Week 3

OUTCOME: to understand how atmosphere and historic settings are created.

To understand how adverbs are used.

L.O.: to understand the use of apostrophes for possession and contraction.

Word of the day – rehearsal

"Back to rehearsal, please."

What does the word mean?

Sound of the week- ly (suffix)

Adding the suffix -ly

Suffixes are letters that can be added to the end of words to change their meaning.

Adding the suffix -ly, turns an adjective into an adverb

'sad' becomes 'sadly'

If the word ends with 'y', the 'y' becomes an 'i', and then add -ly

'happy becomes 'happily'

If the word ends with 'le', drop the 'le' and add -ly

'terrible' becomes 'terribly'

If the adjective ends in -ic, add -ally.

'frantic' becomes 'frantically'

Just add -ly

suffix -ly

[add 'ly' to an adjective to make an **adverb**; describes '*how*' something is done]



1. Just add 'ly'

bold + ly = boldly

brave + ly =

calm + ly =

clear + ly =

clever + ly =

dead + ly =

deep + ly =

exact + ly =

glad + ly =



Task: Write 5 sentences using these adverbs. Your sentences must be based around the theme of our book 'Escape from Pompeii' or Ancient Rome.

The falling tiles and stones indicated a deadly eruption. Bravely, Livia and Tranio walked to the sea.

Adding the suffix -ly, turns an adjective into an adverb

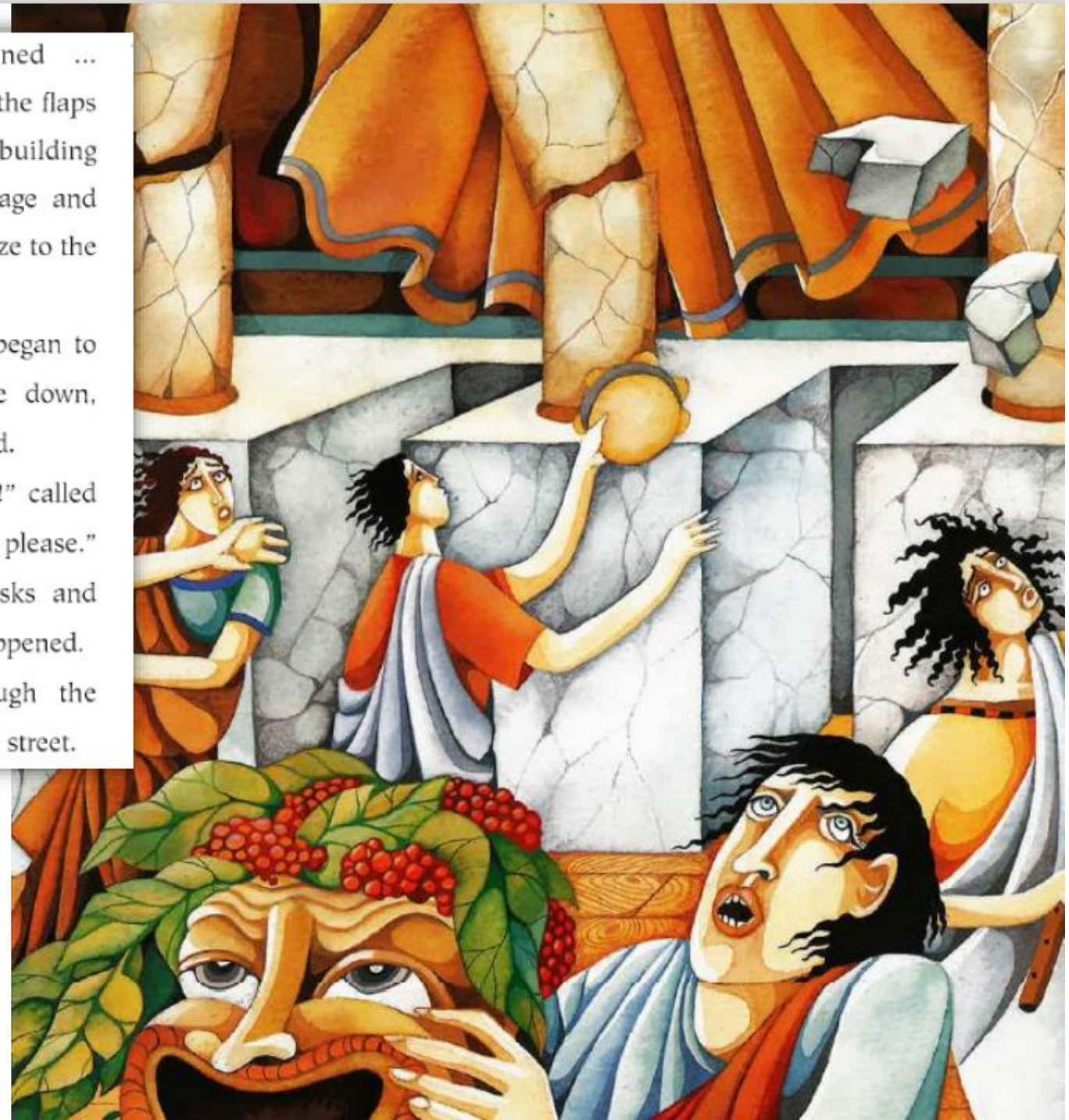
'sad' becomes 'sadly'

