

June 3rd-17th

Hi Everyone,

We have made it to June!!! 😊

Everyone has worked so hard these past few weeks and I have loved seeing how you all have been getting on. You will all be happy to know this is the last small bit of work. The work has been significantly reduced as we have come to the end of our books and we must begin to prepare ourselves for transitioning into Secondary school. I have provided some school work and if you look at the end of the document, I have provided activities to get everyone into the mindset for beginning Secondary school. These activities are primarily focused on our feelings and thoughts on entering Secondary school. In the upcoming two weeks, I will be providing a more informative guide to the structure of Secondary school, timetables, finding your way around, lockers etc. Continue to keep an eye on the school App and Padlet for extra support and activities in every subject area - <https://bit.ly/3rdto6th>

I have really enjoyed hearing from people on Seesaw over the past few weeks and providing help to those who needed it. Once again, I have added the answers for the small bit of work to the end of this document for self-correction at home. However, you may still have a question about a particular topic, you may want some feedback on your work or you may wish to send me on a project, writing etc. You may have questions about Secondary school or the end of the year. At the moment we are still very uncertain about when or how we can celebrate your graduation from Primary school however it is something that we will all be extremely excited to do when the time is right. Until then, we are planning something nice to celebrate your time in Scoil Eoin.

For the next two weeks, I have provided one last chapter in Maths-The Circle, the last chapter in Seo Leat- Cuairt ar an Íoslainn, a small bit of reading work in English and a final project in SESE-Mediterranean countries. We have one final chapter in Religion and two short lessons in Weaving Wellbeing. You can complete these activities in your own time as this will be the end of the work from our books. I have provided other nice suggested activities if you are looking for something to keep you busy.

Ms. Egan 😊

Matamaitic

Matamaitic Seachtain a haon agus a dó.

(Continue to use the CJFallon App for support in each chapter, carefully watch the videos and focus on the examples given).

- Busy At Maths Chapter 28: The Circle pages 146-150.

Video link page 147-Drawing Circles.

http://data.cjfallon.ie/resources/20714/BAM6_Tutorial_088/lessons/BAM6_Tutorial_088/index.html

Video link page 148-Measuring the circumference.

http://data.cjfallon.ie/resources/20714/BAM6_Tutorial_089/lessons/BAM6_Tutorial_089/index.html

Activity link page 148

http://data.cjfallon.ie/resources/20714/BAM6_Tutorial_090/lessons/BAM6_Tutorial_090/index.html

Activity link page 149-Area of a circle

http://data.cjfallon.ie/resources/20714/BAM6_Tutorial_091/lessons/BAM6_Tutorial_091/index.html

- Shadow Book chapter 27: The Circle pages 60+61 to be completed.
- Extra worksheets on the circle below.
- Master Your Maths Final Test Week 30.
- Home school links sheet for parents below.

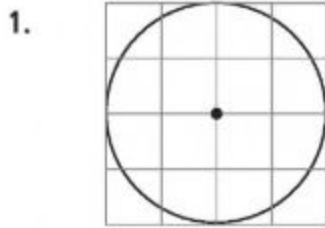
Additional Learning Activities:

Log in to your Mathletics account and play for 5-10 minutes. <https://www.mathletics.eu> . Primary Planet host a daily mental Maths quiz which is read aloud.

Free tools for maths <https://toolkit4maths.com/>

Approximate Area of a Circle

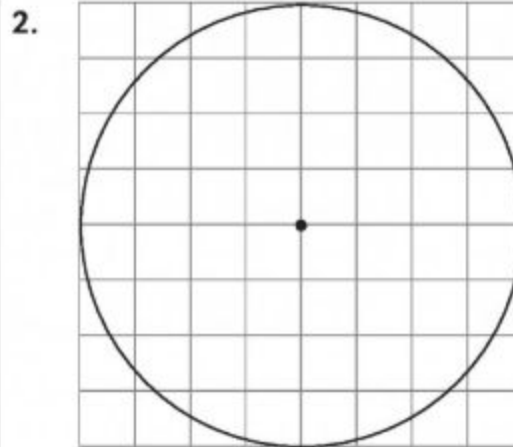
- (a) Calculate the area of each square.
- (b) Calculate the approximate area of each circle by counting all the complete squares. Count half squares or those that are greater than $\frac{1}{2}$ a square as a full square.
- (c) Express the approximate area of the circle as a fraction of the area of the square.



(a) = _____ cm^2

(b) = _____ cm^2

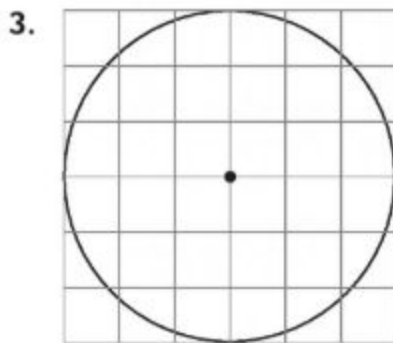
(c) = $\frac{\square}{\square}$



(a) = _____ cm^2

(b) = _____ cm^2

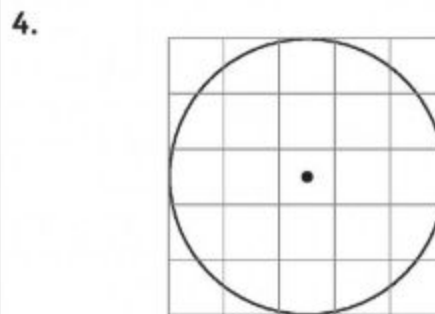
(c) = $\frac{\square}{\square}$



(a) = _____ cm^2

(b) = _____ cm^2

(c) = $\frac{\square}{\square}$



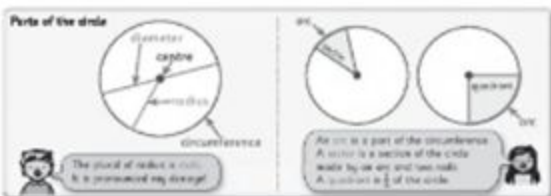
(a) = _____ cm^2

(b) = _____ cm^2

(c) = $\frac{\square}{\square}$

Your child will be learning about *the circle* in much greater detail than in Chapter 10 (2-D Shapes) over the coming days. S/he needs to know some of the mathematical language associated with the circle: circle, centre, circumference, radius, radii, diameter, sector, quadrant, arc, straight lines, perimeter, $\frac{1}{4}$, right angle, straight angle, protractor, length, shorter, combined, compass, ruler, swivel, point, estimate, area, centimetre squares (cm^2), approximate, full, half, more/less, construct, cost, discount, pattern, continue, small, medium, large, extra large.

