the colouring activities for a wet day or going through the page of work orally with your child may be more suitable for your home situation. If a break is needed consider this active website

<https://www.gonoodle.com/for-families/> and come back to the work later if you can.

A date for your diary:

On **Thursday 25th and Friday 26th of June** please be aware that the school will be open from 6.30pm to 7.30pm to facilitate the returning of various school items. We will be there (socially distanced) to help in any way we can. Please return the following items in a plastic bag with your child's name clearly labelled on it (if you haven't already done so):

- 1. Your child's Bookworm Folder - this is kept in school for use again in Senior Infants**
- 2. 3 x additional readers - these were 3 small books belonging to Scoil Eoin given to your child in their Bookworm folders the day of the school closure in March**
- 3. Either:**
 - a. Teddy is Lost (Supplementary Book 2A) - Ms Murphy/Ms Finn's class**
 - or**
 - b. The Big Box (Supplementary Book 2B) - Ms Foley's class**

As in April, we would ask that you enter the school alone, drop your child's books on their classroom seat and leave through the exit door. If you have any questions regarding this, want to contact us for feedback/questions on the work enclosed or wish to send through some photographs of the fantastic work being done at home please use the following email addresses:

Ms Murphy/Ms Finn - msfinnjuniors@innishannonschool.com

Ms Foley - msfoleyjuniors@innishannonschool.com

Firstly, this is a little message for our junior infants from their teachers -

Hi,
How are you getting on? We are now well into the new season of summer and the month of June has just begun. We are coming close to the end of our school year and it is not really how any of us wanted to finish Junior Infants. However, I am very proud of you and how much you have learnt over the last number of weeks. Working from home is not very easy sometimes but you have done a really great job and keep it up for another short little while until we get our summer holidays. Mom and Dad have been in touch and they told me that you are really trying to do a little bit of school work everyday. When we do go back to school in September you will be in Senior Infants and there will be lots of new things to learn. That is why it is so important to read a little every day, practise your sounds, do some maths work and Irish/Bua na Cainte along with some other fun activities. Keep up the great work and try to get outside every day if you can to play and have some fun. Take care,
Ms. Murphy & Ms. Foley.

English Drama

Oral Language - Our new topic for the next 2 weeks is '**The Circus**'. Please see the vocabulary list and picture at the end of this document.

- ★ Chat to your child about going to the circus, have they ever been to the circus, where does the circus take place (in a tent), what performers can you find at the circus...
- ★ Look at the image of the circus and discuss the performers you can see (trapeze acts, clowns on unicycles, acrobats, the human pyramid, the ringmaster, juggler, clowns on stilts, knife-thrower, etc.)
- ★ Chat to your child about the role of the clown (to make the audience laugh by having accidents, squabbling and telling jokes). Create your own joke.
- ★ Imagine that you are the ringmaster. Roleplay at 'The Circus'. What new act would you bring to the circus? How would you introduce yourself to the boys and girls at the circus in the audience?
- ★ Using your topic copy, draw a picture of yourself at the circus. What acts can you see? Use lots of colour and write the name of the circus with some help, if you can.

Reading - Week 1

Boys and girls, over the next 2 weeks you are going to get to practise all the new words you have learned as we finish our book 'Splash'. Every page has a word that you will have seen before and with practice you will know these words very well before the summer holidays. Just read 2-3 pages a day and if you are tired, come back to it again tomorrow.

Words*

Can
you
see
yes
me

Page of 'Splash' Reader

Pages 7,8,9,10,11,12,13,14,15

Activity Book

Page 52, 53

**These words are in the Wordbox envelope in your child's pack collected from school. Each week, please add the new 4 words into their word box and review them throughout the week.*

Writing - Week 1 - Book work

- ★ Green letter copy
 - fit/dot/bin page
- ★ Write This Way Book 2 - Page 37, 38, 39
- ★ Orange Pattern Copy - Next page
- ★ Yellow Copy - Page 18, 19
- ★ News Copy - write your news once/twice a week with help from Mom/Dad.
- ★ Letter formation - revise how to form the letters **s, e, f, j, z** - *practise on sheets with crayons/markers, using chalk/whiteboards, write the letters in sand or flour on the top of a biscuit tin, write them on another person's back and that person has to guess the letter.*