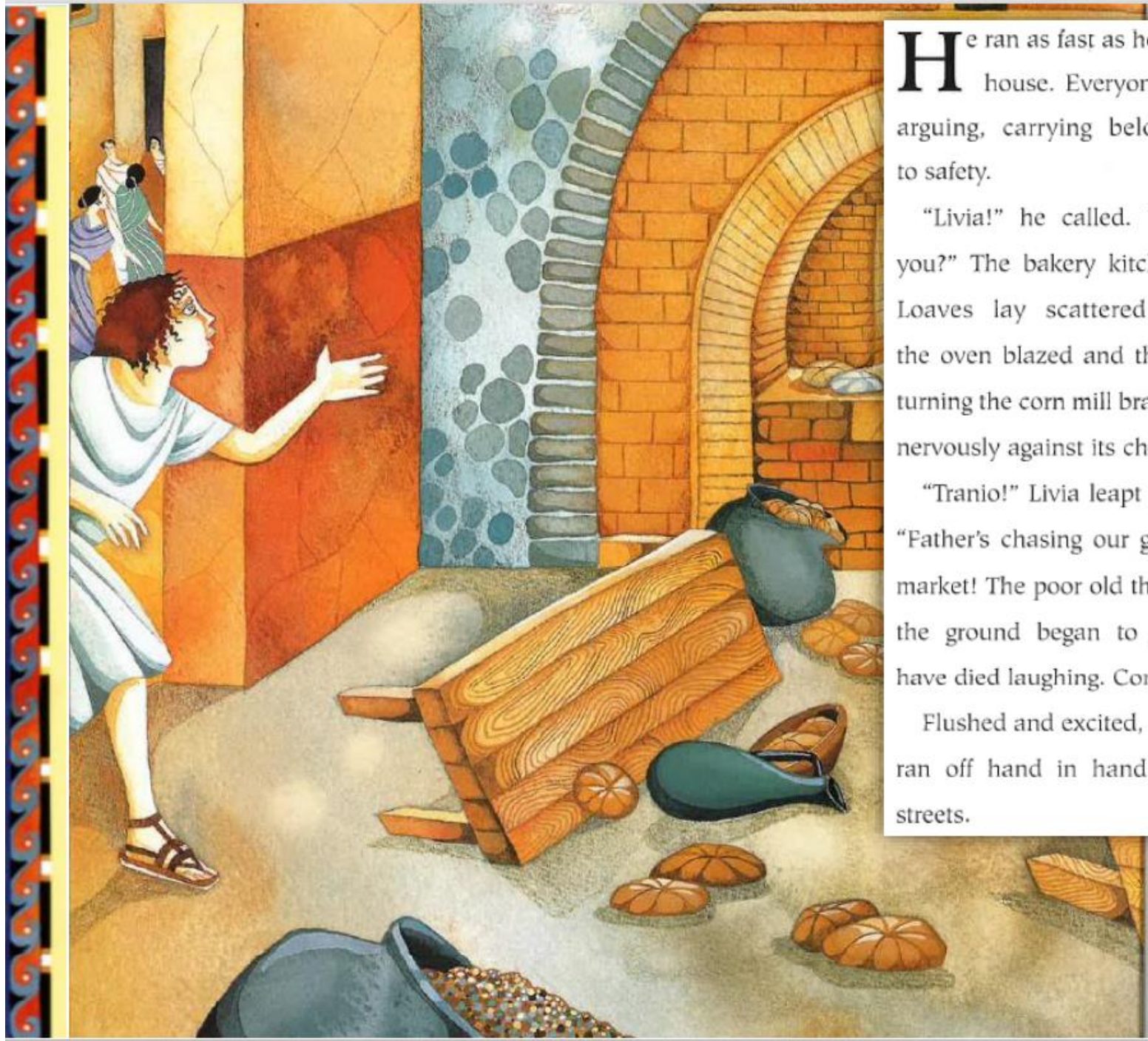
Then something happened ... The stone steps creaked, the flaps began to rattle and the building quivered. Props fell to the stage and scenery split. Tranio's father froze to the spot. Everyone fell silent.

