



First Class

27th April – 1st
MAy

Miss Byrne

Monday



Good morning ladies. I hope you all received your letter last week. So many of you have sent a message in one way or another, and it has been super!! I love hearing from you, and seeing what work you are getting up to. I hope that these pages have been of some help, making the work a little clearer, and breaking it down into more manageable pieces. Remember, it is only a guide, and you can choose to do the work in any way that best suits you!!! Keep in touch, and send me any pictures you have of anything you have been up to! Stay safe, from Miss Byrne 😊

First things first: Let's write a Fairytale!!

You might now be on to your last Fairytale sheet! The idea of these exercises is to get us comfortable with writing stories (or NARRATIVES), so that we can move on to more detailed work in the next few weeks. First, let's think:

1. Who are the characters in your story? Write their names in the first box and draw them.
2. Where is your story set? For example, is it a *castle, forest, or a cottage*? Show this in your second box.

Now let's retell the fairytale. Take your time, and think about the **BEGINNING**, **MIDDLE**, and the **END**. Start with **ONCE UPON A TIME** and finish with **THEY LIVED HAPPILY EVER AFTER**.

Make the story as detailed as you can, and show the same detail in your illustrations too!

When you're finished, see if you can read the story back to someone at home 😊



Number Stories

This week, we are going to revise our number stories. We have a few of these left in our Planet Maths books. They are really helpful for a few reasons: They help us memorise Maths facts such as adding doubles (like 10+10) and they make our Mental addition much quicker as we become more familiar with the Number Stories (for example, it becomes automatic to know that $14+6=20$, because we have used it so many times).

Remember:

Try and get a set of concrete materials for the number that you are working on! It can be anything, spoons, coins, straws, whatever you have easy to hand!

Use these materials, split them into either 2 or 3 sets (depending on the question you are on) and they will help you find a set, for example: $9+6$ or $12+3$ if you were working on 15!

Remember, for the missing number questions, use your objects, put out the numbers they have given you, and see how many objects you have left, to find your answer!

Today practice number 15 and 16:
See page 24 – 27 in your Planet Maths

24 Number 15

A Write the number.
15 15 15 15 15 15

B Write the missing numbers on the train.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

C How many bees can you see?

D Can you put 15 cubes into the hoops in different ways?

Record your answers.

1. <input type="text"/> + <input type="text"/> = 15	4. <input type="text"/> + <input type="text"/> = 15	7. <input type="text"/> + <input type="text"/> = 15
2. <input type="text"/> + <input type="text"/> = 15	5. <input type="text"/> + <input type="text"/> = 15	8. <input type="text"/> + <input type="text"/> = 15
3. <input type="text"/> + <input type="text"/> = 15	6. <input type="text"/> + <input type="text"/> = 15	9. <input type="text"/> + <input type="text"/> = 15

25 Number 15

A Use the number strip to do these.

1. $6 + 9 = \square$	2. $10 + \square = 15$	3. $\square + 1 = 15$
4. $8 + 7 = \square$	5. $3 + \square = 15$	6. $\square + 4 = 15$
7. $11 + 4 = \square$	8. $13 + \square = 15$	9. $\square + 8 = 15$

B Use the number strip or counters to do these.

1. $\square + 10 = \square$	2. $\square + 8 = \square$	3. $\square + 9 = \square$	4. $\square + \square = 15$	5. $\square + \square = 15$	6. $\square + \square = 15$
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C Use 15 cubes to make 15 in different ways.

1. Record your answers.

(a) $\square + \square + \square = 15$
(b) $\square + \square + \square = 15$
(c) $\square + \square + \square = 15$
(d) $\square + \square + \square = 15$

2. Try these.

(a) $7 + \square + 7 = 15$
(b) $4 + \square + 3 = 15$
(c) $5 + \square + 5 = 15$
(d) $9 + \square + 6 = 15$

SESE

For the next two weeks, we will move onto a new topic in SESE. We are going to examine the theme of CLOTHES. Today, we will examine clothes from different decades. We will try matching some pictures, and then complete the work on page 65 in our workbooks.

