

2nd Class – 1st – 5th February – Ms. Gavican

Dear all,

Well done to everyone for the great work you uploaded last week.

Here is the timetable of work for this week along with some useful resources, games and links. The links are all clickable in this document.

I have also attached a 'home link' sheet about subtraction.

You can also find the work in the Learning Zone on the school website. <https://ballinamuckns.ie/learning-zone/>

Useful Online/Digital Resources to help with your learning this week.

English

- [Over the Moon Online Resources](#)
- [Video lesson](#) for Pages in your Skills Book
Google Slides of lessons: <http://bit.ly/3a9tyW9>
- Spellings games:
[Phonics pop](#)
[Forest Phonics](#)
[Phonics Finder](#)

Gaeilge

- Use Bua na Cainte programme as last week.
- Video 'An Teach' : <http://bit.ly/3qSGztG>

Wellbeing

- [Wellbeing folder](#)
- Virtual Classrooms – see below

SESE

[World Book Online](#)
[St. Brigid's Resources](#)

Maths

- CJFallon Maths resources for the book pages in your plan.
- Subtraction Games to try:
<https://www.topmarks.co.uk/number-facts/number-fact-families>
<https://www.topmarks.co.uk/maths-games/daily10>
<https://www.topmarks.co.uk/learning-to-count/helicopter-rescue> (use **count on & back**)
https://www.mathplayground.com/superhero_subtraction.html
https://www.mathplayground.com/math_monster_subtraction.html

Please keep an eye on our Class Story for updates and useful links/resources and teaching videos.

I will monitor, review and give feedback on the work through ClassDojo.


My staff email address is ygavicanballinamuck@gmail.com

Keep up the great work everyone. 😊

Kind regards and stay safe,

Ms. Gavican

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	Gaeilge - Sa bhaile	Maths – Subtraction 2 Subtraction Games – Topmarks (<i>see list/links above</i>)	English – Unit 10 Video lesson for each page this week Story – The Magic Paintbrush	Phonics /o_e/ Spellwell - Wk. 18 Pg. 38
Monday	Ceacht 4 <ul style="list-style-type: none"> ○ Bua na Cainte - Pg.60 ○ Interactive activities 	CJ Fallon Pg. 108 Online Activity BAM Book – Pg.108 MYM – Wk. 18 Mon - Pg. 40	Reader Pg. 77 - 84 Research more about China Put spellings into sentences. Writing – Our News	core more sore wore
Tuesday	Ceacht 5 <ul style="list-style-type: none"> ○ Bua na Cainte – Pg. 61 ○ Revision - Colour Game ○ Interactive activities 	CJ Fallon Pg. 109 Online Activity BAM Book – Pg. 109 MYM – Wk. 18 Tues - Pg. 40	Reader Pg. 77 - 84 Skills Book – Pg. 72 <i>*Use my teaching video/slides to help.</i> Put spellings into sentences	score shore store before
Wednesday	<ul style="list-style-type: none"> ○ Worksheet in portfolio ○ Video ‘An teach’ http://bit.ly/3qSGztG (*will be on Classdojo) ○ Slides version: http://bit.ly/3cguoTB Tarraing: ‘Mo Theach’  	Tutorial CJ Fallon Pg. 110 Online Activity BAM Book – Pg. 110 MYM – Wk. 18 Wed - Pg. 41	Reader Pg. 77 - 84 Skills Book – Pg. 74 <i>*Use my teaching video/slides to help.</i> Put spellings into sentences	dove love glove shove
Thursday	Ceacht 6 <ul style="list-style-type: none"> ○ Bua na Cainte – Pg. 62 ○ Interactive activities ○ Revise:http://bit.ly/3cguoTB 	BAM Worksheet MYM – Wk. 18 Thurs - Pg. 41	Reader Pg. 77 - 84 Skills Book – Pg. 75 <i>*Use my teaching video/slides to help.</i> Put spellings into sentences	blow cows hold same
Friday	Seomraí <ul style="list-style-type: none"> ● Wordsearches in activities on Classdojo ● Interactive activities and games on bua na cainte 	MYM – Wk. 18 Test – Pg. 83	Reader Pg. 77 - 84 Click here: Story – The Magic Paintbrush (Video of performance) Note the important points in your Skills Book – Pg. 76 <i>*Use my teaching video/slides to help.</i> Spellwell - Wk. 18 Pg. 39 (B,C &D)	Spellwell - Week. 18 Spelling test on Pg. 77 <i>*Pick 10 only</i>

SESE and Well Being activities

Here is a range of activities for SESE, Wellbeing and general learning to choose from over the course of the week.

