

P5 Literacy – Week beginning 18th May 2020

Reading Focus:

Aim to spend about 20 minutes a day reading (and more if you wish!).
Continue to take AR quizzes when you finish your book and keep an eye on how you are progressing towards your target. Enjoy!

Spelling Focus:

- This week we are focusing on words which have the short 'i' sound, using the letter 'y'

Resources for 'y' words:

<https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z3mktv4>

This resource has a short video and an interactive quiz.

Written Practice:

Rewrite your spelling list, but this time, arrange the words in **alphabetical order**.

Also – see spelling activity sheet below

Grammar Focus: Commas

Adding a comma can change the meaning of a sentence.

- Let's eat Albert. = We're going to eat Albert.
- Let's eat, Albert. = We're eating with Albert.



Quite a difference!

Resources for commas:

<https://www.bbc.co.uk/bitesize/topics/zbkcvk7/articles/zc773k7>

This lesson includes: A video, interactive activity and quiz to help you learn all about commas

Spellings

gymnastics

myth

pyramid

mysterious

Egypt

cryptic

mystical

hymn

crystal

cygnet

lyrics

system

Creative Writing Focus:



Story: The King with Donkey's Ears

Listen to this Irish legend here:

https://youtu.be/AtUOb_vEEo8

After listening to the story, what do you think the moral of the story is? (Moral = lesson) Is there a lesson for King Labhraí Loinseach? Is there any lesson **we** can learn from this story?

Activity:

This story is a legend, meaning that it is a very old story that has been passed on from generation to generation. For that reason, there are lots of different versions of the story, with slight differences in detail.

Now choose the most memorable scene in the story for you and recreate it, this time in the form of a **comic strip**.

- Divide your page into a grid with 6-8 **frames**
- Think of how you will draw your **setting** and **characters**
- Include **captions** and **dialogue**. Remember dialogue will be in **speech bubbles**. You can also use **thought bubbles** to convey feelings.
- Remember your **punctuation**: capital letters, full stops, exclamation marks, question marks

C2k Email:

All children in Primary 5 have their own email on the C2k system. To access:

- Google 'My School login' and enter your username and password
- When logged in, click 'My Links', 'Office 365' and 'Outlook'. This will bring you into your email.
- If you have forgotten your username/password, contact me at smcmullan185@c2kni.net

C2k Newsdesk:

This is a fantastic resources for Literacy and World Around Us.

Check out the new articles on the C2k Newsdesk each day. You can comment on the articles that interest you and they will appear with your name and school for us all to see! Check your comment for spelling and punctuation before you submit.

You can also check out the 'School Reporter Section' and find out how to get your own report published on the Newsdesk. It gives tips and advice on writing your report. You should choose a topic of particular interest to yourself.

Spelling Sheet:

When 'y' makes the 'i' sound

R	I	L	A	C	I	T	S	Y	M	A	R	C	L	GYMNASTICS
C	R	Y	S	T	A	L	H	Y	M	N	M	Y	C	MYTH
C	D	Y	N	E	E	M	R	T	Y	Y	M	G	C	PYRAMID
M	I	S	Y	R	E	M	Y	T	S	Y	S	N	R	MYSTERY
E	M	C	C	E	R	S	E	T	S	I	Y	E	Y	MYSTERIOUS
T	A	I	R	Y	T	L	E	T	H	Y	T	T	P	EGYPT
S	R	R	Y	Y	Y	R	E	T	E	R	G	H	T	CRYPTIC
Y	Y	Y	I	N	Y	R	L	R	E	I	S	T	I	MYSTICAL
S	P	L	S	C	I	T	S	A	N	M	Y	G	C	HYMN
G	P	O	G	O	Y	Y	G	C	N	R	S	S	Y	CRYSTAL
C	H	T	U	R	M	S	G	R	A	G	A	T	Y	CYGNET
R	N	S	T	Y	Y	Y	I	P	S	G	L	S	T	LYRICS
C	T	N	R	E	Y	T	P	Y	G	E	M	A	Y	SYSTEM
M	P	C	R	P	G	A	R	H	M	Y	T	Y	C	

Using a dictionary, look up and write out the meaning of the following:

Cryptic: _____

Cygnets: _____

System: _____

Now write sentences with these 3 words:

1 _____

2 _____

3 _____

Grammar Sheet:

Choose a paragraph from your reading book. Read it aloud, pausing every time you see a comma. Why has a comma been used each time?



