

4th class work - Week 7

Zoom Call - We hope to see you all on the 4th Class Zoom call this Wednesday at 2pm. We will send the code to your family by email or text before the meeting, it will be the same code every week 😊.

Don't forget to watch RTE2 every day at 11am, they have a great TV show called 'Home school hub'.

For those of you wanting to practice your Gaeilge..... TG4 are doing their version of Home School Hub everyday at 10am. It is called '**Cúla4 ar Scoil**'. Check it out!

And "PE with Joe" is live on YouTube everyday at 9am, if you miss it you can watch previous episodes on his Youtube channel "The Body Coach TV".

All of your teachers would really love to hear from you, so send them an email and say hi and let them know how you're getting on. **They would really like it if you could photograph and email one piece of work you are proud of, everyday or every couple of days!**

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All work is to be completed in a copy, please make sure you label your copy with the day, date, subject and question numbers etc. There is no need to print this out if you don't have a printer at home.

Suggested Timetable:

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
English	English	English	English	English
Maths	Math	Math	Math	Math
B	R	E	A	K
SPHE	PE with Joe	PE with Joe	PE with Joe	PE with Joe
SESE	SESE	SESE	Art	Music

Maths

Every Day: Practice your 11x tables, plus counting forward and backward by 11

Mental Maths strategy: Reordering - remember when we see a line of numbers we need to add together we reorder the numbers by looking for our doubles or number bonds to 10 to help us. Use this strategy to add these;

1. $6+9+8+7+2+1+3+5+4=$
2. $7+6+9+7+8+9+6=$
3. $5+8+5+2+6+7+9+1+4+3+6=$

Monday:

This week in maths we are going to be looking at the topic called 'Chance' or sometimes it can be called 'probability'. What chance means is how likely something is to happen.

You may remember hearing these words last year when discussing chance:

- **Certain or Definitely or Always:** Something is definitely going to happen. e.g. It's certain the sun will set tonight.
- **Possible: Likely:** Something is more likely to happen than to not happen. e.g. It's likely the fastest runner will win the race.
 - **Unlikely:** Something is more likely not to happen than to happen e.g. It's unlikely it will snow in June.
- **Impossible or Never:** There's no chance of something happening e.g. It's impossible that a cow will jump over the moon.

In maths we talk about **chance** as the possibility of something happening. We describe this with words like...

A horizontal line with a hand pointing down on the left and a hand pointing up on the right. Along the line are five boxes containing the words: impossible, unlikely, possible, likely, certain.

Write one of the words above for each of the following pictures.

1. Ann will choose the red shoe.

2. Niamh will choose a brown shoe.

3. The arrow will stop on a yellow space.

4. The arrow will stop on a blue space.

5. (a) 5km → (d) 20km
(b) 10km → (e) 25km
(c) 15km → (f) km
The missing number will end in 0.

6. Kevin will get a hole-in-one with this golf shot. _____

7. It will be warm and sunny in July.

8. This horse will play football for Ireland.


Some other words we might use for chance are words such as:

- never even chance (50/50) always definite

9. What is the chance of Sunday following Saturday? _____
10. What is the chance of Monday coming after Tuesday? _____

Tuesday:

The word "likely" can be further broken down into how likely?



I will have a drink of water or milk today.



I will win the lottery.



I will fly to the moon in the next school holidays.

Most likely
Least Likely

Less Likely

A Most likely, less likely, least likely.
Match the sentence with the words.

- | | |
|---|--------------|
| 1. The blue snail will win | Most likely |
| The pink snail will win | Less likely |
| The green snail will win | Least likely |
| 2. Ticket number is 60 | Most likely |
| Ticket number is >60 | Less likely |
| Ticket number is <60 | Least likely |
| 3. Spinner will land on purple | Most likely |
| Spinner will land on green | Less likely |
| Spinner will land on yellow | Least likely |
| 4. Choose a card from a deck without looking. | Most likely |
| Card will be a 10 | Less likely |
| Card will be higher than 10 | Least likely |
| Card will be lower than 10 | Least likely |

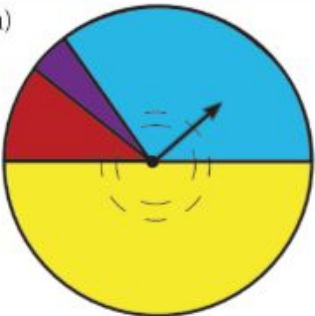
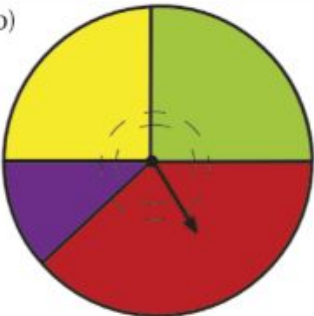
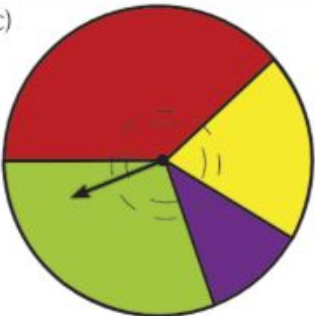


B Do it!

The pointer spins around. On which colour is it

- most likely to stop, and
- least likely to stop, for each of the following?



