

Homework Sheet Week (May 5-8: 2020)

2nd 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 2. P148 Area - estimating
	Song on our weekly work page
	Spellbound 2. Wk 14 p30
	Reading: p18-19 The Wise Girl
	Table Topper 1 Sheet Revision F 21
	Léigh sa Bhaile Seachtain #27 Lá 1
	Read at Home 2 Wk #27 Day 1
	English In Practice 2 p16 Day 29
Tuesday. Read about the rabbit & fox this week. By Friday, draw a pic. Write 3 things.	Mental Maths 1 p56 Tues) & prob solving (Tues)
	Busy at Maths 2. P149 Area – small squares
	Song on our weekly work page
	Spellbound 2. Wk 14 p31
	Reading: p20-21 The Wise Girl
	Table Topper 1 Sheet Revision F 22
	Léigh sa Bhaile Seachtain #27 Lá 1
	Read at Home 2 Wk #27 Day 1
	English In Practice 2 Day 33
Wednesday Prayer Sheet:	Mental Maths 2 p56 (Wed) & prob solving (Wed)
	Busy at Maths 2. P150 Area - tiles
	Spellbound 2. Wk 15 p32
	Reading: p22-23 The Wise Girl
	Table Topper 1 Sheet Revision F 23
	Léigh sa Bhaile Seachtain #27 Lá 2
	Song on our weekly work page
	Read at Home 2 Wk #27 Day 2
	English In Practice 2 Day 34
Thursday Prayer Sheet:	Mental Maths 2 p57 (Thurs) & prob solving (Thurs)
	Busy at Maths 2. P151 Area
	Spellbound 2. Wk 15 p33
	Reading: p24-26 The Wise Girl
	Table Topper 1 Sheet Revision F 24
	Léigh sa Bhaile Seachtain #27 Lá 4
	Song on our weekly work page
	Read at Home 2 Wk #27 Day 4
	English In Practice 2 Day 35
Friday:	Mental Maths: Fri Review
	Spellbound 2. Wk 13 p29

Badger

Latin name – *Meles meles*

Irish name – *Broc*

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



Badger

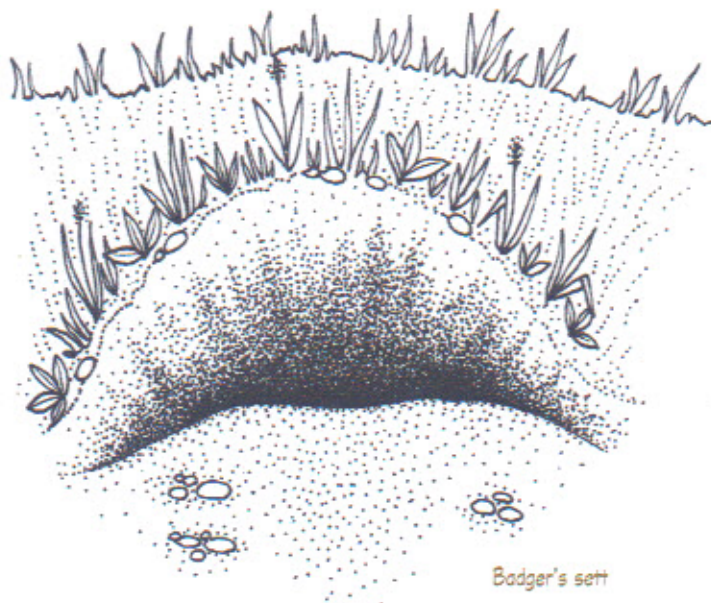
The badger is a large nocturnal mammal. It is very common in Ireland, but is rarely seen as it is nocturnal. It has a white head with a black nose and two broad black stripes running down its face. The rest of its body is grey. It is a native Irish species — earliest records are from a wedge grave at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

