

Luan 27ú-Lasracha An Spáslong

1. Cé a bhí ina luí ar an bhféar?

2. Déan cur síos ar an bpictiúr ar lth 45.

3. Céard a bhí laistigh don spáslong? Cad is ainm dó?

Tarraing pictiúr don fhirín sa spáslong.



4. Cá ndeachaigh siad ar dtús sa spáslong?

5. Cá ndeachaigh siad i ndiaidh sin?

6. Cá rachfá más rud é go raibh tú ag tiomáint an spáslong?
Cén fáth?

7. An mbeadh eagla ort ag bualadh leis an bhfirín? Cén fáth?

Summer in Ireland

Summer in Ireland lasts for three months (May, June and July). It begins on May Day which is the 1st May each year. It ends on 31st July. It comes after spring and before autumn.



Irish Weather in the Summer

The weather in Ireland is very mild. This means it doesn't get too cold or too hot. In the winter, the weather gets colder but it is rare to see heavy snow. During the summer, the days get warmer but it doesn't usually get hotter than 20°C. In June and July it is light for almost 18 hours each day. It only gets dark after 11 p.m.

Plants and Animals

In winter, many animals in Ireland go into a deep sleep called hibernation. Lots of birds leave Ireland for warmer countries during winter. However, during the summer, Irish wildlife is at its most active. Foxes, squirrels, badgers and bats can be found all across Ireland.

Honeybees are busy collecting pollen to make honey during the summer months and dragonflies can be seen near rivers and lakes.

Summer is also the season for butterflies in Ireland.



During the summer, the Irish countryside is decorated by many different kinds of wildflowers, including daisies, clover and buttercups.



What Do People Do in Ireland During the Summer?

Children get their summer holidays at the end of June. Many art and music festivals are held during the summer months. Fleadh Cheoil na hÉireann is generally held during August and is a week dedicated to celebrating Irish music and culture.



Questions

1. When does the Irish summer begin and end?

2. What season comes before summer? What season comes after summer?

3. Describe the weather in Ireland during the summer.

4. What time does it get dark during the summer?

5. What kind of animals can be found during the summer?

6. What do honeybees do during the summer?

7. What kind of wild flowers are found during the summer?

8. What is the celebration held in August, dedicated to Irish music and culture called?

Answers

1. When does the Irish summer begin and end?
The Irish summer begins on 1st May and ends on 31st July.
2. What season comes before summer? What season comes after summer? **Spring comes before summer. Autumn comes after the summer.**
3. Describe the weather in Ireland during the summer.
The weather in Ireland is mild. The temperature usually stays at around 20°C.
4. What time does it get dark during the summer? **During the summer, it gets dark after 11 p.m.**
5. What kind of wild animals can be found during the summer? **Answers could include: foxes, squirrels, badgers, bats, honeybees, dragonflies and butterflies.**
6. What do honeybees do during the summer?
During the summer, honeybees collect pollen to make honey.
7. What kind of wild flowers are found during the summer?
Daisies, clover and buttercups can be found during the summer.
8. What is the celebration held in the summer dedicated to Irish music and culture called?
The celebration held in the summer dedicated to Irish music and culture is called Fleadh Cheoil na hÉireann.

Lch Táblaí- Luan 27ú

$32 \div 4 = \underline{\quad}$

$8 \times 7 = \underline{\quad}$

$4 \times 6 = \underline{\quad}$

$55 \div 5 = \underline{\quad}$

$4 \times 5 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$6 \times 2 = \underline{\quad}$

$28 \div 4 = \underline{\quad}$

$12 \times 8 = \underline{\quad}$

$5 \times 11 = \underline{\quad}$

$96 \div 12 = \underline{\quad}$

$9 \times 8 = \underline{\quad}$

$64 \div 8 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$

$18 \div 6 = \underline{\quad}$

$12 \times 1 = \underline{\quad}$

$5 \times 4 = \underline{\quad}$

$11 \times 8 = \underline{\quad}$

$5 \times 5 = \underline{\quad}$

$60 \div 10 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

$90 \div 10 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$

$84 \div 12 = \underline{\quad}$

$6 \times 5 = \underline{\quad}$

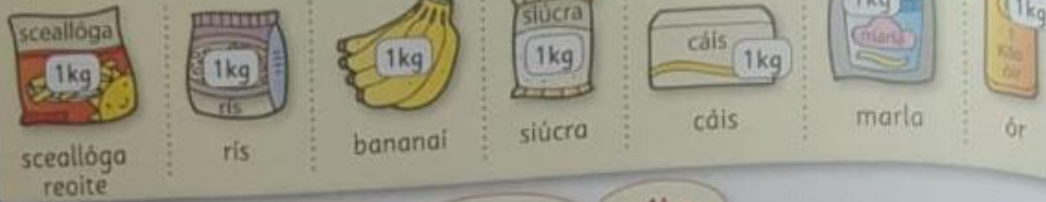
$7 \times 12 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$10 \times 7 = \underline{\quad}$

Caibidil 30: Meáchan

Tagann roinnt mhaith rudai i bpaicéid 1 chileagram (kg).



