

### 5<sup>th</sup> Class : Week beginning Monday, 20<sup>th</sup> April

Good morning everyone. I hope you are all keeping well and that you have been enjoying the lovely weather over Easter.

As you know schools have to remain closed to protect everyone from the Covid-19 virus and while I know you would like to be back at school; meeting your friends and enjoying all the usual school and after-school activities, we will have to be patient for a little longer and to remember that the social distancing is necessary for everyone's safety and by co-operating we are helping to keep everyone safe and healthy. We will continue with our teaching and learning and all I ask is that you do the best you can under the current circumstances. Stay positive and stay safe and as always please don't hesitate to email me at [rossespointns.ias@eircom.net](mailto:rossespointns.ias@eircom.net) I miss you all and I look forward to when we are all back together again at school.

Ms. Gill.

#### **English:**

Reading: Library book or book of own choice . Reading marked in Comprehension, History and Geog. Texts.

#### **Spellbound: Week 30**

P. 62 Spellbound 5 Learn 1 block of spellings each day Monday –Thursday.

**Monday:** Exercise 1 & 2 & 3 P. 62 Spellbound

**Tuesday:** Exercise 4 Pg. 62 & Exercise 5 P. 63 Spellbound

**Wednesday:** Exercise 6 & 7 P. 63 Spellbound

**Thursday:** Week 33 P. 68 Exercise 3

#### **Just Grammar 5: Page 34 Prepositions:** Review what prepositions are.

Prepositions are parts of speech. They are link words which link or join nouns ( names of people, places and things) or pronouns (words that take the place of a noun e.g. He, she, my etc.) to other words in a sentence. They can be used to describe:

**Location:** where something ( noun / pronoun) is e.g. The dog is **in** the kennel.

I was sitting **on** the couch reading my book.

**in** and **on** are prepositions

**Movement:** describing the movement of something ( noun / pronoun) e.g. The athlete ran **along** the track.

The horse jumped **over** the ditch.

**along** and **over** are prepositions.

**Time:** describing when something happens e.g. The train departs **at** 9a.m.

We will go for a walk **after** our dinner.

**at** and **after** are prepositions.

**Monday: P. 34** Exercise C & D

**Tuesday: REVISION P. 35** Ex. A & B

**Wednesday: P. 35** Ex. C

**Thursday: P. 35** Ex. D

**Comprehension exercise: ( You can view the comprehension by clicking on the link in the box on the Assignments page)**

**Optional extras:** See activities based on The Primary Planet on Assignments page

Complete our daily quiz on [www.rossespointns.com](http://www.rossespointns.com)

Dingbats (click on link on Easter Menu page)

## **Gaeilge:**

### **Bláthanna agus Beacha Seo Leat 5 lth 100**

FOGHLAIM NA FRÁSAÍ AGUS NA LITRIÚ A LEANAS / LEARN THE FOLLOWING PHRASES & SPELLINGS

#### **Foclóir/ Vocabulary**

bláthanna - flowers

beacha- bees

dhá ghabhar – two goats

ar dtús: at first

Meigeall and Mugall are the names of the goats. A meigeall is also the name of a goatee beard.

Ar fud na háite -all over the place.

Rith na páistí ina dhiaidh -The children after him.

Ar dheireadh thiar thall -Finally.

i lár an bhóthair -in the middle of the road.

i gcónaí ag ealú -constantly escaping.

Mála síolta -bag of seeds

An lá dar gcionn -the following day.

Lus gréine - sun flower

an lus gréine is airde -the tallest sunflower.

Chuir\* gach páiste síol sa talamh -Each child planted a seed in the ground. \*The verb chuir can mean plant or put.

I lár an bhoird – in the middle of the table

Seachain an bheach- Avoid the bee

Ná bac leis an mbeach -Don't bother with the bee/ Ignore the bee

Ollmhór- huge

Ná bí chomh hamaideach – Don't be so foolish

i dtreo an mhúinteora- in the direction of the teacher.

