

Second Class Worksheets-Week 5

Dear parents,

This document includes all necessary pages from the books listed in this week's work. See large timetable for weekly overview, it includes checklists for daily work. Daily checklists may or may not be useful, you decide. I included a small star incentive system so that children can earn stars during the week for a simple reward system if you wish to use it. Please do what you can, there is no obligation to complete work. Once everyone is healthy and well, we can catch up on everything else when we return to school. I do hope you and your families are healthy and well this week.

I do appreciate feedback if certain aspects of the work are too challenging or if you would like assistance with any part of it. Due to the nature of my optional work this week, I have created a new email address for work to be sent to: sttsecondandthirdclass@gmail.com

This week, I ask that children to send me a short video as part of their work to be completed. I hope to post any videos that I receive on the school website. I think it could be enjoyable for the children to physically see and hear from some of their classmates in an alternative way. Due to GDPR and child protection, I request that these videos and work be sent to the new email address listed above instead of my personal email. If you permit your child to send the video, could you please include a short sentence in the email permitting your child's video being posted on www.ballyporeenns.com.

Thanks in advance,

Ms. O' Donnell

Weekly Time table: Week 5-2nd Class

Subject	Monday	Tick	Tuesday	Tick	Wednesday	Tick	Thursday	Tick	Friday	Tick
Maths :	Mathemagic p. 11		Mathemagic p. 12		Mathemagic p.13		Mathemagic p. 14		Mathemagic p.15	
English Written work	A Way with Words 2 P. 10		A Way with Words 2 P. 12		A Way with Words 3 P. 16		A Way with Words 3 P. 26		Onwards and Upwards p. 20	
English Reading	Read P 12 & 13		Read p. 14 &15		Read P. 16 & 17		Read P. 18 & 19		Read p. 20-23	
Spellings J. G. p. 8	this, that, while		wheat, whip, whistle		whiskers, whatever		aunt, uncle		Weekly test (complete in English copy)	
Gaeilge	Cearlitriú P. 19 B: What is on the clothes line? Write the correct clothing word.		Cearlitriú P. 19 C-Match the word chunks together. e.g. seaic+éad=seicéad		Cearlitriú P. 20 D Write each word and draw a picture of it from the box. Don't forget to colour your picture.		Cearlitriú P. 20 E. (A, B, C, D) Rewrite the sentence putting in the correct air/uirthi into the correct blank space.		Cearlitriú P. 20 E (E, F, G) Rewrite the sentence putting in the correct air/uirthi into the correct blank space.	
Gaeilge Cearlitriú p. 18	geansaí=jumper		bríste=trousers		air=on him		uirthi=on her		Scrudú=test	
Collins Big Cat Book: https://connect.collins.co.uk/repo1/Content/Live/qbslearning/Bigcat/AnimalAncestors/index.html										

How many stars did you earn?



Difficult Words (1) – A/An; Was/Were

- The shopkeeper gave me **an** apple.
- Money is kept in **a** bank.
- We use **an** before words beginning with a vowel (a, e, i, o, u).
- We use **a** before words beginning with a consonant (b, c, d, f...).

A. Write **a** or **an** before each word.

___ sweet ___ ice cream ___ circus ___ kite
 ___ ostrich ___ pirate ___ igloo ___ monkey
 ___ book ___ kitchen ___ umbrella ___ office

B. Complete each sentence. Write **a** or **an**.



1. There was ___ orange and ___ banana in the bowl.
2. The hunter saw ___ elephant and ___ tiger in the jungle.
3. At the traffic lights, there was ___ lorry and ___ ambulance.
4. The sailor saw ___ shark and ___ eel in the sea.

C. Complete each sentence. Write **was** or **were**.



1. The cows ___ eating grass but the dog ___ eating a bone.
2. I ___ watching television and you ___ drawing a picture.
3. The teacher ___ talking but the children ___ not listening.
4. The clouds ___ in the sky and the sun ___ out of sight.

Write Away!

At the Zoo

A. Use the words in the boxes to complete the sentences.



trunk food
squirt strong



roar kill
claws jungle



leaves neck
racehorse legs

You can see lots of animals when you visit the zoo. The elephant is a big, _____ animal. It has a long _____. It uses this to put _____ into its mouth. It also uses it to _____ water onto its body.