(a) 	(b) 	(c) 			
Most likely	Least likely	Most likely	Least likely	Most likely	Least likely
<input type="checkbox"/> Yellow	<input type="checkbox"/> Yellow	<input type="checkbox"/> Yellow	<input type="checkbox"/> Yellow	<input type="checkbox"/> Yellow	<input type="checkbox"/> Yellow
<input type="checkbox"/> Purple	<input type="checkbox"/> Purple	<input type="checkbox"/> Green	<input type="checkbox"/> Green	<input type="checkbox"/> Green	<input type="checkbox"/> Green
<input type="checkbox"/> Red	<input type="checkbox"/> Red	<input type="checkbox"/> Red	<input type="checkbox"/> Red	<input type="checkbox"/> Red	<input type="checkbox"/> Red
<input type="checkbox"/> Blue	<input type="checkbox"/> Blue	<input type="checkbox"/> Purple	<input type="checkbox"/> Purple	<input type="checkbox"/> Purple	<input type="checkbox"/> Purple

Thursday:

Probability is another word we use to describe the likelihood or possibility of something happening.

“Give peace a chance” says John Lennon

Tick the word that best describes the probable outcome.

1.



Teacher will pick a **red** marker.

impossible possible certain

2.



Teacher will pick a **blue** marker.

impossible possible certain

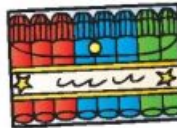
3.



Teacher will pick a **green** marker.

impossible possible certain

4.



Teacher will pick a **red** marker.

impossible possible certain

Colour the marbles in each of these jars to make the outcomes **true**.
Imagine that your eyes are closed when you pick a marble from each jar.

5. I am more likely to pick a **green** marble and less likely to pick a **blue** marble.



6. I am more likely to pick a **red** marble and less likely to pick a **yellow** marble.



7. I am more likely to pick a **blue** marble and less likely to pick a **red** marble.



8. I am more likely to pick a **yellow** marble and less likely to pick a **green** marble.



B What is likely to happen next?

Look at each set of pictures. Draw what is likely to happen next.

1. Bad snowman



2. Mixed cases



3. Oil spill




Friday:


In chance we can show what the chance of something happening is. For example: if you had a dice and you were asked what the chance of rolling a 2 is? Then you would have a **1 out of 6 chance** (1 because you have only picked 1 number on the dice, and out of 6 because there are 6 numbers on the dice/6 possible outcomes).

If you had a dice and you were asked what the chance of rolling a 2 or 5 is? Then you would have a **2 out of 6 chance** (2 because you have picked 2 numbers on the dice (2/5), and out of 6 because there are 6 numbers on the dice/6 possible outcomes).

The greengrocer has put 6 peppers into a brown paper bag: 2 are yellow, 3 are green and 1 is red. If I pick one out of the bag, it is more likely to be green as 3 of the 6 peppers are green.




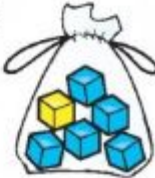

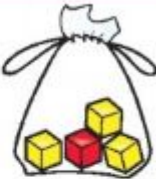




The chance of picking a green is:
3 chances out of 6 $\rightarrow \frac{3}{6}$ or 1 chance out of 2 $\rightarrow \frac{1}{2}$



The chance of picking a yellow is:
2 chances out of 6 $\rightarrow \frac{2}{6}$
or 1 chance out of 3 $\rightarrow \frac{1}{3}$

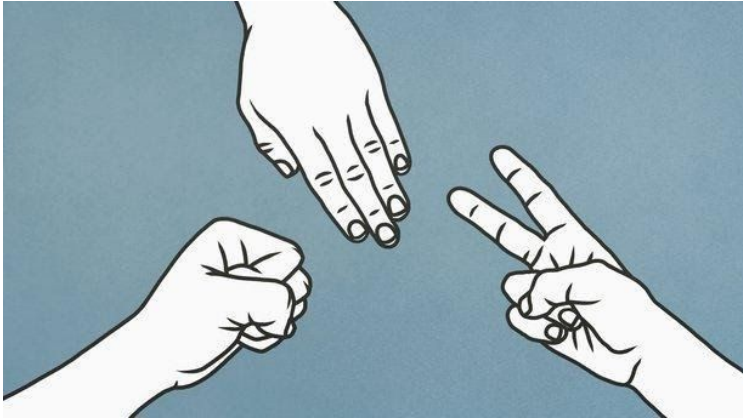
The chance of picking a red is:
1 chance in 6 $\rightarrow \frac{1}{6}$

Try this yourself with 6 counters or cubes in a bag (while blindfolded).

1. What are the chances of picking a green cube? ___ out of ___.		2. What is the probability of picking a yellow cube? ___ out of ___.	
3. What are the chances of picking a blue cube? ___ out of ___.		4. What are the chances of picking a yellow cube? ___ out of ___.	
5. What are the chances of picking a blue cube? ___ out of ___.		6. What are the chances of picking a red cube? ___ out of ___.	
7. What are the chances of picking a green cube? ___ out of ___.		8. What are the chances of picking a blue cube? ___ out of ___.	

Game of Chance – Rock Paper Scissor...with a twist

A lot of you will know how to play rock paper scissors already, so how about we add another fun part to it.



- Find a player to play with.
- Come up with a list of fun forfeits (nothing mean or dangerous!). Write the forfeits down, cut them out and put them in a bag or box.
- The player who is the first to win three games wins the round. The person who doesn't win must choose a forfeit from the bag.

