

Wednesday 15th April 2020 - Day 2

Enjoy the animation 'Taking Flight'. <https://www.literacyshed.com/takingflight.html>

As you watch, focus on Tony. How do his feelings change?

LO: I can generate verbs and adverbs

Task

What an adventure Tony has with his Grandfather!

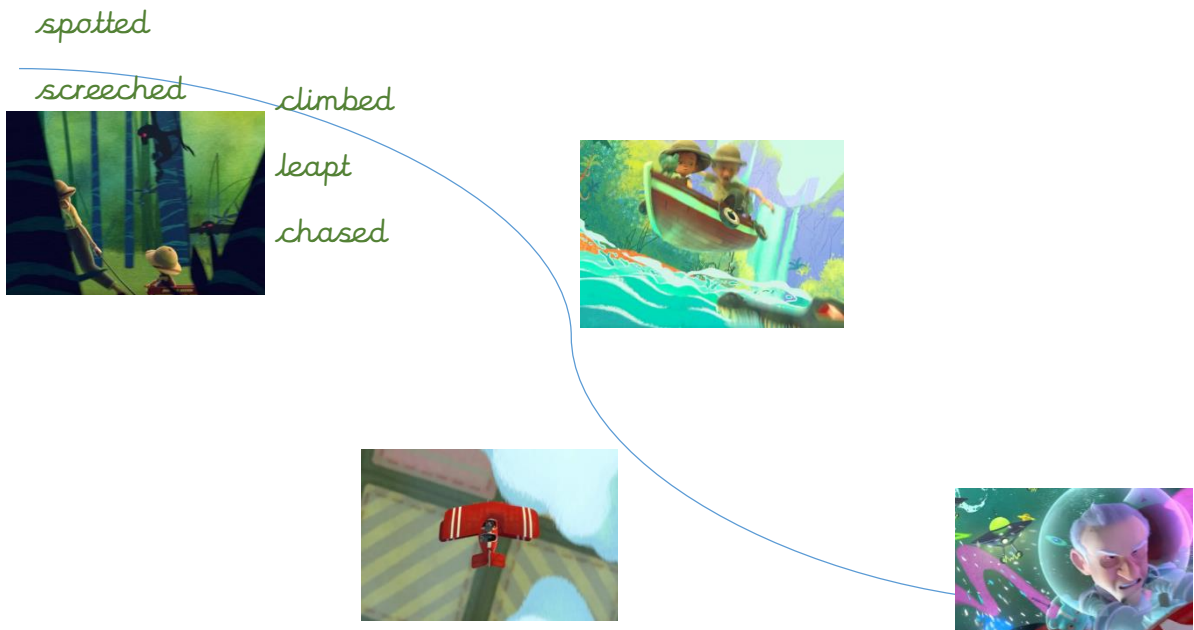
1. Draw a line in your book to represent his action-packed journey on the wagon.

spotted

screeched *climbed*

leapt

chased



The diagram shows a blue line representing a journey path. It starts at a forest scene with a character on a wagon. The line then curves to a boat on a river, then to a small airplane, and finally to a character in a space helmet. The verbs 'spotted', 'screeched', 'climbed', 'leapt', and 'chased' are written in green cursive along the path.

2. Using the film, plot lots of verbs along the line you have drawn to show the action that took place. Write the verbs in the past tense. The first have been written as examples. Remember that many of the verbs will have an -ed suffix unless they are irregular spellings.

3. Add an adverb to as many of the verbs as you can. *How* did the action happen? Adverbs can be placed before or after the verb. To help, there is an adverb bank in our Year 5 folder and plenty more examples can be found online.

For example: *soon spotted, screeched mischievously, climbed nimbly, energetically leapt, cheekily chased.*

Challenge Reactive your ISPACE knowledge! Write five examples of sentences with an adverb or -ing opener. For example: *Cheekily, the monkeys chased the wagon.* or *Chasing cheekily, the screeching creatures swung above.*