

June 3rd – 5th

Hi girls and boys,

Welcome to June/ Mí an Mheithimh. This is the last month of the school year. Hopefully you enjoyed the long weekend and got outside for lots of exercise in the fresh air.

This week is a very short week with only 3 days of work, so, give it your best effort. We have finished all the Reading Zone comprehensions so will be doing readings from *Witches, Spiders and Cowboys*. Following on from last week's work on castles, we are continuing with the theme of homes. Your English creative writing task along with the history, geography and visual arts lessons are all linked to this theme.

Mindfulness challenge cards should give you an opportunity to try out different 1-minute techniques. Once you've tried them all you may find 1 or 2 that you really enjoyed and continue to practise them regularly.

For music this week have some fun with body percussion. Can you create a tune with good rhythm?

As it's a short week, we won't be having a Zoom conference this week, we'll see you instead next Friday June 12th. For anyone who hasn't taken part in the Zoom conferences on Fridays, we'd love if you'd join the class, even if it's only a once off. Your parents can email us to include you at

mskearney@lusksns.ie ; msmitchell@lusksns.ie ; msgibson@lusksns.ie or
mrgleeson@lusksns.ie

Enjoy your week,

4th Class Teachers

Parents: *The last 7 or 8 pages of this pack are the English and History from the textbooks. Anybody who collected the textbooks from the school won't need to print these pages out.*

Wednesday

PE: The Body Coach will be doing a live workout each day at 9.00 a.m.

Maths: Mental Maths Wednesday Page 99

Tables: Revise any of the 10, 5, 2, 4, tables you find difficult on
<https://www.theschoolhub.ie/sample.php> Now complete Revision D below

English: Witches, spiders and cowboys: Read “I Think My Teacher is a Cowboy” on page 152

At least 15 minutes reading a book of your choice and write the summary sentences in copy.

Complete 4 lines of handwriting.

Gaeilge: Spend 15 minutes on Bua na Cainte activities. Rewrite the vocabulary in your copy & try to remember their meanings. Complete worksheet 1. Click the link to listen to the pronunciation of the vocabulary <https://youtu.be/B5m9pGJB4PU>.

SESE: History. Read pg 132– 33 and draw a timeline of houses into your copy.

Music: Body percussion: Look at the pages below and investigate how many different types of sounds you can make using your body. Can you make up a tune using only body percussion?

SPHE: 5 minutes meditation and try 2 of the mindful challenge cards

Thursday

PE: The Body Coach will be doing a live workout each day at 9.00 a.m.

Maths: Mental Maths: Thursday Page 99

Tables: Revise any of the 8, 3, 6, 9 tables you find difficult on
<https://www.theschoolhub.ie/sample.php> Now complete Revision E below

English: Writing: Write a day in the life of someone who once lived in the home in the picture below in Visual Arts. What was life like then?

At least 15 minutes reading a book of your choice and write the summary sentences in copy.

Complete 4 lines of handwriting.

Gaeilge: Review vocabulary & complete worksheet 2.

Geography: Find where Clonmacnoise is in Ireland. Read about it using the link provided below.

Science: Make a volcano experiment. Can you explain to someone in your family the reason the reaction occurs?

S.P.H.E.: 5 minutes meditation and 3 mindful challenge cards

Friday

PE: The Body Coach will be doing a live workout each day at 9.00 a.m.

Maths: Mental Maths: Friday page 100

Tables: Revise any of the 7 ,11, 12, tables you find difficult

on

<https://www.theschoolhub.ie/sample.php> Now complete Revision F below.

English: Finish handwriting page.

At least 15 minutes reading a book of your choice and write the summary sentences in copy.

Gaeilge: Complete worksheet 3.

Watch a programme on the player or play a game for 15 minutes. www.cula4.com

History: Read pg 34 – 37. Answer questions on top of page 36.

Art: Complete the Look & respond lesson and discuss it with someone else.

Maths:

This week we're doing something a little different, we're taking the three days to revise our division tables. Focus on the times tables of the day, using the great tables challenge to help you with the ones you find the toughest. Then complete the revision sheet.

