

RWI English

11-15th January 2021



The activities in this file can be completed after your RWI activities.

There are 2 spelling tasks on pages 2-4 and some reading and writing activities on pages 5-18 .

Have fun ! I can't wait to see what you do.



This week we will focus on learning to spell 2 key words – '**here**' and 'there'. There are two sheets to complete. After you have learned each word, write it out lots of times. You can use bubble writing, different colours or patterns. Try writing them on the garden path using chalk. Then try writing them in your neatest handwriting as many times as you can.

Good luck!

Common Exception Word Activity Mat: here

Find and circle the word **here**.

here he there
has here here
here his
he there
his has here his

Highlight the word **here** in these sentences.



Here we go.
Summer is here.



Please sit here.
Here is some water.



Clap the word **here**.



Finish off the word **here**.

he ___

___re

h ___

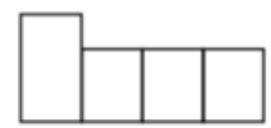
___e

Now write the full word.

Trace the word **here**.

here
here
here

Write the letters from the word **here** inside the boxes.



Add the word **here** to these sentences.



Come _____ quickly!



_____ comes the bus.

Can I eat my lunch _____?



Common Exception Word Activity Mat: there

Find and circle the word **there**.

there here where
 here there there
 here where
 here here
 there where here
 there there here

Highlight the word **there** in these sentences.



There were no biscuits left.

There is a rush.



I live over there.

Will you take me there?



Clap the word **there**.



Finish off the word **there**.

the ___	___ere
t_____	_____e

Now write the full word.

Trace the word **there**.

there

there

there

Write the letters from the word **there** inside the boxes.

--	--	--	--	--

Add the word **there** to these sentences.



Who did you meet _____?



_____ was nobody _____.



_____ is no school today.

Activities for 11-15th January

Activity 1: Thinking Time!

Watch the film 'The Book of Butterflies' by following the link on our Home Learning page. Then think about what happens. Answer the questions by talking to your grown up about the story.

Activity 2: Collective nouns

Read the Learn Screen and find out all about collective nouns. Match collective nouns to pictures and complete a worksheet. There's even a challenge for you to create some collective nouns of your own.

Activities 3 & 4 : Collect Words and write a description

Use the Learn Screens to find out all about adjectives. Then collect lots of words to describe what you see and how the man feels when he opens the book. Turn those words into a description.

Activity 5: Answer Questions

Read a text and then answer some questions about it.



IMPORTANT!

Parent or Carer –
Read the instructions
on the next page
with your child and
check that you are
happy with what
they have to do and
with any weblinks or
use of the Internet
required.

Watch the Film

Activity 1: Talking Time

Watch the film by clicking on the link below or following the link on our Home Learning page. Then talk to your grown up about the questions on the next 2 pages. You will need to pause the film at several points.



<https://www.youtube.com/watch?v=-X3Py9naAp0>

Questions to think about

Activity 1: Talking Time

Pause the film after 17 seconds when the man sits down with the book.

What do you think might happen to the book?

Why do you think the clip is called Book of Butterflies?

Why do you think the man is reading a book about butterflies?

What kind of information do you think is on the pages?

What do you know about butterflies?

Pause the film at 33 seconds.

What colour is the background? What feeling does this give to the film?



There are no right or wrong answers to some of these questions. It's all about what you think but try to give reasons for your ideas.

Pause the film at 48 seconds as the butterflies fly out.

Did this surprise you

Is the man surprised? How do you know? What else might happen?

Pause at 52 seconds.

How many butterflies have come out of the book?

What colours are they?

What colour is the background now? What feeling does it give to the film now?

What do you think the man might do to get the butterflies back into the book?

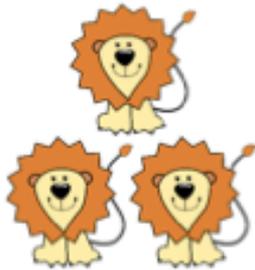
There are no right or wrong answers to some of these questions. It's all about what you think but try and give reasons for your ideas.



Learn Screen

All about collective nouns

A **collective noun** is the name given to a **group** of things.



- It can be a group of **animals** such as **lions**
- It can be a group of **people** such as **students**
- It can be a group of **things** such as **flowers**

Learn Screen

All about collective nouns

Collective Nouns

A **pride** of lions
A **flight** of steps
An **army** of ants
A **class** of pupils
A **swarm** of bees
A **brood** of chicks
A **string** of pearls
A **gang** of thieves
A **crowd** of people

A **school** of fish
A **pack** of cards
A **herd** of cattle
A **clump** of trees
A **pack** of wolves
A **choir** of singers
A **sheaf** of papers
A **litter** of puppies
A **troupe** of dancers

My favourite collective noun is a prickle of hedgehogs.

These are some you may have heard of. Others include:

A herd of elephants
A flock of birds
A bunch of grapes
A flock of sheep

There are also some really unusual ones like:

A parliament of owls
A murder of crows
A tower of giraffes

or

A prickle of hedgehogs

Collective Nouns

Activity 2: Match the collective nouns

Book of Butterflies

The name for a group (collective noun) of butterflies is a kaleidoscope.

Can you match the pictures with the correct collective noun.



Pod



Dazzle



Bloat



Prickle



Pride



Tower



Waddle

Herd



Your task is to complete the matching activity on this page and the sentence activity on the next page.

