



Home Learning Pack – Year 2 – W/B Monday 29th June, 2020

Dear Year 2 parents and carers,

Thank you so much for your hard work with the learning packs this week.

Please also be advised there are two Zoom meetings that have been organised for this week – **Friday 3rd July at 1.40pm for pupils in Year 2 – Cardiff** and **Friday 3rd July at 1pm for pupils in Year 2 – Canberra**.

Please continue to send any queries directly to head@deanshanger.northants-ecl.gov.uk or if urgent to grussell@deanshanger.northants.sch.uk.

We have compiled a list of tasks for you to complete as part of your home learning this week.

Just a reminder to continue to log in to MyON - this is a fantastic resource with all the accelerated reading books at the children's fingertips. Reading is crucial throughout your child/ren's learning career. Please ensure they are reading for at least 10 minutes daily. Reading doesn't always have to take place with a reading book - cookbooks, manuals (IKEA flatpack manuals might be pushing it!), street signs etc. are all acceptable. If you have any issues logging into MyON, please do not hesitate to let us know and we can support you with this.

Maths

Please continue to access 'Times Table Rockstars' and 'NumBots'. Your log in details for both these websites should be the same.

If you cannot access TTRockstars, the link below should help you with paper-based multiplication:

<https://www.twinkl.co.uk/resource/t2-m-1706-year-3-beat-the-clock-editable-times-tables-grid>

Should you have any trouble accessing any document please do not hesitate to get in contact with grussell@deanshanger.northants.sch.uk

We can now access learning through Maths – White Rose available at <https://whiterosemaths.com/homelearning/year-2/>. Should you need to access these documents, the log-in details are:

Username: Parent Password:
DeanshangerP1!

Lessons for the week beginning 29th June

Lesson 1 – Measure mass in grams

Lesson 2 – Measure mass in kilograms

Lesson 3 – Compare volume

Lesson 4 – Millilitres

Lesson 5 – Friday Maths challenge (to be updated on the website)

These learning tasks have been affixed at the bottom of this document. If you would like paper copies of these documents please make contact with us so that we can prepare sufficient copies and place them outside the front gate.

Should you need any further work, please check on the BBC Bitesize website as there is a new lesson uploaded daily (please be advised however these aren't always in line with our learning journey):

<https://www.bbc.co.uk/bitesize/subjects/zjxhfg8>

English

This week in English, we would like your child or children to complete the Transition Booklet activity. (Supporting document). This transition booklet is all about your child or children. It will support your child or children as they move up to Year 3. It will allow their class teacher and friends to find out a little bit more about them.

SPag.com

- KS1 SATs Grammar Test (E)
- Paper version (supporting document) – Year 2 English Grammar and Punctuation Test 5.

Reading comprehension

The Reading Comprehension activity this week is 'Twinkle Twinkle Little Star'. (Supporting document).

Additional writing task

The following link provides daily tasks for writing and grammar with images for inspiration:

<https://www.pobble365.com/>

Select an image that interests your child or children. Then complete activities about the picture that appear below, such as, 'Perfect picture', 'Story starter', 'Question time', 'Sick sentences' or 'Sentence starter'. Your child or children can then write a story about that picture. The pictures and/or daily tasks can be printed out, if you need to print them off. This activity can be written on paper, filmed, typed into a word document or said aloud to an adult or sibling.

Science - task 1

Recall the previous week when you observed the growth of plants. Talk about how the plants you have been looking after in your miniature gardens have grown too. Tell the children that they have been looked after since being babies – and look how much they have grown! Can anyone remember what it was like to be a baby?

Show children a doll (a physical one or one from Google images) – as realistic as possible – talk about the ways in which the doll is life-like. Discuss the things the doll can do, e.g. it can close its eyes and it might be able to 'cry', 'talk' and 'walk', etc. Show we might care for the doll - change its nappy, feed it, talk to it, rock it to sleep, etc. Afterwards the children could report back on whether this is like looking after a real baby. Some children will have baby brothers and sisters and will be able to relate this to the experience of looking after the doll. What can a baby do that a doll can't?

Encourage the children to use books and other resources to find out more about babies, toddlers and young children.

The following website provides a useful starting point:

kidshealth.org/parent/growth/growing/childs_growth.html – KidsHealth website has useful information about children's growth patterns.

Ask the children to draw the baby and the child, and to put next to each some 'I can' statements – for example 'I can walk'. Compare these with what the children said about the doll. The children should be able to say what a baby can do that a doll can't.

Through this task the children will see that we are living things – and we grow and change, unlike the baby doll.

Science - task 2

Watch a time-lapse video of a boy or girl growing into old age.

The following video is a useful starter for this task:

[youtube.com/watch?v=A91Fwf_sMhk&feature=related](https://www.youtube.com/watch?v=A91Fwf_sMhk&feature=related) – YouTube has this time-lapse video of a baby boy ageing 85 years in 40 seconds.

*(To watch a YouTube video in **safe mode**, scroll to the bottom of the page and click on the '**safety**' tab which brings up the '**Safety mode**' information. Under this section, select the '**on**' option, then click '**save**')*

Ask the children to cut out pictures of people of different ages from catalogues and magazines to use as a sorting task. Include babies, toddlers, children, teenagers, twenty- and thirty-somethings, middle-aged and elderly people.

Sort the pictures into different age groups. Talk about how we change as we grow from babies to old age. Glue the pictures onto long strips of card and curl them round to make a 'life cycle hat'.

The children could draw time-lapse sketches of themselves at different ages to show how they think they will grow and how their appearance will change. They could then cut out their pictures and place them on a timeline. Their ages in years could be written across the bottom of the timeline. On the top of the timeline, they could write short descriptions, e.g. 'I might be 6 feet tall when I am 18 years old'; 'when I am 27, I might have a baby'; 'I could be a grandparent when I am 60', and so on. Ask the children to glue their cut-out pictures against their approximate ages on the timeline.

Art

If you can, contrast the movement shown in the artworks *Still Life with Oranges* by Henri Matisse; *Still Life with Apples* by Paul Cézanne.



Tell the children that a 'still-life' painting illustrates objects that are not moving. Still-life paintings usually depict flowers, food, utensils and ornaments.

Ask the children to make a collection of objects that would be appropriate for a still-life painting that represents the work they have done so far on this unit, e.g. a stone, a plant, a flower, a reference book, a camera, etc.

Position a small table against the classroom wall and place a coloured drape or sheet of paper over the wall and on the table to create a contrasting background. Arrange the chosen objects on the table.

Discuss the techniques employed by Cezanne in his still-life paintings, for example:

Cool colours, mainly blues and greys, create shadows in the background

Warm reds, pinks and yellows create a roundness in the 3-D shapes

Contrasting colours separate objects and areas in the composition

Show the children how to use these techniques in their own still-life painting.

Ask the children, working individually, to create a still -life painting of their own based on the technique of one of their favourite artists from the research.

Encourage the children to comment on their own work, suggesting what they like about it and what works well, etc.

RE

The Trinity in the Bible

As noted above, the best answers will refer to scripture. Can you use at least one of these quotations to ensure your answer is the best it can be?

'And Jesus came and said to them, "All authority in heaven and on earth has been given to me. Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you; and lo, I am with you always, to the close of the age.'"

(Matthew 28: 18-20)

'For those who live according to the flesh set their minds on the things of the flesh, but those who live according to the Spirit set their minds on the things of the Spirit. To set the mind on the flesh is death, but to set the mind on the Spirit is life and peace.'

(Romans 8: 5-6)

Using the scripture above explain two Christian beliefs about the Trinity. **Please try and refer to the scripture above.**

Computing

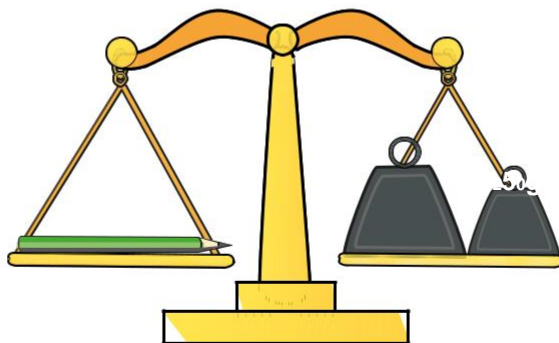
This week in computing, we would like your child or children to complete the following activities on Purple Mash:

- Guard the castle in 2Code
- Left third finger in 2Type

Measure mass in grams

1 What is the mass of each object?

a)



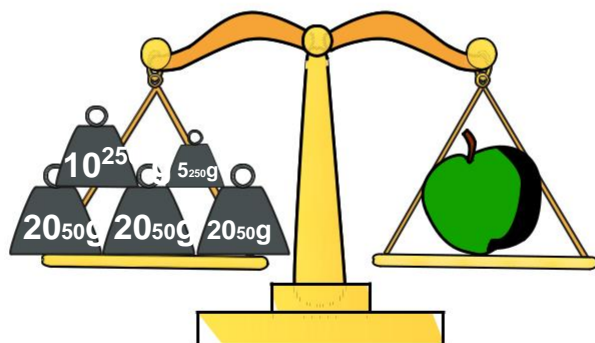
The pencil has a mass of g.

b)



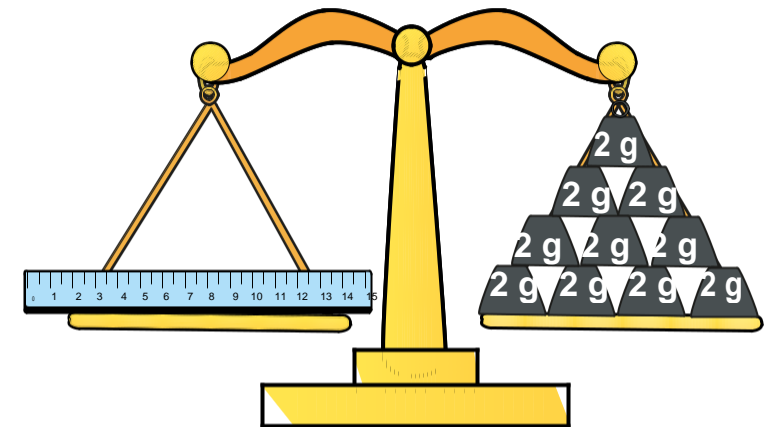
The teddy has a mass of g.

c)



The apple has a mass of g.