Revision D

Division by 10, 5, 2, 4 and 8

Revision 13

1. How many ladybirds make...?



- (a) 16 spots =
 (b) 24 spots =
 (c) 44 spots =
 (d) 28 spots =
 (e) 36 spots =

2. (a) $10 \overline{) 60}$ | (c) $5 \overline{) 35}$ | (e) $2 \overline{) 18}$
 | | |
 — — —
 (b) $8 \overline{) 64}$ | (d) $4 \overline{) 32}$ | (f) $5 \overline{) 45}$
 | | |
 — — —

3. Fill in the gaps.

(a) $\boxed{24} \div 2 \boxed{\quad} \div 2 \boxed{\quad}$
 (b) $\boxed{16} \div 4 \boxed{\quad} \div 4 \boxed{\quad}$
 (c) $\boxed{64} \div 8 \boxed{\quad} \div 4 \boxed{\quad}$
 (d) $\boxed{40} \div 4 \boxed{\quad} \div 5 \boxed{\quad}$
 (e) $\boxed{80} \div 10 \boxed{\quad} \div 4 \boxed{\quad}$

4. (a) $\frac{44}{4} = \underline{\quad}$ | (c) $\frac{50}{5} = \underline{\quad}$
 | |
 (b) $\frac{48}{4} = \underline{\quad}$ | (d) $\frac{72}{8} = \underline{\quad}$

5. Complete. (Divide.)

(a) $32 \div 4 = \underline{\quad}$
 (b) $40 \div \underline{\quad} = 10$
 (c) $16 \underline{\quad} \underline{\quad} 4$
 (d) $36 \underline{\quad} 4 = \underline{\quad}$
 (e) $48 \underline{\quad} \underline{\quad} = 12$

Revision 14

1. (a) (b) (c) (d) (e) (f)

÷	22				18		
2		10	2		7	6	

2. (a) $\boxed{\quad} \swarrow \searrow 56 \div 7$ | (b) $\boxed{\quad} \swarrow \searrow q$ | (c) $\boxed{\quad} \swarrow \searrow 80 \div 8$

3. (a) $\frac{16}{2} = \underline{\quad}$ | (d) $\frac{32}{8} = \underline{\quad}$
 (b) $\frac{70}{10} = \underline{\quad}$ | (e) $\frac{56}{8} = \underline{\quad}$
 (c) $\frac{60}{5} = \underline{\quad}$ | (f) $\frac{44}{4} = \underline{\quad}$

4. (a) $(4 \div 4) + (16 \div 2)$
 + =
 (b) $(24 \div 8) + (32 \div 4)$
 + =
 (c) $(25 \div 5) + (30 \div 10)$
 + =
 (d) $(90 \div 10) + (64 \div 8)$
 + =

5. Divide by 5.

÷ 5	
(a) 25	
(b) 6	
(c) 40	
(d) 7	
(e) 4	
(f) 60	
	25

Revision E Division by 3, 6 and 9

Revision 17

1. Complete. (Divide.)

(a) $30 \div 6 =$

(b) $\underline{\quad} \div 6 = 3$

(c) $\underline{\quad} \div 6 = 7$

(d) $54 = \underline{\quad} \times 9$

(e) $\underline{\quad} = 6 \times 8$

(a) $3 \underline{ } q$ $\underline{\quad}$	(c) $6 \underline{ } 24$ $\underline{\quad}$	(e) $2 \underline{ } 18$ $\underline{\quad}$
(b) $6 \underline{ } 42$ $\underline{\quad}$	(d) $q \underline{ } 63$ $\underline{\quad}$	(f) $3 \underline{ } 36$ $\underline{\quad}$

3. (a) 108 shared among 9 =

(b) 24 divided by 6 =

(c) 72 shared among 9 =

(d) 36 divided by 6 =

(e) 81 shared among 9 =

4. How many cakes can I buy with...?



(a) €6 =

(b) €36 =

(c) €18 =

(d) €27 =

(e) €12 =

5. Fill in the gaps.

(a) $42 \div 6 = \underline{\quad} + 8 = \underline{\quad}$

(b) $72 \div 9 = \underline{\quad} + 7 = \underline{\quad}$

(c) $36 \div 3 = \underline{\quad} \div 3 = \underline{\quad}$

(d) $54 \div 6 = \underline{\quad} \div 3 = \underline{\quad}$ 25

Revision 18

1. (a) $6 \underline{|} \quad$ 5 | (c) $3 \underline{|} \quad$ 6 | (e) $q \underline{|} \quad$ 4 |

