

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 homework last week, it was great to be able to communicate with you via email. We are requesting two pieces of work this week with the typeform an optional extra.

**Tuesday: Maths** - submit your answers from pg. 178. Questions 1, 2 and 3.

<https://my.cjfallon.ie/preview/student/16908/186>

**Thursday: English**- Submit your 1-2 page written response to the poem 'The Great Realisation', located at this link:

<https://www.youtube.com/watch?v=Nw5KQMXDiM4>

**Optional:** Submit the Typeform attached at the following link, <https://typeform747432.typeform.com/to/iBalc7> it will be based on your dinner guests that you will be researching over the next two weeks.

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](mailto:msduignam@lusksns.ie)

[msgallagher@lusksns.ie](mailto:msgallagher@lusksns.ie)

[mrhickey@lusksns.ie](mailto:mrhickey@lusksns.ie)

[mrodonnell@lusksns.ie](mailto: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 two pieces of work for feedback this week, with the typeform survey optional on the Friday. This is explained fully in the cover letter above. We have included the answer document on Tuesday this week, that way assessment can be more continual. We have affirmed that children need to be responsible and to only use this document as a reference after work has been completed. You will find this located in the link on the same screen you found the weekly work.

Yours Sincerely,

6<sup>th</sup> Class Teachers

**Daily Work for the Week (May 5th- 8th 2020)**

<u>Tuesday – May 5th</u>	Tick off When Completed
<p><b>Maths:</b> Busy at Maths: Chapter 34. Chance. The pages from the Busy at Maths book didn't want their photos taken this week so I had to copy the link for each page. Apologies! <a href="https://my.cjfallon.ie/preview/student/16908/186">https://my.cjfallon.ie/preview/student/16908/186</a> This is page 178. Try questions 1, 2 and 3 please.</p>	
<p><b>Gaeilge:</b> Scéal Ag Surfáil</p>	
<p><b>English:</b> Read the story and complete section A &amp; B 15 minutes reading daily, this can be from any source you have at home (novels, online reading resources such as Tumble, newspapers) Pick out one new word and look up the meaning, or report your reading in a reading diary)</p>	
<p><b>SESE: Heroes of the Past</b></p> <p>Over the next two weeks we are looking at heroes of the past and will be completing two fact files based on two people that you believe are heroes. We would like you to spend a few minutes thinking about who you will choose as you will be having an imaginary dinner party with them. Try to have two people with different backgrounds, for example, one person who is a musician and another being a sports person. Try not to have two politicians or two actors)</p>	

<u>Wednesday May 6th</u>	Tick off When Completed
<p><b>Maths:</b> Busy at Maths: page 179. Question 1 and 2. <a href="https://my.cjfallon.ie/preview/student/16908/187">https://my.cjfallon.ie/preview/student/16908/187</a></p>	
<p><b>English:</b> Read the story again and highlight any unfamiliar words, look up their meaning in a dictionary. Complete section C&amp;D. 15 minutes reading daily, this can be from any source you have at home (novels, online reading resources such as Tumble, newspapers). Pick out one new word and look up the meaning, or summarise your reading in your reading diary)</p>	
<p><b>Gaeilge:</b> Reamhfhocal</p>	
<p><b>SESE:</b> Heroes of the Past (template provided) Begin your research and start completing your fact file on dinner guest number one. Mind your presentation and try to keep your facts short and to the point.</p> <p>W.I.L.F:</p> <ol style="list-style-type: none"> <li>1. Who was this person?</li> <li>2. What are they known for?</li> <li>3. Where are they from and where do they live?</li> <li>4. When were they born? When did they become famous? When did they die? (if they have)</li> <li>5. Why have you chosen this person? (Please give a detailed answer. Do not simply state that they are cool/famous/great.)</li> </ol>	

<u>Thursday May 7th</u>	Tick off When Completed
<p><b>Maths:</b> Busy at Maths: page 180. Question 1, 2 and 3. <a href="https://my.cjfallon.ie/preview/student/16908/188">https://my.cjfallon.ie/preview/student/16908/188</a></p>	

