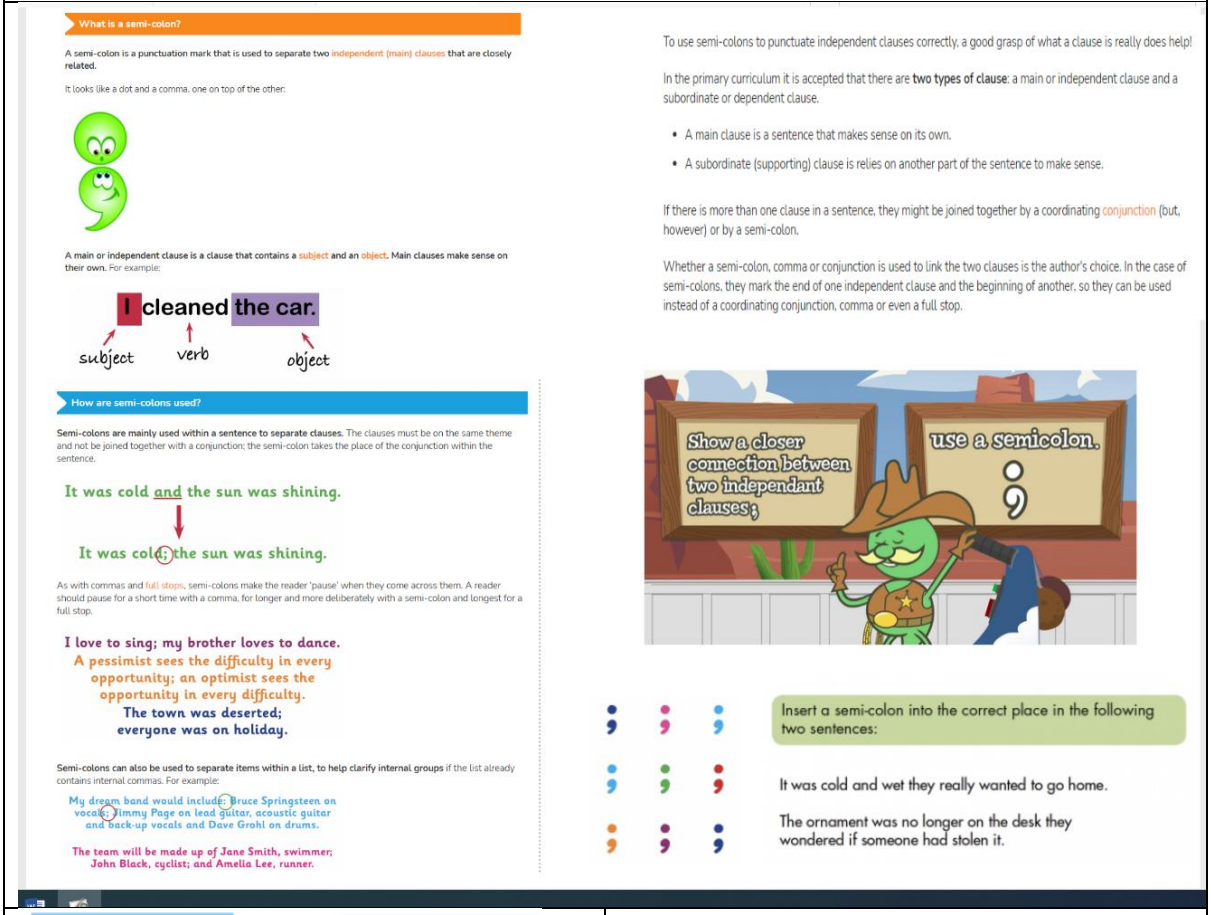
Year Six Home Learning Pack Spring Three Part 6

[Semi-colons explained for primary-school parents | Using semi-colons | TheSchoolRun](#) Click on this link to find the information about the semi colon. There is a cheesy , but helpful, song to listen to, and great video to watch about using colons and semi colons. You will find it very helpful in improving your sentences at the highest year 6 level.



What is a semi-colon?

A semi-colon is a punctuation mark that is used to separate two independent (main) clauses that are closely related.

It looks like a dot and a comma, one on top of the other:

A main or independent clause is a clause that contains a subject and an object. Main clauses make sense on their own. For example:

I cleaned the car.

subject verb object

How are semi-colons used?

Semi-colons are mainly used within a sentence to separate clauses. The clauses must be on the same theme and not be joined together with a conjunction; the semi-colon takes the place of the conjunction within the sentence.

It was cold and the sun was shining.

It was cold; the sun was shining.

As with commas and full stops, semi-colons make the reader 'pause' when they come across them. A reader should pause for a short time with a comma, for longer and more deliberately with a semi-colon and longest for a full stop.

I love to sing; my brother loves to dance.
A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.
The town was deserted; everyone was on holiday.

Semi-colons can also be used to separate items within a list, to help clarify internal groups if the list already contains internal commas. For example:

My dream band would include: Bruce Springsteen on vocals, Jimmy Page on lead guitar, acoustic guitar and back-up vocals and Dave Grohl on drums.

