

Home Learning - Year 2

This Week's English Tasks	WC – 1 st June 2020
<p>Spelling – The suffix 'ness' turns an adjective into a noun that describes the state or condition of something e.g. silliness, sadness.</p> <ul style="list-style-type: none">• Change these root words into nouns by adding the suffix 'ness': dark, lonely, happy, tired, cold (Remember the spelling rules for adding suffixes)• Use the nouns that you made to write sentences using your best joined up handwriting. <i>E.g. The man walked with sadness out of the room.</i>• Challenge: Can you add 'ness' onto any adjective to make a noun? Think of as many adjectives as you can. Do you make real words if you use the suffix 'ness' with all of these root words?	
<p>Activity 1 – An Arctic experience</p> <ul style="list-style-type: none">• Watch this video about Greenland, which is in the Arctic.• Talk about the different places that you see and collect as many amazing adjectives as you can in descriptive phrases (e.g. rugged mountains or smooth, enormous icebergs).• Take 5 of the words that you collected and use a thesaurus to broaden your word choices. For each of your 5 words, find 2 extra synonyms (a synonym is a different word that means the same thing). It would be fantastic if you have a thesaurus at home, but if not use an online thesaurus like this one here. Watch out! The suggested words don't always work for describing the thing you have in mind so you need to 'test them out'. Say them aloud. Does it sound right? Would it be a good choice to use?• Read this sentence: <i>At the top of the World is a vast, untamed wilderness full of rugged mountains and immense, polished icebergs.</i> This sentence uses lots of interesting adjectives to describe what you would see in the Arctic.• Write your own sentences to describe the Arctic. Start your sentence with a preposition (a 'where' word or phrase like 'At the top of the World') and complete your sentences with wonderful descriptions of what you would find there.	

Activity 2 – Grammar – Using subordinating conjunctions

- Subordinating conjunctions are joining words like 'because' and 'when' and they can be used to open sentences. Read these examples to see how:

When the ice melts, gigantic chunks of ice crash into the crystal-clear sea.

Because of the freezing weather, only a few hardy animals can survive in the Arctic.

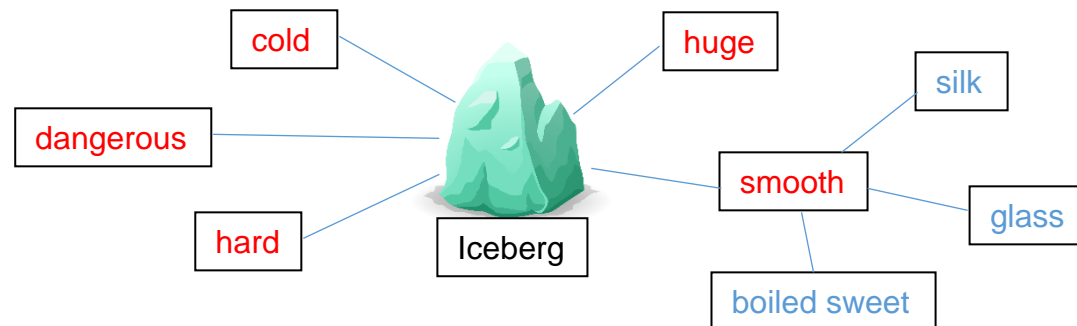
- Comma challenge:* Look carefully for where I've used a comma in these sentences. When reading I would pause here. The comma separates the **main part of the sentence** from the **supporting (or subordinate) part**. The main part would work by itself as a sentence but the supporting part wouldn't make sense on its own.

E.g. **When** the ice melts, gigantic chunks of ice crash into the crystal-clear sea.

- Use the subordinating conjunctions When and Because as sentence openers in sentences about the Arctic.

Activity 3 – Using similes

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- A simile is a way of describing something by comparing it to something else. Here's how you do it:
 - Start by thinking about what you would like to describe (e.g. iceberg). Choose something that you haven't written about yet. If you need to, watch the video again for ideas. Write this idea in a circle or a picture of the thing in the middle of your page.
 - Think of adjectives to describe it (e.g. smooth, huge, cold, dangerous, hard). Write these around the thing that you are describing.
 - Look at one of your adjectives (e.g. smooth). What else could be described using this word? (e.g. silk is also smooth, glass is smooth etc.)



- Use 'as ___ as ___' to make a simile. E.g. as smooth as glass
- Now, use your simile in a sentence. E.g. *Giant icebergs, as smooth as glass, are scattered across the sea.* You could play around with where the simile goes in the sentence. Where else could it go but still make sense? Where do you think it works best?
- Can you choose more of your adjectives and follow the process to make a different simile sentences?

Activity 4 – Putting it all together!

- Look at this picture:



- Soon, you will write an interesting description of the things that you would see if you visited the Arctic. But first, write the sentences that you have already written on different slips of paper.
 1. Group the sentences into groups which are about the same thing e.g. icebergs or mountains or the animals.
 2. Which order do the groups work in best when telling someone about the Arctic?
 3. Which order do the sentences in each group work best?
 4. Do any of the groups need any new sentences to make a full and interesting description?
- Remember, when writing sentences there are lots of writer's tools that you have learned about that you could choose to use:
 - adjectives and adverbs for descriptions
 - conjunctions (and, so, but, because, when, if, that)
 - prepositions ('where' words like under, beside, in the distance)
 - different types of sentence statements, commands, questions, exclamations and the correct punctuation for each type (. ? !)
 - the spelling rules for adding the suffixes 'er', 'est', 'ing', 'ly', 'ness' and 'ful'
- **IMPORTANT! 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' (and that you haven't used any anywhere else!).
- Now write up your description of the Arctic in neat, joined handwriting then illustrate your writing. Take your time!

Useful Links and Videos

- Greenland – Land of ice: <https://www.youtube.com/watch?v=f7hbWvHKns0>