

## Suggested Schedule of Work Monday 11th May - Friday 15th May

### 2nd Class Miss Carkill

Completed work can be submitted to the class teacher via the SeeSaw online platform. See email from school for further details regarding permissions/set up/features etc. This online platform will enable the class teacher to give individual feedback to each pupil on work completed. Pupils will not be able to see other pupils work. They will only be able to see/access their own work.

Subject		Mon	Tue	Wed	Thu	Fri
Maths	Mental Maths	Week 32 Monday & Problem solving	Week 32 Tuesday and Problem solving	Week 32 Wednesday and Problem Solving	Week 32 Thursday and Problem Solving	Week 32 Friday Test
	Tables	Revision +6  Practice out loud, in copy and using tables games on school website etc	Revision +6  Practice out loud, in copy and using tables games on school website etc.	Revision +6 ,  Practice out loud, in copy and using tables games on school website etc.	Revision +6  Practice out loud, in copy and using tables games on school website etc.	Complete test with adult at home  OR  complete assigned test on seesaw.
	Mathletics online  Topic: Patterns  (reassigned from last week)	Topic: Patterns  Complete daily teacher assigned <b>Mathletics</b> activities	Topic: Patterns  Complete daily teacher assigned <b>Mathletics</b> activities	Topic: Patterns  Complete daily teacher assigned <b>Mathletics</b> activities	Topic: Patterns  Complete daily teacher assigned <b>Mathletics</b> activities	Topic: Patterns  Complete daily teacher assigned <b>Mathletics</b> activity and <b>topic test</b>

Subject	Book	Mon	Tues	Wed	Thurs	Fri
English	Spellbound	Learn Unit 28 Activity a & b	Learn Unit 28 Activity c & d	Learn Unit 27 Activity e & f	Learn Unit 27 Activity g+h	Complete test with adult at home.  Or Complete assigned test on seesaw
	<b>New Treasury for 2<sup>nd</sup> class attached below</b>	Read The Golden Egg story. Upload recording of reading by Friday..	Read The Golden Egg story.. Upload recording of reading by Friday. Do Tuesday activities.	Read The Golden Egg story.. Do Wednesday activities	Read The Golden Egg story. Do Thursday activities	Read The Golden Egg story.. Do Friday activities. Upload work to Seesaw
	Jolly Grammar		Pg 55 Prefixes		Pg 56 <ear> saying the /air/ sound	
Gaeilge	<b>Léigh sa Bhaile Leabhar B</b>	<b>Léigh sa Bhaile Leabhar B p.7,</b>  <a href="https://my.cjfaillon.ie/preview/student/11139/17">https://my.cjfaillon.ie/preview/student/11139/17</a>  Record yourself	<b>Léigh sa Bhaile Leabhar B p.7</b>  Write Que and Ans in copy or as a note on seesaw.	<b>Léigh sa Bhaile Leabhar B p.8</b>  <a href="https://my.cjfaillon.ie/preview/student/11139/18">https://my.cjfaillon.ie/preview/student/11139/18</a>  Record yourself	<b>Léigh sa Bhaile Leabhar B p.8</b>  Write Que and Ans in copy.	<b>Oral Language</b>  Practice Irish questions at the bottom of the page.  You don't need to write them out, but you can

		reading p.7 out loud and upload to your SeeSaw account.		reading p.8 out loud and upload to your SeeSaw account.		upload to Seesaw if you wish, try to remember them without checking the page!  Complete worksheet - you can print it out and do it on the sheet or just write the sentences in your copy with some pictures.
Challenge  Upload to Seesaw		<p>1. <b><u>Create a Drawing of a Barn Owl</u></b> based on the following video tutorial which is hosted by <b><u>Don Conroy</u></b>  <a href="https://www.youtube.com/watch?v=Rlr-LtOFkMM">https://www.youtube.com/watch?v=Rlr-LtOFkMM</a></p> <p>2. Listen to the birds songs on the video links below (Headphones helpful ☺) and see if they can learn to recognise some of the songs of common birds like the blackbird when you hear them while out in the garden/out walking.  Some Birds of Ireland 1 <a href="https://www.youtube.com/watch?v=IS5UvNXnAHg">https://www.youtube.com/watch?v=IS5UvNXnAHg</a>  Some Birds of Ireland 2 <a href="https://www.youtube.com/watch?v=j75UqHKkwY4">https://www.youtube.com/watch?v=j75UqHKkwY4</a></p>				

Other Curricular Areas, Pupil's choice	Use some of the resources/links on the school website. Try a range of the activities across different subject areas to learn a new skill, create a new piece of art etc. Sample activities a pupil may choose to do: Learn to Type. Do the Lego 30 day challenge. Map work identifying countries/capitals.
---	---

## Gaeilge Practise

Cén saghas lae ata ann inniu? (what sort of day is it today?)

