

Suggested Work for 2nd class (Room 7 and 8)

Maths

1. Length

We are learning to:

- solve and complete practical tasks and problems involving length
- estimate, measure and record length using metre and centimetre
- select and use appropriate non-standard measuring units/instruments
- estimate, compare, measure and record length using non-standard units

2. Time (quarter past and half past)

We are learning to:

- read day, date and month using calendar and identify the season
- read time in hours and half-hours on digital clock
- read time in hours, half-hours and quarter-hours on 12-hour analogue clock
- use the vocabulary of time to sequence events
- read and record time using simple devices

https://www.youtube.com/watch?v=bZD_BhtiXuU

3. Weight

We are learning to:

- explore and discuss instances when objects or substances that weigh 1 kg vary greatly in size
- estimate, measure and record weight using kilogram, half kilogram and quarter kilogram and solve simple problems
- select and use appropriate non-standard measuring units and instruments
- estimate, compare, measure and record weight using non-standard units

4. Capacity

We are learning to:

- estimate, measure and record capacity using litre, half-litre and quarter-litre bottles and solve simple problems
- select and use appropriate non-standard measuring units and instruments
- estimate, compare, measure and record the capacity of a wide variety of containers using non-standard units

Tables:

Children should continue to practice their tables and skip counting.

<https://www.youtube.com/watch?v=MWxPKnLtnus>

<https://www.youtube.com/watch?v=VSn2O4mTYD4>

Board Games and Card Games.

Play board and card games with your child.

Lego or any construction games and jigsaws.

Suggested Websites:

IXL.com (First and Second Class)

<https://www.topmarks.co.uk/maths-games/daily10>

<https://www.mathplayground.com/>

Maths Trainer for addition and subtraction practise:

<https://www.mathsisfun.com/numbers/math-trainer-addition.html>

<p>English</p>	<p>Reading Encourage your child to continue to read every day. Paired reading with an adult.</p> <p>Suggested writing activities</p> <ul style="list-style-type: none"> - Write a book review (Template in bag) - Design your own book cover based on a book you have read. - Draw your favourite character - Create a comic strip based on the book - My news - Put spelling words into a sentence/story. <p>Write your own story Template in schoolbag</p> <p>Spelling: Week 1: ear – Week 24</p> <ol style="list-style-type: none"> 1. grip 2. milk 3. ear 4. dear 5. year 6. tear 7. spear 8. earrings 9. zero 10. equals <p>Week 2: Silent h – Week 25</p> <ol style="list-style-type: none"> 1. belt 2. farm 3. hour 4. ghost 5. rhyme 6. rhythm 7. honest 8. rhinoceros 9. centimetre 10. metre <p>Complete assignments set by your teacher on spellingcity.com (Week 24 & 25)</p> <p>Suggested websites: https://www.storylineonline.net/</p>
<p>SESE</p>	<p>Theme: Life Cycle of a frog The children could research the life cycle of a frog. Record their findings. Draw a diagram. Suggested websites: https://www.dkfindout.com/uk/ https://www.alarms.org/kidrex/ https://kids.nationalgeographic.com/ http://www.askaboutireland.ie/</p>
<p>PE</p>	<p>https://app.gonoodle.com/ This website is free if you sign up and has nice activities for indoor PE.</p>

Time – ½ and ¼ Hour

Your child will be learning about telling the time in one hour, half-hour (½), and quarter-hour (¼) intervals. This will be done by means of games, poems and activities using concrete materials. Your child needs to know the language of time – hour, half-hour, quarter-hour, past, quarter past/to, What time is it?, Always look at, It is ___ o'clock, before, after, early, earlier, late, later, long/short hand, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, clock face, digital form, middle, earlier, later, etc.

Song: Clock Song

(To the tune of 'The Wheels on the Bus')

The hands on the clock go round and round,
Round and round, round and round.
The hands on the clock go round and round
To tell us the time.
The short hand on the clock
Goes from number to number,
Number to number, number to number.
The short hand on the clock
Goes from number to number
To tell us the time.

Poem 1: The Clock Poem

I'm in the clock crew and I'm okay!
I tick all night and I tick all day.
I've got two hands, I'm having a ball,
Because I've got no arms at all!
My big hand can move sixty minutes in one hour,
I'm the one with the strength and power.
My small hand isn't quite as fast.
If they were in a race, it would come last!
It takes so long just to get around
(12 hours you know),
It's careful, small, and slow.