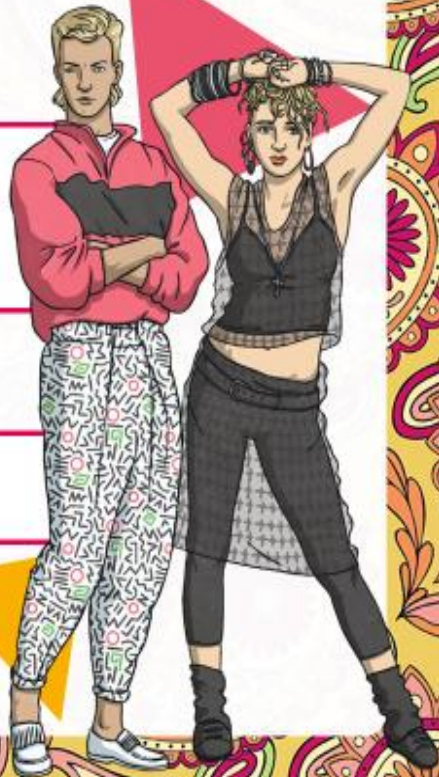
Fashion

1980s

Clothing was bright and often had patterns. Jeans were stone-washed which made them an icy-blue with markings on them. Ripped jeans became popular in the 1980s.

Leg warmers worn around the ankles were in fashion.

Jackets with big shoulder pads and rolled up sleeves were fashionable for both men and women.



Fashion

1960s

The big fashion craze of the 60s for women was the mini-skirt!

Inspired by groups such as The Beatles, men's fashion was still often fairly formal, with suits and ties being popular.

Tights had started being sold in the 1950s and were becoming more popular. Over-sized bows and collars on dresses and blouses were popular.



Fashion

1920s

Women's dresses became shorter in the 1920s, and were now below the knee.

Suits, ties and hats were popular with men. Pin striped suits were fashionable in the 20s.

Women who followed fashions like the one in this picture were known as 'flapper girls'. The hat in the picture is called a cloche hat and was very popular in the 20s.

Hats including ones called fedoras and homburgs were also in fashion..



Read through these boxes with an adult, and see can you remember some of the new words describing the different clothes that were popular at that time (you could write some of them into your SESE hardback, if you wanted). Then draw a picture of the clothes you like to wear, on the page in your Unlocking SESE 😊

Fashion

What similarities and differences did you notice? What fashion did you like the most and why? What fashion did you like the least and why?



NOW STOP 😊



Well done on any of the work you have gotten completed today!

Only do as much of it as you are able for, and remember to send on pictures of the work you have done to my school email address – ebyrne@mercyprimaryschool.ie

I would love to hear from you 😊

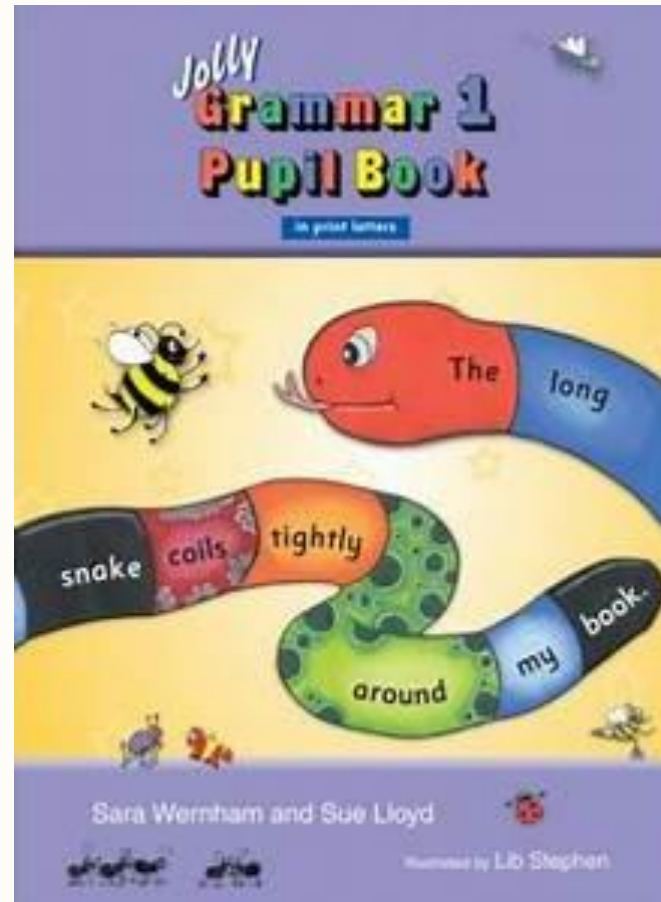
Tuesday

Good morning ladies! Today we are going to practice a new sound in our Jolly Grammar, continue our work on Number stories, and do an activity of your choice!

