

Homework Sheet Week (May 18-22: 2020)

<p>2nd Class Monday Instead of Abair Liom, we will learn an Irish song. Lyrics & the song will be on our webpage.</p>	Mental Maths 1 p58 Mon & prob solving (Mon)
	Busy at Maths 2. P152 Subtraction - renaming
	Song on our weekly work page (Trasna na dtionta)
	SESE Explorers: p50 Chinese New Year
	Reading: p27-28 The Wise Girl
	Skills Bk 2: p60
	Léigh sa Bhaile Seachtain #28 Lá 1
	Read at Home 2 Wk #28 Day 1
	Table Topper 2 p62 Test 1
English In Practice 2 #37	
<p>Tuesday This wk read about the buttercup & the frog.</p>	Mental Maths 1 p58 Tues) & prob solving (Tues)
	Busy at Maths 2. P153 Subtraction - renaming
	Song on our weekly work page
	Skills Bk 2: p61
	Reading: p29-30 The Wise Girl
	Léigh sa Bhaile Seachtain #28 Lá 1
	Read at Home 2 Wk #28 Day 1
	Table Topper 2 p62 Test 2
	English In Practice 2 #38
<p>Wednesday Prayer Sheet:</p>	Mental Maths 2 p58 (Wed) & prob solving (Wed)
	Busy at Maths 2. P154 Subtraction - renaming
	Skills Bk 2: p62
	Reading: p31-32 The Wise Girl
	Léigh sa Bhaile Seachtain #27 Lá 2
	Song on our weekly work page
	Read at Home 2 Wk #27 Day 2
	Table Topper 2 p63 Test 3
	English In Practice 2 #39
<p>Thursday Prayer Sheet:</p> <p>3 things you learned 2 things you found interesting 1 Question</p>	Mental Maths 2 p59 (Thurs) & prob solving (Thurs)
	Busy at Maths 2. P155 Subtraction - renaming
	Skills Bk 2: p63
	Reading: p33-34 The Wise Girl
	Léigh sa Bhaile Seachtain #28 Lá 4
	Song on our weekly work page
	Read at Home 2 Wk #28 Day 4
	Table Topper 2 p63 Test 4
	English In Practice 2 #40
<p>Friday:</p>	Mental Maths: Fri Review
	Skills Bk 2: p64-65

Frog

Latin name – *Rana temporaria*

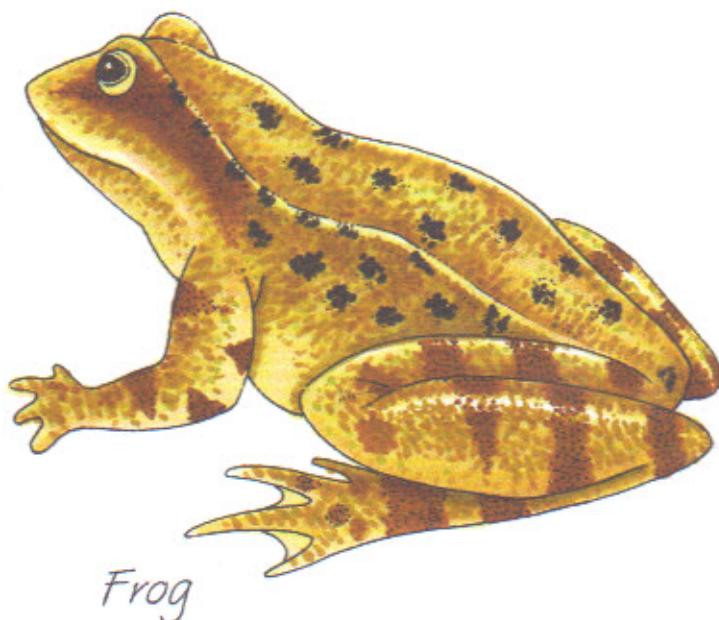
Irish name – *Frog*

(No Irish name as frogs were introduced to Ireland around 1600)

