

## 2nd Class Teaching and Learning Notes update 25th-28th May 2020

Hello 2nd class students, parents and guardians,

We hope that you are all keeping safe, well and happy at home.

**Zoom Gatherings:** It was so nice to see so many of you at our class Zoom gathering on Wednesday. Well done to everyone who presented their work and thank you to everyone who listened so well and were so patient and kind. You've all made your teachers very proud! We look forward to our next two calls next week:

- Monday 25th May at 10:00am to briefly explain Google Classroom which we will be beginning to use going forward.
- Thursday 27th May at 10:00am to share work.

**Wellbeing Fortnight:** Wellbeing Week has been extended to Wellbeing Fortnight! We hope you will continue to spend time doing activities that look after your mind and body. Please continue to use our school wellbeing plan to find ideas of what activities you can do.

**Schoolwork:** Below is the work for the week ahead. Do your best with this work but we understand it might be difficult to do it all. The three most important things you can do are: do lots of reading every single day, practise your spellings every week and revise your tables regularly.

**Google Classroom:** 2nd class will be slowly introduced to Google Classroom over the coming weeks. We will continue to plan work for students using our current format, however, some additional activities will begin to be posted on Google Classroom. Your child will also be able to upload select work to this site for their teacher to review. We invite all our students to get familiar with this platform.

**Contacting Teacher/Sending in Work:** Remember you can share your work, or any other activity/active challenge/project you have completed, with your teacher using the email address [homelearning@firhouseetns.ie](mailto:homelearning@firhouseetns.ie) If using this email address, please let us know if you would like to just share your work with your teacher, or if you would like some of it shared on the school website.

Alternatively you can use your class form on the school website:

Celine's Class: <http://www.firhouseetns.ie/second-class-celine-2019-2020.html>

Sarah's Class: <http://www.firhouseetns.ie/second-class-sarah-2019-2020.html>

Please get in touch if you need any further advice or support.






Very best wishes to you and your families,  
Celine and Sarah

## Maths

- **Master Your Maths:** Worksheets with solutions on the COVID-19/Home Learning page for those who want them.
  - Continue until your child finishes the book. Then celebrate this achievement!
- **Mental Maths:** Use Google Classroom to complete a short 'Number of the Day' Quiz.
- **Subtraction (Renaming):**
  - Worksheet 1: Number Stories Page 1
  - Worksheet 2: Number Stories Page 2
  - Worksheet 3: Problem Solving
  - Worksheet 4: Number Problems
  - Worksheet 5: Counting in twos, threes and fours (Revision)
- **Tables:** Optional worksheets with solutions on the COVID-19/Home Learning page for those who want them.
  - Everyday revise addition and subtraction tables for the **number 11** - Say them aloud and if possible, ask someone to quiz you at home! **Can you find a pattern with these tables?**

## English

- **Spellings:** See spelling list in box below.
  - Write each word 3 times.
  - Choose 5 words and put them into a sentence - orally **or** in written form.

Rule: /ei/ or /eigh/ sounds like 'ay'	grub <u>eight</u> <u>eighty</u> <u>reindeer</u> child slug <u>eighteen</u> <u>weigh</u> <u>neighbour</u> children
Challenge: Can you think of any other words with this rule?	Look → Say → Cover → Write → Check     

- **Writing:**
  - Worksheet 6: Reading Comprehension
  - Worksheet 7: Spelling: Adding 'ing'
  - Worksheet 8: Reading: Card games
  - Worksheet 9: Procedural Writing: Pick a card game you have played and write the instructions

*\*Please remember full sentences, capital letters and full stops!  
Please try to use your best cursive handwriting too!*

- **Reading:**
  - Read as much as you can! Read in your head or aloud for someone for at least 10 minutes everyday.

## Gaeilge

- Our topic is Spórt:
  - Worksheet 10: Match the words with the pictures.
  - Worksheet 11: Write 5 sentences about what you like to do/do not like to do.
- Reading: Use Google Classroom to read and listen to how vowels sound in Irish. There are 10 vowels in Irish (aeiou and áéíóú). Choose one or two books to read a day.

## Project: Nature Project/Art

You will need to use the pictures on both Page 1 and 2 to solve the questions.

## Number stories (+ or -)

Maria bakes buns and sells them in her shop. The picture shows how many of each she had when she opened the shop at nine o'clock.

**MARIA's**



Answer these questions.

First write each story as a number sentence. Then work out each one in two steps. Remember always do the part inside the brackets first.



