

School Closure Work – April 27th to May 1st – Ms Brennan 4th Class

Hello to All,

I hope you and your families are keeping safe and well at this time.

Below is a suggested list of work for your child to engage with during the coming week.

Please regard this list as a menu of items. In an ideal world it would be great if your child completed *at least* some part of every item on the list but these are not ideal times.

It is for the adults and children in your home to decide when to do the work and how much is practical to get done in your situation.

This week there will also be 2 assignments posted on google classroom, to be completed by Friday. These 2 assignments are the only work that is required to be posted there. However if your child would like to submit any of their other completed work they are very welcome to do so, I would be **delighted** to see anything they have done, but this is not obligatory.

There is also a useful feature on google classroom that lets the children ask teacher a question, if they should need to.

Please DO NOT let yourself or your child feel in any way pressured by any of this, just do whatever is achievable in your household.

Kind Regards,

Ms Brennan

Maths:

Topic: Money

Planet Maths Book 4 - Pg. 66-70

Try to complete one page each day during the week if possible. For pages 68 & 69 where there are a number of parts to questions it may be enough to every second sum.

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 divide by 9 tables, this week.

Gaeilge:

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

We are continuing this topic again 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 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](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 can want **Abair Liom E** and activities based on **Unit 18 An Bradán Feasa**

*A number of you have mentioned that you are using the website duolingo to practice your Irish. It is a very good idea to spend a few minutes on this site each day.

<https://www.duolingo.com/course/ga/en/Learn-Irish>

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 more information on teeth this week. Read the information at the end of this post and answer the questions in your SESE copy

You could also complete a short presentation on teeth to give to a younger class in the school explaining all about teeth, their structure and guidelines for keeping teeth healthy. You could present your information as a poster, on google slides, as a small booklet or in any other creative way that you can think of. You do not have to but if you would like you can send me a picture of your presentation or any other project you completed since we were last in school, on google classroom.

English:

Some of you have sent pictures of your books and told me, on google classroom, how much reading you have been doing. Please keep this up, 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. If you have online access continue listening to David Walliams. He is now reading from his book called 'Fing' which is very funny. You can listen back to any chapters you may have missed by clicking the catch up tab.

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

3. Read one of comprehension passages that follow and on the same day answer the questions based on them in your English copy. On another day repeat for the second passage.
4. Pretend that you are a Guide Dog Puppy and write a story about your experience of training or about an adventure you had in which you were the hero. You could even make it into a small book and illustrate it.

Meet Assistance Dog “Hero”



Hi I'm Hero, I am a Labrador Puppy!

I was born in the home of one of Irish Guide Dog's Volunteers, where I lived with my 3 brothers, 4 sisters and my Mum. Life was great, lots of great meals, great games, chewy toys, and warm dream filled sleeps. Then one day, when I was 8 weeks old, Mum came in with some human people and said: "Listen up pups! In a few days' time you're all off to Puppy Boot Camp." Well, that got my attention! I mean, I love boots! And shoes and runners and slippers.

I left the comforts of home to live at the Training Centre in Cork for Puppy Boot Camp. At the Boot Camp the Trainers get to know us to decide if we have what it takes to make good Guide Dogs and Assistance Dogs. Sounds scary, but it was the start of my big adventure!

So off I went to live with my Puppy Walking Volunteer Family for the next year. Mum and Dad were very nice but my favourite person in my new family was Lucy. Lucy was 6 years old and loved to play and cuddle. They taught me so much, like how to walk on a lead, where to go to the bathroom and eating my food slowly. Lucy and her parents took me on lots of walks. My favourite places were the beach and the forest. I had to learn about going up in "elevators" and down on "escalators" and over "pedestrian crossings" and "keeping my focus" and "not being distracted". When a trainer from Irish Guide Dogs visited to check on me, I heard them saying they thought I would be a brilliant Assistance Dog when I grow up. I wasn't sure what that meant exactly but I wanted to learn more.

After a year with Lucy and her family it was time for me to go to Primary School, they call it the "Early Training Unit". I have been here for a month now and I love it. There are lots of really nice dogs in my pack and I am learning a lot more. I discovered that an Assistance Dog is a dog that lives with a family of a child with autism and helps to keep the child safe and happy. A parent will hold my lead and give me commands so I know what they want me to do and the child will be attached to me so I will act as an anchor in case they suddenly feel like running off, this gives the parent time to react. That sounds like something I would be really good at. My trainer is really nice and friendly and is teaching me really interesting things. I now wear a Blue Jacket and Harness while I'm training, this is to get me used to wearing it so that when I do become an Assistance Dog it will show people that I'm working and to please not distract me. Of course if someone really wants to say hello they can ask my family nicely if it is ok to pet me.

I can't wait to finish my training and finally become an Assistance Dog. I still have to go to Post Primary School, they call it "Advanced Training Unit", where I will work with my Instructor to perfect all the skills I will have learnt by then.

I am really looking forward to finding out which child I will be helping and living with. I hope they are as much fun as Lucy was. It's good to know that I will have a really important job to do when I grow up and my trainers say that the family I will live with will be so happy to have me and that there will be lots more days at the beach, in the forest and someday I might even get to go on a plane and fly to Spain on holidays! Wouldn't that be exciting?

