

School work at home - Monday 8th - 12th June 2020

Try to follow the same timetable every day to do your work.

10:am ENGLISH ACTIVITIES

11:00am - BREAK

11:15 am - HOME SCHOOL HUB ON RTE LE MUINTEOIR JOHN

11:30am MATHS ACTIVITIES

12:30pm - BREAK

1pm SESE WORK OR

<https://cruinniu.creativeireland.gov.ie/events/location/meath>

2pm WELL DONE! SCHOOL IS OVER FOR TODAY!

ENGLISH

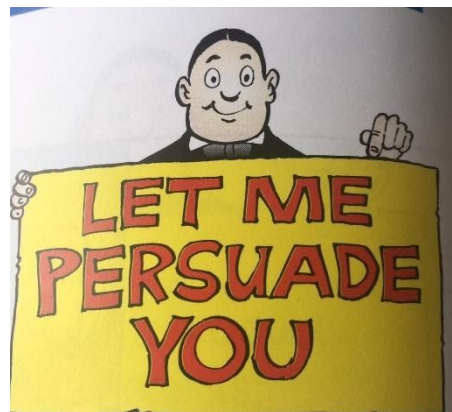
Everyday - Read a chapter of your book

SNIP Group - SEE SNIP Spellings complete activities.

Monday - Friday - Persuasive Writing - Please see guidance below

The Writing Process

- Recount Writing
- Report Writing



- Narrative Writing
- Poetry Writing
- Procedural Writing
- Persuasive Writing
- Explanation Writing

Persuasive Writing

This is a particularly interesting and challenging type of writing where the writer must convince the reader of their point of view. The best persuasive writers don't simply give their own opinion. They always back it up with statistics, quotations and studies relevant to the subject. Always remember too that a great writer can convince the writer of something even if they don't believe it themselves although most great persuasive writers feel strongly about what they are writing and have a deep, passionate interest in the subject they are writing about. Imagine you are a Liverpool fan, write an article on why Manchester United are the greatest team in history. Could you do this? The art of persuasion and persuasive writing can be seen everywhere, in newspapers, debating in the Dail, in the courts, local GAA meetings, making decisions in school! This week we are going to learn how to write to persuade!

Monday - Persuasive Advertising

Here are some effective techniques that writers use to persuade us to buy a product. They grab our attention, and this is what makes them effective adverts.

- Intriguing or interesting questions

How would you feel if you never needed to tidy your room again?

- Snappy Slogans

MUSTARD MUNCH -THE SNACK THAT KICKS BACK

- Exaggeration

'the holiday of a lifetime'

- Appealing Adjectives with alliteration for effect

'Velvety chocolate' or tasty and tempting tomatoes'

- Catchy rhyme

'fixes the dishes' 'sorts the worts'

- Tempting description of the benefits

'After just ten minutes in a Mello bubble bath, you'll feel soothed, relaxed and refreshed'

Look at the advert below for the product 'SUDZ' and find the following techniques the writer uses to persuade us to buy the product -Fill in the grid

Who is your clothes' best friend - and dirt's worst enemy?

SUDZ! It doubles the bubbles.

Gentle SUDZ with mighty foam is guaranteed to leave your dirtiest washing super clean and fragrant fresh.

It's the washing powder that beats the rest into the dirt.

SUDZ – washing powder with attitude!

| <u>Writers technique</u> | <u>Example from advert</u> |
|-----------------------------------------------------|----------------------------|
| Interesting question to catch the readers attention | |
| Catchy rhyme | |
| Snappy Slogan | |
| Exaggeration | |
| Appealing adjectives | |
| Tempting description of the benefits of the product | |

Tuesday

Choose some powerful adjectives to describe the following nouns (products) below.

| <u>PRODUCT (NOUN)</u> | <u>Adjectives</u> |
|-----------------------|---------------------------|
| Mints | Juicy Smooth Munchy |
| Coke Cola | |
| Toothpaste | |
| Book | |
| Trainers | |

Design your own leaflet for your own product (you can use some of the techniques you learned about in yesterday's work in your leaflet. Use the powerful adjectives to enhance your writing in these different types of sentences. You can use the format of SUDZ or you can design your own!

Wednesday - Writing articles or debates- There are a few key points to think about when you are writing to persuade.