Poem 2: The Faces of the Clock

The Big Hand is busy
But the Small Hand has power.
The large one counts the minutes.
But the Little One names the hour.
When both Hands stand at the top together,
It's sure to be twelve o'clock. But whether
That's twelve at noon or twelve at night
Depends on if it's dark or light.

Telling the time in hours

For teaching/learning the time, it is best to use a real clock or watch. Hold up an old clock at an hourly time, for example, 8 o'clock. Explain to your child that there are two hands on the clock. When the long (big) hand points to 12, it tells the hour. So if the short (small) hand is at 8 and the big hand is pointing to 12, it is 8 o'clock.
Do this with all the numbers 1–12. Your child can mirror your actions on their own clocks or on handmade clock faces.

Telling the time in half-hours

Hold up a clock at a half-hourly time, for example, half past 5. Explain to your child that there are two hands on the clock. When the long (big) hand points to 6, it tells the half-hour. So if the short (small) hand is halfway between 5 and 6 and the big hand is pointing to 6, it is half past 5.
Do this with all the numbers 1–12. Your child can mirror your actions on their own clocks or on handmade clock faces.

Note: It is very important to emphasise that the hour hand must be shown half way between the 5 and the 6 to show half past 5.

Telling the time – quarter past/quarter to

Hold up a clock at a quarter-hourly time, for example, quarter past 9. Explain to your child that there are two hands on the clock. When the long (big) hand points to 3, it tells quarter past the hour. So if the short (small) hand is quarter way (a little way) between 9 and 10 and the big hand is pointing to 3, it is quarter past 9.
Do this with all the numbers 1–12, as above. You can deal with a quarter to the hour in the same way.

One hour earlier and later

Hold up a clock at an hourly time, for example, 8 o'clock. Your child can mirror your actions on their own clocks. Ask questions, such as:

- What time is shown on this clock face?
- How many turns must the long hand make to get to the next hour? (Yes! One full turn.)
- What time will it be on the clock face in one hour from 8 o'clock? (Yes! 9 o'clock.)
- What time will it be on the clock face one hour before 8 o'clock? (Yes! 7 o'clock.)

Do this with a number of times, using a different starting time in each instance.

Your child will be learning about measurement (length) over the next few days. Your child needs to know the language of length – fingertip, estimate, measure, about, greater/less than, longer/shorter than, metre stick, metre string, metre strip, whole, half, quarter, centimetres, How many?, ruler, height, length, width, wide, longest, tallest, total, most likely, triangle, rectangle, taller, etc.

Making shapes

Ask your child to make body shapes that are taller/wider/narrower/shorter than shapes that you make. For example, stretch out your hands about 20cm and ask your child to make a similar shape but it must be wider/narrower than your shape. Place your hands the opposite way with them pointing upwards from top to bottom. Ask your child to make a similar shape but it must be longer/shorter than your shape.

Non-standard units of measurement

This activity encourages your child to choose appropriate units of non-standard measurement to measure familiar objects in the home. Find a number of different items that can be used for measuring the length, width or height of different items, for example, cubes, paper clips, lollipop sticks, 5c coins, pencils, markers, etc. Place a maths book on a table and ask your child to measure the length of it using the cubes. Ask: *About how many cubes will be needed to measure the length of this maths book?* When your child has given his/her estimate, ask him/her to actually measure the maths book using the cubes. Ask questions, such as:

- Was your estimate close to the real length in cubes?
- How many cubes more/less was the actual measurement to your estimate?

Now ask him/her to estimate/measure the length of the maths book using paper clips, etc. When your child has measured the maths book using a number of different units of measurement, ask him/her to decide which was the most appropriate unit. Ask your child to give reasons for his/her choice, for example:

- *I preferred paper clips to cubes as I didn't have to use as many of them.*
- *I preferred lollipop sticks to pencils as they were all the same length whereas the pencils were of different lengths.*

Variation: Give your child a selection of objects to measure and a selection of units of measurement. Ask your child to decide on the best/most appropriate unit of measurement in each case. For example, a desk, a maths book and a classroom window – a cube, a pencil, a lollipop stick.

Make a metre!

Ask your child to measure out lengths of wool or cardboard against a metre stick. A metre has 100 centimetres (cm). A conventional ruler has 30cm so if you don't have a metre stick your child can place the wool on the ruler three times and add on another 10cm. If using wool, tell your child not to pull it too tightly or else the measure will be greater than a metre! Using his/her metre measures, invite your child to find objects in or near your home that measure less than a metre, about a metre or more than a metre, for example, doors, beds, windows, television, table, kettle, suitcase, lunchbox, school bag, floor tiles, etc.