<b>Gaeilge:</b> Briathra Neamhrialta – Faigh - To Get	
<b>English:</b> Watch the clip ‘The Great Realisation’ <a href="https://www.youtube.com/watch?v=Nw5KQMXDiM4">https://www.youtube.com/watch?v=Nw5KQMXDiM4</a> . Provide a written response to this piece. Some key questions to help you might be: Do you agree with the author’s viewpoint? Can you relate to some of the topics? Do you think some societal positives might come out the the Covid pandemic? We are requesting 1-2 pages of a response. We would love to see them submitted to us via email. Feel free to add decoration if you wish. This might be a nice piece of work to look back on when you are older. Remember your presentation, handwriting and punctuation. 15 minutes reading daily, this can be from any source you have at home (novels, online reading resources such as Tumble, newspapers). Pick out one new word and look up the meaning, or summarise your reading in your reading diary)	
<b>ART:</b> Design an invitation to send to your hero inviting them to the dinner party.  W.I.L.F: 1. Clear date, time and venue. 2. Short greeting inviting them to the dinner party. 3. Personalise invitation to reflect what they are known for. (For example, a musician would have musical notes and instruments)	

<u>Friday May 8th</u>	<b>Tick off When Completed</b>
<b>Maths:</b> Busy at Maths: page 182.questions 1 and 2. <a href="https://my.cjfallon.ie/preview/student/16908/190">https://my.cjfallon.ie/preview/student/16908/190</a>	
<b>Gaeilge:</b> Word search (Only if you have a printer) and correct your answers.	
<b>English:</b> Create 5 questions to ask your hero that you are researching in SESE this week. 15 minutes reading daily, this can be from any source you have at home (novels, online reading resources such as Tumble, newspapers). Pick out one new word and look up the meaning, or summarise your reading in your reading diary)	
<b>Religion:</b> Theme 8: Lesson 1:At Mass we give thanks Read pg.82-84 of e-book, discuss at home (to access the book online please go to <a href="https://www.growinlove.ie">https://www.growinlove.ie</a> ) (use the login details trial@growinlove.ie as your email and then growinlove as your password)	
<b>ART:</b> Portrait of your hero. (From fact file that you completed this week)	

## **Maths**

Strand: Data

Strand Unit: Chance

WALT: Understand 'chance' and the vocabulary associated with it.

WILF: 1) To understand the meaning of the words, Impossible, Possible, Certain and Even Chance.

2) To revise how to convert Fractions to Decimals and Percentages.

3) To reduce a fraction to its lowest terms.

# Chapter 34: Chance – The language of chance

impossible

possible

certain

1. Use one of the above words to predict the **chance** of the following happening.
- (a) The principal will come into the classroom today. \_\_\_\_\_
  - (b) Your friend will have a birthday next month. \_\_\_\_\_
  - (c) Your friend will have a birthday next year. \_\_\_\_\_
  - (d) There will be no advertisements on television tonight. \_\_\_\_\_
  - (e) The moon and sun will swap positions. \_\_\_\_\_
  - (f) The grass on the football pitch will grow a blue colour. \_\_\_\_\_
  - (g) A giraffe will teach in this school next year. \_\_\_\_\_
  - (h) The traffic light will turn green after red. \_\_\_\_\_

## Even chance

When there are two possible outcomes and both are **equally** likely to happen, this is called an **even chance** or a 50/50 chance.

Ariana has an even chance of picking the green cube.



2. Which of the following has an **even chance** of happening?

(a)



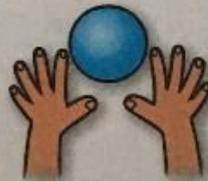
When I turn this playing card over it is a red card.

(b)



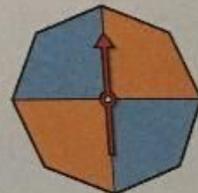
I will choose a green cube.

(c)



Liam will catch the ball.

(d)



The arrow will stop on orange.

impossible

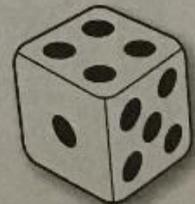
possible

certain

even chance

3. Use one of the above words to predict the **chance** of the following happening.

- (a) We will win our next camogie match. \_\_\_\_\_
- (b) It will rain next week. \_\_\_\_\_
- (c) Barcelona will be renamed Madrid. \_\_\_\_\_
- (d) The next baby born in Ireland will be a girl. \_\_\_\_\_
- (e) The River Lee will continue to flow through Cork City. \_\_\_\_\_
- (f) If I throw a die, I will throw an even number. \_\_\_\_\_



# Chance - Probability

What is the chance of tossing a 'tail'?

- There are two possible outcomes - 'heads' or 'tails'.
- Both outcomes have an equal or even chance.

There is a **one in two chance**.

→ 1:2 or  $\frac{1}{2}$  or 50/50



What is the chance of throwing a 3?

- There are six possible outcomes

1 2 3 4 5 or 6

- All outcomes have an equal chance.

