

School Closure Work – May 11th to May 15th – Ms Brennan 3rd Class

Hello to All,

I hope you and your families are continuing to keep safe and well.

Please find below an outline of suggested work for the week ahead.

As always do not feel compelled to finish every activity on the list, just do whatever is sensible to achieve in your circumstances.

There will be **two** google classroom activities posted on Monday 11th of May.

It has been great to see the wide variety of work children have sent into google classroom, so thank you all for engaging with this system as best you can.

Stay Safe,
Ms Brennan

Maths:

Topic: Division

- **Planet Maths Book 3** - Pg.56 - 60

Please complete one page on this topic each day this week if possible.

You can write the answers in your copy or do any drawing on a separate blank sheet. Please try to keep the work neat, use a ruler to draw margins and number your answers.

- Learn your divided by 2 tables and divided by 4 tables
- Practice counting in 2s up to and down from 30 and practice counting in 4s up to and down from 48.

English:

Please keep up your reading, it is very important!

1. Read for **at least** 15 minutes each day from your library book or own book at home, but the more you read the better.
2. Read the short story that is below and carefully answer the questions based on the story. Write the answers in your English copy and please be very careful to give your work a title, to use capital everywhere you need them and to use full stops at the end of sentences.
3. On another day read the story on google classroom and again answer the questions carefully in your English copy.
4. On another day reread the two stories and choose one to write an ending for. Continue the story you choose in your English copy describing in your own words what happens next to the characters. If possible please take a photograph of your story and post it to google classroom.

Catherine and the Carrot King

A narrative tells a story. It has a beginning (introduction), a middle (complication or crisis) and an end (resolution). In the beginning, we meet the characters and find out when and where the story takes place. Then a number of things happen – these events lead to a crisis and an ending in which everything is worked out.

Before you read

- Do you like carrots? What do you like or dislike about them?
- This story is a fantasy (it couldn't really happen). Name a fantasy you have read or seen on television or at the cinema.

Read this story

CATHERINE AND THE CARROT KING

"Not carrots again!" sighed Catherine. "Mum gave me raw carrots for lunch as well. They took ages to chew and I didn't get any playtime. I hate carrots!"

Zing! Zap! Suddenly there was a flash like lightning, and standing in front of Catherine was a fearful figure. He had a carrot-coloured cloak, a carrot-coloured suit, pointed carrot-coloured shoes and – believe it or not – a crown made of carrots on his head.

"I," said the terrifying creature, "am the Carrot King, feared ruler of Carrot Kingdom. My task is to teach children who don't like carrots just how good they are for them. You are my prisoner. Jump into the carrotmobile with the others. Quickly now!"

When the carrotmobile arrived at the palace of the Carrot King, the children were led into a carrot-coloured room through a carrot-coloured door. In front of them was a long table covered with dishes of carrots.

There were long carrots, short carrots, thin carrots, thick carrots, boiled carrots, baked carrots, steamed carrots, and – of course – raw carrots.

"This," said the Carrot King, looking very fierce and peering at each child, "is your task. You must eat every carrot on this table before midday. Leave one tiny piece and you will have me to deal with! Ready, steady, eat!"



**Re-read the
story**

Answer the following questions.

1. Did Catherine like carrots? What were her reasons? _____

2. What did the Carrot King look like? _____

3. What was on the table in the Carrot King's palace? _____

4. What task did the Carrot King set? _____

5. Who do you think were the 'others' in the carrotmobile? _____

6. Why do you think the Carrot King wants to persuade them to like carrots? _____

7. This story has two main characters. What are their names? _____

8. What elements of the story show you that it is a fantasy? _____

9. If there were a Carrot Queen in this story, how might she be dressed? _____

Gaeilge:

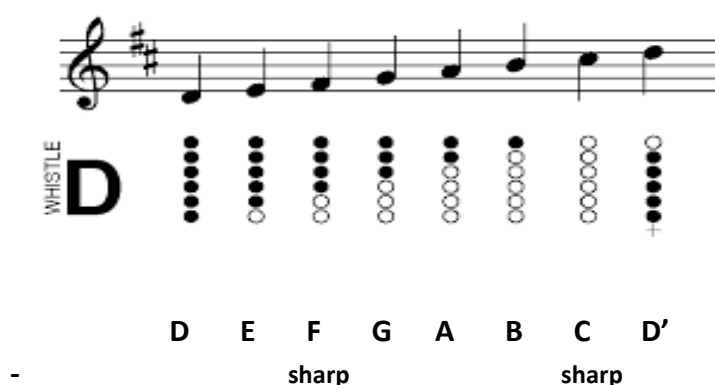
I hope you are enjoying using the website [duolingo.com](https://www.duolingo.com) and please try to find a few minutes every day to keep practicing your Irish on there.

Music:

Revise the tin whistle notes you have learned so far

<https://www.youtube.com/watch?v=OcPeg69ilDE>

Practice your scale of D and the tunes Mary Had A Little Lamb, Frere Jacques, Happy Birthday to You and Jingle Bells.



Our new tune this week is Row, Row, Row Your Boat

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

ART:

Find images of at least 5 different types of butterfly and draw them with their different patterned and coloured wings and label each one with its name or draw a picture of Lauren and Sheeba from any part of the stories that you particularly enjoyed. Remember to put lots of detail into your work and to colour it all in.

SESE:

- Below there is an article about Butterflies. Read all the information in the article and then in your SESE copy answer the questions.
- On another day reread the article and in your very best handwriting write out the 'Tell the Story' section in your SESE copy filling in all the missing words.
- Draw the picture of the red admiral into your SESE copy. Find out what colours it should be and colour it correctly.

Google Classroom:

The new work on google classroom will be posted on **Monday May 11th**.

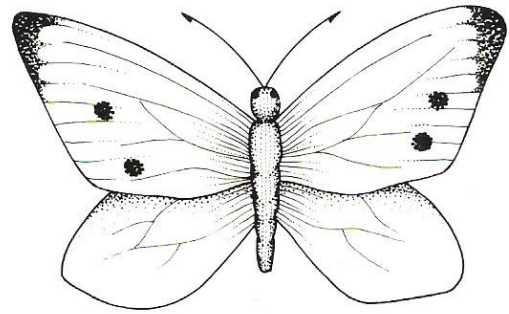
Unit 17

The Butterfly

The butterfly is one of the most **colourful** of all insects. It is seen most often between May and October.

The butterfly's wings are covered with **tiny scales** which make up beautiful patterns.