Here are some ideas for forfeits:

- Do the floss dance for 1 minute while whistling "Twinkle, twinkle little star"
- Do an impression of one of your family.
- Sing I'm a little teapot
- Smell the other player's sock
- Make snacks for the winner.
- Gargle a song with water.
- Go outside and sing the chorus of "Let it go", as loud as possible.
- Act like a one-legged chicken laying an egg for 1 minute.
 - Winner gets to put an ice cube down the back of the other person's top and the must keep it there for 30 seconds.

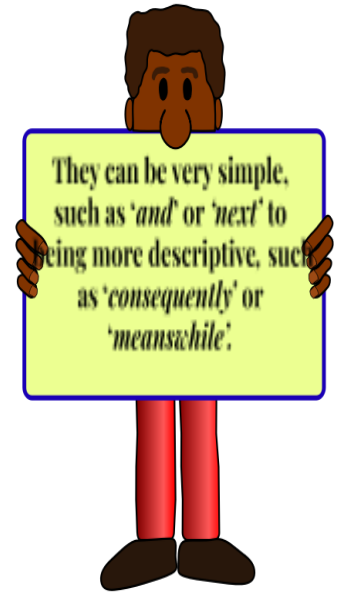


LITERACY

MONDAY: GRAMMAR; CONNECTIVES

CONNECTIVES are words which join two pieces of text to each other. Connectives can be conjunctions, prepositions or adverbs and we use them constantly.
(there is a list on the next page)

For example: I can go to my friend's house, as long as I am home for 9:00pm.



ACTIVITY 1: UNDERLINE THE CONNECTIVE:

- a) It has been a long time since I last played football.
- b) I can't eat sweets until after my dinner.
- c) She was nice to me although she wouldn't let me play with the toy
- d) I was going to eat all the chocolate but I saved some for my brother.

ACTIVITY 2: CREATE ONE AWESOME SENTENCE USING ANY CONNECTIVE OF YOUR CHOICE. (IT CAN GO AT THE BEGINNING OR IN THE MIDDLE)
THE FIRST 2 ARE EASY. THE LAST 4 YOU NEED TO BE MORE CREATIVE.

- a) The teacher was cross. she was late.
- b) I'd like to go to the park. My mum won't let me.

6. Sam drove a car -----> If Sam drove a car to work this morning, he wouldn't have gotten wet walking home from work this afternoon.

- a) Ben has a backpack _____
- b) Sara wore a dress _____
- c) A wooden table has four legs_____
- d) He must change his type of exercise every two minutes _____

ACTIVITY 3.

Use one of the connectives in the box to change this short, simple sentence to a longer complex sentence.



when
while
until
after
before

The driver crashed into the house.

When?

Listing	first(ly), second(ly), first of all, finally, lastly, for one thing, next, in the first place, to begin with, in sum, to conclude, in a nutshell...
Alternatively	however, nevertheless, on the other hand, in contrast, though, alternatively, anyway, yet, in fact, even so...
Supporting	also, too, similarly, in addition, even, indeed, let alone, besides...
Explaining	for example, for instance, i.e., in other words, e.g., that is to say...
Resulting	therefore, consequently, as a result, so, then, since, as, unless, now, provided that...
Past,	at first, before, in the beginning, until then, up to that time, since...
Present	in the meantime, simultaneously, concurrently, meanwhile, all the while...
& Future	just then, next, in due course, in the end, after that, later, finally, eventually, at that moment...

My Shadow

By Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow-
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.



Questions

1. Who is 'he' in the poem?
2. Use the text to help explain what a coward is.
Clue: what does the shadow do?
3. Does the language in the poem tell us that this is an old or modern poem?
Give one example to back up your answer.
4. How many rhyming couplets are there in the poem?
5. Write one more verse onto the end of this poem.
Help: Look at the rhythm of the poem, say it out loud, count the syllables, make a list of rhyming possible words etc.

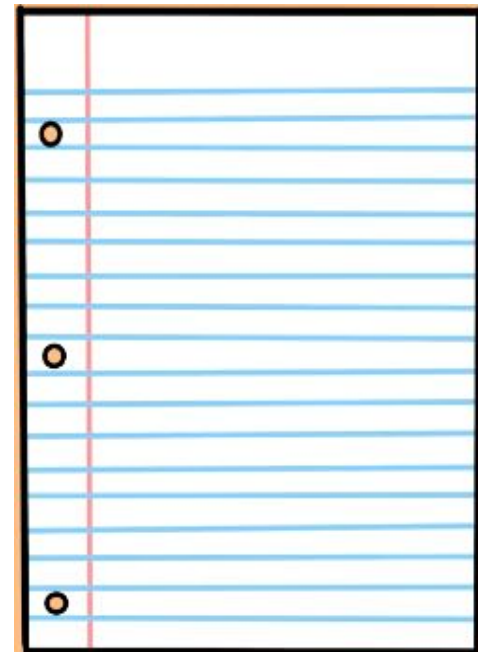
A rhyming couplet is a rhyming pair of successive lines of verse, typically the same length.