Here are some:

- Know about what it is you are writing about
- Open the piece of writing by saying what it is you are writing about
- Try to get the reader on your side
- Back up your arguments with evidence
- Use persuasive language.
- Structure your writing with paragraphs and link it by using connectives. Firstly, besides, however, also, in addition in conclusion etc

Read the persuasive piece of writing below. Can you identify some of key points? Look at the structure of the text and underline the time connectives.

What a rip off!

Although not everyone would agree, I believe that professional footballers earn far too much money and I think that their exorbitant wages should be cut immediately. I have several reasons to support my point of view.

Firstly, some footballers in the Premier League earn more in one week than hardworking nurses and firemen earn in a whole year. Nurses and firemen are people who constantly save lives and on top of this, firemen bravely risk their own lives. What do footballers do? Kick a ball around a field for 90 minutes. This is clearly not fair!



In addition, footballers do not spend as much time at work (if you can call it that!) as most people. Although they train daily, this is normally for not more than three hours, while most people work at least seven hours daily. Furthermore, they have three months' holiday a year when the season ends, whereas most people have only four weeks' holiday a year.

In conclusion, it is clear that, compared to others, footballers earn far too much money. Their wages should be reduced and more money given to people who deserve it more!

Thursday/ Friday - Newspaper Article / letter -

Newspapers are full of articles / pieces of writing written by journalists information us about news or subjects with their point of view. Often people write to newspapers in response to an article. These letters are often published in the letters section in the paper the next day!

Read the following letter 'We Should Ban Playtime at School' and write your own letter arguing why WE SHOULD NOT BAN PLAYTIME AT SCHOOL

The Editor,
The Irish Times,
PO Box 74
Tara Street
Dublin 2

St. Andrew's NS
Curragha
Co. Meath

7/6/20

Dear sir/madam,
In my opinion children at primary school do not need a playtime.

The most important reason for this is that playtimes waste work time! The children need to spend more time on their English or Maths work. No one could argue the importance of these subjects, and the more time spent by children practising them, the better.

In addition to this, playtimes are too dangerous. Little children get knocked over by bigger children and get hit by balls. Most injuries to children at school happen during playtime.

Finally, playtimes are bad for teachers. Many teachers are too old to run around and so they get too cold outside therefore, in conclusion I believe it would be best if playtimes were banned.

Yours sincerely
Hannah Horgan

Use the argument planning frame below first to plan your letter in response to the article and then write a letter in response copying the above letter. Always begin your letter by 'Dear sir/madam' and end it using the words 'Yours sincerely' as you are writing to someone who is unknown to you. **We would like you to upload this letter to SEESAW and a video of you reading it out if you can! Don't**

forget to use tone in your voice to show how passionate you are about what you have written!

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Opening paragraph- Why you are writing and what you want to happen Although not everyone would agree.. I believe that..... |
| Main reason to support your argument....add evidence to back up your point of view Firstly..... The most important point is..... |
| Further reason to support your argument Furthermore In addition |
| Concluding paragraph - summarise the main points... restate your point of view and what you want to happen.... In conclusion..... Therefore..... |

Tips and checklist for making your writing more persuasive:

| | |
|-------------------------------------------------------------------|--|
| Write in the PRESENT TENSE | |
| Open by stating the point of view that you will be arguing | |
| Give a range of points to support your point of view | |
| Provide evidence and information to back up your points | |
| Get the reader on your side | |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Persuade the reader that everyone else agrees with your point of view by using phrases such as 'we all know that', 'everyone agrees that' | |
| Write short sentences to emphasise key points | |
| Use a question or exclamation to draw the reader in | |
| Use powerful verbs, adjectives and adverbs to make an impact | |
| Use exaggeration | |
| Use slogans, quotes and plays on words to draw the reader in | |
| Use connectives to link your ideas in each paragraph eg Firstly, Also, besides, in addition, furthermore, however, on the other hand and in conclusion | |
| Finish or conclude your persuasive writing by summarising and restating your opening point. | |

Gaeilge - Bua na Cainte - Siopadóireacht

Dé Luain - Watch and listen to Aonad 2/Ceacht 1

Dé Máirt - Watch and listen to Aonad 2/Ceacht 2

Log onto www.edcolearning.ie/ **Bua na Cainte 4**

Oscail leathanach 181 - Éist agus can an t-amhrán- An maith libh Rock and Roll. (Listen and sing the song An maith libh Rock and Roll?)

