

20th-24th April

Hello everybody, hope everyone has enjoyed their Easter break. Here is some work that we would like you all to complete as best you can. All the 3rd class teachers are so proud of how hard you have worked so far over the last 3 weeks and know that you will continue to work hard over the next few weeks. Take breaks as you would in school, get some fresh air and exercise, do some jobs to help around the house, have fun but it's important to continue your school work too! Keep up the super work 😊

Parents, if you have any questions please email 3rdclass@luskns.ie. We have attached the answers to the Maths questions to help you on pg 3. We have also attached a pdf of the Mental maths answers as well on pg 4.

We would like the children to continue working on their animals in the jungle project to allow them two full weeks. Once the project is complete, we would invite you and your child to follow this link <https://typeform747432.typeform.com/to/bAgJJp>, where we would ask the children to answer questions based on their project and if possible upload a picture of their project.

Thank you for your continued support and cooperation during this challenging time. We would also like to remind you that you know your child best and if the work is causing unnecessary stress, please take a break and try again tomorrow.

This week's work...

Monday

- a. Practice prayer (attached) and 1 thing to be grateful for
- b. 10 minute reading every day. <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/> free ebooks when you register
- c. Group 1 Practice spellings, Ms Foxe Group 2 SNIP session 2/ Ms Whyms/mcGuigan Snip session 23
- d. Write my news over the Easter break. No said/went, try to use your new spelling words
- e. Mental Maths week 29/ revise tables X9
- f. Length pg 119
- g. Gaeilge Practice 2 questions/answers per day –see below
Counties Bua na Cainte pg 113 https://www.youtube.com/watch?v=LAHeR_OuOJ4 @ 8.46
Draw a map if you have time and label the counties/ cut up make a puzzle
- h. 2 lines handwriting Common rhymes 8
- i. Choose a Lion king song to sing/dance to/ play on a musical instrument

Tuesday

- a. Practice prayer (attached) and 1 thing to be grateful for
- b. 10 minute reading every day. <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/> free ebooks when you register
- c. Group 1 Practice spellings, Ms Foxe Group 2 SNIP session 2/ Ms Whyms/mcGuigan Snip session 23
- d. Read the Lion cub attached
- e. Mental Maths week 29/ revise tables X9
- f. Length pg 120
- g. Gaeilge Practice 2 questions/answers per day Read story pg 114
- h. 2 lines handwriting common rhymes 8

- i. SESE Continue project, practice presenting

Wednesday

- a. Practice prayer (attached) and 1 kind message they are going to say to someone
- b. 10 minute reading every day. <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/> free ebooks when you register
- c. Group 1 Practice spellings, Ms Foxe Group 2 SNIP session 2, Ms Whyms/mcGuigan Snip session 23
- d. Reread the Lion cub Answer questions 1-11 (if too tricky, answer orally)
- e. Mental Maths week 29/ revise tables X9
- f. Length pg 121
- g. Gaeilge Practice 2 questions/answers per day pg 114 write the story
- h. 2 lines handwriting common rhymes 9
- i. ART – Draw a lion instructions given

Thursday

- a. Practice prayer (attached) and 1 kind message they are going to say to someone
- b. 10 minute reading every day. <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/> free ebooks when you register
- c. Group 1 Practice spellings, Ms Foxe Group 2 SNIP session 2/ Ms Whyms/mcGuigan Snip session 23
- d. Story—Nighttime in the zoo – what do the animals get up to when the zookeepers go home? (Dublin zoo have live cameras of exhibits)
- e. Mental Maths week 29/ revise tables X9
- f. Length pg 121
- g. Gaeilge – Practice 2 questions/answers per day
Draw a room in your house and label as Gaeilge (focloir.ie/bua na cainte to help)
- h. 2 lines handwriting common rhymes 9
- i. Practice presenting project

Friday

- a. Practice prayer (attached) and to share how they are feeling today with someone.
- b. 10 minute reading every day. <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/> free ebooks when you register
- c. Group 1 Practice spellings, Ms Foxe Group 2 SNIP session 2/ Ms Whyms/mcGuigan Snip session 23
- d. Finish story and design a cover
- e. Mental Maths week 29/ revise tables X9
- f. Measure things around your house and record them eg bed, table, book etc
- g. Gaeilge comhrá questions/answers given below (can skype a friend)
- h. Present SESE project
- i. Perform song/dance learnt
- j. Mindfulness art/free art

Additional work if needed

- Grow in love Theme 8
Online Username: trial@growinlove.ie
Password: growinlove
- Write a book review
- Write a persuasive argument for/against zoos
- Write down as many adjectives to describe a lion
- Add up shopping receipts in the house
- Maths games topmarks/ixl
- Body coach on Youtube
- Go Noodle Dances
- Cosmic Yoga
- 10 at 10 on Trte
- Project on something they are interested in
Websites for research: DK find out, Kiddle, National Geographic kids, World Book Online

Maths Answers

Length pg 119

Q1. Red: 5cm Blue: 3cm Yellow: 7cm Purple: 1cm Orange: 6cm Green: 5cm

Q2. 4cm, 2cm, 4cm, 3cm, 5cm, 4cm, 3cm = 25cm

Q3. (a) 100cm (b) 50cm (c) 75cm (d) 90cm (e) 200cm (f) 45cm (g) 500cm (h) 100cm or 1m

Challenge: 13.5cm

Length pg 120

Q1 (a) 1m 26cm (b) 1m 40cm (c) 1m 93cm (d) 1m 4cm (e) 2m 0cm (f) 2m 86cm (g) 3m 80cm (h) 4m 1cm (i) 4m 44cm (j) 5m 37cm (k) 8m 69cm (l) 9m 8cm

Q2. (a) 123cm (b) 194cm (c) 142cm (d) 103cm (e) 266cm (f) 217cm (g) 290cm (h) 211cm (i) 308cm (j) 300cm (k) 406cm (l) 445cm (m) 558cm (n) 710cm (o) 619cm (p) 972cm (q) 909cm (r) 801cm

Length pg 121

Q1. (a) 2m 54cm (b) 3m 38cm (c) 3m 53cm (d) 4m 40cm (e) 8m 14cm

Q2. 4m 05cm

Q3. (a) 2m 55cm (b) 3m 61cm (c) 82cm (d) 2m 04cm (e) 1m 28cm

Challenge: 2m 87cm

Length pg 122

1. 2m 83cm

2. 7m 50cm

3. 1m 17cm

4. irregular hexagon

5. (a) Ronan (b) 76cm

6. 5m 49cm

7. (a) Tilly (b) 3m 56cm

Challenge: 8m 44cm

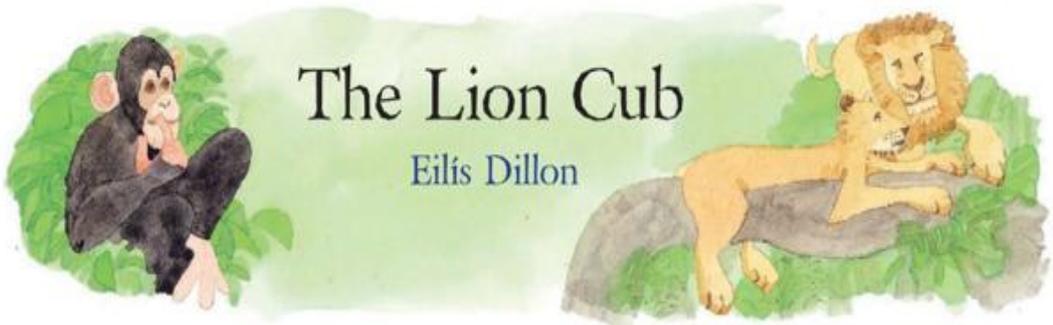
NEW WAVE MENTAL MATHS (3rd Class book) – Answers