The team will be made up of Jane Smith, swimmer; John Black, cyclist; and Amelia Lee, runner.

To use semi-colons to punctuate independent clauses correctly, a good grasp of what a clause is really does help!

In the primary curriculum it is accepted that there are **two types of clause**: a main or independent clause and a subordinate or dependent clause.

- A main clause is a sentence that makes sense on its own.
- A subordinate (supporting) clause is relies on another part of the sentence to make sense.

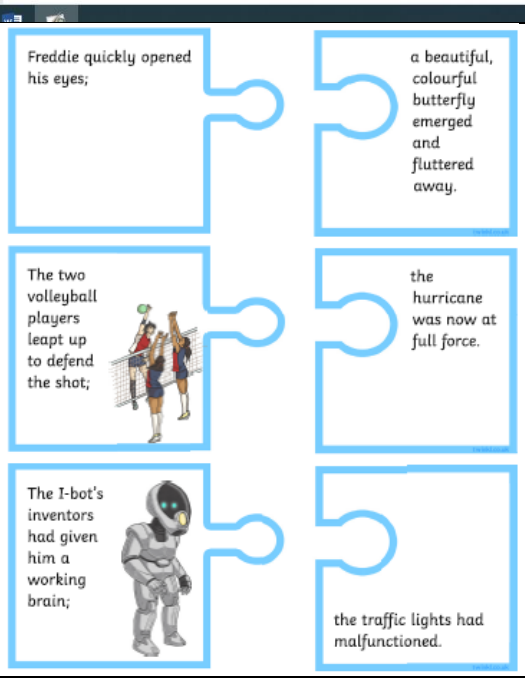
If there is more than one clause in a sentence, they might be joined together by a coordinating conjunction (but, however) or by a semi-colon.

Whether a semi-colon, comma or conjunction is used to link the two clauses is the author's choice. In the case of semi-colons, they mark the end of one independent clause and the beginning of another, so they can be used instead of a coordinating conjunction, comma or even a full stop.

Insert a semi-colon into the correct place in the following two sentences:

It was cold and wet they really wanted to go home.

The ornament was no longer on the desk they wondered if someone had stolen it.



Can you match the independent clause to the correct end clause using a semi colon?
Either cut and match the sentences, or copy them in your best handwriting; don't forget to use the semi colon.

Some of the pieces don't have a pair, can you add either the beginning or ending phrases to the sentences?

In the distance, the steam train approached over the bridge;

Jack skilfully rode his surfboard to the shore.

Charlie devoured a large piece of delicious apple pie;

John had packed shorts, shirts, flip-flops and straw hat.

The chrysalis began to split slowly open;

Zak kindly offered to help her up off the floor.

The scuba diver swam deep below the ocean's surface;

there was three-quarters left for the rest of the family.

Due to the high winds, the tall trees were bent sideways;

the car waited patiently behind the barriers of the level crossing.

The cars collided together on the main road;

there was no one to be seen in his bedroom.

A semicolon ; is used to link phrases. It is a better transition between two related sentences than a full stop, as it continues the thought.

He suddenly remembered what it was ; he had forgotten to lock the gate.

Ostriches have a mean streak ; big, powerful legs ; and a tendency to charge.

A colon : is used before describing or further explaining something previously mentioned in a sentence, or when introducing a list.

He had done all of the following :

brought the ostriches in for the night,

fed the ostriches

and collected the ostrich eggs.

Farmer Frank had a sneaking suspicion he had forgotten something : something important.

Insert the colons:

1. Kelly wants to play outside she loves being outdoors in the winter.
2. I think I'll go to the 7 00 PM movie later.
3. I've been to four continents Africa, North America, South America and Asia.
4. My friends think I'm funny I always make a fool of myself with them.
5. To Whom It May Concern
6. I love healthy foods nuts, fruits, and vegetables.
7. Jill had to answer the question should she say yes or no?
8. The ingredients are as follows salt, pepper, popcorn and seasoning.
9. There is one place I go every Sunday church.
10. Don't forget the number one class rule raise your hand.

Using a Semi-colon to Join Two Independent Clauses

Name:_____

A **semi-colon** looks like a dot over a comma. It can be used **instead of** a coordinating conjunction to join two related independent clauses. For example, if you wanted to join the two sentences below, you have two choices.

The mountains are beautiful. I enjoy hiking in them.

Choice 1: use the coordinating conjunction, "so". The mountains are beautiful, so I enjoy hiking in them.
Choice 2: use a semi-colon. The mountains are beautiful; I enjoy hiking in them.

Join each sentence pair using a semi-colon.

1. He lives near the beach. The salty air is making his car rust.
2. We did an experiment in class. All the students participated.
3. It was a very hot day. I had to use a fan to keep cool.
4. My friend was feeling sick. I walked her to the nurse's office.
5. The traffic on the freeway was horrible. I decided to wait.
6. My class is having a party tomorrow. I'm bringing chips and salsa.
7. The big dog scared the little boy. He ran the other way.
8. Steven's book report is due on Friday. He is reading the book now.
9. Pam and Lisa had a fight. They are not talking to each other today.
10. Popsicles are on sale at the store. My dad bought me one.