**English
Drama**

Phonics - Week 1

- ★ New sounds - ue, er
- ★ This link will play the jolly phonics sounds and songs for Group 7 sounds which include the above new sounds.
<https://www.youtube.com/watch?v=TBT9NRB405M>
- ★ Revise individual sounds using sound bag **y, x, ch, sh, th, th**
- ★ Book Work - Sounds Make Words - Page 44, 47

Reading - Week 2

Words*	Page of 'Splash' Reader	Activity Book work
looks	Pages 16,17,18,19,20	Page 55, 56
Splash	21,22,23,24	

**These words are in the Wordbox envelope in your child's pack collected from school. Each week, please add the new 4 words into their word box and review them throughout the week.*

- ★ Revise words from the word box.
- ★ Make sentences using all your words from word box - eg. Can you see me?

Writing - Week 2 - Book work

- ★ Green letter copy
 - u page, fun/van/yes page (Ms Finn/Ms Murphy)
 - t page, fun/van/yes page (Ms Foley)
- ★ Write This Way Book 2
 - Page 40, 41, 42
- ★ Orange Pattern Copy - Next page
- ★ Yellow Copy - Page 20, 21
- ★ News Copy - write your news once/twice a week with help from Mom/Dad.
- ★ Letter formation - revise how to form the letters **U, V, W, Y, X** - *practise on sheets with crayons/markers, using chalk/whiteboards, write the letters in sand or flour on the top of a biscuit tin, write them on another person's back and that person has to guess the letter.*

Phonics - Week 2

- ★ New sound - ar
- ★ This link will play the jolly phonics sounds and songs for Group 7 sounds which include the above new sound.
<https://www.youtube.com/watch?v=TBT9NRB405M>
- ★ Revise individual sounds:
 - Group 6: **y, x, ch, sh, th, th**
 - Group 7: **qu, ou, oi, ue, er, ai**
- ★ Book Work - Sounds Make Words - Page 50, 53

<p>English</p>	<p><u>Additional activities if desired:</u></p> <ul style="list-style-type: none"> ★ Here is a link to a phonics bingo game that can be printed out and played with your child and perhaps a sibling or two where possible: https://www.phonicshero.com/wp-content/uploads/Blending-Bingo.pdf Blending is a skill that will continue to develop during Senior Infants but it is a good way to get the children to recognise the different sounds individually to begin with (and then make the link to the picture in the game). Play together this month or over the summer - instructions are included in the link above on page 1. Enjoy. ★ Here is an online phonics website with lots of interactive phonics games. Here you can help your child to practice the individual sounds covered during Junior Infants, continue to work on blending and practice the skill of rhyming words: https://new.phonicsplay.co.uk/ Login details are given on the homepage (free access currently due to Covid 19). ★ Nursery Rhymes Book + Rhyming Activity Book ★ Please finish out these booklets in your own time e.g. pick one page a week/fortnight and complete or keep for summer wet days.
<p>Maths</p>	<p><u>Week 1</u></p> <p>Work based on Busy at Maths pages 113,114,115,116 - Money</p> <ul style="list-style-type: none"> ★ Collect 1c, 2c and 5c coins around the house. ★ Discuss the differences between the coins (the value of the coin, the colour). ★ Using 3 cups/containers, sort the coins into three different sets. ★ Count the coins in each container. ★ Set up a shop at home. Create different price tags for toys, food, etc. up to the value of ten cents. Ask questions such as: <ul style="list-style-type: none"> ○ How much for the ____? ○ What coins do I need to buy the ____? ○ Could I use two different coins? ○ Does the ____ cost more or less than the ____? ○ Which is dearer: _____ or _____? ○ Which item costs the same as _____? ★ See Home/School Links Sheet 17 at the end of the document. ★ Complete pages 113,114,115,116 in the BAM Big Book <p><u>Additional activities if desired</u></p> <ul style="list-style-type: none"> ★ Busy at Maths Home Schools Link Book pg 37 <p><u>Week 2</u></p> <p>Work based on Busy at Maths pages 117, 118, 119, 120</p> <ul style="list-style-type: none"> ★ Play 'Guess the Coin'. Put 1c, 2c and 5c coins in a bag. Ask your child to put their hand into the bag and describe the coin without looking at it. ★ Using the maths frame below explore combining and partitioning (breaking up) sets within 5 including zero. Use coins, eg. 2c and 3c make 5c ★ See Home/School Links Sheet 17 below.

