

Using Fronted Adverbials

I can write a dilemma and resolution.



Work together to decide on effective fronted adverbials for each of the sentences. Use the word mat to help you. Don't forget to put a comma after each fronted adverbial.

_____ Romulus and his band of shepherds located Remus within the palace.

_____ Romulus sliced the rope from around his brother's wrists and escorted him out of the prison room. Just as they scurried down the narrow corridor, they caught sight of their uncle, King Amulius.

_____ Romulus kicked him hard in the shins and he slumped to the ground.

Next, he smashed him on the top of the head with his shield.

_____ Amulius collapsed down further onto the floor.

_____ Romulus pounced on his back and grasped for his sword.

_____ he planted his sword into the king and slew him.



Writing a Dilemma and Resolution

I can write a dilemma and resolution.



Can you rewrite each part of the story so it is more exciting? Remember to add powerful verbs and fronted adverbials to add more detail, and to add in some short, snappy sentences for effect. Remus looked at his brother. He had seen the vultures first - surely they should build the city on his choice of hill.

Romulus said, "I saw more vultures so the gods meant for me to have my way! I have won."
Remus was cross with his brother. He clenched his fist.

Remus continued to tell his brother that the gods had sent a sign to say he was in the right. Romulus just ignored him. He started to build a wall around Palatine Hill. Remus got so cross. He made fun of his brother. Romulus did not like it when people made fun of him.

"You will regret this," said Romulus and jumped on his brother's back. Remus pushed him back off and onto the ground. Romulus got back on his feet and thumped Remus hard in the stomach. Remus pulled on his brother's nose and kicked him lots of times in the leg.



Writing a Dilemma and Resolution

Continue with the story...

Writing a Dilemma and Resolution

I can write a dilemma and resolution.

Continue to write the climax to this myth. Remember to include the things listed in the checklist.

The brothers glared threateningly at each other. Remus believed he was in the right as he had been the first to see the vultures. Provokingly, he sneered, “The gods obviously wanted me to win. I have always been the strongest brother.” Romulus shook with anger. He clenched his fist. He tried to control his rage.

“As I saw double the number of vultures that you did,” argued Romulus, “the gods were making it clear that my choice of hill was what they wanted.”

Trying to be calm even though he was shaking, Romulus walked away from his brother and started to build a wall around Palatine Hill ...

Fronted Adverbials

are words or phrases at the beginning of a sentence which are used to describe the action that follows.




















Time	Frequency	Place	Manner	Degree
<p>Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,</p>	<p>Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,</p>	<p>Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,</p>	<p>Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,</p>	<p>Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Hardly out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,</p>



Story Writing: Dilemma and Resolution

<p>Aim: In narratives, creating settings, characters and plot.</p> <p>I can write a dilemma and resolution.</p>	<p>Prior Learning: Children will be very familiar with the myth and have begun writing their stories already.</p>	<p>Resources: Lesson Pack</p> <p>Whiteboards</p> <p>Thesauruses</p>
<p>Success Criteria: I can describe what the characters are thinking or feeling.</p> <p>I can use powerful verbs.</p> <p>I can use well-chosen fronted adverbials.</p> <p>I can use long and short sentences together for effect.</p>	<p>Key/New Words: Dilemma, resolution, action, tension, suspense, fronted adverbial, adverbs, adverbial phrases, synonyms, thesaurus, powerful verbs.</p>	<p>Preparation: Using Fronted Adverbials Activity Sheet - 1 per pair</p> <p>Fronted Adverbials Word Mat - as required</p> <p>Dilemma Checklist - 1 per child</p> <p>Differentiated Writing a Dilemma Activity Sheet - 1 per child</p>

