

Suggested Work Sheet Week (May 11-15. 2020)

1st Class Monday: Instead of Abair Liom, we will learn an Irish song. Lyrics & the song will be on our webpage.	Mental Maths 1 p56 (Mon) & prob solving (Mon)
	Busy at Maths 1: p143. Addition (regrouping)
	Song on our weekly work page
	SESE Explorers: p49 Investigate high & low sounds
	Reading: The School Trip/A Forest Adventure 20-21
	Read at Home 1 Wk #27 Day 1
	Table Topper 1 Sheet Revision F 21
	Spellbound 1 Wk 14 p30
English in Practice: Day 33	
Tuesday This wk read about the badger & white clover	Mental Maths 1 p56 (Tues) & prob solving (Tues)
	Busy at Maths 1: p144. Addition (regrouping)
	Song on our weekly work page
	SESE Explorers:
	Reading: The School Trip/A Forest Adventure 26-27
	Read at Home 1 Wk #27 Day 2
	Table Topper 1 Sheet Revision F 22
	Spellbound 1 Wk 14 p31
English in Practice: Day 34	
Wednesday	Mental Maths 1 p56 (Wed) & prob solving (Wed)
	Busy at Maths 1: p145. Addition (regrouping)
	Song on our weekly work page
	Reading: The School Trip 28-29
	Read at Home 1 Wk #27 Day 3
	Table Topper 1 Sheet Revision F 23
	Spellbound 1 Wk 15 p32
	English in Practice: Day 35
Thursday	Mental Maths 1 p57 (Thurs) & prob solving (Thurs)
	Busy at Maths 1: p146. Addition (regrouping)
	Song on our weekly work page
	Reading: The School Trip 30-31
	Read at Home 1 Wk #27 Day 4
	Table Topper 1 Sheet Revision F 24
	Spellbound 1 Wk 15 p33
	English in Practice: Day 36
Friday	Reading: The School Trip 32-36
	Mental Maths: Friday review
	Song on our weekly work page
	Spellbound 1 Wk 12 p29

Comhrá: Abair Liom Ith 114

An gruagaire: Dia duit. *Hello*

Síofra: Dia is Muire duit. *Hello*

An gruagaire: Tá gruaig álainn ort! *Your hair is lovely on you*

Síofra: Go raibh maith agat. *Thank you*

An gruagaire: An maith leat gruaig ghearr? *Do you like short hair?*

Síofra: Ní maith liom. *No*

Badger

Latin name – *Meles meles*

Irish name – *Broc*

Many Irish place names are called after them i.e. Clonbrock, Pollbrock



Badger

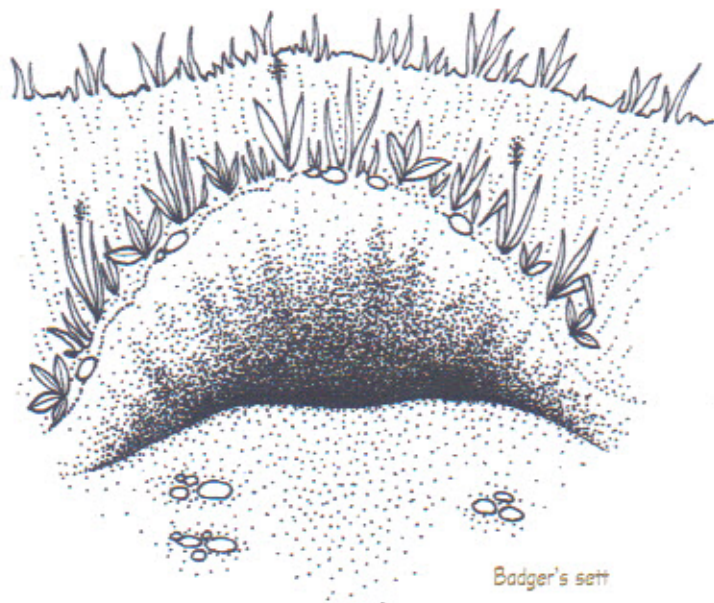
The badger is a large nocturnal mammal. It is very common in Ireland, but is rarely seen as it is nocturnal. It has a white head with a black nose and two broad black stripes running down its face. The rest of its body is grey. It is a native Irish species — earliest records are from a wedge grave at Lough Gur in Co. Limerick.

Badgers live in setts which they excavate underground. These may be very old indeed and consist of many tunnels underground with several entrances. A family group will live here and defend its territory against neighbouring badger groups. There is usually a dominant male in each group and several females. Mating takes place in April and May but because of delayed implantation of the fertilised egg the young are not born until the following February or March. Pregnant females prepare a birth chamber by removing all the old bedding and airing it up in the open air and then it is returned together with fresh material to make the new bedding material. After birth the three to five cubs stay underground for eight weeks. They then venture above ground, but their mothers will continue to nurse them for another

three months. By the end of the year they are fully independent. Young males then disperse widely, whereas young females stay close to home.