<p>7. 40 8. yes 9. 21 10. 44.6 11. 28 12. 7 13. 8 14. 70 15. $0.3 \left(\frac{3}{10}\right)$ 16. 5, 8 or 8:05 17. 49 18. hexagon 19. 280 20. 1.00</p> <p style="text-align: center;">Wednesday</p> <p>1. 775 2. 50 3. 7 4. 8 5. 400 6. 700 7. 77 8. 24 9. 5 10. 8 11. 27 12. 6 13. 9 14. Teacher check 15. 6.70 16. 30 17. fly 18. 10 19. dragonfly 20. 25</p> <p style="text-align: center;">Thursday</p> <p>1. 0.9 2. 24 3. 7, 3 4. Teacher check 5. 9 6. 60 7. 12 8. 8 9. $\frac{2}{10}, \frac{4}{8}, \frac{3}{4}$ 10. A 11. 360 12. 790 13. 6 14. 25 15. 5 16. 25 17. 6 18. 20 19. 3, 48 20. Teacher check</p>	<p style="text-align: center;">Problem-Solving</p> <p style="text-align: center;">Monday</p> <p>1. 7.50 2. 225</p> <p style="text-align: center;">Tuesday</p> <p>1. Teacher check 2. 1.50</p> <p style="text-align: center;">Wednesday</p> <p>1. Teacher check 2. Teacher check</p> <p style="text-align: center;">Thursday</p> <p>1. 300 2. 450</p> <p style="text-align: center;">Friday Review</p> <p>1. 0.9 2. 8 3. 5 4. 20 5. 7, 3 6. 20 7. 21 8. 3 9. 4 10. yes 11. 16 12. 10 13. Teacher check 14. 920 15. 50 16. $\frac{2}{8}$ 17. 29 18. 16 19. 690 20. 1, 44 21. A 22. 21 23. 14 24. True 25. $\frac{2}{8}, \frac{6}{10}, \frac{3}{4}$</p> <p style="text-align: center;">Week 29 pages 86–88</p> <p style="text-align: center;">Monday</p> <p>1. 5, 1 2. 16 3. 490 4. 36 5. 4 6. 190 7. 7 8. 1 9. 8 10. no 11. 80 12. 5 13. 4 14. 28 15. 10, 40</p>	<p>16. 9 17. 3 18. $1\frac{1}{2}$ hours 19. 45 minutes 20. 25 minutes</p> <p style="text-align: center;">Tuesday</p> <p>1. 8, 1 2. 4 3. 14 4. 800 5. 5 6. 600 7. 28 8. 7 9. 5, 12 or 11:55 10. 4.50 11. 12 12. 720 13. 80 14. 2 15. 4, 8 16. Teacher check 17. 9 18. 56 19. 8 20. 45</p> <p style="text-align: center;">Wednesday</p> <p>1. 73 2. 7.00 3. 57 4. >, <, = 5. 7 6. $\frac{4}{10}$ 7. Teacher check 8. 240 9. triangles, rectangles 10. 5 11. 20, 2 or 2:20 12. 6 13. 630 14. 42 15. 9 16. 18th of December 17. 49 18. Teacher check 19. 11 20. $\frac{3}{4}$</p> <p style="text-align: center;">Thursday</p> <p>1. 7 2. 590 3. 4 4. 3-D 5. 500 6. 60 7. 62.8 8. 72 9. 3 cm</p>	<p>10. 6 11. 110 12. 6 13. 8 14. yellow, blue, red 15. prism 16. 60 17. $\frac{1}{4}$ 18. 780 19. 7 20. 10, 12 or 12:10</p> <p style="text-align: center;">Problem-Solving</p> <p style="text-align: center;">Monday</p> <p>1. 200 2. 75</p> <p style="text-align: center;">Tuesday</p> <p>1. 6th 2. 3rd</p> <p style="text-align: center;">Wednesday</p> <p>1. 6, 13, 20, 27 2. 4</p> <p style="text-align: center;">Thursday</p> <p>1. Teacher check 2. 60</p> <p style="text-align: center;">Friday Review</p> <p>1. 4 2. 31 3. 120 4. 3rd of April 5. 4 6. 180 7. 5 8. 14 9. no 10. $2\overline{)11}$ 11. 80 12. 25 13. < 14. 9.00 15. Teacher check 16. 3-D 17. 6 18. 8 19. 8 20. 77 21. 740 22. 9 23. $\frac{1}{4}$ 24. 83.5 25. 175</p> <p style="text-align: center;">Week 30 pages 89–91</p> <p style="text-align: center;">Monday</p> <p>1. 6 2. 8 3. 8 4. 28</p>	<p>5. 850 6. 800 7. 9 8. 12 9. 4 10. this maths book 11. 120 12. 0.4 13. False 14. 90 15. 1, 4 16. 3 17. 4.50 p.m. 18. 9.00 a.m. 19. 15 minutes 20. 10.00, 1.15, 5.30</p> <p style="text-align: center;">Tuesday</p> <p>1. 3 2. 6 3. 90 4. 8 5. True 6. 24 7. 3-D 8. 40 9. 5 10. pyramid 11. 12, 3 12. 16 13. 0.6 14. 680 15. 1.80 16. 10 17. 33 18. 400 19. 3 20. 13</p> <p style="text-align: center;">Wednesday</p> <p>1. 350 2. 3.60 3. 2, 56 4. 450 5. 4 6. 36 7. 9 8. no 9. 12 10. 400 11. 5 12. no 13. 480 14. 9 15. 11 16. 50 17. Teacher check 18. 400 19. 4 20. 25, 9</p>
--	--	---	---	---





1. Read the introduction. Examine the pictures and make a prediction about what the story might be about.
2. Have you ever been to a zoo or held a wild animal? Talk about it.
3. What do you know about lions?



The Lion Cub

Eilis Dillon

Mark and his sister Catherine are visiting Dublin Zoo with their parents. They have already visited the monkey house and the snake house. Now they are on their way to look at the big cats.

Chapter one

At the lion house, Mark's mother said, 'Let's hurry through here. They are lovely to look at, but they do smell awful.'

'They can't help it,' said Mark. 'It's their nature.'

'Well, it's my nature not to like it,' his mother said. 'One quick run through will do.'

It was true that there was a heavy smell in the lion house. No one wanted to stay there. As they came out, however, Mark's father met a friend. It was the old lion keeper, who had been there since Mark's father was a small boy, and who always recognised his visitors no matter what age they might happen to be.