<p>Maths</p>	<p>★ Complete pages 117, 118, 119, 120 in the BAM Big Book</p> <p>Additional activities if desired</p> <p>★ Busy at Maths Home Schools Link Book pages 38, 39</p>
<p>Gaeilge</p>	<p>Bua na Cainte - We have included instructions on accessing this interactive at the bottom of this document. We understand that this programme requires a lot of memory to open on some devices and may not be possible to open at home.</p> <p>Our new topic for the next two weeks is ‘Siopadóireacht’ (Shopping). We have included some work to do in the Bua na Cainte workbook. Here are some of the key phrases for the book work in case you can’t access the interactive programme.</p> <p>1st WEEK - Workbook Page 39</p> <ul style="list-style-type: none"> ★ Téigh go dtí ____ (an siopa bia, an siopa éadaí, an siopa bréagán) agus faigh _____. - Go to _____ (the food shop, clothes shop, toy shop) and get _____.) ★ Cad atá sa siopa? - What is in the shop? ★ Tá ____ sa siopa (oráiste, banana, uachtar reoite, úll, bainne, ceapaire, im, líreacán). - ____ is in the shop (orange, banana, ice-cream, apple, milk, sandwich, butter, lollipop). ★ Ceannaigh ____ (banana, liathróid, bríste). - Buy _____ (banana, ball, pants). ★ An bhfuil ____ sa siopa bia? - Is _____ in the food shop? ★ Tá/Níl ____ sa siopa bia (milseáin, uachtar reoite, líreacán, úll, banana, cístí deasa). - _____ are/are not in the food shop. (sweets, ice-cream, lollipop, apple, banana, nice cakes). ★ A haon, a dó, a trí, a ceathair, a cúig, a sé - 1, 2, 3, 4, 5, 6) ★ Dia duit. Dia's Muire duit. - Hello. ★ Tabhair dom ____ (banana, úll, oráiste, bainne, subh, ceapaire, im). - Give me _____ (banana, apple, orange, milk, jam, sandwich, butter). ★ Seo duit _____. - Here is _____. ★ Go raibh maith agat. - Thank you. ★ Fáilte romhat. - You are welcome. <p>2nd WEEK - Workbook Page 40 and 41</p> <ul style="list-style-type: none"> ★ Tá _____ sa bhaile mór (siopa éadaí, siopa bréagán, scoil, teach, bus, carr, rothar). - There is a _____ in the town (clothes shop, toy shop, school, bus, car, bike). ★ Téigh go dtí siopa bréagán agus faigh _____ (bád, leabhar, liathróid, eitleán, bábóg, capall). - Go to the toy shop and get a _____ (boat, book, ball, plane, doll, horse). ★ Tá Teidí _____. (ag díol, ag ceannach) - Teddy is (selling, buying). ★ _____, más é do thoil é. - _____, please.

- ★ Cuir ort an cóta dearg. - Put on the red coat.
- ★ Tá sé róbheag. - It is too small.
- ★ Bain díot an cóta dearg. - Take off the red coat.
- ★ Is maith liom an cóta buí. Tá sé go hálainn. - I like the yellow coat. It is beautiful.
- ★ Slán leat agus go raibh maith agat. - Goodbye and thank you.