Badgers are omnivores — which means that they can digest both plant and animal food. The most common item in their diet is the earthworm and they will eat up to 200 earthworms in a single night. They often dig up lawns and fields to get at the earthworms. They also eat beetles, slugs, snails, frogs, rabbits, mice, rats and hedgehogs. They are also partial to blackberries, elderberries, apples, acorns and fungi. With such a wide range of food no wonder they are so abundant. It is estimated that there are up to 250,000 badgers in Ireland.

Badgers suffer from tuberculosis, which they pick up from cattle and indeed can pass on to cattle. A vaccine to eradicate this disease in badgers is currently being developed. They are a totally protected species under Irish and European legislation, so it is completely illegal to hunt them, trap them, block up their setts or interfere with them in any way.



To do with Fourth Class

- Contact the local wildlife ranger for the county and ask where the nearest badger sett is. Bring the class on a visit to see this. (Local knowledge may also provide this information.)

White Clover

Latin name – *Trifolium repens*

Irish name – *Seamair bán*



White Clover

This plant grows commonly in lawns and fields. Early in the year just its leaves are obvious. These are described as trefoil leaves — three leaflets from one stem. These trefoil leaves are easy to find and to recognise. Each leaflet is heart shaped with a pale V-shaped mark. The Irish word for clover is seamair. In spring when there are no flowers out yet, the leaves are young clover — seamair óg or shamrock. There is a tradition that St Patrick used the leaf of the shamrock to illustrate his teachings about the Holy Trinity to the Irish people long ago. Just as there were three leaflets united in one leaf of the shamrock — so were the three deities of the holy trinity united as one God. To commemorate this, Irish people wear a bunch of shamrock in their lapels on March 17th — St Patrick's Day.

The plant begins to flower in April and there are white clover flowers all summer long until the end of September. The white clover flower head is actually a cluster of small individual flower heads.

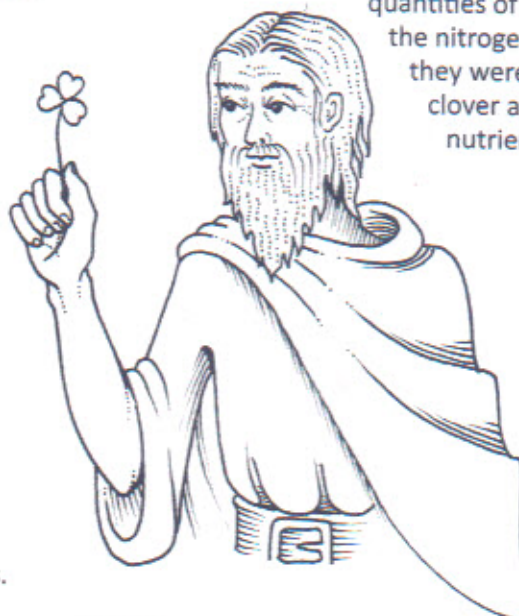
The flowers can be visited by honey bees who gather the nectar to make particularly delicious clover honey. As the clover is a member of the pea family, its seeds are carried in pods.

Clover was planted by farmers in their pastures to improve the fertility of the soil. Plants need nitrogen in order to grow and usually, to get a good crop, the farmer must add nitrogen as a fertiliser to the soil. All members of the pea family — including the clovers — are able to take in the nitrogen from the air and use it to grow. They are able to fix nitrogen in this way because they have special nodules on their roots. These nodules are formed because the plant can form an association with a particular type of nitrogen-fixing bacteria and together the plant and bacteria work in a symbiotic relationship to fix nitrogen from the air. Thus, in the days before farmers had large

quantities of cattle slurry to restore the nitrogen levels in their soil, they were very glad to plant clover and let it improve the nutrient quality of their soil.

To do with Senior Infants

- Around St Patrick's Day, the class can be brought out to collect shamrock from the school lawn or field. They can be told about the tradition of St Patrick and the shamrock.
- In May or June the class can go out to look for clover in flower. White clover has obvious white flower heads. Pupils may also find red clover which has purple flowers which are larger than those of the white clover. They may also find small yellow clover flowers. These belong to a different species — yellow clover — which grows in the drier parts of grassland areas.