Dé Céadaoin - Watch and listen to Aonad 2- Ceacht 3

Déardaoin - Éist leis an sceál An Banphrionsa agus an t-Aoire. Oscail leathanach 185- Scríobh an sceál. (Go to page 185 in Bua na Cainte - write the story)

De hAoine - Watch and listen to Aonad 2 - Ceacht 4

Líon na bearnaí ar leathanach 185 Ceisteanna 1-10
(Fill the spaces on page 185 -Questions 1-10)

Ná déan dearmad na cluichí a imirt gach lá
(Don't forget to play the interactive games on each unit every day)

Bua na Cainte 4

Log onto www.edcolearning.ie

Username - primaryedcolearningbooks

Password - edco2020

MATHS

As before, complete one test per day in your Mental Maths book

Example: Monday on Monday etc - **self correct - All corrections are on the St Andrew's website under pupil resources - 3/4th classes**

Maths -Shape and Space (3D Shapes)

Revision on Maths Geometry Vocabulary

Properties of 3D Shapes

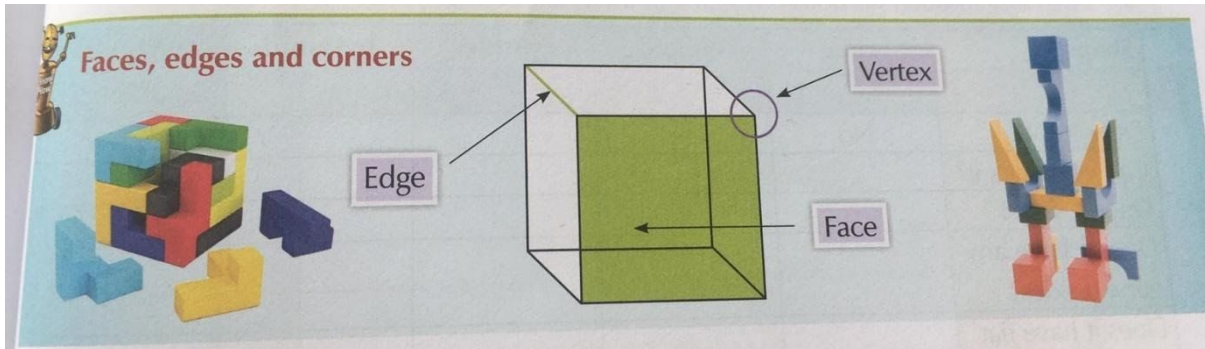
In geometry a 3D or three-dimensional shape is a solid figure, object or shape that has 3 dimensions to it: length, width and height.

Unlike 2D shapes 3D shapes have thickness or depth also. We used to call them fat shapes not flat shapes in the junior school!

All 3D shapes have **EDGES, FACES AND VERTICES**

NB - **Vertices** which is the plural of **Vertex** means **Corner** so if you are asked how many **vertices** a 3D shape has, it is just the mathematical name for **corners**.

Have a good look at the picture below to see the edges, faces and vertices (corners on the shapes)



There are a few new shapes to learn in 3rd and 4th.

New shapes to remember: TRIANGULAR PRISM and a PYRAMID

A **triangular prism** is made of 2 bases which are triangles in shape and 3 rectangles (see picture below)

A **pyramid** is made up of a square base and 4 triangles (see picture below)

3D shapes



Cone



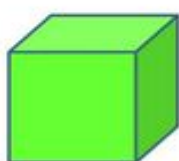
Cylinder



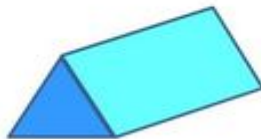
Sphere



Square Based
Pyramid



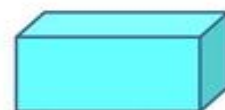
Cube



Triangular
Prism



Tetrahedron



Cuboid

Have a go at some questions for this week's Maths

3rd class

Monday - activity below - Properties B Monday - FIO pg 73 1.

Tuesday -activity below Nets B

Wednesday FIO pg 83 1.

Thursday FIO pg 83 2.

