

### **Third 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](mailto: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 4-2<sup>nd</sup> Class

Reminder:

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.

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Maths : Children's Book	Planet Maths P. 18	Planet Maths P. 19	Planet Maths P. 20	Planet Maths P. 21	Look back p. 22
English Written work	Onwards and Upwards Read P. 14 and answer Q. A on Page 15	Onwards and Upwards P. 16 Complete 1 & 2	Onwards and Upwards P. 17 A & B	Onwards and Upwards P. 17 C & D	Write your news from the week. Include activities you completed, games you played and fun you had.
English Reading Pages from book below	<a href="https://connect.collins.co.uk/repo1/Content/Live/qbslearning/Bigcat/BuildingHigh/index.html">https://connect.collins.co.uk/repo1/Content/Live/qbslearning/Bigcat/BuildingHigh/index.html</a> 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, 4 & 5	Read p. 6&7	Read P. 8 & 9	Read P. 10& 11	Read p. 12&13
Spellings J. G. p. 6	song, trunk, knee	knit, know, knock	knight, penknife	grandma, grandpa	Weekly test (complete in English copy)
Gaeilge	Cearlitriú P. 11 A: Draw the picture and write the correct words in your copies.	Cearlitriú P. 11 B Test yourself: How many letters in each word?  What letter does the word start with?  What letter does the word finish with?  How many vowels in the word?	Cearlitriú P. 11 C: write the word in the correct box  Write the words and draw the shape around it.	Cearlitriú P. 12 D Rewrite the story putting in the correct words in the blanks.	Cearlitriú P. 12 E True or false Write the sentence and write the word fíor=true or bréagach=false at the end of the sentence.
Gaeilge Litriú	ag féachaint= watching	ag canadh=singing	ag luascadh= swinging	ag troid=fighting	Scrúdú=test

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 2<sup>nd</sup> class level activities.</p> <p><a href="http://www.cjfallon.ie">www.cjfallon.ie</a> <a href="http://www.twinkle.ie">www.twinkle.ie</a> <a href="http://www.folens.ie">www.folens.ie</a> <a href="http://www.funbrain.com">www.funbrain.com</a> <a href="http://www.startfall.com">www.startfall.com</a> <a href="https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/">https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/</a> <a href="http://www.askaboutireland.ie">www.askaboutireland.ie</a>. <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a></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"><li>• Read the experiment instructions.</li><li>• Discuss and predict what could happen.</li><li>• Gather materials.</li><li>• Carry out the experiment.</li><li>• Record your result, discuss them or draw a picture of them.</li></ul>	<ul style="list-style-type: none"><li>• Make the tallest tower you can make using items from around your house.</li><li>• Do not use anything to join the pieces together. They should stand freely.</li><li>• What types of materials work best?</li><li>• What properties of materials do you need?</li><li>• Do they need to be a specific shape, size, form?</li><li>• Have a competition, who can make the tallest tower?</li></ul>	<ul style="list-style-type: none"><li>• Gather items from around your house that will remind you of this time.</li><li>• Pick five things that have been good and made you happy during this time.</li><li>• If you don't want to bury specific items, draw a picture of them or take a picture of them.</li><li>• Discuss why you have chosen the specific items.</li></ul>	<ul style="list-style-type: none"><li>• Write a short note explaining the items you have chosen.</li><li>• Write five memories from the experience on the note also.</li><li>• Ask all of your family members to help you if your finding it tough to pick out five memories.</li></ul>	<ul style="list-style-type: none"><li>• Design a piece of wrapping paper to wrap your items in.</li><li>• Place your wrapped items in a waterproof container(old lunchbox/bisc uit/sweet tin)</li><li>• Find a special spot to burry your time capsule in your garden.</li><li>• Be sure to mark the spot so you know where to find it in years to come.</li><li>• Send me picture of your capsules if you do it.</li></ul>

## Anne's Hiccups

Anne is from Cork. On Monday she got the hiccups in school.

"Hic!"

"Hic!"

Jim told her that his granny from Kerry always stands on her head to get rid of them. So Anne stood on her head.

"Hic!"

Well that didn't work! Sinéad told her that when she got the hiccups at Hallowe'en, she cured them by putting her fingers in her ears. Anne put her fingers in her ears.

"Hic!"

That didn't work either.

"Hold your nose and close your mouth, that's what I do," said Bill.

So Anne pinched her nose and pursed her lips.

"Hic!"

