

P4 Week 14 Literacy & Topic Schedule

Monday (Spelling)

1. Look, Say, Cover, Write, and Check! (pg. 1)
2. Letter Shape Spellings (pg. 2)
3. Word Search (pg. 3)

Tuesday (Adverbs)

1. Watch the lesson video on Seesaw or blog
2. Adverbs (pg. 4-6)

Wednesday (Adverbs)

1. Watch the tutorial video on Seesaw or blog
2. Adverbs Story/Paragraph (pg. 7)
3. Identifying Adverbs (pg. 8)

Thursday (Silk Road)

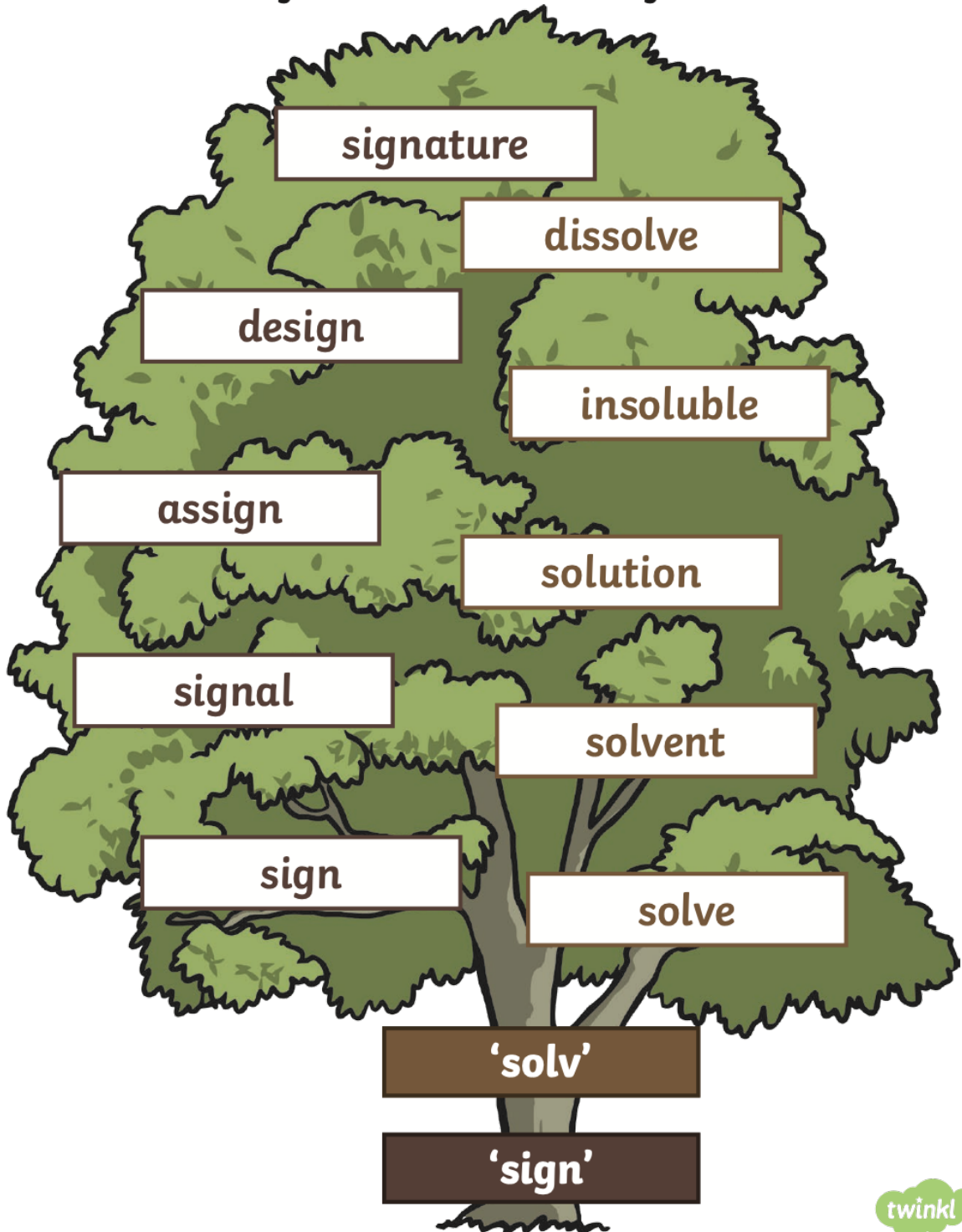
1. Watch the tutorial video on Seesaw or blog
2. Silk Jacket Designer (pg. 9-10)

