

Good morning!

I hope you all had a wonderful bank holiday weekend and you were able to make the most of the sunshine. Thank you to each and every one of you who took part in our Active Home Week – we really hope you enjoyed it. I've seen the photographs that have been sent in and they are brilliant! As you now know, we will not be returning to school for the rest of this year and although this is very hard news to get, we know that is the best thing for us all to keep us safe and well. Thank you to anyone who has sent me an email, or sent over their schoolwork to be corrected. I hope you all received your reply or feedback and if not, please just let me know. As ever, please continue to work at your own pace and if anything crops up that you need help with, just let me know and I will get back to you as soon as possible. It is important to keep our handwriting nice and neat and label our work clearly at the heading of each page.

As always, there is no pressure to complete all the work below - just do as much as you can (or as much as your mammy tells you to do!) This is a short week due to the Bank Holiday so I know it can be very hard to sit back down and do school work after a break from it so just start at the top of the list and do whatever you can. I know that you might not be able to get some of this work done. It is so hard to do when the weather is good & some of you may be needed to help with some outdoor work instead!

English

Oral Language : **Injured Animals**

Go to folensonline.ie and click register. Select Teacher Fill in username, email and password For Roll number use the code: Prim20

Explore mode first – have a chat about the double picture that comes up and explore the possibility of what the story line is and what makes you think that.

Starters is for 3rd Class : Watch the video and listen carefully to the narrative. Flyers is for 4th Class – Discuss with your parents any words that you hear that you don't understand. Answer all 10 questions at the end.

The poem for this fortnight is The Old Brown Horse by W.F. Holmes – a lovely poem reflecting the early life of a horse who might just be in need of a friendly word or a kind gesture.

Reading & Writing Skills: Unit 14a Save Our Sanctuary

Read the story of Aoife and her parents, both vets, who run a sanctuary for wild animals. There is an animal sanctuary in Collon, Co. Louth. Some of you may have heard of it or have even been there.

Re-read the story once or twice before answering the questions in nice, neat joined writing.

- A- Comprehension Skills – 1- 5 into English Copy. The star question at the end can be written out as full sentences or you might like to try a little box with a line down the middle – write the name of each girl on either column and then do bullet points as you go along
- B- Answer into copy and give 2/3 reasons for your answer in the star question
- C- 3rd Class – you may need to use the process of elimination to figure out which word is closest in meaning to the highlighted words, or if you are stuck, then look up the meaning of the word in the dictionary and then choose your answer based on what you have learned. Just the words are written for the answers.
4th Class – look up the meaning of the highlighted word and write it down in your copy. Orally, put the word into your own sentence to make sure you fully understand it.
Extra work – write down words with similar meanings to grim – if you have a thesaurus, you could find the words here.

D - Vocabulary – choose the correct word to fill into the blanks. Write a 3 sentence paragraph using the words given.

E - Grammar: Its and It's * very important! Read through and look at the examples of both spellings. Choose the correct one for each of the sentences they ask you to write out. The word is more than enough for the answer. Write your own sentences to make sure you have the correct context.

F – Writing skills: Story Openings

A really useful activity – this will help build your writing skills for any future story you might have to write.

Answer Question 1 (a) + (b) into your copy.

Enjoy coming up with an interesting opening paragraph for a story with the given title.

G – Writing Genre: Planning a story

Use the brainstorm cloud we would have used in class to jot down ideas under the 3 headings Person Place Problem

Who is involved in this? Keep the number of characters small

Where will the story be set? One or two locations is plenty

What has happened that means a rescue is necessary?

Choose one of the 4 options given and write a short story, with an interesting opening that will 'hook' the reader's interest. No need for number 3.

I look forward to reading these!

SpellWell – No spellings this week – we are ahead of ourselves with our spellings and therefore instead of finishing them very early, we will take a break this week instead!

Read at Home – Please continue nightly reading

Gaeilge:

This is the amount we would have done in the classroom – I understand fully that you will probably not be able to do this amount at home 😊 Set yourself a target for the amount you would like to get done over the four days this week.

Unit 16 : Conas a bhíonn an aimsir agatsa?

