

## 5<sup>th</sup> Class Ms. Murphy – Home Learning 8<sup>th</sup>-12<sup>th</sup> June 2020

Hi everyone!

I hope you're all happy and healthy and ready for a brand new week! I'm sure you enjoyed the few days off last week, I think we all deserved a little break! So now we should all be refreshed and ready to go for the next few weeks, your last month of 5<sup>th</sup> Class. Can you believe it! It feels like only yesterday that I was getting to know you all at the start of the year, and look how far you have come.

Girls I know that some days it might be hard to stay motivated and ready to tackle the day and the schoolwork, but I would love if we all just gave that last little push for these final 3 weeks of school. Try your best to keep on top of the work or even to catch up on any work you have missed, try to submit your Seesaw responses before the end of the week, and most of all – try your best. That's all that I ask!

If you managed to get your 'My Dream Journey' mini-project completed I would love to see a photo/video of it on Seesaw, or if you didn't manage to finish it maybe you could keep working on it this week? I got some wonderful responses, such as an online presentation with slides of routes and pictures of Australia; a collage and 'vision board' of a journey through America; among others. I would love to see more of your "Dream Journeys" and we could all imagine ourselves going on one this year!

Your parents should have received a message last week to confirm the email address that they would like your school report sent to, by emailing me on [fifthclass1@glasheengirls.com](mailto:fifthclass1@glasheengirls.com). Thank you to those who have done so already, and a gentle reminder to others to confirm this with me by the end of the week.

I have received some brilliant 5 second clips of yourselves dancing to "Think About Things" for our end-of-year video, they are so funny! I'm looking forward to putting them all together with the music, so a last reminder for anyone who has not submitted it to send it on Seesaw on or before this Friday, 12<sup>th</sup> June.

Our themed work for the next fortnight is *The Beach* – click here for the list of ideas. Great news that from Monday 8<sup>th</sup> we can travel anywhere in Cork, so hopefully we will get to see a beach sooner than we thought we could! Keep up the good work on Seesaw - I have loved receiving your posts, videos, voice messages and notes. I also welcome feedback on any of the activities, work, or what you like/dislike on Seesaw, it's great for me to know how you are feeling about it so don't be shy! The 5 new Seesaw activities will be up on Monday at 8am.

Stay happy, stay smiling, and stay in touch!

Miss Murphy :)

Each day:	
	Watch Home School Hub RTÉ2 Monday-Friday 11am-12pm, or on the RTÉ Player online. <a href="http://www.morningchallenge.co.uk">www.morningchallenge.co.uk</a> - choose the day's date on the calendar.
<b>Gaeilge</b>	'Cúla4 ar Scoil' on TG4, on TV and online Monday-Friday @10-10.30. Continue your lessons on Duolingo – one quick 5 minute lesson per day!
<b>SESE</b>	Choose an activity from our theme: 'The Beach'. Activities from this list can be done in your Geography SESE hardback. Don't forget to share these activities on Seesaw!
<b>Music</b>	Listen to this week's 'Cheerful Chune' – <i>Mr. Blue Sky</i> by Electric Light Orchestra. ☺ <a href="https://www.youtube.com/watch?v=GswbT5zfmRE">https://www.youtube.com/watch?v=GswbT5zfmRE</a>
<b>Art</b>	<a href="https://crawfordartgallery.ie/homelife-3/">https://crawfordartgallery.ie/homelife-3/</a> The Crawford Art Gallery in town have some fantastic ideas on the website above for art you can do at home. There are 9 different art activities there, so this week I would like you to choose 1 of these (or more if you like!) to do at home. I hope you have been enjoying the websites that I have been sharing with you, a big thank you to the girls who have shared their artwork and responded to these activities on Seesaw. However, I would love if more of you did that this week! It will be one of your Seesaw activities, so spend a bit of time choosing one, have fun recreating it, send a picture of it onto me on <b>Seesaw</b> and also a little comment explaining which activity (1-9) you chose, and what you thought about it.
<b>P.E.</b>	This week's PE is from Coach Clare again on <a href="http://weplay.ie">http://weplay.ie</a> . Scroll down to 'Week 2'. This week, you'll be practicing how to jump and land correctly, so as not to injure yourself. Watch the video and then do the activities Clare has explained, such as trying to jump the length of your height. This is bringing in some of those mathematical measuring skills you have been practicing in maths! If you like, do the Scavenger Gratitude Hunt, which is attached next to the video.

