

## St John the Baptist BNS Cashel

Work package for Mr Molloy's 6th class Room 12

Week beginning Monday 25 May 2020

Hello everyone/ Dia dhaoibh go léir!

**Listen to Mr Molloy's overview and introduction here:**

<https://drive.google.com/file/d/12VPWXWvJ7f2B5nacfV-x3ojUnzzq9NzX/view>

Welcome to your last 'official' work pack. From now on, you will receive a themed work pack for the month of June with more 'hands-on' activities than before. That said, I still want you to engage with this week's pack to the best of your ability. It's bursting with ideas and activities for you to complete during the week. I've included further videos to assist you with your fractions, decimals and percentages, so get working! Any written work can be done into your copies and emailed to me at [patmolloy@cashelbns.ie](mailto:patmolloy@cashelbns.ie) but, as some boys are doing, you can type your work on Google Classroom and turn it in directly to me!

Speaking of which, Google Classroom has been buzzing with activity (Pardon the wasp/bee pun). Thank you so much for your engagement thus far and, stay tuned, as the next couple of weeks are only going to get busier as plans for our Graduation unfold. I urge all of you, if not already joined, to register as soon as possible. These are, after all, our last couple of weeks together, so let's make the best possible use of this time.

I also want to take this opportunity to thank all parents of Rang 6. This has certainly not been an easy time for you and even as you juggled your own work, the shopping, the cooking, the cleaning as well as the teaching :-), you have continued to assist me week in and week out in supporting your son and all his school undertakings. I appreciate your engagement and how much you have bought into everything we are doing in our school. Fear not, the holidays are just upon us and you can get rid of those teaching caps, for a couple of months at least!!

Look after yourselves and your loved ones, everyone. We will be in touch very soon!

Mr Molloy

[patmolloy@cashelbns.ie](mailto:patmolloy@cashelbns.ie)

SET teachers

[helenbutler@cashelbns.ie](mailto:helenbutler@cashelbns.ie) (Mrs Helen Butler)

[katherinecarroll@cashelbns.ie](mailto:katherinecarroll@cashelbns.ie) (Mrs Katherine Carroll)

[lucyryan@cashelbns.ie](mailto:lucyryan@cashelbns.ie) (Mrs Lucy Ryan)

[catherinekelly@cashelbns.ie](mailto:catherinekelly@cashelbns.ie) (Mrs Catherine Kelly)

[marygriffin@cashelbns.ie](mailto:marygriffin@cashelbns.ie) (Ms Mary Griffin)

## CURRICULUM ACTIVITIES FOR THE WEEK.

Subject/Area	Content	Websites/other instructions	Online/ Offline (please state)																														
Numeracy	<p><b>Chapter 22, 118- 119, Chapter 25, 132 - 134 only, Busy At Maths</b></p> <p><b>*You may use a calculator to help you with these sums. This will speed things up for you. The most important thing is that you understand <u>how</u> to do it.</b></p> <p>Last week, we learned how to:</p> <ul style="list-style-type: none"><li>- Change fractions and decimals into percentages (%) and vice versa.</li><li>- Express (show) a number as a %</li><li>- Find a % of a number, e.g. what is 33% of 200?</li><li>- Increase and decrease a number by a %</li></ul> <p>This week, we will be continuing with the same tasks, however, we must now be able to</p> <ul style="list-style-type: none"><li>-<b>Express an increase/decrease as a % of the original amount</b></li><li>-<b>Find the original number, i.e. What is 100%?</b></li><li>-<b>Understand Profit and Loss</b></li></ul> <p><b>For example, if I sold a guitar for €168, making a 16% profit, what was the original price (100%), in other words how much did it cost me to buy?</b></p> <p><b>Pg 118.</b></p> <p>Your aim on page 118 is to</p> <ul style="list-style-type: none"><li>- Find the original (100%)</li><li>- Express (show) an increase/decrease as a % of its original.</li></ul> <p>For example, if you earned €30 working on Monday but you</p>	<p><b>Fractions, Percents, and Decimals</b></p> <table><tr><th>Fraction</th><th>Percent</th><th>Decimal</th></tr><tr><td>1</td><td>100%</td><td>1.0</td></tr><tr><td>1/2</td><td>50%</td><td>0.5</td></tr><tr><td>1/3</td><td>33.3%</td><td>0.33</td></tr><tr><td>1/4</td><td>25%</td><td>0.25</td></tr><tr><td>1/5</td><td>20%</td><td>0.2</td></tr><tr><td>1/6</td><td>16.6%</td><td>0.166</td></tr><tr><td>1/8</td><td>12.5%</td><td>0.125</td></tr><tr><td>1/10</td><td>10%</td><td>0.1</td></tr><tr><td>1/12</td><td>8.3%</td><td>0.083</td></tr></table> <p><small>©All Rights Reserved Loving2Learn™</small></p> <p>Remember the charts and PowerPoints I have uploaded onto Google Classroom? These will be of huge help to you going forward on this topic.</p> <p>There are online video tutorials on Youtube. <b>I hope my videos which are linked below will be just as helpful.</b> :-)</p> <p><b>*I would encourage you to work on one, if not, two pages per day.</b></p>	Fraction	Percent	Decimal	1	100%	1.0	1/2	50%	0.5	1/3	33.3%	0.33	1/4	25%	0.25	1/5	20%	0.2	1/6	16.6%	0.166	1/8	12.5%	0.125	1/10	10%	0.1	1/12	8.3%	0.083	Offline  Online videos may help
Fraction	Percent	Decimal																															
1	100%	1.0																															
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1/3	33.3%	0.33																															
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1/6	16.6%	0.166																															
1/8	12.5%	0.125																															
1/10	10%	0.1																															
1/12	8.3%	0.083																															

earned €50 working on Tuesday, what was your **percentage increase**?

**Listen to and watch me explain how to find the original number (100%) when given an already increased or decreased figure.**

<https://drive.google.com/file/d/1-PusieYVWO0vNTkjOpDMDjEKqcuXEd4u/view>

**Listen to and watch me explain how to show an increase/decrease as a %**

<https://drive.google.com/file/d/1TP49WfIlSObpFm9kUKbbcNdqyh8g25rQ/view>

### **Pg 119, Check-up**

This is revision of what you have done so far. Be careful with Q.3. They are looking for the original (100%). They have given a speed of 75km/h, however, this is an increase of 20% Therefore, 120% = 75 and work from there.

4. Find a match! Match an answer in the first box to its equivalent in the second box.

If  $\frac{7}{4}$  is €8.75, the original amount is ... •

80% is €1.80, so 100% is ... •

$\frac{6}{5}$  is €2.88, so 50% is ... •

€1 increased by 25% is ... •

A 10% increase is 20c, the original amount is ... •

• €5 decreased by 75%

• 8% of €62.50

• 4% of €50

• Decrease €6.75 by  $66\frac{2}{3}\%$

• Increase €1 by  $\frac{200}{1000}$

Q.4 is a matching activity. Work out the answer to each sum and match the answers on the left to the same answer on the right, e.g.

