

## Suggested Work 18<sup>th</sup> May

Good morning everyone! I hope you all are keeping well and finding plenty of ways to keep busy. I hope your schoolwork is going well. Thank you to everyone who has sent work to be corrected. It has been of a very high standard and I am very impressed! Keep up the good work. Ciara has posted some lovely videos on the website over the past few weeks that can be very helpful to look after ourselves. I hope you get to look at them. This week, I have added some spelling tests if you wish to do them. I call them out the words slowly and you can fill them into your SpellWell if you haven't already done so. I am revising Week 25-27. This week, we have are plenty of Oral Language lessons to focus on in English and Irish and I hope you get a chance to do them. As always, do what you can and enjoy the work. Even if you don't get time to write down the answers, please make a good effort to go through them all orally. It may look like there is a lot of work below, but it is just me explaining some of the work. Find a quiet spot to do your work and try to write in joined (cursive) writing whenever you are doing your written work. Good luck!

Spelling Test for Week 25, 26, & 27. If you want to test yourself on some of the spellings you have been covering lately, – please play the clip of each week. I have called each word out slowly but you may wish to pause as you are going along.



3rd Class Week 25#.mp3



3rd Class Week 26.mp3



3rd Class Week 27.mp3

4<sup>th</sup> Class:



4th Class Week 25.mp3



4th Class Week 26.mp3



4th class Week 27.mp3

Spellings; Continue with Spell Well week 28

## English:

Oral Language : Poster 15 – My Favourite Entertainment

Login to folensonline.ie & the roll number is Prim20. If you are experiencing any problems doing this, please let me know and I will try and sort this out for you. This week, we are looking at Entertainment.

Written Work: **Chapter 15** Read This!

As we all know, reading is one of the most important things we can do and we all have discovered what type of text we really enjoy reading. This week, we are reading Book Reviews of 3 different books, which have been written by children. Read over these slowly and carefully and answer the Fact Finding questions in Section A on page 173. Try to use your lovely, neat handwriting. The star question asks you to summarise Ethan's review. This means put his main points into a few sentences of your own. Did he like it? Why/why not?

Section B – use your own interpretation of the stories to answer questions 1-5. Non-fiction books are books that are fact based and not made up. Give your own opinion for the star question and one or two valid reasons why you would prefer to read a certain book.

Section C- 3<sup>rd</sup> Class : Decide which word has a similar meaning to the words in red. You may need to look up the underlined word in the dictionary to do this properly. If you can, try the star question and put the word recommend into a sentence about your own favourite book.

4<sup>th</sup> Class: look up the words in the dictionary and read all the given meanings for that word. Choose one you will remember and write it down in your copy. Try to put it into a sentence of your own if you can (orally) this will help make sure you fully understand the meaning of the word. Also, choose which word is closest in meaning to the highlighted word in each sentence. Try the star question.

Section D – Vocabulary- Just write the word

Choose the correct word that goes in each sentence. Try the star question – using the words invented and information

Section E – remembering where the apostrophe goes! Look at each sentence and decide where the apostrophes should go.

Section F – Writing Skills : Looking at the difference between a fact and an opinion. Read the explanation of both carefully. Read each sentence given and just write either Fact or Opinion beside each number. Re-read the review of the story on page 171 and orally tell someone 3 facts in it and 3 opinions.

Think of a film/programme you have watched lately & write 3 facts and 3 opinions on it.

Section G : Planning a book review of a book you have read recently. This does not need to be long – just outline the basic facts that they ask you to talk about and write a sentence or two for each. This can be fun!

Read at Home: keep up the reading as much as possible and get someone to give you a little quiz at the end of the week like we used to do in class.