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Monday 8<sup>th</sup> June

<p><b>Maths</b></p>	<ol style="list-style-type: none"> <li>1. Tables: Play 'Hit the Button' and try to beat your score from last week! <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a>.</li> <li>2. Master Your Maths Week 30 Monday</li> <li>3. Topic for today: <b>Length</b> (word problems).</li> </ol> <p><b>BAM pg.100 Q1-7, Challenge and Maths Fact</b> for today. Use RUDE (Read, Underline, Draw, Estimate) strategy to work out the word problems. Share your answers with me on <b>Seesaw</b>.</p>
<p><b>English</b></p>	<p><b>Spellings:</b> tricky words (Don't forget to use a new spelling strategy in your word study copy!) → if there are any words you don't understand, look them up in your dictionary.</p> <ol style="list-style-type: none"> <li>1. <i>necessary</i> (sometimes people may add an s where the c is – be careful of this! Break it up into nec/ess/ar/y)</li> <li>2. <i>onion</i> (careful not to mix up the i and the o)</li> <li>3. <i>panicking</i> (panic→panicking: adds a k)</li> <li>4. <i>signature</i> (sometimes people may put 'ch' instead of t – break it up into sig/nat/ure)</li> </ol> <p><b>Reading</b> This week we will be working on the chapter 'The Boy in the Striped Pyjamas' from the novel of the same name by John Boyne (UAR pg.260-269). Some of you may have read this book or seen the movie. First, <b>read the whole extract pgs.260-267</b>. If there are words that you don't understand make sure you use your dictionary to look them up. After reading, I would like you to think – <b>why do you think the family had to leave their home in Berlin?</b> There are no right or wrong answers here – it is your opinion. I would like you to add a note/voice message/video to your journal on <b>Seesaw</b> explaining your answer. Then, answer the questions on <b>pg.268 C Q1-6</b> <u>aloud</u>, either to someone at home or to me on <b>Seesaw</b>. (no need to write these answers.)</p>
<p><b>Gaeilge</b></p>	<p>Log in to <b>pg.82 Abair Liom</b> on Folens Online <a href="https://www.folensonline.ie/home/library/programmes/abair-liom-5th-class/ebook/">https://www.folensonline.ie/home/library/programmes/abair-liom-5th-class/ebook/</a>. Click on the resources tab on the bottom and listen to the <i>comhrá</i>. Then, practice reading the <i>comhrá</i> yourself twice on pg.82. After that, send me a voice note/video of you reading it on <b>Seesaw</b>. I have really loved listening to the girls' reading who have sent some on so thank you for doing that, maybe some more of you can send it on this week! Take your time when you are reading, and don't be shy! I have gone through some of the vocab here, but a lot of it has been covered last week so make sure you read back over the vocab you have written down in the <i>Éadaí</i> section in your Gaeilge hardback. Any vocab in bold, please add it to this list. [Note: when you call someone in Irish, you put 'a' before it, and usually add a <i>séimhiú</i> (a 'h') to their name (if it can take a <i>séimhiú</i>) and if the name is an Irish name. So, for example, "a <i>Shaoirse</i>", "a <i>Chiara</i>" but "a <i>Róisín</i>" (because 'R' does not take a <i>séimhiú</i>) or "a <i>Molly</i>" (because this is not an Irish name).]</p> <ul style="list-style-type: none"> <li>- <b>caitheann</b> = wear</li> <li>- <b>de ghnáth</b> = usually</li> <li>- <b>seolta</b> = nice</li> <li>- <b>compordach</b> = comfortable</li> <li>- <b>cad fútsa?</b> = what about you?</li> <li>- <b>samhradh</b> = summer</li> <li>- <b>geimhreadh</b> = winter</li> <li>- <b>ní oireann ____ dom</b> = ___ doesn't suit me</li> <li>- <b>neamhfhoirmiúil</b> = informal/casual</li> </ul> <p>Then, do <b>D Q1-6</b> in your <i>cóipleabhar Gaeilge</i>. Construct sentences using one word from each box, the question words are at the top. Use the information from the <i>comhrá</i> to help you write down what each person wears. In the <i>cathain</i> (when) box, <b>de ghnáth</b> = usually; <b>uaireanta</b> = sometimes; <b>ó am go ham</b> = from time to time; and <b>ag an deireadh seachtaine</b> = at the weekend. Add these into your list of vocab in your <i>Gaeilge</i> hardback too. Send a picture of your work to me on <b>Seesaw</b>.</p>