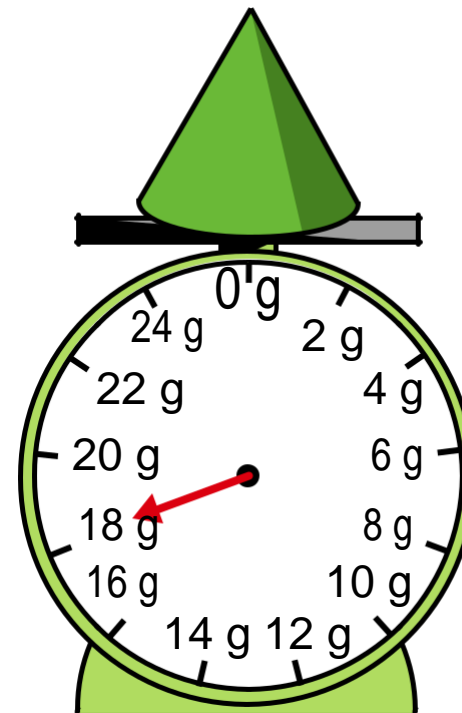
2 How many grams does the ruler weigh?



g

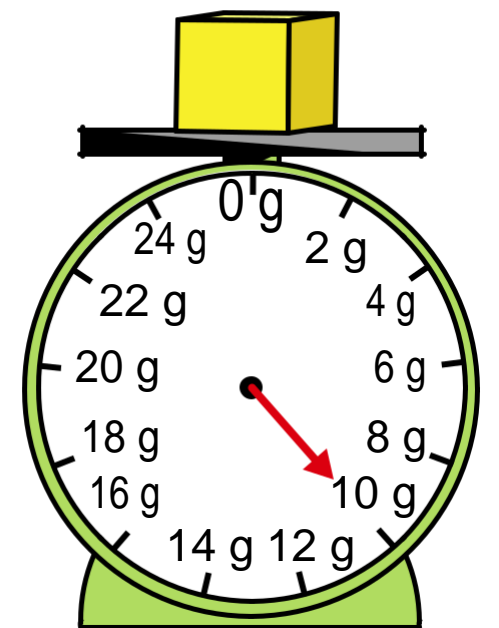
3 What is the mass of each 3D shape?

a)



g

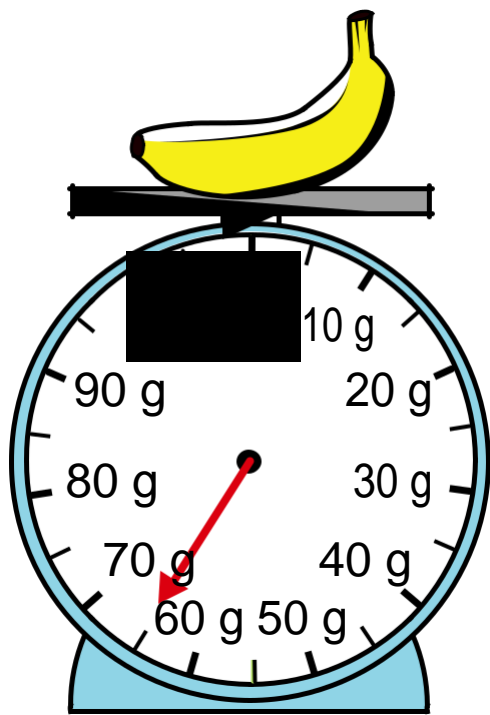
b)



g

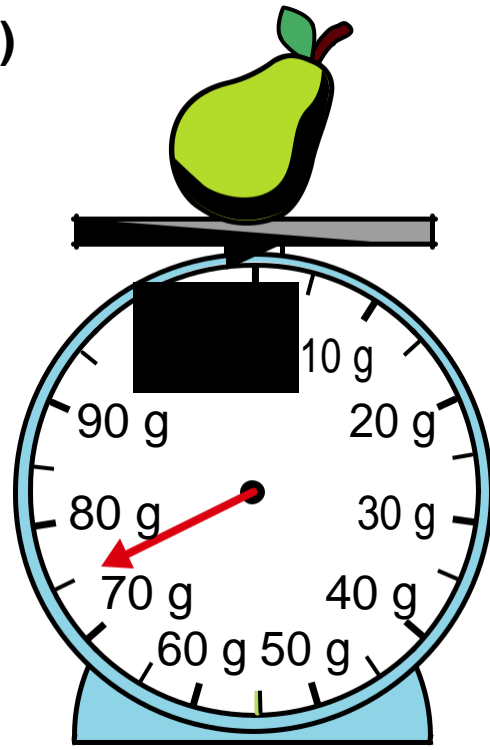
4 What is the mass of each piece of fruit?

a)



g

b)

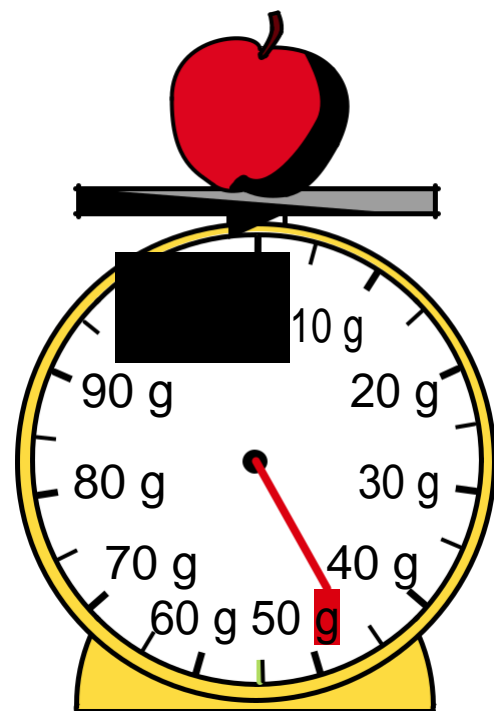


g

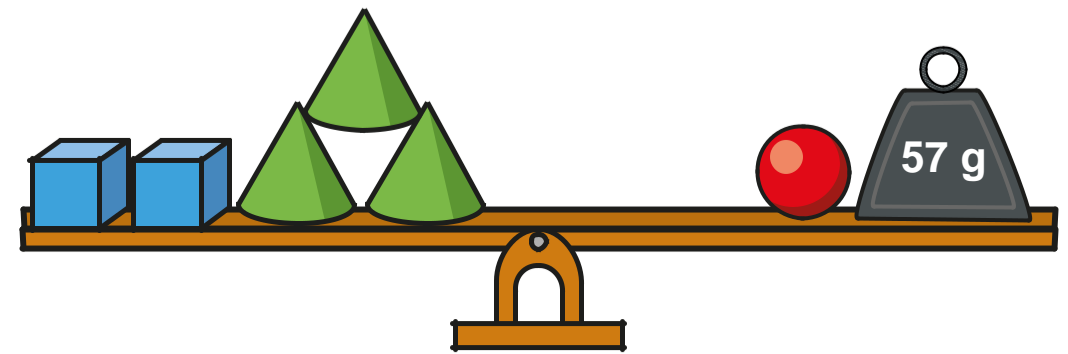
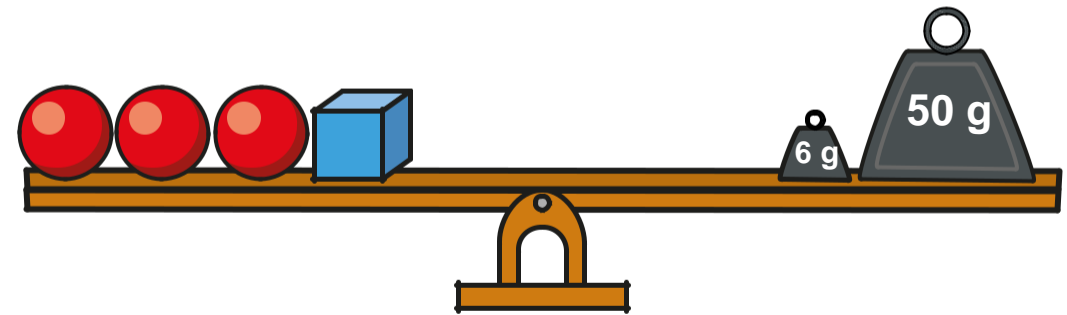
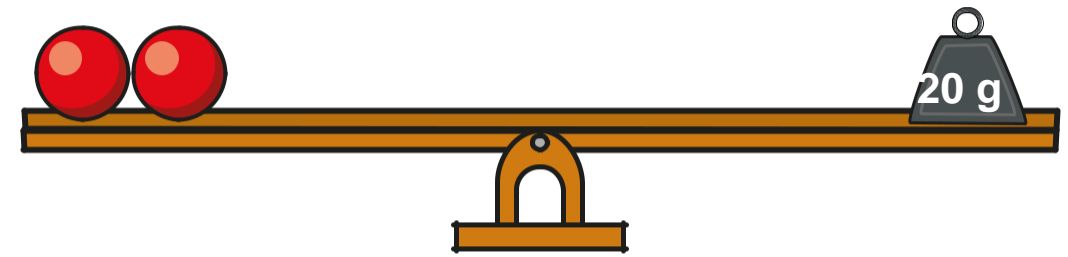
c) Which piece of fruit is heavier? _____

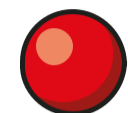
5 Estimate the mass of the apple.

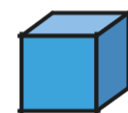
g




6 Work out the mass of each 3D shape.



 = g

 = g

 = g

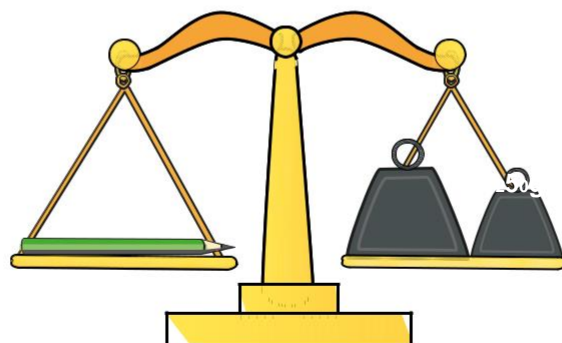
How did you work them out? Talk to a partner.



Measure mass in grams

1 What is the mass of each object?

a)



The pencil has a mass of g.

b)



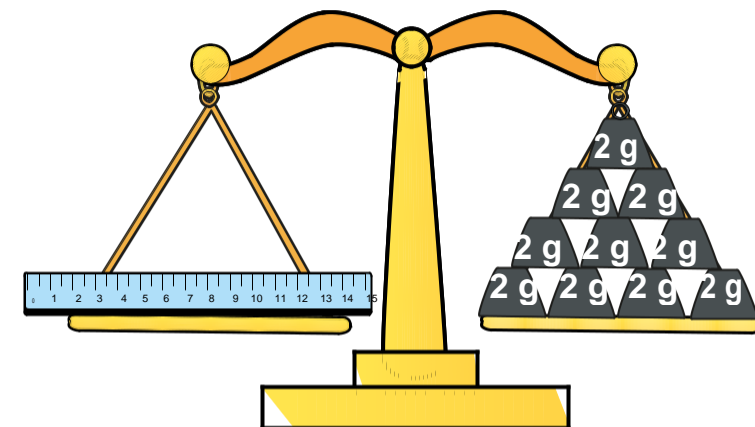
The teddy has a mass of g.

c)



The apple has a mass of g.

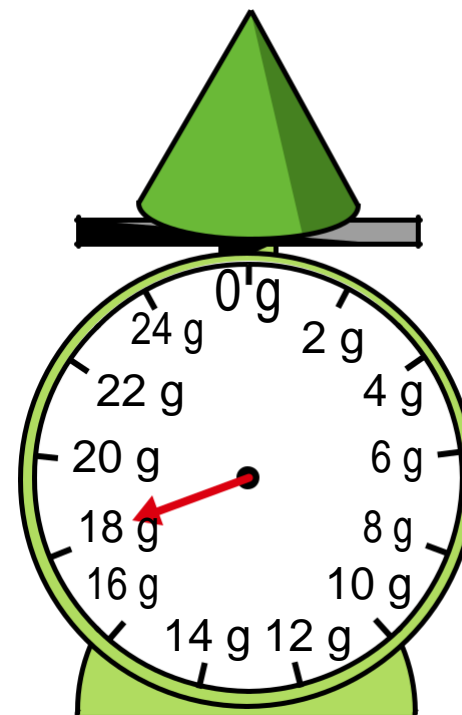
2 How many grams does the ruler weigh?



g

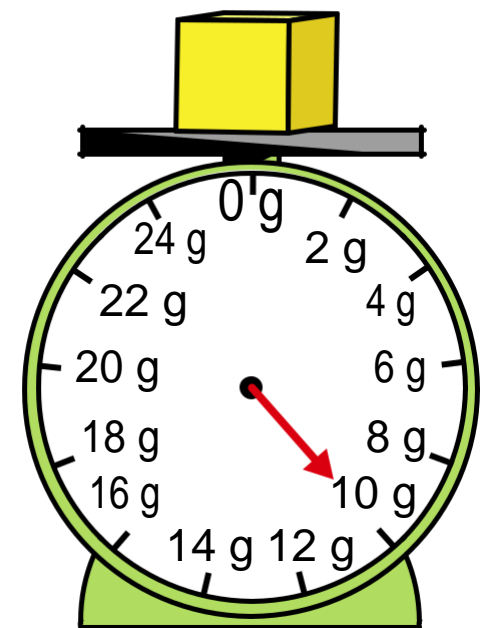
3 What is the mass of each 3D shape?