There is a **one in six chance**.

→ 1:6 or  $\frac{1}{6}$



1. If you throw a regular 6-sided die, what is the **chance** of:

(a) throwing a 2? \_\_\_ : \_\_\_ or  $\frac{\square}{\square}$

(b) throwing a 5? \_\_\_ : \_\_\_ or  $\frac{\square}{\square}$

(c) throwing a 4? \_\_\_ : \_\_\_ or  $\frac{\square}{\square}$

(d) throwing a 0? \_\_\_ : \_\_\_ or  $\frac{\square}{\square}$

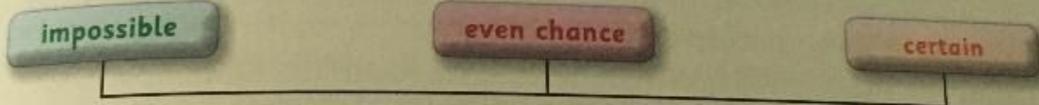
(e) throwing an odd number? \_\_\_ : \_\_\_ or  $\frac{\square}{\square}$

(f) throwing a 9? \_\_\_ : \_\_\_ or  $\frac{\square}{\square}$

(g) throwing a multiple of 3? \_\_\_ : \_\_\_ or  $\frac{\square}{\square}$

(h) throwing a multiple of 2? \_\_\_ : \_\_\_ or  $\frac{\square}{\square}$

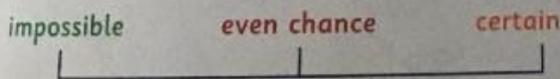
We measure the chance of something happening by using **probability**. We can place events on a probability line to illustrate this.



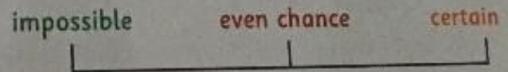
As we move from left to right on this line, there is a greater likelihood of an event happening.

2. Place the following statements on the appropriate part of the **probability lines**.

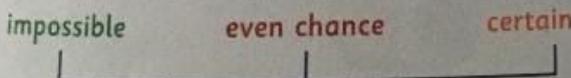
(a) The sun will set tonight.



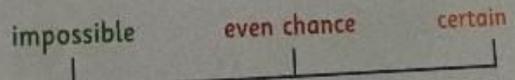
(b) Fuel prices will rise next year.



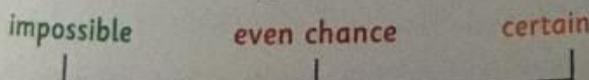
(c) A crocodile will escape from the zoo.



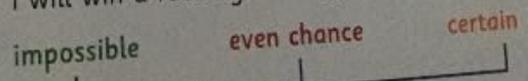
(d) School will close for a week in February.



(e) It will snow in Donegal in December.



(f) I will win a race against my friend.



## Chance

1. Aaron's uncle has promised to do **one** special activity with him next Saturday. He has suggested the following activities from which Aaron must choose. Aaron's uncle placed the activity names in a box. Aaron then had to choose an activity from the box while blindfolded.

swimming

bowling

tennis

archery

football

- (a) There is a  in  chance they will go swimming.
- (b) Write the probability of them going swimming as a fraction.  $\frac{\square}{\square}$
- (c) What is the probability of one of their activities involving a ball?  in
- (d) Write this probability as a fraction.  $\frac{\square}{\square}$
- (e) Imagine you were given the same five choices. Copy the following probability line into your copybook and place the activities on it in order, according to your preference.

uninterested

interested

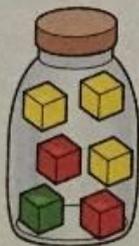
2. Six friends were arguing over how to spend their Saturday afternoon. They decided to each write their preference on a card. The cards were then placed in a jar. They all agreed that they would take part in the first activity to be chosen **at random** from the jar!

- (a) The chance of them going to the shopping centre is  in .
- (b) Write this probability as a fraction.  $\frac{\square}{\square}$
- (c) There is a  in  chance that the friends will go to the cinema.
- (d) Express this probability as a fraction.  $\frac{\square}{\square}$
- (e) What is the probability that all these activities will be free of charge?  in
- (f) What is the probability that they will **not** go to the cinema?  in
- (g) What is the probability that they will go ice-skating?  in



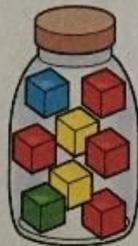
3. Write the probability of picking a yellow cube from the following jars while blindfolded.

