

6th Class: Week beginning Monday, 11th May 2020

Good morning everyone. I hope you are all keeping well and that you had an enjoyable weekend.

As mentioned on last week's assignment sheet today (Mon. 11th May) there will be a Geography Quiz Test. It will follow the same format as the History Test Quiz. I will post the login details and all the information in a Class notice on Seesaw – so you will need to read that before you begin.

The work I have seen so far on Seesaw is very good. It is great to see your written work and samples of Science, P.E. and Art. Keep trying to do your best. I know you are missing your friends and school life but if we follow all the correct procedures now, it is hoped that we will get rid of the virus much faster and different activities will be able to start again.

Ms. Gill

English:

Reading: Library book or book of own choice. Reading from "The Primary Planet*",
Read Geography Text book and explanation of The Seasons in these notes. History Text.
"Accident Black Spot (Comprehension sheet).

*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.

Mon.	Tues.	Wed.	Thurs.
attach	chose	ordinary	organise
circumference	choose	temporary	organisation
circular	examination	February	original
circuit	experiment	necessary	originally
citizen	exercise	opposition	Equator
civilisation	explanation	application	option
chocolate	expression	persuade	equipment

Learn 1 block of spellings each day Monday –Thursday.

Spellbound exercises: Remember to write full exercise.

Monday: Week 34: Exercise 1 P. 70

Tuesday: Exercise 2 P.70

Wednesday: Exercise 4 P.71 Spellbound

Just Grammar 6:

Monday: Page 51

This week we are looking at identifying the subject and the object in a sentence.

To revise: Every sentence has a verb or an action word.

The subject of the sentence performs the action -this is called (active voice).

An easy way to identify the subject of a sentence is to put who or what before the verb e.g.

The referee awarded a penalty.

Ask yourself – what is the verb in this sentence (the action word)? - awarded

Then ask yourself: Who or what awarded? In this case it is **who awarded the penalty? The referee.**
Therefore the **subject** of the sentence is **referee and this is active voice (the referee was doing the action)**

In the **passive voice** the action is done to the subject.

e.g. The masterpiece was painted by the artist.
The penalty was awarded by the referee.

Monday: Exercise A and B P. 51

Tuesday: Exercise C and D P. 51

Wednesday: Exercise A and B P. 53

Thursday: Exercise C and D P. 53

Comprehension: Accident Black Spot (Ex. A & B) – copy of comprehension on 5th and 6th Class section on Assignments page in school website

Optional extras: See activities for this week based on The Primary Planet on Assignments page

Gaeilge: Taimid críochnaithe na scéalta i Seo Leat – we are finished the stories in Seo Leat so we are going to read some stories from another Irish book. I have put a Gaeilge document on the website and if you click on that it will open the story.

Siúlóid sna Sléibhte: A walk in the mountains

Foclóir/ Vocabulary

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

*Lá brea brothallach – a fine, warm day
*siúlóid – a walk
i gCill Mhamtáin– in Wicklow
seisear ceannaire – six leaders
ar aghaidh leo ag meán lae – off they went at midday
*mála droma – back pack/ rucksack
*ag cur allais- perspiring
* Lean said orthu – they continued
*Barr an tsléibhe – the top (summit) of the mountain
Bhailigh gach éinne bruscar- everyone collected litter
*Bhí an ghrian ag dul faoi – the sun was setting
*ar an mbealach anuas – on the way down
Thosaigh *ceo ag titim- *fog started falling
Bhí sé *i gruachás – he was *in difficulty
*Ag stealladh baistí- pouring rain
*Fliuch go craiceann- soaked to the skin
Las *tintreach an spear- *lightning lit up the sky
Fuair sé *fothain faoi charraig mhór- he took *shelter under a big rock
*Ag crith leis an bhfuacht – shaking with the cold
Beirt cheannaire: two leaders
Bhí sé *slán – he was *safe

Léitheoireacht/ Reading : *Siúlóid sna Sléibhte* (Bí ag léamh gach lá/ Read over every day [pick an extract for 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.](#) Dé

Dé Luain/Monday: B 1-10

Dé Máirt/Tues. -Freagair C 1-6

Dé Céadaoin/Wed: F SEO LEAT lth 116

Déardaoin/Thurs: C SEO LEAT lth 119 (Abairtí meascaithe/ mixed up sentences) Athscríobh gach abairt san ord ceart./rewrite each sentence in the correct order/

Dé hAoine/Friday : **Féach ar na pictiúirí lth 96/97 SEO LEAT agus scríobh deich abairtí. Write 10 sentences about the pictures on P 96/97**

Maths:

Mental Maths: Complete 1 column Monday –Thursday each day and 2 short problems. On Friday complete the Friday review.

