**Ms Merry’s 4th Class 28/3/2020**

**Work for Weeks 3 and 4**

**Pen license: All girls in my class can now assume that they have their pen license and may start to write in pen - congratulations! 😁**

**READ THIS!**

**Try to do the basics every day – that means your Mental Maths, Read at Home, tables practice and silent reading.**

**If you have access to the internet (and permission to go on it from your parent/guardian) try and have a go at the other activities!**

Day 1

* **Mental Maths corrections**: Make sure you have corrected your work from the past two weeks.

<https://www.newwavementalmaths.ie/my-login/>

Log in: [JMerry@scoilchaitrionasns.ie](mailto:JMerry@scoilchaitrionasns.ie) and the password is Mental1.

* **Mental Maths**: Week 26 Mon and Problem Solving
* **Read at Home corrections**: Use the answers below to correct all your questions from Day 1 to 5.

Read at Home Answers

Day 1: The Letter - Page 120

1. Jane is writing to her best friend Laura.
2. Jane has moved to a new house and a new school. She has a new uniform, different books, a different teacher and new friends.
3. The class pet is a lizard. It is called Monty and he stays in a glass tank at the back of the classroom.
4. Mr Kelly seems to like history and geography best. He loves to tell crazy history stories and host geography quizzes.
5. Hazel and Rachel like to sing and chat. They also like to dance as they go to dance class after school.

Day 2: Sputnik - Page 119

1. Sputnik 1 was launched on the 4th of October 1957.
2. The Soviet Union, which is now called Russia, launched this satellite.
3. The Sputnik 1 tumbled back to Earth, burning up as it shot back through the air.
4. The global positioning system (GPS) works by using signals from satellites to figure out where the person is and where they need to go.
5. Two other uses of satellites include providing television stations all around the world and taking pictures of Earth to help weather forecasters to predict the weather. (Other possible answer: People can call their friends and family on the other side of the world because of satellites.)

Day 3: Chocolate - Page 118

1. The cocoa bean was first discovered more than 4000 years ago in the Amazon rainforest of South America.
2. The Mayan people passed on the secret of chocolate to the Aztec people.
3. In 1519, Spain invaded the empire of the Aztecs in modern-day Mexico.
4. Sugar was first added to chocolate in Spain.
5. The first proper eating chocolate was made in Britain in 1830.

Day 4: - Txt U L8r Page 115

1. The name of the poem is ‘Txt U L8r’.
2. Aislinn O’Loughlin wrote the poem.
3. Text talk/spelling is the kind of spelling used – where you use abbreviations and drop some vowels.
4. Yes, I could read it once I had worked out that many of the vowels had been dropped.
5. Some older people who perhaps are used to writing text messages would be able to read it. I think it would be tricky to read for some older people who haven’t seen this kind of writing before.
6. Abbreviations are short forms of words. This sentence means that the letters ‘abrvi8ns’ is the shorthand way of writing the word ‘abbreviation’.
7. The poem is confusing because it takes a bit of time to work out what the words actually are because they aren’t written using normal spelling.
8. Text spelling is handy sometimes when I want to write something quickly. However, sometimes it can be confusing if the person writing it has abbreviated it so much that you can’t actually figure out what the word is!

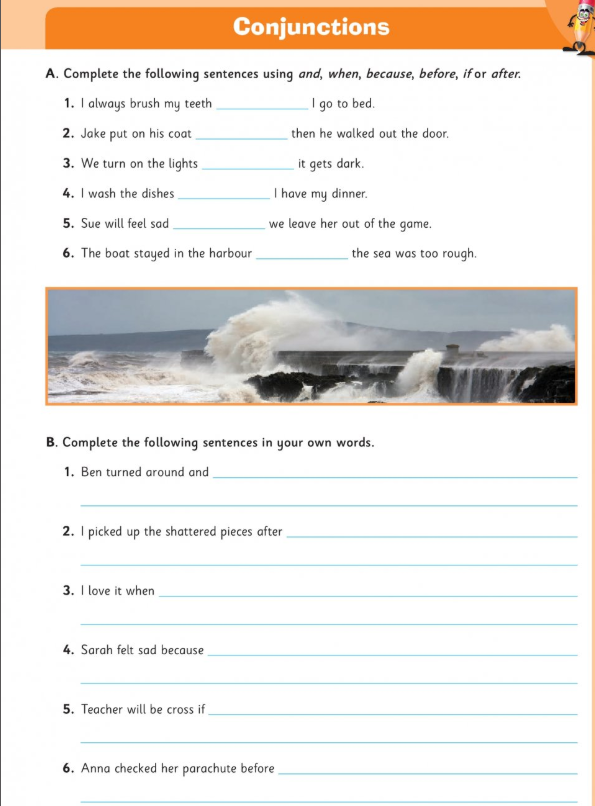
Day 5: Valentina Tereshkova - Page 114

1. On the 16th June 1963, Valentina Tereshkova became the first woman to go into outer space.
2. Her first job was working in a local textile (cloth or fabric) factory.
3. Five women were selected for the space program – Valentina and four others.
4. In Russia, astronauts are called cosmonauts.
5. *Vostok 6* was the name of the space rocket.