She still had the hiccups!

Seán filled a glass of water and handed it to Anne.

"Drink all the water without stopping - my Spanish pen-pal says that always works."

So Anne drank all the water without stopping.

"Hic!"

She still had the hiccups.

Lena thought that tickling might help. So she tickled Anne.

"Hic!"

So much for tickling!

Then the wind blew the classroom door shut with a loud bang! Everybody jumped with fright. So did Anne and ...

Guess what?

Her hiccups were gone!



# Onwords and Upwords 3

## 15 of 92

### A. Questions:

- 1 (a) Write all the names in the story.

\_\_\_\_\_

- (b) Now put these names in alphabetical order.

\_\_\_\_\_

- 2 Who suggested what cure?

Name

Hold your nose and close your mouth. \_\_\_\_\_

Stand on your head. \_\_\_\_\_

Tickling! \_\_\_\_\_

Put your fingers in your ears. \_\_\_\_\_

Drink a glass of water. \_\_\_\_\_

Don't forget –  
you use capital  
letters for  
names.



- 3 When did Sinéad get the hiccups?  
4 What does Jim's granny do when she gets the hiccups?  
5 What cured Anne's hiccups in the end?  
6 What cure do you think works best?

### B. Working with words:

A capital letter crossword.

- 1 The month after April. (3)  
2 The Eiffel Tower is in this city. (5)  
3



- What county is this car from? (6)  
4 Rome is the capital city of this country. (5)  
5 The day before Monday. (6)  
6 This girl thought tickling might cure the hiccups. (4)



### C. Look it up!

Look up these words in a dictionary and write their meanings in your copybook.

origami arrogant astronomer regatta

# Onwords and Upwords 3

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## Light Bites

1. This pupil hasn't a clue about capital letters!  
Ring every mistake in the passage.

Hint: Some capitals are where they shouldn't be and others are not where they should be. What a mess!

on the first Day of july I went To france. We went From Rosslare on a ship called the normandy. My sister, michelle, and I Shared a cabin. I had the Top Bunk and the sea was so Rough that I nearly fell out on Top of her. I was glad when We arrived in france.



Now write the passage correctly in your copybook.

2. Match these car number-plates with their county.

02-LD-3409

01-RN-32543

02-MO-487

99-SO-3287

00-G-4321



3. Fill in the gaps using these words:

Spain July Jake Wednesday

On the first \_\_\_\_\_ in \_\_\_\_\_, Amy and \_\_\_\_\_ will fly to \_\_\_\_\_.

Now make up your own sentence with a person's name, a place, a day of the week and a month of the year in it.



Remember me!  
Can you remember when you should use my letters?  
Look back at pages 1, 5 and 9!



# Onwords and Upwords 3

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### Chapter 5 The Treasure Map

#### Full Stops and Directions

Bryan found a treasure map.  
It was very old. He wanted to use it  
to make himself very rich.

Hello, I'm Phil Stop.  
When you see me on  
the page, it means you  
have to look out for  
**full stops**.



- A. Use the words in the box to  
complete the following sentences.



sense   capital letter   full stop

A sentence starts with a \_\_\_\_\_.

A sentence ends with a \_\_\_\_\_.

A sentence always makes \_\_\_\_\_.

- B. Correct these sentences. Put a full stop at the end of each.

- 1 Polar bears hunt seals
- 2 John likes going for long walks
- 3 The blue whale is the world's largest animal

- C. Now read these. Some are sentences but others are not.

You must put a full stop at the end of those that are sentences.

- 1 Jack's cat has a
- 2 Jenny likes splashing in puddles
- 3 There are seven kinds of bats in Ireland

- D. Each of these has two sentences. End each sentence with a full stop.

- 1 Anne's cat is sick   She feels sad
- 2 It rains a lot in Ireland   It's a good idea to own an umbrella
- 3 All birds of prey have sharp eyesight   It helps them to catch their prey

#### Before you read

This is a compass.

N is for North, W is for West,  
E is for East and S is for South.





# Optional Extra Maths Work

## Figure it Out 3

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### Written Problems

1.



How much money altogether is there in the two purses? \_\_\_\_

2.



How much money altogether would the bar, the ice-cream and the sweets cost? \_\_\_\_

3. Brian had 29c. He got 17c from his Daddy and 38c from his Mammy.  
How much money had he then? \_\_\_\_

4. Jack had 75c. He spent 27c.  
How much had he left? \_\_\_\_

5.