Jolly Grammar:

Take out your Jolly Grammar and go to the next sound you have to complete (remember we were all at different stages in our groups).

Miss Murray's and Ms Phelan/Ms Enright's groups are, I think, on Magic E, and my group should probably be up to /oi/ by now (Remember that whatever order you do them in is totally up to you 😊).



For an extra challenge and practice:

Take out your Writing copy and choose 10 words from your new sound. Can you put them into sentences? Or could you even put them into a story?

Write the words you choose into your Try it Space 😊

Number Stories

Today we are going to have a look at the number 17!
Remember to get a set of objects to help you, and take your time 😊

The number 17:

Example: If your sum said $6 + 6 + \blacksquare$
You can count out your objects into the circles, and check how many you have left, to finish the sum. Remember, both sides of the equals sign must be the same! Be careful not to add $6 + 6$ and put 12 into the empty box 😊

The diagram illustrates the number 17 using a visual equation. It consists of three purple circles arranged horizontally, separated by plus signs. The first circle contains 12 objects (6 blue, 6 red). The second circle contains 6 objects (3 blue, 3 red). The third circle is empty. To the right of the circles is an equals sign followed by the number 17.

$$6 + 6 + \blacksquare = 17$$

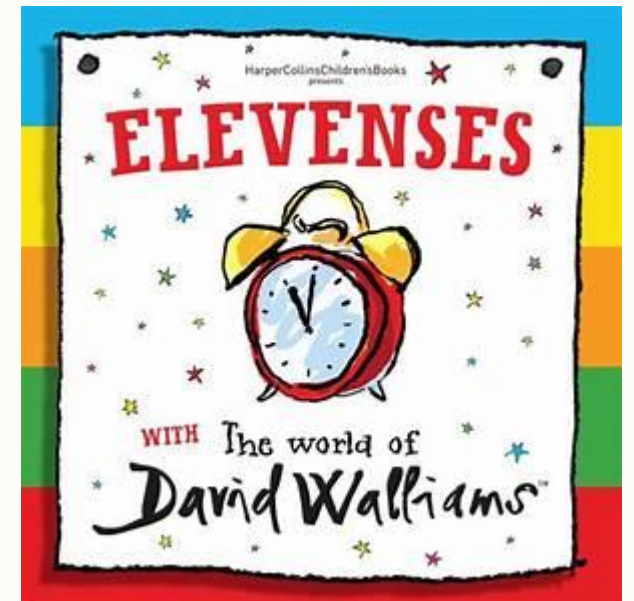
Your Choice 😊



Now you can choose an activity to do! You could draw a picture, play a board game, write a story in your free writing copy, or any fun thing that you like to do!

Here are a few links to activities you could do, if you have access to a laptop or tablet!