1st = 2nd

2nd = ?

Follow the instructions carefully and check out the examples above each section. Remember, the book is there to help you also!

And so on....

Q.5 is True/False. Use the bar chart to work out the correct answers. Remember, **blue** represents this year and **red** represents last year.

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### Pg 132

Here is some very useful vocabulary to help you with this chapter.

**Profit:** When you bought something (cost price) and resold it for more money (selling price)

Cost Price < Selling Price

**Loss:** When you bought something (cost price) and resold it for less money (selling price)

Cost Price > Selling Price

**Cost Price:** How much it cost originally

**Cost Price = 100%**

**Selling Price:** How much you sold it for. This could be more than or less than the cost price.

### Here are some examples from Pg 132

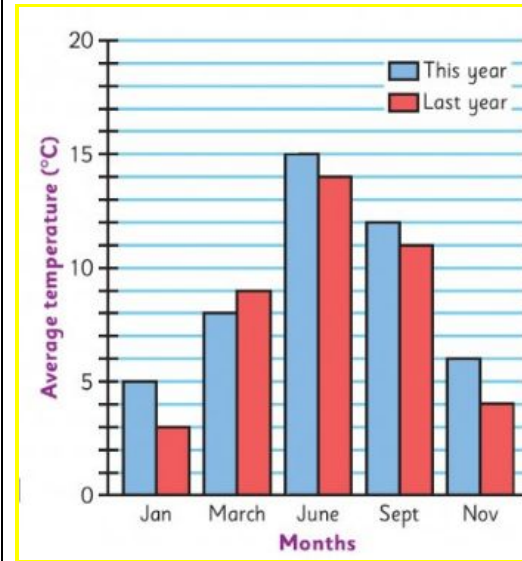
[https://drive.google.com/file/d/1V2Vv71VTftz-p\\_ciTYwXmM32bL2P0NLn/view](https://drive.google.com/file/d/1V2Vv71VTftz-p_ciTYwXmM32bL2P0NLn/view)

### Pg 133

This page deals with profit and loss percentages. If you make a profit of €45, how do you express this as a %

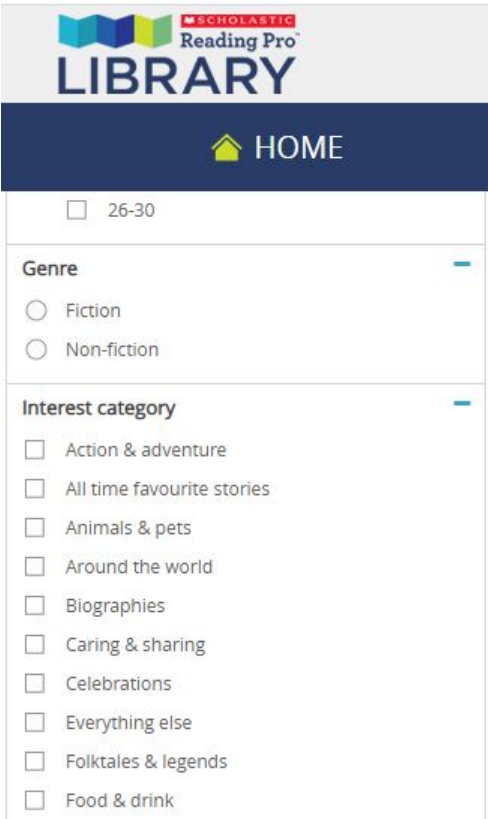
### Here are some examples on Profit and Loss Percentages:

<https://drive.google.com/file/d/16iaUPUwbSH5QGLzC2sbchJT5J1QOtZtw/view>



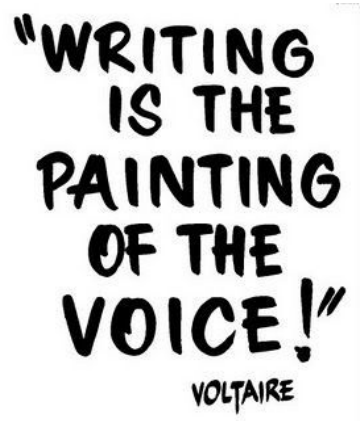
**Remember,** please email me with a question if you are stuck and don't understand something. I am here to help but **I cannot help you if you don't ask!!**

