



Anne Marie's Room: Children in 1st, 2nd and 4th Class

Dear Parents,

This is our Learning Guide for the week. Children may not get to do everything and that's ok. When we're in 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). While you're at home, you might try some activities in Maths, English and Irish each day and dip in to the other subjects as children wish.

On this sheet, the blue, underlined text is a hyperlink. It will take you to a web resource. Click it to go to the resource. If you have a question or you're a little confused or you wish to share your child's work, send me a message on the Class Dojo.

Happy learning!

Anne Marie

MATHS: Time

- Children are learning about time this week. Below is the curricular content for each class level this week:
1st Class: Hour (o'clock) and Half hour (half past)
2nd Class: Hour (o'clock), Half Hour (half past), Quarter Past and Quarter To, analogue and digital clocks
3rd/4th Class: All of the above plus 5-minute intervals- eg. 5 past, 10 past, 20 to, on analogue and digital clocks.
- Children might enjoy drawing up a daily schedule or plan using time- drawing clocks, calculating time spent on activities etc. Try to incorporate reading the time into everyday activities as much as you can. This will be most beneficial!
- Suggested activities are pictured at the bottom of this grid and class levels are signposted. The activities are available on [CJ Fallon's website](#) or the Shadow Book pages on time can be completed if you wish:
1st Class: p 32
2nd Class: p 37
- Some time activities:
[Game: Half Hours](#)
[Clock Match Game](#)
[Teaching Clock](#)
[Telling the Time Game](#)
[5 Minute Intervals Video](#)
- **Other Maths Games/ Challenges:**
[Daily 10 Mental Maths Challenge](#) is a familiar game for children. Content can be selected and differentiated. Select the transition time. I would suggest 10 seconds to begin.
[Hit the Button](#) is a familiar game for fun addition and subtraction practice.

LANGUAGE: English

Choose from any of the activities below:

- Try to take time for writing. I am including a "Tic Tac Toe" choice board that can be used over the next few weeks. Children could choose one topic and mark off as they go.



Writing Tic Tac Toe

Write a Limerick with the opening line.... "There was a young man from Peru"....	Write about your favourite toy or game. Remember the 5Ws (who, what, when, where, why).	Build something using Lego or another construction toy and write 5 sentences about it.	Write a report about an animal. Include 5 VIPs (Very Important Points). Add a picture.
If you could have any superpower in the whole world, what would it be and why? How would you use it?	Write out a favourite recipe as a procedure. Add pictures too!	Make a card or write a letter to someone in your family. It might be a nice idea to post it!	Choose an image on the Literacy Shed and write a story about it.
Imagine you are opening a restaurant or café. Design the menu.	Write an acrostic poem about one of the seasons.	Write a book review for a story you have read or had read to you!	What is your favourite animal? Write about it..
Should schools have uniforms? Write about your opinions..	Rewrite the ending of a fairy tale you know.	Write the letters of the alphabet down a page. Pick a theme like "animals" and see if you can find a word for each letter!	Imagine you a planning a birthday party. Write a list of the things you need and design an invite.

- Literacy Shed [Link](#) from Tic Tac Toe.
- Practise reading sight words and play games [here](#).
- Work through Unit 27 in Sounds in Focus. The sound is "oo as in book". The chant is "Look at the book-oo, oo, oo". The action is "Hold hands in front of body as though opening a book". The different graphemes are u, oo and oul (the letters on paper that represent the focus sound). Here is a word list:

put	pull	full	bull	push
book	look	took	good	wood
stood	wool	would	could	should
wouldn't	couldn't	shouldn't	putting	pulling

Children are familiar with activities like rainbow writing, create a wordsearch, vowel colours. A new activity might be "Silly Sentences". Children write a sentence containing three or four of the list words and illustrate the crazy sentence.

- This e-book [library](#) has access to books for the children to read (from the Oxford series). The questionnaire will help you to access books suitable for your child.
- Teacher Your Monster to Read may interest some of the younger children. It is free at the moment and can be accessed [here](#) or downloaded as an app. It has three levels (First Steps, Fun with Words and Champion Reader). It will encourage you to start at the beginning, but "Champion Reader" may be more relevant for the younger children.
- [BBC Bitesize](#) has some relevant games and activities online daily.
- Take some time to read daily if possible.

Send work through on Class Dojo by photo if you would like to share with me and receive feedback.

