

Hi Boys and Girls,

We hope you are all keeping well. We have continued with a similar format to last week's work. We have included a daily plan of work for you to follow the best you can. Below the weekly plan of work, you will find the resources and pages for each subject. There is also WALTs (What am I learning to) which should help you focus on the key learning for the subjects. Please remember to try your best with your daily work, present your work neatly and keep showing pride in your handwriting.

Thank you to all the children who submitted their Typeform surveys last week, it was great to see some of the excellent maps you sketched displaying the themed features (Bays, headlands and islands). We are asking you to submit some of your work for feedback this week. They are the following:

Monday: A sample of **section A and B** of your English work, based on the story 'Prince Raggedy'.

Wednesday: A sample of your briathra/verbs Gaeilge work assigned for Wednesday.

No later than Friday: Submit the Typeform attached at the following link

<https://typeform747432.typeform.com/to/ehpuir>. This is based on your SESE Beaches work this week.

This can be emailed directly to your teacher on one of the following addresses. Your teacher will respond with feedback at the earliest convenience.

msduignam@lusksns.ie

msgallagher@lusksns.ie

mrhickey@lusksns.ie

mrodonnell@lusksns.ie

Remember, it is very important to stick to a routine as much as possible. The best thing is to get up early, have a nice healthy breakfast, concentrate and work independently on your school work for sixty minutes. During your work, try to limit distractions such as social media, televisions etc. You can use these times to set good work habits for secondary school. Take pride in your work and try to do it to the best of your ability. Once finished, make sure to get some fresh air and then enjoy the rest of your day. It is important that we are doing some daily exercise, and enjoying the good weather as best we can. Please try to help parents at home, showing kindness and care to family. Help them out wherever you can. As teachers, we miss seeing you everyday and look forward to seeing each other soon.

Parents

Dear Parents, we are conscious of keeping routine as normal as possible. Make this work suit your routine, rather than the other way round. If stress levels escalate, don't be afraid to allow your child to step away. We have taken onboard your feedback regarding Irish and have included more explanations for the children this week. This includes step by step guidance, tips on constructing sentences, as well as useful links which provide translations and verb sheets. This work is designed to enable your child to work independently, please encourage them to try their best with it and to use the relevant resources provided. We have requested that the children submit three pieces of work for feedback this week. This is explained fully in the cover letter above. You can check your child's progress with the answer document which will be available on the school website from Wednesday evening. You will find this located in the link on the same screen you found the weekly work.

Yours Sincerely,

6th Class Teachers

Daily Work for the Week (27th of April – 1st of May2020)

<u>Monday- 27th of April</u>	Tick off When Completed
Maths: Busy at Maths: Volume. Page 175. Questions 1, 2 and 3. (Volume = L x W x H)	
Gaeilge: Scéal: Cluiche Peile & Ceisteanna	
English: Read the Story and complete section A & B	
Religion: Theme 7: Holy Week & Easter Lesson 2: Easter: Our reason to hope Read pg.78 and 79 of e-book, discuss at home (to access the book online please go to https://www.growinlove.ie) (use the login details trial@growinlove.ie as your email and then growinlove as your password)	

<u>Tuesday – 28th of April</u>	Tick off When Completed
Maths: Busy at Maths: Page 176. Question 2 and 3. Tip: Don't forget to change the fractions to decimals before you multiply.	
Gaeilge: Uimhreacha	
English: Complete section C & D (story) and highlight any new vocabulary that you have discovered, whether it is a new word completely or one you find interesting.	
SESE: Beaches of Ireland Read the provided text and answer the following questions. <ol style="list-style-type: none"> How are beaches formed? What is the Blue Flag programme? Research and list 15 blue flag beaches in Ireland. Include which county they are located in. What animals might you find near a beach. 	

<u>Wednesday 29th of April</u>	Tick off When Completed
Maths: Busy at Maths: Page 176 Questions 4 and 5. (You're more than welcome to attempt the challenge!)	
English: Read the story again and highlight any unfamiliar words, look up their meaning in a dictionary. Complete section E (Grammar Section)	
Gaeilge: Briathra	
SESE: Beaches of Ireland Complete a fact file about the beach including the following title: <ol style="list-style-type: none"> Animals Safety Tips to stay safe on the beach Activities you can do on the beach Beaches close to my house. 	

<u>Thursday 30th of April</u>	Tick off When Completed
Maths: Busy at Maths Page 177. Questions 1-9 (I know there are a lot of questions. Just try your best!!)	

Gaeilge: Seachtain Aoife	
English: Read the story again and complete section F (explain your answer and give reasons/examples why you think this)	
ART/SPHE: Create a booklet titled 'Safety on the Beach'. Include advice on ways to remain safe while visiting the beach. Consider giving warnings about slippery rocks, tides, safe swimming and rubbish.	

