

5th Class plan of work: 4th-8th May

Hi everyone!

Monday 4th May

I can't believe it is May already – summer has arrived! Firstly I hope yourselves and your families are all still safe and well, in this our eighth week away from school – can you believe it?! The time has flown. I really miss you all, but it has been so fantastic to see everyone who has engaged with Seesaw this week – I have absolutely loved seeing photos and videos of all your baking, singing, instrument playing, gardening, pets, and of course all the amazing work that you have been posting! It has really made me smile this week, so thank you all so much for that ☺

I hope you enjoyed the activities I put on Seesaw for you last week, and that the work on the website is going ok for you all. A lot of you seem to be enjoying using Seesaw and have got the hang of it very quickly – technology whizzes is what ye are!! I would welcome any questions or feedback about Seesaw or school work either by email on fifthclass1@glasheengirls.com or by posting to your journal on Seesaw. If there is anyone who has not engaged with Seesaw yet and is having trouble setting it up, don't hesitate to send me an email, I would love to hear from you.

Because of the bank holiday, there will be no work assigned for Monday 4th May other than an art activity, which I will put up on Seesaw on Monday morning at 8am. Spend this day with your families: reading, getting outside, watching movies – take a day off schoolwork to relax! **The plan of work for Tuesday-Friday can be found here.** Along with this, I will again put up **three tasks for the week on Seesaw on Tuesday morning at 8am.** Work away on these tasks throughout the week, there is no need to rush and do them all together, take your time with them. If your responses to these tasks could be submitted by **Friday 8th May at 3pm** that would be great. Our whole-school theme this week is **Dogs** – I would love to see photos or videos of any activities you complete from the list! Avril also has a list of **Drama activities** on the right hand side of the school website if you want to check them out.

If anyone cannot access or complete either the school work or Seesaw tasks during the week please don't be stressed or worried – do what you can, that's more than enough! ☺ Don't forget to help your parents at home too - I imagine they are all very busy between working from home, helping you or your siblings with schoolwork, checking up on any older family members, doing the housework – the list goes on! Any little thing you can do for them would be a big help I'm sure.

I am so proud of you all for the standard of work you are keeping up at home, and more importantly for how well you are handling yourselves during this time off school. You are all a credit to your families, and I can't wait for the day we see each other again – what a celebration we will have!

Mind yourselves and mind each other,
Miss Murphy ☺

Each day:

	Continue to watch Home School Hub on RTÉ2 Monday-Friday 11am-12pm if you can, or catch up with it online any time on the RTÉ Player.
	www.morningchallenge.co.uk - choose the date on the calendar.
SESE	Choose an activity from our theme this week: 'Dogs'. Any activities from these themes can be done in the Geography section of your SESE hardback copy.
Music	Listen to this week's 'Cheerful Chune' – 'Feelin Good' by Nina Simone ☺ https://www.youtube.com/watch?v=lWYxTW02-MA
Art	<i>Cartooning Club</i> on YouTube – tutorials on how to draw amazing cartoon characters like Spongebob, Mickey Mouse and Spiderman! They're only about 10 minutes long and all you need is paper, pencil and colours or markers. You of course don't have to do one every day – pick and choose what you would like to do. And don't forget to send me on a photo of your creations, don't be shy!
P.E.	Have a look through the videos on GoNoodle https://family.gonoodle.com and maybe try one or two of them with your family every day!

Monday 4th May – Bank Holiday

Art	Art activity on Seesaw
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Tuesday 5th May

Maths

Tables: ÷9 and x9

*New topic this week: **Capacity**. Remember, capacity means the amount a container can hold, for example a bottle or a glass.*

Firstly, try to remember what standard units of measurement we use to say how much something can hold, e.g. millilitres (ml).

The **capacity** of a container is what it **can hold**, but what it **contains** is the amount of liquid that is actually **in it at that time**. So for example, a bottle may have a **capacity** of 500ml, but it may only **contain** 300ml of water, as you may have drunk some already. This is an important bit of information to keep in your mind.