Properties of a circle



Activity 1:

Have your child label the different properties of the circle on a paper plate. (If you don't have a paper plate, ask your child to place a large, circular plate on a piece of paper. Trace around the plate to make a circle, then ask him/her to cut out the circle.)

Notes:

- A circle can have many radii (the plural of radius is radii). Each radius is identical in length.
- A diameter divides a circle in half. A diameter must pass through the centre of the circle.
- A circle can have many diameters.
- The circumference is another name for the perimeter of the circle.

Circle hunt

With your child, search for as many different circular shapes and objects around the home as you can find, e.g. CDs, plates, mirrors, clock, bowls.

Activity 2: Help your child measure the radius and diameter of each circle.

Activity 3: Encourage your child to trace around the different circular objects to create 2-D circles. S/he can then make a pattern or design using the circles.

Using a compass



Many children find it difficult to use a compass. Encourage your child to be extremely careful when using a compass – it can be a dangerous implement! Help your child use a compass properly by doing the following:

1. Place a sharpened pencil into a compass and secure it tightly.
2. Stretch the compass as wide as you wish – this will determine the length of the radius.
3. Place a small amount of pressure on the point of the compass.
4. Pinching the top of the compass with your thumb and index finger, swivel the pencil around, drawing a circle.
5. The point of the compass must remain stationary at all times.

Invite your child to make interesting circle patterns and pictures similar to the following.



Approximate area of a circle

Encourage your child to draw circles onto centimetre square paper (copybook squares will work equally well, but emphasise that each square represents 1cm^2). To find the approximate area, s/he simply counts up all the complete squares. S/he needs to count all parts of squares that are at least half of a full cm^2 .



Measuring the circumference of a circle

Your child will work out a formula for calculating the circumference of any circle, which is: diameter $\times 3.14$.

Béarla

Béarla Seachtain a haon agus a dó

- Write a daily diary entry about what you do each day and what is happening in the wider world.
- SpellWell Week 33+34.
- By The North Star Unit 41-Read and answer the purple, orange, green(1-4) and red box.
- By The North Star Unit 43-Read Body Talk and the roles in the theatre. Create a comic strip based on the play.

Additional Learning Activities:

*Activities below that you can try based on the book you are reading.

Design a bookmark, book jacket or front cover for the book.	Get two characters to have a text message conversation at a particular point in the novel.	Do a Spidergraph/Mind Map of words that describe a character.	Create a word search using key words from the novel or a chapter.	Draw a detailed picture of a character from the novel.
Write "3 Truths and a Lie" about a character in the novel and see if other pupils can guess which one is the lie.	Draw the setting for one of the chapters.	Pick out 7 tricky words from a chapter and define the words, put them in a sentence and draw a picture for each.	Compare two characters in the novel. List three ways in which they are similar and three ways in which they are different.	Write about an event that happened to you that was similar to something that happened to a character in the novel eg. an embarrassing moment or a dangerous situation.
Write a quiz for others with questions based on a chapter/section of the novel.	Make puppets, finger puppets or masks representing the main characters of the novel. Then, act out a scene for the entire class.	Write a letter to a character or the author.	Story Bag: Put together a bag that contains at least 10 items that you feel reflect a significant part of the novel	Reproduce a chapter or section of the novel in comic book form.
Compile a list of 5 other novels that are similar to this novel and explain why.	Write an original dialogue between two characters from a book.	Draw a diagram of something that was described in the book and label the parts.	Choose a character and write a poem about them (e.g. Acrostic or Limerick).	Pick a page and list all the nouns, verbs and adjectives you can find.

Gaeilge

Try to speak a small bit of Irish each day to someone at home. (You can use the Cula 4 App or Duolingo also)

Gaeilge Seachtain a haon agus a dó. (Continue to use the CJFallon App and Padlet)

- Seo Leat Chapter 20-Cuairt ar an Íoslainn. Read the story each day and use your focloir to look up any words you do not know in the story and exercises. This is good practice for Secondary school. Here are the resources for this chapter.

http://data.cjfallon.ie/resources/seo_lear/SL_6C_T09_U20/index.html

http://data.cjfallon.ie/resources/seo_lear/SL_6C_T08_U20/index.html

http://data.cjfallon.ie/resources/seo_lear/SL_6C_T10_U20/index.html

http://data.cjfallon.ie/resources/seo_lear/SL_6C_T06_U20A/index.html

- Page 114 (A)
- Page 115 (D)
- Page 117 (G) Dán-Slán

- Each day write out a new verb in the aimsir chaite, aimsir laithreach and aimsir fháisitéach focusing on the briathra neamhrialta (irregular). <http://studycentral.weebly.com/irish/tenses>

Additional Learning Activities:

Yoga as Gaeilge le Twigín Yoga

<https://rtejr.rte.ie/category/rtejr-blog/yoga/>

10@10 with RTÉjr

Irish exercises as Gaeilge with RTÉjr.

Click on Gaeilge and then on Download at <https://rtejr.rte.ie/10at10/>

Smarty Cat Games

Games to help children learn Irish and French in a fun and exciting manner: <http://www.smartycatgames.ie/>

SESE

- Read Geography Quest Chapter 17-The Mediterranean Countries.
- Choose a Mediterranean country and complete this project on it.