Tá sé... *fuar*....agus...*fliuch*....inniu. (*It is cold and wet today.*) or pick something else from the list of vocabulary.

Cén saghas lae a bhí ann inné? (*What sort of day was it yesterday?*)



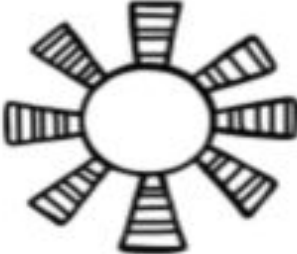





Bhí sé *te* agus *grianmhar* inné. (*It was hot and sunny yesterday.*)

Cad a fheiceann tú sa spéir? (*what do you see in the sky?*)

Feicim.....agus.....sa spéir. (*I see .....in the sky.*)



# An Aimsir

		
Tá sé _____.	Tá _____.	
		
		

# Mo Sheomra Codlata



## CEISTEANNA

- 1 Cad atá ar an mballa? (What is on the wall?)
- 2 Cén dath atá ar leaba Sheáin? (What colour is Seán's bed?)
- 3 Cén dath atá ar do leaba? (What colour is your bed?)

## FOCLÓIR

seomra codlata bedroom  
tar isteach come in  
póstaer poster  
ar an mballa on the wall  
Is breá liom I love  
leaba bed  
gorm blue bán white

# Ag Rith Abhaile

Lá fliuch a bhí ann.



Bhí Sile agus Jack ag rith abhaile.  
Bhí siad fuar agus fliuch.

Rith siad isteach sa teach.



Tá Sile agus Jack te agus tirim anois.



## CEISTEANNA

- 1 Cén sórt lae a bhí ann? (*What sort of day was it?*)
- 2 An raibh Sile agus Jack ag siúl abhaile?  
(*Were Sile and Jack walking home?*)
- 3 Ar rith siad isteach sa teach? (*Did they run into the house?*)

## FOCLÓIR

ag rith - running  
abhaile - home  
fuar agus fliuch - cold and wet  
te agus tirim - warm and dry  
anois - now

## 03 Narrative

## The Golden Egg

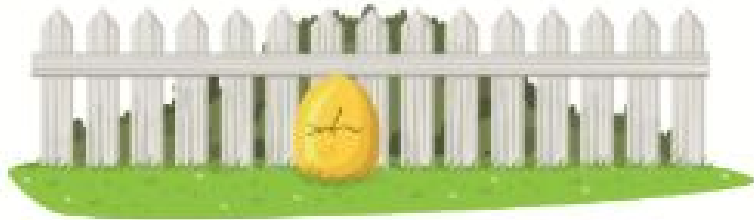
Emily woke early. The bright morning sun was shining through her window. She looked out into the garden.

At first everything seemed normal. Then she spotted a strange gold shape gleaming in the sunlight. Curious, she rushed downstairs.

"Where are you going?" asked her little brother, Tom.

"There's something strange outside," Emily replied. "Come on!"

In the garden the children saw a huge golden egg on the grass.



"Tap!" A noise came from inside the egg. "Tap, tap!"

"There's something trying to get out," said Tom in a frightened voice.

"Shush," said Emily. "Let's watch."

Crack! The egg broke open. A fluffy green head peeked out. It had red pointed ears, three big eyes and a nose like an elephant's trunk.

"It's a baby monster!"

Emily gasped.

The eggshell fell away. The baby monster had webbed feet and tiny silver wings. It gazed at the children and trembled.

"What will we do with it?" asked Tom.

"We'll look after it," said Emily. "Come here, little monster."

"Humph!" said the little monster, as it tottered towards the children.





## Written work for Tuesday

### ? Comprehension

#### A Answer the questions.

1. What did Emily do first when she woke up?  
She looked \_\_\_\_\_
2. What did Emily spot in the garden?  
Emily spotted \_\_\_\_\_
3. What did Emily tell Tom was outside?  
Emily told Tom \_\_\_\_\_
4. Why did Tom speak in a frightened voice?  
\_\_\_\_\_
5. What did the baby monster look like?  
\_\_\_\_\_
6. Why do you think the baby monster trembled?  
\_\_\_\_\_



How would you feel if you found a baby monster?

#### B Complete the activities.

1. What did you think might be in the egg? Draw a picture.
2. What do you think happened next? Write a sentence.



a  
b c

### Vocabulary

Use the words to complete the sentences.

gleaming    curious    trembled    gazed    tottered

1. The golden egg was gleaming \_\_\_\_\_ in the sunshine.
2. The boy \_\_\_\_\_ at the baby monster.
3. The little monster \_\_\_\_\_ in fear.
4. Emily was \_\_\_\_\_ about what was in the egg.
5. The monster \_\_\_\_\_ around the garden.



Write another word that means **frightened**.



Phonics: ph

Sometimes the letters 'ph' make an f sound.

