

Hi everyone,

Well, congrats! We've made it to June!! 🎉

I am so incredibly proud of you all and the work you've produced. I know how hard it must have been for you and not being able to see you and help you along in the classroom has been a real struggle for me. I have no doubt in my mind that everyone has been doing the best they can under the circumstances and you should pat yourselves on the back.

These are the work guidelines for **Fifth Class** for the next block. Due to the Bank Holiday, **Week 1 is June 3rd to 10th** and **Week 2 is June 11th to 17th**. It's here to provide a focus. So again, work at your own pace and just do what you can! I have added the answers to the activities at the end of the document. You can use these when you have finished activities to self-correct. 📝✏️

Again, thank you to everyone who has been sending me things on Seesaw and as always, you all know that I'm here if you need help with anything, have a question/worry or just want to let me know what you've been up to and how you've been keeping busy. I'm here and will happily answer them and give you as much guidance as I can. Please make the most use out of Seesaw that you need. 😊

Thinking of you all,

Ms. Gaynor 😊

Maths Week 1: 3rd June - 10th June

Busy at Maths: Chapter 28: Data 3 - Pie Charts (Continue to use the CJFallon App for support in each chapter, carefully watch the videos and focus on the examples given)

Day 1: Page 152, Qs. 1-3 + Challenge

Day 2: Page 153, Qs. 1 + 2

Maths Activity - Reading the pie charts: What fraction?

http://data.cjfallon.ie/resources/20707/BAM5_Tutorial_088/lessons/BAM5_Tutorial_088/index.html

Day 3: Page 154, Qs. 1 + 2

Videos to demonstrate how to construct a pie chart pg 154

http://data.cjfallon.ie/resources/20707/BAM5_Tutorial_089/lessons/BAM5_Tutorial_089/index.html

Day 4: Page 154, Q 3 + Challenge

Day 5: Page 155 - Revision Page; use it to check anything you're unsure of.

Shadow book can be used to consolidate learning

*See answers for these chapters at the end of the document

Maths Week 2: 11th June - 17th June

Busy at Maths: Chapter 26: Number Theory (Continue to use the CJFallon App for support in each chapter, carefully watch the videos and focus on the examples given)

Day 1: Page 141, Qs. 1, 2 + 3 and Page 142, Qs. 1, 2, 3 + 4 (can be completed orally if possible)

Activity Link for page 142 - Count in Multiples

http://data.cjfallon.ie/resources/20707/BAM5_Tutorial_084/lessons/BAM5_Tutorial_084/index.html

Day 2: Page 143, Qs. 1 + 2 and Page 144, Q 1-4 (can be completed orally if possible)

Day 3: Page 145, Qs. 1 - 7

Day 4: Page 146, Qs. 1 - 6

Day 5: Page 147, Qs. 1 - 4

Shadow book can be used to consolidate learning

*See answers for these chapters at the end of the document

English Week 1: 3rd June - 10th June

Keep a diary and try to write in it every day about everything that is happening around the world. Fill it with things you are discovering, learning about and your own personal experiences.

Upside Down World: Unit 40: The Fountain of Fair Fortune

Day 1: Pg 174-177; Read the text

Pg 178; Answer purple, orange and green box questions orally

Day 2: Pg 179; Answer blue and red boxes orally

Day 3: Pg 179; Answer yellow box - Research JK Rowling. Complete pink/purple box.

Treasury 6: Unit 14: Response; The Night Café

Day 4: Pg 84; Read the text

Pg 85; Activity A and Vocab activity - answer orally

Pg 86; Word study: Suffixes Revision + Phonics: Spelling Revision

Day 5: Pg 87; Grammar: Complex Sentences - Activity A + B + C

Helpful links

- Find out about Vincent Van Gogh as an artist:
<https://www.twinkl.ie/resource/t-t-2547004-van-gogh-information-powerpoint>
- Learn about his life in this video: <https://www.youtube.com/watch?v=qv8TANh8dJI>
- Revision of simple/compound/complex sentences:
<https://www.youtube.com/watch?v=pyVfspf-qIc>
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English Week 2: 11th June - 17th June

Keep a diary and try to write in it every day about everything that is happening around the world. Fill it with things you are discovering, learning about and your own personal experiences.

Upside Down World: Unit 41: My Story

Day 1: Pg 180-181; Read the text

Pg 182; Answer purple, orange and green box questions orally

Day 2: Pg 183; Answer blue and red boxes orally

Day 3: Pg 183; Answer yellow box - Research 9/11. Do pink/purple box - Write a diary

Treasury 6: Unit 14: Response; The Night Café

Day 4: Pg 88; Writing Skills: Fact and Opinion - Act. A, B + C orally

Day 5: Pg 89; Write a review of a painting. The steps to follow are outlined on the page.

Helpful links:

- Journey through Europe with Vincent Van Gogh:
<https://artsandculture.google.com/story/uQVBmtH-98NxTA>

Continue to practise writing letters/emails to some of your friends, grandparents or other family members whom you may not have seen in quite a while.

Reading

Please use this time to read as much as possible. It has so many benefits both for your comprehension and vocabulary development, as well as your mental health and wellbeing. It can be a great help during a strange time like this and can take us to another world for an hour or even a few minutes of the day.