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Tuesday 9<sup>th</sup> June

<b>Maths</b>	<ol style="list-style-type: none"><li>1. Tables: Play 'Hit the Button' <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a>.</li><li>2. Master Your Maths Week 30 Tuesday</li><li>3. Topic for today: <b>Length</b> (mixture of questions)</li></ol> <p><b>BAM pg.100 Q8</b> for today. Remember to put the measurements in the same format (in decimal or change both to m or km, for example) before working out the sum. Be careful of the signs, and remember your BOMDAS rule: always do brackets first, or if there are no brackets always do multiplication or division before addition or subtraction. Send a photo of your work to your journal on <b>Seesaw</b>.</p>
<b>English</b>	<p><b>Spellings:</b> tricky words → if there are any words you don't understand, look them up in your dictionary.</p> <ol style="list-style-type: none"><li>1. <i>people</i> (careful not to mix up the e and the o)</li><li>2. <i>recommend</i> (two m's, not two c's)</li><li>3. <i>survivors</i> (-ors, not -ers)</li><li>4. <i>temperature</i> (break it up into temp/er/at/ure)</li></ol> <p><b>Reading/Writing</b> Today I would like you to <b>re-read the story, pg.260-267</b>. Answer the questions in <b>pg.268 D1-6</b> <u>aloud</u>, either to someone at home or to me on <b>Seesaw</b> (no need to write them down). Then, I would like you to do the 'fill in the blanks' exercise <b>G 1-6 on pg.269</b> in your English F copy (in your neatest handwriting!). Please send a photo of this to me on <b>Seesaw</b>.</p>
<b>Gaeilge</b>	<p>Log in to <b>pg.83 Abair Liom</b> on Folens Online <a href="https://www.folensonline.ie/home/library/programmes/abair-liom-5th-class/ebook/">https://www.folensonline.ie/home/library/programmes/abair-liom-5th-class/ebook/</a>.</p> <p>Click on the resources tab at the bottom of the page and click on <b>E: Éist agus tarraing</b> – listen and draw. Listen to each person describe what they are wearing, pause it after each and then draw the clothes on the person. Use the vocab from the <i>Éadaí</i> section of your hardback to help you. You can print off pg.83 and do it on that, or just write the person's name in your copy and draw a picture of them wearing the clothes they described. Listen carefully to all of what they say before you start drawing! If you have any questions send me a message. Add a picture of this work to <b>Seesaw</b>.</p>

