

6th Class: Week beginning Tuesday, 5th May 2020

Good morning everyone. I hope you are all keeping well and that you had a good weekend and enjoyed some of the lovely weather.

Thank you all for participating in the History Test Quiz on Friday –you got some great scores and it is clear that you have been busy learning. Thank you too for all your posts on Seesaw. It is great to be able to see your work. I am very impressed at how quickly you have all engaged with Seesaw and got to grips with recording videos and audio to include in your posts. I am glad to see too that you are remembering to present your written work carefully and neatly and numbering all your exercises and writing the page number and book title. This is really important and it is of great help to me when I go to correct your work.

Keep trying your best. Stay positive and stay safe and as always please don't hesitate to contact me via SEESAW or email me rossespointns.ias@eircom.net if you need any help. I look forward to hearing from you.

Ms. Gill.

English:

Reading: Library book or book of own choice. Reading from *The Primary Planet**, Extract from Lemony Snicket's "The bad beginning" (Comprehension sheet) Geog. Text.

*The May edition of *The Primary Planet* is now available on www.newsmagmedia.ie

Spellings – As we have come to the end of the spelling lists in *Spellbound*, I am going to assign you a list of spellings to learn this week. These are frequently misspelled or tricky words for you to learn/revise.

| Tues. | Wed. | Thurs. |
|-----------|-----------------------|---------------------------------|
| applause | argue | chorus |
| apology | argument (drop the e) | character |
| apologise | arguing (drop the e) | listener (remember the t) |
| interfere | assistance = help | fasten remember the t) |
| interrupt | astronaut | politics |
| disrupt | attach | politician |
| external | attire (clothing) | possession (2 sets of double s) |

Learn 1 block of spellings each day Tuesday –Thursday.

Spellbound exercises: Remember to write full exercise.

Tuesday: Week 32 Exercise 1 Pg. 66 *Spellbound*

Wednesday: Exercise 2 Pg. 66

Thursday: Exercise 3 P. 67 *Spellbound*

Friday: Exercise 3 P. 67 *Spellbound*

Just Grammar 5:

Tuesday:

Antonym= a word opposite in meaning to the given word.

Exercise D & E P.45

Wednesday: The Apostrophe to show ownership

An apostrophe is used to show possession – when something belongs to someone or something

There are three main categories for when we use apostrophes

1. If the owner is singular (one thing) we add ' s e.g. The boy's football.
The lady's car.
The dog's lead.

2. We know that to make most nouns plural we add s but when we want **to show that something belongs to more than one and the word ends with an s – we just put an apostrophe on its own after the s** e.g. if we are talking about the coats belonging to a group of girls - the girls' coats (apostrophe comes after the s)
The boys' football boots this means the football boots belonging to all the boys.
3. Last week we learned about some irregular plurals where the word changes completely in the plural form e.g. child – children, goose- geese
With irregular plurals we add ' s to the end of the word. (Just like category 1)
e.g. The children's books

P. 46 Exercise A and B

Thursday: Ex. A. P. 47 Proof read the first two paragraph of Exercise A and make corrections (as far as themselves)

Friday: Finish proof reading Exercise A P.47 and complete Ex. B. P. 47).

Optional extras: See activities for this week based on The Primary Planet on Assignments page
Complete our daily quiz on www.rossespointns.com

Gaeilge:

Thíos ag an Abhainn (Down at the river) lth 112

Foclóir/ Vocabulary

FOGHLAIM NA FRÁSAÍ AGUS NA LITRIÚ A LEANAS / LEARN THE FOLLOWING PHRASES & LEARN the SPELLNGS MARKED WITH AN ASTERIX *

*Dhúisigh – woke up

*Go moch ar maidin- early in the morning

*Éirigí - get up (when you are speaking to more than one person) (If you are telling one person to “get up” you say “Éirí”)

* Déan deifir – hurry up*

*an tslat iascaigh - the fishing rod/pole

*sa chiseán – in the basket

*lán go barr- full to the brim

Tá said imithe *ar deireadh thiar thall.... Siocháin – they are gone at last/eventually..... Peace.

Ar aghaidh leo nós na gaoithe- off they went as fast as the wind.

Ar an *droichead – on the bridge (the word Droichead features in place names in Irish; Droichead Nua = Newbridge, Co. Kildare, Droichead Átha = Drogheda, Co. Louth)

*Ó charraig go carraig - from rock to rock (Note: séimhiú **h** in word after ó – remember at Halloween ,we learned ó theach go teach- from house to house)

Sna trithí gáire- in stitches laughing

Go bhfóire Dia orainn –God help us.

