

Dear 4th class,

I hope you are all safe and well. As per the announcement, we will not be back in school this year. We will stay positive and look forward to returning in the new school year. Here is a list of work which will help with your learning for the next two weeks. As always, this is just a guide and is there to support you so do as little or as much as you can manage. We will stay focused on revising the topics that we covered this year.

Gaeilge:

Abair Liom - Revision 'Bia' pg 22-37

(Use your Gaeilge dictionary or <http://www.potafofocal.com/> if you need it)

- Revise Scéal, gramadach and ceisteanna throughout chapter
- Look at the key words in chapter. Choose 2-3 words on each page and write each of them in a sentence.
- Design your own menu

Activity sheets (available on Twinkl):

- Biachlár agus ceisteanna <https://www.twinkl.ie/resource/roi2-gl-229-biachlar-reading-and-questions-activity-sheet>
- Comprehension 'Timpiste sa chistin' <https://www.twinkl.ie/resource/roi2-gl-010-timpiste-sa-chistin-comprehension-worksheet-gaeilge>
- Bia Crosfhocal <https://www.twinkl.ie/resource/roi-gl-53512-bia-crosfhocal-crossword-gaeilge>

Fuaimanna agus Focail – Aonad 27 'Sa Ghairdín' pg 82-84 and Aonad 28 'Na Litreacha th' pg 85-87

English:

Reading Zone – Unit 27: On Boasters Hill pg 110 – 114

- Complete all activities A-G
- Write a story of what would happen if you met Alan Taylor and went to his party
- Creative Writing / Art activity – Invitation: Alan Taylor invites Polly to a party in his mansion. Design an invitation to the party. Important details which an invitation must have are - who it is to, when the event is on, where, what time, from, RSVP etc.
- Recount writing – Write about an outing you went on with a friend (See recount writing checklist attached)
- Extra activity sheets (See attached) Vocabulary, grammar and comprehension questions based on the story *On Boasters Hill*

Reading – Continue to read for 15–20 minutes per day. If the weather is nice, sit outside and relax with your favourite book. Remember that audiobooks are a great way to explore new stories too! You can access audiobooks on audible (<https://www.audible.co.uk/>) or for free on Spotify (www.spotify.com) or Librivox (<https://librivox.org/>)

Maths:

Planet maths – Topic 3: Time 1 pg 18-22 and Topic 24 Time 2 pg 143-147

- **Activity:** Create your own timetable for one week (Including time and duration of each activity)
- **Activity on Twinkl:** Time word problems <https://www.twinkl.ie/resource/us2-m-180-time-word-problems-task-cards>
- **Interactive Time games:** Topmarks.co.uk <https://www.topmarks.co.uk/maths-games/7-11-years/measures>
- **Tables:** Revise ALL multiplication tables. Use www.timestables.me.uk/ for online tables tests and also printable pdf times tables tests.

Mental Maths – Week 28

Tables Expert – Week 28

SESE: Science

- Revise one science topic in your Earthlink that you enjoyed most this year and create a fact-file based in your revision.
- Science Experiments (See activities attached) – These are some great experiments that you can try at home including creating your own lava lamp, fun with density, dissolving and fireworks in a glass.

SPHE:

Friendship – (Myself and other people)

- Explore what friendship means to you. Questions to ask yourself when thinking about friendship:
 - Do you like to have just one friend or a group of friends?
 - What are the benefits of having a single good friend? Are there any difficulties or downsides to it?
 - What are the benefits of having a large group of friends? Are there any difficulties or downsides to it?
 - What do you think is the most important element of friendship? Why?
 - When can friendships become difficult? Why?
 - What could you do when friendships become difficult?
 - Can you identify different ways of making friendships? (e.g. meeting someone while on holidays, friends of friends, 'best friends', groups of friends.)
- Write a letter to your best friend telling them about the last few weeks, what you miss most and what you are excited about in the future.

Art:

Painting with tea/coffee

What you will need:

2 cups, 2 spoons, 2 small containers (e.g. egg cups), boiling water, 2 teabags, 3 spoons of coffee, paintbrush, paper or card

Method:

1. Pour a little water in each cup to cover teabags and coffee. (Get help from an adult with the hot water). Leave for a couple of minutes to brew.
2. Pour some from each cup into the two smaller containers.
3. Add some more water to the two large cups.
4. You now have 4 colours to paint with on your paper/card
5. Use your paintbrush to paint anything you like e.g. flowers, trees, a self-portrait etc.

