

## St John the Baptist BNS Cashel

Work package for Ms Crosse (Room 13) and Ms Curry (Room 10) Fourth Classes

Week beginning Monday 25th May 2020

Hello everyone/Dia dhaoibh go léir!

We hope you are all well. This is your final week getting a work package in this format.

Well done with the work you completed over the past week. We received some lovely images of your projects, written work and great artwork too. Remember to stay active also and spend time outside in your gardens.

Here's your plan for the week ahead. You now have links to click into to hear your teacher explain the work package to you too. Remember to continue to do your best and note that you can communicate with us via our school email address [rebeccacurry@cashelbns.ie](mailto:rebeccacurry@cashelbns.ie) or [caitriacrosse@cashelbns.ie](mailto:caitriacrosse@cashelbns.ie) or [catherinekelly@cashelbns.ie](mailto:catherinekelly@cashelbns.ie).

Please send us **photos** of your work or of you completing some of the tasks that we've set. If you're feeling adventurous, why not send us a **video** of you reading, reciting 'The Storyteller' or doing your soccer drill? If you don't want any pictures of you put on the website, then you can just state this in the email. But, please, do get in touch with us.

I would ask that your parents send an email this week, if they haven't already, to either [rebeccacurry@cashelbns.ie](mailto:rebeccacurry@cashelbns.ie) or [caitriacrosse@cashelbns.ie](mailto:caitriacrosse@cashelbns.ie) so that we'll have your families' email address for correspondence.

We miss you very much and hope that you'll keep up the hard work at home.

Kindest regards,

Ms Crosse & Ms Curry

Click here to hear **Ms Crosse** explain this week's Maths work

<https://drive.google.com/file/d/1gOBW1Y0B7Ww7QMslD7WPKEHTOXxtIcj/view>

Click here to hear **Ms Crosse** explain this week's English work:

[https://drive.google.com/file/d/134qPBZkm\\_7K\\_rhbtUHUX2fXh4ZEFvMj1/view](https://drive.google.com/file/d/134qPBZkm_7K_rhbtUHUX2fXh4ZEFvMj1/view)

Click here to hear **Ms Crosse** explain Oral Language and Irish work :

<https://drive.google.com/file/d/1TYe9-w7zYuxvv3hT1HRqkwBHGIMttJgj/view>

Click here to hear the rest of the work package:

[https://drive.google.com/file/d/1XP961bcjDnZcF9VjD6\\_rQFH4evpAS2aR/view](https://drive.google.com/file/d/1XP961bcjDnZcF9VjD6_rQFH4evpAS2aR/view)

Click here to hear **Miss Curry** explain this week's maths work:

[https://drive.google.com/file/d/1y8u6dk\\_doWB\\_G874MscW9THHT7QtGiT/view](https://drive.google.com/file/d/1y8u6dk_doWB_G874MscW9THHT7QtGiT/view)

Click here to hear **Miss Curry** explain this week's literacy work:

[https://drive.google.com/file/d/1hMKYUVvwYEN5mAtNGFhYvE7ROrej3vq\\_/view](https://drive.google.com/file/d/1hMKYUVvwYEN5mAtNGFhYvE7ROrej3vq_/view)

Click here to hear **Miss Curry** explain how to use Scholastic Learning Zone:

[https://drive.google.com/file/d/1k-k\\_7PJ62-dZBtlr-YE0ULYmBZBUuE9j/view](https://drive.google.com/file/d/1k-k_7PJ62-dZBtlr-YE0ULYmBZBUuE9j/view)

Click here to hear **Miss Curry** explain this week's Gaeilge work:

[https://drive.google.com/file/d/1GO40Yjux2pKkG3cJ4\\_rwFFoqbBjBAldV/view](https://drive.google.com/file/d/1GO40Yjux2pKkG3cJ4_rwFFoqbBjBAldV/view)

Click here to hear Miss Curry explain the rest of this week's work package:

[https://drive.google.com/file/d/1o5JbnTZTXPHT9s\\_NNNp-t4ZwNVEqxl2/view](https://drive.google.com/file/d/1o5JbnTZTXPHT9s_NNNp-t4ZwNVEqxl2/view)

