

5th Class Home Learning Week 6

Hi 5th Class,

We hope everybody had a lovely safe Mid-term break. We have no doubt that you are all refreshed and ready to get back to some work. Remember this work does not need to be printed off, *use your copy to complete your daily tasks*. Don't forget to put the date on each page and send back some work to your teacher to correct.

Zoom - Zoom calls will continue this week. We hope to see all of you. We will send the code to your email before the meeting. It will be the same code every week.

Video Lessons are highlighted in blue. Be sure to click the blue video link to watch.

As always, if you have any questions we are just an email away.

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5th Class Home Learning Week 6

Suggested Timetable:

Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Maths	Maths	Maths	Maths
Literacy: English & Gaeilge	Literacy: English & Gaeilge	Literacy: English & Gaeilge	Literacy	Literacy
B	R	E	A	K
SESE	SESE	SPHE	SESE	Art
PE (links below)	Athletics (video)	PE (links below)	PE Challenge (video)	PE (links below)
DEAR Time	DEAR Time	Music	DEAR Time	Art

P.E: You can choose to follow any of the workouts from the links below:

*PE with Joe on Youtube

<https://www.youtube.com/playlist?list=PLYCLoPd4VxBuS4UeyHMccVAjpWaNbGomt>

*Clare GAA Coaching and Training https://www.youtube.com/channel/UC_mki946NlaSnt4EGLQJSaQ

*GoNoodle 'Pump it up' Workout <https://family.gonoodle.com/activities/pump-it-up>

*GoNoodle 'Blast Off' Workout <https://family.gonoodle.com/activities/blast-off>

** DEAR time: Drop Everything And Read. <https://www.worldofdavidwalliams.com/elevenses/>

Here are some useful and fun Maths websites;

<https://www.mathplayground.com/>

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<https://sudoku.cool/4x4-sudoku-download.php>

Monday - Maths

Warm up: Bonds of 10 – When completing a sum in our head, we do not always have to add the numbers as we read them from left to right. We can pick out two numbers from the sum that add to make ten and then add on the other numbers on to 10.

For example: $8 + 5 + 4 + 2 =$

If I was to complete this sum I could add $8 + 2 = 10$ and then $5 + 4 = 9$ so then $10 + 9 = 19$

In your head, and without writing anything down, can you add:

(a) $8 + 3 + 7 + 2 =$

(b) $5 + 4 + 4 + 6 =$

(c) $2 + 9 + 8 + 3 =$

Directed Numbers

Question: Are there numbers smaller than zero?

This week we are beginning a new topic and our goal for the week is to see that there are numbers less than zero and to use such numbers.

Video: Watch the video put together by Miss Gallagher explaining this week's topic. It is linked here - [Directed Numbers Intro.mp4](#)

Activity 1: After watching the video complete the questions below:

1. What do we call a number that is smaller than zero? _____
2. Give an example of a number that is smaller than zero. _____
3. What do we call a number that is greater than zero? _____

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4. Give an example of a number that is greater than zero. _____
5. Name 3 times when we could use negative numbers. _____,
_____, _____

Activity 2: Draw this number line into your copy and complete the missing numbers.

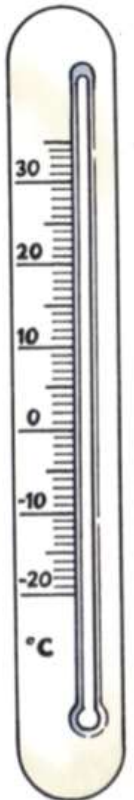
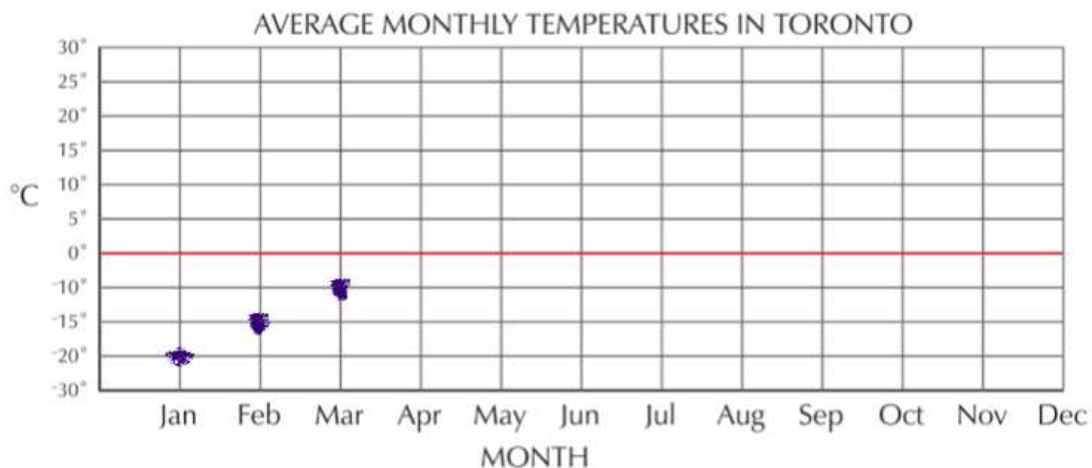
Write the missing numbers for the levels on the following number line.



Activity 3: Complete the line graph below - the months January, February and March are completed for you. (*Hint: The freezing point of water is 0 degrees*)

A Fill in the following average monthly temperatures for Toronto on the bar line graph. Careful! Look where 0° is on the chart. Mark the temperatures on the thermometer.

Jan	Feb	Mar	Apr	May	Jun
-20°C	5° warmer than Jan	10° below freezing	The freezing point of water	10°C	35° warmer than Jan
Jul	Aug	Sep	Oct	Nov	Dec
10° warmer than May	10° warmer than Jun	20°C	10° colder than Sep	20° colder than Sep	25° colder than May



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Monday - English

This week we're working on Explanation Writing

Reading: The Boy Detective

Meet Fletcher Moon. He is a schoolboy and a fully qualified private **investigator**. Since graduating online, he has solved all sorts of minor mysteries at home and school. It was only a matter of time before things got serious when dealing with the **shady** Sharkey family.

Activity 1: Vocabulary

Look up the meanings of the **red words** above.

Activity 2: Pre-Reading

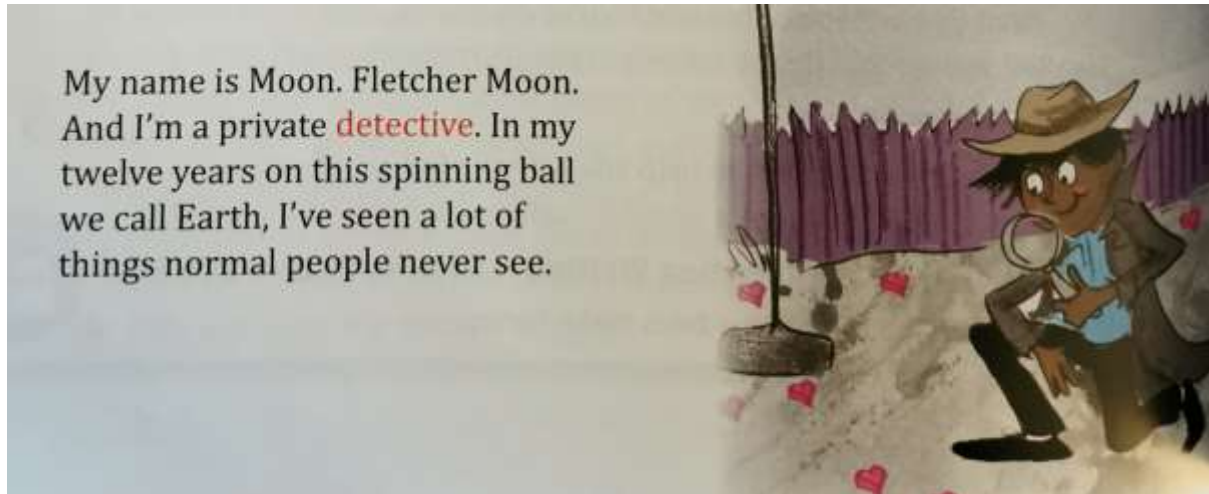
Answer the following questions in your head

(you can look up/Google/ask an adult for some information if you're not sure)

1. What work do detectives do?
2. How do they do their work?
3. Would you like to be a detective? Why? Why not?
4. What type of case would you like to investigate?