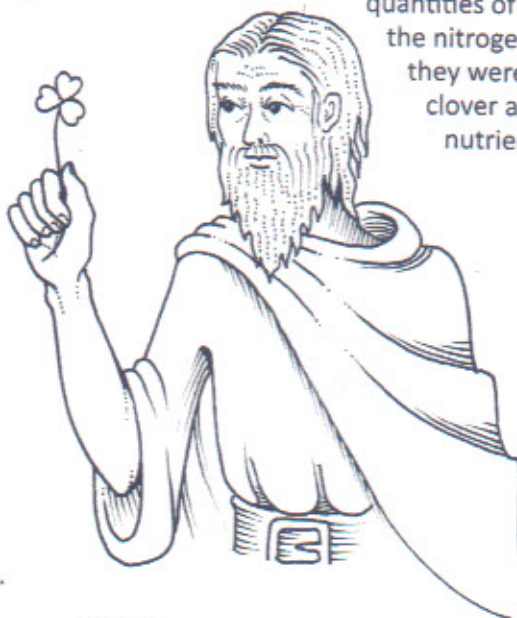
The plant begins to flower in April and there are white clover flowers all summer long until the end of September. The white clover flower head is actually a cluster of small individual flower heads.

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.



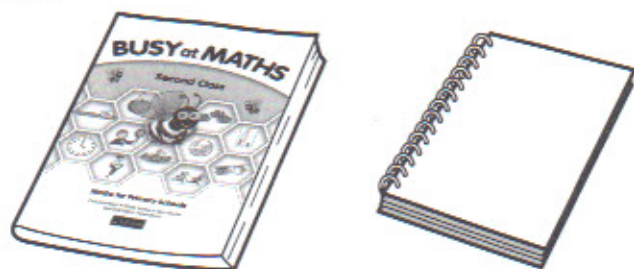
Area – Estimating

Area means the **total size** of the flat surface.



1. Look at each pair of surfaces.
Which has the **larger** area? Colour it **orange**.

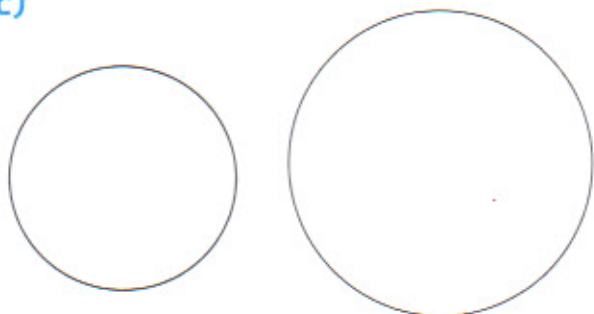
(a)



(b)



(c)



(d)