## **CURRICULUM ACTIVITIES FOR THE WEEK**

Subject/Area	Content	Websites/other instructions	Online/Offline
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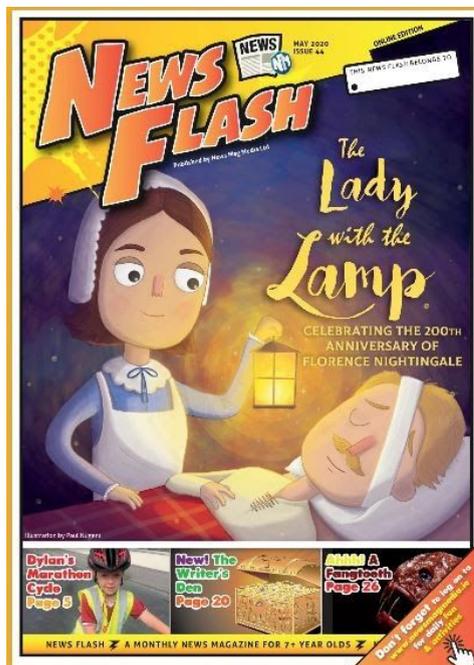
<p>Literacy</p>	<ul style="list-style-type: none"> <li>• Complete Unit 31 of Sounds in Focus pupil book.</li> <li>• Complete LCWC on new spellings from Unit 31</li> <li>• Learn your 4 new vocab words.(See vocab at bottom of this document)</li> <li>• Make a sentence with each new spelling and/or vocab.</li> </ul> <p>Ask a family member to test you on the spellings and vocab on Friday (similar to our tests on a Friday!)</p> <p>Continue to read a book or some chapters from a book every day and take note of new vocabulary.</p> <p><b>NEW READING NEW READING NEW READING</b></p>  <p>We have another option for levelled readers we would really like you to try. Each child has been assigned a login for the Scholastic learning Zone website. If you follow the link across and select Ireland as the country. You will then be asked for your <b>organisation code</b> which is: TXVT. Your boy's <b>username</b> is his initialsurname2020 eg. CCrosse2020 or RCurry2020. The <b>password</b> is <i>your</i> teacher's name and year i.e. MsCrosse2020 or MsCurry2020. If you have any trouble logging in, you can email us.</p> <p><b>PREVIOUS READING OPTIONS</b></p> <p>If you have run out of reading material, you can also sign up to <a href="http://www.getepic.com">www.getepic.com</a> with Mr Ryan by emailing <a href="mailto:principal@cashelbns.ie">principal@cashelbns.ie</a></p> <p>Oxford Owl have some excellent e-books for different age levels. The ebooks are tablet-friendly. <a href="#">Free eBook library</a></p>	<p>Sounds in Focus 4 (PINK) <a href="http://bitly.ws/86RY">http://bitly.ws/86RY</a> Pupil Access Code-long976</p> <p>Sound in Focus 3 (BROWN) <a href="http://bitly.ws/86S3">http://bitly.ws/86S3</a> Pupil Access Code - keep396</p> <p><a href="http://www.scholasticlearningzone.com">www.scholasticlearningzone.com</a></p>	<p>Offline</p> <p>Online</p>
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Click on “my class login”  
Enter these details  
Username: **saintjohnthebaptist**  
Password: **Cashel**

Listen to one of David Walliams’ audio books each day.

- Write a chapter summary in your free writing copy on each chapter that you’ve read
- Keep a daily written account of your time at home in free writing copy or in a special copy (will be an historical document!). Date your diary entries.

### News Flash



Have a read of this month’s issue of “News Flash”. Below ↓ we have attached a page of comprehension questions based on the article [‘The Lady with the Lamp’](#)

[www.worldofdavidwalliams.com/elevenses/](http://www.worldofdavidwalliams.com/elevenses/)

[The Primary Planet: News Flash\\_Florence](#)

[News Flash Magazine Issue 44](#)

Online

**A Letter to Nurses:**  
 Click the link and read the article  
[Nursings-The Heart of Our Healthcare](#)

International Nurses Day 3

# Nursing THE HEART OF OUR HEALTHCARE

**At least 1 billion people** are cared for during the night.

At least 1 billion people are cared for during the night. Nurses work with doctors and other health care workers to make patients feel better and to help keep them healthy when they recover. Nurses spend their work hours helping others. They are the right people to be put in a hospital for during the night.

In hospitals, nurses give medicine to the patients and check them regularly by taking temperature and noting if blood pressure. They have to be able to understand how to read computer and machines that patients may be using in the hospital. They also have to know what kinds of equipment they are using and how to use them. They also have to be able to give medicine to patients, so that the patients get the best possible care.

Nurses work in many places. They work in hospitals, in the home, in the school, in the community, sometimes they work with people who are at home or in the air as people who are flying from one hospital to another. In some countries, nurses work in the army. Some nurses give up part of their lives to help in poorer countries, making us healthier.

The nurses, nurse often specialise in their areas of medicine. Nurses work with women during pregnancy and childbirth, with the doctor caring for mothers and babies after the birth. They care for people who are in the mother and baby, advising the mother on the care of her baby. They also have to look after the patients who are in the hospital.

Nurses may work with some people who are disabled, helping them take care of themselves and keeping the quality of life. Nurses can work with children or teenagers, help the patients who are in the hospital and who are in the hospital. Pediatric nurses help people who need the care, or those recovering from surgery and operations. These nurses do many other things, not only with the patients, but also with their families.

Some nurses work with children who are sick and need to be cared for in the hospital. They are able to do a lot of things and help them.

**FLASH FACT**  
 The top nursing school in the world is the University of Pennsylvania.

**To be a nurse, you need to be...**  
 a very caring person who likes to help other people;  
 interested in science subjects in school and well organized;  
 able to think quickly and remember what others are saying;  
 having great patience and kindness to look after their patients;  
 flexible and hardworking.

**Dear Nursing,**  
 This is just a short note to say a big thank you.  
 You have put your love in the world over the last few months and continue to do so. It is you who help save thousands of people battling COVID-19.  
 I very often think you come to work - in hospitals, nursing homes, clinics and you leave behind your family and friends so you can care for your patients, your families and friends! Best!  
 We will owe you so much for your bravery, your caring, your patience and your selflessness.  
 Thank you for always being in your power to help the most vulnerable people in our society.  
 Thank you for caring for us and our families.  
 From all of us

Using the example letter below the article, write your own **personal letter** thanking the nurses of Ireland for the incredible work they do every day. Having spent the last few months on the front line battling COVID-19 and putting others before themselves, it's not hard to see why they deserve our gratitude.