But one by one the actors began to relax. "Rumble down, tumble down, here we go again!" they chanted.

"Nothing to fear, everybody!" called Tranio's father. "Back to rehearsal, please." The actors fastened their masks and carried on as if nothing had happened.

But Tranio wriggled through the awning and ran away down the street.





He ran as fast as he could to Livia's house. Everyone was shouting, arguing, carrying belongings outside to safety.

"Livia!" he called. "Liv, where are you?" The bakery kitchen was empty. Loaves lay scattered on the floor, the oven blazed and the small donkey turning the corn mill brayed and jumped nervously against its chain.

"Tranio!" Livia leapt down the stairs. "Father's chasing our goat through the market! The poor old thing bolted when the ground began to grumble. You'd have died laughing. Come on!"

Flushed and excited, the two children ran off hand in hand into the dusty streets.

But as they ran, the sky began to darken and a thick cloud drifted slowly overhead.

Livia turned to Tranio. "Why are the seagulls flying towards the woods? They're going the wrong way."

A small bird hanging in a cage chirped frantically, trapped behind its bars, as the air began to fill with ash.

Livia coughed. "Tranio ... perhaps we should go back." Tranio grabbed her hand. "We can't go back. The dust is too thick. Quick – the harbour! Run! Just run!"

Boats were bobbing on the choppy water as men began to untie the moorings and ropes. No one noticed two small children climb up the narrow plank of a small Greek cargo ship and hide beneath a pile of coloured rugs. Dusty and tired in their hiding-place, they soon fell asleep.



Look though the passage and collect all the verbs used.

LO: to understand the use of apostrophes for possession and contraction.

Reread the passage. Can you spot the apostrophes? Why is there an apostrophe in the sentence,

"Father's chasing our goat through the market!"

ADD apostrophes to these sentences:

1. Tranios father froze on the spot.
2. Beyond the walls Pompeiis protector loomed in the distance.

There are two apostrophes in this sentence. Why?
"I've got a bag of bones from mother's kitchen!" = I have got…

Can you spot any other apostrophes used for contraction? can't, they're,

Possessive Apostrophe

How to use a possessive apostrophe
An apostrophe can be used to show that one thing **belongs** to or is **connected** to something. This is called a **possessive apostrophe**.
Let's take a look at some examples.
The cat's tail was fluffy.
Cat is a singular noun so you need to add an apostrophe and "s" to show that the tail belongs to the cat.

Charles' cat was naughty.
Charles is a singular noun that ends in an "s", so you need to add an apostrophe to show that the cat belongs to Charles.

The brothers' feet were muddy.
Brothers is a plural noun that ends in an "s" so you don't add another "s" after your apostrophe. You can just add an apostrophe to show the feet belongs to the brothers.

The children's toys were broken
Children is a plural noun but it doesn't end with an "s" so you need to add an apostrophe and "s" to show that the toys belong to the children



Apostrophes for Contractions

You can use apostrophes to show that you have **omitted** (left out) some letters when you are joining words together.
For example, you can join the words 'you' and 'are' together. You + are = you're. The apostrophe takes the place of the removed letters. In this example, the letter a.

Sometimes, however, you need to **rearrange** the letters a bit when you contract the words. For example: will + not = won't.

Using contractions like these makes your writing easier to read and more friendly.

Read these speech sentences and record which two words the contractions have been made from. The first one has been done for you.