Can you remember how many millilitres are in a litre? That's right, **1l = 1000ml**. It's just like weight, where there are 1000g in 1kg. Be thinking, how many ml would be in $\frac{1}{2}$ l? Or in $\frac{1}{4}$ l, $\frac{3}{4}$ l, etc? *If there are 1000ml in 1l, that means that 1ml = $\frac{1}{1000}$ l, or 1ml = 0.001l.*

I would like you to go on a **hunt** around your house for 5 containers that have their capacity written on the outside, in ml or l. Check your fridge, kitchen cupboards, bathroom - for example, you may find orange juice, mouthwash, tins of soup, etc. **Label** them with sticky notes or just paper and sellotape, writing down what the capacity is in ml and then in l (it could be a fraction or a decimal of a litre). For example, I found a tin of coconut milk that is $400\text{ml} = 0.4\text{l} = \frac{4}{10}\text{l}$. Line your 5 objects up in a row from the container with the lowest capacity to the highest capacity. I would love you to take a photo of this and add it to your journal on Seesaw!

P.S. – don't forget to return everything back where you found them at the end!!

Then I would like you to take a look at **Busy at Maths pg.170**. Read the yellow box at the top of the page and have a look at the different containers and their capacities (how much they can hold). You can see that a tablespoon can hold 5ml, while a watering can holds 10l (or 10,000ml). Use the measurements in the yellow box as a comparison, to help you with **Q1** in your maths copy: just write the object e.g. a tablespoon = your estimate (pick one of the three options). Then answer **Q2, 3, Maths Fact and Maths Challenge**.

English

Spellings: tricky words. Don't forget to use a new spelling strategy this week!

→ if there are any words you don't understand, look them up in your dictionary.

1. *trouble*
2. *victim*
3. *self-conscious* (this spelling is tricky: careful of the 'sc' in the middle of the word)
4. *obstacle* (one of our tricky words from our Drumcondra spelling tests: it sounds like it should be 'obsticle' so be sure to remember that it has an 'a' not an 'i'!
Break it up into *ob/sta/cle*.)

Word Study

Pick one of today's spellings and do a word study on it in your word study copy. Divide your page into 4 and find the definition (what it means) in your dictionary, a synonym, put the word in a sentence and draw it out in a picture if you can.

Read at Home p.105: '*Specs*' Read the page aloud, and answer the questions out loud to someone at home – no need to write the answers down.

Reading/Writing

This week we will be doing some work on the excerpt *Women and Children First* in your Up and Running, pgs.178-187. Firstly, when you hear that phrase '*women and children first*' – does it remind you of anything? What do you think of when you hear it?

This is an excerpt from a Michael Morpurgo book '*Kaspar – The Prince of Cats*': perhaps some of you have read it before. The story is set on board the *Titanic*. Before you begin

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	<p>reading, think: what do you know about the <i>Titanic</i>? Make a KWL table (what you Know/Want to know/Learned) in your English F copy, using the questions on pg. 186 A to help you. At the end of the week, return to your KWL chart and fill in what you learned in the 'L' column.</p> <p>Then I would like you to read just pgs. 178-181 for today. Any words you do not understand, look them up in your dictionary and come up with sentences in your head using this new word to help you use it.</p> <p>In your English F copy, I would like you to do the grammar questions in part F pg. 187, Q1-6. This is revising abbreviations, which we learned at the beginning of the year. Abbreviations are how we write words in shorter form, like '<i>Mr.</i>' for '<i>Mister</i>', and '<i>Capt.</i>' for '<i>Captain</i>'. A lot of the time these abbreviations are used for occupations or someone's name, such as members of the army. They would usually get a capital letter, and a full stop shows that the word has been shortened, even if it's in the middle of a sentence. Try to work out what the abbreviations are short for in these questions, and re-write the sentences using the full word.</p>
Gaeilge	<p>'<i>Cúla4 ar Scoil</i>' on TG4 on TV, and online Monday-Friday @10-10.30.</p> <p>Continue your lessons on Duolingo – if you even did one lesson a day it would be great!</p> <p>A chailíní, Folens are offering free access to your Abair Liom Irish book and the activities that go with it, if you could sign up with your parents that would be great. All you have to do is go to www.folensonline.ie, click on Register, and then <u>register as a teacher</u> – it's important to choose this one and not register as a student. Once you do that you enter your name, email address, make a password (try to pick something you'll remember!) and the school roll number, which is 171051. Now you have created an account. Once you are in there, find Abair Liom G (red cover), and click on 'eBook'. This is an online version of your schoolbook, so just type in the page number in the white box at the bottom. Some pages have a little red '1' next to the stack of paper icon at the bottom of the screen, this is where the interactive activities are for each page, such as videos of the conversations, listening tasks, etc. I am going to give you a few of these type of activities this week. If anyone has any trouble signing up, just send me an email. I will attach the pages we are working from at the end of this plan anyway as usual, in case anyone would like to print them out but it is not essential to do so.</p> <p>If there are any words you don't understand throughout the week, look them up in your dictionary or use www.focloir.ie. The website www.abair.tcd.ie is also useful if you need some help saying any of the words: type in the word and it speaks it back to you.</p> <p>I would like you to look at pg28 Abair Liom online for today. First, go into the icon with the red number 1 at the bottom of the screen, and listen to the <i>comhrá</i> (conversation). Read along with the video: this is a <i>comhrá</i> of Síofra and her Dad doing some baking (as many of you have been doing!). Any words you do not know, use my tips above. I will send an audio message of myself reading the <i>comhrá</i> on Seesaw on Tuesday morning too to help you. Then, I would like you to read the <i>comhrá</i> out loud two times. You can act out all of the characters, or why not get an older sibling or one of your parents involved if they can! I have included some important <i>foclóir</i> (vocab) below.</p> <ul style="list-style-type: none">- <i>borróga</i> = buns/cupcakes- <i>spúnóg adhmaid</i> = wooden spoon- <i>na scálaí</i> = the scales- <i>comhábhair</i> = ingredients- <i>leathchupán ime</i> = half a cup of butter- <i>babhla</i> = bowl- <i>foirfe</i> = perfect- <i>cásanna borróige</i> = cupcake cases