Amuigh i ngairdín na scoile- outside in the school garden

#### **Léitheoireacht/ Reading : lth 100/101 ( Bí ag léamh gach lá/ Read over every day)**

Dé Luain/Mon: Freagair A 1-8 lth 102 Seo Leat.

Dé Máirt/Tues. B 1-5 (Bosca buí/yellow box) & C lth 102

Dé Céadaoin/Wed: D lth 103

Déardaoin/Thurs. E 104 (We started learning this dán: “Dán na briathra neamhrialta” before school closed – write out véarsa 2 & 3 and fill in the blanks – and learn véarsa 3

Dé hAoine/ Friday: **Líon na bearnaí lth 104 1-6 and make sure you know these verbs.**

<b><i>Briathra Neamhrialta</i></b>		
<b><i>Aimsir Chaite</i></b>	<b><i>Aimsir Láithreach</i></b>	<b><i>Aimsir Fháistineach</i></b>
1. Fuair	Faigheann	Gheobhaidh
2. Rug	Beireann	Béarfaidh
3. Tháinig	Tagann	Tiocfaidh
4. Rinne	Déanann	Déanfaidh
5. Thug	Tugann	Tabharfaidh
6. D'ith	Itheann	Íosfaidh
7. Bhí	Bíonn	Beidh
8. Chonaic	Feiceann	Feicfidh
9. Chuala	Cloiseann	Cloisfidh
10. Dúirt	Deireann	Déarfaidh
11. Chuaigh	Téann	Rachaidh



**11 p.m. =23.00**

**Wednesday:**

Questions 1, 2 and 3 P. 94 T.B.

Question 1 P. 95 T.B.

**Thursday:** P. 95 Questions 2, 3( a, c and e) , 4 (a, c and e) and 5.

**Friday:** P. 96 T.B. Qs 1, 2, 3, 4, 5, 6.

**Optional extras:** Shadow Book P. 37 Q 1,3 5 and 6.

[www.mathsweekireland.ie](http://www.mathsweekireland.ie) try some of the different activities

## **History: Plantations and Settlements 1**

### **Key points:**

When we hear the word “plantation”, we might think of a plantation of trees but in the history of Ireland, plantation means “planting people” i.e. bringing people, mainly English and Scottish settlers, to Ireland to reward them for their loyalty to the monarch of England (Queen Mary and later her step-sister Queen Elizabeth I). Granting land in Ireland was also a way of paying soldiers who had fought in various battles on behalf of the reigning queen.

The Normans came to Ireland following the invitation of Diarmuid (Dermot) MacMurrough in 1160. They conquered different areas around Ireland and built very distinctive square shaped stone castles. The land around these castles was known as **estates**. Over time the original Norman settlers became known as “The English” but they only controlled a small part of Ireland known as The Pale. The Pale covered Co. Dublin and parts of counties Kildare, Meath and Louth.

In the early 1500s (16<sup>th</sup> Century) the counties of Laois and Offaly which bordered The Pale were ruled by two powerful Gaelic families- the O'Moores (Laois) and the O'Connors (Offaly) Today the GAA stadia in these counties are called O'Moore Park (Portlaoise, Co. Laois) and O'Connor Park (Tullamore, Co. Offaly) in honour of these Gaelic families. “The English” considered the area outside The Pale where the Irish lived as lawless and uncivilised and to this day if something is described as being “beyond the pale” it is an idiom meaning that something is totally unacceptable or inappropriate.

The O'Moores and the O'Connors raided The Pale under the cover of darkness i.e. they attacked “The English” living in The Pale -stole their cattle and burned their homes. At that time Ireland was almost completely forested so they would escape into the woodlands and it was very difficult to track them but “the English” retaliated and attacked these Gaelic families and eventually they drove them out of their homes and lands. By this time there was a new Queen in England – Queen Mary (her husband was called Philip). Mary renamed Laois -Queen's County and Portlaoise -Maryborough in her honour and Offaly was renamed King's county and the town of Daingean was renamed Philipstown in honour of her husband.