Friday FIO pg 83 3-7

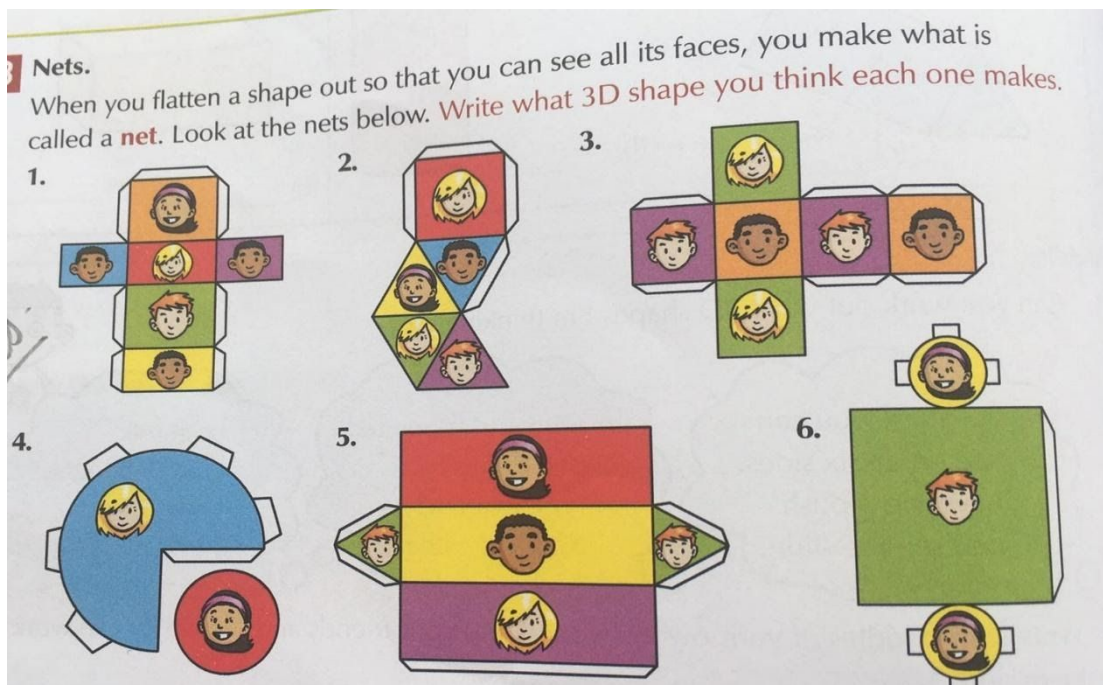
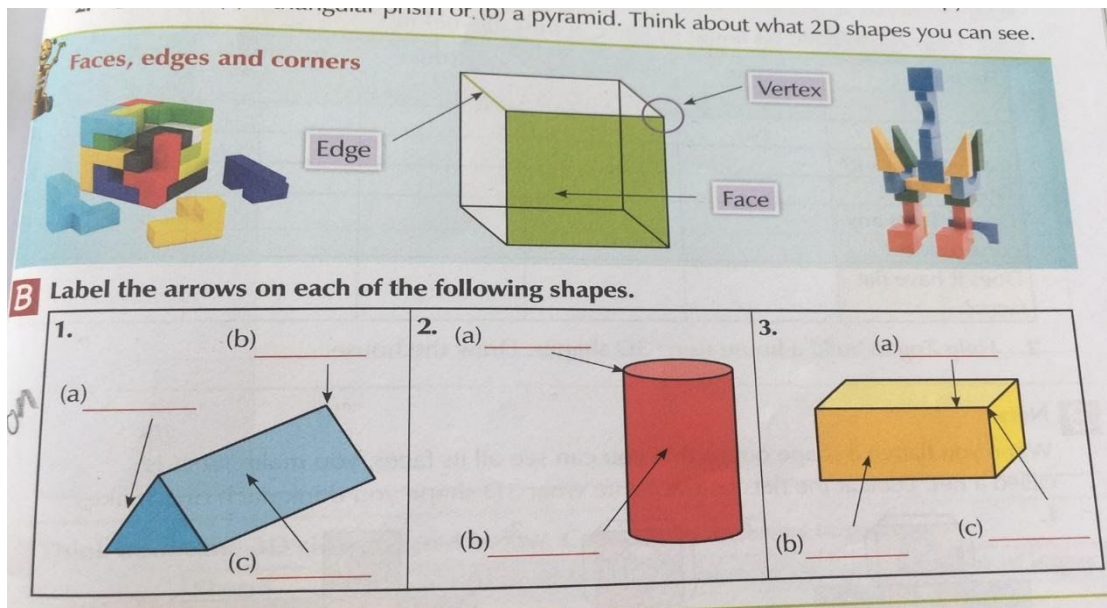
4th Class