2. Use playing cards to cover the surface of your maths book.
Estimate how many it will take first.

(a) My estimate

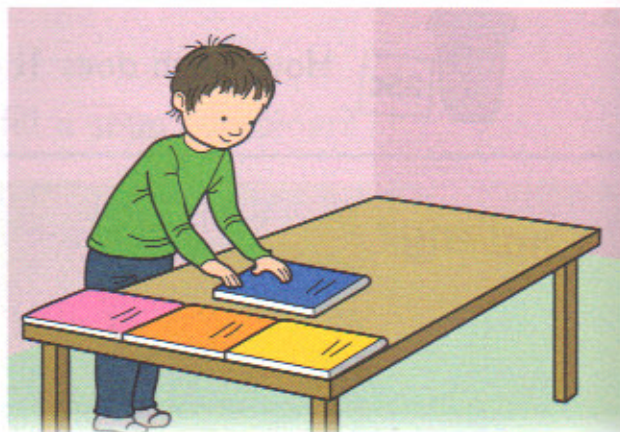
(b) My measure



3. Use copybooks to cover your rectangular table.
Estimate how many it takes before you start.
Then measure.

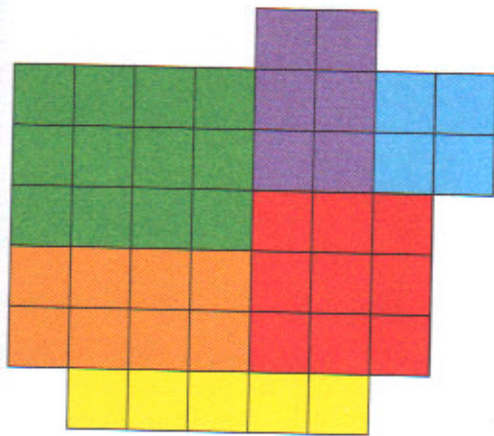
(a) My estimate

(b) My measure



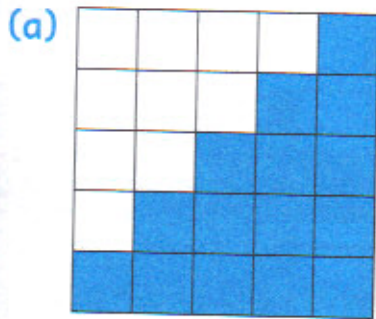
Area – Small squares

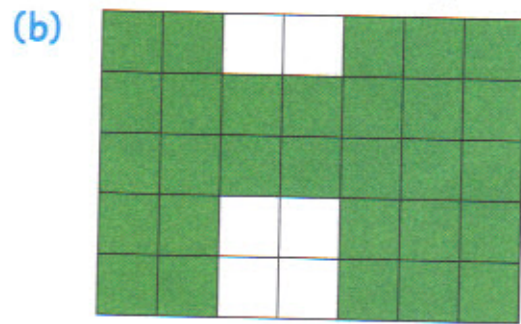
1. How many small squares of each colour are there?

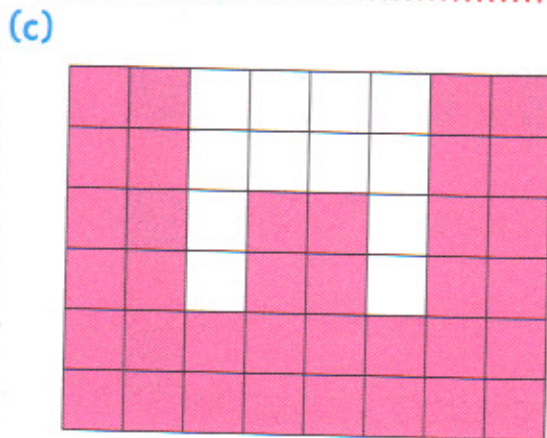


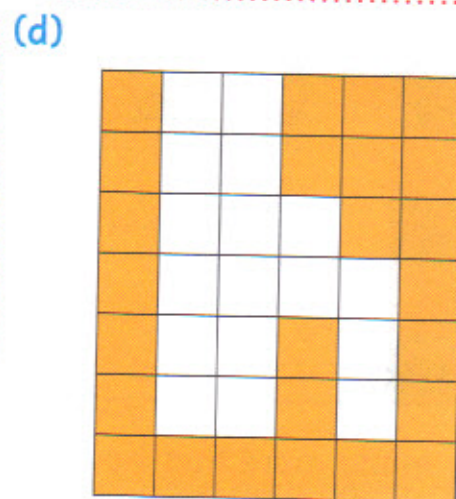
- (a) green (b) orange
 (c) purple (d) red
 (e) blue (f) yellow
 (g) Total number of small squares in the shape.

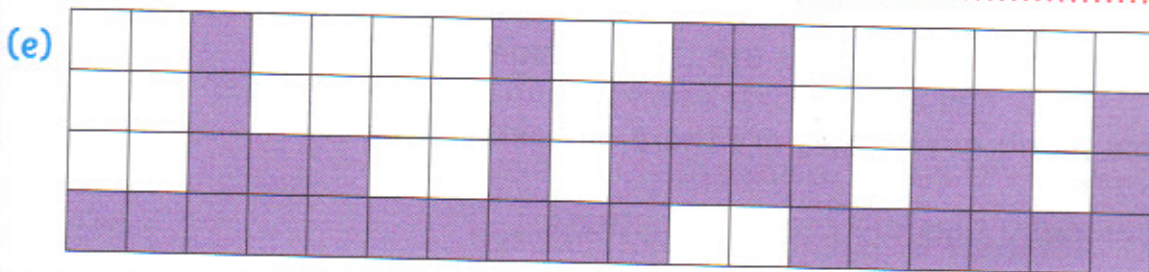
2. What is the surface area of each coloured shape in small squares?











