**May Home-school Ideas Week 5**

**Maths**

**1st Class only**

* **Operations/Addition**
* Develop an understanding of addition by combining or portioning sets, use concrete 0-20
* Explore, develop and apply the commutative, associate and zero properties of addition
* Develop and/or recall mental strategies for addition facts within 20
* Construct number sentences and number stories; solve problems involving addition within 20
* Add numbers without and with renaming within 99
* Explore and discuss repeated addition and group counting

***Resources can be found in Busy at Maths 1 (CJ Fallon) Pages 141 – 149***

***Complete Busy at Maths Weblink Activities 141A to 149A***

***Links to Weblink Activities***

<http://data.cjfallon.ie/resources/19619/activity-141/index.html>

<http://data.cjfallon.ie/resources/19619/activity-142/activity-142/index.html>

<http://data.cjfallon.ie/resources/19619/activity-143/activity-143/index.html>

<http://data.cjfallon.ie/resources/19619/activity-144/activity-144/index.html>

<http://data.cjfallon.ie/resources/19619/activity-145/activity-145/index.html>

<http://data.cjfallon.ie/resources/19619/activity-146/index.html>

<http://data.cjfallon.ie/resources/19619/activity-147/activity-147/index.html>

<http://data.cjfallon.ie/resources/19619/activity-148/activity-148/index.html>

<http://data.cjfallon.ie/resources/19619/activity-149/index.html>

***Using topmarks.co.uk type paint the squares into the search engine to get an interactive hundred square which is useful for teaching and addition of numbers within 100.***

***Tables - 3.***

**I’ve also included a Photocopiable Master (PCM) page 116 which has some teaching ideas related to this week’s work.**

**2nd Class only**

* **Area**
* Estimate and measure area using non-standard units
* *How many playing cards, postcards or workbooks cover a table? Which shape will be most suitable?*
* *Measure the area of the same surface several times with different units. Which surface has more wood, the table or the window sill? Etc*
* *Children suggest ways of finding out, estimate, discuss, measure and record*

***Resources can be found in Busy at Maths 1 (CJ Fallon) Pages 148 - 151***

***Complete Busy at Maths Weblink Activities 148A to 151A***

***Links for Weblink activities***

<http://data.cjfallon.ie/resources/19626/activity-148/index.html>

<http://data.cjfallon.ie/resources/19626/activity-149/index.html>

<http://data.cjfallon.ie/resources/19626/activity-150/index.html>

<http://data.cjfallon.ie/resources/19626/activity-151/index.html>

***I’ve also included a Photocopiable Master (PCM) page 122 which has some teaching ideas related to this and last week’s work.***

***Tables x 2 (revise).***

**English**

* **Unit 3 (2nd) – Thunder and Lightening**
* Lesson 1: Discussion. Introduce the topic ‘Thunder and Lightening’ by referring to the posters and playing the audio. Where necessary, pause and explain words or phrases if they aren’t understood**. Page 10 - 11. Link to posters below**
* Vocabulary Game **(found online – lesson 1)**. **Link below**
* Lesson 2: Review. Revise the posters and talk about them and play the audio
* OLP Response Book: p. **10 - 11.**
* Vocabulary Game **(found online – lesson 2)**. **Link below**
* Lesson 3: Revise posters and audio. Particular words may be used or explained in a different context. Talk about the poem ‘Thunder and Lightening.’
* OLP response book p. **12**
* Vocabulary Game **(found online – lesson 3)**. **Link below**
* Lesson 4: Revise poster and audio.
* Slideshow. Additional Activities **(found online – lesson 4)** – Revise the posters and talk about them
* OLP response book p.**13**
* Vocabulary Game, Poem, word and sound game and additional activities **(found online – lesson 4). Links below**
* ***To find the pages highlighted above, go into CJ Fallon – 2nd t class – English – Rainbow Oral language – Oral language first class response book (Unit 3)***
* ***Interactive activities (online lessons) connected to the book can be found by ticking the OLP online activities box, then choose 2nd class and it’s unit 3***

***Link for online activities***

<https://rainbow.cjfallon.ie/#/units/second/3> Posters

<https://rainbow.cjfallon.ie/#/units/second/3> Lesson 1 (Vocabulary game)