'Mr Ward, glad to see you,' the keeper said. 'These your family? Want to show them some lion cubs?'

Immediately Mark knew that this was what he most wanted to see.

'Yes, yes,' he said. 'Where are they?'

'What's your name?' the keeper asked.

'Mark.'

'Then you're the man for lions,' said the keeper. 'I don't know why, but Saint





Mark is always represented by a lion. Called my own son Mark, for that reason, though he turned into an engineer afterwards. This way, please.' ✨

He opened a door that led into another part of the building, at the back of the lion house. Inside there were more cages, most of them empty. One contained an animal no bigger than a cat, and very like a cat to look at except for its fierce yellow eyes. Its cage was padlocked and had double bars.

'That's a South American wildcat,' said the keeper. 'He has tetanus in his claws. One scratch from him would finish you. He'll spend six months in that cage and then he won't be dangerous any more.'

'What is tetanus?' Catherine asked. She always liked to understand everything. ✨

'Blood poisoning,' said the keeper. 'He'll grow out of it. This way please.'

At the end of the room, in a cage that had no padlock at all, four lion cubs were playing together. They rolled over and over, holding each other's fur in their little teeth and growling ferociously. They were the size of the biggest cat that Mark had ever seen, and that belonged to Billy, the yardman, on the farm at home.

The keeper opened the cage, stepped inside and picked up two of the cubs.

'One each,' he said.

Mark took his and held it, stroking its woolly fur from head to tail. The cub began to purr. Mark and Catherine held the two cubs' heads together but they glared at each other and snarled on a high, angry, note, like cats at night. They took them away again.

'Mine likes me,' Mark said, when the cub licked his ear.

'He does too,' said the keeper. 'You have a way with lions, because of your name, I suppose.'

'I'll know this one always, wherever I see him,' said Mark.

His cub was darker than any of the others and had a dark-brown stripe on the top of his head.

✨ What have you learned about the lion keeper?

✨ What does this tell you about Catherine?





'Come back in a month or so and I'll let you take him for a walk on the leash,' the keeper said.

But Mark knew that with the harvest coming on, there would be no more trips to the zoo for a while. His father had said that this was the only time in summer when a farmer could have a little vacation. In the autumn there would be school, and then Christmas. By the time he would see this lion cub again, it would be as big as a calf. ✨

After a while, the keeper took the cubs and put them back into the cage.

'Don't forget to come back,' he said to Mark.

'I won't forget,' Mark said. 'How could I?'

All the time they were spreading out their picnic lunch and eating it, Mark thought of the lion cub. He wanted to go away by himself to think about it, but of course this was not possible. When they had finished everything, his mother said, 'Who will take the bag back to the car?'

✨ How do you think Mark feels at this point?





'I will,' Mark said instantly.

It was a big canvas bag that was always used for picnics. It was big enough for two families, which was a good thing when there were visitors. His father gave him the key of the station wagon and Mark started off, swinging the big bag by the handles.

At the lion house he paused. There was no one about. He looked quickly in every direction and then opened the door at the back of the building and slipped inside. ✨

There was no one there either. Only the South American wildcat spat and hissed at him through its double bars.

The cubs were asleep in a warm, woolly heap in a corner of the cage. He opened the cage door and stepped into it. The cubs made no move. He put the bag on the floor of the cage and opened its neck wide. Then he picked up his own cub very carefully and laid it inside. He closed the zip fastener slowly, so as not to disturb the other cubs. None of them moved, nor even opened an eye to see what he was doing.



✨ What do you think is going through Mark's mind?





1. Why was the South American wild cat kept apart from the other animals?
2. How was Mark's cub different from the other cubs?
3. Why did the lion keeper say to Mark, 'you are the man for the lions'?



4. Explain how Mark was able to take the lion cub without being seen.
5. Skim through the story and find words Eilis Dillon uses to describe the big cats.
6. The lion keeper is friendly towards the children. Find some examples of this.



7. Why did Mark decide to take the lion cub? Was it a good decision?
8. What kind of boy is Mark, do you think?
9. What do think will happen when Mark gets home?
10. Imagine that Mark's family makes him return the cub to the zoo. In groups, act out the conversation.



11. Have you ever done something on the spur of the moment? Talk about it.
12. When we think of St Mark we think of lions. What other saints do we link with animals?
13. What animal would you like to take home with you?



Spellings 20th April- 24th April

	Monday	Tuesday	Wednesday	Thursday
Wanted				
Excited				
Infected				
Scored				
Smelled				
Finished				
Danced				
Touched				
Crashed				
Finger				
Mouth				

1 of 2

'ed' Wordsearch

d m s m e l l e d b
e d e t c e f n i a
h e x a m i n e d n
s d a n c e d y l g
i c r a s h e d r e
n i m p s c o r e d
i w a n t e d v r g
f d e t i c x e v s
w a i t e d m f k q
d e h c u o t t h u

infected

finished

excited

touched

waited

danced

smelled

crashed

banged

wanted

scored

9. Rhymes with file.

Session 23

Look, say, cover, write and check - once a day

change					
jumped					
leave					
often					
opened					
started					
today					
tries					
turned					

Tracking - can you find the words hidden twice in each line?
Say the letters out loud as you circle them - write them at the end

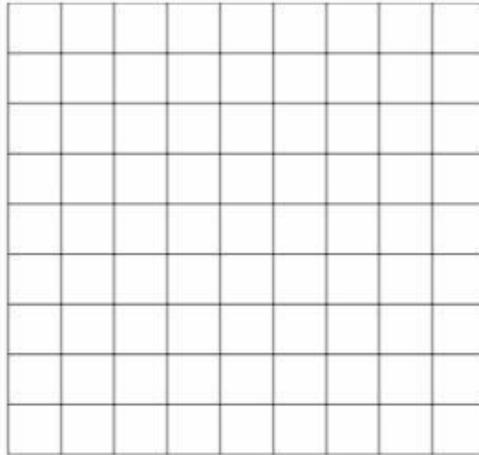
- change cdghaoalnentgdoaercnhgaltngre
- jumped ojaulsamaphaejdfjoruhdmipfrend
- leave aliknielhvalivmekrlaendahthlv mre i
- often houefstewynmeobapfgtweedlnrs
- opened boflpiuerknoerdhiorhpkoevnredr
- started slctuaolrtbtmeadasmltcardtheid
- today sbtirolidgnahbyjtjrorudlhadibyut
- tries atiurhndleuasnetirneritheimsbki
- turned ftcounrenltehgdeotrnostrehnjeid

+ or - a letter to make a new word

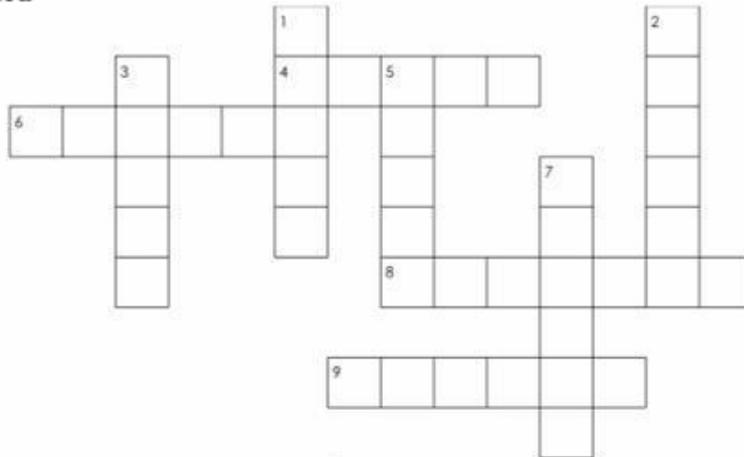
Can you make a wordsearch that includes all this week's key words?