Look at some of the cartoons available as Gaeilge on <https://www.cula4.com/en/shows/>. Remember to use some Gaeilge around the house - for example 'Dia duit. Dia's Muire duit' (Hello)

**SESE
Art**

Week 1: Signs of Summer

- ★ Go on a nature walk outside and identify the signs of summer.
- ★ Chat with your child about how we know it's summertime (warmer weather, etc)
- ★ Using their 5 senses, ask your child what they can hear, smell, see, taste and touch (hear birds chirping and tractors drawing silage, smell freshly cut grass, taste fresh fruit, see flowers blooming...).
- ★ Ask your child to make a list of all the signs they identify.

Week 2: Summer Flowers

- ★ Bring your child on a nature walk to hunt for some summer flowers.
- ★ Ask your child to identify the flowers that they see. Provide the name for those they do not recognise. Help your child to identify parts of the flower: the stem, the leaf, the flower and the petals.
- ★ Explain and show your child that the plant is held in the ground by its roots, which act like straws and suck up water from the ground.
- ★ Discuss what plants need to stay alive.
- ★ Using some paint and old junk from around the house such as toilet/kitchen roll tubes, you can help your child to print some summer flower petals and then using a paint brush paint the stem and fill in the rest of the artwork. Step by step instructions available on the link below (on pages 10 to 12): https://drive.google.com/file/d/1PSjvoD8P_7NqMmXGDU70n7dCYX5Apaer/view Send me an email with a picture of your artwork!

P.E.

★ **Dice Work**

All you need for this game is a dice and some energy! Roll and dice and do that action.

E.g. if you roll the dice and get 1, then you must do 10 star jumps etc. Also, you can make up your own actions for each number once you have played this game a few times! No dice - no problem, just pick a number between 1 and 6.

- No. 1 = 20 star jumps
- No. 2 = Hop on one foot for 10 seconds (count in your head)
- No. 3 = 10 sit ups
- No. 4 = Hop on two feet like a bunny for 10 seconds
- No. 5 = 5 push ups
- No. 6 = Run on the spot for 20 seconds

★ **Move like an Animal**

Invite your child to move freely around their playing area using the movements of a particular animal suggested by you, e.g. a bunny (hopping); a seal (sliding); a snake (slithering), an emu (running); a kangaroo (jumping) or a crab (crawling).

After a period of time, invite your child to select their own animal movement and to move freely around the area. Now focus on animals running. Select a range of animals such as a cheetah, an elephant, a chicken or a hippo. Ask your child to identify differences in the running techniques of the various animals. Talk about the elements that help the animal to run faster and similarly the elements that may slow them down.

★ **PE Activities**

There are some simple ideas on page 13 of this document to help your child to stay active at home - some you might have even forgotten about!

**SPHE
Music**

Week 1: Sun Safety

- ★ Talk to your child about what people use to keep themselves dry when it rains (raincoat, hat, umbrella, wellington boots).
- ★ Discuss what we wear when the weather is very cold (hat, scarf, gloves, winter coat).
- ★ Ask them for their ideas on how we can stay safe in the sun? What do they think that means? Seek answers such as: wear a sun hat, wear sunscreen/suntan lotion, stay in the shade if possible, drink lots of water, wear sunglasses. The sun is important to help flowers grow but it can also hurt us if we stay out too long in the sun.
- ★ Here is a short video that you can watch with your child to help develop the discussion around being safe in the sun:
<https://www.youtube.com/watch?v=Zc2wE5dVx3Y>
- ★ Listen to the song: **'Sparkle Sparkle Bright Warm Sun'** (in video link above) and help your child to fill in the missing words.