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- *doirt* = pour
- *go mall* = slowly
- *oigheann* = oven

After reading the *comhrá* twice, I would like you to do **E on pg.28**. If you have it printed out you can write on the page, or if not write the sentences in your copy. This activity is looking at how to make different dishes, using these sentences:

Ba mhaith liom _____ a dhéanamh (I would like to make _____).

Conas a dhéanfaidh mé í/é/iad? (How will I make it/them?)

First, look at the 5 verbs in the green boxes. If you do not know the meaning of some, look them up. You must *líon na bearnaí* (fill in the blanks) using the two sentences above, and fill in the correct verb into the sentences. Read through the sentences first to make sure you understand what it means. I have added in some vocab for this activity below. Try your best with them!

- *curáí sicín* = chicken curry
- *púdar curáí* = curry powder
- *i bpota* = in a pot
- *torthaí* = fruit
- *anann* = pineapple
- *fíonchaora* = grapes
- *fraocháin ghorma* = blueberries
- *anraith* = soup
- *glasraí* = vegetables
- *ar feadh* = for

Wednesday 6th May

Maths

Tables: ÷9 and x9

*We are continuing to learn about **Capacity**, in particular changing ml → l and l → ml.*

I would like you (with your parents' permission!) to gather a number of containers that you can use for the next week or two for measuring capacity, containers like a bottle, cup, saucepan, basin, bucket, spoon, ladle, yoghurt carton, lunchbox, mug, bowl, jug, etc. If you have some sort of a **measuring jug** or glass at home this will be really useful for the week, you may have one in your kitchen. It usually has markings for every 100ml or every 50ml, and may have a capacity of 1 litre (1l).

For today, I would just like you to just get used to reading how much liquid is in a container. So, get a glass of water, and slowly pour water into your measuring jug until it reaches 100ml. It's really important to lean down and be on **eye level** with your measuring jug when you are doing this, because if you are looking down from above you may go over or under 100ml. Do this a few times with different measurements, e.g. 750ml, 450ml, etc. to get some practice. It doesn't have to be perfect – somewhere around the number is fine.

Now try it again with the quantities of water written below. Change them from fraction/decimal to ml or l.

$$0 \cdot 6l,$$

$$\frac{1}{5}l,$$

$$\frac{3}{4}l,$$

$$0 \cdot 25l.$$

You are going to do **Q1-4 and the Maths Fact on pg.171** of your Busy at Maths. Remember

$$1ml = \frac{1}{1000} l, \text{ or } 1ml = 0 \cdot 001l. \text{ So, } 802ml = \frac{802}{1000} l = 0 \cdot 802. \text{ } 75ml = \frac{75}{1000} l = 0 \cdot 075.$$

When the measurement is given in ml, you can put that over 1000 to make a fraction, and from there you can change it into decimal using the correct tenths, hundredths and thousandths places. If there is more than 1000ml, e.g. 16,453ml, then that is 16 •453l.