a)



g

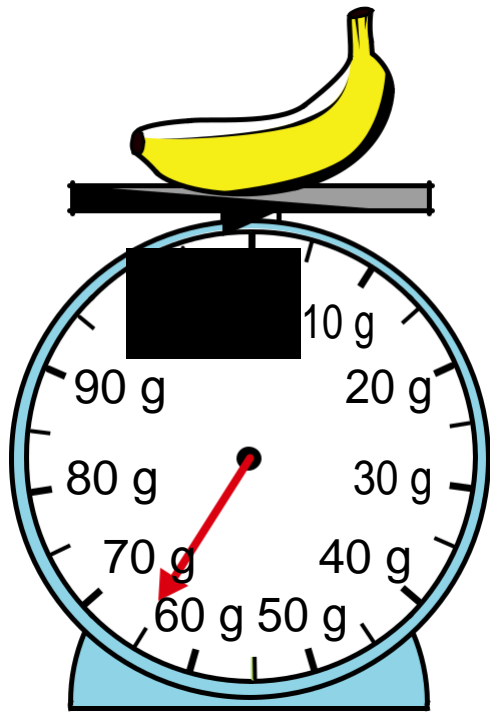
b)



g

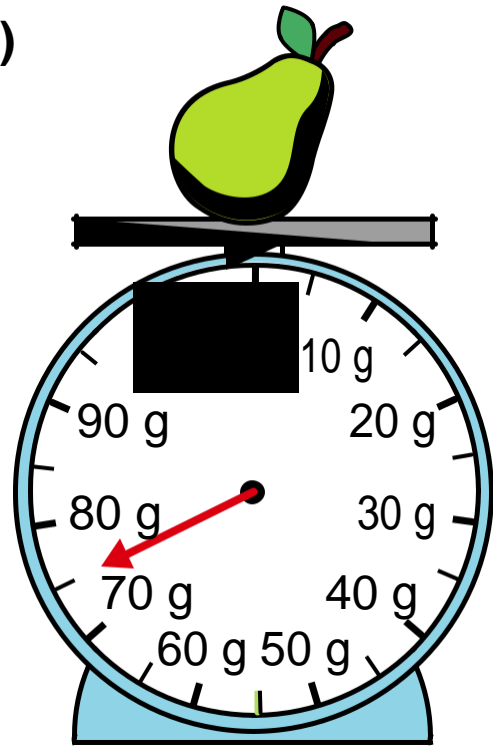
4 What is the mass of each piece of fruit?

a)



g

b)

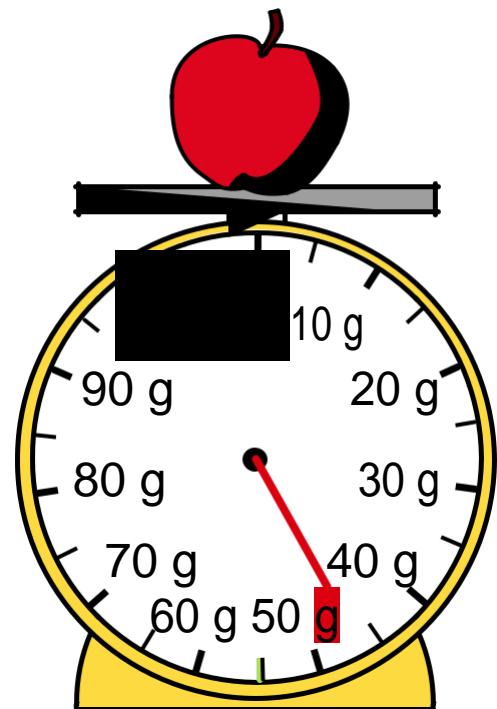


g

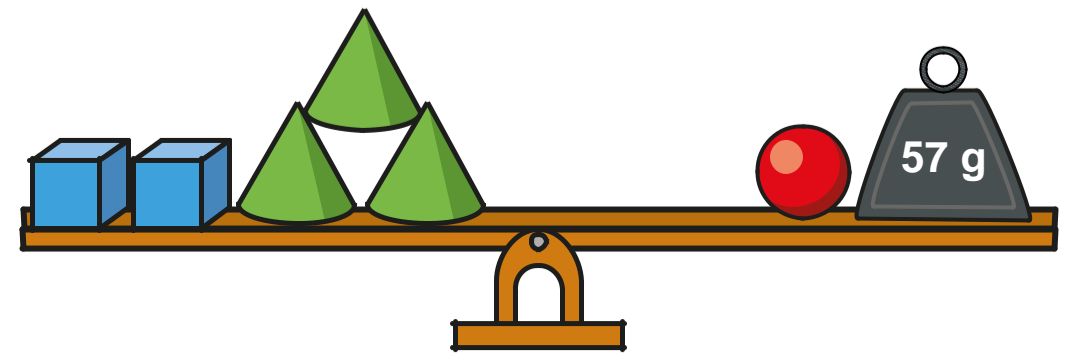
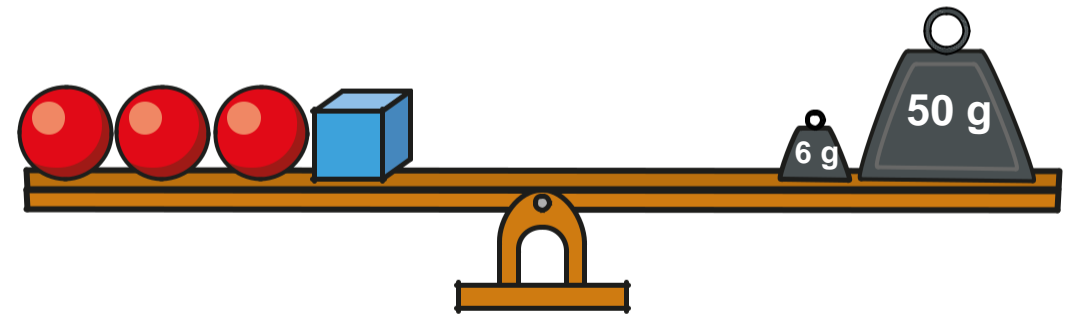
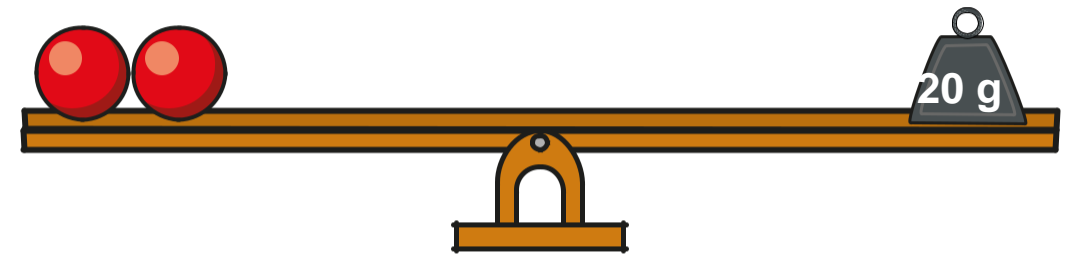
c) Which piece of fruit is heavier? _____

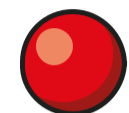
5 Estimate the mass of the apple.

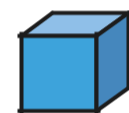
g




6 Work out the mass of each 3D shape.



 = g

 = g

 = g

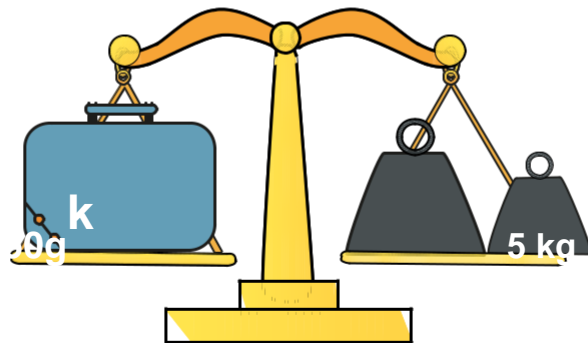
How did you work them out? Talk to a partner.



Measure mass in kilograms

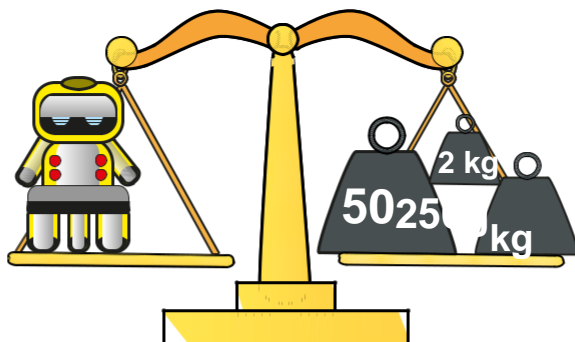
1 What is the mass of each object?

a)



The case has a mass of kg.

b)



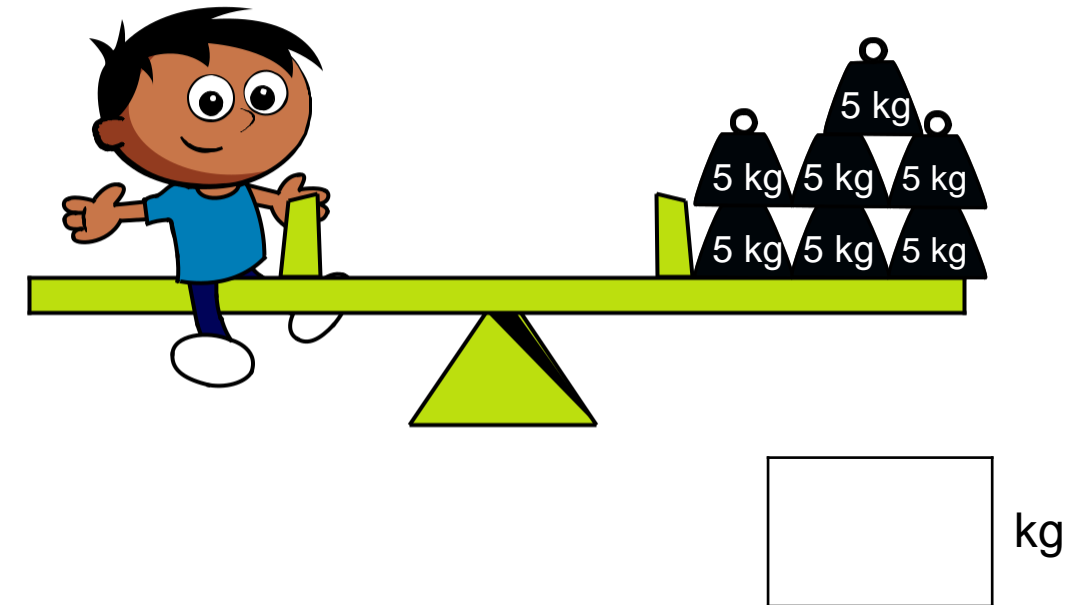
The robot has a mass of kg.

c)

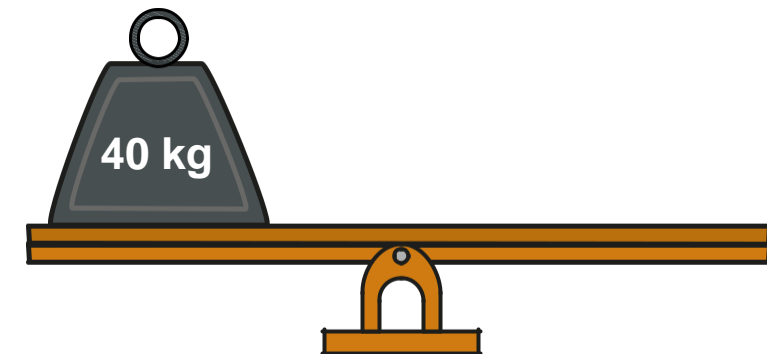


The box of flour has a mass of kg.