<https://rainbow.cjfallon.ie/#/units/second/3> Lesson 2 (Vocabulary game)

<https://rainbow.cjfallon.ie/#/units/second/3> Lesson 3 (Poem)

<https://rainbow.cjfallon.ie/#/units/second/3> Lesson 3 (Vocabulary game)

<https://rainbow.cjfallon.ie/#/units/second/3> Lesson 4 (Word and sound game)

<https://rainbow.cjfallon.ie/#/units/second/3> Lesson 4 (Slideshow)

<https://rainbow.cjfallon.ie/#/units/second/3>Lesson 4 (Additional Activities)

<https://rainbow.cjfallon.ie/#/units/second/3> Lesson 4 (Vocabulary game)

Read the next 10 pages (or as many as you wish) of either George’s Marvellous Medicine, The Twits or The Enormous Crocodile.

* ***Continue with comprehension worksheets for George’s Marvellous Medicine.***
* ***Read whatever is available to the children at home*.**
* ***Continue with the Just Phonics book. 3 pages per week (if you have the book available). (Start on the last unfinished page)***
* Design a Water safety poster
* Spelling tests can be done if you wish by following on from where we left off using spellbound. ***Spellbound can be found on CJ Fallon website by ticking Primary – 1st or 2nd Class – English – Spellbound (1 or 2) – online book.*** The related chapters can be completed week to week.
* ***Link to PAWS*** **(online water safety resources)**
* <http://paws.edco.ie/first-and-second-classes/>

**Irish**

* Revise pages 36 - 37 (**Éadaí**) in Bun go Barr 1
* Play the interactive games associated with this chapter.
* ***Resources available in Bun go Barr 1 (CJ Fallon)***
* ***The following questions CAN be asked on the poster on pages 36 - 37 in the book (Bun go Barr 1). If you don’t have access to be the book it is Póstaer 5 in Bun go Barr 1 on the website.***
* ***Link to the poster:*** <https://my.cjfallon.ie/ebooks/ab320/bgb1_post06.jpg>
* ***Responses are attached***
* Céard atá sa phictiúr? Tá \_\_\_ sa phictiúr.
* An bhfeiceann tú \_\_\_? Feicim / Ní fheicim ...
* An bhfuil ... ar ...? Tá / Níl ... ar ...
* An maith leat an ...? Is / Ní maith liom ...
* Cén dath atá ar an ...? Tá dath ... ar an ...
* Cad é seo? Cad é sin? Seo é …..
* Cé / Céard atá sa phictiúr? Tá \_\_\_\_ sa phictiúr
* Céard atá ar an leaba, ar an urlár, ar an mbord? Tá \_\_\_\_ ar an leaba.
* Céard atá ar Chlíona, ar Mhamó, ar Róló, ar Mhimí, ar Theidí? Tá \_\_\_ ar Chlíona.
* An bhfuil bríste, hata, carbhat, léine ar Róló? Tá/Níl \_\_\_\_ ar \_\_\_\_\_.
* An bhfuil bríste, spéaclaí, lámhainní, buataisí ar Mhímí? Tá/Níl \_\_\_\_ ar \_\_\_\_.
* An bhfuil bríste, cóta, lámhainní, buataisí ar Mhamó? Tá/Níl \_\_\_\_ ar \_\_\_\_.
* Cén dath atá ar an léine, ar an gcóta, ar an hata, ar an ngúna? Tá dath \_\_\_\_ ar an \_\_\_\_.
* An maith leat bríste Róló, spéaclaí Mhamó, gúna Chlíona? Is/Ní maith liom \_\_\_\_.
* Cén éadaí atá ort? Tá \_\_\_\_ orm.
* Cén dath atá ar do bhríste, do gheansaí srl.? Tá dath \_\_\_\_ ar mo \_\_\_\_.
* Taispeáin dom dath buí, dearg. srl. Sin dath ...
* An bhfuil geansaí buí ag Daideo? srl. Tá / Níl
* An bhfuil hata bán ag Róló? srl. Tá / Níl
* An bhfuil léine ghorm agat? srl. Tá / Níl ... agam.
* An maith leat dath corcra? srl. Is / Ní maith liom ...