	<p><b>Pg 134</b>  <b>Cost and Selling Price</b>  Remember, if the cost price is less than the selling price, you have made a profit. If the cost price is more than the selling price, you have made a loss.  This page is tricky as they give you the % profit and loss and you may have to work your way back.  <b>Here are some examples on finding the cost and selling price.</b>  <a href="https://drive.google.com/file/d/1GmLS2pet1xMGluxMdRNva7BR808PVJOO/view">https://drive.google.com/file/d/1GmLS2pet1xMGluxMdRNva7BR808PVJOO/view</a></p> <p><b>Last Week, Pgs 92-95 (excluding pg 94) and Pgs 114-117</b>  How did you get on with last week's chapters. All answers to Chapter 32 are at the bottom of this document.</p> <p>Master Your Maths, <b>Week 28</b>. (Available to view @ <a href="https://my.cjfallon.ie/preview/student/20359">https://my.cjfallon.ie/preview/student/20359</a>)</p> <p><b>Answers to Week 27</b> are at the bottom of this document ↓ .  Mark yourself out of 18 for each day. I included the Friday test.</p>	<p>← Answers to Busy at Maths questions from <b>Fractions/Decimals/Percentages 1 and 2</b> are at the bottom of this document ↓</p> <p>I will post the answers to <b>Week 28</b> next Sunday.</p>	
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Literacy	<p><b>Reading</b></p> <p>Scholastic Reading Zone is now available for all students to access.</p> <p>Instructions on setting up →</p> <p>Use this as your CAPER for the last month of school, especially if you have run out of reading material at home. My advice, once you have selected 'Books' is to search by Genre and Interest Category on the left hand side:</p> 	<p><b>How to Access Scholastic Learning Zone</b></p> <p>Website is Scholastic Learning zone.  Scroll down to Select Ireland for Country.  <b>Org. Code</b> is TXVT.  <b>Username</b> is Capital initial + surname +2020 e.g. CByrnes2020 or KONEill2020  <b>Password</b> is MrMolloy2020  *Any issues, please email <a href="mailto:catherinekelly@cashelbns.ie">catherinekelly@cashelbns.ie</a> and we will help you to log in. Once you have used the site once, bookmark the page by clicking the star on the address bar.  When you are on the site, click on library and you can then select a book to read.</p>	Digital books are online
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	<p>There is a quiz with each book to test your knowledge and comprehension ability. The website will then make recommendations for easier or harder books, depending on your score.</p> <p><b>It's crucial that you continue reading. It is the basis for everything in secondary school.</b></p> <p>Comprehension: <b>Oliver Twist</b>  <b>Who remembers the famous clip of Oliver Twist, anxiously approaching his master, holding his empty bowl up beneath his master's eyes and muttering 'Please Sir, I want some more.'</b>  This clip on Youtube may help you to <u>visualise</u> the scene of our final comprehension.  <a href="https://www.youtube.com/watch?v=7tOkpntQtBM">https://www.youtube.com/watch?v=7tOkpntQtBM</a></p> <p><i>Oliver Twist is in the workhouse where all he and the other boys are given is a porringer (small bowl) of gruel (porridge). They are all hungry and they have decided to do something about it.</i></p> <p>I want you to have a go at the comprehension questions and vocabulary exercises at the bottom of the document.  <b>*There is some difficult vocabulary in this comprehension so have your dictionary close at hand. This is your last comprehension of 6th Class.</b> Please send any answers to me on Google Classroom or my email <a href="mailto:patmolloy@cashelbns.ie">patmolloy@cashelbns.ie</a></p> <p><b>Spelling</b>  Sounds in Focus, Unit 28 <b>y u(yoo)</b> as in <b>yo yo</b> computer  <b>*This will be your last SIF unit :-)</b></p>	<p>Scroll to the bottom of this document. I have split the comprehension onto two pages. The questions are on the 3rd page. ↓</p> <p>My advice is to print the comprehension if you are able.  <b>The question page does not have to be printed.</b> You can answer directly into your copy. Have a go at A and B (B asks you to fill in the blanks)</p> <p>Pick at least 2 activities from each page (4 per unit) and attempt the</p>	Offline
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	<p><b>Remember</b>, highlight every second word, circle the <b>v ve w wh u</b> sound in <u>each word</u> and ask someone to test you on Friday! There are a couple of difficult and <u>unusual</u> words in this unit. Look up the following words and put them into sentences.</p> <p><b>SIF 6:</b> <i>yearn, utilise, curious, mutual, irregularity</i>  <b>SIF 5:</b> lawyer, misuse, annually, obtuse, endurance  <b>SIF 3:</b> <i>year, useful, beautiful, you'll (you will), you'd (you would)</i></p> <p><b>*Remember, you can log in and play games online!</b> Go to the Sounds in Focus website, choose the book you are on and enter in the following codes:  <b>SIF 6:</b> sent297  <b>SIF 5:</b> dive 807  <b>SIF 3:</b> keep396  <b>SIF 1:</b> help310</p> <p><b><u>Free Writing</u></b>  Most of you probably don't have your Free Writing copies with you. I am leaving you with a list of our Free Writing topics for you to carry on to through the summer. This list will be left at the bottom of the document.  Remember, you can write for ten minutes or two hours. The choice is yours but I can't stress how important it is to keep writing, let your imagination flow and to present your work with pride.</p>	<p><b>challenge</b> as well.</p> <p>I have included the <b>answers</b> to last week's challenge (Unit 27) at the <u>bottom of the document</u>.</p> <p>Go to <a href="https://www.soundsinfocusonline.ie/">https://www.soundsinfocusonline.ie/</a>  Choose your level and enter the pupil access code for your level. Check out the activities and games you can access!</p>	Offline
			Online
			Offline

<p>Gaeilge</p>	<p><b>Cad ba mhaith leatsa a dhéanamh lá éigin? (post lá éigin)</b> What would you like to be some day?</p> <p><b>Ba mhaith liom a bheith i mo _____.</b> I would like to be a _____.</p> <p><b>Léitheoireacht (Reading):</b> There is a Comhrá at the bottom of this page. Síofra, Seán, Liam and Magda are discussing what they would like to be when they are older. Read and do your best to translate.</p> <p><b>Ba mhaith liom = I would like</b> <b>Is duine _____ thú = You are a _____ person.</b> <b>Tá suim agam = I am interested</b> <b>...an lató a bhuachan = ...to win the lotto :-)</b></p> <p><b>Scribhneoireacht (Writing)</b> I have taken a written exercise from Abair Llom and put it at the bottom of this document. Use the vocab below and the evidence from the rest of the sentence to help you.</p> <p>This week, I would like you to tell me what you would like to do someday. Here is a list of vocabulary to help you. Also, I will be uploading a PowerPoint with all this vocabulary on Monday morning to <u>Google Classroom</u> with some images and examples.</p> <p><b>Garda = Guard</b> <b>altra = nurse</b> <b>aisteoir = actor</b> <b>cóitseálaí spóirt = sports trainer</b> <b>tógálaí = builder</b> <b>tréidlia = vet</b> <b>feirmeoir = farmer</b></p>	<p><b>Google Classroom Quiz</b> <b>*I am not forgetting about our quiz.</b></p> <p>For fun, I will upload a quiz during the week on Google Classroom. The quiz is based on <b>Contaetha na hÉireann (Counties of Ireland)</b>. I have put a map of Ireland on the bottom of this document. I have split the map into two sections to make it nice and clear for you to read. You will have to learn the <b>name</b> and the <b>correct spelling</b> of each county and test yourself in the quiz. I will upload the quiz during the week and there can be no cheating!!:-) The winner will be announced in next week's work pack and on the Classroom page.</p> <p><b>Tip:</b> Start with the easy ones, e.g. <i>An Mhí, An Dún, An Clár</i>, etc</p>	<p>Offline Mostly</p> <p>Online Classroom will help</p>
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**dochtúir** = doctor  
**gruagaire** = hairdresser/ barber  
**múinteoir** = teacher  
**ceoltóir** = musician  
**grianghrafadóir** = photographer  
**fear gnó** = businessman  
**cócaire** = cook/ chef  
**piolota** = pilot

\*Use your dictionary or Tearma.ie to look up words that are not included.



*Is mise Pádraig. Is duine spóirtúil agus beoga mé. Ba mhaith liom a bheith i mo chóitseálaí spóirt lá éigin mar is aoibhinn liom ag cabhrú le daoine freisin. (I also like helping people)*

**PLEASE DON'T USE GOOGLE TRANSLATE!:-)**

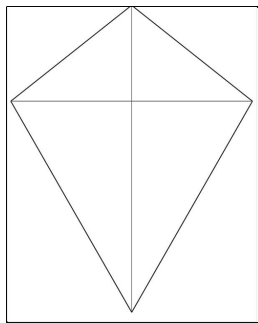
**Graduation Kites**

Not being in school doesn't mean we cannot complete our graduation art. Every year, the boys in 6th Class design their own graduation kites. You do not need much materials. Here's a list of what you can use:

- Large sheet of white card. (Get the biggest sheet you can, A2, A3 or A4 will also do. You may only be able to get this in A.M. Supplies)
- Long Ruler
- Pencil
- Scissors
- Markers/ sharpies/ twistables, etc for design
- 3 x bows (template left at bottom of this document)
- Length of ribbon

**Method**

- Mark out the shape of your kite using a long ruler and pencil..A kite is not an exact diamond shape. The bottom of the kite is longer than the top part. Imagine the bottom part =  $\frac{2}{3}$  and the top part is only  $\frac{1}{3}$  of the kite's length.