Friday (States of Matter)

1. Watch the tutorial video on Seesaw or blog
2. Science Experiment (pg. 11-12)

For this week's spellings...

we are looking at words that belong to two of the same word families.



Monday

Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the 'correction' column.

	Look	Say	Cover	Write	Check	Correction
solve						
solution						
insoluble						
dissolve						
solvent						
sign						
signature						
assign						
design						
signal						

Letter Shape Spellings

Can you work out which of your 'solv' and 'sign' spelling words fit into these letter shapes? Think about the long and tall letters in each word. The first one has been done for you. Only nine of your spelling words have been used. Which one is missing?

1.

s	o	l	n	e
---	---	---	---	---
2.

3.

4.

5.

6.

7.

8.

9.

Challenge Task

Which of the words haven't you used? Could you write it in a sentence with a subordinate clause and an adverb?

Word Families

Based on Common Words

s d r p y a y v t g k y i o
s d w t s s o l u t i o n o
n i n o x s v q d f r u s d
j s z c i i a f y d s m o l
r s t o c g b y c f i f l g
f o s i g n a l r v g r u p
d l p d h c c f p m n y b o
z v d e s i g n d z b d l y
s e w g o g e i e s q h e b
h u y p l t m o b o q w i s
m q h o v k p u a l s k e q
r v h y e q k q h v w e f i
d s i g n a t u r e b l s d
f w t s t k i x y u k z e p

solve	sign
solution	signature
insoluble	assign
dissolve	design
solvent	signal

An **adverb** is a word that gives **more meaning** to a **verb**.
Many **adverbs** tell us **how** something happened.

The sun shone **brightly**.

This is an **adverb**.
It tells us **how** the sun shone.

Many **adverbs of manner**
(how adverbs) end in **ly**.



Getting started

1. Copy these sentences.

Underline the adverb in each one.

- | | |
|----------------------------|---------------------------------|
| a) The rain fell heavily. | b) The river flowed rapidly. |
| c) The boy spoke rudely. | d) Shahla was dressed smartly. |
| e) The time passed slowly. | f) Cross the road safely. |
| g) The girl sang loudly. | h) The nurse treated me gently. |

2. Choose an adverb from the box to fill each gap.

You can only use each adverb once.

carefully quietly crossly soundly noisily quickly

- a) I eat crisps _____.
- b) I listen _____.
- c) I sleep _____.
- d) I whisper _____.
- e) I run _____.
- f) I argue _____.



Now try these

1. Form an adverb from each adjective.

The first one in each group has been done to help you.

Look carefully at how the spellings of the words change in each group when *ly* is added.

a) deep → **deeply** b) light c) proud d) clever

e) glad f) fierce g) clear h) slow

i) humble → **humbly** j) noble k) gentle l) simple

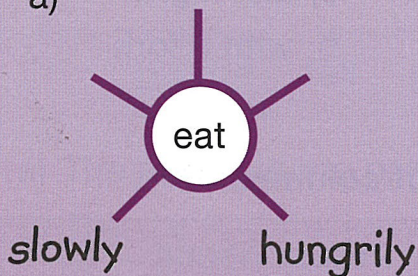
m) feeble n) horrible o) sensible p) terrible

q) happy → **happily** r) angry s) heavy t) hungry

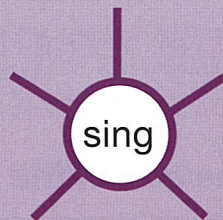
u) lucky v) merry w) easy x) lazy

2. Copy and complete each adverb web.

a)



b)



c)