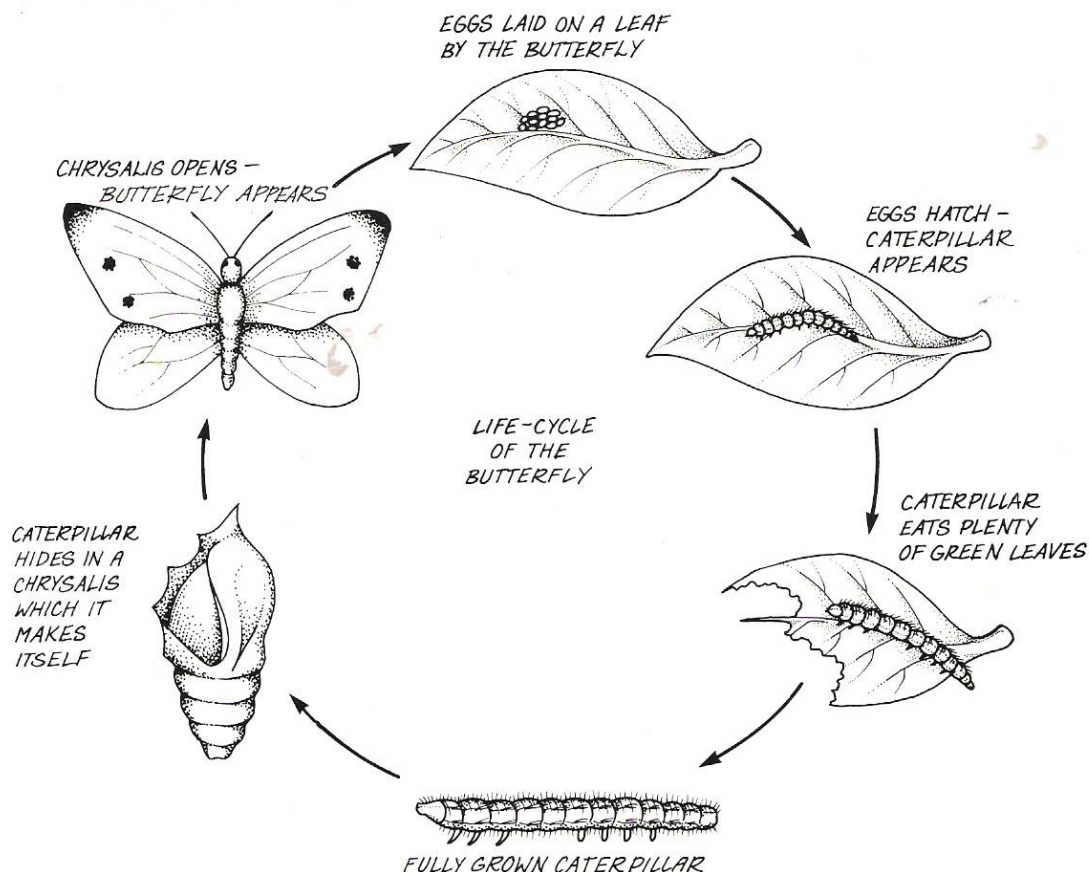
The **female** butterfly has **black** spots on her wings, but the male butterfly does **not** have these.



The **enemies** of the butterfly are birds, bats and spiders but sometimes the bright colours on the butterfly's wings will frighten them away.

The butterfly goes from flower to flower in search of food. It has a long **tongue** which is shaped like a **tube**. It uses this to suck **nectar** from the flowers.

The butterfly passes through **four** stages of life: egg, caterpillar, chrysalis, butterfly.

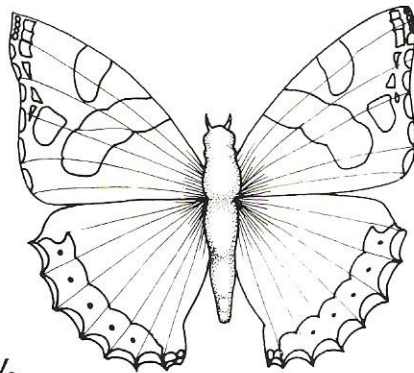


At first the wings of the young butterfly are **damp** and **crumpled**. It climbs on to a leaf or twig until it is dry and then it flies off in search of food.

Some butterflies have a very **short** life and live for only about ten days. Others can live for up to ten months.

- A**
1. When do we usually see the butterfly?
 2. What makes the beautiful patterns on the butterfly's wings?
 3. How do we recognise the female butterfly?
 4. Name some of the butterfly's enemies.
 5. Where does the butterfly get its food?
 6. What food does it get?
 7. What shape is the butterfly's tongue?
 8. For how long do butterflies usually live?
 9. Write **one** word that means the same as each of these.
a long thin hollow piece of metal _____
slightly wet _____
creased and wrinkled _____

B Colour this lovely butterfly.



It is called a **red admiral**.

C Tell the story.

The Butterfly

The butterfly is one of the most _____ of all _____.
It is seen most often between _____ and _____.

The butterfly's _____ are covered with tiny _____. The _____
butterfly has _____ spots on her wings.

The butterfly goes from _____ to _____ in search of _____.
It has a long _____ which is shaped like a _____.
It uses this to _____ from the flowers.

The butterfly lays its eggs on a _____. When the egg hatches, a _____
appears. The caterpillar eats green _____
and grows _____. Then the _____ makes
a chrysalis. Inside the chrysalis a young _____ grows. When the
_____ opens, a butterfly appears. At first its wings are _____
and _____.