Here is a way to do it.

Maria baked 56 more jam rolls.  
Then she sold 68.  
How many jam rolls had she left?

$$(20 + 56) - 68 = \square$$

t	u	t	u
2	0	6	8
+	5	-	6
5	6	6	8
7	6		8

1. Maria sold 17 brownies and then sold 19 more brownies.  
How many brownies had she left?
2. Maria baked 28 more cherry tops. Then she baked another 15.  
How many cherry tops had she altogether?
3. Maria sold 16 éclairs and she then baked 39 more.  
How many éclairs had she altogether?
4. Maria sold 29 apple slices and she baked 36.  
How many apple slices had she altogether?

You will need to use the pictures on both Page 1 and 2 to solve the questions.

## CAKE SHOP



5. Maria baked 16 more doughnuts. Then she sold 28. How many doughnuts had she left?
6. Maria baked the same number of cream puffs as she had at first. She sold only 9 after that. How many cream puffs had she left?
7. Maria sold half of the jam rolls. Then she baked a dozen (12) more. How many jam rolls had Maria altogether?

**Look at the picture again. Then try some harder word puzzles on the following problems.**

8. If Maria had sold  $\frac{1}{2}$  of the jam rolls and then baked 56 more, how many would she have then?
9. If Maria had sold  $\frac{1}{4}$  of the cream puffs and then baked 12 more, how many cream puffs would she have?
10. If Maria had sold  $\frac{1}{2}$  of the jam rolls she had and then baked 20 more, how many would she have then?
11. If Maria had sold  $\frac{1}{2}$  of the softies and then baked 20 more, how many would she have?

## Problem solving

Put the boats in order.

Use coloured counters to help you.

The **green** boat is in front of the **yellow**.

The **orange** boat is behind the **blue**.

The **red** boat is behind the **orange**.

The **blue** boat is in the middle.

The **yellow** boat is in front of the **blue**.



Now colour the boats.



What number am I?

I am a 3-digit number.

My units digit is **even**.

My units digit is **less** than **9**.

My units digit is **greater** than **6**.

My tens digit is **odd**.

My tens digit is 1 **more** than  $\frac{1}{2}$  of **8**.

My hundreds digit is between **0** and **2**.

h	t	u
?	?	?

I am .

## Number problems

### My pet shop



19 rabbits



21 budgies



24 cats



16 dogs



24 goldfish



23 hamsters

1. I bought 5 more cats and then I sold 9.  
How many cats had I left?
2. I sold 7 goldfish and next day bought another 9.  
How many goldfish had I then?
3. I sold 5 rabbits one day and 9 rabbits the following day.  
How many rabbits had I left?
4. I bought 7 more goldfish, but 6 goldfish died.  
How many goldfish had I then?
5. 7 hamsters escaped, so I bought 9 more.  
How many hamsters had I?
6. I sold 15 budgies and bought another 10.  
How many budgies had I then?
7. I gave 8 dogs to a friend and I bought 9 more.  
How many dogs had I then?



# Counting in twos, threes and fours

1. Fill in the missing numbers.

2		6	8			14			
---	--	---	---	--	--	----	--	--	--

2. How many eggs are there in



(a) 3 nests?	<input type="text"/>	(b) 6 nests?	<input type="text"/>	(c) 8 nests?	<input type="text"/>
(d) 5 nests?	<input type="text"/>	(e) 7 nests?	<input type="text"/>	(f) 9 nests?	<input type="text"/>

3. How many legs have



(a) 4 ducks?	<input type="text"/>	(b) 7 ducks?	<input type="text"/>	(c) 5 ducks?	<input type="text"/>
(d) 10 ducks?	<input type="text"/>	(e) 9 ducks?	<input type="text"/>	(f) 6 ducks?	<input type="text"/>

4. Fill in the missing numbers.

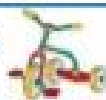
3		9	12			21			
---	--	---	----	--	--	----	--	--	--

5. How many spots have



(a) 2 ladybirds?	<input type="text"/>	(b) 5 ladybirds?	<input type="text"/>	(c) 10 ladybirds?	<input type="text"/>
(d) 9 ladybirds?	<input type="text"/>	(e) 6 ladybirds?	<input type="text"/>	(f) 8 ladybirds?	<input type="text"/>