<u>Friday 1st of May</u>	Tick off When Completed
Maths: Today is just allocated to correct your answers.	
Gaeilge: Today is just allocated to correct your answers.	
English: Today is just allocated to correct your answers.	
Religion: Theme 7: Holy Week & Easter Lesson 2: Easter: Our reason to hope Read pg.80 and 81 of e-book, discuss at home (to access the book online please go to https://www.growinlove.ie) (use the login details trial@growinlove.ie as your email and then growinlove as your password)	
ART/SPHE: Continue working the booklet titled 'Safety on the Beach'. Include advice on ways to remain safe while visiting the beach. Consider giving warnings about slippery rocks, tides, safe swimming and rubbish.	

Maths

Strand: Measures

Strand Unit: Capacity

WALT: Find the volume of cubes and cuboids.

WILF: Multiply: length X width X height (Volume = L x W x H)

This week's Busy at Maths work is on pg 175, 176 and 177. This work can be answered in any copy that you have; the important thing is that you're trying your best to answer the questions. If you find the quality poor the book is also available <https://my.cjfallon.ie/preview/index/16908/1>

Helpful Online Tutorials:

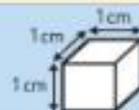
Tutorial 101: http://data.cjfallon.ie/resources/20714/BAM6_Tutorial_101/lessons/BAM6_Tutorial_101/index.html

Tutorial 102: http://data.cjfallon.ie/resources/20714/BAM6_Tutorial_102/lessons/BAM6_Tutorial_102/index.html

Capacity – Volume

The amount of space taken up by a solid shape is called its **volume**.
We make use of **cubes** to measure volume.
To measure a cube we multiply: **length** \times **width** \times **height**.

We write it like this: cm^3 (cm cubed). $1\text{cm} \times 1\text{cm} \times 1\text{cm} = 1\text{cm}^3$.



The volume of a centimetre cube is 1cm^3 .

1. There are two ways to calculate the volume of each shape.

(i) Count the number of cubes. (ii) Multiply $l \times w \times h$.

Write the answer to each shape in cm^3 and complete the grid.

Note: each cube represents 1cm^3 , but these shapes are not exact measurements.

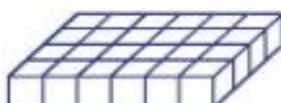
shape	total cubes	$l \times w \times h = \text{cm}^3$
(a)		
(b)		
(c)		
(d)		



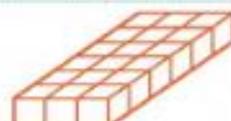
(a) _____



(b) _____



(c) _____



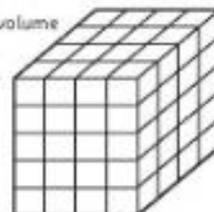
(d) _____

2. The volume of this cuboid is 24cm^3 .

(a) How do we calculate this? Discuss with a partner.

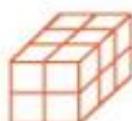


(b) Now find the volume of this cuboid.



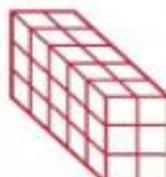
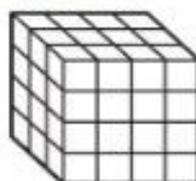
_____ cm^3

3. Use your findings to calculate the volume of these shapes in cm^3 .



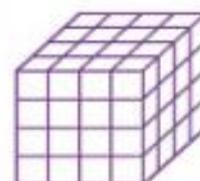
(a) _____

(b) _____



(c) _____

(d) _____

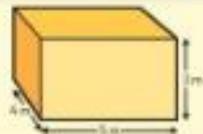


Capacity – Volume

We measure larger volumes and capacities using **cubic metres (m³)**.

$$\text{length} \times \text{width} \times \text{height} = \text{volume}$$

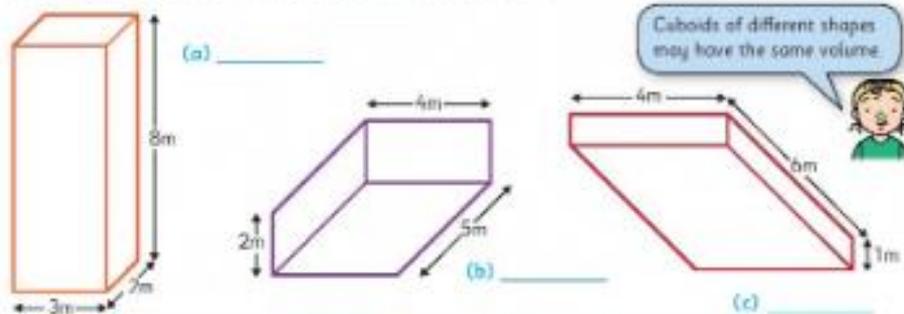
$$5\text{m} \times 4\text{m} \times 3\text{m} = 60\text{m}^3$$



1. Use the formula to calculate the number of **cubic metres (m³)** needed to fill your classroom. Round the length, width and height to the nearest metre.

