

The following is a daily plan of **suggested** work for your son. **All worksheets will be found at the end of this document.** If there are any questions about the work detailed please do not hesitate to email [4thdonacarney@gmail.com](mailto:4thdonacarney@gmail.com).

## Monday 25<sup>th</sup> May

### Maths

Mental Maths Wk 32– Monday

Tables: Day 1

**Maths Word Problem** – One vegetable patch has 22 vegetables. How many total vegetables are there if there are 4 such patches?

### **Busy at Maths P. 129 (in Resources section in case some do not have the book)**

Chance: the probability of something happening! For example: There is a 1 in 2 chance that when I am going for a walk I will turn left instead of right at the end of my driveway.

Complete question 1-6 page 129 using the words at the top of the page. Note: sometimes more than one word will fit in the box. For example: It is possible/likely that it will rain today.

### English

- Spellings: Week 32 (Revision) and exercise 1.
- Comprehension activity 'William Tell' – Read the story.
- Pick out any words that you did not understand and look them up in the dictionary.  
Does the sentence make sense now?
- DEAR time 15 minutes.

### Irish

- Revise Irish verbs in your homework copy and learn new verb (*Cuir*)
- Leigh sa Bhaile p94 – Leigh an scéal (Read the story). Use your dictionary to figure out any words you do not know. If you need any help please ask your parent to email me!

### **Religion:** Wordsearch (in Resource section)

### **Exercise:** [Joe Wick's Workouts](#)

OR



Try and pick three activities from the poster.

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Tuesday 26<sup>th</sup> May

## Maths

Mental Maths Wk 32– Tuesday

Tables: Day 2

**Maths Word Problem** – If 228 honey bees of 668 fly out of the hive, how many honey bees are there now?

Busy at Maths p. 129 question 7,8,9 and 10.

## English

- Spellings: Week 32 and Exercise 2 and 3
- 'William Tell - Activity A
- DEAR time 15 minutes

## Irish:

- Revise Irish verbs in your homework copy. Learn new verb (*Caill*).
- Leigh sa Bhaile p94. Freagair na ceisteanna 1-5 (Answer the questions)

## History: Changes All Around Us.

Read pages 12-15. Underline any words you are not familiar with and look them up at the end. We will be focusing on this topic for the week.

**Religion:** Pick one Religion that you found in the word search. Look it up online and see if you can find **five** pieces of information about that religion.

**Exercise:** [Joe Wick's Workouts](#)

OR



Try and pick three activities from the poster.

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Wednesday 27<sup>th</sup> May

## Maths

Mental Maths Wk 32 – Wednesday

Tables: Day 3

**Maths Word Problem** – Kyle is making 9 birdhouses. He uses 8 nails for each birdhouse. If Kyle has a box of 100 nails, how many nails will he have left after making the birdhouses?

Busy at Maths p.130 q1,2,3 and 4.

## English

- Spellings: week 32 and Exercise 4
- 'William Tell' – Read again and do Capital Letters and full stops (all revision). You do not have to rewrite the sentences if you do not wish to.
- DEAR time (Drop everything and read) for 15 minutes.

## Irish

- Revise Irish verbs in your grammar copy. Learn new verb (*Cuir*)
- Leigh sa Bhaile lth. 95 – Leigh an scéal (Read the story)

**History:** Activity A p.16. You can read over the previous pages to refresh your memory.

**Religion:** Choose another religion from your list. See if you can find **five** pieces of important information relating to that religion.

**Exercise:** [Joe Wick's Workouts](#)

OR



**Try and pick three activities from the poster.**

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**Thursday 28<sup>th</sup> May**

**Maths** Mental Maths Wk 32 – Thursday

Tables: Day 4

***Maths Word Problem*** – Dad bought two hammers. One cost 18euro and the other costs 28euro more. What was his total bill?

**English**

Spellings: Week 32 and Exercise 5

‘William Tell’ – Nouns and ‘A or An’ (revision). Again, you do not have to rewrite the sentences, you can just fill in/underline the words.

DEAR time 15 minutes.

Poem –Daisies by Evaleen Stein– Read this poem out loud to your family. Make sure to go over it a few times yourself. Notice your voice, shoulder’s back, good eye contact and keep the poem page at chest level.

**Irish**

- Revise Irish verbs in your grammar copy. Learn new verb (*Cuir*)
- Leigh sa Bhaile lth. 95 – Freagair na ceisteanna (Answer the questions)

**Religion:** Choose another religion from your list. See if you can find **five** pieces of important information relating to that religion.

**History:** Activity D. If possible and without breaking any restrictions, take a walk down (with a parent) to a local (ruins) building and see if you can find out some information about it. It could be a castle/watchtower or even a building that has been salvaged and renovated into something completely new. If that isn't possible, find out some information about a famous Irish landmark. If you like, you can do a mini-project on the building and you could send it to me for the blog. The project wouldn't have to be finished this week so you could do it over the next few weeks.

**Exercise:** [Joe Wick's Workouts](#) OR



**Try and pick three activities from the poster.**

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**Friday 29<sup>th</sup> May**

**Maths** Mental Maths Wk 32 –Friday test and problem solving

Tables: Ask a family member to test you

**English**

- Spellings: Ask a family member to test you on this week's spellings from week 25 to week 31( 20 spellings from week 25 to 31)
- Write a story about anything you would like and try to put in at least 10 of this week's spelling words. Underline the words in your story.
- DEAR time (Drop Everything and Read) 15 minutes

## Irish

- Verb revision: Fill in the blanks with the correct verb.
  1. \_\_\_\_ (She Put) an madra taobh amuigh.
  2. \_\_\_\_ (He will put) an leaba thuas staighre.
  3. \_\_\_\_ (He put) a gheansaí air.
  4. \_\_\_\_ (I put) mo bhríste orm.
- Ask a family member to test you on all 3 tenses of this week's verb (Cuir)

**Religion:** Research one more religion and pick 5 key bits of information surrounding it. By now you will have 4 different religions researched. It is interesting to compare the beliefs and traditions of different religions and gives you an understanding of the beliefs of some locals in the community.