Wednesday 10<sup>th</sup> June

<p><b>Maths</b></p>	<ol style="list-style-type: none"> <li>1. Tables: Play 'Hit the Button' <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a>.</li> <li>2. Master Your Maths Week 30 Wednesday</li> <li>3. Topic for today: <b>Number Theory</b> (factors).</li> </ol> <p>Today we will be looking at factors. In a multiplication sum such as <math>3 \times 2 = 6</math>, 3 and 2 are the <u>factors</u>. When we multiply two factors together, we get the <u>product</u>. So, in that sum, the product of 3 and 2 is 6. The product of 4 and 5 is 20. The product of 12 and 6 is 72. Therefore, <b>factors</b> are numbers that will <i>divide evenly</i> into the <b>product</b>.</p> <p>Have a look at the boxes at the top of BAM pg. 141. Then, go onto the CJ Fallon website <a href="https://my.cjfallon.ie/dashboard/resources">https://my.cjfallon.ie/dashboard/resources</a> and find Tutorial 83. Play this game, where you have to click on the pairs of factors that make the number (the product). Do <b>BAM pg.141 Q1</b> <u>out loud</u>, no need to write them down. See how quick you can be with these tables to find the product! Time yourself, and let me know how many seconds it took on <b>Seesaw</b>.</p> <p>Then, do <b>Q2</b> in your copy. First, write the pairs of factors, with a bracket around each pair. Then, write the list of the factors in the next column. So, for example, if the number is 36, then the pairs of factors are (1, 36), (2, 18), (3, 12), (4, 9), (6, 6). Remember how I told ye to start with 1, then 2, then 3, and so on to see what numbers divide in evenly, so you don't miss out on any factors. Then, write the list of factors (starting with the smallest): 1, 2, 3, 4, 6, 9, 12, 18, 36. Notice how I didn't write 6 down twice, as you're just listing the numbers that divide evenly into 36. Next, do <b>Q3</b>. You can do this on <b>Seesaw</b>, just 'add note' to your journal and number the questions, writing 'True' or 'False' next to it. If something is false try to explain why it is incorrect. If you cannot do it on Seesaw you can do it in your copy and send a photo of your work on. Take your time with the questions and really think them through!</p>
<p><b>English</b></p>	<p><b>Spellings:</b> from Spellings &amp; Tables book          → if there are any words you don't understand, look them up in your dictionary.</p> <ol style="list-style-type: none"> <li>1. <i>exactly</i> (break it up into ex/act/ly)</li> <li>2. <i>examination</i> (break it up into exam/in/ation)</li> <li>3. <i>excellent</i> (people often forget the c – break it up into ex/cell/ent – try to remember that there is a 'cell' in 'excellent')</li> <li>4. <i>exercise</i> (there is no c after the x – this is a word that is very often misspelled. Break it up into ex/er/cise)</li> </ol> <p><b>Writing/Internet</b></p> <p>First I would like you to do the punctuation exercise <b>pg.269 F Q1-6</b> in your English F copy. Take your time in re-writing these sentences (in your neatest handwriting!) including capital letters, full stops, question marks, quotation marks, commas and apostrophes where you think they should go. Read through the sentence and decide what you think needs to be changed before writing it. Hint: when there is direct speech, there is usually a comma before 'he said.' So, for example, "Come here for a minute," he said. You can have a question mark or an exclamation mark <u>instead</u> of the comma, not both. So for example "Come here for a minute!" he said. Or "Will you come here?" he said. Upload a photo of your work to your <b>Seesaw</b> journal.</p>
<p><b>Gaeilge</b></p>	<p>Log in to <b>pg.85 Abair Liom</b> on Folens Online.</p> <p>Today you will be doing some grammar work on the preposition 'do' (to). Write what I have written here on a new page in your Gaeilge hardback, under the heading <i>Réamhfhocal 'do' (to)</i>.</p> <ul style="list-style-type: none"> <li>- <b>dom</b> = to me (<i>mé</i>)</li> <li>- <b>duit</b> = to you (<i>tú</i>)</li> <li>- <b>dó</b> = to him (<i>sé</i>)</li> <li>- <b>dí</b> = to her (<i>sí</i>)</li> <li>- <b>dúinn</b> = to us (<i>sinn</i>)</li> <li>- <b>daoibh</b> = you (plural) (<i>sibh</i>) – when I say "Dia daoibh!" it literally means "God be <b>to you all</b>"</li> <li>- <b>dóibh</b> = to them (<i>siad</i>)</li> </ul> <p>Then, go through the sentences <b>H 1-8 on pg.85</b>. Re-write the sentences (in your neatest handwriting!), filling in the blanks. Send a photo of this work onto me on <b>Seesaw</b>.</p>