	<p><u>Week 2: Water Safety</u></p> <ul style="list-style-type: none"> ★ This week discuss with your child how to keep safe around water at home, on ★ the farm, at the beach, near rivers and canals. ★ Here is a short picture book with two characters ‘Splash the Bear’ and ‘River the Otter’. https://online.flowpaper.com/7efd0784/PAWS1ENGLISHWEB/#page=1 They will help you to discuss the key ideas on how to stay safe around water such as: <ul style="list-style-type: none"> ○ Avoid slipping by always sitting down in the bath. ○ Don’t be rough with others in a paddling pool. ○ Stay away from barrels around the farm. ○ Rivers and ponds can be very dangerous. Never get in after balls, they are a lot less valuable than you. ○ Stay away from edges (S.A.F.E). Rivers flow very fast. ○ Walk slow, never run in swimming pools & stay in the shallow end. ○ Beach Safety: Know the flags. What does each flag mean? Don’t go out too far, waist depth is best. ○ Always wear a lifejacket if boating. ★ Listen to the song Báidín Fheilimí (<i>Feilimí’s Little Boat</i>) https://songsinirish.com/baidin-fheilimi-lyrics/
<p>Religion</p>	<p>Grow in Love - Our theme for this fortnight is ‘We Give Thanks’.</p> <ul style="list-style-type: none"> ★ Chat about your favourite/least favourite foods - why do you like that food, when do you eat it, has anyone told you to eat a particular food even though you did not want to? ★ Read the stories ‘Monday Morning in Malawi’ and ‘Mesi’s Evening’ to your child. Please see the stories on page 12 at the end of this document. ★ Chat about the similarities and differences between the food your child likes and the food Mesi eats. ★ Discuss how some families are hungry and do not have enough food to eat. ★ Talk to your child about the importance of saying ‘thank you’ for the food that they have. ★ Chat about what everyone in your family is thankful for. ★ Discuss how on Sundays the friends of Jesus gather together for a celebration called the Mass. At mass, we say ‘thank you’ for all the things God has given us. ★ Complete pages 51 and 53 in the Grow in Love Workbook over the fortnight.
<p>E Books</p>	<p>There are lots of lovely e books available online that are age and level appropriate for junior infants, in particular we would recommend exploring the Collins Big Cat Series, Oxford Owl Reading Books and RAZ Kids. We have included the links to access these books and hope that over the next few weeks that you might be able to give them a go.</p> <p style="text-align: center;">Collins Big Cat Books</p> <ul style="list-style-type: none"> ★ Link to log in- https://connect.collins.co.uk/school/Portal.aspx <p>Instructions and Password</p> <ul style="list-style-type: none"> ★ Click on the link above and select Teacher portal. ★ Username: parents@harpercollins.co.uk

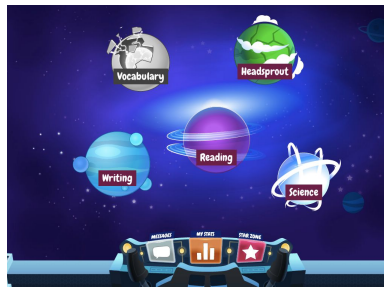
- ★ Password: Parents20!
- ★ Click Login
- ★ Then click on Collins Big Cat Icon
- ★ Books are colour coded and suitable for Infants
- ★ Please begin with the Pink Books
- ★ When you select a book you can listen to the audio version or your child can read it. There are also worksheets available for each book.

Oxford Owl Books

- ★ Click on the following link
<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>
- ★ Click 'register' - this is free for the duration of school closures.
- ★ Once registered you can filter books by age.

RAZ Kids

- ★ Use this link to access the website <https://www.kidsa-z.com/main/Login>
Username for Ms Finn/ Ms. Murphy's class: afinn14
Username for Ms Foley's class: cosullivan10
- ★ You should see your child's name once you input your teachers username.
- ★ Click on Reading (you can also explore the other options):



- ★ Click on Reading Room and select a book.
- ★ Your child can listen to the books aloud (click on the headphones icon) and then read the book themselves (click on the book icon), working through the levels from 'aa' onwards.





For the teacher:
 Through sustained shared thinking, discuss the picture. Ask the children to describe what activities they see. What is your favourite act? Discuss three positive aspects and three negative aspects about the life of someone who works in a circus, giving reasons for their opinions. Allow children, who have been to the circus, to tell the class about their experience (restrict time, if necessary).