Semi-colons

Activity One:

Rewrite the sentences out below, inserting semi-colons in the correct place.

1) Call me tomorrow I will give you my answer then.

2) English was Anna's hardest subject additionally, she struggled with science.

3) Susan loves to swim her brother likes to dive.

4) My hair is very wet I have just washed it.

5) Climbing a mountain shouldn't be done when it is raining the rocks become slippery.

6) I always recommend Nandos they have a great menu.

Activity Two:
Answer the following questions:

1) What are the two different reasons for using semi-colons in your writing?

2) What three main things can semi-colons replace when being used?

3) How might people use semi-colons incorrectly?

4) What's wrong with the following sentence?

My hair is very wet; ice-cream is very cold.

Activity Three:
Create your own sentences that use semi-colons to separate clauses.

Name:

Colon or Semicolon?

Decide whether a colon or a semicolon is needed and insert either in the correct area of the sentence.

1. I have a dental appointment on Wednesday at 2:00 PM.
2. Bob ate the pizza; Jane at the burgers.
3. I went to the cottage; my sister went to the zoo.
4. The restaurant served the type of food we all like: pasta.
5. The speech was stellar: creative, informative and well presented.
6. I went to the library; it was closed.
7. Tomorrow will start out sunny; however, rain is expected by the afternoon.
8. I am sick: I need some Tylenol.
9. To Whom It May Concern:
10. Jay made a dental appointment; he lost a tooth when the puck hit him.
11. I need the following groceries: milk, bread, juice, and butter.
12. I have one goal: to win the race.

Example of a checklist for an explanation text ①

- Explain in a series of logical steps
- Use present tense (except historical explanations)
- Use causal language, e.g. 'because', 'the reason that', 'this results in', and so on
- Use impersonal language
- Use technical vocabulary
- Lay out the text clearly
- Label diagrams clearly
- Include boxes for extra information
- Write in the third person
- Use the passive voice
- Usually use formal vocabulary, e.g. 'placed' instead of 'put'
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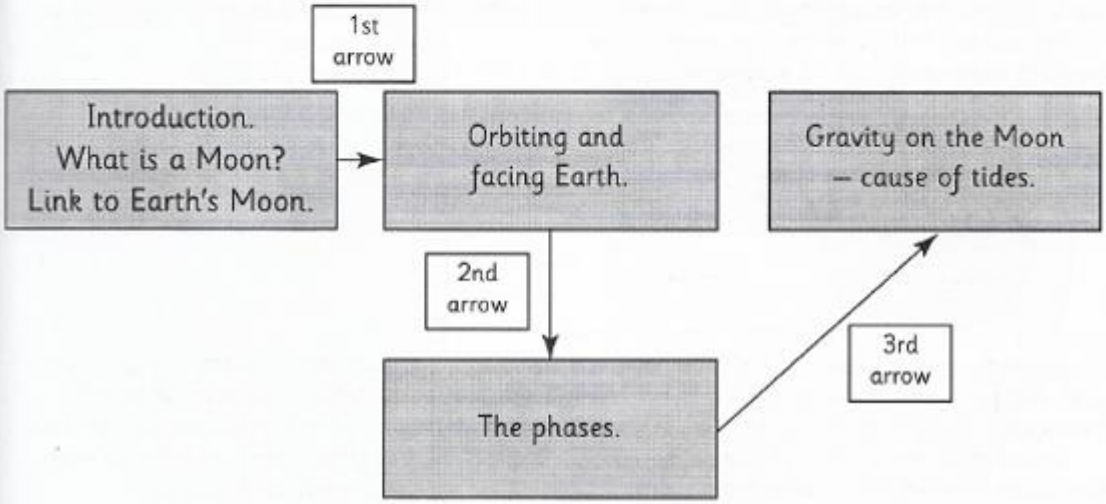
Deconstructing the text – commentary

- Explanations usually have a series of logical steps.
- The Moon explanation gives a general introduction.
- It then takes an important idea – motion of the Moon … [*Add 1st arrow between the two planning circles*]
- … which causes the phases so it is logical to link these two paragraphs. [*Add 2nd arrow*]
- Then another important idea – gravity … [*Add 3rd arrow*]
- … which causes tides on Earth.
- The order of the paragraphs needs careful consideration. Try to make the order a series of logical steps wherever possible.
- A final paragraph will round off the explanation by adding some general remarks.



Example of analysis of *The Moon*

Present tense.

Technical vocabulary.

Introduction to orientate the reader by giving general information.

Specific details.

Causal language.

Written in the third person throughout.

Passive voice.

Formal vocabulary used instead of 'can be seen'.

Formal vocabulary used instead of 'look'.