You may know a nurse you would like to write to yourself, or you can write your letter to a nurse I know named Claire. Claire works in ICU in Limerick, where those who need help the most are being treated. I know the nurses would be absolutely delighted to receive letters from you thanking them for their unselfish devotion. Claire has told me that she will bring the letters you write to work to show the other nurses too.

Get writing and be as creative as possible to show your support for our wonderful health care workers. *If you wish to write your letter to Claire, email your teacher for her address.*

If you are sending a letter to a nurse you know, please take a picture of your letter before you send it and email it to us.

### Oral Language

#### Tall Tales



Listen to this tall tale:

[American Legends](#)  
[Volume 2: Paul Bunyan](#)

What features of a tall tale can you identify in this story?

As you know from last week, a **tall tale** is a story that may or may not be true but is hard to believe. The story details are greatly **exaggerated** and contain lots of **humour**.

#### Stop pulling my leg

**Exaggeration** means describing something as more – better or worse – than it actually is. It is used to emphasise something. In stories, it is sometimes referred to as **hyperbole**, e.g.:

- The cat was so thin it could slide through a keyhole.
- I'm so hungry I could eat a horse.
- We got a ton of homework last night.
- I told her a million times not to do that.

Finish these sentences orally using exaggeration/hyperbole:

- The dog was so lazy that ...
- The cheetah ran so fast that ...

	<ul style="list-style-type: none"> <li>● The climate was so hot that ...</li> <li>● The food was so disgusting that ...</li> <li>● I was so tired that ...</li> </ul> <p><b>Tall Tale Task</b></p> <p>Tall Tale myths were popular in America in the twentieth century. Choose one of the images at the bottom of this document ↓ and write and/or record your own tall tale inspired by the chosen image.</p> <p><b>Poetry</b></p> <p>Read the poem ‘The Storyteller’ by Kerri Ward (<b>See below ↓</b>). Learn remaining verses this week.</p>	<p><a href="#">Examples of American tall tales to read</a></p>	
Gaeilge	<p>Watch Cúla4 regularly. Choose a programme to watch daily.</p> <p><b>Scéal: Cluichí Ríomhaire leis na blianta:</b> Scroll to the bottom of this document ↓ and you will see ‘scéal’. Léigh an scéal cúpla úair.</p> <p><b>Tasc A:</b> Freagair na ceisteanna (Answer the questions based on the story)</p> <p><b>Tasc B:</b> Fíor nó bréagach (true or false questions)</p> <p><b>Tasc H:</b> An forainm réamhfhoclach “ag”</p> <p><b>Litriú:</b> Learn spellings listed at the bottom of this document.</p> <p><b>DO NOT</b> worry if you don’t understand every word on the Irish pages below. You can research the word online if you like or guess what you think it means. If you do, write the word and its definition in your cóipleabhar Gaeilge.</p> <ul style="list-style-type: none"> <li>● Learn the following verbs in Aimsir Chaite and Aimsir Láithreach . <ul style="list-style-type: none"> <li>● Ceangail</li> <li>● Oscail</li> <li>● Imir</li> </ul> </li> </ul>	<p><a href="#">Link to Cúla 4</a></p>	<p>Online</p> <p>Offline</p>



## OTHER SUGGESTED ACTIVITIES FOR THE WEEK

<u>ACTIVITY</u>	Content	Websites/other instructions	Online/ Offline (please state)
1.	Toilet Roll Construction {You can visit website for ideas or you can be as creative as you like on your own} We would love to see some photos of your creations.	<a href="#">40 Easy Toilet Paper Roll Crafts for Kids and Adults</a>	Online
2.	Children's Art Competition	See end of document ↓	Online
3.	Dublin Zoo is having virtual tours <b>every Monday at 10am</b> . They also have many live web cam links.	<a href="http://www.dublinzoo.ie">www.dublinzoo.ie</a>	Online

## Comprehension Activity

### FLORENCE NIGHTINGALE

These questions are based on the article ['The Lady with the Lamp'](#)

1. In which country was Florence Nightingale born?
2. Crimea is a peninsula on the coast of which sea?
3. What did Florence call the military hospital in Scutari, in Turkey?
4. What disease did Florence contract at the hospital in Scutari?
5. Which famous engineer designed Renkioi Hospital in Turkey?
6. What was the brooch that Queen Victoria gave to Florence called?
7. In what year was Florence awarded the Royal Red Cross?
8. Who was America's first trained nurse?
9. On what date is International Nurses Day celebrated?
10. Florence Nightingale was known as 'The \_\_\_\_\_ of the  
Crimea'.

## Maths Story

*Read the story (a few times). Underline/highlight the important information.*

COVID-19 had been defeated and all restrictions were finally lifted! This meant one thing for the O'Neills – a family holiday!

He couldn't hold it in any longer – as the car pulled out of the driveway, at exactly 11.39 a.m., Dad breathed a sigh of relief.

The family holiday, which had originally been planned for May, was now in motion, and although it was now 73 days late, 13-year-old Evan, 9-year-old Emma and 14-month-old Molly were uber-excited.