If reading is just too difficult, try the Audible Stories link on the Padlet and listen to stories being read to you 😊

A Reading account has been set up for our class during this time. To access this, go to www.raz-kids.com. On the home page, click the green button saying kids login. Next, type my username into the box which is **cgaynor1** and press **Go**. Next, you must find your own name (**It is very important that you don't go into anyone else's**). You will see a page with different contents. Click on "Reading Room". Here you will see lots of books to read. You can listen to them being read aloud and you can also record your own voice reading. Happy Reading Everyone!! 😊

I have also logged us onto the app **Book Creator** which you can access here:

<https://bookcreator.com/>

On this app, you can create amazing digital books. They can include text, images, audio and video. Create books about anything! Maybe a comic book, fiction, instruction booklet or whatever you're interested in.

Here's a quick video all about it: <https://vimeo.com/220782126>

If you'd like to log on to your account, just ask for your login code through Seesaw and I can send you the QR code which you can scan or the login link which will take you to your page.

If you have not consented to Seesaw but would like to use this app, send an email through the **Scoil Eoin** email address and I will send you your code/link as a personal notification in the school app.

Gaeilge Seachtain 1: 3rd June - 10th June

Bun go Barr: Chapter 19 - An Carnabhal

Lá 1: Léigh an scéal. Bain úsáid as an bhfoclóir chun na focail nach bhfuil eolas agat a fháil. It is based around the topic of An Aimsir.

Vocab: lá breá brothallach = beautiful hot day, ar imeall = on the edge, tollán = tunnel, chomh bán le sneachta = as white as snow, ar mire = crazy, roth an áidh = wheel of fortune, cnapcharranna = bumper cars, i ndeireadh na dála = in the end, scléip = thrill

Lá 2: Exc. B, 1-10 lch 120 - Cén saghas? = What type/kind?,

Exc C, lch 120: Scéilíní beaga - ós ard

Lá 3: Exc D, 1-7 lch 121: Críochnaigh na habairtí (lig ____ air/uirthi etc = ____ pretended)

Exc E, lch 121 - Tarraing pictiúr

Lá 4: Exc F, 1-5 lch 121 - Caint is comhrá. Riamh = ever

Lá 5: Exc G, lch 121 - An Aimsir, Léigh an dán

Helpful links:

- Éist leis an scéal: <http://data.cjfallon.ie/audio/16717-CD2-Track-27.mp3>
- Éist leis an dán: <http://data.cjfallon.ie/audio/16717-CD2-Track-28.mp3>
- Freagair na ceisteanna faoin aimsir:
<http://data.cjfallon.ie/audio/16717-CD2-Track-29.mp3>

Briathra: Aimsir Fháistineach - Na briathra Neamhrialta (irregular)

- Write out one verb a day and practise putting them into sentences or using them at home. Maybe talk about all the things you WILL do when this is all over.

Gaeilge Seachtain 2: 11th June - 17th June

Bun go Barr: Chapter 19 - An Carnabhal

Lá 1: Exc H, lch 122 - Críochnaigh na habairtí (ós ard). Rollaigh = rolled, i bhfolach = hiding

Lá 2: Exc I, lch 123 - Léigh an scéal agus líon na bearnaí (ós ard). Ina mhála droma = in his backpack, canna cóc = can of coke, fliuch báite = soaking wet

Lá 3: Exc J, lch 123 - Féach ar na briathra neamhrialta. Drámaíocht: Act out a drama using some of these frásaí.

Lá 4/5: Briathra: Aimsir Fháistineach - Na briathra neamhrialta (irregular)

- Test yourself with these activity sheets:
<https://drive.google.com/file/d/1ZTstoGjK8hhsiGAdPkUvKN-Tafwtfuzh/view?usp=sharing>

Seanfhocail na Seachtaine: Is olc an ghaoth nach séideann do dhuine éigin = It's a bad wind that doesn't blow good for someone; someone always benefits from adversity. Basically it means that no matter how bad something is, someone will benefit from it.

Helpful Links:

- Follow the directions: <http://data.cjfallon.ie/audio/16717-CD2-Track-30.mp3>

Briathra and other resources available under the Gaeilge column of the Padlet:

<https://bit.ly/3rdo6th>

- Duolingo: <https://www.duolingo.com/course/ga/en/Learn-Irish>
- Cúla4 is hosting Gaeilge classes every day on TG4 at 10am. The website also has a large variety of games, videos and other resources: <https://cula4.com/en/>
- Yoga as Gaeilge le Twigin Yoga: <https://rtejr.rte.ie/category/rtejr-blog/yoga/>

SESE Week 1 and 2: 3rd June - 17th June

Present the projects you have completed so far to someone at home. Practise projecting your voice and speaking confidently and clearly.

History All Around Me: On the Road

- Read and learn about how transportation has changed over the years
- Design and write about what you think the future of transport will look like.

Helpful Links:

- Check out this quick timeline of how modes of transport have changed:
<https://www.youtube.com/watch?v=FaLCQo8NJFA>
- 100 years of cars: https://www.youtube.com/watch?v=d7M_pCnEyyv8

Project

As we will unfortunately be missing our school tour this year, I have linked below a number of Zoos which are offering virtual tours and webcam views of the animals in their enclosures. It may not be the real thing but it's something!

Have a look at the different animals and choose your favourite to complete a project on. As usual, it can be in whichever format you like; Powerpoint, poster, booklet, fact file, diorama etc.

