

Week 6

English

Spellwell page 62 and 63 Activity A to G

Lift Off! Reader – read page 198 to 203

Lift Off! Portfolio book page 102 to 105

Read the new description that is taken from the 'Literacy Leap' book. Answer the questions based on the text. Descriptive writing is a writing genre. Can you remember the other writing genres we studied this year?

Grammar page to help with the Daily Grammar Task PowerPoint in the Distance Learning Section- continue to work on these grammar tasks.

https://www.sandalcastleprimary.co.uk/uploads/sandal_castle_primary/files/KS_2_Grammar_Glossary.pdf

Complete the short task based on 'Fiction Booksnap' - you can find the instructions for this task on 'SeeSaw'.

Gaeilge

Fuaimeanna agus Focail lch 85, 86 agus 87 A to H

Open the file 'Gaeilge week 6'. Read the text and answer the questions. Write a short paragraph about your hobbies.

<https://www.tg4.ie/en/player/playlist/?plid=6028527668001&ptitle=For%20the%20Kids!> TG4

Maths

Mental Maths page 89, 90 and 91

Planet Maths Satellite Activity Book page 77, 78 and 79 'Operations'

I have posted some maths questions on Seesaw as well

Tables x9- 'Hit the Button' game <https://www.topmarks.co.uk/maths-games/hit-the-button>

Continue to use the Nrich website. There are lots of problems to solve on this.

<https://nrich.maths.org/>

Try these problems based on operations:

<https://nrich.maths.org/10592>

<https://nrich.maths.org/1047>

<https://nrich.maths.org/7127>

<https://nrich.maths.org/1013>

Geography and Science

Geography and Science Book read page 88 to 92. Answer the questions from the book into your copy. Try the design and make activity on page 90 and 91 if you want to. You do not have to do this.

Geography and Science Activity Book complete the pages based on 'Forces'

Suggested experiments:

https://www.sfi.ie/site-files/primary-science/media/flash/act23/Investigating_Slopes_Activity.pdf

https://www.sfi.ie/site-files/primary-science/media/pdfs/col/dancing_raisins.pdf

https://www.sfi.ie/site-files/primary-science/media/pdfs/col/design_a_boat.pdf

Religion

See attachment – Religion Week 6

Music

Continue to play familiar tunes on the tin whistle. Challenge yourself and see if you can learn one without looking at the notes.

Art

This is based on the descriptive writing that you are working on this week. Complete a Maori design and colour it.

Here are some images to help you with ideas.

<https://www.pinterest.ie/pin/338192253241601275/>

The Maori

The native people of New Zealand are called the Maori. Their name means 'ordinary people'. It is thought that they came to New Zealand around AD 1300 from the Polynesian Islands in the Pacific Ocean. They travelled the wild seas in giant canoes.

The ancient Maori were very athletic. They had big brown eyes, curly hair and dark bronze skin. Men wore their hair long and tied into a knot on the top of their heads. The knot was then decorated with feathers or a comb made out of bone or wood. Women cut their hair short. The Maori were known for their oval faces with high cheekbones, strong jawlines and wide nostrils. They had broad shoulders and were lean and muscular with big limbs, hands and feet. The faces of the Maori men were covered by elaborate tattoos. Some men had their whole body and faces covered with tattoos. However, the Maori women were not allowed to tattoo their faces, they were only allowed to tattoo their bodies. Tattooing was seen as a sign of wealth; the more tattoos a Maori person had the wealthier they were thought to be. The Maori believed that flat noses were handsome. Mothers often pressed their baby's noses to improve their appearance.



Both Maori men and women wore similar clothes. The Maori men wore a kilt (a type of skirt) with a belt. On their shoulders they wore a rectangular-shaped cape. Women and girls sometimes wore a type of apron around their waist. For special occasions, the women wore a headband decorated with feathers. Both men and women wore necklaces and earrings. This type of jewellery was made of greenstone, human or shark's teeth, and bunches of feathers. They wore sandals on their feet for walking over rough stony

ground and for keeping warm. It is believed that children did not wear any clothes until they were about ten years old!

Traditionally, Maori men took part in hand-to-hand combat. Their weapons were designed to kill. Each tribe had a group of well-trained warriors. Their weapons included a large spear and a decorated wooden or stone club. Each warrior wore a small jade ornament as a lucky charm.

Although the modern world is very different to that of the ancient Maori, the present-day Maori are still very much like their ancestors in appearance.

The aim of **descriptive writing** is to describe a person, place or thing in such a way that a picture is created in the reader's mind. When writing a description try to include:

- ⦿ A title
- ⦿ An opening paragraph – Use an opening statement to tell the reader what is being described, for example, 'The native people of New Zealand are called the Maori.'
- ⦿ Characteristics – Describe what the person, place or thing looks like and what they do, for example, 'The faces of the Maori men were covered by elaborate tattoos.'
- ⦿ Sensory descriptions – What does it look like? Smell like? Feel like?
- ⦿ Rich language – Use lots of adjectives and similes.
- ⦿ A concluding paragraph – This contains your concluding statement and *may* include a personal opinion of what was described.