The lion is called the king of the _____. The lion makes a loud _____ when it is angry. The lion has very sharp _____. It uses these to _____ its prey.

The giraffe has a very long _____. This allows it to reach up to twigs and _____ at the top of trees. The giraffe also has very long _____. It can run almost as fast as a _____.

Figure 2: A Way with words 2 P. 11

Phonics (1) sh/ch

ship



chair



A. Choose the correct word to finish each sentence.

shout	sharp	shave
shark	she	shoot
shed	shine	show
shoe	shelf	shut

chop	cheat	chat
chilly	choose	cheer
cheeks	check	change
chew	chess	church

1. The sun does not _____ at night.
2. A _____ knife could cut your finger badly.
3. The hunter used an axe to _____ the wood.
4. The man in the library put the book back on the _____.
5. The crowd began to _____ when their team scored a goal.
6. You should never _____ in a test.
7. If it gets _____, put on your coat.
8. The man will _____ off his beard.

Figure 3: A Way with words p. 16

Words that Sound the Same (1)

Some words have the same sound but different spellings and meanings. Example: **beach** and **beech**.

I played on the **beach**. This is a **beech** tree.



A. Write the correct word in each sentence.

1. Can you _____ the robin flying?
The whale was swimming in the _____.
2. I can't _____ you if you whisper.
If you come _____, I will help you.
3. The girl bought a _____ bike.
The storm _____ down the tree.
4. Did you _____ the story in your copybook?
Jack got all his spellings _____.
5. The boy _____ a black horse.
The post office is at the top of the _____.

see
sea

here
hear

blew
blue

write
right

road
rode

Figure 4: A way with words p. 26

A. Opposites

Match the opposites.

good

white

big

bad

black

happy

loud

small

sad

quiet

B. Match the opposites in this box and write them in pairs in your copybook.

Example up down

hot	thick	wet	soft	empty
hard	cold	full	thin	dry

C. 1. Read this.

It was a **hot** day. I was a **happy** child because I had a **good** day at school. I went home and had a **cold** drink. Then I ate a **big** sandwich.



2. Write the story but change it to the opposite.

It was a cold day.

THE MIDDLE HORSE

or Mesohippus (say: mess-oh-hip-us)

About 40 million years ago, this small, dog-sized animal grew to look like a little horse. But unlike a horse, it didn't have hoofs on its feet. Instead, it had three toes on each foot.

It was only about 52 centimetres high, but it had long legs. This meant that it could run fast and escape from sabre-toothed cats and other meat-eating animals.

This shy little animal ate only fruit and leaves.

*closest living relative:
horse*

How big was it?