6. How many wheels have



(a) 3 tricycles?	<input type="text"/>	(b) 5 tricycles?	<input type="text"/>	(c) 6 tricycles?	<input type="text"/>
(d) 10 tricycles?	<input type="text"/>	(e) 9 tricycles?	<input type="text"/>	(f) 7 tricycles?	<input type="text"/>

7. Fill in the missing numbers.

4		12		20			32		
---	--	----	--	----	--	--	----	--	--

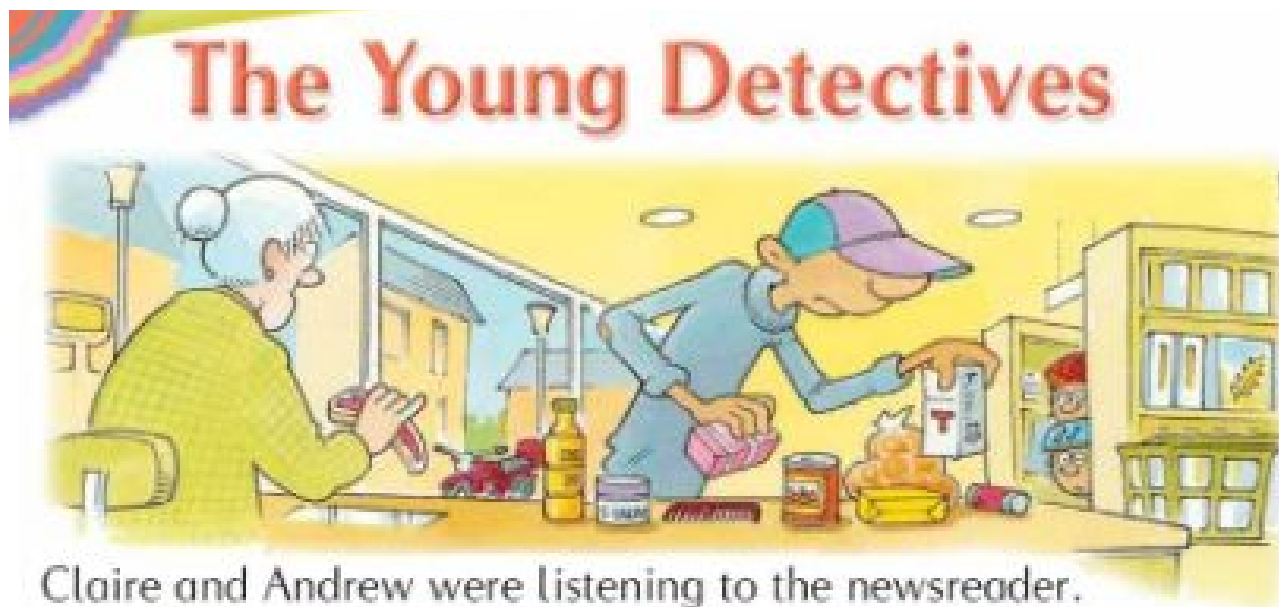
8. How many legs have



(a) 5 cows?	<input type="text"/>	(b) 6 cows?	<input type="text"/>	(c) 10 cows?	<input type="text"/>
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0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

**Worksheet 6: Comprehension:** No need to print the sheets - answering questions on paper is fine!  
**Top tip** - In comprehension, the questions are usually **in the order** they happen in the story! So go through the story one bit at a time if needed. Remember to answer with full sentences.



Claire and Andrew were listening to the newsreader.  
“A dangerous man has escaped from prison in Newtown. He is tall, thin and bald. If you see him, call the garda station. He was last seen riding a red motorbike.”

“That’s where we live,” said Andrew. “Let’s go out on our bikes and see if we can spot him.” The two children put on their helmets and cycled off down the road. As they turned into Main Street, they saw a red motorbike parked outside the supermarket.

Quietly, the children entered the shop and peered around to see who was there. A tall man was standing at the counter. His clothes were very shabby, and he had a big hat pulled down over his head.

“That must be him,” whispered Andrew. “He’s wearing the hat so that people won’t know he is bald.” Claire looked closely at the man and the things that he was buying. One of the things on the counter made her think that the man could not be the escaped prisoner.

“I think you’re wrong, Andrew,” said Claire, and she whispered something into his ear. “Very clever,” he said. “You should be a detective, Claire.”



1. From which prison did the man escape?
2. What three words are used to describe the man?
3. On what did he make his getaway?
4. What did Andrew say they should do?
5. Where was the supermarket?
6. Why did Andrew think that the man was the escaped prisoner?