Mediterranean Country project

Key words to understand prior to project research:

Suez Canal, Architecture, Straits of Gibraltar, Riviera, Irrigation.

This project will include a lot of personal research. I have included some websites to guide you but feel free to think outside the box! Get creative with your time and ideas. J This should take you **two weeks**.

This project can take the form of any representation you wish e.g. Booklet, large display sheet, PowerPoint etc. The aim is to orally present all of your new knowledge to your family when it is complete. Have fun! J

Key Points to include (These are compulsory. You may include further research if you wish!)

- **Front cover:** must include the name of the country and your own name. This information must be clear. You may include decorations and/or images appropriate to the country you have chosen.
- **Fact File:** Give the key information based on the country (capital city, currency, population, etc.).
- **Geography:** explain where your country is located. Give the size of the country and include maps to show this. Give details about the longest river, highest mountain, borders it shares with other countries and surrounding oceans and seas.
- **Flag of the country:** Explain what the country's flag looks like and, if you can, give some of the history about it. Include an image or drawing of the flag.
- **History of the country:** give details of the most important dates, key people and events. A timeline would be very helpful here.
- **Climate:** What weather does this country experience? What are the seasons like and how does this affect the people that live there.
- **Food and Drink:** Find details about famous dishes and drinks, which come from the country you have chosen. Are there any traditional dishes that are served at certain times of the year? Include images, drawings, recipes or menus.

- **Culture:** What language do the people speak in this country? What pastimes or customs do they have? Is there any famous music, dance or art that comes from here? Include images or picture to illustrate your information.
- **Famous people:** which famous people or celebrities come from the country you have chosen? Why are they famous?
- **Any other information:** include any other information you feel would add to your project and make it more interesting.

Helpful websites:

<https://www.ducksters.com/geography/europe.php>

https://kids.kiddle.co/Mediterranean_Sea

<https://kids.britannica.com/kids/article/Mediterranean-Sea/353449>

https://wiki.kidzsearch.com/wiki/Mediterranean_Sea

https://academickids.com/encyclopedia/index.php/Mediterranean_Sea

Additional Learning Activities:

Primary planet is now available online for everyone. Plenty of activities to keep you busy.

<http://www.newsmagmedia.ie/>

World Book Online from Scoilnet:

All students in the Republic of Ireland have open and free HOME access to World Book Online, a child-friendly online encyclopaedia. It's perfect for that project you've been waiting to put together: <https://scoilnet.ie/scoilnet-services/world-book/>

Met Éireann:

Welcome to MetÉireann's Primary School Resources page, where parents, teachers and children will find resources that have been designed for use in primary schools in Ireland:

<https://www.met.ie/education/school-resources>

Interactive lessons and activities on aquaculture <https://aquaculture.ie/about-us/arc-interactive/>

Natural History Museum Virtual Tour <https://www.cliste.ie/natural-history-museum-virtual-tour/>

SPHE

We will continue with Weaving Wellbeing. Remember that this is to be covered by both you and your parents. Read about each lesson and complete the activities in your workbook.

Seachtain a haon.

Weaving Wellbeing-Lesson 9-Belief 8: My Actions are powerful.

Think of Any Past Improvements or Successes You Have Achieved. What did you do to make this happen? To achieve anything in life we need to take action.

So our Actions are Very Important! What do you think stops us from taking the actions that we should?

Barriers to Taking Action- Let's look at 3 common reasons why we often don't take action.

- × We don't have enough confidence.
- × We think the action is too difficult.
- × We don't know what action to take.

We are now going to look at how we can overcome these 3 barriers to taking action.

Barrier 1. Lack of Confidence: Have you ever not done something because you didn't feel confident enough? Let's see how this creates a negative circle that stops you from taking more action in the future.

- Sometime we avoid action because we don't feel confident
- Unfortunately this can reduce our confidence levels further
- This means we are even less likely to take action in future

Let's Create a Circle of Confidence.

- Sometime we avoid action because we don't feel confident
- Unfortunately this can reduce our confidence levels further
- This means we are even less likely to take action in future

Barrier 2. The Action is Too Difficult: Sometimes we feel the action is too difficult so we just do nothing. So remember, even seemingly impossible tasks can be achieved if we break it down into smaller tasks

Example - Breaking down tasks:

- I want to learn how to play my new guitar
- This seems too difficult for you so let's break it down into smaller tasks

I will look up videos online for tips to get started.

I will ask my friends who play guitar for help.

I will practise 3 times each week for 30 minutes.

When you do these smaller tasks you build both confidence and momentum to move forward.

Barrier 3. We Don't Know What Actions to Take: We can take actions to get what we want but sometimes we have not decided what it is that we want. The way to do this is to set goals.

Setting Goals: What is a goal?

- A goal is something that we are trying to do or achieve and we are willing to make an effort to get the desired result
- When we set a goal to achieve a particular outcome then the chances of achieving this outcome increase significantly
- Writing down your goal makes it 10 times more powerful

This feel-good song reminds us that we can shape our own future by the actions we choose to take.
<http://www.otb.ie/wwb-unwritten>

Seachtain a dó.

Weaving Wellbeing-Lesson 10: Charging my batteries.

What are the 8 Empowering Beliefs we can use to charge our batteries?



Your Best Future Self: When you start to use these new beliefs you can become your best future self. Try to visualise for a few moments what it would be like to have some or all of these empowering beliefs in the future.

- What differences can you see in yourself?
- What do you like most about your best future self?

We have learned how important empowering beliefs are. We have also learned how we can create more empowering beliefs in our lives. Now it's up to you to develop **Empowering Beliefs every day** to help weave your own well-being!

This video looks at ways to boost our confidence including ideas that have been covered during our **Weaving Well-Being Programme**. <http://www.otb.ie/wwb-boost-your-confidence>

Creideamh

Seachtain a haon agus a dó

Friends In Faith My Confirmation Year, Theme 10: I will lead. Read your textbook pages 40 to 43. Workbook pages 30-32.