Thursday 11<sup>th</sup> June

<p><b>Maths</b></p>	<ol style="list-style-type: none"> <li>1. Tables: Play 'Hit the Button' <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a>.</li> <li>2. Master Your Maths Week 30 Thursday</li> <li>3. Topic for today: <b>Number Theory</b> (multiples).</li> </ol> <p>Today we will be looking at multiples. We are very familiar with multiples at this stage, for example counting up in 2's or in 3's. First, log in to CJ Fallon <a href="https://my.cjfallon.ie/dashboard/resources">https://my.cjfallon.ie/dashboard/resources</a> and go to Tutorial 84. Play this multiples game. Then, go to <b>BAM pg.142</b> and do <b>Q1</b> <u>out loud</u>, no need to write these down. Time yourself counting up to find the first five multiples of each number, you can send me a voice note or a video of you doing this on <b>Seesaw</b> and how many seconds/minutes it took you.</p> <p>Then go to <b>Q3</b> and <u>out loud</u>, pick out the multiples of each of those numbers. No need to write this down.</p> <p>Next, do <b>Q4</b>. Again, you can do this on <b>Seesaw</b>, just 'add note' to your journal and number the questions, writing 'True' or 'False' next to it. If something is false try to explain why it is incorrect. If you cannot do it on Seesaw you can do it in your copy and send a photo of your work on. Take your time with the questions and really think them through!</p>
<p><b>English</b></p>	<p><b>Spellings:</b> from Spellings &amp; Tables book          → if there are any words you don't understand, look them up in your dictionary.</p> <ol style="list-style-type: none"> <li>1. <i>except</i> (don't forget the c after the x – break it up into ex/cept)</li> <li>2. <i>exception</i></li> <li>3. <i>excuse</i></li> <li>4. <i>experience</i></li> </ol> <p><b>Research/Writing</b></p> <p>Firstly today I would like you to do some research about the Holocaust on this website <a href="https://www.dkfindout.com/us/history/world-war-ii/holocaust/">https://www.dkfindout.com/us/history/world-war-ii/holocaust/</a>. From there, in the bottom right-hand corner, click both 'concentrations camps' and 'Anne Frank' to learn more about these topics. Please only use this website that I have given you to do your research today. The Holocaust is one of the most terrible and sad parts of history, but it is important for us to learn about it so that nothing like that can ever happen in our world again.</p> <p>Over today and tomorrow, I would like you to write a <b>diary entry</b>, from the perspective of a child in a concentration camp. Use the information from the story <i>The Boy in the Striped Pyjamas</i> and also from your online research to help you make your character. The concentration camp in the story is Auschwitz, where they wore blue and white striped pyjamas, but your character can be from any concentration camp in WW2.</p> <p>Really try to get into the child's character and talk about what life is like in the concentration camp, how you got there, what you have to do every day, your family, your friends, how you are feeling, and so on. Plan out your diary entry before you start writing: make a mind map with all of the information you want to include before you start writing. Remember – you never start writing without a plan!</p> <p>Today you will be writing a first draft, and tomorrow you will be editing and rewriting it. Don't forget neat handwriting and proper punctuation (capital letters, commas, apostrophes, etc.). Your diary entry should be at least <math>\frac{1}{2}</math> A4 page, preferably 1 A4 page. Please do this in your First Steps copy. When you have finished your first draft send a photo of your work on <b>Seesaw</b>.</p>

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<b>Gaeilge</b>	<p>Log in to <b>pg.86 Abair Liom</b> on Folens Online <a href="https://www.folensonline.ie/home/library/programmes/abair-liom-5th-class/ebook/">https://www.folensonline.ie/home/library/programmes/abair-liom-5th-class/ebook/</a>. Click on the resources tab and listen to the first 2 paragraphs: <i>Mo chara Daithí &amp; An sártaoch</i>. Then read these paragraphs yourself aloud. I have gone through the vocab here to help you. Add any vocab in bold to the <i>Éadaí</i> page in your hardback.</p> <ul style="list-style-type: none"><li>- <i>catach/casta</i> = curly</li><li>- <i>ard</i> = tall</li><li>- <i>seanbhróga reatha</i> = old runners</li><li>- <i>aoibh</i> = smile</li><li>- <i>go moch ar maidin</i> = early in the morning</li><li>- <i>maidineacha</i> = mornings</li><li>- <i>an sártaoch</i> = superhero</li><li>- <i>scannán</i> = movie</li><li>- <i>carachtar</i> = character</li><li>- <i>cliste</i> = clever</li><li>- <i>láidir</i> = strong</li><li>- <b><i>feisteas</i> = costume</b></li><li>- <b><i>culaith</i> = suit</b></li><li>- <b><i>clóca</i> = cloak</b></li><li>- <i>clúdaithe</i> = covered</li><li>- <i>réaltaí óir geala</i> = bright gold stars</li><li>- <b><i>púicín</i> = mask</b></li><li>- <i>cumhachtaí speisialta</i> = special powers</li><li>- <i>radharc</i> = sight</li><li>- <i>éisteacht</i> = hearing</li><li>- <i>neart</i> = strength</li><li>- <i>den scoth</i> = superb</li></ul> <p>After reading through these first 2 paragraphs yourself, I would like you to answer <b>pg.87 A Q1-4</b> in your <i>cóipleabhar Gaeilge</i>. Remember to use the verb in the question back in the answer. Send this work onto your journal on <b>Seesaw</b>.</p>
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### Friday 12<sup>th</sup> June