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* **Writing and Grammar:** Conjunctions are **connecting** words**.** Do exercises **A** and **B**.

**(Hint:** In **A**, read all of the sentences first before you choose which missing word goes where. Do the easy ones first and come back last to the ones you’re not totally sure about.)



* **Tables**: Spend 10 minutes on either [www.multiplication.com](http://www.multiplication.com) or <https://www.topmarks.co.uk/maths-games/7-11-years/multiplication-and-division>. Work on the Division questions.
* **Spelling:**
* Go to the very last pages of this document where you will find some spelling lists.
* Start with Grade 4 words (but if you think there are words in Grade 2 or 3 that you need to learn, then start there instead). Have someone in your house test you until you find five that you made a mistake in and need to learn.

Do these activities to help you learn the words:

* Write them in different colours in your copy
* Write them in the air
* Write them on someone’s back (with your finger!)
* Type them out each five times each
* Say the letters in the word out loud quickly three times
* Write them into a silly sentence
* Then, see if you can remember them by writing them again without looking at them.

*Already know all of Grade 4? Go on to Grade 5 words*.

**For those really tricky ones try the SOS method. You may need help from an adult or older sibling:**

[**https://localoffer.haltonchildrenstrust.co.uk/wp-content/uploads/2015/12/SOS-Spelling-Method.pdf**](https://localoffer.haltonchildrenstrust.co.uk/wp-content/uploads/2015/12/SOS-Spelling-Method.pdf)

Day 2

* **Mental Maths**: Week 26 Tue and Problem Solving
* **Read at Home**: Use the answers below to correct all your questions from Day 6 to 10.
* **Silent reading**: 30 minutes
* **Tables**: Spend 10 minutes on either [www.multiplication.com](http://www.multiplication.com), [https://www.topmarks.co.uk/maths-games/7-11-years/multiplication-and-division](http://www.ixl.com). Work on the Division questions.
* *If you want further challenge: Pick a problem from* [*https://nrich.maths.org/primary*](https://nrich.maths.org/primary)
* **Spelling:** Continue with the next five words you found out you didn’t know as described in Day 1.
* **Irish:** Go online to <https://www.duolingo.com/learn> Click that you want to learn Irish (it has a picture of the Irish flag). Click the option ‘School’ when they ask you why you are learning this language. Spend ten minutes or so on the exercises.
* **Procedural reading activity!** You must have an adult supervise you for this – very important!

Have a go at making the flapjacks from page 107 of Read at Home.

Read at Home Answers

Day 6: - Page 113

1. The twin girls in the story are called Tara and Laura.
2. Identical twins are sisters or brothers that are born at the same time and look very similar or nearly exactly the same as each other.
3. Mum mixed them up with each other because they were wearing their school uniforms.
4. ‘I wish I could learn to play the guitar!’ was the sentence of Laura’s that Tara finished.
5. Granny said she liked being a twin because she said her twin was her best friend and because of this she was never lonely. She said that she felt sorry for people that didn’t have a twin.

Day 7: - Page 112

1. The three astronauts on the *Apollo 11* mission were Buzz Aldrin, Neil Armstrong and Michael Collins.
2. The man in the photograph is Buzz Aldrin.
3. Neil Armstrong took the photograph.
4. The landing almost didn’t take place because the surface on which the lunar module was about to land was covered with rocks and boulders. If the lunar module had landed on them it could have tipped over on landing. Eventually, they found a clear spot on the surface of the moon on which they could land the craft safely.
5. The lunar module was called *The Eagle*.

Day 8: - Page 110

1. The nearest planet to Earth is Venus.
2. Venus is closer to the Sun than Earth.
3. The dense layers of cloud act like a giant blanket to lock in all the heat from the Sun around the planet.
4. The clouds are made of strong acids.
5. Scientists study the weather on Venus to learn more about the effect that too much smoke and fumes would have on the atmosphere on Earth. This is called global warming (now called Climate Change or Climate Chaos) and is a current and huge environmental problem for the Earth.