Volume of classroom \rightarrow l _____ m \times w _____ m \times h _____ m = _____ m³

2. Use these models to calculate the **volume** of each in m³.



3. Concrete is usually delivered in m³. How much concrete is required to fill each of these cavities?

l	w	h	Volume
7m	5m	2m	= _____

l	w	h	Volume
4m	4m	3m	= _____

l	w	h	Volume
6m	3m	4m	= _____

l	w	h	Volume
6m	3½m	12m	= _____

l	w	h	Volume
7.2m	4.5m	5m	= _____

l	w	h	Volume
8 ⁷ / ₁₀ m	6m	3m	= _____

4.  An aquarium has ordered a new tank to display its range of tropical fish. It will be 5.4m long, have a width of 2.6m and be 1.5m tall.

- (a) What will be the volume of this tank in cubic metres (m³)?
 (b) One day it was only $\frac{1}{2}$ full of water. What volume of water was that?
 (c) How many cubic metres of water would be needed to fill 16 such aquariums?

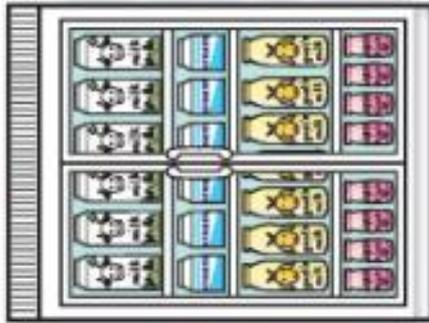
5. A school was planning to build a new P.E. hall. It will be 96m long, 48m wide and have a height of 16m.

- (a) What will be the volume of this hall in m³? _____ m³
 (b) If the dimensions of the hall were reduced by 25%, what would be the volume then? _____ m³

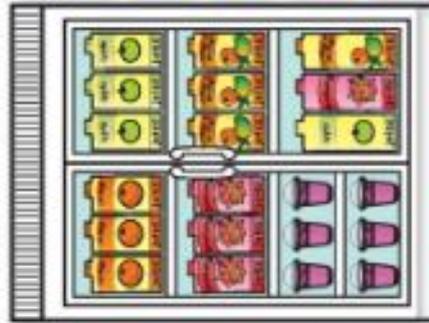
Maths Fact 1 cubic metre (m³) of water has the same volume as 1,000l of water.

Challenge How many cubic metres of water would equal 17,000l of water? _____

Capacity



Price	
Milk	
1l = €1.30	
2l = €2.45 (3l) = €3.60	
Cream	
250ml = €1.80	
500ml = €3.40	
750ml = €5.10	
Goat's milk	
850ml = €2.35	
Yoghurt drinks	
300ml = €2.40	
700ml = €5.50	
(8 × 100ml) = €4.70	



Price	
Orange juice	
350ml = €1.70	
500ml = €2.60	
1½l = €5.85	
Apple juice	
400ml = €1.95	
800ml = €3.65	
Cranberry juice	
300ml = €0.75	
600ml = €1.35	
Orange & mango	
275ml = €2.60	
550ml = €5.10	
Smoothies	
200ml = €2.55	
(6 × 200ml) = €4.20	

Organic Shopping

- Ann buys 3l of milk, 250ml of cream, and an 8 × 100ml pack of yoghurts.
 - What quantity of foodstuffs did she buy in litres? _____
 - How much did it cost her? _____
- Pat bought 1½l of orange juice. Mark bought three 500ml cartons of orange juice.
 - How much did each pay per litre? _____
 - Who got the better value? _____
- Tom and Charlie both bought 3½l of orange juice, but Tom bought only 350ml bottles while Charlie bought only 500ml bottles.
 - How many bottles did each buy? Tom: _____ Charlie: _____
 - How much did each pay for their 3½l of orange juice? Tom: _____ Charlie: _____
- On Saturday the store sold 19 bottles of goat's milk.
 - How many litres of goat's milk were sold? _____
 - What was the value of this sale? € _____
- The store received a delivery of 12l of each size of apple juice drinks.
 - How many cartons of each did the store receive? 400ml: _____ 800ml: _____
 - What was the total sale value of these drinks, if all of them were sold? _____
- Smoothies are sold in two sizes. What is the cost per litre for each? (a) _____ (b) _____
- Gráinne bought one of the **largest** carton sizes of cranberry juice, orange & mango juice and cream.
 - How many litres altogether did she buy? _____ (b) How much did she pay? _____
- Barry bought one of the **smallest** carton sizes of cranberry juice, apple juice and orange juice.
 - How many litres altogether did he buy? _____ (b) How much did he pay? _____
- Lara and Emma each made 15l of organic yoghurt. (a) Lara fills only 300ml pots while (b) Emma fills only 600ml pots. How many pots will each fill? (a) _____ (b) _____

Reading Zone: Read "Prince Raggedy" Unit 14 Pg.66-68 & complete questions on Pg. 69, 70 **Part A-E in your copy.**

Reading: Continue to read a book of your choice and write 5/6 lines summary each day into your copy. Once you complete a book remember to write a book review either in your copy or on the worksheets we gave you at school

UNIT
14

Prince Raggedy

In a land far away there lived a king who had a daughter who was very beautiful indeed. However, she was so proud and **haughty** and **conceited**, that none of the suitors who came to ask for her hand in marriage was good enough for her. Having seen a number of suitable princes come and go in vain, the king decided to take the law into his own hands. He arranged a great banquet and invited all of the most **eligible** princes from around the world.