Activity 3: Reading

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Activity 4: Questions

Answer these questions in your copy:

1. What had Fletcher seen being taken from babies?
2. What age was Fletcher when he almost gave up being a detective?
3. What was Bob Bernstein's first rule of investigation?
4. Use your imagination: what do you think Herod Sharkey did to make Fletcher forget the rule?

Activity 5: Vocabulary

Find the meaning of these words:

- Counterfeit _____
- Aspire or aspiring _____
- Legendary _____

Activity 6: Working with Sounds

Read the green box, then use the words in the boxes to fill in the gaps.

Write the 10 sentences in your copy.

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D Working with Sounds: Suffixes -le, -el, -il and -al

Sometimes words ending with -le, -el, -il and -al can have similar sounds. It can be difficult to decide on the correct spelling, e.g. normal, invisible, nostril, novel, etc.

Rewrite the following putting in the correct -le, -el, -il or -al words.

assemble	council	shrapnel	stencil	informal
parallel	criminal	obstacle	approval	squirrel

1. I used a _____ to paint the design on the wall of the classroom.
2. The _____ was brought to court and sentenced to five years' imprisonment.
3. The tour group were asked to _____ in the main square at noon.
4. The _____ was busy collecting nuts before winter.
5. The X-ray helped her locate the _____ from the bullet in the man's leg.
6. I drew a line _____ to the one at the top of the page.
7. The runners had to jump over the _____ on the running track.
8. The event was _____, so I decided to just wear casual clothes.
9. The local _____ has a list of jobs to be completed before the new year.
10. The law could not be passed without the _____ of the government.

Monday - Gaeilge

Use Vocaroo to send your teacher a clip of practicing your Irish questions and new words. Simply press the record button, speak, press the stop button when your done, click save and share and send the link to your teacher -

<https://vocaroo.com/>

Practice these questions - Here is Ms. Walsh going through the questions and answers with you - [Oral Language -](#)

[Céisteanna](#)







1. Cad is ainm duit? _____ is ainm dom
2. Cén aois thú? Tá mé _____ mbliana d'aois
3. Cén lá atá ann inniú? Inniú an _____
4. Cén lá a bhí ann inné? Inné bhí sé _____.

Bia

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Click the video for today's lesson → [Lesson 1 - New Words](#)

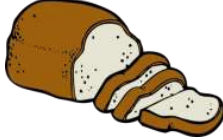
Seo é an focloir nua - Feach ar an físeán seo chun iad a chleachtadh

Arán 	Anraithe 	Piotsa 
Glasraí 	Cáca 	Sú Oráiste 





Meaitsáil - Meaitsáil na focail léis na pictúir ceart

Cáca	
Arán	
Sú Oráiste	
Anraithe	

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Piotsa	
--------	--

Now, using the phrases you learned last week. Answer these questions.

1. An mhaith leat  ? Is/ Ní mhaith liom _____.
2. An mhaith leat  ? _____.
3. An mhaith leat  ? _____.
4. An mhaith leat?  ? _____.

Monday - SESE

This week we will be learning about Caring for our Environment.

Energy

What do you think of when you hear the word energy? Do you think of sports and being active? Do you think of feeling very awake and alert? Do you think of being tired when you have no energy? The human body uses energy everyday to stay alive, and we get our energy from food, as do most other animals.

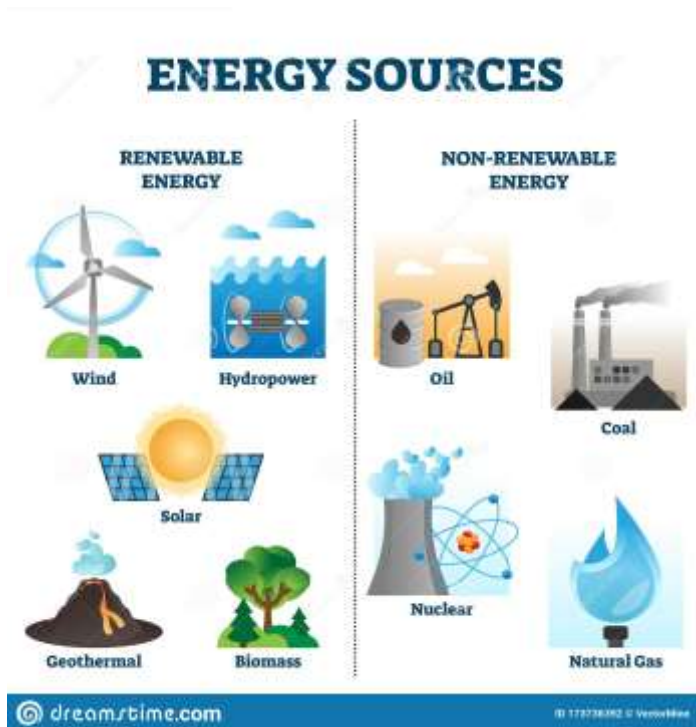
Did you know that things need energy to work too, just like our bodies!

Here are a few examples:

- 1) Our homes use energy to provide us with heat and keep us cosy,
- 2) Our street lights use energy to light up and keep us safe in the dark,
- 3) Our water pumps use energy to make sure we have running water.

But where does this energy come from? If humans get energy from food, and plants get energy from the sun, how do non-living things get energy?

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Have a look at the picture on the left.

You'll see words like coal, oil, gas, solar and wind. All of these things are used to give us energy so that things around us can work.

We can group energy sources into 2 different groups:

- 1) Renewable energy
- 2) Non-renewable energy

Renewable energy comes from things that Earth won't run out of, like wind.

Non-renewable energy comes from things Earth will run out of, like oil.

Activity: Which is better: renewable or non renewable energy sources? Why? When we think about where our energy comes from, it makes sense to think about others, particularly the people who live after us. If we use all the non-renewable sources now, there won't be any left for the next generation, but if we use renewable sources, there will be enough for everybody because Earth won't run out of these resources. That's why it's really important that we start to use more renewable sources and stop using non-renewable ones.

There are a number of responsible things we can do to help **conserve** energy. To conserve something means to avoid wasting it. We already do some of these at home and in school, but maybe there's more that you could do to play your part in saving the planet!

Click this link and watch this video, and then answer the questions below!

[5. How you can save the planet?](#)

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Questions:

1. Describe 3 ways to save energy that were mentioned in the video.
2. Do you do any of these already? Tell me which ones!
3. Can you think of any other ways to save energy that weren't listed in the video?
4. List 5 things that go in the Recycling bin.

Water

Saving water is a great way to protect the planet. We can do this by turning off the tap when your toothbrush is in our mouth, only boiling the water we need in the kettle, and limiting how long we take in the shower.

Activity: Shower time

This week, write down how many minutes you spend in the shower. Each time you shower, see if you can beat your previous time by spending less minutes in the shower. Use a watch, clock or timer on a phone to help you keep track!