<b>Maths</b>	<ol style="list-style-type: none"><li>1. Tables: Play 'Hit the Button' and try to beat your score from last week! <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a>.</li><li>2. Master Your Maths Week 30 Test</li><li>3. Topic for today: <b>Number Theory</b> (prime and composite numbers)</li></ol> <p>Today we will be looking at prime and composite numbers. A reminder:</p> <ul style="list-style-type: none"><li>- <i>A prime number</i> only has 2 factors, itself and 1. For example, the factors of 7 are 1 and 7; therefore 7 is a prime number.</li><li>- <i>A composite number</i> is the opposite: it is a number that has more than two factors. For example, the factors of 8 are 1, 8, 2 and 4; therefore it's a composite number.</li></ul> <p>First, do the <b>Seesaw</b> maths activity linked for today (this will go up at 8am on Friday morning), which is based on BAM pg.143 Q1. The instructions will be in the activity.</p> <p>Then, look at the information about <b>Q2 on pg.143</b>. Read through it, and watch my video on Seesaw explaining it (this will go up at 8am Friday morning). It is explaining how to figure out if a big number, e.g. a 3 or 4-digit number, is prime or composite without having to list out all the many factors that it may have. After you have watched my video, then do <b>Q2</b> in your copy. Use the information you have read and watched in the video to figure out which of those numbers is a factor of the big number. You can do this on <b>Seesaw</b> by adding a note with your answers to your journal, or do it in your copy and share a photo of your work on Seesaw.</p>
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## 5<sup>th</sup> Class Ms. Murphy – Home Learning 8<sup>th</sup>-12<sup>th</sup> June 2020

<b>English</b>	<p><b>Spellings:</b> revise your spellings from the week and ask someone at home to test you. Write them into your word study copy, correct them afterwards and send me on a photo of your test on Friday on <b>Seesaw</b> 😊</p> <p><b>Reading:</b> Drop Everything And Read (DEAR) time: for at least 10 minutes but I would love if you read whatever book you are reading at the moment for 30 minutes or more.</p> <p><b>Research/Writing</b> Today I have another website about the Holocaust for you to have a look at <a href="https://www.ducksters.com/history/world_war_ii/holocaust.php">https://www.ducksters.com/history/world_war_ii/holocaust.php</a>. Some of the information here may be useful to you for your diary entry. Again, stay only on this website when you are doing your research. Your next job is to read back over the diary entry that you wrote yesterday and edit it. When you are editing work, it is useful to go back over it with a pencil and underline any parts you want to change - words you misspelled; punctuation you forgot to add in; making sentences longer or shorter; adding in extra information; replacing 'tired words' with better ones; and so on. Go through it and do this first, and then set about re-writing your diary entry on the next page, calling it 'Diary Entry Draft 2'. Take your time and again I want to see your neatest handwriting. Please send a photo of your finished, edited diary entry to me on <b>Seesaw</b>.</p>
<b>Gaeilge</b>	<p>Log in to <b>pg.86 Abair Liom</b> on Folens Online <a href="https://www.folensonline.ie/home/library/programmes/abair-liom-5th-class/ebook/">https://www.folensonline.ie/home/library/programmes/abair-liom-5th-class/ebook/</a>. Click on the resources tab and this time listen to the last 2 paragraphs: <i>An fear grinn</i> and <i>An tseanbhean ait</i>. Then read these paragraphs yourself aloud. I have gone through the vocab here to help you, add any vocab in bold to the <i>Éadaí</i> page in your hardback. Finally, do <b>pg.87 A Q5-9</b> in your <i>cóipleabhar Gaeilge</i>.</p> <ul style="list-style-type: none"><li>- <i>fear grinn</i> = clown</li><li>- <i>thar a bheith</i> = very</li><li>- <i>greannmhar</i> = funny</li><li>- <i>gearr</i> = short</li><li>- <i>seaicéad fada</i> = long jacket</li><li>- <i>aghaidh</i> = face</li><li>- <i>daite</i> = coloured</li><li>- <i>ollmhór</i> = huge</li><li>- <i>fuaim</i> = sound</li><li>- <i>seanbhean</i> = old woman</li><li>- <i>ait</i> = strange</li><li>- <i>chomh ciúin le reilig</i> = as quiet as a graveyard</li><li>- <i>i m'aonar</i> = on my own</li><li>- <i>go tobann</i> = suddenly</li><li>- <i>ciorcaíl</i> = circles</li><li>- <i>i mo threo</i> = in my direction</li><li>- <i>lig mé béic asam</i> = I screamed</li><li>- <i>ar nós na gaoithe</i> = like the wind</li><li>- <i>shroich mé</i> = I reached</li><li>- <i>déan cur síos</i> = describe</li><li>- <i>ceathrú</i> = fourth</li><li>- <i>aidiachtaí</i> = adjectives</li><li>- <i>scanrúil</i> = scary</li><li>- <i>sona sásta</i> = happy</li></ul>

## No stíl phearsanta

### C. Comhrá.

**Agallóir:** A Sheáin, cad iad na héadaí a chaitheann tú de ghnáth?

**Seán:** Caithim t-léinte clóite, bristí géine agus bróga reatha faiseanta de ghnáth. Is maith liom éadaí atá seolta agus compordach.