1. Déan meastachán seo thíos. Bain úsáid as 1kg meáchain (mar shampla, mála ríse) agus scálaí chun iad a sheiceáil.

Rud	>1kg	thart ar 1kg	<1kg	Tomhas
(a) Ubh	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<1kg
(b) Cás peann luaidhe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) Mála scoile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) 5 leabhar mata	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) Stáplóir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(f) 20 cipín líreacáin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(g) Babhla uisce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



2. Léigh na scálaí chun na ceisteanna seo a fhreagairt.

Nuair a bhíonn rudal níos éadroime ná 1kg, tomhaisimid iad i ngram (g). $1\text{kg} = 1000\text{g}$.



- (a) $1\text{kg} = \underline{\hspace{2cm}}\text{g}$ (b) $\frac{1}{2}\text{kg} = \underline{\hspace{2cm}}\text{g}$ (c) $\frac{1}{4}\text{kg} = \underline{\hspace{2cm}}\text{g}$
 (d) $\frac{3}{4}\text{kg} = \underline{\hspace{2cm}}\text{g}$ (e) 100g níos mó ná $\frac{1}{2}\text{kg} = \underline{\hspace{2cm}}\text{g}$ (f) 100g níos lú ná $1\text{kg} = \underline{\hspace{2cm}}\text{g}$
 (g) $2\text{kg} = \underline{\hspace{2cm}}\text{g}$ (h) 50g níos mó ná $\frac{1}{4}\text{kg} = \underline{\hspace{2cm}}\text{g}$ (i) $5\text{kg} = \underline{\hspace{2cm}}\text{g}$

Dúshlán



Beidh scálaí digiteacha uait chun tabhairt faoin dúshlán seo!
 Faigh rud a mheánn thart ar:

- (a) 1g: (b) 10g:

Chapter 30: Weight

Many items come in 1 kilogramme (kg) packages.



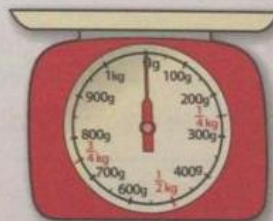
1. Estimate if the following objects weigh **>1kg** **About 1kg** **<1kg**
Use a 1kg weight (e.g. bag of rice) and a balance to check.

Object	>1kg	About 1kg	<1kg	Measure
(a) Egg	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<1kg
(b) Pencil case	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) School bag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(d) 5 maths books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(e) Stapler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(f) 20 lollipop sticks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(g) Bowl of water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



2. Read the weighing scales to answer these questions.

When objects weigh less than 1kg, we measure them in **grammes (g)**.
1kg = 1000g.