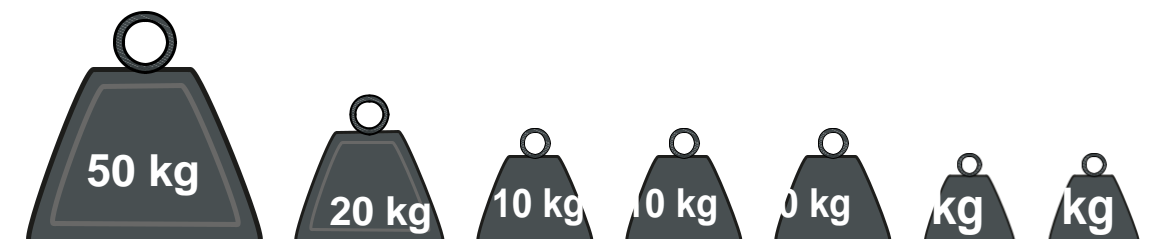
2 How many kilograms does Amir weigh?



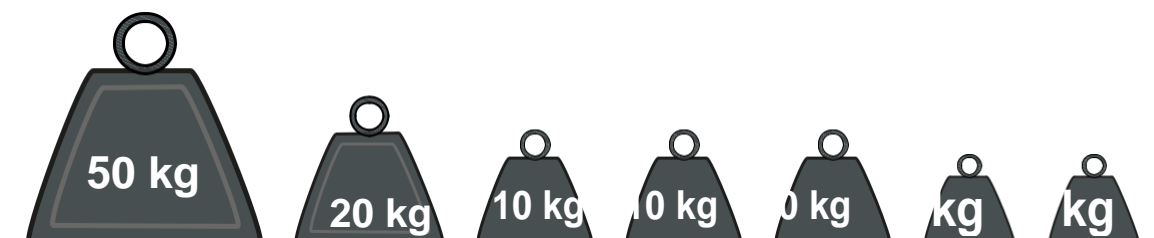
3



a) Circle the weights that will balance the scale.

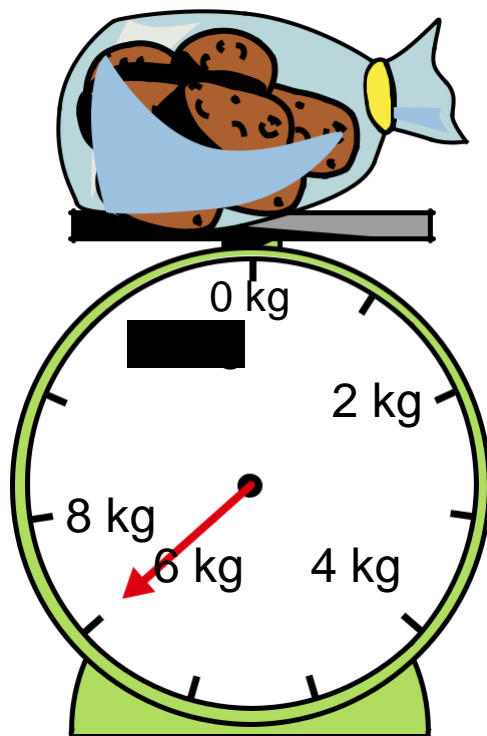


b) Find another way. Circle the weights.



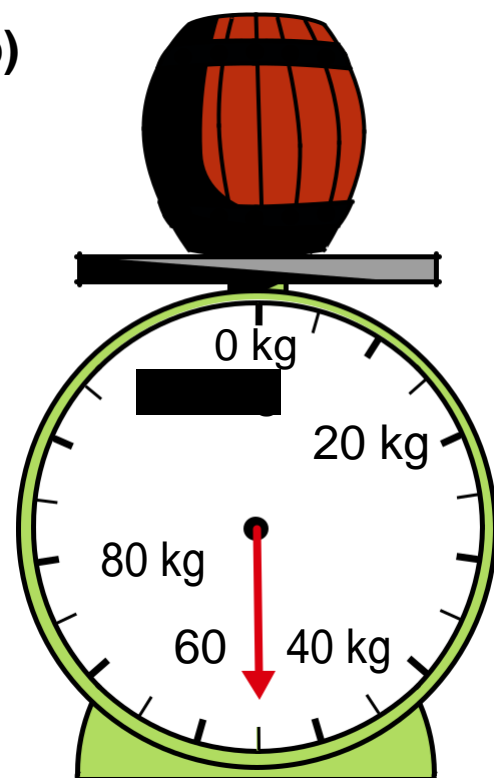
4 What is the mass of each object?

a)



kg

b)



kg

5 a) Mo weighs his dog in January and June.

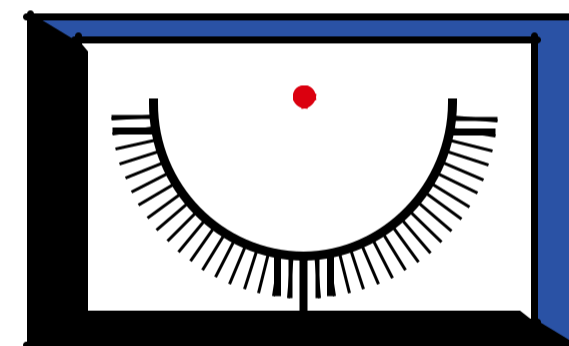


How much heavier is the dog in June?

kg

b) By December, the dog's weight has increased by another 10 kg.

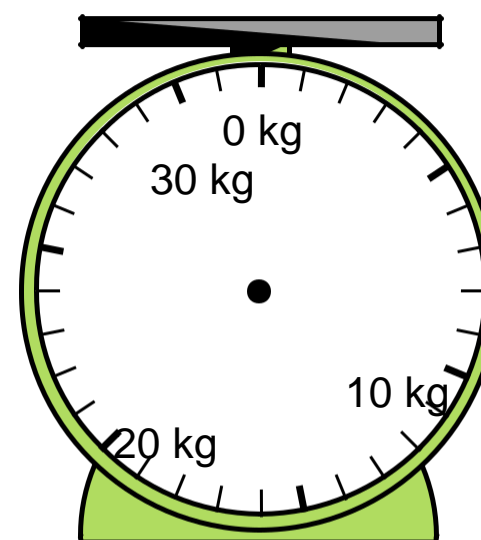
Draw an arrow to show the weight of the dog in December.



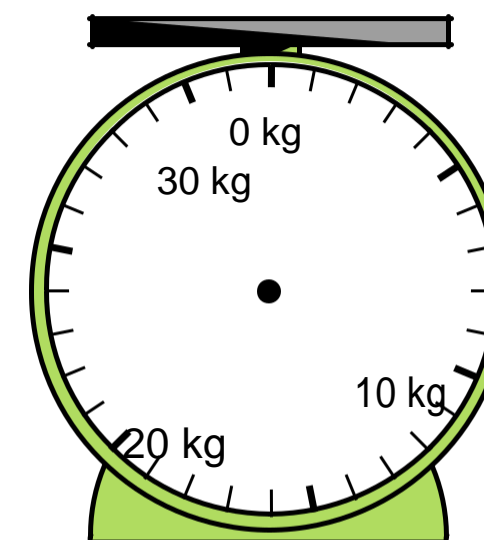
By December, Mo's dog weighs kg.

6 Mark the mass on each scale.

a) 15 kg



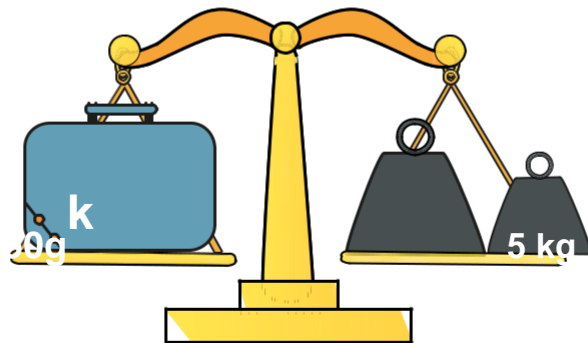
b) 27 kg



Measure mass in kilograms

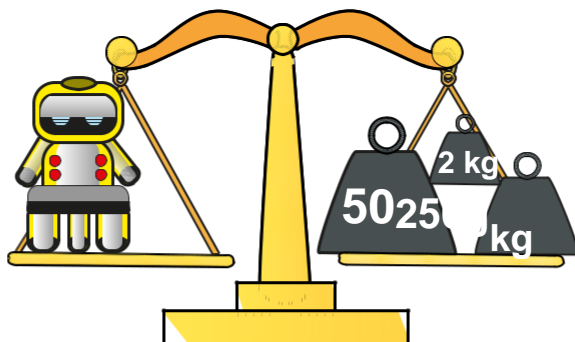
1 What is the mass of each object?

a)



The case has a mass of kg.

b)



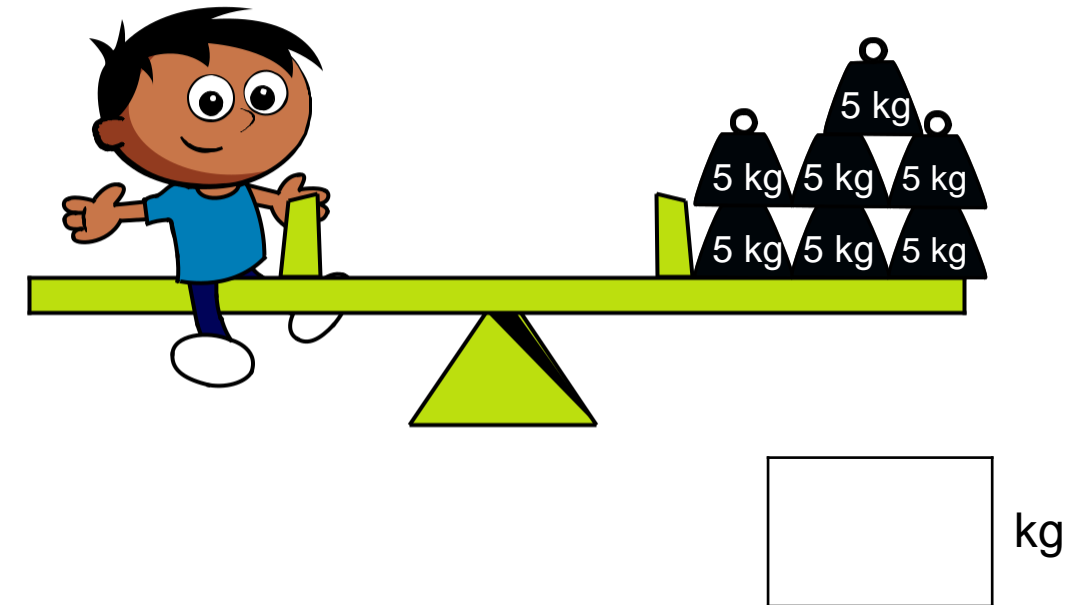
The robot has a mass of kg.

c)

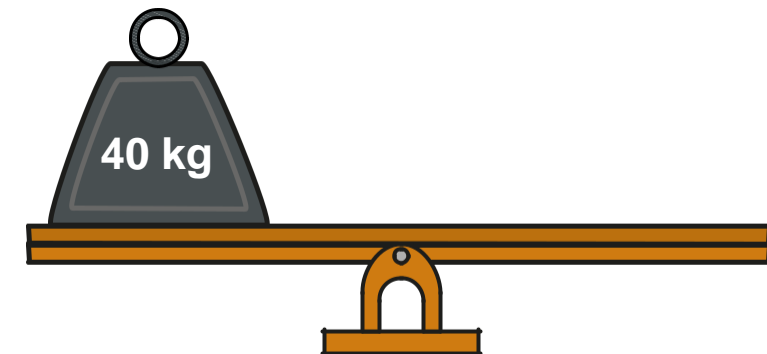


The box of flour has a mass of kg.