**Agallóir:** Cad fútsa, a Shíofra?

**Síofra:** Caithim luiteoga clóite agus t-léinte geala de ghnáth. Is breá liom bróga. Caithim cuaráin sa samhradh agus buataisí sa gheimhreadh. Ní oireann gúnaí dom. Is fearr liom éadaí neamhfhoirmiúla.

**Agallóir:** Agus tusa, a Magda, cad iad na héadaí a chaitheann tusa de ghnáth?

**Magda:** Is aoibhinn liom éadaí gleoite faiseanta. Caithim éadaí de gach sórt. Tá suim agam i gcúrsaí faisin.

Bim i gcónaí ag léamh irisí faisin.

**Agallóir:** Agus tú féin, a Dhaithí, inis dúinn faoi do chuid éadaí.

**Daithí:** Is cuma liom faoi chúrsaí faisin. De ghnáth, caithim éadaí spóirt mar tá siad compordach. Is maith liom geansaithe spóirt agus cultacha spóirt.



### D. Cad iad na héadaí a chaitheann siad?

Cad?	Cé?	Cad?	Cén sórt?	Cathain?	
Caitheann	Seán Síofra Oisín Magda Daithí Mam	t-léinte léinte húdaithe geansaithe bristí	bristí géine gúnaí sciortaí cultacha spóirt luiteoga	geala compordacha faiseanta seolta gleoite clóite	de ghnáth. uaireanta. ó am go ham. ag an deireadh seachtaine.

1. Caitheann Daithí cultacha spóirt compordacha de ghnáth.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



Críochnaigh an abairt fút féin: Caithim \_\_\_\_\_ de ghnáth.



E. Éist agus tarraing.



F. Dán.



**An Fear Bréige**

*Le Eamonn Ó Tuathail*

Ó, féach an fear bréige  
 'na sheasamh sa ghort  
 A sheanhata pollta  
 A chóta beo bocht  
 A dhá lámh ar leathadh  
 Gan ordóg ná méar  
 A bhriste gan chosa  
 Ag síneadh go féar.

Mo thua an fear bréige  
 Ag casadh le gaoth  
 Le súile gan solas  
 In aghaidh atá baoth  
 Amuigh ina aonar  
 Ag faire na n-éan  
 Go luíonn an ghrian  
 Ag deireadh an lae.



Déan cur síos ar éadaí an fhir bhréige.

## H. Gramadach: An forainm réamhfhoclach 'do'.



do

Oireann éadaí spóirt **do** Dhaithí.

dom (mé)	duit (tú)	dó (sé)	dí (sí)
Thug Mamó geansaí geal <b>dom</b> mar bhronntanas.	Ní oireann na luiteoga sin <b>duit</b> .	Seán Ó Sé is ainm <b>dó</b> .	Cheannaigh Mam sciorta gleoite <b>dí</b> .
dúinn (sinn)	daoibh (sibh)	dóibh (siad)	
Inis <b>dúinn</b> faoi do chuid éadaí.	Dia <b>daoibh</b> go léir.	Taispeáin do t-léine sheolta nua <b>dóibh</b> .	

- Inis \_\_\_\_\_ faoi do chuid éadaí scoile. (mé)
- Taispeáin sí a gúna gleoite nua \_\_\_\_\_. (sinn)
- Thug siad éadaí faiseanta \_\_\_\_\_ mar bhronntanas. (sí)
- Oireann an dath gorm \_\_\_\_\_ mar tá súile gorma agat. (tú)
- Thug mé iris faisin \_\_\_\_\_ ach is cuma leo faoi chúrsaí faisin. (siad)
- Rinne mé cáca úll \_\_\_\_\_ agus bhí sé ite aige i bpreabadh na súl. (sé)
- Déanfaidh mé pancóga \_\_\_\_\_ mar mhilseog. (sibh)
- Díolann an siopa nua éadaí \_\_\_\_\_. (páistí)



Scríobh cúig abairt ag baint úsáid as na réamhfhocail thuas.