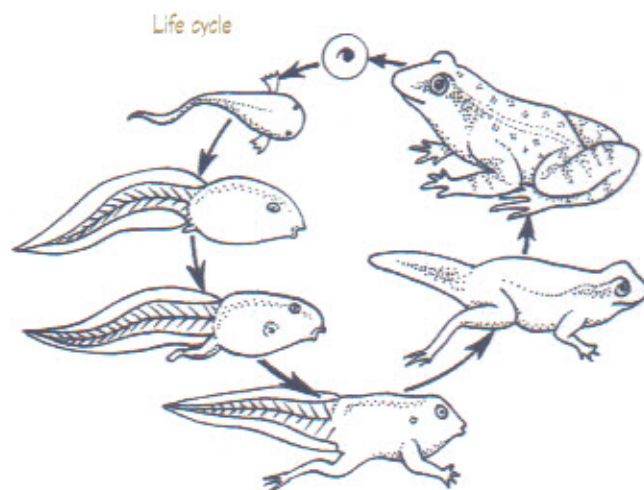
Frogs belong to the animal group amphibians. These are cold-blooded creatures that cannot control their own body temperature but are affected by environmental temperatures. Another distinguishing characteristic is that they are able to take in oxygen in two separate ways. They have lungs, which they fill with air which they inhale from the atmosphere. However when they are hibernating at the bottom of ponds in winter, they are able to absorb enough oxygen from the water through their skins to keep them going.

In February frogs wake from hibernation. Males hibernate at the bottom of ponds and females hibernate in separate quarters at the bottom of wet ditches around fields. These female frogs, upon waking, hurry to the ponds where the males are encouraging their arrival with loud croaking. The females and males both enter the water where mating takes place. The male climbs on to the back of the female and holds her with his nuptial pad – a very well developed thumb. When she produces her eggs in a cloud into the water, he immediately squirts sperm all over them and fertilisation takes place in the water. The fertilised eggs swell up and float in a jelly-like mass called frogspawn. The couple then disengages and they go their separate ways. Frogs spend the rest of the year in wet fields and meadows and in gardens feeding on flies which they catch with their long sticky tongues. They never go back to the pond until hibernation time in October when the males return. The eggs are left to fend for themselves.

Meanwhile back in the pond, the black eggs in the transparent jelly become larger until they finally hatch out into tadpoles. These are completely aquatic creatures, with gills on their long tails and they get all their oxygen requirements from the water through these gills. They are carnivorous creatures and indeed if they are short of food will even eat each other as many the owner of a tank of frogspawn will testify. Frogs are protected under European legislation because they are scarce in Europe in general. However, they are not endangered in Ireland so a general licence has been issued to all Centres of Education in Ireland to collect and study frogspawn in class in tanks, etc., without individually having to apply for a licence to the National Parks and Wildlife Service.



Tadpoles slowly develop into small frogs, growing first their legs and then finally losing their tails. If they are kept in a tank the water must be changed regularly as a buildup of enzymes from the tadpoles prevents them from developing into frogs. They can be fed with fish food – daphnia – which is sold for goldfish. When they have all four legs and lose their tails, they will leave their watery environment and hop around grassy meadows catching food for themselves. In turn, they are food for birds such as herons.



To do with Third Class

- Note the date when first frogspawn is seen, to build up a series of records over the years. Bring in frogspawn to class (or into the school pond) and observe the stages of growth. Release the frogs back to the wild when fully grown.

Buttercup

Latin name – *Ranunculus repens*

Irish name – *Fearbán* and also *Cam an Ime*



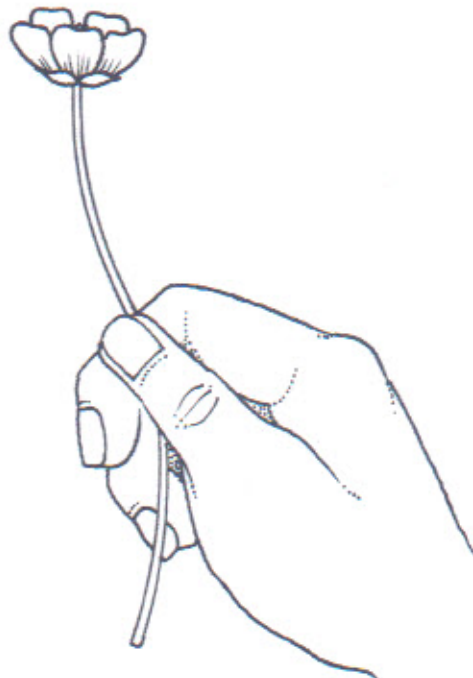
Buttercup

Buttercups are wild flowers that grow in grassy fields that are not mowed. Unlike daisies and dandelions which grow from rosettes and can survive mowing, buttercups will not grow and flower on a continually mowed lawn. So look for them beside the hedge if this is the case in your school — or indeed arrange for a small unmown patch to be left for the buttercups.

