Déardaoin-11ú Meitheamh

10 × 3 = _____	2 × 8 = _____	32 ÷ 4 = _____
4 × 5 = _____	6 × 9 = _____	1 × 12 = _____
12 × 4 = _____	5 × 2 = _____	10 × 9 = _____
54 ÷ 6 = _____	7 × 9 = _____	66 ÷ 6 = _____
3 × 5 = _____	2 × 5 = _____	110 ÷ 11 = _____
1 × 6 = _____	8 × 10 = _____	10 × 11 = _____
3 × 6 = _____	10 × 8 = _____	55 ÷ 11 = _____
12 × 11 = _____	7 × 5 = _____	99 ÷ 9 = _____
11 × 12 = _____	3 × 2 = _____	40 ÷ 5 = _____
8 ÷ 4 = _____	6 × 2 = _____	10 × 6 = _____

_____	_____	_____
10	**10**	**10**

Scríobh nóta deas duit fhéin:

Cad is féidir leat a fheiceáil i ngairdín an tsamhraidh?

Scríobh roinnt abairtí faoin bpictiúr.

Gafa le Mata: Activity 4 (Do 5 if you wish as an extra challenge)

4.

(a) Comhair siar i **Sanna** ag tosú ag 30.

____, ____, ____, ____, ____, ____, 30

(b) Nuair a shíneann an lámh fhada i dtreo 6, tá sé 30 nóiméad tar éis na uaire nó 30 nóiméad chun na chéad _____.

(c) Nuair a shíneann sí i dtreo 7, tá sé ____ nóiméad chun uaire éigin.

(d) Nuair atá an lámh fhada ar:

(i) 8, tá sé ____ nóiméad chun...;

(ii) 9, tá sé ____ nóiméad chun...;

(iii) 10, tá sé ____ nóiméad chun...;

(iv) 11, tá sé ____ nóiméad chun...;

(v) 12, tá sé ag an gcéad _____ eile.

5. Scríobh an t-am atá ar gach clog.

(a)

____ tar éis ____

(b)

_____

(c)

____ chun ____

(d)

_____

____ chun a 7 ar an gclog seo. Cén

Gafa le Mata: Activity 2

2. Tarraing lámha ar aghaidh na gclog seo chun na hamanna a thaispeáint.

(a)

20 nóim chun 3

(b)

25 nóim chun 11

(c)

5 nóim chun 12

(d)

15 nóim chun 5

Gafa le Mata: English Version

4.

(a) Count backwards in **5s** starting at 30.

____, ____, ____, ____, ____, ____, 30

(b) When the long hand points to 6, it is 30 minutes past one hour or 30 minutes to the next _____.

(c) When it points to 7, it is ____ minutes to an hour.

(d) When the long hand points to: (i) 8, it is ____ to; (ii) 9, it is ____ to; (iii) 10, it is ____ to; (iv) 11, it is ____ to; (v) 12, it is the next _____.

5. **Write the time shown on each clock face.**

(a)

____ past ____

(b)

____ _____ ____

(c)

____ to ____

(d)

____ _____ ____

2. **Draw hands on these clock faces to show the times.**

(a)

20 mins to 3

(b)

25 mins to 11

(c)

5 mins to 12

(d)

15 mins to 5

Revision: homophones and homographs

Homophones – different spelling, same sound
Homographs – same spelling, different meaning

A Jokes! Write the missing word or words. The first one is done.

nobody **ajar** **piece** **bright** **trunks**
read **my newt** **knickers** **bark** **adder**

1. Why couldn't the skeleton go to the party?
   Because he had nobody to go with!
2. Why did the boy eat his homework?
   Because he thought it was a _____ of cake!
3. When is a door not a door?
   When it's _____!
4. What's black and white and _____ all over?
   A newspaper!
5. Do you know you have a lizard on your shoulder?
   Yes, I call him Tiny!
   Why?
   He's _____!

6. What do you call two thieves?
   A pair of _____!
7. Why did the cat come down from the tree?
   Because it heard the tree _____!
8. Why were the elephants thrown out of the swimming pool?
   Because they couldn't keep their _____ up!
9. Why did the teacher wear sunglasses?
   Her students were too _____!
10. Did you hear about the snake that could do sums?
    It was an _____!

Objective: to read and write homographs and homophones