(b) $3 \underline{|} \quad$ q | (d) $q \underline{|} \quad$ 8 | (f) $6 \underline{|} \quad$ 10 |

2. Fill in the gaps.

(a) $12 \div \underline{\quad} = \underline{\quad} + 4 = \underline{\quad}$

(b) $18 \div \underline{\quad} = \underline{\quad} - 2 = \underline{\quad}$

(c) $45 \div \underline{\quad} = \underline{\quad} + 8 = \underline{\quad}$

(d) $48 \div \underline{\quad} = \underline{\quad} - 3 = \underline{\quad}$

(e) $54 \div \underline{\quad} = \underline{\quad} + 12 = \underline{\quad}$

3. (a) $\frac{42}{6} = \underline{\quad}$ | (c) $\frac{63}{\quad} >$ —

(b) $\frac{18}{3} = \underline{\quad}$ | (d) $\frac{45}{q} = \underline{\quad}$

4. How many bags can I buy with...?



(a) €18 =

(b) €36 =

(c) €63 =

(d) €90 =

(e) €108 =

5. Match.

÷ q	
(a) 27 •	• 8
(b) 81 •	• 6
(c) 72 •	• 3
(d) 54 •	• 7
(e) 63 •	• q

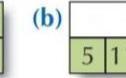
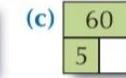
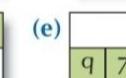
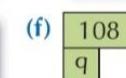
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Revision F

Division by 7, 11 and 12

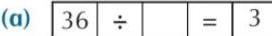
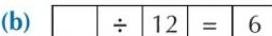
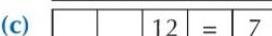
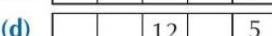
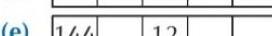
Revision 21

1. Factor boxes

- (a)  (b)  (c) 
- (d)  (e)  (f) 

2. (a)  (c)  (e) 
- (b)  (d)  (f) 

3. Complete. (Divide.)

- (a)  (b)  (c)  (d)  (e) 

4. How many barrels make...?


- (a) 77 litres =
 (b) 99 litres =
 (c) 55 litres =
 (d) 121 litres =

5. Match.

$\div 7$	
(a) 49 •	• 4
(b) 28 •	• 10
(c) 70 •	• 7
(d) 56 •	• 8

25

Revision 22

1. (a)  (c)  (e) 
- (b)  (d)  (f) 

2. (a) (b) (c) (d) (e)

\div	44		qq	22	
11		7			5

3. Match.

- | | |
|-----------------------|----|
| (a) $48 \div 12 =$ • | 2 |
| (b) $144 \div 12 =$ • | 7 |
| (c) $72 \div 12 =$ • | 12 |
| (d) $24 \div 12 =$ • | 4 |
| (e) $84 \div 12 =$ • | 6 |

4. Fill in the gaps.

- (a) $4q \div 7 =$ + =
 (b) $qq \div 11 =$ \div =
 (c) $60 \div 12 =$ - =
 (d) $56 \div 7 =$ \div =
 (e) $q6 \div 12 =$ \div =

5. How many boxes make...?


- (a) 24kg =
 (b) 48kg =
 (c) 36kg =
 (d) 60kg =

25

English:

Witches, spiders and cowboys:

Read “I Think My Teacher is a Cowboy” on page 152

Writing: Write a day in the life of someone living in the home in the picture below in Visual Arts. What was life like then?

History

Read pages 32- 37 in Window on the World about Homes through Time.

Create a timeline of houses through the ages (p 32 –33)

Watch this video of a grand tour of a Georgian House from 18th century Dublin

<https://www.youtube.com/watch?v=H0GP0FdhrNI>

Geography:

Find where Clonmacnoise is in Ireland.

Read all about the historic site here <http://www.askaboutireland.ie/learning-zone/primary-students/looking-at-places/offaly/clonmacnoise/>

Gaeilge:

Please complete worksheets below.

Worksheet 1: Follow the instructions & complete the pictures.

Worksheet 2: Complete on the beach worksheet. Completed the sentences. You can draw pictures.