(a)



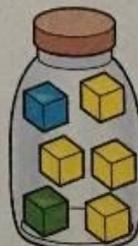
:  or  $\frac{\square}{\square}$

(b)



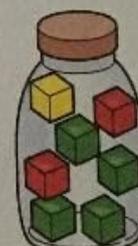
:  or  $\frac{\square}{\square}$

(c)



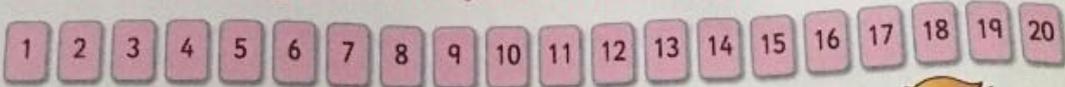
:  or  $\frac{\square}{\square}$

(d)



:  or  $\frac{\square}{\square}$

## Chance – Using fractions, decimals and percentages



1. These digit cards (1–20) are placed in a box. You are asked to pick a card while blindfolded. Complete the grid.



What are the chances of picking:	Chance	Fraction	Decimal	Percentage
The digit card 6?	<input type="text" value="1"/> in <input type="text" value="20"/>	$\frac{1}{20}$	0.05	5%
The digit card 15?	<input type="text"/> in <input type="text"/>			
An even number?	<input type="text"/> in <input type="text"/>			
An odd number?	<input type="text"/> in <input type="text"/>			
A digit that is a multiple of 5?	<input type="text"/> in <input type="text"/>			
A digit that is a multiple of 6?	<input type="text"/> in <input type="text"/>			
A digit that is a multiple of 7?	<input type="text"/> in <input type="text"/>			
A digit that is a multiple of 2?	<input type="text"/> in <input type="text"/>			
A digit that is a multiple of 9?	<input type="text"/> in <input type="text"/>			
Digit cards 7, 9, or 13?	<input type="text"/> in <input type="text"/>			
Digit cards 6, 10, 14, or 17?	<input type="text"/> in <input type="text"/>			
Digit cards 19 or a multiple of 4?	<input type="text"/> in <input type="text"/>			



2. These coloured marbles are placed into a bag. You are asked to pick a marble while blindfolded. Complete the grid.

What are the chances of picking:	Chance	Fraction	Decimal	Percentage
A <b>green</b> marble?	<input type="text" value="5"/> in <input type="text" value="25"/>	$\frac{1}{5}$	0.2	20%
A <b>red</b> marble?	<input type="text"/> in <input type="text"/>			
A <b>black</b> marble?	<input type="text"/> in <input type="text"/>			
A <b>blue</b> marble?	<input type="text"/> in <input type="text"/>			
A <b>yellow</b> marble?	<input type="text"/> in <input type="text"/>			
A <b>pink</b> marble?	<input type="text"/> in <input type="text"/>			
A <b>blue</b> or <b>red</b> marble?	<input type="text"/> in <input type="text"/>			
A <b>pink</b> or <b>green</b> marble?	<input type="text"/> in <input type="text"/>			
A <b>yellow</b> or black marble?	<input type="text"/> in <input type="text"/>			

## English

Reading Zone: Read “Life of a Guide Dog” Unit 23 Pg.113-116 & complete questions on Pg. 115, 116 **Part A-D 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

Dinner party: Create 5 questions that you would ask the historical figure you have been researching this week, if they came over for dinner.

Response to poem/youtube clip. (aim for over half a page, max one page)

## Life of a Guide Dog

It's hard to believe that in less than two years this bundle of fur will become one of the most **responsible** dogs in the country.

Guide Dogs begin life with their mother in the home of a **volunteer** boarding family, who work around the clock to ensure that the pups are safe, healthy and warm. At five weeks old, the puppies are brought into the Training Centre where they are **assessed** for their **suitability** for Guide Dog work – yes, even at this early stage they are being tested!



### Early Learning

At six weeks, each pup is placed with a volunteer Puppy Walker. Their role involves house-training, grooming, and basic **obedience** exercises. This education forms an **essential foundation** for the future. It means the essential **socialisation** and training for each puppy to be confident and happy in a variety of settings e.g. busy town conditions and on quiet country roads, taking it into shops and railway stations, travelling on buses and trains and getting into lifts. The pup also needs to be able to cope with heavy traffic, road works, and loud noises, behave well in restaurants (i.e. not begging) and churches, and generally learning to deal with every situation.

### School

When the puppy is a year old, it leaves family life and joins up to 40 other dogs at a training centre where they start "Early Training". This phase lasts for five months with a specially trained instructor. The dog is taken on several walks each day where it is taught how to cross roads, to stop at kerbs and how to avoid **obstacles** that would cause problems for its owner.