Tuesday - Maths

Warm up: Bonds of 10 - When completing a sum in our head, we do not always have to add the numbers as we read them from left to right. We can pick out two numbers from the sum that add to make ten and then add on the other numbers on to 10.

In your head, and without writing anything down, can you add:

(a) $9 + 8 + 2 + 5 =$

(b) $7 + 3 + 8 + 3 =$

(c) $4 + 4 + 6 + 2 =$

Directed Numbers

-Yesterday we learnt that there are both **positive** and **negative** numbers

-Today we are going to learn how to find **the difference** between positive and negative numbers

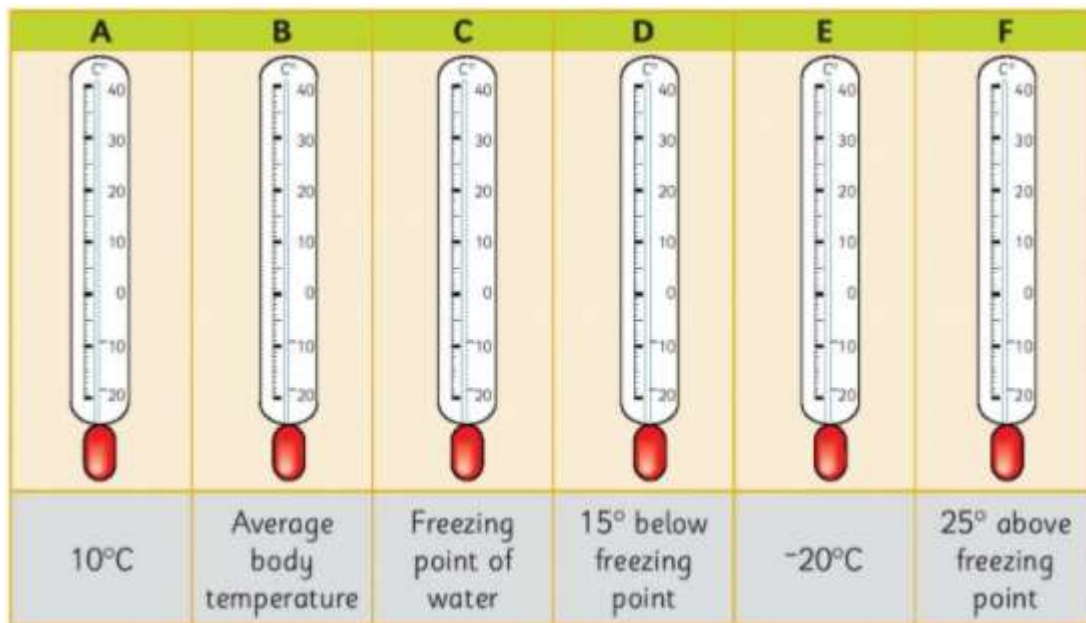


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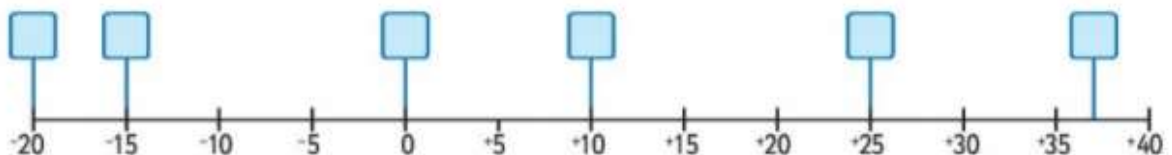
Ask someone at home to upload your **Maths** work from today onto the App Groupchat

Activity 1: Using the Maths Facts box can you write into your copy the exact temperatures of the thermometers A - F. A and E are already filled in for you.

Maths Facts Water freezes at 0°C ; water boils at 100°C . Our average body temperature is 37°C . Negative temperatures are below freezing (0°C). Positive temperatures are above freezing.



Activity 2: Now draw the following number line into your copy and fill in the correct CAPITAL LETTER into the blue boxes looking at the thermometers in activity 1.



Activity 3: Answer the following questions based on the thermometers from activity 1.

-Video: Watch the video linked below and Miss Gallagher will show us how to find the difference between positive and negative numbers before completing the activity: [Directed Numbers 2.mov](#)

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1. Which thermometer shows the highest temperature?
2. Which thermometer shows the lowest temperature?
3. Which thermometer shows 0 degrees?
4. What is the difference in degrees between:
 - (i) C and F?
 - (ii) C and E?
 - (iii) A and B?
 - (iv) A and E?
 - (v) E and F?
 - (vi) D and E?

Tuesday - English

Activity 1: Reading

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September twenty-seventh. That day is as clear to me as a high-resolution photograph. The end of our first month back in school after the summer holidays. Unfortunately the summer didn't know it was over and was pouring on the sunshine. The heat came off the tarmac yard in sheets, wrapping itself around the students of St Jerome's Primary and Secondary School.

I arrived at the gates around the usual time. Eight fifty. I like to be ten minutes early wherever I'm going. Gives me time to get my finger on whatever pulse is beating. Private detectives need to be in touch with our environment. The *Bernstein Manual* says that: *A detective never knows where his next*

case is coming from. For all he knows, it could be a puzzle that he has already solved, if he's kept his eyes open. So I keep my eyes wide open. I can tell you which kids have wart acid on their fingers. I know who's passing lovey-dovey notes around in the senior yard and even which teachers stop off in Burger Mac on their way to school.

But nobody can possibly see everything. Not even the legendary detective Bob Bernstein. That's why I needed my informants. Doobie Doyle was the best one I had. An eight-year-old snot-nosed snitch with sharp eyes and a big mouth.

Doobie would sell out his own mother for a sweaty handful of jelly beans. Unfortunately, when I say Doobie was snot-nosed, it's not just a turn of phrase. Doobie never went anywhere without a couple of green yo-yos hanging from his nostrils, which he then snorted back up so hard that they wrapped round his brain. Actually, it was the perfect disguise. It was all people noticed about him. If Doobie ever wiped his nose, his own mother wouldn't be able to pick him out of a line-up.



Activity 2: Questions

Answer these questions in your copy:

1. What was the weather like on September 27th?

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2. How many minutes early does Fletcher like to be?
3. What bad habit did Doobie have?
4. Do you think Fletcher was happy to be back in school? Explain why or why not.

Activity 3: Vocabulary

Find the meaning of these words:

- High resolution _____
- Informant _____
- Disguise _____

Now put the words in alphabetical order: _____, _____, _____.

Activity 3: Descriptive Sounds

Read the **yellow box**, then use the words in the boxes to fill in the gaps.

Write the 10 sentences in your copy.

G Vocabulary Work: Descriptive Sounds

In the story the author describes the sights and sounds in the school yard. Certain words can be used to describe different sounds, e.g. the **rustling** of leaves.

Rewrite the sentences below inserting the correct descriptive sounds.

blaring	clattering	cracking	pealing	wailing
chugging	clinking	dripping	tinkling	rumbling

1. The _____ of the tap kept me awake all night.
2. I could hear the _____ of the car engine as it struggled to get up the hill.
3. The _____ of the train sounded like thunder in the distance.
4. We could hear the _____ of coins in the man's pocket.
5. The horses neighed loudly when they heard the _____ of the whip.
6. There was a _____ of glass as the groom made a toast at the wedding.
7. The _____ of the trumpet sounded like a car horn at the parade.
8. The _____ of hooves warned us that the herd of buffalo was approaching.
9. The _____ cry of the siren told us the ambulance was on its way.
10. We could hear the _____ of the bells as we approached the church.