Commas to the Rescue

I can use commas instead of 'and' when writing a list.

Save your readers by rewriting boring breathless lists and replacing 'and's with commas. Don't forget to leave the last 'and' so the sentence still makes sense.

1	For my holiday I will need: a beach towel and several pairs of shorts and some sunglasses.	
2	Down the back of the sofa I found an apple core and a felt-tip pen and a headless doll and a pound coin.	
3	At the zoo we saw white polar bears and impressive lions and stripy tigers and cheeky monkeys.	
4	Winter is cold and dark and wet, but people enjoy Christmas and warm fires and hot chocolate.	
5	The bike was new and red and shiny and fast. It had a light which was bright and clear.	
6	Fruit comes from all over the world but apples and pears and strawberries are also grown in the UK.	
7	My favourite things to eat are pick and mix sweets and bread and butter and cheese and onion crisps.	
8	I like playing football and hide and seek.	

P5 Maths – Week beginning 11th May 2020

Capacity

Times Tables focus:

X8

Key Learning Points:

- Estimate and measure items
- Convert units of measure:
1,000 millilitres (ml) = 1 litre (l)
- Reading scales accurately:
- <https://www.bbc.co.uk/bitesize/clips/zvisb9q> (Video on Reading Scales)
- <http://www.ictgames.com/mobilePage/capacity/index.html> (Capacity Countdown game)
- Have a go at these activities:

Confusing or not containers Ask children to look around the home, select some objects and decide whether it is easy or difficult to estimate the capacity. They note down or draw the object and say why they think its capacity is easy or difficult to estimate. For example, *A tall narrow glass is hard – you might think it holds more than it really does. A milk carton is easy; you know it holds a litre.*

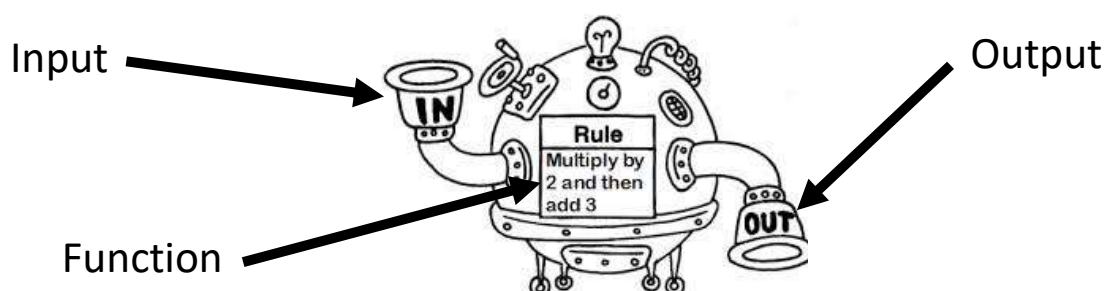
Find the difference *bottles of different sizes, water, measuring jug* Show a bottle which has some water in it. Tell children the capacity of the bottle. *This holds 2 litres when full so the capacity is 2 litres.* Ask them to estimate the volume of water. Remind them that this is the amount of water in the bottle, not how much could be in the bottle. Then measure the volume of water by pouring it into a measuring jug and see how close their estimates were. Write the capacity and volume and the difference (e.g. capacity: 2 l; volume: 600 ml; difference: 1 l 400 ml or 1.4 l). Stress that this is the difference between the amount of water in the bottle and the amount the bottle could hold if full. Children work in small groups and repeat, using a range of different bottles with capacities

Guess the volume *different sized containers of liquid, mini-whiteboards, measuring jug* Hold up a bottle or container with some liquid in it. Tell children the capacity of the container and they use this to help them estimate the volume of liquid. They write their estimates on their whiteboards and hold them up. Ask a few to justify their estimate. *The capacity is 1 litre and it looks less than a quarter full.* Pour the water into a measuring jug and ask a child to read the scale to confirm the actual amount. Children compare their estimate to the answer to see how close they were. Repeat for different volumes and containers with different capacities.

