

Second Class - Week 13/14 (22nd - 30th June 2020)

English

Phonics

- This week we will finish practicing the Magic E rule. When there is a magic E at the end of a word, it makes the vowel say its name! Can you guess these Magic E words in the video? https://www.youtube.com/watch?v=aJXWEKaPo_c
- How many magic E words can you think of in 30 seconds? Say them out loud, and see if you can beat your own personal best! You can find a list of Magic E words here <https://howtospell.co.uk/magice.php>
- Complete pages 27-30 in your *Sounds Good Phonics* book using Magic E words. Can you put any magic E words in sentences of your own?

Reading

- Read a new book from the Oxford Owl library https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?view=image&query=&type=book&age_group=&level=&level_select=&book_type=&series=#. When you have finished, write a book report using the template below.

Title: _____

Author: _____


My rating:

☆ ☆ ☆ ☆ ☆

Characters:
What were the characters in the book?
What characters did you like or didn't like?

Plot:
What happened in the story of the book?

My Opinion:
What was your favourite part in the book? Do you recommend it to your friend or not? Why?



- Read page 22 in your *Magic Emerald* English book about “Famous Pirates”. Can you answer the questions on page 23? You can look up any new words in the dictionary to help you.
- Libraries in Dublin are hoping to open again soon! While we wait, you can join your local library for free and borrow their e-books online!
https://fe.bolindadigital.com/wldcs_bol_fo/b2i/productOverview.html?b2bSite=4815&browseltemId=361453&fromPage=1
 Some libraries are also starting to run a “Call and collect” service.
<http://www.dublincity.ie/story/call-and-collect>

Writing

- Look at page 61 in your *Magic Emerald* book, about being stranded on a desert island. Imagine you are a pirate stuck on a desert island. Write a letter to put in a bottle, asking for help to rescue you! Plan your letter before you begin. What is your name? Where are you from? How did you get stuck on the island? What has it been like living there?
- Can you write a poem about the Summer? Brainstorm lots of words about Summer to help you! Can you make it rhyme? (e.g. holiday, May, fun, run, sun).

Maths

Continue to complete **Master Your Maths** daily (Monday-Thursday and Friday tests are at the back of the book). We are on Week 13. The children can write their answers on a page.

Make sure to practice counting forwards and backwards everyday!

- Can you count forwards in 2's to 100?
- Can you count backwards in 5's from 50 to 0?
- Can you count forward in 3's up to 30?
- Can you count backwards in 4's from 20 to 0?

Play the game “Guess my number!”. One person picks a number between 1-100 and the other person has to guess what it is. Ask lots of questions to help you, like “Does it have a 7 in it?”; “Is it more or less than 50?”; “Is it odd or even?”.

Our last topic in *Busy at Maths* is Weight. Remember, there are 1000 grams in 1 kilogram!

- Look around your kitchen and guess how much different items weigh in grams, or kilograms. Guess the weight of different items before you check their weight!
- What is the heaviest item you can find? What is the lightest?
- Which do you think will be heavier, a tin of tomatoes or a bag of flour?

Try to complete pages 104, 105 and 107 in your *Busy At Maths* workbook about weight.

Can you follow this recipe to make Rice Crispie buns?

<https://www.bbcgoodfood.com/recipes/chocolate-rice-krispie-cakes>

Check the weight of the ingredients using a weighing scales!

Practice reading weighing scales using this online game!

<https://www.ictgames.com/mobilePage/mostlyPostie/index.html>

On the home-school sheet below, you will find lots more ideas for how to learn about weight:

Your child will be dealing with weight (the kilogramme – kg) over the next few days. S/he will estimate and measure the weight of a variety of objects using non-standard units of measurement (cubes/counters/chestnuts/pebbles/marbles, etc.) as well as the standard unit of measurement (the kilogramme). Your child needs to know some of the language associated with weight – balance, cubes, lighter/heavier than, weigh, weighs the same, about the same, heaviest, lightest, investigate, estimate, measure, kilogramme (kg), kilo, $\frac{1}{2}$ kg, $\frac{1}{4}$ kg.

Do they weigh the same?

You will need three identical opaque containers (you should not be able to see the contents), for example, butter tubs, cereal boxes, etc. Fill each container such that one is the lightest (e.g. cotton wool), one is heavier (e.g. cubes) and one is the heaviest (e.g. marbles). Ask your child questions, such as the following to determine what s/he perceives about the containers:

- What type of containers do you see?
- Are they all the same size or different sizes?
- Do you think they weigh the same?
- If they do not weigh the same, why might this be?
- Do you think each container is full or empty?
- What might be inside the containers?
- How can we find out if they weigh the same?

Now invite your child to lift up the containers and to order them from lightest to heaviest.

Extension: Encourage your child to guess what is in each container before revealing the contents.