Each time the princess was introduced to a **suitor**, she had something spiteful and nasty to say.

The first was too fat: "He's like a little barrel," she said.

The next was too tall: "It would be like dating a giraffe!" she remarked.

The next was too short: "I can't even look him in the eye!" she laughed.

She was cruellest of all to a good prince.

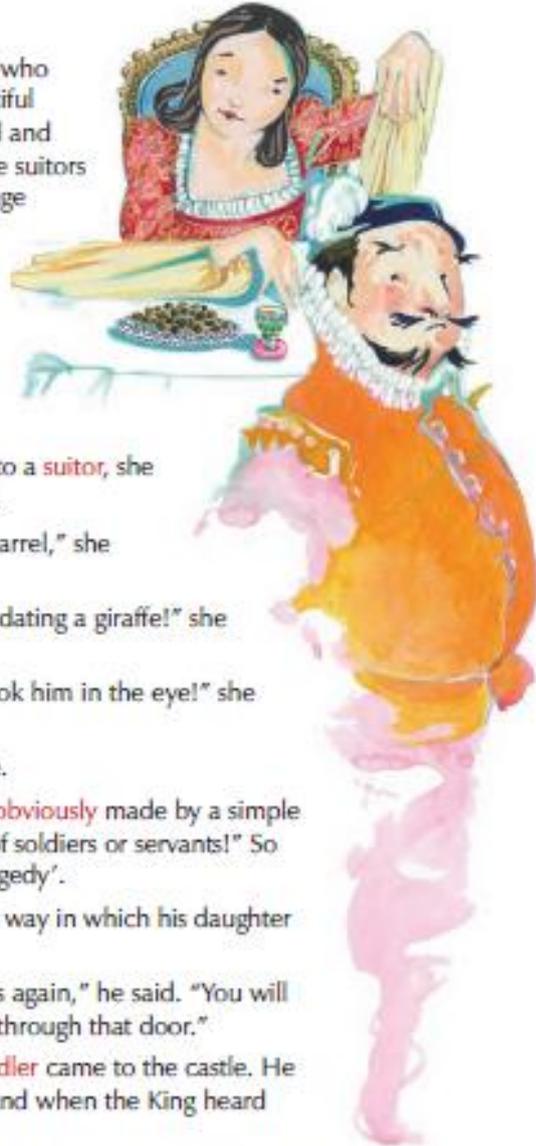
"Look at him," she said, "his robes are **obviously** made by a simple tailor. He doesn't even have an escort of soldiers or servants!" So she gave him the nickname 'Prince Raggedy'.

The old king was extremely angry at the way in which his daughter had behaved.

"You will not treat anybody else like this again," he said. "You will marry the next honest man that comes through that door."

Two days later, a **penniless** travelling **fiddler** came to the castle. He began to play under an open window and when the King heard him he said, "Let him come in."

They brought the dirty-looking fellow in and when he had sung for the king and the princess he begged for a gift.



The king said, "You have sung so well that I will give you my daughter to take as your wife."

The horrified princess begged and **protested**.

"Father," she said, "you cannot seriously consider letting this man marry me?"

The king answered, "I have sworn to give you to the first honest man who came to the door, and I will keep my word."

Despite the **tantrums** and the weeping, the princess's protest was to no avail. The priest was sent for and she was married to the fiddler.

After the ceremony, which wasn't exactly how the princess had pictured her ideal wedding, the king declared, "Now you must leave with your new husband. There will be no more gold from me, no more beautiful dresses and servants. Your husband will **provide** for you from now on."

So the fiddler left the mansion and he took the princess with him. They had not travelled far when they passed a huge castle that was being built on the side of a hill overlooking a beautiful bay. The castle was so enormous that it dwarfed even the princess's own home.

"Oh!" exclaimed the princess. "Who owns that castle? It's fabulous!"

"That belongs to Prince Raggedy," he answered. "If you had not rejected him so cruelly, it would have been your new summer home."

"Ah, unlucky wretch that I am," she said. "Why didn't I choose to marry Prince Raggedy?"

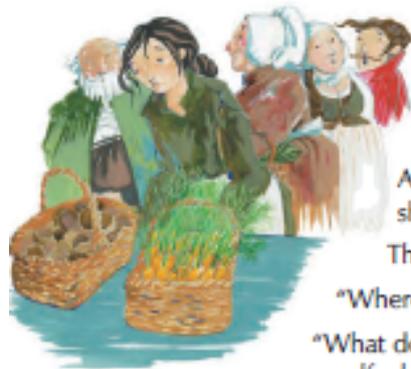
After another while they came around a bend in the road and they were greeted by an enormous grain store, surrounded by a **complex** web of smaller buildings with thousands of people milling around them.

"What is this place?" **enquired** the princess.