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

Topic: Area

We are continuing with the topic of Area.

Please go over your notes from last week on area and perimeter.

AREA IS ALWAYS MEASURED IN cm^2 (centimetres squared) or m^2 (metres squared)

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**

Monday: Draw diagrams in your copy Q 6 Page 141 T.B. – please show all your working out clearly. I have uploaded the notes on calculating the area of compound shapes on the Assignments page and on Seesaw if you are stuck. The key thing to remember is to divide the shape in to smaller rectangles or squares, find the area of each of these smaller shapes and the add them areas together to find the total area.

P. 142 T.B. Q 9 and 11

**Tuesday: Draw diagrams in your copy Q 2 (c) + (d) P.124 T.B.
Q 5 P. 123 T.B.**

Wednesday: Surface Area P. 107 T.B. (Put notes in your hard back copy)

Surface area is the total area of the faces of a 3-d shape. Imagine if you were painting a cube or a cuboid and you wanted to figure out exactly how much paint you would need to cover the six faces then you would be finding the surface area.

In a cube or a cuboid opposite faces are exactly the same. Find something around you that is a cube or cuboid and look at it carefully – the area of the top = the area of the bottom, the area of the right hand side = the area of the left hand side and the area of the front = the area of the back.

There are three key measurements in a cube or cuboid. They have length and width but they also have height.

In a cube all 6 faces are exactly the same so to find the **surface area** all you have to do is find the area of one face (square) by multiplying the length by the width and then multiplying by 6 (because there are six faces) $(L \times W) \times 6$

To find the surface area of a cuboid:

Step 1 Multiply the **length x width** and **double it** (top and bottom of cuboid) so $(L \times W) \times 2$

Step 2 Multiply the **length x height** and **double it** (front and back of cuboid) so $(L \times H) \times 2$

Step 2 Multiply the **width x height** and **double it** (right side and left side of cuboid) so $(L \times H) \times 2$

Step 4: Add all three answers together

IMPORTANT: make sure you label your answers in cm^2 or m^2

Please show all working out.

Wednesday Questions Q 1 and 2 and 3 P. 107 T.B.

Thursday: Qs. 4, 5 P. 107 T.B. + Q 7 P. 44 S.B.

Fri. Qs. 3 (i) and (ii) P. 47 S.B. and Q 3 P. 186 T.B.

Optional: Check out the daily maths activities on <https://www.mathsweek.ie/2019/maths-at-home/>

History:

Plantations and settlements 2 P. 36 - History Quest 6

We have already learned about the Plantation of Laois and Offaly by Queen Mary (1556), which was not a success and the Plantation of Munster by her half-sister Queen Elizabeth I (1586) which was also not a complete success. Now we are coming to the third plantation of Ireland - the most successful – the Plantation of Ulster by Queen Elizabeth I.

After the plantation of Munster Queen Elizabeth I decided to move ahead with her plans to “plant” Ulster. There were powerful Irish chieftains in Ulster, the most powerful were the **two Hughs – Hugh O’Neill of Tyrone and Hugh O’Donnell of Donegal** -he was also known as **Red Hugh** because of his hair colour. The two Hughs came together and hatched a plan to try to prevent Elizabeth from planting Ulster. They decided to seek the help of the King of Spain (a Catholic king who was an enemy of Elizabeth). and they also hired **soldiers from Scotland called gallowglasse** (gallóglaigh in Irish which means foreign soldiers) Today, Óglaigh na hÉireann means The Irish Defence Forces. The two Hughs, their armies and the gallóglaigh fought Elizabeth’s forces for 9 years – in a war known as **The Nine Years War**.