If the dog reaches the high standards needed to be a Guide Dog, it will go on for another three months of "Advanced Training". Here the instructor perfects the dog's skills so that it can provide safe **mobility** for a visually **impaired** person.



## Out to Work

At 20 months old, a dog is ready to graduate as a fully-trained Guide Dog. Having been matched with their new owner, they attend **residential** classes together for three weeks at a training centre. Once the Guide Dog and their owner go back to their own home, an instructor will visit to make sure they are both working well together.

## Retirement

A Guide Dog will usually retire around the age of 10. This is a difficult time for both dog and owner as they have spent many years together. Sometimes the Guide Dog owner will keep their dog as a pet for the **remainder** of their life. If they can't, a suitable home for these hard working dogs is provided. The owner is trained with a new Guide Dog as soon as possible.

## Re-homing dogs

A dog that doesn't make the grade for Guide Dog work can be withdrawn at any stage of training. Some dogs who are unable to **adapt** to change of environment due to a sensitive nature are removed from the training programme.

When a dog is withdrawn from training it may then be **considered** suitable as a Companion Dog. Here it is re-homed to a family with a child or adult that has a disability.

## How to behave around a Guide Dog

As tempting as it may be to pet a Guide Dog, remember that this dog is responsible for leading someone who cannot see. The dog should never be **distracted** from that duty. A person's safety may depend on their dog's **alertness** and concentration.

A Guide Dog should never be offered food or other distracting treats. The dogs are fed on a schedule and they have a specific diet in order to keep them in **optimum** condition.

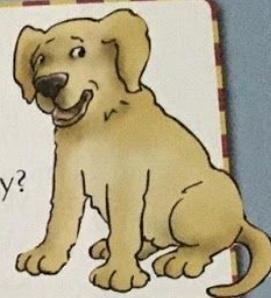
Although Guide Dogs cannot read traffic signals, they are responsible for helping their handlers safely cross a street. Calling out to a Guide Dog or **intentionally obstructing** its path can be dangerous for the team as it could break the dog's concentration on its work. Remain calm in your approach and **mannerisms**. Never tease a dog.



A

### Fact Finding

1. What happens to the puppies when they are five weeks old?
2. Describe the role and purpose of a volunteer Puppy Walker.
3. Why do the instructors pay close attention to a dog's personality?
4. Why might a Guide Dog be withdrawn from training?
5. List the things that you should not do to a Guide Dog.



B

### Choose the word closest in meaning to the underlined word.

1. Their role involves house-training and **obedience** exercises.  
(a) following orders (b) defiance  
(c) absence (d) presence
2. Guide Dogs are born in the home of a **volunteer** family.  
(a) co-worker (b) professional  
(c) unpaid helper (d) qualified
3. This education forms an essential **foundation** for the future.  
(a) knowledge (b) secure  
(c) basis (d) learning
4. From these **traits** the dog is matched with an owner.  
(a) crafts (b) delicacies  
(c) routines (d) behaviours
5. A number of factors **impinge** on a dog's suitability as a Guide Dog.  
(a) interfere with (b) interlude  
(c) interceptive (d) interrupt
6. Even slight **deviations** from their routine are inconvenient.  
(a) associations (b) variations  
(c) conformity (d) assistance

C

### Choose the most suitable word for each sentence.

1. The \_\_\_\_\_ of the awards was held after the ceremony.  
(production, appearance, staged, presentation)
2. The kangaroo is a \_\_\_\_\_ Australian animal. (native, inhabitant, foreign, indigenously)
3. Marco served in the \_\_\_\_\_ court, as a royal aide. (colony, imperial, royalty, ceremony)
4. Traditionally, Irish people get buried near their \_\_\_\_\_. (relation, ancestors, ancient, ancestral)
5. The earthquake had a \_\_\_\_\_ effect on the city. (catastrophically, devastate, disastrous, ruin)
6. Immediately, I noticed the \_\_\_\_\_ of the empty playground. (still, quieten, silence, shush)

Guide Dogs for the Blind are worthwhile because

- (a) they groom the dogs very well.
  - (b) they work with cute puppies.
  - (c) they provide services for the blind.
  - (d) they provide holidays for hardworking dogs.
2. Which of the following do Puppy Walkers NOT do?
- (a) They assess the puppies.
  - (b) They socialise the puppies.
  - (c) They walk the puppies.
  - (d) They groom the puppies.
3. Which of the following is FALSE?
- (a) At twenty months old the Guide Dogs are fully trained.
  - (b) Around the age of ten years a Guide Dog retires.
- (c) When a puppy is a year old it starts early training.
  - (d) At forty weeks old the Guide Dogs start advanced training.
4. If it is removed from training, a Guide Dog
- (a) becomes a Companion Dog.
  - (b) may be considered suitable as a Companion Dog.
  - (c) is abandoned.
  - (d) is placed into early retirement.
5. A Guide Dog should never be distracted from duty because
- (a) it has poor concentration.
  - (b) it will become cross and chase you.
  - (c) it will walk into obstacles.
  - (d) a person's safety depends on its alertness.

