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Home Learning Pack Year 2

Guidance and Answers

Spring



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Different Types of Verbs Page 2

The aim of this activity is to identify different types of verbs. It will focus on three different types:

- 1) Action/doing verbs, for example: jump, read, cook etc.
- 2) Linking verbs which link the subject of a sentence to a word or phrase that describes the subject. Linking verbs are often to do with the senses, for example: feel, taste, smell, look, hear.
- 3) The verb 'to be', for example: am, are, is, was, were.

Question 1 – Children should read each sentence carefully and tick the boxes that are pointing to a verb in each sentence.

The correct answers are: **A. playing; B. cry; C. laugh**

Question 2 – In this question, children are given three different sentences, each with a verb underlined. They should decide whether the verb is an action verb, part of the verb 'to be' or a linking verb.

The table should be completed as follows:

Sentence	Action	To be	Linking
1. Finally, she <u>closed</u> the book.	✓		
2. My cat <u>is</u> called Fluffy.		✓	
3. Bread <u>tastes</u> best when it's fresh.			✓

Question 3 – In this question, children should choose one card from each column and put them together to write a complete sentence.

Some correct answers are: **Adam scored a fantastic goal.;** **The nurse cared for all of his patients.;** **We are very excited.**

Using the Suffix -ly Page 3

A **suffix** is a group of letters that is added to the end of a **root word**, changing or adding to its meaning. Suffixes can show if a word is a noun, an adjective, an **adverb** or a verb. For example: if the root word is friend, when we add the suffix '-ly' it becomes friendly.

A **root word** is a basic word that has not been changed by a **suffix**.

An **adverb** is a type of word that gives more information about a verb. It can tell you how, when, where or how often the action was done. Some examples include slowly, yesterday, regularly.

Question 1 – This question involves reading the speech in the speech bubble to understand how the plane landed. Then use the word bank to choose the best **adverb** to complete the sentence.

The plane landed smoothly and the passengers cheered and clapped.

Smoothly would be the best **adverb** to use to complete the sentence because the speech 'That landing wasn't too bad after all!' indicates that the landing was fairly good.

Question 2 – This question involves using the word bank to choose an **adverb** that would complete both sentences.

A. Max understood the instructions perfectly but he still looked really confused; B. Fiz got full marks on the test as she had answered every question perfectly.

Question 3 – This question requires your child to identify the existing **adverb** (silently) in the sentence and change it to an alternative **adverb** that changes the action of the **verb**.

Various answers, for example: The mouse crept quickly to the cupboard because it wanted to find some cheese to eat.

A range of **adverbs** could be used to change the description of how the mouse crept to the cupboard.

Question 4 – This question requires your child to read the sentence, identify the **adverb** and place an arrow where the **adverb** should be placed in the sentence.

The excitedly family laughed because they were going on holiday.

The **adverb**, excitedly, could go either before or after the **verb** laughed to describe how the family completed the **verb**.

Question 5 – This question involves your child pretending to be a pirate captain and writing rules, including **adverbs**, he/she may give his/her crew.

There are various possible answers, for example: Fight bravely against other pirates; Aim the cannon carefully at the other ship; Quickly drop the anchor into the deep, blue sea.

Recognising Simple Contractions Page 4

A **contraction** is a word that has been formed by putting two words together, replacing some letters with an apostrophe, for example 'you are' becomes 'you're'.

It is important that children learn to use the apostrophe correctly when forming contractions.

Question 1 – In this question, children must read the sentence and then underline the contractions within it.

The correct answers are: couldn't and wasn't

Question 2 – In this question, children are given three sets of two words. They must match each set to its contraction.

The correct answers are: did not = didn't, we have = we've, you will = you'll

Question 3 – In this question, children must use six words to make three different contractions.

Various answers, for example: she'd, we've, you're, you've, we're

Question 4 – In this question, children are given a sentence and they must rewrite it using contractions.

The correct answer is: You wouldn't be able to walk on Jupiter because it isn't solid.

Question 5 – In this question, children are given three facts about space which are wrong. They should rewrite each fact with a contraction.

Venus isn't the closest planet to the Sun. You can't go into space without a spacesuit. There aren't ten planets in our Solar System.

Using Simple Contractions Page 5

The aim of this activity is for children to use simple contractions to join two words together. It is important that children learn to use an apostrophe correctly when contracting words.

A **contraction** is a word that has been formed by putting two words together, replacing some letters with an apostrophe, for example, 'you are' becomes 'you're'.

Question 1 – This question asks children to contract the underlined word(s) in the given sentence. It may help children to say the sentence aloud with the contractions, before trying to write them. Sometimes one letter is omitted and replaced with an apostrophe, sometimes it is more than one letter. It is important that the apostrophe is used in the correct place, i.e. where the letter(s) have been omitted.