On completion of Theme 10, pupils should understand that

- Ø *I can lead in faith by staying connected and involved*
- Ø *Jesus is like a shepherd that cares for, and loves, each lamb*
- Ø *Psalm 23 tells about Jesus being there for me in troubled times*
- Ø *the important things in life are family, friends, faith and love*

Corpoideachas

14 Day Skills Challenge from Clooney Quin Minor Club in Clare.

11- 16 Challenge Explanation (20 minutes daily)	
30s Catch Challenge: Stand 3-5 metres back from the wall and strike for 30 secs off each side, aiming to catch the ball on every rebound	Distance Challenge: Stand 5 metres back from the wall. Strike the ball x2 off the left and x2 off the right and catch. If successful, move back 5 metres and repeat. Keep moving out with every 4 catches e.g. 5m>10m>15m>20m etc. A dropped ball = a reset back to 0
3 Strike Challenge: Stand 20 metres back from wall. Strike the ball and run to catch, strike again on run and catch, and finally do a third strike and catch before running out of space.	Athletic Development: Try lots of different bodyweight movement e.g. squats/lunges/planks/quadrupeds/glute bridges.
Direction Challenge: Place a cone 3-5 metres back from wall and stand to a side. On a partner/parent call, strike from corresponding position e.g. "front left" - strike to the left of cone, stepping towards the wall / "back right" - strike to the right of cone, stepping away from the wall	Deadball Challenge: Practice different deadball situations e.g. frees and sideline cuts
30s Control Challenge: Stand 3-5 metres back from the wall and strike for 30 secs off each side, aiming to control the ball with one touch on every rebound	60s Catch Challenge: Stand 3-5 metres back from the wall and strike for 60 secs off each side, aiming to catch the ball on every rebound
Active Target Practice: Get a bucket, tyre or similar and practice trying to hit this target with the ball using both sides while on the run	Technical Precision: Try different types of strikes at a target - dropshots/top spin/off the hip/over shoulder
Solo Running: Make a simple obstacle course to solo through as quickly as possible	60s Control Challenge: Stand 3-5 metres back from the wall and strike for 60 secs off each side, aiming to control the ball with one touch on every rebound
Freestyle Skills: Practice different unusual skills for fun - what can you do that your friends cant? (Suggestion: Handpassing with hurley hand)	Free Hurling: Show off what you can do - striking/soloing/catching/controlling!

Weekly Art Competition:

<https://www.toyota.ie/world-of-toyota/Build-a-Better-World-Art-Competition.json>



DRAWING CHALLENGES FOR KIDS

1. Draw a cover for your favourite book
2. Draw a fantastical animal
3. Draw an imaginary friend for yourself
4. Design a robot to help you with some tasks
5. Design your coat of arms
6. Draw a short comic
7. Make a drawing in the style of your favourite cartoon
8. Make a zentangle doodle
9. Engineer an amazing treehouse
10. Draw your name in fancy letters
11. Make a picture, using three colours only
12. Draw what happiness looks like to you
13. Draw a dinosaur in modern times
14. Draw yourself if you lived a long time ago
15. Draw an underwater world
16. Draw something you can see right now
17. Go outside and draw something you find there
18. Draw yourself ten years in the future
19. Make a treasure map
20. Design a cool invention
21. Draw a house inhabited by tiny people
22. Make an impromptu squiggle, then turn it into a drawing
23. Draw an animal with superhero abilities
24. Draw your preferred mode of transportation
25. Draw the sky
26. Draw your ideal pet
27. Draw a fairy based on your favourite flower
28. Design a perfect birthday cake
29. Draw your dream travel destination
30. Draw yourself dressed in an extravagant costume
31. Draw an anthropomorphic vehicle
32. Draw an amazing ride in an amusement park
33. Draw life on a different planet
34. Design a new statue for the city/town you live in
35. Draw the most beautiful flower
36. Draw a ship that would take you on a trip around the world
37. Draw a landscape of a magical world
38. Draw the things you would pack for an adventure
39. Draw your friends as a team of superheroes
40. Draw a house of a wizard
41. Draw an animal dressed in historical attire
42. Design a maze and have someone try it out
43. Draw a memory from when you were very small
44. Design a new video game
45. Engineer a bridge that will connect two islands together
46. Draw a castle where you would like to live
47. Draw a tree that bears something unexpected
48. Make a drawing in a cave-art style
49. Draw a logo for a business you would like to start
50. Make a drawing just with dots
51. Make a draw-by-number picture and give it to someone
52. Draw your favourite recipe



Eolaíocht

There are more science experiments and activities available here

<https://www.sfi.ie/engagement/discover-primary-science-and-maths/resources/stem-at-home/>

And here <https://spark.iop.org/collections/marvin-and-milo>

Water Xylophone

Discover how vibrations create sound when you strike up a tune on your own water xylophone.

You will need:

- Eight identical glass bottles
- A measuring cup
- Water
- Metal spoon

What to do:

1. Add 30 ml of water to the first bottle.
2. Add water to the next six bottles, increasing the amount of water you add to each bottle by 30 ml so that they all contain a different amount of water but leave the last bottle empty.
3. Line up all the bottles up in order from emptiest to fullest.
4. Using your spoon, tap each bottle gently to see what sound is produced.

Discussion Ideas:

- Can you play a simple tune using your water bottle xylophones together?
- Try and "tune" your water bottle xylophone by adding or taking water away from each bottle. Can you play a musical scale?
- Is there another way you produce a sound with the water bottles without hitting them? Hint: how is a flute played? How does the sound differ to when the bottle is tapped?



What's happening?

Sound is a vibration that moves through materials in the form of a wave. As an object vibrates, it bumps into neighbouring air molecules, causing them to vibrate. These molecules then bump into their neighbouring molecules as the vibration passes on from molecule to molecule, moving through the air. Eventually it reaches and enters your ears, causing your ear drums to vibrate. This vibration is converted into an electrical signal which your brain interprets as sound.