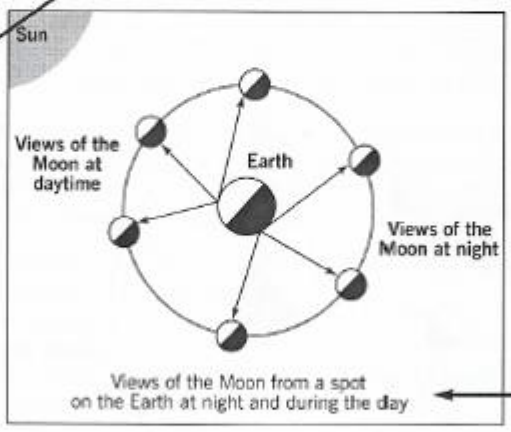
Impersonal language throughout – no personal pronouns.

Formal connective.

A moon is a large body or mass of material that orbits around a planet. It is usually much smaller than the planet. The diameter of the Earth's Moon is 2 160 miles. This compares with the diameter of the Earth at about 4 000 miles. The Earth has only one moon. Mars has two moons, while Jupiter has nine moons.

The Moon orbits around the Earth, taking approximately 29½ days for a complete orbit. The Moon rotates on its axis at the same rate, such that the same side of the Moon always faces the Earth.

As the Moon travels around the Earth, different views of the side that is illuminated by the Sun and the side that is dark are seen. The views create the different phases of the Moon. Consequently at different times of the month, the Moon can appear like a crescent, half circle, or full. The Moon is sometimes visible in the daytime. The Moon appears brighter at night because of sunlight that is reflected off its surface.



Views of the Moon from a spot on the Earth at night and during the day

Diagrams clearly labelled.

Furthermore, the gravity of the Moon is one-sixth the gravity on the Earth. This means that a person who has a mass of 90 kg on Earth would have a mass of only 15 kg, if measured on the Moon. That is why the astronauts were able to jump so high when they were on the Moon. The force of gravity from the Moon affects the Earth. Its gravity reaches the Earth and pulls the oceans toward the Moon, causing the tides.

see www.schoolforchampions.com/science/moon.htm

Specific details.

Paragraphs clearly laid out and give order to the explanation: 1 = intro, 2 = orbiting, 3 = phases, 4 = gravity.

The Moon

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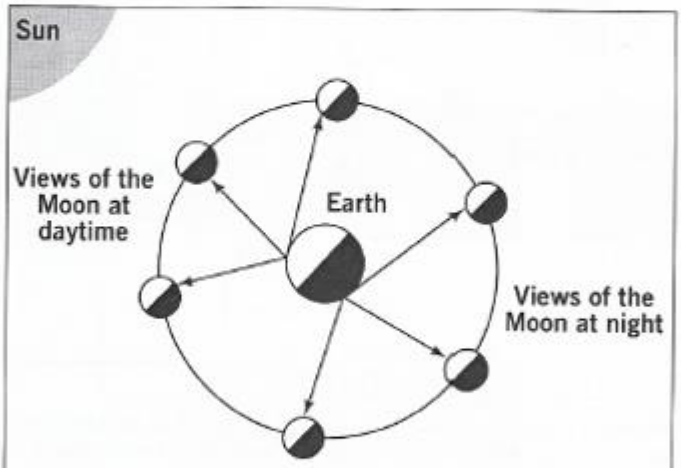

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see **http://www.schoolforchampions.com/science/moon.htm**

The Earth

The Earth is a rotating sphere that orbits the Sun. Its tilt causes it to have seasons of warmer and colder weather. Its unique relationship with the Sun allows it to sustain life. The Earth also has a magnetic field.

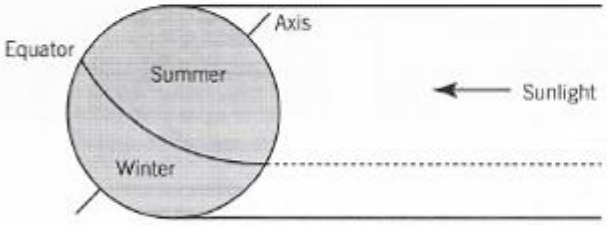
The Earth is approximately a sphere. The shape of the Earth is similar to that of the Moon and the Sun: spherical like a ball or a globe. This has been proven by space vehicles circling the Earth, as well as from photographs of the Earth taken from space. Its globe shape is slightly flattened at the poles.

As well as orbiting the sun, the axis of the Earth tilts. The tilt is always in the same direction.

The tilt of the Earth is in the same direction

The reason the seasons change has to do with how directly the Sun is shining on that particular part of the Earth. When the Northern half of the Earth (or Northern Hemisphere) is in the part of the orbit around the Sun where the sunlight shines more directly on it, the days are longer and less sunlight is reflected. That is summer, and the weather becomes warmer.

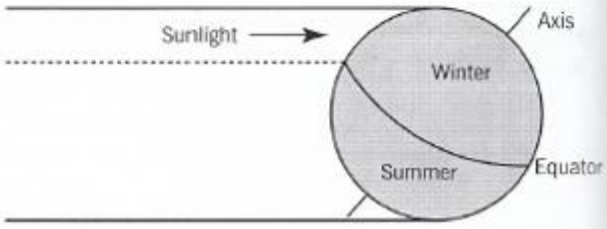
Sunlight shines more directly in summer



Due to the spherical shape of the Earth, there is more daylight in the summer the closer you get to the pole. When you cross the Arctic Circle in the Northern Hemisphere or the Antarctic Circle in the Southern Hemisphere, daylight can last for 24 hours in summer. That is why it is called 'the land of the midnight Sun'.