Worksheet 3: Aims for the summer holidays. Complete the sentences.

Complete Bua na Cainte activities on “An Samhradh” under ocaidí speisialta.

Ar an Trá

Faigheann tú an boladh de.....

Feiceann tú

Itheann tú.....

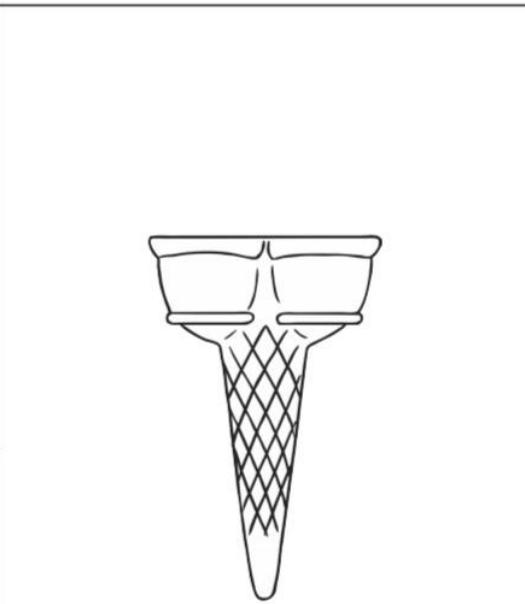
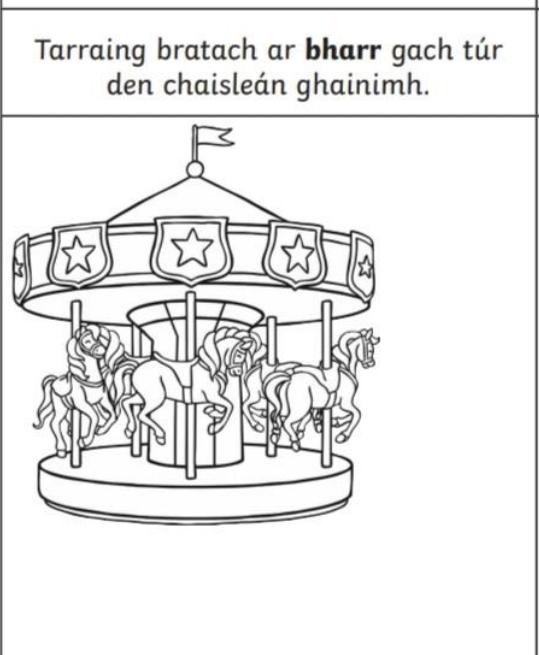
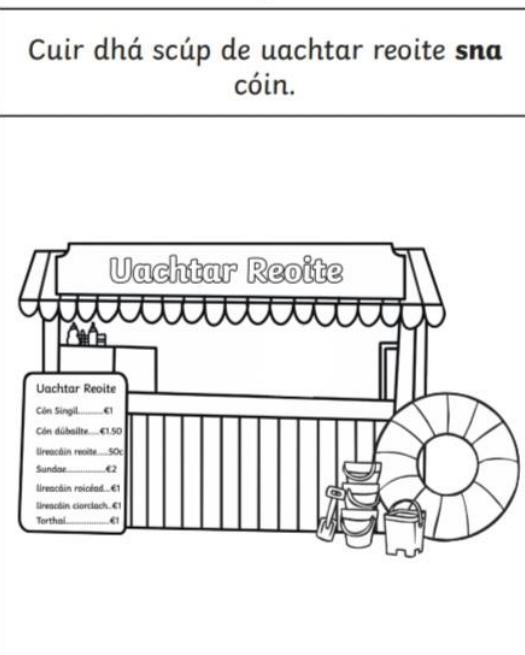
Deireann tú

Cloiseann tú.....