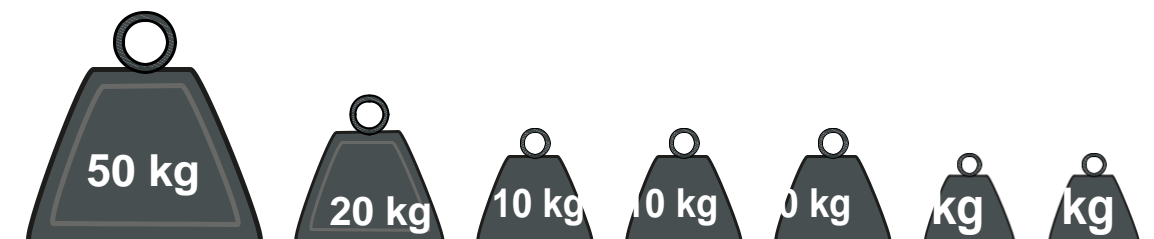
2 How many kilograms does Amir weigh?



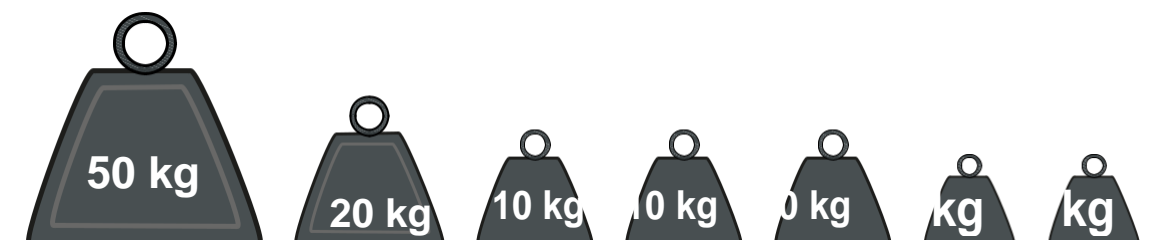
3



a) Circle the weights that will balance the scale.

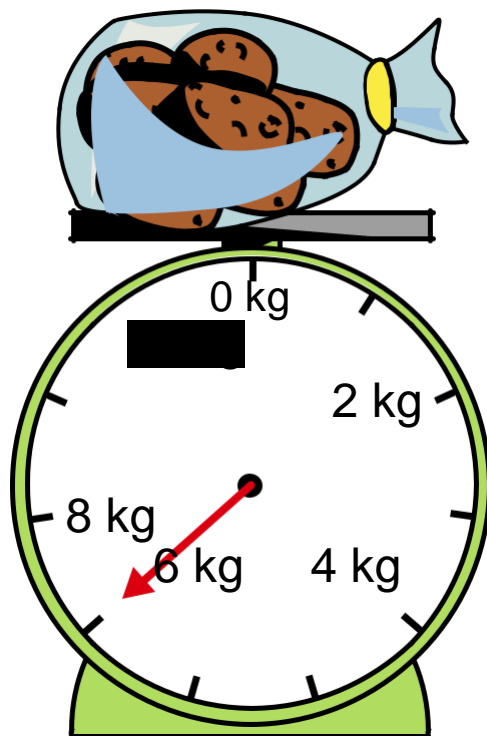


b) Find another way. Circle the weights.



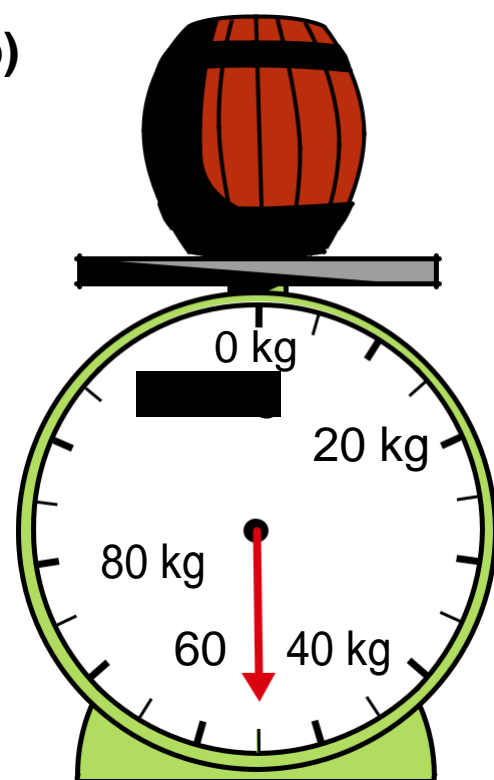
4 What is the mass of each object?

a)



kg

b)



kg

5 a) Mo weighs his dog in January and June.

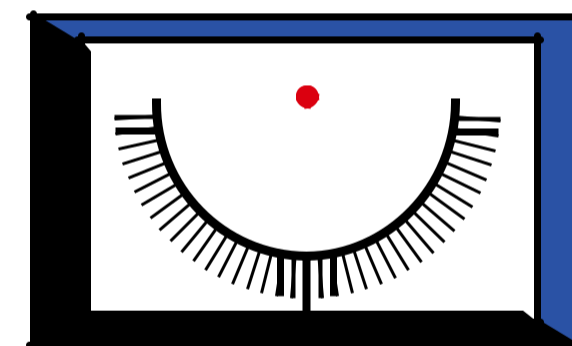


How much heavier is the dog in June?

kg

b) By December, the dog's weight has increased by another 10 kg.

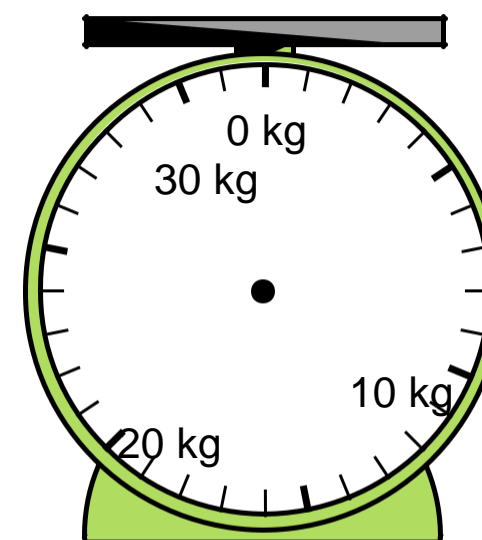
Draw an arrow to show the weight of the dog in December.



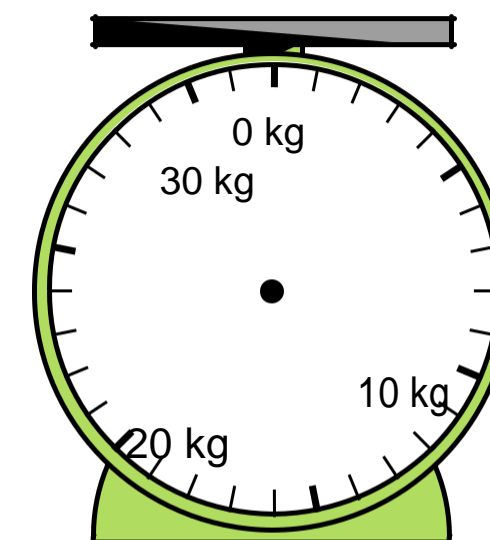
By December, Mo's dog weighs kg.

6 Mark the mass on each scale.

a) 15 kg



b) 27 kg



Compare volume

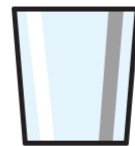
1 Here are three glasses.



A



B

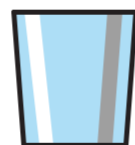


C

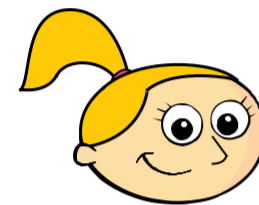
- a) Which glass is empty? _____
- b) Which glass is half full? _____
- c) Which glass is full? _____

Tommy has some milk in a glass.

Circle all the glasses that have more milk than Tommy's.

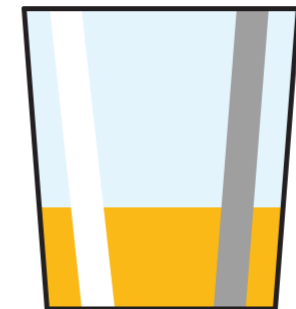


3 Eva, Ron and Amir have some juice.

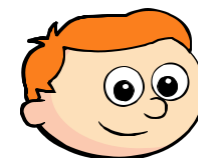


This is my juice.

Eva

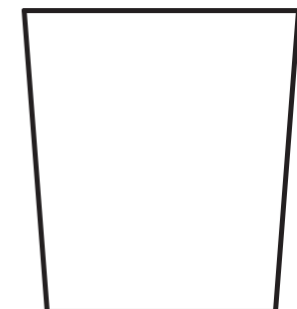


Shade the glasses to show how much juice Ron and Amir could have.



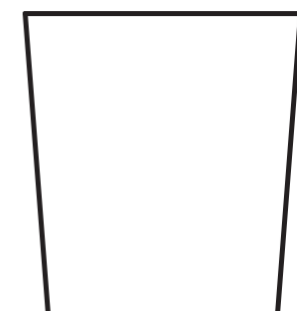
I have more juice than Eva.

Ron



I have less juice than Eva.

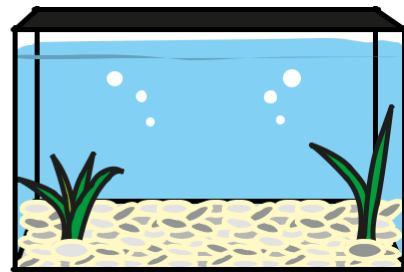
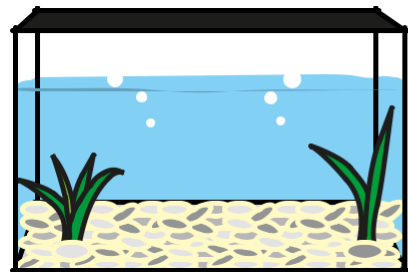
Amir



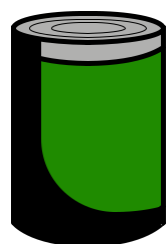
Compare answers with a partner.

4 Which fish tank contains less water?

Tick your answer.



5 Tick the object with the greater capacity.



6 Tick the object with the greatest capacity.

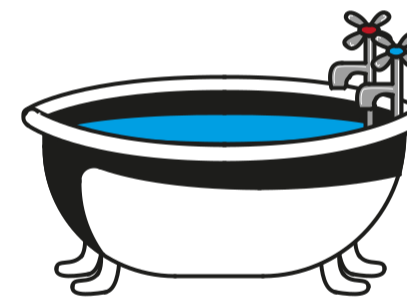


7 Put these objects in order of how much water they can hold.

Start with the object that has the smallest capacity.



A



B

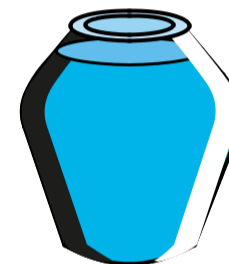


C

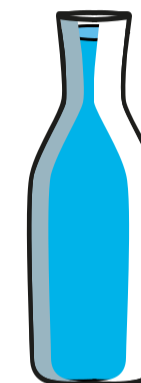
smallest

greatest

8 Whitney says B contains more water than A.



A



B

Why might Whitney think this?

