

Name:

Oreo Opinion Writing



Opinion - Give your opinion.



Reason - Your reason for your opinion.



Example - Give an example to support your opinion.



Opinion - Restate your opinion.



Scoil Naomh Eltin

Home-School Assignments

Class Level: 3rd Class

Week Beginning: Monday 11th May

Dear students,

Hope you are all keeping well and doing your best with the work I give. Keep up the hard work and tremendous effort. I really enjoy reading your work so please feel free to send me anything you would like me to read or review. If you want I can share it with your friends also on the class webpage only with your permission of course.

Remember if you do not have the necessary technology or access to computers at home to complete set work that is perfectly understandable. Just complete the work that you can do to the best of your ability and I will be happy.

- Your parents will be collecting some of your schoolbooks on Monday. Remember **DO NOT WRITE ON THE RENTAL BOOKS**. The Busy at Maths 3 book and both Small World History and Small World Geo & Sci are **NOT TO BE WRITTEN INTO** as they are rental books.
- Do your best with the Bua na Cainte book which you are allowed write into. If you don't understand it do not worry. Just make your best effort. If it becomes too much leave it blank. We won't be restarting the Bua na Cainte book until next week. You can also write into your Word Wise.
- Keep working hard on your manga high as we try and keep the school in the top 50 worldwide!!!

The work assigned is **not** to become a burden or stress for families. If you cannot complete it for genuine reasons that is perfectly understandable. Remember we will all be starting from the same place again where we left off before the lockdown.

T. Lyons

Parents,

If you have any questions, please don't hesitate to email at: tomas.lyons@scoilnaomheltin.ie

Monday	<p>Maths:</p> <ol style="list-style-type: none">1. Busy at Maths Pg 123. Answers in your maths copy.2. 10 mins Manga High3. Tables divide by 10 <p>English:</p> <ol style="list-style-type: none">4. Word Wise Unit 12. Read Pg 58 Pg 59 A 1-6 in your copy. Full sentences for answers.5. Exploring Spelling Unit 14. 1st 4 spellings.6. 1 page of Handwriting Made Easy.7. Novel Read "The Magic Finger" Pg 7-11. ..\Roald Dahl - The Magic Finger (1997).pdf will also be sent to your email. <p>Gaeilge:</p>
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	<p>8. Bua na Cainte 1st half of pg 29 9. 20 mins of Bua na Cainte interactive. (Sa Bhaile Aonad 1)</p> <p>S.P.H.E: Small World History Unit 13 Read Pg 64 & 65</p> <p>Typing.com: 10 - 15mins daily typing</p> <p>Optional Extra: \.\.\Divide by 7 Optional Extra or see three pages below.</p>
<p>Tuesday</p>	<p>Maths:</p> <ol style="list-style-type: none"> 1. Busy at Maths Pg 124 answers in your copy. 2. 10 mins Manga High 3. Tables divide by 10 4. www.arcademics.com tables practise. <p>English:</p> <ol style="list-style-type: none"> 5. Word Wise Read Pg 58. Pg 58 A 7-10 in copy. B in book. 6. Exploring Spelling Unit 14. 2nd 4 spellings. 7. 1 page of Handwriting Made Easy. 8. Persuasive writing. "We should not have a school dress code" Agree or disagree. Use OREO template below in hardback. Opinion, Reasons, Examples/evidence, Opinion. Feel free to send a picture or document of your work to be reviewed. 9. Novel the magic finger Read Pg 12 - 16 <p>Gaeilge:</p> <ol style="list-style-type: none"> 10. Bua na Cainte 1st half of pg 29 11. 20 mins of Bua na Cainte interactive. (Sa Bhaile Aonad 1) <p>P.E: P.E. at home with Coach Clare on youtube. Keep an eye out for lesson 3 throughout the wk.</p> <p>Typing.com: 10 - 15mins daily typing</p> <p>Optional Extra: Making sherbet. See pages below.</p>
<p>Wednesday</p>	<p>Maths:</p> <ol style="list-style-type: none"> 1. Busy at Maths Pg 125 Answers in your copy. 2. 10 mins Manga High 3. Tables divide by 10 <p>English:</p> <ol style="list-style-type: none"> 1. Word Wise Pg 60 Write in Book.