Tuesday - Gaeilge

Again, send a clip of you speaking some Irish to your teacher using Vocaroo - <https://vocaroo.com/>

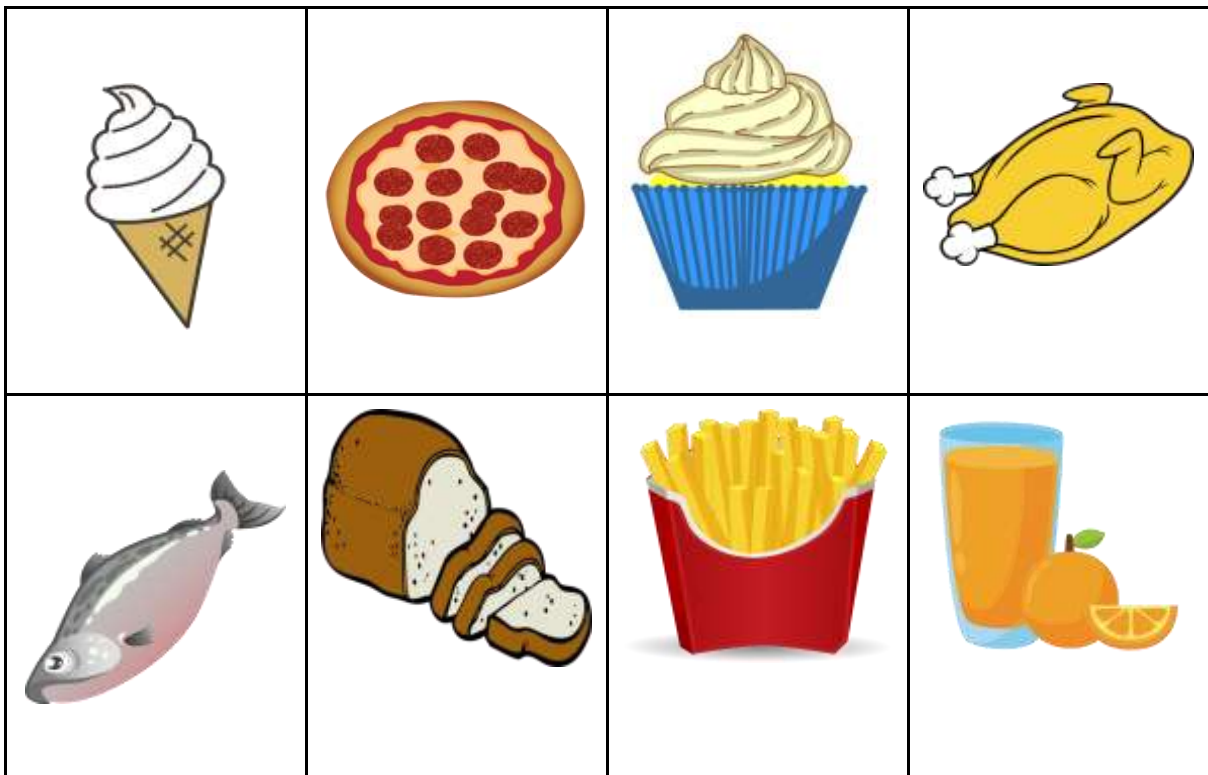
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Practice these questions - Here is Ms. Walsh going through the questions and answers with you - [Oral Language - Céisteanna](#)

5. Cad is ainm duit? _____ is ainm dom
6. Cén aois thú? Tá mé _____ mbliana d'aois
7. Cén lá atá inniú ann? Inniú an _____
8. Cén lá a bhí ann inné? Inné bhí sé _____.

Bia

Watch this video for today's lesson - [Lesson 2 - Biachlár](#)
Cád é seo? Lipéadú cuir na focal ceart - Label these pictures correctly.



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Biachlár - Feach ar an Biachlár seo ó Bhiann Ms. Walsh. Anois, cruthú do Biachlár féin -
Have a look at Ms. Walsh's Menu for her restaurant. Create your own.

Tarrain pictúir ó na bia - Draw pictures of the food.

Include:

1. Reamhchursáí - starters
2. Priomhchúrsaí - mains
3. Milseoga - desserts
4. Praghas - price

Bialann Ms. Walsh

Bia chlár-Menu.

Réamhchúrsaí → Starters

Anraithé agus arán



Praghas

€ 5.00

Príomhchúrsaí - main Course

Sicín, glasraí agus Scealloga



Praghas

€ 11.50

Milseoga - desserts

Cáca agus uachtair reoite.



Praghas

€ 4.80

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Tuesday - SESE

Fossil Fuels & Global Warming


Fossil fuels are a type of non-renewable energy source. Read the information below and then answer the questions below in your copy.

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Fossil Fuels

Coal, oil and natural gas are extracted from the Earth's crust. These are called fossil fuels. They developed over millions of years from the remains of dead plants and animals. They contain energy that originally came from the sun. They are burned to provide heat energy and light energy, or to generate electricity in a power station. They are non-renewable, meaning that they cannot be replaced.

I DON'T LIKE MUDDY FOOTPRINTS ON MY FLOORS, BUT THE TYPE OF FOOTPRINT THAT MOST CONCERNS ME IS A CARBON FOOTPRINT!



Carbon Footprint

A carbon footprint refers to the amount of carbon dioxide gas emitted into the atmosphere each year by an individual's activities. Carbon is nature's building block – everything that grows is made from it. Carbon is stored in large quantities in fossil fuels. In its solid form (for example, in a lump of coal or in a tree trunk) it is harmless to the environment. When it is burned, it creates carbon dioxide gas, which is released into the atmosphere. Too much carbon dioxide in the atmosphere is causing global warming. Burning fuel in a barbecue adds to the levels of carbon dioxide in the atmosphere.

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Subject: Science	Strand: Energy and Forces / Materials	Subject: Geography	Strand: Natural Environments
Strand Unit: Heat (linked to Materials and Change)		Strand Unit: Weather, Climate and Atmosphere	

Questions

1. What is generated in a power station?
2. What is a carbon footprint?
3. What is nature's building block?
4. What gas do humans breathe out: oxygen or carbon dioxide?
5. What causes global warming?

Pollution

Burning fossil fuels is a type of pollution. Pollution is anything that harms or poisons the environment. Another common type of pollution is litter. Litter is any rubbish left lying around or thrown on the ground in a public space, (like a path, park, or street). This is a photo taken in Sean Walsh park in Tallaght.

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How does it make you feel?

Do you think the person who put this rubbish here is a responsible and caring individual?

It's so important that we dispose of our rubbish correctly. Nobody wants to look at litter around them all the time, and we all have a responsibility to keep our community tidy. We need to consider others at all times, not just people, but living creatures too. It's very easy for birds and animals to become injured or sick as a result of human littering.



