

## Weekly Work February 1<sup>st</sup> - 5<sup>th</sup>

Hi everyone, please find this week's work below. I have given you some ideas/tips on how to complete the work with your child. Please feel free to use them or use your own methods.

Please try to complete the work each week. However, I understand that this may not be possible so I would ask you to please prioritise Busy At Maths, Bua na Cainte and Jollygrammar. If there are any questions, please contact me through Seesaw.

### 1<sup>st</sup> Class

#### Jollyphonics 1<sup>st</sup> Class

➤ p. 32 Jollygrammar 1

Sound: o\_e

- The 'e' in this sound is a magic 'e' so it makes the vowel ('o' in this case) say its name.
- Ask your child what sound o\_e makes.
- Make a list of words that have this spelling and make this sound, e.g. home, phone, code, etc.
- Listen to your child reading the words in the purple box on p. 32.
- Circle the words that have 'o\_e' spelling.
- Your child must now fill in the missing letters on the tadpoles.
- For the dictation part on the 2<sup>nd</sup> half of the page, you must call out the words and sentences to your child to write. Correct after with your child.
- The dictation words and sentences: 1.rode, 2.rod, 3.hope, 4.hop, 5.note, 6.not, 7.It is time to go home, 8.Those roses are pink, 9.The mole is in his hole.

➤ p. 34 Jollygrammar 1

Sound: u\_e

- The 'e' in this sound is a magic 'e' so it makes the vowel ('u' in this case) say its name.
- This spelling can also make an 'oo' sound.

- Ask your child what sound u\_e makes.
- Make a list of words that have this spelling and make this sound, e.g. huge, pure, use, etc.
- Listen to your child reading the words in the brown box on p. 34.
- Circle the words that have 'u\_e' spelling.
- Your child must now fill in the missing letters on the musical notes.
- For the dictation part on the 2<sup>nd</sup> half of the page, you must call out the words and sentences to your child to write. Correct after with your child.
- The dictation words and sentences: 1.us, 2.use, 3.cub, 4.cube, 5.tube, 6.tub, 7.They broke a rule, 8.Soon we will see the duke, 9.The girl played a tune.
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### **Spell Well 1**

➤ Week 19, p.40/41

- Complete a test with your child every Friday.

### **News/Creative writing**

- On Friday, ask your child to write their news from the week in their English copy.
- Creative writing: Choose a favourite character from a story/book. Write about him/her and draw a picture.

### **Epic**

- Continue to read your own choice of books from Epic.
- Please note you are only able to access Epic between 7am and 5pm.
- I would love to hear about some of the books that you have been reading (either on Epic or your own).

### **Busy at Maths 1**

➤ p. 96/97

Fractions - half

- It is very important to stress that halves are 2 equal parts. If something is split in 2 but both parts are not equal, then it is not split in half.
- Get some things from around the house and ask your child to halve each set of items, for example, a few pairs of socks, plates, bricks, pasta, etc.
- You could also cut foods in half and question your child where you should cut the food. You want to elicit from them to cut as close to the middle/centre as possible.
- Get some paper and fold it in half. Your child could also draw some shapes and fold the paper over to make halves. Experiment with the paper and shapes and find different ways to fold them over to make halves.
- Read through p.96/97 and complete.

➤ p.98

#### Fractions - Making links/Doubles

- Question your child about halves and elicit from them that for something to be halved, both parts must be equal.
- Ask your child to name some doubles, e.g.  $2+2=4$ ,  $3+3=6$ .
- Question your child - for  $2+2=4$ , for example. What 2 numbers make 4? 2. So half of 4 is ..., do this for doubles up to  $10+10$ .
- Get 20 items from around the house, e.g. sweets, bricks, cubes, pieces of cutlery, etc.
- You will also need 2 plates.
- Ask your child to find 1 half of 4. Guide them by telling them to get 4 items firstly and put the other 16 away to the side. Then tell them to put 1 item on plate 1, 1 item on plate 2.
- Question them, how many items are on each plate? .... So 1 half of 4 is .....2.
- Repeat again with 6 items (remove the items from each plate before beginning again). Tell them to keep putting an item on to each plate until they have no more items. Question again, how many items are on each plate?.... So 1 half of 6 is .....3.
- Keep doing this with 8,10,12,14,16,18,20.