John has 58c.

How much more does he need to buy the ball? \_\_\_\_

6. Mary had 84c. She bought a pen and then had 38c left.  
How much did the pen cost? \_\_\_\_

7. Barry has 36c. Joan has 17c more than Barry.  
How much money have they between them? \_\_\_\_

8. Ann had 94c. She spent 27c in one shop and 38c in another shop.  
How much money had she left? \_\_\_\_

9. Susan bought two oranges at 17c each and an ice-cream for 48c.  
How much did she spend? \_\_\_\_

10. If Donal had 27c more, he would have as much as Irene who has 53c.  
How much money have they between them? \_\_\_\_

11.



Noel had 90c going shopping.

He bought two grapefruit costing 29c each.

How much money had he left? \_\_\_\_

12.



Betty bought two melons costing 38c each and got 19c change.

How much money had she going to the shop? \_\_\_\_

Score  /12

# Figure it Out 3

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### 4A – Magic squares

Complete the magic squares. (You must find the magic number first.)

1.

2	9	4
	5	
		8



2.

5		6
5		
2		



3.

5		8
	6	
4		



4.

		6
3		7
		2



5.

	6	4
	5	
6		



6.

	11	5
	6	
7		



7.

11		
6		12
10		



8.

	12	
8	2	11



9.

5	10	9
	6	



10.

	13	
	8	
	3	12



11.

6		
	7	
5		8



12.

		11
	10	12
		7

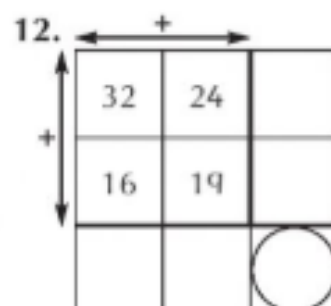
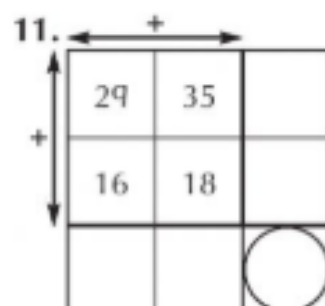
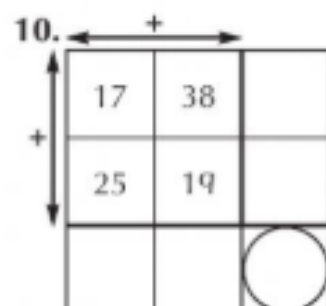
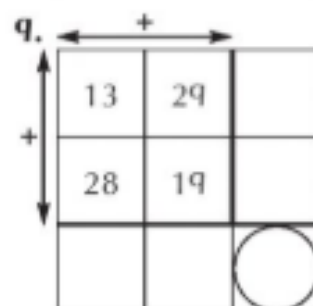
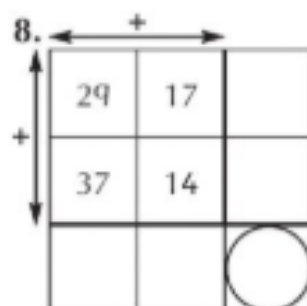
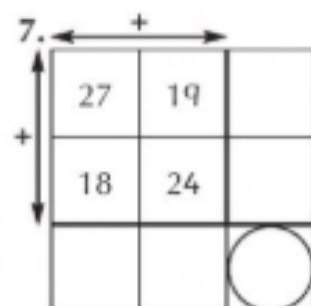
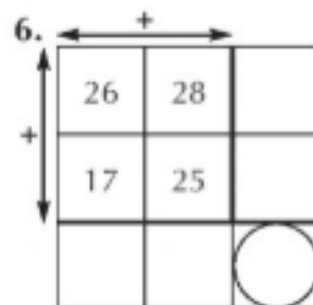
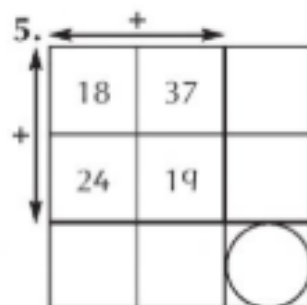
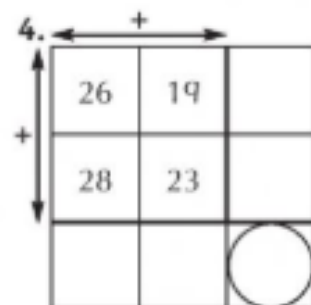
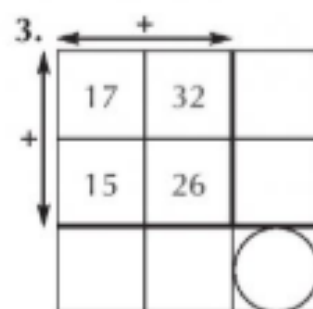
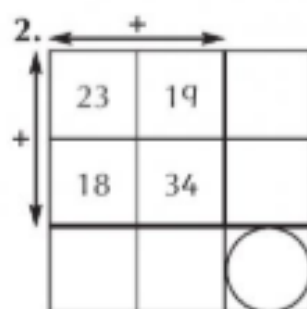
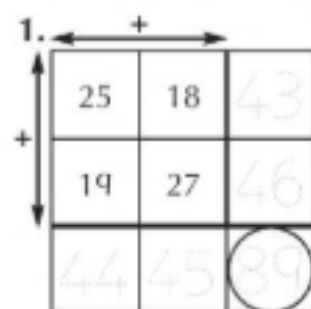