Example: orphan

**A** Write 'ph' or 'f' to complete the words.



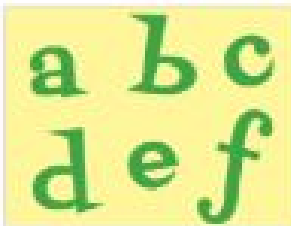
ele\_\_\_\_ant



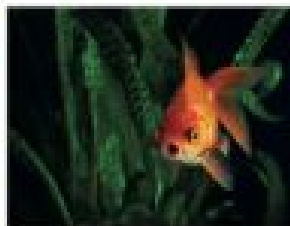
wol\_\_\_\_



dol\_\_\_\_in



al\_\_\_\_abet



gold\_\_\_\_ish



\_\_\_\_otogra\_\_\_\_

**B** Write 'ph' or 'f' to complete the sentences.

1. Uncle John bought presents for his niece and ne\_\_\_\_ew.
2. Ella was learning the recorder and it sounded aw\_\_\_\_ul!
3. We held the tro\_\_\_\_y up high when we won the match.
4. Mum spoke to Dad on the \_\_\_\_one.
5. The singer had a micro\_\_\_\_one.
6. The lake \_\_\_\_raze last winter.



Write a sentence using the word **photograph**.

## Work for Thursday



### Grammar: Speech marks

**Speech marks** are used around the exact words someone says. They are also called quotation marks.

**Examples:**

"I hope we're on time," said Max.  
Sophie replied, "We're late."

**A Circle the speech marks.**

1. "There's something inside," said Tom.
2. "It's a baby monster!" cried Emily.
3. Tom asked, "What will we do with it?"
4. "We'll look after it," replied Emily.
5. Emily said to the little monster, "We'll look after you."
6. "The monster is cute," said Tom.

**B Put speech marks in the correct places.**

1. What have you got there? asked Finn.
2. It's a secret, said Cara.
3. Can I see it? asked Finn.
4. No, you can't, replied Cara.
5. Finn said, That's not fair!
6. I'm going home, said Cara.



**C Look at the pictures. Write sentences about each one using speech marks.**



Write a different sentence for the third picture, using **speech marks**.

## Work for Friday

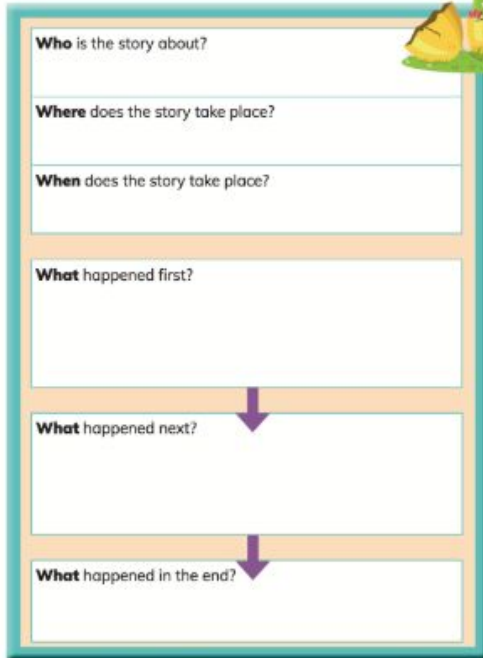
**Writing a story.** How you plan your story is up to you. You can draw, write or talk about your story. **AFTER** your planning, you are to write your story.

### Writing skills: Storyboarding

A **storyboard** helps you to plan your writing.

**Write or draw a storyboard.**

1. Read the questions in the storyboard below.
2. Complete it for the story *The Golden Egg*, on page 18.



Who is the story about?

Where does the story take place?

When does the story take place?

What happened first?

What happened next?

What happened in the end?

### Writing genre: Writing a story

A **story** needs:

- Characters
- A place or setting
- A plot – what happens

Most stories have a problem that is solved before the end.

**Write a story.**

Choose one of the titles below or make up your own.

- **A Strange Box.** What is inside?
- **A Surprising Letter.** Who is it from? What is it about?

1. First, draw a storyboard like the one on page 22.
2. Next, fill in the storyboard with information about your story.
3. Then, write your story.
4. Finally, check:
  - Is it clear who your story is about?
  - Is it clear when and where your story takes place?
  - Does your story have a beginning, a middle and an end?

### Oral language: Telling a story



1. Look at the pictures above.
2. Tell the story in the pictures to a partner.
3. Listen to your partner tell the story to you.
4. Do you think it is a good story? Discuss why or why not.

*A special note for the children who were due to make their First Holy Communion  
this weekend.*

## On what would have been your First Holy Communion

Just a little note to say,  
I'm thinking of you on this special day.

I know you were so looking forward to it all,  
But we will celebrate when this is all over –  
we will have a ball!

For now, stay safe and well and mind yourself.

Your special day will come  
and it will be worth the wait!