

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.

I hope you have all got on okay with the work over the past 2 weeks. This block of work will be our last as we need to start looking towards next year and the exciting times you all have ahead of you! The transition into Secondary school can cause a mix of emotions for everyone. I have included some activities below to help you with these feelings and to help you gather your thoughts about beginning Secondary school. In the weeks following, I will give you more informative activities and a guide to the structure of Secondary school, timetables, lockers, organisational skills and tips etc. 

These are the work guidelines for **Sixth 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. If you have any specific concerns or questions about going to Secondary school, I'm here and will happily answer them and give you as much guidance as I can. Please use Seesaw as much or as little as you feel like. . 

I know this is a very uncertain time and because of this, you're not getting the proper send-off you deserve right now. However, when the time comes, we'll make sure to make the celebration as special as we can. Until then, we are planning something small that will hopefully bring a smile to your faces and mark your time spent in Scoil Eoin.

Thinking of you all,

Ms. Gaynor 

Maths Week 1: 3rd June - 10th June

Busy at Maths: Chapter 25: Fractions/Decimals/Percentages 3 (Continue to use the CJFallon App for support in each chapter, carefully watch the videos and focus on the examples given)

*Refer to the tutorials from previous Fractions/Decimals/Percentages chapters, if needed

Day 1: Page 132, Q 1-4

Videos to demonstrate how to calculate profit and loss-page 132.

http://data.cjfallon.ie/resources/20714/BAM6_Tutorial_078/lessons/BAM6_Tutorial_078/index.html

http://data.cjfallon.ie/resources/20714/BAM6_Tutorial_079/lessons/BAM6_Tutorial_079/index.html

Day 2: Page 133, Q 1 + 2

Videos to demonstrate profit or loss percentages-page 133.

http://data.cjfallon.ie/resources/20714/BAM6_Tutorial_080/lessons/BAM6_Tutorial_080/index.html

http://data.cjfallon.ie/resources/20714/BAM6_Tutorial_081/lessons/BAM6_Tutorial_081/index.html

Day 3: Page 134, Q 2, Page 135 Q 2

Videos to demonstrate cost prices and selling prices-page 134

http://data.cjfallon.ie/resources/20714/BAM6_Tutorial_082/lessons/BAM6_Tutorial_082/index.html

http://data.cjfallon.ie/resources/20714/BAM6_Tutorial_083/lessons/BAM6_Tutorial_083/index.html

Maths Activity-cost price and selling price page 134.

http://data.cjfallon.ie/resources/20714/BAM6_Tutorial_084/lessons/BAM6_Tutorial_084/index.html

Day 4: Page 136, Q 1 or 2

Day 5: Page 137 - Recap 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 27: Money (Continue to use the CJFallon App for support in each chapter, carefully watch the videos and focus on the examples given)

Day 1: Page 140, Qs. A, B, C

Day 2: Page 141, Qs. 1 + 2

Activity Link for page 141-VAT (This is a good way to test your knowledge)

http://data.cjfallon.ie/resources/20714/BAM6_Tutorial_085/lessons/BAM6_Tutorial_085/index.html

Day 3: Page 142, Q 1, 2 + 6. Page 143, Q 1, 2 + 3 (orally) Q 5 + 6 (can use calculator)

Videos to demonstrate interest (borrowing and saving)-page 142

http://data.cjfallon.ie/resources/20714/BAM6_Tutorial_086/lessons/BAM6_Tutorial_086/index.html

http://data.cjfallon.ie/resources/20714/BAM6_Tutorial_087/lessons/BAM6_Tutorial_087/index.html

Day 4: Page 144, Qs. 1 + 2

Day 5: Page 145, Choose questions to work on anything you're unsure of.

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.

By the North Star: Unit 40: A Bit of an Old Goat

Day 1: Pg 180-183; Read the text

Pg 184; Answer purple, orange and green box questions orally

Day 2: Pg 185; Answer blue and red boxes orally

Day 3: Pg 185; Answer yellow box - Research your name. 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>

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.