PE:

- Cosmic Kids Yoga <https://www.youtube.com/user/CosmicKidsYoga>
- Get creative and create your own PE by making an obstacle course, running 10 laps of your garden, practicing your ball skills etc.
- Joe wicks has a YouTube channel and is live at 9am every morning doing a PE lesson. You can also watch back all his previous lessons if you are not up for it at 9am. <https://www.youtube.com/watch?v=Na1rzigYISU>

Music:

- Choose one song that we did this year on the tin whistle and practice it

Extra ideas:

- Our schools twitter page is updated regularly and has lots of lovely activities to try
- My time capsule – create your own time capsule by writing all about yourself, what you like to do, how you feel, what you miss most and what you will do when life returns to normal. You could even interview somebody at home and include it in your capsule.
- There is also a time capsule activity booklet available on twinkl if you would like more ideas (<https://www.twinkl.ie/resource/my-home-learning-time-capsule-activity-booklet-us-e-459>)

Stay safe everyone and I will be in touch again soon!

Ms. Mc Mullin



A Vocabulary

Here are some new words from the story. Make a match.

Unicorn	acting kind and polite
Aphid	oddly
Weirdly	great amazement
Graciously	mythical creature
Astonishment	a type of insect

B Grammar

An apostrophe is used when a letter or letters in a word have been left out. Match the words.

We are	they're
Is not	weren't
Could not	shouldn't
They are	we're
Must not	couldn't
I will	mustn't
Should not	wouldn't
Were not	isn't
Would not	it's
It is	I'll

AAnswer the questions.

1. Why do you think Polly had slept through the afternoon?

2. Describe what Alan Taylor looked like.

3. Where do you think Alan Taylor got all his money?

4. Where did Polly think Alan Taylor came from?

5. What games, other than hide and seek, could be played in a big mansion?

6. Why do you think Polly started saying numbers?

7. Why do you think the hill was called Boaster's Hill?

8. What was your favourite part of the story? Why?

9. Do the illustrations go well with the story? Why?

10. Give the story another title.

BUse an apostrophe to rewrite the words in brackets.

1. _____ going to the circus tonight. (They are)

2. You _____ eat sweets before dinner. (should not)

3. _____ the oldest child in my family. (I am)

4. The teacher said _____ giving out copies this week. (he is)

5. Kevin _____ do as the teacher told him. (did not)

6. Molly _____ feed herself because she is only a baby. (can not)

7. _____ be singing at the concert next weekend. (She will)

8. They _____ go into the room because of the smell. (would not)

My Recount Writing Checklist

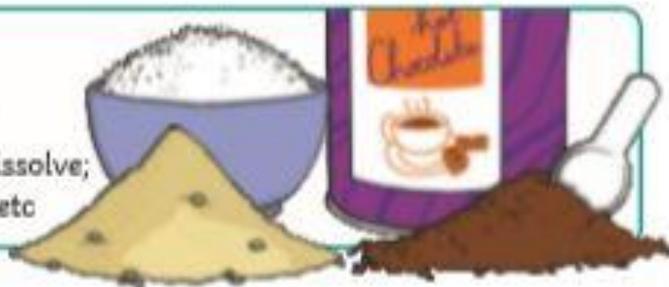
General	
I have written an interesting title.	
I have written an entertaining and interesting recount that will grab the reader's attention.	
I have used detailed information of events that occurred.	
I have included personal feelings and thoughts throughout my text.	
I have written in past tense and have used past tense verbs correctly.	
Introduction/Opening Paragraph	
I have set the scene and provided the reader with some background information.	
I have included essential information such as, who, what, when, where and why.	
Body	
I used paragraphs which contain different pieces of information and events.	
I have written in the first person using words like, 'I' and 'we'.	
I have used time connectives, such as 'first', 'second', 'next', 'then', 'eventually', 'finally', etc.	
I have written using the correct names and places that are involved in the events.	
I have used adjectives and adverbs to create a descriptive, detailed and engaging text.	
Conclusion	
I have not introduced any new information or events.	
I have provided a summary that brings the recount to a conclusion.	
I have written personal feelings and thoughts about the events that occurred.	

Dissolving

Which solids dissolve in water?

You Will Need

- Water (hot and cold)
- Transparent Containers
- Substances to try and dissolve; sand, sugar, salt, coffee etc



Method

- 1 Add a teaspoon of whichever solid you are testing to a glass of cold water and a glass of hot water, stir and observe the difference.
- 2 Look to see if the solid dissolves in the hot water and cold water and if one is better than the other.
- 3 Can you design a chart to record your observation?

