

Week beginning: 15/6/20 Class and Subject: **MATHS** Ms. Quill
 SEN Teacher: Ms. Hogan



ST. PATRICK'S GIRLS NATIONAL SCHOOL
 GARDINER'S HILL, CORK

Hi girls,

Hope you are keeping well.

Remember to do Ms Quill's work first
She has put a video online on the school website

Dear parent,

This week we are practising using kilograms and grams to weigh things. We are also interested in how these measures are used in everyday life. Could you please help by showing us when you are using kilograms and grams to measure things and where this information is on packages?

Practice counting out loud -start at 2....stop at 132 -start at 3 Stop at 133 -start at 4.... Stop at 144 -start at 5.... Stop at 155	Put these numbers in order starting with the smallest • 610, 650, 630, 620, 690, 680, 670, 640, 660, 700 • 360, 400, 380, 410, 450, 390, 420, 440, 370, 410, 430	
What number comes after • 370, 220, 450, 670, 110 What number comes before 110, 210, 330, 460	10 plus What is $10 + 1 = 10 + 2 =$ $10 + 3 =$ etc	10 plus What is $10 + 20 =$ $10 + 30 =$ $10 + 40 =$ etc

Support activity 1

- 1) Look at two soft toys of similar size but of different mass. Ask your daughter to put her toy in the centre of the circle.
Which of these toys do you think is the heaviest? Why do you think that? How could you check?
- 2) Let your daughter take turns comparing the mass of the toys by holding them.
How could you describe the weight of the two toys?
- 3) Introduce another soft toy.
Is this toy heavier or lighter or in-between?

Put the three toys in order of weight.

Support activity 2

In this station estimate the weight of everyday grocery items. Weigh the items to check their estimates then compare the actual weight with the weight stated on the packaging. Make sure you put masking tape over the weights of the products to encourage estimation.

1. Choose a grocery item to work with.
2. Estimate the weight of the item and record.
3. Measure the weight of the item using the kitchen scales and record this.
4. Check the weight of the item using the information on the packet.
5. Compare your three weights – estimated, actual and stated. Are they different? If so, why?

Record your work on a table like this.

Record your work in a table.

Item	Estimated weight	Measured weight	Weight as stated on packet

Support Activity Two

In this station fill up a bag with grocery items, estimating their weight according to a shopping list. They check their estimates by weighing the bags.

1. Write a shopping list for a daughter. Choose from the grocery items to make your list and make sure you specify how much of each item you will need.

For example:

Shopping list

200g red lentils

300g brown lentils

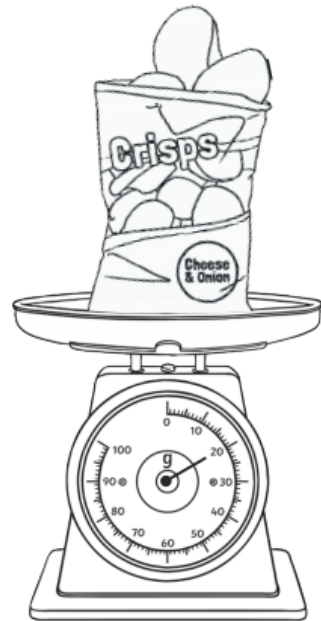
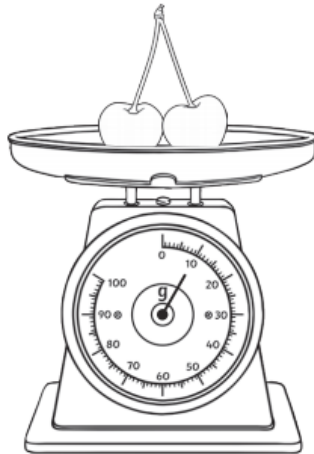
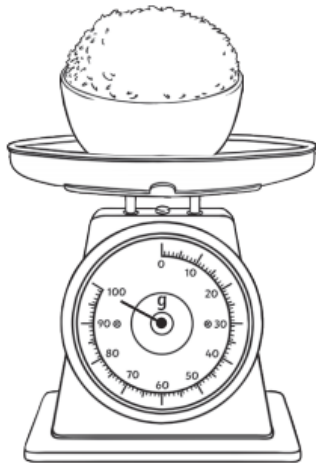
150g kidney beans

500g chick peas

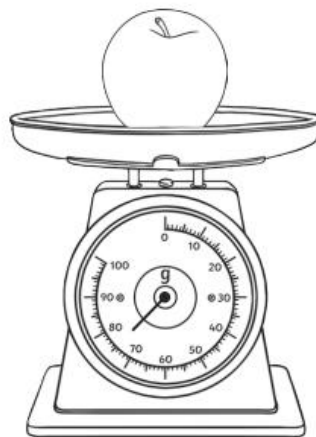
2. Swap lists with your daughter. Fill a bag for each item on your partner's list, estimating the weights required.
3. Check your estimates by weighing the bags on the scales.

Support activity 3

How Many Grams?



_____ g



_____ g



_____ g