Answer the following questions:

1. How old was Hero when he left his mum to go to Puppy Boot camp?
2. Hero is training to become an Assistance Dog, what else could he have become?
3. How long did Hero live with his Puppy Walking family?
4. What is Hero's next training stage?
5. How do people know when Hero is working?

Meet Charlie, he's a puppy on his way to becoming a Future Super Hero Dog. He has soft fluffy ears, eyes the colour of the most chocolate-y chocolate and a tiny tail that can't stop wagging.



But you shouldn't be fooled by his looks. He is a very serious puppy, with very serious intentions. When he grows up, he wants to be a hero. You might ask how a puppy can be a hero. Well it's simple, Irish Guide Dogs actually offer a puppy like Charlie a very clear path to follow. They help him become a child with autism's best friend, constant companion and protector. And when we say "best friend", what that often means is "one and only friend in the world" because it can be hard for children with autism to make friends.

Charlie will gain the skills to keep a child with autism safe, help them to socialise and bring a whole family back from the brink. That's why Charlie wants to become an Assistance Dog.

Charlie has a friend called Yolo, a full grown dog who has finished all his training. He has gone to live with a little girl called Skye. Yolo says "First you have to understand what your new friend and their family have been through before you arrive. They've often had a difficult time". Yolo's friend Skye, for example, was diagnosed with autism when she was two years old. She didn't talk. She didn't walk. She barely slept and, as she grew older, she didn't know what danger was. Her mammy and daddy had to watch her all the time and they were always worried they couldn't keep her safe.

Yolo has already been a Hero. Skye was on the beach one day and she kept walking out into the sea. Her daddy was calling her back, but she wasn't listening. Then, all of a sudden, Yolo shot into the water and ran around Skye and gently nudged her back to safety. It was all sorted out in an instant without anyone getting upset or stressed.

What Yolo does every day really inspires Charlie to become an Irish Guide Dogs Hero. He is always by Skye's side, helping her keep calm. Even when Skye is somewhere new and feeling completely overwhelmed by all the sights, sounds and smells.

For a child with autism to get the most out of an Assistance Dog, they need to have one by age seven and it takes two years to train. Everyone at Irish Guide Dogs is working very hard to reach all children who, like Yolo need an Assistance Dog.

We hope you've enjoyed Charlie's story and any support your school might give to Irish Guide Dogs will help Charlie, and other dogs like him help more children with autism.

Answer the following questions:

1. What type of dog is Charlie training to become?
2. What age would a child with autism need to have an Assistance Dog be to get the most out of them?
3. How many years does it take to train an Assistance Dog?
4. What skills will Charlie learn in training?
5. Who is Skye's "Best Friend"?

ART:

Giacometti was an artist who created human figures like in these pictures below.



Why not try creating some of your own at home out of tin foil. The picture shows some figures created by my old class. The children then drew the shadows of their sculptures.



Check out this link if you would like some help with this.

<https://nurturestore.co.uk/giacometti-sculpture-art-project-for-kids>

Music:

This week we will try the new note C sharp

<https://www.youtube.com/watch?v=aC7ybQ89xqY>

We now know enough notes to play the scale of D

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

The image shows a musical staff in treble clef with a key signature of one sharp (F#). The notes of the D major scale are written: D, E, F#, G, A, B, C#, D'. Below the staff is a diagram of a whistle with eight holes. The notes are indicated by black dots (fingered) and white circles (unfingered) on the holes. The notes are: D (all holes fingered), E (bottom hole unfingered), F (bottom two holes unfingered), G (bottom three holes unfingered), A (bottom four holes unfingered), B (bottom five holes unfingered), C (bottom six holes unfingered), and D' (bottom seven holes unfingered, top hole fingered). Below the diagram, the notes are labeled: D, E, F sharp, G, A, B, C sharp, D'. A hyphen is placed under the D label.

I know it's not the right season but as the whole world is a bit upside-down we might try to learn Jingle Bells.

<https://www.youtube.com/watch?v=TMs1kKsPGMs>

Notes for Jungle Bells are below. All the fs in this tune are sharp

<u>Part 1:</u>	<u>Part 2:</u>
F F F F F F	F F F F F F
F A D E F	F A D E F
G G G G F F	G G G G F F
F E E F E A	A A G E D

Keep practicing the tunes you have already learned Mary Had a Little Lamb and Frere Jacques and Happy Birthday to You.

