

## Home Learning - Year 2

This Week's English Tasks	WC - 20 <sup>th</sup> April 2020
<p><b>Spelling – Using apostrophes for contraction</b></p> <ul style="list-style-type: none"> <li>Apostrophes can be used to show that letters are missing when two words have been shortened. E.g. <i>I have</i> becomes <i>I've</i>.           <ul style="list-style-type: none"> <li>When thinking about the spellings of contracted words you need to say and write the two original words, then say the shortened word. Say it slowly and carefully to work out which sounds are still there and which are missing. So, for <i>I've</i> it is the 'ha' sound that's missing from <i>I have</i>.</li> <li>The apostrophe needs to go where this missing sound is.</li> </ul> </li> <li>How many contracted words can you think of? Can you work out the correct place to use the apostrophe for each word? Make a list and use each one in a different sentence (Remember capital letters and full stops!)</li> </ul>	
<p><b>Activity 1 – Talk about the Caravan Adventure in The Wind in the Willows</b></p> <ul style="list-style-type: none"> <li><b>Rewatch</b> the part of The Wind in the Willows film where Mole, Ratty and Toad are going on a <b>caravan adventure</b> (12:05 – 18:16 <a href="https://youtu.be/gXnhqF0Tqql?t=725">https://youtu.be/gXnhqF0Tqql?t=725</a> )</li> <li>At the end of this part of the story <b>talk about the film</b>. You could use these questions:           <ul style="list-style-type: none"> <li>Which characters were in this part of the story?</li> <li>Where are they? What is it like there (use great adjectives!)</li> <li>What are they doing? Why are they doing it?</li> <li>How do the different characters feel about their adventure? Why?</li> <li>What happens on their adventure? How do the characters feel about it? How do you know?</li> <li>What word could you use to describe this part of the story? Why did you choose that word?</li> </ul> </li> </ul>	
<p><b>Activity 2 – Retell the story – a puppet show</b></p> <ul style="list-style-type: none"> <li><b>Draw</b> Mole, Ratty, Toad, the caravan and the car. <b>Cut them out</b> and stick them on sticks/pencils/straws etc.</li> <li>Use your stick puppets to put on a show to <b>retell</b> this part of the story. As the narrator of the story, <b>make sure that you include</b>:           <ul style="list-style-type: none"> <li>A <b>description</b> of <b>where</b> they are and <b>when</b> it is. E.g. It was on a bright, sunny morning that the three friends set off through the countryside, riding in the beautifully decorated caravan.</li> <li><b>Describe</b> what the characters are <b>doing</b> and <b>how they feel</b>.</li> <li>Include <b>speech</b> between the characters (Can you give each character a different voice?)</li> </ul> </li> <li><b>Film</b> your puppet show and put it on Seesaw</li> </ul>	
<p><b>Activity 3 – Using subordinating conjunctions</b></p> <ul style="list-style-type: none"> <li>Complete the sheet on subordinating conjunctions (<b>when, if, that, because</b>)</li> <li>Now, write four of your own sentences linked to the caravan adventure using these conjunctions. Use no more than one conjunction in each sentence. Each conjunction must be used once.</li> <li>A tricky challenge if you want it: Can you rearrange each sentence (you shouldn't need to add or remove any words, just reorder them) so that the conjunction is in a different place?            E.g. Mole was upset <b>when</b> the caravan crashed.  <b>When</b> the caravan crashed, Mole was upset.            Mole, <b>when</b> the caravan crashed, was upset.</li> </ul>	

#### **Activity 4 – Write this part of the story – The Caravan Adventure**

- For your writing, focus on the part of the story where the friends are on their caravan adventure. *Top tip – it might help to watch this part of the film again to give you ideas* (12:05 – 18:16 <https://youtu.be/gXnhqF0Tqql?t=725> )
- **Do not go further on in the story than this.**
- Make your writing interesting by adding **as much detail as possible** about what things look, feel and sound like. Make sure that you include:
  - **wonderful adjectives** to describe things and feelings.
  - **adverbs** to describe how things are done (slowly, carefully etc.)
  - subordinating **conjunctions** in your writing? (e.g. when, if, that, because)
- **Read through your writing to check** that you have correctly used **full-stops** and that each sentence **makes sense**.
- Check that you have used **capital letters** for the start of each sentence, names and the word 'I'.

#### **Useful Links and Videos**

- The Wind in the Willows **film**: Click [here](#)
  - The Wind in the Willows **book**: Click [here](#)
  - The Wind in the Willows **audiobook**: Click [here](#)
- It is also available via the **BBC Sounds app** where you could download it and listen outside in the garden 😊