In this experiment sound was created by striking the bottles as this caused the glass to vibrate. The rate of the vibration (how many vibrations are happening every second) determines the pitch of the sound, with a higher rate of vibrations producing a higher pitch. The bottles with more water in them made a lower pitched sound. This was because the glass was vibrating less quickly in these than in the bottles with less water in them.

When you blow over the top of the bottle, a sound is produced by the air inside the bottle vibrating. As the amount of water in the bottle changes, the size of the column of air inside the bottle changes. This alters the rate at which the air vibrates and consequently the pitch of the sound.

A xylophone uses the same principle as hitting the bottles to make music. This type of instrument is made up of lots of wooden bars, each of a slightly different length. Sound is produced when the bars are struck and each one produces a unique pitch or note because it vibrates at different rate from the others.

Secondary School Transition Activities

Is Secondary School the Same or Different to Primary School?

Is Secondary School the Same or Different to Primary School?

Please read the statements below. Circle the ones that you think are the same as your primary school in **red**. Circle the ones that you think are different from your primary school in **blue**.



You will be able to play with your friends at lunchtime.



You will be able to get to school by catching a bus without your parents/carers.



There will be different girls' and boys' toilets in the school.



You will be able to get to school by getting a lift in your parents/carers car.



School will start at 8.50am.



If you don't do your homework, you will be given a detention.



You will be able to get to school by walking.



Lessons will finish at 3.15pm.

Is Secondary School the Same or Different to Primary School?



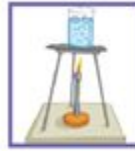
If you are late for school, you may be asked to go to see a different teacher.



Your parents/carers will be informed if your behaviour is not acceptable.



You will be able to choose to stay after school and take part in a club.



You will have the opportunity to try new things.



You will not be allowed to run in school.



You will be able to choose what you would like to eat for your lunch.



You will need to try your hardest in class.



You might have arguments with other young people.



Your parents/carers will be invited to parents' evening to talk about how you are doing in school.



You will meet new friends.

Is Secondary School the Same or Different to Primary School?



There will be different teachers for different lessons.



You will need to take your PE kit and other equipment to school on certain days of the week.



There will be whole school assemblies.



You will be expected to do a lot of homework and will get homework from each different lesson.



There will be different tutor groups and coaching groups.



You will have to find your way around the school and move from classroom to classroom for each lesson.



You will be invited to go on school trips and residential.



You will not be allowed to leave the classroom to go to the toilet or cloakroom.



You will get homework.

What Am I Worried About?

Sometimes, you might have worries or questions about starting secondary school. Write down your questions on the thought clouds below.

The form consists of seven thought cloud shapes arranged in a staggered pattern. Each cloud contains two horizontal lines for writing. To the right of the clouds is a colorful backpack with the word "worries" written on it. The backpack is blue, orange, and red with a yellow buckle. A horizontal line is drawn at the bottom of the page.

Positive Affirmations

Please write a positive affirmation about starting secondary school, e.g. I am going to try my hardest with every new challenge that comes along.

My positive affirmation is:



The form consists of four five-pointed stars arranged in a 2x2 grid. Each star has three horizontal lines inside for writing. A colorful rainbow graphic curves across the background behind the stars.

What Am I Excited About?

Starting secondary school is a very exciting time. There will be new things to learn, new places to go, new experiences to have and new people to meet.

Think of all the things you are excited about and write them on the stars below.



Starting Secondary School

Read these questions and answer them carefully.

1. If you felt ill at your new school, what would you do?

2. If you wanted to start an after school activity at your new school, what would you do?

3. If you arrived late at your new school, what would you do?

4. If you forgot your PE kit at your new school, what do you think would happen?

5. Who might help you at your new school, if you fell out with one of your friends or someone was being unkind to you?

My Feelings About Secondary School

Answer the following based on your feelings about secondary school as honestly as possible.

1. What do you imagine secondary school will be like?

2. When you think about moving to secondary school, what feelings do you experience? Give reasons your answer.

3. What are you looking forward to the most in secondary school? Explain your answer.

4. What are you looking forward to the least in secondary school? Explain your answer.

5. What is your biggest fear about secondary school?

6. What could you do to work on this fear?

7. If you have spoken to someone who attends the secondary school you are going to, what have they told you about it?

8. How do you imagine you will be feeling on your first day in secondary school?

9. What strategies might you use to deal with feeling nervous or stressed as you begin secondary school?

10. Name one person you would be able to talk to about any concerns you may have about your move to secondary school.

School Scenarios Activity 1

Think about the following school scenarios. Use the space beneath each one to explain what you would do.

1. You are on your second day in first year and you cannot find the classroom where your geography lesson is about to start. What do you do?

2. A girl in your maths class has recently started being very rude and aggressive to you when the teacher is working with other pupils. Yesterday she threatened to take your homework sheet. She is making you very nervous and other people in the class seem to be finding what she is doing funny. What should you do?

3. You stayed up late last night completing your English essay. When it is time to hand it in at the end of the English class, you suddenly remember that you left it on your desk at home. What do you do?

4. When you arrive in school on Tuesday morning, you head straight to your locker to get your science textbook for the first class. Suddenly, you reach into your pocket and realise your locker key is not there. What do you do?

School Scenarios Activity 2

Think about the following school scenarios. Use the space beneath each one to explain what you would do.

1. When you get home on Thursday evening you cannot remember what your science homework was because you didn't write it down properly in your journal. What do you do?

2. The boy who sits beside you in your music class asks if you will let him copy your answers in the upcoming test. What do you do?

3. On the way into school, you are chewing gum and forget to put it into the bin before you arrive. The principal spots you chewing the gum and confronts you. What do you do?

4. By yourself, think of a scenario that could occur in secondary school. Write the scenario and what you would do below.

Learning Styles Questionnaire

Read the statements and tick the box that is most like you. You can tick more than one box if applicable. When completed, count up your responses to see which type of learner you are. You might be mostly one or a mix of all.