# Figure it Out 3

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### 4B – Addition squares

Add across. Add up and down.



# 4 Teilifís

Teilifís



teilifís



cartún



ag troid



an Nuacht

ag féachaint



ag tafann



ag luascadh



ag caoineadh



ag canadh



Bhí an madra ag tafann.  
Ní raibh an cat ag tafann.

madra



Féach agus abair	Scríobh anois	Scríobh arís	(✓) nó (X)
cartún			<input type="checkbox"/>
teilifís			<input type="checkbox"/>
ag féachaint			<input type="checkbox"/>
madra			<input type="checkbox"/>
ag tafann			<input type="checkbox"/>
ag luascadh			<input type="checkbox"/>
ag troid			<input type="checkbox"/>
ag canadh			<input type="checkbox"/>
ag caoineadh			<input type="checkbox"/>
an Nuacht			<input type="checkbox"/>
bhí			<input type="checkbox"/>
ní raibh			<input type="checkbox"/>

# Ceartlitriú 3

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Scriobh an focal cheart.

(a) 	(b) 	(c) 	(d) 
(e) 	(f) 	(g) 	(h) 



Scrúdaigh.



	Cé mhéad litir?	Tosaíonn an focal le...	Críochnaíonn an focal le...	Cé mhéad guta?
cartún	6	c	n	2
teilifís				
madra				
nuacht				
tafann				
luascadh				
canadh				
troid				



Cuir an litir cheart i ngach bosca.

(a) a g t r o i d	(b)
(c)	(d)
(e)	(f)
(g)	(h)
(i)	(j)




# Ceartlitriú 3

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**Críochnaigh an scéal.**

Bhí Gavin  \_\_\_\_\_ ar an \_\_\_\_\_.  
 Bhí  c\_\_\_\_\_ ar siúl.  
 Chonaic sé  \_\_\_\_\_ agus cat sa chartún.  
 Chuala sé an  \_\_\_\_\_ ag t\_\_\_\_\_.  
 Ansin, thosaigh an  \_\_\_\_\_  \_\_\_\_\_  
 leis an  g\_\_\_\_\_.



**Fíor (✓) nó bréagach (✗). Léigh an scéal thuas arís.**

- (a) Bhí *An Nuacht* ar an teilifís.
- (b) Bhí cartún ar an teilifís.
- (c) Bhí Máire ag féachaint ar an teilifís.
- (d) Ní raibh madra sa chartún.
- (e) Bhí cat sa chartún.
- (f) Thosaigh an cat ag tafann.

☐  
☐  
☐  
☐  
☐  
☐


**Cuardach focal.**

**trasna (->) nó síos (↓)**

teilifís ↓  
 ag canadh →  
 madra ↓  
 ag caoineadh →  
 ag troid ↓  
 ag féachaint →  
 ag luascadh →  
 ní raibh →  
 an nuacht →  
 ag tafann →

a	g	f	é	a	c	h	a	i	n	t
z	x	o	d	g	h	u	i	n	b	e
a	g	l	u	a	s	c	a	d	h	i
g	o	k	l	s	t	m	y	p	f	l
t	a	g	c	a	n	a	d	h	p	i
r	a	s	f	g	h	d	j	k	l	f
o	p	q	x	b	n	r	l	o	s	f
i	a	g	t	a	f	a	n	n	s	s
d	t	n	í	r	a	i	b	h	i	l
o	a	n	n	u	a	c	h	t	c	k
a	g	c	a	o	i	n	e	a	d	h