WEDNESDAY; WRITING (RECOUNT)

DIARY ENTRY

Write a short diary entry for today! Use these tips to help you

- Describe the things you've been doing
- Write in the past tense – I went, I felt, I read
- Talk about some important events that are happening
- Mention how you are feeling- remember a diary entry can be totally private and personal
- Use time conjunctions/connectives to make your sentences more exciting and understandable (After than, suddenly, because, therefore, and, but, finally)



THURSDAY; WORD WORK

LETTER DETECTIVE; BEGINNING WITH THE LETTER C

Activity 1

1. A large pot that witches use at Halloween.
2. A sweet baked food made from a mixture of flour, sugar, and other ingredients.
3. A large animal of Africa and Asia that has a long neck and one or two large humps on its back.
4. A document, chart etc. that shows the days, weeks and months of a year.
5. A small creature that is like a worm with many legs and that changes to become a butterfly
6. A large building usually with high, thick walls that was built in the past to protect against attack. The Normans built many in Ireland.
7. A small fruit that is usually red or black
8. A device that is used to take photographs or for making movies, television programs etc.
9. The complete path that an electric current travels along.
10. An extreme fear of being in an enclosed place.

^ Try to avoid help from an adult while seeking answers. Use the internet/ dictionaries and your own knowledge.

Activity 2

Like above, you must now make up 3 definitions/ explanations of nouns starting with the **letter D** and write them into your copy.

Send them to your teacher to figure out or ask someone in the house to guess what you're describing.

- 1.
- 2.
- 3.

FRIDAY; 'FUN' LITERACY

Activity 1 Visual Literacy

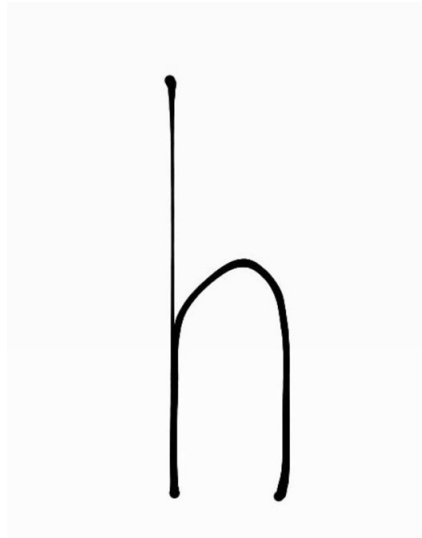
Look at the image below. If it is not a 'h' what is it ?

Use your imagination to finish the image.

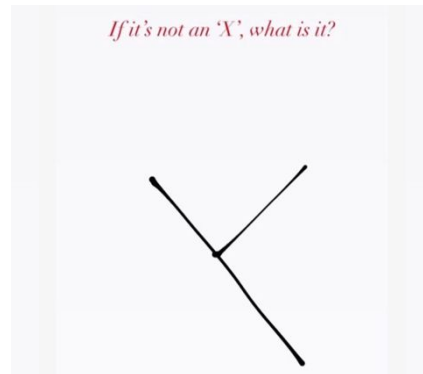
Write 2 sentences about what you have created.

Send the picture to your teacher.

Challenge someone in the house to draw something more creative than your image.



Here is an example of a visual literacy drawings.



1.



2.

Activity 2: Guess the Fairytale

Guess the fairytale



Guess the fairytale



MONDAY

Electricity

What is electricity? Electricity is the flow of tiny particles called electrons which travel through wires. This flow is called an electrical current. An electrical current can only flow if there is something to give it a 'push'. This 'push' can come from a source, like a battery or the wall socket which provides 'Mains Electricity'

What does electricity do? Electricity is a form of energy that provides heat, light, sound and motion.

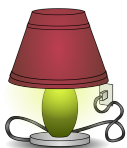
Activity 1:

Why is electricity important?

Make a list of 10 items that need electricity in your home

Activity 2: Put these items into groups. Make 2 groups. (divide your copy page in 2. Draw and label the items)

Lets think, how might you group them?

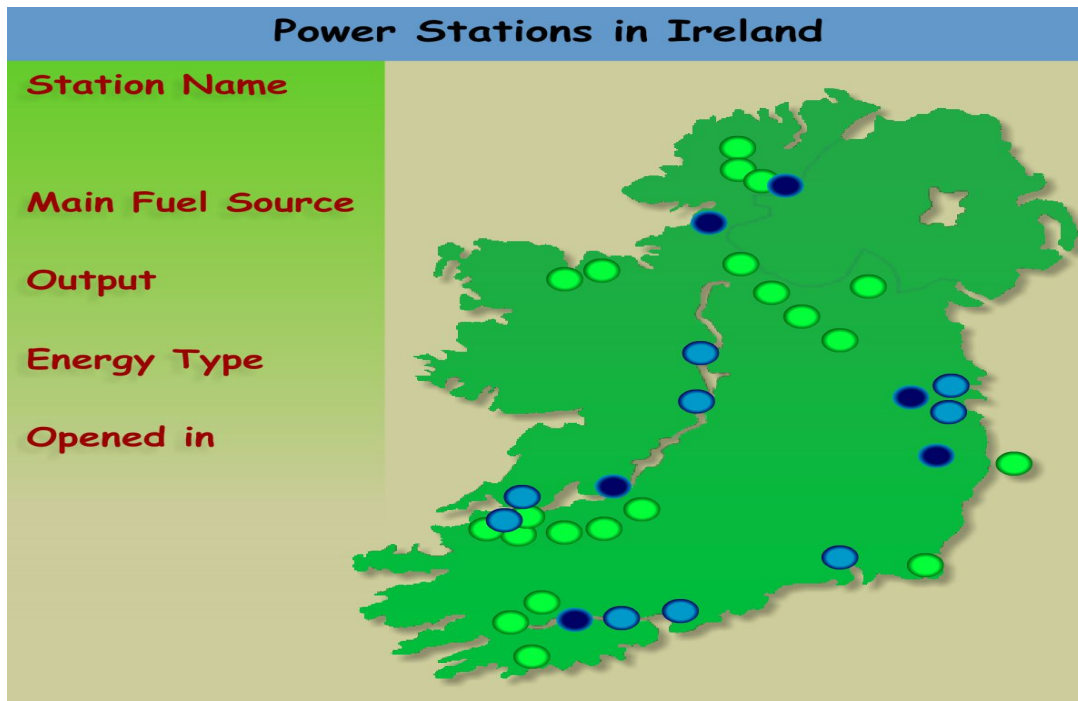


So, we know that a lot of items around us **need** electricity to work. But, where does it come from?