**Exercise:** [Joe Wick's Workouts](#)

OR



**Try and pick three activities from the poster.**

# Resources

## Irish Verbs Chart:

| Ordú                | Inné            | Gach Lá          | Amárach                |
|---------------------|-----------------|------------------|------------------------|
| Tóg<br>(take/build) | Thóg (took)     | Tógann (take)    | Tógfaidh (will take)   |
| Dún (close)         | Dhún (closed)   | Dúnann (close)   | Dúnfaidh (will close)  |
| Glan (clean)        | Ghlan (cleaned) | Glanann (clean)  | Glanfaidh (will clean) |
| Díol (sell)         | Dhíol (sold)    | Díolann (sell)   | Díolfaidh (will sell)  |
| Gearr(cut)          | Ghearr (cut)    | Gearrann (cut)   | Gearrfaidh (will cut)  |
| Caill (lost)        | Chaill (lost)   | Cailleann (lose) | Caillfidh (will lose)  |
| Cuir (put)          | Chuir (put)     | Cuireann (puts)  | Cuirfidh (will put)    |

Notice that the **past tense** is in red, **present tense** or every day is in yellow and the **future tense** is in blue. Remember that the word 'Ordú' basically means the root word or base word. Don't forget that all of the words in colour above can be used with:

### Examples

mé -> Dhíol mé (I sold)

tú -> Dhún tú (you closed)

sé -> Chaill sé (he lost)

sí -> Díolann sí (she sells)

sinn -> Caillimid (we lose)

sibh -> Glanann sibh (you plural/ye clean)

siad -> Chaillfidh siad (They will lose)

| <b>An Aimsir Chaite</b> | <b>The Past Tense</b> |
|-------------------------|-----------------------|
| <b>Chuir mé</b>         | I put                 |
| <b>Chuir tú</b>         | You put               |
| <b>Chuir sé</b>         | He put                |
| <b>Chuir sí</b>         | She put               |
| <b>Chuireamar</b>       | We put                |
| <b>Chuir sibh</b>       | You all put           |
| <b>Chuir siad</b>       | They put              |
| <b>Ar chuir tú?</b>     | Did you put?          |
| <b>Níor chuir mé</b>    | I didn't put          |

| <b>An Aimsir Láithreach</b> | <b>The Present Tense</b> |
|-----------------------------|--------------------------|
| <b>Cuirim</b>               | I put                    |
| <b>Cuireann tú</b>          | You put                  |
| <b>Cuireann sé</b>          | He puts                  |
| <b>Cuireann sí</b>          | She puts                 |
| <b>Cuirimid</b>             | We put                   |
| <b>Cuireann sibh</b>        | You all put              |
| <b>Cuireann siad</b>        | They put                 |
| <b>An gcuireann tú?</b>     | Do you put?              |
| <b>Ní chuirim</b>           | I do not put             |

| <b>An Aimsir Fháisteanach</b> | <b>The Future Tense</b> |
|-------------------------------|-------------------------|
| <b>Cuirfidh mé</b>            | I will put              |
| <b>Cuirfidh tú</b>            | You will put            |
| <b>Cuirfidh sé</b>            | He will put             |
| <b>Cuirfidh sí</b>            | She will put            |
| <b>Cuirfimid</b>              | We will put             |
| <b>Cuirfidh sibh</b>          | You will put            |
| <b>Cuirfidh siad</b>          | They will put           |
| <b>An gcuirfidh tú?</b>       | Will you put?           |
| <b>Ní chuirfidh mé</b>        | I will not put          |



**Exercise 1** Write the correct **block** word under each picture.



**Exercise 2** **Homophones**

Write a sentence for each of these similar sounding words.

**Example:** I ate the sweet, juicy **pear**.  
I bought a beautiful **pair** of skates.

- (a) **knight** \_\_\_\_\_  
night \_\_\_\_\_
- (b) **hymn** \_\_\_\_\_  
him \_\_\_\_\_
- (c) **know** \_\_\_\_\_  
no \_\_\_\_\_
- (d) **wrap** \_\_\_\_\_  
rap \_\_\_\_\_
- (e) **miner** \_\_\_\_\_  
minor \_\_\_\_\_

**Exercise 3** Find the **block** word that can...

- (a) follow the word **fossil** (wk 30) \_\_\_\_\_
- (b) follow the word **phone** (wk 28) \_\_\_\_\_
- (c) follow the words **pen** and **pocket** (wk 26) \_\_\_\_\_
- (d) come before the word **van** (wk 28) \_\_\_\_\_
- (e) come before the word **water** (wk 29) \_\_\_\_\_

**Exercise 4** **Warning!** These spellings **sound** correct but are **written** incorrectly. Write the correct spelling.

- |               |               |              |       |
|---------------|---------------|--------------|-------|
| (a) peopel    | <u>people</u> | (b) handfull | _____ |
| (c) bom       | _____         | (d) magnit   | _____ |
| (e) Fermana   | _____         | (f) aereal   | _____ |
| (g) sheild    | _____         | (h) desease  | _____ |
| (i) pityful   | _____         | (j) thurty   | _____ |
| (k) pleaze    | _____         | (l) hym      | _____ |
| (m) microfone | _____         | (n) Slygo    | _____ |
| (o) adoor     | _____         | (p) falt     | _____ |
| (q) kurtin    | _____         | (r) strenght | _____ |
| (s) allmost   | _____         | (t) vilin    | _____ |
| (u) lam       | _____         | (v) onest    | _____ |
| (w) nuckle    | _____         | (x) Wensday  | _____ |

**Exercise 5** **Plurals** Write the plural form of these **block** words. Most, but not all, end in the same way.

- | singular      | plural         | singular     | plural |
|---------------|----------------|--------------|--------|
| (a) friend    | <u>friends</u> | (b) calf     | _____  |
| (c) verb      | _____          | (d) mouthful | _____  |
| (e) miser     | _____          | (f) magpie   | _____  |
| (g) magnet    | _____          | (h) riot     | _____  |
| (i) raspberry | _____          | (j) knife    | _____  |
| (k) hymn      | _____          | (l) villain  | _____  |
| (m) lamb      | _____          | (n) magazine | _____  |

**Challenge:**

Two **block** words are in the plural form. Write their singular form.