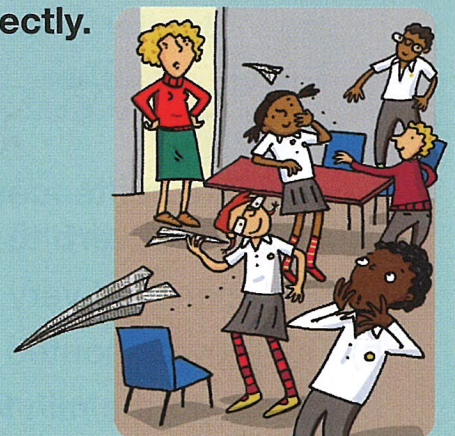


Practise your punctuation

., ' ? ! " " "

1. Punctuate the sentences in this story correctly.

the children were throwing things running shouting and laughing what a noise mrs turner walked quickly down the corridor she stormed angrily into the room the noise stopped suddenly the children slowly returned to their seats and got on quietly with their work



2. Now underline all the adverbs.

Identifying Adverbs

I know what adverbs are used for.



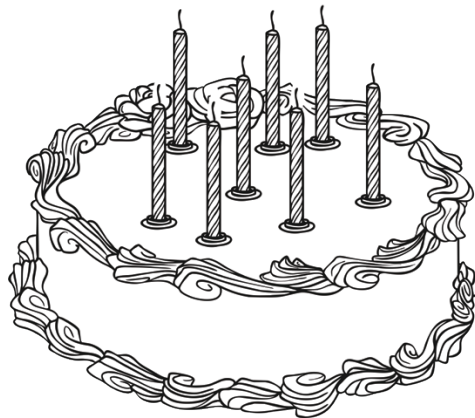
1. Look at the sentences below. Circle the adverb in each one.

- a) He smiled cautiously.
- b) She frowned angrily.
- c) He walked to school quickly.
- d) Next she looked for her coat.
- e) It would be his turn soon.



2. Use your own adverbs to complete these sentences.

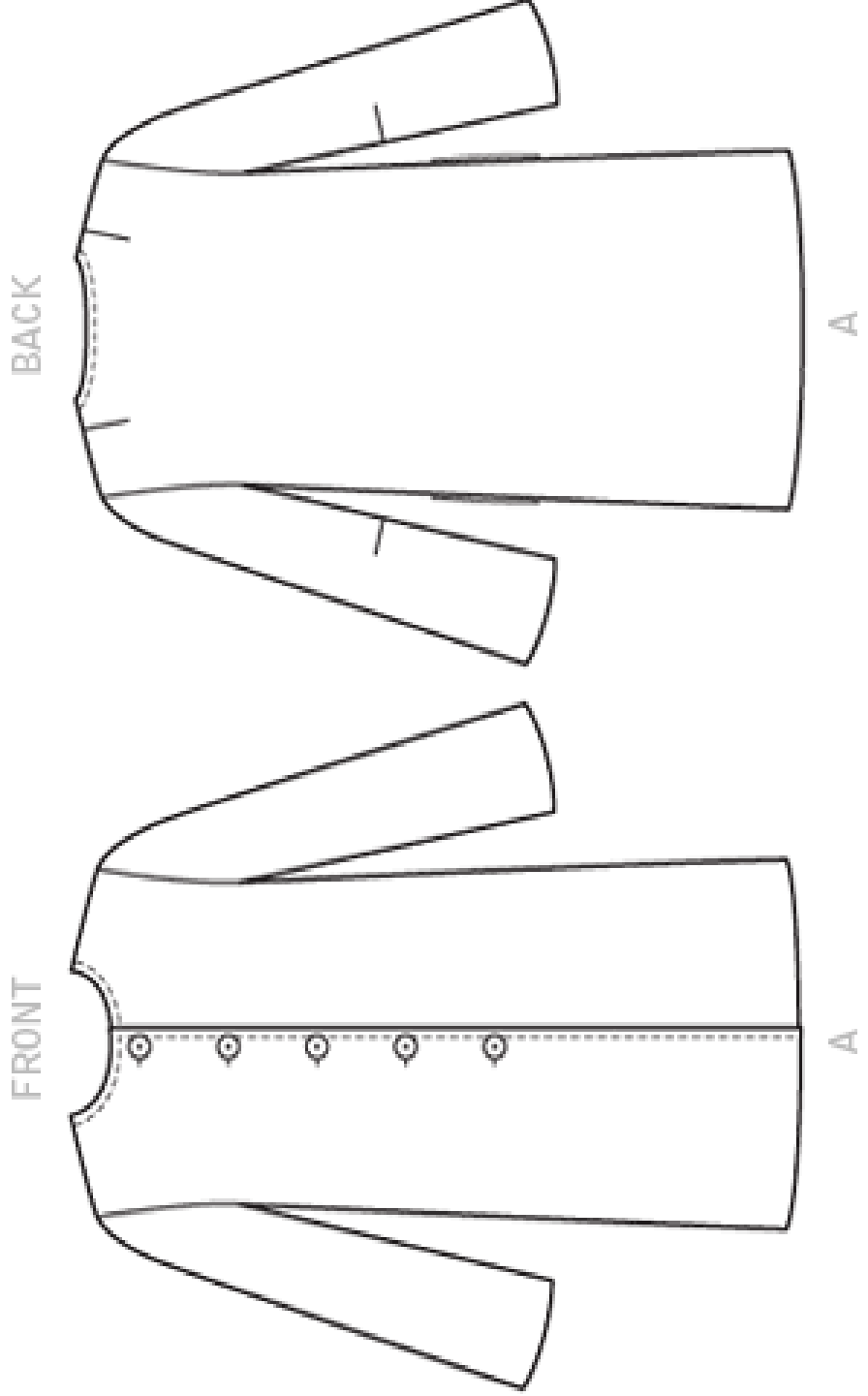
- a) She ran _____ down the road.
- b) It will be my birthday _____.
- c) He wandered _____ home.
- d) _____, she had to wrap her brother's present.
- e) Her dad was coming to pick her up _____.