Statement	A	B	C
1. When you are learning your times-tables, how do you remember the answers?	You look, then cover over the tables and try to picture them	You say the tables out loud.	You use your fingers or hands to help
2. You have a list of spellings to learn. What do you do?	You look hard at each word and remember what it looks like	You say each letter out loud again and again	You write the words over and over again
3. In a history lesson you are learning new facts. Which is the best for you?	Watching a video	Listening to a recording or radio programme explaining what happened	Taking part in a role-play and acting out what happened
4. You want to find out how an alarm clock works. What do you do?	You look at a diagram or a picture	You listen to a teacher telling you about it.	You take the object apart then put it back together again
5. In your English lesson you are learning a new story. How do you remember it?	You draw pictures or a mind map.	You tell the story to a friend.	You make up actions as you go over the story in your head
6. You want to learn a sport that you have never played before. Which way is best?	To watch a demonstration	To be told the instructions and repeat them back	You just go and do it
7. In a PE lesson you are learning a new move on a trampoline. What is best for you?	You look at diagrams of moves on flash cards	Your friend explains how to do it	You let the teacher support you through the movements so that you can feel how to do it
8. In a design lesson you need to learn how to use a new tool. How would you do that?	By watching someone else use it	By listening to your teacher explaining how to use it	By experimenting
9. You have made a cake before with help. This time you want to do it on your own. How do you do it?	You follow a recipe	You ask someone to tell you what to do	You just get started and remember what to do as you go along
10. You are learning to count in another language. What is best for you?	Looking at cards and posters	Singing the words	Playing a game with the words
11. If you have to learn a list of facts or things in order, which is easier?	You read over the list several times	You make up a song or a rhyme	You act or dance them in a sequence

12. In a science lesson you are learning about the different parts of a flower. How do you prefer to find out?	By looking at a diagram	By listening to your teacher telling you	By taking apart a flower
13. You need to remember a telephone number. What do you do?	Imagine the pattern of numbers in my head	Repeat the numbers out loud	Learn the pattern the numbers make on the keypad
14. How do you prefer to relax?	By watching TV or reading	By listening to music	By doing some sort of physical activity such as playing a sport or going for a walk
15. When you give someone directions how do you do it?	Draw a map	Tell them and repeat instructions	Point and use your hands to show the way
16. When you meet new people, how do you remember them?	Mostly by how they looked or what they were wearing	Mostly by what they said or their names	Mostly by things they did or how they made you feel
17. Having watched a film or TV programme, what do you remember most?	The scenes and what people looked like	What was said and the music	What happened and how the characters felt
18. If you want to work out how your friend is feeling, what do you do?	Look at the expression on their face	Listen to them	Notice their movements and posture
19. If you are trying to concentrate, what puts you off the most?	An untidy room	Noise	People moving around
20. If you are learning something on the computer, how do you prefer to do it?	By watching someone else do it	By listening to instructions	By trying it out yourself

Total

A (Visual) = _____

B (Auditory) = _____

C (Kinaesthetic) = _____

What type of learner are you?

1. Auditory Learner (learn by hearing/listening)

- Try studying with a friend so you can talk aloud about the work
- Say aloud the things you want to remember
- Before reading a chapter, look at all the pictures and headings then talk out loud and say what you think the chapter is about. Read out loud whenever possible
- Make recordings of notes or lessons and listen to them to revise



2. Visual Learner (learn by seeing/looking)

- Write things down because you remember them better
- Look at a person while they are talking to help you focus
- It's better to work in a quiet place
- You are better studying on your own
- Use colour to highlight main ideas in your work
- Choose a seat furthest from the window and door if possible
- When learning vocabulary use colour to learn them. Look at them frequently.



3. Kinaesthetic Learner (learn by doing/moving)

- To remember work, pace or walk around while saying the words aloud
- If you need to fidget in class, cross your legs or move your foot slightly off the floor
- You may not study best at a desk, so when at home and studying try lying on the floor on your stomach or back. If you are writing ensure you are at a desk.
- Try studying with music in the background
- When studying take frequent breaks
- When trying to memorise, try closing our eyes and writing the information in the air.



Freagraí Matamaitice

BUSY AT MATHS

PAGE 146

1.
(a) centre
(b) diameter
(c) circumference
(d) radius
(e) sector
(f) arc
2.
(a) circumference
(b) radius
(c) diameter
3.
(a) 2cm
(b) radius
(c) all of equal length
4.
(a) 1, 4
(b) 4, 7
(c) 7, 4
(d) 4, 1
(e) 7, 2
(f) 5, 4
(g) 7, 6
(h) 9, 4
5. A: 6cm
B: 12cm
C: 31.5cm
D: 34.4cm
E: 32.6cm
F: 28.64cm
6.
(a) 100°
(b) 90°
(c) 120°
(d) 50°

PAGE 147

1. No answers
2. No answers
3. No answers
4. No answers
5.
(a) 234cm or 2.34m
(b) 78cm
(c) 18252cm^2 or 1.8252m^2
Challenge: No answers

PAGE 148

1.
(a) 75.36cm
(b) 59.66cm
(c) 28.26cm
(d) 119.32cm
(e) 254.34cm
2.
(a) 14cm; 43.96cm
(b) 9cm; 56.52cm
(c) 9cm; 28.26cm
(d) 23cm; 144.44cm
(e) 71cm; 222.94cm
(f) 28cm; 175.84cm
(g) 2.5cm; 5cm
(h) 4.25cm; 8.5cm
3.
(a) 81.64cm
(b) 164.48cm
(c) 106.52m
(d) 779.8cm or 7.798m

PAGE 149

1.
(a) 16cm^2
(b) 4cm^2
(c) 32cm^2
(d) $28/32\text{cm}^2$
2.
(a) (i) 64cm^2
(ii) 48cm^2
(b) (i) 36cm^2
(ii) 27cm^2
(c) (i) 100cm^2
(ii) 75cm^2
(d) (i) 529cm^2
(ii) 396.75cm^2
3.
(a) 36.75cm^2
(b) 3cm^2
(c) 90.75cm^2
(d) 30.72cm^2
(e) 69.12cm^2
(f) $2,523\text{cm}^2$
4.
(a) 60.75cm^2
(b) 300cm^2
(c) 675cm^2
(d) 43.32cm^2
(e) 270.75cm^2
(f) $2,352\text{cm}^2$
5.
(a) 75cm^2
(b) 468.75cm^2
(c) 972cm^2
(d) $1,200\text{cm}^2$
(e) $1,875\text{cm}^2$
(f) 108m^2
(g) 192m^2
(h) 34.68m^2
(i) 159.87m^2
(j) 253.92m^2

PAGE 150

1.