Wellbeing

- Try some of the wellbeing activities in your portfolios/folder
- Relaxation Room – on website <https://ballinamuckns.ie/relaxation-room/>
- [Game Room](#) – Here is a Google Slide virtual classroom with links to lots of games.
- [Wellbeing room](#) – A new virtual room for you to explore with lots of links.



S.E.S.E.

The theme(s) for this week: **St. Brigid** – Folder of resources here: <http://bit.ly/3pBl00s>

St. Brigid is a very important Saint in Ireland. Her feast day is on the 1st February. Brigid's crosses were made on the eve of Brigid's day. St. Brigid is the patron Saint of livestock. People looked for St. Brigid's blessings on the farms to protect their herd. The 1st of February marks the first day of spring in Ireland. There are lots of different St. Brigid traditions in different parts of Ireland.

- Read the story of St. Brigid's Cloak and do some of the suggested activities.
- Listen to these videos about St. Brigid's traditions
 - <https://youtu.be/XznbbJBNSX8>
 - <https://youtu.be/mIWcZEpnUUM>
 - https://youtu.be/1hRMgOe_fwI
- Try some of the St. Brigid's art activities in your portfolios.
- Ask at home if your family have any traditions to mark St. Brigid's day.
- Boxty is eaten in certain areas on 1st Feb. Try the recipe!

Fitness challenge from the Irish Heart Foundation

- This week try to be active for 60 minutes each day. We did something similar for Active Flag last year.
- Record your activity on the fitness tracker by colouring a circle each time you do 10 minutes of activity.
- I will upload the activity tracker to your portfolios too so that you can colour it there. I have attached to the work too you can print it.
- Post any videos of fun PE activities to your portfolios – I would love to see!
- Some ideas to help with your challenge:
 - PE with Joe Wicks on youtube: <https://youtu.be/slWSKoIP3vc>
 - Tabata workouts using our class playlist: [School Tabata Playlist](#)

ART

Here is a link to [Ms. Gavican's Art Studio](#) that we use in school. You will find lots of videos and art resources in the studio.

St. Brigid's Cross

St. Brigid used nature to tell people about God. She made her famous St. Brigid's cross from rushes. If you can get some rushes at home, you might like to try and challenge yourself to making a St. Brigid's cross.

Videos on how to make a cross from rushes:

<https://youtu.be/29ZbwPRXwis>

<https://youtu.be/dEkueEXU84A>



It is quite tricky so you can make one out of paper either.

Here are instructions: <https://rb.gy/rxheh2>

Use coloured paper for a brighter cross.



Here is a video on how to draw a nice St. Brigid's cross: <https://youtu.be/p6HOxIZL0I4>

Your child will be dealing with subtraction over the next few days. This will be done by means of games and using concrete materials. Your child needs to know the language of subtraction – How many?, What's the difference?, subtract, subtraction, take away, more, less, fewer, plus, minus, number sentence/story, count back/forward, estimate, etc.

Subtracting playing cards

This game can be played by 2–5 players. You will need a pack of playing cards. Ask your child to remove all the court (picture) cards. The ace can be used as 1 and the joker can be used as zero. Ask each player to pick 10 cards randomly and to place them face down on a table in front of them. The players are not allowed to look at the cards. Player A turns over the top two cards and subtracts the smaller number from the bigger number. For example, if Player A turns over an 8 and a 5, s/he takes 5 from 8 to get 3. Player B does the same. Whichever player shows the lowest number each round wins a cube or a coin. When all the cards are turned over, the player with the most cubes/coins is the winner.

Note: It cannot be emphasised enough that subtraction is a very difficult concept for many children to comprehend. When children are faced with a problem such as $26 - 4 = ?$, many will simply add the two numbers. Another problem for children is trying to understand that the items that are subtracted actually come out of the main number (26) and the writing down of what has to be subtracted (4) sometimes causes confusion – some children say: 'Why is the 4 actually written down when we are supposed to take it away?' To try and eliminate this difficulty, you should focus on concrete materials until such time as your child is confident with the method. In the activities that follow, we will use a digit card to highlight what is being subtracted and get the children to physically take away what is to be subtracted.

Subtracting on the hundred square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Ask your child to make a hundred square. Call out various numbers, for example, 77. Your child must put a counter on 77 on the hundred square. Now ask your child to put a counter on the number that is 10 less than 77/ 20 more than 77, etc.

Subtracting a one-digit number from a two-digit number

Say to your child: *Let's subtract 3 from 69 on the hundred square.* Allow your child a little time to try this out on the hundred square. Ask him/her to talk about the strategy s/he uses to arrive at a solution. Your child may just count back 3 from 69, etc.