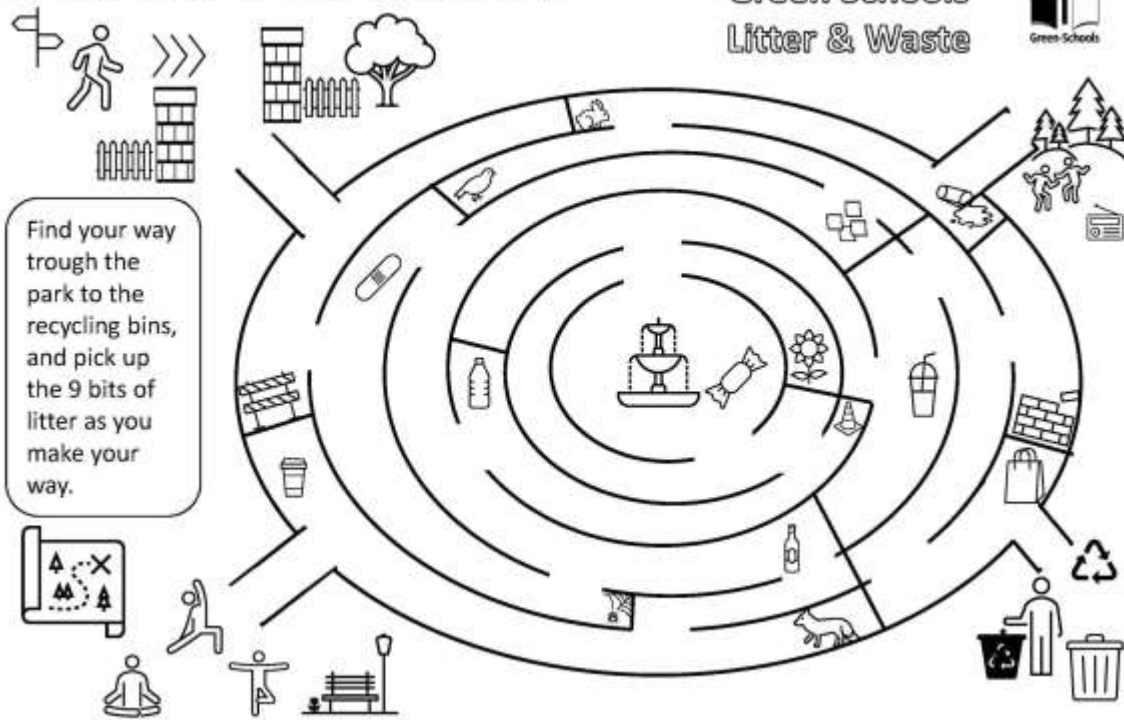
Activity 1: There are bins in most public places for your rubbish, but what if there's no bin? **What could you do with your rubbish?**

Activity 2: Maze

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Can you help clean up the park?

Green Schools
Litter & Waste



Activity 3:

Materials - environment wordsearch

c	o	l	l	e	c	t	q	x	a
y	b	i	n	p	a	r	e	g	g
m	e	t	a	l	n	y	n	c	a
j	m	t	d	e	s	a	v	e	i
u	s	e	l	h	s	l	g	r	n
n	r	r	e	c	y	c	l	e	z
k	o	b	d	k	e	r	a	p	s
p	c	l	o	t	h	x	s	a	b
l	k	n	m	a	k	e	s	p	o
c	a	r	d	b	o	a	r	d	x

collect	use again	paper	junk model	bin
litter	metal	glass	save	spare
recycle	cardboard	help	make	rock
cans	egg box	cloth	clay	try

Tuesday - PE

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Warm up Video:

Click the blue video link to follow Ms. Walsh's warm up - [Warm Up](#)

Running Activity

Yo Yo Sprints: Click the video for today's lesson - [YO YO Sprints](#)

You will need:

- An spacious area
- 4 items to mark each distance
- Leave 10 steps between each marker

What to do:

- Sprint to the closest marker, then back to the start.
- Then, sprint to the 2nd furthest and straight back the beginning.
- Finally, sprint to the last again and sprint back.
- You can create different sequences for example: sprint to the 2nd, then the 4th etc.

Throwing Activity

Get a ball, a pair of socks or a roll of toilet paper.

- Throw the object in the air, see how many times you can clap your hands before catching the object.
- Keep track of your results and send your personal best to your teacher.



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Wednesday Maths

Warm Up Recap! Answer the following questions based on Monday and Tuesday work:

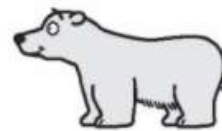
1. Which number is bigger, $+7$ or -7 ?
2. Which number is smaller, 0 or -20 ?
3. Which number is halfway between 0 and $+10$?
4. Which number is halfway between -30 and 0 ?
5. You are at -29 and you jump 7 places to the right. What number are you at now?
6. You are at -3 and you jump 8 places to the right. What number are you at now?

Activity 1:

These are the temperatures in the following cities at midday one day in December.

New York: -1°C	Dublin: 5°C	Helsinki: -2°C	Oslo: -8°C
Cape Town: 27°C	Cork: 6°C	Cairo: 22°C	Rome: 13°C
Moscow: -11°C	Winnipeg: -14°C	Tokyo: 11°C	Hong Kong: 18°C

1. Which city has the highest temperature? _____
2. Which city has the lowest temperature? _____
3. What is the difference between the temperatures in Rome and Dublin? _____ $^{\circ}\text{C}$
4. What is the difference between the temperatures in Dublin and Cork? _____ $^{\circ}\text{C}$
5. How much warmer is it in Tokyo than in Winnipeg? _____ $^{\circ}\text{C}$
6. How much colder is it in Rome than in Cape Town? _____ $^{\circ}\text{C}$
7. What is the difference between the temperatures in Moscow and Helsinki? _____ $^{\circ}\text{C}$
8. Which city is warmer: Helsinki or Winnipeg? _____
9. Which city is colder: Moscow or Oslo? _____
10. How much colder is Winnipeg than Oslo? _____ $^{\circ}\text{C}$
11. How much warmer is Cork than New York? _____ $^{\circ}\text{C}$
12. What is the difference between the temperatures in Tokyo and Moscow? _____ $^{\circ}\text{C}$
13. What is the difference between the temperatures in Rome and Cork? _____ $^{\circ}\text{C}$
14. How much warmer is it in Cairo than in Hong Kong? _____ $^{\circ}\text{C}$
15. What is the difference between the highest and the lowest temperature listed? _____ $^{\circ}\text{C}$



Wednesday - English

Activity 1: Reading

On that morning, the twenty-seventh, he was at the gates waiting for me. I was surprised. Usually I had to track him down. This must be important.

'Morning, Fletcher,' he said, **trotting** along beside me.

I didn't look down. A close-up view of Doobie was not how you wanted to start your day.

'What have you got for me?' I asked casually.

'Did you see *Captain Laserbeam* last night? There was a mud monster.'

Doobie was a good snitch, but he **distracted** easily.

'Let's talk about cartoons later, Doobie. Do you have some information?'

'Yep. Good stuff. But I want to see the badge.'

I sighed. Doobie always wanted to see the badge. It was shiny, and he was eight.

'Ok, one **peek**, then spill the beans.'

I reached into my trouser pocket and pulled out a small leather wallet. I flipped it in front of Doobie's face. Inside were a **laminated** card and a gold-plated detective's badge. Sunlight winked along the badge's **ridges**, and for a long moment I was **mesmerized** by it. Even after six months, I sometimes found it hard to believe that it was finally mine.

'Wow' said Doobie with real **reverence**, which gave way quickly to doubt. 'You sure this is real?'

I tapped the laminated card. 'It's all right there, Doobie, Fletcher Moon. **Graduate** of the Bob Bernstein Private Detective Academy.'

'Can I have it?' asked Doobie, just like he did every time he saw the badge.

'No,' I replied, slipping the wallet back into my pocket. 'This took me two years to earn. Even if you had it, it wouldn't be yours.'

Doobie frowned. This kind of thinking was a bit **advanced** for someone who hadn't yet worked out the **mechanics** of a handkerchief.



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Activity 2: Questions

Answer these questions in your copy:

1. What shiny object did Doobie want to see?
2. Explain what "spill the beans" means in your own words.
3. How long did it take Fletcher to earn his badge?
4. Do you think Fletcher was being selfish? Explain your answer.

