

**LO: To use verbs and adverbs in instructions**

A **verb** is the **action** in a sentence. The **adverb** describes the verb.

Instructions tell you what to do, so the **verbs** and **adverbs** used are very **important**.

Example: **pick the hamster up roughly** is very different to **pick the hamster up gently**.  
The adverb changes the way the verb needs to be done.

Task 1

Choose a suitable adverb to describe the verb in each context. Do not use the same adverb more than once.

Verb (in <b>bold type</b> )	Context	Suitable adverb/s
<b>Stir</b> in flour	Making cake batter	gently, carefully
<b>Knock</b> the nail	Putting a nail in wood	
<b>Speak</b> to the audience	Class assembly	
<b>Sit</b> on the chair	Maths lesson	
<b>Sit</b> on the chair	Watching TV	
<b>Call</b> out	If you see a house on fire	
<b>Call</b> out	If you see someone you know	

Task 2

Write sentences using the verbs and adverbs in the table. Do not use the same adverb more than once.

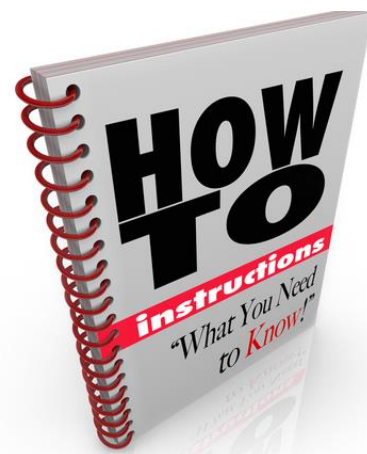
Example:

If you see someone you know across the street, **call** out **cheerfully** and wave to say hello.



**Success Criteria:**

1. Make sure you know what a verb and adverb is.
2. Choose at least one adverb to describe how each verb must be performed.
3. Write a sentence to show how the verb and adverb are used.
4. You can choose whether to put the adverb before or after the verb.



Year 3 Writing

**Steppingstone activity**



**Lesson 3**

**LO: To say how to do things**

When you give instructions you have to say how to do them.

E.g. **Run quickly** in the race.



Write sentences to say how to do each thing.



**Run** in the race.



**Bang** a drum.



**Cut out** the paper.



**Whisper** to your friend.

**Success Criteria:**

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|---|
| 1. Read and say each sentence.                        |
| 2. Think about how each <b>verb</b> needs to be done. |
| 3. Write the whole sentence so I know how to do it.   |