*Stop den ghearán – stop complaining/giving out

Cad atá chomh greannmhar? -What is so funny?

luigh sé siar ar an gcarraig – he lay back on the rock

*Seo an saol!- this is the life!

Léitheoireacht/ Reading : lth 112/113 (Bí ag léamh gach lá/ Read over every day) Last week's reading via Seesaw was a very useful exercise so please pick 1 paragraph again this week from the story and read it aloud, practise reading it a few times and then using SEESAW video yourself reading it. Remember to use vocal and facial expression and pay attention to pronunciation. A link with instructions on using SEESAW is at the end of this document.

Dé Máirt/Tues. -Freagair **A 1-8 lth 114** Seo Leat.

Dé Céadaoin/Wed **B 1-5** (Bosca buí/yellow box) & C lth 114

Déardaoin/Thurs. : Lth 114 **D (1-5) (1-2)** agus **E** tarraing ciséan lán go béal le rudaí deasa le nithe agus cuir lipéad nó scríobh liosta de na rudaí sa chiseán – draw a picnic basket full of nice things to eat and label the foods in the basket or write a list underneath of everything that is in the basket.

Dé hAoine/Friday : **E lth 110** (note page number)

These are regular one syllable verbs in the Aimsir Fháistineach (future tense). Remember we call them **regular** verbs because the **root of the verb stays the same in the different tenses** unlike the **Briathra neamhrialta (irregular verbs)**.

The ending of one syllable regular verbs in the future tense is always – **faidh** or **fidh**.

Can you recall how we know which ending each verb gets:

-Remember caol le caol (slender with slender -if the last vowel in the root of the verb is e or i - the slender vowel sounds [skinny minnies!]) we add +fidh

mar shampla – Caill – (to lose) Future tense: Caill + fidh = caillfidh (will lose)

-Remember leathan le leathan (wide with wide if the last vowel in the root of the verb is a, o, or u - the wide vowel sounds [chubby checkers]) we add +faidh

mar shampla – lean – (to follow) Future tense: lean +faidh = leanfaidh (will follow)

E: lth 110 Freagair na ceisteanna.

Maths:

Mental Maths: As this is a short week please do two problems each day Tuesday- Friday. Complete the short mental maths problems as follows:

| | |
|---------|--|
| Tuesday | All Monday column and qs. 1-10 Tuesday |
| Wed. | Qs 11-20 Tuesday and all Wed. column |
| Thurs. | All Thursday column |
| Friday. | Complete Friday review. |

(You can view the Mental Maths sheet by clicking on the link in the box on the Assignments page)

Topic: Area

This week we are studying the topic of Area.

You can put these notes in your hard back maths copy for future reference.

What is area? Area is the size of a surface, the space taken up it inside its boundaries. A good way to think of area is to imagine how much paint it would take to cover the shape.

e.g.

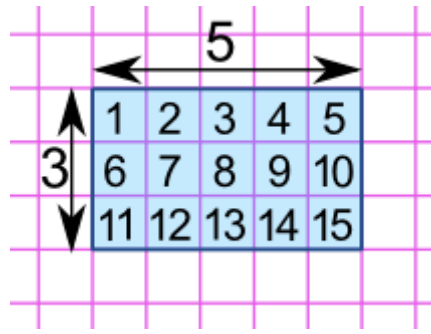


The area of this rectangle is the part that is coloured **orange**.

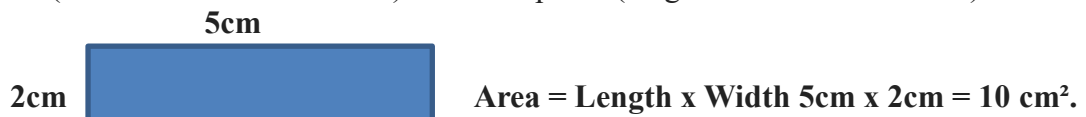
We call **the distance around the edge – the perimeter**

Ways of calculating area:

1. We can calculate area by counting how many square centimetres cover a shape –this can be written as centimetres square =cm².



2. Another way of calculating the area of a rectangle is to multiply the length of the shape by the width (also known as the breadth) of the shape. (diagram below not to scale)



AREA IS ALWAYS MEASURED IN cm² (centimetres squared) or m² (metres squared)

To find the area of a square we also use the formula **length by width** (but because a square has 4 sides of equal length- the length and width will be the same.)

Perimeter is the distance around the edge of a shape. If you were erecting a fence around your garden you would need to calculate the perimeter of the garden.

To find the perimeter of a rectangle: you can (a) add up the lengths of all 4 sides or (b) add the length and the width and multiply by two because opposite sides of a rectangle are equal in measure.

