

Dia daoibh!

Last week of May, I cannot believe it. This week I have assigned a lot of maths (sorry) so we can finish the course and relax a little for the month of June. As I have given a lot of maths I have reduced the amount in other subjects.

June is normally the month when we can do outside activities, enjoy Sports Day, school tour as well as active schools week. I'll somehow have to get creative!

Thanks to everyone for the continued hard work. I enjoyed reading your descriptive stories this week.

Please try and give me one last big effort to finish up the hard work this week. I know you can do it.



Ms. Lowe

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Maths answers from last week. Any problems please message me through GC.

**Topic: Division 3** **Page 144**

**A.**

5. 7	6. 2	7. 9	8. 7
9. 4	10. 9	11. 9	12. 1
13. 2	14. 5	15. 7	

**B.**

1. 5	2. 9	3. 9	4. 8
5. 9	6. 10	7. 16	

**Topic: Division 3** **Page 145**

**A.**

1. 6	2. 2r1	3. 2	4. 2r1
5. 1r2	6. 2r2	7. 4r1	8. 4r1

**B.**

1. 1	2. (a)5	(b) 2	3. 6
4. 9	5. (a) 8	(b) 0	

**Maths:** Please number your work and space it out clearly

**Planet Maths:**

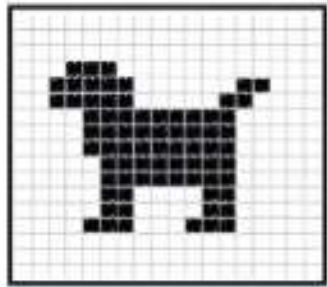
**Topic - Division with remainders**

Pg 146      $A + B$

Pg 147      $B + C$

**Topic - Area**

Area is how much space a surface takes up. We measure area in squares.



**For example**

To find out the area of the dog we need to count how many squares are covered.

The area of the dog is 24 square units.

If only half of a square is covered then you count it as a half.

Remember that 2 half squares will equal 1 full square.

**Planet Maths: Area**

Pg 138      $C$

Pg 139      $A 1 - 6$

Pg 140      $A 1 - 4$

Pg 141      $A 1 - 6 + B 1 - 5$

**Tables:** Revision of 7 and 9. Working on division tables this time.

Remember division tables are just the reverse of the multiplication tables.

**Tables:** Competition using <https://www.topmarks.co.uk/maths-games/hit-the-button>

Who can get the highest score on "Hit the answer" for dividing by 7.

You can message me your result on any comment section through Google Classroom.

Be honest, you may be asked for proof!

I will let you know who our champion is next week. Hope it's me!!!!

**English:** Read the following stories. No need to answer any questions.

- **The Golden Harp** Units 15, 16 and 20
- **The Talking Horse** Units 16, 17 and 18
- **Onwords and Upwords** pg 50, pg 62 and pg 86

**Jolly Grammar - answers from last week pg 53**

<b><u>verb</u></b>	<b><u>subject</u></b>	<b><u>object</u></b>
<u>chased</u>	<u>cat</u>	<u>mouse</u>
<u>lassoed</u>	<u>rancher</u>	<u>cow</u>
<u>made</u>	<u>I</u>	<u>cake</u>
<u>kicked</u>	<u>Seth</u>	<u>ball</u>
<u>wrote</u>	<u>lady</u>	<u>letter</u>
<u>is reading</u>	<u>Boy</u>	<u>comic</u>
<u>painted</u>	<u>artist</u>	<u>portrait</u>
<u>ate</u>	<u>dog</u>	<u>bone</u>
<u>shut</u>	<u>He</u>	<u>drawer</u>
<u>opened</u>	<u>Megan</u>	<u>door</u>
<u>knitted</u>	<u>Grandma</u>	<u>scarf</u>
<u>prepared</u>	<u>We</u>	<u>salad</u>
<u>plays</u>	<u>She</u>	<u>flute</u>
<u>chased</u>	<u>Joe</u>	<u>puppy</u>
<u>chased</u>	<u>puppy</u>	<u>Joe</u>
<u>shall be learning</u>	<u>I</u>	<u>poem</u>

**Homophones** are words that sound the same but have different spellings and meanings. It is important to use the correct spelling in our writing otherwise our work won't make sense.

Which is the correct sentence?

I was aloud to pick a flour from the write hand side of hour garden.

**or**

I was allowed to pick a flower from the right hand side of our garden.

### Common mistakes by children ( and some adults)

#### **Are/ our**

- **are** is part of the verb to be e.g. We are going to the shop.
- **our** shows possession, who owns something e.g. Room 19 is our classroom.

Test your knowledge on using these words correctly - **Jolly Grammar pg 59**.

Complete the top sentences activity **or** the bottom sentences activity.

#### **There/ their/ they're**

- **there** is often used to introduce the subject of a sentence e.g. There is a bird.
- **there** is also used to show position e.g. Put it over there.
- **their** is a possessive adjective. It describes a noun by saying who it belongs to e.g. The children put on their hats. So the hats belong to the children.
- **they're** is a contraction of they are. The apostrophe has replaced the letter a (vowel) in the word are and the two words have been joined together. e.g. They're going to the park later.

Put your knowledge of these words to the test. Complete the top **or** bottom sentences activity on **pg 61**.