We get this electrical energy from various sources, it mainly comes from the burning of fossil fuels (coal and oil). This is a **non - renewable** source of energy. Which means once we've used it all, it's gone. Another way we can get electricity is through **renewable** sources such as wind turbines. Renewable sources of energy come from *nature* and will always be available to us. This electricity is sent from power stations through cables to our homes.

Task 3: Which electricity source do you think is better for the environment? Why?

Electricity in Ireland



The map above shows all the power stations in Ireland. Each dot represents a powerstation.

Light blue: non - renewable

Dark blue: renewable (hydro)

Green: renewable (wind)

Task 1: Can you research what the difference between hydro and wind energy is

Hydro energy	Hydro energy is....
Wind energy	

Task 2: Question time:

1. How many power stations are there in Ireland?
2. How many use non - renewable energy?
3. How many use renewable?
4. What is the most common type of energy made in Ireland?
5. How many power stations are there in dublin?

Task 3: Create a short fact file about the Poolbeg Power Station in Ringsend, Dublin.

<https://esbarchives.ie/portfolio/poolbeg/>

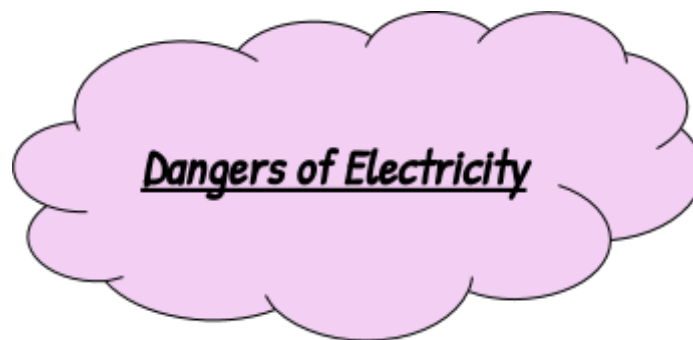
WEDNESDAY:

The Dangers of Electricity

Electricity is a very powerful and valuable energy. However, if it is not used properly it can be very dangerous. We need to be very careful when using electricity both in our homes and when we are outside.

If we are not careful around electricity we could get an electric shock. This can be very harmful to our bodies. An electric shock is a dangerous and harmful pain sent through our body by electricity, when we have gotten too close to an electrical source. An electric shock can cause burns and damage to our hearts and bodies. We need to be extremely careful around electricity.

Activity: Let's brainstorm! In your copy brainstorm some ideas about how electricity might be dangerous?



Watch this video about staying safe around electricity. <https://youtu.be/Pr9YntO7V1U>

Activity: Create a poster about the dangers associated with electricity. Use what you have learned from the video to inspire your poster. Can you think of a catchy slogan to catch the audience's attention.



SPHE - Healthy Eating

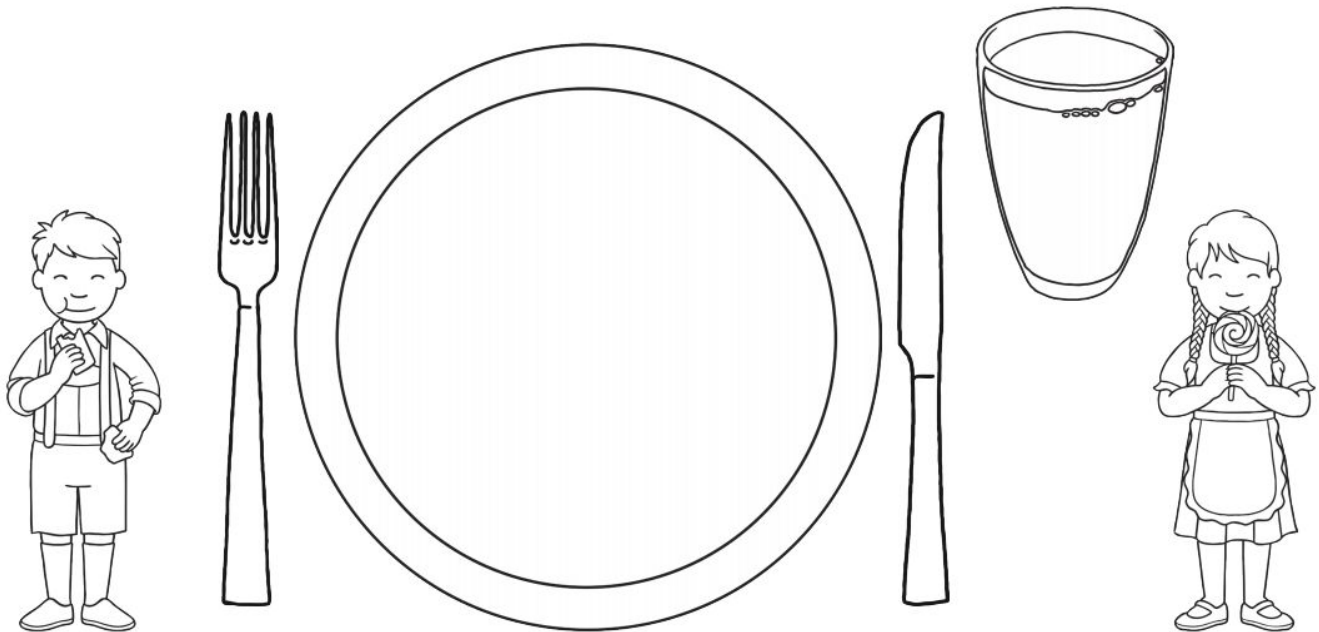
Last week you were learning about healthy eating and the food pyramid.