To find the perimeter of a square: you can (a) add up the lengths of all 4 side or (b) multiply the length of one side by four because all four sides are equal in measure.

Tuesday: T.B. Pg 105 Q 1,2 and 3.

Wednesday T.B. page 105 Q 4 and 5 and page 106 Q 1 and 2 (draw diagrams in your maths copy using each square as 1 cm²)

Thursday: T.B. page 105 Qs 3 - these are compound shapes – we have done similar questions in our mental Maths- remember split the shapes into sections and find the area of each section.

A compound shape is a shape that is made up from other simple shapes. In the example overleaf we will be working out the area of a L shape (made up from 2 rectangles). To find the area of a compound shape, follow these simple steps:

Step 1: Work out the missing lengths around the edge of the compound shape.

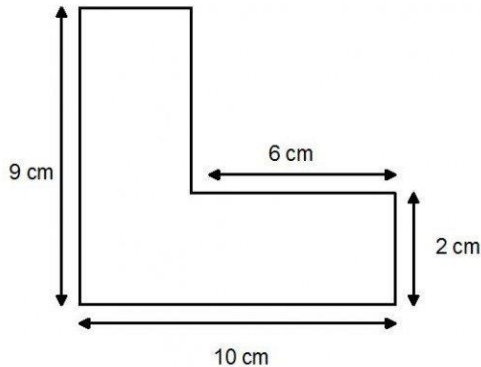
Step 2: Divide your L shape into two rectangles. This can be done in 2 different ways (both methods will give the same answer).

Step 3: Work out the area of each rectangle. Do this by multiplying the length of the rectangle by the width of the rectangle.

Step 4: Add the areas of the rectangles together to give the total area of the L shape.

Example 1

Find the area of this compound shape (L shape).



Step 1

Work out the missing lengths around the edge of the compound shape.

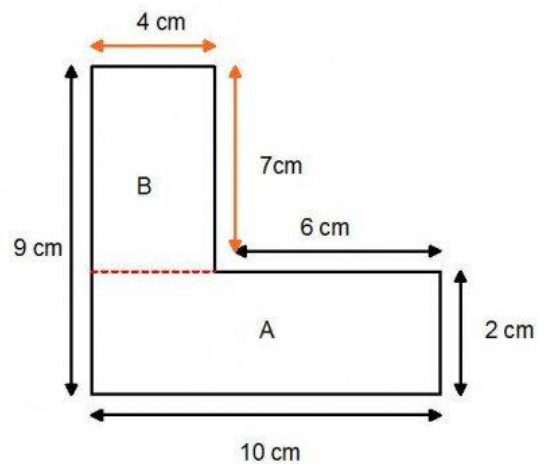
$$10 - 6 = 4 \text{ cm}$$

$$9 - 2 = 7 \text{ cm}$$

Step 2

Divide your L shape into two rectangles.

In this case I have put the line horizontal.



Step 3

Now you need to find the area of the 2 rectangles:

The area of rectangle A is $10 \times 2 = 20 \text{ cm}^2$

The area of rectangle B is $4 \times 7 = 28 \text{ cm}^2$

Make sure you select the correct length and width for each rectangle.

Step 4

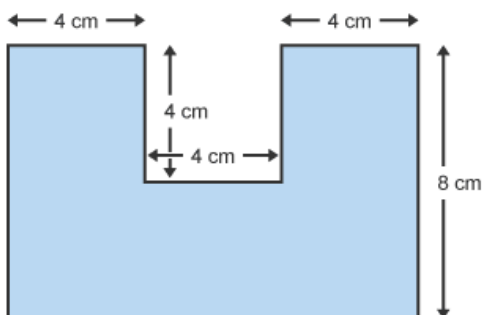
All you need to do now is to add up the 2 answers from step 3.

$$20 + 28 = 48 \text{ cm}^2.$$

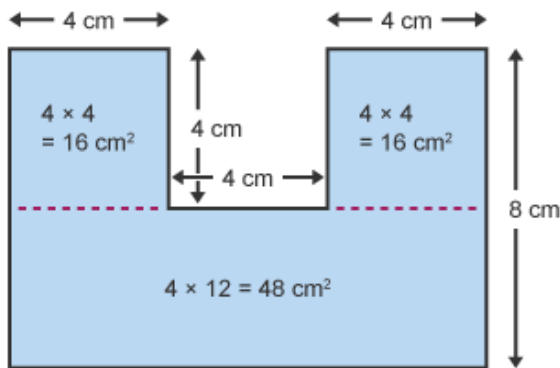
So the total area of the compound shape is 48 cm^2 .