Activity 3: Vocabulary

Find the meaning of these words:

- Mesmerized _____
- Reverence _____
- Graduate _____

Choose one more word form your reading and find out what it means:

Activity 3: Abbreviations

Read the **blue box**, then see if you can work out the answers.

In Question 1, you need to guess what the full word is.

In Question 2, you need to guess what the abbreviation is.

E Grammar: Abbreviations

We use an **abbreviation** to shorten words, e.g. **Professor** Howard → **Prof.** Howard.
If the last letter of an abbreviation is same as the last letter of the full word, we do not use a full stop at the end, e.g. **Saint** Jerome's School → **St** Jerome's School.

1. Write the correct full word for each abbreviation.

- (a) Ave (b) Aug. (c) Jr (d) Thurs. (e) Fr (f) St (g) Dec.
(h) kg (i) Mr (j) Fri. (k) Sun. (l) Tues. (m) km (n) Oct.
(o) Prof. (p) Dr (q) Mrs (r) Rd (s) Dept (t) Capt. (u) Wed.

2. Write the correct abbreviation for each word.

- (a) Doctor (b) Tuesday (c) Professor (d) Friday (e) kilometre
(f) department (g) road (h) Father (i) Captain (j) foot
(k) Sunday (l) October (m) Saint (n) Saturday (o) Mister

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Wednesday - Gaeilge

Practice these questions - Here is Ms. Walsh going through the questions and answers with you - [Oral Language -](#)

[Céisteanna](#)

1. Cad is ainm duit? _____ is ainm dom
9. Cén aois thú? Tá mé _____ mbliana d'aois
10. Cén lá atá inniú ann? Inniú an _____
11. Cén lá a bhí ann inné? Inné bhí sé _____.

Grammadach

We are going to look at a new verb today.

** Watch the video for today's lesson - [Grammar Lesson Ól](#)

Gach maidin - every morning

Gach tráthnóna - every afternoon

Gach oíche - every night

Ólaim tae gach lá - I drink tea everyday.

Ól - to drink

Ólaim - I drink

Ólann tú - you drink

Ólann sé - he drinks

Ólann sí - she drinks

1. _____ cóla gach oíche. (mé)
2. _____ bainne gach maidin. (sí)
3. _____ caife gach maidin. (sé)
4. _____ uisce gach tráthnóna. (you)
5. _____ tae gach lá. (sé)



Write your own sentences using the clue below:



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(ól + sí) _____.

(ól + mé)  _____.

Wednesday - SPHE

Feelings

Task 1: Brainstorming our feelings

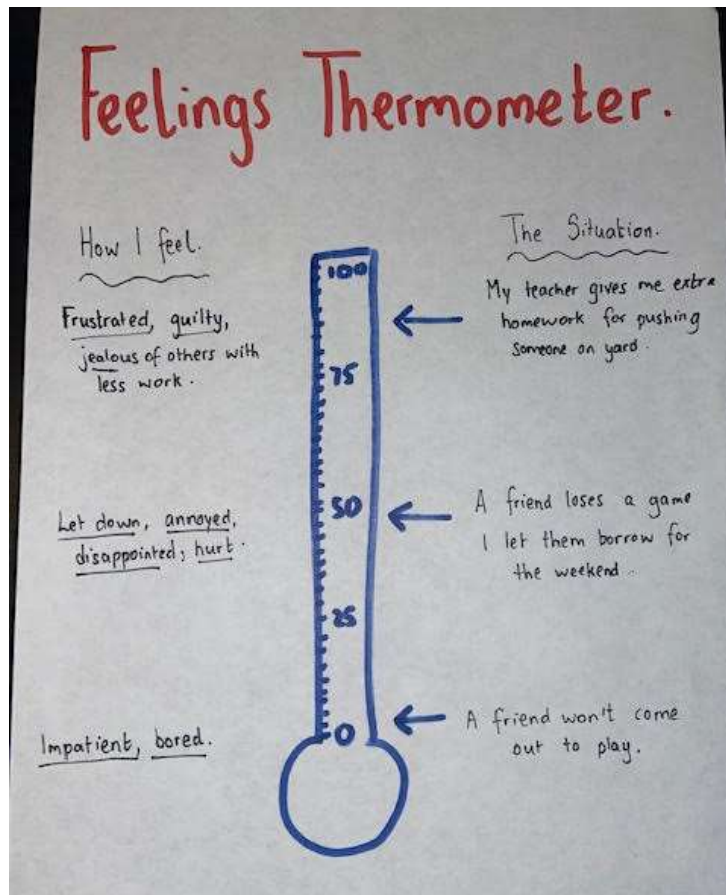
In your copy, can you brainstorm the words and adjectives that we can use to describe our feelings. Think about the sayings/phrases that we use too - 'I'm as happy as Larry', 'I'm on cloud nine' etc.

Task 2: Classifying our feelings

Can you now take a look at all the words that you have brainstormed, can you identify the 'good feelings' and identify the 'bad feelings'. Maybe you could put a green circle around the words you identify as 'good feelings' and a blue circle around the words that you identify with 'bad feelings'.

Task 3: Think about the different situations that make us have these bad feelings. In your copy can you draw a feeling thermometer like the example below. Pick out three situations and describe how you would feel during that time.

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Task 4: Make a list of 5 ways we can distract ourselves from these 'bad feelings'. (People we can talk to / things we like to do!)

Wednesday - Music

Today, we are going to continue to listen to Van Morrison. You have to listen to 2 of his songs. We will listen to a song called 'The Brightside of the Road'.

Click the yellow link to listen or type the name into youtube
→ [VAN MORRISON Bright Side of the Road](#)

Question time:

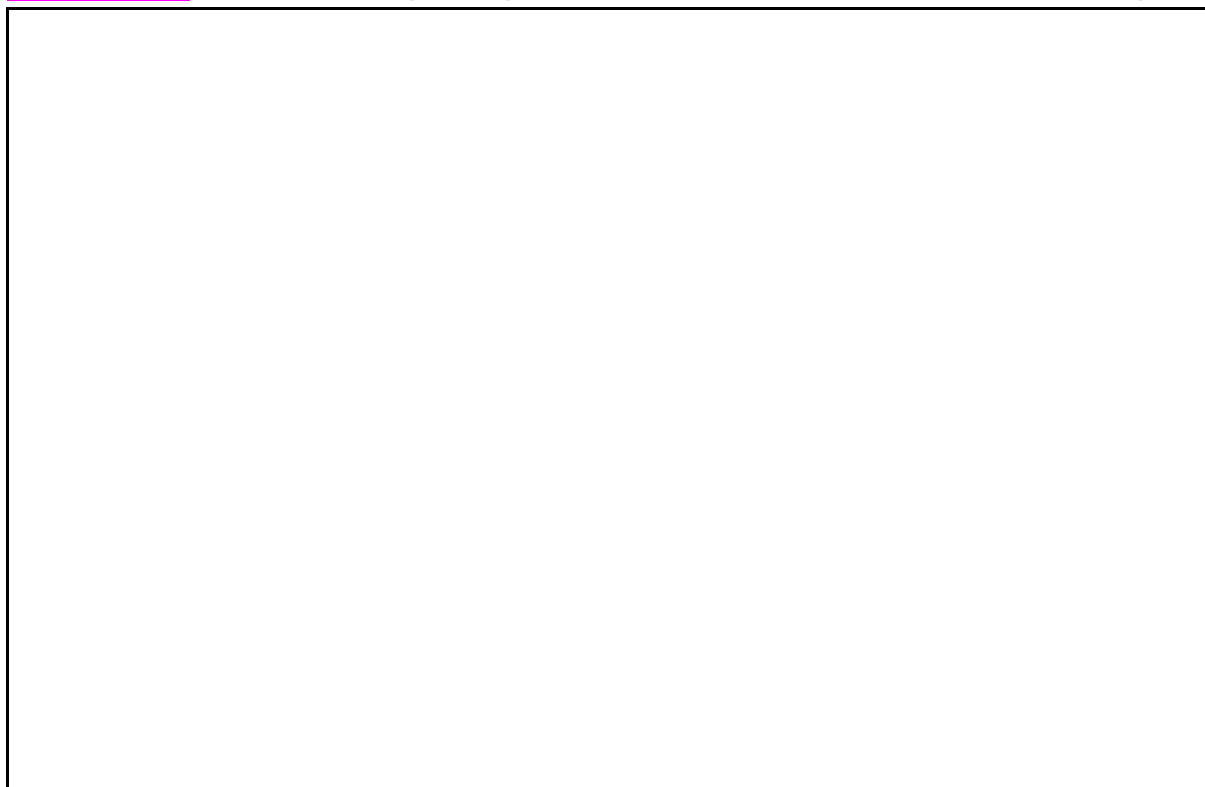
1. What instruments can you hear?
2. How is this song different to 'Days like This' and 'These are the Days'?
3. How does this song make you feel?
4. Which song do you prefer: 'Days like This', 'These are the Days' or 'Bright Side of the Road'? Why?