On the other side of the orbit around the Sun, the angle of the sunlight is steeper, resulting in more light being reflected. Also, the days are shorter. This results in the colder weather of winter.

Sunlight reflects off at a steeper angle in winter



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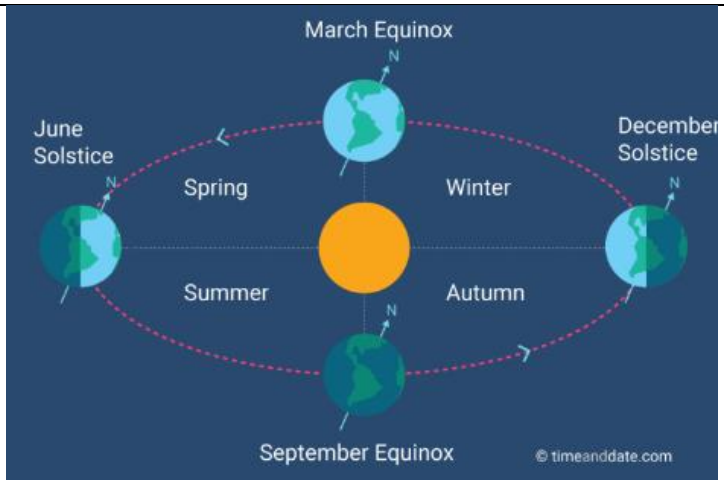
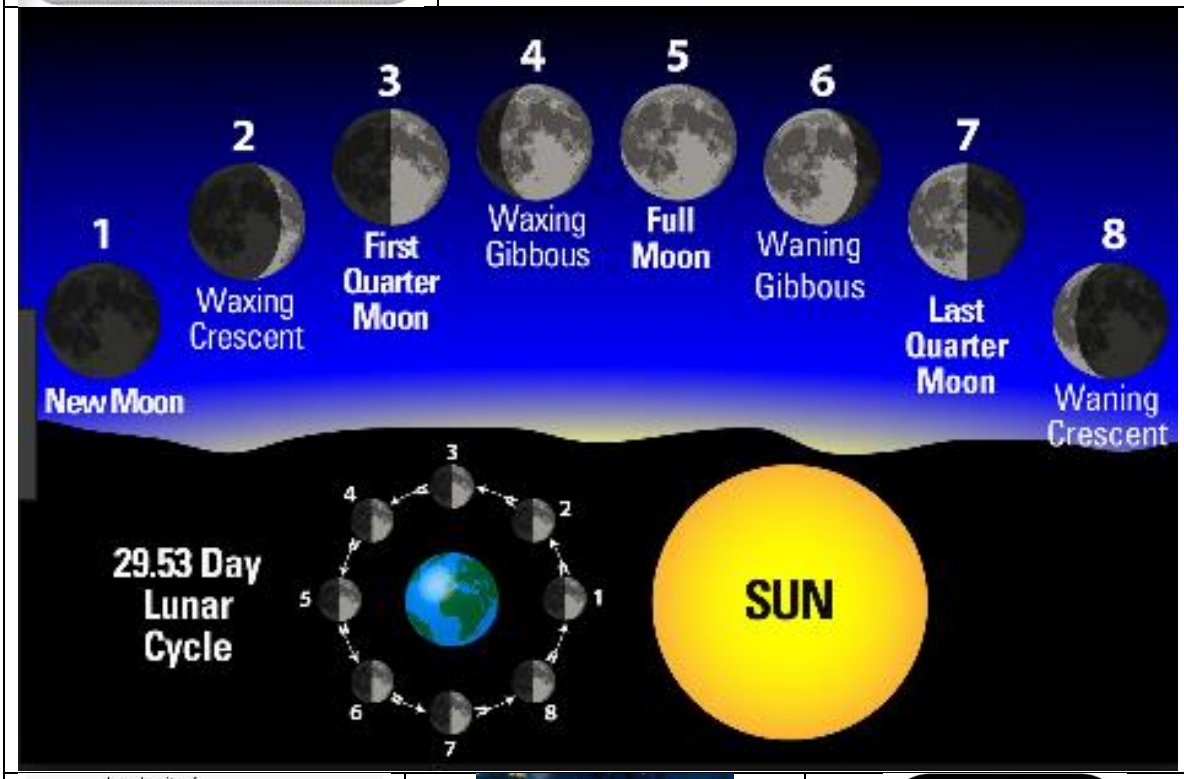
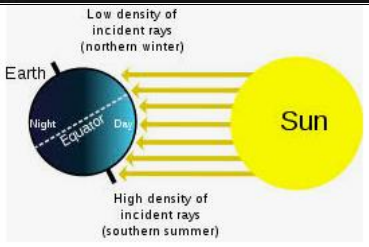
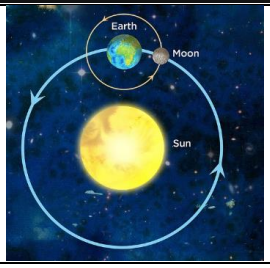








The Earth, which is spherical in shape, orbits the Sun in 365 days. (Active, with embedded clause)

The sun is orbited by the Earth in 365 days (Passive)

It is know that all the planets in our solar system orbit around a star: the Sun (impersonal and a colon)

The Sun is orbited by the Earth; it takes 365 days to complete one revolution. (Passive with a semi-colon and technical vocabulary.)