Figure 6: Animal Ancestors p. 12 & 13

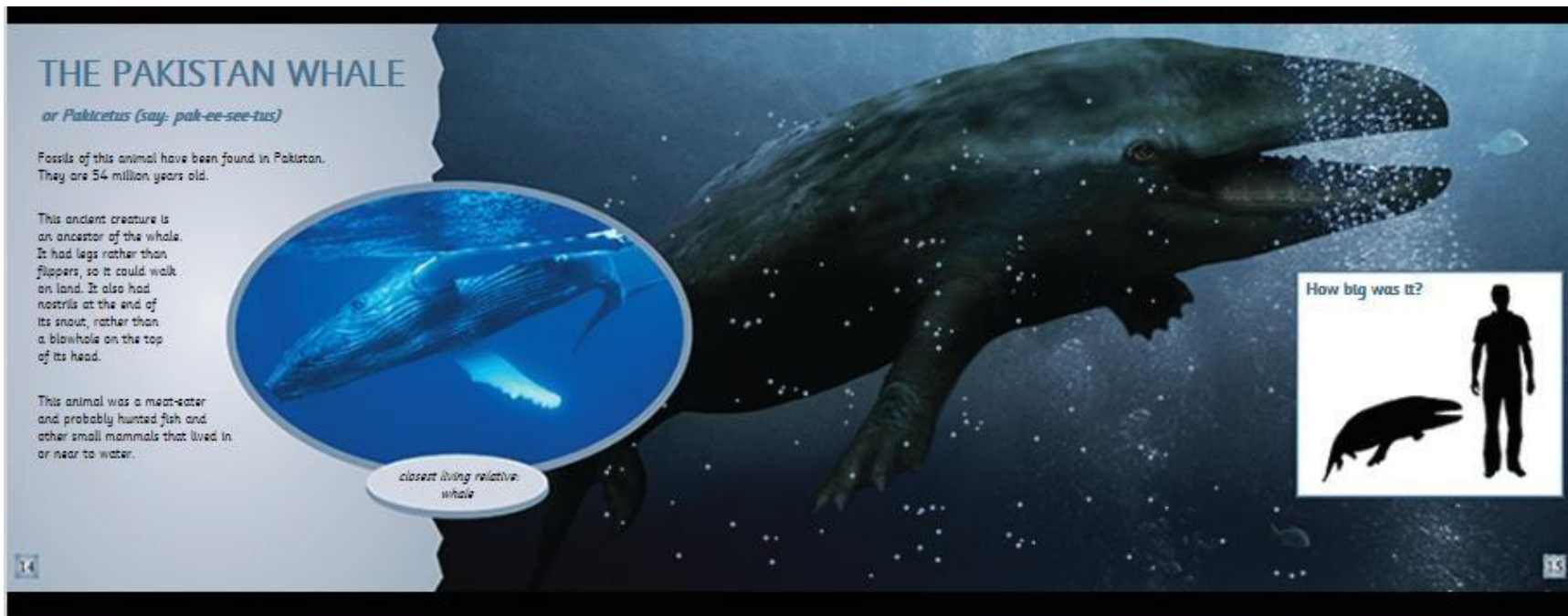


Figure 7: 14 & 15 Animal Ancestors

THE GIANT SHORT-FACED KANGAROO

or Procoptodon (say: proh-kop-toe-don)

This animal lived in Australia until about 50,000 years ago. It weighed up to 200 kilograms – that's more than twice as heavy as today's biggest kangaroo.

Each of the creature's hind feet had one single large claw, like a hoof. Its long arms could stretch up over its head and its long, grabbing "fingers" could reach leaves high up on trees. It was able to chew really tough leaves with its strong jaw.