Learning Sequence

	<p>Moving on with the Story! Use the Lesson Presentation to explain how the dilemma and resolution fits in with the rest of the story in relation to the story mountain structure. <i>Can children understand the different sections within a story mountain structure?</i></p>	
	<p>The Argument – Character Thoughts and Feelings: Ask the children to consider the moment in the story when Romulus ignores Remus and starts to build a wall on his chosen hill. Ask half of the class to pretend to be Romulus and the other half of the class to pretend to be Remus, and to write some sentences in the first person on their whiteboards to say what they said at that moment and how they felt. Share some ideas as a class. <i>Can children describe what the characters are thinking or feeling?</i></p>	
	<p>Gathering Powerful Verbs: Read the text on the Lesson Presentation together, explaining this is a retelling of the dilemma and resolution of Part Two of Romulus and Remus. Give pairs a short time to pick out the verbs from the text and then reveal the verbs on the Lesson Presentation. Ask children to look up synonyms for the weaker verbs using thesauruses. Read a version of this text with powerful verbs added on the Lesson Presentation and discuss the effect. <i>Can children use a thesaurus to find powerful verbs?</i></p>	
	<p>Using ISPACE: Discuss and demonstrate how to include fronted adverbials in sentences using the acronym 'ISPACE' on the Lesson Presentation. <i>Can children recognise different types of fronted adverbials?</i></p>	
	<p>Fronted Adverbials: Ask pairs to complete the Using Fronted Adverbials Activity Sheet together, using the Fronted Adverbials Word Mat to help with this if required. After they have completed this activity, read an example of the text with fronted adverbials added. <i>Can children use well-chosen fronted adverbials?</i></p>	
	<p>Using Short Sentences for Effect: Use the Lesson Presentation to discuss the effect of adding short sentences to add tension at points of high action in stories. <i>Can children understand how to use long and short sentences together for effect?</i></p>	
	<p>Writing the Dilemma and the Resolution: Using the Lesson Presentation, discuss the parts of the myth the children will be retelling in this lesson. Discuss the Dilemma Checklist and ask the children to aim to include these things in their writing as they complete the writing task on Writing a Dilemma and a Resolution Activity Sheet. <i>Can children write their own version of a dilemma and a resolution?</i></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="235 1554 576 1690">  <p>Children improve given sentences, trying to include some of the features noted on the checklist.</p> </div> <div data-bbox="625 1554 998 1785">  <p>Children are given the opening lines and are asked to continue writing the myth dilemma and resolution. They should aim to include most of the features noted on the checklist.</p> </div> <div data-bbox="1023 1554 1388 1690">  <p>Children write the myth dilemma and resolution, making sure they include all the features noted on the checklist.</p> </div> </div>	
	<p>Evaluating Your Work: Ask the children to briefly self-assess their work, using the Dilemma Checklist criteria. Ask them to put a tick in the 'child' column as appropriate and a dot where they feel that their story needs more work. <i>Can children assess the effectiveness of their own writing?</i></p>	



English

Romulus and Remus

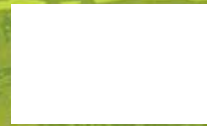


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Dilemma and Resolution



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Aim

- I can write a dilemma and resolution.