Dad knew that he would reach the ferry terminal with plenty of time to spare before the check-in deadline of 2.15 p.m. There was no way he was going to risk missing the boat.

He had filled the tank with diesel the night before, getting €4.85 change from the €50 note he gave the shop assistant, and everything had been checked and double-checked.

It also helped that Mam had rebooked the ferry online and, it must be said, got a great deal from the COVID-19 discount offer. The return fare for an adult was €128, children over 12 years cost 75% of the adult fare, children under 12 were half the adult fare price, while babies under 12 months were free. The overall discount Mum received when she paid online came to 12.5%.

Evan and Emma had done their part too, having saved €87 for their holiday before exchanging it for sterling at their local Credit Union.

No sooner had the ferry departed, at exactly 2.48 p.m., but the family went exploring. The kind man at the check-in desk had told Emma – she was a stats-nerd – that there were 249 vehicles on board, along with a total of 620 passengers and crew.

The O'Neills had a beautiful lunch in the restaurant – their first time to eat out in months – before docking at Holyhead 171 minutes later.

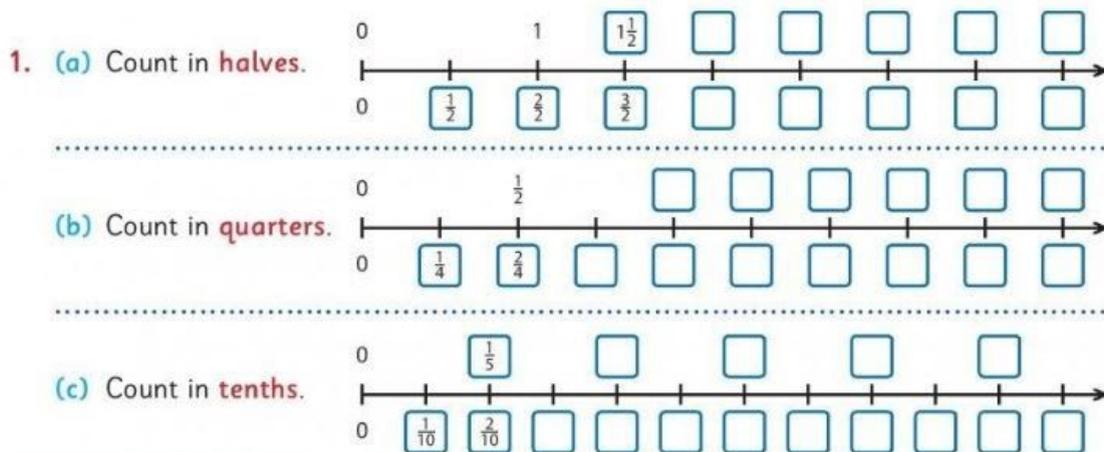
Once the family were safely packed up in the car, Dad ran over to the kiosk and bought ice-cream cones for the whole family. Gran laughed when she saw baby Molly's face on Snapchat, completely covered in ice-cream.

## **Questions:**

1. How much time did Dad allow for the road trip?
2. If diesel cost €1.29 per litre, how many litres did Dad buy?
3. How much did the children's fares cost in total?
4. What was the total cost of the ferry?
5. How long did the ferry journey take?
6. If one third of the vehicles onboard the ferry were lorries, with each truck ticket costing €310, how much money did the ferry company get for lorries on this voyage?
7. 90% of the people on board were passengers. If the average pay per crew member was €186 per sailing, what was the total wage bill for this crossing?

## Fractions from Busy at Maths pg. 104

### Fractions 2 – General fractions (problems)



2. (a) Three-fifths of a number is 12. The whole number is \_\_\_\_\_.
- (b) Five-eighths of a number is 15. The whole number is \_\_\_\_\_.
- (c) Seven-ninths of a number is 21. The whole number is \_\_\_\_\_.



3. Write the **smaller** number as a fraction of the **bigger** number.

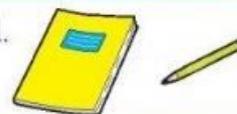
(a) 4, 8  /     (b) 7, 21  /     (c) 36, 9  /     (d) 8, 48  /     (e) 80, 10  /

4. Find:

(a)  $\frac{3}{4}$  of 16 = \_\_\_\_\_    (b)  $\frac{2}{3}$  of 24 = \_\_\_\_\_    (c)  $\frac{3}{5}$  of 15 = \_\_\_\_\_    (d)  $\frac{4}{5}$  of 15 = \_\_\_\_\_

(e)  $\frac{5}{5}$  of 15 = \_\_\_\_\_    (f)  $\frac{5}{6}$  of 30 = \_\_\_\_\_    (g)  $\frac{3}{8}$  of 40 = \_\_\_\_\_    (h)  $\frac{4}{9}$  of 36 = \_\_\_\_\_

5. Percy had . He spent  $\frac{2}{5}$  of it on a copy and  $\frac{3}{10}$  of it on a pencil. What fraction of his  coin had he left?  /



6. Angela had 24 football cards. She gave  $\frac{3}{8}$  of them to Joe and  $\frac{5}{12}$  of them to Jenny. How many cards had she left? \_\_\_\_\_