The O'Moores and the O'Connors did not go away quietly- they continued to attack. Queen Mary knew that the Irish living inside The Pale had no loyalty to her or to their English rulers within The Pale so she came up with a policy (plan) to keep control.

1. She divided up the land of Laois and Offaly and gave it to loyal English and Scottish settlers.
2. She told the new settlers not to hire Irish workers to work on the land but to bring workers from England and Scotland.

This became known as the Plantation of Laois and Offaly and Queen Mary believed that by **confiscating** (taking) land from the Irish, this would make them obey English rules and laws and

would ensure that the Irish did not rebel. She hoped that in time the Irish would follow English rules and laws and speak English.

Queen Mary's policy did not work as she had intended - (see reasons why on Pg 20) and as a result the Plantation of Laois and Offaly was not a success.

### **Activities:**

Read Pages 17 - 20 History Quest 6  
Complete Activity A

Read letters on Page 19. Write a diary entry from the point of view of an English or Scottish settler who was given land in "Queen's County"- how did they feel about receiving this land, were they happy to settle in their new home, were they fearful of being attacked.

## **Geography: People and other lands**

**Africa** Chapter 13 Pgs 61-67 Review what you learned about Africa before Easter.

READ P. 64 and complete Activity D

## **Geography: Physical features of Europe and the world p. 72-73**

### **Background Information:**

People down through history have settled beside rivers and built settlements which grew in time into towns and cities. If you look at some of the major cities around the world they are built alongside rivers – Dublin- River Liffey, New York – Hudson River, Paris – Seine, London- Thames.

Our very own Sligo gets its name from Sligeach which means "shelly river" and it was built on the banks of the river Garavogue.

Rivers are very important for a number of reasons:

- they are a source of fresh water
- they are a source of food – fish, shellfish
- they can be used to transport goods e.g In Germany, the barges on the River Rhine transport a wide variety of goods along the river to the port of Rotterdam in The Netherlands
- they drain the surrounding land
- they provide a location for different leisure activities – angling, boating, rowing, kayaking, canoeing, stand up paddling (SUP) etc.
- they are important for tourism e.g. Tourists hire boats in Carrick on Shannon to navigate along the River Shannon
- the power of water flow in rivers can be harnessed to make hydro-electricity e.g. Ardnacrusha power plant on the River Shannon

### **Key Vocabulary:**

**Source:** the point where a river begins. Most rivers have their source in mountains and begin as tiny streams.

**Tributary (plural =tributaries):** A small river or rivers that flow into a large river.

**River basin:** Every river has a river basin- this is the land surrounding the river that is drained by that river. Much of the rain that falls on the land will soak into the land around the river i.e. the river basin. This rain water eventually flows underground in small streams which will enter the river.

**Meander:** Rivers slow down as they near the point where they will enter a sea or a lake, they begin to twist and turn- these twists and turns are called **meanders**.

**Mouth:** the mouth of a river is the point where a river enters the sea. Many human settlements down

through history were built at the mouth of rivers.

**Delta:** The word delta come from the 4<sup>th</sup> letter of the Greek alphabet. It looks like a triangle. When some large rivers such as the Nile or the Amazon slow down when they reach the sea, they are forced to drop thier load (the rocks, stones, mud and silt) that they are carrying and this creates a triangular shaped island or islands at the mouth of the river. These triangular shaped islands are called deltas.



**Deltas near the mouth of the Amazon**

***Activities:***

Read Chapter 15 Pgs. 72, 73 , 75

Learn vocabulary above.

Geography Quest 6 Complete Activity A P. 73 Qs. 1-6 – write complete sentences for your answers.

P. 74 Activity B – remember when writing grid references it is like naming co-ordinates in Maths – go across then up the side, so the grid reference for the picnic area would be **4 B**

***Religion:***

***Grow in Love 6 pgs 74-77 Lesson 2 : Easter our reason to hope.***

Read the key words box and go over the key words and the explanations

Read the extract “Jesus appears to seven disciples” P.79 and answer the questions that follow in your Religion copy. Draw a picture in your religion copy of the apostles in the boat pulling the nets full of fish on board as Jesus stands on the shore.