Subtracting a two-digit number from a two-digit number

Say to your child: *Let's subtract 24 from 76 on the hundred square.* S/he may just count back 24 from 76 or s/he might go down two tens on the hundred square and then count back 4, etc. Talk to your child about the different strategies that might be used to come up with a solution to the problem.

Let's subtract 1!

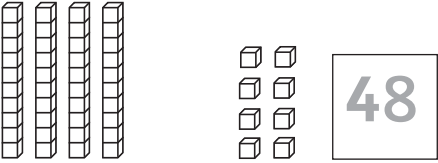
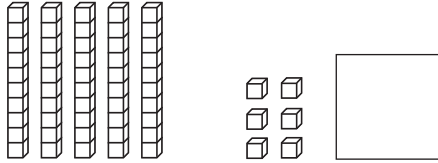
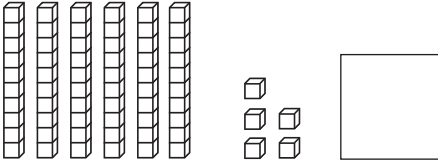
Pose a problem such as the following for your child: *I have 18c. I give 4c to my friend. How much have I left?* Make a digit card 4 by writing the numeral 4 on a piece of paper or on a Post-it note. We write the digit 4 to remind us of what we want to take away. Place 18c, or anything that you have to hand, on the table. Use one 10c coin and eight 1c coins. Ask your child: *How many cents are there? (Yes! 18.)* Now say: *I am now going to take away/subtract 4c.* Ask your child to place four 1c coins on the digit card and to physically remove the four cents from the set. Ask: *How many cents have I now? (Yes! 14.)* Ask your child to write down how many cents are left. Discuss the value of the digits. Ask: *What is the value of the 1? (Yes! 10.) What is the value of the 4? (Yes! Four units.)*

Extension work: Invite your child to solve other problems involving subtraction of a one-digit number from a two-digit number only.

Let's subtract 2!

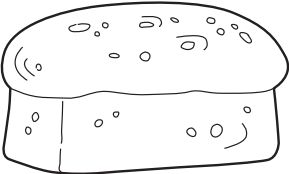
Pose a problem such as the following for your child: *I had 37c. I bought an apple for 15c. How much had I left?* Make two digit cards out of pieces of paper or Post-it notes. Write 1 on one and 5 on the other. We write the digits 1 and 5 to remind us of what we want to take away. Complete this activity the same way as 'Let's subtract 1!' above.


1. Write the amounts shown.


<p>(a)</p>  <p style="text-align: center; font-size: 2em; font-weight: bold;">48</p> <p><input type="text"/> tens + <input type="text"/> units</p>	<p>(b)</p>  <p><input type="text"/> tens + <input type="text"/> units</p>	<p>(c)</p>  <p><input type="text"/> tens + <input type="text"/> units</p>
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2. (a) t u	(b) t u	(c) t u	(d) t u	(e) t u	(f) t u
5 6	4 7	6 7	9 8	8 5	7 9
- 3	- 5	- 2	- 6	- 1	- 8
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. (a) t u	(b) t u	(c) t u	(d) t u	(e) t u	(f) t u
4 6	5 9	6 6	8 7	9 9	8 8
- 2 1	- 1 7	- 3 2	- 3 5	- 5 3	- 6 4
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4.  A baker baked 78 brown loaves. He sold 45 of the loaves. How many loaves he had he left?

5. There were 89 flowers in a garden. Liz picked 25 of the flowers. How many flowers were left? 

6.  Jill collected 78 chestnuts. If she gave 32 of them to Rowan, how many chestnuts had Jill left?

7. There were 69 apples on a tree. 16 fell off. How many apples were left on the tree? 

Physical Activity Tracker

1

Every day, cross off or shade in a circle each time you do 10 minutes of activity.

2








If you do more than 60 minutes on a day, write your extra minutes in the big yellow box.

3

At the end of the week, add up your total minutes of activity.

4

Write down all the activity you do during the week in the boxes.

MONDAY	Extra Minutes	Total Minutes
	<input type="text"/>	<input type="text"/>
TUESDAY	Extra Minutes	Total Minutes
	<input type="text"/>	<input type="text"/>
WEDNESDAY	Extra Minutes	Total Minutes
	<input type="text"/>	<input type="text"/>
THURSDAY	Extra Minutes	Total Minutes
	<input type="text"/>	<input type="text"/>
FRIDAY	Extra Minutes	Total Minutes
	<input type="text"/>	<input type="text"/>
SATURDAY	Extra Minutes	Total Minutes
	<input type="text"/>	<input type="text"/>
SUNDAY	Extra Minutes	Total Minutes
	<input type="text"/>	<input type="text"/>
Well done!	WEEKLY TOTAL	<input type="text"/> Minutes