Success Criteria

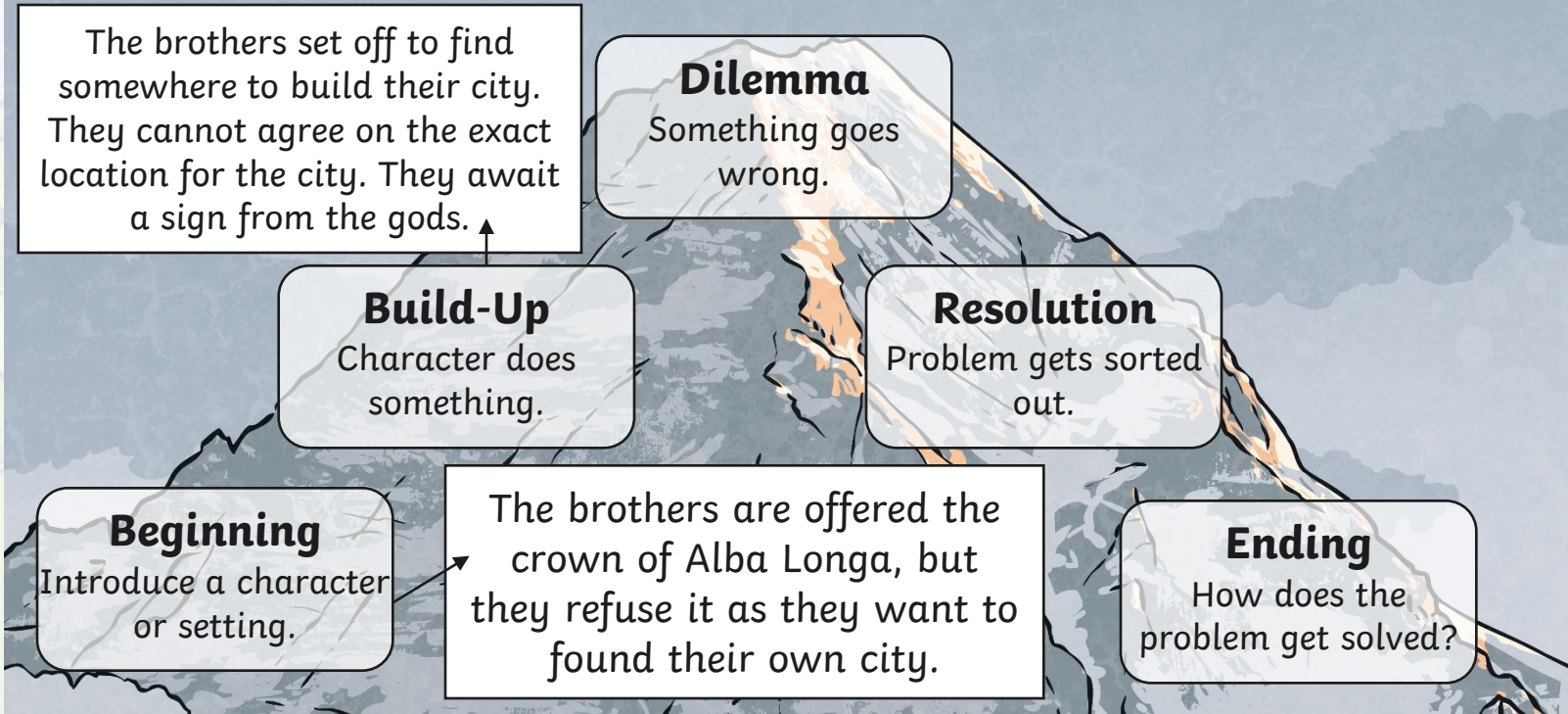
- I can describe what the characters are thinking or feeling.
- I can use powerful verbs.
- I can use well-chosen fronted adverbials.
- I can use long and short sentences together for effect.



Moving on with the Story!



In the last session, we worked on writing a build-up where tension was starting to build between the brothers. They had agreed to wait for a sign from the gods. Next, we reach the dilemma of the story where something goes wrong because the sign sent by the gods is interpreted by the brothers in different ways and they end up fighting.




The Argument


Character Thoughts and Feelings



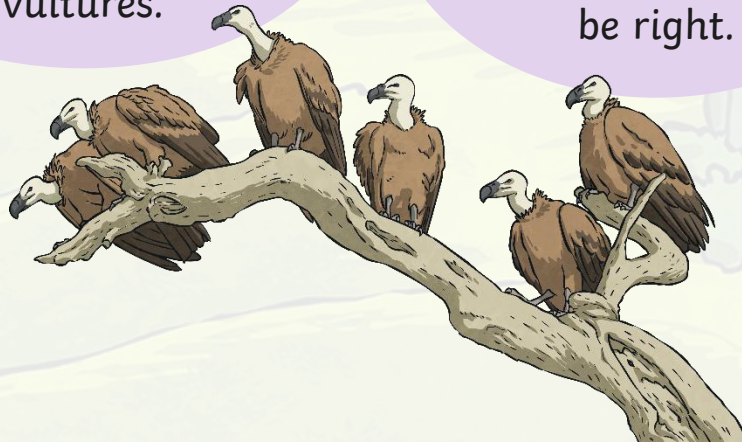
We know that when the sign from the gods arrives, it causes a big argument.



I was the first to see the vultures so I must be right. I saw six vultures.



However you look at it, twelve is more than six! I saw twelve vultures so I must be right.



The Argument

Character Thoughts and Feelings



Romulus ignores his brother's claims and just starts to build a wall around Palatine Hill.

Half of the class will pretend to be Romulus, and the other half, will pretend to be Remus. Using your whiteboards, write down some sentences to describe what you said at this moment and how you felt.