Tuesday -FIO pg 73 2,3,4

Wednesday -FIO pg 73 5

Thursday FIO pg 74 6

Friday - Make any for



SESE- Please finish work as per last week below

Our Natural Environment - Environmental Care- Communities and Tidy Towns Competition

Tidy Towns is a national project that was set up in 1958. It has been running in villages, towns and cities across Ireland since then.



The initiative or project aims to focus communities on tidying up their locality to make it a better place to live, work and visit. Each year an average of 700 communities take part. All the work to improve a village or a town is carried out by volunteers. (a person who does a job, however doesn't get paid with money). How could we the pupils and teachers at St. Andrew's make our school more attractive to look at and help the environment at the same time?

When a community enters their local area into this competition, they receive a report. The area with the highest marks wins a prize of money and a very well-know award for their area. It is extremely difficult to win the title and there is stiff competition.



The village, town or city is judged on various aspects. These include:

1. The Built Environment - ie what are the main buildings, are they kept well eg painted, grass mowed around them, are they nice to look at, eg window boxes of flowers etc.
2. Landscaping - ie are roads and pathways and pavements clean and the verges tidy, are there nice flower boards or flower beds and are they kept well? Are there any nice picnic areas etc
3. Litter control - what is the litter like? - do people from the community pick up the litter - have litter cleaning days etc. Is there evidence of litter on the ground - paper, chewing gum etc
4. Residential areas (areas of houses together) - are the houses neat and tidy? - are the lawns cut?
5. Amenities - tennis courts, greens, monuments etc - are they well cared for? Is there evidence of neglect?
6. Roads, streets, signage - is the village, town or city signposted well? Is it welcoming to tourists?



Pretend you are a tidy town judge. Using the grid / report below fill in your comments about Curragea. Also add one comment on how you could improve this area. You can fill out the grid in your copy if you like.

| | <u>Positives</u> | <u>Negatives</u> | <u>Marks out of 10</u> |
|---------------------------|------------------|------------------|------------------------|
| <u>Built Environment</u> | | | |
| <u>Landscaping</u> | | | |
| <u>Litter Control</u> | | | |
| <u>Residential Areas</u> | | | |
| <u>Roads and Streets</u> | | | |
| <u>General Impression</u> | | | |
| <u>Recommendations</u> | | | |



The School Community

We can all work together as a community to improve our environment. We are all part of a small community as pupils of 3rd and 4th class. The classroom is part of the school community and the school is another community within Currageha. We all rely on each other to make them better places to live and work together.

Do a bit of investigation and think about some of these questions:

1. What type of building is our school? Is it old, well kept, in need of repair?
2. Are there gardens, grass, fields or plants of any kind in the entrance or in the school grounds?
3. Are there any litter bins, recycling bins or compost bins?
4. What does the play area look like? Is it safe and is there anything to play with?
5. Name 3 positive things that a Tidy Towns judge would say about our school and its grounds.
6. Name 3 negative things that a Tidy Towns judge would say about our school and its grounds.

In the last couple of years we have improved the interior (inside) of our school building with new classrooms, a library and a good sports hall but we have also taken away nature in the form of trees and shrubs, made our playground smaller and we have fewer plants / beds with smelling flowers to attract wildlife and encourage biodiversity. How can we make our school grounds more attractive and appealing and more like a lovely old country school again?

We would like you to write down your suggestions and ideas for both the playground and the green areas to make St. Andrew's NS more Environmentally and aesthetically (nice to look at!) better!

1. _____
2. _____
3. _____
4. _____
5. _____

Don't forget your suggestions / ideas have to be realistic!

The Arts - Cruinniu na nOg are running lots of creative workshops this week on June 12th and 13th for children all over the country. You can watch any of these and get involved by copying and pasting the below link into your internet browser. - Have a go!

<https://cruinniu.creativeireland.gov.ie/events/location/meath>