Buttercups start to flower by the end of April and continue in flower all summer long right up to September. The flower has five bright yellow petals. There are five sepals on the outside of the petals and a great number of male stamens inside the petals. They contain nectar deep within the flowers to attract insects and are visited particularly by butterflies in summer months.

They are called buttercups in English because it was thought that a pasture full of buttercups eaten by cattle would give a golden colour to the milk and even more so to the butter made from the milk. This is not actually true — buttercups are generally avoided by cattle. They have an acrid taste and one of the Irish names for buttercups, *fearbán*, reflects this.

Children play the game of holding a buttercup under another child's chin to see if they like butter. Butter must have been more popular long ago among children than it is now, as there is invariably a golden glow on the child's skin which of course means "they like butter", which may not actually be the case. Scientifically, any bright yellow object held under the chin of any child of any skin colour — particularly on a bright, sunny day — will give a golden reflection.



To do with Senior Infants

- Bring them out to look for buttercups. Get them to count the petals and see the sepals behind the petals. Get them to check if their companion "likes butter". Then get them to repeat this using a dandelion. What can they conclude from this exercise?

Tests Addition (+ 1) to (+ 4)

Test 1

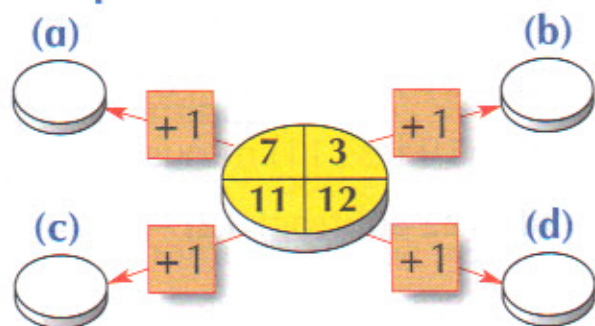
1. (a)   $4 + 1 = \square$

(b)   $\square + 1 = 7$

2. (a)	(b)	(c)	(d)
9	10	7	6
+ 1	+ 1	+ 1	+ 1
\square	\square	\square	\square

3. (a) $5 + 1 = \square + 5 = \square$
 (b) $1 + 8 = \square + 1 = \square$
 (c) $\square + 3 = 3 + 1 = \square$
 (d) $\square + 7 = 7 + 1 = \square$
 (e) $\square + 10 = 10 + 1 = \square$

4. Complete.



5. Complete. (Add.)

(a)	3	+	1	=	\square
(b)	7		1	=	8
(c)	9	+		=	10
(d)		+	1	=	12
(e)	10				11

Test 2









1. (a)  $6 + 2 = \square$

(b)  $8 + 2 = \square$

(c)  $12 + 2 = \square$

(d)  $9 + 2 = \square$

2. (a)	(b)	(c)	(d)
0	11	12	8
+ 2	+ 2	+ 2	+ 2
\square	\square	\square	\square





3. (a)  +  = \square
 (b)  +  = \square
 (c)  +  = \square
 (d)  +  = \square

4. (a) $7 + 2 = 2 + \square = \square$
 (b) $9 + 2 = \square + 9 = \square$
 (c) $6 + 2 = \square + \square = \square$
 (d) $10 + 2 = \square + 10 = \square$

5.

	+ 2
(a)	6
(b)	5
(c)	8
(d)	10

Test 3

1. (a)  $1 + 3 = \square$
- (b)  $5 + \square = \square$
- (c)  $\square + 3 = \square$
- (d)  $\square + \square = \square$

2. (a) (b) (c) (d) (e)

+	2	12		11	6
3			6		

3. (a)  + $\square = \img alt="4 candy" data-bbox="350 538 420 568"/>$
- (b)  +  = \square
- (c)  + $\square = \img alt="8 candy" data-bbox="345 605 415 635"/>$









4. (a) $\begin{array}{r} 1 \\ +3 \\ \hline \square \end{array}$ (b) $\begin{array}{r} 9 \\ +3 \\ \hline \square \end{array}$ (c) $\begin{array}{r} 7 \\ +3 \\ \hline \square \end{array}$ (d) $\begin{array}{r} 11 \\ +3 \\ \hline \square \end{array}$