Keywords

- change
- jumped
- leave
- often
- opened
- started
- today
- tries
- turned



Crossword



Across

4. More than once.
6. Opposite to closed.
8. Opposite to finished.
9. To leap into the air.

Down

1. The day before tomorrow.
2. To make different.
3. To abandon or go away.
5. To keep having ago.
7. To go round.

Session 2

brought				
cloth				
near				
sight				
clothes				
course				
our				
quite				
source				

brought sbutoprelonmgpupothghlsnstbproaiemnpurstgmkhlimot
 cloth dbacorhlaueobkhtbderhcaesrtnlocdblesaoexmrhnihtdhe
 near rtslkihnotrabuoiemhanhugrbtfsdhnsthortehisnbttagmrhiath
 sight abponrihsbcdeisbklpicdgdyrstbcdeshjllinmgqpfhnklpmt
 clothes decotdeslmkoknbthbdhkecerfschjkloecrhtbnmmehaoerts
 course gdmiacaeuvogduqentrsauebngcilonmjkupqwerbdaosbuce
 our bhnamkbcrtobnghwqaspunmkhjlrngdfwobjklpsfubklrstr
 quite nhjpkqrmistrurtubnicghedibtauoescbqokunbvcitnmbge
 source bfgsobcemkidutonhrjycouebnhgsikoubfrdghsecbhuoirenh

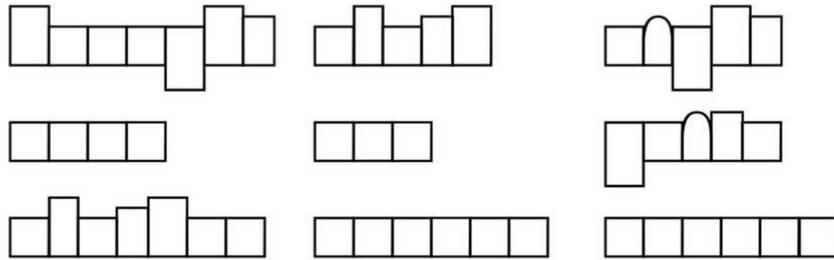
hcolt	source
rceuos	quite
tubrohg	our
ruo	course
eqjut	clothes
tisgh	sight
recsuo	near
shloetc	cloth
aenr	brought

Write out these words in capital letters – say them out loud.

brought	cloth	near
sight	clothes	course
our	quite	source

Match the words to the shapes

course	brought	cloth	our	quite
clothes	near	source	sight	



Put in the missing words

We threw the old _____ in the bin _____ the house.

The golf _____ was straight down the road.

The guard _____ the man to see the King.

He threw the ball _____ a long way.

The _____ of his strength was said to be spinach.

The weight and height of _____ dog made it hard for the vet to lift onto the table.

The _____ of the rich _____ made the lady very happy.

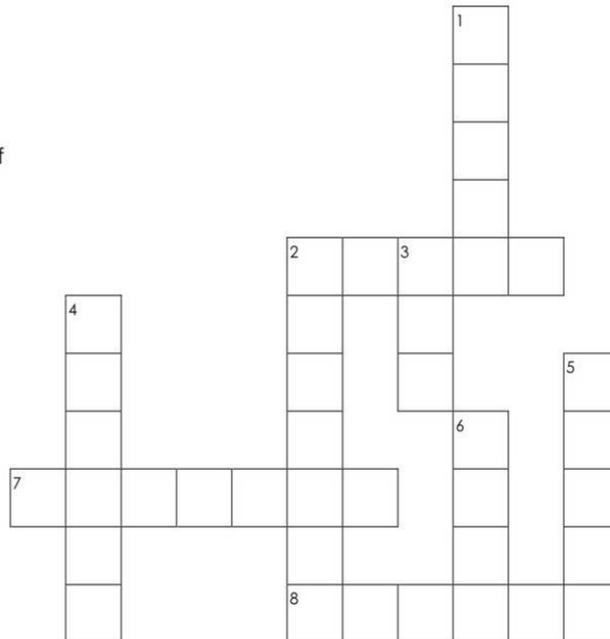
Crossword

Across

- 2. Fabric or material
- 7. The past tense of bring
- 8. Where it begins

Down

- 1. To do with seeing
- 2. What you wear
- 3. It belongs to us
- 4. Where you play golf
- 5. It rhymes with fight
- 6. The opposite of far



Wordsearch

- brought
- cloth
- clothes
- course
- near
- our
- quite
- sight
- source

q	s	o	u	r	c	e	x	g
k	w	s	l	b	o	z	q	c
c	c	b	r	o	u	g	h	t
l	j	n	p	c	r	g	c	t
o	u	r	w	w	s	w	l	w
t	n	p	t	o	e	i	o	k
h	e	q	u	i	t	e	t	p
e	a	u	a	v	e	r	h	z
s	r	w	s	i	g	h	t	m



Common Rhymes 8

A Trace and copy.



oke *joke* *poke* *woke*

old *cold* *sold* *told*

op *hop* *shop* *stop*

ore *sore* *toe* *wore*





Common Rhymes 8

A Trace and copy.



oke joke poke woke

old cold sold told

op hop shop stop

ore sore tore wore



I can complete 9 times table calculations.

$$9 \times 0 = \underline{\quad}$$

$$9 \times 1 = \underline{\quad}$$

$$9 \times 2 = \underline{\quad}$$

$$9 \times 3 = \underline{\quad}$$

$$9 \times 4 = \underline{\quad}$$

$$9 \times 5 = \underline{\quad}$$

$$9 \times 6 = \underline{\quad}$$

$$9 \times 7 = \underline{\quad}$$

$$9 \times 8 = \underline{\quad}$$

$$9 \times 9 = \underline{\quad}$$

$$9 \times 10 = \underline{\quad}$$

I can complete missing number calculations.