"It's one of Prince Raggedy's grain stores, my dear," said the fiddler.

"He has many of these stores dotted all over the countryside. His workers spend most of the year tending to his grain fields that stretch as far as the eye can see. If you had married Prince Raggedy, all of that land would have been yours."





By now the princess was feeling rather sorry for herself and becoming quite **depressed**.

At last they came to a small cottage. "What a **paltry** place!" she said. "Who does that dirty little hole belong to?"

The fiddler said, "That is our house, where we are to live."

"Where are your servants?" she cried.

"What do we want with servants?" he asked. "You must do for yourself whatever is to be done. Now, if you want to eat tonight, you will have to cook something yourself."

After two days of badly cooked meals, the fiddler said, "You can't go on spending money and earning nothing. You should learn to work in the garden and grow vegetables to sell at the market."

She learned how to dig and sow, but it made her back sore and she never stopped complaining. Nevertheless, the vegetables grew and one day she had enough to set up a stall.

At first the trade went well because people were drawn to her stall by her beauty. However, after a while, no one came near because of a peculiar smell. **Investigating** further, she discovered that all of the vegetables at the bottom of the pile had gone off because she had kept putting the freshest ones on the top.

In order to make a living after that, she was forced to get a job as a lowly **scullery** maid in a nearby palace. She had not been there long before she heard that the king's eldest son was on his way to get married. She went into the corridor to have a look. Seeing the prince in all his **finery**, she grieved for her pride and folly that had brought her so low.

As she was going back to the kitchen, the king's son went over and took her by the hand and said that she would be his partner at the ball that evening. She saw that it was Prince Raggedy and she **presumed** he was just being cruel and nasty to her as she had been to him. However, he kept hold of her hand and led her into the hall.

"Fear me not!" he said. "I am the fiddler who has lived with you in the hut. I brought you there because I truly loved you and I wanted to cure you of your silly pride. Now that you have gained some wisdom, it is time to hold our marriage feast."

Then the **chamberlains** came and brought her the most beautiful garments and jewels to wear. Her father and his whole court were already there, and they welcomed her to her new home. Joy was in every face and every heart. The feast was grand and everyone said that it was a wedding to remember.



A

Fact Finding

1. What did the king decide to do in order to find a husband for his daughter?
2. Describe how the princess treated Prince Raggedy.
3. What gift did the king decide to give to the fiddler?
4. Describe some of the wealth of Prince Raggedy.
5. Why did the prince put the princess through such hardship?



B

Choose the word closest in meaning to the underlined word.

1. The king invited all of the most eligible princes.
(a) wealthy (b) handsome
(c) polite (d) suitable
2. "Oh!" exclaimed the princess.
(a) wrote (b) engraved
(c) shouted (d) prayed
3. "What a paltry place!" she said.
(a) beautiful (b) fabulous
(c) magnificent (d) meagre
4. Everyone noticed a peculiar smell.
(a) terrible (b) beautiful
(c) strange (d) horrendous
5. The princess grieved for her pride and folly.
(a) prejudice (b) appearance
(c) foolishness (d) loss
6. Many suitors asked for her hand in marriage.
(a) nobles (b) admirers
(c) gentlemen (d) merchants



C

Choose the most suitable word for each sentence.

1. "You did not deserve to win," said Natalie _____. (**angrily, sarcastically, crossly, jealously**)
2. The earthquake resulted in the _____ of the motorway. (**devastated, demolished, destruction, development**)
3. "A baby could have painted that picture," remarked Jack in a _____ manner. (**nice, ill, strange, condescending**)
4. Stories about ghosts, vampires and witches deal with the paranormal and the _____. (**depressing, supernatural, religious, fanatical**)
5. The senator had great _____ of becoming president some day. (**dreams, wishes, ambitions, thoughts**)
6. The airplane screeched _____ to a halt on the runway. (**gradually, silently, shortly, noisily**)

D**Between the lines. Choose the correct answer.**

- The King decided to take the law into his own hands because
 - his daughter was too haughty.
 - he didn't like any of the suitors.
 - he was tired of waiting.
 - the princess was indecisive.
- The princess nicknamed the prince 'Prince Raggedy' because
 - he was from the Land of Raggedy.
 - his clothes were all tattered.
 - he gave her a rag doll.
 - he drove a rickety, old cart.
- The princess was horrified by her father's decision because
 - she was too young to marry.
 - she wanted to stay at home.
 - she didn't want to marry a fiddler.
 - she had found another man to marry.
- The princess considered herself to be an unlucky wretch because
 - the cart was uncomfortable.
 - she saw that she had missed out on vast wealth.
 - she did not love her husband.
 - she missed her father.
- The vegetables in the princess's cart were rotten because
 - she was bad at gardening.
 - she ate all the fresh vegetables.
 - she never took out the older vegetables.
 - it was too hot in the market.

**E****Grammar**

The past tense of a verb stands on its own. Examples – they came, she said, we sang. The past participle requires part of the verb to be or to have added to it. Examples – they knew → it was known.

