

## **2<sup>nd</sup> Class work for week beginning 22<sup>nd</sup> June**

Hello everyone,

I hope you all had a good week last week. This is our last week of school and I have set out the work for this week below, remember just try your best. There are also some fun activities included to celebrate our last week of school. Have a great week and have lots of fun. Enjoy your last week of school and have an amazing summer.

Miss Corrigan

### **Daily work**

- New wave Mental maths Week 37
- Homework copies – Work it out week 22 (please see attached)
- Spellbound – one exercise per day Week 36- General revision week **Upload to Seesaw daily if possible or send completed week**
- Morning work in Copies each day- day 85, 86, 87 and 88 (please see attached)
- Complete reading daily (<https://home.oxfordowl.co.uk/> has many free e books for children divided by age)
- Continue to encourage additional reading
- Children can revise multiplication tables x4, x8 and x12

### **English**

- Comprehension- The Holidays are nearly here. Read through the story with your child and underline and unknown words and go through these. Answer questions 1-5 in homework copy (full answers please). **Upload to Seesaw**
- Complete revision 5 worksheet
- Complete A day away worksheet
- Complete jumbled sentences worksheet
- Complete correct the sentence punctuation
- Writing- poetry. This week the children will be completing work on poetry. We will be focusing on acrostic poems. The children have already complete acrostic poems this year for grandparent's day.
- To revise acrostic poems, go through the PowerPoint entitled 'Ocean Acrostic Poems'
- Ask your child to think about things that they associate or enjoy about summer and record these.
- Complete the summer acrostic poem with your child. (remind your child that they do not have to write the first letter of the sentence again as it is already there)
- My favourite memories from this year worksheet – complete the worksheet about your best memories of this year (they can be memories from your time in school or at home)

- End of year wordsearch – complete the wordsearch

## **Maths**

Matheamgic- in our Mathemaigc books we will continuing revision work and completing the look back sections, these will be revising all of the topics that we have covered so far this year. \*please note that some of these pages will have already been completed in school. If they have completed some of the pages revise the content with them and go through any errors.

Pg- 148,149,150,156,157,158,159,160,161,162

\*Please check through your child's Mathemagic and Figure It Out for any unfinished pages and try to complete as many of these as possible

Maths puzzles – I have included some maths puzzles/ brain teasers for you to try with your child

Maths outdoor trail, I have included an outdoor maths trail. The children can complete all or some of the challenge cards.

## **Gaeilge**

We will be continuing to use the Bua na Cainte programme for our Gaeilge lessons.

- Login to the Bua na Cainte programme
- Select Ócáidí Speisialta
- Select the theme 'An Trá' (The beach)
- Click on Ceacht 1 – click on the speech bubble and listen to the comhrá and disucss\*note if you click on the mouse character in the bottom left of the screen the text for the conversation will appear.
- Click on the musical symbol and go through the song Táimse Féin ag iascaireacht
- Click on the game console and complete Tasc Éisteachta 1:1, 1:2 and cuir ceist
- Click on Ceacht 2, click on the speech bubble and listen to the comhrá and discuss
- Click on games console and complete Tasc Éisteachta 2:1, 2:2, cluiche kim and Cad é?
- Complete Bua na cainte Pg 94 **upload to seesaw**

## **RE**

We will be continuing to use the Grow in Love programme for our Religion lessons. To login please google 'Grow in Love login' and use the following details

Email: [trial@growinlove.ie](mailto:trial@growinlove.ie)

Password: growinlove

- Choose the Second-Class book/P4 (please note that both 1<sup>st</sup> and 2<sup>nd</sup> class are using the 1<sup>st</sup> class programme this year)
- Choose Theme 11 – Seasonal themes
- Choose lesson 5 “inter religious education lesson”
- Click on the poster, discuss this image with your child. Ask your child to describe what they see in each place and if they notice anything familiar
- Click on the story “what is that” read the following story with your child and discuss.

**Let's Look ...**

**STORY**

**What's That?**

Begin by asking the children to name as many objects in the church as they can: the altar, stained glass windows, candles, seats and kneelers, reconciliation room, statues and pictures, etc. Then tell them that a girl called Muireann needed to know all of that information when her friends asked her lots of questions about the church. Remind the children that they met Muireann and her friends, Eli and Salma, last year. See if they can remember anything about them. Then read 'What's That?'

**What's That?**

The priest, answered Muireann. 'He helps us to learn about God.'

'And what's that?' asked Eli, pointing to the crucifix.

'That's a crucifix,' answered Muireann. 'Like that one on the classroom prayer space, except bigger. It reminds us how Jesus died.'

'I like the windows,' said Muireann. 'They're so bright and colourful. They're called ...'