$9 \times \underline{\quad} = 18$

$9 \times \underline{\quad} = 90$

$9 \times \underline{\quad} = 9$

$9 \times \underline{\quad} = 90$

$9 \times \underline{\quad} = 54$

$9 \times \underline{\quad} = 54$

$9 \times \underline{\quad} = 0$

$9 \times \underline{\quad} = 45$

$9 \times \underline{\quad} = 90$

$9 \times \underline{\quad} = 9$

$9 \times \underline{\quad} = 18$

$9 \times \underline{\quad} = 18$

$9 \times \underline{\quad} = 72$

$9 \times \underline{\quad} = 0$

$9 \times \underline{\quad} = 45$

$9 \times \underline{\quad} = 27$

$9 \times \underline{\quad} = 54$

$9 \times \underline{\quad} = 72$

$9 \times \underline{\quad} = 45$

$9 \times \underline{\quad} = 63$

$9 \times \underline{\quad} = 0$

$9 \times \underline{\quad} = 81$

$9 \times \underline{\quad} = 81$

$9 \times \underline{\quad} = 27$

$9 \times \underline{\quad} = 36$

$9 \times \underline{\quad} = 90$

$9 \times \underline{\quad} = 63$

$9 \times \underline{\quad} = 27$

$9 \times \underline{\quad} = 36$

$9 \times \underline{\quad} = 90$

$9 \times \underline{\quad} = 9$

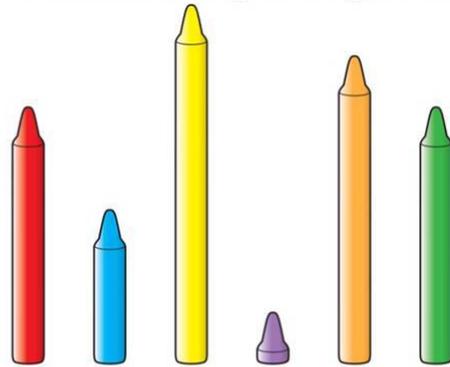
$9 \times \underline{\quad} = 0$

Chapter 22: Length

Remember, your fingertip measures about 1 cm!

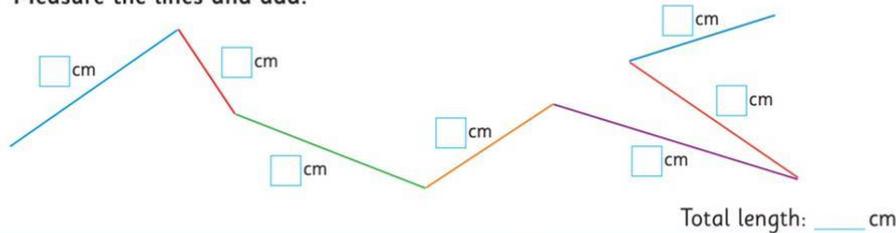


1. Estimate the length of each crayon. Then measure the crayons with your ruler.



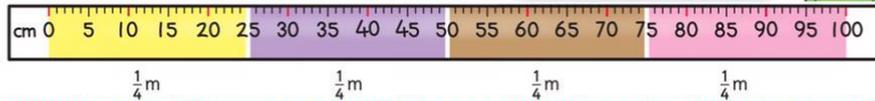
Crayon	Estimate	Measure
Red	___ cm	___ cm
Blue	___ cm	___ cm
Yellow	___ cm	___ cm
Purple	___ cm	___ cm
Orange	___ cm	___ cm
Green	___ cm	___ cm

2. Measure the lines and add.



3. Use the metre stick to answer the following.

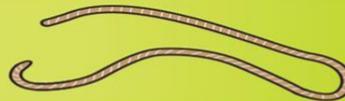
Remember, most rulers have extra bits at the ends. We don't count these bits.



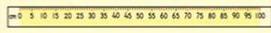
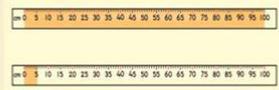
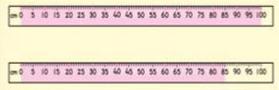
- | | |
|------------------------------|--|
| (a) 1 m = ___ cm | (b) $\frac{1}{2}$ m = ___ cm |
| (c) $\frac{3}{4}$ m = ___ cm | (d) 10 cm less than 1 m = ___ cm |
| (e) 2 m = ___ cm | (f) 20 cm more than $\frac{1}{4}$ m = ___ cm |
| (g) 5 m = ___ cm | (h) 50 cm + 50 cm = ___ cm or ___ m |

Challenge

Think of a way to measure the length of this piece of string. Now do it! Length = ___ cm



Metres and centimetres

 $1\text{ m} = 100\text{ cm}$	 $1\text{ m } 5\text{ cm} = 105\text{ cm}$	 $1\text{ m } 85\text{ cm} = 185\text{ cm}$
---	--	--

1. Write the following measures as metres and centimetres.

- | | |
|---|---|
| (a) $126\text{ cm} = \underline{\quad}\text{ m } \underline{\quad}\text{ cm}$ | (b) $140\text{ cm} = \underline{\quad}\text{ m } \underline{\quad}\text{ cm}$ |
| (c) $193\text{ cm} = \underline{\quad}\text{ m } \underline{\quad}\text{ cm}$ | (d) $104\text{ cm} = \underline{\quad}\text{ m } \underline{\quad}\text{ cm}$ |
| (e) $200\text{ cm} = \underline{\quad}\text{ m } \underline{\quad}\text{ cm}$ | (f) $286\text{ cm} = \underline{\quad}\text{ m } \underline{\quad}\text{ cm}$ |
| (g) $380\text{ cm} = \underline{\quad}\text{ m } \underline{\quad}\text{ cm}$ | (h) $401\text{ cm} = \underline{\quad}\text{ m } \underline{\quad}\text{ cm}$ |
| (i) $444\text{ cm} = \underline{\quad}\text{ m } \underline{\quad}\text{ cm}$ | (j) $537\text{ cm} = \underline{\quad}\text{ m } \underline{\quad}\text{ cm}$ |
| (k) $869\text{ cm} = \underline{\quad}\text{ m } \underline{\quad}\text{ cm}$ | (l) $908\text{ cm} = \underline{\quad}\text{ m } \underline{\quad}\text{ cm}$ |

2. Write the following measures in centimetres.

- | | | |
|--|--|--|
| (a) $1\text{ m } 23\text{ cm} = \underline{\quad}\text{ cm}$ | (b) $1\text{ m } 94\text{ cm} = \underline{\quad}\text{ cm}$ | (c) $1\text{ m } 42\text{ cm} = \underline{\quad}\text{ cm}$ |
| (d) $1\text{ m } 3\text{ cm} = \underline{\quad}\text{ cm}$ | (e) $2\text{ m } 66\text{ cm} = \underline{\quad}\text{ cm}$ | (f) $2\text{ m } 17\text{ cm} = \underline{\quad}\text{ cm}$ |
| (g) $2\text{ m } 90\text{ cm} = \underline{\quad}\text{ cm}$ | (h) $2\text{ m } 11\text{ cm} = \underline{\quad}\text{ cm}$ | (i) $3\text{ m } 8\text{ cm} = \underline{\quad}\text{ cm}$ |
| (j) $3\text{ m} = \underline{\quad}\text{ cm}$ | (k) $4\text{ m } 6\text{ cm} = \underline{\quad}\text{ cm}$ | (l) $4\text{ m } 45\text{ cm} = \underline{\quad}\text{ cm}$ |
| (m) $5\text{ m } 58\text{ cm} = \underline{\quad}\text{ cm}$ | (n) $7\text{ m } 10\text{ cm} = \underline{\quad}\text{ cm}$ | (o) $6\text{ m } 19\text{ cm} = \underline{\quad}\text{ cm}$ |
| (p) $9\text{ m } 72\text{ cm} = \underline{\quad}\text{ cm}$ | (q) $9\text{ m } 9\text{ cm} = \underline{\quad}\text{ cm}$ | (r) $8\text{ m } 1\text{ cm} = \underline{\quad}\text{ cm}$ |

3. Measure the following using a metre measure. Record your results in 2 different ways.

You choose the object.