By the North Star: Unit 41: The Chernobyl Disaster

Day 1: Pg 186-187; Read the text

Pg 188; Answer purple, orange and green box questions orally

Day 2: Pg 189; Answer blue and red boxes orally

Day 3: Pg 189; Do pink/purple box - Write an email

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, chapcharranna = bumper cars, i ndeireadh na dála = in the end, scléip = thrill

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

Exc C, Ich 120: Scéilíní beaga - ós ard

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

Exc E, Ich 121 - Tarraing pictiúr

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

Lá 5: Exc G, Ich 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, Ich 122 - Críochnaigh na habairtí (ós ard). Rollaigh = rolled, i bhfolach = hiding

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

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

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

- Test yourself with these activity sheets:
<https://drive.google.com/file/d/1ZTstoGjK8hxsiGAdPkUvkN-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/3rdto6th>

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 Twigín 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_pCnEyv8

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/3rdto6th>

- 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

Friends in Faith: My Confirmation Year

Theme 9: I Listen. Theme 10: I Will Lead

Read textbook - page 36-39 and 40 - 43

Workbook - page 27, 28 + 29 and 30, 31 + 32.

I know you were working through Weaving Well Being with Ms. O'Keeffe but I'm not sure what lesson you were on. Here is some info for Lesson 9 and 10. 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.

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>

Additional Resources:

There are so many helpful resources available for each subject on Padlet
<https://bit.ly/3rdto6th>

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=PP93AifV6rA&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 giving full access to their lessons at the moment. They are great fun and very interactive. You can get enrolled for free here:

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

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.



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



You will not be allowed to run in school.



You will need to try your hardest in class.



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



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



You will have the opportunity to try new things.



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



You might have arguments with other young people.



You will meet new friends.

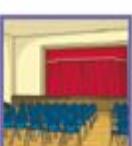
Is Secondary School the Same or Different to Primary School?



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.