Can you improve these sentences?

The Moon orbits the Earth.

It takes 29.5 day to orbit once.

The Earth spins on an axis.

The Earth is tilted on an axis.

An axis is an imaginary line through the centre of the Earth.

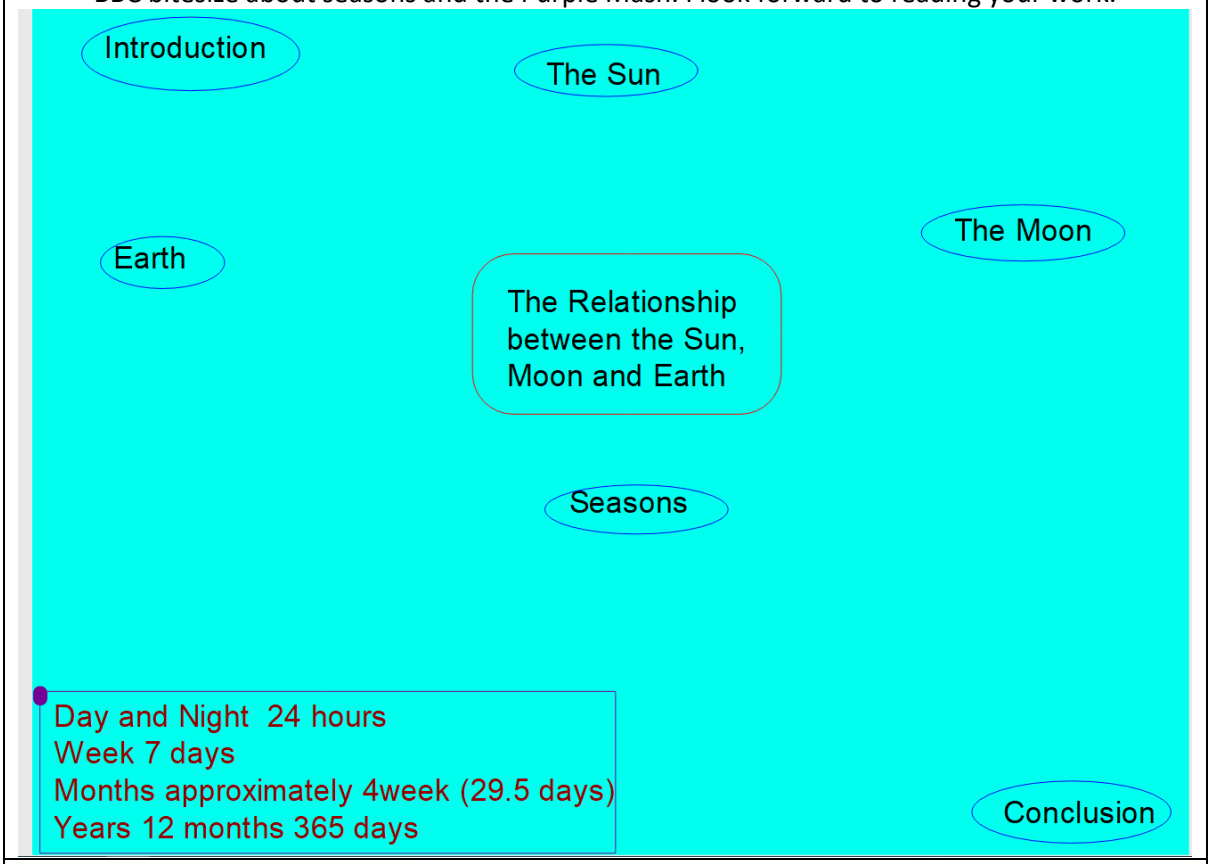
The equator is the imaginary line around the centre of the Earth.

The Moon orbits the Earth.

The Earth orbits the Sun.

The seasons are made because of the Earths tilt.

You main writing taks this time is write an explaination text about what you understand about the Moon, Earth and Sun, I have included some information here, don't forget to check out the BBC bitesize about seasons and the Purple Mash. I look forward to reading your work.



The Sun-To infinity and beyond-Task 1

The Sun

The Sun is the star at the centre of our solar system. That is why it is called a solar system. The word solar means 'relating to the Sun'. The planets in our solar system stay together because the Sun is so big its gravity keeps us all locked in orbit.

Making Energy:

The Sun provides almost all the energy, light and heat needed on Earth mainly using hydrogen and helium. Energy is made at its core in the centre of the Sun's sphere. Around the core is the radiative zone which carries the energy to the next layer – the convection zone. It takes about 170,000 years for the energy to move from the core to the convection zone! The photosphere is at the Sun's surface and the energy gets to there from the convection zone in large bubbles. From here, the energy escapes (through the chromosphere and corona) and some of it comes to Earth. It takes about 8 minutes for heat to reach us from the Sun.

