

## School Closure Work – April 20<sup>th</sup> to April 24<sup>th</sup> – Ms Brennan 3rd Class

### Maths:

Topic Capacity

**Planet Maths Book 3** - Pg.157-161

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 x9 tables

Some tips to help you are at the links below

<https://www.youtube.com/watch?v=D9MNzKJOVpo>

<https://www.youtube.com/watch?v=Wu3JSnRaaV0>

### English:

Please keep up with your reading, this 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. **The Spooky Castle:** On Pg.89 Read the story The Escape.

With the book open write down the names of the characters in the story, any important places and say what the problem was and how it was solved. Then close the book and in your own words write the story in your English copy. Please try to keep your work neat and use capital letters for the title and the names of people.

3. If you have online access continue listening to David Walliams reading a different extract from his books each day, the link is below.

<https://www.worldofdavidwalliams.com/elevenses/>

4. Read one of comprehension passages that follow and on the same day answer the questions based on them in your English copy. Then another day read the passage again and complete the More Things To Do section. Repeat for the second passage.

# The Fox and the Crow

A fable is a story that has a message about how to behave. The story begins by telling you what is happening, and when and where it happens. This is followed by some events which lead up to one main event. This main event changes, and finishes, the story.

**Before you read**

- Circle the word below that best describes how a fox behaves:

cheerful      honest      sneaky      bad-tempered

- What sort of noise do crows make? Choose the words that best describe their call:

tweet-tweet-tweet      screech-screech      ar-c-k ar-c-k ar-c-k

**Read this fable**

## THE FOX AND THE CROW

Once there was a crow who had just found a lovely piece of cheese. She picked it up and flew on to the branch of a nearby tree.

Just at that moment a fox walked by. He looked up and saw the crow sitting on the branch with the lovely piece of cheese in her mouth.

"I want that piece of cheese," he said to himself, "and I know how to get it!"

"Lovely morning," he called out to the crow. "How well you look this morning. I've never seen you looking more beautiful. Your eyes sparkle like the running stream. Your feathers are as black and as glossy as the river stones, and I know your voice is just as beautiful. Please crow, is there any chance that you might sing me a song on such a beautiful day as this?"

The crow listened. "What a nice fox he is! Yes, I'll sing for him," she thought. So she opened her mouth, but only a loud "ar-c-k, ar-c-k" came out. It really was an awful sound.

As she opened her mouth to sing, she dropped the cheese onto the ground. Quick as a flash, the fox snapped it up and gobbled it down.

"That's all I wanted, crow. But I'll give you a piece of advice. Don't trust people who flatter you." And with that he ran off into the undergrowth, still licking his lips.



Re-read the fable

Answer the following questions.

1. What had the crow found on the ground? \_\_\_\_\_  
\_\_\_\_\_
2. Where did the crow fly to eat what she had found? \_\_\_\_\_  
\_\_\_\_\_
3. How did the fox plan to get what the crow had found? \_\_\_\_\_  
\_\_\_\_\_
4. What happened when the crow began to sing? \_\_\_\_\_  
\_\_\_\_\_
5. The story ends with the fox giving the crow some advice. What is it? \_\_\_\_\_  
\_\_\_\_\_
6. Why did the fox think that his plan would work? \_\_\_\_\_  
\_\_\_\_\_
7. Why did the crow forget that if she opened her mouth, the cheese would drop out? What was she thinking about?  
\_\_\_\_\_  
\_\_\_\_\_
8. Which birds might sing better than crows? \_\_\_\_\_  
\_\_\_\_\_
9. Crow says, **"What a nice fox..."** Do you think the fox really is nice? \_\_\_\_\_  
\_\_\_\_\_

More things to do

How might the story have ended if the crow had looked down at the fox and thought to herself, "I know he's trying to trick me. I'll just fly away"? Try writing a new ending to the story.



## Katy's dog

A narrative tells a story. It has a beginning, a middle and an end. At the beginning we meet the characters and find out when and where the story takes place. In the middle one or more things happen, then there is a crisis and at the end everything is worked out.

**Before you read**

- What are some good things about owning a dog?
- What do you have to consider if you plan to get a dog?

**Read this story**

### KATY'S DOG

Katy loved her dog, Dylan. He was her very best friend. He was a mixture of breeds and a mixture of colours. He had long legs, a short tail and long hair. He followed Katy everywhere.

When Katy took Dylan for a walk he was obedient and gentle – unless Katy was in danger. Then he became a raging tornado.

One day, Katy took Dylan to the park across the road. It was a big, open park but Katy's mum could watch them both from the kitchen window. She also knew that her daughter would be safe as long as her faithful dog was with her.

Katy and Dylan were playing with a ball when two strange dogs came into the park. They were big and fierce and ran towards Katy. Dylan dropped the ball and stood in their way. Unable to get to Katy they attacked Dylan instead. Dylan was a tough fighter and well able to stand up for himself. The noise frightened Katy, but she was able to run away, across the road to her mother.