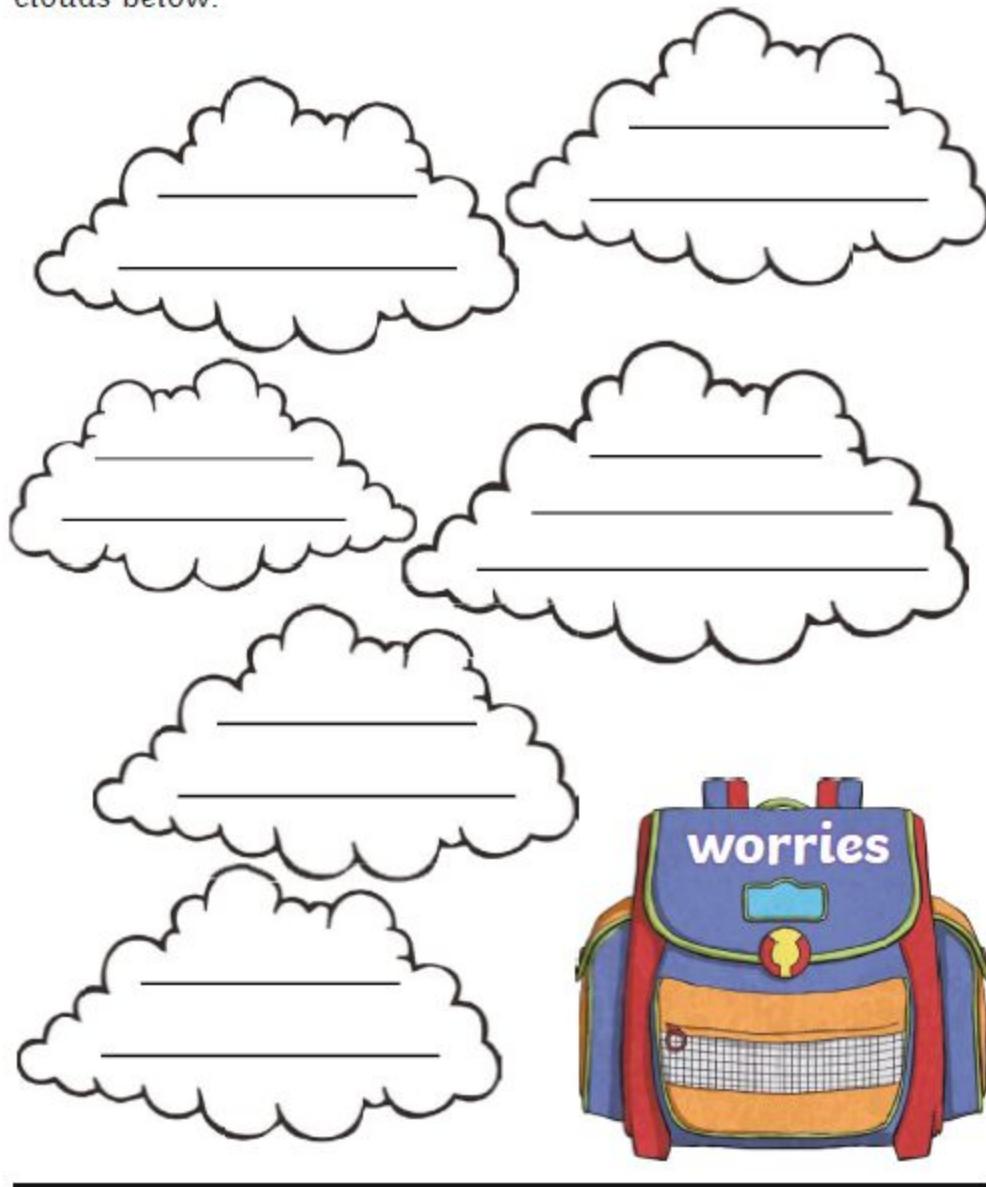
You will not be allowed to leave the classroom to go to the toilet or cloakroom.



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.



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:



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

Transition to 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

Transition to Secondary School

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

Transition to Secondary School

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

- 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?

- 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?

- 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?

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

Starting Secondary School

You have probably been thinking about what going to secondary school will be like. Well now is your chance to write down any hopes, worries and questions you might have about the change.

My Hopes

My Worries

My Questions

Fact or Fiction?

Everyone hears stories and rumours about what secondary school is like. Maybe you have heard things from your friends, your family or your classmates. Have a look at the statements below about secondary school and tick the box whether you think these statements are true or false.

Statement	True	False
The school is so big that you will get lost all the time and no one will tell you where to go.		
The teachers will not let you ask questions if you cannot understand the work.		
You will have four hours of homework every single night!		
All the older students don't like first years and are mean to them.		
If you make a mistake in your homework or you cannot do it, you get detention.		
If you have a problem or a worry there is no one to talk to because everyone is so busy.		
You will have many heavy books and equipment that you will have to carry with you all the time.		

Now turn the page to find out if you guessed right!

Answer! - All of the Statements were false! Yes that's right, not a single one was true. Secondary school might seem like a confusing place at first but there are lots of people, like your teachers and principal, who can help you if you have a question or a problem.

Rumours!



Most people in your class will probably want to talk about going to secondary school because it's a big step for you all. It's good to talk about all the exciting things ahead of you and it's also good to tell each other about the things you're a bit worried about.



Sometimes though pupils can scare each other unnecessarily because they have listened to **rumours** about what the school is like.

Look up the word "rumour" in the dictionary and write the definition here:

Very often rumours are exaggerated stories. For example, a story that there are gangs of older students taking money from new first years pupils could be an exaggeration of a one off incident where a 5th year boy ran off with a fiver when a first year girl dropped it.

Rumours may have an element of truth in them but usually they contain a lot of things which aren't true. It's best to listen to the **facts** that members of staff tell you rather than the **rumours** pupils from the school might tell you.