Name: _____ Date: _____

SILK JACKET DESIGNER

You are a Chinese silk-weaver. Your task is to design a silk jacket of such colour and beauty that even people as far away as Rome will pay extraordinary amounts of money to procure one of your famous silk jackets.



Now that you have designed your silk jacket, I want you to imagine you are a trader on the Silk Road. Invent a name for your trading company, and then in your own words, describe how you would advertise your silk jacket to your customers. What features would you point out that make it attractive? How much would you sell it for, or what else would you be willing to trade for it? Why is your silk jacket the best on the market? Write a paragraph and convince me that I (your customer) should buy it?

YOUR (REAL) NAME:

YOUR COMPANY NAME:

SILK JACKET ADVERTISEMENT:

Week 14 – Science Experiment – States of Matter

This week you can conduct an experiment at home to demonstrate your knowledge of the States of Matter!

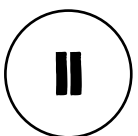
For this experiment you will need:

- An ice tray and a freezer
- A kettle
- A glass or cup
- Water
- A camera (or phone with a camera)

If you do not have these items at home please inform your teacher.

Follow these steps:

1. Pour some water in an ice tray and leave it in your freezer overnight.
2. Pour some water in your glass or cup.
3. Take a photo of it and place that photo on the document on the next page in the correct column.
4. Pour some water in your kettle and boil the water – be VERY careful near the kettle as it will get very hot (have an adult around to supervise).
5. Take a photo of the steam coming from the kettle after it boils. HINT: if it is hard to see, pour the water from the kettle into a coffee cup as the steam will be easier to view from the top of the cup (again ask an adult to assist). Place the photo of the steam on the next page in the correct column.
6. The next day, take your ice tray from the freezer.
7. Take a photo of the water in the tray and place it in the correct column on the next page.
8. Submit your homework (the page with the photos) to your teacher – you are done!



NAME: _____

States of Matter Experiment Results Sheet

<p><u>LIQUID</u></p>	<p><u>SOLID</u></p>	<p><u>GAS</u></p>
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