Did you know?

Surface temperature: 5505°C

Distance to Earth: 149.6 million km

Radius: 696,342 km

Circumference: 4,366,813 km (2,713,406 miles)

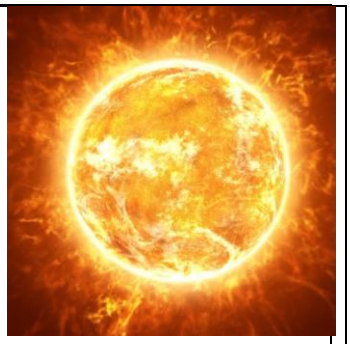
Mass: 1,989,000,000,000,000,000,000,000,000,000kg

(About 1.3 million Earths could fit inside the Sun)

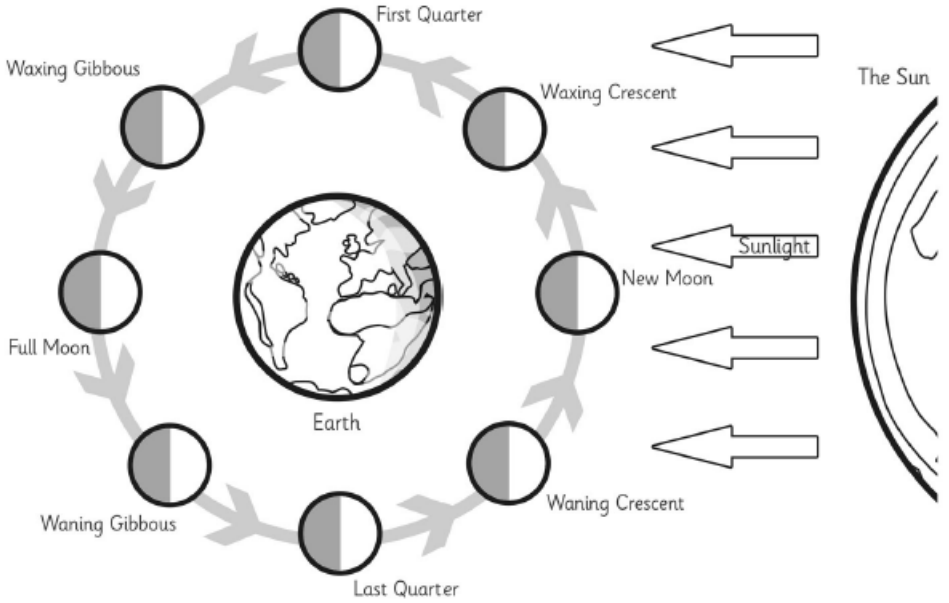
Lifespan:

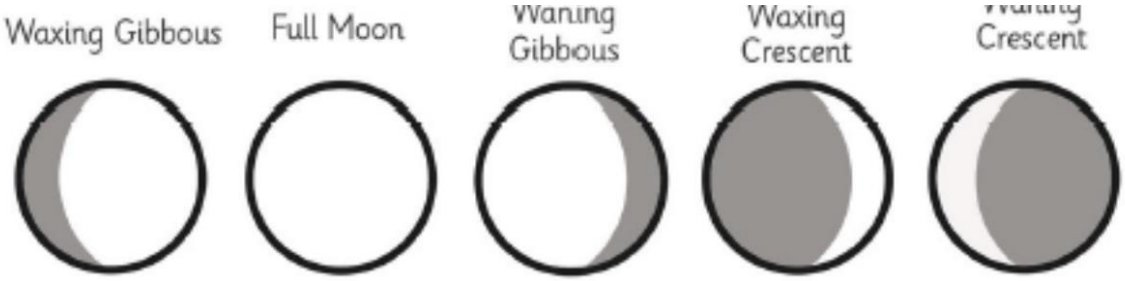
The Sun is actually a yellow dwarf star and was created about 4.6 billion years ago. The Sun will eventually run out of energy and fade, but don't worry…this won't be for another 4.5 to 5.5 billion years yet! Before the Sun eventually fades, in an unimaginable time from now, it will get bigger and turn into what is called a 'red giant'. In 1.1 billion years from now, the Sun will be 10% brighter than it is today. This will make Earth a bit like a greenhouse – hot and moist. 3.5 billion years from now, it will be even brighter than that: at 40% more than it is today. This will be so hot that the oceans will boil and the ice will melt. It's safe to say that then there will be no life on Earth by then, but with space travel already making new discoveries and exploring other planets, where do you think humans will be by then?

1. What gases is t Sun mainly run from?
2. How long does it take energy to reach the Earth from the Sun?
3. In the final paragraph the author uses the word “unimaginable”. Why have they used this word?
4. In the text the Sun is referred to as what type of star?
5. List the different layers of the Sun from the centre to the outside
6. What keeps our solar system of planets orbiting the Sun? Use a dictionary to find the definition of this word.
7. According to the text, what does e word Solar mean? Think of two (or more) examples where we use the word “Solar”.
8. Will the Sun last forever? Explain your answer.
9. IN the final paragraph it says that Earth will become ‘a bit of a greenhouse’. A greenhouse is warm and moist inside because of the glass that lets heat and light in and keeps it in. Our Earth is not surrounded by glass, so what will let the heat and light in and keep it in?
10. Look at the final line-where do you think humans will be by then?