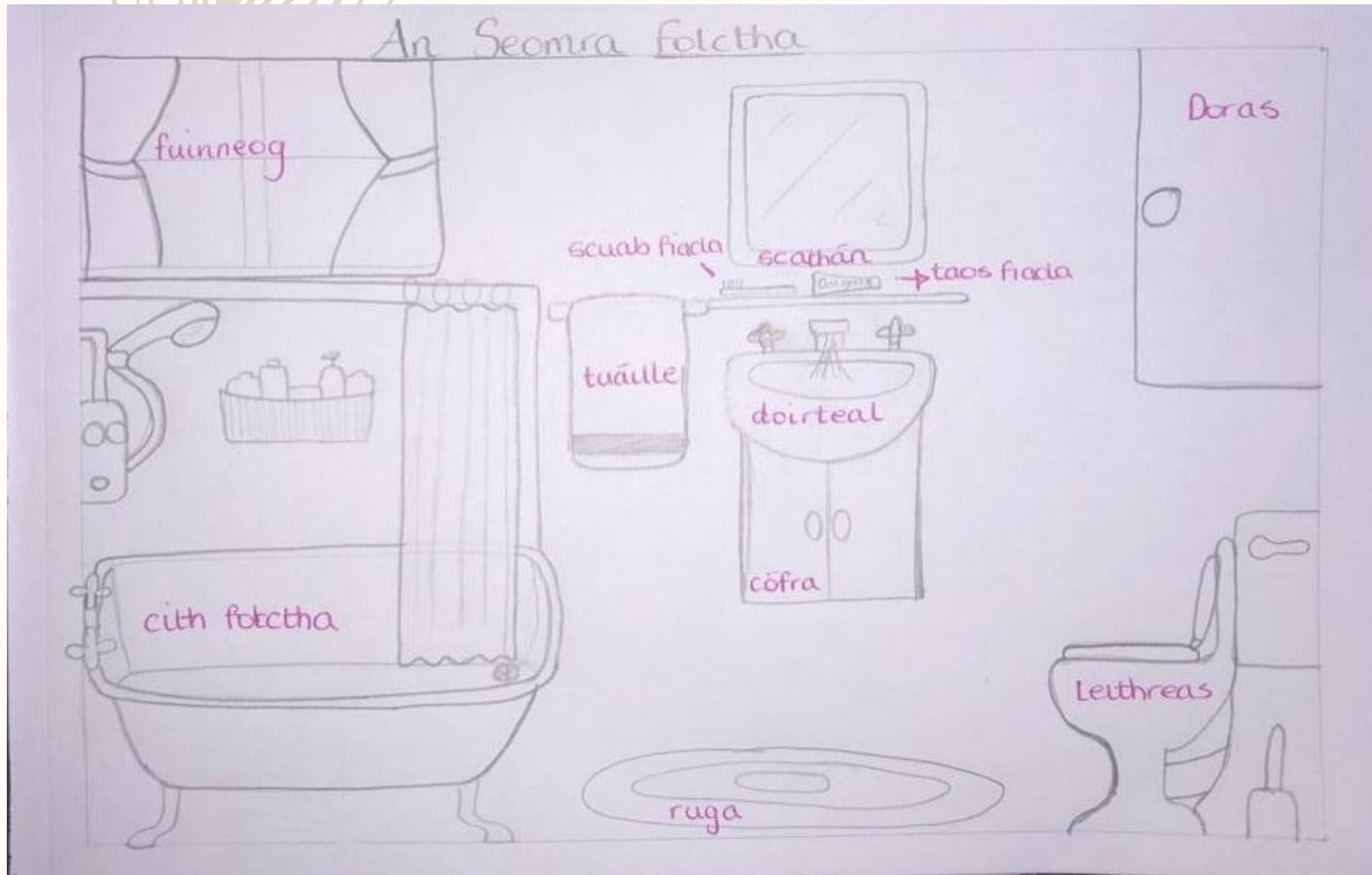
- <https://www.folensonline.ie/home/library/programmes/planet-maths1/resources/> This will lead you to lots of Maths games and resources on the Folens website, where you can set up your own account!
- <https://www.worldofdavidwalliams.com/elevenses/> This is a link to David Walliams stories that you can listen to. There is a new one every day at 11am!



Wednesday

Good Morning girls! Today we are going to have a look at some new Irish words, do some more work on Clothes in SESE, and do a little bit of Art or Music 😊

An Ghaeilge



Take your blank sheet and practice drawing your own bathroom, labelling the items with the new vocabulary that I have written in.

(And remember our class rule – don't judge Miss Byrne's drawing 😊)

Tarraing pictiúr den chistin leis na foclóir nua. Dathaigh an pictiúr nuair atá tu chríocnaithe.

SESE

Today ladies, we are going to examine a variety of different clothes from around the world. We are going to choose a few to focus on, but if you want to learn more, there are loads of extra resources on Twinkl for you to have a look at, (I can send you them too). You will need your Unlocking SESE for this activity.

Japan - Kimono



The **Kimono** is a traditional Japanese garment. They are traditionally worn for important events, such as weddings. They can be worn by men and women. There are lots of different types of kimono that are used for different occasions.

Did you know...?

A kimono may be made of up to 16 different parts!

India - Sari



"Indian Women" by [Christian Haugen] is licensed under CC by 2.0

The **Sari** is a type of traditional women's clothing in India. It is made from long drapes of fabric wrapped around the body and is usually worn with a bodice (choli) and petticoat (parker). Saris are often made from materials like silk and cotton. They are brightly coloured and have beautiful patterns.

Did you know...?

There are more than 80 different ways to wear a sari!

Spain – Traje de Flamenco



The **traje de flamenco** (flamenco outfit) is a dress worn at traditional festivals in Spain. It can be worn by performing dancers or as a casual dress. Flamenco dresses are ruffled, brightly coloured (usually black and red) and may be plain or patterned (often with polka dots). A shawl is often worn with the dress and hair is worn in a tight bun decorated with flowers.