The correct answers are **is not = isn't; cannot = can't; it is = it's**.

Question 2 – In this question, children are given four pairs of words to contract and then use in a sentence. They should start by writing the contracted form of each pair of words, remembering to use the apostrophe where a letter(s) have been omitted. Children can then read each of the four partial sentences given and decide which contraction makes sense in the blank space in each of them.

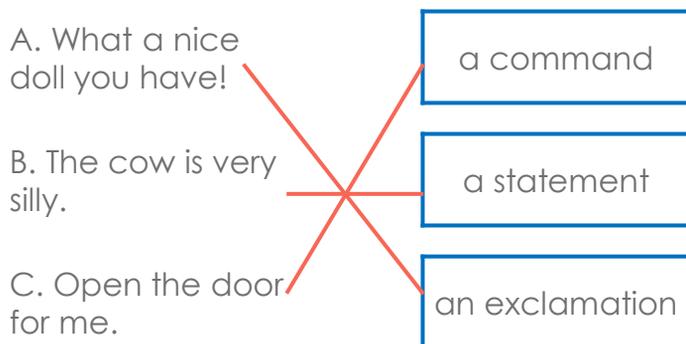
The correct answer is **A. we're (we are); B. there's (there is); C. you've (you have); D. shouldn't (should not)**.

Question 3 – Children have a short piece of writing to read and then correct the mistakes that have been made with contractions. They should look for contractions where the apostrophe is missing or has been used in the wrong place. Children should write the correct form of the contraction above each mistake. The correct version is shown below.

It was pouring with rain, so we couldn't go outside to play. I wasn't very happy about this, but there was nothing I could do about it. Harry didn't like my idea of playing a board game instead.

All Four Sentence Types Page 6

Question 1 – This question involves your child reading all the sentences before matching each sentence to the correct sentence type.



Question 2 – This question requires your child to read all the sentences before deciding which sentence is a **question**.

'What can I do with the gold?' should be ticked; it starts with a **question opener** and requires an answer.

Question 3 – This question involves your child reading the **statement** about the door and using some of the existing words to create a **command** about the door.

Various answers, for example: Shut the door.

'Shut the door.' is a **command** because it starts with an **imperative verb** and is an instruction to close the door.

Question 4 – This question requires the child to read the sentence and decide if the sentence is a **command** or not.

Wes is **incorrect** because **the sentence is a statement**. Various possible explanations, for example: It does not begin with an imperative verb.

Question 5 – This question requires your child to create different sentence types about the moon. It might help your child to imagine they are interviewing an astronaut about the moon or that they have travelled to the moon themselves and they are describing what they can see.

Various answers, for example: Question – How high is the moon? Command – Don't look at the moon. Exclamation – What a bright moon it is! Statement – The gleaming moon lit up the night sky.

Compound Nouns Page 7

The aim of this activity is for children to use two nouns to make one compound noun. **Nouns** are naming words. It is a person, animal, thing or place. A **compound noun** is a word created by using two **nouns**. For example: the **nouns** rain and bow create the **compound noun** rainbow.

Question 1 – Children should match the four **nouns** in the left-hand column to one of four different **nouns** in the right-hand column to make **compound nouns**. The **compound nouns** should be written as a list on the right-hand side of the page.

The correct answers are: **sunflower, greenhouse, lipstick and baseball**

Question 2 – In this question, children are given six nouns to use as the start of **compound nouns**. For each starter **noun**, children should think of a second **noun** that would go with it to make a **compound noun**.

Various answers, for example: **sand + castle = sandcastle; air + port = airport; hand + shake = handshake; fire + place = fireplace; lady + bird = ladybird; rain + bow = rainbow**

Question 3 – A sentence is given that has mistakes in it relating to **compound nouns**. Children should underline the mistakes in the sentence given and write the correct underneath.

I am travelling to the air port at the week end; I am travelling to the airport at the weekend.

Adding ‘-ment’, ‘-er’ and ‘-ness’ Page 8

The aim of this activity is for children to add the **suffixes** ‘-ment’, ‘-er’ and ‘-ness’ to **root words** and to know when letters need adding or changing at the end of the **root word**. A **suffix** is a group of letters that is added to the end of a **root word**, changing or adding to its meaning. A **root word** is a basic word that has not been changed by a **prefix** or a **suffix**.

Question 1 – Children must create new words that are made by adding each **suffix** to the **root word**. They may need to be reminded that if the **root word** ends with the letter ‘y’ and there is a consonant before the ‘y’, the ‘y’ has to be changed to the letter ‘i’, before adding the **suffix**.