Ólann tú

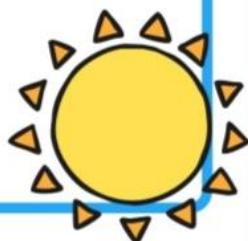


Gaineamh, tonnta agus uachtar reoite

								
Tarraing bratach ar bharr gach túr den chaisleán ghainimh.	Cuir dhá scúp de uachtar reoite sna cóin.							
	 <p>Uachtar Reoite</p> <p>Uachtar Reoite</p> <table><tbody><tr><td>Cón Singil.....€1</td></tr><tr><td>Cón dubheille.....€1.50</td></tr><tr><td>Uisceán reoite.....50c</td></tr><tr><td>Sundae.....€2</td></tr><tr><td>Uisceán riceofed.....€1</td></tr><tr><td>Uisceán ciarsach.....€1</td></tr><tr><td>Torthaí.....€1</td></tr></tbody></table>	Cón Singil.....€1	Cón dubheille.....€1.50	Uisceán reoite.....50c	Sundae.....€2	Uisceán riceofed.....€1	Uisceán ciarsach.....€1	Torthaí.....€1
Cón Singil.....€1								
Cón dubheille.....€1.50								
Uisceán reoite.....50c								
Sundae.....€2								
Uisceán riceofed.....€1								
Uisceán ciarsach.....€1								
Torthaí.....€1								
Tarraing Mamaí agus Micheál in aice leis an timpeallán spraoi.	Tarraing siopadóir taobh thiar den chuntar.							

Bileog Scríbhneoireachta: Aidhmeanna don Laethanta Saoire an tSamhraidh

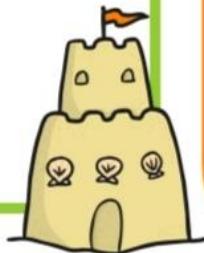
Ba mhaith liom.....a fheiceáil.



Ba mhaith liom.....a ithe.



Ba mhaith liom.....a dhéanamh.



Ba mhaith liom dul go...



Ba mhaith liom.....a fhoghlaim.

•

•

•



Foclóir Nua

Gaineamh = Sand	Dhá scúp - two scoops	A dhéanamh - to do
Tonnta = waves	Sna cónin = in the cone	Dul go – go to
Uachtar reoite = ice-cream	Siopadóir = shopkeeper	Faigheann tú an boladh de =
Tarraing = draw	Taobh thiar – behind	You get the smell from
Bratach = flag	Cúntar = counter	Deireann tú - You say
Ar bharr = on top	Ba mhaith liom - I would like	Feiceann tú - You see
Gach túr = every tower	A fheiceáil - to see	Cloiseann tú - you hear
Chaisléan ghainimh = sandcastle	A ithe – to eat	Itheann tú - You eat
In aice leis = beside	A fhoghlaim – to learn	Ólann tú - You drink
Timpeallán spraoi – merry-go-round		

Science:

Make Your Own Volcano

Science Activity

You will need:

1. Washing up liquid
2. Vinegar
3. Plastic cup
4. Bicarbonate of soda
5. Red food colouring



You could build a paper mache volcano and put the cup inside it for extra effect!

Method:

1. Fill your cup just over half full with water, add 3 teaspoons of bicarbonate of soda and give it a good stir until most of the bicarbonate of soda dissolves.
2. Add two drops of red food colouring and a good squirt of washing up liquid into the cup and once again give it a stir.
3. Make sure your volcano is in the kitchen or outside (or somewhere you don't mind making a mess).
4. Quickly pour in just under a quarter of a cup of vinegar and enjoy your very own volcanic eruption!

The science behind it:

You just made a chemical reaction! By mixing the acid (vinegar) and the alkali (bicarbonate of soda), bubbles of carbon dioxide (CO_2) were released like in a pyroclastic flow. A pyroclastic flow moves very fast and is extremely dangerous, whilst lava flows move slowly and aren't much of a threat.

Visual Art:

This week's Visual Art lesson is a little different to other weeks. This is a look and respond lesson. Look at the painting below titled *Castle Ruins at Clonmacnoise*. Discuss the painting and answer the questions orally with someone at home or with a friend on the phone.



Mairead O'hEocha (b. 1962), Castle Ruin at
Clonmacnoise, 2011
Private Collection, Dublin. Courtesy the artist and mother's tankstation, Dublin | London

Look & Respond

- ✓ What do you think this is a painting of?
- ✓ Does this look like somewhere you've been before? Where?
- ✓ Where do you think this castle is? Why?
- ✓ What kind of day is it?
- ✓ What colours do you see?
- ✓ Who do you think lived here?
- ✓ Why do you think people wanted to live in castles?
- ✓ What do you think the castle is made of?
- ✓ Would this castle have had a roof?
- ✓ What do you think has happened to the castle? Why?
- ✓ What are the differences between this castle and your home?
- ✓ Which would you prefer to live in?
- ✓ What signs might tell us the age of the castle?
- ✓ Would you like to visit this castle? Why?