Must Include:

- Key information and interesting facts about your chosen animal
- Appearance: explain how your animal looks, moves, sounds and describe its physical size. Does it use camouflage to hide in its surroundings? Use images; drawn or printed
- Habitat: Where would your animal be found in the wild? (natural habitat) Describe the conditions.
- Diet: What does your animal eat/drink? How much does it need to survive? How does it find its food?
- Status: this means how common the animal is. Is it endangered/protected etc? If so, why is it? What is causing the dying out of the animal?
- Did you know facts or fun facts

Links to the Zoos:

Dublin- Elephants - <https://bit.ly/DublinZooElephants>

Penguins - <https://bit.ly/DublinZooPenguins>

African Savanna - <https://bit.ly/DublinZooAfricanSavanna>

Edinburgh Zoo - <https://bit.ly/EdinburghZooCams>

Marwell Zoo (UK) - <https://bit.ly/MarwellZooCams>

San Diego Zoo - <https://bit.ly/SanDiegoZooCams>

Houston Zoo - <https://bit.ly/HoustonZooCam>

ClearWater Marine Aquarium - <https://bit.ly/ClearWaterMarineCams>

Other SESE resources

Primary Planet is now available online and has plenty of interesting articles and activities to keep busy: <https://newsmagmedia.ie/Previews.aspx>

There are also a number of resources, quizzes etc. available on the website:
<https://www.theprimaryplanet.ie/>

For Science, continue to have a look under the SESE column in the Padlet:

<https://bit.ly/3rtdt6th>

- There are live cams to Monterey Aquarium, Dublin Zoo, California Academy of Sciences and Zoological Society of London.
- There are also lots of science experiments you can complete at home with adult supervision and coding challenges.

Science Experiments: <http://www.sciencefun.org/kidszone/experiments/>

Here are two fun STEM experiments that you can try and complete at home.

Make parachutes and defy gravity:

https://www.sfi.ie/site-files/primary-science/media/pdfs/col/gravity_activity.pdf

Design and make paper helicopters:

https://www.sfi.ie/site-files/primary-science/media/pdfs/col/paper_helicopters.pdf

There are more STEM experiments and activities available here:

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

Religion Week 1 and 2: 3rd June to 17th June

Theme 9: We are called to love and serve the Church; Lesson 1 and 2

To login to the Grow in Love website and access the resources enter trial@growinlove.ie as the email and **growinlove** as the password.

Read and discuss page 98-101

- Link to info on how a Diocese works - <https://vimeo.com/295828009>
- Link to info on the role of the Bishop - <https://vimeo.com/295828098>
- Link on info on the role of the Priest - <https://vimeo.com/312112490>
- Link on info on the Sacrament of Holy Orders - <https://vimeo.com/315256074>

SPHE

Week 1: 3rd June to 10th June

Weaving Wellbeing; Positive Relationships Lesson 10 - Taking all the Steps!

Read and complete the activities on pages 30 - 33 to the best of your ability.

- Powerpoint to accompany lesson:
<https://drive.google.com/file/d/1VPYygrZ8YdaTyD6RsYMSwc5Pj0nEX6Tf/view?usp=sharing>

Additional Resources:

There are so many helpful resources available for each subject on Padlet

<https://bit.ly/3rdo6th>

RTE School Hub is on RTE2 every weekday at 11am. This is followed by an interactive and catch up programme at 4:15pm daily. You can watch at

<https://www.youtube.com/watch?v=PP93AlfV6rA&list=PLDiumnib21kOC62kn73rUzp6LP5G0Q9Kx>

Don't forget, Twinkl is now free to everyone and can be accessed on

<https://www.twinkl.ie/offer>

- Enter the code IRLTWINKLHELPS

Physical Education: Joe Wicks hosts 30 minute workouts each morning on his youtube channel. These P.E. lessons are free and are aimed at kids. You can watch these at any time on <https://www.youtube.com/playlist?list=PLyCLoPd4VxBsXs1WmPceKtsQyFbXTf9FO>

There is a sports programme for home available from corksports.ie. It's in a handy booklet available at <https://www.corksports.ie/keep-active-with-csp>

Mindfulness: The Department of Education and Skills' NEPS psychologists have developed advice and some resources for young people to manage and stay well when schools are closed.

This includes a lovely 15 minute podcast for relaxation:

<https://soundcloud.com/user-719669409/relaxation-techniques-30-03-2020>

Visual Art: For those looking for some art activities, here are a few art lessons to keep you busy - <https://artyfactory.com/>

There's also an art competition being run on <https://drawyourhero.ie/> where you're being asked to draw/paint a picture of your real life hero during Covid-19.

Music: Dabbledoo Music are given full access to their lessons at the moment. They are great fun and very interactive. You can get enroll for free here:

<https://dabbledoomusic.com/p/parents-subscription-full-access>

Freagraí- Busy at Maths

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| <p>Week 1 - Data 3: Pie charts</p> <p>PAGE 152</p> <p>1. (a) 15 (b) $\frac{1}{2}$ (c) No, can't have half of a child.</p> <p>2. (a) $\frac{1}{2}$ (b) $\frac{1}{4}$ (c) 28 (d) 56</p> <p>3. (a) Ailwee Caves (b) $\frac{1}{4}$ (c) $\frac{1}{8}$ (d) $\frac{1}{4}$ (e) 11</p> <p>Challenge: (a) $\frac{1}{8}$ (b) (i) €94 (ii) €376 (iii) €188 (iv) €94</p> <p>PAGE 153</p> <p>1. (b) (i) working (ii) chores (c) (i) $\frac{1}{3}$ (ii) $\frac{1}{4}$ (iii) $\frac{1}{24}$ (d) $\frac{1}{2}$ (e) (i) 8.33% (ii) 12.5% (iii) 33.33% or (e) (i) $8\frac{1}{3}\%$ (ii) $12\frac{1}{2}\%$ (iii) 33 $\frac{1}{3}\%$</p> <p>2. (a) 2, $\frac{1}{12}$, 30° (b) 6, $\frac{1}{4}$, 90° (c) 8, $\frac{1}{3}$, 120° (d) 3, $\frac{1}{8}$, 45° (e) 4, $\frac{1}{6}$, 60° (f) 1, $\frac{1}{24}$, 15°</p> <p>PAGE 154</p> <p>1. (a) 15, $\frac{1}{4}$, 90° (b) 20, $\frac{1}{3}$, 120° (c) 10, $\frac{1}{6}$, 60° (d) 15, $\frac{1}{4}$, 90°</p> <p>3. (a) 5, $\frac{1}{4}$, 90° (b) 2, $\frac{1}{10}$, 36° (c) 6, $\frac{3}{10}$, 108° (d) 5, $\frac{1}{4}$, 90° (e) 2, $\frac{1}{10}$, 36°</p> <p>Challenge: (a) (i) 15, $\frac{1}{8}$, 45° (ii) 10, $\frac{1}{12}$, 30° (iii) 20, $\frac{1}{6}$, 60° (iv) 15, $\frac{1}{8}$, 45° (v) 20, $\frac{1}{6}$, 60° (vi) 40, $\frac{1}{3}$, 120°</p> <p>(c) €13.05</p> | <p>PAGE 155</p> <p>1. (a) fiction (b) fiction, fantasy, sci-fi</p> <p>2. (a) non-fiction, poetry (b) poetry</p> <p>3. Year 1: (i) 180°, $\frac{1}{2}$, 90 (ii) 60°, $\frac{1}{6}$, 30 (iii) 60°, $\frac{1}{6}$, 30 (iv) 30°, $\frac{1}{12}$, 15 (v) 30°, $\frac{1}{12}$, 15 Year 2: (i) 90°, $\frac{1}{4}$, 45 (ii) 90°, $\frac{1}{4}$, 45 (iii) 90°, $\frac{1}{4}$, 45 (iv) 60°, $\frac{1}{6}$, 30 (v) 30°, $\frac{1}{12}$, 15</p> <p>Week 2 - Number Theory</p> <p>PAGE 141</p> <p>1. (a) 12 (b) 15 (c) 32 (d) 18 (e) 33 (f) 48 (g) 35 (h) 54</p> <p>2. (a) (i) (1, 4), (2, 2) (ii) 1, 2, 4 (b) (i) (1, 9), (3, 3) (ii) 1, 3, 9 (c) (i) (1, 15), (3, 5) (ii) 1, 3, 5, 15 (d) (i) (1, 17) (ii) 1, 17 (e) (i) (1, 18), (2, 9), (3, 6) (ii) 1, 2, 3, 6, 9, 18 (f) (i) (1, 24), (2, 12), (3, 8), (4, 6) (ii) 1, 2, 3, 4, 6, 8, 12, 24 (g) (i) (1, 27), (3, 9) (ii) 1, 3, 9, 27</p> <p>3. (a) true (b) false (c) false (d) true (e) false (f) true (g) true (h) false (i) true (j) false (k) true (l) true</p> | <p>PAGE 142</p> <p>1. (a) 3, 6, 9, 12, 15 (b) 6, 12, 18, 24, 30 (c) 8, 16, 24, 32, 40 (d) 7, 14, 21, 28, 35 (e) 4, 8, 12, 16, 20 (f) 9, 18, 27, 36, 45 (g) 10, 20, 30, 40, 50 (h) 12, 24, 36, 48, 60 (i) 15, 30, 45, 60, 75</p> <p>2. (a) 3, 12, 21, 27, 30 (b) 5, 20, 35, 45, 50 (c) 9, 36, 63, 81, 90 (d) 11, 44, 77, 99, 110 (e) 12, 48, 84, 108, 120 (f) 15, 60, 105, 135, 150 (g) 20, 80, 140, 180, 200 (h) 25, 100, 175, 225, 250 (i) 50, 200, 350, 450, 500</p> <p>3. (a) 7, 21, 35, 56, 70, 84 (b) 16, 24, 32, 40, 64, 88 (c) 12, 30, 36, 48, 54, 66 (d) 18, 27, 36, 63, 81, 90</p> <p>4. (a) ✓ (b) ✗ (c) ✗ (d) ✓ (e) ✗ (f) ✗ (g) ✓ (h) ✗ (i) ✓ (j) ✗ (k) ✓ (l) ✗ (m) ✗ (n) ✓ (o) ✗ (p) ✓</p> <p>PAGE 143</p> <p>2. (b) 1, 2 (c) 1, 3, 9 (d) 1, 2, 3, 5, 6, 9, 10 (e) 1, 2, 3, 6 (f) 1, 2, 4, 8</p> |
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| <p>PAGE 144</p> <p>1. (a) composite (b) prime (c) prime (d) composite (e) composite (f) prime (g) composite (h) prime (i) composite (j) composite (k) prime (l) composite (m) composite (n) composite (o) composite</p> <p>2. Prime: 19, 37, 89, 2, 67, 97, 79, 11 Comp: 28, 55, 90, 15, 144, 121</p> <p>3. (a) 23 (b) 37 (c) 53 (d) 79</p> <p>4. (a) 25 (b) 131 (c) 6 (d) 74 (e) 83, 89 (f) one (g) 95 (h) 4</p> <p>Challenge: (a) 19 and 41 (b) 5, 29 and 41</p> | <p>PAGE 145</p> <p>1. (a) 1, 3, 5, 7, 9 (b) 2, 4, 6, 8, 0</p> <p>2. (a) 23 (b) 43, 45, 47, 49, 51 (c) 77, 79, 81, 83, 85, 87, 89 (d) 163, 165, 167, 169, 171, 173 (e) 1,231, 1,233, 1,235, 1,237, 1,239, 1,241, 1,243, 1,245, 1,247, 1,249</p> <p>3. (a) 28, 30, 32, 34, 36, 38 (b) 56, 58, 60, 62, 64, 66 (c) 82, 84, 86, 88, 90, 92, 94 (d) 124, 126, 128, 130, 132, 134, 136 (e) 1,118, 1,120, 1,122, 1,124, 1,126, 1,128, 1,130</p> <p>4. (a) even (b) even (c) odd (d) odd (e) odd (f) even</p> <p>5. (i) $8 = 3 + 5$; $10 = 7 + 3$; $12 = 5 + 7$; $14 = 7 + 7$; $16 = 5 + 11$ (ii) $28 = 5 + 23$; $32 = 3 + 29$; $36 = 5 + 31$; $40 = 3 + 37$; $44 = 3 + 41$ (iii) $48 = 37 + 11$; $52 = 11 + 41$; $66 = 5 + 61$; $74 = 3$</p> <p>6. (a) $11 - 7 = 4$ (b) $19 - 13 = 6$ (c) $19 - 7 = 12$ (d) $13 - 3 = 10$ (e) $11 - 3 = 8$ (f) $19 - 5 = 14$</p> <p>7. (a) $31 - 11 = 20$ (b) $23 - 5 = 18$ (c) $53 - 37 = 16$</p> <p>Challenge: 139 and 101</p> | <p>PAGE 146</p> <p>2. (a) $(6 \times 3)(9 \times 2)$ (b) $(3 \times 8)(6 \times 4)$ (c) $(6 \times 6)(4 \times 9)(12 \times 3)$ (d) $(6 \times 8)(4 \times 12)(3 \times 16)(2 \times 24)$ (e) $(3 \times 4)(6 \times 2)$ (f) $(8 \times 9)(12 \times 6)$ (g) $(10 \times 10)(5 \times 20)(4 \times 25)(2 \times 50)$</p> <p>3. (a) 10, 14, 21, 35 (b) 15, 18, 38, 63 (c) 33, 35, 39, 46, 54 (d) 45, 49, 51, 77, 93</p> <p>4. (a) 11, 17, 37, 43 (b) 43, 61, 67 (c) 61, 67, 71, 79, 83 (d) 79, 89, 97, 101</p> <p>5. 21 28 36</p> <p>6. $1 + 2 + 3 + 4 = 10$; $1 + 2 + 3 + 4 + 5 = 15$; $1 + 2 + 3 + 4 + 5 + 6 = 21$; $1 + 2 + 3 + 4 + 5 + 6 + 7 = 28$; $1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 = 36$; $1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 = 45$; $1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 + 10 = 55$</p> <p>PAGE 147</p> <p>2. (a) 144 (b) 256 (c) 484</p> <p>4. (a) 16 or (4×4) (b) 25 or (5×5) (c) 36 or (6×6) (d) 49 or (7×7)</p> |
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Freagraí - Shadow Book