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English	<p>Spellings: from Spellings & Tables book → if there are any words you don't understand, look them up in your dictionary.</p> <ol style="list-style-type: none">1. <i>vegetable</i> (each of the words this week end in -able, so break it up like this when spelling: <i>veg/et/able</i>)2. <i>miserable</i> (break it up into <i>mis/er/able</i>)3. <i>capable</i> (break it up into <i>cap/able</i>)4. <i>available</i> (break it up into <i>av/ail/able</i>) <p>Word Study Pick one of today's spellings and do a word study on it in your word study copy. Divide your page into 4 and find the definition (what it means) in your dictionary, a synonym, put the word in a sentence and draw it out in a picture if you can.</p> <p>Read at Home p.106: '<i>Airships</i>'. Read the page aloud, and answer the questions out loud to someone at home – no need to write the answers down.</p> <p>Reading/Writing Finish reading the excerpt, pg.182-185. Look up the meanings of any words you do not understand in your dictionary, and come up with sentences in your head using this new word. Do the comprehension questions pg. 186 C 1-5 in your English F copy. I would like you to do some Grammar questions also in your English F copy (these copies may be getting full by now – if they are and you can buy a new copy, that would be great!). Take a look at the compound words activity in E pg. 186. Compound words are two small words that can be stuck together to create another word, such as <i>schoolbag</i> or <i>blackboard</i>. Before you do the questions, make a list of as many compound words as you can think of. Give yourself 5 minutes! Then, rewrite the sentences in E, including the compound word you think best fits.</p>
Gaeilge	<p>'Cúla4 ar Scoil' on TG4, on TV and online Monday-Friday @10-10.30.</p> <p>Continue your lessons on Duolingo – if you even did one lesson a day it would be great!</p> <p>Abair Liom pg.29 – find it online again today if you can. Task 1 (F) is to listen to the audio file (click the red 1 at the bottom of the screen), and I will also try to put it up on Seesaw on Wednesday morning. The reader is listing off ingredients for 3 different meals: <i>ceapaire tuinnín</i> (tuna sandwich), <i>pióg úll</i> (apple pie) and <i>anraith</i> (soup). You just need to write down the <i>comhábhair</i> (ingredients) – not the full sentences. Try your best with the spelling but don't stress about it, this could be a little tricky.</p> <p>Then do Task G on pg.29, which is finishing the sentence by putting in the correct adjective. Go through the adjectives in the coloured boxes – are there any you know already? Look up any others and write the meaning above the words. Remember in the story you read last week, there was a '<i>cuma ghránna ar an meascán</i>' (the mixture looked awful)? You are choosing the correct adjective to describe the picture in each sentence. Here is some vocab including the adjectives and any other vocab from the sentences, to help you.</p> <ul style="list-style-type: none">- <i>álainn</i> = lovely/beautiful- <i>bhlasta</i> = tasty- <i>dhóite</i> = burnt- <i>shláintiúil</i> = healthy- <i>thuirseach</i> = tired- <i>neirbhíseach</i> = nervous- <i>rófhada</i> = too long- <i>Níor theastaigh ó aon duine</i> = nobody wanted to- <i>piobar</i> = pepper- <i>abhacád</i> = avocado- <i>liamhás</i> = ham

Thursday 7th May

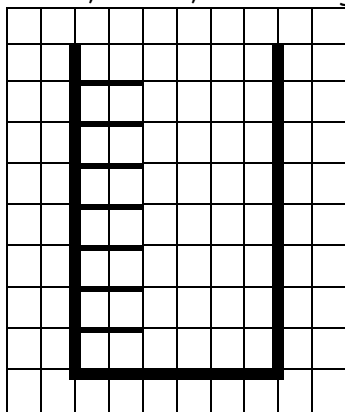
Maths

Tables: $\div 9$ and $\times 9$

We are continuing on with **Capacity**, measuring liquids and reading measurements.