You can look at an artist's interpretation of this scene on-line:

type **app.growinlove.ie** into the URL bar of your device

Click on the orange login button in the top right hand corner of your screen.

Enter the following login details: in the **Your email** box type: [trial@growinlove.ie](mailto:trial@growinlove.ie)

in the **Your password** box type : growinlove

Click on your book **Grow in Love 6**

On the next screen click on Theme 7 Holy Week and Easter then click on Lesson 2 Easter our reason to hope. You can access at all the activities. The video “Hope” tells the story of three boys now in secondary school in Ireland who had to flee from their homes because of war but they never lost hope that their lives would get better.

Read Pages 80 and 81 and say prayer of hope on P. 81
















**P.E. Remember:** do some type of physical exercise each day. Take a break during your school work and get in some physical exercise preferably outside.

Design your own workout -see below.

Pick 3 upper body exercises, 3 lower body exercises and 3 core exercises.

## MY FITNESS WORKOUT

**Directions:** Select 3 exercises from each group to build your own fitness workout. After you have chosen your exercises, cut them out and glue or tape them below to create your personalized fitness workout. Note: You may also draw in your own. Pass in the lower section of the paper to Mr. Tiller before the end of the month!

<b>Upper Body Exercises</b> →	 <b>Forearm Plank</b>	 <b>Mountain Hold</b>	 <b>Push-ups</b>	 <b>Side Plank</b>	 <b>Seal Hold</b>
<b>Lower Body Exercises</b> →	 <b>High Knees</b>	 <b>Lunges</b>	 <b>Back Leg Lifts</b>	 <b>Side Lunges</b>	 <b>Tippie Toe Hold</b>
<b>Core Body Exercises</b> →	 <b>Sit-ups</b>	 <b>"V" Hold</b>	 <b>Straight Leg Hold</b>	 <b>Curl-ups</b>	 <b>Bicycles</b>

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## MY FITNESS WORKOUT

**Name:**

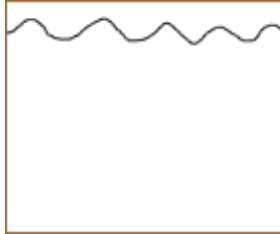
<b>Upper Body Exercises</b> →					<b>When Done Pass In This Part</b>
<b>Lower Body Exercises</b> →					
<b>Core Body Exercises</b> →					



## ART: Exploring and Experimenting with lines

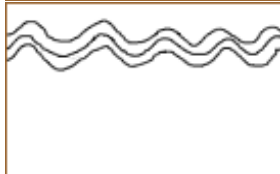
### Step 1

Instead of drawing a picture of something we can picture in our mind's eye, let's have some fun exploring and experimenting with lines.



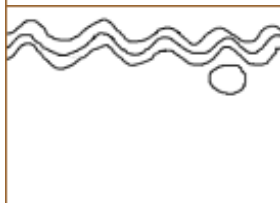
### Step 2

Start with one kind of line. I have chosen a wavy line like a river meandering.



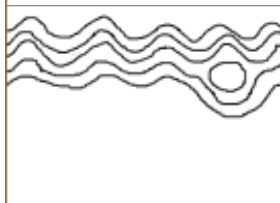
### Step 3

Add a few more lines.



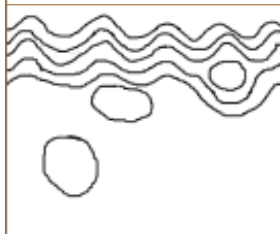
### Step 4

Look! something is in my way.



### Step 5

Draw around this obstacle.



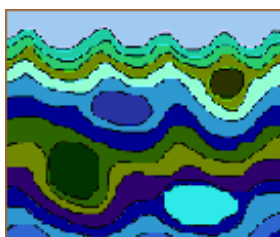
### Step 6

Draw some more obstacles and bring your lines.



### Step 7

Look now! I have brought all my wavy lines around all the obstacles.



### Step 8

Let's add some colour. My lines reminded me of water so I used colours that made me think of water - greens and blues.