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| <p>Week 1 - Data 3: Pie Charts Page 59</p> <p>1. (a) 15 (b) 5 (c) 5/8 (d) 15 2. Mountain biking: 3 hours; Hiking: $1\frac{1}{2}$ hours Kayaking: 1 hour Rock climbing: $\frac{1}{2}$ hour</p> <p>3. (a) 1 hour (b) 4 hours (c) 45 minutes (d) 45 minutes</p> <p>4. Green: meals or homework; Yellow: sleeping Blue: reading & TV Purple: meals or homework Red: camogie Orange: school</p> <p>Page 60</p> <p>1. (a) Roald Dahl: boys 10; girls 5; total 15; fraction $\frac{3}{8}$; degrees 135° JK Rowling: boys 6; girls 4; total 10; fraction $\frac{3}{4}$; degrees 90° Derek Landy: boys 4; girls 1; total 5; fraction $\frac{1}{8}$; degrees 45° Jacqueline Wilson: boys 0; girls 10; total 10; fraction $\frac{1}{4}$; degrees 90° Total: boys 20; girls 20; total 40; fraction $\frac{8}{8}$; degrees 360° (c) 5 (d) 5</p> | <p>2. (a) Sam: books €8; music €9.50; cinema €7.50; skateboard wheels €0; football cards €5.00; total €30.00 Total: books €20; music €10; cinema €15; skateboard €10; football €5; total €60 Fraction: books $\frac{1}{3}$; music $\frac{1}{6}$; cinema $\frac{1}{4}$; skateboard $\frac{1}{6}$; football $\frac{1}{12}$; total $\frac{12}{12}$ Degrees: books 120°; music 60°; cinema 90°; skateboard 60°; football 30°; total 360° (b) $\frac{1}{6}$ (c) 40%</p> <p>Week 2 - Number Theory Page 55</p> <p>1. (a) 8; (1, 8) (2, 4); 1, 2, 4, 8 (b) 16; (1, 16) (2, 8) (4, 4); 1, 2, 4, 8, 16 (c) 25; (1, 25) (5, 5); 1, 5, 25 (d) 13; (1, 13); 1, 13 (e) 21; (1, 21) (3, 7); 1, 3, 7, 21 (f) 28; (1, 28) (2, 14) (4, 7); 1, 2, 4, 7, 14, 28 (g) 32; (1, 32) (2, 16) (4, 8); 1, 2, 4, 8, 16, 32 (h) 40; (1, 40) (2, 20) (4, 10) (5, 8); 1, 2, 4, 5, 8, 10, 20, 40</p> <p>2. (a) 8 (b) 7 (c) 14 (d) 4 (e) 23 (f) 12 (g) 25</p> <p>3. (a) 18 (b) 12 (c) 24 (d) 80 (e) 30 (f) 24</p> | <p>4. (a) 48, 152, 80, 112 (b) 45, 102, 39, 204, 423 (c) 52, 120, 848 (d) 85, 130, 725, 500 (e) 96, 204, 522 (f) 352, 704, 992, 664 (g) 324, 810, 693, 702 (h) 200, 590, 450, 730</p> <p>5. (a) prime (b) composite (c) composite (d) composite (e) composite (f) composite (g) composite (h) composite</p> <p>Page 56</p> <p>1. (a) 13 and 7, 3 and 17 (b) 3 - 2 (c) 2 + 3 (d) 101, 103, 107, 109 (e) 100</p> <p>3. 4, 6, 8, 9, 10, 12, 14, 15, 16, 18, 20</p> <p>4. 23, 29, 31, 37</p> <p>5. 66, 78, 91, 105, 120, 136, 153</p> <p>6. (a) 1 (b) 4 (c) 9 (d) 16 (e) 25 (f) 36 (g) 49 (h) 64 (i) 81</p> <p>7. (a) X (b) ✓ (c) X (d) X</p> <p>8. (a) 225 (b) 169 (c) 400 (d) 10,000 (e) 2,500</p> <p>9. (a) 16 (b) 64</p> |
|---|---|--|