Gathering Powerful Verbs

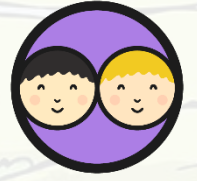


The next thing that happens is that the brothers end up in a physical fight. To write about this, you will need to use powerful verbs.

To help prepare for this, let's look back at an extract from the dilemma and resolution in Part Two of the story.



Gathering Powerful Verbs



This is from when Romulus is trying to rescue Remus...

Romulus and his band of shepherds **found** Remus within the palace. Romulus **cut** the rope from around his brother's wrists and **led** him out of the prison room. Just as they **ran** down the narrow corridor, they **saw** their uncle, King Amulius.

Romulus **kicked** him hard in the shins and Amulius **fell** to the ground. Next, he **hit** him on the top of the head with his shield. Amulius **fell** down further onto the floor. Romulus **jumped** on his back and **reached** for his sword. He put his sword into the king and **killed** him.

Pick out some verbs in the text that you think could be replaced with more powerful examples. Let's reveal the verbs in the text.

With your partner, use a thesaurus to generate a list of powerful verbs you could use instead of the highlighted verbs.

Write down the synonyms you find on your whiteboards.



Gathering Powerful Verbs



Here is an example of how you could change the text by adding powerful verbs:

Romulus and his band of shepherds **located** Remus within the palace. Romulus **sliced** the rope from around his brother's wrists and **escorted** him out of the prison room. Just as they **scurried** down the narrow corridor, they **caught sight of** their uncle, King Amulius.

'kicked' may still be the best choice for this verb

Romulus **kicked** him hard in the shins and Amulius **slumped** to the ground. Next, he **smashed** him on the top of the head with his shield. Amulius **collapsed** down further onto the floor. Romulus **pounced** on his back and **grasped** for his sword. He **planted** his sword into the king and **slaughtered** him.



Using ISPACE



We have improved the text by adding powerful verbs, but we could also add fronted adverbials to the sentence. Adding a fronted adverbial tells the reader more about the action in the main clause of the sentence.

We can use the acronym 'ISPACE' to help us to write different kinds of fronted adverbials that begin in a variety of ways.

- I -Ing verb
- S Simile
- P Preposition
- A Adverb
- C Conjunction
- E -Ed verb



Using ISPACE



I -Ing verb

This fronted adverbial uses an -ing verb to tell the reader more about the action in the main clause of the sentence.

Searching tirelessly, Romulus and his band of shepherds located Remus within the palace.

We always put a comma after a fronted adverbial.



Using ISPACE



S Simile

This fronted adverbial uses a simile to tell the reader more about the action in the main clause of the sentence.

We always put a comma after a fronted adverbial.

Like a pack of hunting wolves, Romulus and his band of shepherds located Remus within the palace.



Using ISPACE



P Preposition

This fronted adverbial starts with a preposition to tell the reader more about the action in the main clause of the sentence.

Before too long, Romulus and his band of shepherds located Remus within the palace.

We always put a comma after a fronted adverbial.



Using ISPACE



A Adverb

This fronted adverbial contains just one word (an adverb) to tell the reader more about the action in the main clause of the sentence.

Finally, Romulus and his band of shepherds located Remus within the palace.

We always put a comma after a fronted adverbial.



Using ISPACE



C Conjunction

This fronted adverbial starts with a conjunction to tell the reader more about the action in the main clause of the sentence.


After they had searched all night, Romulus and his band of shepherds located Remus within the palace.

We always put a comma after a fronted adverbial.



Using ISPACE



 -Ed verb

This fronted adverbial starts with an -ed to tell the reader more about the action in the main clause of the sentence.

Exhausted, Romulus and his band of shepherds located Remus within the palace.

We always put a comma after a fronted adverbial.



Using ISPACE



Work together to decide on effective fronted adverbials for each of these sentences on the **Using Fronted Adverbials Activity Sheet**. Use the **Fronted Adverbials Word Mat** to help you or invent some fronted adverbials of your own using the ISPACE acronym to help you.

Don't forget to put a comma after each fronted adverbial.

- I -Ing verb
- S Simile
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Using Fronted Adverbials

I can write a dilemma and resolution.

Work together to decide on effective fronted adverbials for each of the sentences. Use the word mat to help you. Don't forget to put a comma after each fronted adverbial.