7.  Denis gave  $\frac{2}{9}$  of his 36 marbles to David and  $\frac{2}{3}$  of them to Deirdre. How many marbles did he give away? \_\_\_\_\_

8. There were 15 girls, 10 boys and 5 adults on a fun run. What fraction of them were:
- (i) girls?  /     (ii) boys?  /     and    (iii) adults?  /

#### Challenge



Steve spent  $\frac{3}{10}$  of his  on a hurley and  $\frac{3}{5}$  of it on a helmet. How much money had he left? €

# Fractions from Busy at Maths Shadow Book

## Fractions 2

1.  An artist has 9 paintings for sale at an exhibition. He sells 4 of them.

(a) What fraction did he sell? \_\_\_\_\_  
 (b) What fraction has he still to sell? \_\_\_\_\_

2. An animal shelter has 12 dogs and 9 cats in its care. If it succeeds in finding new homes for 7 of the dogs and 6 of the cats:

(a) What fraction of the number of each animal will be rehoused? (i) Dogs: \_\_\_\_\_ (ii) Cats: \_\_\_\_\_  
 (b) What fraction of the number for each animal remains to be housed? (i) Dogs: \_\_\_\_\_ (ii) Cats: \_\_\_\_\_



3.  Ciarán had five €2 coins in his pocket. He also had a hole in his pocket. He lost two of the coins.

(a) How much did he lose? € \_\_\_\_\_  
 (b) What fraction of his money did he lose? \_\_\_\_\_  
 (c) What fraction had he left? \_\_\_\_\_  
 (d) Write an equivalent fraction for the amount he had left. \_\_\_\_\_

4. Write equivalent fractions for each of these.

(a) 2 as a fraction of 12

$$\frac{\square}{\square} = \frac{\square}{\square}$$

(b) 7 as a fraction of 21

$$\frac{\square}{\square} = \frac{\square}{\square}$$

(c) €12 as a fraction of €48

$$\frac{\square}{\square} = \frac{\square}{\square}$$

(d) 3 as a fraction of 15

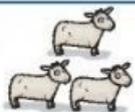
$$\frac{\square}{\square}$$

(e) 5 as a fraction of 40

$$\frac{\square}{\square}$$

(f) 7 as a fraction of 42

$$\frac{\square}{\square}$$

5.  Jimmy keeps 40 sheep and Patrick keeps 8 sheep.

Write the number of sheep Patrick has as a fraction of Jimmy's.  $\frac{\square}{\square}$

6. In the women's rugby international, France scored 10 points and Ireland scored 18 points.

(a) Write the French score as a fraction of the Irish score.  $\frac{\square}{\square}$

(b) Write an equivalent fraction for this.  $\frac{\square}{\square}$

(c) Write the winning margin as a fraction of the Irish score.  $\frac{\square}{\square}$

(d) Write an equivalent fraction for your answer.  $\frac{\square}{\square}$



**Equivalent Fractions from Busy at Maths pg.  
101-102 answers**

**PAGE101**

**1.**

(a)  $\frac{1}{8}$   $\frac{1}{8}$   $\frac{1}{8}$   $\frac{1}{8}$   $\frac{1}{8}$   $\frac{1}{8}$   $\frac{1}{8}$   $\frac{1}{8}$   
 $\frac{1}{4}$   $\frac{1}{4}$   $\frac{1}{4}$   $\frac{1}{4}$   
 $\frac{1}{2}$   $\frac{1}{2}$

(b)  $\frac{2}{4}$ ,  $\frac{4}{8}$

(c) (i)  $\frac{4}{8}$   
(ii)  $\frac{6}{8}$   
(iii)  $\frac{4}{4}$  or  $\frac{2}{2}$

**2.**

(b) (i)  $\frac{1}{5} = \frac{2}{10}$   
(ii)  $\frac{2}{5} = \frac{4}{10}$   
(iii)  $\frac{5}{10} = \frac{1}{2}$

(iv)  $\frac{6}{10} = \frac{3}{5}$

(v)  $\frac{8}{10} = \frac{4}{5}$

(vi)  $\frac{10}{10} = \frac{5}{5}$  or  $\frac{1}{1}$

**PAGE102**

**1.**

(a)  $\frac{2}{4}$  or  $\frac{1}{2}$

(b)  $\frac{4}{8}$  or  $\frac{2}{4}$  or  $\frac{1}{2}$

(c)  $\frac{1}{2}$

(d)  $\frac{1}{4}$

(e)  $\frac{1}{2}$

(f)  $\frac{1}{4}$

**2.**

(a)  $\frac{2}{8}$  or  $\frac{1}{4}$

(b)  $\frac{1}{4}$

(c)  $\frac{4}{16}$  or  $\frac{1}{4}$

(d)  $\frac{6}{24}$  or  $\frac{1}{4}$

(e)  $\frac{1}{4}$

**Challenge:**  $\frac{20}{80}$  or  $\frac{2}{8}$  or  $\frac{1}{4}$

**Equivalent Fractions from Busy at Maths pg. 103**  
**answers**

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**PAGE 103**

**1.**

- (a)**  $\frac{2}{16}$  or  $\frac{1}{8}$
- (b)**  $\frac{5}{40}$  or  $\frac{1}{8}$
- (c)**  $\frac{10}{80}$  or  $\frac{1}{8}$
- (d)**  $\frac{6}{48}$  or  $\frac{1}{8}$