Freagraí - Gaeilge

Bun go Barr. Ich 118 (B)

1. Lá breá brothallach a bhí ann.
2. D'fhan Mamaí agus Daideo sa bhaile le Gordó.
3. Shroich siad an carnabhal ar a trí a chlog.
4. Níor thaitin an traein taibhse le Neasa agus Rossa.
5. Chuaigh Mamó agus Daidí go dtí roth an áidh.
6. Bhuaigh Mamó an balún.
7. Níor léim Mamó isteach sna snapcharranna.
8. Bhí Clíona sa charr le Daidí.
9. Ní raibh tuirse ar na páistí.
10. Dar liom (in my opinion) bhí Gordó sa bhaile ina chodladh ar an tolg (couch).

Bun go Barr. Ich 120 (C) (examples of what stories the children could put together)

1. Bhuaigh mo dhearthair an crannchur náisiúnta an tseachtain seo chaite. Cheannaigh sé ticéidí agus chuaigh sé go dtí an phictiúrlann. Shuigh sé síos agus d'fhéach sé ar an scannán. Bhí an scannán ar fheabhas.
2. Chonaic mé mo chara sa pháirc. Chroith mé lámh le mo chara. Léim sé suas agus bhí sceitimíní air.
3. D'fhan mé sa tollán. Chonaic mé taibhse agus d'inis sé scéal dom. Ansin, lig mé béic as mar léim an cnábharlach amach!
4. Ní raibh aon bainne sa chuisneoir inné. Thiomáin Daidí go dtí an ollmhargadh. Shroich sé abhaile ar a cúig a chlog.

Bun go Barr. Ich 121 (D) (examples of sentence finishers)

1. Lig Donal air nach raibh aon obair bhaile aige, ach bhí sé ag insint bréag. (he was telling a lie)
2. Lig Tríona uirthi go raibh sí tinn, ach bhí tinneas cinn aici.
3. Lig Gordó air go raibh sé ina chodladh, ach nuair a thit Rossa ina chodladh rith sé síos an staighre.
4. Lig an múinteoir uirthi go raibh fearg uirthi, ach ansin thosaigh sí ag gáire.
5. Lig Rossa air go ndearna sé an cáca milis, ach rinne Mamaí an cáca milis.
6. Lig Neasa uirthi nach raibh sé a cúig a chlog, ach bhí sé a trí a chlog.
7. Lig na páistí orthu nach raibh ocras orthu, ach bhí ocras an domhain orthu.

Bun go Barr. Ich 121 (E) Tarraing pictiúr - Lig do scíth = take a break

Bun go Barr. Ich 122 (H)

1. Ag an doras
2. Thar an ngeata
3. Ar an gcuntar
4. Den bhalla
5. Faoin mbord

1. Go dtí an pháirc
2. Sa bhosca
3. In éineacht
4. As an gcarr
5. In aice leis an séipéal

1. Taobh thiar den chrann
2. Timpeall na páirce
3. Trasna an bhóthair
4. Tríd an aer
5. Os comhair na tine

Bun go Barr. Ich 123 (I)

1. A bhí ann
2. Sa spéir
3. Sa seomra ranga
4. Ar scoil
5. Liathróid pheile
6. Ina mhála droma
7. An bheirt acu
8. Ar an talamh
9. Canna cóc
10. Ar siúl
11. Chuala
12. Ag stealladh báistí
13. Abhaile
14. Ró-shásta
15. Fliuch báite
16. Ocras an domhain
17. Tuirseach traochta

