



**TeachingLive | Season 11 | Grammar | Week 1 | Teaching Notes | Tuesday 23<sup>rd</sup> April 2024, 11:00am**

**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 – adjectives, nouns, verbs and adverbs?**

**How are they used?**

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

## Today's Game – the basic game

This initial game is played orally and does not involve them using their tablets. The children will be given a set time limit to complete their ideas. David and Pie will model the game first. After two minutes, we will stop and swap roles. The idea is to create mini sentences by taking turns:

*Partner A - 'The' + Adjective and Noun*

*Partner B - Verb + Adverb*

*Partner A – The red cow*

*Partner B – danced clumsily*

*Partner A – The curious kitten*

*Partner B – sat quietly.*

*Partner A – The bulging frog*

*Partner B – swam elegantly*

*Partner A – The sleek computer*

*Partner B – failed desperately.*

*The Objective – generate rapidly mini sentences by using adjectives, nouns, verbs and adverbs.*

**Padlet 1** – Children have a few minutes to complete one or more ‘post it notes’, improving the following sentences, one by one. The focus should be on the **adjectives and nouns**.

**Instructions** – rewrite just the **underlined blue sections** in these sentences to make them more effective for the reader. You can change words, add words in or take words out.

*The tired, weary, exhausted man ran.*

*The old, ancient animal hid.*

*The massive skyscraper towered over the city.*

*The scary animal opened its mouth.*

*The cold snow fell.*

*The nice man dashed down the nice road.*

*The Objective – to improve sentences, making them more effective by considering the choice of adjectives and nouns.*

**Padlet 2** - Children have a few minutes to complete one or more 'post it notes', improving the following sentences, one by one. The focus should be on the **verbs and adverbs**.

**Instructions** – rewrite just the **underlined blue sections** in these sentences to make them more effective for the reader. You can change words, add words in or take words out.

*Starving, Bob got the donut and got it into his mouth slowly.*

*Jo went quickly down the road.*

*Jodie was running into the classroom.*

*Hamish came up the huge hill nicely.*

*Hamsah said quietly, "No."*

*Ben looked funnily at the savage pirate.*

*The Objective – to improve sentences, making them more effective by considering the use of adverbs and verbs.*

**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 persuade a goblin hunter to work for you so choose your words carefully to capture the right tone. Think about the ‘type’ of word that has helped. You should only fill in the [blank spaces](#) (you may need to slightly alter a few other words).

The ..... village of Hobbiton has been attacked by the ..... and most ..... goblins.

We are ..... for the ..... goblin hunter.

We need you to rid our town of these ..... beasts.

Only the ..... should apply.

We will be offering a ..... sack of gold and a ..... house.

We will provide you with a ..... sword and ..... net.

If successful, you will be crowned as the ..... goblin catcher of the year.

Grammar and Writing tips could be made into writing posters or written in their journals.

*Objective – use word choice to persuade the reader, considering the role of adjectives.*

**Blogging Activity** – Children rewrite this paragraph changing the character completely.

As soon as grim-faced Mr Hardy strode into class seven, the familiar room immediately appeared to turn gloomy. He was thin with an unpleasant stare rather like an angry snake.

‘Settle down children,’ hissed the new teacher, ‘I am not used to being disobeyed.’

*Objective – use careful word choice to create a different mood:*

**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 – adjectives, nouns, verbs and adverbs?**

**What do you now know about how they are used?**

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*Instructions – rewrite these sentences to make them more effective for the reader. Underline the nouns and adjectives and then improve. You can change words, add words in, take words out.*

The thin, slim, slender bird stood on a leg.

The enormous giant loomed over the villagers.

The tired, exhausted dog lay down.

The scary animal waited on the playground.

The hot flame sizzled.

The nice man dashed down the nice road.

We are looking for a good goblin-catcher who can rid our town of a big invasion of big goblins. We will guarantee a big reward.

*Instructions – rewrite these sentences to make them more effective for the reader. Underline the verbs and adverbs and then improve. You can change words, add words in, take words out.*

Mandy got hold of the glass goblet and swigged it quickly.

Bert went quickly through the forest.