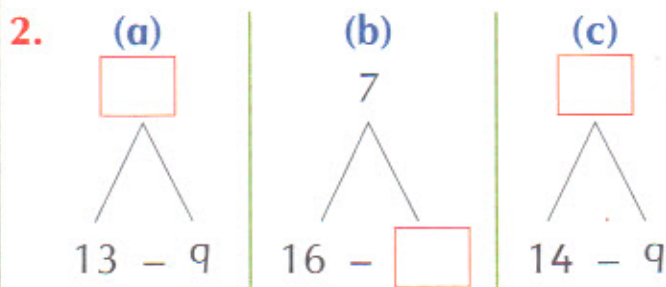


Revision F Subtraction (-9) to (-12)

Revision 21

1. (a)  $10 - 9 = \square$

(b)  $11 - \square = \square$



3. (a) $14 - 9 = \square$

(b) $16 - 9 = \square$

(c) $17 - 9 = \square$

(d) $19 - 9 = \square$

(e) $12 - 9 = \square$







4. (a) $\begin{array}{r} 13 \\ -9 \\ \hline \square \end{array}$

(b) $\begin{array}{r} 20 \\ -9 \\ \hline \square \end{array}$


(c) $\begin{array}{r} 9 \\ -9 \\ \hline \square \end{array}$


(d) $\begin{array}{r} 11 \\ -9 \\ \hline \square \end{array}$

5. Match.

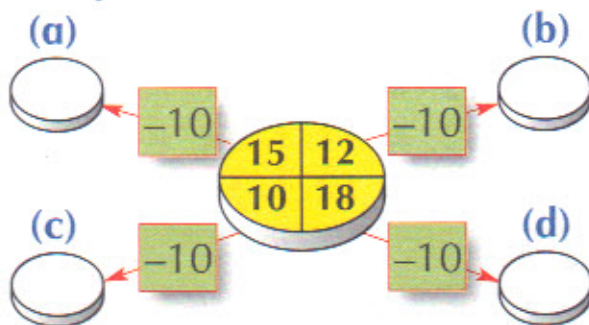
- (a) $10 - 9$  2
- (b) $20 - 9$  9
- (c) $18 - 9$  8
- (d) $11 - 9$  0
- (e) $9 - 9$  1
- (f) $17 - 9$  11

Revision 22

1. (a)  $13 - 10 = \square$

(b)  $\square - \square = \square$

2. Complete.



3. (a) $\begin{array}{r} 20 \\ -10 \\ \hline \square \end{array}$

(b) $\begin{array}{r} 19 \\ -10 \\ \hline \square \end{array}$

(c) $\begin{array}{r} 17 \\ -10 \\ \hline \square \end{array}$

(d) $\begin{array}{r} 14 \\ -10 \\ \hline \square \end{array}$

4.

-10	
(a) 14	
(b) 11	
(c) 18	

-10	
(d) 17	
(e) 20	
(f) 22	

5. (a) $11 - 10 = \square$

(b) $15 - 10 = \square$

(c) $17 - 10 = \square$

(d) $20 - 10 = \square$

Revision 23



$$15 - 11 = \square$$



$$14 - \square = \square$$



$$17 - \square = \square$$

2. (a)
$$\begin{array}{r} 14 \\ -11 \\ \hline \square \end{array}$$
 (b)
$$\begin{array}{r} 16 \\ -11 \\ \hline \square \end{array}$$
 (c)
$$\begin{array}{r} 11 \\ -11 \\ \hline \square \end{array}$$
 (d)
$$\begin{array}{r} 17 \\ -11 \\ \hline \square \end{array}$$

3. Match.

- (a) $12 - 11$
- (b) $20 - 11$
- (c) $13 - 11$
- (d) $19 - 11$
- (e) $15 - 11$
- (f) $18 - 11$

7
4
8
1
9
2

4. (a) $-$ $= \square$

(b) $-$ $= \square$

5. Complete. (Subtract.)

(a)	14	-	11	=	<input type="text"/>
(b)	16		11	=	5
(c)	17	-	<input type="text"/>	=	6
(d)	23		<input type="text"/>	=	12
(e)	21	-	11		<input type="text"/>

20

Revision 24



$$16 - 12 = \square$$



$$14 - \square = \square$$



$$\square - \square = \square$$



$$13 - \square = \square$$

2. (a)
$$\begin{array}{r} 14 \\ -12 \\ \hline \square \end{array}$$
 (b)
$$\begin{array}{r} 17 \\ -12 \\ \hline \square \end{array}$$
 (c)
$$\begin{array}{r} 19 \\ -12 \\ \hline \square \end{array}$$
 (d)
$$\begin{array}{r} 12 \\ -12 \\ \hline \square \end{array}$$

3.

	- 12			- 12	
(a)	15	<input type="text"/>	(d)	14	<input type="text"/>
(b)	18	<input type="text"/>	(e)	20	<input type="text"/>
(c)	12	<input type="text"/>	(f)	24	<input type="text"/>

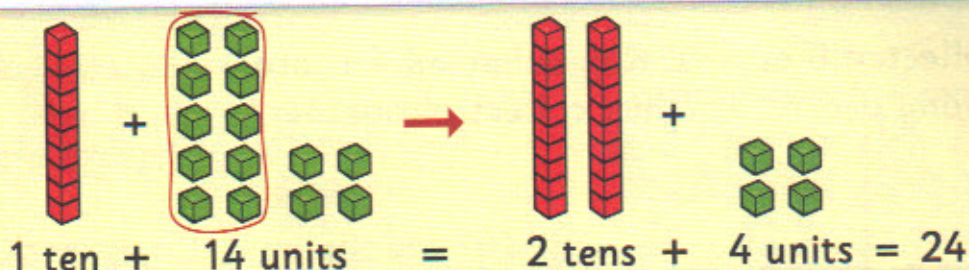
4. Match.