In 1601, the King of Spain agreed to send soldiers to help the Ulster chiefs and ships departed for Ireland. Instead of landing in Ulster they came ashore in Kinsale in Co. Cork (a long way from Ulster). The two Hughs and their troops decided to march south to meet the Spanish soldiers – this turned out to be a very bad move as by the time they met up with the Spanish, the men from Ulster were exhausted and they were very badly defeated by the English troops of Elizabeth I at a famous battle – **the Battle of Kinsale (Christmas**

Eve 1601).

The two Hughs returned to Ulster and tried to fight the English forces for another two years but then they surrendered. They remained in Ireland until 1607 but by then much of their lands had been taken from them and they had lost all their power so they left Ireland with about 100 other Irish chiefs and settled in countries like Spain, Portugal and Italy. This became known as **the Flight of the Earls**. It was a real turning point in Irish history as now there were no Irish leaders in Ulster and it made it easier for English forces to take control.

1603: A new King, James I, succeeded Elizabeth and felt that putting English and Scottish settlers (called undertakers) on lands in Ulster would help him keep control. This was The Plantation of Ulster.

Learn the 4 conditions that the undertakers agreed to fulfil/carry out in return for land in ulster p. 37

Activity A P. 39 and Activity B. P.40

Geography:

Check into Seesaw on Monday, 11th May for log-in details of Geog. Test Quiz on rivers.

The Seasons

We divide up the year into four seasons: spring, summer, autumn, and winter. Each season lasts 3 months with summer being the warmest season, winter being the coldest, and spring and autumn lying in between.

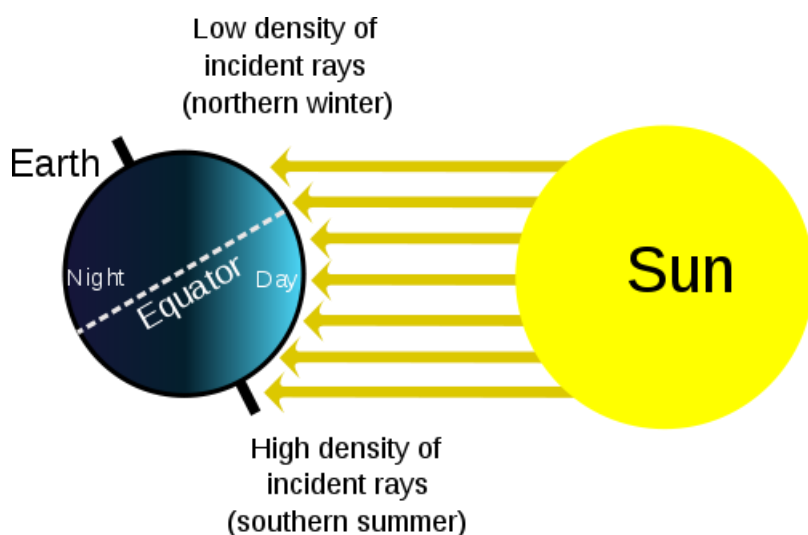
The seasons have a lot of impact on what happens on the earth. In the spring, animals are born and plants come back to life. In summer, we generally have warmer weather and we take trips to the beach. Often crops are harvested at the end of the summer/beginning of autumn. In autumn the leaves change colours and fall off the trees and school starts again. Winter is colder and sometimes it snows in parts of Ireland (because of our location close to the sea we rarely get much snow fall as the coast is warmed by the warm ocean current, the North Atlantic Drift) Some animals, like squirrels, hibernate in the winter while other animals, like birds e.g. swallow, cuckoo migrate to warmer climates.

Why do seasons occur?

Seasons are caused because of the Earth's changing relationship to the Sun. The Earth travels around the Sun, called an orbit, once a year or every 365 days. As the Earth orbits the Sun, the amount of sunlight each location on the planet gets every day, changes slightly. This change causes the seasons.

The Earth is Tilted

Not only does the Earth revolve around the Sun every year, but the Earth rotates on its axis every 24 hours. This is what we call a day. However, the Earth doesn't rotate in a straight up and down manner relative to the Sun. It is slightly tilted. In scientific terms, the Earth is tilted 23.5 degrees.



Why does our tilt matter?

