1st Class Work 15th -19th June

**1st Class Group (Buddies)**

**Monday**

* Irish reading p. 58 (I have emailed an audio clip of me reading to help with pronunciation)
* Maths: Addition p. 133
	+ 1. Go to the link: <https://my.cjfallon.ie/dashboard/student-resources>
		2. Watch tutorial 15 and do activity 133A
	+ Ask the following questions about 1-4 on p. 133:
		1. How many cubes are in the first part of the sum? (35)
		2. How many cubes are in the second part of the sum? (10)
		3. How many cubes are there altogether? (45)
	+ It is hoped that the children will realise that when adding tens to a number the tens change but the units will stay the same.
	+ Complete p. 133
* **STEM Activity**: **To Make a Lava Lamp**

**You will need**: water, vegetable oil, a clear plastic bottle or jar, food colouring, effervescent tablets

**Method**

1. Fill the bottle or jar a quarter full with water.
2. Top up, almost to the top with the vegetable oil
3. They should separate into two layers, water at the bottom and oil sitting on top.
4. Add about 6-8 drops of food colouring once the oil and water separate.
5. The colour will mix with the water at the bottom.
6. Pop in half an effervescent tablets and watch the bubbles form. Add more effervescent tablets bit by bit to keep the bubbles rising and falling.

**The science behind this**: Water and oil will not mix. The reason that oil rests on top of the water rather than underneath is because it has a different density to water. When the effervescent tablets are added they react with the water and form carbon dioxide gas and sodium citrate. It is the carbon dioxide bubbles that bring the coloured water to the top.

**Tuesday**

* Irish reading p. 59
* Maths: Rounding up and down p. 135
	+ Read the rules on rounding at the top of the page.
	+ Ask these questions: Is 14 nearer to 10 or 20 (10)
		1. Is 16 nearer to 10 or 20 (20)
		2. Can you see a problem with 15?
		3. 15 is halfway between the two numbers, so we round it up to 20.
		4. Is 23 nearer to 20 or 30? (20) Explain why.
	+ Click on the following link: <https://my.cjfallon.ie/dashboard/student-resources> and play interactive game 135A. Try and memorise the rhyme that will help you memorise the rule.
	+ Complete p. 135
* **Stem Activity**: **Dissolving**

**Which solids dissolve in water?**

**You will need**: water, transparent containers, substances to dissolve such as coffee, salt, sand, sugar

**Method**:

1. Add a teaspoon of whichever substance you are testing to a glass of cold water and a glass of hot water. Stir and observe the difference.
2. Look to see if the solid dissolves in the hot water and cold water and if one is better than the other.
3. Can you design a chart to record your observation?

Things like salt, sugar and coffee dissolve in water (soluble). They usually dissolve faster and better in hot water. Pepper and sand are insoluble; they will not dissolve even in hot water.

**Wednesday**

* Irish reading p. 60
* Maths: Revision p. 141 Complete the page.
* **Stem Activity**: **Making a Cardboard Boat** (Will it sink or float?)
	+ **You will need:** a cardboard box/egg carton, cardboard tubes, string, paper, tinfoil
	+ Method *(You don’t have to follow this. If you like use your own design*):
		1. Use a small cardboard box for the base of the boat.
		2. Glue or tape the cardboard tube into the middle as a mast. You can cut some slits at the bottom of the tube to make some tabs. This will make it easier to stick down.
		3. Use the string as rigging. Cut a piece of string that fits from the mast to the sides of the boat. Stick the string on.
		4. Cut two right angles triangles from the paper to make sails. Glue or tape them to the string.
		5. Decorate the boat any way you like.
		6. Test the boat to see if it floats.
		7. If it doesn’t, try adding tinfoil around the cardboard base to see if it floats now.

**Thursday**

* Irish reading p. 61
* Maths: The Addition House p. 142
	+ Watch the online tutorial 16 <https://my.cjfallon.ie/dashboard/student-resources> (142A)
	+ Then play the interactive game 142A
	+ Remember the rule: Step 1-Add the units

 Step 2-Add the tens

 Complete p. 142

* **Stem Activity:** **Fireworks In a Glass**
	+ **You will need:** warm water, oil, a tall glass, food colouring
	+ **Method:**
		1. Fill the tall glass with warm water.
		2. Pour a small amount of oil into another container and add a few drops of food colouring.
		3. Give it a good stir, if it doesn’t mix, add a bit of water.
		4. Pour the food colouring and oil mixture into the warm water and watch the fireworks.
* **The Science Bit**:
	+ Oil and water don’t mix. Also oil is less dense than water (meaning there is less of it in the same volume) and therefore floats on top of water in a nice layer. The food colouring we used was water based and therefore does not mix with the oil; instead it sinks through the oil into the water below. Since the addition of the colouring makes the food colouring heavier than the water, it sinks to the bottom leaving trails *(resembling fireworks)* as some of the colour diffuses into the water.

**Friday**

* Irish reading p. 62,63
* Maths: Addition p. 143 Regrouping
	+ Watch the online tutorial 17 <https://my.cjfallon.ie/dashboard/student-resources> (143A)
	+ Play the interactive game 143A
		1. Look at the top of the page and ask the following questions:
			- How many loose cubes are in the units place? (14)
			- How many groups of ten cubes are there/ (1 group of ten)
			- What must we do with the 14 loose cubes (regroup them to make 1 ten and 4 units)
			- How many tens have we now? (two)
			- What is the value of the two tens? (20)
		2. So, 1 ten and 14 units is the same as 2 tens and 4 units
		3. Ask similar questions for no. 1 and 2.
		4. Complete p. 143 of your book.
* **Stem Activity: Cola Super Fountain**
	+ **You will need**: a 2l bottle of diet cola, mentos mint sweets
	+ Method:
		1. Carry out this experiment outside with your child at least 3m away from the experiment as it is messy!
		2. Remove the lid of the bottle and quickly add the mints. Stand back!
		3. The cola will shoot out of the bottle in a fountain.
* **The Science behind the experiment**: The mint sweets provide a surface for the gas in the cola to cling onto. The bubbles of gas get larger and as they are lighter than the cola liquid, they quickly shoot to the top of the bottle. This all happens very quickly and a fountain of cola liquid shoots up.