*closest living relative:
kangaroo*

16



17

Figure 8: Animal Ancestor p. 16 & 17

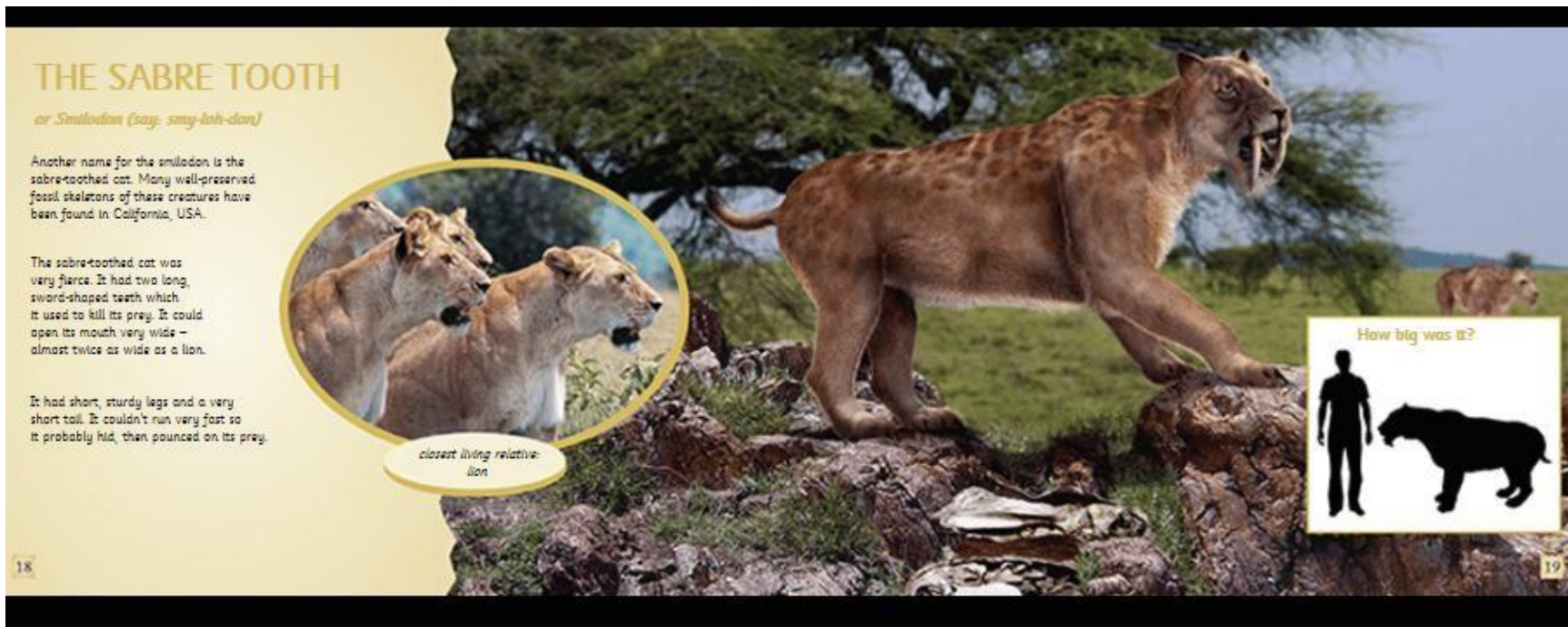


Figure 9: Animal Ancestors P. 18 & 19



Figure 10: Animal Ancestors p. 20 & 21

ANIMAL ANCESTORS



walked like a bear

lived in an underground den



largest ever flying bird

ate small animals



had a long neck

weighed 15,000kg



had fur to keep it warm

had tusks to protect it



only 52cm high

ate fruit and leaves



could walk on land

was a meat-eater



had a long claw on each hind foot

had long fingers



had two long teeth

had short sturdy legs



couldn't fly

ate small animals



Figure 11: Animal Ancestors p. 22& 23



Éadaí

Éadaí



Tá t-léine uirthi.



Tá cóta air.



bríste



geansaí



caipín



sealcéad



léine



t-léine



sciorta



cóta



púicín



mask

Féach agus abair	Sríobh anois	Sríobh arís	(✓) nó (X)
bríste			<input type="checkbox"/>
léine			<input type="checkbox"/>
t-léine			<input type="checkbox"/>
caipín			<input type="checkbox"/>
sealcéad			<input type="checkbox"/>
cóta			<input type="checkbox"/>
geansaí			<input type="checkbox"/>
sciorta			<input type="checkbox"/>
mask			<input type="checkbox"/>
púicín			<input type="checkbox"/>
air			<input type="checkbox"/>
uirthi			<input type="checkbox"/>



Cód atá ar an líne?



1 _____
3 _____
5 _____
7 _____
9 _____

2 _____
4 _____
6 _____
8 _____
10 _____



Cuir le chéile agus scríobh.

seaic	thí
gean	sc
caip	cín
léi	ta
t-lé	saí
ma	orta
uir	éad
púí	ne
có	ín
sci	ine

(a) seaicéad
(b) _____
(c) _____
(d) _____
(e) _____
(f) _____
(g) _____
(h) _____
(i) _____
(j) _____

Figure 13: Ceartlitriú p. 19



Tarraing pictiúir. Scriobh an focal leis an bpictiúr ceart.

cóta geansaí briste caipín

(a)	(b)	(c)	(d)



Cad atá air?



Cad atá uirthi?










- (a)  Tá _____ agus _____ air.
- (b) Tá _____ agus _____ air. 
- (c)  Tá _____ agus _____ uirthi.
- (d) Tá _____ agus _____ air. 
- (e)  Tá _____ agus _____ uirthi.
- (f) Níl sciorta _____, Tá cóta _____ 
- (g) Níl sciorta _____, Tá _____, t-léine _____ agus _____ 

Figure 14: Ceartlitriú p. 20

Tens and units

twenty-one

Name and write the number shown in each picture.

1.		
2.		
3.		

4. $13 = 1$ ten and 3 units.

$18 =$ ten and units. $44 =$ tens and units.

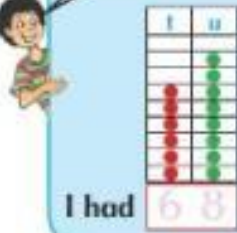
$24 =$ tens and units. $56 =$ tens and units.

$32 =$ tens and units. $70 =$ tens and units.