	<ol style="list-style-type: none"> 2. Exploring Spelling Unit 14. 3rd 4 Spellings. 3. 1 page of Handwriting Made Easy 4. Novel "The Magic Finger" Read Pg 17 - 22 <p>Gaeilge:</p> <ol style="list-style-type: none"> 5. Bua na Cainte Spelling 2nd half Pg 30 6. 20 mins Bua na Cainte (Sa Bhaile Aonad 2) <p>S.E.S.E: Small World History Unit 13 Read Pg 66 & 67</p> <p>Typing.com: 10 - 15mins daily typing</p> <p>Optional Extra: Update and review lockdown diary.</p>
Thursday	<p>Maths:</p> <ol style="list-style-type: none"> 1. Busy at Maths Ph 126 Answers in your copy. 2. 10 mins Manga High 3. Tables divide by 10 4. www.arcademics.com tables practise. <p>English:</p> <ol style="list-style-type: none"> 1. Word Wise Pg 61 A + B in Book. 2. Exploring Spelling Unit 14. 4th 4 spellings. 3. 1 page of handwriting made Easy 4. Novel "The Magic Finger" Read Pg 23 – 27 5. Creative Writing write a story based on "You become a character on your favourite game/computer game". <p>Gaeilge:</p> <ol style="list-style-type: none"> 5. Bua na Cainte Spelling 1st half of Page 30 6. 20 mins Bua na Cainte Interactive (Sa Bhaile Aonad 2) <p>P.E: Joe Wick's Daily P.E. workout/lesson https://www.youtube.com/channel/UCAxW1XT0IEJo0TYIRfn6rYQ</p> <p>Typing.com: 10 - 15mins daily typing</p> <p>Optional Extra Word Wise Pg 59 Any of C.</p>
Friday	Maths:

1. Busy at Maths Pg 127. Answers in copy.
2. Detective work. Ask your child to find items that come in 7s. H/She can research this on the internet (under supervision) if you wish, or draw/photograph items from the environment. EG. The seven seas, continents, days of the wk, dwarves etc.
3. Tables test divide by 10

English:

1. Word Wise Pg 61 Writing Biographies in your copy. Feel free to send in your chosen biographies. I would love to read them.
2. Exploring Spelling Unit 14. Test on Unit 14
3. 1 page of Handwriting Made Easy
4. Novel "The Magic Finger" Pg 28 - 32

Gaeilge:

5. Bua na Cainte spelling revise 29 + 30.
6. 20 mins of Duolingo.
7. TG4 – Is Éolaí Mé S1 E7

<https://www.tg4.ie/en/player/categories/childrens-tv-shows/play/?pid=5718305928001&title=Aimsir&series=Is%20Eola%C3%AD%20M%C3%A9&genre=Cula4&pcode=506074>

S.E.S.E:

Small World History Unit 13 Read Pg 68. Pg 69 Activity A + B om S.E.S.E copy. Full sentences. **Do not write in your rental book.**

Typing.com:

10 - 15mins daily typing

Optional Extra

Mangahigh

How to access online resources:

Manga High	<ol style="list-style-type: none"> 1. Go to https://www.mangahigh.com/en-gb/ and click the Log In button. 2. Enter the log in details provided to you last October which were stuck into your Homework Journal (if this has been lost please email liam.murray@scoilnaomheltin.ie) 3. Complete the assigned games before the deadline (the games will require you to try a number of times before you succeed – don't give up!) 4. Students are free to complete other games in Manga High but one particular challenge will be assigned each day
Duolingo	<ol style="list-style-type: none"> 1. Go to https://www.duolingo.com/welcome and select "School" and continue

<p>Suggestion: use earphones or a headset for this as listening is required.</p>	<ol style="list-style-type: none"> 2. Next Select "Regular - 10 mins/day" 3. Select the "Know Some Irish Already" option and take the "Placement Test" (don't be discouraged if the placement test only unlocks a small percentage of the course – if it unlocked close to all the course you would be fluent already!) 4. Complete the registration by creating a profile (age, name, email account and password required) 5. Now everyday students can log in and improve their Irish through challenges. Use the tips button on each course to learn some new words before trying the challenges.
<p>Bua na Cainte</p>	<ol style="list-style-type: none"> 1) Go to www.edco.ie/bua 2) Select the file which suits your computer PC or MAC 3) Select the class level you require and then click on it to start a download of the file. 4) Once the download has completed click on the file to install and follow the on-screen instructions. 5) A Bua na Cainte icon will appear on your desktop. Once you select this icon a login page will open where you will need to enter the details Login: trial and Password: trial

Typing.com Step-by-Step Guide to "Joining the Typing.com Class"

For parents: Like all the assignments we provide, this is optional. If you believe it will be of benefit to your son/daughter and (possibly more importantly) if you have the laptop, WiFi and time for it then give it a go. The typing course can be completed in approximately 7-8 weeks (taking one lesson per day, using 5-day weeks). Students are free to move as quickly or as slowly through the typing course as they wish but little and often is the best policy we find. Lessons take 10-15 minutes per day. We understand that devices and WiFi are at a premium in homes where parents are working from home online. The lessons could be completed early in the morning or in the evening or when parents are taking breaks from work.

