

Dear children,

We hope you enjoyed the first week of Phase 1 of trying to getting back to as close to normal as we can get. Perhaps you were lucky enough to meet up with some of your friends or relations. It is really nice to see the people we love and care about again. We still have to remember the Government's advice about hand-washing, coughing and social distancing so that we keep ourselves and those we live with healthy.

Of course, we still have to do our school work if it is possible to do so. We understand that some children will not be able to do their work and that is fine. The work for the week ahead is set out below. We are particularly interested in seeing the work highlighted in green. If an adult could email a clear photo of your completed (highlighted) work to your teacher that would be great. Again, parents should not feel pressure to forward school work if it is adding to stress within the home. Answers to Mental Maths and last week's Maths addition worksheet can be found on our website page if you would like to correct your Maths yourself.

Jonathon Daniels, our Celbridge GAA coach, is conducting online GAA coaching sessions on Microsoft teams, over the next few weeks on Tuesdays at 10:00/11:00 am. If you are interested in taking part, one of your parents must download the app, free of charge and register online. The link to register is: <https://forms.office.com/Pages/ResponsePage.aspx?id=hrxFrNSvpUKfwz6H4bdzuMXttyel3tKqMALI3GWe5IUM0s1TKE4OTIPV1BPWTI5ROZNNTFGNUVDUC4u>

Remember to take lots of breaks from your school work - play, go outside, sing a song, watch TV, read or listen to a story (storylineonline.net). We know it is difficult to do school work at home, but just try your best. The most important thing is that you and all your families are safe and well.

Please be kind to everyone living with you.

Take care,

Ms Bolton, Ms Corscadden and Ms Ryan

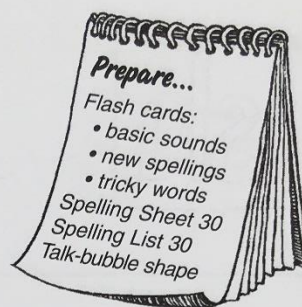
First Class Work

		Week 9
Maths	Mental Maths	Pages 64 + 65
	Maths worksheet	Please see last week's power point on renaming on our class website page if you need to and then complete the Maths worksheet below.
	Times Tables	-10
English	Jolly Grammar 1	<al> spellings + dictation, page 60 Grammar - Plurals <-es>, page 59 *see information notes attached.
	Two Little Frogs (Reading and comprehension)	'Three Naughty Ostriches', pages 88 and 89 Phonics - Revision, page 90 Word Study - Revision, page 91
	Reading	Read a book from home or on-line The Jolly Phonics Readers have now been made available as e-readers for free for a limited time on Android and Apple devices: https://www.jollylearning.co.uk/jolly-phonics-e-readers-now-available/
Gaeilge	Bua na Cainte (link on website page)	We have recorded two lessons from Bua na Cainte (An Trá - The Seaside) and included them as a link on our website page. Some people have experienced difficulties with the Bua na Cainte programme as it is a very large file to download. Hopefully this will be easier for everyone. Children should write out the 4 sentences in full at the end of each lesson and fill in the blanks.

Work highlighted to be emailed to teacher if feasible.

Spelling 30 – ⟨al⟩

Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'saw', 'put', 'could', 'should', 'would', 'right', 'two', 'four', 'goes' and 'does'.



Main point: Remind the children that the main ways of writing the /or/ sound are ⟨or⟩, ⟨al⟩, ⟨au⟩ and ⟨aw⟩. Revise the ⟨al⟩ spelling of the /or/ sound. With the children, make a list of words which use it. Then ask them to make up sentences using some of the words. The words could also be written onto a talk-bubble shape, which can then be used as a word bank for display.

Spelling Sheet 30: The children write inside the outlined al, using the correct letter formation. Then in each talk bubble they write an ⟨al⟩ word and draw a picture to go with it. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'made' and 'their'. 'Made' is a tricky word for spelling because the children need to remember that the /ai/ sound is written ⟨a_e⟩. For 'their', tell the children that this spelling is used for belonging, as in 'their clothes' and 'their toys'. The longer word 'beanstalk' is a compound word. It has two syllables and can be remembered as 'bean' and 'stalk' for spelling.

Dictation

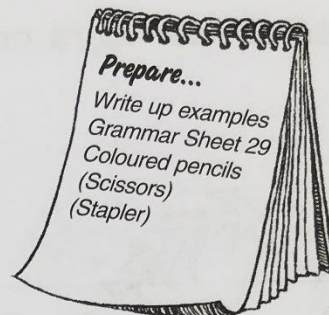
- | | |
|-----------|------------|
| 1. also | 4. falling |
| 2. talk | 5. ball |
| 3. always | 6. wall |

1. They took a short walk.
2. He always hits the ball.
3. The beanstalk grew tall.

Spelling List 30

1. bad
2. vet
3. fact
4. all
5. talk
6. walk
7. small
8. **made**
9. **their**
10. beanstalk

Grammar 29 – <-es> Plurals



Aim: Develop the children's understanding of singular and plural, and their knowledge that, if a word ends in <sh>, <ch>, <s> or <x>, the plural is made by adding <-es>.

Introduction: Revise singular and plural. Write some sentences on the board.

Examples: The dog barked loudly.
 The cat walked slowly.

With the children, identify the parts of speech and underline them in the appropriate colours. Then ask the children to make the nouns plural.

Main point: Tell the children that if a word ends in <sh>, <ch>, <s> or <x>, then the plural is made by adding <-es>.

Examples:	wish	church	dress	box
	dish	bunch	kiss	fox
	crash	catch	pass	six
	brush	ditch	class	fix

Grammar Sheet 29: The children write inside the outlined letters in the left-hand boxes. Then they choose a noun for each spelling and write it in the central box. They write the plural of the noun in the right-hand box and draw a picture for each word. Remind the children that the picture for each plural must show more than one item. They can cut their sheets as indicated and put the four sections in a pile. Each pile can be stapled on the dotted line on the left-hand side, to make a little book with the <sh> on top. Fold the four pages as indicated, so they can be unfolded to reveal 'brush' and 'brushes', and so on.

Extension activity: Write some sentences on the board which use nouns in the singular. Ask the children to write the sentences in the plural. Either use only <-es> plurals, or mix them up with regular <-s> plurals. Alternatively the children could think of as many words as they can that end with <sh>, <ch>, <s> or <x>.

Rounding off: Call out some nouns, some of which need <-es> and some of which need <-s> to make the plural. The children listen carefully to each word and say which plural ending should be added.

Name : _____

Score : _____

Teacher : _____

Date : _____

$$\begin{array}{r} 32 \\ + 41 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ + 29 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 33 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 37 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 28 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 49 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ + 26 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ + 48 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ + 34 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 42 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ + 15 \\ \hline \end{array}$$