Mindfulness Challenge Cards



Mindfulness Challenge Cards

Key Card

Choose a challenge and practise it for **one minute** or more.



Look

Listen

Smell

Move

Taste

Touch or feel

Draw or write

Think



Mindfulness Challenge Cards

Shake a jar of glitter or a snow globe. Can you keep watching it until the last flake drops to the bottom?



Mindfulness Challenge Cards



1, 2 ,3... . Ring the bell and count as the sound fades. Which number did you get to?



Mindfulness Challenge Cards



Close your eyes and listen very carefully. What sounds did you hear?



Mindfulness Challenge Cards



Listen to a song. Put your pencil on paper and draw what the music does.



Mindfulness Challenge Cards



Play Musical Statues. When the music stops, close your eyes, put your hands on your tummy. Can you feel your tummy going in and out, in and out?



Music:



1



2



3



4



5



6



7



8

A Trip to the Beach

A Trace each sentence and then copy it.



1 She held her bucket and shovel in one hand.

2

1 My parents brought us to the beach for a day out.

2

1 They thought they should be allowed to go swimming.

2

1 Many people go for walks on the beach in summer.

2

1 We couldn't have a picnic because it was too windy.

2

1 There was oil on the beach after the tanker sank.

2

1 Although the water was cold we went swimming.

2



Pages for children without the textbooks:

English

I Think My Teacher Is a Cowboy

John Coldwell

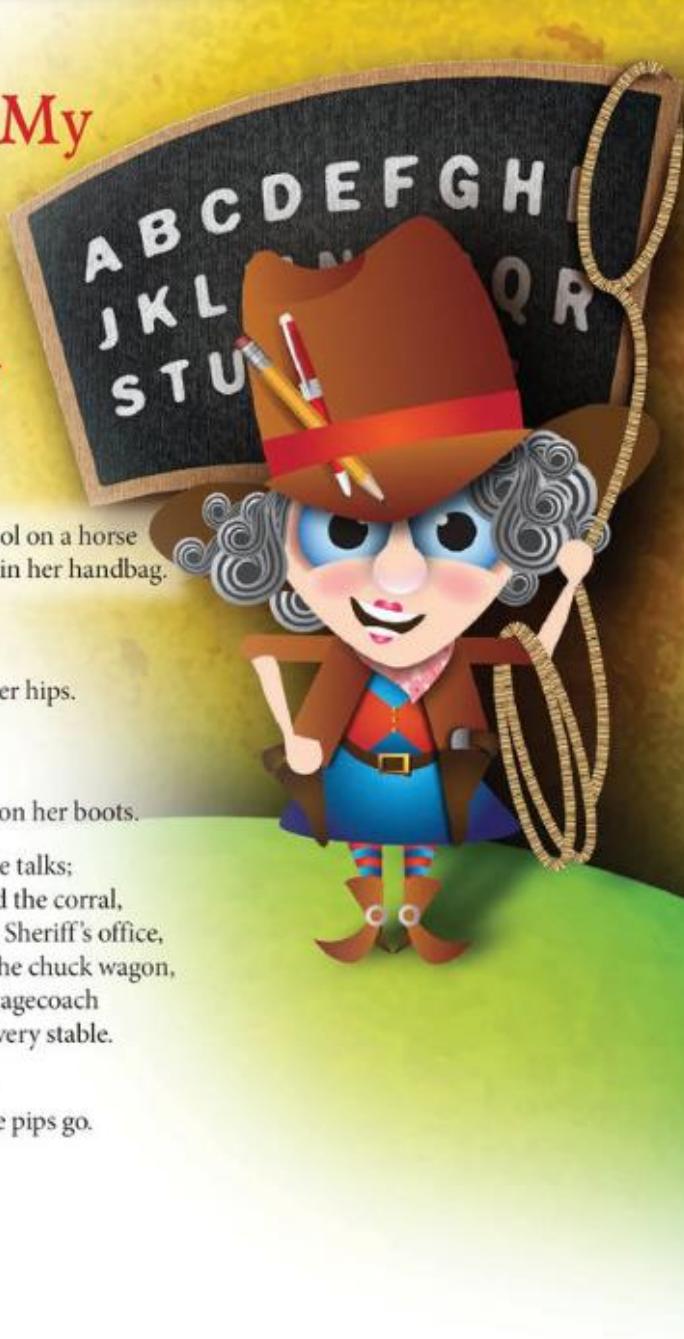
It's not just
That she rides to school on a horse
And carries a Colt 45 in her handbag.