'Stained-glass windows!' Eli interrupted. 'We have those at the synagogue where my family goes to pray!'

'And we have them at the mosque where my family goes to pray!' said Salma.

'Cool!' replied Muireann. 'I'd love to see the synagogue and the mosque. Would you bring me?'

'Of course!' said Eli and Salma together. 'Great!' said Muireann. 'Maybe I'll ask Dad to bring us all to both of them on Monday. We've no school that day.'

'But right now,' said Gran. 'We have to get going. Those birds won't feed themselves!'

That evening, Muireann asked her Dad if he would bring the three friends to the synagogue and then to the mosque. Dad said he had never been to either himself, so he would be happy to. Muireann couldn't wait to tell her friends in school the next day.

• Muireann goes to the church to pray because she is a Christian. She is a follower of Jesus. Salma is a Muslim. Eli is a Jew. Does anyone know people who are Muslim or Jewish? Does anyone in this class go to a different place to pray, other than the church, mosque or synagogue?

**What's That?**

After school one day, Muireann's gran brought Muireann and her friends Eli and Salma to the lake to feed the birds. On the way, Eli asked Muireann a question. 'Do you go to that building to pray to God?' he said, pointing at the church.

'Yes,' answered Muireann. 'She had forgotten that her friends Eli and Salma didn't go to church. They went somewhere else to pray to God, though she didn't know where exactly.'

'Can we look inside?' asked Salma, looking up at Gran. 'Of course!' answered Gran. So in they all went. Gran and Muireann blessed themselves with holy water and, once they were inside the main door, they genuflected.

**What's that?**

Salma asked, pointing to the altar. 'That's the altar,' said Muireann. 'The priest stands behind it and reads from the prayer book.'

'The who?' asked Eli.

Having read the story, check for understanding using questions such as, 'Where did Salma and Eli go to pray?' Then dig deeper using these or similar questions:

- Eli and Salma didn't know who the priest was. What is the name of the priest(s) in this parish? Do you know any other priests? What do they do?

Click into the story “a visit to the Mosque” and read the following story with your child and discuss

**Let's Learn ...**

**STORY**

**'A Visit to the Mosque'**

Begin by recalling the names of the places where Muireann, Salma and Eli each went to pray. Then remind the children that Muireann's dad said he would bring the children to visit the mosque and the synagogue on Monday. Then read 'A Visit to the Mosque'.

**'A Visit to the Mosque'**

Muireann, Eli and Salma got into the backseat of Dad's car and buckled their seatbelts.

'Ok,' said Dad. 'Off we go!'

In no time at all, they arrived outside the building that Salma recognised as the mosque that she and her family went to. 'Yes, that's it!' said Salma, excitedly.

The three friends got out of the car and walked towards the main door. 'It's very quiet today,' said Salma. 'On Fridays, when I come here with my family, it's packed with people.'

'Do you go to the mosque on Fridays?' asked Dad. 'We go to Mass on Sundays, don't we, Muireann?'

'Yes,' said Muireann, looking up at the stained glass window above the door.

Inside the building Muireann noticed a few things that were different from her church. The first thing was that there were several pairs of shoes placed by the door.

'Why are they there?' asked Eli.

'We take off our shoes when we come to the mosque,' answered Salma. The three friends see the place where she and her family went to pray to God.

Outside the door, as they were putting their shoes back on, Muireann and Eli told Salma how much they liked the mosque.

'I like that you take off your shoes,' said Eli. 'The carpet is so nice!'

'And I like those big pillars,' said Muireann.

Salma was delighted that her friends got to see the place where she and her family went to pray to God.

**TEACHER NOTE:** Muslims take off their shoes in the mosque to protect the holy place from any impurities. Ritual washing before prayer is also expected by many Muslims.

Having read the story, check for understanding using questions such as, 'On what day do Salma and her family go to the mosque?' Then dig deeper using these or similar questions:

- Why do you think people take off their shoes?
- Where? Why did you do it?
- What is the name of the holy book of the Muslims? What holy book do the followers of Jesus read?
- Would you like to visit a mosque? Why or why not?

- Watch the video Our Mosque with your child and discuss
- Click into the story “A visit to the Synagogue” read the following story with your child and discuss

**Our Mosque**

Show the children the video clip of the mosque in Clonskeagh, Dublin.

**VIDEO**

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**STORY**

**'A Visit to the Synagogue'**

Recall the name of the place where Salma and her family go to pray, and identify the key features of the mosque, as described in the story. Then ask the children where the three friends are going to visit next, and the name of the building they will see.

**'A Visit to the Synagogue'**

It didn't take long for Dad to get to the synagogue. 'Thanks Mr Moran!' said Eli, as he got out of the car. 'Here we are, Muireann and Salma. This is my synagogue.'