## Grammar

**Revision.** Form an adjective from the following nouns and proper nouns.

Turkey	picture	Asia	favour	Japan	mischief
Egypt	charity	misery	courage	Wales	athlete
wool	influence	Italy	sympathy	miracle	suspicion

**Complete each sentence using the correct form of the adjective.**

1. Who is \_\_\_\_\_, Brian or Tom? (**taller, tallest**)
2. Michael's \_\_\_\_\_ sister is married. (**elder, eldest**)
3. That route is \_\_\_\_\_. (**more longer, longer**)
4. There were \_\_\_\_\_ people tonight. (**less, fewer**)



## F

### Summarise

Outline the key stages of a Guide Dog's training.

## G

### Use Your Imagination

Design a poster providing pictures and information on how to act around a Guide Dog. Make up a suitable title for the poster.

## Gaeilge

Read the story (Ag Surfáil) and answer the questions and true or false.

Understand that the Reamhfhocal “i” means “in” in English and results in an urú being added to the next word.

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

Caitheamh Aimsire Word Search

### Helpful Tips

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

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

## Scéal: Ag Surfáil

**WALT:** Read the story, answer the questions and complete true or false.

**WILF:**

- Look at the words in the “Focail Nua” box to help you understand it.
- Use your “Briathra Sheet” to help you identify the verbs in the text and questions.
- Look for the words that in the question in the text.
- 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 Past Tense (Inné.)

Breithlá Éanna a bhí ann. Fuair sé clár toinne mar bhronntanas. Tháinig an Domhnach. Chuaigh Éanna agus Róisín go dtí an trá. Chuir Éanna culaith fhlúich air. Thóg sé an clár toinne agus shiúil sé síos go dtí an fharraige.

“Bí cúramach anois!” arsa Róisín.

“Beidh,” arsa Éanna, “tá culaith fhlúich orm. An bhfuil an ceamara digitach agat?”

“Tá,” arsa Róisín. “Tógfaidh mé grianghraf díot.”

Shiúil Éanna isteach san fharraige. Chuir sé an clár toinne ar snámh, luigh sé air agus chuaigh sé amach i bhfad.

Chonaic Éanna tonn mhór ag teacht. Bhí sé ar bís. Léim sé suas ar an gelár toinne. Tháinig an tonn mhór. Thosaigh Éanna ag surfáil agus ag déanamh gaisce.

Tár éis tamaill bhuaill an tonn an trá. Thit Éanna isteach san uisce.

“Ar thóg tú an grianghraf?” arsa Éanna.

“Níor thóg” arsa Róisín “Rinne mé dearmad. Tá brón orm.

clár toinne – surf board	mar bhronntanas – as a present	Domhnach – Sunday
Culaithe fhlúich – wet suit	an fharraige – the sea	Bí cúramach – be careful
Ceamara digitach – digital camera	grianghraf díot – photograph of you	ar snámh
Luigh sé – he lied	Amach i bhfad	tonn mhór – big wave
ag déanamh gaisce –	Rinne mé dearmad – I forgot	
ag teacht – coming	Bhí sé ar bís –	

