

Suggested Schedule of Work Monday 25th May - Friday 29th 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 34 Monday and Problem solving | Week 34 Tuesday and Problem solving | Week 34 Wednesday and Problem Solving | Week 34 Thursday and Problem Solving | Week 34 Friday Test |
| | Tables | Division 7 Practice out loud, in copy and using tables games on school website etc. | Division 7 Practice out loud, in copy and using tables games on school website etc. | Division 7 Practice out loud, in copy and using tables games on school website etc. | Division 7 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: <u>'add and subtract mental'</u></p> <p>Planet Maths Reference: Chapter 21</p> <p>Pgs 128 - 132</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>'add and subtract mental'</u></p> <p>Complete daily teacher assigned Mathletics activities</p> <p>Link to Planet Maths ebook: https://www.folensonline.ie/home/library/programmes/planet-maths3/ebook/</p> | <p>Topic: <u>'add and subtract mental'</u></p> <p>Complete daily teacher assigned Mathletics activities</p> | <p>Topic: <u>'add and subtract mental'</u></p> <p>Complete daily teacher assigned Mathletics activities</p> | <p>Topic: <u>'add and subtract mental'</u></p> <p>Complete daily teacher assigned Mathletics activities</p> | <p>Topic: <u>'add and subtract mental'</u></p> <p>Complete daily teacher assigned Mathletics activity and topic test</p> |
| Subject | Book | Mon | Tues | Wed | Thurs | Fri |
| English | Spellbound | Learn Unit 30 Activity a & b | Learn Unit 30 Activity c & d | Learn Unit 30 Activity e & f | Learn Unit 30 Activity g & h | Complete test with adult at home. Or Complete assigned test on seesaw |

| | | | | | | |
|---------|--|--|---|---|--|---|
| | New Treasury for 3rd class attached below | <p>Read 'The Blue Whale' report.</p> <p>Do Monday activities</p> <p>Upload recording of reading by Friday.</p> | <p>Read 'The Blue Whale' report.</p> <p>Do Tuesday activities</p> | <p>Read 'The Blue Whale' report.</p> <p>Do Wednesday activities</p> | <p>Read 'The Blue Whale' report.</p> <p>Do Thursday activities</p> | <p>Read 'The Blue Whale' report.</p> <p>Do Friday activities</p> |
| | <p>Accelerated Reader</p> <p>Term 3 targets set</p> | <p>Read paper based book or e-books links available from school website</p> | <p>Read paper based book or e-books links available from school website</p> | <p>Read paper based book or e-books links available from school website</p> | <p>Read paper based book or e-books links available from school website</p> | <p>Read paper based book or e-books links available from school website</p> |
| Gaeilge | <p>Léigh sa Bhaile Leabhar C</p> <p><i>(using 3rd class book 'Book C' - images of reading attached below)</i></p> <p>Graiméar le Chéile Rang</p> | <p>Léigh sa Bhaile Leabhar C p.11,</p> <p>https://my.cjfaillon.ie/preview/student/11140/21</p> <p>Record yourself reading p.11 out loud and upload to your SeeSaw account.</p> | <p>Léigh sa Bhaile Leabhar C p.11</p> <p>Write Que and Ans in copy or as a note on seesaw.</p> <p>Oral Language</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</p> | <p>Léigh sa Bhaile Leabhar C p.12</p> <p>https://my.cjfaillon.ie/preview/student/11140/22</p> <p>Record yourself reading p.12 out loud and upload to your SeeSaw account.</p> | <p>Léigh sa Bhaile Leabhar C p.12</p> <p>Write Que and Ans in copy.</p> | <p>Graiméar le Chéile Rang</p> <p>https://www.educollearning.ie/Book/Page?bookId=book334&chapterId=chapter6&pageId=page21</p> <p>pg. 22</p> <p>'Ceimeanna Comparáide'</p> <p>Mór = big Níos mo = bigger Beag =small</p> |

| | | | | | | |
|-------------------------------|---|---|---|---|---|---|
| | | | wish, or record yourself asking the questions and try answering them without checking the page! | | | <p>Óg = young Sean = old</p> <p>1. Match the pictures with the correct sentence</p> <p>Saor = cheap Daor = expensive Maith = nice Olc = bad</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. |

| | |
|---|--|
| <p>Weekly Challenge</p> | <p>Science Challenge</p> <p>Race a balloon-powered car</p> <p>Using just a balloon, a plastic cup, straws, thread and rubber bands, get to grips with balloon-powered propulsion and make your own racing car.</p> <p>https://youtu.be/2x-ixR7E3xA</p>  |
| <p>Other Curricular Areas, Pupil's choice</p> | <p>Use some of the resources/links on the school website.</p> <p>Try a range of the activities across different subject areas to learn a new skill, create a new piece of art etc.</p> <p>Sample activities a pupil may choose to do:</p> <p>Learn to Type.</p> <p>Do the Lego 30 day challenge.</p> <p>Map work identifying countries/capitals.</p> |

Gaeilge Practise

Sa Bhaile: At Home Phrases

Cad ata á dhéanamh agat? (what are you up to?)