'Cool! Do you go on Fridays too?' asked Muireann.

'Sometimes,' answered Eli. 'We either go on Friday night or on Saturday.'

On the way inside, the girls noticed the stained-glass window. 'It's beautiful!' Salma said.

Once inside, the girls looked all around the synagogue. 'You have seats just like we do!' said Muireann.

'Yes,' answered Eli.

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'I usually sit here with my Dad. My Mum sits over there with my Granny.'

'Eli,' said Salma, 'What's this?' She was pointing to a big press at the front of the synagogue.

'That's the Aron Kodesh,' said Eli.

It's where we keep our holiest books. We listen to stories from them when we come here.'

'What else do you do when you come here?' asked Muireann.

'We say prayers,' replied Eli. 'Just like you do.'

'Teach us one!' said Muireann.

'Yeah!' said Salma. 'Teach us a prayer.'

Eli smiled. 'It'll do better than that!' he said.

'I'll teach you a song.'

And this is the song he taught them (Track 23, p. 317):

Barukh ata adonai eloheinu,  
Eloheinu Adonai,  
Barukh ata adonai eloheinu,  
Eloheinu Adonai.

If someone asked you to teach them a prayer that you say at Mass, or a song that you sing, which prayer would you teach them? Why would you choose that one?

Does God hear Eli and Salma's prayers, as well as Muireann's? What does that tell us about God?

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Having read the story, check for understanding using questions such as, 'What day do Eli and his family go to the synagogue?' Then dig deeper using these or similar questions:

- Why do Eli, Salma and Muireann each go to a special place to pray to God? Can they pray to God anywhere? What's different about going to the church, the mosque or the synagogue? Is there a mosque or synagogue near our school?

**VIDEO**

Go through Pg 62 and 63 in Grow in Love

## SESE

In the lead up the summer and children spending more time outside we will be focusing on water safety this week. We will be using the PAWS (Primary Aquatic Water Safety) programme.

Click on this link <http://paws.edco.ie/first-and-second-classes/>

Click on show lesson book. Read this book with your child and discuss the story and the water safety rules.

Click on the link <http://paws.edco.ie/first-and-second-classes/> and complete the 7 interactive activities

1)What's the word



2) Say it right

3) Yes or no

4) Click the correct picture

5) Does this float

6) Is it safe

7) Finish the word

Experiment - this week we will be making straw rockets

You will need:

- Straw
- Paper
- Tape

Method

- Cut a small strip of paper, fold in half and seal the top and long side opposite the fold with tape.
- This should fit loosely over the top of your straw.
- Place it over the straw and blow, it should shoot into the air!
- Now draw and cut out a rocket
- Decorate it however you want
- Attach it to the paper tube and launch your rocket



## Art

This week we will be making a rocking paper plate boat

What you will need

- one paper plate

- paper for the sail (you may want to draw a triangle for the children ahead of time)
- crafting sticks (you can use coffee stirrers or wooden skewers with the sharp bits cut off)
- colouring pens
- scissors
- tape

## Method

- Fold your paper plates in half and decorate.. if the children wish, the “rim” of the paper plate can be the “sea” and the centre of the plate can be the “boat”
- Cut out your triangular Yacht Sail and again decorate – use pens, paint, tape and hole punches!!!! As much or as little as you like.
- Now tape your yacht craft sail to the wooden sticks... you may want to use two – one down the centre of the sail and another along the bottom of the sail to give it a little structure
- Next, you can either tape the “stem” of the sail to the back of your boat.. or you can make a small hole in the paper plate crease, feed the stick through and tape it to the inside of your board.





# MONDAY – WEEK 22

- T** 1.  $2 + 8 =$
- A** 2.  $10 + 2 =$
- B** 3.  $5 - 2 =$
- L** 4.  $3 + 2 =$
- E** 5.  $2 - 2 =$
- S**

6.  $48 =$   tens and  units

7.  $\frac{1}{2}$  of 12 is 6. What is  $\frac{1}{4}$  of 12?