Write down some of the rumours you have heard:





Meeting New People

How many people were in your sixth class?

How many years have you known them?

How many adults were there in the room?



Most children in your class will feel comfortable and happy because they know everyone very well and feel like they belong. Just having one teacher can make you feel safe too. Going to secondary school can be different because you won't know everyone and it may take a bit of time to feel like you 'belong' in your new class and year.

The important thing to remember is that EVERYONE will feel the same way and that you're not alone. It's actually a good opportunity to make new friends and learn from adults who have specialised in their particular subject.



I am looking forward to meeting...

I am not sure about meeting _____ because...



Making Friends

Everyone has strengths and weaknesses. Some pupils find it really easy to get to the top level on a computer game whilst others never get past Level 1. Some pupils have no problems drawing amazing life-like pictures whilst others find it difficult to draw a good stick-man.

It's the same with making friends. Some pupils love meeting new people, are very chatty and make lots of friends easily. Others don't know how to begin to make even one new friend.

Where do you think you are on the friendship scale?



Below are a few hints and tips to help you make a new friend. Why don't you practise with a classmate?

- Smile
- Tell them your name and ask what they're called
- Find out what they are interested in
- Talk about shared interests - you both might like computers
- Ask them if they want to do something at break-time

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- Busy at Maths

<p>Week 1 - Fractions/Decimals/ Percentages 3</p> <p>1. (a) €124.99 (b) €3,850 (c) €21 (d) €4.85</p> <p>2. (a) €60.01 (b) €46.50 (c) €1.95 (d) €87.05 (e) €13.75 (f) €12.60 (g) €2.40 (h) €5.10</p> <p>3. (a) €78 (b) €24.99 (c) €129.50 (d) €35.99 (e) -€97.01 (f) €127.02 (g) €235.60 (h) €349.49</p> <p>4. (a) €200.50 (profit) (b) €4,749 (profit)</p> <p>Challenge: €99 (loss)</p> <p>PAGE 133</p> <p>1. (a) 25% (b) (i) €18 (ii) $1/6$ - 16 2/3% (c) (i) €10 (ii) $1/5$ - 20% (loss) (d) (i) €3.50 (ii) $\frac{1}{4}$ - 25% (e) (i) €3.50 (ii) $1/10$ - 10% (f) (i) €3 (ii) $\frac{1}{2}$ - 50%</p> <p>2. (a) 33 1/3% (b) 25% (c) 20% (loss) (d) 25% (e) 10%</p> <p>Challenge: 37 $\frac{1}{2}$ % (Profit)</p>	<p>PAGE 134</p> <p>1. (a) (i) €64 (ii) 25% (b) (i) €45 (ii) 25% (Loss) (c) (i) €49 (ii) €70 (d) (i) €200 (ii) €80 (e) (i) €116 (ii) €36 (f) (i) €200 (ii) €32 (loss)</p> <p>2. (a) €60 (b) €2.75 (c) (i) C.P. €4,600 (ii) S.P. €5,290 (d) €84 (e) €85</p> <p>Challenge: €5,310</p> <p>PAGE 135</p> <p>1. (a) 50% (b) 30 (c) 48c (d) 30c (20%) (e) €1.35 (f) €1.11</p> <p>2. (a) €250 (b) €450 (c) €102 (d) €300 (e) Skateboard (f) 28%</p> <p>Challenge: (a) €25 (b) €445</p> <p>PAGE 136</p> <p>1. (a) €1.50 (b) €13.50 (c) 50c (d) 66 2/3% (e) €29.25 (f) €5.25</p> <p>2. (a) €500 (b) 40% (c) €775 (d) €332 (e) (i) x-box (ii) €18.32 (f) €524 (g) €1,650</p> <p>Challenge: 16 2/3%</p>	<p>PAGE 137</p> <p>1. (a) 98 (b) 0.32 (c) 1,600 (d) 154 (e) 40% (f) 15 (g) 140 (h) 7.9%</p> <p>2. (a) (i) 30% (ii) $7/20$ (iii) 15% (b) (i) 30% (ii) $2/5$ (iii) 0.22</p> <p>3. T=9.33 A = 7.72 C = 8.39 P = 9.55 I = 10.50 N = 10.89 O = 8.40 A = 10.00 O = 9.45 F = 9.50 A = 9.00 T = 12</p> <p>A COAT OF PAINT</p> <p>4. (a) (i) 80 (ii) 60 (iii) 12 (iv) 18 (v) 30 (vi) 40 (b) 66 2/3% (c) 40.83%</p> <p>Challenge: €11.25</p>
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Week 2 - Money	Challenge I: €45 Challenge II: €171·30	
PAGE 140	PAGE 143	Date: 3rd Jan Salary Amt: + €1,145·50 Bal: + 695·50 Gas Bill Amt: - €218·75 Bal: + 476·75 Phone Bill Amt: - €105·00 Bal: + 371·75
A. (a) Super Savers (b) €8 (c) Value Town (d) €5 (e) (i) €3·75 (ii) €3·50 (iii) €2·75 (f) Super Prices	1. (i) Eurozone - euro (ii) USA - US Dollars (iii) Australia - Australian Dollar (iv) South Africa- Rand (v) UK - Sterling (vi) Denmark - Danish Krone (vii) Switzerland - Swiss Franc (CHF) (viii) Japan - Yen (Y)	Date: 5th Jan US\$ 120 Amt: + €96·00 Bal: + €467·75 TV and Broadband Amt: - €87·50 Bal: + €380·25
B. (a) (i) €600 (ii) €660 (iii) €648 (iv) Speed Net (b) N o; 'Home Entertainment', as all deals stay in place! (c) to get you to sign up; to make you think it's the best deal....	2. €1, because it takes US\$1·25 to equal €1 3. £1, because it takes only 78 UK pennies to equal €1 4. £1; 1 euro; 1 CHF; 1US\$; 1Aus\$; 1Kr; 1 Rand; 1Y	Date: 9th Jan Mortgage Amt: - €1,120 Bal: - €739·75 Electricity Amt: - €183·75 Bal: - €923·50 Bin charges Amt: - €35 Bal: - €958·50
C. (a) 50% (b) 33 1/3% (c) 20% (d) 25%	5. (a) US\$62·50 (b) €7·18 (c) ¥1,430·20 (d) €128·20 (e) €24·54 (f) CHF59·89 (g) €137·93 (h) Kr736·56	Date: 11th Jan Fridge Amt: - €204·75 Bal: - €1,163·25
PAGE 141	6. (a) Television €350·00 VAT 23% €80·50 €430·50 (b) Bananas €1·37 VAT 0% €0·00 €1·37 (c) Book €11·99 VAT 0% €0·00 €11·99 (d) Coffee €6·00 VAT 13% €0·78 €6·78 (e) Microwave €100 VAT 23% €23·00 €123·00 (f) Cola €2·00 VAT 23% €0·46 €2·46	Date: 12th Jan Salary Amt: + €1,100 Bal: - €63·25 Chicken Amt: - €8·97 Bal: - €72·22 Supermarket Amt: - €147·95 Bal: - €220·17
1.	7. (a) €56·50 (b) €0·78 (c) €23·73 (d) €30·51 (e) €3·65 (f) €41·82 (g) €13·68 (h) €170·67 (i) €29·33	Date: 14th Jan Salary Amt: + €1,095 Bal: + €874·83 Restaurant Amt: - €108 Bal: + €766·83
Challenge: 85·34%	Total €61·46 (can allow for slight differences here!)	Date: 16th Jan Console Amt: - €244·77 Bal: + €522·06
PAGE 142	PAGE 144	Date: 20th Jan Washing Machine Amt: - €265 Bal: + €257·06 Cash Amt: - €350 Bal: - €92·94
1. €7,420 2. €1,942·50 3. €786·60 4. €106·25 5. €65·50 6. (a) (i) €378 (ii) €63 (b) (i) €234·90 (ii) €39·15 (c) (i) €351 (ii) €58·50 (d) (i) €343·20 (ii) €57·20 (e) (i) €735·30 (ii) €122·55 (f) (i) €826·20 (ii) €137·70 7. €1,940·54	1. (a) €1,120 (b) €183·75 (c) €218·75 (d) €35 (e) €87·50 (f) €105	