Day 9: - Page 109

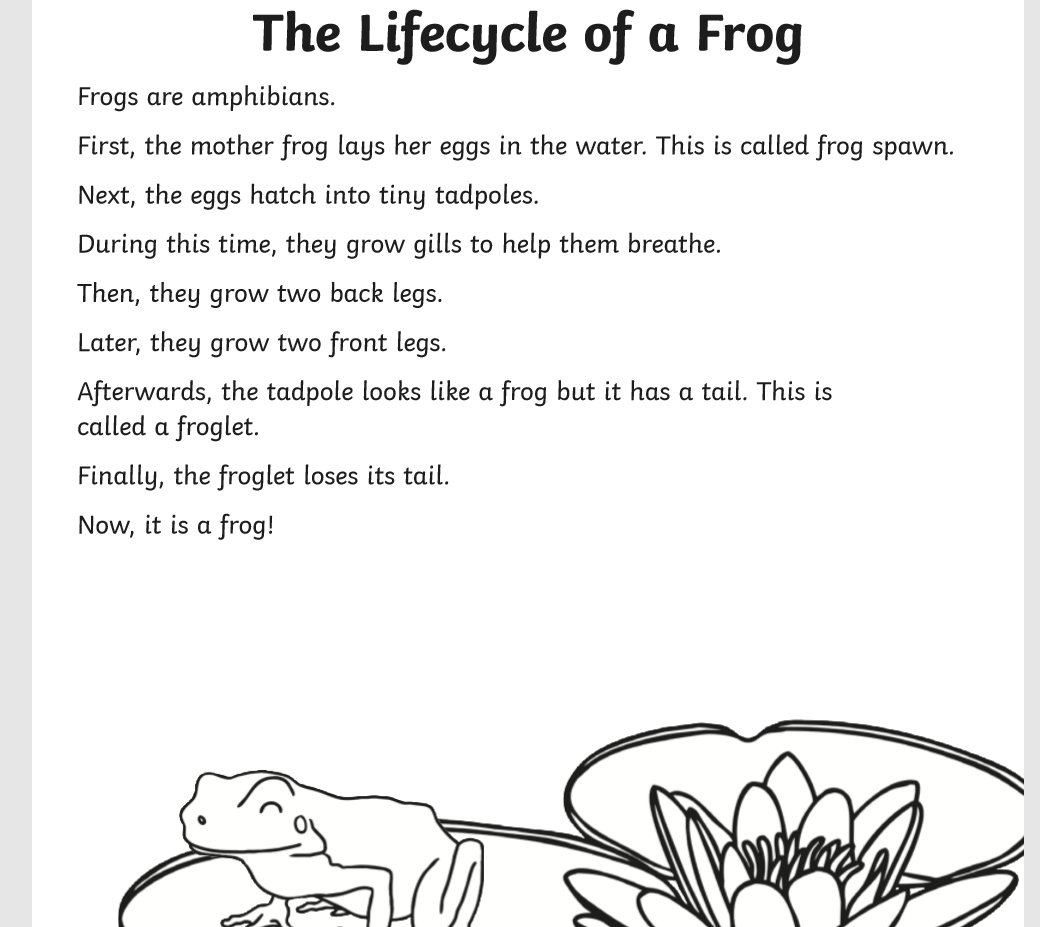
1. It is a close match because with only two minutes to go both teams are on a score of one goal each.
2. Brian tries to score a last-minute goal.
3. The star striker has been fouled and has hurt his knee/leg so consequently (because of this) he can’t take the shot.
4. Brian feels a ‘tingle of fear’ and is unsure which way to take the shot.
5. I think Brian’s team won because he seemed to have lots of ideas about the different ways he could take the shot and chances are that one of them worked!

Day 10: - Page 108

1. The pyramid at Chichen Itza is in Mexico.
2. The Taj Mahal is made of marble.
3. The city of Petra is located on the edge of the Arabian desert.
4. The Great Wall of China was built to keep invading tribes out of China.
5. The Colosseum was built in Ancient Roman times and used as an arena where cruel fights and games took place for the amusement of the Romans (!).

Day 3

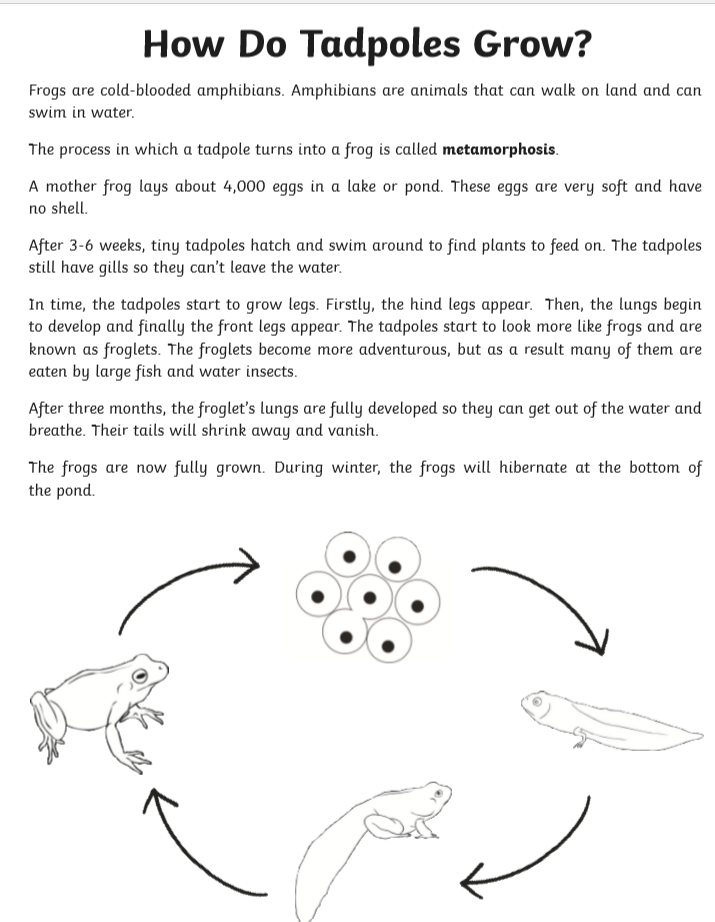
* **Mental Maths**: Week 26 Wed and Problem Solving
* **Read at Home**: Do page 106 **Silent reading**: 30 minutes
* **Tables**: Spend 10 minutes on either [www.multiplication.com](http://www.multiplication.com) or <https://www.topmarks.co.uk/maths-games/7-11-years/multiplication-and-division>. Work on the Division questions.
* *If you want further challenge: Pick a problem from* [*https://nrich.maths.org/primary*](https://nrich.maths.org/primary)
* **Spelling:** Continue with the next five words you found out you didn’t know, as described above.
* **Irish:** Go online to <https://www.duolingo.com/learn> Spend ten minutes or so on the exercises.
* **English Writing genre / Science**:
* We are going to be reading and writing in the explanatory (explanation) genre. This writing genre is used to explain how something works or the processes involved in actions or events. Read the explanatory text called, ‘The Lifecycle of a frog’.
* Highlight all the time conjunction words with a highlighter or pen/pencil. (If you can’t print this document off write these time conjunctions down in your copy.)
* *Time conjunctions are words like before, after, then, next, finally, meanwhile*
* Look at the checklist for writing a good explanatory text below. Read the text again and tick which ones from the checklist are found in this text.