Object	Measure
(a) width of whiteboard	$\underline{\quad}\text{ m } \underline{\quad}\text{ cm}$ or $\underline{\quad}\text{ cm}$
(b) height of desk	$\underline{\quad}\text{ m } \underline{\quad}\text{ cm}$ or $\underline{\quad}\text{ cm}$
(c) length of radiator	$\underline{\quad}\text{ m } \underline{\quad}\text{ cm}$ or $\underline{\quad}\text{ cm}$
(d) width of window	$\underline{\quad}\text{ m } \underline{\quad}\text{ cm}$ or $\underline{\quad}\text{ cm}$
(e)	$\underline{\quad}\text{ m } \underline{\quad}\text{ cm}$ or $\underline{\quad}\text{ cm}$

- (f) The _____ had the longest measure and the _____ had the shortest measure.

Length – Addition and subtraction

Cara jumped 1m 24cm in the long jump.
Cian jumped 1m 85cm.
How far did they jump altogether?

$$1\text{m } 24\text{cm} + 1\text{m } 85\text{cm} = \star$$

Step 1: Add the cm.

Step 2: Add the m.

m	cm
1	24
+	1 85
3	09



1. (a)

m	cm
1	18
+	1 36

 (b)

m	cm
1	45
+	1 93

 (c)

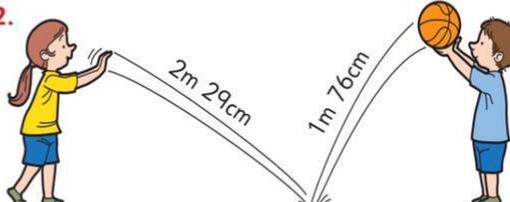
m	cm
2	06
+	1 47

 (d)

m	cm
1	59
+	2 81

 (e)

m	cm
5	61
+	2 53

2.  Ella threw the basketball to Paul.
How far did the basketball travel?
_____ m _____ cm

Rowan's train track measured 3m 26cm.
He lost 1m 72cm of the track.
How much did he have left?

$$3\text{m } 26\text{cm} - 1\text{m } 72\text{cm} = \star$$

Step 1: Rename 1m as 100cm (if you need to).

Step 2: Subtract the cm.

Step 3: Subtract the m.

m	cm
3 ² 3	2 6
-	1 72
1	54

3. (a)

m	cm
4	28
-	1 73

 (b)

m	cm
5	93
-	2 32

 (c)

m	cm
6	19
-	5 37

 (d)

m	cm
3	50
-	1 46

 (e)

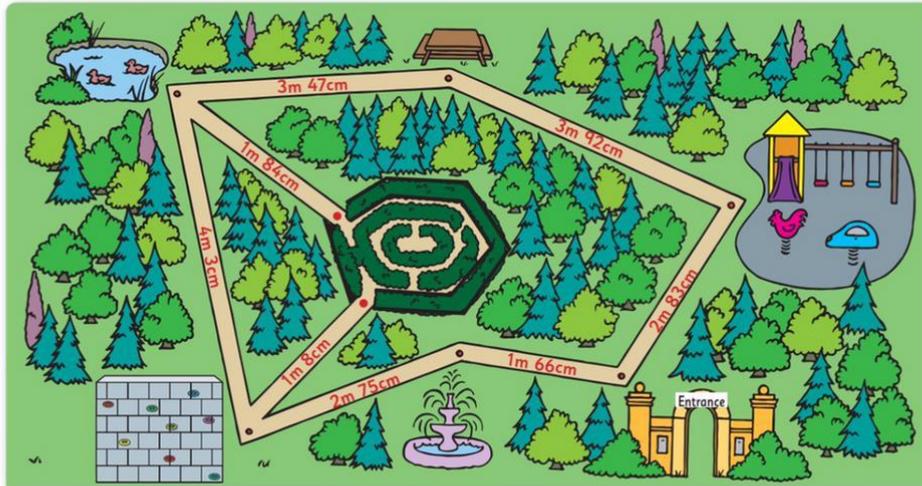
m	cm
7	15
-	5 87

Challenge

A kangaroo hopped 4m 63cm. A rabbit hopped 1m 76cm less than the kangaroo. How far did the rabbit hop?

_____ m _____ cm

Metric forest



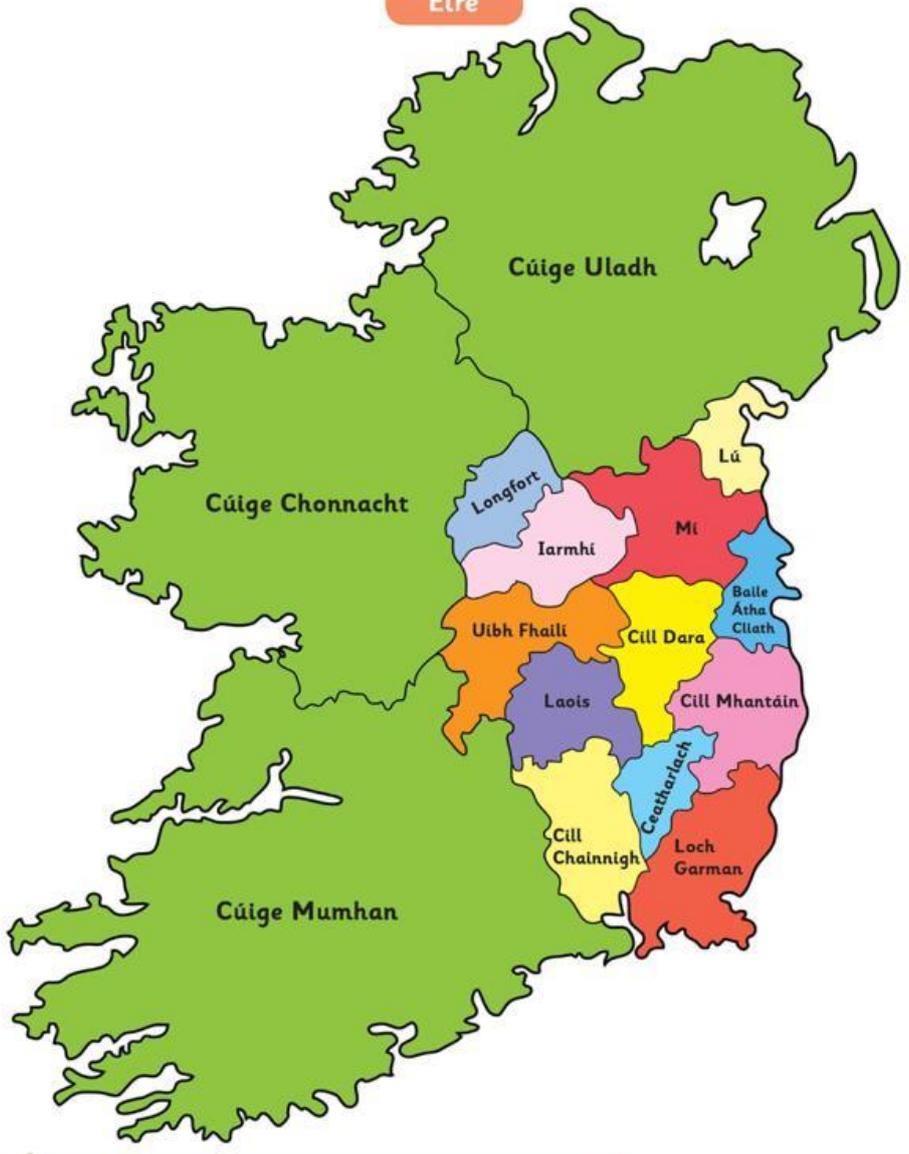
- How far is it from the entrance to the playground? _____
- Sharon ran from the climbing wall to the picnic table. She saw the ducks on her way. How far did she run? _____ 
- Derek is standing at the entrance. How much further away is he from the playground than the water fountain? _____ 
- The maze is shaped like which 2-D shape? _____
- Ellie is standing at the pond. Ronan is at the climbing wall.
(a) Who is closer to the maze? _____; (b) how much closer? _____
- Emma is at the maze. She must meet her father at the entrance. How far must she travel to meet him taking the shortest route? _____ 
- Wiktor ran from the water fountain to the maze. Tilly ran from the playground to the pond.
(a) Who ran further? _____; (b) how much further? _____