Can you remember which type of fruit is best for you, fresh, canned or frozen?

Can you name three things which belong in the dairy group?

This week we are going to use what we read about and learnt last week and design a healthy meal.

You can write down what type of healthy breakfast, lunch or dinner they could have and draw a picture of it.



Now see can you guess the fruit and vegetables from the following clues:

1. I am small, I am sweet, I am blue?
2. We grow in a pod, we are small and round, we are green?
3. I am green, I am cooked to eat, I look a little like a tree?
4. I come in stalks, I am green and crunchy, I am green and long?
5. I am large, I am green on the outside and pink on the inside?
6. I grow in the ground, I am orange?
7. I am used in salads, I am long and have green skin, I am crunchy?
8. I am round and red, I have seeds inside me, I can be cooked or eaten raw, I am soft to eat?

MUSIC

The Chieftains

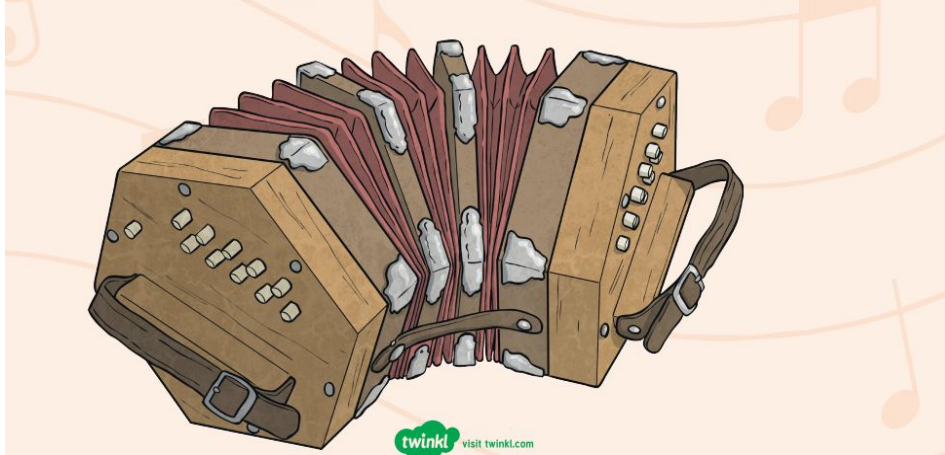
The band began in 1962. They are one of the first bands to make Irish music popular outside of Ireland. The members of The Chieftains play the uilleann pipes, tin whistle, button accordion, flute and bodhrán. They have had many members over the years but the current members are Paddy Moloney, Seán Keane, Kevin Conneff and Matt Molloy

Today we are going to listen to a medley of their songs.

[Listen to the Chieftains](#)

Now we are going to learn about some of the traditional Irish instruments

The concertina is a small hexagonal instrument. It is similar to the melodeon in the way that it is played. It is particularly popular in the south-west of Ireland.



The harp is probably the most famous of all of the traditional Irish instruments. The harp can have up to 47 strings and the sound is produced by plucking the strings. A harp player is called a harpist. It is also one of the oldest instruments in the world. The harp is the official emblem of Ireland.



The fiddle and the violin are the same instrument! We call it a fiddle when it is used in traditional Irish music. The fiddle has 4 strings and it is played with a bow. It is one of the most popular instruments used in traditional Irish music.



The flute is a woodwind instrument. It has been used in Irish music for many years. The Irish flute is usually made from wood and has 6 holes and up to eight keys. The Irish flute and the tin whistle have the exact same fingering. Many Irish flute players start off on the tin whistle before moving onto the flute because of this.