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| **Explanation Texts Checklist** | **Yes / No?** |
| * Is there a clear title to show what is being explained? * An opening statement to introduce the process? * Clear steps to show how or why something occurs? * The events in order (what came first, second, third and so on)? * Time conjunctions (e.g. before, after, then, next, finally, meanwhile)? * Cause and effect conjunctions (e.g. because, so, this causes, therefore, thus, consequently, as a result)? * Illustrations / diagrams / flow charts to make explanation clearer? |  |

Day 4

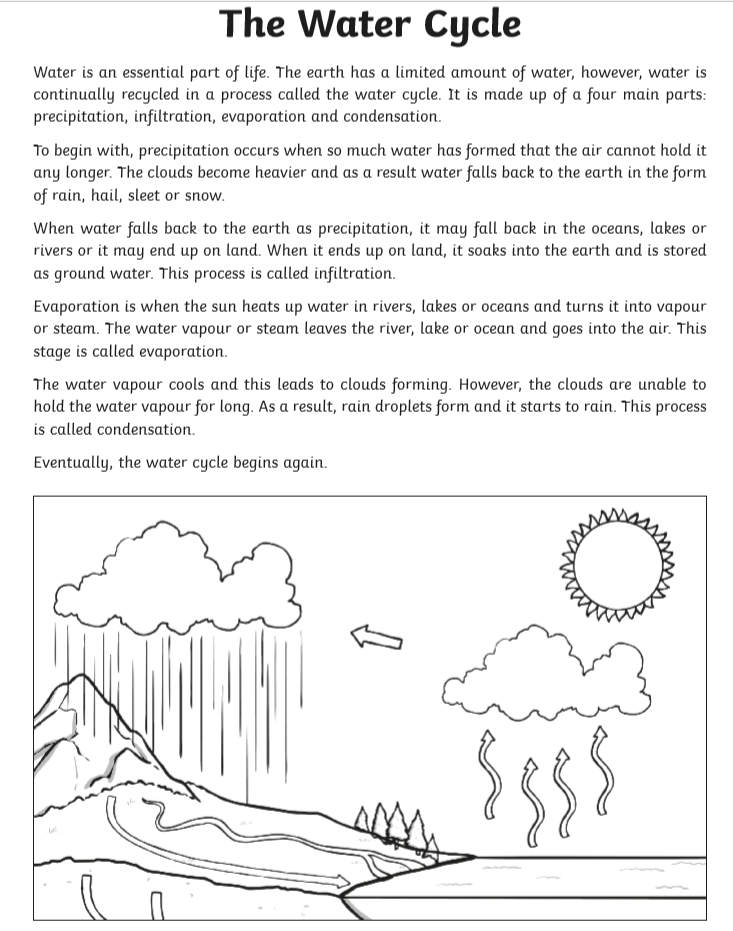
* **Mental Maths**: Week 26 Thurs and Problem Solving
* **Read at Home**: Do page 105 **Silent reading**: 30 minutes
* **Tables**: Spend 10 minutes on either [www.multiplication.com](http://www.multiplication.com) or <https://www.topmarks.co.uk/maths-games/7-11-years/multiplication-and-division>. Work on the Division questions.
* *If you want further challenge: Pick a problem from* [*https://nrich.maths.org/primary*](https://nrich.maths.org/primary)
* **Spelling:** Continue with the next five words you found out you didn’t know, as described in Day 1.
* **Irish:** Go online to <https://www.duolingo.com/learn> Spend ten minutes or so on the exercises.
* **English Writing genre / Science**:
* Read the explanatory text called, ‘How do tadpoles grow?’
* Highlight all the time conjunctions.
* Look at the checklist below. Read the text again and tick if all these are in this tadpole text.
* Which of these specialized words goes with which part of the diagram? *Frog spawn, adult frog, froglet, tadpole*

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| --- | --- |
| **Explanation Texts Checklist** | **Yes / No?** |
| * Is there a clear title to show what is being explained? * An opening statement to introduce the process? * Clear steps to show how or why something occurs? * The events in order? * Conjunctions of time (e.g. before, after)? * Cause and effect conjunctions (e.g. because, so, this causes, therefore, thus, consequently, as a result)? * Illustrations/diagrams/flow charts to make explanation clearer? |  |