<p>Date: 26th Jan House Insurance Amt: - €330 Bal: - €422.94</p> <p>Date: 31st Jan Closing Bal: - €422.94</p> <p>PAGE 145</p> <p>1. (a) €106 (b) €124.20 (c) €200.09 (d) €204.00 Total: €634.29</p> <p>2. (a) €240 (b) €386.25 3. 22.22% (2/9) 4. €4,000 5. 225 skateboards; 100 snowboards 6. €136.36 7. (a) (i) €9.60 (ii) €8 (iii) €9.72 (b) (i) €10.80 (ii) €8.10 (iii) €11.66 8. (i) €14.74 (ii) 22.83% Challenge: €24.68 (rounded)</p> <p>Freagraí - Shadow Book <u>Week 1 - Fractions/Decimals/Percentages 3</u></p> <p>Page 56</p> <p>1. (a) Profit (b) €112 2. (a) Loss (b) €9 3. (a) Profit (b) €1,175</p>	<p>4. (a) Profit 25% (b) Loss 20% (c) Loss 25% (d) Loss $12\frac{1}{2}\%$ (e) Profit 65% (f) Profit 15% 5. (a) €300 (b) 100% 6. 52.5% 7. 300% 8. 45%</p> <p>Page 57</p> <p>1. (a) €52, 25% (b) €480, 33 1/3% (c) €51, (€9) (d) €63, €90 (e) €459, €119 (f) €580, (€29) 2. €56 3. €310.50 4. €360 5. (a) €526.50 (b) €237.50 (c) €576 (d) €214.50 (e) fridge (f) €1,433 (g) €450.50</p>	<p>Week 2 - Money Page 58</p> <p>1. (a) (i) €3.20 (ii) €2.25 (iii) €2.10 (b) €1.10 (c) €75.50 (d) €1.70 (e) (i) €0.32 (ii) €0.225 (iii) €0.21 2. (a) 7 days @ €24 per day (b) €1 (c) €21 (d) €22.50 (e) (ii) costs €21 per day 3. (a) €690 (b) €43.13 (c) €646.87 (d) €402 (e) 57 (f) €25.13 Challenge: (a) 1344 (b) €250</p> <p>Page 59</p> <p>1. (a) €270.60 (b) €118.65 (c) €332.10 (d) €730.62 (e) €352.56 (f) €695.47 (g) (i) 0% (ii) €142.15 (h) €28.43 2. €330 3. €66 or €4,466 4. €189 5. €350 6. (a) €168 (b) €438.48 (c) €2805.75 (d) €2265.87</p>
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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 sceitimíni 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 - By the North Star: Unit 40 - A Bit of an Old Goat

BTNS Pg 184 - Purple Qs

1. A shadow was standing in the hallway next to Cessie's mother.
2. The man said he was Cessie's grandad, her father's dad.
3. The man had last seen Arthur nearly fifty years ago, when Arthur was five years old.
4. The man called his son Arthur after the Babar books because the son was called Arthur in those books.
5. Cessie is eleven years old.
6. The man was called Popsicle Stevens because that's what his son had called him.
7. Popsicle Stevens wanted a cup of tea because he was freezing cold.
8. Cessie's dad Arthur grew up on the Essex Coast.
9. Cessie's grandmother had died young.
10. Cessie had presumed her grandfather was also dead.