1. Why did the children think that the prisoner was in the supermarket?
2. What sentence tells you that the children were sensible when they went cycling?
3. Look at the picture above the story.  
How did Claire know that the man was not the escaped prisoner?
4. Do you think that Claire and Andrew got on well with each other? Why do you think this?
5. Find a word in the story that means  
jail: \_\_\_\_\_ not safe: \_\_\_\_\_  
looked closely: \_\_\_\_\_ untidy: \_\_\_\_\_  
someone who solves crimes: \_\_\_\_\_
6. Write these words in alphabetical order.

whispered    counter    television    bald    news

bald    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

### Talk Time

How do each of these help the gardai to solve crimes?



whistle



notebook



walkie  
talkie



fingerprints

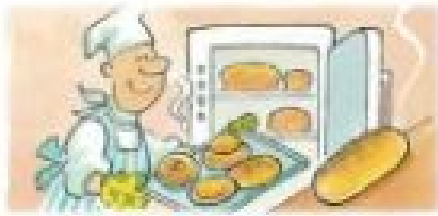


identity  
parade



magnifying  
glass

## Spelling Rule (2) Adding *ing*



bake    baking



slide    sliding

- When we add **ing** to words ending in **e**, we first drop the **e**.

### A. Add **ing** to each word.

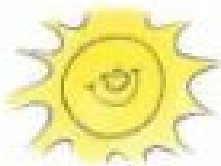
make	<u>making</u>	live	_____	save	_____
smoke	_____	give	_____	trace	_____
ride	_____	share	_____	love	_____
have	_____	chase	_____	move	_____
blame	_____	bake	_____	snore	_____

### B. Use the words above to complete these sentences.

- The dog was \_\_\_\_\_ the rabbit.
- The cook was \_\_\_\_\_ a beautiful cake.
- The woman was \_\_\_\_\_ a bicycle.
- The girl said, "Thank you for \_\_\_\_\_ me the sweet."
- The children did not like \_\_\_\_\_ in the haunted house.
- The carpenter was \_\_\_\_\_ a table in his workshop.
- Tommy was \_\_\_\_\_ his money so that he could buy a new tennis racquet.



### C. Add **ing** to each word. Write a sentence about each picture.



shine



snore



cure



dive

\_\_\_\_\_



# Card Games



HISTORY

## New Words

twenty-five   neighbours   matchsticks   popular



My name is Carmel. When I was young, we loved to play cards at our kitchen table. The most popular game was 'twenty-five'. Everyone played: parents, grandparents, children and neighbours. It was taken very seriously. Sometimes we played for money, but mostly we played for matchsticks. Games were talked about for weeks afterwards. My grandmother was famous in our area for playing twenty-five. She taught us young ones how to play, and gave us tips on how to win. She said it was a great game for keeping your mind sharp.

**A** Match the beginning of each sentence with its ending.

Twenty-five

Carmel and her family

Carmel's grandmother

Carmel learned from

Twenty-five is a great

was great at playing twenty-five.

game for keeping your mind sharp.

sat at the kitchen table to play cards.

was a popular card game in Ireland.

her grandmother how to play twenty-five.

**B** Talk to a parent and a grandparent. Fill in the chart.

Card games I play	Card games my parents played (or someone their age)	Card games my grandparents played (or someone their age)

Write about how you play your favourite card game.



**Worksheet 9:** Procedural Writing. Write the instructions to a card game you have played.

**Title:** \_\_\_\_\_

<b>You will need:</b>  _____  _____  _____	  _____  _____  _____
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**Instructions**

First, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Next, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Then, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Last, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Ceangail agus scríobh.

ag rith

ag siúl

ag léim

ag rince

ag súgradh

ag snámh



(a) ag rith

(b) \_\_\_\_\_

(c) \_\_\_\_\_

(d) \_\_\_\_\_

(e) \_\_\_\_\_

(f) \_\_\_\_\_

## Worksheet 11:

Write five sentences saying what you like to do and what you do not like to do.  
Use the pictures and labels in Worksheet 10 to help you.

