



Y2 English Distance Teaching and Learning

Week beginning: 27th April 2020

Lesson 5

Learning Intention:
WALT use descriptive language.

Key Vocabulary:
nouns
adjectives
verbs
adverbs
conjunctions

What you will need:
Pen
Crayon or felt tip
Lined paper (English book)

Starter

Watch the video

In your book, make a table with these headings:

noun	adjective	verb	adverb	conjunction
<i>boy</i>	<i>little</i>	<i>hear</i>	<i>tightly</i>	<i>that</i>

Read through the below and write as many of the words into their correct **word class** column. The first few have been done for you.

adverbs, nouns, adjectives, verbs, conjunction

The little boy was so happy to hear from his friend that he tightly hugged and squeezed his fluffy, brown teddy. They had talked excitedly on the phone for nearly twenty minutes, although it had seemed like a whole hour.

Main Teaching

Watch the first part of the video to review our learning about word classes.

Draw a table with 5 columns and head each column with the 5 word classes studied in the previous lessons. Read the text below and complete the table. I have made a start for you.

noun	adjective	verb	adverb
<i>lady</i>	<i>little</i>	<i>shuffled</i>	<i>slowly</i>

A little, old lady shuffled slowly along the warm, sunny pavement on her way to buy a loaf of bread and a bottle of milk. She was very stooped and found it hard to look around her. However she smiled as she enjoyed hearing the beautiful chirping of the birds that happily hopped from branch to branch in the trees that reached above her head.

Independent Activity

Watch the video or look at the picture on the plan for Lesson 2 (Giant dogs).

(Model writing two sentences that describe the scene. Remember to think about the 5 senses: see, hear, touch, taste and smell.)



Your task today is to use the nouns, adjectives, verbs, adverbs and conjunctions (from yesterday's lesson) to describe the scene in this picture. Carefully choose words to describe the three characters and **where they are**.

Continued...

I have made a few changes to the paragraph we used in an earlier lesson which can help to lead into your descriptive setting. You don't need to copy it but start your writing from that point. On the video (or this plan) see how I started to write my ideas.

To feed his enormous dogs every morning, Brian needed: two massive tractor tyres, a mountain of delicious dog food, and a bucket of fresh, cold water. This morning, after emptying the bucket into the largest drink bowl he had ever seen, Brian stepped back to view the strangely beautiful scene before him.

The bright, early-morning sunshine cast long shadows across the sweetly smelling grassy field. Normally, they would be monsters but the two huge dogs greedily slurped and gulped their food from a tractor tyre.

You have 30 minutes to write your setting description.

You should write a minimum of seven sentences but no maximum.

If you finish writing 6 sentences you can carry on writing.

You can have a break after 15 minutes if you wish.

Look at the items on the tick list for you to use to help with your writing.

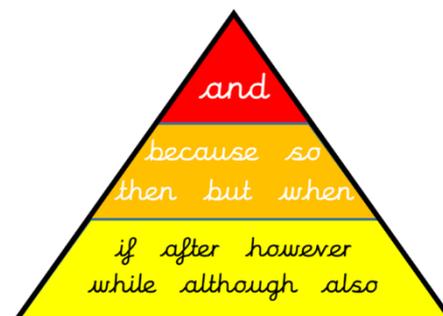
Check List: descriptive writing

Must have:

- ✓ a **capital letter** to start sentences, 'i' and people and place names
- ✓ a **full stop**, question mark or exclamation mark to end each sentence
- ✓ correctly formed letters
- ✓ finger spacing between words (but not too big – about the size of an m)

Should have:

- ✓ carefully chosen **nouns**
- ✓ **adjectives** to describe the nouns
- ✓ carefully chosen **verbs**
- ✓ **adverbs**
- ✓ **conjunctions** (see conjunction triangle)



Learning Review

Read through and edit your paragraph and use the check list to help.

Practise reading it aloud.

Read your description to an adult.

Mark Scheme

noun	adjective	verb	adverb
<i>lady</i>	<i>little</i>	<i>shuffled</i>	<i>slowly</i>
<i>pavement</i>	<i>old</i>	<i>buy</i>	<i>very</i>
<i>loaf of bread</i>	<i>warm</i>	<i>look</i>	<i>happily</i>
<i>bottle of milk</i>	<i>sunny</i>	<i>smiled</i>	
<i>hard</i>	<i>stooped</i>	<i>enjoyed</i>	
<i>birds</i>	<i>beautiful</i>	<i>hearing</i>	
<i>branch</i>		<i>chirping</i>	
<i>trees</i>		<i>hopped</i>	
<i>head</i>		<i>reached</i>	

A little, old lady shuffled slowly along the warm, sunny pavement on her way to buy a loaf of bread and a bottle of milk. She was very stooped and found it hard to look around her. However she smiled as she enjoyed hearing the beautiful chirping of the birds that happily hopped from branch to branch in the trees that reached above her head.

Please mark your own paragraph (or ask an adult to do it with you) by using the checklist below.

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Must have:

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- ✓ a **full stop**, question mark or exclamation mark to end each sentence
- ✓ correctly formed letters
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Should have:

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- ✓ carefully chosen **verbs**
- ✓ **adverbs**
- ✓ **conjunctions** (see conjunction triangle)