8. What time is it? It is .

9.  $\frac{1}{4}$  m =  cm

10. The width of my finger  hand  is used to measure 1 cm.

Work it out

11. Write €1.62 in cent.  c

12. Pauline spent  $\frac{1}{2}$  her money on a pencil. How much did the pencil cost if she had €1.20?  c

13. Ring the shape with two lines of symmetry.

14. I am a 3D shape with 3 faces. I am a .

15. True or false: An aeroplane is symmetrical.



Score

15

# TABLES TUESDAY – WEEK 22

1.  $3 - 2 =$
2.  $5 + 2 =$
3.  $8 - 2 =$
4.  $6 - 2 =$
5.  $2 + 7 =$
6.  $1 + 2 =$
7.  $9 - 2 =$
8.  $7 - 2 =$
9.  $2 + 2 =$
10.  $2 + 6 =$
11.  $10 - 2 =$



Score

20

# WEDNESDAY – WEEK 22

- T** 1.  $2 + 5 =$
- A** 2.  $9 + 2 =$
- B** 3.  $4 - 2 =$
- L** 4.  $8 + 2 =$
- E** 5.  $10 - 2 =$
- S**

6. Write the number before 180.

7. How many  $\frac{1}{2}$  kg bags of sugar are needed to balance 3 kg?

8.  $(12 + 4) + 5 =$

9. Estimate how many centimetres long your pencil is using the width of your finger.  cm

Work it out

10. 03:30 is  past 3.

11. Half of €1 is  c.

12. How many  $\frac{1}{4}$  litre cartons of cream are needed to make a cake that needs 1 litre of cream?

13. The 12th month of the year is .

14.  $(70 - 20) + 10 =$

15. A can of beans is in the shape of a .



Score

15

# THURSDAY – WEEK 22

- T** 1.  $2 + 4 =$
- A** 2.  $12 - 2 =$
- B** 3.  $2 + 6 =$
- L** 4.  $2 + 1 =$
- E** 5.  $8 + 2 =$
- S**

6. Emma had 12c. She gave  $\frac{1}{2}$  to Rayhan. How much did she give him?  c

7.  $12 + 8 = 6 +$

8. How many wheels are there on 5 cars?

9. €2 – 50c = €

10. There are  c in €1.

11. Name a shape that has two lines of symmetry.

12. How many months are there in two years?

13. Ring the heaviest.  $\frac{1}{2}$  kg 1 kg  $\frac{1}{4}$  kg



14. How many faces?

15.  $\frac{1}{2}$  litre =  millilitres



Score

15



## DAY 85

1. Write double letters to spell the word.

The car stopped in the ml le of the road.

2. Write the correct word in the shape.

kind sang coat


3. Add **ew** and sound out each word.

n  s gr

4. Number in alphabetical order.

sand   beach   waves

5. Circle the word you can add to **out**.

in side around

6. Which word means **it is**?

its it's

7. Write . or ? in the box.

The school bus is late

8. Change the verb **sleep** so it makes sense in this sentence.

A baby   in a cot.

9. Use the joining word **or** or **but**.

I don't like spiders   snakes.

10. Which word is the joining word?

He made his bed and he tidied his room.

MY SCORE

## DAY 86

1. Write double letters to spell the word.

I can hear the ke le boiling.

2. Correct the spelling mistake.

We will visit Uncle David on Sunday.

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3. Add **ew** and sound out each word.

thr   j   els

4. Write the words in alphabetical order.

water milk juice

--	--	--	--	--

5. Which word can you add to **some**?

there come times

6. Write **it's** or **its**.

Mum said   time for tea.

7. Write . or ? in the box.

What's the time please

8. Change the verb **camp** so it makes sense in this sentence.

Last weekend, we   in a tent near the river.

9. Use the joining word **or** or **but**.

She tried the soup   it was too salty.

10. Which word is the joining word?

I like that pillow because it is soft.

MY SCORE

## DAY 87

1. Write the missing letters. **le** or **el**

A cam   has one or two humps on its back.

2. Correct the spelling mistake.

We walk parst the park every day.

--	--	--	--	--

3. Add **ew** and sound out each word.

cr   sf

4. Write the words in alphabetical order.

lamb cub puppy

--	--	--	--	--

5. Circle the word you can add to **sun**.

hot shine cloud

6. Write **it's** or **its**.

The dog buried   bone.

7. Write . or ? in the box.

How do you know that

8. Change the verb **brush** so it makes sense in this sentence.

She   her hair until it shone.

9. Write **If** or **Because**.

we do good work, our teacher might give out stickers.

10. Circle the joining word.

It was my party so I cut the cake.

MY SCORE

## DAY 88

1. Circle the correctly spelt word.

many meny many

2. Write the jumbled word correctly.

Suddenly, it gnbae to rain.

--	--	--	--	--

3. Add **ew** and sound out each word.

scr   dr

4. Number in alphabetical order.

foot   toe   hand

5. Which word can you put before **one**?

every boy six

6. Write **it's** or **its**.

The cat licked   paws.

7. Write . or ? in the box.

Could I use your ball

8. Change the verb **jump** so it makes sense in this sentence.

Jack is   on the trampoline.

9. Use the joining word **if** or **because**.

Clare got into trouble   she was talking.

10. Circle the joining word.

We get a lift to school when it is raining.

MY SCORE