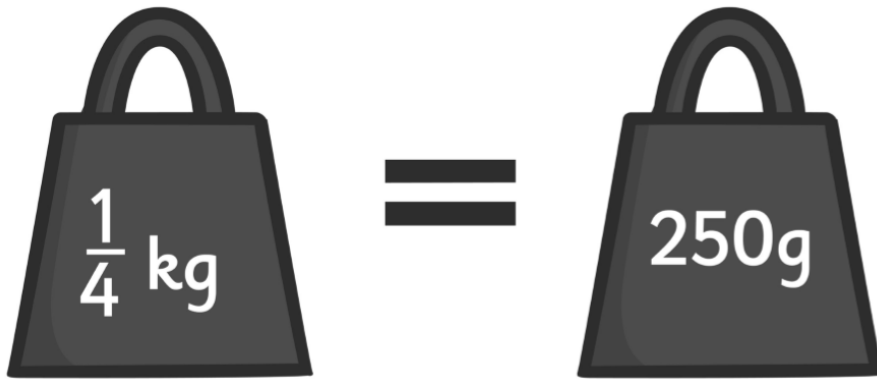
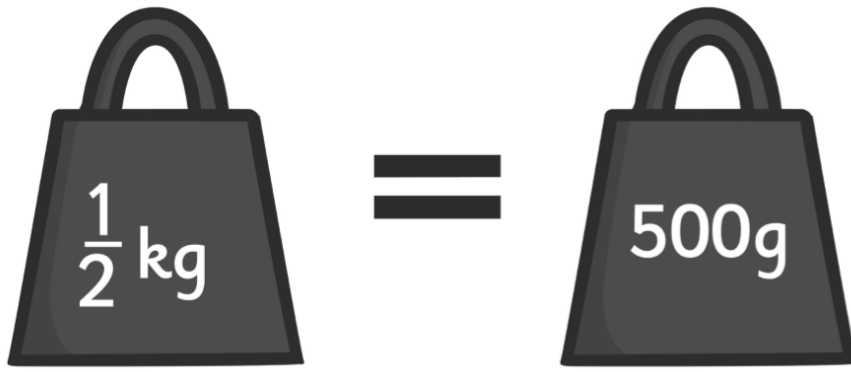
- (a) 1kg = _____ g (b) $\frac{1}{2}$ kg = _____ g (c) $\frac{1}{4}$ kg = _____ g
 (d) $\frac{3}{4}$ kg = _____ g (e) 100g more than $\frac{1}{2}$ kg = _____ g (f) 100g less than 1kg = _____ g
 (g) 2kg = _____ g (h) 50g more than $\frac{1}{4}$ kg = _____ g (i) 5kg = _____ g

Challenge



You will need a digital scales to do this challenge!
Find an object that weighs about:

- (a) 1g: _____ (b) 10g: _____



Sráid Uí Chonaill, Baile Átha Cliatha: 1924



Sráid Uí Chonail, Baile Átha Cliatha: 2013



Féach ar na dhá grianghraf.

Ceist 1. Aimsigh 5 difríochtaí idir an dhá ghrianghraf

Ceist 2. Aimsigh 3 rúdaí atá mar an gcéanna sa dhá ghrianghraf

Ceist 3: Ar mhaith leat siúil síos an sráid sa sean ghrianghraf? Cén fáth? Cad a fheicfidh tú?

what's your name? fit activity for kids

SPELL OUT YOUR FULL NAME AND COMPLETE THE ACTIVITY LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A FAVORITE CHARACTER'S NAME OR A FAMILY MEMBER'S NAME.

- | | |
|---|--|
| A jump up & down 10 times | N pick up a ball without using your hands |
| B spin around in a circle 5 times | O walk backwards 50 steps and skip back |
| C hop on one foot 5 times | P walk sideways 20 steps and hop back |
| D run to the nearest door and run back | Q crawl like a crab for a count of 10 |
| E walk like a bear for a count of 5 | R walk like a bear for a count of 5 |
| F do 3 cartwheels | S bend down and touch your toes 20 times |
| G do 10 jumping jacks | T pretend to pedal a bike with your hands for a count of 17 |
| H hop like a frog 8 times | U roll a ball using only your head |
| I balance on your left foot for a count of 10 | V flap your arms like a bird 25 times |
| J balance on your right foot for a count of 10 | W pretend to ride a horse for a count of 15 |
| K march like a toy soldier for a count of 12 | X try and touch the clouds for a count of 15 |
| L pretend to jump rope for a count of 20 | Y walk on your knees for a count of 10 |
| M do 3 somersaults | Z do 10 push-ups |

CONSULT A DOCTOR BEFORE STARTING AN EXERCISE PROGRAM - WWW.THEYSMELL.COM

Weight – Kilogrammes (kg) and grammes (g)

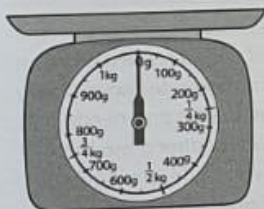
Your child will be dealing with weight – kilogrammes (kg) and grammes (g) – over the coming days. Your child needs to know some of the language associated with weight, such as: kilogramme, gramme, more than, less than, about, balance, estimate, weight, measure, weighing scales, digital, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, heaviest, lightest, total, heavier, lighter, addition, subtraction, add, subtract, weighs, cent, euro, etc.

The kilogramme

Find some 1kg packages in the kitchen, e.g. sugar, rice, fruit, potatoes, flour, butter, pasta, etc. Show them to your child. Discuss the size of the different packages and explain that while each of them weighs 1kg, the size may differ greatly depending on the material. 1kg of cotton wool would take up a lot more space than 1kg of pebbles/stones.