Area – Stamps and tiles

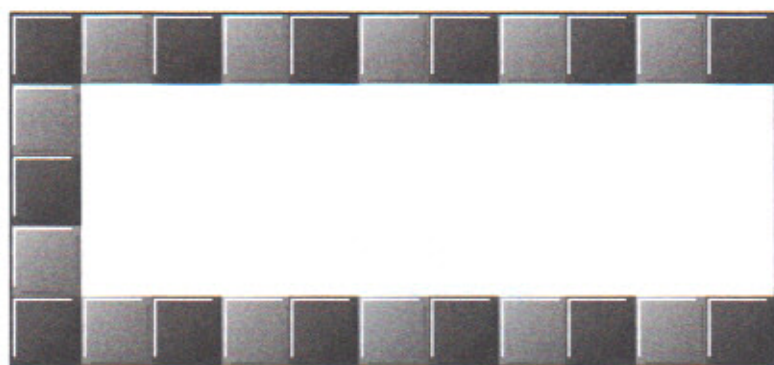
1. (a) How many stamps does it take to cover this square sheet?
Draw the missing stamps to help you.



- (b) How many more stamps would you need to have 50 stamps altogether?

2. The tiler needs some more square tiles to finish the bathroom floor.

How many more does she need?



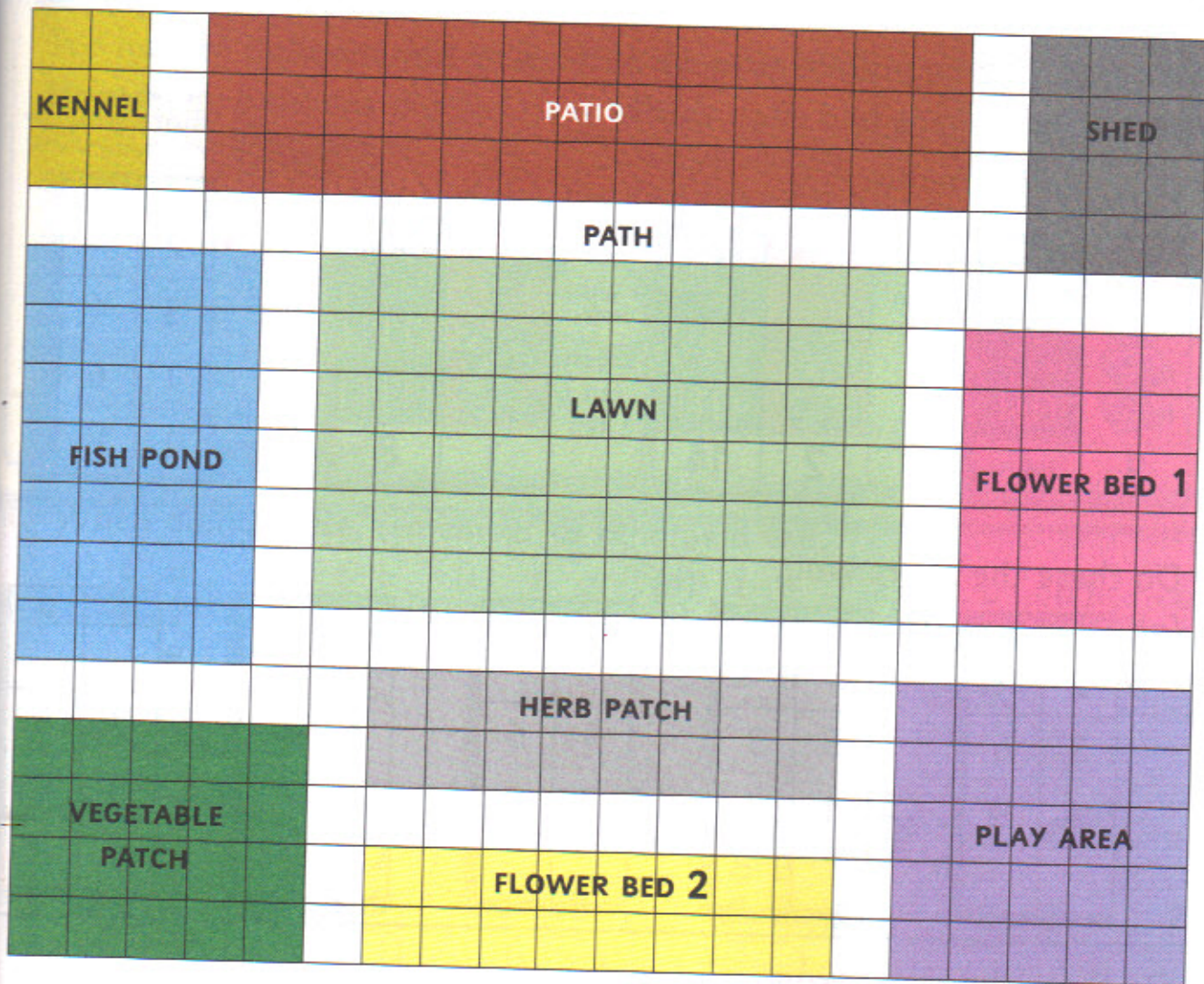
3. This shows the floor of a room partly covered with tiles. Complete.