- (a) $13 - 12$
- (b) $20 - 12$
- (c) $24 - 12$
- (d) $22 - 12$
- (e) $17 - 12$
- (f) $12 - 12$

8
0
10
1
5
12

20

Addition 5 – Regrouping



1. Regroup the following. The first one is done for you.

(a) 1 ten + ~~1~~9 units = 2 tens + 9 units = 29.

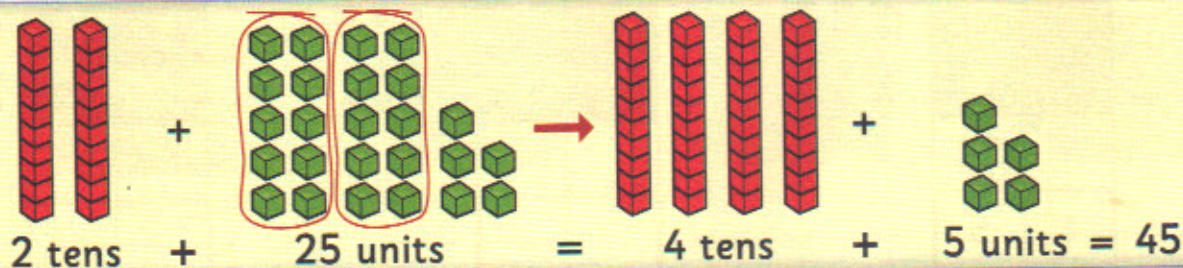
(b) 2 tens + ~~1~~5 units = tens + units = .

(c) 3 tens + ~~1~~4 units = tens + units = .

(d) 4 tens + ~~1~~2 units = tens + units = .

(e) 5 tens + ~~1~~5 units = tens + units = .

(f) 6 tens + ~~1~~7 units = tens + units = .



2. Regroup the following.

(a) 1 ten + ~~2~~6 units = 3 tens + 6 units = .

(b) 4 tens + ~~2~~5 units = tens + units = .

(c) 6 tens + ~~2~~2 units = tens + units = .

(d) 5 tens + ~~2~~1 units = tens + units = .

(e) 7 tens + ~~2~~8 units = tens + units = .

(f) 0 tens + ~~2~~4 units = tens + units = .

Challenge (a) 2 tens + ~~4~~6 units = tens + units = .

(b) 1 ten + ~~6~~7 units = tens + units = .

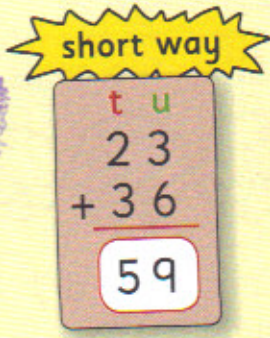
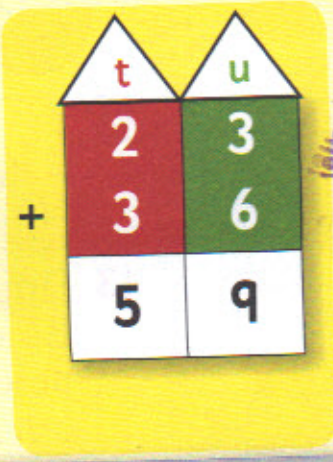
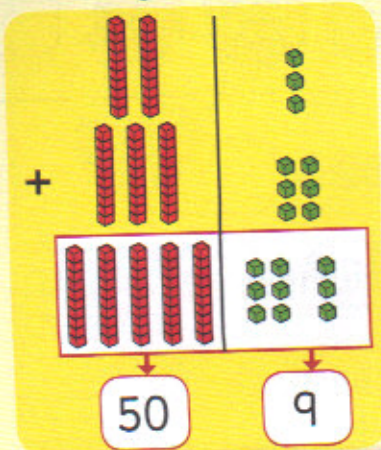
The addition house

Step 1: Add the units.
Step 2: Add the tens.



Luke won 23 medals. Amy won 36.
How many medals did they win altogether?

$$\boxed{23} + \boxed{36} = \boxed{?}$$



Complete the following.