I would like you to gather 5 of the containers you have been collecting, e.g. saucepan, bottle, etc. Fill a measuring jug to 100ml with water (remember to bend down to look at the 100ml at eye level). Then, using this as a reference, I would like you to pour what you think 100ml of water is from your tap into each of these containers, without measuring. It is an estimate! Then, to check, pour the water from container 1 into your empty measuring jug, and check how much you actually had in it. Was it around 100ml, or were you far off? Do this for each of the 5 containers. Write down in your copy the names of the containers and the actual amount you had poured in, and add it to your journal on Seesaw!

There are two tutorials on the CJ Fallon website which will help you to complete pg.172. Go to <https://my.cjfallon.ie/dashboard/student-resources>, repeat the steps from last week to find Busy at Maths 5 – Fifth Class, and click 'Resources'. Go to the last page and click Tutorial 95. This is a game where you must type in the **capacity** of the container, and then how much liquid it actually has in it. Remember, capacity is how much the container could hold if it was full. Then, watch Tutorial 96. before you do **BAM pg.172, Q1-3 and Maths Fact**. In Q1, you just have to write the amount of liquid that is in the container into your copy. For Q2, you must draw that amount of liquid into a container in your copy. This drawing does not have to be perfect, just draw a nice simple rectangle shape like the one below, but with the numbers marked in each line of your copy starting at the bottom 100ml, 200ml, etc. or maybe 10ml, 20ml, 30ml, etc.



For Q3, you don't have to draw the containers or mark in the different fluids, but I would like you to add the different amounts of liquid together to find out how much is in the container altogether. Change them all to the same thing before adding, e.g. to decimals.

English

Spellings: from Spellings & Tables book

→ if there are any words you don't understand, look them up in your dictionary.

1. *health*
2. *healthy*
3. *wealth* (can you think of any other words that rhyme with *health* and *wealth*?)
4. *poverty*

Word Study

Pick one of today's spellings and do a word study on it in your word study copy. Divide your page into 4 and find the definition (what it means) in your dictionary, a synonym, put the word in a sentence and draw it out in a picture if you can.

Read at Home p.107: '*Schooldays*'. Read the page aloud, and answer the questions out loud to someone at home – no need to write the answers down.

Writing

Today I would like you to do **Q1-5 in part D pg.186**. These questions are asking your opinion and require you to 'think outside the box'. There are no right or wrong answers – so try your best! I would love to see a photo of your answers to these questions on Seesaw.

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	<p>I would like you to do some phonics work on words that end in '-ic' and '-ick', in part G on pg.187. Words that end in '-ick' have one syllable (e.g. <i>stick, lick</i>) while words that end in '-ic' have more than one syllable (e.g. <i>gigantic, classic</i>). Before doing the questions, draw a line down the centre of the page in your English F and write down all the words you can think of that end in '-ick' on one side and '-ic' on the other. See how many you can come up with, and let me know on Seesaw! Then I would like you to do part G, which asks you to choose one word from each column and make a sentence with them both in it. For example, <i>I would feel embarrassed if I got <u>sick</u> in <u>public</u></i>. Again, I would love to see the sentences you come up with on Seesaw! Try to make at least 5 sentences.</p>
Gaeilge	<p>'Cúla4 ar Scoil' on TG4, on TV and online Monday-Friday @10-10.30.</p> <p>Continue your lessons on Duolingo – if you even did one lesson a day it would be great!</p> <p>Abair Liom, pg.32 online. You will be writing an <i>oideas</i> (recipe) for <i>cáca seacláide</i>. The sentences with the instructions are at the bottom of the page, but they are all mixed up. Your job is to write them in the correct order. First, you need to go through the sentences for any vocab you may not know. I have written some below to help you. Then, rewrite the whole recipe into your <i>cóipleabhar Gaeilge</i>, including the <i>comhábhair</i> (ingredients), the <i>trealamh</i> (equipment) and <i>am</i> (time). Maybe you could make chocolate cake using this recipe after you have written it out!</p> <ul style="list-style-type: none"> - <i>plúr</i> = flour - <i>púdar cócó</i> = cocoa powder - <i>stán bácála</i> = baking tin - <i>modh</i> = method - <i>smear</i> = grease - <i>an t-oigheann</i> = the oven - <i>reoán</i> = icing - <i>más mian leat</i> = if you like - <i>bain taitneamh as!</i> = enjoy!