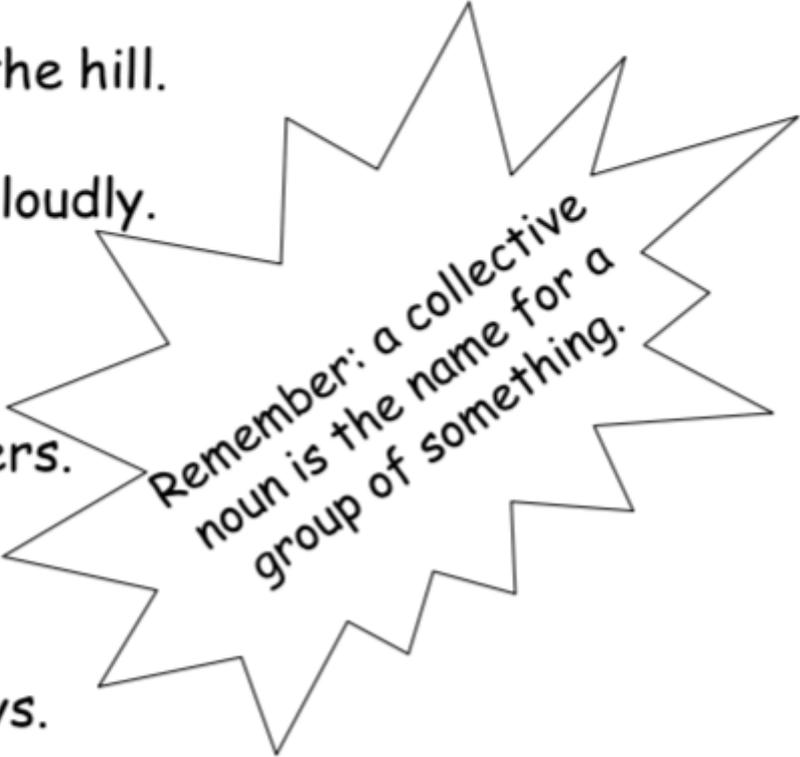
Can you create some collective nouns of your own? Think about the characteristics of a creature or a thing to help you with your ideas.

For example tigers roar really loudly so a good collective noun might be a **roar of tigers**. Frogs croak, so you might call a group of frogs a **croak of frogs**. I can't wait to see your ideas!



Add a suitable collective noun to complete the sentences below.

1. The _____ of soldiers marched over the hill.
2. A large _____ of spectators cheered loudly.
3. A _____ of wolves live in the wood.
4. Meera gave her mum a _____ of flowers.
5. The _____ of fish swam away quickly.
6. The policeman had a large _____ of keys.
7. A _____ of elephants rampaged through the village.
8. The children were attacked by a _____ of wasps.
9. Sally looked out of the window when a _____ of seagulls flew by.
10. The _____ of musicians played excitedly.



Remember: a collective noun is the name for a group of something.



Learn Screen

Descriptive writing using adjectives and adverbs

In writing we use **adjectives** to describe nouns (things, objects, names). Often the adjectives come just before the noun:

the **funny** picture

a **bright** day

If we have two **adjectives** next to each other we put a **comma** between them.

a **big, strong** gorilla

some **tall, green** trees

Sometimes the **adjectives** are further away from the **noun**.

The **pool** was **warm** and **blue**.

Willy woke up feeling **brave** and **heroic**.

We also use **adverbs** to tell us a bit more about **adjectives** we have used.

the **very** **funny** picture

a **really** **big, strong** gorilla

The **pool** was **extremely** **warm** and **amazingly** **blue**.



Words! Words! Words!

Activity 3: Collect words

Watch the film again and concentrate on what happens when the man opens the book. Write down your ideas using lots of adjectives – look at the Learn Screen on the previous page to remind you what an adjective is

Think about:

The colours of the butterflies

How they move

How the man might be feeling



Let's Write

Activity 4: Write a description

Your Task

Write a description of what happens when the man opened the book. Think about all the different butterflies. What colour are they? What size are they? How do they move?

Look at this example to help you.

There's also a word bank and a sentence opener on the next page to help you.



The book opened and the butterflies flew up, up, up into the sky. They had wings of all different colours. Some butterflies were bright yellow, some butterflies were brilliant blue and some butterflies had beautiful emerald green wings. There were large butterflies and small butterflies. There were butterflies with spots, some with stripes and even some with pretty patterns. They twirled, fluttered and flapped their paper wings before coming to rest in the big tree.



Read the text to help you write your own description.

Read all about it

Activity 5: Read a text and answer some questions.

Read this text all about a butterfly expert. Talk about it with your grown up and then answer the questions on the next page.

You must write your answers in full sentences using capital letters and full stops.

Read the information and answer the questions on the next page.

Name: Tom Wicks

Job: Explorer/butterfly Expert



What do you do?

I travel around the world looking for rare and beautiful butterflies. When I find one, I watch it and take photographs of it. Then I write about it for my book of butterflies.



What is your favourite butterfly?

I love the blue morpho butterfly because it has bright blue wings.

Where do you go to find the butterflies?

I find many of the butterflies in jungles and forests and some are in my own back garden.

Which butterfly would you most like to see?

I would love to see a golden birdwing butterfly. They have very large golden wings and they are quite rare.



Name: Tom Wicks



Job: Explorer/butterfly
Expert

Which is Tom's favourite butterfly?



Where does Tom find the butterflies?

Why do you think Tom takes photographs
and writes about the butterflies?

Would you like Tom's job? Explain why?

Your Task

Read each question carefully.

Answer each question.

Go back and check with the text if you need to.

Re-read your answers to be sure you have said what you wanted to.

You must write your answers in full sentences using capital letters and full stops.

Well done Year 2. I'd love to see your work, so please send pictures to me at year2@st-jo-st.dudley.sch.uk