## Cad a oireann dóibh?

	1. Cad a oireann do <b>Shíofra</b> ? Oireann _____ <b>dí</b> .	
	2. Cad a oireann do _____? Oireann _____.	
	3. Cad _____? Oireann _____.	
	4. _____? _____.	



Cad a oireann duitse?

## 12 Feisteas

Eiseamláirí

Ar dtús... Anois... An chéad duine elle ná...  
Ar deireadh...

Tá \_\_\_ á chaitheamh ag \_\_\_.

An-fhaiseanta! Go hálainn ar fad!

Nach bhfuil sé / sí \_\_\_?

As \_\_\_ atá sé déanta.

Féach ar \_\_\_.

### Mo chara Daithí

Seo é mo chara Daithí. Tá gruaig dhonn chatach air agus súile donna aige. Is buachaill ard é. Is cuma le Daithí faoi chúrsaí faisin. De ghnáth, caitheann sé cultacha spóirt compordacha agus seanbhróga reatha. Bíonn aoibh mhór ar a aghaidh i gcónaí, ach amháin go moch ar maidin. Is fuath leis na maidineacha!



### An sártaoch

Chonaic mé scannán sa phictiúrlann inné. Thaitin an carachtar Cailín Cliste go mór liom. Sártaoch ab ea í. Bhí sí cliste agus láidir. Bhí feisteas iontach uirthi. Chaith sí culaith dhearg agus clóca gorm clúdaithe le réaltaí óir geala. Bhí púicín dearg agus gorm ar a haghaidh. Bhí buataisí arda dubha á gcaitheamh aici freisin. Bhí cumhachtaí speisialta aici – radharc, éisteacht agus neart den scoth.

### An fear grinn

Chuamar go dtí an sorcas ag an deireadh seachtaine. Bhí an fear grinn thar a bheith greannmhar. Bhí briste gearr le strioca oráiste air, léine gheal agus carbhat gorm le spotaí buí. Bhí seaicéad fada le pócaí móra á chaitheamh aige freisin. Bhí gruaig rua chatach air agus aghaidh bhán le srón dhearg. Ar a cheann, bhí hata daite déanta as balúin. Bhí bróga ollmhóra air agus bhí an fhuaim 'bíp bíp' le cloisteáil nuair a shiúil sé.



### An tseanbhean ait

Oíche dhorcha a bhí ann. Bhí sé chomh ciúin le reilig. Bhí mé ag siúl abhaile i m'aonar. Go tobann, chonaic mé seanbhean ait ag bun an bhóthair. Bhí gruaig fhada chatach dhubh uirthi. Bhí gúna fada dubh á chaitheamh aici. Bhí a haghaidh chomh bán le sneachta agus bhí ciorcail dhorcha timpeall a súl. Thosaigh sí ag siúl i mo threo. Lig mé béic asam agus rith mé ar nós na gaoithe. Níor stop mé gur shroich mé an teach.

## A. Freagair na ceisteanna.



1. Cén dath gruaige atá ar Dhaithí?
2. Cad a chaitheann Daithí de ghnáth?
3. Cad is ainm don sárleach sa téacs?
4. Cad a bhí á chaitheamh ag an sárleach?
5. Déan cur síos ar fheisteas an fhir ghrinn.
6. Cad a tharla nuair a shiúil an fear grinn?
7. Cén sórt oíche a bhí ann sa cheathrú téacs?
8. Déan cur síos ar an tseanbhean ait.
9. Meaitseáil na haidiachtaí seo leis na daoine sna téacsanna:
  - a. greannmhar
  - b. scanrúil
  - c. cliste
  - d. sona sásta



Déan cur síos ar do chara féin.

## B. Aimsigh na haidiachtaí sna téacsanna.



donn	_____	_____
catlach	_____	_____
ard	_____	_____
compordach	_____	_____
_____	_____	_____
_____	_____	_____

## C. Léigh agus tarraing.



Seo é an Laoch Luais. Is carachtar é sa chluiche ríomhaire. Tá cumhachtaí speisialta aige. Is féidir leis rith níos tapa ná aon duine eile sa domhan. Caitheann sé culaith ghlas sheolta, bróga reatha óir agus clogad geal. Bíonn spéaclaí gréine air freisin.