5. Fill in the gaps.

- (a) $\begin{array}{c} \square \\ +3 \\ \hline 4 \\ +3 \\ \hline \square \end{array}$
- (b) $\begin{array}{c} \square \\ +3 \\ \hline \square \\ +3 \\ \hline \square \end{array}$
- (c) $\begin{array}{c} \square \\ +3 \\ \hline \square \\ +3 \\ \hline \square \end{array}$
- (d) $\begin{array}{c} \square \\ +3 \\ \hline \square \\ +3 \\ \hline \square \end{array}$

20

Test 4

1. (a)  +  $5 + 4 = \square$
- (b)  +  $10 + 4 = \square$
- (c)  +  $7 + 4 = \square$
- (d)  +  $8 + 4 = \square$
2. (a) $3 + 4 = 4 + \square = 7$
- (b) $11 + 4 = 4 + \square = \square$
- (c) $12 + 4 = \square + 12 = \square$
- (d) $\square + 4 = 4 + 6 = 10$

3. Fill in the gaps.

- (a) $\square + \square = 8 + \square = \square$
- (b) $\square + \square = \square + \square = \square$
- (c) $\square + \square = \square + \square = \square$
- (d) $\square + \square = \square + \square = \square$

4. Complete. (Add.)

- (a) $\begin{array}{|c|c|c|c|} \hline 6 & + & 4 & = & \square \\ \hline \end{array}$
- (b) $\begin{array}{|c|c|c|c|} \hline 8 & & 4 & & 12 \\ \hline \end{array}$
- (c) $\begin{array}{|c|c|c|c|} \hline & + & 4 & = & 11 \\ \hline \end{array}$
- (d) $\begin{array}{|c|c|c|c|} \hline 5 & + & & = & 9 \\ \hline \end{array}$

- 5.

- | | |
|-----|-----|
| | + 4 |
| (a) | 6 |
| (b) | 7 |
| (c) | 11 |
| (d) | 12 |

20



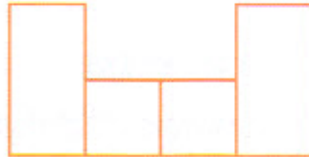
DAY 37

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

It will be v y windy tomorrow.

2. Write the correct word in the shape.

wish dish wash



3. Circle the two words that rhyme.

plant stand ant

4. Write **sail** or **sale**.

Those toys are on .

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

bell window key

6. The opposite of **open** is:

close door wide

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

My brother is older than Ben .

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

Look at these flowers. are pretty.

9. Circle the correct verb.

showed are showing

The children their art at last week's school assembly.

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

The baby crawled into the room.

noun verb

MY SCORE

DAY 38

1. Circle the word with the correct spelling.

abowt about abbo

2. Write the jumbled word correctly.

Your nihc is under your lip.

3. Which word rhymes with **bird**?

turn word hu

4. Write **rode** or **road**.

They their bikes on path.

5. Which word can you put before **f**?

table water tree

6. The word means the same as **father**.

mother mum da

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

Do you like eating broccoli .

8. Write **his** or **hers**.

Here are Tim's keys. They are .

9. Write the correct verb.

cleans clean

He the o every Saturday.

10. Circle if **dirty** is a noun or a describing word.

That dirty sock needs to be washed.

noun describing v

MY SCORE

DAY 39

1. Write the jumbled word correctly.

Don't ptir over the toy on the floor.

2. Correct the spelling mistake.

I came furst in my race.

3. Add **oa** and **ow**.

The sparr flew over the
c st.

4. Write **sail** or **sale**.

The wind will blow the .

5. Circle the opposite of **take**.

get give drop

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

cloud sky rain

7. Add two capital letters.

my sister and i are twins.

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

My gran is rest in the chair.

9. Circle the correct verb.

Sam sing/sings better than Mary.

10. The word is not needed in the sentence.

Yesterday Sineád is feeling sleepy today.

MY SCORE

DAY 40

1. Write the correct word in the shape.

must lost best

2. Write the missing letters. **nk** or **ng**

Please ha up your clothes.

3. Add **oa** and **ow**.

I saw a rainb over the
b t.

4. Write **road** or **rode**.

I live at the end of the .

5. Circle the word that means the same as **over**.

above high down

6. Circle the word that comes last in alphabetical order.

river sea lake

7. Add capital letters to two words.

Mum said i could go in june.

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

Dad paint the shed on Sunday.

9. Circle the two nouns.

The nail is sticking out of the wall.

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

We live at the top of a steep hill.

MY SCORE