- |          |          |          |        |
|----------|----------|----------|--------|
| singular | plural   | singular | plural |
| _____    | children | _____    | people |

## Count in 11s

0

11

22

33

44

## Day 1 Say the tables.

## Tables

|                  |     |
|------------------|-----|
| $0 \times 11 =$  | 0   |
| $1 \times 11 =$  | 11  |
| $2 \times 11 =$  | 22  |
| $3 \times 11 =$  | 33  |
| $4 \times 11 =$  | 44  |
| $5 \times 11 =$  | 55  |
| $6 \times 11 =$  | 66  |
| $7 \times 11 =$  | 77  |
| $8 \times 11 =$  | 88  |
| $9 \times 11 =$  | 99  |
| $10 \times 11 =$ | 110 |
| $11 \times 11 =$ | 121 |
| $12 \times 11 =$ | 132 |

## Learn these:

$0 \times 11 = 0$

$5 \times 11 = 55$

$10 \times 11 = 110$

1. (a) 0 multiplied by 11 =       
 (b) 10 groups of 11 =       
 (c) 5 times 11 =

2. (a)  $0 \times 11 = 11 \times \underline{\quad} = \underline{\quad}$   
 (b)  $\underline{\quad} \times 11 = \underline{\quad} \times 10 = 110$   
 (c)  $5 \times \underline{\quad} = \underline{\quad} \times 5 = 55$

3. (a)  $(0 \times 11) + 11 = \underline{\quad}$   
 (b)  $(5 \times 11) + 5 = \underline{\quad}$   
 (c)  $(10 \times 11) - (0 \times 11) = \underline{\quad}$   
 (d)  $(5 \times 11) + (5 \times 11) = \underline{\quad}$

## 4. Complete. (Multiply.)

- (a) 

|  |          |    |   |    |
|--|----------|----|---|----|
|  | $\times$ | 11 | = | 55 |
|--|----------|----|---|----|

  
 (b) 

|   |  |    |   |  |
|---|--|----|---|--|
| 0 |  | 11 | = |  |
|---|--|----|---|--|

  
 (c) 

|    |          |  |  |     |
|----|----------|--|--|-----|
| 10 | $\times$ |  |  | 110 |
|----|----------|--|--|-----|

5. (a)  $(10 \times 11)$  plus 2 =       
 (b)  $(5 \times 11)$  minus 5 =

15


## Day 2 Say the tables.

## Learn these:

$1 \times 11 = 11$

$2 \times 11 = 22$

$3 \times 11 = 33$

1.  (a)  $2 \times 11 = \underline{\quad}$   
 (b)  $11 \times 2 = \underline{\quad}$   
 (c)  $3 \times 11 = \underline{\quad}$   
 (d)  $11 \times 3 = \underline{\quad}$   
 (e)  $1 \times 11 = \underline{\quad}$

2. (a) (b) (c) (d) (e) (f)
- |          |   |    |   |   |   |   |
|----------|---|----|---|---|---|---|
| $\times$ | 0 | 10 | 1 | 5 | 3 | 2 |
| 11       |   |    |   |   |   |   |

3. (a)  $(1 \times 11) + (1 \times 11) = \underline{\quad} \times 11 = \underline{\quad}$   
 (b)  $(1 \times 11) + (2 \times 11) = \underline{\quad} \times 11 = \underline{\quad}$

## 4. Factor boxes

- (a) 

|      |
|------|
|      |
| 3 11 |

 (b) 

|    |
|----|
| 11 |
| 1  |

 (c) 

|      |
|------|
|      |
| 11 2 |

5. (a)  $3 \times 11 = \underline{\quad}$  (d)  $1 \times 11 = \underline{\quad}$   
 (b)  $2 \times 11 = \underline{\quad}$  (e)  $11 \times 3 = \underline{\quad}$   
 (c)  $11 \times 1 = \underline{\quad}$  (f)  $11 \times 2 = \underline{\quad}$

6. (a)  $(3 \times 11)$  plus 7 =       
 (b)  $(2 \times 11)$  minus 2 =       
 (c) 11 multiplied by 7 =       
 (d) 3 times 11 =       
 (e) 1 group of 11 =

27



### Day 3 Say the tables.

Learn these:

$$4 \times 11 = 44$$

$$6 \times 11 = 66$$

$$9 \times 11 = 99$$

$$11 \times 11 = 121$$

1. (a)  $\begin{array}{r} 11 \\ \times 11 \\ \hline \end{array}$  (b)  $\begin{array}{r} 9 \\ \times 11 \\ \hline \end{array}$  (c)  $\begin{array}{r} 6 \\ \times 11 \\ \hline \end{array}$  (d)  $\begin{array}{r} 4 \\ \times 11 \\ \hline \end{array}$  (e)  $\begin{array}{r} 10 \\ \times 11 \\ \hline \end{array}$

2. (a)  $\begin{array}{c} 66 \\ \swarrow \quad \searrow \\ \square \times 11 \end{array}$  (b)  $\begin{array}{c} \square \\ \swarrow \quad \searrow \\ 9 \times 11 \end{array}$  (c)  $\begin{array}{c} 121 \\ \swarrow \quad \searrow \\ 11 \times \square \end{array}$

### 3. Match.

(a)  $6 \times 11$

(b)  $11 \times 11$

(c)  $9 \times 11$

(d)  $4 \times 11$

(e)  $3 \times 11$

121

99

66

33

44

### 4. Fill in the gaps.

(a)  $\square \times 11 = \square + 11 = \square$

(b)  $\square \times 11 = \square + 11 = \square$

(c)  $\square \times 11 = \square + 11 = \square$

5. (a)  $(9 \text{ by } 11) + 1 = \square$

(b)  $(6 \text{ times } 11) - 9 = \square$

(c)  $(11 \times 11) + 2 = \square$

(d)  $(4 \text{ times } 11) - 6 = \square$

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### Day 4 Say the tables.