As the Moon travels around the Earth, we see different parts of the Moon that are lit by the Sun. These are called phases of the Moon.

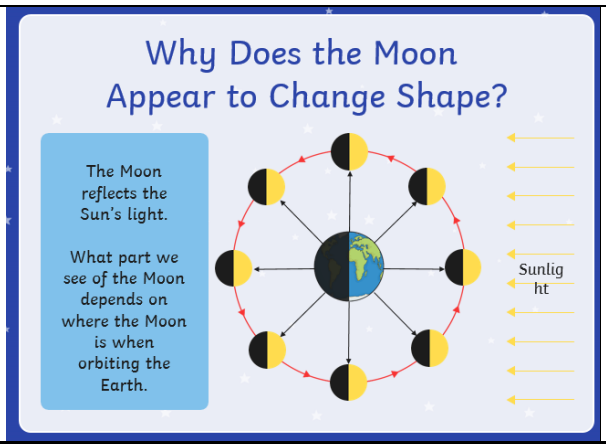


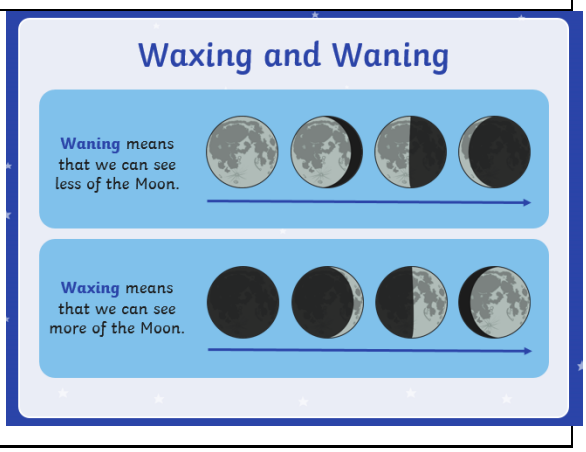


Phases of the Moon - full moon, gibbous moon, half moon, crescent moon, new moon, waxing ,waning

Moon's orbit: 29.5 days, lunar month

Orbit, planets, revolve, sphere





Do you know what a blue moon is?

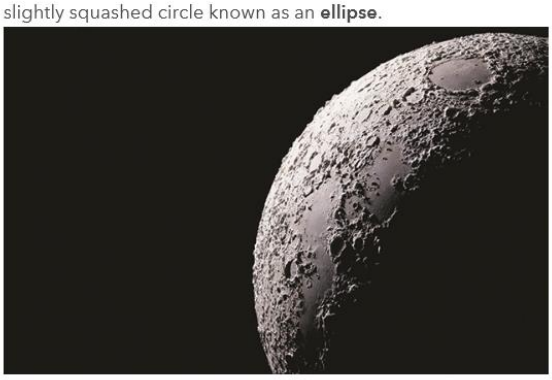
A Blue Moon is a term for the second of two full moons in a single calendar month. Another definition says a Blue Moon is the third of four full moons in a single season.

10 facts about the Moon

1) The Moon is a dusty ball of rock, measuring **3,476km in diameter** – that's roughly **a quarter of the size of Earth**.

2) Its surface is home to **mountains**, **huge craters** and flat planes called '**seas**' made of hardened **lava**.

3) The Moon is Earth's only **natural satellite** – a celestial body that orbits a planet. Its orbit around our planet is shaped like a slightly squashed circle known as an **ellipse**.



4) It takes **27.3 days** for the Moon to travel all the way around the Earth and complete its orbit.

5) Although the Moon shines bright in the night sky, it doesn't produce its own light. We see the Moon because it **reflects light from the Sun**.

6) Ever noticed how the Moon appears to change shape each night? That's because as the Moon orbits the Earth, the **Sun lights up different parts of its surface** – so it's just *our view* of the Moon that's changing, not the Moon itself. Find out more in our fascinating phases of the Moon feature!

7) As the Moon travels, it rotates on its own axis, just like our planet. It takes roughly the same amount of time for the Moon to make a full rotation as it does for it to complete its orbit. This means **we only ever see around 60% of the Moon's surface**

8) The temperature on the Moon varies from super hot to super cold! When the Sun hits its surface, temperatures can reach a scorching **127°C.** But when the Sun 'goes down', temperatures can plummet to around **-153°C**. *Brr…*

9) Like Earth, the Moon has gravity (the force that pulls things towards the ground). But the Moon's gravity is weaker, only **one sixth of the Earth's gravity**, in fact. That means you'd weigh much less if you were to stand on the Moon!

10) Scientists aren't entirely sure how the Moon formed. A popular theory is that a Mars-sized rock, named **Theia**, crashed into Earth around **4.5 billion years ago.** The debris from the collision clumped together to make what is now… Our Moon!