

Year 4 - Holy Trinity

Friday 27th March

| ENGLISH | SPaG | MIND UP /ZONES OF REGULATION |
|--|---|--|
| <p>LO: To use fronted adverbials in my writing.</p> <p>Task 1: Complete the activities on the fronted adverbial challenge mat. I've provided you with a list of fronted adverbials you can use in your writing.</p> <p>Task 2:</p> <ol style="list-style-type: none">1. Read the passage and answer the questions.2. Complete a comprehension - Thinking Deeper writing page. | <p>LO 1: To spell the /i/ sound spelt y elsewhere than at the end of words.</p> <p>LO 2: To increase vocabulary</p> <p>Task 1: Spelling</p> <p>Complete the activities to practice your spelling words.</p> <p>Task 2: Vocabulary</p> <p>See attached</p> | <p>LO1: To have a better understanding of our brain.</p> <p>LO2: To be able to focus on and control our breathing to be more aware of the world around us, to help us become less reactive and more reflective when feeling anxious or stressed.</p> <p>Task 1: Looking at the website</p> <p>Task 2: Brain break</p> <p>Task 3: Mindful seeing 54321</p> <p>Task 4: Sensory Seasons</p> |

Daily Reading 15 minutes

Task 1:

Understand

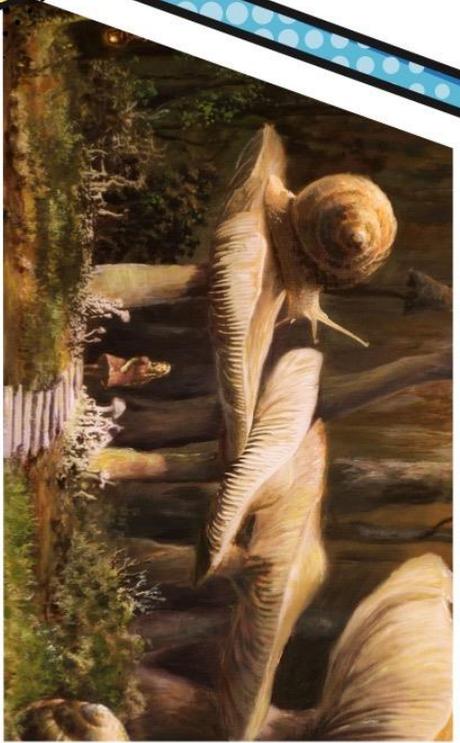
These sentences begin with fronted adverbials but they need completing. Finish them off.

Outside the house,

As fast as he could,

In the distance,

15-Minute
Fronted Adverbial Challenge!



Challenge

Look at the picture above. Write three sentences about it which begin with fronted adverbials.

1. _____

2. _____

3. _____

Test

Tick each of the sentences that contain a fronted adverbial.

- Waiting for the bus, Bina read her newspaper.
- Because he was hungry, Mike opened the biscuits.
- Grinning from ear to ear, Tom crossed the finish line.
- I have just tidied the living room, which took me ages.

Match each fronted adverbial to the sentence end that best completes it.

- | | |
|---------------------|--|
| Without warning, | Grandpa opened the box of fragile ornaments. |
| Every break time, | I left my hat on the train. |
| Unfortunately, | I play with my friend Mike. |
| Before I go to bed, | the lion leapt at the startled zebra. |
| Carefully, | I brush my teeth. |

Rewrite this sentence so that it starts with a fronted adverbial.

The troll waited under the house.

Explain

Using your own words, explain what a fronted adverbial is.

FRONTED ADVERBIALS

Time

Today,
Yesterday,
On Monday,
After a short while,
In the blink of an eye,
Later,
Eventually,
Recently,
Early in the morning,
Punctually,
In June,
After dusk.

Location

Over the mountain,
In the distance,
On the shore,
Outside the house,
Down the stairs,
Underneath the bridge,
Aboard the boat,
Around the corner,
Adjacent to the shop,
Far away,
Back in the room,
Under the sea.



Feelings

Anxiously,
In a flash,
Suddenly,
Nervously,
Curiously,
Joyfully,
Unfortunately,
Frantically,
Enthusiastically,
Wildly,
Courageously,
As fast as he could.

Task 2: Unfortunately, due to the number of absences last week, quite a few students weren't able to get the Hetty Feather book for guided reading. So, we will have to leave that for the time being. I encourage the students to continue reading their own book - as part of the homework they will complete activities based on the book they're reading. For English lessons, we will focus on stand-alone comprehension activities,

Comprehension on following page...

“Time to Recycle”

Understand It!