Freagraí - English

Week 1 - Upside Down World: Unit 40 - The Fountain of Fair Fortune

BTNS Pg 178 - Purple Qs

1. People wanted to bathe in the fountain to have their problems answered.
2. Three witches and a knight were chosen to make the journey to the fountain.
3. The first challenge they encountered was a monstrous, blind, bloated, white worm.
4. The creature demanded that they pay proof of their pain in order to pass.
5. They overcame the first challenge by Asha weeping in despair and the worm drinking her tears as these tears were 'proof of their pain'.
6. The second challenge was when they reached a marking on the ground which read, 'Pay me the fruit of your labours'. They were ascending the hill but gaining no ground and 'the summit came no nearer'.
7. They got past this challenge because Altheda walked faster and harder than any of them and when drops of her sweat hit the ground, the inscription vanished and 'they were able to move upwards once more'.
8. The final obstacle they reached was a stream that circled the hilltop with an inscription reading, 'Pay me the treasure of your past'.

9. They overcame this because Amata used her wand to gather all of her memories of happy times she had spent with her vanished love from her mind and 'dropped them into the rushing waters', where they were swept away.
10. Asha was cured of her disease by the potion Altheda created using herbs she gathered.
11. The knight felt so lucky because 'he was the chosen one of hundreds' who got to bathe in the 'Fountain of Fair Fortune'.
12. The fountain did not contain any magical power, but the challenges along the way caused the group to believe it did as they all felt better off in the end.

BTNS Pg 178 - Orange Qs (These can have a variety of answers as they are about the child's own thoughts, but I have provided a sample of my own)

1. I think the knight was called Sir Luckless because he has had no previous luck before he was chosen for this journey.
2. We know it was getting late as they approached the summit because we are told 'the sun was sinking lower in the sky', which tells us it was setting.
3. Altheda was a determined character in the story because she continued to persevere up the mountain, even when the summit did not get any closer and she told the others 'Courage, friends, and do not yield!' to motivate them to keep going.
4. From the story we can see that Amata was quite clever as she 'essayed every spell that might subdue or entrance' the beast and she was also the first to understand the meaning of the third challenge. We know that she was heartbroken because when she got rid of the memories of the happy times with 'her vanished lover' she realised 'she had found a man worthy of them' in the knight.
5. I do think Sir Luckless was a kind man because he told Amata to be the one to bathe in the fountain and she refused, telling him he should be the one to bathe 'as a reward for all your chivalry'.
6. *Individual to each child

BTNS Pg 178 - Green Qs (these answers will be your own opinion, here as some examples of ways to form them)

1. Amata/Asha/Altheda/Sir Luckless needed the fountain's help because....
2. *Individual to each child
3. The author uses words such as 'glittering' and 'shimmered' to describe the water. She also describes it as being 'like a crystal bower of flowers and trees' and 'set amidst herbs and flowers rarer and more beautiful than any they had yet seen'.
4. *Individual to each child - I like the paragraph that describes... because...
5. *Individual to each child - I think the message the author is sending us is about...

BTNS Pg 179 - Blue Box

1. Tried = attempted
2. Put under a spell = entrance
3. Giving up hope = despairing
4. Disappeared = vanished
5. Moved forward = advanced
6. Highest point of a hill = summit
7. Imaginary line where the earth meets the sky = horizon
8. Magical = enchanted
9. difficulty/barrier = obstacle
10. Stream = brook
11. Thinking about = pondering

12. glistened/glowed = shimmered

BTNS Pg 179 - Red Box

| | | |
|---|--|--|
| Bus = buses Sky = skies Church = churches Bush = bushes Fox = foxes Daisy = daisies Train = trains Dress = dresses Branch = branches Fly = flies | Firework = fireworks Flame = flames Bell = bells Mask = masks Tax = taxes Party = parties Match = matches Army = armies School = schools Book = books | Injury = injuries City = cities Death = deaths Cherry = cherries Glass = glasses Copy = copies Family = families Witch = witches Window = windows Boss = bosses |
|---|--|--|

Week 1 - Treasury 6: Unit 14 - Response: The Night Café

Treasury. Pg 85 - Exc A

1. Vincent van Gogh was a Dutch artist whose work became famous and influential.
2. The painting shows the inside of the 'Café de la Gare' late at night which is where Vincent van Gogh was staying whilst living in Southern France.
3. Van Gogh described the customers as 'night prowlers', in a letter to his brother, and that they would stay there when they had no money.
4. What is striking about the owner is that he is the only figure in the painting who looks alert while the others are slumped and drunk. The man is also wearing white which stands out.
5. The reviewer senses the feelings of loneliness and despondency in the painting.
6. The viewer's eye is drawn to the pink flowers in the light-green vase and to the curtained doorway at the back of the room.
7. The evidence that the owner has a better life than his customers is that 'he is standing alert while they are slumped drunk'. The 'well-lit private rooms' in the background also suggest the owner has a better life than his customers.
8. *Personal Opinion

Treasury. Pg 85 - Vocabulary

- Influential - powerful, persuasive, important
- Virtually - basically, essentially, practically
- Strewn - spread, scattered, sprinkled, thrown
- Despondency - depression, despair, dejection
- Perspective - view, angle, outlook, aspect
- Vibrant - alive, colourful, energetic
- Refuge - hideaway, retreat, sanctuary, shelter

Treasury. Pg 86 - Word Study: Suffixes revision

- -ible; possible, flexible, sensible, terrible
- -able; comfortable, respectable, available, sustainable
- -ness; happiness, sadness, business, darkness
- -ous; anonymous, adventurous, enormous, fabulous
- -ish; selfish, establish, refurbish, replenish
- -ship; relationship, ownership, spaceship
- -ant; important, brilliant, assistant,
- -ent; environment, development, independent

Treasury. Pg 86 - Phonics: Spelling Revision

1. Solemn
2. Technique
3. Orchestra
4. Hymns
5. Synonym
6. Preferred
7. Immature
8. Enclosure
9. Structure
10. Recommend
11. Immediately
12. Necessary

A total eclipse of the sun occurred in 1999.