Complete the sentences using the correct form of the verb.

- After he had _____ (drove/ driven) to town he _____ (returns/returned) home again.
- The teacher _____ (knew/ known) which student had _____ (stole/stolen) the pencil.
- When Mary had _____ (drew/drawn) the picture, her friend Olivia _____ (gave/given) her the markers.

**F****Character Description**

During this story, the character of the princess changed. Compare your first thoughts on the princess to what you thought at the end. How does she change?

**G****Strrrrrrretcher!**

Pretend you are the king in the story and write a diary entry for the day of your daughter's wedding to the fiddler.

Gaeilge

Read the story (Linn Snámha) and answer the questions.

Count items from 11 – 20 using the grammar rule.

Identify and insert the correct tense of the verb in the exercise below.

Read the diary and answer the questions using full sentences.

Helpful Tips

<https://www.tearma.ie/> is a good website to use to look up the meaning of an Irish word.

<http://www.potafofocal.com/fbg/> is a good website to use to look up the meaning of Irish verbs

Scéal: Cluiche Peile

WALT: Read the story and answer the questions.

WILF:

1. Look at the words in the “Focail Nua” box to help you understand it.
2. Use your “Briathra Sheet” to help you identify the verbs in the text and questions.
3. Look for the words that in the question in the text.
4. Start the sentence with a verb.

Tips:

- <https://www.tearma.ie/> is a good website to use to look up the meaning of an Irish Word.
- The story is written in the Present Tense (Gach Lá.)

Tá Scoil na Leanaí ag imirt i gcoinne Scoil Mhuire i gcluiche ceannais na mbunscoileanna. Tá Cian ag imirt sna tosaithe agus is ionadaí é Cormac. Tá Cian dhá bhliain déag d’aois agus tá sé i rang a sé. Bhí sé ar fhoireann na scoile anuraidh nuair a bhí sé i rang a cúig. Is peileadóir iontach é. Fuair sé dhá chúl sa chluiche ceannais anuraidh agus bhuaigh Scoil na Leanaí an comórtas. Níl Cormac ach i rang a cúig agus tá sé ina ionadaí. Tá áthas an domhain air. B’fhéidir go mbeidh seans aige teacht ar an bpáirc. Imríonn sé sna cúlaithe. Tá an réiteoir ag séideadh na fheadóige. Tá an cluiche ag tosú. Ag leathama bhí Scoil Mhuire ag buachaint le dhá chúilín. Ansin tháinig Cormac ar an bpáirc. Bhuail sé cic ar an liathróid agus rug Cian air. Rith Cian i dtreo an chúil agus bhuail sé cic ar an liathróid. Cúl a bhí ann. Bhí Scoil na Leanaí ag buachaint anois. Shéid an réiteoir a fheadóg. Bhí an bua ag Scoil na Leanaí don dara bliain as a chéile. Bhí sceitimíní áthais ar na páistí agus bhí lúcháir ar na múinteoirí. Bhí bród ar na tuismitheoirí.

Focail nua

i gcoinne	Against	Réiteoir	Referee
cluiche ceannais	Final	ag séideadh	Blowing
bunscoileanna	Primary schools	cluiche	Game
tosaithe	Forward	ag tosú	starting
is ionadaí é	Substitute	leathama	Halftime
foireann na scoile	School team	ag buachaint	
peileadóir	Footballer	dhá chúilín	Two points
dhá chúl	Two goals	i dtreo an chúil	In the direction of the goal
buaigh (bhuaigh)	To win (won)	an bua	The win
ina ionadaí	Substitutes	dara bliain as a chéile	Two years in a row
B’fhéidir	Maybe	sceitimíní áthais	
Seans	Chance	lúcháir	joy
Culaithe	Defender	bród	proud

Céisteanna

1. Cén cluiche atá ar siúl?

Tá _____

2. Cá háit a mbíonn Cian ag imirt?

Bíonn _____

3. Cén scór a fuair Cian sa chluiche ceannais anuraidh?

Fuair Cian _____

4. Cathain a tháinig Cormac ar an bpáirc?

Tháinig _____

5. Cad a rinne sé nuair a tháinig sé ar an bpáirc?

6. Cé a bhuaigh an cluiche?

Uimhreacha

WALT: Count items from 11 – 20 using the grammar rule.

WILF:

1. Look at the flip chart below, which tells you what to do and gives examples.
2. Apply the rules to the written task below.

11 – 16: **Séimhiú (+h)**

Mar shampla: dhá **chiste dhéag**

17 – 19: **Urú**

Mar shampla: seacht **mbord déag**

Urú: mb... gc... nd... bhf... ng... bp... dt...

Guta: n-a.. n-o.. n-u.. n-e.. n-i..

aon **chaipín déag**
dhá **chaipín déag**
trí **chaipín déag**
ceithre **chaipín déag**
cúig **chaipín déag**
sé **chaipín déag**
seacht **gcaipín déag**
ocht **gcaipín déag**
naoi **gcaipín déag**
fiche **caipín**

Líon na bearnaí.