1. (a)

t	u
2	2
3	6
5	8

 ✓

(b)

t	u
3	4
1	3
4	7

 ✓

(c)

t	u
4	5
2	4
6	9

 ✓

(d)

t	u
3	5
3	2
6	7

 ✓

2. (a)

t	u
5	1
1	7
6	8

 ✓

(b)

t	u
7	5
2	2
9	7

 ✓

(c)

t	u
6	3
1	5
7	8

 ✓

(d)

t	u
5	4
3	4
8	8

 ✓

3. (a)
$$\begin{array}{r} 42 \\ + 26 \\ \hline 68 \end{array}$$
 ✓

(b)
$$\begin{array}{r} 53 \\ + 36 \\ \hline 89 \end{array}$$
 ✓

(c)
$$\begin{array}{r} 65 \\ + 14 \\ \hline 79 \end{array}$$
 ✓

(d)
$$\begin{array}{r} 44 \\ + 25 \\ \hline 69 \end{array}$$
 ✓

(e)
$$\begin{array}{r} 73 \\ + 24 \\ \hline 97 \end{array}$$
 ✓

(f)
$$\begin{array}{r} 66 \\ + 33 \\ \hline 99 \end{array}$$
 ✓

Challenge

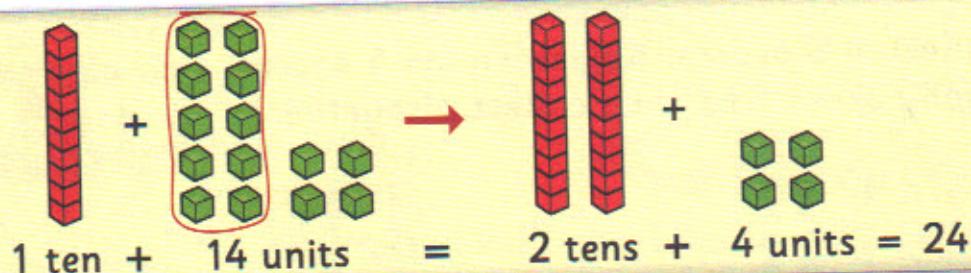


Aoife collected 27 chestnuts.
Her sister collected 32.
How many chestnuts did they collect altogether?

t	u
27	
+ 32	
<hr/>	
59	



Addition 5 – Regrouping



1. Regroup the following. The first one is done for you.

(a) 1 ten + ~~1~~9 units = 2 tens + 9 units = 29

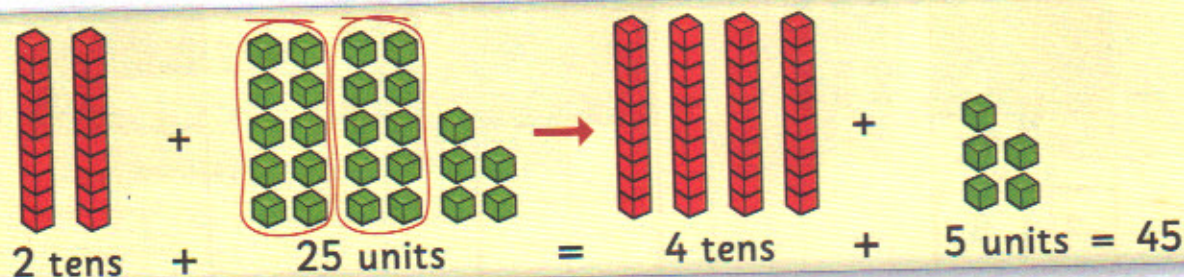
(b) 2 tens + ~~1~~5 units = tens + units =

(c) 3 tens + ~~1~~4 units = tens + units =

(d) 4 tens + ~~1~~2 units = tens + units =

(e) 5 tens + ~~1~~5 units = tens + units =

(f) 6 tens + ~~1~~7 units = tens + units =



2. Regroup the following.

(a) 1 ten + ~~2~~6 units = 3 tens + 6 units =

(b) 4 tens + ~~2~~5 units = tens + units =

(c) 6 tens + ~~2~~2 units = tens + units =

(d) 5 tens + ~~2~~1 units = tens + units =

(e) 7 tens + ~~2~~8 units = tens + units =

(f) 0 tens + ~~2~~4 units = tens + units =

Challenge (a) 2 tens + ~~4~~6 units = tens + units =

(b) 1 ten + ~~6~~7 units = tens + units =

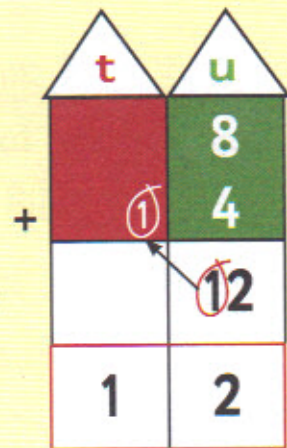
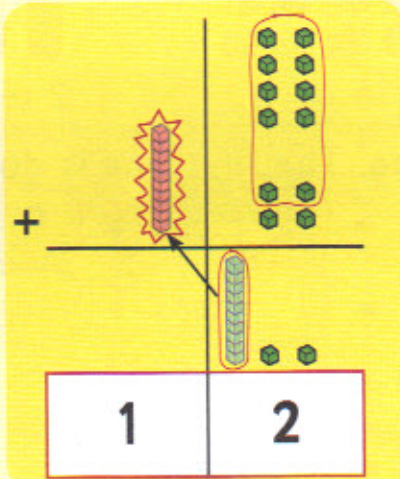
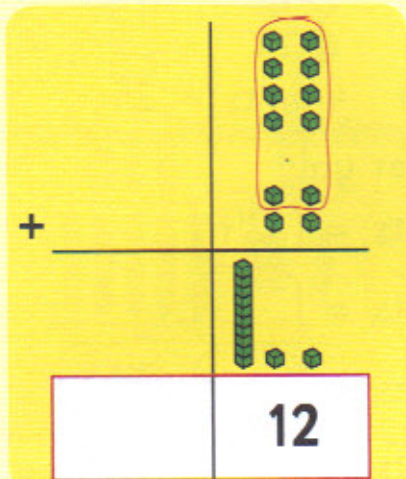
Addition 5 – Regrouping