- That's the tricky part done. Now, like you did with your Confirmation Dove, write your name in the centre. Make it nice

## Summer Skies ♥ Kites!


png files ~ 300ppi



Original art by Cherie's Arts n Crafts (c)2013

\*I understand you may not have all of these items. Do your best with the materials you have and maybe, if your mum or dad are in town, they could pick up some items.

**Please don't stress over getting these materials.**

	<p>and big. 'Play' with the letters. Be creative in how you design them, e.g. if it was a capital T, draw a hurley across the top of use a slotar to dot the i. Use bubble writing so you can colour the letters.</p> <ul style="list-style-type: none"> <li>- Then, you design your kite with images. Use images that will represent you, your hobbies, your talents, what makes you special. Take some ideas from your silhouettes that you did at the beginning of the year. →</li> <li>- Design your bows, any way you wish. Use cool designs and patterns on each. Cut these out when they are finished.</li> <li>- Staple these bows to a length of coloured ribbon or string. Then staple/tape the top of the string to the back of your kite.</li> </ul> <p><b>*I would love to see any samples of the work you complete. Don't hesitate to send on your work to <a href="mailto:patmolloy@cashelbns.ie">patmolloy@cashelbns.ie</a></b></p>	 <p>Remember these. You don't have to overcrowd your kite either. Sometimes, less is more.</p>	
PE and Wellbeing	<p><b><u>Sports Day</u></b></p> <p>Although we are missing out on our annual Sports Day in school, nothing is stopping you from organising your own Sports Day at home.</p> <p>Gather family members and some friends and set up a range of activities in your garden or in a public area. Think of some of the games we would be playing for our Sports Day:</p> <ul style="list-style-type: none"> <li>- Sprints</li> <li>- Penalty Shootout</li> <li>- Egg and Spoon</li> <li>- Sack Race</li> <li>- Long Run</li> <li>- Obstacle Course</li> <li>- Tug of War</li> </ul>	<p><b>Extra Activities</b></p> <p>I have left a range of ideas and images at the bottom of this document for you to use.</p> <p>Also, I've included a word search for anyone who would like to print it off and complete.</p>	Offline

Weekly SESE  
project  
(Science/History/  
Geography)

### Working in the Local Community



This could be one of your last 'big' projects of 6th Class. So let's make it a good one. I want you to choose a business in the town of Cashel. It could be a shop, café, restaurant, hairdressers, bank, etc. It could be somewhere that you visit regularly or maybe someone in your family works there.

I want you to **categorise** the business, using the vocabulary below, **research** the history of the business and the service they provide and **design** a drawing/ sketch of the building and add appropriate colour.

It may be impossible with Covid 19 restrictions but if you know someone who works in a particular business of your choice, you could interview them about their work.

**Service:** In our community, many different services are available. These services include banks, estate agents,

**\*You have one week left to complete this project.**

### **Google Classroom**

As most of you have seen, I have uploaded a PowerPoint to Google Classroom with loads of images of various businesses and services in the town of Cashel. Use it to your advantage.

If anyone has any questions, please ask me.

Offline  
but  
you  
may  
need  
to re-  
search  
online.

plumbers, electricians, painters and hairdressers, e.g. *AIB Bank, Maher Auctioneering, Fine Cutz*

**Business:** There are many different businesses in the locality. Some people set up their own business, e.g. *Bowe and Co.* while many others work for larger businesses, e.g. *Minogue's Furniture*.

**Franchise:** There are many businesses in our community which are part of a wider franchise/ chain of businesses. This means that it is not exclusive to the town of Cashel and this business exists or is recognised in many other places, e.g. *Centra, Apache Pizza*

**Community Service:** Many people play a special part in the community. Fire fighters, doctors, nurses, teachers, librarians, ambulance drivers and Gardaí all play a role in the community, e.g. *Cashel Fire Station, Cashel Town Library, St John the Baptist BNS/GNS, Cashel King Cormacs GAA*, etc.



I also left a sample of one of last year's projects at the bottom of this document.



## **OTHER SUGGESTED ACTIVITIES FOR THE WEEK**

### **Water Safety**

Hopefully, once restrictions lift, we will be able to attend public parks, beaches and activity centres with our family and friends soon. In later years, you will probably attend these places with your friends only, without adult supervision. You **must be extremely careful** when doing so, in particular, near water. Areas that are unsupervised such as rivers and lakes are dangerous and pose huge risks. Take a look at the following image and identify the possible dangers. Some are not as obvious and you have to think a bit outside the box. Copy the following grid into your copy or print out the page if you are able.

**\*You should aim to get at least 5 detailed answers using evidence from the picture.**

I will post all answers in next week's work pack.





What Is the Danger?	Who Could Be Affected? Why/How?	What Could You Do to Prevent Harm?


Can you think about an area of water near you?  
Write how you could keep yourself safe here.

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**Busy at Maths, Pgs 92-95, Answers (excluding pg 94)**

**PAGE 92**

**1.**

- (b)  $\frac{25}{100}$ , 0.25, 25%  
 (c)  $\frac{13}{100}$ , 0.13, 13%  
 (d)  $\frac{31}{100}$ , 0.31, 31%  
 (e)  $\frac{19}{100}$ , 0.19, 19%  
 (f)  $\frac{11}{100}$ , 0.11, 11%  
 (g) (i) 100%  
      (ii) 0%

**2.**

- (a) 50%  
 (b) 9%  
 (c) 50%  
 (d) 80%  
 (e) 55%  
 (f) 15%  
 (g) 63%  
 (h) 79%  
 (i) 90%  
 (j) 98%

**3.**

- (a) 14%  
 (b) 44%  
 (c) 60%  
 (d) 65%  
 (e) 50%  
 (f) 36%  
 (g) 40%  
 (h) 52%  
 (i) 95%

**4.**

- (a) 66.66  
 (b) 42.85%  
 (c) 44.44%  
 (d) 23.33%  
 (e) 16.66%  
 (f) 41.66%  
 (g) 62.5%  
 (h) 83.33%  
 (i) 77.77%  
 (j) 91.66%

**5.**

- (a) 66.66%  
 (b) 3.78%  
 (c) 45.33%  
 (d) 16.66%  
 (e) 74.88%  
 (f) 93.27%

**PAGE 93**

**1.**

- (a) 25%  
 (b) 37.5%  
 (c) 42%  
 (d) 41.66%  
 (e) 66.66%  
 (f) 46.66%  
 (g) 55%  
 (h) 12.5%

**2.**

- (a)  $\frac{3}{25}$ , 0.12,  
 (b)  $\frac{7}{10}$ , 0.7  
 (c)  $\frac{9}{20}$ , 0.45  
 (d)  $\frac{1}{25}$ , 0.04  
 (e)  $\frac{1}{2}$ , 0.5  
 (f)  $\frac{1}{20}$ , 0.05

