

## Rang 2

20<sup>th</sup> to 24<sup>th</sup> April

Hello everyone,

I hope you are all doing well and keeping yourselves safe. Hopefully you enjoyed a lovely Easter and ate LOTS of yummy eggs! You all deserve it!

I want to say to the children how proud I am of the great work you have all been doing; helping out at home and keeping up with your schoolwork as best you can! I know it's not easy for you or for mams and dads, but remember you are all doing a great job! I really miss you all and hopefully we will back in school soon. You've had a little break from work over Easter but let's get stuck back in from Monday.

Parents, as before, this work is optional but it would be important to continue to work on Maths, English and Irish as much as is possible. I have included a rough timetable to follow which may help. I have attached some additional worksheets you will find in the folder. My email address is [enibheachain@stlachtainsns.ie](mailto:enibheachain@stlachtainsns.ie) please feel free to contact me with any questions/concerns etc. you may have.

I would really love to see some of the work the children are doing. Maybe the children might choose a piece of work a day that they are proud of, parents could take a picture of the work and email it to me. They might be proud of their handwriting, their news, that they figured out a tricky math question, they drew a lovely picture, their Africa mindmaps etc. (As much as I'd love to see the children, please don't include faces in the picture). This will allow me to see how the children are doing and facilitate feedback. Encourage children to continue to use their 2 stars and a wish (Two things I did well, one thing I'd like to improve on).

Most importantly for everyone – keep safe, keep healthy and stay positive.

Take care and see you all soon!

Emma Ní Bheacháin

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
English	English	English	English	English
<ul style="list-style-type: none"> <li>• <b>My News:</b> Easter</li> <li>• <b>Skills Book</b> pg. 109 (Predicting)</li> <li>• <b>Reader:</b> pgs. 115/116</li> <li>• <b>Daily Vocab Work:</b> Record the new words (<b>words in bold</b>) from the pages they have read today. Children can write the new word and the meaning in the back of their English copy. Use the word to write a new sentence. (Remember you can access the oral language and interactive resources for unit 15 on the gillexplore website Instructions on previous post).</li> <li>• <b>Spell Well:</b> Week 29, Exercise B</li> <li>• <b>Dictation</b> (“ti” sound): Child will practice reading, spelling and writing a new sentence each day with the ti sound: “I have some <u>quest</u>ions for the <u>pati</u>ent.”</li> <li>• <b>Free Writing:</b> Encourage children to engage in at least ten minutes of free writing daily.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reader</b> pgs. 117/118</li> <li>• <b>Daily Vocab Work:</b> Record the new words from the reader at the back of their English copy.</li> <li>• <b>Skills Book</b> pg. 114 (Retell a procedure in the correct order)</li> <li>• <b>Spell Well:</b> Week 29 Exercise C</li> <li>• <b>Dictation:</b> Can you do <u>addi</u>tion and <u>subtra</u>ction?</li> <li>• <b>Free Writing:</b> Encourage children to engage in at least ten minutes of free writing daily</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reader</b> pgs. 119</li> <li>• <b>Daily Vocab Work:</b> Record the new words from the reader at the back of their English copy.</li> <li>• <b>Skills Book</b> pg. 113 (Phonics: Read ti/si words) (Grammar: Plurals)</li> <li>• <b>Spell Well:</b> Week 29 Exercise D</li> <li>• <b>Dictation:</b> Do you work at the <u>stati</u>on?</li> <li>• <b>Free Writing:</b> Encourage children to engage in at least ten minutes of free writing daily</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reader:</b> Revision of reading and vocab</li> <li>• <b>Skills Book</b> pg. 110 (Use reading strategies)</li> <li>• <b>Dictation:</b> What is your <u>nati</u>onality?</li> <li>• <b>Spell Well:</b> Revision Week 29</li> <li>• <b>Free Writing:</b> Encourage children to engage in at least ten minutes of free writing daily</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reader:</b> Revision of reading and vocab</li> <li>• <b>Friday Test</b> Spell Well: Test spellings from week 29. (10 spellings)</li> <li>• <b>Friday Test Unseen dictation:</b> What is your <u>nati</u>onality?</li> <li>• <b>Free Writing:</b> Encourage children to engage in at least ten minutes of free writing daily</li> </ul>