_____ Romulus and his band of shepherds located Remus within the palace.

_____ Romulus sliced the rope from around his brother's wrists and escorted him out of the prison room. Just as they scurried down the narrow corridor, they caught sight of their uncle, King Amulius.

_____ Romulus kicked him hard in the shins and he slumped to the ground.

Next, he smashed him on the top of the head with his shield.

_____ Amulius collapsed down further onto the floor.

Romulus nounced on his barb and grasped for his sword



Using Fronted Adverbials



Look at this version of the text that now has added powerful verbs and fronted adverbials. Is it more effective than the original?

Do you notice that a fronted adverbial has not been used for every sentence? This is because it would become too repetitive. It's best to vary how you start your sentences – you don't need a fronted adverbial for every one!

Finally, Romulus and his band of shepherds located Remus within the palace. Romulus sliced the rope from around his brother's wrists and escorted him swiftly out of the prison room. Just as they scurried down the narrow corridor, they caught sight of their uncle, King Amulius.

Without a moment's delay, Romulus kicked him hard in the shins and Amulius slumped to the ground. Next, he smashed him on the top of the head with his shield. With a pained grunt, Amulius collapsed down further onto the floor. Romulus pounced on his back and grasped for his sword. With determination, he planted his sword into the king and slaughtered him.



Using Short Sentences for Effect



Adding in some short sentences among longer ones can help create more tension and excitement for the reader at moments of high action in your story. You worked on using short, snappy sentences when writing your build-up.

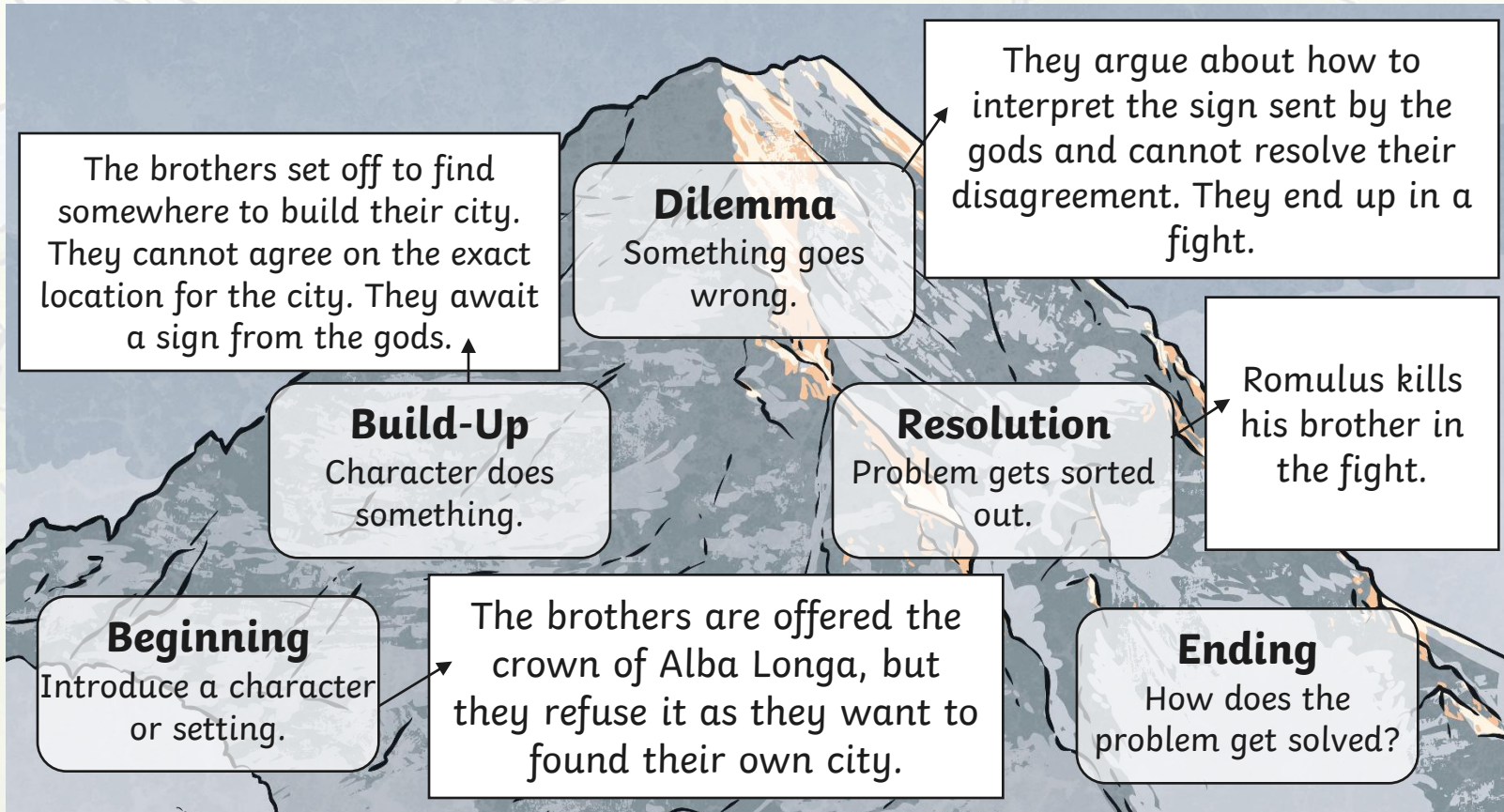
*Finally, Romulus and his band of shepherds located Remus within the palace. Romulus sliced the rope from around his brother's wrists and escorted him swiftly out of the prison room. **It was dark.** Just as they scurried down the narrow corridor, they caught sight of their uncle, King Amulius. **Menacingly, he glared at them.***