Challenge

Gill followed this route:
 entrance → fountain → climbing wall → pond.
 How far did she travel? _____ m _____ cm



Éire



Tarraing an léarscáil.
Scriobh ainm gach contae i gCúige Laighean.



Bí ag Léamh



D'éirigh Ruairí go moch ar maidin.



Chuaigh sé isteach sa seomra folctha. Nigh sé a aghaidh agus a lámha.



Scuab sé a fhiacra le scuab agus le taos fíacaile.



Chior sé a chuid gruaige.



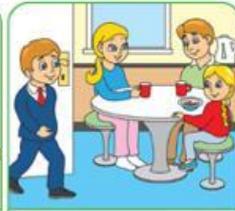
Bhain sé a phitseámaí de.



Chuir sé a éide scoile air.



Rith sé síos an staighre ar nós na gaoithe.



Bhí Mamaí agus Daidí ag ithe an bhrícfesta.



Cén fáth a bhfuil d'éide scoile ort?



An Satharn atá ann.



Rinne mé dearmad.



Thosaigh gach duine ag gáire.



Scríobh an Scéal

- ___ sé go moch ar maidin.
- ___ sé isteach sa seomra folctha.
- ___ sé a aghaidh agus a lámha.
- ___ sé a fhiacra.
- ___ sé a chuid gruaige.
- ___ sé a phitseámaí de.
- ___ sé a éide scoile air.
- ___ sé síos an staighre ar nós na gaoithe.



A: Cá bhfuil tú i do chónaí?

B: Tá mé i mo chónaí i_____.

A: Cén saghas teach atá agat?

B: Tá mé i mo chónaí i teach dhá stór/ arasán/ bungalo.

A: Cé mhéad seomra atá i do theach?

B: Tá dhá/ trí/ ceathair/ cúig/ sé/ seacht/ ocht/ naoi seomraí i mo theach

A:Cé mhéad seomraí thuas staighre (upstairs)?

B:Tá dhá/ trí/ ceathrar/ cúig/ sé seomraí thuas staighre.

A: Cé mhéad seomraí thíos staighre (downstairs)?

B: Tá dhá/ trí/ ceathar/ cúig/ sé seomraí thíos staighre.

A: Ainmnigh (name) na seomraí thíos staighre.

B: Tá cistin, seomra suí, seomra teilifís agus leithreas thíos staighre.

A: Ainmnigh na seomraí thuas staighre.

B: Tá seomra leaba agus leithreas thuas staighre.

A: An bhfuil gairdín agat?

B: Tá/ Níl gairdín agam.



Archdiocese of Dublin
Ard Deoise Átha Cliath

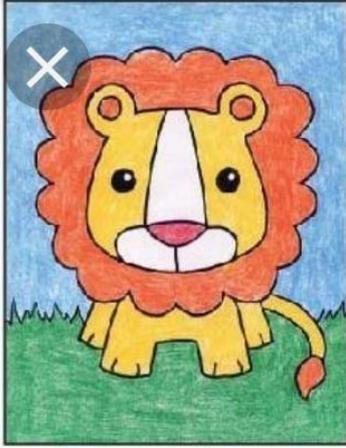


Home The Archdiocese Parishes Notice Board Archbishop's Litanies & Addresses

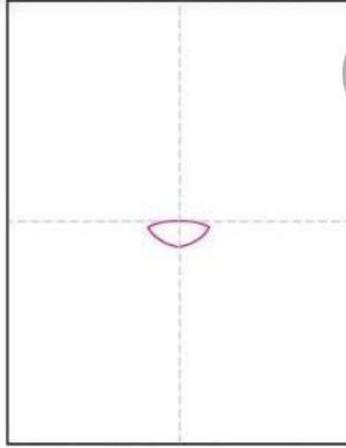
St. Patrick's Breastplate



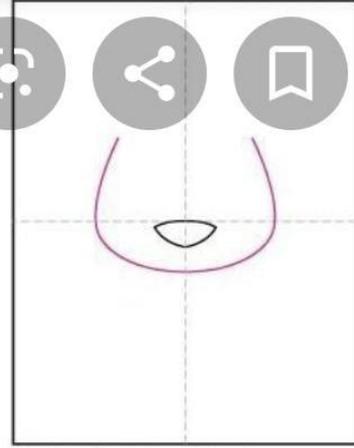
Christ be with me,
Christ be beside me,
Christ be before me,
Christ be behind me,
Christ be at my right hand,
Christ be at my left hand,
Christ be with me everywhere I go,
Christ be my friend for ever and ever.
Amen.



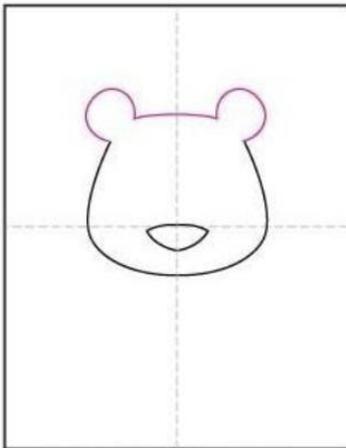
Supplies: Black marker, crayon.



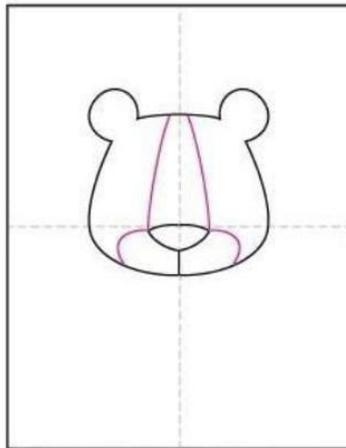
1. Make guide lines. Draw nose.