Learn these:

$$7 \times 11 = 77$$

$$8 \times 11 = 88$$

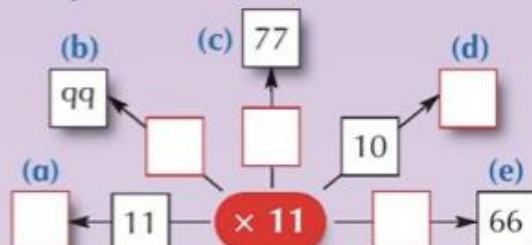
$$12 \times 11 = 132$$

1. (a)  $7 \times 11 = \square \times 7 = \square$

(b)  $8 \times 11 = 11 \times \square = \square$

(c)  $\square \times 11 = 11 \times \square = 132$

### 2. Complete.



### 3. Fill in the gaps.

(a)  $8 \times 11 = \square + 12 = \square$

(b)  $7 \times 11 = \square - 7 = \square$

(c)  $4 \times 11 = \square + 11 = \square$

(d)  $11 \times 11 = \square + 9 = \square$

(e)  $9 \times 11 = \square + 6 = \square$

(f)  $12 \times 11 = \square + 8 = \square$

### 4. Complete. (Multiply.)

(a)  $\begin{array}{|c|c|c|} \hline 8 & \times & 11 \\ \hline \end{array} = \begin{array}{|c|c|} \hline \square & \square \\ \hline \end{array}$

(b)  $\begin{array}{|c|c|c|} \hline 12 & \times & \square \\ \hline \end{array} = \begin{array}{|c|c|} \hline 132 & \square \\ \hline \end{array}$

(c)  $\begin{array}{|c|c|c|} \hline 7 & & 11 \\ \hline \end{array} \begin{array}{|c|c|} \hline \square & \square \\ \hline \end{array}$

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Do Test 10 on page 62.

# Daisies

by Evaleen Stein

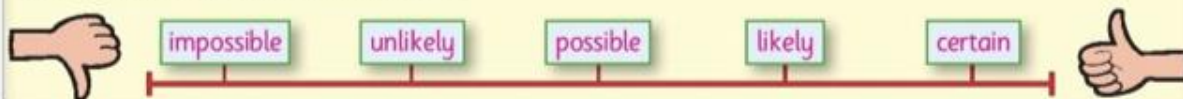
At evening when I go to bed  
I see the stars shine overhead;  
They are the little daisies white  
That dot the meadow of the Night.

And often while I'm dreaming so,  
Across the sky the Moon will go;  
It is a lady, sweet and fair,  
Who comes to gather daisies there.

For, when at morning I arise,  
There's not a star left in the skies;  
She's picked them all and dropped them  
down  
Into the meadows of the town.

# Chapter 26: Chance

In maths we talk about **chance** as the possibility of something happening. We describe this with words like...



Write one of the words above for each of the following pictures.

1.



Ann will choose the red shoe.

\_\_\_\_\_

2.



Niamh will choose a brown shoe.

\_\_\_\_\_

3.



The arrow will stop on a yellow space.

\_\_\_\_\_

4.



The arrow will stop on a blue space.

\_\_\_\_\_

5. (a)

5km

(d)

20km

(b)

10km

(e)

25km

(c)

15km

(f)

km

The missing number will end in 0.

\_\_\_\_\_

6.

Kevin will get a hole-in-one with this golf shot.



\_\_\_\_\_

7.



It will be warm and sunny in July.

\_\_\_\_\_

8.



This horse will play football for Ireland.

\_\_\_\_\_

Some other words we might use for chance are words such as:

never

even chance (50/50)

always

definite

9. What is the chance of Sunday following Saturday? \_\_\_\_\_

10. What is the chance of Monday coming after Tuesday? \_\_\_\_\_



# Chance

**Probability** is another word we use to describe the likelihood or possibility of something happening.

“Give peace a chance”  
says John Lennon

Tick ☒ the word that best describes the probable outcome.

1.



Teacher will pick a **red** marker.

impossible ☐ possible ☐ certain ☐

2.



Teacher will pick a **blue** marker.

impossible ☐ possible ☐ certain ☐

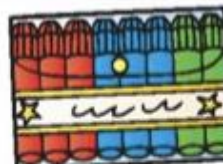
3.



Teacher will pick a **green** marker.

impossible ☐ possible ☐ certain ☐

4.



Teacher will pick a **red** marker.

impossible ☐ possible ☐ certain ☐

Colour the marbles in each of these jars to make the outcomes **true**.  
Imagine that your eyes are closed when you pick a marble from each jar.

