

## Suggested Schedule of Work Monday 18th May - Friday 22nd May

### 3rd 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 33 Monday and Problem solving	Week 33 Tuesday and Problem solving	Week 33 Wednesday and Problem Solving	Week 33 Thursday and Problem Solving	Week 33 Friday Test
	Tables	Division 6 Practice out loud, in copy and using tables games on school website etc.	Division 6 Practice out loud, in copy and using tables games on school website etc.	Division 6 Practice out loud, in copy and using tables games on school website etc.	Division 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.

	<p>Mathletics online</p> <p>Topic: <b>2D Shapes/Symmetry</b></p> <p><b>Planet Maths Reference:</b> Chapter 22 pgs 133 - 137</p> <p>If you want to read over this chapter before you start and you can try some activities if you like.</p>	<p>Topic: <u>Symmetry</u></p> <p>Watch this youtube video about symmetry <a href="https://www.youtube.com/watch?v=SJlhywRfvh8">https://www.youtube.com/watch?v=SJlhywRfvh8</a></p> <p><i>Shape Hunt</i> <i>Have a look around your house/garden/area. How many symmetrical shapes can you see? Take a photo and upload to seesaw by Friday.</i></p> <p>Complete daily teacher assigned <b>Mathletics</b> activities</p> <p>Link to Planet Maths ebook: <a href="https://www.folensonline.ie/home/library/programmes/planet-maths3/ebook/">https://www.folensonline.ie/home/library/programmes/planet-maths3/ebook/</a></p>	<p>Topic: <u>Symmetry</u></p> <p>Complete daily teacher assigned <b>Mathletics</b> activities</p>	<p>Topic: <u>Symmetry</u></p> <p>Complete daily teacher assigned <b>Mathletics</b> activities</p>	<p>Topic: <u>Symmetry</u></p> <p>Complete daily teacher assigned <b>Mathletics</b> activities</p>	<p>Topic <u>Symmetry</u></p> <p>Complete daily teacher assigned <b>Mathletics</b> activity and <b>topic test</b></p>
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<b>Subject</b>	<b>Book</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
English	Spellbound	Learn Unit 29 Activity a & b	Learn Unit 29 Activity c & d	Learn Unit 29 Activity e & f	Learn Unit 29 Activity g & h	Complete test with adult at home.  Or Complete assigned test on seesaw
	<b>New Treasury for 3rd class attached below</b>	Read 'Pied Piper Saves Hamelin'  Do Monday activities  Upload recording of reading by Friday.	Read 'Pied Piper Saves Hamelin'  Do Tuesday activities	Read 'Pied Piper Saves Hamelin'  Do Wednesday activities	Read 'Pied Piper Saves Hamelin'  Do Thursday activities	Read 'Pied Piper Saves Hamelin'  Do Friday activities
	Accelerated Reader  Term 3 targets set	Read paper based book or e-books links available from school website	Read paper based book or e-books links available from school website	Read paper based book or e-books links available from school website	Read paper based book or e-books links available from school website	Read paper based book or e-books links available from school website

Gaeilge	<p><b>Léigh sa Bhaile Leabhar C</b></p> <p><i>(using 3rd class book 'Book C' - images of reading attached below)</i></p> <p><b>Graiméar le Chéile Rang</b></p>	<p><b>Léigh sa Bhaile Leabhar C p.9,</b></p> <p><a href="https://my.cjfallon.ie/preview/index/11140/19">https://my.cjfallon.ie/preview/index/11140/19</a></p> <p>Record yourself reading p.3 out loud and upload to your SeeSaw account.</p>	<p><b>Léigh sa Bhaile Leabhar C p.9</b></p> <p>Write Que and Ans in copy or as a note on seesaw.</p> <p><b>Oral Language</b></p> <p>Practice Irish questions at the bottom of the page.</p> <p>You don't need to write them out, but you can upload to Seesaw if you wish, or record yourself asking the questions and try answering them without checking the page!</p>	<p><b>Léigh sa Bhaile Leabhar C p.10</b></p> <p><a href="https://my.cjfallon.ie/preview/index/11140/20">https://my.cjfallon.ie/preview/index/11140/20</a></p> <p>Record yourself reading p.4 out loud and upload to your SeeSaw account.</p>	<p><b>Léigh sa Bhaile Leabhar C p.10</b></p> <p>Write Que and Ans in copy.</p>	<p><b>Graiméar le Chéile Rang</b></p> <p><a href="https://www.edcolearning.ie/Book/Page?bookId=book334&amp;chapterId=chapter3&amp;pageId=page4">https://www.edcolearning.ie/Book/Page?bookId=book334&amp;chapterId=chapter3&amp;pageId=page4</a></p> <p>pg. 5</p> <p>'An Aidiacht Shealbhadh'</p> <p>Mo+ h Do + h</p> <p>E.g. mo _____ (ceann) = mo cheann</p> <p>(glúin;mé) = mo ghlúin</p>
Home Learning Activities Page	Pick one activity from the page, when you have completed it colour it in.	Pick one activity from the page, when you have completed it colour it in.	Pick one activity from the page, when you have completed it colour it in.	Pick one activity from the page, when you have completed it colour it in.	Pick one activity from the page, when you have completed it colour it in.	Pick one activity from the page, when you have completed it colour it in. Upload the activities you did this week to your