Number Patterns of unequal steps and Function Machines

<https://www.topmarks.co.uk/Flash.aspx?f=NumberSequences> (Number patterns)

<https://www.topmarks.co.uk/Flash.aspx?f=FunctionMachines3> (Function machines)



Maths Sheet 1

Second Level • PPM 231 – M2.3c

Name

Estimating capacities

1. Collect 8 containers and write their names in the table.
2. Estimate the capacity of each container and write it in the table.
3. Measure the capacity of each container and write this in the table.
4. Work out the difference between each estimate and the actual capacity.

Container	Estimated capacity	Measured capacity	Difference
	l ml	l ml	
	l ml	l ml	
	l ml	l ml	
	l ml	l ml	
	l ml	l ml	
	l ml	l ml	
	l ml	l ml	
	l ml	l ml	


Measurement in Maths: Second Level Beyond Number 1000 © Peter van der Lugen (2014)



I can estimate and measure capacities

Measure: Understanding and explaining

Maths Sheet 2



Measurement Capacity Challenges


Capacity Challenges

Challenge 1

Janine needs to fill a bucket with 2 litres (2000ml) of water. She has bottles which hold the following amounts:

200ml, 250ml, 500ml, 750ml

Give two different ways that Janine can fill the bucket (you may use each container more than once).




Capacity Challenges

Challenge 2

Lucien needs to fill a bucket with 1 litre 500ml (1500ml). He has containers which hold the following amounts:

100ml, 200ml, 250ml, 300ml.

Give two different ways that Lucien can fill the bucket (you may use each container more than once).




Capacity Challenges

Challenge 3

Siobhan needs to fill a bucket with 2 litres 500ml (2500ml). She has containers which hold the following amounts:

250ml, 300ml, 500ml, 750ml

Give two different ways that Siobhan can fill the bucket (you may use each container more than once).



★

The Trolls' Capacity Problems

I can solve problems involving addition and subtraction of millilitres.

Here are the results of the first 2 rounds of the 'Fill the Teacup' event from the Trolls' Sports Day. Each team tried to fill a teacup (which holds 250ml) using teaspoons and tablespoons.

Remember: 1 teaspoon = 5ml 1 tablespoon = 15ml 1 teacup = 250ml

Team A	Round 1	Round 2	Team B	Round 1	Round 2
Player 1	teaspoon	tablespoon	Player 1	teaspoon	tablespoon
Player 2	teaspoon	tablespoon	Player 2	tablespoon	teaspoon
Player 3	teaspoon	tablespoon	Player 3	teaspoon	tablespoon
Player 4	tablespoon	tablespoon	Player 4	tablespoon	teaspoon

1) How many millilitres did each team have in their teacup after Round 1?

Team A _____ ml Team B _____ ml

2) How many millilitres did Players 3 and 4 from Team A put in their teacup together in Rounds 1 and 2?

Maths Sheet 3

(Note: before reading scales you need to work out how many 'jumps' (or increments) between one number and the next. In the cylinders below there are 10 jumps between each litre.

If there are 10 jumps for 1,000ml, then each jump is worth 100ml ($1,000 \div 10$)