We'll need to leave at once Tranio! we will => we'll	Yes, you're right.
You'll have to stay calm. There's a plume of poisonous gas and ash heading straight for us. We'll need to get out of here.	
There he'd watch the pots of wine being carried to the ship.	I've got a bag of bones from mother's kitchen.
Then let's see if we can get a boat away from here.	You'd better find a way to get us out of here!
We mustn't start to panic, Liv. We'll go to the harbour and leave Pompeii.	

Can you think of any other contractions?

Look at these sentences and record the reason why the apostrophes are there.

Sentence	Reason for apostrophe
There's a plume of poisonous gas and ash heading towards us.	Contraction- there is -there's
Pompeii's greatest protector was looming in the distance.	
It was an awful thought, but Tranio and Liv couldn't stay in Pompeii.	
I've got a bag of bones from mother's kitchen. They're just the right size.	
On other mornings, Tranio would shout up to the baker's daughter, who lived across the street.	
Dion took Tranio through a shady passage into one of Pompeii's two theatres on the edge of the city, where a pantomime was being rehearsed.	
He ran as fast as he could to Livia's house.	
Tranio's father froze to the spot. Everyone fell silent.	

Day 2

Word of the day - frantically

What does the words mean?

What type of word is this?

What is its function in the sentence?

"A small bird hanging in a cage chirped frantically."

Sound of the week- ly (suffix)

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'frantic' becomes 'frantically'

Word the day – frantically

If the adjective ends in -ic, add -ally.

'frantic' becomes 'frantically'

Can you check the meaning of these adjectives ending in ic-

Can you change these to adverbs by adding –ally?

Check the meaning of the adjective and adverb.

Task: Can you think any more adjectives ending with –ic?

suffix –ly

[add 'ly' to an adjective to make an **adverb**; describes '*how*' something is done]



4. If the *root* word ends in '**-ic**', add '**-ally**'

basic + **ally** = basic**ally**

comic + **ally** =

frantic + **ally** =

logic + **ally** =

magic + **ally** =



music + **ally** =

poetic + **ally** =

public + **ally** =

tactic + **ally** =

tragic + **ally** =

LO: to extend vocabulary and uses senses to describe

Re-read the pages from yesterday and then watch the You tube animation.

A Day in Pompeii - Full-length animation

Watch https://www.youtube.com/watch?v=dY_3ggKg0Bc





The Eruption

Imagine the scene

What do you see? hear? smell? taste? feel?

dark, thick cloud birds flying ash floating boats bobbing	burning ash fear dust	flushed and excited frantic trapped fear terrified
Vesuvius		Erupts
rumbling		burning

Task: Use your senses to imagine the scene.

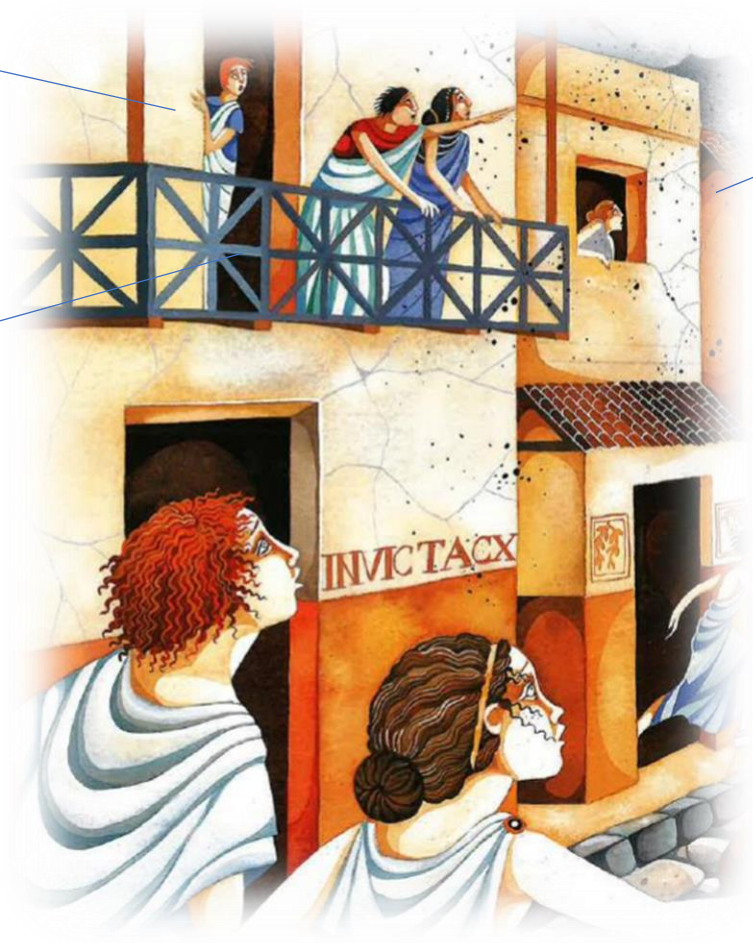
The Eruption

Verbs

haggling
humming
laughing
rehearsed
creaked
rattled
quivered
brayed
bolted
drifted
coughed
bobbing
trapped