(a) 200·96cm; 4,096cm²;
3,072cm²(b) 251·2cm; 6,400cm²;
4,800cm²(c) 113·04cm; 1,296cm²;
972cm²(d) 138·16cm; 1,936cm²;
1,452cm²(e) 23·864cm; 57·76cm²;
43·32cm²

2. 24·12m

3. 37·68m

4. 20·51m

5. 2·32m²**Challenge:** (a) 7,776cm²
(b) 1,944cm²**SHADOW BOOK****Chapter 27 - The Circle****Page 60**

1. A: 16cm

B: 11.5cm

C: 15.4cm

D: 36.7cm

E: 23.65

2. (a) no ans

(b) no ans

3. (a) 224cm or 2.24m

(b) 56cm

(c) 1.25 (44) m²

4. Various answers

5. (a) 1.57m

(b) 4.239m

6. (a) 662.8m

(b) 593.46m

The Circle**Page 61**1. (a) (i) 289cm²(ii) 216.75cm²(b) (i) 484cm²(ii) 363cm²(c) (i) 1225cm²(ii) 918.75cm²(d) (i) 324cm²(ii) 243cm²2. (a) 48cm²(b) 216.75cm²(c) 720.75cm²(d) 32.67cm²(e) 312.12cm²(f) 4218.75cm²3. (a) 432cm²(b) 168.75cm²(c) 15.87cm²(d) 187.23cm²(e) 846.72cm²(f) 5940.75cm²4. (a) 147cm²(b) 1518.75cm²(c) 3468cm²(d) 21.87cm²(e) 87.48cm²(f) 349.92cm²

5. (a) 5m

(b) 40.5m

(c) 9.42m

(d) 63.585m

(a) 25.12cm

(b) 48cm²(c) 192cm²(d) 484cm² or 0.0484m²(e) 292cm²**Worksheet**1(a) 16cm² (b) 12cm² (c) $\frac{3}{4}$.2(a) 64cm² (b) 52cm²

(c) 13/16.

3(a) 36cm² (b) 32cm² (c) 8/9.4(a) 25cm² (b) 21cm² (c)

21/25.

MASTER YOUR MATHS**WEEK 30 - TEST**

1. 215

2. 4

3. 76.5

4. 40

5. 1/10

6. 20

7. 136

8. 63cm²

9. 1 in 13

10. 1.271

11. quadrant

12. 5

13. 9.

14. 6

15. 25, 30

16. 700

17. 7:9

18. 45

19. 61

20. 17:04

Problems

21. 260

22. €10.50

23. €73,675

24. 08:30

25. 1,004

Freagraí Gaeilge

A)

1. Bhí said ag dul ar champa sacair san Íoslainn.
2. Bhí leabhar faoin Íoslainn ag Timmí.
3. Bíonn an geimhreadh fuar san Íoslainn.
4. Nuair a phléasc an bolcán Eyjafjallajökull , shéid an smúit i ngach ait.
5. Is oileán í an Íoslainn agus bíonn daoine ag iascaireacht sa tír.
6. Ní raibh cead ag eitleáin eitilt mar bhí an smúit ródhainséarach.
7. Bhuaigh an Íoslainn an cluiche.
8. Bhí cárta poist le pictiúr deas ag teastáil ó Hollaí.

D)

1. An cluiche iománaíochta.
2. An cheoilchoirm.
3. Na laethanta saoire.
4. An mheánscoil.
5. An turas scoile.

Scríobh d'abairtí féin x2.

1. Abhainn.
2. Bolcán.
3. Mór-roinn.
4. Oileán.
5. Abhainn.
6. Tír.
7. Farraige
8. Mór-roinn.

Freagraí Bearla

SPELLWELL

WEEK 33

A (a) stories
(b) scissors
(c) spectacles
(d) comic
(e) repair
(f) descend
(g) suspicious
(h) remember
(i) throughout
(j) spacious
(k) serious
(l) evaporate

B (a) quickly
(b) fearless
(c) disprove
(d) attach
(e) destroy
(f) drowsy
(g) loyal
(h) clearly
(i) shady
(j) solution
(k) awkward
(l) patriot
(m) forward
(n) employee

C (a) as straight as an arrow
(b) as regular as clockwork
(c) as warm as toast
(d) as difficult as nailing jelly to a tree
(e) as light as a feather
(f) as sour as vinegar
(g) as crooked as a rams

horn

(h) as loyal as a dog
(i) as healthy as a horse

D (crossword)

Across:

2. ointment
4. tomorrow
6. precious
7. surprise
9. anonymous
12. capital
13. government
14. orchard
16. experiment
19. adjective
20. Wednesday
21. necessary
24. dishonest
27. oxygen
28. serious

Down:

1. fearless
3. write
5. marmalade
8. potatoes
10. chopsticks
11. continuous
15. strawberry
17. distance
18. tycoon
22. evening
23. address
24. drowsy
25. trainee
26. shadow
29. igloo

WEEK 34

A (a) loyal
(b) chemical
(c) control
(d) manual
(e) until
(f) medieval
(g) mammal
(h) gradual
(i) original
(j) artificial
(k) royal
(l) stencil

B (a) Truth is to honest as lie is to dishonest
(b) Berlin is to Germany as London is to England
(c) Wands are to wizards as broomsticks are to witches.
(d) Spring is to summer as autumn is to winter.
(e) Appear is to disappear as appoint is to disappoint
(f) Pilot is to aeroplane as jockey is to horse.
(g) Wool is to jumper as leather is to shoe.
(h) Vertical is to horizontal as column is to row.
(i) Worker is to boss as employee is to employer.
(j) Cold is to freeze as hot is to thaw.