Extension: Encourage your child to use his/her hands as a weighing scale. Invite him/her to estimate whether an apple is lighter or heavier than 1kg. Your child must pick up a 1kg weight (e.g. bag of sugar/flour/pasta shells, etc). In turn, s/he must pick up the apple and compare the two weights. This activity could be carried out using countless familiar objects from around the home (e.g. pineapple, bowl, plant, teapot, pot, cushion, loaf of bread, etc.)

Using a traditional weighing scales



traditional weighing scales

For this activity, you will need a regular kitchen weighing scales and a selection of objects to weigh, e.g. apple, orange, pear, banana, lunchbox, pencil, marker, book, cup, tin of peas, etc. Encourage

your child to weigh out a specific weight of each object e.g. weigh out 300g of cereal, 150g of apples, 200g of oranges, etc. Now, focus your child's attention on a specific object, e.g. an apple. Ask your child to estimate how many grammes it might weigh. Next, ask your child to weigh the apple on the scales. Repeat this activity with a selection of objects.

Extension 1: Ask your child to determine if his/her estimate was accurate.

Extension 2: Ask your child to determine the difference in grammes between the estimate and the actual weight.

Using a digital weighing scales



digital weighing scales

If you have a digital scales, it will be a great tool to help your child to develop a good understanding of the gramme. Encourage your child to find something in the house that weighs 1g. Through trial and error, your child should eventually realise how light 1g actually is. Continue the activity by changing the focus of the search, e.g. find something that weighs 5g, 10g, 50g, 100g, 250g, 500g, 800g, etc.

Follow a recipe

You and your child could have great fun baking (e.g. bread, muffins, cupcakes, scones). Following a simple recipe, encourage your child to weigh out the different ingredients. Make sure that you are on hand when your child is dealing with a hot oven. Explain to your child that s/he must handle any hot or sharp utensils with great care.

Make a kilogramme weight

For this activity, you will need a traditional weighing scales or a digital scales, some pasta shells/sand/marbles or whatever you have to hand and a strong bag. Place the bag on the scales and ask your child to place the pasta shells into the bag. S/He must look carefully at the scales as s/he does this and stop when the scales show 1kg. Tie the bag. S/He now has a 1kg weight that can be used to find items around the house that are around 1kg, more than (>) 1kg or less than (<) 1kg.

Collaborative work/Active learning 3

< 1kg	About 1kg	> 1kg

> 1kg, about 1kg or < 1kg

Organisational setting: Pairs or small groups

Materials required: PCM 116, balances, 1kg weights, sheets of A4 paper

Give each pair/group a copy of **PCM 116**, a balance and a 1kg weight (commercial or one of the homemade weights made in Activity 2 above). Using the 1kg weight as a guide, ask the children to find objects around the classroom that are of a similar weight, and others that are heavier/lighter than 1kg. Ask the children to list the items on **PCM 116** under the headings '> 1kg', 'About 1kg' and '< 1kg'. There is room for up to 10 of each denomination. There is no need for the children to complete all the sections.

Extension: Display the items that weigh < 1kg, about 1kg and > 1kg in the Maths corner of the classroom.

Collaborative work/Active learning 4

Traditional weighing scales

Organisational setting: Pairs or small groups

Materials required: Weighing scales, a selection of common classroom objects – apples, oranges, lunchboxes, rulers, rubbers, crayons, lollipop sticks, cubes, pencils, markers, books, etc.

Give each pair/group a weighing scales and a selection of classroom objects. Ask the children to weigh out a specified weight of each object, e.g. 300g of crayons, 150g of lollipop sticks, 200g of cubes, etc. Next, focus the children's attention on a specific object, such as an apple. Ask them to estimate how many grammes it might weigh. The children must then weigh the apple on the scales. Repeat this activity with a selection of objects.

Extension 1: Ask the children to determine if their estimate was accurate.

Extension 2: Ask the children to determine the difference in grammes between their estimate and the actual weight.

Collaborative work/Active learning 5

Digital weighing scales

Organisational setting: Pairs or small groups

Materials required: Digital weighing scales, a selection of common classroom objects – apples, oranges, lunchboxes, rulers, rubbers, crayons, lollipop sticks, cubes, pencils, markers, books, sheets of paper, etc.

Ask the children to find something in the classroom that weighs 1g. Through trial and error, they should eventually realise how light 1g is.