Day 5

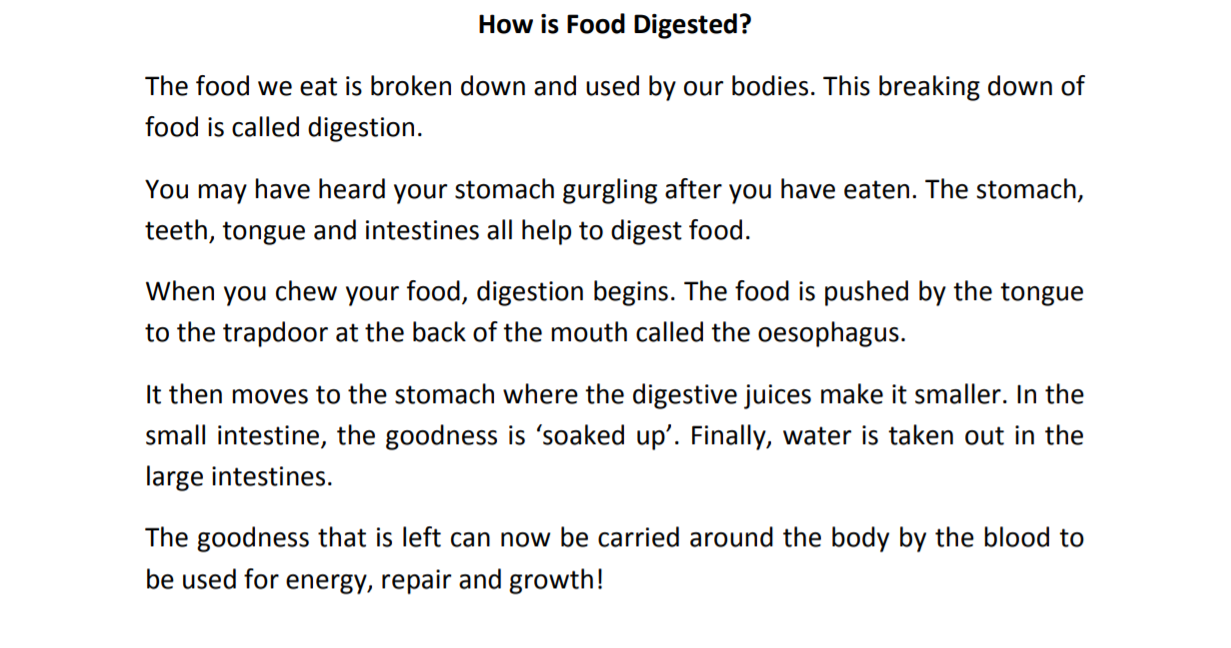
* **Mental Maths**: Week 26 Fri review and Problem Solving
* **Read at Home**: Do page 104
* **Silent reading**: 30 minutes
* **Tables**: Spend 10 minutes on either [www.multiplication.com](http://www.multiplication.com) or <https://www.topmarks.co.uk/maths-games/7-11-years/multiplication-and-division>. Work on the Division questions.
* *If you want further challenge: Pick a problem from* [*https://nrich.maths.org/primary*](https://nrich.maths.org/primary)
* **Spelling:** Continue with the next five words you found out you didn’t know, as described in Day 1.
* **Irish:** Go online to <https://www.duolingo.com/learn> Spend ten minutes or so on the exercises. Tell someone in your house one of the new phrases you have learned.
* **English Writing genre / Geography**:
* Read the explanatory text called, ‘The Water Cycle’.
* Can you match up the **technical** (specialized words we use for a particular subject): *precipitation, infiltration, condensation* and *evaporation* with the correct arrows on the diagram (One set of arrows you can only see the top parts of them)?
* Read the text again and tick your checklist to show which of these are found in this particular text.

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| --- | --- |
| **Explanation Texts Checklist**   * Is there a clear title to show what is being explained? * An opening statement to introduce the process? * Clear steps to show how or why something occurs? * The events in order? * Conjunctions of time (e.g. before, after)? * Cause and effect conjunctions (e.g. because, so, this causes, therefore, thus, consequently)? * Illustrations/diagrams/flow charts to make explanation clearer? | **Yes/No?** |

Day 6

* **Mental Maths**: Week 27 Mon and Problem Solving
* **Read at Home**: Do page 103
* **Silent reading**: 30 minutes
* **Tables**: Spend 10 minutes on either [www.multiplication.com](http://www.multiplication.com) or <https://www.topmarks.co.uk/maths-games/7-11-years/multiplication-and-division>. Work on the Division questions.
* *If you want further challenge: Pick a problem from* [*https://nrich.maths.org/primary*](https://nrich.maths.org/primary)
* **Spelling:** Continue with the next five words you found out you didn’t know, as described in Day 1.
* **Irish:** Go online to <https://www.duolingo.com/learn> Spend ten minutes or so on the exercises.
* **English Writing genre / Science:**
* Read this final example of an explanatory text called ‘How is Food Digested?’.
* Use your dictionary or this online one <https://www.wordsmyth.net/> (use the box to the left to put in the words and click 'beginner' option) to look up any words you don't know.