Log onto Folens Online as for English and go to Abair Liom Unit 16 Conas a bhíonn an aimsir agatsa? Listen to the Scéal and when you are finished, click into the foclóir section : look up the weather words they have listed there. Some of them you will be familiar with already.

Ansin, Click onto the next picture – Comhrá Digiteach . Click the picture on the left and listen to the conversation (more than once is preferable) Then click into the section on the right – Eiseamláirí ... have a conversation with someone, choosing which direction it takes by picking from the choice of endings to each sentence.



There is a lovely song for this chapter called Ag Cur Báistí Arís... have a listen if you have time!

Book Work Abair Liom :lch 130 Read the story that you would have listened to online.

A- Freagair na ceisteanna 1. Is it hot or cold during the summer? 2.

What sort of clothing does everyone wear in Greenland? 3. What happens regularly/often in the Rainforest? 4. What sort of weather do they have in Sydney? 5. Which country has tornados? 6. Where does the most rain fall?

The star questions asks which country would you prefer to live in and why? B'fhéarr liom ... I would prefer

B – Ceangail ; read the descriptions and write down the countries in the order which they are being described.

C – Na Séasúir : Write the number & the corresponding season. The star question asks which season do you prefer and why? Keep the answers as simple as possible only choose an answer that you can say in Irish yourself. Use phrases from the story or your own. 4th Class might like to write this out 3rd Class – just talk this over orally

D – Choosing the correct phrase from each box. 3rd class can do this orally with an adult and 4th class will write this into their copy. **Bíonn** is present tense and means **it is**. **I rith** means **during**.

E – Comhrá : A short conversation to have with one other person. The interviewer this week is asking Seán about the weather in Ireland.

F – Oral Work ... Read through all the activities that are in the pink boxes and decide which sentence they suit the best!

Reminder : An samhradh – summer an t-earrach – spring
 An fóimhar = autumn An geimhreadh = winter

This is the full amount of work for the week – this may be too much for some as I know that we would get more done in a school day than you would at home so only complete what you can & if you don't have the time to write all the answers down, just focus on oral work as this is the most important. If you don't understand any part of the work or just want me to check your answers, please just email me. Just divide the work up for the week and decide how much you are going to get done each day. Set yourself a goal and try to stick to it. Be happy with what you can do – quality not quantity!

Léigh sa Bhaile : Please continue as normal each day

Maths:

Mental Maths – please pick up where you left off before Active Home Week and continue with one column per day & Problem Solving & Test on Friday

This week, both classes will be looking at **Capacity** – This Chapter can be done over **2 weeks**. It may seem like we are jumping forward and backwards in the Busy at Maths book, but I am trying to follow the topics in the order they would be taught in class, rather than where they are in the book. This week, hands on learning is the best kind. That means, instead of focusing what is in the book, you might like to try experimenting with guessing how heavy certain liquids are & then measuring them in a jug to see if you were correct. Lifting the milk cartons in the fridge when they are full is always a good way to learn what different capacities feel like. The most useful thing you will need is a measuring jug. I hope you have one at home – if not, there are plenty of images you could find that show how they are marked out. Different mugs/cups hold different capacity so you could find out which one in your house holds the most – it is not always the biggest/tallest one – sometimes you must look at the width/space inside. In this chapter, we will be bringing fractions/decimals into it also so it is important to note the following:

Capacity is the measurement for liquids. We use **millilitres(mls)** and **litres(l)** to do this. There are **1000mls in 1 litre.**

$\frac{1}{2}$ litre = 500mls

$\frac{1}{4}$ litre = 250mls

$\frac{3}{4}$ litre = 750mls

Measuring jugs are lined out in 100ml sections also.

We can also measure liquids in Pint form – you might see this on the back of a recipe for making sauce or jelly.

3rd Class : Chapter 32 Capacity

This chapter can take time if you do it properly and measure water in the various vessels suggested. Try and have fun with it and remember, it would usually take **2 weeks** to cover this chapter in school so the same applies at home. Divide this chapter up however you like depending on the time you have each day.

Have a good try at estimating (guessing) on page 165. Measure out 1 litre of water before starting and use this as your reference. Just decide if you think it will be less than, equal to or more than a litre.

Fill in number 2 by using the jug in the book as your reference.