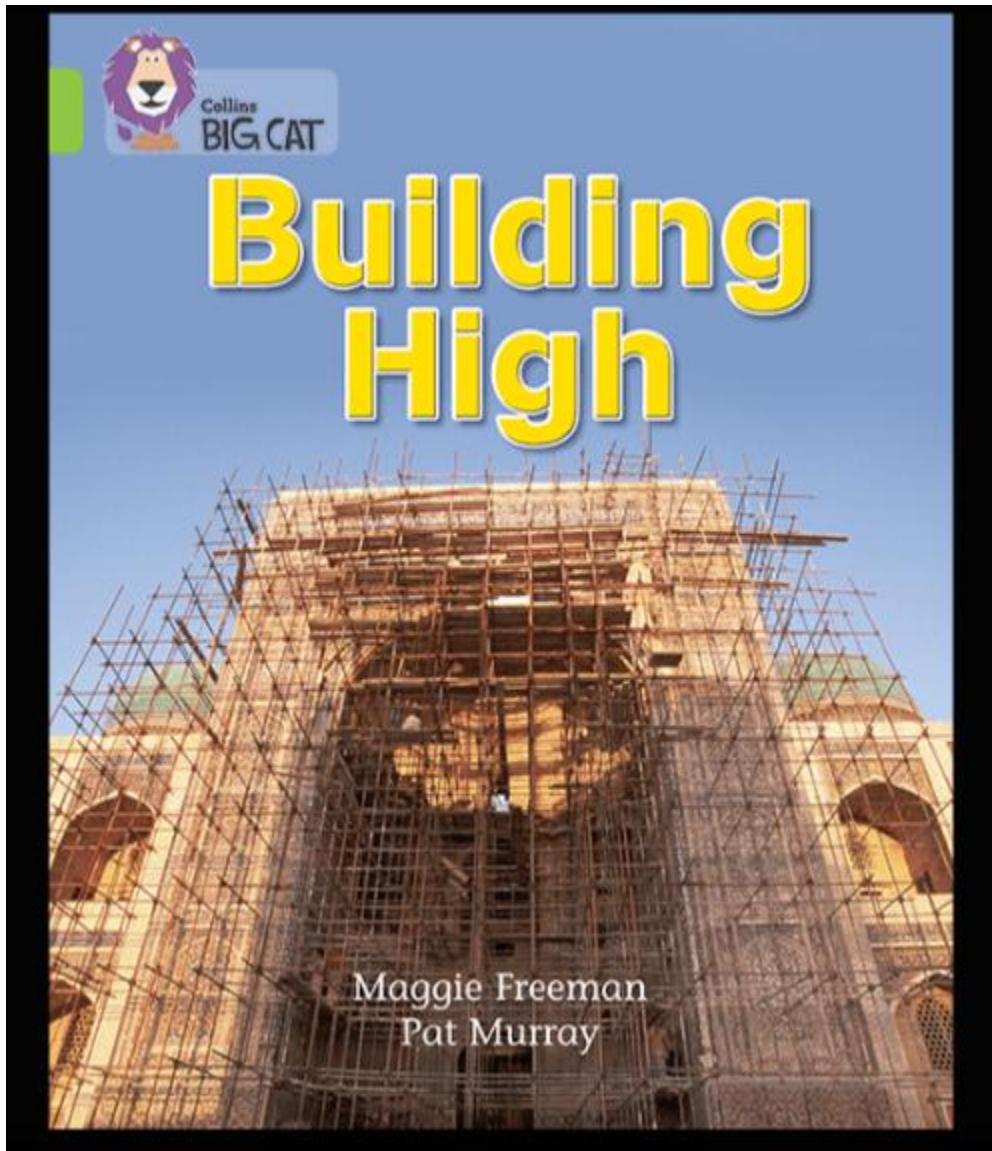


Figure 1: Building High Cover

# Building High

Written by Maggie Freeman  
Illustrated by Pat Murray

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Then ... and now	4
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Safety on tall buildings	18
Different sorts of scaffolding	21
Being a scaffolder	25
Moving on	27
Glossary	30



## Building high

In a city we see tall buildings all around us.  
People have built high for thousands of years.  
At first they didn't know the best way to do it.

