**Senior Room: Children in 4th, 5th and 6th Class**

Hi everyone,

This is our Learning Guide for the week. You may not get to do everything and that’s ok. When we’re at school, we have scheduled time each day for **Maths English and Irish** and three other curriculum areas: **Arts** (Visual arts, Drama and Music), **SESE** (History, Geography and Science) and **Wellbeing** (PE, Social Personal and Health Education and Goodness Me, Goodness You, our patron’s programme). While you’re at home, try to do some Maths, English and Irish each morning and dip in to the other subjects when you can in the afternoons.

On this sheet, the blue, underlined text is a hyperlink. Click the link to go to the web resource. If you have a question or you’re a bit confused or you wish to share your work, send me a text message and/or a photo on the Class Dojo and I’ll message you back through the Dojo.

Happy learning!

Sarah

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| **LANGUAGE: English and History** | | |
| **Oral language**   * What words would you use to say what’s happening in [one of these photos](https://www.nytimes.com/column/learning-whats-going-on-in-this-picture)? Try to use your descriptive nouns and vivid verbs as well as adjectives and adverbs. | | |
| **Reading: Class Novel**   * *The Easter Rising, 1916, Molly’s Diary* (by Patricia Murphy). Molly’s diary interweaves the real history of 1916 with an invented story. Last week, most of our class read about 40 pages. This week, our reading is:   + Easter Sunday, 1916, from page 44 to page 66 and   + Easter Monday, 1916, from page 67 to page 74 (up to 9pm). | | |
| **Writing: Class Novel**   * Our Writing Workshop topic this week is: Informational Writing or Report Writing. Take a look at this [short video which shows you the five steps involved in writing a report:](https://youtu.be/53L-5zE7Ibw)   1. Select your topic and brainstorm.   2. Do your research.   3. Use facts.   4. Organise your writing.   5. Check and present your work.   + Can you write a short report of 5-10 sentences on Easter Sunday, 1916. Present the facts in order, sequencing each one according to the time when it happened.   + Send me your writing on the Dojo (text message or photo of your writing) if you can! * Take a look at this [response sheet (Story Detective Sheet) from our novel and see if you can answer the questions in your head or in writing about Easter Sunday, 1916](http://www.brannoxtowncns.ie/wp-content/uploads/2020/03/MollysDiary-BookDetective-EasterSunday.docx). | | |
| **Writing: Sounds in Focus**   * Work through Unit 26 (page 56) of Sounds in Focus.   + Chant: **Vase in a Van, V, V, V!**   + Action: Make a vase shape by putting the heels of your hands together and finger tips well apart. * Work through Unit 26 (page 57) of Sounds in Focus.   + Chant: **Water on a Web, W, W, W!**   + Action: **Trace a web outline in the air with your finger.** | | |
| **MATHS: Revising Percentages, Fractions and Decimals** | | |
| **Introduction** | * If you’d like to begin from the start with percentages, [visit this short slideshow to remind yourself what percentages are](http://resources.hwb.wales.gov.uk/VTC/ngfl/maths/caerphilly/percentages/eng/percentages.htm). | |
| * Visit this [maths is fun website which gives a nice summary of percentages](https://www.mathsisfun.com/percentage.html).   + Read the page of examples.   + Click on the questions at the end of the page.   + There are 10 questions. Choose 5 to do and do more if you can! | |
| **Calculating Percentages** | * Think about how we use percentages, for example, in sales (reductions from full price), in tests (scores out of 100) or in how we’re feeling (we might not be feeling 100%!). * Play with the [percentage calculator here](https://www.mathsisfun.com/percentage-calculator.html) to see what happens when you   + Calculate a percent of a value before and after, or   + Find the percentage change between two values, and see **how to calculate** each one. | |
| **Converting: Percentages, Decimals, Fractions** | * To revise the procedures for converting percentages to fractions to decimals, read this [BBC Bitesize Tutorial and Examples](https://www.bbc.co.uk/bitesize/guides/zgg4jxs/revision/3).   + 5th Class: Try out the questions on pages 1 and 2.   + 6th Class: Try out the questions on pages 1, 2, 3 and 4. * Log on to the **IXL Site** and their list of:   + [activities for 5th class to revise percentages, fractions and decimals](https://ie.ixl.com/search?q=decimal+percent+fraction).   + [activities for 6th class to revise percentages, fractions and decimals.](https://ie.ixl.com/search?q=decimal+percent+fraction) | |