LANGUAGE - Irish

Choose some of the following activities:



- Bua na Cainte (the digital resource we use in school) can be accessed online and installed on PC/Mac for free as a result of the school closures. Click [here](#) for access. Select second class when prompted. Username: trial Password: trial.
Unit: "Sa Bhaile" (At Home) this week. Children can explore the songs and rhymes (An Seilide agus Mo Chaitín), games and story (An Mactíre agus na Caoirigh) in this section. The story is an Irish version of "The Boy Who Cried Wolf". Children could explore Ceacht 1-5 independently. Please do not worry if you cannot access this resource!
- Choose an extract to read in "Léigh sa Bhaile" and practise answering the questions orally. Audio clips are also available online for this.
- Children could explore Subh. Choose Bunscoil (primary school) in the sub-sections. This week, children could select "Topaicí" (topics) and select "Dathanna" (colours). There is a presentation with audio pronunciation and a game to revise the colours.
- Cúla4 has lots of familiar cartoons and games in Irish.
- The Seidean Si website also has lovely books online that the children can explore, some card games and other activities. You must select the "canúint" on entry which determines the pronunciation of the text. Children can choose "Connachta".

ARTS EDUCATION

- Andy Goldsworthy Art Tutorial for the outdoors. I had mentioned to the children that we would be exploring some of Andy Goldsworthy's work later in the year. This might be a nice activity for the garden or if you are on a family walk. Please share your creations with me!
- Draw with Don You Tube Channel
- Dabbledoomusic have offered a free month to parents due to school closures. This resource can be accessed [here](#).

SESE: Project Work/ History

Choose from the following suggestions:

- Wednesday 22nd of April is Earth Day. Children could watch this [video](#) for more information. Earth Day is about raising awareness about the importance of protecting our planet and taking action. This year's theme is climate change. Children could create a poster to remind people to help the environment; reduce, reuse, recycle, reduce single plastic use etc. The video will give other ideas also.
- Over the next few weeks, I will be suggesting some of the Scholastic Learn at Home Content. The links are listed below. Each section features read aloud books based on the topics, games, challenges and scientific and geographical information. Enjoy!

1st/2nd Classes:

Scholastic Learn at Home

[Learn at Home 1st/2nd Class](#)

Choose a topic:

Topic 1: [Spiders](#)

Topic 2: [Weather](#)

3rd/4th Classes:

[Learn at Home Week 1](#)

Choose two sections from five to explore. Content is organised by day. There is a text-to-speech option in the toolbar on the left of the screen which will read the magazine and articles for you. I liked the "Why Do Zebras Have Stripes?" section!

WELLBEING:

Choose from any of the following activities:

- [Go Noodle](#) family access.
- Joe Wicks, The Body Coach videos on this [You Tube channel](#).
- Choose some [Active Homework Ideas](#)

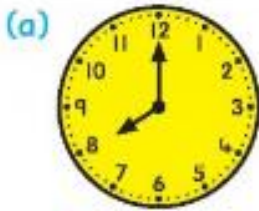


- [10@10](#)
- [RTÉ Homeschool Hub](#) on RTÉ2 from 11am to 12 noon.
- Draw with Don

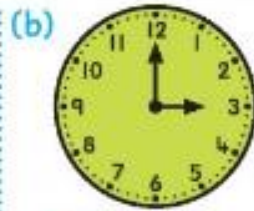
Maths Ideas

1st Class and 2nd Class

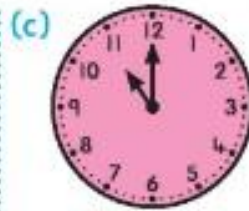
1. Write the time shown on each clock.



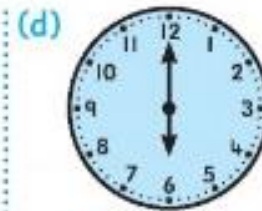
o'clock



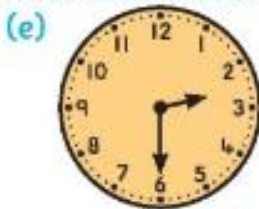
o'clock



o'clock



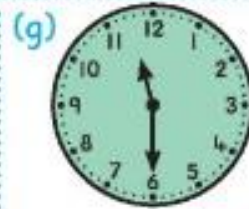
o'clock



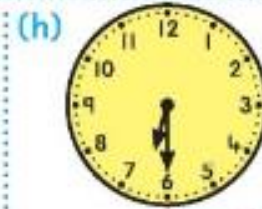
$\frac{1}{2}$ past



$\frac{1}{2}$ past

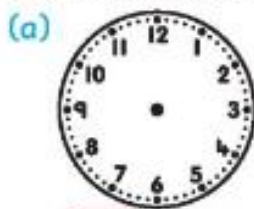


$\frac{1}{2}$ past

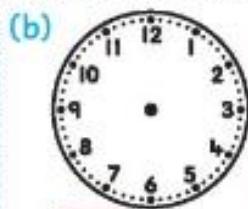


$\frac{1}{2}$ past

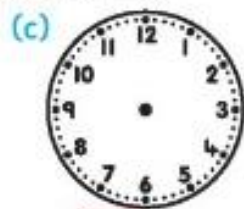
2. Draw hands on the clocks to show these times.