5. I am more likely to pick a **green** marble and less likely to pick a **blue** marble.



6. I am more likely to pick a **red** marble and less likely to pick a **yellow** marble.



7. I am more likely to pick a **blue** marble and less likely to pick a **red** marble.



8. I am more likely to pick a **yellow** marble and less likely to pick a **green** marble.

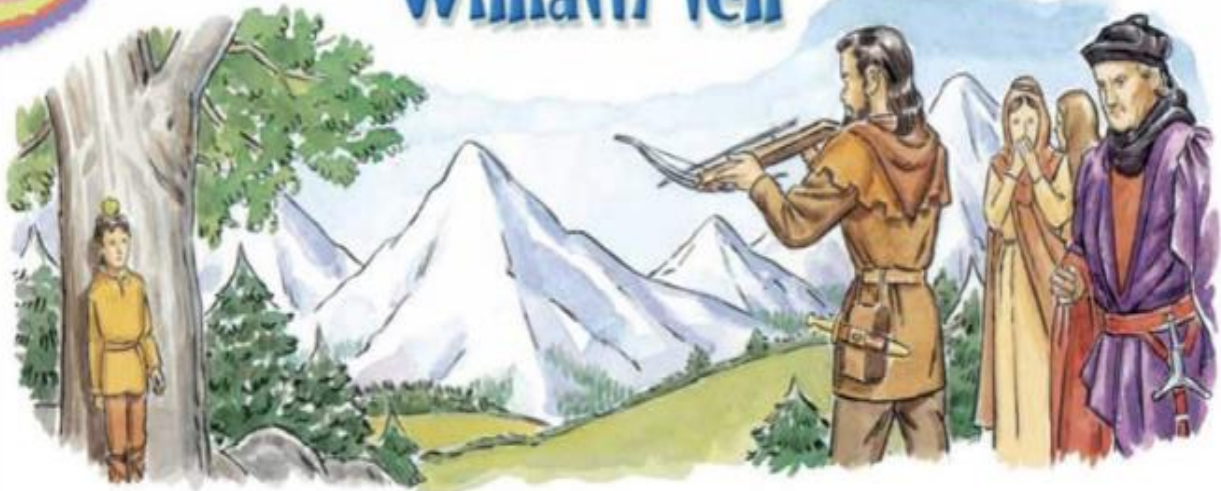


**Maths Fact** 54 wooden blocks are used in an original game of Jenga.

**Challenge** If you removed 2 of the blocks from the bottom of a Jenga tower, what word would best describe the chances of it staying upright?

\_\_\_\_\_

# William Tell



A cruel man called Gessler once ruled in Switzerland. The people of Switzerland both feared and hated him. Sometimes he made laws just to annoy them. One time, he ordered that his hat be put on a pole in the centre of the town and that everyone who passed it must bow to it.

William Tell lived with his son in the high mountains. He had heard nothing of this silly law. When he visited the town with his son, they walked right past the hat without even noticing it! Straight away, Gessler's soldiers surrounded William Tell and his son and arrested both of them. They took them before Gessler, who demanded to know why Tell had not bowed to the hat.

"I had not heard about that stupid law, and even if I had, I would not have bowed to a hat!" answered William Tell defiantly. Gessler was furious. He ordered that Tell be put to death, but then he changed his mind as a cruel idea occurred to him. "William Tell, I have heard that you are the best shot with a crossbow in all of Switzerland," spoke Gessler with an evil glint in his eye. This was true. William Tell was known, far and wide, as a champion archer. "If you can shoot an arrow from fifty paces through an apple placed on your son's head, I will set you both free."

William Tell was horrified. "I would never do that," he declared. "If I missed..." His son interrupted him, "You will not miss, Father." With that, the boy placed the apple on his head and stood with his back to a tree. William Tell put two arrows into his quiver and walked up to the mark. Taking an arrow from his quiver, he took careful aim. His son stood bravely with the apple steady on his head. The arrow flew through the air and straight through the centre of the apple. The brave boy ran to his father, who hugged him tightly.

"You are indeed a fine shot," said Gessler, "and your son is a brave boy. But tell me, why did you put two arrows in your quiver?" Tell looked straight into Gessler's eyes and replied, "If the first arrow had so much as touched a hair on my son's head, the second arrow would have gone straight through your heart." Gessler went very pale and, in a voice barely above a whisper, told Tell that both he and his son could go free.



## Question Time

A

1. In what country did William Tell live?
2. Who ruled the country at that time?
3. Why did the people of Switzerland hate their ruler?
4. What did people have to do when they passed the cruel ruler's hat?
5. What was William Tell's special skill?
6. What 'deal' did Gessler suggest to William Tell if he wished to go free?
7. How many arrows did Tell place in his quiver?
8. Where did the boy place the apple?
9. If he had missed, what would Tell have done?
10. Did Gessler let the two of them go free?



B

1. In what way did Gessler belittle his people?
2. How do we know that William Tell was a proud man?
3. How do we know that Tell loved his son?
4. How do we know that the son had confidence in his father's skill?
5. What sentence shows us that William Tell was relieved that he had not missed?
6. What struck fear into the heart of Gessler?
7. What kind of weapon did William Tell use?
8. In what did he keep his arrows?
9. Why did Gessler speak in a whisper?
10. Write the word that means 'angry'.



### Think and Talk

1. William Tell's son was very brave, but do you think he felt afraid? Are brave people fearless or are they just better at facing their fear? What do you think? Explain your answer.
2. Imagine that you are the boy. Write about how you feel from the moment that Gessler makes the terrible suggestion to the moment when the arrow splits the apple.
3. William Tell must have had great courage to shoot the arrow. Pretend that you are William Tell, and write your thoughts and feelings from the moment that Gessler makes the suggestion to the moment when the arrow hits the apple.

## Capital Letters (1)

A capital letter is used

- at the start of sentences. Example: **T**hat girl is sick.
- when we use the letter **i** on its own. Example: **T**eacher says that **I** am a genius.

Rewrite these sentences and put in the **capital letters**.

1. even if i did know the answer, i would not tell you.
2. cheetahs are the fastest land animals in the world.
3. glass is made from sand.
4. next week, i will visit my aunt in the country.
5. london and Manchester are two English cities.
6. my friend and i had a big row.
7. i can tell the age of a tree by counting its rings.
8. sir Walter Raleigh brought potatoes to Ireland from South America.



## Full Stops

- A full stop is used at the end of a sentence.  
Example: The bumblebee bat is the world's smallest mammal.

Rewrite these sentences and put in **full stops**.