Cad atá ar an teilifís? (what's on tv?)

Cuir slacht ar do sheomra. (Tidy your room)

Cas ar siúl an solas/an teilifís. (turn on the tv)

Cas amach an solas/an teilifís. (Turn off the light/tv)

Tá sé in am don lón/tae. (It's time for lunch/dinner).

Aililiú!!! (yikes!)

Níos Sine/Níos Óige

Tá Mamó níos sine ná Daidí.
Tá Daidí níos sine ná Mami.
Tá Mami níos óige ná Daidí.
Tá Claire níos sine ná Emma.
Is í Emma an duine is óige sa chlann.



CEISTEANNA

- 1 An bhfuil Mamó níos óige ná Daidí? (*Is Granny younger than Daddy?*)
- 2 An bhfuil Daidí níos sine ná Mami? (*Is Daddy older than Mommy?*)
- 3 An bhfuil Claire níos sine ná Emma? (*Is Claire older than Emma?*)
- 4 Cé hi an duine is óige sa chlann? (*Who is the youngest person in the family?*)
- 5 Cé hi an duine is sine sa chlann? (*Who is the oldest person in the family?*)

FOCLÓIR

Mamó *Granny*
níos sine *older*
níos óige *younger*
is óige *youngest*
is sine *oldest*

Cá bhfuil tú i do Chónaí?



Tá Ruby ina cónaí i mbungaló.



Tá Max ina chónaí i dteach dhá stór.



Tá Callum ina chónaí i dteach scoite.



Tá Lúsaí ina cónaí i dteach leathscote.



Tá Inian Ní Riain ina cónaí in árasán.

CEISTEANNA

- 1 Cá bhfuil Ruby ina cónaí? (*Where does Ruby live?*)
- 2 Cá bhfuil Max ina chónaí? (*Where does Max live?*)
- 3 Cá bhfuil Callum ina chónaí? (*Where does Callum live?*)
- 4 Cá bhfuil Lúsaí ina cónaí? (*Where does Lúsaí live?*)
- 5 Cá bhfuil Inian Ní Riain ina cónaí? (*Where does Ms Ryan live?*)

FOCLÓIR

- i mbungaló in a bungalow
- i dteach dhá stór in a two storey house
- i dteach scoite in a detached house
- i dteach leathscote in a semi-detached house
- in árasán in an apartment

02 Report

The Blue Whale

The blue whale is the largest mammal that has ever been found on Earth. It lives in oceans all over the world.

Description: What do they look like?

Blue whales are huge. They can grow to about 30 metres long. That is about the length of two buses. Their tongues can weigh as much as an elephant. Their hearts are as heavy as a small car. A blue whale breathes through a blowhole on top of its head. Its giant tail helps it move through the water. It has a dorsal fin on its back and a pectoral fin on each side. Blue whales usually swim alone, but sometimes swim in small groups or in pairs. Their call is louder than a jet engine.



Feeding: What do they eat?

This massive creature feeds on some of the smallest creatures in the ocean. It eats krill, which are tiny animals that look like shrimp. The blue whale has to speed up and dive very deeply to catch its food and this takes a lot of energy. Sometimes the krill survive. But if the blue whale needs to feed, it **gulps** in large amounts of water with the krill. It has bristles, called baleen, on its upper jaw. The baleen act like a **filter** trapping the tasty krill, while letting the water flow back out.

What about their young?

A female blue whale gives birth to a calf, every two or three years. Newborn calves are about eight metres long and are gently pushed to the surface of the water, as soon as they're born. A blue whale calf needs about 200 litres of milk from its mother each day. It grows **rapidly** and soon learns how to feed on krill, just like the **adults**.

Whale fact!

Hunting almost made blue whales extinct. In the past, they were hunted for the thick layer of fat under their skin, called blubber. Blubber was used for making soap. Now the blue whale **population** is **protected** by law and the numbers of these creatures in our oceans is increasing. Some are still in danger because of ships, fishing nets and pollution.

Extinct means no longer in existence.

Written work for Monday

? Comprehension

A Answer the questions.