Did you know...?

There is a shorter version of the flamenco dress known as the 'Marisol style'.

Inuit – Amauti and Mukluk



An **amauti** is a traditional parka-style coat worn by Inuit women. It is often made of materials including sealskin to keep them warm in the cold climate and has a large hood which children up to the age of two can be carried in. **Mukluks** are special boots made from reindeer skin or sealskin. They are soft and very light. Mukluks are usually fur lined to keep feet warm.

Did you know...?

Mukluks are also known as 'Kamik's' and have inspired lots of modern-style cold weather footwear designs.

Art and Music

This week, we are going to have a look at some Junk Art, and use it for a Nature Trail.

Take two Toilet Paper rolls and design them with any colours and pictures you want! Stick or tie them together and you have yourself a pair of binoculars 😊

Use your binoculars, and go on a Nature Trail around your house. With a blank piece of paper, write or draw what you find 😊



This week, try and learn a new song. You can use Kidzbop on YouTube, or maybe take a song you have on a CD at home already.

In your copy:

1. Write the name of the song
2. Who sings the song?
3. What instruments can you hear?
4. What is the tempo of the piece? (fast/slow)
5. What is the pitch of the piece? (high/low)

<https://www.youtube.com/user/KidzBopKids>

Thursday

Good morning ladies! Today we are going to revise our work on Verbs, continue our work on Number Sentences, and have a look at one of our Stay Safe topics in SPHE! First, we are going to do some revision on Verbs!

Verbs

Today, I want you to draw a picture of yourself on a blank piece of paper.

Around the picture of yourself, draw 10 bubbles. Inside each of these bubbles, I want you to choose 10 verbs that describe the ten things you love doing the most.

In your Jolly Grammar, you can also catch up on pages 31 and 33. These look at verbs in the past tense, where you have to rewrite them with the correct ending -ed, to put them in the past. For example: *I walk to school everyday. Yesterday, I walked to the shop.*



I have no doubt you can draw a better person than I did 😊

Number Stories

Today, we are going to continue our work on Number Stories! I know it may seem repetitive, but it will help with all of your addition and subtraction in the future. We will look at numbers 18 and 19 😊

Planet Maths

Open your Planet Maths book on pages 38/39 and 50/51.

Remember to take your time and use your set of objects.

Don't forget to add 1 to your set when you move to 19 😊

Page 38: Number 18

A Draw 18 balls (⚽) in the picture. Only 5 goals are scored.

B Write the number.

C Can you put 18 cubes into the hoops in different ways?

Record your answers.

1. $\square + \square = 18$	4. $\square + \square = 18$	7. $\square + \square = 18$
2. $\square + \square = 18$	5. $\square + \square = 18$	8. $\square + \square = 18$
3. $\square + \square = 18$	6. $\square + \square = 18$	9. $\square + \square = 18$

Page 39: Number 18

A Use the number strip to do these.

1. $7 + 11 = \square$	2. $1 + \square = 18$	3. $\square + 14 = 18$
4. $2 + 16 = \square$	5. $0 + \square = 18$	6. $\square + 10 = 18$
7. $9 + 9 = \square$	8. $5 + \square = 18$	9. $\square + 2 = 18$

B Use the number strip or counters to do these.

1. $3 + 15 = \square$	2. $16 + 2 = \square$	3. $12 + 6 = \square$	4. $9 + \square = 18$	5. $14 + \square = 18$	6. $\square + 18 = 18$
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C Use 18 cubes to make 18 in different ways.

1. Record your answers.

(a) $\square + \square + \square = 18$
(b) $\square + \square + \square = 18$
(c) $\square + \square + \square = 18$
(d) $\square + \square + \square = 18$

2. Try these.

(a) $4 + \square + 5 = 18$
(b) $10 + \square + 3 = 18$
(c) $5 + \square + 5 = 18$
(d) $2 + \square + 9 = 18$

SPHE - Stay Safe Programme

Today, we are going to continue our work on Secrets. Last week, we looked at Good Secrets and Bad Secrets, and read Martin's story. This morning, we will look at what are called 'Threats and Bribes' and the importance of Telling. <https://staysafe.ispringcloud.eu/acc/nDGWnu03NTM3/s/7537-cYTj3-gY3Y4-EG2BT>

Threats and Bribes

- What if someone offered you a treat, money, or a new toy to keep a secret? What should you do?
- Explain that a bribe is when someone offers you a treat, money, or anything else, to do something you shouldn't do.
- Emphasise the importance of telling. The only secrets to keep are good secrets.