**3.**

- (a)  $\frac{3}{8}$ , 0.375  
 (b)  $\frac{1}{9}$ , 0.111  
 (c)  $\frac{2}{3}$ , 0.666  
 (d)  $\frac{5}{12}$ , 0.416  
 (e)  $\frac{5}{6}$ , 0.833  
 (f)  $\frac{1}{6}$ , 0.166

**Challenge I:** 20.83%

**Challenge II:** 71.42%

**PAGE 95**

**1.**

- (a) 25%  
 (b) 70%  
 (c) 30%  
 (d) 80%

**2.**

- (a) 20%  
 (b) 15%  
 (c) 13%  
 (d) 7%  
 (e) 1%  
 (f) 44%

**3.**

- (b) 0.89  
 (c) 0.76  
 (d) 0.71  
 (e) 0.58

**4.** €34

**5.** €62.40

**Challenge:** (a) 0.24  
                  (b) 0.29  
                  (c) 0.45

# Busy at Maths, Chapter 22, Pgs 114-117, Answers.

PAGE 114	PAGE 115	PAGE 116	PAGE 117
<b>1.</b> <b>(a)</b> 69 <b>(b)</b> 89 <b>(c)</b> 3 <b>(d)</b> 222  <b>2.</b> <b>(a)</b> (i) 20 (ii) 14 (iii) 8 (iv) 15  <b>(b)</b> (i) 30 (ii) 6.5 (iii) 17.5 (iv) 6 (v) 9 (vi) 28  <b>3.</b> <b>(a)</b> €4 <b>(b)</b> 92g <b>(c)</b> 1.5km <b>(d)</b> 30cm <b>(e)</b> €0.36 <b>(f)</b> 1cm <b>(g)</b> 21l <b>(h)</b> 264m <b>(i)</b> 182m  <b>4.</b> 600; 387; 300; 270; 171; 72	<b>1.</b> <b>(a)</b> (i) 5cm (ii) 16cm (iii) 8cm (iv) 13cm (v) 13cm  <b>(b)</b> (i) Jenny (ii) Tom (iii) Helen (iv) Adam (v) Barry  <b>2.</b> <b>(a)</b> 3 <b>(b)</b> 100 <b>(c)</b> 11 <b>(d)</b> 154 <b>(e)</b> 20  <b>3.</b> <b>(a)</b> 30 <b>(b)</b> 36 <b>(c)</b> 27 <b>(d)</b> 5 <b>(e)</b> 5  <b>4.</b> <b>(a)</b> Seal <b>(b)</b> Crocodile <b>(c)</b> elephant <b>(d)</b> Goose <b>(e)</b> Lion Cub <b>(f)</b> Chimpanzee  <b>5.</b> <b>(a)</b> €4 <b>(b)</b> €2.40 <b>(c)</b> €8 <b>(d)</b> €8.16 <b>(e)</b> €9.60  <b>Challenge:</b> 33%	<b>1.</b> <b>(a)</b> €8 <b>(b)</b> 28 <b>(c)</b> 5 days <b>(d)</b> 19mins  <b>2.</b> <b>(a)</b> 16 <b>(b)</b> 20 <b>(c)</b> 30 <b>(d)</b> 32 <b>(e)</b> 10 <b>(f)</b> 35 <b>(g)</b> 11 <b>(h)</b> 24 <b>(i)</b> 28  <b>3.</b> <b>(a)</b> 16 <b>(b)</b> 55 <b>(c)</b> 30 <b>(d)</b> 27 <b>(e)</b> 15 <b>(f)</b> 290 <b>(g)</b> 77 <b>(h)</b> 84 <b>(i)</b> 102  <b>Challenge:</b> 132	<b>1.</b> <b>(a)</b> 63 <b>(b)</b> 99 <b>(c)</b> 7 <b>(d)</b> €28  <b>2.</b> <b>(a)</b> €13.68 <b>(b)</b> €19.68 <b>(c)</b> €22.32 <b>(d)</b> €32 <b>(e)</b> €10 <b>(f)</b> €35  <b>3.</b> <b>(a)</b> 146 <b>(b)</b> 56.25 <b>(c)</b> 11 <b>(d)</b> 60 <b>(e)</b> 29 <b>(f)</b> 90  <b>4.</b> <b>(a)</b> 2.64km <b>(b)</b> €131.25 <b>(c)</b> €6,604 <b>(d)</b> €7.52

## Master Your Maths, Week 27, Answers

WEEK 27				
Monday	Tuesday	Wednesday	Thursday	WEEK 27 – TEST
1. 30,000	1. 900	1. €28	1. 28	1. 780
2. 3.7645	2. 2.9153	2. 40	2. 7,000	2. 24
3. 15	3. 90	3. 43cm	3. $\frac{7}{40}$	3. 4
4. $1\frac{14}{24}$	4. $\frac{3}{4}$	4. $\frac{7}{9}$	4. 9	4. $60^\circ$
5. 7	5. 11cm	5. 456.7	5. 900:600:1,200	5. 9
6. ----	6. $4\frac{1}{12}$	6. $5\frac{7}{9}$	6. 20cm	6. 64
7. 3,150m	7. 2	7. 500	7. 2,480	7. 15.2
8. 365g	8. 175g	8. 10	8. 270	8. $11\frac{1}{25}$
9. $23\text{cm}^2$	9. 3cm	9. 17:45	9. 9	9. 36cm
10. 07:42	10. 2.5	10. 117	10. 03:36	10. 45:60:75
11. 3hrs 15mins	11. 34.5	11. 9	11. 4hrs 15mins	11. parallelogram
12. 6	12. $\frac{1}{18}$	12. 36:54:18	12. $100^\circ$	12. 10,100.91
13. $4\frac{1}{6}$	13. A:40 B:20	13. 22	13. 40	13. 175km
14. €2.50	14. rhombus	14. 6.17	14. 11.011	14. 8
15. 48	15. 325	15. 3hrs 44mins	15. cube	15. 4.6
16. $294\text{cm}^2$	16. 90	16. 18	16. $420\text{m}^2$	16. 11
17. 345	17. €24	17. 245	17. $64\text{m}^2$	17. €35
18. 183.5km	18. €4.50	18. €660	18. $356\text{m}^2$	18. $56\text{cm}^2$
				19. 1cm:10m
				20. 3hrs 13mins
				<b>Problems</b>
				21. 17
				22. 43.8l
				23. 10
				24. 105
				25. 50km/hr

## Comprehension

### Oliver Twist

Oliver Twist is in the workhouse where all he and the other boys are given is a porringer (small bowl) of gruel (porridge). They are all hungry and they have decided to do something about it.