Make a ½ metre and a ¼ metre!

Ask your child to measure out lengths of wool or cardboard against a metre stick. A metre has 100 centimetres (cm). A half metre has 50cm, while a quarter metre has 25cm. Using his/her ½ or ¼ metre measures, invite your child to find objects in or near your home that measure less than a ½ or ¼ metre, about a ½ or ¼ metre or more than a ½ or ¼ metre.

Note: When measuring, explain to your child that his/her measures may not be exact, for example, if the window measures slightly more than 2 metres, tell him/her that the window is about 2 metres wide.

Using a ruler

Ask your child to measure the length, width or height of a number of different items in your home. Explain that when we want more exact measurements, we need to use centimetres. A ruler usually has 30cm. Explain to your child that many rulers have little blank pieces at each end. These do not form part of the actual measuring section of the ruler. We should always start at the zero (0) when measuring.

Ask your child to estimate how long each object will be and then get measuring with a ruler.

Objects to measure: A4 paper, newspaper, television, copybook, lunchbox, etc.

Weight – The Kilogramme

Your child will be dealing with weight (the kilogramme – kg) over the next few days. S/he will estimate and measure the weight of a variety of objects using non-standard units of measurement (cubes/counters/chestnuts/pebbles/marbles, etc.) as well as the standard unit of measurement (the kilogramme). Your child needs to know some of the language associated with weight – balance, cubes, lighter/heavier than, weigh, weighs the same, about the same, heaviest, lightest, investigate, estimate, measure, kilogramme (kg), kilo, $\frac{1}{2}$ kg, $\frac{1}{4}$ kg.

Do they weigh the same?

You will need three identical opaque containers (you should not be able to see the contents), for example, butter tubs, cereal boxes, etc. Fill each container such that one is the lightest (e.g. cotton wool), one is heavier (e.g. cubes) and one is the heaviest (e.g. marbles). Ask your child questions, such as the following to determine what s/he perceives about the containers:

- What type of containers do you see?
- Are they all the same size or different sizes?
- Do you think they weigh the same?
- If they do not weigh the same, why might this be?
- Do you think each container is full or empty?
- What might be inside the containers?
- How can we find out if they weigh the same?

Now invite your child to lift up the containers and to order them from lightest to heaviest.

Extension: Encourage your child to guess what is in each container before revealing the contents.

Making $\frac{1}{2}$ kg and $\frac{1}{4}$ kg weights

Take a 1kg pack of pasta shells/flour/sugar/flakes or anything that you have to hand. Using two identical bowls/measuring jugs/glasses, etc. share the contents evenly into the two containers. Now place the contents in separate bags. You now have two $\frac{1}{2}$ kg weights. Place one $\frac{1}{2}$ kg weight in one tray of the balance/scales. Focus your child's attention on one of the everyday objects, e.g. stapler. Ask him/her to estimate if the stapler will weigh more/less than or about the same as $\frac{1}{2}$ kg. Place the stapler in the second tray of the balance/scales. Invite your child to interpret the result i.e. the stapler weighs about $\frac{1}{2}$ kg.

Extension: Repeat the above activity using $\frac{1}{4}$ kg weights.

Balance the scales

Gather a selection of light and heavy items found in your home, for example, cup, spoon, fork, clothes peg, egg cup, tins of peas/beans, saucepan, pepper canister, book, hammer, screwdriver, ball, hurl, litre carton of milk, bowl, stapler, paper weight. Focus your child's attention on one object from the selection, for example, a tin of beans. Place the tin of beans in one tray of the balance/scales. Invite your child to balance the scales using as many different objects as are needed. For example, the tin of beans might be balanced by the spoon, the egg cup and the book or the tin of beans might be balanced by the stapler and the fork.

Let's investigate!

Using the same objects as used in the activity above, ask your child to weigh any two objects to determine which is heavier/lighter or if they weigh about the same. For example, the tins of beans and peas should weigh about the same. The stapler should be heavier than the spoon. Ask your child to estimate his/her answer first. Your child should be encouraged to give a reason for his/her answer, for example: *I think the tin of beans is heavier because ...*

Kilogrammes come in different sizes

For this activity, you will need a balance/scales, a 1kg weight (a commercial weight or flour, sugar, etc.), pencil cases, bananas, butter, tins of beans, etc. Place your 1kg weight on the scales and ask: *How many bananas do you think weigh the same as the 1kg weight?* Place a banana into the opposite tray of the balance/scales. Keep adding bananas until the two trays are balanced. Ask your child to keep count. Repeat the activity, balancing the 1kg weight with pencil cases, tins, etc.