Telling

- **Who could you tell?** Remember our Tell 5 hand. It is important to tell an adult.
- **What if they didn't listen?** If you tried to tell an adult about a problem and he/she didn't listen to you, you could try again. You should tell and keep telling until someone helps you.
- **When to tell:** Sometimes we try to tell an adult about a problem but maybe they are busy doing something. Then we should try telling them at another time. Keep telling until someone listens.
- **How to Tell:** Give the children the opportunity to look at their Tell 5 personal safety passport.



My safety Passport

Passport

My first name: _____

My last name: _____

Address: _____

Draw
yourself



Useful Phone numbers:

Name: _____ Number: _____

Name: _____ Number: _____



TELL 5

Write the names of adults
you could tell

Have a look
back at this
sheet in your
Stay Safe
Booklet.

Friday

Good Morning ladies!! Friday already!! I'm going to keep it nice and simple today. There is nothing new today, just revision, so let's get going! Today I would like you to do some DEAR and Free writing, finish our work on Number Stories, and finish our Irish. I will also leave some links to some online resources and games that we normally use in class 😊

English: This morning, let's take 15 minutes of DEAR time. Write down the name of the author and story that you choose. Next, take your Free Writing copy and let's get creative with the topic 'Living on an Island'.

Maths: One last Number story for you to complete on pages 52/53.

An Ghaeilge: Chríochnaigh an postaer den Chistin agus chleachtaigh an foclóir nua (Make sure your kitchen poster is finished and practice the words).

Try some of these games:

<https://www.folensonline.ie/home/library/programmes/planet-maths1/resources/>

<https://www.folensonline.ie/home/library/programmes/abair-liom-1st-class/resources/> Click on any of the 'Pléasc na Balún', Tráth na gCeist', or Cártaí Meaitseála games to revise all the new words we have learned this year.

150 Subtraction 5

Tom had 77 cubes. He gave 34 to Tara. He had 43 left.

Now try these.

1. $35 - 24$ 2. $47 - 12$ 3. $88 - 36$

4. $54 - 33$ 5. $68 - 55$ 6. $79 - 46$

Use cubes or beads to do these.

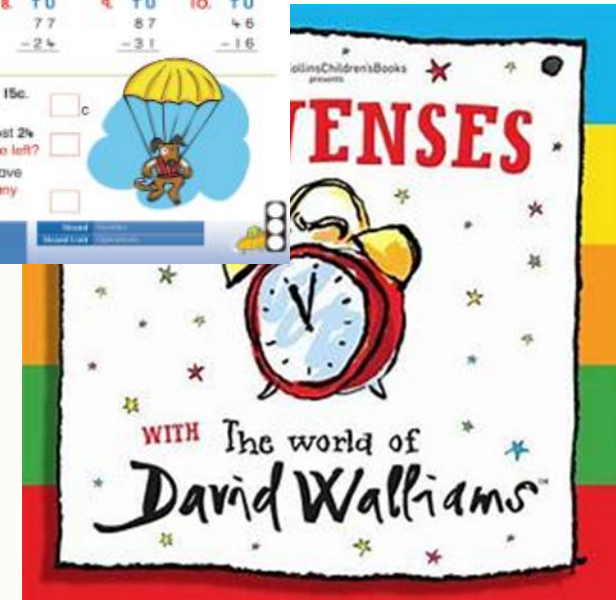
1. $36 - 24$ 2. $47 - 27$ 3. $58 - 32$ 4. $64 - 24$ 5. $75 - 35$

6. $45 - 43$ 7. $86 - 23$ 8. $77 - 24$ 9. $87 - 31$ 10. $46 - 16$

1. Rose had 27c. She spent 15c. How much had she left? c

2. Pat had 36 marbles. He lost 24 of them. How many had he left?

3. Tara had 54 cards. She gave away 25 of them. How many had she left?



Well Done and Welcome to the Weekend 😊



Well done on getting all of that work done! Remember that you can always change the order that you decide to do something! This is just to give an extra helping hand! Only do as much of it as you feel up to!

If you can, try and take a picture of some of your work or just get in contact to let me know how you are getting on! My email is ebyrne@mercyprimaryschool.ie

Enjoy your weekend 😊