Step 1: Add the **units**.
Step 2: Regroup the 12 units as 1 **ten** and 2 **units**.

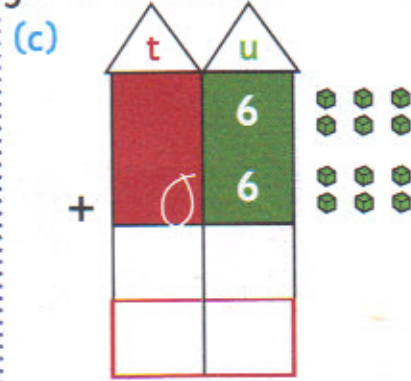
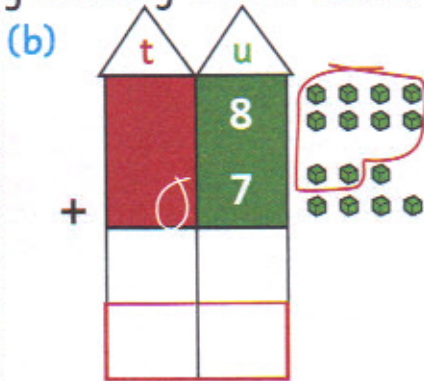
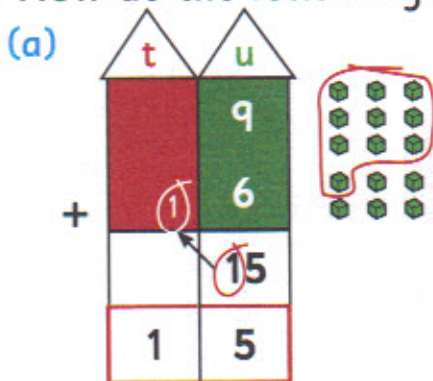


Karl collected 8 acorns. Kay collected 4 acorns.
How many acorns did they collect altogether?

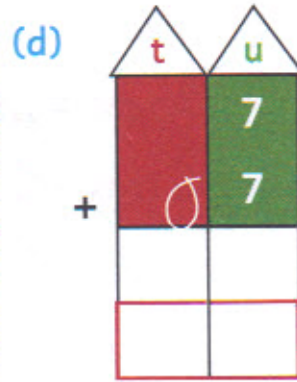
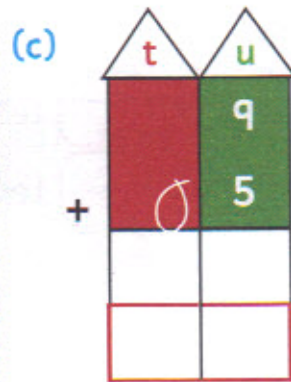
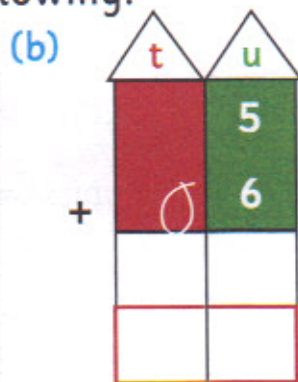
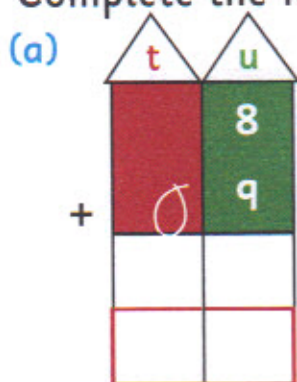
$$\boxed{8} + \boxed{4} = \boxed{?}$$



1. Now do the following by making a **ten**. Exchange 10 **units** for 1 **ten**.



2. Complete the following.



Challenge



Eoin scored 9 goals in a football game.
Francis scored the same number.
How many goals did they score altogether?

