2nd Class work 25th May, 2020

Irish: Bua na Cainte: The chapter I want to focus on is An Teilifís. If you have downloaded the online Bua na Cainte programme, you can do the book activities in conjunction with it. If not, do not worry!

p.86: Most of the new fóclóir is explained in the picture. Just be careful of the following: Ar an= on the, faoin= under the, and sa=in the. Mar shampla, Tá cupán ar an mbord= there is a cup on the table. Tá mála faoin mbord= there is a bag under the table. Tá liathróid sa mhála= there is a ball in the bag.

p.87= the various types of programmes. Clár is a programme, and clár dúlra is a nature programme. The rest should be fine.

p.88= telling the time as gaeilge! Tá sé ceathrú tar éis means it is quarter past, while Tá sé ceathrú chun means it is quarter to. The children read the time on the clock and write the correct time as gaeilge, which is a little bit of maths revision too! These phrases are definitely ones that the children can practice on a daily basis at home when you ask them ‘Cén t-am é?’

p.89 Using leis and léi. The children will be well used to using ‘Is maith liom’ and ‘An maith leat’. This page helps them to practice using leis to show what he likes, and léi to show what she likes. They can practice this at home with members of the family, describing things different people like, or indeed don’t like. Mar shampla, is maith leis seacláid ach ni maith leis sailéid! The names of the animals will be known to them apart from maybe rón (seal) or nathair (snake).

p.90 short story about the circus. Your child should practice reading the story aloud once you have discussed the meaning. Hata ard= tall hat, thry should know a lot of the other words. As an extension, you could discuss how you could make the story longer with simple sentences eg adding in the day of the week, if they ate anything while there, any other animals they saw etc. short simple sentences are best!

P91: An Nuacht: These pages generally come at the end of each chapter,as a type of revision activity. Help words for answers are given around the page. You and your child can look back on previous Nuacht pages for ideas if they get stuck!

p.92 An Giorria agus an Toirtís: if you have downloaded the programme, this story is in the scéal component of the Teilifís chapter for your child to listen to. If you haven’t , you can discuss the new fóclóir and give instructions for colouring like “Cuir dath buí ar a chóta, cuir dath gorm ar an spéir” etc.

Aside from that, keep going with the Irish spelling and Léigh sa Bhaile stories I put up last Monday. Any questions about any of the above, please feel free to contact me!

Maths: First off, I don’t want anyone feeling pressured to get Maths Mate done. In a regular year, this whole book would not be completed as it is a supplementary book which I use for home work, or to add to what we are doing in Busy at Maths. I find some of the work in it, particularly the last few in a chapter, very tricky so if your child finds something difficult, don’t be alarmed.

Busy at Maths: This is our main book, and the one I am most interested in completing before the end of June as it will make life easier for the kids as they head into 3rd class. Last fortnight, I asked the children to look at patterns and area. If the children did not get to do this because they didn’t have the book, start with those chapters today. As a reminder these were Patterns 3 Pages 140- 143 and Area pages 148-151.

The new chapter I want to do is the most important of what is remaining. It is called Subtraction 3 and it begins on page 136 for three pages, and the same topic is covered in Subtraction 4, which begins on page 152 for four more pages. It is an important topic and must be done before 3rd class. I had touched on it with the children during the year so they may be familiar with it, but it is important that we try to get them confident at carrying out these sums over the next few weeks. Before you begin, please look back at subtraction 1 and 2 in the book, and do a few examples of these on a page for your child. These sums are ones where the ten and unit on top, are bigger than the ten and unit on the bottom, e.g

78-35= 78

-35

Remind your child to start on the unit side, and speak from bottom to top ie 8 take 5 is 3, 7 take 3 is 4. Talk about how straightforward this is. Here are some you can get them to do. When the sums are written going across, we always write them going down like I did above.

87-36 95-43 99-67 86-24 87-43 98-66 88-73 84-23 96-45 99-27 89-36

87-76 89-23 78-34 89-45 97-42 88-55 96-34 78-26

That is sufficient for today.

Then show them that the sums we are moving onto are different because the units on top are smaller than the units on the bottom, and explain why that is a problem. I will put up videos for each page that your child should watch before they do the page, just to make sure we are all doing the sums the same way. The first few pages are a bit more technical , but by 137 I will be showing them the short way to do these sums. Once you feel they have mastered these sums, you can give them plenty of written practice doing it, given word stories about them or encouraging the children to come up with their own. Eg 96-39, the story for this could be “ A farmer had 96 sheep in his field yesterday. Last night, he left the gate open, 39 sheep ran away. How many sheep are left in the field today?

If they are understanding the sums but they are taking a long time to the subtracting each time, it might just mean that they need to go over their subtraction tables more, or are a bit rusty on them, which is completely understandable having been off school for two months! For this chapter, learning the process is most important, so if it helps them to have their tables open in their journal while doing the work, and it speeds them up, that is perfectly fine. Barring any technical disasters, I will pop up the videos tomorrow, fingers crossed. Best of luck with the work, and if there are any problems let me know through the email address.