Figure 15: Mathemagic P. 11

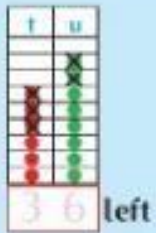
Subtraction

Here's how I do it.



I had 68 marbles.
I lost 32 of them.
How many had I left?

$68 - 32 = 36$



left

t	u
6	8
<hr/>	
3	6

Write the answers.

1.

t	u
24	35
<hr/>	
13	11

t	u
26	34
<hr/>	
12	14

t	u
28	39
<hr/>	
15	21

t	u
34	28
<hr/>	
14	21

t	u
34	28
<hr/>	
14	21

t	u
34	28
<hr/>	
14	21
2.

t	u
32	46
<hr/>	
20	25

t	u
38	49
<hr/>	
23	24

t	u
55	44
<hr/>	
22	31

t	u
55	44
<hr/>	
22	31

t	u
55	44
<hr/>	
22	31
3.

t	u
48	58
<hr/>	
33	32

t	u
54	66
<hr/>	
24	34

t	u
66	69
<hr/>	
34	35

t	u
69	75
<hr/>	
35	42

t	u
69	75
<hr/>	
35	42
4.

t	u
84	96
<hr/>	
53	43

t	u
78	89
<hr/>	
31	56

t	u
89	97
<hr/>	
56	43

t	u
97	65
<hr/>	
43	13

t	u
97	65
<hr/>	
43	13

Figure 16: Mathemagic p. 12

Tell the story



$$8 + 5 + 2 = \boxed{?}$$

When adding three numbers I may add any two first.

15

$$2 + 8 + 5 = \boxed{15}$$

$$5 + 2 + 8 = \boxed{15}$$

$$8 + 5 + 2 = \boxed{15}$$

What do you notice?

Try these yourself. The first one is done for you.

1.

$$2 + 3 + 5 = \boxed{10}$$

$$5 + 2 + 3 = \boxed{10}$$

$$3 + 5 + 2 = \boxed{10}$$

2.

$$4 + 3 + 5 = \boxed{}$$

$$3 + 5 + 4 = \boxed{}$$

$$5 + 4 + 3 = \boxed{}$$

3.

$$4 + 2 + \boxed{} = \boxed{}$$

$$2 + \boxed{} + \boxed{} = \boxed{}$$

$$6 + \boxed{} + \boxed{} = \boxed{}$$

4.

$$4 + \boxed{} + \boxed{} = \boxed{}$$

$$\boxed{} + \boxed{} + \boxed{} = \boxed{}$$

$$\boxed{} + \boxed{} + \boxed{} = \boxed{}$$

5.

$$5 + 4 + 6 = \boxed{15}$$

$$\boxed{} + \boxed{} + \boxed{} = \boxed{}$$

$$\boxed{} + \boxed{} + \boxed{} = \boxed{}$$

6.

$$3 + 4 + 9 = \boxed{}$$

$$\boxed{} + \boxed{} + \boxed{} = \boxed{}$$

$$\boxed{} + \boxed{} + \boxed{} = \boxed{}$$

Figure 17: Mathemagic p. 13

Number patterns

1. Write these missing numbers in the 100 square.

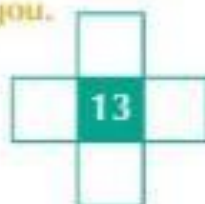


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16		18		20
21		23	24	25	26		28	29	30
31	32	33			36	37	38		40
41	42	43	44	45	46	47		49	
	52		54	55		57	58		60
61	62	63		65	66	67		69	
71	72	73	74		76	77	78		80
	82	83	84		86	87	88		90
91	92		94		96	97		99	100

Write the missing numbers.

39	40	41							48
		26							33
	56	57							64
84									92

2. Write the missing numbers.
Use your 100 square to help you.



3. What is hiding in the tree?
Start at 71 and count on
joining the dots as you count.



Figure 18: Mathemagic p. 14

Number patterns

Use the 100 square to help you find the pattern.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1.

$$\begin{array}{l} 3 + 5 = \boxed{8} \\ 13 + 5 = \boxed{18} \\ 23 + 5 = \boxed{} \\ 33 + 5 = \boxed{} \\ 43 + 5 = \boxed{} \\ 53 + 5 = \boxed{} \\ 63 + 5 = \boxed{} \\ 73 + 5 = \boxed{} \\ 83 + 5 = \boxed{} \\ 93 + 5 = \boxed{} \end{array}$$

2.

$$\begin{array}{l} 9 + 7 = \boxed{} \\ 19 + 7 = \boxed{} \\ 29 + 7 = \boxed{} \\ 39 + 7 = \boxed{} \\ 49 + 7 = \boxed{} \\ 59 + 7 = \boxed{} \\ 69 + 7 = \boxed{} \\ 79 + 7 = \boxed{} \\ 89 + 7 = \boxed{} \end{array}$$

3.

$$\begin{array}{l} 8 + 6 = \boxed{} \\ 18 + 6 = \boxed{} \\ 28 + 6 = \boxed{} \\ 38 + 6 = \boxed{} \\ 48 + 6 = \boxed{} \\ 58 + 6 = \boxed{} \\ 68 + 6 = \boxed{} \\ 78 + 6 = \boxed{} \\ 88 + 6 = \boxed{} \end{array}$$

4.

$$\begin{array}{l} 6 + 9 = \boxed{} \\ 16 + 9 = \boxed{} \\ 26 + 9 = \boxed{} \\ 36 + 9 = \boxed{} \\ 46 + 9 = \boxed{} \\ 56 + 9 = \boxed{} \\ 66 + 9 = \boxed{} \\ 76 + 9 = \boxed{} \\ 86 + 9 = \boxed{} \end{array}$$

5.

$$\begin{array}{l} 4 + 8 = \boxed{} \\ 14 + 8 = \boxed{} \\ 24 + 8 = \boxed{} \\ 34 + 8 = \boxed{} \\ 44 + 8 = \boxed{} \\ 54 + 8 = \boxed{} \\ 64 + 8 = \boxed{} \\ 74 + 8 = \boxed{} \\ 84 + 8 = \boxed{} \end{array}$$

6.

$$\begin{array}{l} 3 + 8 = \boxed{} \\ 13 + 8 = \boxed{} \\ 23 + 8 = \boxed{} \\ 33 + 8 = \boxed{} \\ 43 + 8 = \boxed{} \\ 53 + 8 = \boxed{} \\ 63 + 8 = \boxed{} \\ 73 + 8 = \boxed{} \\ 83 + 8 = \boxed{} \end{array}$$

Shared Skills: Counting and using pattern; recognising and creating patterns using the hundred square





Linkage: Odd and even numbers; group counting; tens

Figure 19: Mathemagic p. 15

Addition and subtraction 1

- A.
- | (a) | (b) | (c) |
|------------------------------------|---------------------------------|---------------------------------|
| 1. $7 + 3 + 2 = \underline{\quad}$ | $4 + 5 + 6 = \underline{\quad}$ | $6 + 3 + 4 = \underline{\quad}$ |
| 2. $8 + 5 + 6 = \underline{\quad}$ | $9 + 5 + 4 = \underline{\quad}$ | $8 + 7 + 5 = \underline{\quad}$ |
| 3. $6 + 3 + 8 = \underline{\quad}$ | $7 + 5 + 6 = \underline{\quad}$ | $9 + 0 + 9 = \underline{\quad}$ |
| 4. $9 + 4 + 3 = \underline{\quad}$ | $8 + 8 + 4 = \underline{\quad}$ | $7 + 9 + 3 = \underline{\quad}$ |
| 5. $3 + 9 + 8 = \underline{\quad}$ | $7 + 4 + 8 = \underline{\quad}$ | $9 + 9 + 2 = \underline{\quad}$ |

- | (a) | (b) | (c) | (d) | (e) | (f) | (g) | (h) |
|--|---|---|---|---|---|---|---|
| 6. $\begin{array}{r} 24 \\ + 13 \\ \hline \end{array}$ | $\begin{array}{r} 35 \\ + 14 \\ \hline \end{array}$ | $\begin{array}{r} 26 \\ + 12 \\ \hline \end{array}$ | $\begin{array}{r} 17 \\ + 50 \\ \hline \end{array}$ | $\begin{array}{r} 40 \\ + 32 \\ \hline \end{array}$ | $\begin{array}{r} 45 \\ + 23 \\ \hline \end{array}$ | $\begin{array}{r} 15 \\ + 74 \\ \hline \end{array}$ | $\begin{array}{r} 63 \\ + 34 \\ \hline \end{array}$ |
| 7. $\begin{array}{r} 35 \\ + 43 \\ \hline \end{array}$ | $\begin{array}{r} 47 \\ + 40 \\ \hline \end{array}$ | $\begin{array}{r} 54 \\ + 45 \\ \hline \end{array}$ | $\begin{array}{r} 51 \\ + 36 \\ \hline \end{array}$ | $\begin{array}{r} 63 \\ + 36 \\ \hline \end{array}$ | $\begin{array}{r} 50 \\ + 47 \\ \hline \end{array}$ | $\begin{array}{r} 38 \\ + 20 \\ \hline \end{array}$ | $\begin{array}{r} 55 \\ + 43 \\ \hline \end{array}$ |

8.  How many pencils are there altogether? $\underline{\quad}$
9.  How many rulers are there altogether? $\underline{\quad}$
10.  How many eggs are there altogether? $\underline{\quad}$
11.  How many grapes are there altogether? $\underline{\quad}$

- | (a) | (b) | (c) | (d) | (e) | (f) | (g) | (h) |
|---|---|---|---|--|--|--|---|
| 12. $\begin{array}{r} 23 \\ 30 \\ + 15 \\ \hline \end{array}$ | $\begin{array}{r} 34 \\ 23 \\ + 32 \\ \hline \end{array}$ | $\begin{array}{r} 40 \\ 25 \\ + 14 \\ \hline \end{array}$ | $\begin{array}{r} 28 \\ 41 \\ + 30 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ 23 \\ + 41 \\ \hline \end{array}$ | $\begin{array}{r} 43 \\ 5 \\ + 50 \\ \hline \end{array}$ | $\begin{array}{r} 24 \\ 51 \\ + 3 \\ \hline \end{array}$ | $\begin{array}{r} 35 \\ 23 \\ + 41 \\ \hline \end{array}$ |

Figure 20: Optional Extra Maths Sheet

SESE/ARTS-Optional Extra

This is active work that incorporates a range of topics. There is absolutely no pressure on anyone to complete this work but if you would like to incorporate the little bit of baking/organising/art into your week, feel free. Pick and choose from the content. Again, there is no obligation to complete this work, it is merely a suggestion in case you'd like it. Let's make the most of this!

Maths Figure it Out P. 13 & 14

	Monday	Tuesday	Wednesday	Thursday	Friday
Resources	PE	Art-Sock puppet	News Video	News Video	News Video
Activity	<ul style="list-style-type: none"> • Make an obstacle course inside or outside weather permitting. • Plan your course and draw a simple map picture of it like the example below. • Use household items such as sweeping brush handle for a jump, egg and spoon sprints, keepy uppy etc. • Time how quickly you can complete the course. 	<ol style="list-style-type: none"> 1. Find a clean sock that's long enough to cover your arm. The sock can be any colour you like. It can be fuzzy or plain. It can even have stripes or polka dots! Just make sure there aren't any holes. 2. Slip the sock over your hand. Once you the sock on, make a C-shape with your hand. Put your fingers into the toe part. Try to get your thumb into the heel part. If you can't reach it, tuck the sock into the groove between your thumb and fingers. Open and close your hand. Your sock should already start looking like a puppet. 3. Use a marker to make two dots above the seam for the eyes. If you want your puppet to have a nose, make a dot for that as well. 4. Add bobbles, cotton wool, stickers or any other items you may have at home. 5. Don't forget to name your new puppet. 	<ul style="list-style-type: none"> • Write down a few sentences of news that you would like to share with the class. <p>E.g.</p> <ol style="list-style-type: none"> 1. What has been your favourite part of being off? 2. Have you baked/made or grown anything? 3. Have you helped out more around your house? 4. Have you reached a new level in one of your games? 5. Share a joke or funny story. 6. Have you learned a new skill you would like to show the class. 	<ul style="list-style-type: none"> • Reread your sentences from the day precious. • Correct any errors. Make sure they are clear and make sense. • Practice reading and saying them aloud. Be sure to speak slowly and clearly so that when the video is recorded the other boys and girls will hear all of your news. 	<ul style="list-style-type: none"> • Record a short video that with your parent's permission you can send to the following email address: sttsecondandthirdclass@gmail.com • Videos should be no longer than 30 seconds. • Your parents can take their video on their phone/tablet. • Keep an eye on the school website to see some videos of your class mates.

ACTIVITY CARD – SAMPLE OBSTACLE COURSE

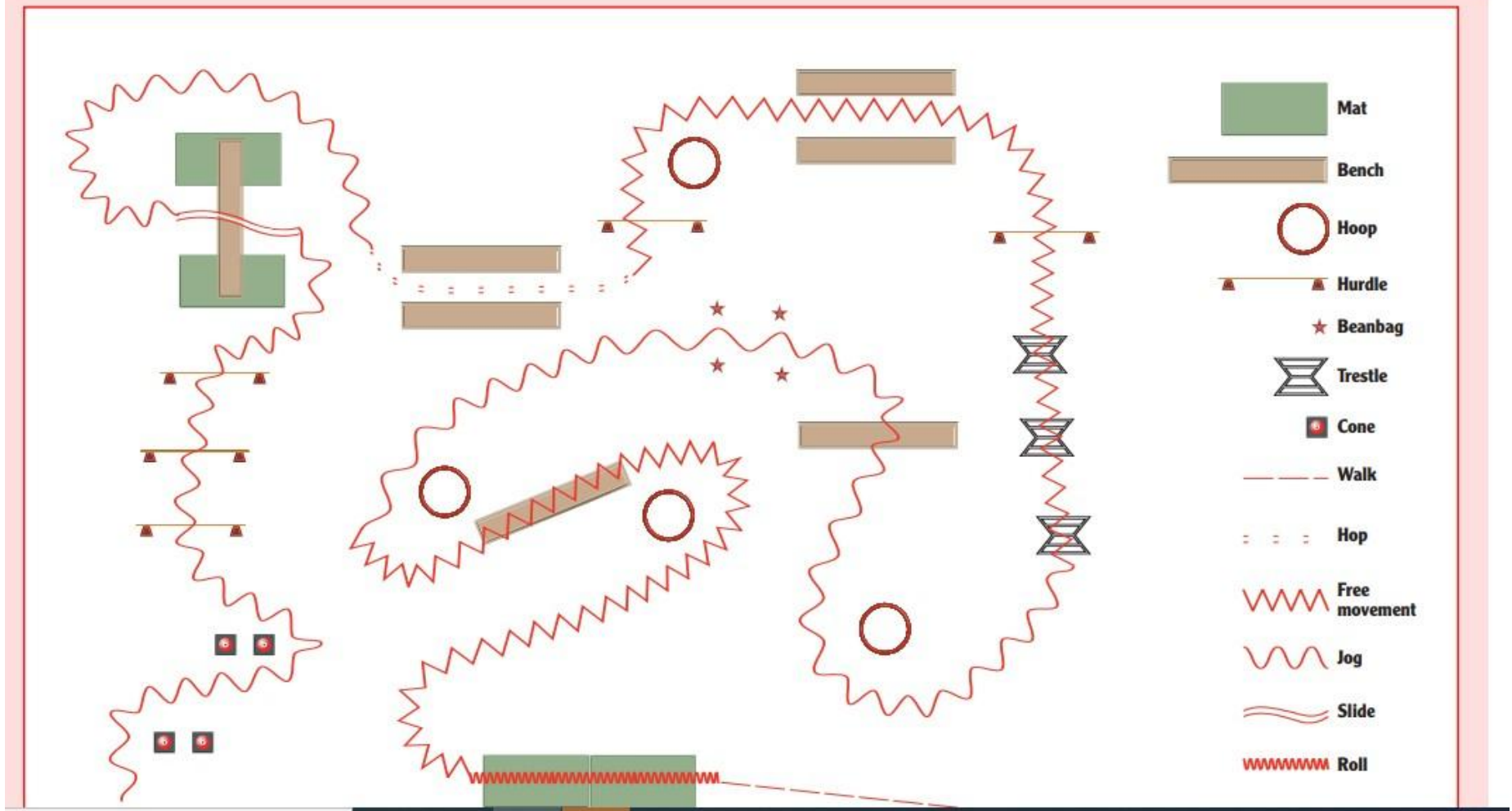


Figure 18: PE Example