What could she do to check?

Compare volume

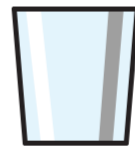
1 Here are three glasses.



A



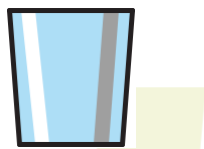
B



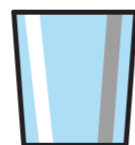
C

- a) Which glass is empty? _____
- b) Which glass is half full? _____
- c) Which glass is full? _____

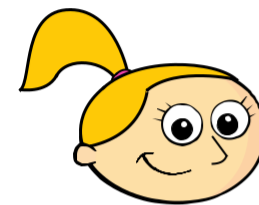
Tommy has some milk in a glass.



Circle all the glasses that have more milk than Tommy's.

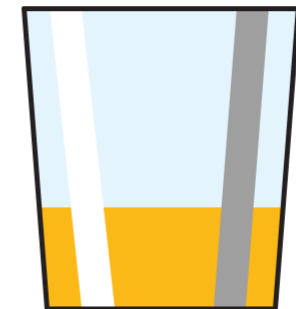


3 Eva, Ron and Amir have some juice.

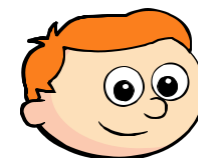


This is my juice.

Eva

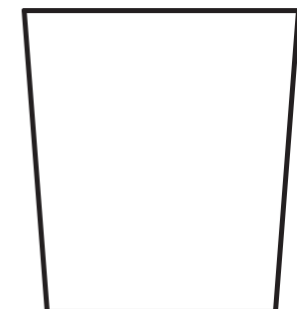


Shade the glasses to show how much juice Ron and Amir could have.



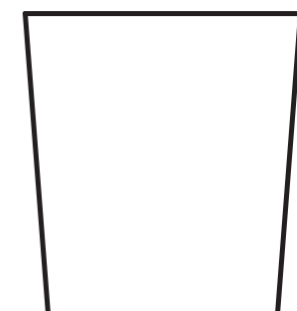
I have more juice than Eva.

Ron



I have less juice than Eva.

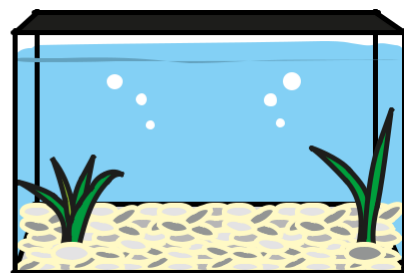
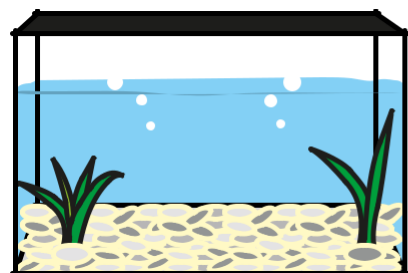
Amir



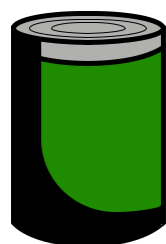
Compare answers with a partner.

4 Which fish tank contains less water?

Tick your answer.



5 Tick the object with the greater capacity.



6 Tick the object with the greatest capacity.

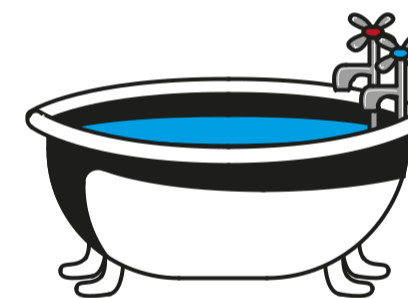


7 Put these objects in order of how much water they can hold.

Start with the object that has the smallest capacity.



A



B

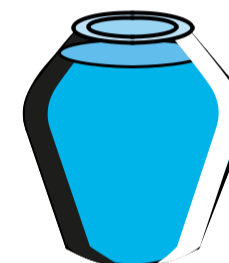


C

smallest

greatest

8 Whitney says B contains more water than A.



A



B

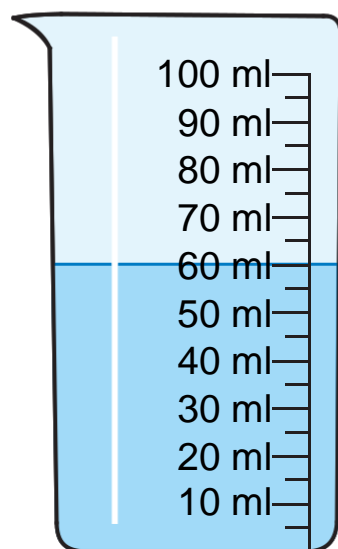
Why might Whitney think this?

What could she do to check?



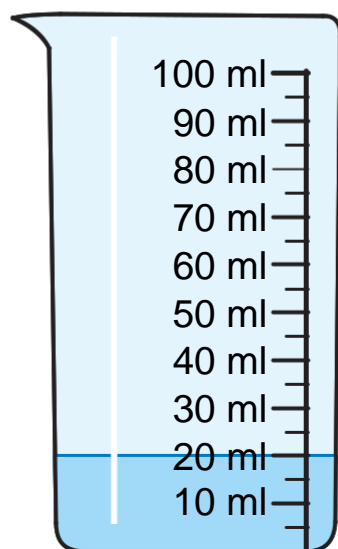
1 How much water is there in each beaker?

a)



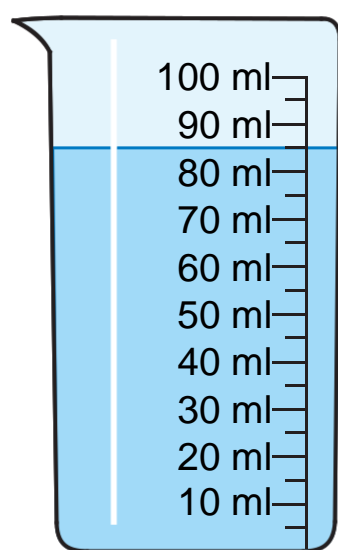
ml

c)



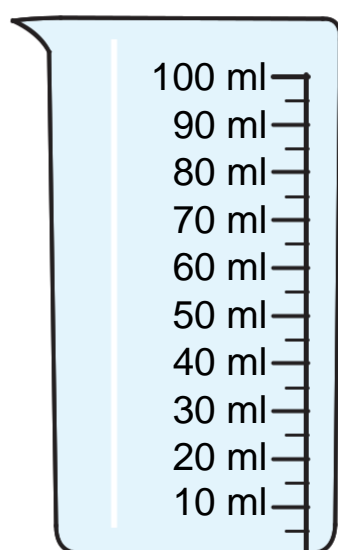
ml

b)



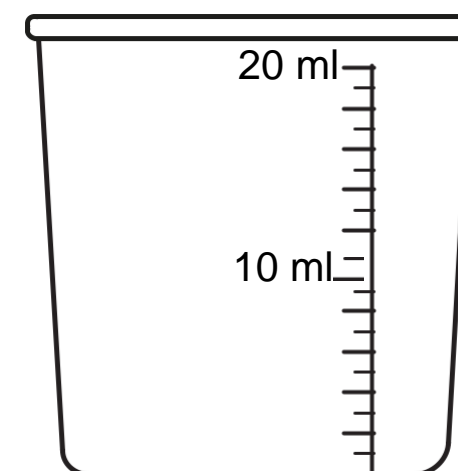
ml

d)



ml

2 Jack pours 12 ml of water into a measuring container.



Draw a line to show where the water reaches.

3 A teaspoon holds 5 ml.

A tablespoon holds 15 ml.



5 ml



15 ml

Work out the total capacity of the spoons.

a)



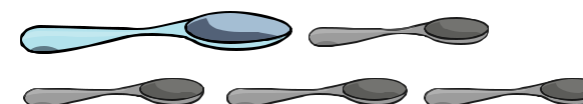
ml

b)



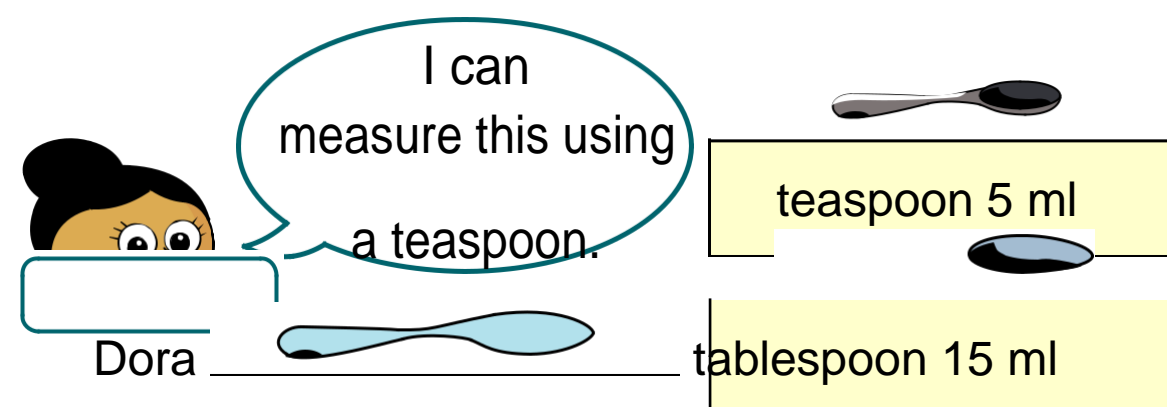
ml

c)

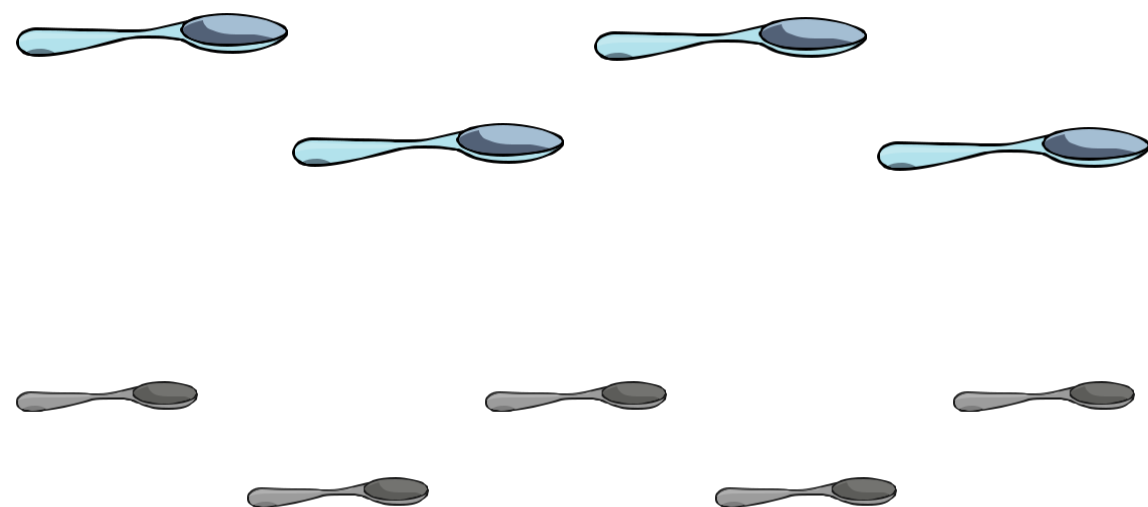


ml

- 4 A recipe includes 45 ml of lemon juice.