Friday 8th May

Maths	<p>Tables: ÷9 and x9</p> <p><i>We are looking at some addition and subtraction of capacity today.</i></p> <p>Firstly, I would like you to take out your measuring jug and fill it to 1l with water, if you have one that holds that amount. If you have 1l of water in the jug and you pour out 600ml, what would be left? Before pouring it out, I would like you to guess how much would be left. Then, pour the 600ml of water out of the jug – if you have another measuring jug you could pour it into that and stop when there is 600ml in it, or if you have an electronic kitchen scales, put a glass on it and press on, change it to the 'ml' setting and pour water from the jug into it slowly until there is 600ml in the glass. Then look at your first measuring jug and see how much water is left in it. Was it the same as your guess? Your answer should be 400ml!</p> <p>Repeat this game a few more times, pouring out the following amounts of water:</p> <p style="text-align: center;">300ml, $\frac{1}{2}$l, 850ml, 0.4l, $\frac{3}{4}$l</p> <p>If you do not have a measuring jug or two, or an electronic kitchen scales, please do not worry – just work out in your copy what would be left over from 1l when you pour out the amounts above!</p> <p>I would like you to do some addition and subtraction of litres on BAM pg.173. Make sure to move in 2 boxes in your copy when you write the first number so you have space for the addition or subtraction sign, and keep your work nice and neat. Remember: one number per box, and number your questions properly. You do not have to do all of the sums on this page. I would like you to do Q1 a, b, c; Q2 a, b, c; all of Q3, Q4, Q5, Q6 & Maths Fact. Take your time with the word problems: remember our RUDE strategy: <i>Read, Underline, Draw, and Estimate</i>. The Maths Fact is revising long division: remember <i>Daddy Divides, Mommy Multiplies, Sister Subtracts, Brother Brings Down</i> and <i>Rover Repeats</i>.</p>
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English

Spellings: revise your spellings from the week and ask someone at home to test them. Write them into your word study copy (on the next page), correct them afterwards and send me on a photo of your test on Friday if you like 😊

Read at Home p.108: *'White Soda Bread'*. Read the page aloud, and answer the questions out loud to someone at home – no need to write the answers down. You could even try making the bread with someone at home at the weekend if you like!

Writing/SESE:

I would like you to do some research as to how icebergs are formed, and why they float. Write any facts you find into the Geography section of your SESE hardback. You could start by using WorldBookOnline through www.scoilnet.ie.

Then I would like you to do part **H on pg.187**, writing a postcard in your First Steps copy. *You have found a postcard in the wreck of the Titanic written by Lizziebeth to her friend, before she had a chance to send it.* Think: do you think she would have written a postcard when they hit the iceberg? No, she wouldn't have had the time. So, the postcard would have been written before that, possibly telling her friend all about her life on board the ship, what she saw, who she was friends with, what she ate, what she was looking forward to, etc. Try to write the postcard from Lizziebeth's point of view, including as much detail as you can.

When you are writing a postcard, remember you write the main part of the message on the left hand side, and on the right hand side there are lines where you write the name and address of the person you are sending it to, and room for a stamp in the top right hand corner. Your postcard should look something like this:

Dear	<div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div> <hr/> <hr/> <hr/> <hr/>
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I would love to see your finished postcards on Seesaw!

Gaeilge

'Cúla4 ar Scoil' on TG4, on TV and online Monday-Friday @10-10.30.

Continue your lessons on Duolingo – if you even did one lesson a day it would be great!

Abair Liom lch.34. Have a look at the pictiúr on lch.34. I would like you to write the 18 vocab words from this page into your Irish grammar hardback, or if you don't have that into your *cóipleabhar Gaeilge*. Use your foclóir or the website I gave earlier in the week to find their meanings.

On Abair Liom online, go to lch.34 and there are 3 resources in that tab at the bottom of the screen. Click on that, and go into *'Póstaer 05 – An seomra nua'*. In here you can listen to the scéal first, then press the home button to go back and there's a game there going through the foclóir, and then click the home button again and try the ceisteanna, answering them out loud. Try your best with this! 😊

Cáitín sa Chistin

D. Comhrá.

Síofra: A Dhaid, ba mhaith liom borróga a dhéanamh. An féidir leat cabhrú liom?

Daid: Cinnte. Tóg amach babhla mór, spúnóg adhmaid agus na scálaí. Cuirfidh mé an t-oigheann ar siúl.