Page 166 - 1. Read the amount in each jug and fill in the answers.

2. Find the 5 things in the grid and estimate and measure drops of water in each. 3. Litres or millilitres.

Page 167 – Addition and Subtraction: Regrouping and renaming in these sums as in normal sums only it is important to note that l and ml are clearly marked on the top when we are doing capacity. Try number 4, number 5 & the challenge in your copy – marking l and ml clearly at the top.

Page 168 : Witches Brew – This takes a lot of concentration and you need to read the questions very carefully ! You will need to do out some sums in your copy to get the correct answers.

4th Class: Chapter 33 – Capacity Litres and Millilitres

Completed over a **2 Week Period**

Divide this chapter up into **2 parts** and do whatever amount you want in first/second week. Read all the information carefully and look closely at the measurements on the pictures given before you decide which answer is correct. A ruler is always helpful to line up the measurements and see the measurement and the fraction beside it clearly. Hopefully, you all have a measuring jug at home! Have fun with the estimate, measure and order section at the start. Fill out a litre in the beginning to use as a reference.

For number 4. How many more ml are needed to get to 1000mls.

Page 164 : the measuring vessels is divided into 100 ml sections which are then divided up into 10 ml sections

You will need to divide a litre into fifths for no.2

$$1/5 = 1000\text{ml divided by } 5 = 200\text{mls}$$

$$2/5 = 1000\text{mls divided by } 5 \text{ and then multiplied by } 2 = 400\text{mls}$$

$$3/5 = 1000\text{mls divided by } 5, \text{ multiplied by } 3 = 600 \text{ mls}$$

$$4/5 - 1000\text{mls divided by } 5, \text{ multiplied by } 4 = 800 \text{ mls}$$

Whenever you need to find a fraction of a litre – you divide by the number on the bottom and multiply by the number on the top.

Page 165 involves decimal fractions:

$$1/10 = 0.1$$

$$2/10 = 0.2 \text{ etc.}$$

$$1/100 = 0.01$$

$$6/100 = 0.06$$

$$18/100 = 0.18$$

0.1 of a litre would be $1/10$ of a litre = 100mls

40mls would be $4/100\text{l} = 0.04\text{l}$

870mls would be $87/100\text{l} = 0.87\text{l}$

This can be a hard grid to complete and we would have spent a lot of time at this in school – if you have any problems at all, just email me.

Example of the 1st line would be

1100ml 1l 100ml 1+ 1/10l 1.1l

The matching activity below this involves matching the amounts to their equivalent fractions and decimals.

The final part of this page means you need to go look around the house and find containers that have the different amounts in them!

Page 166 :

This page focuses on using the 4 different operations of maths and using the correct letters when doing so. In decimals, we only need the l for litres.

The challenge section of this page is quite difficult and can be left out if you are unable to figure out what to do.

Jenna's Juice is a problem solving page which can take a considerable amount of time. You must read the question carefully and look at the top of the page to help you calculate your answers. Just take your time, read the question more than once and highlight any important words that will help you decide what operation to use. Some of the questions will require a two part sum to get the correct answer.

Good luck!

History: *Half of this Chapter*

Life in the Nineteenth Century

Read about the O'Connor family from Galway and answer the complete the Activities on the top of page 81 – This involves finding 3 differences between their family and your own. Drawing a floor plan for their house and also deciding whether or not you think they were quite lucky in the big scheme of things!

Geography and Science

Unit 17 : The Sun

Read this interesting chapter about how the sun contributes to our lives. Read about The Equator, The Northern Hemisphere (where we live) and the Southern Hemisphere. You can orally complete the activities on page 101 and have some fun looking up where different countries are located in the world.

Read how the sun affects the weather on page 102 and how it can create shadows. If you are looking for a nice activity to do, you can make the sundial as suggested!

Page 103 tells of the dangers of the sun and how we can protect ourselves from any danger it imposes. The only written work for this chapter is on page 104 – I would like you to write the answers from A into your copy. The rest can be done orally. There is a fun Grass Head activity here too if you have some grass seeds/compost and a pair of tights lying around!

This is a lovely chapter – I hope you enjoy it!



Mrs Lennon