Harry said loudly, “Stop!”

Mandy looked funnily at the white unicorn.

He was running away quickly from the rottweiler.

Outside, the snow was falling hugely. Inside the cave, Jo was waiting fearfully. Shadows moved scarily towards her. Her heart was banging madly and she was very frightened because it was scary.



**Instructions** – rewrite these sentences to create a different mood, focusing on using adjectives in the blank spaces. Either make the passage sound positive or negative.

Barry stared at the \_\_\_\_\_burger.

Outside the \_\_\_\_\_ window, a \_\_\_\_\_wind swept across the \_\_\_\_\_town.

\_\_\_\_\_ cars passed by.

On the \_\_\_\_\_ promenade, \_\_\_\_\_ newspapers tumbled along, driven by the \_\_\_\_\_ wind.

The \_\_\_\_\_sea rolled up the \_\_\_\_\_beach.

It crashed against the \_\_\_\_\_rocks that fringed the \_\_\_\_\_ shoreline.

More examples of sentences with adjectives that could be improved. Use these in class for extra practice.

1. The wet rain poured down.
2. The bright sun shone in the sky.
3. The tall mountain reached into the clouds.
4. The fast cheetah sprinted across the savannah.
5. The loud thunder rumbled in the distance.
6. The soft pillow cushioned her head.
7. The smooth ice covered the pond.
8. The sharp knife sliced through the bread.
9. The colorful rainbow arched across the sky.
10. The hard rock lay in the garden.
11. The sweet candy melted in his mouth.
12. The dry desert stretched for miles.
13. The heavy elephant trumpeted loudly.
14. The tiny ant crawled along the ground.
15. The spicy chili burned his tongue.
16. The fresh air filled her lungs.
17. The old tree stood tall in the forest.
18. The bitter coffee tasted unpleasant.
19. The beautiful flower bloomed in the garden.
20. The warm fire crackled in the fireplace.

More examples of sentences where the adverb could be improved. Use these in class for extra practice. In many of these you could improve the choice of verb, too.

1. The dog moved quickly.
2. She smiled happily.
3. He walked slowly.
4. They ate hungrily.
5. The car drove fast.
6. The child laughed loudly.
7. She spoke softly.
8. He looked around nervously.
9. The cat slept quietly.
10. They danced clumsily.
11. The wind blew strongly.
12. She cried sadly.
13. He went quickly.
14. The bird flew gracefully.
15. They hugged tightly.
16. The rain fell heavily.
17. She sang beautifully.
18. He sat lazily.
19. The man went slowly.
20. They waved enthusiastically.

Improve these sentences. Use these in class for extra practice.

1. The big, large, enormous elephant walked slowly and lazily.
2. She looked quickly and rapidly at the fast and speedy car.
3. He went slowly and sluggishly towards the dull, boring, uninteresting office building.
4. They ate hungrily and ravenously at the delicious and tasty food.
5. The small, little, tiny bird flew quickly and swiftly across the bright, sunny sky.
6. The old, ancient, aged tree stood silently and quietly in the peaceful, tranquil forest.
7. She smiled happily and joyfully at the nice, pleasant, agreeable surprise.
8. He sat lazily and indolently on the comfortable and cosy sofa.
9. The loud, noisy, clamorous thunder roared fiercely and loudly in the dark, ominous sky.
10. They talked loudly and vociferously about the mundane, ordinary, commonplace topic.
11. The cold, chilly, frosty wind blew fiercely and strongly through the barren, desolate landscape.
12. She sang beautifully and melodiously at the grand, magnificent concert hall.
13. He walked slowly and leisurely along the empty, deserted street.
14. The fast, rapid, quick train rushed swiftly and speedily through the crowded, congested station.
15. They laughed loudly and boisterously at the silly, absurd, ridiculous joke.
16. The dirty, filthy, grimy dishes piled high in the sink.
17. She danced gracefully and elegantly at the vibrant, lively party.
18. He ran quickly and rapidly towards the busy, bustling intersection.
19. The bright, sunny, radiant sun shone warmly and brightly in the clear, cloudless sky.
20. They hugged tightly and closely in the warm, affectionate embrace.