Reading Scales to Measure in Litres and Millilitres

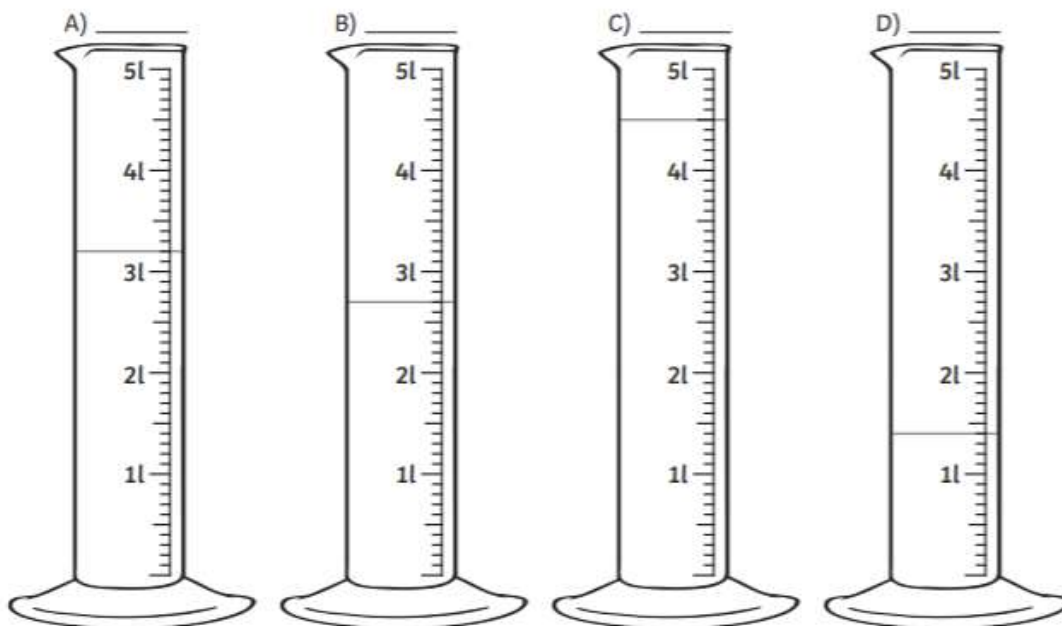
I can read scales to measure in litres and millilitres.

Write how much liquid is in each cylinder.

Cylinder 1:

Hint: There are 10 increments between 0 and 1l (1000ml).

Each increment is worth $1000\text{ml} \div 10 = 100\text{mL}$.



Now mark another level on each cylinder (call them E,F,G,H) and work out how much liquid is in each one:

E= _____

F= _____

G= _____

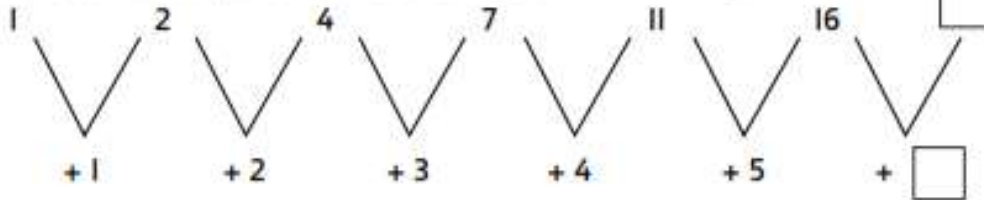
H= _____

Maths Sheet 4

What's the rule?

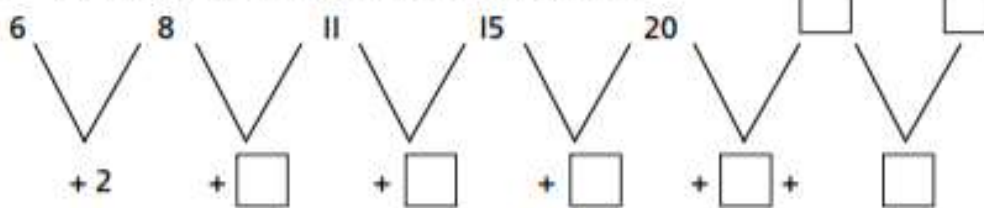


1. Continue the pattern. What is the rule?



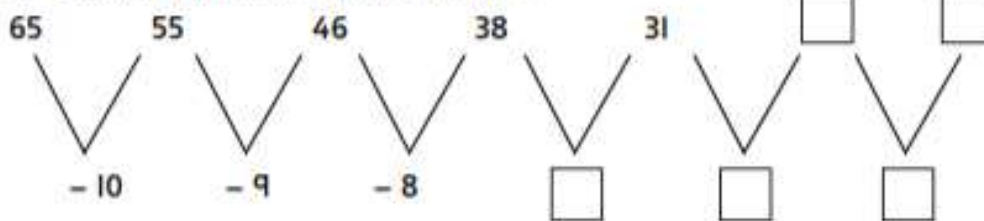
Rule:

2. Continue the pattern. What is the rule this time?



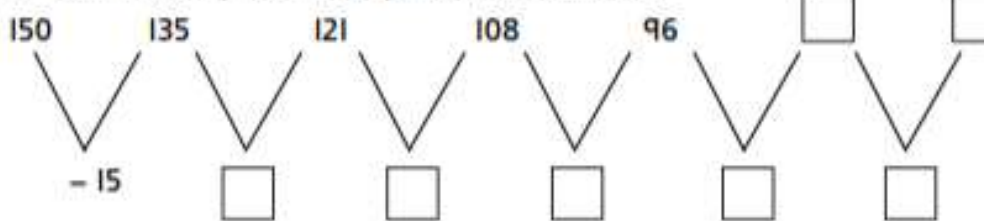
Rule:

3. Continue the pattern. What is the rule?



Rule:

4. Continue the pattern. Can you work out this rule?



Rule:

5. Make up a pattern like one of these. Ask a friend to continue it.



I can make a pattern which goes up in unequal steps

Algebraic thinking: Experiencing

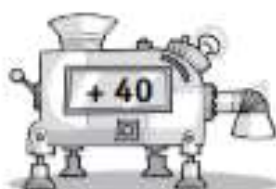


Maths Sheet 5

Function machines

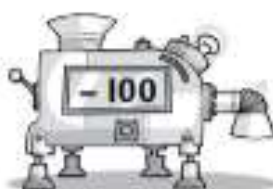
Complete the table for each function machine.

1.



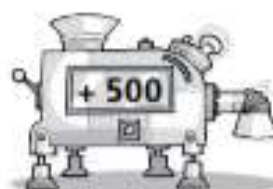
In	Out
3820	
1440	
2500	
5000	

2.



In	Out
3820	
1440	
2500	
5000	

3.



In	Out
3820	
1440	
2500	
5000	

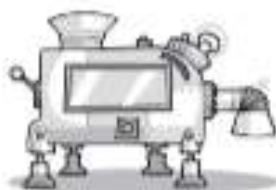
4.



In	Out
3820	
1440	
2500	
5000	

Choose a function for each machine, then fill in the table.

5.



In	Out
500	
15	
25	
69	

6.



In	Out
63	
36	
5000	
499	

7.



In	Out
9090	
90	
999	
152	

8.



In	Out
2110	
210	
202	
2112	

P5 (other subjects) – Week beginning 11th May

Baking: Bake something nice at home, using your knowledge of grams and millilitres to measure ingredients carefully. There are some yummy ideas here:

<https://www.bbcgoodfood.com/recipes/collection/kids-baking>

Extra challenge: Can you work out what you would need to make **half** the amount? Or **double** the amount?



World Around Us:

Thank you for all of your **projects** so far (details posted over the last 2 weeks). You can continue to send them to me at smcmullan185@c2kni.net when you're finished. I love to see them!

This week you can explore the **counties of Ireland**. Find out:

- How many provinces in Ireland and what are they called?
- How many counties in each province?
- Find out the names of the counties in every province
- Memorise the name of every county in your own province
- What is the smallest county/largest county?
- Which counties border your own county?
- Name and locate: the highest mountain, largest lake, and the longest river in Ireland



Learn them carefully – next week I am going to send you a quiz!