Adjectives

sparkling
massive
safe
busy
favourite
shady
stone
excited
anxious
frantic
dark
thick
dusty



Nouns

Vesuvius
Livia
Tranio
Pompeii
forum
temple
amphitheatre
tradesmen
harbour
store- holders
poets
politicians
citizens
earthquake
tremors
harbour
moorings

These words are taken from the story.
Can you think of anymore?

Day 3

Word of the day- coughed

"Livia coughed."

What part of speech (type of word) is the word of the day.

Sound of the week- ly (suffix)

If the word ends with 'y', the 'y' becomes an 'i', and then add -ly

'happy becomes 'happily'

suffix -ly

[add 'ly' to an adjective to make an **adverb**; describes '*how*' something is done]



2. If the *root* word ends in a 'y', change the 'y' to an 'i' and then add 'ly'

angry + ly = angrily

cheeky + ly =

cheery + ly =

chirpy + ly =

clumsy + ly =

crafty + ly =

crazy + ly =

dreamy + ly =

dreary + ly =



Task: Can you think of any more adjectives ending with a y that would follow this rule?

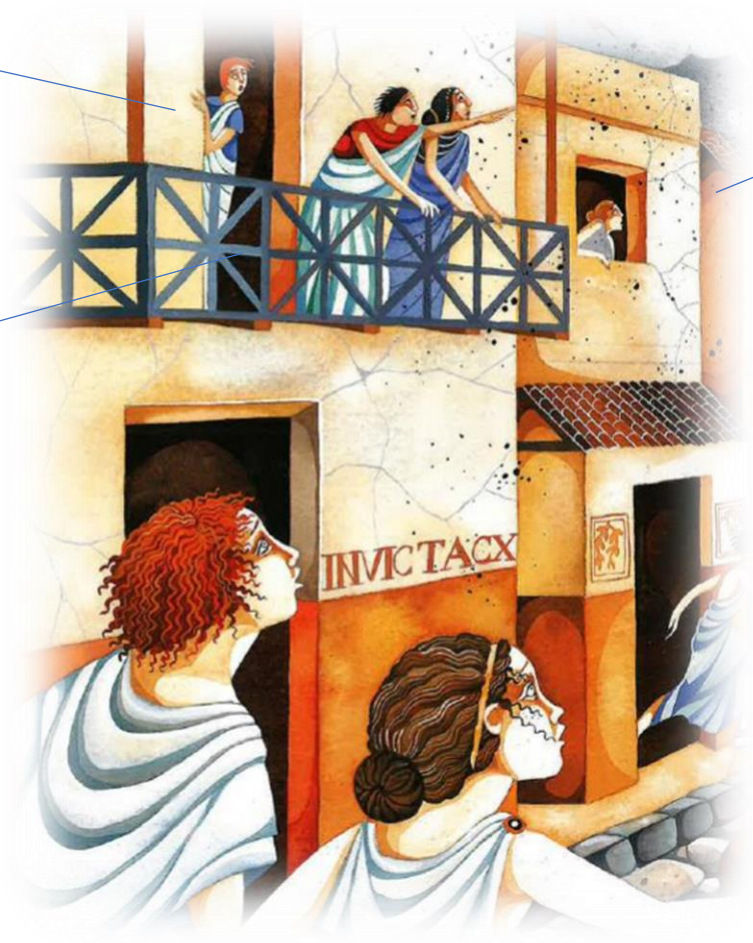
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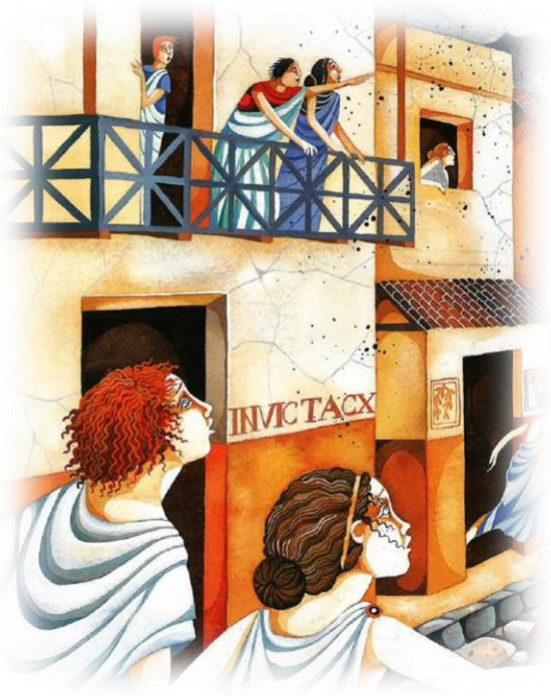
These words are taken from the story.
Can you think of anymore?