1. Waves roll pebbles backwards and forwards  
After hundreds of thousands of years,  
the pebbles break into grains of sand
2. We have over 600 muscles in our bodies  
We use about 200 muscles every time we  
take a step
3. The first computers filled up whole rooms  
Now they are so small they can fit on the  
palms of our hands
4. Throwing away plastic bottles is wasteful  
Most plastic can be recycled nowadays
5. There should be a full stop at the end of this sentence
6. A dragonfly is an insect Dragonflies are usually found near water



## Capitals and Full Stops

Rewrite this paragraph and put in the **capital letters** and **full stops**.

i held the metal detector out in front of me it was making a whirring noise i had found something at last i took my spade and started digging in the soft sand i wondered what valuable treasure i was about to dig up it may be a hoard of gold coins or a priceless chalice



## A or An?

- A is used before words beginning with a consonant (b, c, d, etc.).
- An is used before words beginning with vowels (a, e, i, o, u).

Examples: a horse    an umbrella

### A. Put a or an in these sentences.

1. My grandfather is \_\_\_\_ old man.
2. \_\_\_\_ mouse makes \_\_\_\_ tasty meal for \_\_\_\_ owl.
3. \_\_\_\_ archer keeps his arrows in \_\_\_\_ quiver.
4. \_\_\_\_ opera singer has to have \_\_\_\_ good voice.
5. \_\_\_\_ onion is \_\_\_\_ vegetable.
6. \_\_\_\_ orange is \_\_\_\_ fruit.



### B. Write out these words and place a or an in front of them, e.g. an apple.

1. apple, banana, orange, grape
2. spider, fly, ant, wasp
3. robin, eagle, albatross, wren
4. elephant, tiger, octopus, lion
5. raincoat, umbrella, volcano, igloo



## Nouns

- A noun is the name of a person, a place or a thing.

Examples: Bill, shop, teacher, Dublin, plate

### A. Underline the nouns in these sentences.

1. George hated ice cream.
2. My uncle lives in Cork.
3. Clowns work in a circus.
4. Dublin is the biggest city in Ireland.
5. The cello and the violin are string instruments.
6. Bread, cake, pasta and breakfast cereals are all made from wheat.
7. Swallows migrate to hot countries in winter.



### B. Use suitable nouns to complete these sentences.

1. During the storm, big, black \_\_\_\_\_ filled the sky.
2. The \_\_\_\_\_ caught a \_\_\_\_\_ in its web.
3. Cars are fast but \_\_\_\_\_ are faster.
4. The Eiffel Tower is in the city of \_\_\_\_\_.
5. There are seven \_\_\_\_\_ in a week and twelve \_\_\_\_\_ in a year.
6. \_\_\_\_\_ are young sheep, and foals are young \_\_\_\_\_.
7. \_\_\_\_\_ is the capital of Ireland.



# Major World Religions



a b c d j f g h i f k y  
h i n d u i s m u s t x  
y m a b d d e f g i s j  
k s m n a p q r n p h v  
w i y z i b c a e q i m  
i n k l s n i p q í n s  
m i w x m t a b c a t i  
a a i j s l m n o h o o  
l j u i w x y z a a i a  
s f r h i j k l m b s t  
i h s m s i h k i s m b  
c d b u d d h i s m m n



Christianity

Islam

Hinduism

Buddhism

Judaism

Sikhism

Taoism

Shintoism

Jainism

Bahá'í



# Changes All Around Us



**Week 1**  
Turf is cut

**Week 2**  
Turf is turned

**Week 3**  
Turf is footed

**Week 4**  
Turf is put in heaps

**Week 5**  
Turf is taken home



Turf – which you might also know as fire-logs or briquettes – was the main **fuel** in Ireland 50 years ago. Many people used turf to light their fires and to heat water in their homes. They also used it in their **ranges**. Ranges are large cookers that burn coal and logs, as well as turf. The turf was 'cut' and 'saved' in bogs which were plentiful in some parts of the country. Many people cut turf in the 1950s.

Very few people cut turf today. It is difficult work and takes a long time. Then, all the cutting had to be done by hand because there were no machines. One piece of equipment used to cut turf was called a **sleán**.

Today, **Bord na Móna** uses modern machinery to cut turf. This is a much quicker method of cutting turf. People buy this turf in the form of fire-logs or briquettes in their supermarket, local shop or garage.



Sleán



Strand Unit: Stories from the lives of people in the past.

- 12 **Objective:** This chapter helps children to focus on change and continuity in their surroundings and in the lives of their parents and grandparents. The concept of cause and effect is also explored.





A building site in the 1950's

This photograph shows men at work on a modern building site. Large machines are used to do much of the heavy and difficult work.



A modern building site



In the past, messenger boys often delivered groceries to homes in small towns or villages by bicycle. There were no large supermarkets at that time and very few people had cars.

Delivery vans and lorries can now be seen in every part of Ireland. There are supermarkets in every town in Ireland. Many major supermarkets have delivery vans and they use these to deliver groceries to people who are too busy to go shopping.



## HISTORY QUEST 4



For thousands of years, people milked their cows by hand in Ireland. The milk was then brought to a creamery by horse and cart.

Today, cows are milked by machines. Milk is brought to a creamery in big tankers.



Box car



Toy pram



Toy scooter

Today, children have many toys including computer games and other electronic toys. Fifty years ago, people in Ireland did not have as much money as they have now. As a result, children had far fewer toys than children have today.



Most children have a favourite toy with which they play. Children have always played with toys such as footballs and dolls. However, spinning tops and other toys in the photographs to the left are not as popular today as they were in the past.



Computer games



Toy car



Toy scooter





Your grandparents may have sat in a classroom like this when they were at school. Sometimes more than 50 children were squashed into one small classroom. Children sat at large, wooden desks. Today, children sit at nice tables on comfortable chairs.

Your own classroom may look something like this. Most schools in Ireland today are very comfortable and pleasant.