* Watch thislink three times! <https://www.youtube.com/watch?v=iFKB1HQgdIs> called ‘How does soap kill the coronavirus?’
* **CHALLENGE**! Now start to have a go at writing your own explanatory text like the other ones you have read above, using the information from this clip. Can you explain how soap works to kill the virus? You may have to pause the video a few times to get the key or technical words from it!

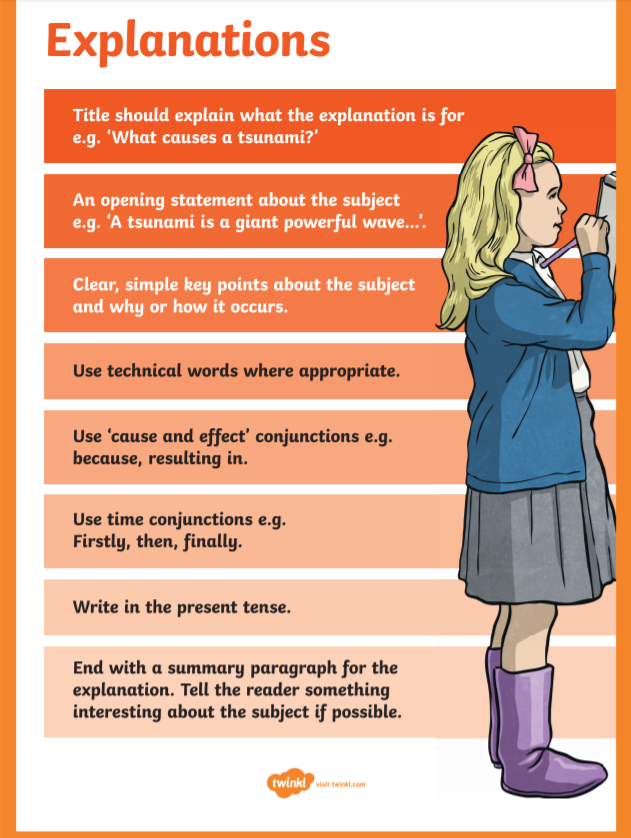
**OR INSTEAD OF THAT…**

Can you start to write your own explanation for how something works? Some ideas might be:

* Why a volcano erupts
* The life cycle of the butterfly
* How mummies in Ancient Egypt were made
* How food chains work
* How a rainbow is formed
* Why an earthquake happens
* How people washed their clothes in the early 1900s (before washing machines were invented)
* Of course, you may have to do some research in books and/or the internet to help you understand it before you can explain it well yourself! Look for films for children on YouTube to help you. *(Again, only use YouTube with permission and supervision from an adult.)*

**POINTS TO CONSIDER BEFORE WRITING**

* What is it about? What are you explaining? Are you explaining how or why something happens or are you explaining a process?
* What is the title?
* What are the important parts, section of what you want to explain? How would you describe it and its parts? Which parts need to be described as part of the explanation?
* How does it work? What happens first, next and why?
* Can you include a labelled diagram?



Day 7

* **Mental Maths**: Week 27 Tue and Problem Solving
* **Read at Home**: Do page 102
* **Silent reading**: 30 minutes
* **Tables**: Spend 10 minutes on either [www.multiplication.com](http://www.multiplication.com) or <https://www.topmarks.co.uk/maths-games/7-11-years/multiplication-and-division>. Work on the Division questions.
* *If you want further challenge: Pick a problem from* [*https://nrich.maths.org/primary*](https://nrich.maths.org/primary)
* **Spelling:** Continue with the next five words you found out you didn’t know, as described in Day 1.
* **Irish:** Go online to <https://www.duolingo.com/learn> Spend ten minutes or so on the exercises.
* **English Writing /Art:**
* Finish writing your draft of your explanatory text.
* Draw a diagram for your explanatory writing from yesterday.
* Make sure to put labels with your pictures.