Learning outcomes:
 Oral language – Communicating 1, 2, 3, Understanding 4, 5, 6, 7, Exploring and using 8, 9, 10, 11, 12, 13, 14.

Topic Specific Language

Unit 14: The Circus		
Basic	Core	Stretch
circus	act	big top
balloons	tent	trapeze artist
hoops	audience	tightrope walker
	ringmaster	vendor
	acrobat	human pyramid
	trainer	juggler
	knife-thrower	unicycle
	jokes	stilts

Use the following link to access age appropriate online activities for your child designed for pupils of Scoil Eoin. The Padlet is divided into 10 key areas and can be found here:

<https://bit.ly/Jnrsto2nd>

Please remember to always supervise your child when accessing the internet

Accessing **Bua na Cainte** URL: www.edco.ie/bua

- ★ Select the File which suits your PC. Select the Class Level you require (Junior Infants) and click to download.
- ★ Once downloaded, click on the file to install and follow the instructions. A Bua na Cainte icon will appear on the desktop. Click this icon to bring you to a login page.
- ★ Username: trial Password: trial

Maths: Some ideas to help your child to understand money.

Money – 1c, 2c and 5c Coins

Home/School Links Sheet 17

Your child is learning about 1c, 2c and 5c coins. This is done by means of games, poems, songs and activities using concrete materials.

Your child needs to know the mathematical language associated with money – How much?, count, what colour is a..., coin, etc.

Note: Exposing your child to real coins is the best way to teach him/her. There is nothing better than hands-on experience.

Game 1: Matching coins

Collect as many 1c, 2c and 5c coins as you can – there are usually lots of them around the house! Place them in a pile in the centre of the table. Give your child three boxes/cups/plastic cups, etc. Using Post-it notes, label one box 1c, another box 2c and the last box 5c. Ask your child to sort the coins into the correct boxes.

Game 2: The feely bag

Place some 1c, 2c and 5c coins in a bag. You and your child should not be able to see the coins. Ask him/her to feel about in the bag and pick a coin. S/he must guess what value each coin is before placing it in the correct box as used in Game 1.

Shopping

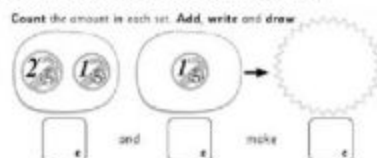
Bring your child shopping with you and talk to him/her about the prices of different items. Get him/her to point out any price tags with 1c, 2c or 5c on them. If you are paying by cash and receive copper in your change, ask your child to take it from the cashier. S/he can tell you how much s/he received.

Monopoly

If you have the children's version of the board game Monopoly, you can play it with your child.

Combining

On page 39 of the Home/School Links Book, we ask your child to draw the total in each flash.



In the first question on the page, we don't want your child to think that there is 8c altogether. Consequently, you need to do a number of sums like these, particularly on the kitchen table. Ask your child to physically add the two sets of coins and move them into a new set (total). With practice, your child will be ready to draw the total in the flash.

Poetry

Read the poem 'My Coins' with your child.

My Coins

I know a little poem.
It isn't very funny.
It's about my cent coins
And how to count my money.

A cent means there's just one.
And two cent means there's two.
We know that two means one and one
And to have two cent is really fun.

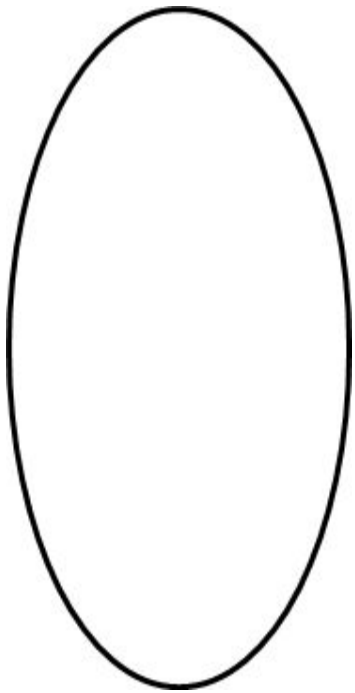
Five cent means five.
That means two and two and one.
When I have five cent,
Off to the shop I run.