### Key Vocabulary in this Chapter

**Fuel:** Something burned to create heat e.g. turf, oil, coal.

**Ranges:** Cookers that use turf or coal as fuel.

**Sleán:** Equipment used long ago to cut turf. It looks like a spade.

**Bord na Móna:** An agency set up by the government to look after the bogs of Ireland.



HISTORY QUEST 4

## Activity A

1. What was the most common form of fuel used in Ireland in the 1950s?  
\_\_\_\_\_
2. What do you think is the most common fuel used to heat homes and schools in Ireland today?  
\_\_\_\_\_
3. Name three toys your grandparents might have received for Christmas.
  - (i) \_\_\_\_\_
  - (ii) \_\_\_\_\_
  - (iii) \_\_\_\_\_
4. Name three modern toys invented in the last ten years.
  - (i) \_\_\_\_\_
  - (ii) \_\_\_\_\_
  - (iii) \_\_\_\_\_
5. Name two ways in which life is easier for people today than it was in the 1950s.
  - (i) \_\_\_\_\_
  - (ii) \_\_\_\_\_

## Activity B

### True or False?

Write the sentences that are true in your history copybook.

1. My grandparents got CDs for Christmas.
2. Cows are now mainly milked by machines.
3. Oil was the main fuel in Ireland long ago.
4. Modern machinery is used when houses and schools are being built.
5. Long ago, farmers used a horse and cart to bring milk to creameries.
6. Bord na Móna uses a sleán to cut turf.
7. People in Ireland used a spade, shovel and pickaxe when they were building houses in the past.
8. Long ago, messenger boys delivered groceries to homes in small villages and towns by bicycle.



## Activity C

Find the words in the wordsearch below. Here are some clues.

1. Many people buy their groceries here.
2. They give us milk.
3. This was used to cut turf long ago.
4. We get this from a bog.
5. In classrooms long ago, children sat in these.
6. This is where milk is taken by large tankers.

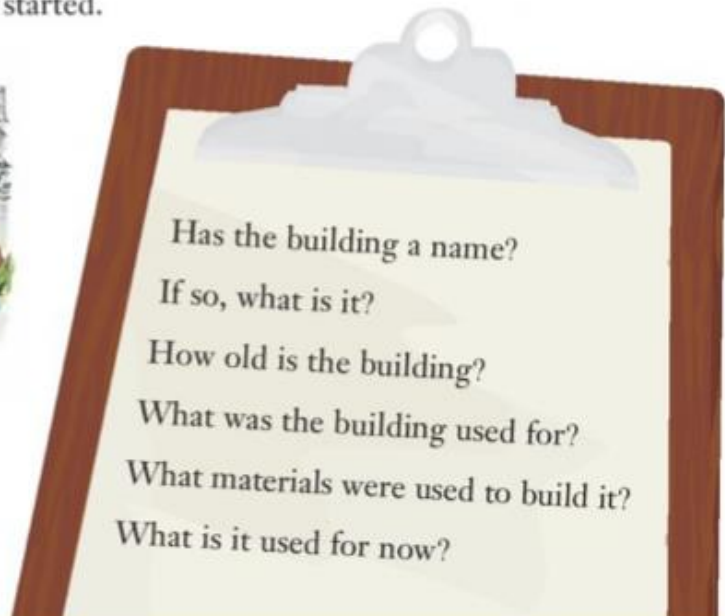
|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| S | U | P | E | R | M | A | R | K | E | T |
| O | R | S | L | E | A | N | A | R | P | Y |
| T | O | A | L | E | D | E | S | K | S | T |
| B | C | R | E | A | M | E | R | Y | Z | Y |
| T | W | T | U | R | F | O | S | T | Y | Z |
| A | B | C | O | W | S | D | E | F | T | Y |

## Activity D

If there is an old building or ruin in your area, find out all you can about it. Ask your grandparents or older people who live near you for information. Here are some questions to get you started.



- Write your findings in your history copybook.
- Tell your class about your findings.



### Suggested Integration

**Geography:** Rural and urban schools; similarities and differences. **Language:** Poems and stories of long ago.

**Visual Arts:** Design and colour a poster of your favourite toy.



**Science: Materials:** Properties and characteristics of materials – how some have survived and others did not.

# Week 32 Mental Maths Answers

## MONDAY

- Write the digital time for 16 minutes to 8.  
7.44
- Julie is 1 m 29 cm tall. Joe is 124 cm tall.  
How much taller is Julie?  
5 cm
- Write as a decimal.  
2 km 500 m = 2. 5 km
- $60 - 35 =$  25
- $17 + 13 =$  30
- $100 \div 100 =$  1
- $\frac{2}{3} = \frac{4}{6} = \frac{6}{9}$
- $0.9 + 0.1 =$  1.0
- If you stack a number of rectangles together,  
what 3-D shape will be made?  
cuboid
- $600 + 800 =$  1,400
- Cost of 200 g of chocolate at €20.00 per kg?  
€ 4.00
- How many zeros in one thousand? 3
- Is a spoon symmetrical? yes
- $\frac{1}{4}$  of 600 = 150
- 3 hours 30 min. subtract 1 hour 15 min.  
= 2 hour(s) 15 minute(s)
- $5 \times 82 \times 2 =$  820
- $8 + 7 + 9 =$  24
- $105 - 15 =$  9
- $0.7 = \frac{7}{10}$
- $0.3 > 1$  ☐ True ☒ False

## TUESDAY

- Write the digital time for 8 minutes past 2.  
2.08
- Round 2,483 to the nearest thousand. 2,000
- $7,000 + 2,000 =$  9,000
- $0.8 + 0.3 =$  1.1
- $300 \div 100 =$  3
- $14 + 16 =$  30
- $70 - 45 =$  2
- Write as a fraction.  
250 mL =  $\frac{1}{4}$  L
- Write 0.72 as a fraction.  $\frac{18}{25}$
- Draw a reflection of:  

- $5.05 + 2.94 =$  7.99
- $0.8 \times 7 =$  5.6
- What irregular 2-D shape?  
octagon  

- On this bus timetable,  
what is the time interval  
between each bus?  
8 minutes  

| DEPARTURES |
|------------|
| 7.03 a.m.  |
| 7.11 a.m.  |
| 7.19 a.m.  |
| 7.27 a.m.  |
- $205 - 15 =$  190
- 8, 16, 24, 32
- Write 5 km 200 m as a decimal.  
5.2 km
- Does a rhombus have parallel lines?  
yes
- Cost of 200 g of cheese at €10.00 per kg?  
€ 2.00
- $140 + 160 =$  300



## WEDNESDAY

1. Write the digital time for 21 minutes to 10.

9.39

2. 3 hours 45 min. subtract 2 hours 15 min.