Katy was safe, but what about Dylan? Katy called to him.

"Dylan! Dylan! Here boy!"

There was no answering bark. No bounding dog ran to her. Everything was silent in the park. Dylan had gone.

Katy looked for Dylan all the rest of the day. Her mum helped, and her dad when he came home. There was no sign of the lost dog. Something must be wrong.

"Maybe he chased the strange dogs and has got lost himself," Dad said. "Dylan is bright, though. He'll find his way home."

Katy did not sleep very well that night. She kept thinking of Dylan. Was he hurt? Would he ever come home?

Early in the morning she crept out of bed and went down to check outside the front door. Something muddy and rather battered was sitting on the mat. It wagged its stubby tail as Katy shrieked with delight.

Re-read the story

Answer the following questions.

(Use the back of the sheet for question 10.)

1. What was the name of Katy's dog? \_\_\_\_\_
2. What did the dog look like? \_\_\_\_\_  
\_\_\_\_\_
3. What happened in the park? \_\_\_\_\_  
\_\_\_\_\_
4. How did Katy's mother feel about Dylan? \_\_\_\_\_  
\_\_\_\_\_
5. What do you think usually happened when Katy called Dylan? \_\_\_\_\_  
\_\_\_\_\_
6. Was Katy's father right in what he said about Dylan? In what ways was he right?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Why was Dylan muddy and battered? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What does **he became a raging tornado** mean? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Describe how Katy felt at the end of the story. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. How might you feel if you lost your pet?

More things to do

- If Dylan could talk, what would he tell Katy when he came home?
- Write your own narrative about a lost pet.

## **Gaeilge:**

Topic Caitheamh Aimsire – Ways of spending the time, Pastimes or Hobbies

We are continuing this topic this week. The activities are based on an Irish version of a story we have already read in English, The Salmon of Knowledge, in Irish An Bradán Feasa.

If you have online access you can go through all the material online.

If you set it up an account before Easter then go to the **FolensOnline.ie** site and use your details to log in. Once on the site you can want **Abair Liom E** and activities based on **Unit 18 An Bradán Feasa**.

Parents can follow the steps below to get access if you do not yet have an account:

1. Go to **FolensOnline.ie** and click register
2. Select Teacher
3. Fill in a username, email and password
4. For Roll Number use the code: **Prim20**
5. Once on the site you can want **Abair Liom E** and activities based on **Unit 18 An Bradán Feasa**

## **Music:**

Tin Whistle

You learned the two tunes Mary Had a Little Lamb and Frere Jacques just before the Easter Holidays following along with the Online Academy of Irish Music at the link

<https://www.youtube.com/watch?v=kdUH1QZvEm8>

We are going to learn two new notes this week High D and C Natural and then using all the notes we know we will play the tune Happy Birthday to You.

High D

<https://www.youtube.com/watch?v=xgrNXa3s6Do>

C Natural

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

Notes for Happy Birthday to You

**D D E D G F      Both these Ds are low D**

**D D E D A G**

**D D D' B G F E      The third D is High D'**

**C C B G A G      Both Cs are C natural**

Link to Happy Birthday to You Tune

<https://www.youtube.com/watch?v=Wg1Bd9IEhj0>

## **ART**

Drawing along with a professional illustrator Rob Biddulph. Rob demonstrates how he draws some of the characters from his books for children. Follow along and create your own version of his illustrations.

<http://www.robbiddulph.com/draw-with-rob>

## **SESE:**

Continue with any of the work from the previous weeks that you may not have finished off yet.

We are going to look at some information on teeth this week. In the two pages that follow look at the diagrams and read the information carefully.

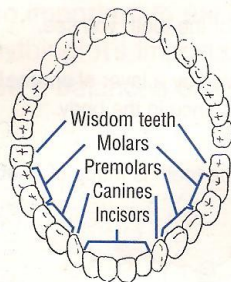
In your SESE copy on one day answer all the questions 1-7

On another day complete the TO DO activities at the end of the second page, page 14. Make sure you draw diagrams of your full set of teeth and a single tooth.



## Teeth – The Functions of Different Teeth

### Adult teeth



There are four main kinds of teeth. Each type has a different job.

The four sharp teeth at the front of your mouth (in both your upper and lower jaws) are called **incisors**. They come together to cut and bite off small pieces of food that can be easily chewed.

On either side of the incisors are sharp pointed **canines**. They grip and tear the food into pieces. We have four canines, two at the top and two at the bottom. Dogs have large canines which they use to tear meat.

At the back of the mouth are the flatter **premolars** and **molars**. These are used for crushing, grinding and chewing the food until it is soft enough to swallow.