The room in which the boys were fed, was a large stone hall, with a copper at one end: out of which the master, dressed in an apron for the purpose, and assisted by one or two women, ladled the gruel at meal-times. Of this festive composition each boy had one porringer, and no more – except on occasions of great public rejoicing, when he had two ounces and a quarter of bread besides. The bowls never wanted washing. The boys polished them with their spoons till they shone again; and when they had performed this (which never took very long, the spoons being nearly as large as the bowls), they would sit staring at the copper, with such eager eyes, as if they could have devoured the very bricks of which it was composed; employing themselves, meanwhile, in sucking their fingers most assiduously, with the view of catching up any stray splashes of gruel that might have been cast thereon. Boys have generally excellent appetites. Oliver Twist and his companions suffered the tortures of slow starvation for three months: at last they got so voracious and wild with hunger, that one boy, who was tall for his age, and hadn't been used to that sort of thing (for his father had kept a small cook-shop), hinted darkly to his companions, that unless he had another basin of gruel *per diem*, he was afraid he might some night happen to eat the boy who slept next him, who happened to be



a weakly youth of tender age. He had a wild, hungry eye; and they implicitly believed him. A council was held; lots were cast who should walk up to the master after supper that evening, and ask for more; and it fell to Oliver Twist.

The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out; and a long grace was said over the short commons. The gruel disappeared; the boys whispered to each other, and winked at Oliver; while his next neighbours nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said, somewhat alarmed at his own temerity:

'Please, sir, I want some more.'

The master was a fat, healthy man; but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds, and then clung for support to the copper. The assistants were paralysed with wonder; the boys with fear.

'What!' said the master at length, in a faint voice.

'Please, sir,' replied Oliver, 'I want some more.'



**A Answer the questions.**

1. Who assisted the master at mealtimes?
2. What extra food did the boys receive on special occasions?
3. Why did the boys suck their fingers?
4. What did the boys suffer for three months?
5. Who was picked to ask for more?
6. Why do you think the bowls never wanted washing?
7. Why do you think the boys were not given more food?
8. How do you think Oliver felt as he said, 'I want some more'?
9. How do you know that the master was surprised when Oliver asked for more?
10. What do you think happened to Oliver next?

**B** Pick the word nearest in meaning to the underlined word in the sentences below.

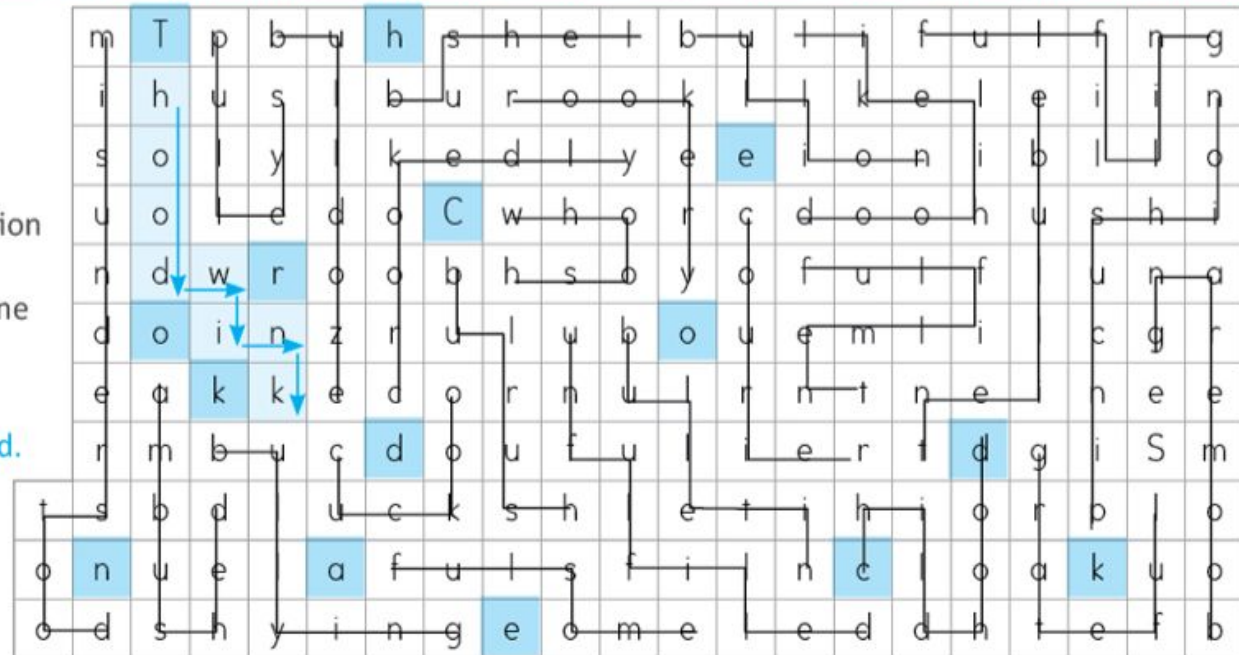
1. The master was assisted by two women.  
a) encouraged      b) fed      c) helped      d) washed
2. There was great rejoicing in the hall.  
a) discussion      b) examining      c) lamenting      d) celebrating
3. Sir Roger performed in the theatre.  
a) took charge      b) slept      c) acted      d) ate
4. The wolves howled voraciously all night.  
a) in a lonely fashion      b) happily      c) ravenously      d) weakly
5. The paupers waited at the street corner.  
a) managers      b) beggars      c) musicians      d) waiters
6. The dog devoured the meat.  
a) licked      b) gulped      c) chewed      d) tasted
7. The boys suffered the torture of slow starvation.  
a) joy      b) torment      c) embarrassment      d) boredom
8. The teacher hinted that we were getting a half-day holiday as a surprise.  
a) suggested      b) demanded      c) pretended      d) denied
9. A council was held to discuss the problem.  
a) class      b) meeting      c) game      d) concert
10. I gazed in astonishment at the broken window.  
a) wonder      b) shock      c) surprise      d) hope

Sounds in Focus Challenge, Answers  
SIF 6, Unit 27

## Challenge

**Colour** all the List Words in the Word Search to find the hidden title of a book. Letters forming words can be joined in any direction except diagonally. No letter is shared by words. One word is done as an example.

★ Link the words lightly with a pencil until all words are found.