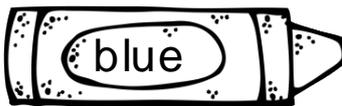
Answer the following questions after reading:

Jake and his friends were playing football at recess. Jake's friend Sam threw the football so far Jake had to run as fast as he could to catch it. Jake made the catch! As he caught the ball he felt something hard under his foot. Jake looked down and saw a **dozen** different **crushed** soda cans in the grass. He looked some more. He saw plastic bags, papers, and some glass jars too. Jake wondered how all that trash got there. It didn't make sense. Who would throw their trash on the side of the school playground? It made Jake mad. It made Jake want to do something. So, he called all his friends over and they **created** a plan. The boys agreed to clean up the trash at recess the next day. They also **decided** to make recycling posters and put them around the school. Their **goal** was to never see trash on their playground again!

- 1 The main idea was ...
 - a. football
 - b. recycling
 - c. recess
 - d. making posters
- 2 I predict the narrator would be ___ if he saw more trash in a week.
 - a. happy
 - b. excited
 - c. patient
 - d. sad
- 3 What was Jake upset about the most?
 - a. That people threw their trash on the playground
 - b. Missing the catch
 - c. Having to pick up trash
 - d. Making posters
- 4 What trait best describes Jake?
 - a. careless
 - b. funny
 - c. selfish
 - d. caring

Word Work Color the words in the passage that match each category below.

 red Contractions

 blue Plurals

 green Adjectives

 orange Proper Nouns

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Comprehension: Thinking Deeper About Fiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think deeper about the passage to answer the questions below.

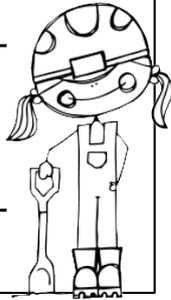
What is your opinion of the story? Why?



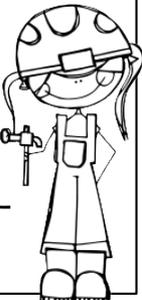
Who is telling the story? How do you know?



How would you have acted in the story? Why?



How are you alike and different from the main character?



What big ideas can you infer and use in your own life?



How did the characters change over time?



Reading Comprehension answers

1. B - recycling
2. D - Sad
3. A - People threw their trash on the playground
4. D - Caring

MindUp

LO 1: To have a better understanding of our brain

LO 2: To be able to focus on and control our breathing, and to be more aware of the world around us, to help us become less reactive and more reflective when feeling anxious or stressed.

Task 1 - Look together at the mind up website (Parents, this may be more of a task for you, rather than the children!)

<https://mindup.org.uk/mindup-activities/>

Task 2 : Brain Break

Play the audio on the first page (link above). We have done this quite a few times in class, with exactly the same script. Children, show the adults how it works.

You could do this at any point during your working day. (At school, we were aiming to have a Brain Break 3 times a day.)

Task 3 : Mindful Seeing 54321

Stand still and look mindfully for:

5 things that are blue

4 things that are green

3 things that are red

2 things that are brown

1 thing that is purple

Task 4: Sensory Seasons

Draw 4 boxes. Write one of these titles in each box: SPRING, SUMMER, AUTUMN, WINTER.

Under each of the titles, draw or write the following things that you might notice in each of the different seasons:

2 smells

2 colours

2 sounds

2 things you might feel around you

2 tastes

Words to learn for test on 3rd April - someone at home will test you!

| | Focus: National Curriculum Y3/4 Word List words | 1st Attempt | 2nd Attempt | 3rd Attempt |
|----|---|-------------|-------------|-------------|
| 1 | myth | | | |
| 2 | Egypt | | | |
| 3 | Mythical | | | |
| 4 | gym | | | |
| 5 | hymn | | | |
| 6 | gymnastics | | | |
| 7 | Mythology | | | |
| 8 | Egyptian | | | |
| 9 | pyramid | | | |
| 10 | mystery | | | |

1. **Look Say Cover Write Check x3**

- Look at your word, say the word out loud, cover the word, write the word, check the word.

2. **Write out your words in sounds OR syllables**

E.g. Sounds. **mythical**

(each sound in different colour - really try to sound out each individual sound. Remember that some sounds are made by more than one letter *th*, *oi*, *mn* etc.)

Syllables **mythical**

(Use your chin bumps or claps to break the word into syllables - this works best for larger words)

3. Definitions

Find out what each word means and write the definition.

This is different than writing your words in sentences!

4. Write your words backwards

Vocabulary

The word of the week is:

amiable

1. How many sounds? Break the word into individual sounds. Be careful of silent letters!
2. What is the first sound?
3. What is the last sound?
4. How many syllables Use chin bumps or claps.
5. What does the word mean (definition)?
6. Is the word a noun, verb, adjective or adverb?
7. Use the word in a sentence
8. Synonyms (words that mean the same)
9. Antonyms (words that mean the opposite)
10. Draw a picture of the word

W O R D

of the

W E E K

amiable

friendly

e.g. Harry has many friends
because he has an amiable
personality.