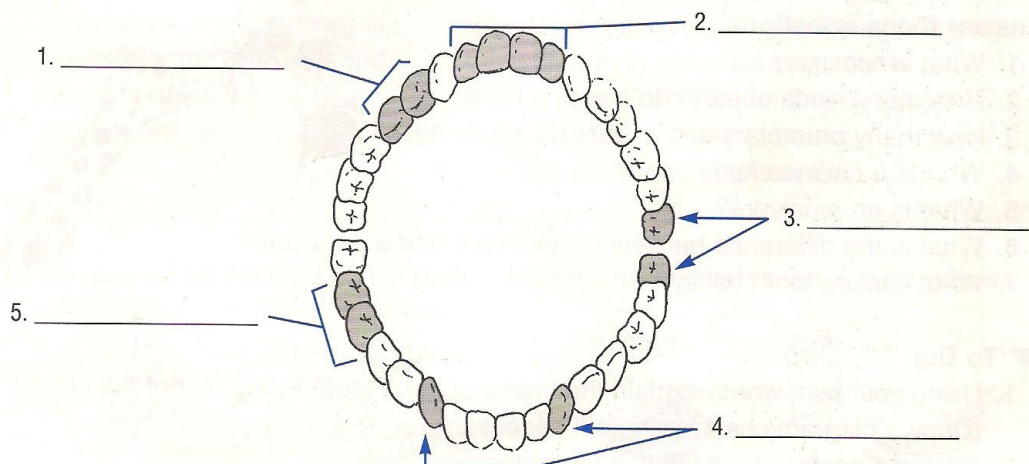
A **carnivore** is an animal which eats only meat, e.g. a polar bear.

A **herbivore** is an animal which eats only plants, e.g. a gorilla.

People, along with animals such as the pig, are **omnivores**. This means that they eat both plants and meat.

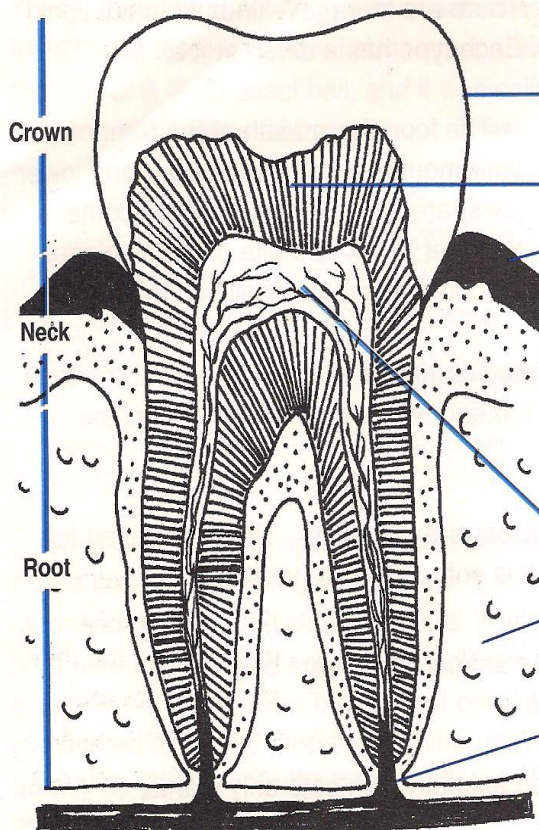
**To Do:** Make a model of a set of teeth using either plasticine or modelling clay.

**Can you name the different types of teeth?**





## Teeth – Inside a Tooth



**Crown** – the part of the tooth you see.

The crown is covered by a layer of **enamel**. Enamel is the hardest substance in the body.

The main part of the tooth is made of **dentine**.

The gum.

**Neck** – the part between the crown and the root.

There are blood vessels and nerves in the soft **pulp** in the centre of the tooth. These blood vessels carry food and oxygen to the tooth to help keep it alive.

Jaw bone.

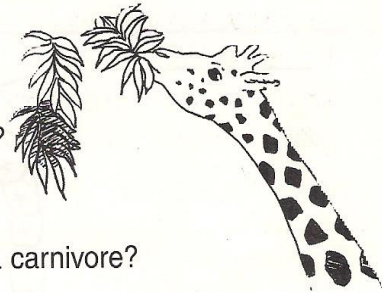
**Root** – This is fixed in the jaw bone. Covering the dentine at the root end of the tooth is a bone-like substance known as **cement**. Strong fibres (like threads) stuck in the cement at one end and in the jaw bone at the other hold the tooth in place.

### What Causes Tooth Decay?

We all have bacteria in our mouths. This bacteria clings around the teeth and forms a sticky film called **plaque**. The sugar contained in foods such as sweets, chocolate, biscuits, fizzy drinks and cakes reacts with the plaque to form acid which dissolves the surface of the tooth (enamel). This leads to decay (rotting).

### Answer these questions.

1. What are incisors?
2. How many kinds of teeth do humans have?
3. How many premolars and molars do adults have?
4. What are canines for?
5. What is an omnivore?
6. What is the difference between a herbivore and a carnivore?
7. What causes tooth decay?



### To Do:

1. Using your own words explain the 'make-up' of a tooth to the rest of the class. (Draw a diagram/chart for them if necessary.)
2. Design a poster about fighting tooth decay.