Treasury. Pg 87 - Grammar: Complex Sentences

A - Identify the clauses main = **red**, dependent = **green**

1. **At the age of 37**, **van Gogh died in France.**
2. **After finishing his painting session**, **van Gogh went to the café.**
3. **In the years 1888-90**, **van Gogh painted many of his best works.**
4. **Gauguin, who was also a painter**, **stayed with van Gogh in Arles.**
5. **When he was living in Arles**, **van Gogh wrote letters to his brother.**
6. **Although her painting was brilliant**, **the gallery owner couldn't find room to show it.**

B - Commas

1. Michaelangelo, who was an Italian painter and sculptor, painted the ceiling of the Sistine Chapel.
2. Her painting, of a girl in a red coat, hangs in her dining room.
3. After drinking her coffee, she decided to go for a walk.
4. Although it was almost midnight, he continued painting.
5. Whenever they painted together, the brothers argued.
6. The girls, who won the competition, went out to celebrate.

C - Add dependent clauses (these will differ for every child)

Week 2 - Upside Down World: Unit 41 - My Story

BTNS Pg 182 - Purple Qs

1. The attack took place at the Twin Towers in Manhattan, New York City.
2. The announcement was made that all flights across the United States were grounded and those in the air were told to land at the nearest airport.
3. International flights which were on the way to the United States were diverted to Canada.
4. President Bush was visiting a school in Florida when the attack took place.
5. The President flew to an air force base in Louisiana.
6. The White House and the Capitol were other targets for attack.
7. The planes crashed into the Twin Towers.
8. The fires in the buildings prevented the helicopters from landing on the roof.
9. Wilborn watched the television coverage for two hours.
10. Wilborn walked to Time Square because that was where he worked.
11. Wilborn worked as an editor for 'The New York Times'.
12. The scene reminded Willborn of old newsreel pictures of refugees fleeing bombed cities during World War 2 and also of Bosnia a number of years earlier.

BTNS Pg 182 - Orange Qs (These can have a variety of answers as they are about the child's own thoughts, but here is a sample)

1. Wilborn normally travelled to work by subway.
2. Wilborn refers to Sixth Avenue as a 'war zone' because hundreds or thousands of people were walking down every part of the street, rushing and covering their faces, some with burnt or torn clothing and others bleeding, which is reminiscent of a war zone.
3. So many people were heading north because they were trying to get away from the smoke and dust and the 'inferno that was raging downtown'.
4. I think people were wearing masks because...
5. I think it was 'oddly quiet' because...
6. *Individual to each child

BTNS Pg 182 - Green Qs (Again many of these questions are personal to each child so here are samples)

1. I feel that Wilborn's thought would have been about...
2. The author uses words like 'war zone', 'pandemonium' and 'devastation' to help us visualise the scenes in lower Manhattan. He also uses phrases like 'refugees fleeing a bombed city' and 'flames and smoke swirled around them' to help us.
3. *Individual to each child
4. *Individual to each child

BTNS Pg 183 - Blue Qs

1. True
2. False (all other flights were grounded, not military planes)
3. False (the president was taken to an air force base in Louisiana)
4. True
5. True
6. False (they were unable to land on the roof because of the smoke and flames)

BTNS Pg 183 - Red Qs

| | | |
|---|--|---|
| Roof = roofs Video = videos Calf = calves Volcano = volcanoes Woman = women Cliff = cliffs Avocado = avocados/avocadoes Dwarf = dwarfs Buffalo = buffalos/ buffaloes Wolf = wolves | Potato = potatoes Scarf = scarves Cuckoo = cuckoos Child = children Chief = chiefs Stereo = stereos Hero = heroes Shampoo = shampoos Goose = geese Radio = radios | Wife = wives Echo = echoes Life = lives Mouse = mice Man = men Foot = feet Tooth = teeth Knife = knives Cactus = cacti Leaf = leaves |
|---|--|---|

Week 2 - Treasury 6: Unit 14 - Response: The Night Café

Treasury 6. Pg 88 - Writing Skills: Facts or opinions - Much of this page is personal to each child.

Exc A

1. Fact
2. Opinion
3. Opinion
4. Fact
5. Opinion

Treasury 6. Pg 89 - Writing Genre: Writing a review. Follow the steps on the page to put together your own review of the painting shown or if you like choose another painting by an artist you are interested in.

SESE - Self-Assessment Rubric for Projects

| | 5 marks | 10 marks | 15 marks |
|-----------------------------------|---|--|---|
| <u>Visual presentation</u> | 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. |
| <u>Information</u> | 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. |
| <u>Handwriting/Typing</u> | Very messy and unclear. | Some parts of the writing and grammar are unclear. | All writing and grammar is clear and legible. |
| <u>Presentation</u> | Unorganised. Just reading directly off the poster/booklet/PowerPoint. | Shows knowledge of their topic and is not just reading off the poster/booklet/PowerPoint. | Speaks clearly and demonstrates a clear understanding of the topic. |