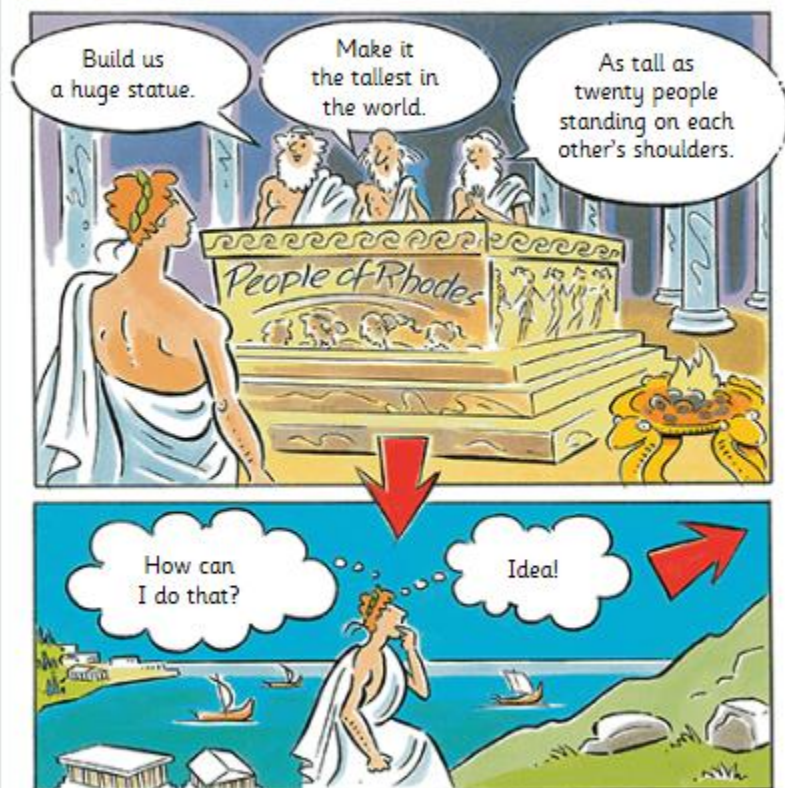


Figure 2: Page 2 & 3



## Then ... and now

### The Ancient Greeks



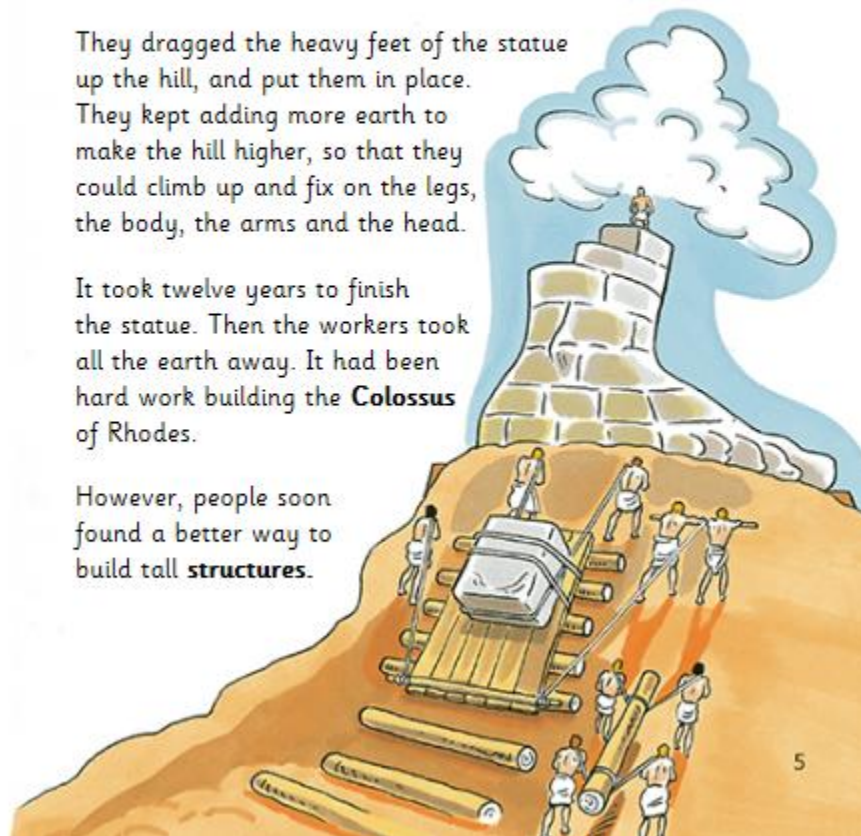
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In Ancient Greece, the **sculptor**, Chares, was asked to build a tall statue. He decided that he had to make the statue in sections. He told his workers to build a big marble block, and pile earth up to the top of it, to make a hill.