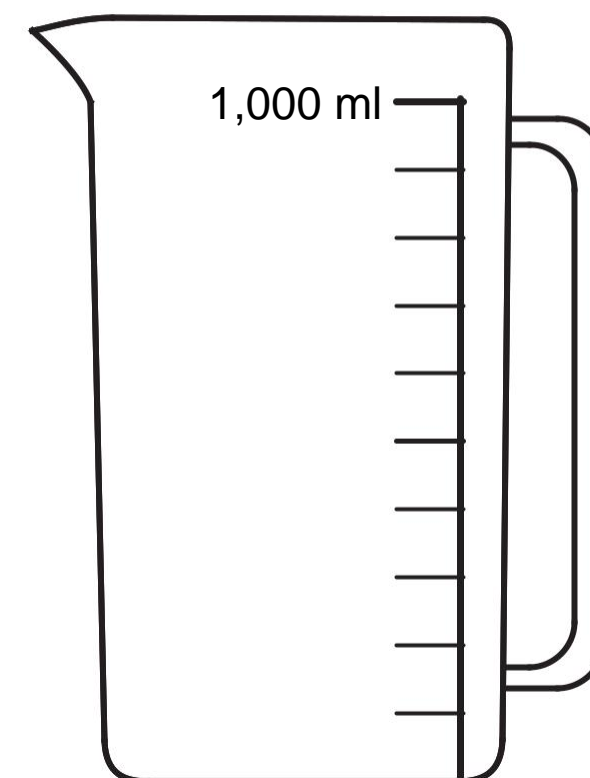
- a) How many teaspoons is 45 ml?
- b) Find another way of measuring 45 ml.
Circle your answer.



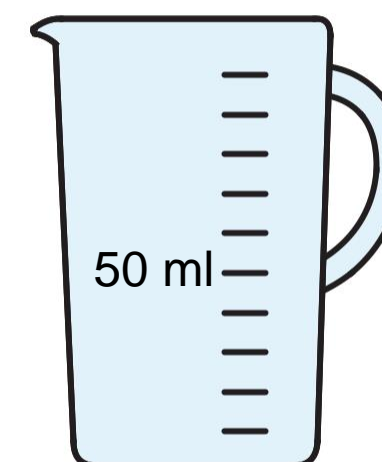
- 5 How can you work out the capacity of an egg cup?
Talk about it with a partner.



- 6 Draw a line on the jug to show where 500 ml of juice would reach.



- 7 Mo opens a can of drink.
He pours it all into a measuring jug.

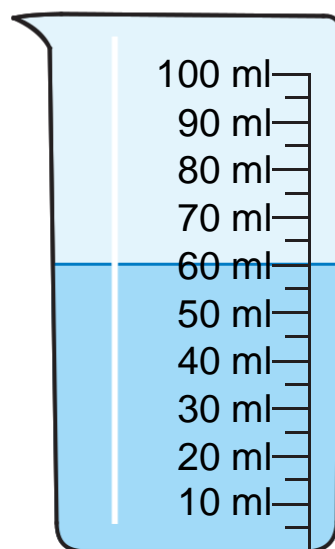


Draw a line to show where the drink will reach.



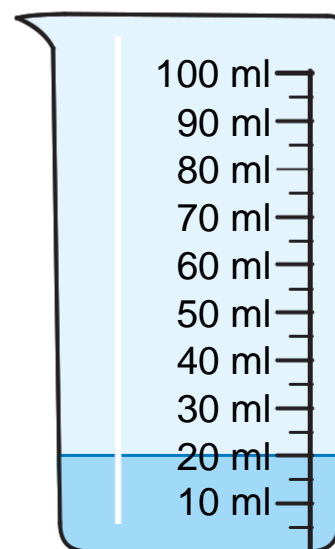
1 How much water is there in each beaker?

a)



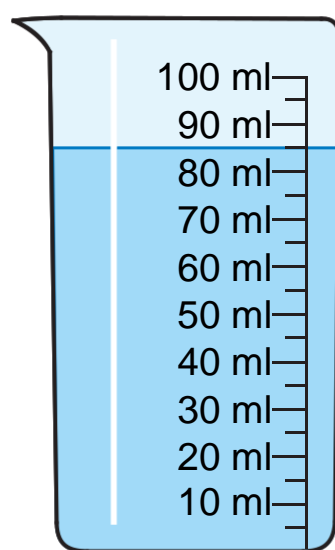
ml

c)



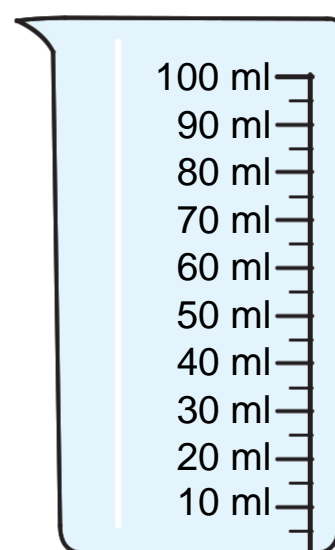
ml

b)



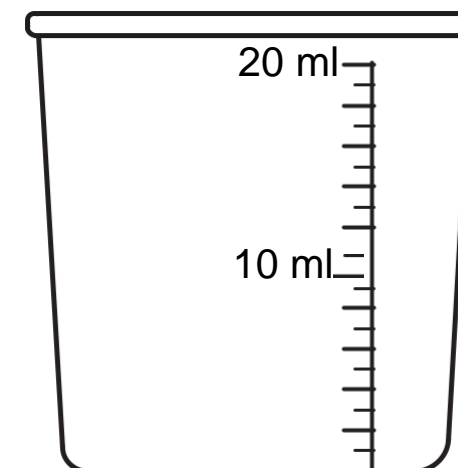
ml

d)



ml

2 Jack pours 12 ml of water into a measuring container.



Draw a line to show where the water reaches.

3 A teaspoon holds 5 ml.

A tablespoon holds 15 ml.



5 ml



15 ml

Work out the total capacity of the spoons.

a)



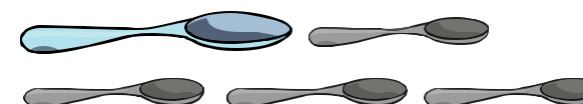
ml

b)



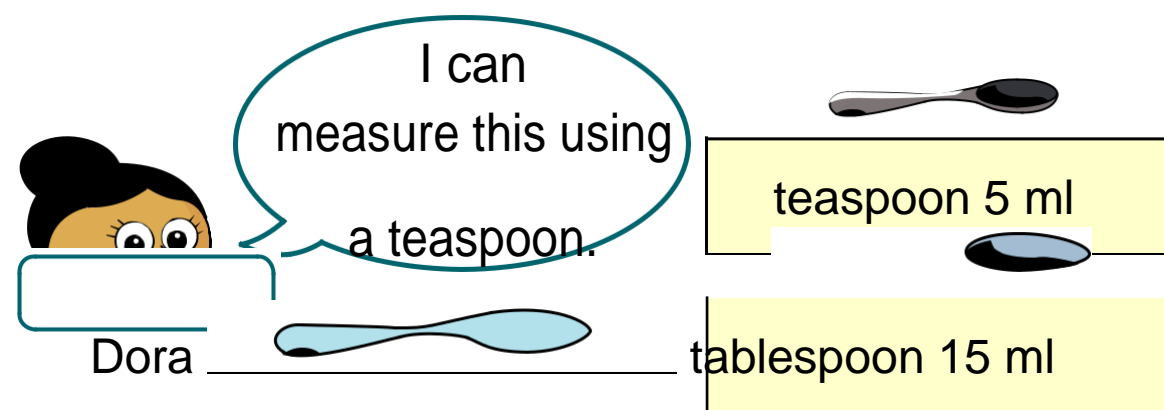
ml

c)

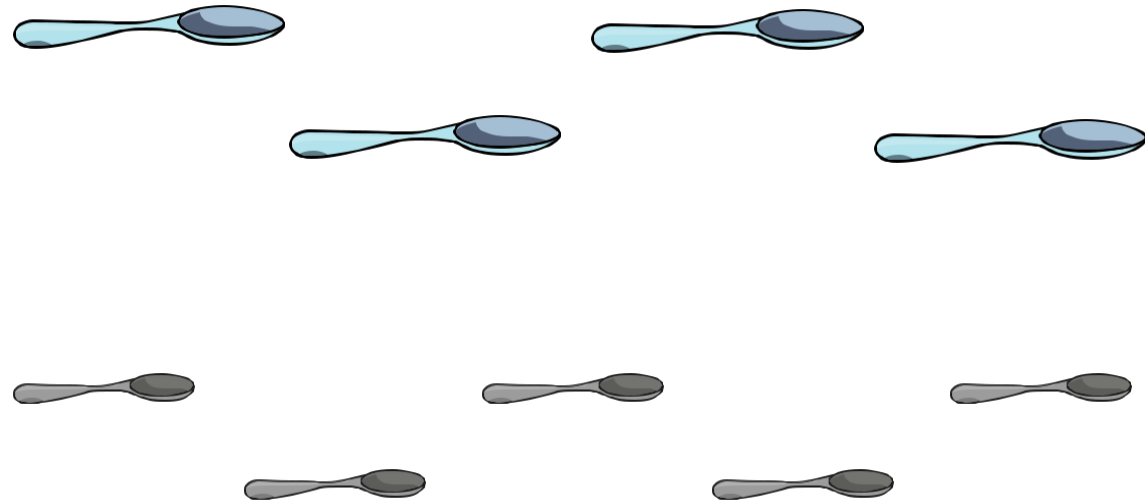


ml

- 4 A recipe includes 45 ml of lemon juice.



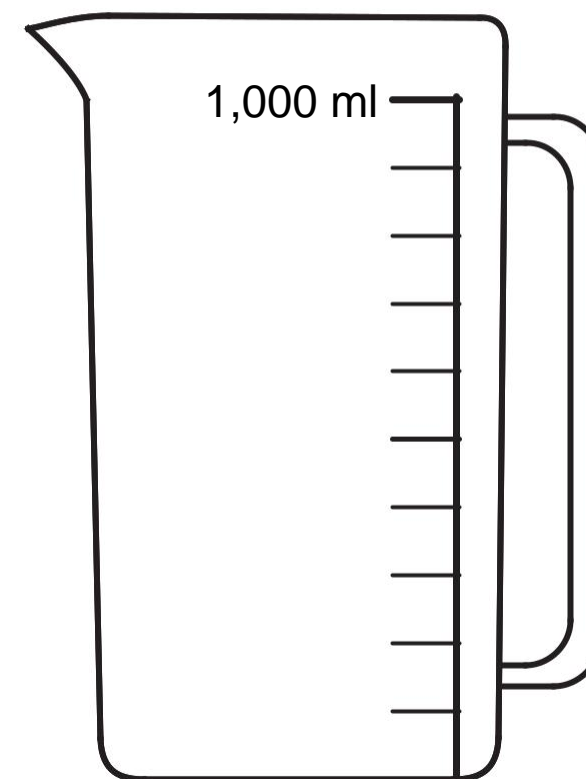
- a) How many teaspoons is 45 ml?
- b) Find another way of measuring 45 ml.
Circle your answer.



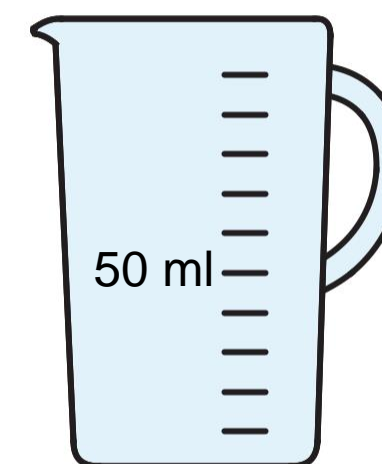
- 5 How can you work out the capacity of an egg cup?
Talk about it with a partner.



- 6 Draw a line on the jug to show where 500 ml of juice would reach.



- 7 Mo opens a can of drink.
He pours it all into a measuring jug.



Draw a line to show where the drink will reach.