- (a) How many more tiles have to be laid?
 (b) Fill in and colour the tiles in the same pattern.
 (c) How many **orange** tiles are there altogether?
 (d) How many **green** tiles are there altogether?
 (e) How many tiles are there altogether?



Area – The garden




- How many small squares are there in each section of the garden?
 - The kennel has squares.
 - The play area has squares.
 - The lawn has squares.
 - The patio has squares.
- Complete these sentences.
 - The lawn has squares more than the patio.
 - The fish pond has squares more than the herb patch.
 - The shed has squares less than the vegetable patch.
 - Flower bed 1 has squares more than flower bed 2.
 - The _____ has half ($\frac{1}{2}$) the surface area of the shed.
 - The _____ has the greatest number of squares.



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

Revision 21

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

(b)  $16 - \square = \square$

2. (a) $\begin{array}{r} 19 \\ -10 \\ \hline \square \end{array}$ (b) $\begin{array}{r} 18 \\ -12 \\ \hline \square \end{array}$ (c) $\begin{array}{r} 16 \\ -9 \\ \hline \square \end{array}$ (d) $\begin{array}{r} 17 \\ -11 \\ \hline \square \end{array}$

3. Fill in the gaps.











(a) $\square - 12 = 12 - 9 = \square$

(b) $18 - 8 = \square - 9 = \square$

(c) $22 - 11 = \square - 10 = \square$


(d) $23 - 9 = \square - 12 = \square$


4. (a) (18 subtract 8) + 5 = \square
 (b) (20 minus 10) - 4 = \square
 (c) (18 less 9) add 7 = \square
 (d) (19 minus 11) - 6 = \square
 (e) (18 less 9) minus 3 = \square


5. (a)  -  = \square
 (b)  -  = \square
 (c)  -  = \square
 (d)  -  = \square
 (e)  -  = \square

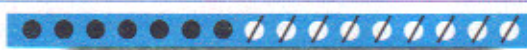
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Revision 22

1. (a)  $16 - 11 = \square$

(b)  $\square - 9 = 8$

(c)  $\square - \square = \square$

(d)  $\square - \square = \square$


2. (a) $\begin{array}{r} 19 \\ -10 \\ \hline \square \end{array}$ (b) $\begin{array}{r} \square \\ -11 \\ 7 \\ \hline \square \end{array}$ (c) $\begin{array}{r} 18 \\ -12 \\ \hline \square \end{array}$ (d) $\begin{array}{r} \square \\ -9 \\ 8 \\ \hline \square \end{array}$