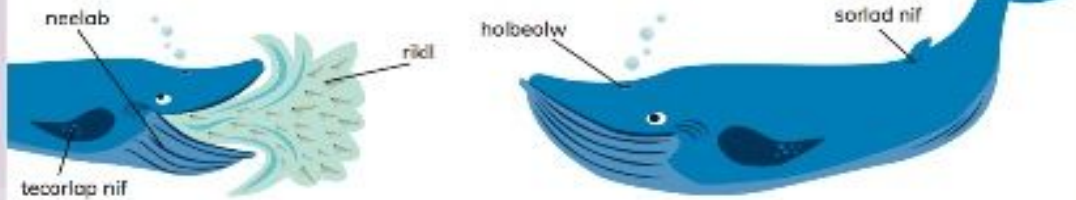
1. Where do blue whales live?
2. What do blue whales use to breathe?
3. What are baleen?
4. What are a blue whale's young called?
5. How do newborn whales feed before they can catch krill?
6. Why did blue whales almost become extinct?
7. How do you think ships could put blue whales in danger?
8. Why do you think we need laws to protect whales?



Can you name two animals that are now extinct?

B Complete the activities.

1. Unscramble the words to label the pictures.



a b c Vocabulary

Circle the word that is closest in meaning.

| | | | | |
|------------|-------------|-----------|-------------|-----------|
| gulps | shriek | sigh | swallow | sip |
| filter | drinks | strains | mixes | tastes |
| rapidly | dangerously | quickly | slowly | nicely |
| adults | females | babies | grown-ups | mammals |
| population | inhabitants | animals | environment | ocean |
| protected | hunted | dangerous | guarded | populated |



Find two words in the text that you did not know.
Use a dictionary to find out what they mean.

Written work for Tuesday



Word study: Suffixes

Suffixes are letters added to the end of words to make new words.

Example: the root word **play** changes meaning when you add the suffix **er**. So, **play** + **er** becomes **player**.

Add suffixes to change the words in the sentences. The root word is in bold.

-ed -ing -ment -ous -ly

1. The blue whale dives very **deep** _____ to catch krill.
2. Newborn whales are **push** _____ to the surface of the water.
3. The **hunt** _____ of blue whales is now banned.
4. Diving can be **danger** _____.
5. The injured whale needed **treat** _____.



Write a word for each of the suffixes: **-ness**, **-tion**, **-er** and **-ful**.



Phonics: Long 'e'

Read the words: **baleen** **breathe**. The words each have a long 'e' sound. The long 'e' sound can be made with the letters **ee** and **ea**.

Add the correct letters to complete each word.



sh ___ p wh ___ t ch ___ k p ___ fr ___ ze j ___ ns thr ___

The long 'e' sound can also be made by **-y** at the end of a word.

Example: funny.



Five of the seven dwarfs have names ending in a long 'e' sound, made with the ending **-y**. How many can you remember?



Written work for Wednesday



Grammar: Punctuating sentences

A sentence which asks a question ends with a question mark.

Example: Have you seen my bag?

A sentence which expresses strong feeling ends with an exclamation mark.

Example: My bag has been stolen!

All other sentences end with a full stop.

Example: My bag is on the table.

A Punctuate the sentences.

Complete the sentences with a question mark, an exclamation mark or a full stop.

1. I can't believe I won.
2. Is this the way to the museum?
3. Where did you find that book?
4. Did you take your sports gear?
5. My cat likes to sleep by the fire.

B Write the questions.

1. Read the sentences. They are all answers to questions.

- (a) Your book is on Teacher's table.
- (b) Her name is Judy.
- (c) I got up at eight o'clock.
- (d) Jack broke the window.
- (e) I cycle to school.

2. Can you write the questions?

Example: (a) *Where is my book?*



C Correct the sentences.

Add the capital letters, full stops, question marks and exclamation marks.

The little blue whale looked up the sun was shining down on the water where am i he wondered. His mother rubbed against him welcome to the big blue ocean she whispered are you hungry then without waiting for an answer, she pushed the little calf up to the surface of the water. breathe she cried.