Day 8

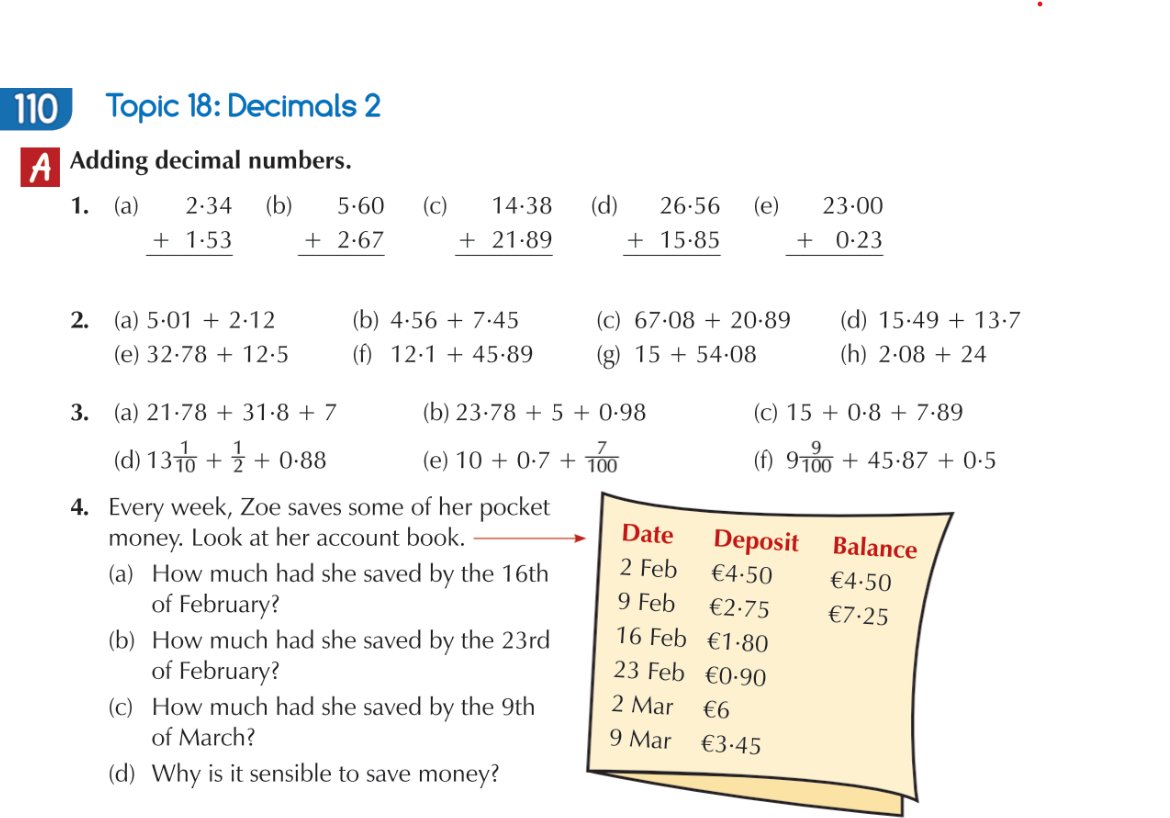
* **Mental Maths**: Week 27 Wed and Problem Solving
* **Read at Home**: Do page 100 **Silent reading**: 30 minutes
* **Tables**: Spend 10 minutes on either [www.multiplication.com](http://www.multiplication.com) or <https://www.topmarks.co.uk/maths-games/7-11-years/multiplication-and-division>. Work on the Division questions.
* **Spelling:** Continue with the next five words you found out you didn’t know, as described in Day 1.
* **Irish:** Go online to <https://www.duolingo.com/learn> Spend ten minutes or so on the exercises.
* **English Writing**:
* Go back over your first draft.
* Edit and revise your writing. Make sure you have used time conjunctions somewhere in it and if possible cause and effect conjunctions.
* Check over it for capital letters, full stops, punctuation and spellings.
* Read it out to someone at home to check that it makes sense and teach them something new!
* With an adult’s permission, you could always record yourself reading your explanation and then send it in to us so we can share it on the school website!

Day 9

* **Mental Maths**: Week 27 Thurs and Problem Solving
* **Read at Home**: Do page 99 **Silent reading**: 30 minutes
* **Tables**: Spend 10 minutes on either [www.multiplication.com](http://www.multiplication.com) or <https://www.topmarks.co.uk/maths-games/7-11-years/multiplication-and-division>. Work on the Division questions.
* **Spelling:** Continue with the next five words you found out you didn’t know, as described in Day 1.
* **Irish:** Go online to <https://www.duolingo.com/learn> Spend ten minutes or so on the exercises.
* **Maths** - **Decimals:** Watch this film about decimals <https://mathantics.com/lesson/decimal-arithmetic> as far as 3 mins 40 secs (however, if you’re interested in learning more feel free to watch to the end!) Don’t worry about going back and watching other videos that he talks about at the start. – just keep watching.

HINT: He talks about lining up the **ones** places. **Ones** places is the same as saying the **Units** places.

* Now complete questions 1 and 2 from below. Write them out in your copy. Remember to line them up properly using the decimal point. Use a calculator to correct.



Day 10

* **Mental Maths**: Week 27 Fri review and Problem Solving
* **Read at Home**: Do page 98 **Silent reading**: 30 minutes
* **Tables**: Spend 10 minutes on either [www.multiplication.com](http://www.multiplication.com) or <https://www.topmarks.co.uk/maths-games/7-11-years/multiplication-and-division>. Work on the Division questions.
* **Spelling:**
* Continue with the next five words you found out you didn’t know, as described in Day 1.
* Get someone to give you a written test you on all the spellings you have been working on for the past two weeks.
* **Irish:** Go online to <https://www.duolingo.com/learn> Ten minutes practice.
* **Maths - Decimals:** Watch this film about decimals again to remind yourself about how to add decimals. <https://mathantics.com/lesson/decimal-arithmetic> as far as 3 mins 40.
* Now complete questions 3 and 4 from ‘Adding decimal numbers’ above. Write them out in your copy. Remember to line them up properly using the decimal point. Use a calculator to correct them after.