LO: to understand and use parts of speech.

Task:

Use the nouns, verbs and adjectives from yesterday (shown on the next slide) and any appropriate adverbs you have made (sound of week).

Write 5 sentences that create the atmosphere of the eruption.



Creaking and quivering, the stone walls began to crumble.

Dark-black clouds drifted downwards, covering the sky.

A donkey brayed nervously, before bolting across the market square.

Anxious tradesmen frantically fled the forum.

Our colour code is to help you spot the parts of speech.

You do not need to colour code your sentences!

Day 4

Word of the day –drifted

What does the word mean?

Sound of the week- ly (suffix)

If the word ends with 'le', drop the 'le' and add -ly

'terrible' becomes 'terribly'

Task: Can you think of any more adjectives ending with le that would follow this rule?

suffix -ly

[add 'ly' to an adjective to make an **adverb**; describes '*how*' something is done]



3. If the *root* word ends in '**-le**', the '**-le**' is changed to '**-ly**'

cuddle + ly = cuddly

fiddle + ly =

gentle + ly =

giggle + ly =

humble + ly =

idle + ly =

prickle + ly =

simple+ ly =



LO: to use fronted adverbials

Fronted adverbials

LO. to identify and begin to use fronted adverbials in sentence structure

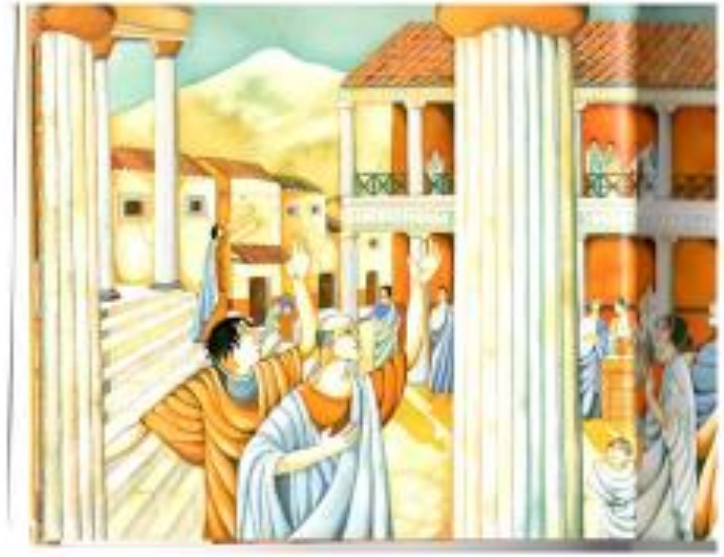
- A fronted adverbial goes at the beginning of a sentence
- It describes the verb in the sentence
- It describes where, when and how



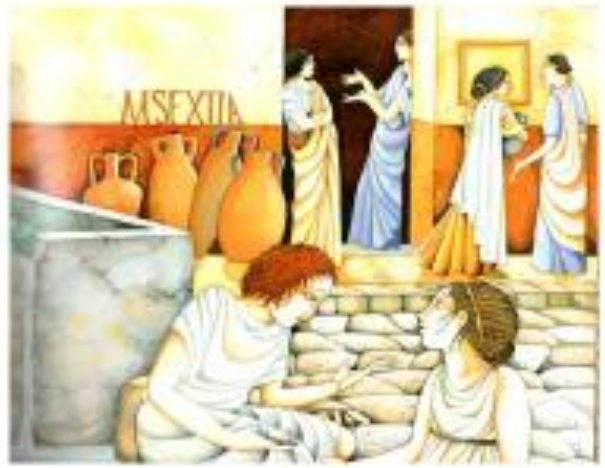
From his window, young Tranio listened to the noise humming from the bars.