1. Tá trí _____ (camán) déag sa mhála.
2. Tá seacht _____ (páirc) déag ag an bhfeirmeoir.
3. Tá fiche _____ (cóipleabhar) ar an mbord.
4. Tá seacht _____ (uaireadóir) déag san fhuinneog.
5. Tá aon _____ (bronntanas) déag faoin gcrann Nollag.
6. Tá naoi _____ (caipín) déag sa chófra.
7. Tá ocht _____ (éan) déag ar an gcrann.
8. Tá dhá _____ (pláta) déag ar an doirteal.

9. Tá ceithre _____ (seomra) déag sa scoil.

10. Tá seacht _____ (fuinneog) déag sa teach.

Briathra

WALT: Identify and insert the correct tense of the verb in the exercise below.

WILF:

1. Look at the last word of the sentence to decide what tense it is.
2. Use your verb sheet to help you with spelling

TIP

Inné – Aimsir Chaite - +h

Gach lá – Aimsire Láirteach – possible endings (ann/eann)

Amarach – Aimsir Fháisteach – possible endings (faidh/fidh)

Líon isteach an briathra ceart.

1. _____ mé abhaile inné. (Tagaim, Tiocfaidh, Tháinig)
2. _____ mé an camán amárach. (Brisim, Brisfidh, Bhris)
3. _____ go dtí an pháirc gach lá. (Rith, Rithfidh, Rithim)
4. _____ sí amárach. (D'éist, Éistfidh, Éistim)
5. _____ na bláthanna inné. (Fásfaidh, Fásann, D'fhás)
6. _____ siad an teilifís gach lá. (Múchann, Mhúch, Múchfaidh)
7. _____ sé na cóipleabhair gach lá. (Thug, Tugann, Tabharfaidh)
8. _____ sí milseáin amárach. (D'ith, Íosfaidh, Itheann)
9. _____ ag a hocht a chlog inné. (Dúiseoimid, Dúisimid, Dhúisíomar)
10. _____ bronntanas inné. (Gheobhaimid, Fuaireamar, Faighimid)
11. _____ ar an sliotar gach lá. (Béarfaimid, Beirimid, Rugamar)
12. _____ an dán amárach. (Deirimid, Dúramar, Déarfaimid)
13. _____ sibh an t-urlár inné. (Scuabfaidh, Scuabann, Scuab)
14. _____ mé an t-iasc amárach. (Íosfaidh, Ithim, D'ith)
15. _____ ar scoil gach lá. (Beidh, Bhí, Bím)
16. _____ mé ar an gcluiche sin amárach. (Féachaim, D'fhéach, Féachfaidh)

Seachtain Aoife

WALT: Read the diary and answer the questions using full sentences.

WILF:

5. Look at the words in the “Focail Nua” box to help you understand it.
6. Use your “Briathra Sheet” to help you identify the verbs in the questions.
7. Make sure you start every answer with a verb and look for the words that in the question in the diary.

Tips:

- <https://www.tearma.ie/> is a good website to use to look up the meaning of an Irish Word.

An Luan: Obair Bhaile

Leabharlann
Dinnéar
Marcaíocht

An Mháirt: Obair Bhaile

Damhsa
Dinnéar
Haca

An Chéadaoin: Obair bhaile

Snámh
Dinnéar
Peile ghaelach

An Déardaoin: Obair Bhaile

Ceol – Feadóig stain
Dinnéar
Camógaíocht

An Aoine: Obair bhaile

Ceol – an piano
Dinnéar
Cispheil

An Satharn: Tag Rugbaí

Labhairt agus Drámaíocht
Lón
Táiplis
Dreapadóireacht
Dinnéar
Am teilifíse

Focail nua

Leabharlann	Library
Marcaíocht	Horse-riding
Haca	Hockey
Labhairt agus Drámaíocht	Talk and drama
Táiplis	Draughts
Dreapadóireacht	Climbing
Chéad rud	First thing
Cén lá	What day
Tar éis	After
díreach tar éis	Directly after
Cad iad na spóirta	What are the sports

1. Cad é an chéad rud a dhéanann Aoife gach Satharn?

Déanann Aoife _____

2. Cén lá a théann sí ag snámh?

Téann sí _____

3. Cá dtéann Aoife tar éis an dinnéir ar an gCéadaoin?

4. Cad a dhéanann sí gach lá díreach tar éis na scoile?

Déanann sí _____

5. Cén lá a théann sí ag imirt camógaíochta?

6. Cad iad na spóirta imríonn sí?

Imríonn sí _____

SESE Beaches of Ireland

WALT: To explain the important role beaches play in our natural environment.

WILF

- Investigate animals which depend on beaches.
- Recognise what the blue flag programme promotes.
- Identify local beaches, raising awareness as to why they don't have blue flags?
- Identify how beaches promote social activities such as sports and family time.

Read the chapter "The Beaches of Ireland" from Windows of the World Geography Page 33 - 38. The questions can be answered in any copy that you have. The fact file can be completed in the form of a poster, in your copy or as a power point; this work, if you wish, can be sent onto teacher by taking a photo.