### Ceisteanna

1. Cén breithlá a bhí ann?

---

2. Céard a fuair Éanna mar bhronntanas?

Fuair Éanna \_\_\_\_\_

3. Cé a shiúil isteach san fharraige?

Shiúil \_\_\_\_\_

4. Cé a léim suas ar an gclár tóinne?

Léim \_\_\_\_\_

5. Cé a bhí ag déanamh gaisce?

Bhí \_\_\_\_\_

6. Cár thit Éanna?

\_\_\_\_\_

7. Ar thóg Róisín grianghraf d'Éanna?

\_\_\_\_\_

### **Fíor nó Bréagach?**

1. Fuair Róisín clár toinne mar bhronntanas. \_\_\_\_\_

2. Chuaigh Éanna agus Róisín go dtí an trá. \_\_\_\_\_

3. Chuir Éanna culaith fhluich air. \_\_\_\_\_

4. Bhí ceamara digiteach af Éanna. \_\_\_\_\_

5. Chonaic Éanna tonn mór ag teacht. \_\_\_\_\_

6. Thosaigh Róisín ag surfáil. \_\_\_\_\_

7. Thóh Róisín grianghraf d'Éanna. \_\_\_\_\_

## Reamhfhocal (Preposition) – i/in – in

**WALT:** Understand that the Reamhfhocal “i” means “in” in English and results in an urú being added to the next word.

**WILF:**

- Look at the first letter of the next word and decide what urú to insert.
- If the next word starts with the letters h, l, m, n, r, or s you do not insert an urú.
- If the next word starts with a vowel (a, e, i, o, u) you use “in” instead of “i”. (two vowels cannot come together)

## H. Gramadach: An réamhfhocal 'i'.



i + urú



Tá mé i mo chónaí i mBaile Átha Cliath.

i mb gc nd bhj ng bp dt

1. Cónaím i \_\_\_\_\_. (Gaillimh)
2. Rugadh mé i \_\_\_\_\_. (Poblacht na Seice)
3. An raibh tú i \_\_\_\_\_ riamh? (Tiobraid Árann)
4. Tá mé i mo chónaí i \_\_\_\_\_ i \_\_\_\_\_. (Cill Airne) (Ciarraí)
5. Is as an Spáinn do Alex. Cónaíonn a sheantuismitheoirí i \_\_\_\_\_. (Barcelona).

ach amháin roimh  
h, l, m, n, r agus s

Cónaím i Maigh Eo.

1. Tá mé i mo chónaí i \_\_\_\_\_. (Luimneach)
2. An bhfuil tú i do chónaí i \_\_\_\_\_? (Ros Comáin)
3. Cónaím i \_\_\_\_\_ anois ach rugadh mé i \_\_\_\_\_. (Muineachán) (Sasana)
4. Is as an Laitvia do mo chara. Bhí sí ina cónaí i \_\_\_\_\_. (Rige)
5. D'fhan mé i \_\_\_\_\_ nuair a bhí mé sna Stáit Aontaithe. (Nua-Eabhrac)

i + guta  
= in

Rugadh mé in Éirinn.

1. Rugadh mé i \_\_\_\_\_. (Uibh Fhailí)
2. Cónaíonn mo sheantuismitheoirí i \_\_\_\_\_. (Inis)
3. An raibh tú i \_\_\_\_\_ riamh? (Albain)
4. Tá mé i mo chónaí i \_\_\_\_\_ i \_\_\_\_\_. (Inis Córthaidh) (Loch Garman).
5. Cónaíonn an tUachtarán i \_\_\_\_\_. (Áras an Uachtaráin)



Scríobh cúg logairm a thosaíonn leis an litir 'c'.

## Briathra Neamhrialta – Faigh - To Get

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

- Look at the last word of the sentence to decide what tense it is.

**TIP**

Inné – Aimsir Chaite - +h

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

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

	Aimsir Chaite	Aimsir Láithreach	Aimsir Fháistineach
<b>Faigh</b>	Fuair mé – I got Fuair tú – You got Fuair sé - He got Fuair sí – She got Fuaireamar – We got Fuair sibh – Yous got Fuair siad – They got	Faighim – I get Faigheann tú – You get Faigheann sé – He gets Faigheann sí – She gets Ithimid – We get Faigheann sibh – Yous get Faigheann siad – They get	Gheobhaidh mé – I will get Gheobhaidh tú – You will get Gheobhaidh sé – He will get Gheobhaidh sí – She will get Gheobhaimid – We will get Gheobhaidh sibh – Yous will get Gheobhaidh siad – They will get
<b>An Foirm Diúltach</b>	Ní bhfuair mé etc I didn't get	Ní faighim etc I don't get	Ní gheobhaidh mé etc I will not get
<b>Ceisteach</b>	<b>An bhfuair tú?</b> - Did you get?  Fuair mé/Ní bhfuair mé I got/ I didn't get	<b>An bhfaigheann tú?</b> - Do you get?  Faighim/Ní faighim I get/ I don't get	<b>An bhfaighidh tú?</b> - Will you get?  Gheobhaidh mé/Ní gheobhaidh mé I will get/ I will not get