Set up should be completed by parents as it requires consent to be provided to the Typing.com's Privacy Policy and Terms and Conditions.

When setting up make the website language is set to "UK English" (not US English).

Step 1: Here is the link typing.com/join#5EA1990FD739E

Step 2: If a student has a typing.com account already they need only log in using the link in step 1. Alternatively, they can log in to typing.com, go to the "Account Settings" and join another class using the join code "5E7B8B5BC93AA"

If no account has been set up previously click the button to set up a new account and follow the instructions to create a username and password.

Step 3: Once registered, click on "Themes" at the top of the screen and select the background and avatar to suit your student.

Step 4: Once a student registers for the class, we, as administrators, must approve them joining. This may take some time but we will check the account daily.

On Monday, the only task will be to complete the setup. We will assign 1 lesson daily starting on Tuesday. No lessons will be assigned at the weekends or bank holidays. Don't worry if you don't register on Monday. Register when possible and you and your student can follow the lessons from there.

Tips:

- Your daughter/son will need some help initially placing their hands in the correct position on the keyboard. The tutorial will try to highlight this also (right index finger starts on j, left index finger starts on f).
- The course uses audio-visual tutorials to start each lesson so earphones or a headset might be required.

Name:

Oreo Opinion Writing



Opinion - Give your opinion.



Reason - Your reason for your opinion.



Example - Give an example to support your opinion.



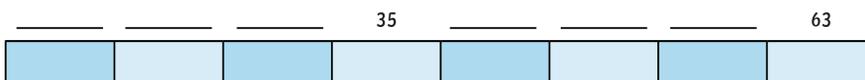
Opinion - Restate your opinion.



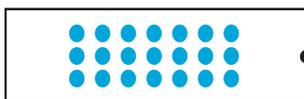
1) Circle the number in each of these grids that is the odd one out.

7	28	14	35	70	56
21	25	38	42	79	77

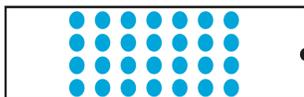
2) This representation shows part of a counting stick. Complete it with the missing multiples of 7.



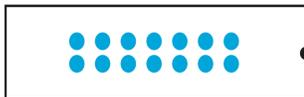
3) Match each calculation and array to the correct answer.



$$63 \div 7$$



$$35 \div 7$$



$$56 \div 7$$

$$9$$

$$5$$

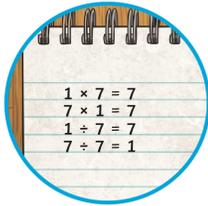
$$2 \times 7$$

$$7 \times 3$$

$$8$$

$$4 \times 7$$

- 1) Charlie is writing out the related fact families for the 7 times table.



Has Charlie recorded his first fact family correctly? Explain your answer.

- 2) Mia is investigating this statement for numbers below 100.

If you add the digits of a number together and they make 7 then that number must be in the 7 times table.



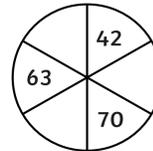
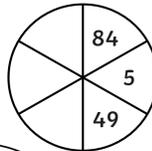
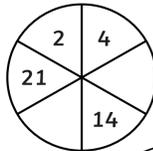
Continue Mia's investigation to find out if this statement is always, sometimes or never true.

- 1) a) A teacher buys a box of pencils. There are 84 pencils in a box and 7 pencils in each of the packets in the box. How many packets of pencils are there in a box?

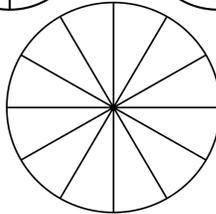


- b) The teacher gives one packet of pencils to each of the four classes in school. How many pencils are left in the box?

- 2) Which number is missing from each segment of the circles?



- 3) Use the model to create your own puzzle like the ones above using multiplication and division facts from the 7 times table. Ask a friend to complete it.

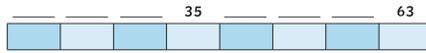


- 1) Circle the number in each of these grids that is the odd one out.

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- 2) This representation shows part of a counting stick. Complete it with the missing multiples of 7.