They dragged the heavy feet of the statue up the hill, and put them in place. They kept adding more earth to make the hill higher, so that they could climb up and fix on the legs, the body, the arms and the head.

It took twelve years to finish the statue. Then the workers took all the earth away. It had been hard work building the **Colossus** of Rhodes.

However, people soon found a better way to build tall **structures**.



5

Figure 3: Building High p. 4 & 5

## The Romans

The Romans were clever. They built grand buildings of marble and stone.

They invented cranes to lift the heavy blocks of stone. People pulled the ropes to make the cranes work.



*The Pantheon is one of Rome's greatest buildings.*

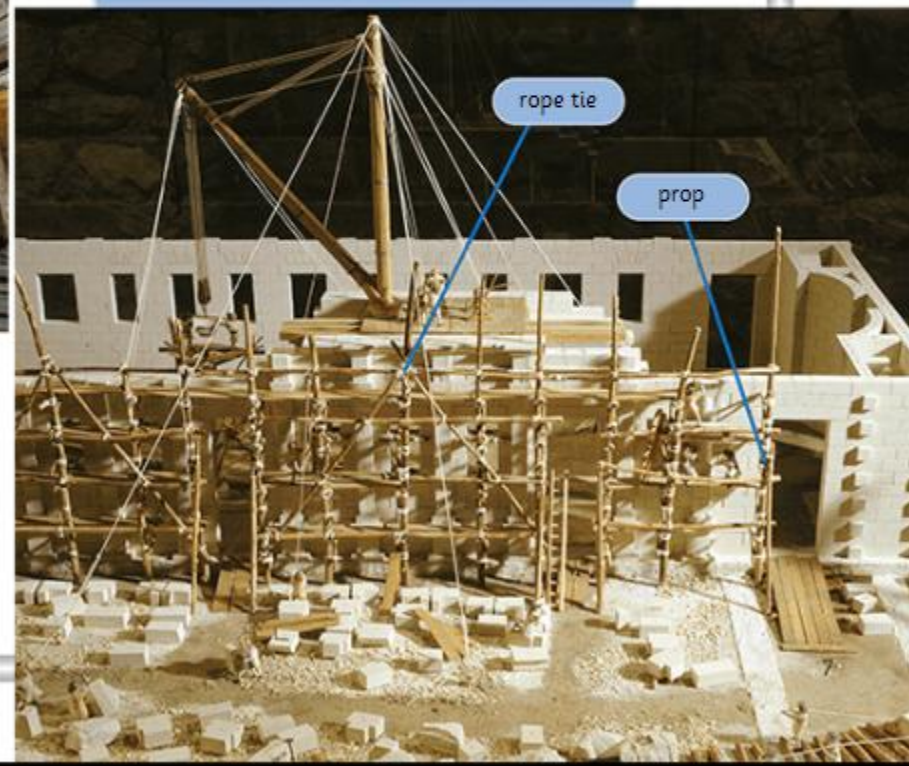
*This carving shows a Roman crane.*



The Romans made scaffolding out of long pieces of wood tied together with rope. They propped up the scaffolding so that it couldn't fall over.

They climbed up the scaffolding and used iron ties to fix the stones in place.