3. Ring the correct answer.

- (a) $19 - 12 =$ $\begin{array}{|c|} \hline 8 \\ \hline \end{array}$ $\begin{array}{|c|} \hline 7 \\ \hline \end{array}$ $\begin{array}{|c|} \hline 9 \\ \hline \end{array}$
 (b) $9 - 9 =$ $\begin{array}{|c|} \hline 0 \\ \hline \end{array}$ $\begin{array}{|c|} \hline 1 \\ \hline \end{array}$ $\begin{array}{|c|} \hline 2 \\ \hline \end{array}$
 (c) $18 - 10 =$ $\begin{array}{|c|} \hline 8 \\ \hline \end{array}$ $\begin{array}{|c|} \hline 9 \\ \hline \end{array}$ $\begin{array}{|c|} \hline 10 \\ \hline \end{array}$
 (d) $20 - 11 =$ $\begin{array}{|c|} \hline 9 \\ \hline \end{array}$ $\begin{array}{|c|} \hline 12 \\ \hline \end{array}$ $\begin{array}{|c|} \hline 14 \\ \hline \end{array}$

4. (a) (17 minus 11) - 3 = \square
 (b) (19 less 10) plus 5 = \square
 (c) (20 subtract 12) - 4 = \square
 (d) (21 minus 9) add 7 = \square

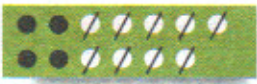



5. Match.

- (a) $14 - 9$ 
 (b) $18 - 10$ •
 (c) $21 - 12$ •
 (d) $17 - 11$ •

$\begin{array}{|c|} \hline 9 \\ \hline \end{array}$
 $\begin{array}{|c|} \hline 8 \\ \hline \end{array}$
 $\begin{array}{|c|} \hline 6 \\ \hline \end{array}$
 $\begin{array}{|c|} \hline 5 \\ \hline \end{array}$

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Revision 23

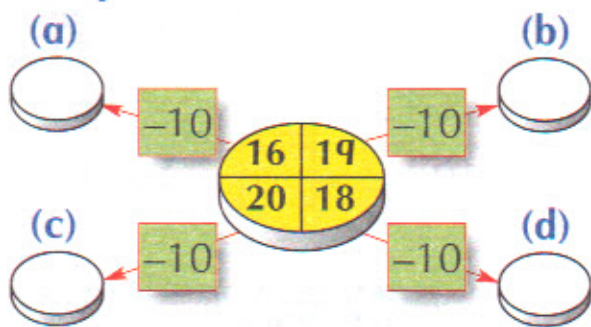
1. (a)  $13 - q = \square$
- (b)  $18 - \square = 6$
- (c)  $\square - 11 = 8$
- (d)  $20 - \square = \square$

2. (a) $\begin{array}{r} 17 \\ - 10 \\ \hline \square \end{array}$ (b) $\begin{array}{r} 16 \\ - 12 \\ \hline \square \end{array}$ (c) $\begin{array}{r} 21 \\ - 9 \\ \hline \square \end{array}$ (d) $\begin{array}{r} 18 \\ - 11 \\ \hline \square \end{array}$

3. Fill in the gaps.

- (a) $\begin{array}{c} \boxed{22} \xrightarrow{-10} \boxed{12} \xrightarrow{-10} \square \end{array}$
- (b) $\begin{array}{c} \boxed{20} \xrightarrow{-9} \square \xrightarrow{-9} \square \end{array}$
- (c) $\begin{array}{c} \boxed{24} \xrightarrow{-12} \square \xrightarrow{-12} \square \end{array}$
- (d) $\begin{array}{c} \boxed{23} \xrightarrow{-11} \square \xrightarrow{-11} \square \end{array}$









4. Complete.



5. (a) $(17 - 10) + 8 = \square$
- (b) $(12 - 12) + 4 = \square$
- (c) $(20 - 9) - 5 = \square$
- (d) $(21 - 11) + 9 = \square$