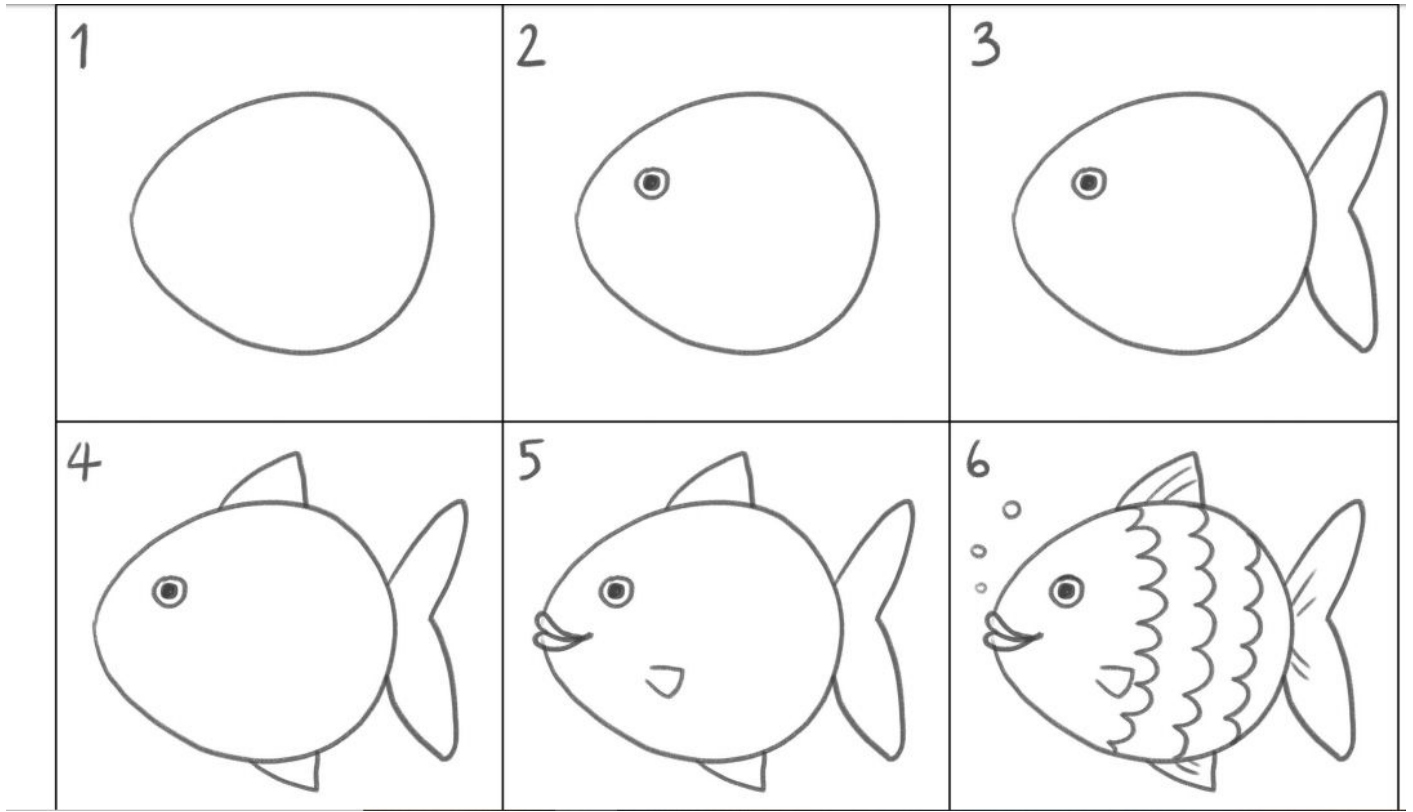
Now answer the questions based on what you have read

1. What is the oldest Irish instrument?
2. How many strings has a fiddle?
3. What do you call a harp player?
4. Which instrument is particularly popular in the south west of Ireland?
5. Which instrument is a woodwind instrument?