- Read and complete p.98. Make sure to draw on the spots onto the wings and colour.

➤ p.99/100

Fractions/Fraction puzzles

- Recap doubles with your child and complete p. 99.
- For p.100, these are puzzles, read through with your child and let them complete them on their own. Correct after with them.

➤ p.101

A quick look back

- Your child completes this page on their own. Correct with them after.

➤ p.102

Data

- Data is gathering and organising information.
- On p.102, this is called a pictogram. It is called this because the data is shown as pictures on the graph, 1 picture per person's vote.
- If you would like, gather teddies/bricks/socks or toys, for example, and organise them by colour like in the pictogram.
- Then question your child, how many red bricks are there?, how many green and yellow teddies are there?, how many fewer blue socks are there than pink?, how many more blue teddies would we need to have the same number of red teddies?, etc.
- Read and complete p.102

**Master Your Maths 1**

➤ Week 18 p. 40/41

- On Friday, complete Test 18 at the back of the book (p. 83)

## Bua na Cainte

### ➤ p.55/56

- Ask your child to read p.55. There are no new words from these pages so your child should know them all.
- Question them: What does 'Tá Niamh ag gáire mean'? (Niamh is laughing), do this for all the sentences.
- Your child reads the actions on the bottom of p.56.
- Call out 1 of the actions and your child must mime that action. Repeat a few times.
- Read and complete the sentences on this page.

### ➤ p.57

- Read the words on p. 57.

balla = boll-a

sleamhnán = shl-ow-nawn

bláthanna = bl-aw-hannah

fear = fair

- Before completing the 'join the dots', ask your child to read the numbers as far as they can.
- Join the dots and colour the picture.

### ➤ p.58

- Your child must draw a ladybird, snail, beetle, worm and mouse in a copy or on some paper. They must colour it and write the name underneath in Irish.

ladybird = bóin Dé = bow-eeen-day

snail = seilide = shell-a-da

beetle = ciaróg

péist = worm

luch = mouse

- Ask your child to read the words on p.58 and colour as directed at the bottom of the page.

## 2<sup>nd</sup> Class

### Jollyphonics 2<sup>nd</sup> Class

#### ➤ p.32 Jollygrammar 2

Sound: 'oa'

- The sound is 'oa' but it can be spelled 'oa', 'ow' or 'o\_e'.
- It doesn't matter which of these 3 spellings is used in a word, they all make the same sound - 'oa'.
- Ask your child what sound 'oa' makes.
- Make a list of words that have the 'oa', 'ow' and 'o\_e' spelling and make the 'oa' sound, e.g. coat, glow, poke, etc.
- Fill in the missing letters in the words in the purple box on p.32 and listen to your child reading them.
- Complete p.32.
- Tell your child to go to the back of the book for dictation(they know where).
- You must call out the words and sentences to your child to write. Correct after with your child.
- Remind your child that they will all have 1 of the 3 spellings in them ('oa', 'ow' and 'o\_e')
- The dictation words and sentences: 1.oat, 2.road, 3.note, 4.stove, 5.crow, 6.toadstool, 7.I ate ice-cream in a cone, 8.We made toast for breakfast.

#### ➤ p.34 Jollygrammar 2

Sound: 'ue'

- The sound is 'ue' but it can be spelled 'ue', 'ew' or 'u\_e'.
- It doesn't matter which of these 3 spellings is used in a word, they all make the same sound - 'ue'.
- Ask your child what sound 'ue' makes.

- Make a list of words that have the 'ue', 'ew' and 'u\_e' spelling and make the 'ue' sound, e.g. few, glue, cute etc.
- Fill in the missing letters in the words in the purple box on p.34 and listen to your child reading them.
- Complete p.34.
- Tell your child to go to the back of the book for dictation(they know where).
- You must call out the words and sentences to your child to write. Correct after with your child.
- Remind your child that they will all have 1 of the 3 spellings in them ('ue', 'ew' and 'u\_e')
- The dictation words and sentences: 1.use, 2.pew, 3.few, 4.due, 5.tune, 6.mule, 7.The couple used to argue, 8.the foal is due to be born in April.

## **Spell Well 2**

- Week 19, p.40/41
  - Complete a test with your child every Friday.