The shores of Ireland have been shaped by the wind, waves and tides. Beaches are filled with a wide variety of plants, birds and wildlife. This natural habitat is always changing. Grains of sand vary in size from $\frac{1}{16}$ of a millimetre to two millimetres. Sand is made up of tiny pieces of rock and shells that have been broken up by the waves over many years.

The moon is like a giant magnet that pulls the water of the Earth. This causes our **tides**.

Sand hoppers are found under rocks or seaweed. They can hop long distances. They come out only at night and burrow during the day.

The **grey seal** has her pup on the beaches or in a cave. If you find a seal pup on the beach from October to December, do not disturb it as it can upset and distress the seals.



A **lugworm** looks like an earthworm. It feeds on the sand and leaves a mound that looks like spaghetti on the beach.

Seaweed is a form of algae that lives on the beach and in the sea. It can be brown, red or green. Seaweed provides food, protection and oxygen to sea creatures.

Limpets and **barnacles** are cone-shaped shells that are often found stuck on rocks.

Many different birds are found along the coastal waters, such as cormorants, gannets, gulls and terns.

Children explore the beaches of Ireland and develop an appreciation for the importance of respecting and preserving this natural habitat.

Investigating the Beach



Examine the photograph of Banna Strand and discuss the following questions.

- 1 Where would you locate bins along the beach?
- 2 Is this the best location for the lifeguard? Where would you locate the lifeguard?
- 3 Is this beach safe for swimming? How do you know?
- 4 Where, do you think, would be the best location for a life buoy?
- 5 Discuss ways in which you could encourage people to use environmentally friendly methods of transport. Consider how to get people to walk, cycle or use public transport to travel to the beach.
- 6 Mark in the location of some sea creatures that you would find on the beach.

Blue Flag Beaches

The Blue Flag Programme is an international environmental award for beaches. The Blue Flag system has been operating in Ireland since 1988. The beaches of Ireland are examined each year for water quality and safety. Environmental information and education are also part of the Blue Flag process. An international jury decides whether the beach receives the award. There are eighty-one beaches and two marinas in Ireland that have a blue flag. A blue flag on a beach means that this is a beach with good safety facilities, good environmental standards and good-quality water.



- 1 Which blue flag beach is the nearest to your locality?
- 2 Which county has the most blue flag beaches?
- 3 Name **three** blue flag beaches in County Kerry.
- 4 Name **three** blue flag beaches in County Galway.
- 5 Find out if any of the beaches above have lost their blue flag this year. Have any new beaches got a blue flag this year?

Beaches around Ireland

Banna Strand is in County Kerry. Roger Casement attempted to land arms there for the 1916 Rising.



In recent years, several Irish beaches have become popular for surfing. **Lahinch** in County Clare, **Iniscrone** in County Sligo and **Tramore** in County Waterford are well-known surfing beaches.

Surfing first came to Ireland over sixty years ago. The Surf Club of Ireland was founded in 1966. They held their first National Championship in Tramore in 1967. The popularity of surfing grew in Ireland and many people now enjoy this sport.



Inch Strand in County Kerry is famous for providing the background to scenes from films such as *Ryan's Daughter* and *The Playboy of the Western World*. It is also thought to have a history of piracy. On stormy nights, lanterns were placed on the beach to confuse sailors and to misguide ships in bad weather. The ships were raided when they crashed on the beach.



Web Watch!

Play the fun safety game at the beach. Visit:
http://www.rnl.org.uk/Shorething/Youth/Games/Beach_Risk/game.aspx



Question Time

- 1 Why, do you think, is the coastline of Ireland always changing?
- 2 Name **three** things that help to shape the coastline of Ireland.
- 3 Name **three** sea creatures found along the beach.
- 4 What is the Blue Flag Programme?
- 5 How many beaches in Ireland have the Blue Flag?
- 6 Name **three** well-known surfing beaches in Ireland.



Creative Time

- 1 Design your own beach towel for using on the beach. Draw and colour your design.
- 2 Create a booklet featuring information on the different animals and plants that are found on the beach.



Puzzle Time

Can you match the different prints in the sand to the animal that made them?

rabbit fox cat dog seagull





Map Time

Match the beaches to their location on the map.



Banna, Kerry
Courtown, Wexford
Inchydoney, Cork
Murlough Beach, Down

Bundoran, Donegal
Dollymount, Dublin
Lahinch, Clare
Portstewart Strand, Derry

Clonea, Waterford
Greystones, Wicklow
Mulranny, Mayo
Salthill, Galway

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____
7 _____	8 _____
9 _____	10 _____
11 _____	12 _____

SPHE/ART

Create a booklet titled 'Safety on the Beach'. Include advice on ways to remain safe while visiting the beach. Consider giving warnings about slippery rocks, tides, safe swimming and rubbish.

Helpful Website

<https://watersafety.ie/wp-content/uploads/2019/10/PAWS-4-Presentation.pdf>

Religion