Prior knowledge

The pupil should be able to:

- Estimate/measure the weights of items using a balance.
- Use the language *heavy, heavier, heaviest, light, lighter, lightest, more than, less than, equal/equals*.
- Understand the concept of kilogramme, $\frac{1}{2}$ kilogramme and $\frac{1}{4}$ kilogramme (introduced in Second Class).

Home/School links



Home/School Links Sheet 27 can be sent home to parents during the course of teaching pages 156–160, at the discretion of the teacher. For maximum benefit, you may prefer to send it home at the start of the section that deals with weight – kilogrammes and grammes. It encourages parents to become actively involved in the learning process.

Collaborative work/Active learning 1

The kilogramme

Organisational setting: Pairs or small groups

Materials required: 1kg packages of sugar, rice, fruit, potatoes, flour, butter, pasta, etc.

Display a selection of standard items that are sold in 1kg packages. Discuss the sizes of the packages and explain that while every 1kg item weighs the same amount, the size may differ greatly. For example, 1kg of cotton wool would take up a lot more space than 1kg of pebbles.

Collaborative work/Active learning 2

Making 1kg

Organisational setting: Groups

Materials required: Balances, 1kg weights, materials such as sand, pasta shells, pebbles, marbles, acorns, chestnuts, cotton wool, feathers, shells, etc.

Give each group a balance, a 1kg weight (commercial or homemade) and a quantity of one of the materials listed above. Ask the children to place the 1kg weight on one tray of the balance. The children must now balance it with the material from above on the other tray, thus making up 1kg. The 1kg of material that they make can be put in a bag, making a homemade 1kg weight.

Repeat this activity several times using different materials. The children should display their homemade 1kg weights. In doing so, they will develop their understanding of what 1kg is and the different sizes and shapes that 1kg may be made up of.

PAGE 155

1. Dancing
2. 4
3. (a) Athletics
(b) Camogie
4. 2
5. (a) 21
(b) 3
6. Sunday, 12th
7. Hill walk
8. Speech and Drama
9. Football
10. 3, 31
11. Joe's

Challenge: 16th

PAGE 156

1. Class Activity
2.
 - (a) 1,000
 - (b) 500
 - (c) 250
 - (d) 750
 - (e) 600
 - (f) 900
 - (g) 2,000
 - (h) 300
 - (i) 5,000

PAGE 157

1.
 - (a) 250
 - (b) 450
 - (c) 1kg
 - (d) 200
 - (e) potatoes
 - (f) teacup
 - (g) 700
 - (h) 250 or $\frac{1}{4}$
 - (i) 800
2. Class Activity
3.
 - (a) kilogrammes
 - (b) grammes
 - (c) grammes
 - (d) kilogrammes
 - (e) kilogrammes

PAGE 158

1.
 - (a) 2kg 583g
 - (b) 5kg 742g
 - (c) 3kg 241g
 - (d) 5kg 764g
 - (e) 7kg 851g
2. 3, 702
3. 8, 303
4.
 - (a) 2kg 284g
 - (b) 4kg 254g
 - (c) 1kg 771g
 - (d) 3kg 342g
 - (e) 3kg 618g

Challenge: 2, 283

PAGE 159

1.
 - (a) $500 + 500$
 - (b) $250 + 250 + 250 + 250$
 - (c) $500 + 200 + 100 + 100 + 100$
 - (d) $200 + 100 + 100 + 100$
 - (e) $200 + 50$
 - (f) $100 + 100 + 20 + 20 + 10$
2.
 - (a) 8, 202
 - (b) 8, 924
 - (c) 1, 654
 - (d) 1
 - (e) 17, 126

PAGE 160

1. €9.80
2. 1.60
3. 6.60
4. 36
5. 330
6. 705
7. +
8. ÷
9. 1st May
10. 2, 15
11. 1,000
12. 250
13. 5

14. 9
15. 62
16. 100
17. 31
18. 7, 6
19. 94.9
20. 24

PAGE 161

1.
 - (a) 20
 - (b) 48
 - (c) 49
2.
 - (a) 18
 - (b) 11
 - (c) 13
3.
 - (a) 18
 - (b) 30
4.
 - (a) $6 \times 3 = 18$
 - (b) $7 \times 5 = 35$
 - (c) $4 \times 9 = 36$

PAGE 162

1.
 - (a) $8 \times 8 = 64$
 - (b) 32
 - (c) 32
 - (d) 32
2.
 - (a) 36
 - (c) 6
 - (d) 13
3.
 - (a) 81
 - (c) 9
 - (d) 19
4. $4 \times 2 = 8$

PAGE 163

1.
 - (a) 7
 - (b) area