Hiding quietly, Tranio watched as the traders carried spices and pots of wine and oil from their ships.



At the forum, politicians made speeches and argued.



Early in the morning, Livia played "Jackstones," with her friend.

Which fronted adverbial?

Can you match the fronted adverbial to each sentence so they all make sense?

Suddenly,
Without a second thought,
Down by the harbour,
Out of sight,
As they ran,
Anxiously,

they rushed into the street.

the children slipped into the boat.

the sky darkened.

the earth began to tremble and shake.

the captain untied the rope.

boats bobbed on the choppy waters.

When

That day …
As the earth shook …
While chaos reigned …
Before thinking …
When they reached the street …

How

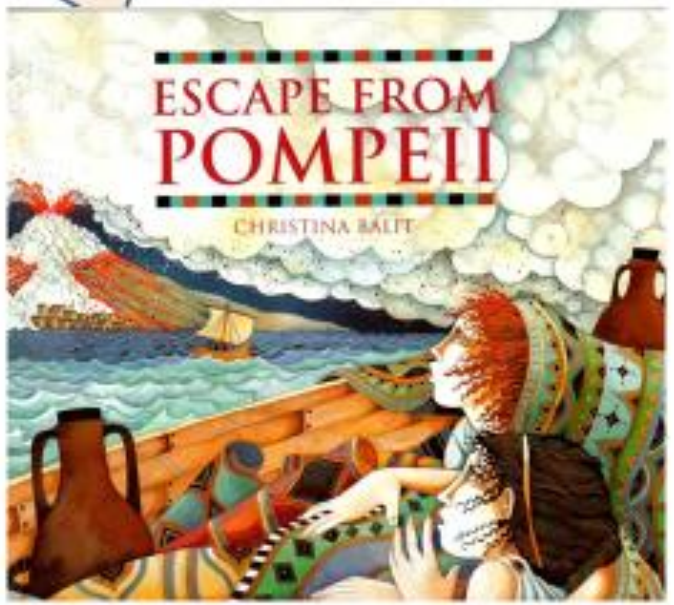
Anxiously …
Mysteriously …
Frantically …
Without caution …
Dusty and tired …

Where

Surrounding them …
Beneath their feet …
In the air …
From the surrounding buildings …
In the distance …

Task: Write 5 sentences using some of these fronted adverbials.

Try using some of these fronted adverbials in your sentences!



Day 5

Word of the day- eruption

What does the words mean?

What type of word is this?

What is its function in the sentence?

Before the eruption of Mount Vesuvius, Pompeii was a busy, beautiful Roman city.

Pompeii the eruption of Vesuvius

The information and answers to these questions are on the Year 4 History PDF for week 3.

Good Luck finding the answers it might take some careful reading!!





LO: to comprehend a non-fiction text

Task: To answer the questions below.

VIPERS

Vocabulary, Inference, Prediction, Explanation, Retrieval, Summary

R 1: When was the Roman city of Pompeii destroyed?

R 2: What were the shops built from?

R 3: Who met at the forum?

I 4: What does this new evidence tell us about life in an Ancient Roman town?

R 5: What buildings were there in the city of Pompeii?

I 6: What can you learn from these photographs and our English text about how these plays were performed?

I 7: Why do you think the people of Pompeii settled and lived in the shadow of a volcano?

E 8: Why do you think the citizens of Pompeii did not react to the lava flow immediately?

R 10: How long was it before the citizens of Pompeii realized the severity of the eruption?

V & E 11: What is this type of eruption called? How did it get its name?

I 12: Why is Pliny's account important to archaeologists

V 13:What is meant by Pyroclastic flow?

R & E 14: How long did it take from when Pompeii was discovered, until it was excavated? Why do you think this was?

I 15: What do these pictures of the excavated buildings tell you about life in Pompeii in AD79?

I 16: What does this upsetting evidence tell us about the surprise and speed of the eruption?

I 17: What do these paintings teach us about life in Pompeii in AD79?