Maths	Maths	Maths	Maths	Maths
<ul style="list-style-type: none"> <li>• -9 tables</li> <li>• MM: Week 30</li> <li>• Counting in 3's Youtube video linked in maths folder.</li> <li>• <b>Spatial Awareness:</b> (Language: Above, below, in front, behind, between, inside, next to) <i>(Alternative/additional task 'Monday' attached if you would prefer to print).</i></li> <li>• <b>Task:</b> Call out the following instructions to the child: <ul style="list-style-type: none"> <li>- Draw a tree on an A4 page.</li> <li>- Then draw a tractor next to the tree,</li> <li>- a cat below the tree,</li> <li>- A bird inside the tree,</li> <li>- A farmer behind the tractor,</li> <li>- A plane above the tree</li> <li>- A daffodil between the tractor and the tree.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• -9 tables</li> <li>• MM: Week 30</li> <li>• Counting in 3's Youtube video linked in maths folder.</li> <li>• Draw and circle groups of 3 lollipops. Stop when you have 30. How many groups of 3 lollipops made 30?</li> <li>• <b>Spatial Awareness:</b> (Language: Left, right, forwards, backwards, up, down) <i>(Alternative/additional task 'Tuesday' attached if you would prefer to print).</i></li> <li>• <b>Task:</b> Draw a grid on an A4 page (min 5 squares x 5 squares) <ul style="list-style-type: none"> <li>- Draw a mouse in one square and cheese in another. Child gives directions to get the mouse to the cheese. Eg. Go forward 2 squares to the right, go up 4 squares and go 1 square to the left etc. How many ways can you find to get to the cheese?</li> </ul> </li> <li>• Play a board game (snakes and ladders etc.) and practice using the above language.</li> </ul>	<ul style="list-style-type: none"> <li>• -9 tables</li> <li>• MM:Week 30</li> <li>• Counting in 3's Youtube video linked in maths folder.</li> <li>• Practice writing in 3's/Fill in the missing numbers from sequence eg. 3, 6 _, 12, _ 18 _ etc. <i>(Worksheet attached if wanted 'Wednesday Counting in 3's').</i></li> <li>• <b>Spatial Awareness:</b> (Language: clockwise, anti-clockwise, full-turn, half turn, quarter turn)</li> <li>• <b>Task:</b> Follow instructions: <ul style="list-style-type: none"> <li>• After some practice, ask a family member to blindfold you and give directions to guide you safely around the house, eg. From the table to the fridge, from the kitchen to the living room etc.</li> </ul> </li> <li>• <i>(Worksheet</i></li> </ul>	<ul style="list-style-type: none"> <li>• -9 tables</li> <li>• MM: Week 30</li> <li>• Practice writing in 3's forward to 30/backwards from 30. <i>(Worksheet attached if wanted 'Thursday A Counting in 3's').</i></li> <li>• <b>Revise Spatial Awareness:</b> <ul style="list-style-type: none"> <li>- Write directions from: your bed to to the toilet</li> <li>- the kitchen to the garden</li> <li>- the front door to the back door</li> </ul> </li> <li>• <i>(Worksheet 'Little Red Riding Hood' attached if you wanted).</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Friday Test</b></li> <li>• -9 tables Test</li> <li>• Test counting in 3's to 30</li> <li>• MM: Week 30 Test</li> </ul>

		<b>Wednesday B attached if wanted).</b>		
<p><b>Gaeilge</b> <b>Sa Bhaile (At Home)</b></p> <ul style="list-style-type: none"> <li>Name the four provinces of Ireland: <i>Cúige Mumhan (Munster), Cúige Chonnacht (Connacht), Cúige Uladh (Ulster), Cúige Laighean (Leinster).</i></li> <li>Youtube Video: <a href="https://www.youtube.com/watch?v=5SzKQE6Livo">https://www.youtube.com/watch?v=5SzKQE6Livo</a></li> <li>Ask and answer the questions: <ul style="list-style-type: none"> <li>- <b>Cá bhfuil tú I do chónaí? Where do you live?</b></li> <li>- <b>Tá mé I mo chónaí i _____ (gCúige Mumhan, gCúige Chonnacht, gCúige Uladh, gCúige Laighean)</b></li> <li>- <b>I live in _____ (Munster, Connacht, Ulster, Leinster).</b></li> <li>- <b>An bhfuil tú I do chónaí _____?</b> <b>(i gCúige Mumhan, gCúige Chonnacht, gCúige Uladh, gCúige Laighean)</b> <i>Do you live in _____? (in Munster, Connacht, Ulster, Leinster).</i></li> </ul> </li> </ul>	<p><b>Gaeilge</b> <b>Sa Bhaile (At Home)</b></p> <ul style="list-style-type: none"> <li>Name the rooms in the house: An seomra folctha (bathroom), an seomra leapa (bedroom), an chistin (kitchen), an seomra bia (dining room), an seomra suí (sitting room), an halla (hall).</li> <li>Worksheet attached.</li> <li>Ask and answer questions: <ul style="list-style-type: none"> <li>- <b>Cá bhfuil <u>Mamáí/Daidí</u> etc...?</b> Where is Mammy/Daddy etc.?</li> <li>- <b>Tá _____ sa chistin/sa halla etc.</b> _____ is in the kitchen/in the hall etc.</li> <li>- <b>An bhfuil <u>Mamáí/Daidí</u> etc. sa chistin/halla etc?</b> Is _____ in the kitchen/hall?</li> <li>- <b>Tá/Níl _____ sa chistin/sa halla etc?</b> _____ is/is not in the kitchen/hall.</li> </ul> </li> </ul>	<p><b>Gaeilge</b> <b>Sa Bhaile (At Home)</b></p> <ul style="list-style-type: none"> <li>Name items in the bedroom: Vardrús (wardrobe), éadaí (clothes), cuirtíní (curtains), pictiúr (picture), leapa (bed), lampa (lamp).</li> <li>Worksheet attached.</li> <li>Ask and answer question <ul style="list-style-type: none"> <li>- <b>Cad atá sa seomra leapa?</b> What is in the bedroom?</li> <li>- An bhfuil <u>lampa/vardrús</u> etc. sa seomra leapa? Is there _____ in the bedroom?</li> <li>- <b>Tá/Níl _____ sa seomra leapa.</b> There is/is not _____ in the</li> </ul> </li> </ul>	<p><b>Gaeilge</b> <b>Sa Bhaile (At Home)</b></p> <ul style="list-style-type: none"> <li>Revision of Sa Bhaile vocab.</li> <li>Spot the difference worksheet.</li> </ul>	<p><b>Gaeilge</b> <b>Sa Bhaile (At Home)</b></p> <ul style="list-style-type: none"> <li>Revision of work done during the week.</li> <li>An Teach word search</li> </ul>