**2.**

- (a)**  $\frac{2}{6}$  or  $\frac{1}{3}$
- (b)**  $\frac{4}{12}$  or  $\frac{1}{3}$
- (c)**  $\frac{2}{10}$  or  $\frac{1}{5}$
- (d)**  $\frac{3}{12}$  or  $\frac{1}{4}$

**3.**

- (a)**  $\frac{1}{12}$
- (b)**  $\frac{9}{18}$  or  $\frac{1}{2}$
- (c)**  $\frac{5}{50}$  or  $\frac{1}{10}$
- (d)**  $\frac{3}{18}$  or  $\frac{1}{6}$
- (e)**  $\frac{8}{24}$  or  $\frac{1}{3}$
- (f)**  $\frac{5}{50}$  or  $\frac{1}{10}$

**4.**  $\frac{1}{10}$

**5.**  $\frac{1}{9}$

**6.**  $\frac{1}{5}$

**7.**  $\frac{1}{6}$

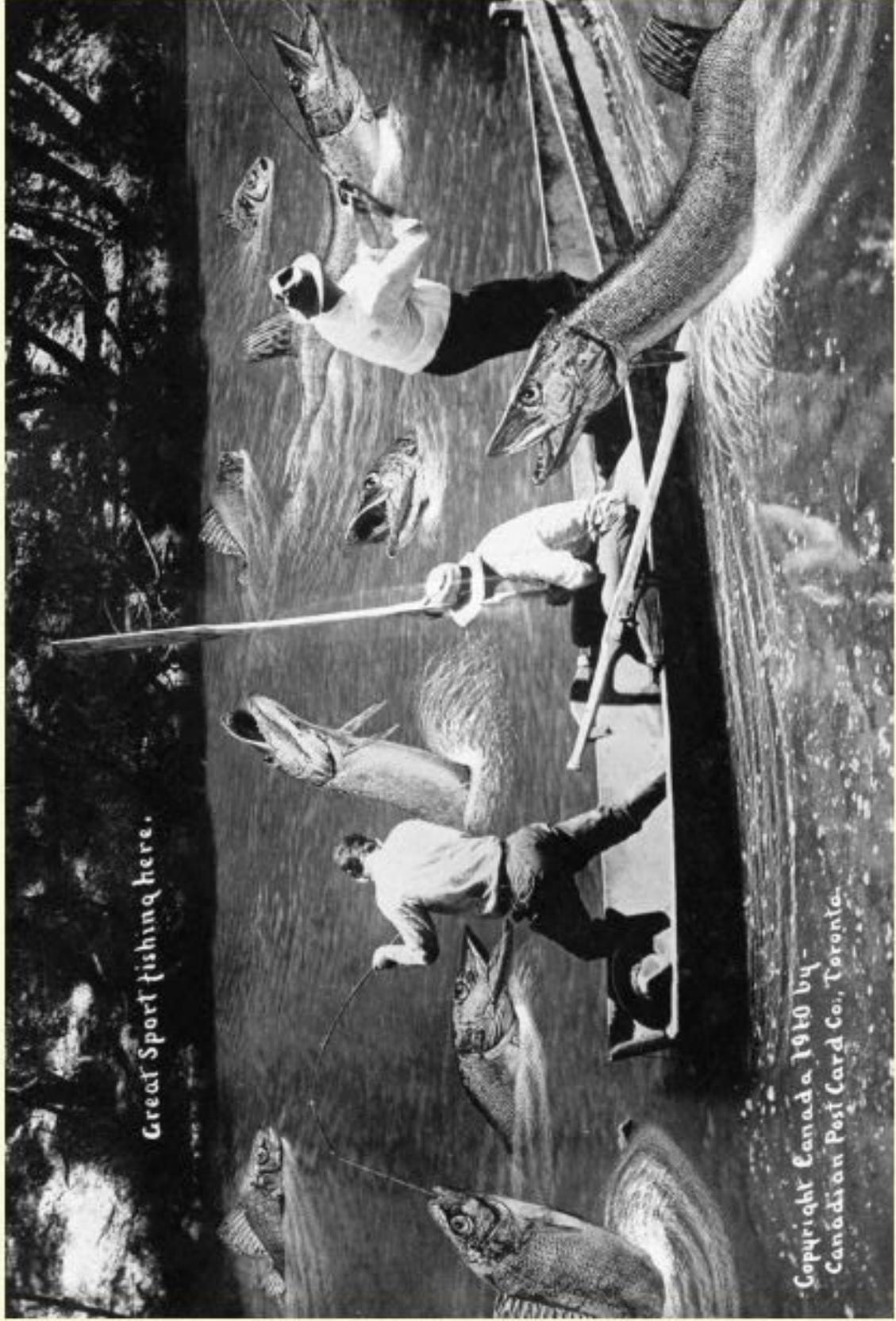
**Challenge:** (i)  $\frac{1}{2}$  (ii)  $\frac{1}{3}$  (iii)  $\frac{1}{6}$

**Tall Tale Task:**

Choose one out of three images and create a tall tale inspired by it.







Great Sport fishing here.

Copyright Canada 1960 by -  
Canadian Post Card Co., Toronto.