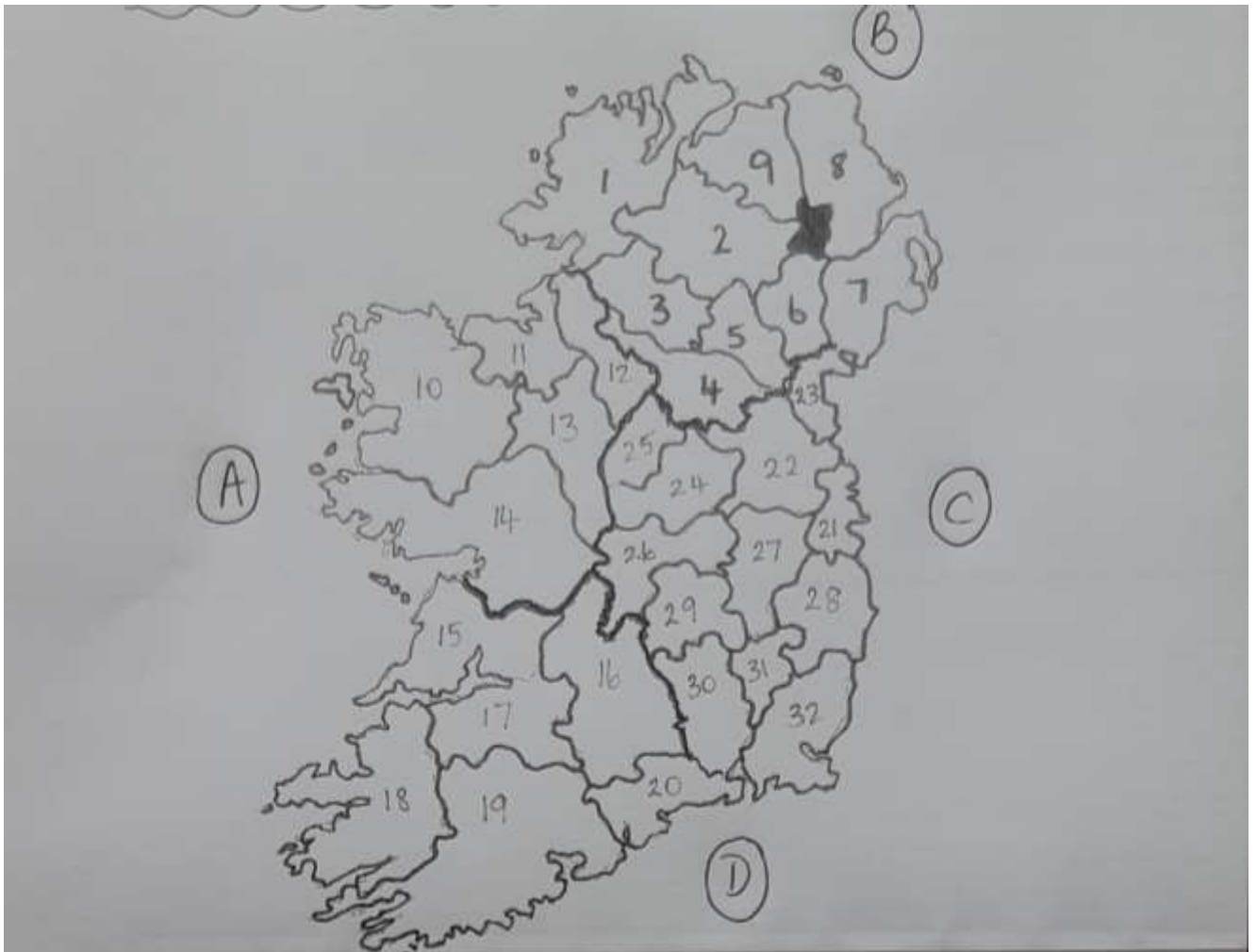
STEM: (Science, Technology, Engineering and Maths)

Sentinus is posting a STEM challenge for primary schools every Monday, Wednesday and Friday for you to try at home. I cannot recommend this highly enough – there is so much learning to be gained from them.

They can be found on the Newsfeed of our website and also on the Sentinus page on Twitter/Facebook/Instagram.

Make sure to send me any pictures of tasks you complete and we will post them on the website!

Counties of Ireland



<u>Ulster</u> (1-9)	<u>Connacht</u> (10-14)	<u>Munster</u> (15-20)	<u>Leinster</u> (21-32)
<u>Sea/Ocean</u>	A:	B:	
	C:	D:	

Religion:

IN SCHOOL

THEME 9: CELTIC CHRISTIANITY | LESSON 1

Early Christian Ireland

ABOUT HISTORY

We all belong to families, and our families have a history. Chat with somebody older in your family about your family tree. Who is the oldest person in your extended family? Parents? Grandparents? Great grandparents? Do you share your Christian name with anyone in your family?

ACTIVITY

- Find out where the nearest Celtic Christian site is to where you live. Investigate if there are Celtic crosses or stories about local saints attached to this ancient site.

RECALL

Do you remember any of the information that Colm shared with his American relatives about the biblical scenes displayed on the High Cross at Moone? Why do you think Celtic High Crosses were called preaching crosses?