***Revise the vocabulary:*** stoca, sciorta, buataisí, carbhat, geansaí, lámhainní, spéaclaí, bróga, bríste, cóta, hata, gúna, veist, léine, ar an mbord, ar an urlár, ar Rólo, ar Mhímí, ar Theidí, ar Chlíona, ar Mhamó.

Bán, bándearg, dearg, dubh, gorm, oráiste, buí, corcra, donn, glas, liath

***Write some simple sentences. Use pages 72-75 in Bun go Barr 1 to help you.***

***Link:*** <https://my.cjfallon.ie/preview/index/1421/76>

**Geography**

**Water**

* Begin to associate cloud cover and other conditions with different types of weather
* Develop an awareness that air, water, soil, living and non-living things are essential to the environment.
* Identify, discuss and implement simple strategies for improving and caring for the environment
* Identify and help to implement simple strategies for protecting, conserving and enhancing the environment
* ***Resources can be found in Small World (2nd class) in CJ Fallon pages 44 – 46.***
* ***Link to pages:*** [***https://my.cjfallon.ie/preview/index/16883/46***](https://my.cjfallon.ie/preview/index/16883/46)
* <https://www.youtube.com/watch?v=y5gFI3pMvoI> ***(link to water cycle video)***
* ***I’ve*** included ***also a water cycle labelling activity.***

***Science***

**Materials and Change/Water.**

* Explore the effects of heating and cooling on a range of liquids and solids.
* *Water*
* Explore ways in which liquids and solids may be kept hot or cold.
* Begin to investigate how materials may be changed by mixing
* *Mixing water with sugar or salt*
* Investigate the characteristics of different materials when wet and dry.

***I’ve included four mixing experiments with water. Do whichever you like or whichever you have the elements/materials for.***

***There are additional experiments on pages 42 and 43 in Small World (2nd Class).***

***Link:*** [***https://my.cjfallon.ie/preview/index/16883/44***](https://my.cjfallon.ie/preview/index/16883/44)

**History**

**Stories/The Titanic (project)**

* Distinguish between fictional accounts in stories, myths and legends and real people and events in the past
* Discuss chronology of events (beginning, middle, end) in a story
* Discuss the actions and feelings of characters
* Express or record stories through simple writing, art work, drama, music, mime and movement and using information and communication technologies
* Display storyline pictures showing episodes in sequence
* Use appropriate timelines

***I’ve included a number of resources about The Titanic which can be used to create a project around the subject or from which you can pick and choose a couple of activities. I’ve also included a link to a simple video which gives a brief description of The Titanic. There are numerous other animated stories online about The Titanic online if you want something that is more informative or more of a story (particularly on Youtube). There is a lot in this so don’t feel under any obligation to complete it all.***

***Link to Titanic Video for Kids:*** <https://www.youtube.com/watch?v=AlXYqoRRFts>

**PE**

* Get the children out for a run or walk if possible.
* Practice ball skills, whether it’s throwing and catching or kicking and catching the ball against a wall.
* Use a racket or hurl to practice striking skills.
* Joe Wicks has a PE with Joe on Instagram. (Some of the content the children mightn’t be able to do but there are stretches etc that they will).
* Use other online Yoga/Pilates resources.
* The 10 at 10 exercises are available on RTE junior.
* Football: FAI Grassroots are providing home skills activities on their Facebook page
* GAA: Pat Kilcoyne is providing GAA skills challenges on Twitter.
* I have attached posters of the how to encourage/teach the correct technique in various physical disciplines or physical literacy. Focus on ***landing and catching*** this week.

***Posters showing the various fundamental movement skills have been attached previously. I will email them to you again if you wish. Just end me an email.***

***All the resources outlined above (that I haven’t attached) are free to use currently due to the Covid 19 pandemic and can be found at the pages I’ve specified.***

**I CAN’T STREES ENOUGH THAT NOBODY IS TO FEEL UNDER ANY OBLIGATION TO COMPLETE ANY OR ALL OF WHAT IS OUTLINED ABOVE. IT IS MERELY A SUGGESTION OF WHAT CAN BE DONE IF THE TIME/SITUATION ALLOWS. STAY SAFE!**

**You can contact me directly if you wish on** [**LCCootehall@gmail.com**](mailto:LCCootehall@gmail.com)

**I hope everyone is keeping safe and well and say hi for me to all.**