## The Storyteller

By Kerri Ward

A story here I have to tell,  
I'm sure that you all know it well.  
Or maybe you have never heard it.  
Anyway, it's time I shared it.

There was a man (and this is true)  
Who was bright pink ... or, was he  
blue?

Well, anyway, he had strange skin  
And was quite fat ... or was he thin?

The most important thing you'll hear,  
Is how he had enchanted ears.  
Or was it his amazing eyes,  
That flashed whenever he told lies?

Or could it be his magic nose?  
That, when he fibs, just grows and  
grows?

No matter! More significant  
Is the most unfortunate incident.

When one day, strolling through a dell,  
The poor man fell down a well.  
A pit, I mean. No, no a hole.  
And then he was captured by a troll!

Somehow or other, he got free -  
Details don't matter much to me -

And then he picked a magic flower,  
And rescued a princess from a tower.

Slayed a witch (without much hassle)  
And came across an enchanted castle.  
There he found footstools that could  
walk,  
A grandfather clock that could actually  
talk,

A royal frog, a musical bear,  
A friendly rabbit ... or was it a hare?

I know though my memory is getting  
worse,  
That somehow or other he broke the  
curse.  
Then there was happiness, joy and  
laughter  
And they all lived happily ever after.

And that's the end of my wonderful  
song  
Or was it a story? Or am I wrong?  
Was it a poem? Whatever it be,  
It surely did entertain me.

My listener's fancy it really took,  
I think i'll write it in a book!  
And the title of the book shall be:  
'The man with two heads. Or was it  
three?'

Bhí ort \_\_\_\_.

Caithim \_\_\_\_ ag \_\_\_\_.

Tá \_\_\_\_ cosúil le \_\_\_\_.

An dtaitníonn \_\_\_\_ leat?

Tá / Níl cead agam \_\_\_\_.

Taitníonn / Ní thaitníonn \_\_\_\_ liom.

**Daideo agus Mamó**

Nuair a bhí Daideo agus Mamó óg, ní raibh aon chluichí ríomhaire ann. D'imir siad Monopoly, Scrabble agus Nathracha agus Dréimírí. Thaitin Monopoly go mór le Daideo.

Tháinig na chéad chluichí ríomhaire amach sna 1970i. Pong an t-ainm a bhí ar chluiche amháin. Cluiche an-simpli a bhí ann. Bhí sé cosúil le cluiche peile.

Chaith mé oícheanta fada ag imirt Monopoly.



Green Snip

Is breá liom Space Invaders fós!

**Daidí agus Mamaí**

Nuair a bhí Daidí agus Mamaí óg, d'imir siad cluichí ríomhaire san ionad siopadóireachta. Thaitin Space Invaders go mór le Mamaí. Bhí ort na Space Invaders go léir a bhualadh. Thaitin Pac-man le Daidí. Tháinig an cluiche sin amach i 1980. Bhí an-ocras ar an Pac-man agus d'ith sé gach rud ar an scáileán sa chluiche.

**Seán agus Síofra**

Anois tá cluichí ríomhaire de gach sórt ann. Imríonn daoine cluichí ar chonsól. Bíonn cluichí ag daoine ar a gcuid fón cliste freisin. Is aoibhinn le Seán agus Síofra Minecraft. Tá sé cosúil le cluiche Lego. Taitníonn cluichí damhsa go mór le Síofra freisin. Uaireanta imríonn siad ar líne lena gcairde.



Anois tá cluichí ríomhaire i ngach áit!

## A. Freagair na ceisteanna.



1. Cad iad na cluichí a d'imir Mamó agus Daideo nuair a bhí siad óg?  
D'i \_\_\_\_\_
2. Cathain a tháinig an cluiche Pong amach?  
Th \_\_\_\_\_
3. Cén áit ar imir Daidí agus Mami cluichí ríomhaire?  
D'i \_\_\_\_\_
4. Cad a tharla sa cluiche Pac-man?  
\_\_\_\_\_
5. Cén sórt cluichí a thaitníonn le Síofra?  
\_\_\_\_\_
6. Conas a imríonn Seán agus Síofra cluichí ríomhaire lena gcairde?  
\_\_\_\_\_
7. An cuimhin leat an chéad chluiche ríomhaire a d'imir tú?  
Cén t-ainm a bhí air?  
\_\_\_\_\_



Cén cluiche ríomhaire is fearr leatsa? Scríobh trí abairt faoi.

## B. Fíor nó bréagach?



1. Bhí a lán cluichí ríomhaire ann nuair a bhí Mamó agus Daideo óg.
2. Bhí Pong cosúil le cluiche peile.
3. Thaitin Space Invaders go mór le Mami nuair a bhí sí óg.
4. Tháinig Pac-man amach i 1962.
5. Níl a lán cluichí ríomhaire difriúla ann inniu.
6. Inniu, imríonn páistí cluichí ríomhaire ar líne.
7. Tá Minecraft cosúil le cluiche Lego.