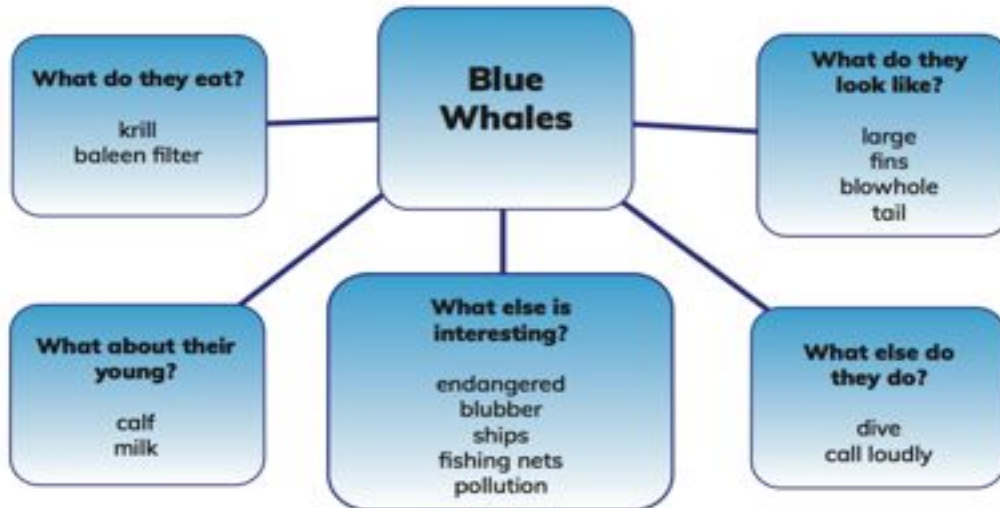
Write three questions you would like to ask a blue whale. Remember to use question marks.



Writing skills: Organising ideas

Before you write, it is a good idea to organise your ideas.
Making a mind map is a good way to do this.

Here is a mind map for the report on page 12.



A Make a mind map.

1. Choose one of these animals or another one you know about.

dog cat lion elephant hamster crocodile

2. Draw a mind map to organise your information about the animal.
You may need to look up some facts.

B Write a draft report.

1. Start with a short introduction about your animal.
2. Then write a sentence for each area of your mind map.

C Edit your writing.

Editing means improving the quality of your writing.

1. Check that your sentences are organised clearly.
2. Could you make your writing more precise? For example, you could add a factbox or diagram to present information clearly or in more detail.
3. Check that your sentences are punctuated correctly.



Written work for Friday

Written work for Friday. Create a mind map like you did yesterday. Use the questions given below and write a few sentences under each one. Remember each question is like a new paragraph. Don't forget introduction & conclusion. You could make a start on Thursday and Friday's activities at the beginning of the week to give yourself lots of time. Design your report with photos/pictures. I will attach a template if you want to use it or create your own.

Writing genre: Writing a report

A **report** gives factual information about a topic. It is organised like this:

- **Introduction** – introduces the topic
- **Paragraphs** – include facts on different parts of the topic
- **Summary statement** – summarises the information or comments on it

A Plan and draft a report.

1. Make another mind map. This time the topic is: 'A sports game'. You choose which sport you want to write a report about. Ask these questions:

- Introduction: which sport are you writing about?
- What is the aim of the game?
- What equipment do you need?
- What skills do you need to play?
- How do you score?

2. Add more information to your mind map – do some research if you need to.
3. Draft an introduction to the topic.
4. Then add a sentence or paragraph for each question.
5. Finally, write a summary statement.



B Edit your draft report.

1. Is it clearly organised?
2. Have you included all the information from your mind map?
3. Are your sentences interesting and correctly punctuated?
4. Could you add a diagram or a picture?

Report template - Helpful Tips

Topic Title

- Covers the whole subject

Brief introductory paragraph – who/what/where overview

- Use of factual language (no opinions) and written in the third person using a formal tone
- Present tense verbs (unless it is a historical report, then the past tense is used)
- Technical vocabulary may be highlighted in bold and explained in a glossary
- General language, not particular examples

Sub-heading and paragraph – extra details support the main points

- Use of factual language (no opinions) and written in the third person using a formal tone
- Present tense verbs (unless it is a historical report, then the past tense is used)
- Technical vocabulary may be highlighted in bold and explained in a glossary
- General language, not particular examples

Some information given in a fact box or as bullet-points in a list

- Use of factual language (no opinions) and written in the third person using a formal tone
- Present tense verbs (unless it is a historical report, then the past tense is used)
- Technical vocabulary may be highlighted in bold and explained in a glossary
- General language, not particular examples


Sub-heading and paragraph – extra details support the main points

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- Present tense verbs (unless it is a historical report, then the past tense is used)
- Technical vocabulary may be highlighted in bold and explained in a glossary


Possible use of a glossary at the end of the text

- Terms listed in alphabetical order


Report writing Template - Use if you want to or create your own.




Éadaí




Céimeanna Comparáide – Le foghlaim




mór níos mó




sean níos sine



beag níos lú




óg níos óige




Meatseáil

saor




níos saoire

maith




níos fearr

daor




níos daoire

olc





níos measa



Líon na bearnaí (mór, beag)

- 1 Tá an geansaí gorm _____ ná an geansaí glas.
- 2 Tá an geansaí glas _____ ná an geansaí buí.
- 3 Tá an geansaí buí _____ ná an geansaí gorm.

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)