Example 2

Here is another type of compound shape and this can be worked out in two different ways but you should get the same answer whichever method you choose to use.



Method 1: Divide the shape into squares and rectangles, find their individual areas and then add them together.



The length of the larger rectangle is $4 + 4 + 4 = 12 \text{ cm}$

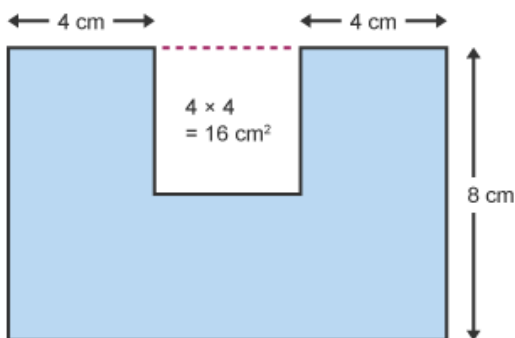
$$\text{Area} = 16 + 16 + 48 = 80 \text{ cm}^2$$

Method 2

Imagine the shape as a large rectangle with a section cut out.

The length of the outer rectangle is $4 + 4 + 4 = 12 \text{ cm}$ The width of the outer rectangle is **8cm**

Find the area of the large rectangle (12×8) and then subtract the part that has been cut out (4×4)



$$\text{Area} = (12 \times 8) - (4 \times 4) = 96 - 16 = 80 \text{ cm}^2$$

Friday: Question 5 Page 106 T.B. and Q 4 (a, b and c) Page 43 Shadow Book. It is important to draw out the shapes so that you

This week I have added in a Science activity in place of History.

Geography: Longitude and latitude:

There will be a test on rivers on Monday 11th May so make sure you revise what we learned last week about the reasons why rivers are important, the names of different parts of the river and facts about the key world rivers we learned about.

6th Class you should see a big link between this week's Geography and your Maths last week on the topic of calculating time between Time Zones.

Longitude and latitude:

Background information.

We generally describe the Earth as a sphere, in fact it is not a sphere as it is flattened at the top (where the North Pole is located) and at the south (where the South Pole is located).

We use a location system called lines of latitude and lines of longitude to describe the location of places on Earth. This system was first invented by the ancient Greeks.

Lines of latitude run width ways across the globe like a belt. Think **Latitude**: a is latitude a for **across**
Lines of longitude run up/down Think of **longitude** long lines up and down.

Not all lines of latitude are the same length. The longest line of latitude is 0° It is more commonly known as The Equator which runs right around the middle of the Earth at its widest point. The Equator divides the Earth in to two hemispheres- the NORTHERN hemisphere and the SOUTHERN hemisphere. Which hemisphere is Ireland in? Lines of latitude never meet or cross one another. Other famous lines of latitude are 23½° North – Tropic of Cancer
23½° South – Tropic of Capricorn

Lines of longitude run from North to South they are also called **meridians**. **Lines of longitude or meridians meet at the North and South Poles.**

The most famous line of longitude is 0° longitude or The Prime Meridian. This line of longitude passes through Greenwich in London and the time zone at this place is known as Greenwich Mean Time. Every other place in the world bases its time on distance from Greenwich Mean Time
Ireland also shares this time zone so our time is GMT. There are lines of longitude 180° East and 180° West of Greenwich. **180° LONGITUDE** is known as **The International Date Line**. Every 15° we move EAST of Greenwich we add 1 hour to GREENWICH Mean Time (GMT) Every 15° we move WEST of Greenwich we subtract 1 hour from GREENWICH Mean Time (GMT)

Read pages: 20-24 Geog. Quest 6

Activities: You will need your atlas for some activities. If you do not have an atlas book at home you can find maps with longitude and latitude on www.worldatlas.com. You need to scroll down the page past the articles to the black banner and you will see different areas of the world. Click on a region to make the map bigger.

Activity A P. 21, Activity B P. 22, Activity C and D P. 23 and Activity E p. 24

Religion:

Grow in Love 6 pgs 86-89 Theme 8 Eucharist Lesson 2 At Mass we remember Jesus' sacrifice

Tues. Read the key word box and learn meaning of the key word: Sacrifice

Read P. 86 A Christian hero: St Maximilian Kolbe – write your response to this story in your Religion copy. Why do you think Maximilian chose to take the place of the other man, why do you think he was not afraid to die- would you consider Maximilian a hero?

Wed. Read P. 87/88. We remember Jesus sacrifice at Mass See on-line activity below

Complete the on-line exercises:

type **app.growinlove.ie** into the URL bar of your device

Click on the orange login button in the top right hand corner of your screen.