An teilifís

**H. Gramadach: An forainm réamhfhoclach 'ag'**

ag	agam (mé)	agat (tú)	aige (sé)	aici (sí)
Tá cluiche ríomhaire <b>ag</b> Seán.	Tá táibléad <b>agam.</b>	Tá consól <b>agat.</b>	Tá fón cliste <b>aige.</b>	Tá teilifís nua <b>aici.</b>

- Tá beirt dheirfiúracha \_\_\_\_\_ . (mé)
- Thit Oisín ina chodladh agus an rialtán ina lámh \_\_\_\_\_ . (sé)
- Tá pian ina bolg \_\_\_\_\_ . (Síofra)
- Is aoibhinn le Magda Dé Máirt mar bíonn corpoideachas \_\_\_\_\_ . (sí)
- Taitníonn spórt go mór le Seán. Tá suim \_\_\_\_\_ sa pheil rugbaí. (sé)
- 'Tá an ceart \_\_\_\_\_,' arsa an múinteoir. (tú)

## Litriú= Spellings

1. simplí= simple
2. tá sé cosúil le..= It is like...
3. bhí ort = you had to
4. deireadh seachtaine= weekend
5. leadránach= boring
6. suimiúil=interesting
7. i rith na seachtaine=during the week
8. gach oíche=every night

## Tinga Tinga Art from Tanzania



Tingatinga paintings originated in Tanzania by the artist **Edward Saidi Tingatinga** in 1968. Edward began his work painting under a Baobab tree. His work consisted of bright, bold colours, simplistic designs, inspired by his surroundings.

He taught six painters his techniques for painting, using bicycle paints. He lived a short life, to the age of 35. After his death, those six painters who learned about his painting styles and techniques taught many others and the style spread across the world.

Today Tingatinga Paintings are primarily made in Tanzania and Zanzibar, but are exported to other areas of the world



1. Have you ever been to the zoo?  
Which animals are you really drawn too, (*zebras, tigers, giraffes, elephants, monkeys, etc.*)?
2. Choose your favourite animal from the zoo, as inspiration to begin your work.
3. Start by thinking about the placement of your animal within the composition.
4. Where do you want your animal to be? *Do you want to draw one animal as the central focus of your piece? Would you like to draw the same animal in different perspectives, to consume your composition?*
5. Now begin by sketching out the simple shapes of the animal on a blank sheet .
6. Begin adding shape and detail to your animal(s), to make them more realistic. Be creative with your style and techniques, add a little character to your drawing that is unique to you!
7. Now draw your background. What would the landscape look like in Tanzania?
8. Create a quick sketch of your background. What images are you choosing to include? Where will you place these elements in your composition to create a balanced piece?
9. Paint or colour your piece but make sure to add details to your animals. Make them stand out in your composition to become the central focus of the painting.

## **Gaeilge Answers For Last Week's Questions {Abair Liom}**

### **E**

1. Leat
2. Liom
3. Leis
4. Léi
5. Leis
6. Leat

### **F**

- 1.Ceanglaím
- 2.Osclaíonn sé
- 3.Imríonn sé
4. Imríonn sí
- 5.Osclaíonn sí

2. Ní imríonn.
3. Imrím / ní imrím.
4. Ní osclaíonn.

**4<sup>th</sup> Class vocab**  
**'ou ow' sound**

<b><u>compound</u></b>	<i>something made by combining two or more things/a property that has multiple buildings in one area e.g. He made his way out of the underground <u>compound</u> without knowing where he went</i>
<b><u>encounter</u></b>	<i>to be faced with something difficult to deal with e.g. The <u>encounter</u> had frightened her more than she would admit.</i>
<b><u>doubtful</u></b>	<i>not feeling sure about something e.g. I tried to reassure them, but they remained <u>doubtful</u>.</i>
<b><u>discount</u></b>	<i>a reduction in the usual price of something e.g. The winter clothing is being offered with a significant <u>discount</u>.</i>



# IRELAND- NEWFOUNDLAND SCHOOLS COMPETITION

Irish migrations to Newfoundland between 1700 and 1850 represent the oldest connections between Ireland and North America. Thousands emigrated from Waterford, South Kilkenny, South Wexford, Carlow and South Tipperary.

## **“The most Irish place outside of Ireland”**

The Committee of Ireland Newfoundland Connections invite children to participate in a competition outlining their knowledge of Newfoundland and its connections to South East Ireland. This can be in the form of a story (1 A4 page) or a poem.

**Categories 2<sup>nd</sup> to 6<sup>th</sup> class primary**

**1<sup>st</sup> year to Junior Cert Secondary**

**INCLUDE NAME, AGE, CLASS, SCHOOL AND PARENTS EMAIL ADDRESS AT END OF YOUR STORY OR POEM**  
PRIZES OF BOOK TOKENS WILL BE ISSUED TO 1, 2, AND 3 IN EACH CATEGORY.

**All entries must be typed and submitted in a word document otherwise they will not be accepted.**

**Closing date is May 31<sup>st</sup>**

**Please send entries to [lillianpurcell@wtc.ie](mailto:lillianpurcell@wtc.ie)**

Some words to help.... Newfoundland dog, Icebergs, Moose, Jiggs dinner, Salmon fishing, Lassie cake, Alcock and Brown, Skidoo, Ice hockey, Whales, Jelly Bean houses, Great Irish music, St Johns

Place names in NFL...Hearts delight, Joe Batt's arm, Yellow Belly Corner, Waterford river, Jerry's Nose, Tumble down, Great Paradise.

Lots of information available on Google, You tube, Radharc Films etc.

We look forward to great stories and poems.