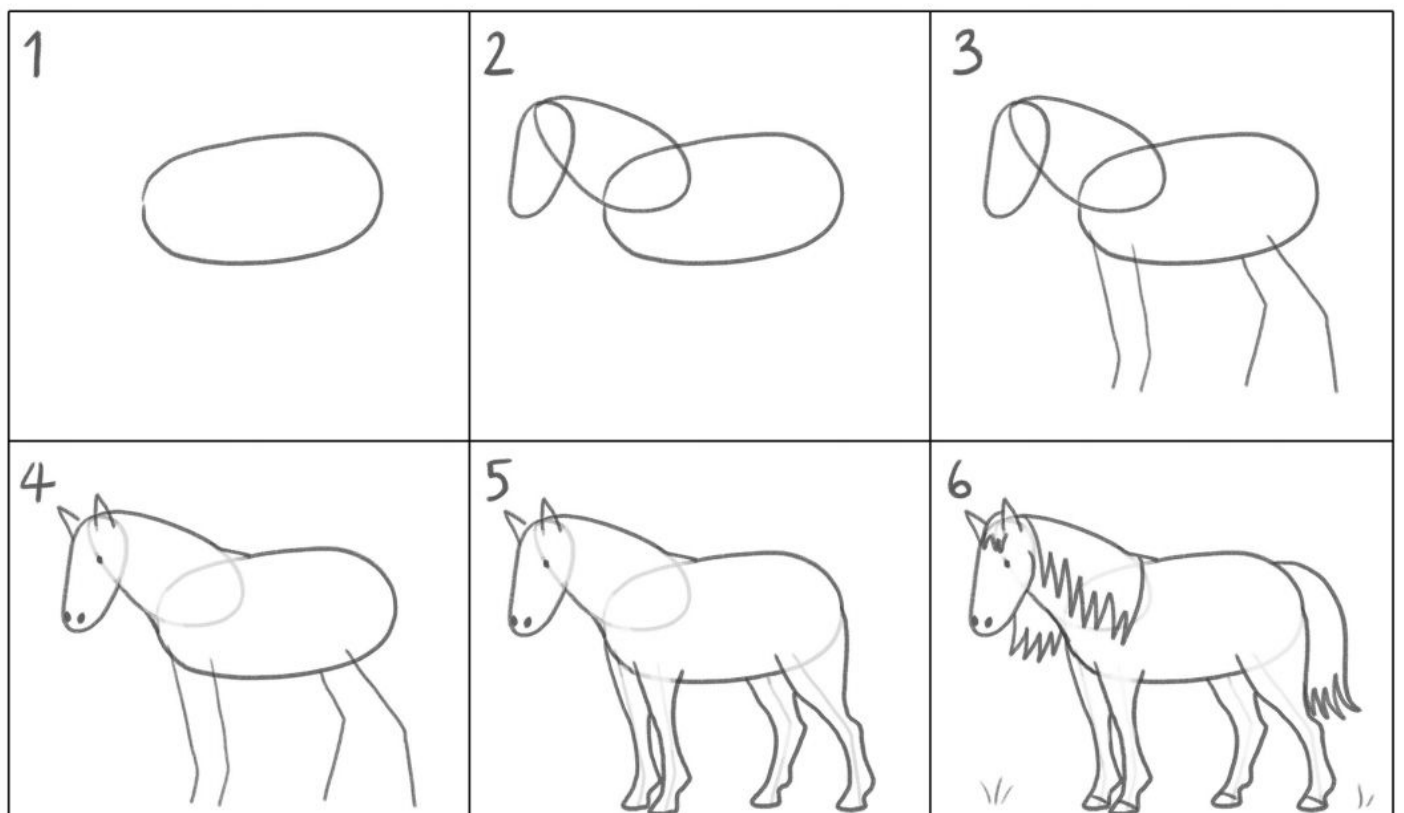
ART - How to draw animals step by step

Try to draw some of these step by step

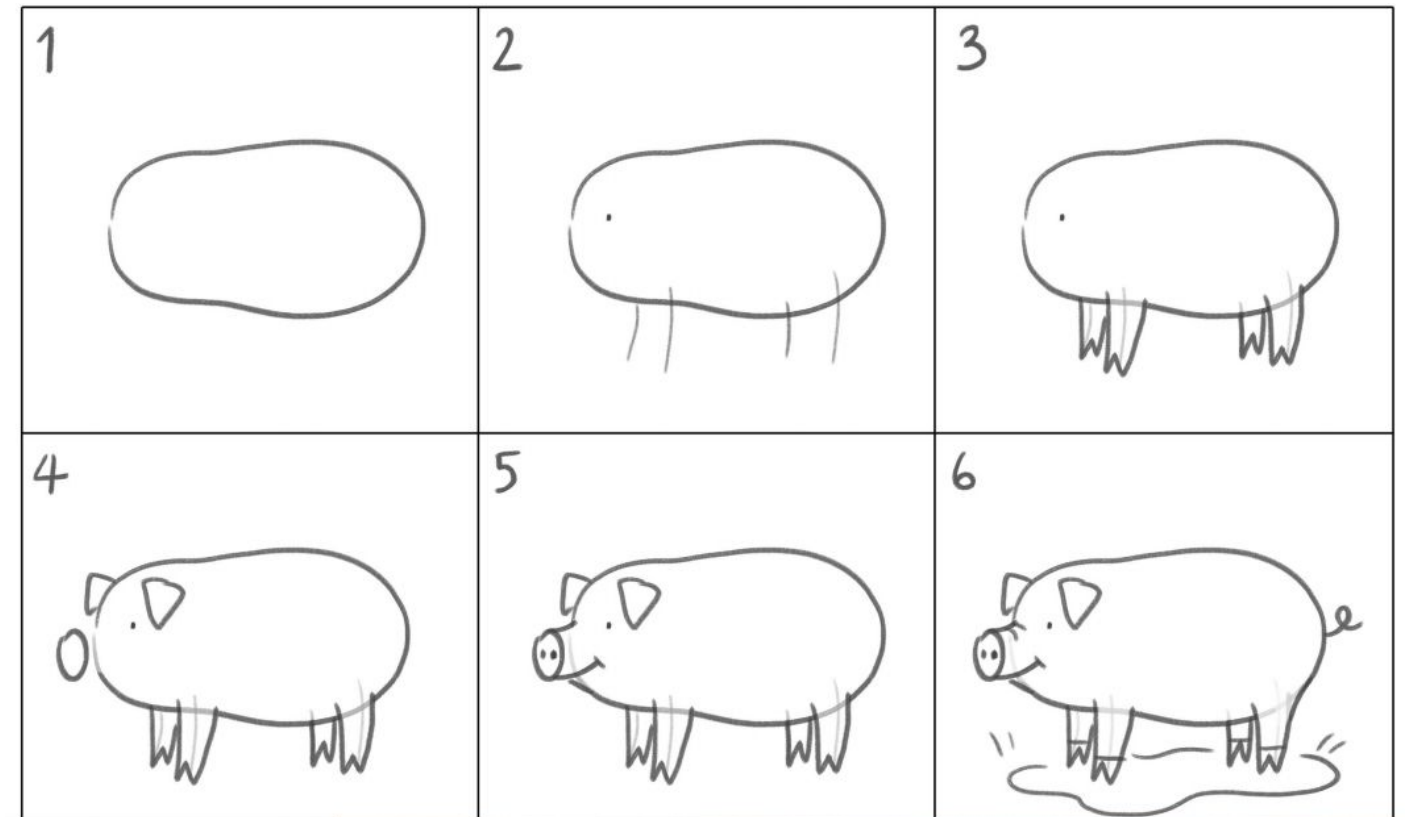
A Fish



A Horse



A Pig



A Penguin

