

Maths - April 27th. Day and Night

Here are some activities to help with the concept of day and night with your child. In addition to this please go to www.cjfallon.ie

Then go to Weblink Activity 110, then 111 and then 112.

All Resources

Level	Class	Subject	Series	Title	Resource
<input checked="" type="checkbox"/> Primary	<input checked="" type="checkbox"/> Junior Infants	<input checked="" type="checkbox"/> Maths	<input checked="" type="checkbox"/> Busy at Maths	<input checked="" type="checkbox"/> Busy at Maths - Junior Infants	<input checked="" type="checkbox"/> Interactive

Resources: 248



Save Changes

Reset

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Class	Subject	Resource Name	Resource Type	File Type	Actions
Junior Infants	Maths	Weblink - Activity 101 - Page 101	Interactive	flash	
Junior Infants	Maths	Weblink - Activity 102 - Page 102	Interactive	flash	
Junior Infants	Maths	Weblink - Activity 103 - Page 103	Interactive	flash	
Junior Infants	Maths	Weblink - Activity 104 - Page 104	Interactive	flash	

Complete these interactive pages p. 110 - 112. After you complete these interactive pages please allow your child to go to p. 110 of their Busy at Maths book. Please talk about these pictures. Talk about what is happening in these pictures and the time of day or night they happen in. **Your child can then complete p. 110-112** in their Busy at Maths book.

Day and Night

Activities during the day

Technically, a day starts just after midnight but for the purpose of this exercise with very young children, we generally classify day as the hours of brightness and night as the hours of darkness.

Talk to your child about the different things s/he or the family does during the day. Get him/her to come up with the activities where possible, e.g. get up, wash, get dressed, brush teeth, get ready for school, go to school, spend time in class, have lunch, go to the yard/playground, get collected from school, do homework, have dinner, listen to a story read by family member, etc.

Signs of day and night

Day: sun, bright sky, clouds, birds chirping, breakfast.

Night: darkness, moon, stars, bed, sleep, supper.

Poetry/Music

Read the title of each poem/song before reading/singing. Ask your child what s/he thinks each poem/song is about.

Recite/sing the song 'The Morning Song' with your child. It can be sung to the tune of 'You Are My Sunshine'.

The Morning Song

In the morning,

Only the morning,

I wake up happy,

The sun is bright.

I eat my breakfast

And put my clothes on.

Then I go to school on a bus.

('On a bus' can be replaced by 'in a car', 'on my bike', 'o-n foot'.)

When you are finished, ask your child if his/her predictions about the content of the song were correct.

Bed's Best

A nest is best for a bird,
A hive is best for a bee,
Moles and voles are best in holes
But bed is best for me.

A cat can nap on a mat,
A squirrel can curl up in a tree,
Fish have dreams in ponds and streams
But bed is best for me.

A sheep can sleep in a field,
A cow is best in a shed,
But teddy and me, we both agree,
We like it best in bed.

Kaye Umansky

Ask your child if his/her predictions about the content of the poem were correct. Explain any word that causes difficulty for your child.

Compare the two poems/songs. How are they similar/different?