- 3) Match each calculation and array to the correct answer.



9

$63 \div 7$

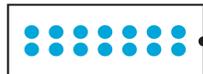
5



2×7

$35 \div 7$

7×3



8

$56 \div 7$

4×7

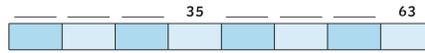
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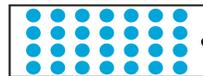
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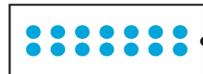
5



2×7

$35 \div 7$

7×3



8

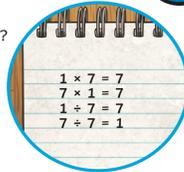
$56 \div 7$

4×7

twinkl.com

- 1) Charlie is writing out the related fact families for the 7 times table.

Has Charlie recorded his first fact family correctly? Explain your answer.



- 2) Mia is investigating this statement for numbers below 100.



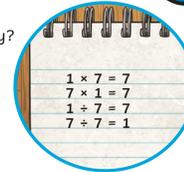
If you add the digits of a number together and they make 7 then that number must be in the 7 times table.

Continue Mia's investigation to find out if this statement is always, sometimes or never true.

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Making sherbet

Strand

MATERIALS

Strand unit

Materials and change

- investigate the characteristics of different materials when wet and dry
- examine the changes that take place in materials when physical force is applied (mixing)

Working scientifically

- Questioning
 - Observing
 - Predicting
 - Investigating and experimenting
 - Estimating and measuring
 - Recording and communicating
- #### Designing and making
- Exploring
 - Making
 - Evaluating

Background information

When the bicarbonate of soda and the citric acid dissolve in our mouths the following reaction occurs:

Citric acid + bicarbonate of soda + water (saliva) → fizzy and bubbles (carbon dioxide gas). This is a chemical reaction.

Safety Warning

Strict hygiene must be observed as the final product is eaten.

Before the lesson

Materials needed

- Paper cups (1 per pupil), bicarbonate of soda, citric acid, icing sugar, teaspoons or teaspoon measures, lolly sticks, 'fizzy' sweets (and packaging).

Preparation

- Have recipe sheets prepared for each group.
- Have enough ingredients for pupils to share in small groups.
- Have containers (e.g. plastic bowls) for children to empty cup contents if necessary.
- Copy recipe onto board.

Recipe: (Per pupil per paper cup).

$\frac{1}{4}$ teaspoon bicarbonate of soda

$\frac{1}{2}$ teaspoon citric acid

3 teaspoons icing sugar

The lesson

Stimulus

- Give each child a sweet that makes a 'fizzy' reaction in their mouths. Ask pupils to describe the taste and sensation caused by the sweet. Read any labels of ingredients on the pack and discuss which parts may cause this 'tingling'. (Note: Be aware of pupils who may not be able to eat sugar!)

What to do

- Using the recipe and ingredients, each small group will make sherbet.
- Allocate a paper cup to each pupil and organise in small groups around the ingredients.
- Each pupil follows the recipe individually, placing the measured ingredients into his/her cup.
- Stir ingredients with a lolly stick or spoon.
- Pupils record how they made sherbet and describe what it tasted like, smelt like, looked like etc. on the copymaster.
- Ask pupils which ingredients they think cause the 'fizzy' sensation.
- Pupils eat the rest or empty the sherbet from the paper cup.
- Experiment with the ingredients to see if they can make a better sherbet.
- Pupils record their changes and the results. Were they better? What did they change? Why? What were they trying to improve?

After the lesson

Answers

- Teacher check

Additional activities

- For a more extensive recipe for sherbet, try mixing 3 cups of icing sugar in a large plastic bag. Add a few drops of colour, seal the top and shake vigorously until the mixture is evenly coloured. Place in a large bowl. Place sweets with a fizzy taste into a food processor, blender and finely chop. Add to the icing sugar with $\frac{1}{2}$ teaspoon each of baking powder and bicarbonate of soda. Mix well until the ingredients are evenly spread. Spoon into individual bags. Add a licorice straw to suck up the mixture. Tie with a ribbon. Makes about 10 parcels. Enjoy!

Display ideas

- Display the copymasters for the pupils to read and compare with their own results.

Making sherbet



What I used ...

What I did ...

What the mixture looked like ...

It smelt like ...

It felt like ...

It tasted like ...

Sherbet test 1

What I changed.

What I changed.

What it tasted like.

What it tasted like.

Not good Rating Great

Not good Rating Great