Rate the 3 songs we have listened out of 10. Give a reason for your rating

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1. Days like This:
2. These are the Days:
3. Days like This:

Get Creative!! Based on listening to Bright Side of the Road, create a CD cover for the song.



Thursday - Maths

Warm up: Complete the sequences

- (a) 3, 2, 1, 0, ____, ____, ____, ____
- (b) 20, 10, ____, ____, ____, ____
- (c) 21, 14, ____, 0, ____, ____, ____, ____
- (d) 13, 4, ____, ____, ____

Activity 1:

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These are the temperatures in the following cities at midday one day in December.

New York: -1°C	Dublin: 5°C	Helsinki: -2°C	Oslo: -8°C
Cape Town: 27°C	Cork: 6°C	Cairo: 22°C	Rome: 13°C
Moscow: -11°C	Winnipeg: -14°C	Tokyo: 11°C	Hong Kong: 18°C

Using the information in the table above complete this grid below by increasing or decreasing the **original number**, as required.

City	Cork 6°C	New York -1°C	Cape Town 27°C	Oslo -8°C	Helsinki -2°C	Hong Kong 18°C	Winnipeg -14°C
Increase the temperature by 5°C .							
Decrease the temperature by 3°C .							
Increase the temperature by 15°C .							
Decrease the temperature by 13°C .							

Thursday - English

Activity 1: Reading

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'So, what have you got for me, Doobie? Something juicy, I hope.'
'I dunno what I've got,' he said, 'I only came looking 'cause everyone knows I'm your secret snitch and they asked me to find you.'

I stopped. 'Who asked you?'

'Herod Sharkey,' replied Doobie. 'I don't know who the other one is, but he's big, really big.'

Herod Sharkey. According to school-yard rules, that name shouldn't have bothered me in the least. After all I was in sixth class and Herod was merely a fourth-class student. But the Sharkey family weren't ones for rules. In fact, if there was an unbroken rule somewhere, the Sharkeys would drive several hundred miles out of their way just to break it.



Herod was one of the school wild men. The teachers have a name for people like Herod. They call him one of the 'usual suspects'. Whenever anything went missing, he was routinely summoned to the principal's office for questioning. Nine out of ten times, Herod had the missing thing in his pocket. The other time, he had probably buried it in the sports field. It wouldn't be long before the police began to call at the school looking for him.

So why would Herod Sharkey be looking for me? I didn't own anything valuable. Except my detective's shield. My hand went instinctively to my pocket, but the wallet was still there. I decided to check it every thirty seconds or so, just to be on the safe side.

I dropped my bag off at the sixth-class spot, then followed Doobie around the side of the school, past the oil tank that had been painted to look like Thomas the Tank Engine, to the basketball court, where all the major student business was conducted. If you needed to hire someone to tell someone that a third person fancied them, this was the place to find that someone.

Activity 2: Questions

Answer these questions in your copy:

1. When would Herod be summoned to the principal's office?

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2. What valuable thing did Fletcher keep in his pocket?
3. Where was all the major student business conducted?
4. Why do you think Herod was looking for Fletcher?

Activity 3: Vocabulary

Find the meaning of these words:

- snitch _____
- summoned _____
- conduct _____

Activity 3: Descriptive Sounds

Read the words in the **orange boxes** and then put them into the phrases below. Start with the phrases you know, skip the ones you're not sure of and come back to them at the end.

Vocabulary Work: Descriptive Sounds

In the story *The Boy Detective*, the author describes the sights and sounds in the school yard. Certain words can be used to describe different sounds, e.g. the **rustling** of leaves.

1. Match the descriptive sounds to the nouns below.

babble	clanking	crackling	creaking	rustling
howling	ticking	banging	patter	purring

(a) The _____ of leaves

(b) The _____ of the wind

(c) The _____ of the stream

(d) The _____ of a clock

(e) The _____ of burning timber

(f) The _____ of raindrops

(g) The _____ of a drum

(h) The _____ of chains

(i) The _____ of the engine

(j) The _____ of an old door

2. Put five of the above **sound words** into sentences of your own.

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

Activity 4: Suffixes

Here's some fun revision of Monday's work! Can you find the words in the wordsearch?

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D Working with Sounds: Suffixes -le, -el, -il and -al

Sometimes words ending with -le, -el, -il and -al can have similar sounds. It can be difficult to decide on the correct spelling, e.g. normal, invisible, nostril, novel, etc.

Find the following words in the wordsearch.

h	i	d	e	p	m	l	e	l	v	a	l
o	l	p	t	o	a	e	v	a	t	n	l
r	a	u	q	s	n	a	l	t	o	i	e
m	n	z	w	s	u	u	a	i	w	m	v
e	i	z	f	i	a	a	n	p	e	a	o
l	m	l	w	b	l	f	i	s	l	l	h
g	i	e	l	l	o	w	f	o	e	y	s
g	r	e	c	e	x	b	c	h	n	o	q
u	c	s	c	r	i	b	b	l	e	y	x
r	n	l	r	t	r	a	v	e	l	z	b
t	f	u	y	h	l	e	w	e	j	f	i
s	x	f	g	v	o	w	e	l	v	e	m

hospital ↑ scribble →
criminal ↑ valuable ←
animal ↓ vowel →
manual ↓ towel ↓
struggle ↑ shovel ↑
possible ↓ travel →
puzzle ↓ jewel ←



SESE - Thursday

Have a look at this picture:

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On the left we see a city, on the right is open countryside.

1. Imagine how the air smells on both sides.
2. Do you think it would be easier to breathe in the city or the countryside?
3. Which side would have less clouds of smoke/gas/pollution?
4. Which side do you think has more natural wildlife and plants?

As humans have lived and developed over thousands of years, so has the world around them. Humans need shelter, and the world is becoming more built-up every day as the population grows. When cities and towns are being built, we have a responsibility to take care of the environment. We need to think about the plants and animals around us - will our actions hurt or kill them? Are there ways we can still build but protect the environment too? And can we build in a way that doesn't damage the world's natural beauty?