Enter the following login details: in the **Your email** box type: trial@growinlove.ie

in the **Your password** box type : growinlove

Click on your book **Grow in Love 6**

On the next screen click on Theme 8 The Eucharist then click on **Lesson 2 At Mass we remember Jesus' sacrifice** You can access all the activities but I would like you to pay attention to the following:

Look at the interactive activity Titles for Jesus and the Mass. Write these into your copy and illustrate. On

Wed. put Titles for Jesus on one page and on -Titles for the Mass on another page. If you can think of any other names for Jesus fill them in e.g. The Good Shepherd

Thursday Listen to the song “More than Just” and look at the second interactive activity: Remembering Jesus' sacrifice at Mass.

Put the heading “Remembering Jesus' sacrifice at Mass” on your copy page. Underneath draw the object that was marked with a star in the Power Point and write the explanation of how it reminds us of Jesus sacrifice

Friday: read poem “At mass we remember” P. 89 and if you would like to take some time for a little relaxation/meditation you can play the video of Reflective music, close your eyes and concentrate on taking nice, even breaths. You can share this activity with other members of your family

P.E. Remember: do some type of physical exercise each day. Take a break during your school work and get in some physical exercise preferably outside.

I heard there was some great skipping last week

I included the bell jump for you to try last week. This week I'm adding **the skier and the jump cross**. I've added diagrams to help you.

Skipping is a really good cardio-vascular exercise which means it is very good for your heart and overall fitness. Boxers incorporate skipping into their fitness routine because it is such a good cardio workout. Bí ag scipeáil agus bainigí taitneamh as!

For good skipping technique remember to:

Hold handles with a firm grip (not too tight), keep your elbows close to your side.

Make small circles with wrists while turning the rope

Keep your torso relaxed, head erect and look straight ahead to keep balance

Jump only high enough to clear the rope,

During jumping, the rope should touch the surface lightly.

Bell

- Jump forward and back with feet together, as though over a line.

Challenges

- How many can you do in a row without error?
- Can you do it backwards?
- Can you combine skills with no more than 1 jump between each skill?

STANDARDS ADDRESSED:

SPARK
MS SKILL CARD



JUMP ROPE INDIVIDUAL TRICKS

Skier

- Jump side-to-side with feet together, as though skiing.

Challenges

- How many can you do before the signal?
- Can you do it with a single bounce?
- Can you do it with your eyes closed?

STANDARDS ADDRESSED:

SPARK
MS SKILL CARD



JUMP ROPE INDIVIDUAL TRICKS

SKILL

INSTRUCTIONS

TIPS

CUES

1. Jump Cross



- ✓ Perform a 2 foot basic jump
- ✓ Jump to cross legs, left over right
- ✓ 2 foot basic jump
- ✓ Jump to cross legs, right over left

- Turn rope forward
- Alternate leg in front on each cross

JUMP
CROSS
JUMP

Science: Investigating that gravity is a force

To investigate that gravity is a force, you can make a very simple “helicopter”- the materials you will need are :

Paper (you can try different thicknesses of paper or cardboard to make your helicopter),

Ruler,

Paper Clips,

Scissors

Template (on Page 3 of the file at the link below – you will only need to print page 3, you can read the other pages from your screen)

https://www.sfi.ie/site-files/primary-science/media/pdfs/col/paper_helicopters.pdf

You can send a picture in Seesaw of your finished “helicopter”

ART: “April showers bring forth May flowers” – we didn’t get to many showers this April but with the warmer weather many flowers are beginning to bloom. I would like you to create your own flowers – it can be a painting or drawing or a construction of a flower or you could make a collage from scrap material – papers, newsprint, magazine pictures. Use bright, bold colours. [You can take pictures of your Art work and upload them to SEESAW.](#)



I came across an Art competition over the weekend- the closing date is **this Friday, 8th May**. There are many wonderful artists in 5th and 6th Class and it might be something you would be interested in. A signed parental consent must accompany the entry. This week’s theme is **My Favourite Place**. Further information and entry form can be found here:

<https://www.toyota.ie/world-of-toyota/Build-a-Better-World-Art-Competition.json>

SEESAW: To upload to Seesaw:

You can visit: <https://web.seesaw.me/get-students-started> and scroll down the page to see different videos on using SEESAW and to learn about how to use the different learning tools on the device you have at home. There are instructional videos on:

- taking a photo,
- taking a photo and adding voice
- making a video
- making a drawing
- writing a note
- uploading and linking (3rd Class + Only)

I look forward to seeing your work on SEESAW.