						SeeSaw account.
Weekly Challenge	<p><b>Design and Make</b> a bird feeder using everyday materials which you might find around your house like plastic bottles, string, pencils, scissors etc. The emphasis should be on recycling where possible. Here is one youtube video which gives one way of doing it but there are many more examples on youtube. If you type in “How to make a bird feeder” you will see several ways.</p> <p><a href="https://www.youtube.com/watch?v=7yV6V6rtpyc">https://www.youtube.com/watch?v=7yV6V6rtpyc</a></p> <p>You will find out very useful information here about what to feed the birds and where to place your bird feeder etc.</p> <p><a href="https://birdwatchireland.ie/irelands-birds-birdwatch-ireland/garden-birds/feeding-your-garden-birds/">https://birdwatchireland.ie/irelands-birds-birdwatch-ireland/garden-birds/feeding-your-garden-birds/</a></p>					
Other Curricular Areas, Pupil's choice	<p>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.</p>					

### Gaeilge Practise

Try and use some gaeilge phrases around the house.

Play a board game! (or any game)

Caith a díisle arís (**Throw the dice again**)

Tusa anois/mise anois (**your turn now/my turn now**)

Fuair mé uimhir a trí (**I got number three**)

Bhuaigh mise (**I won**)

Sin mícheart (**that's wrong**)

Ceart (**correct**)

Maith thú (**well done**)      Stop den phleidhcíocht (**stop messing!**)



# Samhradh Beag

Mi Mheán Fómhair a bhí ann, ach bhí an aimsir go breá fós.  
Bhí an ghrian ag taitneamh.  
Ní raibh scamall sa spéir.  
Bhí sé an-te.  
Bhí T-léinte agus bristi gearra ar na páistí.  
Bhí iontas agus áthas ar gach duine.

**CEISTEANNA**

- 1 Cén mhí a bhí ann? (What month was it?)
- 2 Cén sórt aimsire a bhí ann? (What sort of weather was it?)
- 3 An raibh scamall sa spéir? (Was there a cloud in the sky?)
- 4 An raibh sé an-te? (Was it very hot?)
- 5 An raibh iontas ar gach duine? (Was everyone surprised?)

**FOCLÓIR**

Meán Fómhair September  
bhí an aimsir the weather was  
go breá fós still fine an ghrian the sun  
ag taitneamh shining scamall cloud  
bristi gearra shorts iontas surprise

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# An bhFuil Caitheamh Aimsire Agat?

Tá sé a deich a chlog ar maidin.  
Tá na páistí ag obair go dian.  
Ceacht Gaeilge atá ar siúl.  
'Cuir ceist ar do chara,' arsa an múinteoir.



An bhfuil caitheamh aimsire agat?

Tá, is maith liom a bheith ag damhsa.

An bhfuil caitheamh aimsire agat?

Tá, is maith liom a bheith ag imirt iománaíochta.



An-mhaith.

## CEISTEANNA

- 1 Cén t-am é? (What time is it?)
- 2 An bhfuil na páistí ag súgradh? (Are the children playing?)
- 3 Cad atá ar siúl? (What is going on?)
- 4 An bhfuil caitheamh aimsire ag Ruby? (Does Ruby have a hobby?)
- 5 An bhfuil caitheamh aimsire ag Callum? (Does Callum have a hobby?)