*Without a moment's delay, Romulus kicked him hard in the shins and Amulius slumped to the ground. Next, he smashed him on the top of the head with his shield. **Bang!** With a pained grunt, Amulius collapsed down further onto the floor. Romulus pounced on his back and grasped for his sword. With determination, he planted his sword into the king and slaughtered him. **There was silence.***

Using some shorter sentences adds to the drama. There is a choppy urgent rhythm to shorter sentences.



Writing the Dilemma and the Resolution



Writing the Dilemma And the Resolution



You will now write the dilemma and resolution for this part of the myth.

In this particular story, the resolution happens at the end of the fight so they flow into one another. You may like to organise your writing in this way...

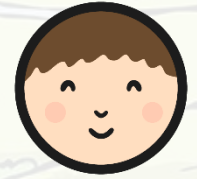
Paragraph 1: The vultures are seen and the brothers argue over the meaning of the sign. (dilemma)

Paragraph 2: Romulus starts building and ignores Remus. Their arguing turns into a physical fight. (dilemma)

Paragraph 3: The fight gets more violent and Romulus ends up killing Remus. (resolution)



Writing the Dilemma And the Resolution



Look carefully at the **Dilemma Checklist** for the features that you need to include in your writing today.

Remember you will need to also include a resolution in your last paragraph.

Don't focus too much on Remus getting killed – it's a bit gory and your main focus should be on the tension and excitement of the fight building up.

Did I...			
Structure and Language			
	Child	Friend	Teacher
describe the dilemma in detail?			
describe what the characters are thinking and feeling?			
use powerful verbs?			
use a range of adverbs and adverbial phrases, including fronted adverbials?			
use long and short sentences together for effect?			
Punctuation and Grammar			
use commas after fronted adverbials?			



Evaluating Your Work



Complete this section.



Put a tick for things you have already done and a dot for things you still need to include.

Did I...	Child	Friend	Teacher
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Aim