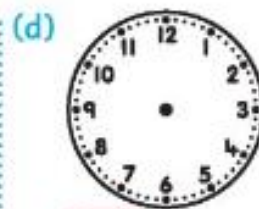
7 o'clock



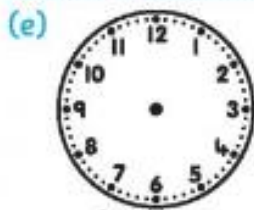
2 o'clock



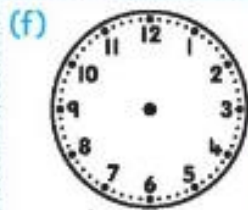
9 o'clock



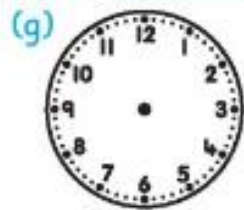
11 o'clock



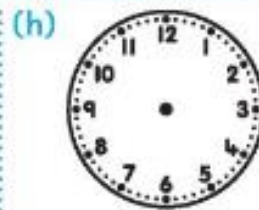
$\frac{1}{2}$ past 1



$\frac{1}{2}$ past 10



$\frac{1}{2}$ past 3

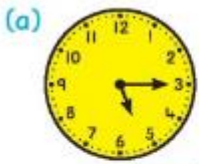


$\frac{1}{2}$ past 7

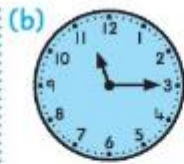


2nd Class

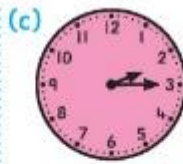
1. What time does each clock show?



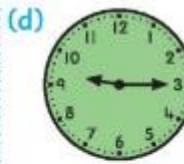
$\frac{1}{4}$ past



$\frac{1}{4}$ past



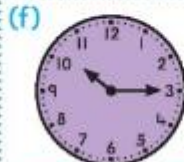
$\frac{1}{4}$ past



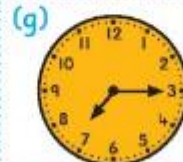
$\frac{1}{4}$ past



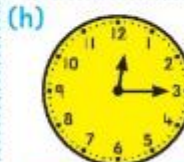
past



past

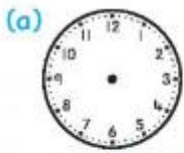


past

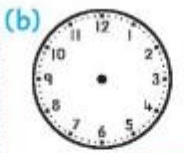


past

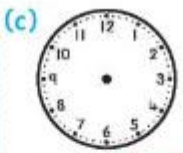
2. Draw hands on the clocks to show these times.



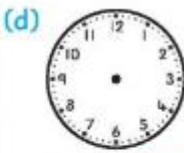
$\frac{1}{4}$ past



$\frac{1}{4}$ past



$\frac{1}{4}$ past

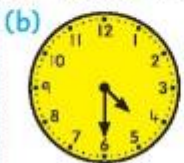


$\frac{1}{4}$ past

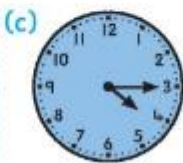
3. What time does each clock show?



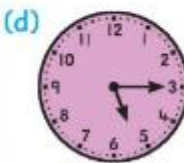
o'clock



past



past

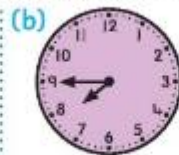


past

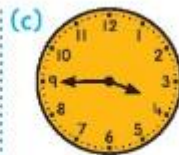
1. What time does each clock show?



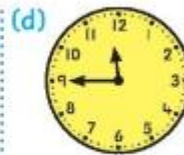
$\frac{1}{4}$ to



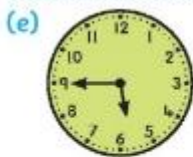
$\frac{1}{4}$ to



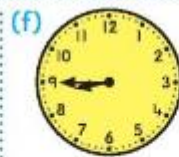
$\frac{1}{4}$ to



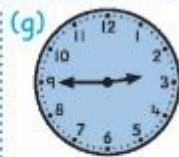
$\frac{1}{4}$ to



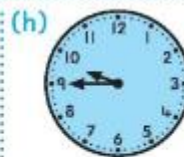
to



to



to



to



2. Draw hands on the clocks to show these times.

(a)



$\frac{1}{4}$ to 2

(b)



$\frac{1}{4}$ to 7

(c)



$\frac{1}{4}$ to 11

(d)



$\frac{1}{4}$ to 9

Challenge

Tick (✓) the time that comes first:

- (a) 4 o'clock (b) $\frac{1}{4}$ past 5 (c) $\frac{1}{4}$ to 6 (d) $\frac{1}{2}$ past 9
 $\frac{1}{4}$ to 4 $\frac{1}{2}$ past 5 $\frac{1}{4}$ past 6 $\frac{1}{4}$ to 9

This clock shows
digital time.