## FOCLÓIR

An bhfuil caitheamh aimsire agat? Do you have a hobby?  
ar maidin in the morning ag obair go dian hard at work  
ceacht Gaeilge Irish lesson  
is maith liom a bheith ag I like to ag damhsa dancing  
ag imirt iománaíochta playing hurling

01 Recount

HAMELIN TIMES June 1284

## Pied Piper Saves Hamelin

For many months, the town of Hamelin has been suffering. Huge, black rats have been running through the town, stealing food and biting the children. An attempt to train the town's cats to catch them has failed. Even the best ratcatchers have not been able to get rid of them.

Yesterday, the Mayor and the town councillors held a meeting. They invited many famous rat experts to listen to their advice. While they were meeting, a traveller from a **distant** land arrived. He was wearing a colourful cloak. He **declared** that he could deal with the rats.

"I have a special charm," he announced. "I can get rid of any creature that is causing harm." The Mayor was delighted and promised the man that he would be well paid.

Then, the traveller took out his pipe and began to play a mysterious tune. Soon, rats began to appear. It was as if the music was a **signal** to them to respond. The rats

ran from cellars and jumped from rooftops. Next, the piper marched through the cobbled streets and the rats followed him. The town's **residents** gasped in amazement.

The town miller said: "I can't believe what I'm seeing! My business has been ruined since those rats ate all the grain in my granary."

Finally, this strange **procession** of the piper, followed by the rats, reached the banks of the river. Following the music, the rats **plunged** into the fast-flowing river and were instantly drowned.

The next day, everybody in the town celebrated. They danced and cheered in the streets and Hamelin was a happy town once more.





## Written work for Monday



### Comprehension

#### A Answer the questions.

1. Where did the event in the newspaper article take place?
2. Why were the rats a problem?
3. Write two facts about the piper.
4. Where were the rats hiding?
5. Why did the people gasp in amazement?
6. Why did the miller's business suffer?
7. Why do you think the rats liked the miller's granary?
8. Do you think this could happen today? Why or why not?



### Vocabulary

#### A Look up the meanings of the words. Use a dictionary.

distant    declared    signal    residents    procession    plunged

#### B Use the words to complete the sentences.

1. The events happened in a \_\_\_\_\_ land.
2. The lighthouse gave a \_\_\_\_\_ to the passing ship.
3. I watched the diver as he \_\_\_\_\_ into the pool.
4. The \_\_\_\_\_ were delighted when the rats were all gone.
5. The prisoner \_\_\_\_\_ that he was innocent.
6. A \_\_\_\_\_ of bands marched in the parade.

## Written work for Tuesday



### Word study: Compound words

A **compound word** is two or more words put together to make a new word.  
**Examples:** bedroom, flowerpot.

Make compound words from the two lists of words.

rat	board
eye	hopper
roof	catcher
grass	tops
skate	sight









Can you think of three compound words starting with **sun**?



### Phonics: Long 'a'

Read these words: **fall** **play** **made**. The words each have a long 'a' sound.  
The long 'a' sound can be made with the letters: **ai**, **ay** and **a\_e**.

Write the words to go with the pictures.

					
gr_____	m_____	r_____	m_____	spr_____	tr_____

Sometimes other letters make the long 'a' sound.  
**Example:** veil, eight, acorn and break.



Think of a word for each of the long 'a' sound spellings:  
**ai**, **ay**, **a\_e**, **eigh**, **a** and **ea**.

## Written work for Wednesday



### Grammar: Capital letters

Use **capital letters** for:

- The start of a sentence. **Example:** He ran away.
- Names of people and animals. **Example:** Poppy Bell.
- Names of places. **Example:** Waterford.

#### A Write the sentences with capital letters.

1. joe and sally frazer went on holiday to cork.
2. the race was won by a horse called morning glory.
3. madrid is the capital city of spain.
4. the new teacher in greenport school is miss flynn.
5. howard carter found tutankhamun's tomb in egypt.

**Capital letters** are also used for:

- Names of weekdays and months. **Examples:** Monday, May.
- The letter 'I' when it refers to yourself. **Example:** I am called Brianóg.

#### B Write the sentences with capital letters.

1. friday is a fun day in mr brown's class.
2. i am going to see harry patter on friday.
3. finn played oliver on stage.
4. i got new textbooks in august.
5. sometimes we get snow in ireland in december.





### Writing skills: Time connectives

**Time connective** words are used in recount writing, to place events or actions in order. **Examples:** First, Then, Meanwhile, Next, Finally.