## **News/Creative writing**

- On Friday, ask your child to write their news from the week in their English copy.
- Creative writing: Choose a favourite character from a story/book. Write about him/her and draw a picture.

## **Epic**

- Continue to read your own choice of books from Epic.
- Please note you are only able to access Epic between 7am and 5pm.
- I would love to hear about some of the books that you have been reading (either on Epic or your own).

## Busy At Maths 2

### ➤ p. 93/94 - Length

- You'll need to get a string/piece of rope that is 1 metre long if you can.
- Remind the children to think about the metre stick in school. Remind them of the work we did together when 1<sup>st</sup> class were covering this in their book.
- Look around your room/house and name things that are about a metre/longer than a metre and shorter than a metre.
- Complete p.93. For question 2, you can leave the whiteboard blank.
  
- Use the metre string again.
- Tell your child that there is 100cm in a metre.
- Question them - how many cm would be in half a metre? How many cm would be in a quarter of a metre? How many cm would be in 3 quarters of a metre? How many metres are in 2 quarters of a metre.
- Call out these facts and your child must answer true or false:  
There are 1000cm in a metre.  
Half a metre is 50cm.  
70cm=a quarter of a metre  
There are 2 halves in a metre.
- Complete p.94. For question 3, instead on lollipop sticks, use straws or knives.

### ➤ p.95

- Your child will need a ruler for this.
- Get some items from around the house that are not as long as the ruler your child is using.
- Place one of the items, e.g. a pencil, on the ruler. Place one end of it on 0cm.
- Ask your child how long is the pencil. If the other end of the pencil is not landing on a number, just go with the nearest number.
- Then, put 1 end on the pencil on 2cm and now ask your child how long the pencil is.



- Explain that you start counting from 2cm upto the number the other end of the pencil is on(or nearest to).
- So if the other end is on 7cm, then the length of the pencil is 5cm. A lot of the time, children will say that the length of the pencil is 7cm because the end is on 7. Explain to them that they need to be careful to start counting from the number the other end is on.
- Do this with the other items starting on different numbers.
- Complete p.94.

➤ p.96/97

- Explain that you always start measuring using a ruler on 0cm or is there is no 0cm on the first line on the ruler(it will usually have 'cm' written above it).
- Look at the snails on p.96. Each snail's height and width needs to be measured. Measure the lines underneath and beside the snail to get the answers, don't measure the snails.
- Complete p.96.
- p.97 has a few word problems. Let your child do them themselves and correct it after with them. For question 1, they are talking about real size objects (sometimes children think that they mean the size of the objects on the page!).

➤ p.98

- This is practising their measuring again using a ruler. Remind them of where to start measuring from on a ruler.
- For the first questions, they will need to measure each line, write it down and add the 3 of them up at the end.
- Let them try work out the word problems on their own and you can check it after with them.

➤ p.99/100

- Write down some numbers for your children from 100 - 150.

- Ask them to write down what the number is in words.
- Question them on the number - if the number is 136 - what number is in the tens position, the number 1 is in the \_\_\_\_ position, etc.
- Repeat this a few times with them.
- Complete p.99/100.
- On p.100, tell your child to take their time with the first question and really think about their answers. Children rush through this and don't properly think about it.

### Master Your Maths 2

#### ➤ Week 18 p. 40/41

- On Friday, complete Test 18 at the back of the book (p. 83)

### Bua na Cainte

#### ➤ p.54

- The focus on this page is 'aige' (he has) and 'aici' (she has).
- Get some items from around the house.
- Get 2 teddies - one can be for 'aige' and one for 'aici'.
- Put a toy in front of 1 teddy and your child has to say what he/she has, for example, if it's a ball in front of the male teddy, your child says 'tá liathróid aige'. If it's in front of the girl teddy 'tá liathróid aici'. Repeat this a few times.

aici = a-ci

aige = a-ge

- Complete p.54.

#### ➤ p.55

- Is \_\_\_\_ é (It is a \_\_\_\_), Ní \_\_\_\_ é (It is not a \_\_\_\_).
- Get some items again from around the house.
- You point to an item, for example, a boat. You ask is it a boat, your child has to answer in Irish Is bád é or Ní bád é. Do this a few times.

- Complete p.55.

➤ Revision

- If you can, go back over the phrases/new words we have done over the past few weeks and revise them with your child.