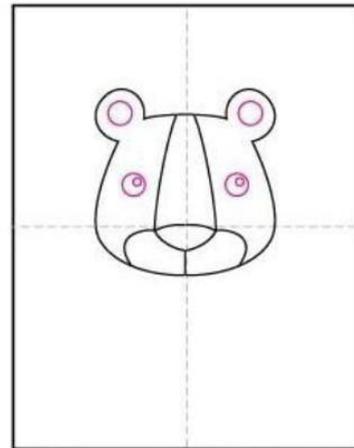
2. Draw bottom of head.



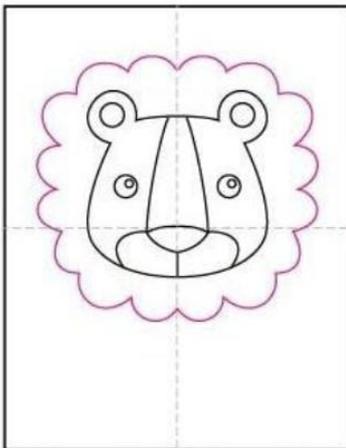
3. Finish head with two ears.



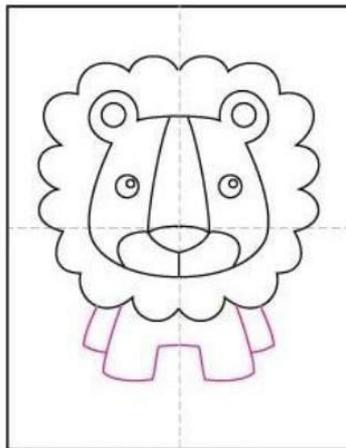
4. Draw mouth and nose lines.



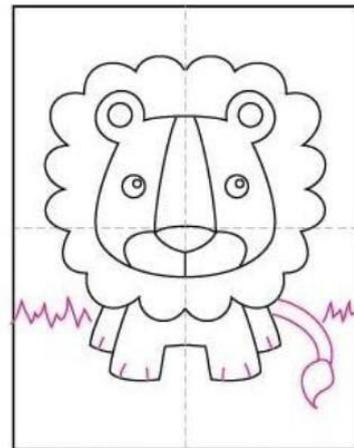
5. Add two eyes and inside ears.



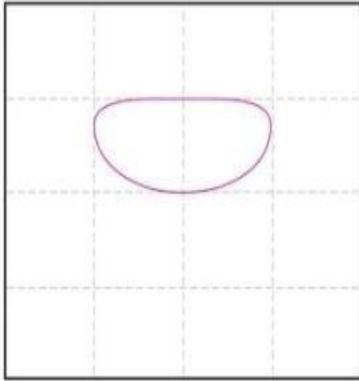
6. Draw puffy mane around head.



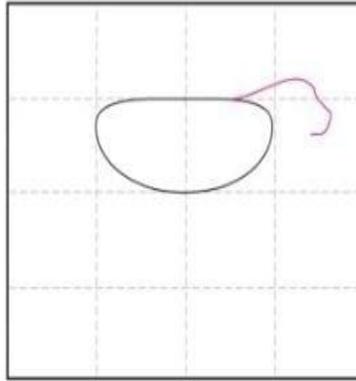
7. Draw front and back legs.



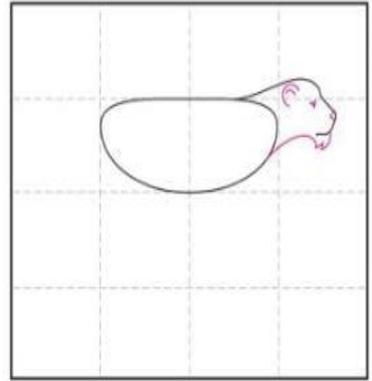
8. Add toe lines, tail and grass.



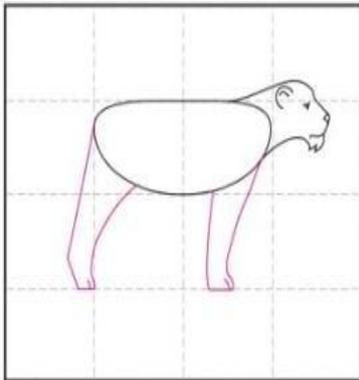
1. Draw a flattened oval as shown.



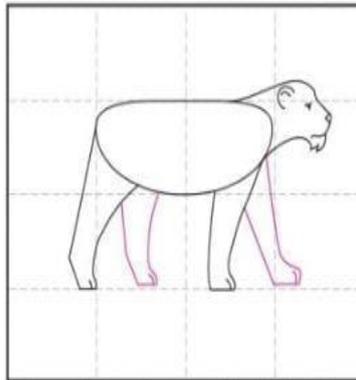
2. Start the head to one side.



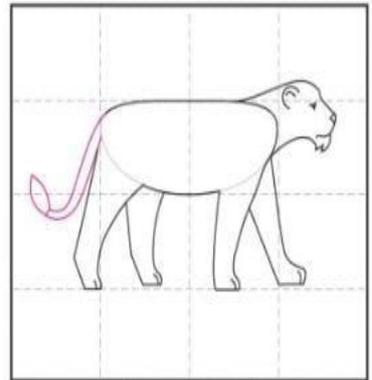
3. Finish chin, add eye, nose, ear for female.



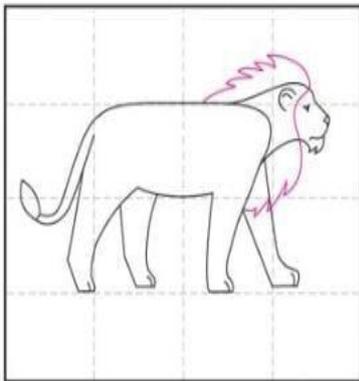
4. Draw two legs on one side.



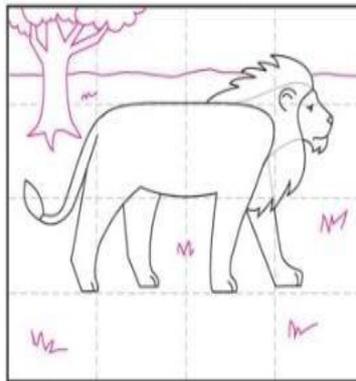
5. Draw the two legs on other back side.



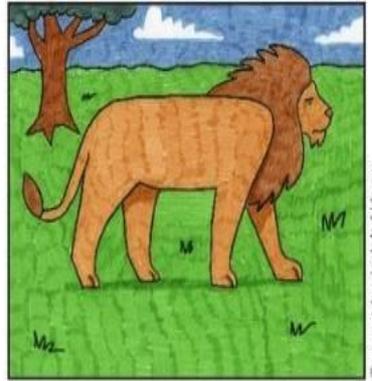
6. Erase extra lines. Add a tail.



7. Draw mane for a male, or skip for female.



8. Add a background, erase extra lines.



9. Trace with a black marker and color.