It's not just
the way she walks;
hands hanging over her hips.

It's not just
the way she dresses;
stetson hat and spurs on her boots.

It's not just the way she talks;
calling the playground the corral,
the Head's room the Sheriff's office,
the school canteen the chuck wagon,
the school bus the stagecoach
the bike sheds the livery stable.

What gives her away
Is when the hometime pips go.
She slaps her thigh
And cries
'Yee ha!'



History

5 Homes through Time

Press Esc to exit full screen

7000 BC 3000 BC 600 BC

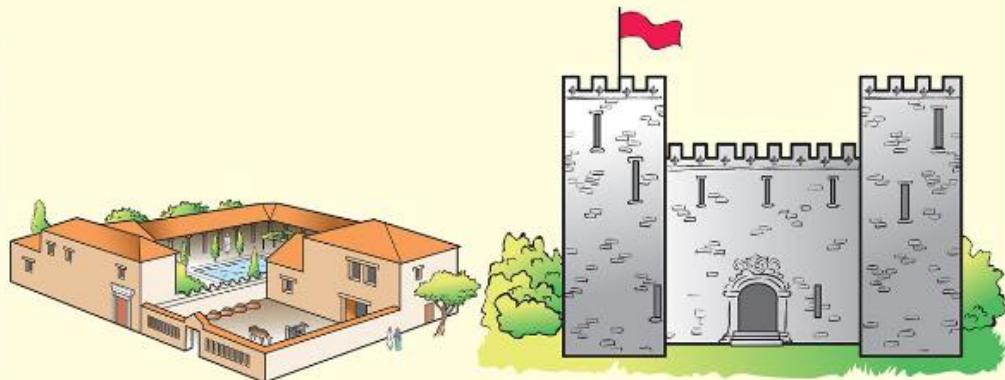
The First Homes
The earliest remains of houses in Ireland were found in Mount Sandel, Co. Derry. They were temporary homes made with wood and animal skin.

First Irish Farmers
When people settled down and began to farm, they needed permanent houses. They used animal skins and stone and they also used wood and clay.

Celts
Many ring forts were built in Ireland by the Celts. Forts made of earth were called Rath or Lios. Stone forts were called Dún or Cathair. The roof was made of straw or reeds.

32 Children investigate change and continuity of housing through the ages in a line of development study.

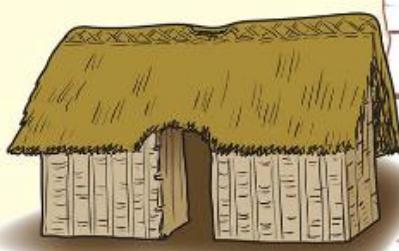
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69AD

795 AD

1100 AD



Word Watch!
Wattle and Daub

Simple timber houses were made using the wattle and daub method. The branches were woven together (wattle) and then covered in mud (daub).

Romans

The Romans built large villas of brick. They invented central heating. They also had baths and indoor toilets. The Romans later invented cement.

Vikings

The first villages and towns grew from Viking forts. Their houses were rectangular and made using the 'wattle and daub' method.

Castles

The first castles were built in Ireland in the 12th century by the Normans. Stone was used to make them stronger.

Georgian Dublin

The Georgian Era is the period in the 18th and early 19th centuries when Britain and Ireland were ruled by four kings, each named George. The particular style of buildings built in parts of central Dublin gave these areas the name 'Georgian Dublin'.



Georgian houses were built in terraces. They were usually three storeys high, although some were four storeys. They were built of brick with slate roofs. The hall door had pillars on each side and a fan window above. Many houses of this style can be seen around Henrietta Street, Fitzwilliam Square, Fitzwilliam Street, Merrion Square and Baggot Street in Dublin. In the past, there was talk of demolishing Georgian Dublin buildings as they were 'old fashioned' and did not look like other Irish houses. Luckily these plans were put on hold and forgotten after the Second World War.