# **The Basic Spelling Vocabulary List**

The trickier ones have an asterisk \* beside them – think of ways you might remember the tricky bits from them!

|  |  |  |  |
| --- | --- | --- | --- |
| Grade 1 | | | |
| a all am\* and\* at ball be bed big book box boy\* but came\* can\* car cat come\* cow dad day\* did do dog\* | fat for fun\* get\* go good\* got\* had\* hat he\* hen here him\* his\* home\* hot I\* if in\* into\* is it\* its\* let | like\* look man may me\* mom my\* no\* not of oh old on\* one\* out\* pan pet pig play\* ran rat red ride run | sat see she sit six so stop sun ten the\* this to\* top toy two\* up us was\* we\* will\* yes you\* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade 2** | | | |
| about\* add after ago an\* any apple are\* as ask ate away baby\* back bad bag base bat bee been\* before\* being best bike bill bird black blue boat both bring brother\* brown bus buy\* by cake call candy change child city clean club coat cold coming\* corn could cry cup cut daddy\* dear deep deer doing doll door down\* dress drive drop dry duck each eat eating egg end fall far farm fast | father\* feed feel feet fell\* find fine\* fire first\* fish five fix flag floor fly food foot four fox from\* full funny game gas gave girl give glad goat goes\* going\* gold gone grade\* grass green grow hand happy hard has\* have\* hear\* help here\* hill hit hold hole hop hope\* horse house\* how\* ice inch inside\* job jump just\* keep king know\* lake land last late lay left leg light line little\* live | lives long looking lost lot love mad made\* make\* many\* meat men met mile milk mine miss moon more most mother\* move much\* must myself\* nail name\* need new\* next nice\* night nine north now\* nut off\* only open or\* other our outside\* over page park part pay pick plant playing pony post pull put rabbit rain read rest riding road rock room said\* same sang saw\* say school\* sea seat seem seen send\* | set seven sheep ship shoe show\* sick side sing sky sleep small snow some\* soon\* spell start stay still store\* story take talk tall teach tell than\* thank that them\* then\* there\* they\* thing think\* three time\* today\* told too\* took train\* tree truck try use very\* walk want\* warm wash way week well\* went\* were\* wet what when\* while\* white who why wind wish with\* woke wood work yellow yet your zoo |

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade 3** | | | |
| able above afraid afternoon\* again\* age air airplane almost alone along\* already\* also always\* animal another\* anything\* around\* art aunt\* balloon\* bark barn basket beach bear because\* become began begin behind believe\* below belt better birthday\* body bones born bought\* bread bright broke brought\* busy cabin cage camp can't\* care carry catch cattle cave children\* class close\* cloth coal colour corner cotton cover dark desert didn't\* dinner dishes does done don't\* dragon draw dream drink early earth east eight | even ever every\* everyone\* everything\* eyes face family\* feeling felt few fight fishing flower flying follow forest forgot form found\* fourth free Friday friend\* front getting\* given grandmother great grew ground guess\* hair half having\* head heard\* he's\* heat hello\* high himself hour hundred hurry hurt\* I'd\* I'll\* I'm\* inches isn't it's\* I've\* kept kids kind kitten knew\* knife lady large largest later learn leave let's\* letter\* life list living lovely loving\* lunch mail making maybe\* mean merry might\* | mind money\* month morning\* mouse mouth Mr.\* Mrs.\* Ms. music near nearly never news noise nothing number o'clock\* often oil once\* orange order own pair paint paper party\* pass past penny people\* person picture place plan plane please\* pocket point poor race reach reading ready real rich right\* river rocket rode round rule running\* salt says sending sent\* seventh sew shall short shot should sight sister sitting sixth sled smoke soap someone\* something\* sometime\* song sorry sound south space | spelling spent sport spring stairs stand state step stick stood stopped\* stove street strong study such sugar summer\* Sunday\* supper table taken taking talking teacher\* team teeth tenth that's\* their these\* thinking third those thought\* throw tonight\* trade trick trip trying turn twelve twenty uncle under upon\* wagon wait walking wasn't watch water weather\* we're\* west wheat where\* which wife wild win window winter without woman\* won won't\* wool word working world\* would\* write\* wrong yard year yesterday you're\* |

|  |  |  |  |
| --- | --- | --- | --- |
| Grade 4 | | | |
| across against answer\* awhile\* between board bottom breakfast broken build building built captain\* carried caught\* charge\* chicken circus cities clothes\* company couldn't\* country discover doctor\* doesn't dollar | during eighth\* else enjoy enough everybody\* example except excuse field\* fifth finish following good-by\* group happened\* harden haven't\* heavy held hospital\* idea instead\* known laugh middle minute | mountain ninth ocean office parent peanut pencil picnic police pretty\* prize quite\* radio raise really\* reason remember\* return Saturday\* scare second since slowly stories student sudden suit | sure\* swimming\* though threw\* tired together\* tomorrow\* toward tried\* trouble truly\* turtle until\* village visit wear we'll whole\* whose women wouldn't\* writing\* written wrote yell young |

|  |  |  |  |
| --- | --- | --- | --- |
| Grade 5 | | | |
| although America among arrive attention beautiful\* countries course\* cousin\* decide | different\* evening favourite finally\* future happiest happiness important interest piece | planet present president principal\* probably\* problem receive\* sentence several special | suddenly suppose\* surely\* surprise\* they're\* through usually |