



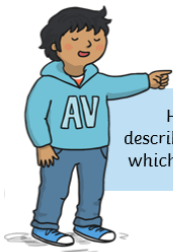
Year 4 SPAG Remote Learning

Week beginning: 27th April 2020

Lesson 2		
<p>Learning Intention WALT: identify and use adverbs</p>	<p>Key Vocabulary: Adverb – tells you where, why or how much something is done. It adds detail to the verb Verb – a doing word that explains what someone or something <u>is</u>, <u>has</u> or <u>does</u> All sentences contain a verb</p>	<p>What you will need: Pen Lined paper/English book Challenges Pencil Ruler Lesson 2 video</p>
Starter		
<div style="display: flex; align-items: flex-start;">  <p>You have 2 minutes. Write down as many sentences as you can that describe what the cat can do. These will all have verbs in them. After 2 minutes, underline the verb in each sentence. e.g. The cat is sleeping. The cat is eating his dinner. The cat climbed the tree. The cat hopped off the fence.</p> </div>		
Main Teaching		
<p>Ask the question, what is an adverb?</p> <p>An adverb is used in a sentence to tell you more about the verb. It tells you where, why or how much something is done.</p> <p>Can you spot the adverbs in these sentences?</p> <p>Jessica shouted loudly. Isabelle tried hard. Abigail threw the ball up. (Check the Mark Scheme)</p> <p>Let's add some adverbs to our sentences about the cat:</p> <p>The cat was sleeping <u>peacefully</u>. The cat meowed <u>loudly</u> for his dinner.</p> <div style="text-align: right; margin-right: 100px;">  </div> <p>Choose three of the sentences you wrote about the cat. Rewrite them again and add an adverb to give the reader more detail about what he is doing. Underline the adverb with a ruler and a pencil.</p>		

Some adverbs describe **where an action is happening.**

Liam ran **upstairs**.



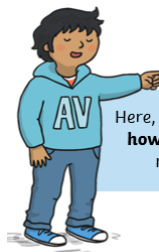
Here, 'upstairs' is describing **where** Liam ran, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

- | |
|-------|
| here |
| there |
| above |

Some adverbs describe **how an action is happening.**

Helen laughed **nervously**.



Here, 'nervously' is describing **how** Helen laughed, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

- | |
|---------|
| quickly |
| loudly |
| sadly |

Some adverbs describe **when an action is happening.**

The penguins swam **yesterday**.



Here, 'yesterday' is describing **when** the penguins swam, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

- | |
|---------|
| earlier |
| later |
| today |

Some adverbs describe **how often an action is happening.**

The lion roared **daily**.



Here, 'daily' is describing **how often** the lion roars, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

- | |
|-----------|
| weekly |
| always |
| sometimes |

Some adverbs describe **how much an action is happening.**

Amy tried **hard** to finish her homework.



Here, 'hard' is describing **how much** effort Amy put in, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

- | |
|------------|
| very |
| completely |
| almost |

Find the adverbs in each of these sentences
(Check the Mark Scheme)

- Tom painted his picture beautifully
- Annie quickly brushed her hair.
- Amjid read his books today in the library.
- Neena swam well without arm bands.
- Ben always rides his bike to school.



Choose Challenge 1, 2 or 3 and then check your answers with the Mark scheme. For an extra challenge try Challenge X.

Challenge 1

Copy out each sentence carefully and underline the adverb using a pencil and ruler.

1. He smiled cautiously.
2. Maria frowned angrily at her mum.
3. Slowly, the cat jumped down from the wall.
4. He walked to school quickly.
5. Anxiously, she looked for her coat.
6. It would be his turn soon.
7. Daniel sneakily hid the key in his pocket.
8. Mark recently went to the beach with his friend.

Challenge 2

1. The snail crawled _____ along the path.
2. The sun shone _____ through the window.
3. The children in the choir sang _____.
4. The twins played _____ in the park.
5. The giant _____ ate up all the cows in the field.
6. James ran _____ and won the race.
7. The rain fell _____ and we all got very wet.
8. You must play _____ or someone will get hurt.
9. The witch _____ turned Adam into a toad.
10. The dog ran _____ after the ball.

**excitedly slowly cruelly carefully brightly heavily sweetly quickly
happily greedily**

Challenge 3

Write 10 exciting sentences of your own using powerful verbs and adverbs to add detail. Underline all the verbs in one colour and all the adverbs in another colour. Challenge yourself to use a different adverb each time. Use a dictionary to check your spellings and remember every sentence must start with a capital letter.

Challenge X

Look in the book you are reading from the scholastics book club.
Make a list of all the verbs you can find and all the adverbs

Learning Review

Adverbs add extra detail to our sentences making it easier for the reader to picture what is happening.

Choose a verb and an adverb from the words below and make a sentence:

talking **quickly** **always**

loudly **opened** **nearly**

skipped **above** **flew**



Mark Scheme

Jessica shouted **loudly**.

Isabelle tried **hard**.

Abigail threw the ball **up**.

Challenge 1

He smiled cautiously.

2. Maria frowned **angrily** at her mum.

3. **Slowly**, the cat jumped down from the wall.

4. He walked to school **quickly**.

5. **Anxiously**, she looked for her coat.

6. It would be his turn **soon**.

7. Daniel **sneakily** hid the key in his pocket.

8. Mark **recently** went to the beach with his friend.

Challenge 2

Suggested answers

1. The snail crawled **slowly** along the path.

2. The sun shone **brightly** through the window.

3. The children in the choir sang **beautifully**.

4. The twins played **happily** in the park.

5. The giant **greedily** ate up all the cows in the field.

6. James ran **fast** and won the race.

7. The rain fell **suddenly** and we all got very wet.

8. You must play nicely or someone will get hurt.

9. The witch **spitefully** turned Adam into a toad.

10. The dog ran **quickly** after the ball.



Challenge 3

10 carefully written sentences. Punctuated with a capital letter at the start of each. Each sentence must include a powerful verb (see yesterday's work for suggestions) and an appropriate **adverb** which makes sense with the **verb**. Focus on the correct spelling of the adverb.

WAGOLL (What a good one looks like)

1. I **happily** **skipped** to the park with my friend Jessica.
2. Peter and John **hopped** **quickly** onto the bus because they were late for work.
3. The puppy was **sleeping** **dreamily** in his basket.
4. The car **skidded** to a stop **suddenly**.

Challenge X

One list of verbs and one list of adverbs. This will be dependent on the book being read. Check back through the last two lessons to make sure you have words in the correct lists.

WAGOLL (What a good one looks like)

The Golden Touch and other Greek Myths

Verbs

acting
devour
thought
shook
turned
felt

Adverbs

sneakily
quickly
sadly