**Gaeilge:** Téama - Caitheamh Aimsire (**Hobbies/ Pastimes**)

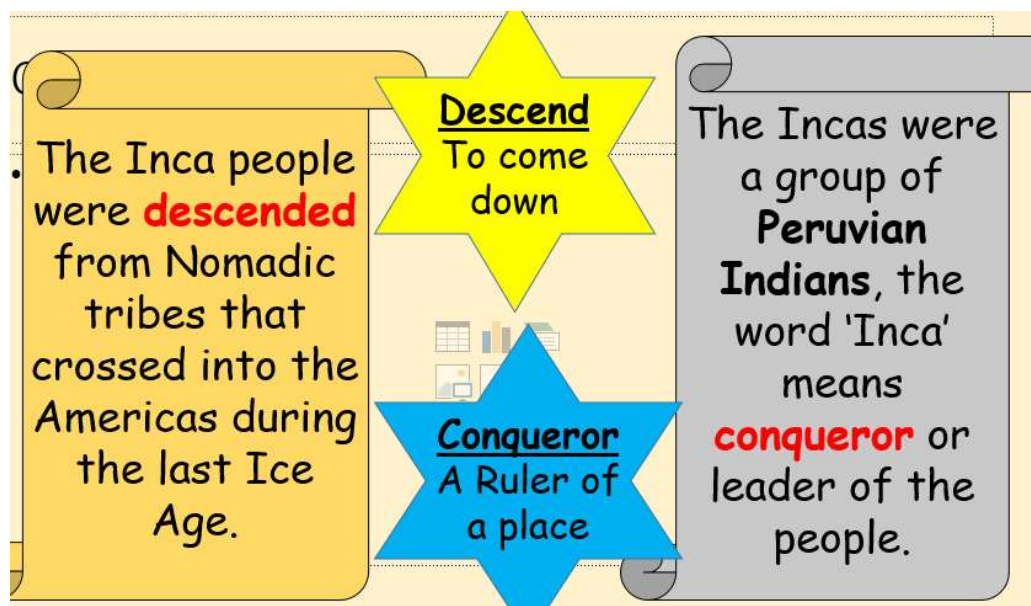
Using online resources

Parents can follow the steps below to get access:

1. Go to [FolensOnline.ie](https://www.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 need to click on Abair Liom E 3rd class and Go to page 4 of resources for activities on the topic. It begins with póstaer 17 and continues onto page 5.

**SESE:** Last week we looked at Peru. It is the third largest country in South America. This week we are looking at The Incas. Our visiting craftsperson Nikki told us lots of information about the Incas when we were creating our felt. Yo even tried making some of their jewellery.



# The Inca People

Most people in the Inca Empire were **commoners** or **peasants**. There were many laws that **governed** what common people could do. Commoners, for example, could not travel on the roads. If they were caught breaking this law, whoever found them was supposed to immediately toss them off the mountain to die, and that's exactly what they did. That law kept most people home, doing their job - raising food for the Inca people. Life was hard, but no one in the Inca Empire went hungry.





Incas were the first to grow potatoes. There were many crops. The big three were **corn**, **potatoes**, and **quinoa**, which is a seed used to make flour and soups.

# Food

Incas grew more food than they needed. Stored food was dried and kept in special buildings. They lived high in the Andes, where it was often cold and it was easy to dry food.

Incas invented terrace farming. **Terrace farming** is a type of **farming** that consists of different "steps" on a field to help them farm.



## Housing

### The Common People

The common people lived and worked in small groups or units. Each unit was called an ayllu (pronounced EYE-yoos.)

Huts were made out of stone or reed.

There were no windows.

The door was made from a piece of leather or cloth.

Roofs were thatched and had no chimney.

There was no furniture. People sat and slept on mats or animal skins.

If someone was found at home when they should be working, they were killed.



# Royalty

**THE ROYALS:** The Sapa Inca lived in a palace. Walls were covered with gold. There were beautiful hangings and glittering art. Pottery was covered with gold and silver. Some of the palaces had stone baths. But there was no furniture.



When a royal or a nobleman was just a small child, a board would be strapped to their head. This would force the top of their head to grow almost to a point. This was the symbol of nobility, including the reigning royal family.

Men had their ears pierced when they were about 12-14 years old. The men all wore really heavy earrings, designed to change the shape of their earlobes, so that they would rest on their shoulders. This was high fashion. Dangling earlobes never went out of style.

## Clothing

Rich and poor dressed in the same fashion, although perhaps not with the same softness of fabric.

Men wore a knee length tunic, with a poncho for warmth.

The women wore long dresses and wrapped themselves in colourful blankets or capes as needed.

Men and women wore jewellery. The Inca people loved anything that glittered. They loved embroidery.





# Jewellery

All Inca people, from the Sapa Inca to the poorest peasants wore jewellery.

The royals had jewellery made of gold and gems.

The common people wore jewellery made of copper, silver, and even occasionally gold.

They all wore lots of jewellery - rings, necklaces, bracelets and pins. The use of jewellery was encouraged.

It made people happy.



Websites if you want to learn more about The Incas:

<https://www.dkfindout.com/us/history/incas/>

<https://kids.britannica.com/kids/article/Inca/353286>

[https://kids.kiddle.co/Inca\\_Empire](https://kids.kiddle.co/Inca_Empire)