Hello all,

I hope you are all keeping well and haven’t let the weather dampen your spirits this week. We have prepared some more work for the coming week to keep you all going. As always, thank you to everyone who has been sending on photographs, videos and samples of their work. You should all be very proud of yourselves, for all the work and dedication you have shown. We are thrilled to hear from you and love to see all the different things you are getting up to while you’re at home. If you have done any work you are proud of, school work or otherwise, we would love to see it. Likewise, if you have any questions or need help with anything, please email us at lconroydbrennan@gmail.com.

Have a great week!

Take care,

Laura Conroy & Deirdre Brennan

**First Class Work plan week beginning June 8th 2020**

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| **Subject** | **Topic** | **Workbook activities and Suggested Activities** | **Suggested Websites/apps** |
| **English** | **Reading**  **Phonics**  **Spellings**  **Writing** | **Two Little Frogs -**complete any pages you may not have completed already.  **Reading comprehension** – The story of Thomas Edison (see attachments)  Oxford Readers are available in ebook form on the oxford owl website  Folens are offering free access to over 330 Collins Big Cat ebooks and printable worksheets  **Reading Zone Activity book** – complete at your leisure  **Just Phonics workbook pg 85 – 87 (Revision)**  These are revision pages which encourage your child to revise the sounds, blends and digraphs they have covered this year.  Dictation is a great way to encourage your child to use their knowledge of sounds/phonics to write. Encourage him/her to write the sentences independently and correct them together afterwards.  On page 86 the following sentences can be dictated for your child to write:   1. The seaweed is next to the starfish and the shell. 2. The starfish and the jellyfish are on the sand next to the bucket. 3. The bucket is next to the blanket. 4. The children fish with nets in the warm rock pool.   Spelling tests can be done if you wish by following on from where we left off in our **‘Spelling made Fun’** workbook.The related chapters can be completed week to week.  **Just Handwriting pg 41 – 43**  Capital Letters Q, G, S, Z  **Other activities:**   * Encourage your child to keep a diary/write their own News daily i.e. Day, date, weather, some things they did the previous day etc. * Write about a character/an event in a story you are reading at home * Write a book review * Free writing – writing on a topic of choice * Download ‘**Teach Your Monster to Read**’ app or play online to practice phonics and reading | Folensonline.ie  Educateplus.ie  Oxfordowl.co.uk  Jolly phonics app  Teach your Monster to read app |
| **Maths** | **Number – Addition using Tens and Units** | **Busy at Maths pgs 141 - 144**  **Busy at Maths Shadow book pg 51**  **(These books are available online on the CjFallon website)**  **Suggested Activities:**   * Page 141 in the Busy at Maths workbook is a revision page of work covered previously. * Page 142-144 introduce the ‘addition house’ for adding large numbers using tens and units and introduce the concept of regrouping. * **Please use the following links to gain access to tutorials and interactive activities to practice before completing any of the pages in the workbook**. * <http://data.cjfallon.ie/resources/19619/activity-142/index.html> * <http://data.cjfallon.ie/resources/19619/activity-143/index.html> * <http://data.cjfallon.ie/resources/19619/activity-144/index.html> * It might be useful to have your child revise making numbers using home made tens and units i.e. lego bricks/cubes/lollipop sticks if available * Practice swapping a number of single bricks (units) for a tower of 10 (tens) i.e. if I give you 14 bricks (units) can you swap that for tens and units - 1 ten and 4 units * Encourage your child to consider how you might add two numbers together using tens and units i.e. If I have 25 and you have 12 how much do we have altogether? **(Always encourage your child to add the units first)** * Complete pages in Busy at Maths workbooks | Cjfallon.ie - Tutorials  Topmarks.co.uk – Paint the Squares (100 square)  Hit the Button app – useful for practicing addition and subtraction facts. |
| **Gaeilge** | **Revision – Caitheamh Aimsire** | **Bun go Barr 1 lch 44 -49**  This book is available on the CjFallon website along with an interactive activity for your child to practice –  <http://data.cjfallon.ie/resources/Rang1_Ceacht7.html>  **Foclóir:**  spád (spade), buicéad (bucket), carr (car), rothar (bicycle), balún (balloon), peann luaidhe (pencil), péint (paint), bábóg (doll), liathróid (ball), téad (rope), eitleog (kite), criáin(crayons), scátaí (skates)  Cé atá sa siopa? Who is in the shop?  Tá Cliona, Neasa, Rossa sa siopa.  Céard a fheiceann tú? What do you see?  Feicim/ní fheicim – I see/I don’t see  Taispeáin dom \_\_\_\_\_\_\_. Show me \_\_\_\_\_\_\_\_\_\_  Cén dath atá ar an \_\_\_\_\_\_\_\_? What colour is the \_\_\_\_\_\_?  Cá bhfuil \_\_\_\_\_\_\_? (where is?)  Tá sé ar an mbord/urlár – It is on the table/floor | Cjfallon.ie |
| **S.E.S.E (Social, Environmental, Scientific education)** | **Light** | * Discuss where light comes from? What would it be like if there was no light? Discuss different sources of light i.e. torch, candle, fire, sun etc. Which gives the brightest/dimmest light? * Have your child draw/paste pictures of various light sources and label them. * If you have a torch ask your child to examine it. Ask questions such as: How many batteries does it have? How do we put them in and where? * Discuss and list occasions that we use lights for other than to see i.e. warning, celebration etc. * Discuss power cuts. What light sources could we use? * Investigate the different sources of light in your house and record them pictorially.   Sun as a source of Light:   * Go outside on a sunny day. Encourage your child to locate their own shadow. What causes a shadow? (our bodies blocking the light from the sun) * Encourage your child to make different shapes using their shadow i.e. can you make your shadow shorter/longer, make it wave, make it look like you have only one leg etc. * Using chalk, draw around your child’s shadow. Carry out this activity at different times during the day, what do you notice about your shadow each time? What does this tell us? | Twinkl.co.uk  Folensonline.ie -folens explorers  Natgeokids.co.uk |