Watch this **AMAZING video** to hear more about what we've learned so far:

[How to Save Our Planet https://www.youtube.com/watch?v=OPuvOPss33M](https://www.youtube.com/watch?v=OPuvOPss33M)

Here are some examples of clever ways that people have built to accommodate human and natural life:

Singapore is known for its buildings which include lots of plant life

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Singapore Airport has a funnel to collect rainwater



Gardens by The Bay, Singapore is an attraction in a city park

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Gardens by The Bay, Singapore is an attraction in a city park



Singapore Flower Dome is a greenhouse full of plants



Singapore Cloud Dome has a man made waterfall and plant structure

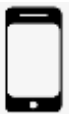
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In the Netherlands, there are plants on top of bus stops to help provide food for bees and insects.



This tower will be built in Switzerland. It's 36 storeys tall, and covered in evergreen trees!



Ask someone at home to upload your **SESE** work from today onto the App Groupchat

Activity: Imagine you are a city planner. How would you design buildings to cater for plant and animal life? Draw a diagram of your building and label the parts of it to show what features would help nature to grow.

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Thursday - PE

Bootcamp exercises

Repeat these 3 times:

1. 20 high knees - hold your hands out in front of you and lift your knees up.
2. 15 jumping jacks - make sure you are doing them properly.
3. Jog on the spot for 30 seconds - use a timer or count in your head.
4. Sprint on the spot for 30 seconds - this time you are running faster.
5. Plank for 15 seconds - lift yourself off the floor!!
6. 15 jumping jacks.

Now cool down with some stretches:

Stretches

1. Reach up as high as you can to the sky. Keep your feet flat on the floor.
2. Now bend down and touch your toes.
3. Shake out your hands, your arms.
4. Now shake out your legs, shake out your feet.
5. Shake out your whole body.
6. Lie your back - take in a large deep breath through your nose, hold it for 3 seconds and breathe out through your mouth slowly and quietly - do this **3** times.

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Friday - Maths

Warm up: Complete the sequences:

- (a) 10, 5, ____, ____, ____
- (b) 18, 12, 6, 0, ____, ____, ____
- (c) 28, 21, 14, ____, ____, ____
- (d) -2, -4, -16, ____, ____

Activity 1: Answer the following questions in your copy:

1. Put these temperatures in order, the coldest first.

- a. 2°C , -8°C , -1°C , -6°C , -4°C

- b. 6°C , 10°C , -15°C , -11°C , 14°C

- c. 16°C , 18°C , -23°C , -25°C , -13°C , 12°C , 20°C

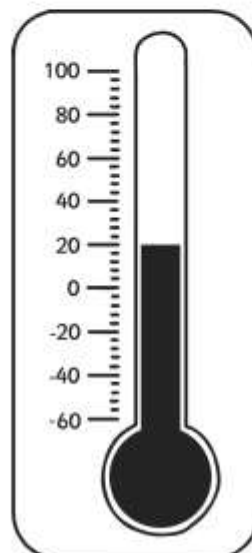
2. Which of these temperatures is lowest?

- a. -4°C or -2°C

- b. -8°C or 8°C

- c. -16°C or -17°C

- d. -5°C or -6°C



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Activity 2: Answer the following questions in your copy. You can watch Miss Gallagher's video from earlier in the week to remind yourself how to find the difference between degrees

Video: -----> [Directed Numbers 2.mov](#)

a. The temperature rises by 15 degrees from -4°C . What is the new temperature?

b. The temperature falls from 11°C to -2°C . How many degrees does the temperature fall?

c. The temperature is 6°C . It falls by 8 degrees. What is the temperature now?

d. The temperature is -3°C . How much must it rise to reach 5°C ?

e. What is the difference in temperature between -4°C and 14°C ?

f. The temperature was -5°C . It falls by 6 degrees. What is the temperature now?

g. The temperature is -11°C . It rises by 2 degrees. What is the temperature now?

h. The temperature is -20°C . How much must it rise to reach -5°C ?

Friday - English

Activity 1: Reading



The basketball court was also the agreed **location** for school fights. I could see from the **ragged** ring of kids that someone had booked an early **slot** to settle a disagreement.

'Where's Herod?' I asked Doobie, though I already knew. Herod was a Sharkey, so there was only one place that he was likely to be.

'He's fighting. They're headlocked.'

I nodded. **Headlocked** was better than pinwheeling. A person could get himself **injured** getting involved in a pinwheeler.

There are several kinds of school fight. The three most popular kinds are the Pinwheel, the Hold-Me-Back and the Headlock. In the Pinwheel, the two fighters run at each other, eyes closed and arms spinning. The object was to catch your **opponent** with a lucky shot, but more often than not the enemies missed each other by yards. The Pinwheel was popular with younger kids.

From Half Moon Investigations by Eoin Colfer.

Activity 2: Fill in the blanks

Read back over today's reading to find the words to fill in the blanks.

1. The basketball court was the agreed location for _____.
2. Herod was a _____.
3. _____ was better than pinwheeling.
4. There are _____ kinds of school fights.

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5. The object was to catch your _____ with a _____ shot.

Activity 3: Abbreviations

Let's see what you remember from Wednesday!

E Grammar: Abbreviations

We use an **abbreviation** to shorten words when a number of letters in that word are omitted, e.g. Professor Howard → Prof. Howard. If the last letter of an abbreviation is same as the last letter of the full word, we do not use a full stop at the end, e.g. Saint Jerome's School → St Jerome's School.

1. Match the word to its abbreviation.

Captain ●	● Prof.	Road ●	● Cert.
Reverend ●	● Dr	Street ●	● Dept
Doctor ●	● Sr	Alteration ●	● St
Professor ●	● Capt.	Certificate ●	● Feb.
Sister ●	● Mr	Education ●	● Rd
Mister ●	● Fr	Answer ●	● Alt.
Missus ●	● Rev	February ●	● Sgt.
General ●	● Mrs	Department ●	● Ed.
Father ●	● Gen.	Sergeant ●	● Ans.

2. Write the full word/phrase for each of the abbreviations.

(a) Mr: _____	(b) Ed.: _____
(c) Rd: _____	(d) Fr: _____
(e) Feb.: _____	(f) Gen.: _____
(g) Sgt.: _____	(h) Prof.: _____

Activity 4: Research

Here's a research task for you. Use Google to help you with this section.

F Extension Ideas

Use the library or internet to help you with the following exercise.

List six things a detective would do during an investigation.

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

(f) _____

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Activity 5: Explanation Writing

Have a look at these videos to find out more about fingerprints and the people who use them

Video 1:

[Discovering your fingerprints. Science experiments to do at home with Einstein's Entertainers](#)

Video 2: How A Detective Uses Fingerprints!

You remember doing a fingerprint activity before in 4th class. Now you can use your knowledge of fingerprints to help you with the task below. Remember, you can ask an adult for help or use the internet to help you look Things up either!

6 Writing Genre: Explanation Writing
Detectives have to use all their skills and knowledge of forensic science (the scientific method of gathering and examining evidence which is then used in a court of law) to help solve a crime. Write an explanation for how fingerprints can help solve a crime.

Title: **How can fingerprints help solve a crime?**

Definition: What are fingerprints? _____

How can they be used? _____

Where can they be seen? _____

When can it happen? _____

Why does it happen? _____

What are they used for? _____

Are there any interesting facts about fingerprints? _____

Special features: Are there times when studying fingerprints won't help detectives? _____

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Friday - Art

Spring is Here

Spring is here! Spring is here!
Winter is gone and two flowers appear.
Three little robins begin to sing.
Four bicycle bells begin to ring.
Five children come out and jump the rope.
Spring is here now! I hope, I hope! -Author Unknown

Task: Create an image of spring based on the poem above. Think about lines and patterns when creating your image.

What you will need:

- Paper
- Colours
- Markers
- Ruler

Inspiration / Ideas:

