

Second Class Worksheets-Week 4

Dear parents,

This document includes all necessary pages from the books listed in this week's work. I think some parents will find this format a more convenient method of accessing the content as opposed to accessing it online.

I have also condensed the timetables as previously listed in the work posted yesterday so that they are in one table as opposed to subdivided into subject tables. I hope this is also more helpful.

As this whole online learning process is so novel to both you and I, I do appreciate feedback if certain aspects of the work are too challenging or if you would like assistance with any part of it. My email is ellenamryodonnell@yahoo.ie feel free to send me photos of your child's work or any questions you may have.

Thanks in advance,

Ms. O' Donnell

Weekly Time table: Week 4-2nd Class

<p>Reminder:</p> <p>Please complete revision work into the specific subject copies. Write the sums and sentences as neatly as possible using joined writing. Use the hundred square from your journal if you need it for your Maths.</p>					
Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Busy at Maths P. 19	Busy at Maths P. 20	Busy at Maths P. 21	Busy at Maths P. 22	Busy at Maths P. 23
English Written work	Onwards and Upwards Read P. 14 and answer Q. A on Page 15	Onwards and Upwards P. 15 Complete B, C, D.	Onwards and Upwards P. 16 A	Onwards and Upwards P. 16 B Write the goat's story and draw a picture of the goat.	Write your news from the week. Include activities you completed, games you played and fun you had.
English Reading Pages from book below	https://connect.collins.co.uk/repo1/Content/Live/qbslearning/Bigcat/AnimalAncestors/index.html Collins Big Cat Reader: The link below will lead you to a book about animals. Some words may be difficult in it. The book can be listened to as it is read aloud or the child can read it first and then listen to the content.				
English Reading	Read P 2& 3	Read p. 4 & 5	Read P. 6& 7	Read P. 8&9	Read p. 10&11
Spellings J. G. p. 6	song, trunk, knee	knit, know, knock	knight, penknife	grandma, grandpa	Weekly test (complete in English copy)
Gaeilge	Ceartlitriú P. 8 A: Find the words in the snake, write them down. B: Try to rearrange the letters to write the correct words.	Ceartlitriú P. 8 D: write words with 2 letters, three letters, four letters E: Write the correct words from the list of the words	Ceartlitriú P. 9 G: break the code and write the correct words.	Ceartlitriú P. 9: H Make words from the list of letters listed.	Ceartlitriú P. 9: Draw a picture of school, breaktime or classroom. Label the items in Irish using your spellings from the week.
Gaeilge Litriú	sé=he sí=she	sos=break lón=lunch	rang=class bord=table	dána=bold maith=good	Scrudú=test
Prayer	<i>Be near me, Lord Jesus, I ask you to stay</i> <i>Close by me forever and love me, I pray.</i>	<i>Bless all of us children in your loving care</i> <i>And bring us to heaven to live with you there</i>	<i>I'm ready now, Lord Jesus, To show how much I care.</i>	<i>I'm ready now to give your love At home and everywhere. Amen.</i>	Say the whole prayer after communion for your family

Websites that may be useful	<p>The majority of Educational websites have opened up the online access for everyone. If you wish to avail of any of the websites listed below, be sure to select the 2nd class level activities.</p> <p>www.cjfallon.ie www.twinkle.ie www.folens.ie www.funbrain.com www.startfall.com https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/ www.askaboutireland.ie. www.topmarks.co.uk</p>
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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!

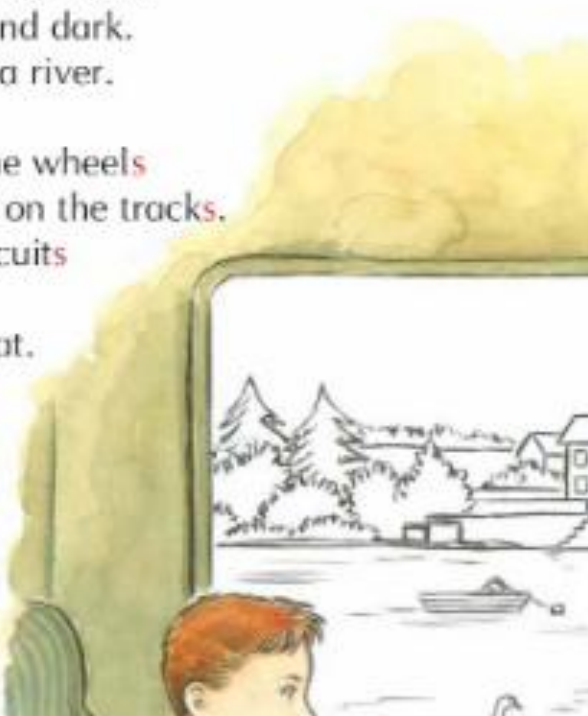
	Monday	Tuesday	Wednesday	Thursday	Friday
Resources	See Dissolving file on website	STEM: Design and make	Covid-19 time Capsule	Covid-19 time Capsule	Covid-19 time Capsule
Activity	<ul style="list-style-type: none">• Read the experiment instructions.• Discuss and predict what could happen.• Gather materials.• Carry out the experiment.• Record your result, discuss them or draw a picture of them.	<ul style="list-style-type: none">• Make the tallest tower you can make using items from around your house.• Do not use anything to join the pieces together. They should stand freely.• What types of materials work best?• What properties of materials do you need?• Do they need to be a specific shape, size, form?• Have a competition, who can make the tallest tower?	<ul style="list-style-type: none">• Gather items from around your house that will remind you of this time.• Pick five things that have been good and made you happy during this time.• If you don't want to bury specific items, draw a picture of them or take a picture of them.• Discuss why you have chosen the specific items.	<ul style="list-style-type: none">• Write a short note explaining the items you have chosen.• Write five memories from the experience on the note also.• Ask all of your family members to help you if your finding it tough to pick out five memories.	<ul style="list-style-type: none">• Design a piece of wrapping paper to wrap your items in.• Place your wrapped items in a waterproof container(old lunchbox/bisc uit/sweet tin)• Find a special spot to burry your time capsule in your garden.• Be sure to mark the spot so you know where to find it in years to come.• Send me picture of your capsules if you do it.

Train Tracks

I could see so much as I looked
through the windows of the train.
Fields and ditches raced by.
In one field I saw eight rabbits.
In another there were two foxes.
I must have seen ten horses and
more cows than I could count.
How many farms did we pass?
I don't know.

We passed towns with their shops and streets and churches.
We passed over roads and under them.
The tunnels were very long and dark.
We saw swans and ducks on a river.
I spotted a few boats as well.
All the time we could hear the wheels
of the train going click-clack on the tracks.
Mam got sandwiches and biscuits
for us in the snack bar.
We sat back in our seats to eat.
This was the life!

'Trains are much better
than going on buses,'
I said. 'You can walk
around on trains
and they have snack bars.'
'Okay,' smiled Mam,
'but buses don't need tracks'



Onwords and Upwords 2

15 of 92

A. Questions:

1. Make a list of three words in the story that end with **es**. _____
2. Make a list of five words in the story that end with **s**.

3. Name all the animals the child saw.
4. What words tell you about the tunnels?
5. What did Mam get in the snack bar?
6. Why did the child like trains better than buses?

Working with words

B. Add **s** to these:

1. Mark has three pen____
and two pencil____ in his bag.
2. Mam likes to read lots of book____.
3. There are seven room____ in Ann's house.



C. Add **es** to these.

1. Pat broke four dish____.
2. Jenny got three wish____ from the nice witch____.
3. The clever fox____ hid in the ditch____.



Onwords and Upwords 2

16 of 92

A. 1. Read these.

sand best rest harm corn alarm
torn charm list stand mist
hand part test horn tart start twist

2. Write the words that rhyme with:

band	_____	_____	_____
pest	_____	_____	_____
arm	_____	_____	_____
born	_____	_____	_____
art	_____	_____	_____
fist	_____	_____	_____

B. Finish the rhymes for these.



I went down to the seaside
To play with the sand.
But I forgot my bucket
So I had to use my _____.



Ceartlitriú 2

8 of 76

A Faigh na focail. Scríobh.



1 _____ 2 _____ 3 _____ 4 _____

B Cuir na litreacha san ord ceart.

óln

gnar

adná

ihmta

C Críochnaigh.

(a) m____th

(b) d____na

(c) r____ng

(d) l____n

D Scríobh na focail le...

2 litir

3 litir

4 litir

E Scríobh an focal ceart.

(a) sos

sas

sus

(b) moth

math

maith

(c) bard

bord

bored

(d) rong

rang

ring

Ceartlitriú 2

9 of 76



Cuardach focal

trasna (→) nó anuas (↓)

sé →
sí →
sos ↓
lón →
rang ↓
bord ↓
dána ↓
maith ↓

r	s	í	s	a	g	l	l
a	g	p	o	f	j	m	á
n	í	f	s	m	c	a	b
g	g	l	i	d	g	i	o
f	i	a	d	a	i	t	r
t	s	u	á	e	a	h	d
j	t	h	n	ú	i	l	u
s	é	j	a	l	ó	n	l



Bris an cód.

5 = a 8 = b 1 = h 2 = i 12 = g 7 = n 13 = f
3 = m 11 = s 4 = t 6 = r 9 = o 10 = d 14 = á

(a) 11 13 (b) 3 5 2 4 1 (c) 6 5 7 12

(d) 8 9 6 10 (e) 10 14 7 5 (f) 11 9 11



Déan focail.

1 bord _____ 2 _____
3 _____ 4 _____
5 _____ 6 _____

s d í
á a o é
r b n g

Sporty subtraction

1. (a) Our school camogie team played 10 games. This grid shows the first half scores and the final scores in points. Write the missing second half scores.

First half score	6	7	13	12	14	9	8	11	4	15
Second half score	8									
Final score	14	16	19	20	19	20	17	18	20	19

- (b) Our school hurling team played 10 games. Write the first half scores.

First half score	12									
Second half score	7	5	9	11	12	8	9	6	4	13
Final score	19	14	16	20	18	17	15	13	14	20

2. Write 2 addition and 2 subtraction number sentences for each of these groups of 3 numbers.

(a)

13
6 7

$$6 + \square = 13$$

$$7 + \square = 13$$

$$13 - \square = 6$$

$$13 - \square = 7$$

(b)

15
11 4

$$11 + \square = 15$$

$$4 + \square = 15$$

$$15 - \square = \square$$

$$15 - \square = \square$$

(c)

17
8 9

$$\square + \square = \square$$

$$\square + \square = \square$$

$$\square - \square = \square$$

$$\square - \square = \square$$

3. Complete these magic squares. Write the magic numbers first.

(a)

5		2
	4	
6		3



(b)

8	1	6
	5	
4	9	



(c)


6		3
	5	
7		



Figure 1: Busy at Maths p. 19

Problem-solving

Do I add (+) or subtract (-)? Write each number sentence.


1.  A farmer had 8 chickens.
She bought 7 more.
How many chickens had she then?

+ or -
8 + =

2. There were 10 birds on a line.
4 birds flew away.
How many birds are on the line now?



+ or -
 =


3.  Cian had 14c.
He bought an orange.
How much had he left?

+ or -
 c c = c

4. Sofia had 9 balloons.
She bought 6 more.
How many balloons has she now?

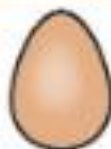


+ or -
 =


5.  Ali has 14 books.
Amar has 8 books.
How many more books has Ali than Amar?

+ or -
 =

6. Anita had 15 eggs.
She broke 7 of them.
How many eggs were not broken?



+ or -
 =

7.  Rowan had 17 pears.
He ate 9 of them.
How many pears had he left?

+ or -
 =

8. Simona had 19c.
She bought a yoghurt.
How much had she left?




+ or -
 c c = c



Figure 2: Busy at Maths p. 20

Problem-solving

Do I add (+) or subtract (-)? Write each number sentence.


1.  Tina wants to buy the car.
She has 12c.
How much more does she need?

+ or -
 $\boxed{}_c \ominus \boxed{}_c = \boxed{}_c$

2. Tim has 22 tennis balls.
Amy has 7.
How many tennis balls have they altogether?



+ or -
 $\boxed{} \oplus \boxed{} = \boxed{}$


3.  Leona had 29 stamps.
She gave 6 to Amy.
How many stamps has Leona now?

+ or -
 $\boxed{} \ominus \boxed{} = \boxed{}$

4. Ronan had 25c.
He got 9c from David.
How much money has Ronan now?



+ or -
 $\boxed{}_c \oplus \boxed{}_c = \boxed{}_c$


5.  A shopkeeper had 36 apples.
He got 9 more apples.
How many apples has he now?

+ or -
 $\boxed{} \oplus \boxed{} = \boxed{}$

6. There are 38 pears in a box.
6 pears are bad.
How many good pears are there?



+ or -
 $\boxed{} \ominus \boxed{} = \boxed{}$

7.  There are 29 brown ducks and 7 yellow ducks on a pond.
How many more brown ducks are there than yellow?

+ or -
 $\boxed{} \ominus \boxed{} = \boxed{}$

8. Sue had 24 marbles.
She found 12 more.
How many marbles has she now?

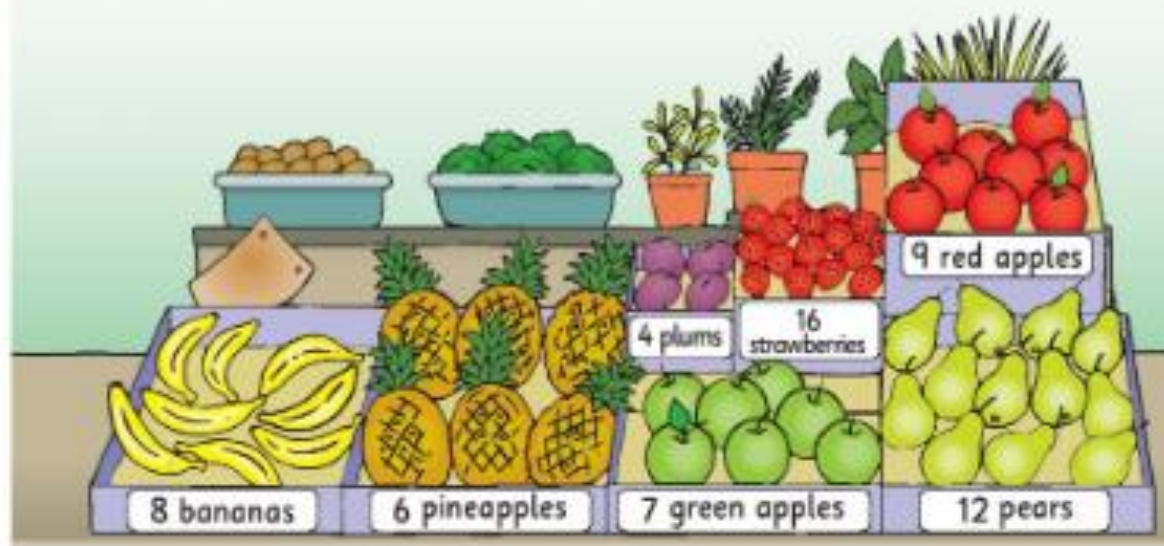


+ or -
 $\boxed{} \oplus \boxed{} = \boxed{}$



Figure 3: Busy at Maths p. 21

Sammy's shop



Write the number sentence for each question.

1. How many bananas and pineapples are there altogether?

$$\square \bigcirc \square = \square$$

2. How many peppers and carrots are there altogether?

$$\square \bigcirc \square = \square$$

3. How many more red apples are there than green apples?

$$\square \bigcirc \square = \square$$

4. How many fewer bananas are there than oranges?

$$\square \bigcirc \square = \square$$

5. How many strawberries and plums are there altogether?

$$\square \bigcirc \square = \square$$

6. How many fewer peppers are there than lemons?

$$\square \bigcirc \square = \square$$

7. Sammy sold 8 strawberries. How many strawberries had he left?

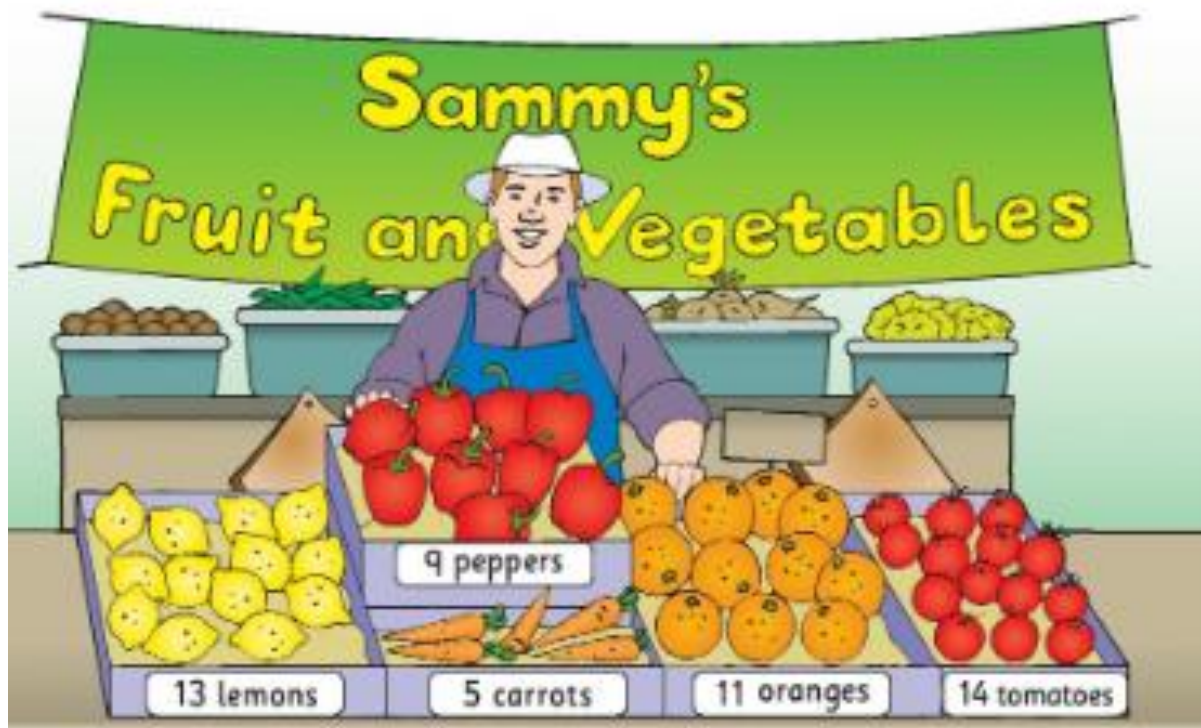
$$\square \bigcirc \square = \square$$

8. How many apples are there altogether in Sammy's shop?

$$\square \bigcirc \square = \square$$



Figure 4: Busy at Maths p. 22



9. Ronan bought all the tomatoes. 6 of them were bad. How many good tomatoes were there?

$$\square \bigcirc \square = \square$$

10. How many fewer carrots are there than pears?

$$\square \bigcirc \square = \square$$

11. If Sammy had 9 more lemons, how many lemons would he have?

$$\square \bigcirc \square = \square$$

12. How many fewer bananas are there than lemons?

$$\square \bigcirc \square = \square$$

13. How many carrots, plums and tomatoes are there altogether in Sammy's shop?

$$\square \bigcirc \square \bigcirc \square = \square$$

14. How many oranges, pineapples and bananas are there altogether?

$$\square \bigcirc \square \bigcirc \square = \square$$

15. How many more strawberries are there than oranges?

$$\square \bigcirc \square = \square$$

16. How many fewer carrots are there than red apples?

$$\square \bigcirc \square = \square$$



Figure 5: Nusy at Maths p. 23

Problem-solving 1

Do I add (+) or subtract (-)? Write each number sentence.

1. Pam made 11 pizzas one morning. She made 6 more later that day. How many pizzas did she make altogether?



+ or -

$$\square + \square = \square$$

2. There were 12 kiwis and 7 pineapples in a box. How many pieces of fruit were in the box altogether?



+ or -

$$\square + \square = \square$$

3. Sally had 9 tennis balls. Shane had 17. How many more tennis balls had Shane than Sally?



+ or -

$$\square - \square = \square$$

4. Pete baked 9 pies. Ali baked 13. How many fewer pies did Pete bake than Ali?



+ or -

$$\square - \square = \square$$

5. There were 28 cups on a tray. 12 of them fell to the floor. How many cups were still on the tray?



+ or -

$$\square - \square = \square$$

6. Andy has 14 pears and 26 oranges. How many more oranges than pears does he have?



+ or -

$$\square - \square = \square$$

7. Riona has 12c. How many more cent does she need to buy the banana?



+ or -

$$\square \text{ c} - \square \text{ c} = \square \text{ c}$$

8. Amar had 24 marbles. He won 15 marbles from his friends. How many marbles had he then?



+ or -

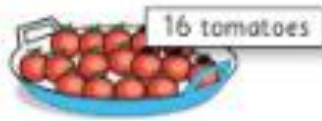
$$\square + \square = \square$$

Figure 6: Shadow Book p. 8

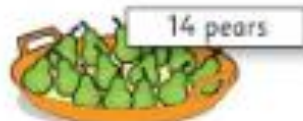
Problem-solving 2



6 oranges



16 tomatoes



14 pears



7 apples



9 bananas



12 peaches

Write the number sentence for each question.

1. How many apples and oranges are there altogether?

$$\boxed{} \bigcirc \boxed{} = \boxed{}$$

2. How many pears and oranges are there altogether?

$$\boxed{} \bigcirc \boxed{} = \boxed{}$$

3. How many more tomatoes are there than oranges?

$$\boxed{} \bigcirc \boxed{} = \boxed{}$$

4. How many fewer peaches are there than tomatoes?

$$\boxed{} \bigcirc \boxed{} = \boxed{}$$

5. Claire bought 7 tomatoes. How many tomatoes were left?

$$\boxed{} \bigcirc \boxed{} = \boxed{}$$

6. Cian wants to buy 17 bananas but there are only 9. How many more bananas does he need?

$$\boxed{} \bigcirc \boxed{} = \boxed{}$$

7. Brenda has 18c. How much more does she need to buy the pineapple?



30c

$$\boxed{} \text{ c } \bigcirc \boxed{} \text{ c } = \boxed{} \text{ c }$$

8. Joe bought half of the pears and half of the oranges. How many pieces of fruit altogether did he buy?

$$\boxed{} \bigcirc \boxed{} = \boxed{}$$

9. Susie bought half of the peaches and all of the apples. How many pieces of fruit altogether did she buy?

$$\boxed{} \bigcirc \boxed{} = \boxed{}$$

Figure 7: Shadow Book p. 9



ANIMAL ANCESTORS

Written and illustrated by Jon Hughes



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ANIMALS FROM ANOTHER TIME

Can you imagine a world with horses the size of small dogs, whales that walk and birds three metres tall? They all lived on Earth at some time in the last 60 million years. They are now extinct but their relatives live on – and you'll probably know them very well!

Fossils like this tell us what the ancestors of today's animals looked like.

In this book you'll find out about some amazing animal ancestors from long ago. You'll also find out about their closest living relatives. There is a size guide on each page showing the animal ancestor next to an adult human. You may be surprised by the size of the animals!



Can you guess what the ancestors of these animals looked like?



Figure 8: Animal Ancestor P. 2& 3

THE IN-BETWEEN DOG

or Amphicyonid (say: am-fee-sy-on-id)

Another name for the In-between dog is the bear-dog, because it's an ancestor of both bears and dogs. Bear-dogs lived across Asia and North America until about nine million years ago.

Scientists have found footprint fossils which show that the bear-dog walked like bears do now. It moved its two left legs together first, then the two right legs.

The bear-dog lived in underground dens and fed on smaller animals. It was a strong digger and could burrow after its prey.



*closest living relatives:
bear and dog*



How big was it?



Figure 9: Animal Ancestors P. 4 & 5



Figure 10: Animal Ancestors P. 6 & 7

THE INDRIK BEAST

or *Indricotherium* (say: in-drik-oh-theer-ee-um)

This animal lived in Asia about 30 million years ago.
It was the largest ever mammal to walk on land.

The very biggest of these creatures grew to about 4.5 metres high. It had a long neck that made it even taller, so that it could reach leaves high up in the trees.

It was also a very heavy animal. A really big one weighed 15,000 kilograms – that's much heavier than the largest rhino!



closest living relative:
rhinoceros



How big was it?



Figure 11: Animal Ancestors p. 8& 9

THE EARTH MOLE

or Mammoth (say: mam-oth)

People used to believe that this animal was a giant which lived underground and died when it saw daylight. But we know now that the mammoth was a type of large elephant.

The bones of mammoths have often been found half-buried in frozen parts of the world, but in fact they lived in many different places. Those that lived in cold countries had long fur to keep them warm.

Mammoths grew up to three metres high and ate mostly grass and bushes. They had two long tusks which they used to protect themselves from attackers.



*closest living relative:
elephant*

How big was it?



Figure 12: Animal ancestors p. 10 & 11