<p><i>Tá/Níl mé i mo chónaí i _____. (in Munster, Connacht, Ulster, Leinster).</i></p> <ul style="list-style-type: none"> <li>• <i>Worksheet attached.</i></li> </ul>		<p>bedroom</p>		
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<ul style="list-style-type: none"> <li>• <b>Africa ‘Wildebeest’</b></li> <li>• Before: Brainstorm what the children know about Africa, ie. Location, weather, homes, animals etc.</li> <li>• Children can create a mind map with ‘Africa’ in the centre and write the things they know.</li> <li>• Find Africa on a map.</li> <li>• Can you find Tanzania and Kenya?</li> <li>• During: Watch Youtube video</li> <li>• ‘Wildebeest   Amazing Animals’ <a href="https://www.youtube.com/watch?v=Xzgl-1ArLb4">https://www.youtube.com/watch?v=Xzgl-1ArLb4</a></li> <li>• Read: <a href="https://www.nationalgeographic.com/animals/mammals/b/blue-wildebeest/">https://www.nationalgeographic.com/animals/mammals/b/blue-wildebeest/</a></li> <li>• After: Can you answer these questions? <ol style="list-style-type: none"> <li>1. Where do they live?</li> <li>2. By what other name are they known?</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Africa ‘Wildebeest’</b></li> <li>• Plan a report on the African Wildebeest.</li> </ul> <p>Remember, every report needs:</p> <ol style="list-style-type: none"> <li>1. A title</li> <li>2. An introduction: Introduces what the report is about.</li> <li>3. 3 or 4 Subheadings</li> <li>4. Pictures or diagrams.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Africa ‘Story’</b></li> <li>• Story: Anansi and The Pot of Wisdom.</li> <li>• Listen to the story on YouTube: ‘Anansi and The Pot of Wisdom Story’ <a href="https://www.youtube.com/watch?v=iccuR2jM9mE">https://www.youtube.com/watch?v=iccuR2jM9mE</a></li> </ul> <p>Can you answer:</p> <ol style="list-style-type: none"> <li>1. Why did Anansi want to collect wisdom?</li> <li>2. What did he use to collect the wisdom?</li> <li>3. What things did Anansi discover?</li> <li>4. Why was Anansi’s father disappointed with him?</li> <li>5. Did Anansi learn a lesson about wisdom?</li> <li>6. What do you think the message of the</li> </ol>	<p>Create Anansi’s pot of wisdom. Use old cardboard, cereal boxes, shoes boxes, clay, play-doh etc. Think about the patterns or designs that might be on</p> <p>Practice recorder.</p>	<p>I challenge you to set up an obstacle course with any equipment that you have at home. Get your brothers/sisters to help you and then complete the obstacle course, maybe you could time yourselves and beat your time.</p> <p>Alternative ideas: Youtube P.E with Joe Wicks, Facebook Live: TJ Reid GAA skills, Go Noodle, Youtube: Cosmic Kids Yoga.</p>

<p>3. Can you describe what they look like?</p> <p>4. When do they migrate? (Children are familiar with migration)</p> <p>5. Why do they migrate?</p> <p>6. Why is their migration journey so dangerous?</p>		story is?		
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