Cian Murtagh

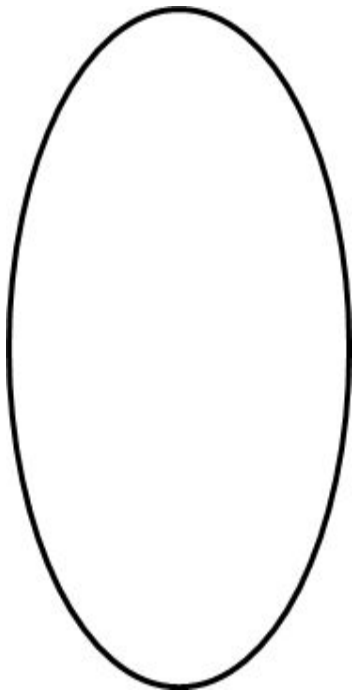
Encourage the children to carry out actions along with this poem by holding up the appropriate number of fingers for each coin, when mentioned.

Game 3: Trading up my coins to 5c

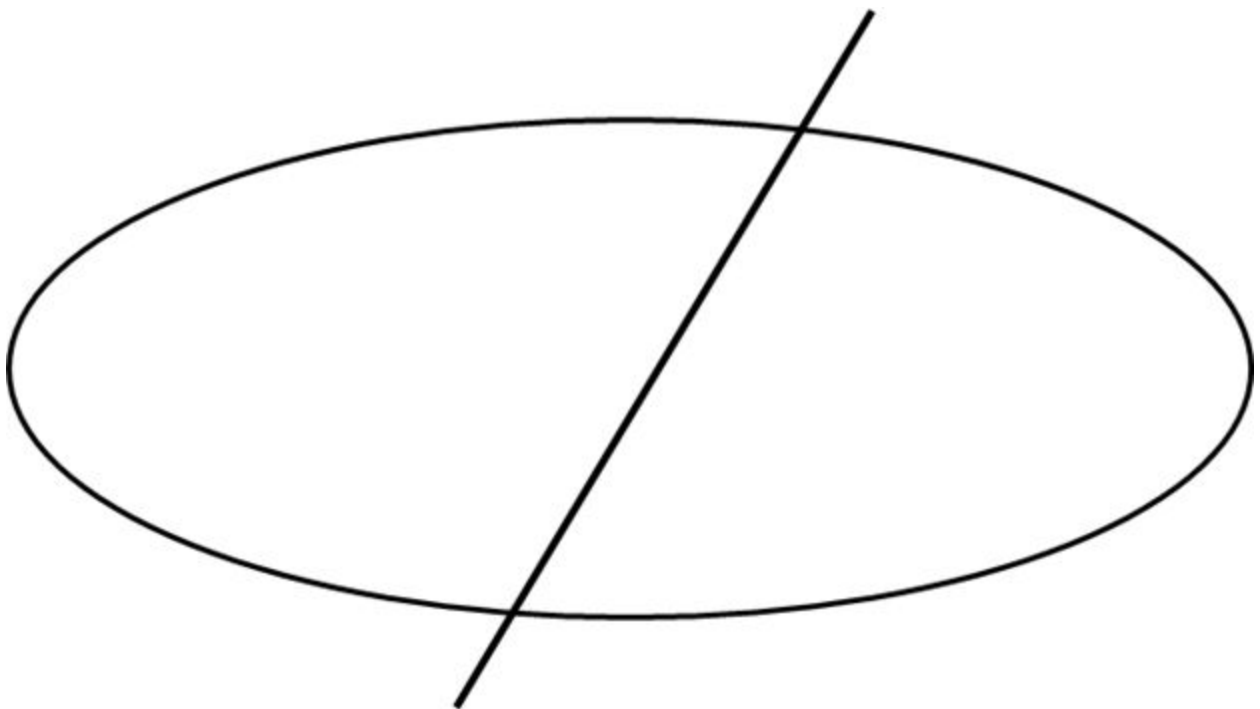
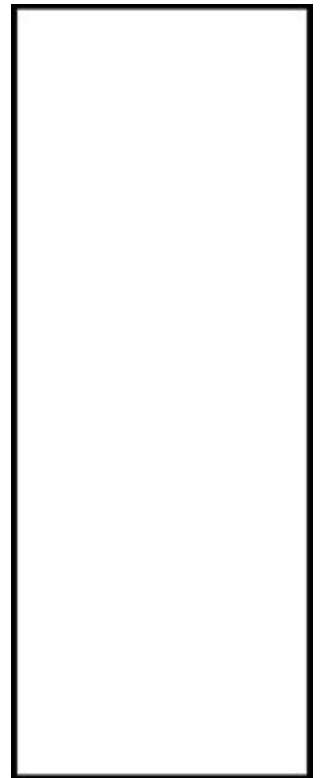
This game is played with three or more players. Place coins in the middle of the table – this is the bank. Assign the role of banker to one of the children. The first player throws a die. S/he is given the number of coins that the die shows, e.g. if the die shows a three, the banker gives him/her three 1c coins. Once the first player receives his/her coins, s/he trades them with the banker for coins of a higher denomination, e.g. 2c + 1c. The other players take their turns, throwing the die and trading their coins accordingly. The object of the game is to keep trading the coins until a player has five 5c coins. So on the first player's next turn, if s/he throws a four, for example, s/he will have 2c + 1c + 1c + 1c + 1c + 1c which s/he can exchange for a 5c coin and keep the 2c coin. The game continues until a player has five 5c coins.



and



make



— and — make —

Religion

We Give Thanks (from Grow In Love)

'Monday Morning in Malawi'



Mesi's day begins at five o'clock in the morning, when she goes to the river to collect water with her mum. Sometimes Mesi goes to the river with

her friend, Enestina.

Mesi carries the bucket of water on her head. At the beginning, she liked going to the river with her mum, but not anymore. Mesi didn't realise that the river was so far away from her home, and the bucket is very heavy when it is full. It gives Mesi a pain in her neck and in her head.



When she comes home from the river, Mesi helps her mum to make the breakfast. Her family eats porridge made from rice every day. Sometimes there is not enough porridge for everyone, so Mesi's mum and dad don't have anything to eat. They would rather give the food to their children. Mesi loves her family very much. She knows that her mum and dad love her very much too.

After breakfast, Mesi and Enestina make the long walk to school.

'Mesi's Evening'



Mesi arrives back in the village after school just in time to see her mum walking towards their house with a big bucket of water on her head.

Mum looks tired. She is also carrying Tamara in a sling on her back.

'Hi Mum!' shouts Mesi.

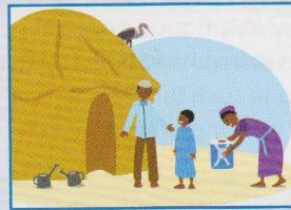
Mum turns around, slowly and carefully, not wanting to spill any water. 'Let me help you!' says Mesi.

'I'm ok,' says Mum. 'How was your day at school? Did you get anything to eat?'

'Enestina had a banana,' replies Mesi. 'She gave me some of that.'

Mesi and Mum walk together and chat until they reach the door of the house. Then Mum lifts the heavy bucket off her head and places it on the ground. Dad comes out of the house.

'Great!' he says. 'Mesi, will you come



and help me water the plants?'

'Sure!' Mesi replies, even though she is very tired. She and Dad grab the old watering cans and fill them from the bucket that Mum has just put down.

'When do you think it will start to rain again,

Dad?' Mesi asks, as they walk towards their small row of plants.

'Soon, I hope,' Dad answers.

Mum is cooking rice for dinner when Mesi and her dad return. When they are finished, they join some of the other families in the village to celebrate. It is Enestina's mother's birthday. The families celebrate by singing and dancing, which they love to do.

Then, tired after a long day, Mesi and her family go to bed.

PE Activity Ideas