Making $\frac{1}{2}$ kg and $\frac{1}{4}$ kg weights

Take a 1kg pack of pasta shells/flour/sugar/flakes or anything that you have to hand. Using two identical bowls/measuring jugs/glasses, etc. share the contents evenly into the two containers. Now place the contents in separate bags. You now have two $\frac{1}{2}$ kg weights. Place one $\frac{1}{2}$ kg weight in one tray of the balance/scales. Focus your child's attention on one of the everyday objects, e.g. stapler. Ask him/her to estimate if the stapler will weigh more/less than or about the same as $\frac{1}{2}$ kg. Place the stapler in the second tray of the balance/scales. Invite your child to interpret the result i.e. the stapler weighs about $\frac{1}{2}$ kg.

Extension: Repeat the above activity using $\frac{1}{4}$ kg weights.

Balance the scales

Gather a selection of light and heavy items found in your home, for example, cup, spoon, fork, clothes peg, egg cup, tins of peas/beans, saucepan, pepper canister, book, hammer, screwdriver, ball, hurl, litre carton of milk, bowl, stapler, paper weight. Focus your child's attention on one object from the selection, for example, a tin of beans. Place the tin of beans in one tray of the balance/scales. Invite your child to balance the scales using as many different objects as are needed. For example, the tin of beans might be balanced by the spoon, the egg cup and the book or the tin of beans might be balanced by the stapler and the fork.

Let's investigate!

Using the same objects as used in the activity above, ask your child to weigh any two objects to determine which is heavier/lighter or if they weigh about the same. For example, the tins of beans and peas should weigh about the same. The stapler should be heavier than the spoon. Ask your child to estimate his/her answer first. Your child should be encouraged to give a reason for his/her answer, for example: *I think the tin of beans is heavier because ...*

Kilogrammes come in different sizes

For this activity, you will need a balance/scales, a 1kg weight (a commercial weight or flour, sugar, etc.), pencil cases, bananas, butter, tins of beans, etc. Place your 1kg weight on the scales and ask: *How many bananas do you think weigh the same as the 1kg weight?*

Place a banana into the opposite tray of the balance/scales. Keep adding bananas until the two trays are balanced. Ask your child to keep count.

Repeat the activity, balancing the 1kg weight with pencil cases, tins, etc.

More or less than 1kg?

Pick some items from around your home, as done above. Ask your child to estimate if an item is more than, less than or about equal to 1kg. For example, show him/her a pineapple. After your child makes an estimate, ask him/her to weigh the pineapple using a balance/scales. Do this with as many items as you can.

Religion

Practice the “Our Father” prayer during the week. Jesus asks us to respect and take care of our parents, guardians, grandparents or any other adults who look after us. After Father’s Day, make a card for your parents or guardians, grandparents, sibling or anyone else who minds you, to say Thank You for all their help. Pick one other kind thing to do for these people this week, like helping with housework or making them breakfast in bed!

Art

Practice drawing an ice-cream using this tutorial on Art hub!

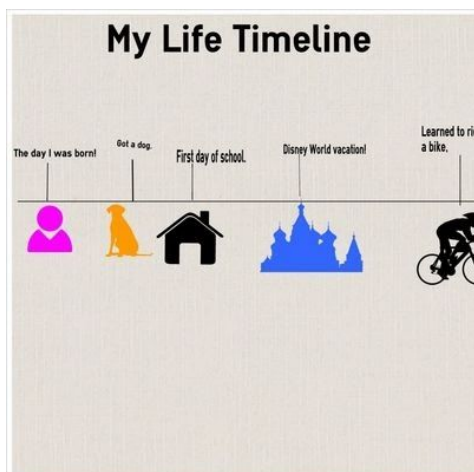
<https://www.youtube.com/watch?v=UW6H5dAPuhY>

What is the most delicious ice-cream you can imagine? Can you make it using pieces of torn up coloured paper, like in the picture below?



History

Timelines help us to show different events that have happened in our lives, like the one below. Can you draw a timeline showing your time spent in St Brigid’s, from Junior Infants up to Second Class? How have you changed over this time? What are your favourite memories (e.g. School tours? Brookfield’s got talent? Christmas shows?)



Wellbeing

Look at page 56 in your *Magic Emerald* English book, and talk about the different feelings you can see. Can you answer any of the questions? Make a list of 3 things to look forward to over the Summer Holidays, like going to the beach or having a picnic. Can you think of 3 more things to look forward to when you go back to school, like seeing your friends, or doing Art and PE?

Additional activities:

- Go on a virtual school tour to Dublin Zoo! You can watch all the animals on the live webcams here: <https://www.dublinozoo.ie/animals/animal-webcams/>
- Check out the school website for the Recycling Magic Show and learn to make a puppet!
- Design a kite and fly it in your garden
<https://cruinniu.creativeireland.gov.ie/event/lets-go-fly-a-kite/>
- Check out other events happening as part of the Cruinniu na nOg festival here
<https://cruinniu.creativeireland.gov.ie/events/location/dublin%20city/type/all/age/5-8/>

Have a great summer and enjoy the break! Well done on all your hard work this year!!!