The tilt has two major effects: the angle of the Sun to the earth and length of the days. For half of the year the Earth is tilted such that the North Pole is more pointed towards the Sun. For the other half the South Pole is pointed at the Sun. When the North Pole is angled toward the Sun, the days on the northern part of the planet (north of the equator) get more sunlight or longer days and shorter nights. With longer days the northern hemisphere heats up and gets summer. As the year progresses, the Earth's tilt changes to where the North Pole is pointing away from the Sun producing winter.

For this reason, seasons north of the Equator are the opposite of seasons south of the Equator. When it's winter in Europe and the United States, it will be summer in Brazil and Australia.

We talked about the length of the day changing, but the angle of the Sun changes as well. In summer the sunlight shines more directly on the earth giving more energy to the Earth's surface and heating it up. During the winter the sunlight hits the Earth at an angle. This gives less energy and doesn't heat the Earth as much.

Longest and Shortest Days

In the Northern Hemisphere the longest day is on June 21st while the longest night is on December 21st. It's just the opposite in the Southern Hemisphere where the longest day is December 21st and the longest night is June 21st. There are two days a year where the amount of daylight and night is exactly the same. These are September 22nd and March 21st.

Read pages 34 –38 Geography Quest 6.

Complete Activity A, P. 37, B P. 38 and C. P. 39 geog. Quest 6. In Activity C write out the true sentence in

each case.

Religion:

Grow in Love 6 pgs 90 – 93. Theme 9 Morality Lesson 1 each of us is God's masterpiece.

Mon.. Read the key word box and learn meaning of the key words

Read P. 90 Each of us is precious to God.

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 9: **Morality** then click on **Lesson 1 Each of us is God's masterpiece**
sacrifice You can access all the activities but I would like you to pay attention to the following:

Monday Look at the interactive activity: ***What do these people have in common?***

Answer these questions in your copy: Are any of the people in the slideshow famous?

Do you have to be famous or successful to be precious to God? Why do you think that?

Why do you think God considers every person to be priceless or precious?

Tuesday: In your religion copy write: God delights in me at the top of the page. Then draw the outline of a person. Think about all the things that God loves about you – aspects of your character, physical abilities, artistic abilities, intellectual abilities, musical abilities, the talents, skills you have , your abilities to think of others and assist them. Write the words around the outline of the body on the page and colour.

Wed. look carefully at the diagram on P. 91 Read page 91 – How should we treat one another.

Online activity Look at ***Look and respond.*** Which of these images show how people should treat one another?

Online activity: ***Group Activity: Living up to God's image of me-*** look at the four news headlines – you might recall seeing some of these events reported on news bulletins or in newspapers. Take one of the examples and answer the following questions in your copy:

-what part of the story shows people being precious, priceless and loved? What might the people in the story believe about themselves, about others and about God as a result of the kind act described in the headline?

If I am God's masterpiece, what difference will that make to how I behave?

Thursday Listen to the song "Where your treasure is". Read P. 92 Pope Francis and social media and look at the second interactive activity: let's learn: God's Way and social media: Put the heading "God's way and social media" on your copy page. Underneath draw two columns with the headings "The right thing to do online" and "The wrong thing to do online". Underneath each heading write examples of the right and the wrong thing to do.

Friday: read poem "The Real me" P. 93 and say the prayer in the *Time Together* column. 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.

This week's challenge is to create your own circuit course.

Mark out different "stations" – at each station come up with a physical challenge e.g. you could have to do twenty continuous skips, at the next station you could spin a hula hoop around your waist, then at the next station you could have to do a plank and hold it for a certain length of time, at the next station you could have to strike or throw a ball. If you have a goal or basketball post you could use them as a station and come up with a challenge.



Once you have designed your station and tried them out, you could increase the challenge by introducing a time challenge – see how fast you can complete the circuit. Why not get some of your family involved.

ART: This week in R.E. we learned about how special and unique each one of us is. This week's Art activity is a chance for you to show your uniqueness and how special you are. I want you to do some graffiti art ... not on a wall I hasten to add! on some paper. I want you to write your **name in Graffiti Art style** and fill it and the background with colour. While people may share the same name the way they will produce their graffiti art name will be unique and special. Here are some samples to get you going. I bet your work will be as good if not better! Try to use colour and pattern on the background too. You might like to try doing your Graffiti art using the drawing tool in Seesaw if you wish.



You can take pictures of your Art work and upload them to SEESAW.

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.