

Week 2 (WC 27.04.20)

Year 4 Literacy Home Learning Activities 1,2 and 3

All activities are to be completed either on the worksheets provided or in your workbook.

Activity 1

Take notes from a video

- Watch the video clip about the Impala and the Leopard. Don't be worried: it has a happy ending! <https://www.youtube.com/watch?v=LhSDxp0oQK8>
- Read *Impala Notes*. Fill in the answers. Write as much description as you can. Watch the video again to help you.

Plan a story about a narrow escape

- Look at *Narrow Escape Pictures*. Which is the predator, and which is the prey in each of these pictures?
- Choose your favourite *Narrow Escape Picture* and write notes about it on the *Narrow Escape Storyboard*. Try to answer each of the questions and give extra information as well.

Tell your story to somebody else.

- Use your *Narrow Escape Storyboard* to tell your story to somebody else.

Try the Fun-Time Extra

- Practise telling your story and then get a grown-up to film you. Who could you share your story with?

Impala Notes

Setting the scene	<i>Where does this story take place? What sort of landscape? What is each animal doing?</i>	
The approach	<i>How does the predator move at first? Where is the prey? What are they doing?</i>	
The attack	<i>How does the predator move when they attack?</i>	
The escape	<i>How does the prey escape?</i>	
The aftermath	<i>How does the predator move when they attack?</i>	

Narrow Escape– Pictures



Narrow Escape – Storyboard

Keep this for tomorrow's lesson!

Setting the scene	<i>Where does this story take place? What sort of landscape? What is each animal doing?</i>	
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The aftermath	<i>How does the predator move when they attack?</i>	

Activity 2

Remind yourself about adverbials

- Use the *Revision Cards* to remind yourself about adverbials. Make sure that you know these things:
- An adverbial can be just one word or it can be a phrase.
- What 'job' an adverbial does. ○ Where an adverbial can be placed.
- What it means when an adverbial is 'fronted'.

Practise finding adverbials • Use *Little Mouse Adverbials*.

- Read the sentences, find the verb, find the adverbial and then write to say which question the adverbial answers.

Write sentences using adverbials

- Think about the *Narrow Escape Storyboard* from Day 1.
- Find your storyboard and remind yourself about the story. Tell the story out loud to someone.
- Now write some sentences about your story. Make sure that your sentences include adverbials – extra information about the verb in your sentence.

Try the Fun-Time Extra

- Find out some more information about the predator and prey in your *Narrow Escape* story. What are the three most amazing facts you can find about each animal?

Revision Card – Adverbials

Adverbials

Adverbials tell us more about a verb.

Adverbials can be

a word,
a phrase,
or a clause.

hurriedly

between the cracks

after the noise ended

Adverbials

Adverbials tell us more about a verb.

Little Mouse sobbed.

Little Mouse sobbed with little squeaks.

Little Mouse sobbed in the corner.

During the night, Little Mouse sobbed.

In each sentence, the verb is modified by the **adverbial**.



Adverbials can be placed before or after the main clause.

from behind the door

Little Mouse squeaked

Little Mouse squeaked

from behind the door

from behind the door

Little Mouse squeaked

with horror

Choose an adverbial and try saying it before and after the main clause.
We can even put an adverbial at the beginning and the end.

Fronted Adverbials

When an **adverbial** appears in front of the sentence it is modifying...
it is called a **fronted adverbial**.

During the storm, Little Mouse cowered in the corner.

With cruel eyes, the spider smiled.

Eventually, Little Mouse calmed down.

After screaming failed, Little Mouse decided to ask the spider politely to leave.

Fronted adverbials are punctuated by a comma.

Little Mouse Adverbials

1. Read these sentences.
2. Underline the verb.
3. Highlight the adverbial.
4. Write what question the adverbial answers – When, Where or How

The first has been done for you.

1. Little Mouse shivered near the cobwebs. WHERE
2. At night, he peered under the bed.
3. With great care, he avoided sharp knives around the house.
4. Little Mouse hid in the cupboard.
5. When he was out shopping, Little Mouse avoided knife shops.
6. Cautiously, he turned the taps on.
7. Clutching a map, Little Mouse went to the park.
8. When he heard the loud noise, Little Mouse shot across the room like a rocket.
9. Little Mouse switched his nightlight on straight after tea.
10. Using his binoculars, he checked for birds before heading into the garden.

Sentences with Adverbials

Try writing some sentences with adverbials for the **Narrow Escape** story that you planned in Lesson 1.



A large rectangular writing area with a decorative orange and black zigzag border. The interior is filled with horizontal lines for writing.

Activity 3

Tell your story from the point of view of the prey

- Find your Storyboard about your Narrow Escape story from Day 1.
- Imagine that you are the prey in the story.
- Where were you at the start? What were you doing?
- What did you see and feel when the predator attacked?
- How did you escape?
- How did you feel afterwards?

Remind yourself about Personal Recounts

- Read Personal Recount Features.
- When you tell your story from the point of view of the prey you are giving a personal recount. Can you spot the features of a recount as you tell your story?

Write your story from the point of view of the prey

- Now write your story. You can use your storyboard to remind you what to write about but do remember to write from the point of view of the prey.
- Include adverbials in your writing. Read the three pages about adverbials to help you to do this.

When you have finished your story, share it with a grown-up. Show them the adverbials that you have used.

Try the Fun-Time Extra Can you make an illustration of your story? Show the way the predator and prey move during the escape?