Hidden Book Title: T h e C r o o k e d S n a k e



## SIF 5, Challenge, Unit 27

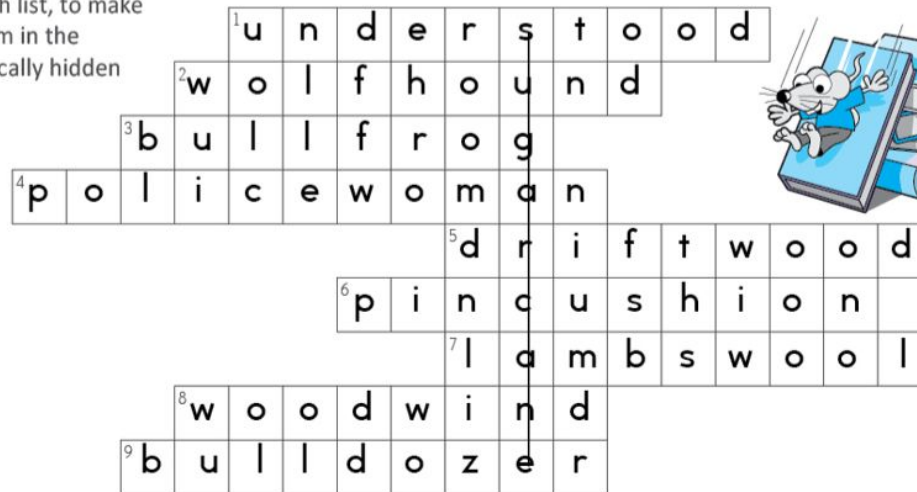
### Challenge

**Combine** one word from each list, to make compound words. **Write** them in the Word Puzzle to find the vertically hidden compound word.

- |           |         |
|-----------|---------|
| 1. under  | wool    |
| 2. wolf   | wood    |
| 3. bull   | cushion |
| 4. police | stood   |
| 5. drift  | dozer   |
| 6. pin    | hound   |
| 7. lambs  | frog    |
| 8. wood   | woman   |
| 9. bull   | wind    |

Hidden Word:

s u g a r c a n e



## SIF 3, Challenge, Unit 27

### Challenge

**Unjumble** the words to make titles of books. **Design** a book cover for each title. **Write** the title on the book cover.

het	lulb	how	okot	het	obko
The	Bull	Who	Took	the	Book
het	rokoc	hiwt	eth	rose	toof
The	Crook	with	the	Sore	Foot
het	nam	hwo	olnctud'	okco	
The	Man	Who	Couldn't	Cook	
teh	yob	ohw	shedpu	eht	llub
The	Boy	Who	Pushed	the	Bull
teh	manow	how	todos	no	a ohok
The	Woman	Who	Stood	on	a Hook

## Free Writing Topics, 6th Class

1. *I Am Important Because...*
2. *If I was a superhero what kind of superhero would I be and what powers would I have? (This can also be done using villains)*
3. *What do I want to be when I grow up and why?*
4. *If you were given 3 wishes what would they be and why?*
5. *If I could make something disappear in my life what would it be and why?*
6. *What ways do I help my family?*
7. *How can I be a better friend?*
8. *If you could be invisible what would you do and why?*
9. *What do you think about bullies and why?*
10. *Why is it important to be honest and not lie?*
11. *What would do if you won the lotto?*
12. *If you could change something about the world what would you do and why?*
13. *What are you most looking forward to when you are older?*
14. *How would you survive without electricity?*
15. *Write about a time when you had to be brave. What did you do? How did it feel?*
16. *Write about something you are really good at?*
17. *Write about one thing you want to learn about?*
18. *Write about a time when you worked really hard to get something.*
19. *Write about five things you could do better if you worked really hard and gave more effort.*
20. *If you had to give away €1,000 what would you do with it? Who would you give it to?*

### Free Writing Topics, 6th Class

21. *What is the best thing someone has ever given to you?*
22. *What is your least favourite time of year? Why?*
23. *Write about a day you would like to forget!*
24. *Write about what you can teach others.*
25. *Did ever get into an argument with a friend or family member? How did that make you feel?*
26. *Did you ever hurt someone's feelings? Explain what happened, how it made you feel*
27. *Did someone ever hurt your feelings? How did it make you feel? Did you talk to that person about it?*
28. *Is there anyone you admire or look up to?*
29. *What does it mean to be loyal? Write about a time when you showed loyalty to a friend or family member.*
30. *Is it fair to give someone a head start in a race? When is it fair? When is it not fair?*
31. *Write about a time when you had a strong opinion about something? Why did you feel so strongly about it?*
32. *Write about a time you made a big mistake. How did you fix it?*
33. *Write about a time when you were very angry. What happened?*
34. *If you heard a rumour about a friend that you knew wasn't true what would you do? How would it make you feel?*
35. *Write about a time when you cheered someone up. What did you do, how did it make you feel, how did it make that person feel?*
36. *Write about 3 things that are hard for you and why.*
37. *When was the last time you were afraid? What scared you, how did you react?*
38. *What is the bravest thing you've ever done?*
39. *What do you think risk-taking is? Have you ever taken a risk?*
40. *Write about your best friend. Who are they, how long have you known them, why are they your best friend?*

## Abair Liom

### D. Comhrá.



**Síofra:** A Liam, tá d'eitleán ar fheabhas ar fad.

**Seán:** Is duine cliste thú, a Liam.

**Liam:** Go raibh maith agaibh. Is breá liom a bheith ag tógáil rudaí agus tá mé go maith ag eolaíocht. Ba mhaith liom a bheith i m'innealtóir lá éigin.

**Síofra:** Ceapaim go mbeidh tú i d'innealtóir iontach, a Liam.

**Liam:** Go raibh maith agat. Cad ba mhaith leatsa a dhéanamh?

**Síofra:** Ba mhaith liom a bheith i mo thréidlia, nó i mo mhúinteoir meánscoile, cosúil le mo mham.

**Seán:** B'fhearr liomsa a bheith i mo mhúinteoir bunscoile nó i mo chóitseálaí spóirt. Tá mé go maith ag imirt spóirt.

**Magda:** Is duine spórtúil thú, gan dabht. Ba mhaith liomsa dul ag obair in ospidéal – mar altra nó mar dhochtúir. Tá suim agam in eolaíocht agus tá mé go maith ag cabhrú le daoine.

**Daithí:** Bhuel, b'fhearr liomsa an lató a bhuachan. Ansin ní bheadh orm aon obair a dhéanamh!



## E. Cad ba mhaith leatsa a dhéanamh lá éigin?



garda



aisteoir



cóitseálaí spóirt



grianghrafadóir



múinteoir



altra



tréidlia



feirmeoir



dochtúir



gruagaire



ceoltóir



tógálaí



fear gnó / bean ghnó



cócaire



píolóta



1. Tá suim agam sa cheol. Tá mé go maith ag canadh. Seinnim an pianó freisin. Ba mhaith liom a bheith i mo **cheoltóir**.



2. Tá mé go maith ag glacadh pictiúr. Tá ceamara iontach agam. Ba mhaith liom a bheith i mo \_\_\_\_\_.



3. Tá suim agam sa ghnó. Ba mhaith liom dul ag obair in oifig mhór mar \_\_\_\_\_.



4. Tá \_\_\_\_\_ agam sa drámaíocht. Is aoibhinn liom bheith ar stáitse. Ba mhaith liom a \_\_\_\_\_.



5. Is duine spórtúil mé. Tá \_\_\_\_\_ agam i spórt de gach sórt. Ba mhaith liom a \_\_\_\_\_.



Cad ba mhaith leatsa a dhéanamh lá éigin?