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

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

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

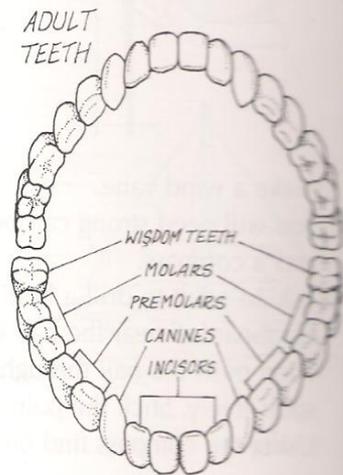
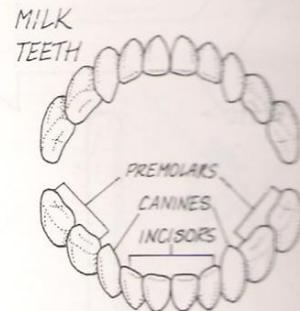
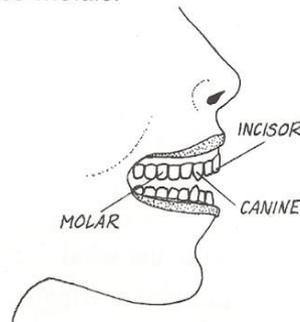
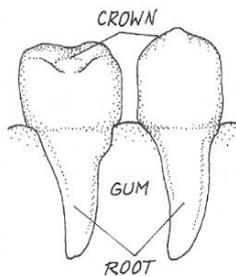
Unit 9

Teeth

Teeth are used to chew food before it is swallowed. A young baby has **no teeth**. This is one of the main reasons why the baby does not eat hard solid foods. However, inside the baby's gums teeth are growing. At about **six** months the **first** teeth appear. At the age of three a young child has a total of 20 teeth. These teeth are called **milk teeth**. When the child reaches six, some milk teeth start to wobble. Soon they fall out and new teeth take their place. These are called **permanent** teeth. This means that they should last for the rest of our lives.

When you are 12 or 13 years old you will have 28 permanent teeth. Then when you are about 20, four more teeth appear. These are known as **wisdom teeth**. An adult should have **32 teeth**, 16 in each **jaw**.

Teeth have different names. The front teeth are for **biting** and are called **incisors** or cutting teeth. The sharp pointed teeth beside these are **canines** (this means "dog teeth"); they are used for tearing meat. Behind them are the **molars** which are used for **chewing** and **grinding**. The **wisdom** teeth are the last four; these are also molars.



The most common cause of toothache is **decay**. If teeth are not properly cleaned, tiny pieces of food are left sticking to them. This causes the **enamel** which covers the tooth to rot. Teeth should be brushed at least **twice** a day, more often if possible. It is important to brush our teeth after meals, but it is **most** important to do so **last** thing at **night**. **Each** member of the family should have his or her own **toothbrush**; a **new** toothbrush should be bought **regularly**.

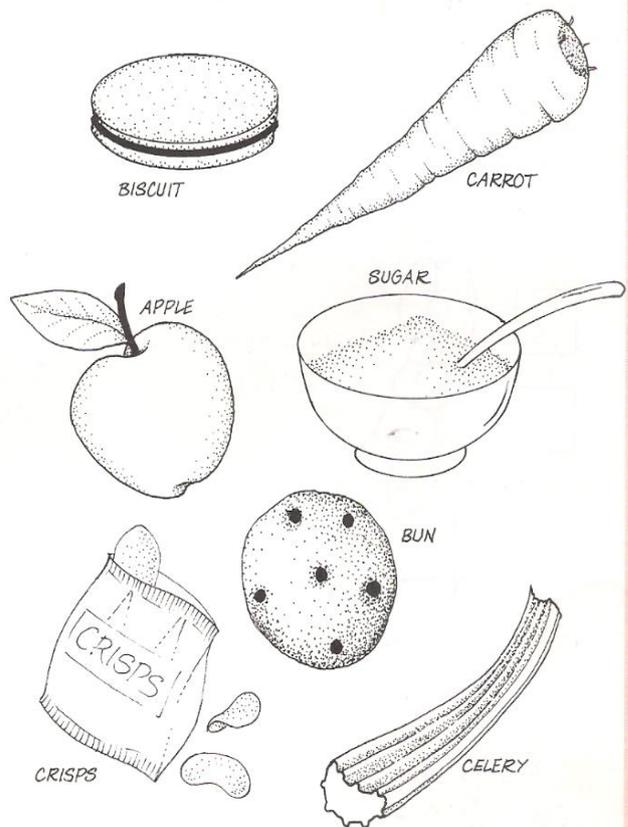
We should visit the **dentist** every **six** months. The dentist **cleans** our teeth using a special **instrument**. Sometimes a **hole** appears in a tooth. This is called a **cavity**. The dentist will clean out the cavity, using a **drill**, and will fill it with special **cement**. This prevents further decay.

- A**
1. Why can a young baby not eat hard solid food?
 2. At about what age do a baby's teeth first appear?
 3. What do we call the teeth of a child of three?
 4. How long do these teeth last?
 5. How long should our permanent teeth last?
 6. What do we call the last teeth which appear?
 7. What work is done by (a) canines, (b) molars, (c) incisors?
 8. What do we call the covering on each tooth?
 9. What do we call a hole in a tooth?
 10. Name three things the dentist can do for our teeth.

B Write each of these in the correct box.

Good for teeth

Cause decay



C Which teeth do we use for each of these?

1. biting a biscuit _____
2. chewing meat _____
3. chewing a toffee sweet _____
4. biting off a piece of banana _____