GIFT OF FAITH

When you have completed your Celtic High Cross in class, you may wish to give this beautiful work as a gift to an adult in your family who enjoys storytelling.

THIS WEEK IN SCHOOL

You are invited to think about:

- Celtic High Crosses
- St Kevin of Glendalough
- How icons help people to connect with God

KEY WORDS

Monastery: a building or buildings occupied by a community of monks.

Monk: a member of a religious community of men living under the vows of poverty, chastity and obedience.

Oratory: a small chapel used for private worship.

Hermit: a person living a solitary life so that they can focus their attention on their relationship with God.

Panel of a High Cross

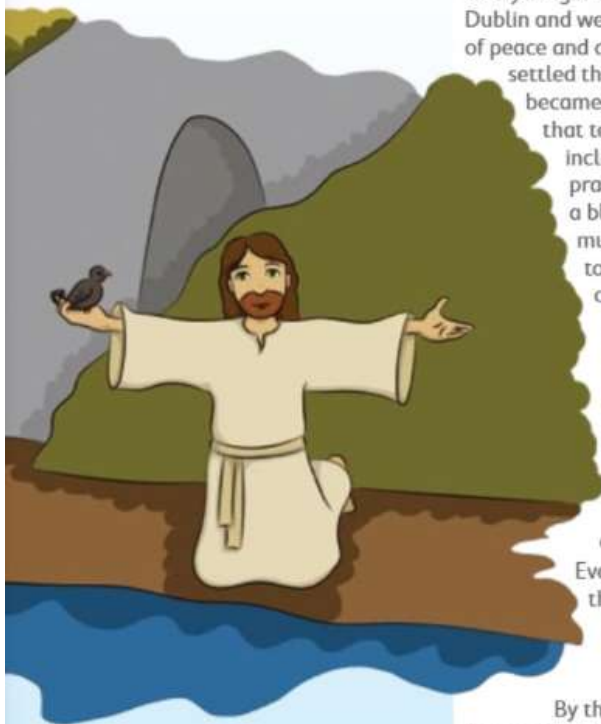


Saint Kevin and Glendalough

Glendalough (which means Valley of the Two Lakes in Irish) is one of the most beautiful places in Ireland. It is where St Kevin built his monastery and a beautiful round tower. Take of virtual tour of Glendalough here:

<https://www.youtube.com/watch?v=CdBXc3zW30Q>

IN SCHOOL



ABOUT ST KEVIN

As a young man St Kevin left his parents' home near Dublin and went off into the Wicklow Mountains in search of peace and quiet. He arrived in Glendalough. Kevin settled there and soon many of the wild animals became his companions. There are several legends that tell of Kevin's interactions with the animals, including one about an otter recovering Kevin's prayerbook from the lake and another about a blackbird nesting in his hand. St Kevin spent much of his life in prayer and he was known to stand in the deep waters of the lake and chant the psalms with arms outstretched. Many hermits and monks pray with arms outstretched, as a reminder of Jesus on the Cross.

People began to visit Glendalough to see where Kevin lived. Kevin would return to his cave so that he wouldn't be disturbed. Over time, many young men went to Glendalough and wanted to live like Kevin. Eventually Kevin built a large hut where he led them in prayer. In time, Kevin's hut became a monastery, which included a school, a chapel and a house for sick people.

By the time of Kevin's death, the monastery had become one of the most impressive in Ireland. A round tower was built on the grounds. Today it still stands as one of the best examples of a round tower in Ireland. St Kevin's feast day is celebrated on 3 June.

FOR MEMORISATION

Comhartha na Croise
In ainm an Athar, agus
an Mhic, agus an Spioraid
Naomh. Áiméan.