**A** Underline eight time connectives in the text below.

Yesterday, I went to the zoo with my cousins, Sam and Amy. First, we went to see the snow leopard. He was resting on a huge rock. Suddenly, he leaped to another rock and flicked his long tail. Next, Amy went to see the lemurs. Meanwhile, Steve and I went to find ice-cream. We soon found a shop and bought some. While we were licking our ice-creams, three enormous elephants walked slowly in front of us. Then, they reached the lake and began spraying themselves with water from their long trunks. Eventually Amy came back. She was a little bit cross because the lemurs were very smelly. Finally she saw our ice-creams and she got really cross!



**B** Use the time connectives below to fill in the blanks.

Then    Before long    At last    First    Finally    Next

The clown made balloon animals. \_\_\_\_\_ he blew up a long balloon. \_\_\_\_\_ he twisted the end of the balloon into two legs. \_\_\_\_\_ he made two more legs. \_\_\_\_\_ it looked like a sausage dog. \_\_\_\_\_ he made a head for the dog. \_\_\_\_\_ he finished, and gave the balloon to me.

**C** Make a list of connectives.

1. Find five time connectives used in the article on page 06.
2. Now add five more time connectives to your list.  
Use Activities A and B for ideas.

## Written work for Friday

You can plan your recount any way you like. The activity says to plan with your partner but you can just do it by yourself the story again. Choose a character and pretend you are writing about what happened from their perspective - so imagine what did they see? Write it in your copy and upload to Seesaw. Remember to use the checklist for help.



### Writing genre: Planning a recount

A **recount** tells the reader about events or experiences that have happened in the past.

Use the table to help you plan a recount.

What event are you writing about?

Examples: a day in the holidays, an event at school.

Who was there?

Where did the event take place?

When did it happen? What was the order of events?

Time connectives: What words could you use to show the order of events?

Conclusion: How could you summarise your thoughts about the event?



### Oral language: Giving an eyewitness account

An **eyewitness** is someone who saw an event and can recount it. Eyewitnesses may remember things differently - this is called their point of view.



#### A Plan an eyewitness account.

1. Work with a partner. Look again at the recount on page 06.
2. Each choose a different character: a rat, the miller, the piper or the Mayor.
3. Make notes on the events from your character's viewpoint.
4. Then use the checklist to plan an oral recount of the day.

#### My recount plan

- My event is
- Who was there?
- Where, when and why did the event happen?
- I will put the events in order
- What do I think about the event?

I will make sure:

- I will use time connectives, like **first**, **next** and **then** to show the order of the events.

#### B Give your eyewitness account.

1. Recount the events to each other from your characters' viewpoints.
2. Discuss how and why the two recounts were different.





## An Aidiacht Shealbhadh: mo, do

mo + séimhiú      mo chos (mé)  
do + séimhiú      do chos (tú)



mo _____ (ceann)	_____ (glúin; mé)	_____ (srón; mé)
do _____ (ceann)	_____ (glúin; tú)	_____ (srón; tú)
mo _____ (cluas)	_____ (bolg; mé)	_____ (súil; mé)
do _____ (cluas)	_____ (bolg; tú)	_____ (súil; tú)



### Líon na bearnaí



1 Seo é mo \_\_\_\_\_ . (deartháir)



2 Seo \_\_\_\_ mo \_\_\_\_\_ . (cara)



3 Seo í mo \_\_\_\_\_ . (deirfiúir)



4 Seo \_\_\_\_ mo \_\_\_\_\_ . (cara)

5 Tá \_\_\_\_\_ (tuismitheoirí; do) sa charr.



6 Tá \_\_\_\_\_ ag cur fola. (glúin; mé)



### Tarraing agus scríobh d'abairtí féin: mo, do

Seo é mo \_\_\_\_\_

Seo í do \_\_\_\_\_

### **New Treasury Link Folens:**

Folens have made their online books available for everybody free of charge.

Parents can follow the steps below to get access: Go to <https://www.folensonline.ie/> and click register, Select Teacher, Fill in a username, email and password, For Roll Number use the code: Prim20

<https://www.folensonline.ie/home/library/programmes/treasury-3/ebook/>

### **Leigh sa Bhaile CJ Fallon Link:**

CJ Fallon have made their online books available for everybody free of charge.

<https://my.cjfallon.ie/preview/index/11140/20>

### **Wednesday Work: Graiméar le Chéile Rang 3-4**

Edco Available online

<https://edcolearning.ie/Book/Page?bookId=book486&chapterId=chapter2&pageId=page5>

username: primaryedcobook password: edco2020)