Name:**Class:****Date:**

1. Write the words from the first poem that rhyme with:

star _____

high _____

1c

☐

1 mark

2. In poem 2, why isn't the first line "*Twinkle, twinkle, chocolate cake*"? Tick the best answer.

The writer likes bars of chocolate better than chocolate cake. Chocolate cake doesn't fit with the poem's rhymes.
Chocolate cake doesn't twinkle.

1c

☐

1 mark

3. What do you do after you press the starter in poem 2?

1b

☐

1 mark

4. In poem 2, do you think the car is a new car? Say why.

1d

☐

1 mark

5. Twinkle, twinkle, little _____ ,

I see you have a nice new coat.

Which is the best missing word for the first line of this poem:

horse boy

moon goat

1c

☐

1 mark

6. Draw lines to show which things you read about in the same poem

star	tea-tray
chocolate bar	diamond
bat	cloud of smoke

1c

☐

1 mark

Twinkle, Twinkle, Little Star

1 Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.
Jane Taylor



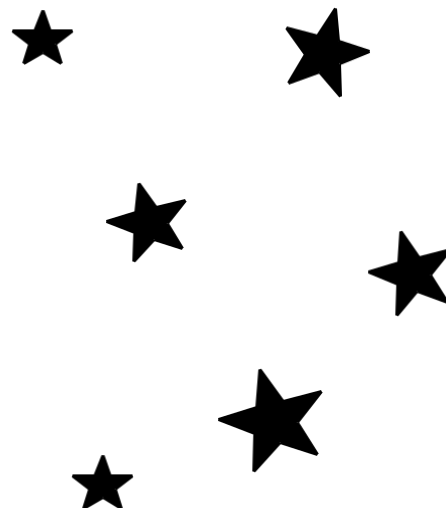
8 Twinkle, Twinkle, Chocolate Bar

Twinkle, twinkle, chocolate
bar, Your dad drives a rusty
car. Press the starter,
Pull the choke.
Off he goes in a cloud of
smoke. Anon



14 Twinkle, Twinkle, Little Bat!

Twinkle, twinkle, little bat,
How I wonder what you're at!
Up above the world you fly,
Like a tea-tray in the sky.
Lewis Carroll



Question	Answer	CD/Mark	Useful strategies
1. Write the words from the first poem that rhyme with: star high	<input type="checkbox"/> are <input type="checkbox"/> sky	1c 1 mark	<i>Question focus: identify the order of ideas.</i> Tell the children to: <input type="checkbox"/> read the question slowly and carefully <input type="checkbox"/> think about where in a poem to look for rhyming words <input type="checkbox"/> carefully read the poem again, listening out for rhyming words. Both words must be correct for the mark to be given.
2. In poem 2, why isn't the first line "Twinkle, twinkle, chocolate cake"? Tick the best answer. The writer likes bars of chocolate better than chocolate cake. Chocolate cake doesn't fit with the poem's rhymes. Chocolate cake doesn't twinkle.	Chocolate cake doesn't fit with the poem's rhymes.	1c 1 mark	<i>Question focus: identify the order of ideas.</i> Tell the children: <input type="checkbox"/> to read the question slowly and carefully <input type="checkbox"/> the question tells you to read poem 2, so that's the one to read <input type="checkbox"/> to read the options in the question <input type="checkbox"/> to select the best reason.
3. What do you do after you press the starter in poem 2?	<input type="checkbox"/> (You) pull the choke.	1b 1 mark	<i>Question focus: identify information.</i> Tell the children to: <input type="checkbox"/> read the question slowly and carefully <input type="checkbox"/> read the second poem <input type="checkbox"/> consider the information given and write the answer.
4. In poem 2, do you think the car is a new car? Say why.	Accept any answer that makes reference to the context of this version. <input type="checkbox"/> Yes – because it has buttons to press and pull. <input type="checkbox"/> No – because it is rusty and it makes smoke.	1d 1 mark	<i>Question focus: make inferences.</i> Tell the children: <input type="checkbox"/> to read the question slowly and carefully <input type="checkbox"/> this is a "do you think?" question – that means the answer won't be in the poem. They have to use information in the poem to inform their opinions <input type="checkbox"/> to read the poem carefully, thinking about what they know about the car.

Practice text: Twinkle, Twinkle, Little Star

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>5. Which is the best missing word for the first line of this poem.</p> <p>Twinkle, twinkle, little _____ , I see you have a nice new coat. horse moon boy goat</p>	goat	1c 1 mark	<p><i>Question focus: identify the order of ideas.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> read the question slowly and carefully <input type="checkbox"/> read the lines in the question carefully <input type="checkbox"/> look at the other Twinkle, Twinkle poems to see which lines rhyme. <input type="checkbox"/> underline the rhymes <input type="checkbox"/> choose the word that has the best rhyme.
<p>6. Draw lines to show which things you read about in the same poem.</p> <div> <div>star</div> <div>chocolate bar</div> <div>bat</div> </div> <div> <div>tea-tray</div> <div>diamond</div> <div>cloud of smoke</div> </div> <div> <div>star</div> <div>chocolate bar</div> <div>bat</div> </div> <div> <div>tea-tray</div> <div>diamond</div> <div>cloud of smoke</div> </div>		1b 1 mark	<p><i>Question focus: identify information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> read the question slowly and carefully, thinking about what they have to do <input type="checkbox"/> try to remember the things in the second column <input type="checkbox"/> read the poems one at a time, scanning for one of the things mentioned in the second column.

Transition booklet

Spreading my wings from Year 2 to Year 3

Name:



Who is in your family?

My friends at school are...

What things do you like to do at home?

What things do you like to do at school?

My favourite things about school are...

I enjoy learning about...

What targets are you working towards at school?

What targets are you working towards at home?

My goals for Year 3 are...

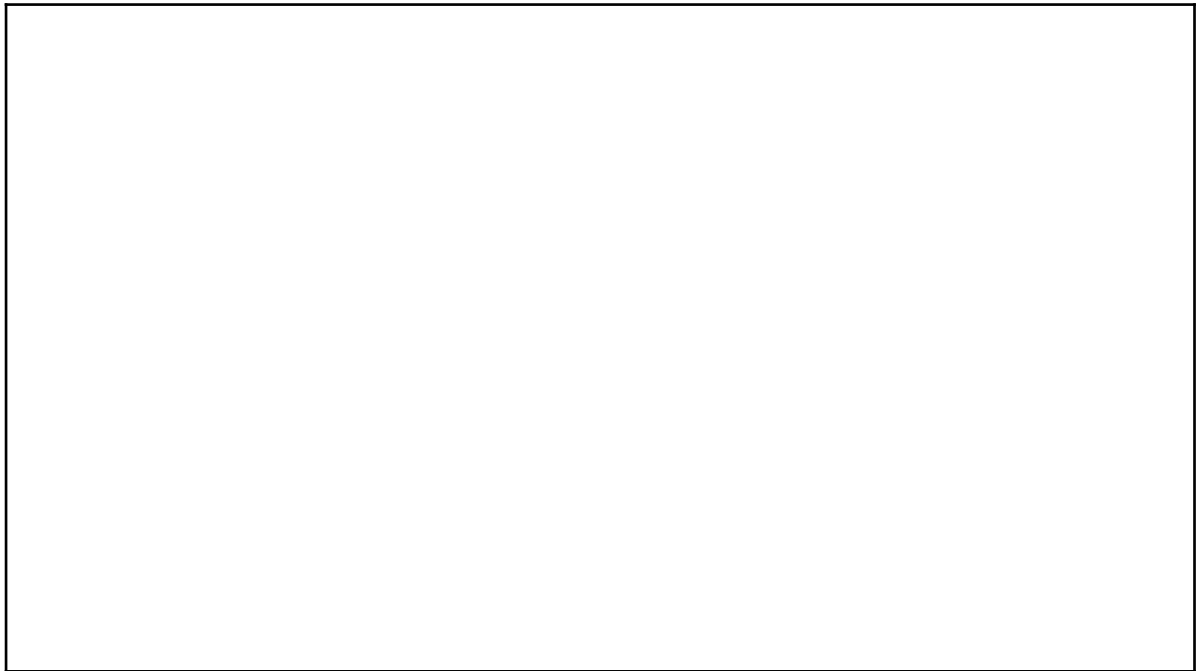
I would like to get better at...

When I think about the next school year, I feel good about...

I am a bit nervous about...

One thing I would like my teacher to know about me is...

A picture or portrait of you...



Name:

Date:



Year 2 English Grammar and Punctuation 5

1. Write the words **did not** as one word, using an **apostrophe**.

I _____ steal your crayons.

1 mark

2. **Tick** the sentence that is correct.

Tick **one**.

Joel ran to his friend and hugged him.

☐

Joel ran to his friend and hugs him.

☐

Joel runs to his friend and hug him.

☐

Joel run to his friend and hugged him.

☐

1 mark

3. **Tick** the correct word to complete the sentence below.

Shall we go to the cinema _____ the park today?

Tick **one**.

or

☐

so

☐

but

☐

1 mark

total for
this page

4. Tick the sentence that is a **question**.Tick **one**.

I like going on the slide.

☐

Can we go on the swings next please?

☐

Push me when I'm on the swing.

☐

Oh brilliant I love climbing frames!

☐**5. Turn** these words into **adjectives** by adding **-less** or **-ful**. Write the new word, in full, on the line.

Remember that some letters might need to be changed or added on to create the correct spelling!

beauty _____

wonder _____

home _____

6. Underline all of the **verbs** in the sentence below.

I am walking down the street and listening to my favourite song.

1 mark

1 mark

1 mark

total for
this page

7. Tick the correct word to complete the sentence below.

It was snowy _____ they arrived.

when

☐

if

☐

that

☐

because

☐

1 mark

8. Put an apostrophe in the correct place to show possession.

The teacher was very pleased with R e h a n s homework.

1 mark

9. Look at the words below. Which can be joined to the word chair to make a **compound word**.

There is more than one.

push

☐

arm

☐

wheel

☐

dining

☐

1 mark

total for
this page

10. Why do the underlined words start with a **capital letter**?

Mr Brown and Mr Jones enjoyed playing football at Wembley Stadium.

1 mark

****END OF TEST****

total for
this page

1	I <u>didn't</u> steal your crayons	1 mark
2	<p>Joel ran to his friend and hugged him. <input checked="" type="checkbox"/></p> <p>Joel ran to his friend and hugs him. <input type="checkbox"/></p> <p>Joel runs to his friend and hug him. <input type="checkbox"/></p> <p>Joel run to his friend and hugged him. <input type="checkbox"/></p>	1 mark
3	<p>or <input checked="" type="checkbox"/></p> <p>so <input type="checkbox"/></p> <p>but <input type="checkbox"/></p>	1 mark
4	<p>I like going on the slide. <input type="checkbox"/></p> <p>Can we go on the swings next please? <input checked="" type="checkbox"/></p> <p>Push me when I'm on the swing. <input type="checkbox"/></p> <p>Oh brilliant I love climbing frames! <input type="checkbox"/></p>	1 mark
5	<p>beautiful</p> <p>wonderful</p> <p>homeless</p>	1 mark
6	I was <u>walking</u> down the street and <u>listening</u> to my favourite song.	1 mark
7	<p>when <input checked="" type="checkbox"/></p> <p>if <input type="checkbox"/></p> <p>that <input type="checkbox"/></p> <p>because <input type="checkbox"/></p>	1 mark
8	The teacher was very pleased with Rehan's homework.	1 mark
9	<p>push <input checked="" type="checkbox"/></p> <p>arm <input checked="" type="checkbox"/></p> <p>wheel <input checked="" type="checkbox"/></p> <p>dining <input type="checkbox"/></p>	1 mark
10	<p>Award 1 mark for responses that explain that the words start with a capital letter because they are names.</p> <p>Also award 1 mark for responses that refer to the words being proper nouns, e.g. they are proper nouns</p>	1 mark