



**TeachingLive | Season 10 | Grammar | Week 3 | GRAMMAR
TEACHING NOTES | Tuesday 30th January 2024**

Anything in **blue** should be read before the session – I will also put in **red** any grids or sentences or instructions that should ideally be in the children's books. A main focus of this session is to ensure that everyone is comfortable with the technology and the teaching sequence as well as loosening up and gaining confidence.

The children need:

- **Notebooks/ writing journals and pencils**
- **access to a tablet**
- **be able to see main screen**

The Initial Quiz

Before the session, hold a mini quiz for the children. For this session, give them several minutes to write down:

What do you know about –

Phrases

Clauses

How are they used?

This should be carried out independently and should be repeated after the session so you can see what has been learned, to reinforce that learning and to help you think about any gaps.

Today's Game – Building Noun Phrases

- Phrases are NOT sentences.
- They are a group of words that acts as one unit.
- They are built around one main word.
- For instance, noun phrases are built around a noun.

Noun = Dog

Noun Phrases = That dog

That hungry dog

That hungry dog on the pavement

- All of these are about one thing – the noun (dog).

Partner A - What is it?	dog	noun
Partner B - Which one?	That dog	+ determiner
Partner A - What is it like?	That hungry dog	+ adjective/s
Partner B - where is it?	That hungry dog on the pavement...	+ prepositional phrase

Determiners: the a an this that those these some many any no either neither each every many much few little both all ten twenty which what whose my your his her its our their

Prepositions: above against behind below beside between in inside into near off on onto into outside over through under up

The Objective – build noun phrases, using determiners, adjectives and prepositional phrases

Padlet 1 – Children have a few minutes to complete one or more ‘post it notes’, creating prepositional phrases.

Prepositional phrases are built around a preposition.

Prepositions	Prepositional phrases
above	above the ancient wall
against	against the ship’s rotting hull
after	after the party
behind	behind the caretaker’s back
below	below the skyship’s sails
beside	beside the stone statue
between	between two pillars
from	from the top of the table
in	in several minutes
inside	inside the caretaker’s cupboard
into	into the dark cave
near	near the king’s throne
off	off the wall
on	on both sides of the castle
onto	onto the dragon’s back
outside	outside the school fence
over	over the distant hills
since	since last night
through	through the carved doorway
under	under Fountain’s Hill
up	up the road

Tip - make places or things ‘special’ by ‘naming’ or describing them: ‘in a palace’ = ‘in King Arthur’s ancient, stone palace’.

The Objective – to create a range of prepositional phrases.

Padlet 2 - The focus should be on clauses.

- A clause is a group of words built around a **verb**.
- They contain a **subject** and a **verb**.
- Clauses can be **complete sentences**.
- How many clauses are there in each sentence?

The dog ate the bone.	
The dog ate the bone and then jumped over the bridge.	
The dog ate the juicy bone and a sausage from the table.	
The dog ate the bone before chewing on a sausage.	
The dog ate the bone, jumped over the bridge and barked at the farmer.	

Turn the **red sentences** into multi-clause sentences by using 'conjunctions' (joining words). Remember – the clause must have a verb.

Kevin ate a banana.

Kevin ate the banana because he was hungry.

The car stopped.

The wind blew.

The eagle landed.

He ran down the road.

She knocked on the door.

Joining words – conjunctions to help

and but so so that because until when while after before if since
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The Objective – to extend single clause sentences to make multi clause sentences, using conjunctions

Powerpoint input

At this point we will pause and Pie will talk through a mini presentation – the children should take notes.

Padlet 3 – The task is to add to these single clause sentences either at the beginning or at the end to create a multi-clause sentence.

The dog barked.

The dog barked while the burglars ran.

After seeing the burglars, the dog barked.

The bus stopped.	
The storm blew.	
The plane landed.	
She raced up the hill.	
He sat down at the table.	

after before although because when while where and but
as soon as if since until as unless even if even though

Objective – create multi-clause sentences from simple sentences

Blogging Activity – Combine the sentences to create multi-clause sentences that make sense.

The bus stopped. The old lady got off.	The bus stopped so the old lady got off.
	As the bus stopped, the old lady got off.

Bob ran down the road.
He fell over.

The thunder roared.
The hobbits hid.

Bilbo slept in a cave.
The goblins attacked.

The cart came to a wheezing halt.
Gandalf strode into the hobbit hole.

Jim was interested in the idea.
He rang his friend.

Owls are nocturnal.
This means they are active at night.
They have excellent eyesight.

after before although because when while where and but as soon as if since until as unless even if even though

Audio Challenge – If children want to record their own blog ensure that they have read it aloud a number of times. They should read it slowly and clearly with expression. This could be worked on in pairs or threes to develop their performance.

The Post Session Quiz

After the session, hold the mini quiz again. For this session, give them several minutes to write down:

What do you now know about –

Phrases

Clauses

How are they used?

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