Revision 24

1. (a) $\begin{array}{r} 16 \\ - 11 \\ \hline \square \end{array}$ (b) $\begin{array}{r} 21 \\ - 10 \\ \hline \square \end{array}$ (c) $\begin{array}{r} 19 \\ - 12 \\ \hline \square \end{array}$ (d) $\begin{array}{r} 17 \\ - 9 \\ \hline \square \end{array}$

2. (a)  $-$  $= \square$
- (b)  $-$  $= \square$
- (c)  $-$  $= \square$
- (d)  $-$  $= \square$

3. (a) $\begin{array}{c} \square \\ \diagdown \quad \diagup \\ 16 - 9 \end{array}$ (b) $\begin{array}{c} 8 \\ \diagdown \quad \diagup \\ \square - 10 \end{array}$ (c) $\begin{array}{c} 7 \\ \diagdown \quad \diagup \\ 19 - \square \end{array}$

4. (a) $(15 \text{ take away } 10) - 2 = \square$
- (b) $(21 \text{ minus } 12) - 6 = \square$
- (c) $(19 \text{ less } 11) \text{ minus } 4 = \square$
- (d) $(22 \text{ subtract } 12) - 8 = \square$

5. Complete. (Subtract.)

- (a) $\begin{array}{|c|c|c|} \hline 18 & - & 11 \\ \hline \hline & = & \square \\ \hline \end{array}$
- (b) $\begin{array}{|c|c|c|} \hline \square & - & 10 \\ \hline \hline & = & 7 \\ \hline \end{array}$
- (c) $\begin{array}{|c|c|c|c|} \hline 20 & & 9 & \\ \hline \hline & & & \\ \hline \end{array}$
- (d) $\begin{array}{|c|c|c|c|} \hline \square & & 11 & = & 11 \\ \hline \hline & & & & \\ \hline \end{array}$
- (e) $\begin{array}{|c|c|c|c|c|} \hline 18 & & & & 6 \\ \hline \hline & & & & \\ \hline \end{array}$

DAY 33

1. Circle the word with the correct spelling.

cleen clean kleen

2. Correct the spelling mistake.

The ball is unda the table.

3. Add **oa** or **ow**.

Heat can turn bread into t st.

4. Write **some** or **sum**.

Can you help me do this maths

?

5. Circle the word that comes LAST in alphabetical order.

apple orange plum

6. How many syllables in **going**?

one two three

7. Write **.** or **!** in the box.

Help me

8. Write **It** or **They**.

I have a pet. is a cat.

9. Write the correct verb.

fished is fishing

Dad and I on the river.

10. Is **box** a **verb** or a **noun**?

Don't lift that heavy box.

noun verb

MY SCORE

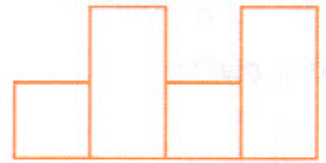
DAY 34

1. Write the missing letters. **er** or **ur**

It will be Tom's t n next.

2. Write the correct word in the shape.

ship shop shut



3. Add **oa** or **ow**.

The scarecr was in the cornfield.

4. Write **blue** or **blew**.

The wind the fence over.

5. Circle the word that comes LAST in alphabetical order.

potato carrot beans

6. Circle the word with one syllable.

sheep above bunny

7. Write **?** or **!** in the box.

Is that coat warm

8. Write **It** or **They**.

The girls are talking. noisy.

9. Write the correct **verb**.

nests nested

Some birds in our tree.

10. Is **flies** a **noun** or a **verb**?

The small kite flies in the sky.

noun verb

MY SCORE

DAY 35

1. Correct the spelling mistake.

I learnt to smim when I was four.

2. Circle the word with the correct spelling.

hapy *happee* *happy*

3. Circle the word rhyming with **shows**.

nose *sound* *how*

4. Circle the opposite of **under**.

higher *over* *down*

5. Circle the word you can add to **egg**.

chick *shell* *yellow*

6. Which word belongs in the same group as **baby, girl** and **lady**?

woman *drum*

7. Circle the word that needs a capital letter.

friday *today* *yesterday*

8. Add **ed** or **ing**.

She reach up to turn it off.