Also, if you are stuck on a word, use your dictionaries or look up the word on [www.potafoal.com](http://www.potafoal.com) or [www.tearma.ie](http://www.tearma.ie)

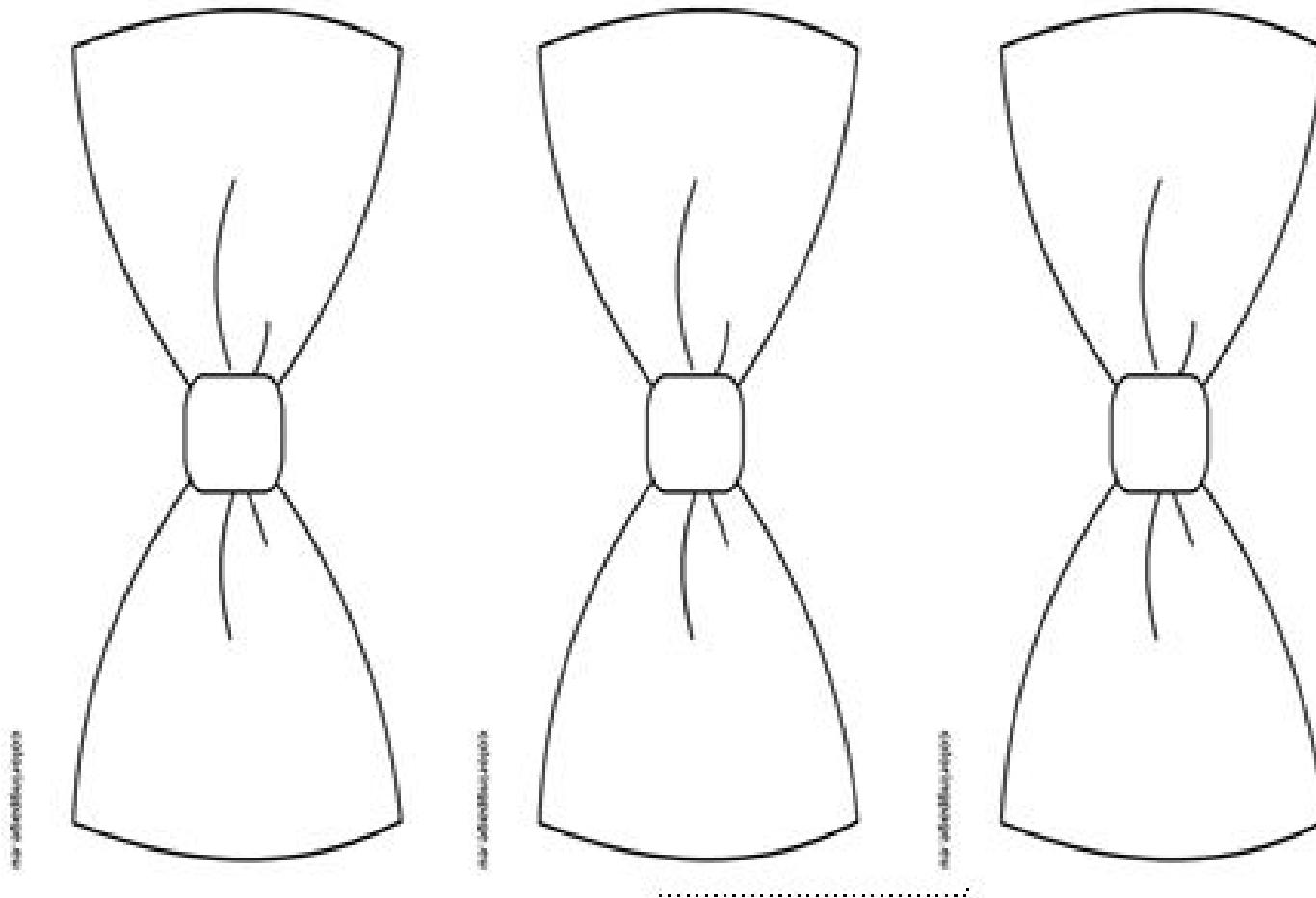


# Éire





## Bows for Graduation Kites





SESE Project Sample from 6th Class boy last year.



## Sports Day Activities



### Sports Day Event Ideas

#### Standing Long Jump

Children stand in a line and jump as far as they can. The length of the jump should be measured from the back foot. Split the jump track into zones. If children reach the first zone, they receive one point, two points if they reach the second zone and three points if they reach the third zone.



### Sports Day Event Ideas

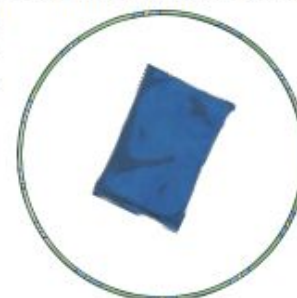
#### Relay Race

Each team should split themselves in half. Half the team will stand at one end and the other half should stand at the other end. Children should pass a baton back and forward by running to their next team member. One point should be awarded for each successful baton exchange.

### Sports Day Event Ideas

#### Target Throw

Arrange hoops in a line so there are three clear zones. Children should take turns to throw a bean bag into one hoop. If they reach the first hoop, they will receive one point, two points for the second zone and three points for the third zone.

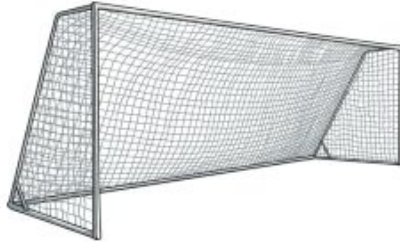


## Sports Day Activities

### Sports Day Event Ideas

#### Goal Shoot

Set up a goal. Children to take turns to kick a football into the goal. Points should be awarded for each goal scored.



### Sports Day Event Ideas

#### Hurdles

Set up a hurdle route and award points for each successful hurdler. Bonus points are awarded if a child can run the route without knocking down any hurdles.



### Sports Day Event Ideas

#### Sack Race

Each child should take turns to participate in the sack race. Set up a distance that would be appropriate for the age of your pupils. One point is to be awarded for each time the pupil completes the route.



### Sports Day Event Ideas

#### Egg and Spoon

Can children successfully run a race and keep the egg on the spoon? If so, give them a point!



<https://bit.ly/3bosyvH>



## Sports Day Activities

### Sports Day Event Ideas

#### Hoop Race

Set up hula hoops side by side along the ground. Children should run and make sure that they step in every hoop along the way.



### Sports Day Event Ideas

#### Welly Throw

Children should throw a welly and try to land it within a certain zone. Award points for each successful throw.



### Sports Day Event Ideas

#### Javelin

Children use foam javelins to hit specific targets. Points for each target that is hit.



### Sports Day Event Ideas

#### Fill the Bucket

Each team should transfer beanbags, balls or other objects from one bucket to another. Points should be awarded for each successful object transferred to the end bucket.



## Sports Day Wordsearch