More or less than 1kg?

Pick some items from around your home, as done above. Ask your child to estimate if an item is more than, less than or about equal to 1kg. For example, show him/her a pineapple. After your child makes an estimate, ask him/her to weigh the pineapple using a balance/scales. Do this with as many items as you can.

Capacity – Measuring

Your child will be learning about capacity (the measure of the amount of liquid/sand/rice, etc. that different containers can hold) over the coming days. Your child needs to know the language of capacity – container, most, least, more/less than, about, full, estimate, measure, litre, same amount, holds, half/quarter-litre, jug, glass, carton, bowl, pot, lunchbox, vegetable soup, olive oil, teapot, cup, egg cup, cartons, smoothie, ladle, tomato sauce, shampoo, apple juice, etc.

Selection of containers

Gather a selection of containers that are commonly used in the home, for example, spoon, egg cup, glass, cup, bowl, mug, milk/juice carton, bottle, yoghurt carton, saucepan, pot, jug, bucket, lunchbox, etc. Ask your child to name other containers that hold water/liquid, for example, sink, paddling pool, bath, swimming pool, barrel, plastic cup, etc. Ask your child to arrange the containers from that which s/he thinks holds the least to that which s/he thinks holds the most. Only use five/six containers at any one time. Encourage lots of discussion with your child. Once your child's estimate is complete, get him/her to check it. Begin with the container that your child thinks holds the least. Fill it with water/liquid/sand/marbles/rice/pasta shells, etc. Pour its contents into the container that comes next in the row. If there is space left in the second container, s/he has proved that it holds more than the first container. Continue testing each of the containers in the same manner. If there is any disagreement/debate with your child as to which container holds more/less, put it to the test! Fill the two containers in question with water/sand/pasta shells and empty each into a larger container. See which filling takes up more space in the new container.

Get measuring!

You will need two containers of considerably different capacities, for example, a spoon and a cup, as well as a basin of water/sand/pasta shells/rice, etc. Ask your child to estimate how many spoonfuls of water will fill the cup. Measure how many spoonfuls of water fill the cup. Encourage your child to compare his/her estimate with the result. Invite your child to find the difference between the answer and the estimate by subtraction. Repeat this activity with different pairs of containers, for example, an egg cup and bowl/a bowl and saucepan/a cup and teapot/a teapot and bucket/a glass and basin/a cup and milk carton.

1-litre containers

Gather a selection of 1-litre containers to show your child that litre units come in a variety of shapes, for example, milk cartons, milk bottles, ice-cream tubs, bottles of soft drinks, water bottles, juice cartons, paint tubs, bottles of cooking oil. Ask your child to make a list of items that can be bought in 1-litre containers.

Greater than, less than or equal to a litre

You will need a 1-litre measure (e.g. a jug) and a selection of containers of different shapes and sizes (e.g. soup carton, juice carton, mug, cup, egg cup, ladle, saucepan, vase, jug, teapot, glass, lunchbox). You will also need water (sand, rice or pasta shells will also do) for measuring. Focus on one container at a time. Ask your child to estimate whether the container holds more than a litre, about a litre or less than a litre. The best way for your child to learn about capacity is to allow him/her to physically carry out these experiments, so allow your child to fill the container with water. Pour the water from the container into the 1-litre jug to prove if his/her estimate is correct.

½ litre or ¼ litre?

For this activity, you will need two 1-litre jugs and a selection of containers that hold less than 1 litre (e.g. glass, bowl, cup, ladle, plate, spoon, egg cup, yoghurt carton, tubs). On the first 1-litre jug, clearly mark the ½-litre and 1-litre marks. Show your child the ½-litre mark. (You can mention that s/he will often see 500ml here.) Encourage your child to name containers that might hold about ½ litre. Focus his/her attention on the array of containers. Ask your child to estimate whether the containers hold more than, less than or about

½ litre.

Check the estimates. Fill each container with water and then pour the water into the 1-litre jug that has the ½-litre marking clearly visible on it.

Repeat the above activity to examine the ¼ litre in a similar way.