The correct answers are: **A. punishment; B. healthier, C. greediness, D. disappointment**

Adding '-ment', '-er' and '-ness' Page 8 cont

Question 2 – A table shows five different **root words**. Children will decide which **suffix(es)** can be added to each **root word** to make a new word and tick the corresponding box(es) in the table. Children should be reminded that some **root words** can have more than one **suffix** added to them.

The correct answers are:

	word	-ment	-er	-ness
A.	enjoy	✓		
B.	friendly		✓	✓
C.	improve	✓	✓	
D.	gloomy		✓	✓
E.	agree	✓		

Question 3 – This question presents a piece of completed work on adding suffixes. Children are looking to see if the suffixes have been added correctly to the root words. They may need to be reminded that if a root word ends in the letter 'y' and there is a vowel in front of the 'y', we do not change the 'y' to the letter 'i', for example: play - player. Also, if the root word ends in a consonant and the vowel before it makes a short vowel sound, they should double the consonant before adding the suffix, for example: mad - madder.

The correct answers are: **A. enjoyment; C. sadder**

Adding '-ful', and '-less' Page 9

A **suffix** is a group of letters that is added to the end of a **root word**, changing or adding to its meaning. Suffixes can show if a word is a noun, an adjective, an adverb or a verb. For example, the suffix -er changes the verb 'teach' to the noun 'teacher'.

A **root word** is a basic word that has not been changed by a **suffix**.

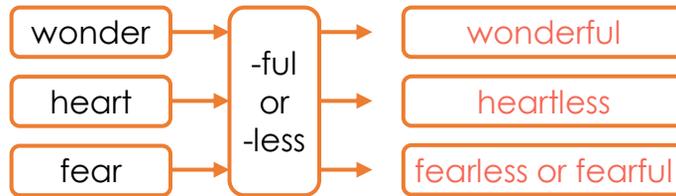
The activity involves recognising and using the **suffixes** -ful and -less. The correct answers are shown below:

Question 1 – This question involves identifying the words that include the **suffix** -ful or -less and underlining the words.

The deck is **spotless** and the captain said we had been very **helpful**.

Spotless and helpful should be underlined because they include the **suffix** -ful and -less.

Question 2 – This question requires your child to add the correct **suffix** to the **root word** to create an **adjective**. Children may find it helpful to say the root word with the suffix –ful and –less to see if they are words they have heard before.



The **suffix** –ful can be added to wonder or fear and the **suffix** –less can be added to heart and fear.

Question 3 – This question requires your child to find the words that have common mistakes when adding **suffixes**.

plenty + ful = plentiful; hate + ful = hateful

plenty + ful should be spelled plentiful because if a **root word** ends in a ‘y’ and the letter before the ‘y’ is a consonant, the ‘y’ is changed to an ‘i’ before adding the suffix.
hate + ful should be spelled hateful with one ‘l’.

Question 4 – This question requires your child to choose the correct **suffix** (see explanation on p.8) to add to the **root word** (see explanation on p.8) and use the newly formed word in a sentence.

mouth + ful = mouthful

Various answers, for example: Pirate Pete could hardly talk as he had a mouthful of food.

The **suffix** –ful can be added to the **root word** mouth to make the new noun mouthful and used in a sentence.

Question 5 – This question involves your child using the words including the **suffixes** –ful and –less to explain why the captain may be cross with his pirates.

Various answers, for example:



careless

He was angry with him because he had been careless when raising the mast.

Every sentence must begin with a capital letter to show the start of the sentence and end with a full stop to show the sentence is finished.

Reading Comprehension – Weather of the World Page 10

Children should read the information and answer the questions explaining, where possible, how they know the answer. Children may find it easier to read the text first and discuss what it is about, before attempting to answer the questions.

The answers to the questions are given below.

1. What is the date on Monday?

9th January

2. What will the temperature be when it rains in Sydney?

21°C

3. What sort of clothes would you wear on Monday and Tuesday in Sydney?

Clothes for warm weather such as shorts, t-shirts, sandals or dresses.

4. What sort of clothes would you wear for the weather in Nuuk, Greenland?

Warm clothing such as hats, gloves, scarves, coats and boots.

5. Which city has the most changes in the type of weather during the week?

Sydney because it is sunny, cloudy and rainy.

6. What is a 'barbie'?

A barbeque.

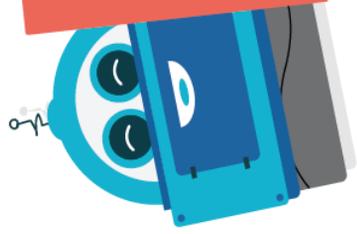
7. What season do you think it is in Sydney, Australia?

Summer.

8. What does 'predict' mean?

A good guess at what might happen.

Home learning



HERO!

_____ This certificate of brilliance goes to _____

_____ for being **TOTALLY AWESOME** at _____

Signed _____

Date _____