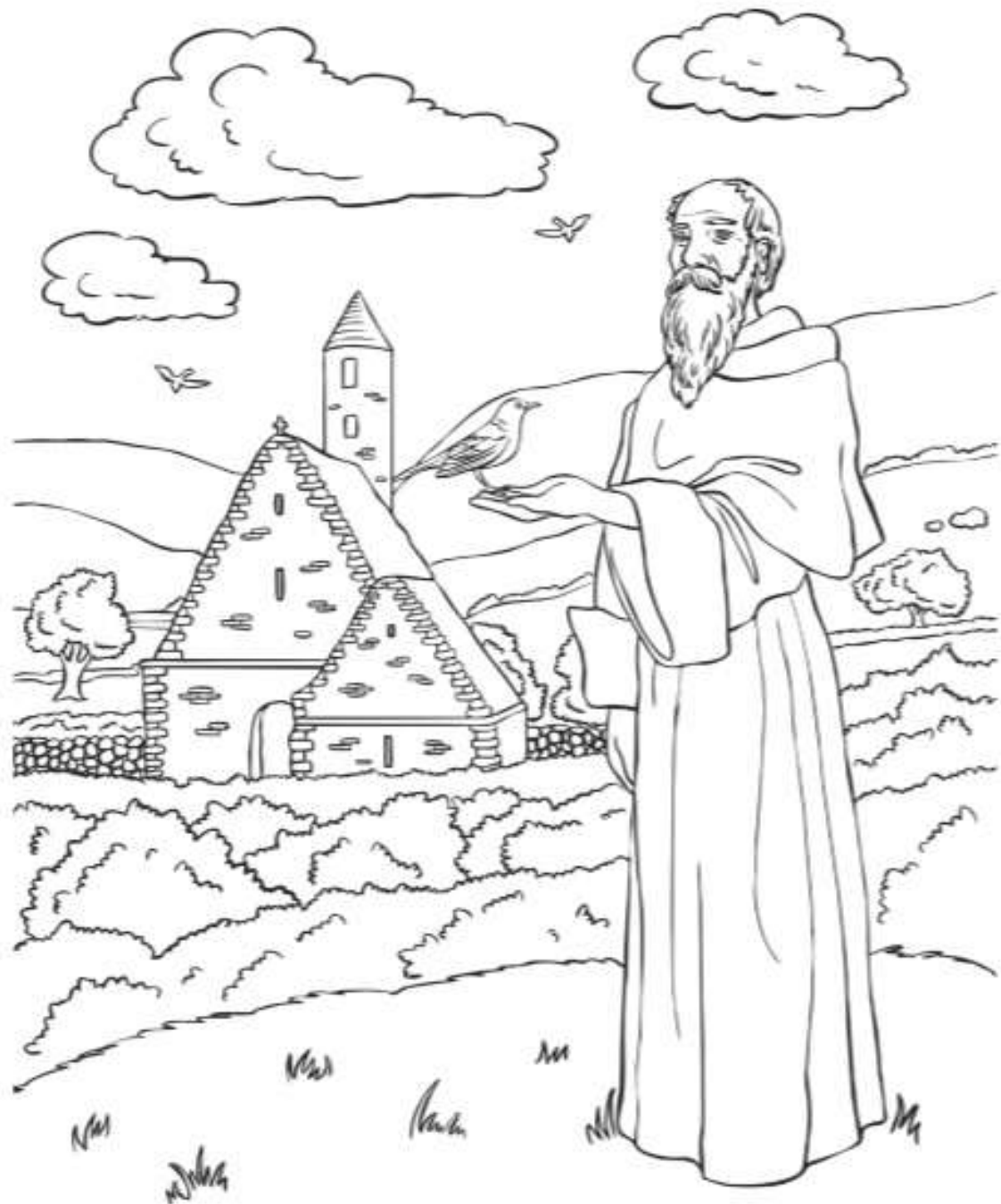
Glóir don Athair
Glóir don Athair,
Agus don Mhac,
Agus don Spiorad Naomh.
Mar a bhí ó thús,
Mar atá anois,
Agus mar a bheas go brách,
Le saol na saol. Áiméan.

The poet Seamus Heaney wrote a poem called 'St Kevin and the Blackbird'. Here are some verses from that poem:

From St Kevin and the Blackbird

And then there was St Kevin and the blackbird.
The saint is kneeling, arms stretched out, inside
His cell, but the cell is narrow, so

One turned-up palm is out the window, stiff
As a crossbeam, when a blackbird lands
And lays in it and settles down to nest.



St. Kevin