### Remember:

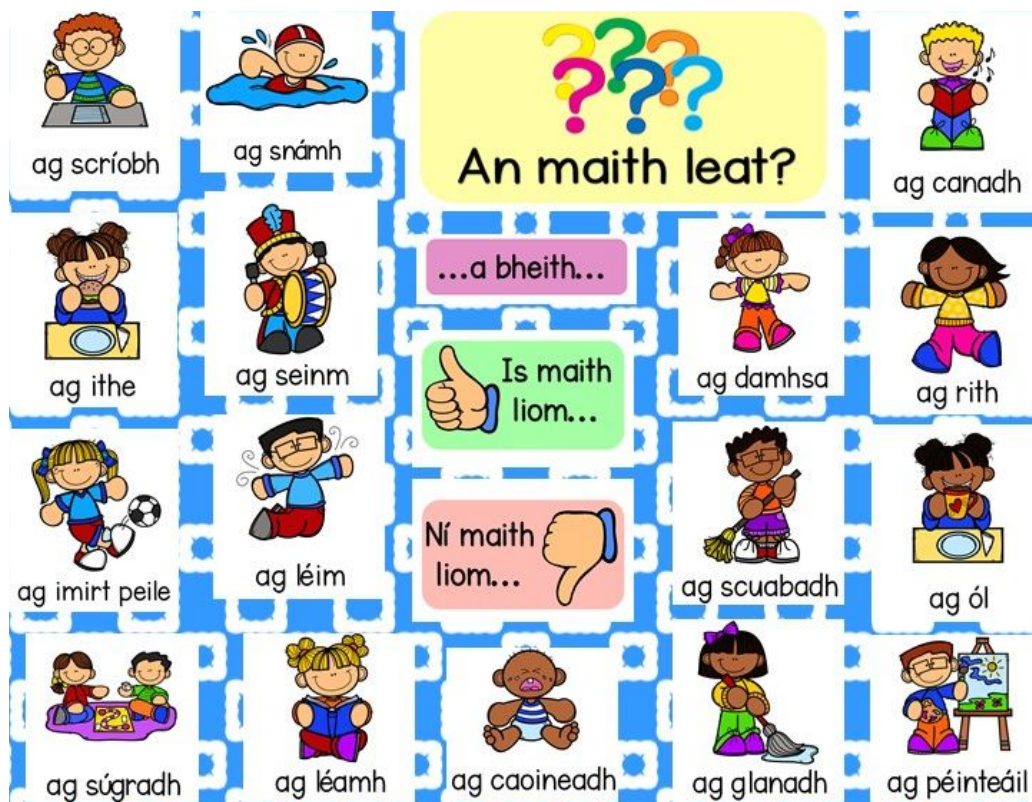
Is maith liom (✓ I like) a bheith ag snámh. (to swim)  
Ní maith liom (X I do not like) a bheith ag rith. (to run)

**For example:** \*Don't worry that the direct translation sounds a bit silly. Every language has a different way to say things!

Gaeilge: Is maith liom a bheith ag snámh.  
Pronunciation: "Iss mawh lum a veh egg snaw-v."  
Translation: I like to be swimming.

Gaeilge: Ní maith liom a bheith ag rith.  
Pronunciation: "Knee mawh lum a veh egg rih."  
Translation: I like to be running.

### More words:





**Project:** Read about the Dandelion. Go on a nature walk to find a dandelion and another flower or plant. Draw your best picture of that flower/plant and label the different parts of the plant. When you go home, can you find any new information out about the flower/plant you picked?



## The Dandelion



**A** Read about the dandelion. Write the correct words below.

The dandelion flower opens in the morning and closes at night. It takes about two weeks for the flower to turn into a seed head or 'dandelion clock'. The wind can carry the seeds about 10 kilometres.



The roots, leaves and flowers of the dandelion are used in salads, to make medicine and to dye things yellow. Years ago people grew dandelions in their gardens, but today many people kill dandelions because they do not like 'weeds'. Some people say that 'weeds are only flowers in the wrong place'. What do you think?

The name 'dandelion' comes from the French words 'dent de lion', which mean 'lion's tooth'. The leaves do look a bit like teeth.

1. The dandelion's leaves look like \_\_\_\_\_. (weeds, seeds, teeth)
2. Its flower turns into a \_\_\_\_\_. (tooth, seed head, root)
3. It takes two \_\_\_\_\_ for this change to happen. (weeks, months)
4. The dandelion flower opens in the \_\_\_\_\_. (night, morning)
5. The flower closes at \_\_\_\_\_ time. (night, morning, afternoon)
6. The \_\_\_\_\_ can be carried 10 kilometres away. (teeth, seeds, stars)

**B** Label the dandelion plant. Use the word box.

seed head   stem  
leaves   root   seed

Write about the life cycle of the dandelion, from seed to seed head.