The Science Bit

Things like salt, sugar and coffee dissolve in water. They are soluble. They usually dissolve faster and better in hot water. Pepper and sand are insoluble, they will not dissolve even in hot water.

For Older Children

Everything is made of particles which are always moving. When a soluble solid (solute) is mixed with the right liquid (solvent), it forms a solution. This process is called dissolving.

Two things that affect the speed at which the solid dissolves are temperature and the size of the grains of the solid. Caster sugar which is made of fine particles will dissolve quickly, but bigger sugar particles will take longer.

Solids dissolve faster in hot water as in hot water the water molecules are moving faster, so bump into the solid more often which increases the rate of reaction.

Fireworks in a Glass

You Will Need

- Warm Water
- Oil*
- A Tall Glass
- Food Colouring



* Please dispose of oil safely and responsibly.

This is a very cool, simple and fun experiment, and also completely safe, just don't drink the water!

Method

- 1 Fill the tall glass with warm water.
- 2 Pour a small amount of oil into another container and add a few drops of food colouring.
- 3 Give it a good stir, if it doesn't mix, add a bit of water.
- 4 Pour the food colouring and oil mixture into the warm water and watch the fireworks!

The Science Bit

Oil and water don't mix. Also oil is less dense than water (meaning there is less of it in the same volume) and therefore floats on top of water in a nice layer. The food colouring we used was water based and therefore does not mix with the oil, instead it sinks through the oil into the water below. Since the addition of the colouring makes the food colouring heavier than the water, it sinks to the bottom leaving trails (resembling fireworks) as some of the colour diffuses into the water.

Fun with Density

You Will Need

- Honey
- Milk
- Water
- A Glass
- Vegetable oil*
- Food colourings
- Golden syrup
- Washing up liquid



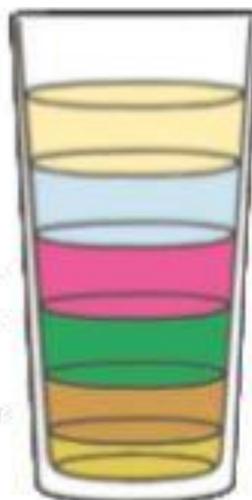
* Please dispose of oil safely and responsibly.

Density is a really tough concept to grasp. We confuse ourselves by referring to our weight all the time when we really mean our **mass**. **Mass** is effectively 'how much stuff' is there. **Density** is how much mass is in a volume (or space).

One way to illustrate density is to pour different liquids (which have different densities) on top of each other. The liquids with the greatest density sink to the bottom.

Method

- 1 Measure out the same volume of each of the liquids. Colour the water and the milk if you wish.
- 2 Starting from the bottom, pour in the honey. Make sure it goes into the middle of the glass and that you don't get any honey on the sides.
- 3 Slowly pour the golden syrup on top, followed by the washing up liquid.
- 4 Then add the milk, followed by the water.
- 5 Finally top with vegetable oil and admire your rainbow glass!



The Science Bit

Each of the liquids have a different mass of molecules or different numbers of parts squashed into the same volume of liquid, this makes them have different densities and therefore one can sit on top of the other – the more dense a liquid is the heavier it is.

Do you think you could float small objects on each of the different levels? We'd love to see a photo if you can.

Lava Lamp

You Will Need

- Water
- Vegetable Oil*
- A Clear Plastic Bottle or Jar
- Food Colouring
- Effervescent Tablets



* Please dispose of oil safely and responsibly.

Method

- 1 Fill the bottle or jar a quarter full with water.
- 2 Top up, almost to the top with the vegetable oil
- 3 They should separate into two layers, water at the bottom and oil sitting on top.
- 4 Add about 6-8 drops of food colouring once the oil and water separate.
- 5 The colour will mix with the water at the bottom.
- 6 Pop in half an effervescent tablets and watch the bubbles form. Add more effervescent tablets bit by bit to keep the bubbles rising and falling.

The Science Bit

Firstly water and oil will not mix – this is because we say that water is a polar molecule – its structure means that it has a positive charge on one end and a negative charge on the other. Water molecules stick together because the positive end of one water molecule is attracted to the negative end of another. Oil molecule structure is different – it is non polar, meaning that its charge is more evenly spread out, so the oil is not attracted to water – in fact we call it hydrophobic (water fearing) so it tries to get as far away from water as possible and will not mix. The reason that oil rests on top of the water rather than underneath is because it has a different density to water.

As the effervescent tablets are added (this is made of citric acid and sodium bicarbonate) it reacts with the water and forms carbon dioxide gas and sodium citrate. It is the carbon dioxide bubbles that carry the coloured water to the top.