Web Watch!



Why not travel back in time and step inside a Georgian house filled with old furniture and artefacts? Number 29 Lower Fitzwilliam Street, Dublin 2, is a Georgian house museum. Take a guided tour through each room, learning the history of the house on this website:
http://www.esb.ie/main/about_esb/numbertwentynine/default.htm

Protected Structures

Some houses or structures are protected by law. A protected structure is a building that is historically important or was a very unusual building for its time. If people damage these structures, they could get a fine.

Do you know any protected structures? Do you know any buildings that you think should be protected?

If there are protected structures in your area, gather photographs or drawings of them. Why, do you think, are they protected? Why is it important that buildings are protected?

The owner of a protected structure must make sure that the building is kept in good condition. The outside and inside of the building, including the windows and doors, must be painted. Repairs should be carried out, if necessary. Gutters must be cleaned and the tiles on the roof should be checked regularly. It is important that the painting and repair work are carried out in such a way that the building does not change.



Custom House, Dublin



Trinity College, Dublin



Muckross House, Co. Kerry

Word Watch!

Fine

A fine is a penalty that people must pay if they do something wrong. If a protected structure is knocked down by builders, they can be fined up to €12 million for the damage caused. The law is there to protect important historical buildings.



Web Watch!

The following website answers many questions about preserving protected structures:
<http://www.corkcorpl.ie/ourservices/developmentplanning/conservation/frequentlyaskedquestions/>



Question Time

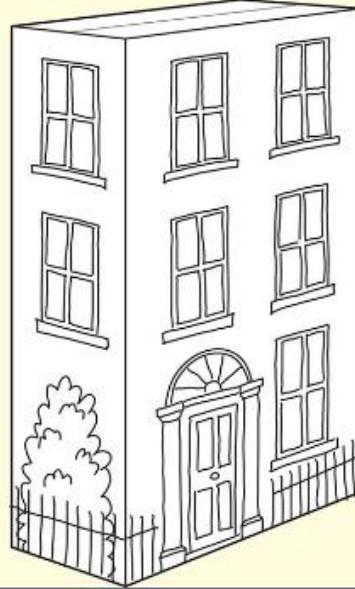
- 1 Where were the earliest remains of homes in Ireland found?
- 2 How did homes change when people settled down?
- 3 What were forts made of earth called?
- 4 What were forts made of stone called?
- 5 What is the wattle and daub method?
- 6 Describe a Viking home.
- 7 How did the Georgian era get its name?
- 8 Describe a Georgian house.
- 9 Where would you find a Georgian house in Dublin?
- 10 What is a protected structure?
- 11 Why is it necessary to protect buildings?



Creative Time

1 Design a house of the future. Working as an architect, draw plans for your house. What new inventions will there be? How environmentally friendly will your house be? Think of ways your house can save energy.

2 Make your own Georgian house. Draw the front of the house on a large sheet of white paper. Remember to include large windows, three or four storeys, railings, a front door with pillars on each side, and design your own fan window for above the door. Glue this onto cardboard or onto a cereal box.

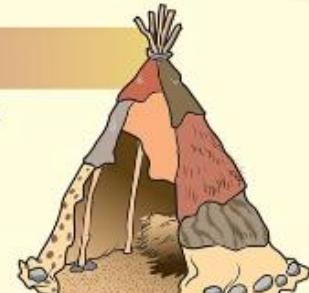




Puzzle Time

Can you match the person speaking to his/her home?

Our rectangular home is made using the wattle and daub method. Branches are woven together and covered in mud.



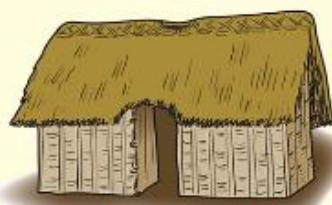
I travel from place to place hunting animals. My home is only temporary.



We live in a ring fort made of earth. The roof is made of straw or reeds.



We work as farmers, tilling the land. Our homes are made from animal skins, stone, wood and clay.



Time Detective

Investigate homes around the world. Gather information and as many photographs and pictures as you can.