t	u
+	



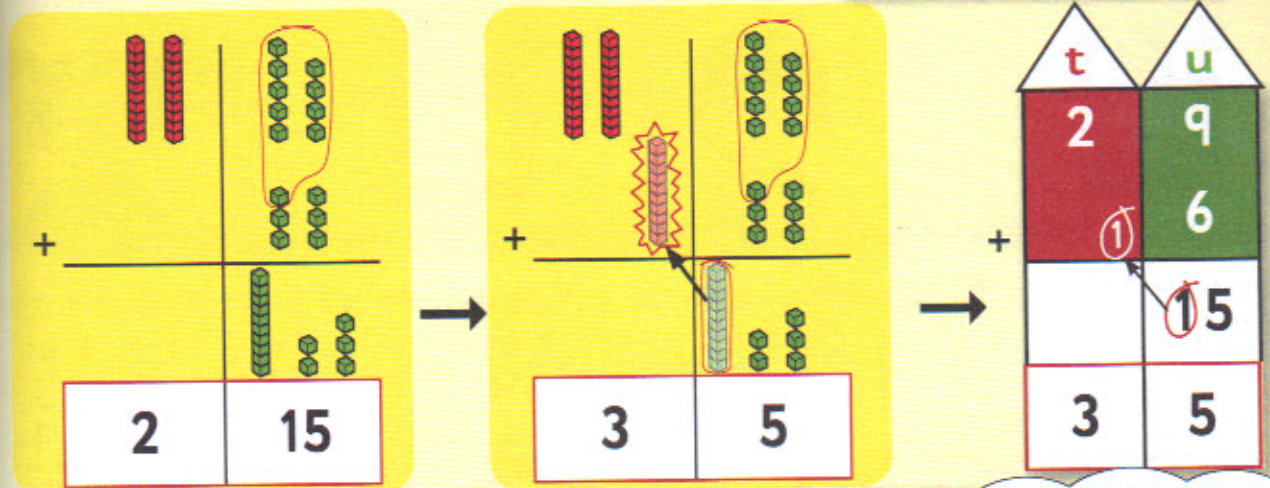
Addition 5 – Regrouping

Step 1: Add the **units**.
Step 2: Regroup the 15 **units** as 1 **ten** and 5 **units**.

Ann had 29 shells. She found another 6 shells.

How many shells has she altogether?

$$29 + 6 = ?$$



Remember to regroup 10 **units** as 1 **ten**.

1. Complete the following.

(a)	t	u
	2	7
+	1	8
		15

(b)	t	u
	3	5
+	1	9

(c)	t	u
	4	4
+		8

(d)	t	u
	3	9
+		3

2. Complete.

(a)	t	u
	6	3
+		7

(b)	t	u
	8	6
+		6

(c)	t	u
	7	9
+		6

(d)	t	u
	5	8
+		5

Challenge



Zita collected 48 stamps.
Ziggy collected 9 stamps.
How many stamps did they collect altogether?

t	u
+	



DAY 33

1. Write the next letter.

f g h i

2. What small letter goes with **J**?

j i g n

J	
----------	--

3. Today is

4. How many syllables in **ladder**?

5. Change **t** in **root** to **m** to make a new word.

6. Which word sounds the same as **see**?

of sea has wig

7. Circle the word that rhymes with **be**.

bin she you says

8. Circle the correct word.

We put the **dog/fog** outside.

9. What is missing from the question? Write it.

What is your name

?

10. Write the first word correctly.

her mum came to tea.



MY SCORE

DAY 34

1. Write the next letter.

i j k l

2. What small letter goes with **M**?

d v n m

M	
----------	--

3. In two days it will be

4. How many syllables in **October**?

5. Change **m** in **room** to **f** to make a new word.

6. Which word sounds the same as **by**?

he Dad are buy

7. Circle the word that rhymes with **land**.

there balls and look

8. Circle the correct word.

He just got **buck/back**.

9. What is missing from the question? Write it.

How old are you

?

10. Write the first word correctly.

one day, a little boy found a book.



MY SCORE

DAY 35

1. Write the next letter.

a b

2. What small letter goes with **C**?

b c s o

c	
---	--

3. Yesterday was

4. How many syllables in **animal**?

5. Change **d** in **bed** to **g** to make a new word.

6. Which word sounds the same as **blue**?

our had blew ask

7. Circle the word that rhymes with **box**.

fox big school were

8. Circle the correct word.

Granny went to the **shop/shup**.

9. What is missing from the question? Write it.

Where are you going

?

10. Write the first word correctly.
you are my best friend.



MY SCORE

DAY 36

1. Write the next letter.

d e f

2. What small letter goes with **G**?

g j p t

G	
---	--

3. Today is

4. How many syllables in **pan**?

5. Change **s** in **has** to **d** to make a new word.

6. Which word sounds the same as **i**?

egg put his eye



7. Circle the word that rhymes with **tree**.

took see net there

8. Circle the correct word.

The farmer had **maddy/muddy** boots.

9. What is missing from the question? Write it.

Who are you

?