8 o'clock



or 8:00

$\frac{1}{2}$ past 8



or 8:30

1. Write these times in **digital** form.

(a) 9 o'clock

:

(b) 11 o'clock

:

(c) $\frac{1}{2}$ past 2

:

(d) $\frac{1}{2}$ past 12

:

2. Draw hands to show these times. Write the times in digital form.

(a)



3 o'clock :

(b)



10 o'clock :

(c)



7 o'clock :

(d)



$\frac{1}{2}$ past 4 :

(e)



$\frac{1}{2}$ past 11 :

(f)



$\frac{1}{2}$ past 6 :

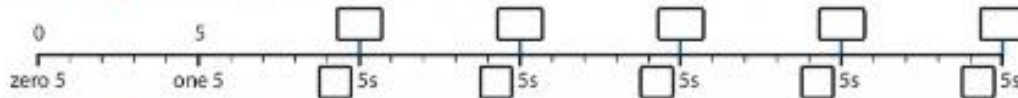


3rd/4th Class

5-minute intervals 1

1. The first half of a football match lasts 35 minutes. The referee did not blow the half-time whistle until 40 minutes had passed. How many minutes extra time did she allow? ___ minutes

2. Count in 5s to 30 on the number line.

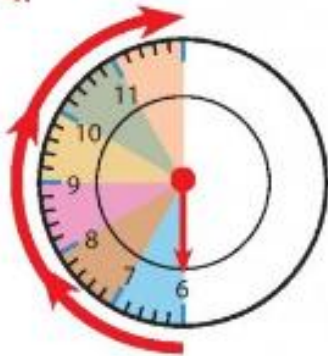


3.



- (a) As the long hand of the clock moves from 12 to 1, it has completed ___ minutes.
- (b) Each time it moves to the next number it completes ___ minutes.
- (c) When the long hand points to: (i) 4, it is ___ past; (ii) 5, it is ___ past; (iii) 6, it is ___ past.
- (d) Count in 5s on the clock face: 5, 10, 15, ___, ___, ___.

4.



- (a) Count backwards in 5s starting at 30.
___, ___, ___, ___, ___, ___, 30
- (b) When the long hand points to 6, it is 30 minutes past one hour or 30 minutes to the next _____.
- (c) When it points to 7, it is ___ minutes to an hour.
- (d) When the long hand points to: (i) 8, it is ___ to; (ii) 9, it is ___ to; (iii) 10, it is ___ to; (iv) 11, it is ___ to; (v) 12, it is the next _____.

5. Write the time shown on each clock face.

(a)



___ past ___

(b)



(c)




___ to ___

(d)













Digital – 5-minute intervals

This clock shows digital time.		$\frac{1}{4}$ past 8	20 past 9	9:20
			$\frac{1}{4}$ to 10	9:45
			25 to 7	6:35
			10 to 9	8:50

1. Write each of these times in (i) analogue form and (ii) digital form.

(a) 	(b) 	(c) 	(d) 
(i) _____ past _____	(i) _____ past _____	(i) _____ past _____	(i) _____ past _____
(ii) <input type="text" value=":"/>	(ii) <input type="text" value=":"/>	(ii) <input type="text" value=":"/>	(ii) <input type="text" value=":"/>

(a) 	(b) 	(c) 	(d) 
(i) _____ to _____	(i) _____ to _____	(i) _____ to _____	(i) _____ to _____
(ii) <input type="text" value=":"/>	(ii) <input type="text" value=":"/>	(ii) <input type="text" value=":"/>	(ii) <input type="text" value=":"/>

3. Complete this table. Give answers in both analogue and digital form.

Time now	10 past 12	20 past 6	25 to 8	5 to 11
Minutes later	15 mins	15 mins	25 mins	40 mins
It will be:	_____ past _____			
It will be: (digital)	<input type="text" value=":"/>	<input type="text" value=":"/>	<input type="text" value=":"/>	<input type="text" value=":"/>

4. Complete this table. Give answers in both analogue and digital form.

Time now	25 to 6	20 past 8	$\frac{1}{4}$ past 4	25 past 9
Minutes later	10 mins	20 mins	20 mins	35 mins
It will be:	_____ to _____			
It will be: (digital)	<input type="text" value=":"/>	<input type="text" value=":"/>	<input type="text" value=":"/>	<input type="text" value=":"/>