| * We can also express a percentage as a ratio. Percentage means parts per hundred, such as 50%. Ratio means parts to 100, such as 50 to 100. Read the [examples of equivalent values on this page](https://www.mathgoodies.com/lessons/vol4/meaning_percent) and complete the 5 exercises at the end of the page. | |
| **Busy at Maths: Examples and Activities** | * Click on the [CJ Fallon Website](https://my.cjfallon.ie/dashboard/student-resources) (our maths book publisher). * Select **Maths, 5th Class, Busy at Maths**. * Read the examples again on page 120. | * Click on the [CJ Fallon Website](https://my.cjfallon.ie/dashboard/student-resources) (our maths book publisher). * Select Maths, 6th Class, Busy at Maths. * Read the examples on page 118. |
| * In your **Busy at Maths 5 Shadow Book (BAMS),** try tasks:   + Page 50, 1-2 Monday   + Page 50, 3-4 Tuesday   + Page 51, 1-2 Wednesday   + Page 51, 3-4 Thursday   + Page 51, 5 Friday * Message me on the Class Dojo when you’ve completed your maths tasks for the week and you’re ready to check your answers and I’ll send you the answer sheet. | * In your **Busy at Maths 6 Shadow Book (BAMS),** try tasks:   + Page 56, 1-3 Monday   + Page 56, 4-6 Tuesday   + Page 57, 1-2 Wednesday   + Page 57, 3-5 Thursday   + Page 56, 7-8 Friday * Message me on the Class Dojo when you’ve completed your maths tasks for the week and you’re ready to check your answers and I’ll send you the answer sheet. |
| **More Practice with Fractions, Decimals and Percentages!** | **Fractions, Decimals and Percentages**   * For more experience with percentages, ratios, decimals and fractions, explore the links at the end of the math goodies website (below):  |  | | --- | | [Writing Fractions as Percents](https://www.mathgoodies.com/lessons/vol4/fractions_to_percents) | | [Writing Decimals as Percents](https://www.mathgoodies.com/lessons/vol4/decimals_to_percents) | | [Writing Percents as Decimals](https://www.mathgoodies.com/lessons/vol4/percents_to_decimals) | | [Writing Percents as Fractions](https://www.mathgoodies.com/lessons/vol4/percents_to_fractions) | | [Percents < 1 or > 100](https://www.mathgoodies.com/lessons/vol4/special_percents) | | [Practice Exercises](https://www.mathgoodies.com/lessons/vol4/practice_unit4) | | [Challenge Exercises](https://www.mathgoodies.com/lessons/vol4/challenge_vol4) | | [Solutions](https://www.mathgoodies.com/lessons/vol4/solutions) | | |
| **SESE: History (1916)** | | |
| Our Class Novel, *The Easter Rising, 1916, Molly’s Diary* (by Patricia Murphy). Molly’s diary interweaves the real history of 1916 with an invented story.   * **1916 Leaders:** Anto, Jack’s friend, writes a poem about the leaders. Read the poem aloud on pages 43 and 44. [Can you match the leaders’ photos to their names from Anto’s description using this worksheet](http://www.brannoxtowncns.ie/wp-content/uploads/2020/03/MollysDiary-1916Leaders.docx)? * **Dublin in 1916 - The Rich and the Poor:** On Easter Sunday morning, Molly and her mother who is a Quaker from Northern Ireland visit the family of their cleaner and in the afternoon they visit the Shelbourne Hotel and mix with “the quality.” [Look at the photos in this worksheet and answer the questions about homes in 1916 for people who were considered poor](http://www.brannoxtowncns.ie/wp-content/uploads/2020/03/Dublin-1916-RichandPoor.docx). | | |
| **LANGUAGE – Irish & Music** | | |
| **Ceol/Music**   * We’ve been practicing: [Func Anseo](https://www.youtube.com/watch?v=XgmNqXvUPBk) (Coláiste Lurgan, YouTube): * This is the link to our [printed lyrics/song words](https://ancroiait.wordpress.com/2015/08/29/451-uptown-funk-as-gaeilge/) so you can practise!   **Béal Beo**   * Go to [www.edcolearning.ie](https://www.edcolearning.ie/), the publisher’s website.   + Enter the username: primaryedcobooks. (Save it if you can.)   + Enter the password: edco2020 (Save it if you can.) * Open the book: Béal Beo 5 and select theme: 7. An Scoil. * Go to page 112, titled, Na Codáin (The Fractions). * Read the following words/phrases and look out for them in your story (words 1-10 are from last week):  |  |  |  |  | | --- | --- | --- | --- | |  | **Irish Word** | **English Translation** | **English Phonetic Pronunciation** | | 1. | thart | over | heart | | 2. | tógaigí | you take out (plural) | toe-g-ah-g-ee | | 3. | más é bhur dtoil é | if it pleases you (plural) | maw-sh-eh-vour-dull-eh | | 4. | má tá | if yes/if it is | maw-taw | | 5. | i gceart | correct | ih g-yar-t | | 6. | An dtuigeann tusa? | Do you understand? | On dig-en tuh-sah? | | 7. | Ní thuigim. | I don’t understand. | Knee hig-im | | 8. | go tobann | quickly | Guh-to-ban | | 9. | i bponc | in trouble | ih-bunk | | 10. | Fág fúmsa é! | Leave it to me! | Fah-g foo-m-sah eh! | | 11. | clár ama | timetable | cl-or om-ah | | 12. | cliste | clever | clish-tah | | 13. | ceart | correct | kyart | | 14. | mícheart | incorrect | me-ch-yart | | 15. | as láthair | absent | os law-hir |  * Click on the sound icon to listen to the **story** on pages 112 and 113. Read a little each day and try to read-along by the end of the week. * Try to answer the **questions** at the end of page 113 (in your head/in writing). * Use your **dictionary** (focloir.ie) to check subject names you’re unsure of on page 116. * Click on the sound icon to see if you can identify the **missing subjects** on page 116. * Listen to the conversation/comhrá on page 110 and see if you can fill in the blanks (school subjects). | | |
| **ARTS EDUCATION – Visual Arts** | | |
| Looking and Responding:   * We’re studying Op Art! * The Irish Museum of Modern Art (IMMA) has lots of information about Artists and their works including [Victor Vasarely](https://imma.ie/artists/victor-vasarely/?obj=obj_24212), the father of Op Art. Scroll down the webpage to see some of his Op Art pieces.   Creating Art:   * Last week, our [second Op Art tutorial](https://www.youtube.com/watch?v=ihGiJLYrNWw) focused on creating patterns and designs using the X and Y axis and positive and negative numbers:   A picture containing person, sitting, food, holding  Description automatically generated   * This [third Op Art tutorial](https://www.youtube.com/watch?v=B8K4HXdHREA) is free-hand; it doesn’t use a ruler, the artist doesn’t use a ruler to create an optical illusion/effect!   A tattoo on his arm  Description automatically generated | | |
| **SESE: Tom Crean/Antartica** | | |
| * This is a continuation of your work last week as many of you are continuing to work on your Antarctic Project. If you’re ready to move on, that’s great. Select a project topic based on our study of 1916 and our novel. Message me on the Class Dojo if you’d like more guidance. * In school, we discussed your [Project Success Sheet](https://www.brannoxtowncns.ie/wp-content/uploads/2020/03/SuccessSheet-ClassProject-Antarctica.docx) which lists project requirements and shows measures of success. * Try to complete your project, if possible this week. You could present your project using your A3 project sheet from school or another sheet or you could present your project in a Word document or using Powerpoint. * Remember to check-out the websites we used in class:   [Cool Antarctica – Pictures, Facts and Travel Guide](https://www.coolantarctica.com/Antarctica%20fact%20file/fun_facts_about_antarctica.php)  [Fun Facts about Antarctica](https://www.auroraexpeditions.com.au/blog/10-fun-facts-about-antarctica/)  [Tom Crean: Antarctic Explorer](http://tomcreandiscovery.com/?page_id=232) | | |
| **SESE: Geography, Ireland** | | |
| * We’ll be learning more about Irish Geography (physical Ireland, mountains) when we’re back at school. Take a look at [this website](http://www.askaboutireland.ie/learning-zone/primary-students/5th-+-6th-class/) to remind yourself how much you already know about the Geography of Ireland: | | |
| **WELLBEING: Physical Education** | | |
| * Check out your **Active Homework** sheet for some ideas on staying active . Challenge yourself to do as many of these as possible in the next two weeks. Can you complete the full grid of active challenges? Can you create some new ones for the school? If you left your sheet in school, you’ll find the [Active Homework sheet here](https://activeschoolflag.ie/wp-content/uploads/2020/01/20191108-ASF-Active-Homework-Chart-C.pdf). * You can set up your own, new **Go Noodle** account or log-in with Set up a new family account or use the school account below:   **Go Noodle URL**: [www.gonoodle.com](http://www.gonoodle.com) **Username**: [sarahfitzpatrick@kwetb.ie](mailto:sarahfitzpatrick@kwetb.ie) **Password**: Brannoxtown-CNS2020   * **Guided Relaxation and Mindfulness for Children, Peace Out**: Peace Out Guided Relaxation for Kids includes a series of guided relaxations and visualizations (where you make a picture in your head) written and voiced by Jaime from Cosmic Kids. Check out the **Peace Out Mindfulness activities**: <https://www.youtube.com/watch?v=ZBnPlqQFPKs> | | |