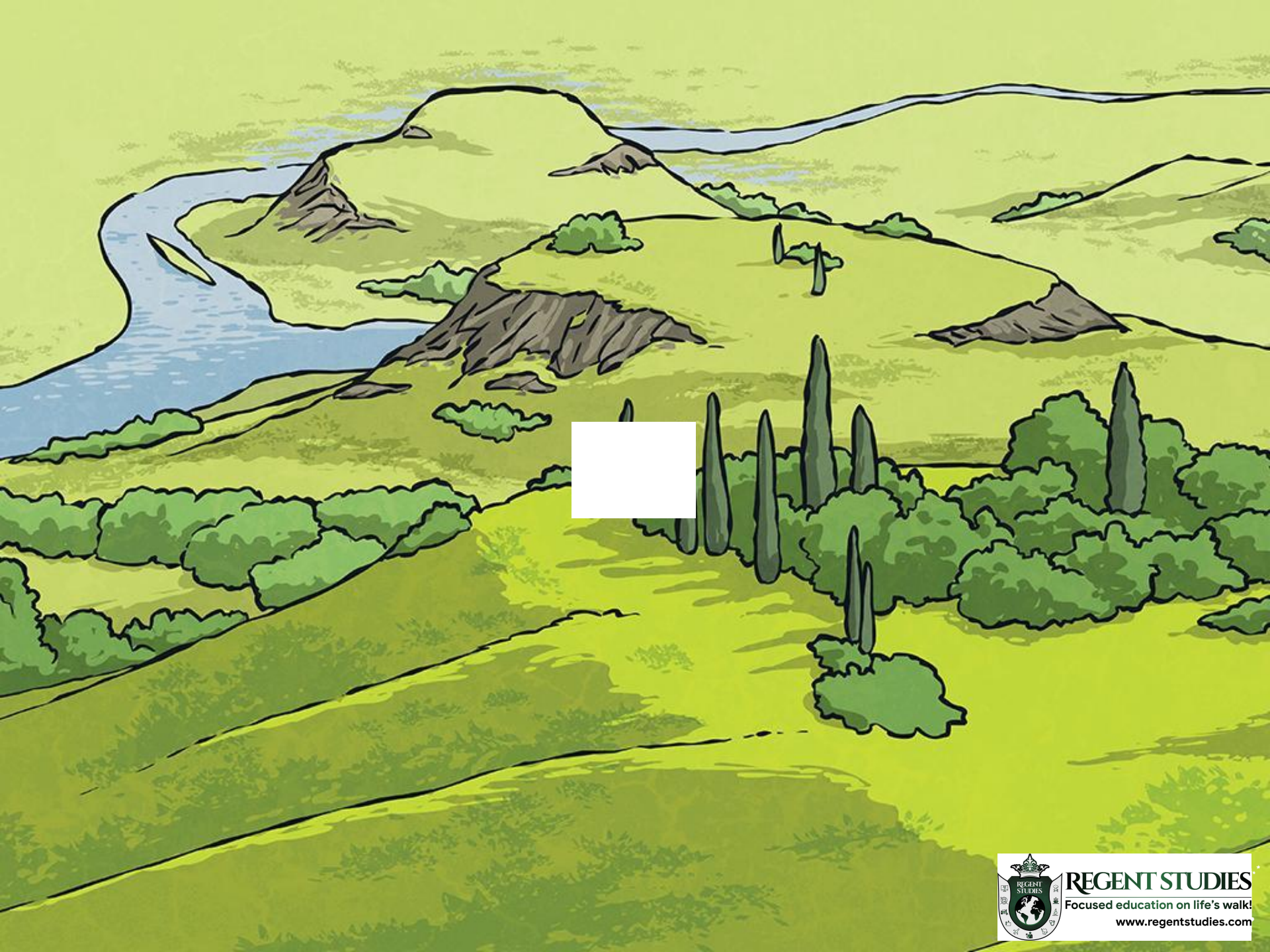


- I can write a dilemma and resolution.

Success Criteria

- I can describe what the characters are thinking or feeling.
- I can use powerful verbs.
- I can use well-chosen fronted adverbials.
- I can use long and short sentences together for effect.





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Romulus and Remus | Dilemma and Resolution

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Features of a Dilemma Checklist



Did I...	Child	Friend	Teacher
Structure and Language			
describe the dilemma in detail?			
describe what the characters are thinking and feeling?			
use powerful verbs?			
use a range of adverbs and adverbial phrases, including fronted adverbials?			
use long and short sentences for effect?			
Punctuation and Grammar			
use capital letters, full stops, commas, ?, ! and inverted commas correctly?			
use commas after fronted adverbials?			

Features of a Dilemma Checklist



Did I...	Child	Friend	Teacher
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describe the dilemma in detail?			
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use long and short sentences for effect?			
Punctuation and Grammar			
use capital letters, full stops, commas, ?, ! and inverted commas correctly?			
use commas after fronted adverbials?			
You were good at...			
Next time it might be better if...			