*This model shows how Romans used scaffolding.*





## The Middle Ages

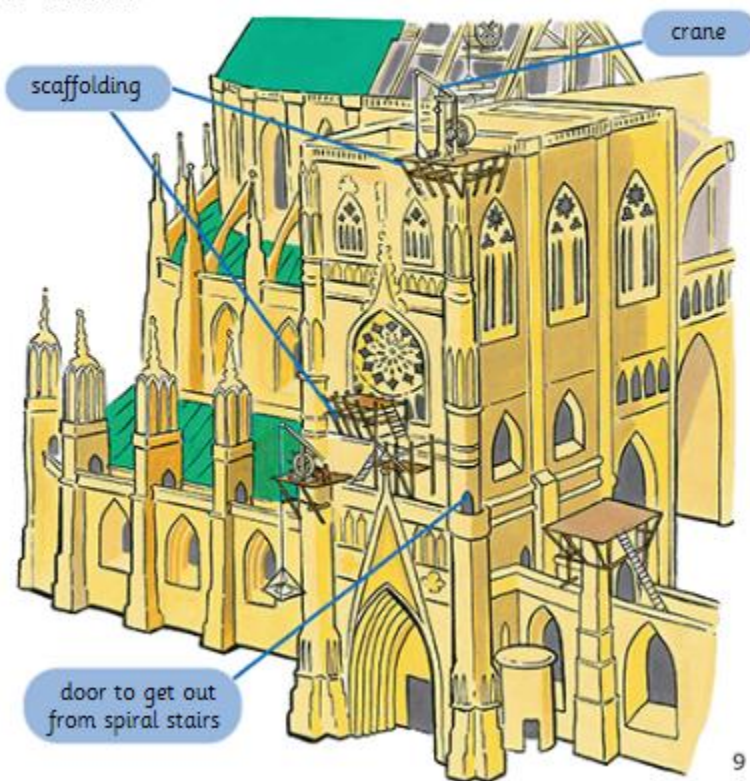
By the Middle Ages, builders were using **mortar** instead of iron ties to hold stones together. The scaffolding itself was still wooden.

The builders climbed a ladder to the platform where they worked.



They had cranes to lift heavy stones. These cranes were smaller than Roman cranes, and were at the top of the building instead of on the ground.

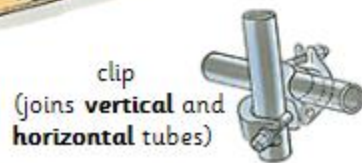
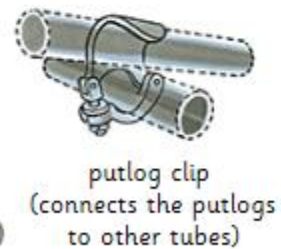
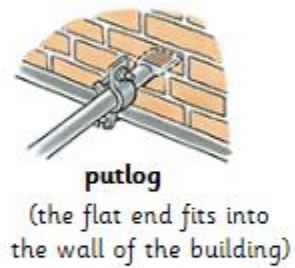
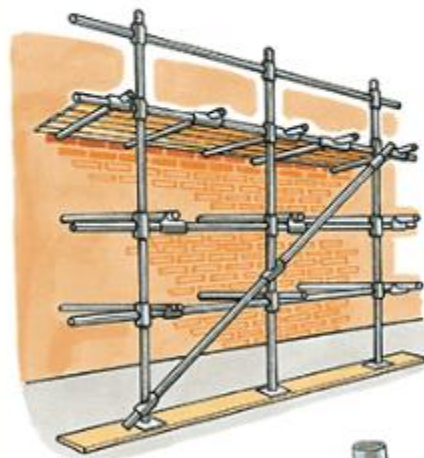
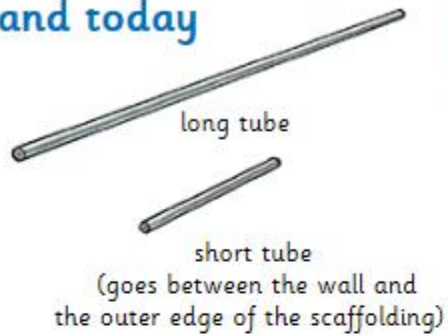
Tall cathedrals were built in the Middle Ages. The builders often built narrow spiral stairs and passages inside the stone walls, so that they could climb up. Then they built scaffolding platforms outside to work on.





## The 20th century and today

By the 1900s, builders in Britain were running out of trees for making wooden scaffolding. They began to use metal scaffolding instead – hollow metal tubes, with clips to join them together.



10



This scaffolder is joining two metal tubes together. Because the pieces of scaffolding are so simple, they can be put together to fit any building.

Metal scaffolding is still used in many countries today.

11

Figure 6: p. 10 & 11

## Bamboo

In Far Eastern countries like China and Malaysia most scaffolding is made of **bamboo**. Bamboo is a plant with hollow stems. That's ideal for scaffolding because it's very strong and light. It's also cheap and easy to grow.

a cross section of  
a piece of bamboo



Hong Kong has very strict rules about using bamboo scaffolding.



- The scaffolding must be checked to make sure it's safe before builders can use it.
- The scaffolding must be inspected at least once a week.
- Scaffolding over 15 metres high has to be designed by an **engineer**.



*Building high with bamboo scaffolding in China.*