BTNS Pg 184 - 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. The weather that evening was cold, wet and miserable. We know that because the man was "dripping" when they opened the door and his face "tremored" into a smile which suggests he was cold. We know the man was also soaking wet because it looked like "his whole body was weeping tears" and his hand was freezing when he touched Cessie's wrist. Finally, he asked for a cup of tea to "warm a fellow through" which also tells us that he was cold.
2. Cessie and her mother were nervous of the old man because they were both standing at the door "motionless", her mother's hand was holding Cessie's so tight "it was hurting" and she kept pulling Cessie close to her and behind her as if she wanted to protect her. Cessie also found it difficult to speak and her mother later held her hand in a "grip of steel".
3. I think Cessie's dad had a difficult childhood because his mother and his grandmother had died very young and his father had left, so he was put into a programme called "Bernardo's" for children.
4. We know that the old man had the photograph for a long time because he had kept it in his wallet, it was 'faded sepia' and 'torn at the edges' with 'criss-crossed creases'. We know that the man cared for it because he opened it with great care.
5. I think that Popsicle Stevens had a good sense of humour because he spoke about his son's ears and made a joke that he was missing a trunk. He also joked about his son calling him 'Pops' and then 'Popsicle' and this led to everyone calling him this ever since.
6. We can tell Cessie's mother was protective because she kept her very close and stood in front of her as she was unsure of this stranger at the door.

BTNS Pg 184 - Green Qs (these answers will be your own opinion, here is the way to form them)

1. Popsicle Stevens might have lost contact with his son because.....(e.g. His wife did not want him to be in their lives, war, working abroad, etc.)
2. I agree/disagree with the statement that 'the old man was nervous' because in the text it states....."
3. In the story I think Cessie feels(e.g. nervous, curious, scared)
4. I think the photograph showed

BTNS Pg 185 - Blue Box

1. Clean and tidy.
2. Sink or swim
3. Back and forth
4. Loud and clear.
5. Make or break.
6. Step by step.
7. Leaps and bounds.
8. Short but sweet.
9. Tooth and nail.
10. Rags to riches.
11. Aches and pains.
12. Law and order.

BTNS Pg 185 - Red Box

1. Absent=present
2. Strong=feeble
3. Internal=external
4. Separate=combine
5. Knowledge=ignorance
6. Sharp=blunt
7. Accept=refuse
8. Seldom=frequent
9. Optimist=pessimist
10. Permanent=temporary
11. Scarce=plentiful
12. Attract=repel

Vacant=Odd one out

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. Gaugin, 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 - By the North Star: Unit 41 - The Chernobyl Disaster

BTNS Pg 188 - Purple Qs

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.

BTNS Pg 188 - Orange Qs (These can have a variety of answers as they are about the child's own thoughts, but here is a sample)

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.

BTNS Pg 188 - Green Qs (Again many of these questions are personal to each child so here are samples)

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.

BTNS Pg 189 - Blue Qs

1. Catastrophe - disaster
 2. Fatal, deadly - lethal
 3. Desert - evacuated
 4. Convalesce - recover
 5. Poisonous - contaminated
 6. Lessened - reduced
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1. Final - initial
 2. United - separated
 3. Safe - dangerous
 4. Worsened - recovered
 5. Decreased - increased
 6. Exact - estimated

BTNS Pg 189 - Red Qs

- (a) Thin - skinny/slim
- (b) Tasty - delicious/yummy
- (c) Honesty - truthfulness
- (d) Generous - kind/giving
- (e) Hate - loathe/despise
- (f) Build - assemble/form
- (g) Refrain - chorus/melody or stop/do without
- (h) Allow - let/grant
- (i) Careful - cautious
- (j) Friendly - affectionate/affable
- (k) Huge - large/big/giant
- (l) Tidy - neat/clean
- (m) Difficult - hard/tough
- (n) Beautiful - stunning/pretty/gorgeous
- (o) Angry - mad/cross
- (p) Expensive - pricey/costly/lavish

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.