**Gaeilge:** Aonad 17 : Lá sa Pháirc

Oral language section involves logging onto folenonline.ie– registering as a teacher and entering Prim20 as the roll number. Click on Abair Liom E, then Resources and go to Ceacht 17 : Lá sa Pháirc. You will see 3 options : Scéal, Foclóir agus Ceisteanna. To begin, *Éist leis an scéal* - listen to the story. Then, move onto the Focóir section – *Éist leis an bhfocal agus cliceáil ar an bpictiúr ceart*. Listen to the words and click on the correct picture. Finally, move onto the question and answer section : click on each number to hear the question and give an adult your answer orally. Have fun with this section!

**Abair Liom E : Book Work**

Aonad 17: Lá sa Pháirc. The cover pages on **140/141** will give you all the important translations needed for the chapter ahead.

Written work: **Read the story on lch 142 and answer the questions below:**

1. What sort of day was it?
2. Where was everyone?
3. What was going on with Daddy and Oisín = What were they doing?
4. What hit Daddy?
5. What did Oisín do then?
6. Why did Mammy say 'Good boy Oisín'?

**Cómhrá lch 143:**

An interview with Síofra about her hobbies (caitheamh aimsire) **Bainim taitneamh as** translates as I get enjoyment from .... **Bheith ag seinm** – to be playing

**Taitníonn** we looked at a few weeks ago and it means enjoy. **Imrím** = I play **Ag tosú** = starting. **Ceachtanna** = lessons

Talk through this interview with someone else. Once you've read and understood the conversation, change the words to the hobbies that suit you!

**Section C** – we have talked about the meanings of the words in the coloured bubbles before so I would hope you remember what they mean. If not, you can use process of elimination by looking at the pictures they give you.

**Section D** – Put the sentences in the correct order – always start with the word that has a Capital Letter. I will do the first one for you. You could send this, along with other work, to me to be marked & I can tell you if you have them in correct order.

Example no.1 = Is breá liom peil a imirt.

**Section E** – Grammar – Possession /belonging to

**4th Class – please look at lch 180 at the back of the book – look over the full box**

Mine = **mo + h** in the word following it

Yours = **do +h** in the word following it

His = **a + h** in the word following it

Hers = **a + no** h in the word – it stays the same

In class, we often joke that in Irish grammar, **the girls are extra special**. They have a different rule to all the others. Instead of adding a h- we leave the following word alone.

This is how, when you are reading a story, you can tell if the **a** refers to a boy or a girl, depending on the word that follows it:

a **ch**óta = his coat a cóta – her coat

Léigh Sa Bhaile : Please continue as normal

## Maths:

Please continue Mental Maths as this kind of everyday maths is very useful.

### Busy at Maths

**3<sup>rd</sup> Class : Chapter 28 Pattern : lots of colouring to be done in this one so I hope you enjoy it!**

Some of the class may have this already filled into their book and if so, please go to the pattern section on Twinkl and look at some of the lovely resources there. All work can be done into the book and you can skip number 2 on page 150. Spread out the work over the week. Number 4 on page 150 will take a little bit of working out so you may want to use your calculator for this.

### 4<sup>th</sup> Class: Multiplication 3 (Long and Short multiplication)

#### Chapter 28

Looking at the repeated addition way of multiplying numbers on page 140. It is important to remember that even though we don't always use this method, that it is always an option. Answer the questions into the book.

Short multiplication – regrouping. Remember to multiply from right to left on the top. We don't use the vertical method in class and therefore please focus on the short method. Look carefully at the example given and use that as a reference if you are stuck on any of the sums. You will need to answer 5, 6 and 7 into your copy. You can write **HTU for hundreds, tens and units** at the top of each sum in red pen to keep you on track.

Page 142: **Multiplying 3 digits by 2 digits.** Always good to practice these sums as often as possible. Multiply by the number on the bottom. Start using the number to the right (units) and multiply the numbers in the top row (again, starting from the right). You may need to carry over a number and we do this by placing the number we carry beside the next number we are going to multiply. Once you have worked out the multiplication bit, you add on the number you have carried to the total.