10. Write the first word correctly.
they came to our house.

MY SCORE

Block

49 sail

tail

nail

rail

50 pain

main

rain

gain

51 hair

pair

fair

wait

52 raid

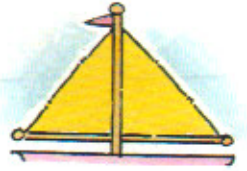
maid

paid

laid

Exercise 1

Write the words



Exercise 2 Find the words in this wordsnake. Write them.



- (a) _____ (b) _____ (c) _____
 (d) _____ (e) _____ (f) _____

Exercise 3 Write these sentences correctly.

(a) fox a has The tail long.

The _____


(b) always Pam on holds to rail the.

Pam _____

(c) bought new a Joe of shoes pair.

Joe _____

Exercise 4 Complete these words.

1		1	n	2	r				4	m	5	r			
					3	h						6	p		

2		3		4		5		6	
---	---	---	---	---	---	---	---	---	---

Block

53 dawn

fawn

lawn

yawn

Handwriting practice lines for the words in block 53.

Handwriting practice lines for the words in block 53.

54 hand

band

land

sand

Handwriting practice lines for the words in block 54.

Handwriting practice lines for the words in block 54.

55 beat

heat

meat

neat

Handwriting practice lines for the words in block 55.

Handwriting practice lines for the words in block 55.

56 beam

team

dear

fear

Handwriting practice lines for the words in block 56.

Handwriting practice lines for the words in block 56.

Exercise 1

Write the words.





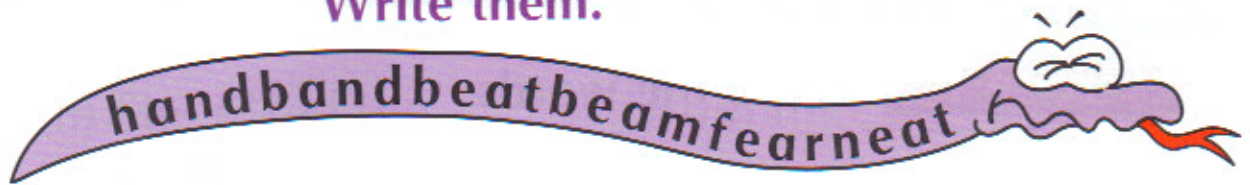








Exercise 2 Find the words in this wordsnake.
Write them.



- (a) _____ (b) _____ (c) _____
 (d) _____ (e) _____ (f) _____

Exercise 3 Complete these sentences.

(a) (i) The birds sing at d____n.



(ii) The birds _____ at _____.

(b) (i) The baby began to y____n.



(ii) The _____ began to _____.

(c) (i) The farmer works on his l____d.



(ii) The farmer works _____ his _____.

(d) (i) We get h____t in the summer.



(ii) We get _____ in _____ summer.

Exercise 4 Write these sentences correctly.

(a) was a on There the fawn lawn.

There _____

(b) sand Joe his likes hand on.

Joe _____



Investigate: High and Low Sounds

You will need:



6 glasses
(all the same size)



water



spoon

You can add food colouring to the water to see it clearly.



Why do you think it is important that all the glasses are the same size?

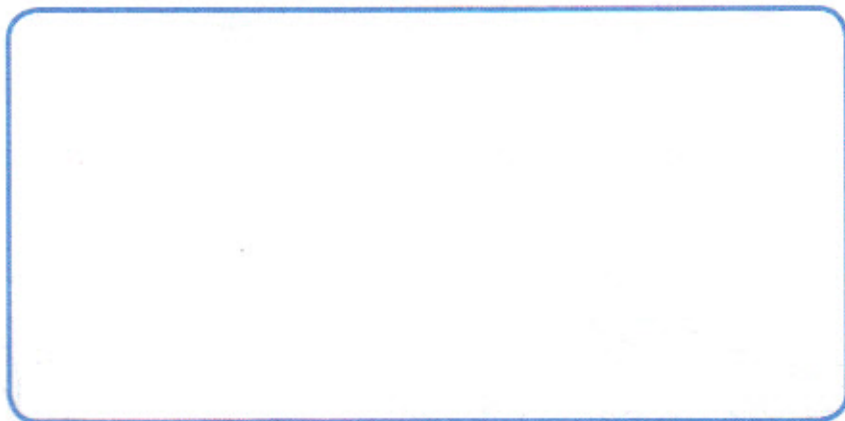
Steps:

1. Fill the first glass with water.
2. Tap the side of the glass carefully with a spoon.
3. Then tap the side of an empty glass with the spoon.
What do you notice? _____
4. Half fill another glass with water.
5. Now tap all three glasses, one at a time.
What do you notice? _____
6. Fill three more glasses, each with a different amount of water.
7. Tap all the glasses one at a time.

Results:

Can you put your glasses in order from lowest sound to highest sound? Draw them.

Label the one that made the **lowest** sound and the **highest** sound.



Conclusion:

The more water in a glass the _____ the sound.

The less water in a glass the _____ the sound.