- C** (a) honey
 (b) window
 (c) author
 (d) orchard
 (e) shepherd
 (f) marmalade
 (g) mistletoe
 (h) western
 (i) sorrow
 (j) soldiers
 (k) capsized
 (l) murmur

- D** (a) He wasn't sure whether he wanted to go.
 (b) Feel the rhythm!
 (c) As straight as an arrow.
 (d) Not antique: modern.
 (e) He was up for the physical challenge of the match.
 (f) All the balconies in the hotel had sea views.
 (g) Do the sensible thing and put your coat on.
 (h) We were beaten 5-nil. It was a miserable result.
 (i) Athletes count the calories in everything they eat.
 (j) Short in summer but long in winter. Trousers.
 (k) Films are often shot

- on location.
 (l) Full of talent: skilful.
 (m) She gave birth to a beautiful baby girl.
 (n) I left my phone in for repair last week.
 (o) 'I condemn you to life imprisonment,' said the judge.
 (p) He dropped his science project. It was a catastrophe.
 (q) String, wind, percussion and brass: orchestra.
 (r) That rhubarb pie was just gorgeous.
 (s) 'No running in the corridor,' said the teacher.

- E** (a) custard
 (b) cookery
 (c) cookies
 (d) seafood
 (e) roast
 (f) toast
 (g) honey
 (h) parsley
 (i) potatoes
 (j) tomatoes
 (k) oyster
 (l) prawn
 (m) strawberry
 (n) grease
 (o) chilli
 (p) cheesecake
 (q) chopsticks
 (r) marmalade
 (s) aroma

- (t) vegetable
 (u) yolk
 (v) garlic
 (w) onion
 (x) vinegar
 (y) broccoli
 (z) coffee
F(crossword)
 Across:
 4. calories
 5. rhyme
 7. majority
 9. schedule
 11. decorator
 13. remedy
 14. valuable
 16. Portuguese
 19. anniversary
 21. tattoo
 22. identical
 24. collar
 26. desert
 27. neighbour
 28. pebble
 29. million
 30. stomach
 Down:
 1. solution
 2. immediate
 3. grateful
 6. messenger
 8. remember
 10. centigrade
 12. ambitious
 15. autumn
 17. exhibition
 18. mechanic
 20. spectacles
 23. distress
 25. organic

By The North Star Unit 41

Purple Box (Answers will vary)

1. A flaw in the reactor design and inadequately trained staff in a Nuclear Power Plant in the Ukraine caused the Chernobyl Nuclear Disaster.
2. The initial explosion blasted off a 1,000-tonne ceiling cap and a lethal shower of radioactive material exploded into the air. A massive radioactive cloud spread across Europe.
3. The cloud contained radiation 200 times greater than that released by the combined atomic bombs dropped on Hiroshima and Nagasaki in World War II.
4. An estimated 800,000 people, including members of the army, plant workers and local fire and police officers, worked in the recovery operation.
5. Over 400,000 people had to be evacuated from the region surrounding the power plant. They had to abandon their homes and were separated from their neighbours and friends.
6. Almost three-quarters of the radiation fell onto the population of Belarus.
7. Initial symptoms of radiation include nausea, vomiting, hair loss and headaches.
8. Many survivors suffer increased risk of getting diseases such as leukaemia and cancer.
9. Adi Roche established Chernobyl Children International.
10. Adi Roche wanted to improve conditions for the children in the contaminated areas.

Orange Box

1. List any five facts you did not know before reading about the Nuclear Disaster.
2. The disaster was a huge concern for everyone in Europe because...(Any reason you feel) e.g. a massive radioactive cloud spread across Europe.
3. In my opinion, I think it was difficult to contain the radiation because....(your own opinion) e.g. the cloud contained radiation 200 times greater than that released by the combined atomic bombs dropped on Hiroshima and Nagasaki in World War II.
4. In my opinion, the villages in the exclusion zone were destroyed because...(your own opinion). E.g. they were so close to the explosion.
5. The effects of the disaster will be evident for many years to come because...(choose a reason from the text) e.g. the number of babies born with physical or learning disabilities has increased considerably.
6. The children who holiday with Irish families are escaping their toxic environment and their lives are extended by an estimated two years, and their contamination levels are reduced by up to 50 per cent.

Green (Your own opinion)

1. I feel the statement 'This disaster could have been avoided' is correct as the disaster was caused by a flaw in the reactor design and inadequately trained staff.
2. I agree with the statement 'the "liquidators" were very brave and selfless' because they risked their lives by exposing themselves to dangerous levels of radiation in order to control the damage.
3. I think the people being evacuated might have felt frightened, upset, devastated etc.
4. I would miss (your own opinion) if I had to abandon my home and my belongings.

Red

*Synonyms are words that have similar meanings. Here are a few examples..

(a) Thin=Skinny.

(b) Tasty=Delicious

(c) Honesty=Integrity

Tionscadal

Use this rubric to guide you with your self-assessment of the project.

	5 marks	10 marks	15 marks
Visual presentation	Information and images are not arranged properly. Very difficult to understand. Pictures don't relate to the information.	Some attempt made at arranging the pictures and information in a way that is easy to understand. Still a little confusing.	Information and pictures are arranged clearly and easy to understand.
Information	Took the information directly from the internet sources.	Attempted to rewrite the information in own words but is still unclear what some parts mean.	Information rewritten in own words and is clearly understood.
Handwriting/Typing	Very messy and unclear.	Some parts of the writing and grammar are unclear.	All writing and grammar is clear and legible.
Presentation	Unorganised. Just reading directly off the poster.	Shows knowledge of their topic and are not just reading off the poster.	Speaks clearly and demonstrates a clear understanding of the topic.