= 1 hour(s) 30 minute(s)

3.  $0.2 \times 6 =$  1.2

4.  $8,000 + 1,000 =$  9,000

5. If you stack a number of circles together, what 3-D shape will be made?

cylinder

6.  $80 - 55 =$  25

7.  $18 + 12 =$  30

8. Draw a reflection of:



9.  $500 \div 100 =$  5

10. How many digits make up the numeral two thousand? 4

11. On this bus timetable, what is the time interval between each bus?

15 minutes

### DEPARTURES

|           |
|-----------|
| 7.09 a.m. |
| 7.24 a.m. |
| 7.39 a.m. |
| 7.54 a.m. |

12.  $405 - 15 =$  390

13.  $0.7 + 0.6 =$  1.3

14. Mark is 125 cm tall. Linda is 1 m 23 cm tall. What is their combined height?

2.48 cm

15. How many angles has a pentagon? 5

Write the chance of selecting the following coloured marbles from the bag.

16. red = 3 in 9

17. blue = 5 in 9



18. Which colour has the best chance of being chosen? blue

19. Which colour has the second best chance of being chosen? red

20. Which colour has the least chance of being chosen? yellow

## THURSDAY

1. Write the digital time for 24 minutes past 5.

5.24

2.  $19 + 11 =$  30

3. If you stack a number of triangles together, what 3-D shape will be made?

triangular prism

4.  $0.1 \times 9 =$  0.9

5. What is the perimeter of a rectangle 10 cm by 15 cm?

50 cm

6.  $1,000 \div 10 =$  100

7. Write as a fraction. 500 mL =  $\frac{1}{2}$  L

8.  $90 - 65 =$  25

9.  $100 \times 38 =$  3,800

10.  $40 \times 5 =$  200

11. How many digits make up the numeral five thousand, nine hundred and eighteen?

4

12.  $3,000 + 5,000 =$  8,000

13.  $1 - 0.3 =$  0.7

14. Which type of symmetry does the letter 'A' have?

☒ vertical ☐ horizontal

15. 5, 20, 35, 50, 65

16. Write as a decimal.

4 km 250 m = 4 . 25 km

17.  $0.5 + 2.5 =$  3

18. Circle the oblique line.



19.  $505 - 15 =$  490

20. Colour an arrow to show where the balance scales will tip.



## FRIDAY REVIEW

1. Write the digital time for 18 minutes to 11.

10.42

2.  $17 + 13 = 30$

3.  $0.3 \times 9 = 2.7$

4.  $90 - 65 = 25$

5. Round 6,572 to the nearest thousand.

7,000

6.  $0.8 + 0.5 = 1.3$

7. Sandy is 1.34 m tall. Bob is 1.23 m tall. How much shorter is Bob?

11 cm

8.  $6,000 + 3,000 =$

9,000

9.  $1,100 \div 100 = 11$

10. Write as a decimal.

3 km 400 m =

3.4 km

11. Is a fork symmetrical?

yes

12. 2 hours 45 min. subtract 1 hour 30 min.

= 1 hour(s)

15 minute(s)

13.  $5.25 + 2.53 = 7.78$

14.  $0.4 + 2.6 = 3.0$

15. Which letter has a vertical line of symmetry?

A

C D A

16. Colour an arrow to show where the balance scales will tip.



17. Write as a fraction.

750 mL =  $\frac{3}{4}$  L

18.  $\frac{2}{3} = \frac{6}{9}$

19. Here is a bus timetable.

| DEPARTURES |
|------------|
| 8.07 a.m.  |
| 8.22 a.m.  |
| 8.37 a.m.  |
| 8.52 a.m.  |

What is the time interval between each bus?

15 minutes

20.  $505 - 15 = 490$

21. Draw a reflection of:



22. What is the cost of 200 g of marshmallows at €5.00 per kg?

€ 1.00

23.  $5 \times 76 \times 2 = 760$

24. 3, 18, 33, 480, 63

25. What is the perimeter of a rectangle 9 m by 7 m?

32 m

## PROBLEM-SOLVING

### Monday

1. Pair the parallel sides.

A and D  
B and E  
F and C

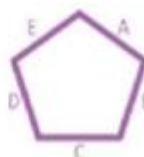


2. Draw the 4 diagonal lines within the hexagon.

### Tuesday

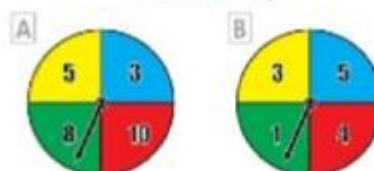
1. Extend each side of this regular pentagon to test if any sides are parallel. What have you discovered?

A regular pentagon has no parallel lines.



2. Draw the diagonal lines on the pentagon. How many are there? 5

### Wednesday



1. Which spinner is more likely to land on an odd number? B
2. Which spinner will never land on a number > 8? B

### Thursday

1. A road crew charges 50c per metre for painting a white line. How much would it cost to paint a kilometre?

€ 500

2. The 5 angles in a regular pentagon are  
☐ acute. ☒ obtuse. ☐ right.