Narrative and persuasive texts are examples of descriptive writing. What other examples can you think of?

They all looked up and saw that the moon had been covered by a heavy blanket of black clouds.

And swirls of fog came drifting over the camp. A cold wet fog.



Genre Analysis

Example of descriptive writing

Read the passage again. Complete the following questions and activities.

1. What information does the writer give us in the opening statement?
2. What characteristics of the Maori does the writer describe in the second paragraph?
3. What did you learn about the Maori in the third paragraph?
4. Find an example of a simile in the text.
5. How does the writer finish the piece of descriptive writing?

The Maori

The native people of New Zealand are called the Maori. Their name means 'ordinary people'. It is thought that they came to New Zealand around AD 1300 from the Polynesian Islands in the Pacific Ocean. They travelled the wild seas in great canoes.

The ancient Maori were very athletic. They had big brown eyes, curly hair and dark bronze skin. Men wore their hair long and tied into a knot on the top of their heads. The knot was then decorated with feathers or a comb made out of bone or wood. Women cut their hair short. The Maori were known for their oval faces with high cheekbones, strong jawlines and big limbs, hands and feet. The faces of the Maori men were covered by elaborate tattoos. Some men had their whole body and faces covered by tattoos. However, the Maori women were not allowed to tattoo their faces, they were only allowed to tattoo their bodies. Tattooing was seen as a sign of wealth, the more tattoos a Maori person had the wealthier they were often pressed their baby's toes to improve their appearance.

Both Maori men and women wore similar clothes. The Maori men wore a kilt (a type of skirt) with a belt. On their shoulders they wore a rectangular shaped cape. Women and girls sometimes wore a type of apron around their waists. For special occasions, the women wore a headband decorated with feathers. Both men and women wore necklaces and earrings. This type of jewellery was made of greenstone, human or shark's teeth, and bunches of feathers. They wore sandals on their feet for walking over rough stony

2. Draw a piece of jewellery for the ancient Maori made of materials they could access.
 - (a) Label the piece of jewellery using adjectives.
 - (b) Now write a description of this piece of jewellery.





Writing: Describing a Tribe

Think of a tribe that you have studied or a group of people that you know.

Before you start, draw the group of people and label them using rich language such as adjectives and similes.

Underneath, write a description of the group. Include the following:

- ⦿ An interesting title that tells the reader what to expect from your description
- ⦿ An opening paragraph – Use an opening statement to tell the reader what you are describing
- ⦿ A couple of descriptive paragraphs – Include characteristics of appearance and personality
- ⦿ A concluding paragraph – Contains your concluding statement and *may* include a personal opinion on the group that was described

Top Tip!

When describing, try to include sensory descriptions where possible.

Extra information on the Maori tribes:

<https://kids.britannica.com/kids/article/Maori/353424>

<https://www.coolkidfacts.com/new-zealand-facts-for-kids/>

https://kids.kiddle.co/M%C4%81ori_people

A. Léigh an bróisiúr. Freagair na ceisteanna.



SPRAOI COIS LOCHA

Ionad eachtraíochta i
gContae Mhaigh Eo



Ar oscailt

Mí an Mhárta – Mí Mheán Fómhair
Aoisghrúpa: 7 mbliana +

Gníomhaíochtaí
canúáil
dreapadóireacht
raftú
surfáil
boghdóireacht
campáil
cluichí uisce



Cad a bheidh ag teastáil uait?

seanéadaí
éadaí snámha
hata agus cóta báistí
lámhainní
tuáille
málaí plaisteacha
mála codlata
airgead póca



1. Cén sórt áite é Spraoi Cois Locha?

Is _____ é Spraoi Cois Locha.

2. Cá bhfuil Spraoi Cois Locha?

3. Cathain a bhíonn an t-ionad ar oscailt?

4. An féidir le páiste cúig bliana d'aois dul chuig Spraoi Cois Locha?

5. Liostaigh trí ghníomhaíocht is féidir leat a dhéanamh san uisce.

6. Cén fáth, meas tú, a mbeidh seanéadaí ag teastáil ó dhaoine i Spraoi Cois Locha?

Measaim go mbeidh _____



Cén rud a ba mhaith leatsa a dhéanamh ag Spraoi Cois Locha?

D. Scríobh an abairt mar is ceart.



1. (liom a imirt Is peil breá)



2. (ngiotár Tá ag seinm Síofra ar an)



3. (Satharn ag snámh deich a chlog Téim gach ar a)



4. (leabhair agus Taitníonn liom cluichí ríomhaire)



5. (taitneamh ag damhsa Bainim as bheith)

Read the text. Can you write a similar interview based on your hobbies?