Síofra: Cad iad na comhábhair a bheidh uaim?

Daid: Beidh siúcra, plúr, im agus uibheacha uait.

Síofra: Ceart go leor. Tá gach rud anseo agam. Conas a dhéanfaidh mé iad?

Daid: Ar dtús, cuir leathchupán ime agus cupán siúcra sa bhabhla. Measc le chéile iad leis an spúnóg adhmaid.

Síofra: An bhfuil sé sin ceart?

Daid: Foirfe. Anois, cuir cupán plúir agus dhá ubh leis an meascán.

Síofra: Ceart go leor. An bhfuil an meascán réidh anois?

Daid: Tá. Seo duit na cásanna borróige. Doirt an meascán isteach go mall... Maith an cailín! Anois, cuir isteach san oigheann iad ar feadh fiche nóiméad.



E. Cad a dhéanfaidh mé?



Ba mhaith liom seacláid the a dhéanamh. Conas a dhéanfaidh mé í?

Cuir púdar cócó agus bainne sa chupán agus measc le chéile iad.



Tóg Cuir Measc Gearr Cócaráil

1. Ba mhaith liom pancóga a dhéanamh. Conas a dhéanfaidh mé iad?
_____ amach plúr, uibheacha agus bainne.
2. Ba mhaith liom curáí sicín a _____. Conas a _____ é?
_____ sicín agus púdar curáí i bpota.
3. Ba _____ sailéad torthaí a dhéanamh. Conas _____?
_____ suas anann, fionchaora agus fraocháin ghorma. _____ i mbabhla iad.
4. _____ anraith _____. _____?
_____ suas na glasraí. _____ i bpota iad le huisce. _____ é ar feadh fiche nóiméad.



Scríobh na treoracha: Ba mhaith liom ubh bhruite a dhéanamh. Conas a dhéanfaidh mé é?

F. Éist agus scríobh na comhábhair.



 _____ _____ _____ _____	 _____ _____ _____ _____	 _____ _____ _____ _____
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G. Críochnaigh na habairtí.



'Tá **cuma ghránna** ar an meascán seo.'

álainn

bhlasta

dhólte

shláintiúil

thuirseach

neirbhíseach



1. Bhí cuma _____ ar na borróga a rinne Síofra.



2. 'Tá cuma _____ ar do ghúna nua,' arsa Mamó do Mham.



3. D'fhág Daid an dinnéar san oigheann rófhada. Níor theastaigh ó aon duine é a ithe mar bhí cuma _____ air.



4. 'Ó, tá cuma _____ ar do lón,' arsa Niamh nuair a chonaic sí an saillead le piobar, abhacád agus liamhás a bhí déanta ag Magda.



5. Bhí cuma _____ ar Mhamó tar éis an dinnéar a ullmhú don teaghlach go léir.



6. Thug Mam faoi deara go raibh cuma _____ ar Oisín. Tar éis tamaill, fuair sí amach go raibh na brioscaí go léir a bhí sa chófra ite aige.








Críochnaigh an abairt: Bhí cuma blasta ar _____.

Cáitín sa Chistin

K. Cuir an t-oidéas in ord.



Comhábhair:

-  ½ chupán ime
-  1 chupán siúcra
-  1 chupán plúir
-  ½ chupán púdar cócó
-  2 ubh

Cáca seacláide

Trealamh:

-  stán bácála
-  spúnóg
-  babhla

Am:

Tríocha nóiméad



Modh:

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

Smear an stán bácála le him.

Cuir an t-oigheann ar siúl (180°C).

Cuir an plúr, an cócó agus na huibheacha sa bhabhla agus measc iad.

Cuir an stán bácála isteach san oigheann.

Doirt an meascán isteach sa stán bácála.

Cuir reoán ar an gcáca más mian leat.

Tóg an cáca amach as an oigheann.

Measc an siúcra agus an t-ime sa bhabhla.

Fág an meascán san oigheann ar feadh 20 nóiméad.

Bain taitneamh as!

05 An seomra nua

Eiseamláirí

___ is ea é.	Tá sé cuíosach mór / beag.
Tá ___ seomra againn.	Thuas / thíos staighre, tá ___.
Tá ___ ann. Tá ___ sa ___.	Tá dath ___ ar ___.
Tá ___ ar an ___.	