9. Circle the correct verb.

The boys is laughing/are laughing at the clown.

10. The word is not needed in the sentence.

The boy is writing neatly down in his copy.

MY SCORE

DAY 36

1. Write the jumbled word correctly.

I need to hocp the wood for the fire.

2. Write the missing letters. **er** **ur**

Put it in the brown pap bag.

3. Circle the two words that rhyme.

hang *sing* *sang*

4. The word **coat** means the same as:

boat *scarf* *jacket*

5. Which word can you add to **sand**?

beach *white* *castle*

6. Which word does not belong in the group?

crab *ant* *fly* *drip*

7. Circle the word that does NOT need a capital letter.

august *january* *week*

8. Add **ed** or **ing**.

We are help to rake the leaves.

9. Circle the two nouns.

I have brown hair and blue eyes.

10. The word describes the noun **bin**.

The smelly bin is being cleaned.

MY SCORE

ost

ill

ull

on

bber

Block

49 most

post

poster

ghost

50 frill

chill

chilly

silly

51 dull

skull

button

mutton

52 hut

shut

rubber

robber

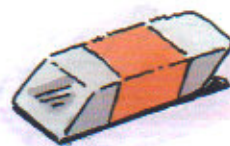
Exercise 1

Write the words.













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



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

Exercise 3 Write the correct **block** word for each of these.

- (a) a person who steals things _____
 (b) opposite to open _____
 (c) meat from a sheep _____
 (d) not very bright _____
 (e) used to keep coat closed _____
 (f) a small shed _____
 (g) tyres are made from it _____
 (h) not very clever _____

Exercise 4 Write these sentences correctly.

- (a) went post John out to letter the.

John _____

- (b) dog The crashed silly into gate the.

The _____

- (c) last chilly was It very night.

It _____

Block

53 speed

bleed

greed

green

54 sheep

sweep

creep

sheet

55 wheel

steel

sweet

street

56 greet

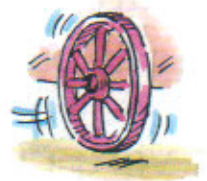
fleet

queen

meeting

Exercise 1

Write the words.



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



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

Exercise 3 Write the missing words.

- (a) The farmer has a flock of _____.
 (b) Don likes to _____ the floor.
 (c) Jane tore the _____ of paper.
 (d) The _____ was filled with people.
 (e) The _____ wears a crown.
 (f) Drivers should keep to the _____ limit.

street
 sheep
 sweep
 speed
 sheet
 queen

Exercise 4 Write these sentences correctly.

- (a) fell his and Alex hands bleed to began.
 Alex _____

- (b) meeting the After they home went all.
 After _____

- (c) drew sheet Meg picture a on the paper of.
 Meg _____

- (d) car going The was a at speed fast.
 The _____



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?

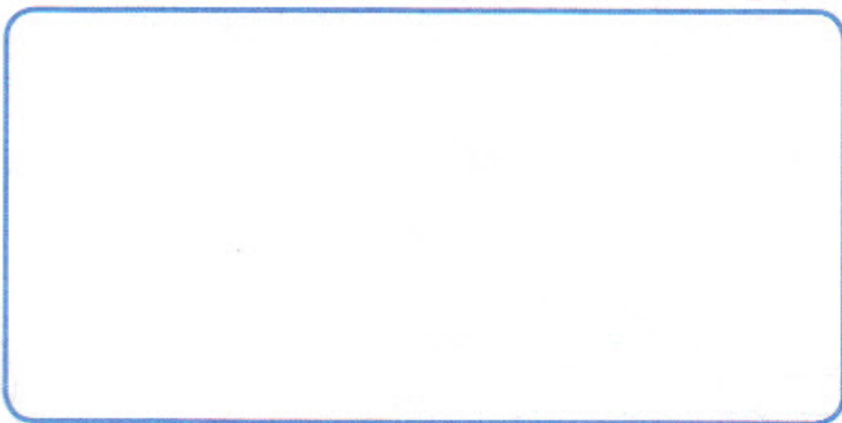
Steps:

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.