When you have completed the first set of multiplication, we need to use our **magic zero on the row below**. Once we have done this, you might want to cross out any of the numbers you have already carried and used so that you do not accidentally add them in again. Now, start multiplying again, this time using the number that is in the tens section of the bottom row. When you have finished this, add the two rows of answers you have to get your total.

This can be hard – we have covered this on the board in class but it can be confusing so if at any point you are stuck, then leave it as you will be concentrating on this again properly when you go into 5<sup>th</sup> Class.

There are plenty of sums to do on this page. It may take a while, please do not rush and ask an adult to help you if you need to. Don't worry if you do not get this chapter finished this week. Work at your own pace and continue again next week.

Page 142 **Rounding:** a very important everyday skill that is required to make life easier for ourselves! Sometimes, in many professions, people need to give a rough estimate of a number to someone and the quickest way to do this is, is by rounding up or down. Have a look at the sum in the example and use it to refer to as you work your way through this page. If you need to, use your calculator to work out the answers and fill them into your book.

Problem Solving: These are the types of questions that come up in end of year exams. Read the question slowly and carefully. Highlight any word that you think is important. Do these sums into your maths copy and try your best to remember the different types of multiplication we have covered before.

You will be revising this topic in particular when you return to school, so if you are finding this a hard topic, **please don't worry**. Try your best and do what you can.

## **History:**

**My School.....** This is chapter that can be great for discussions with a parent about their experience at school and how the buildings, subjects, games may have changed over the years. A phone-call to a grandparent might be nice! Find out what their favourite subject was, or how long the journey to school was. Did they have a blackboard? How many book did they have? How many children were in a class back then?

The chapter tells us of schools from long ago, and unfortunately, the use of corporal punishment. Even though it is not nice to think about, it is a part of history and we must acknowledge that school life 60 years ago was very different to what it is like today.

Read about schools of the past and answer Section A into your History copy.

Draw an illustration of our classroom (if you can remember what it looked like!)

Choose the correct missing words for Section B. Orally talk about Section C.

Have a good chat with someone older than you and begin to understand what life was like for them in Primary and Secondary School.

## **Geography & Science**

Continuing from last week – Materials and Change

Page 107 – conductors and insulators of heat – read the information given – no need to do the experiment as not many people will have 4 thermometers at home but if you want to do each container on a separate day then you would only need 1 thermometer.

Page 108 – read the important information and have some fun trying the experiments at the bottom of the page if you have what is needed

Page 109 – separating materials

Read about the Dead Sea

– I have attached an interesting video below with some lovely facts and footage of this lake.

<https://www.youtube.com/watch?v=qr2kys0GnQ>

Also, they tell us that some people use face masks in Japan – we are now extremely familiar with these masks and can relate to how important they are today!

## Art

We are learning about floating in the Dead Sea – try and draw yourself floating in water – it can hard to do but lots of fun!

Times Tables Revision

$2 \times 4 =$	$11 \times 6 =$	$12 \times 4 =$
$3 \times 3 =$	$9 \times 6 =$	$8 \times 10 =$
$1 \times 5 =$	$4 \times 8 =$	$6 \times 6 =$
$4 \times 3 =$	$3 \times 7 =$	$10 \times 5 =$
$6 \times 4 =$	$5 \times 6 =$	$8 \times 5 =$
$7 \times 2 =$	$7 \times 4 =$	$6 \times 8 =$
$2 \times 8 =$	$11 \times 8 =$	$10 \times 3 =$
$5 \times 9 =$	$4 \times 4 =$	$9 \times 5 =$
$10 \times 4 =$	$2 \times 6 =$	$7 \times 8 =$

Try x11 tables this week.

P.E.

This term, we would have been covering aquatics and the PAWS programme in class. I have added the 3<sup>rd</sup> & 4<sup>th</sup> Class presentation that we would have done in class over a period of 3 lessons. Please look at this if you can and go over the importance of water safety.

Have a lovely week,  
Mrs Lennon