**Cuir tic sa bhosca ceart.**

	<b>Ceart</b>	<b>Mícheart</b>
1. Fuair mé rothar nua inné.	<input type="checkbox"/>	<input type="checkbox"/>
2. An bhfaigheann tú obair bhaile amárach?	<input type="checkbox"/>	<input type="checkbox"/>
3. An bhfuair do chara deoch gach lá?	<input type="checkbox"/>	<input type="checkbox"/>
4. Gheobhaidh mé an bronntanas amárach.	<input type="checkbox"/>	<input type="checkbox"/>
5. An bhfuair siad an liathróid?	<input type="checkbox"/>	<input type="checkbox"/>

**Scríobh na habhairtí i gceart. (Write the sentences correctly)**

- Ní (faigh mé) \_\_\_\_\_ airgead inné.
- An (faigh tú) \_\_\_\_\_ bainne le do dhinnéar gach lá?
- (Faigh sinn) \_\_\_\_\_ obair bhaile amárach.
- Ní faigh sí \_\_\_\_\_ an nuachtán inné.
- An (faigh tú) \_\_\_\_\_ mo pheann luaidhe dom, más é do thoil é?

6. (Faigh mé) \_\_\_\_\_ laithróid nua an tseachtain seo chugainn.
7. (Faigh sinn) \_\_\_\_\_ lá saor ón scoil an tseachtain seo caite.
8. An (faigh sibh) \_\_\_\_\_ lón sa halla gach lá?
9. (Faigh sé) \_\_\_\_\_ sliotar nua amárach.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Caitheamh Aimsire

A R B Í S C L Á R T O I N N E I I L N B Í N I F  
H U S S U Á F R U D T N B C E G I Ó M A C S F Á  
É G N I R F A R E C I M N S F R L U G E L B R R  
D Í B G D Á R E L I Ó U R I É R O Í T A S É I Ó  
A S H M A D G A N D O T E Í E S F R M A O H T L  
T C L O P R N N D C M É A R L G U N I Í Í H H F  
E L I E P B A É S A F B D É A D H R N F M P B C  
É I C D I Í I G H E G Ó N E L I E Í F Á Ó S Á U  
L E A Á D Í R É Á U A L M Á G G M A N Á G É B L  
Í Á R S O R G H R N S O G D D É T S A D I P O A  
N É O R U T R C N C N I É E L Ó D Í B Í Í L E I  
H L T A G É I S T E A C H T L E C E O I L F R T  
T R H N É E Á Í Á B O U A I M O P D N U U N N H  
F T A D R R L Í T R T C L A Í F U O Í N F A Á F  
R L Í I Á E Ó P Ó F Á F U G Ó D A E L L G L F H  
O D O N Á C I T Ó D N E T Í F Ó D P S T Í Í E L  
O E C M A U E Í D I P N S F A D É I L N Ó T M U  
T T H É C Ó U É A U T R Í É P O H Á Ó Ó I U D I  
R S T N E C S I A G H M A N A É D G A N B T N C  
A C C Í G G É U R I L I O E C M I N I E S G A H  
Í R H O U M U C D O Í E E Ó T D L Í S É Á M H P  
F I A R H G N A I R G L I Á G O T G A B Ó D P C  
F U F Ó F E M R L Á Á N B F E H P H C A P T O T  
C Ó E A P Ó G I Ó U H Ó T A R N Á M I M G P M S

ag éisteacht le ceoil	ag togáil grianghraif	ag seinim ceoil	camóige
rugbaí	leadóg	peile	ag damhsa
griangraf	culaith fhluich	clár toinne	ag déanamh gaisce
ar bis	surfáil	rothaíocht	rith
leámh	snámh		

### SESE Heroes of the past

WALT: To identify two historical figures, discuss their life and highlight their influence on society.

### WILF

- Identify two people that have had an impact in history through their work.
- Design and use an appropriate timeline that highlights their career. (include important events)
- Develop some skills in the location and development of evidence selection. (being more mindful of facts and sources of information, not wikipedia)

- Select and organise information. (Including relevant information and placing them correctly in order on the timeline.)
- Discuss the attitudes and motivations of characters in their historical context. (Why did they go into the field they are in? Why did they become famous?)
- Identify how their work influenced you as a person and how it impacted on the world. (How did their work influence history?)

### **Useful Websites to help with research:**

- <https://www.dkfindout.com/uk/>
- <https://www.kiddle.co/>
- <https://www.alarms.org/kidrex/>
- <https://www.ducksters.com/biography/>

### **ART**

1. Create an invitation to the dinner party for your guest.
2. Portrait of the historical figure you researched this week.

\*See pdf on portrait drawing on main page with this\*

### **Religion**

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