B. Comhrá.



Agallóir: A Sheáin, an bhfuil caitheamh aimsire ar bith agat?

Seán: Tá. Imrím a lán spóirt. Imrím peil maidin Dé Sathairn. Ansin téim ag traenáil iománaíochta um thráthnóna.

Agallóir: Cén spórt is fearr leat, peil nó iománaíocht?

Seán: Is fearr liom peil ná iománaíocht mar bíonn níos mó cluichí againn.

Agallóir: An bhfuil suim agat sa cheol?

Seán: Tá suim mhór agam sa cheol.

Seinnim an fheadóg stáin.

Agallóir: An bhfuil aon chaitheamh aimsire eile agat?

Seán: Is breá liom cluichí ríomhaire. Caithim uair nó dhó ar an ríomhaire ag an deireadh seachtaine.



We all have choices in life. Life is about how we react to things that happen.

Introduction

Life is a journey. There will be happy times, and sometimes there will be bumps along the road –when we have to make difficult choices.

This story teaches how challenges can change us. We have the power to make a difference – to become a better person by the way we react to what is happening around us.

Life Is What You Make It

A girl complained to her dad. She was tired of school, had too much homework, didn't have enough pocket money and her friends had more clothes and freedom than she had. She thought life was tough. Her father filled three pots with boiling water. He placed a potato in one pot, an egg in the second pot and ground coffee beans in the third pot. He let them boil without saying a word.

After a while, Dad took the potato out of the pot and put it in a cup. He took the egg out and put it in another cup. He poured the fresh coffee into a third cup. He then asked his daughter, 'What do you see?'

'I see a potato, an egg and coffee,' she said grumpily. 'Touch the potato,' he said. She did – it was soft. He then asked her to break open the egg. She pulled off the shell – it was hard-boiled. Finally, he asked her to sip the coffee. She liked the taste, the colour and the smell.

Her dad explained that the potato, the egg and the coffee beans had all faced the same challenge. They were landed in hot water, but each had reacted differently. The potato was hard but became soft. The egg was fragile with only a thin outer shell protecting it, but it became hard. The coffee created something completely new.

Her dad then said, 'You will face much bigger problems in life than the problems you think you have now – but how will you deal with them? Will you become weak and soft, or hard and strong, or will you bring new taste and colour and aroma to your life and to the lives of others? Are you a potato, an egg or a coffee bean?' The little girl hugged her dad and said, 'Thank you, Dad. Today I think I'll be a coffee bean!'

Reflection

Close your eyes and listen. We learn so much from the example of others. We learn to listen, care, share, support and just be a person who brings colour and joy into other people's lives.

Dear Jesus, help me not to make the world challenging for others and help me to face my own challenges with a smile on my face. Let me not become too hard (or too soft). Let me make the world a better place for those around me. Remind me to follow in your footsteps, loving others as you have loved me.

Introduction-Rejoice and celebrate

There are some animals that really don't get the respect they deserve. One of those is the donkey – so this story is dedicated to donkeys!

THE CHRISTIAN DONKEY

In Bible times, riding a donkey into a town or village was a sign of coming in peace. Joseph and Mary arrived in Bethlehem with a donkey. The donkey was carrying Mary and Mary was carrying Jesus – so the first animal that Jesus was close to was the donkey.

On Palm Sunday (about a week before Jesus was crucified), Jesus rode into Jerusalem on a donkey. The donkey carried the load once again.

Donkeys are very sensitive creatures. There is a legend (an old story) that says that the donkey witnessed what was happening to Jesus on Good Friday and wanted to carry the cross for him. According to the legend Jesus' donkey followed him to his crucifixion. He stood at the cross weeping and wishing he could help. In reward for the donkey's sensitivity, loyalty and love a shadow, of the cross fell across the back of the donkey – that shadow remains to this very day. That is why the humble donkey is sometimes called 'the Christian donkey' or 'the Jerusalem donkey'.

The donkey's cousin – the horse – is a larger, faster, prettier, more valued and valuable animal but you won't find a cross on the back of the horse. We will never really know how the donkey really got the cross on its back but it is there. It is a message to remind us to respect donkeys.

REFLECTION

Close your eyes and listen. Think about why it is important to lift your head and smile: Sometimes I might feel a bit like a donkey – disrespected or forgotten. I must remember to lift my head up and know that there is no shame in being a bit of a donkey or just being the person I am. I know donkeys are sensitive creatures. They do not like to be left alone. When a donkey dies, all the other donkeys come and cry around the dead donkey. They are sensitive, loyal, humble and caring. Every donkey needs at least one really good friend – just as I do.

Dear God, help me to know that I need to be, and to have, a good friend.