



Teaching Live | Season 11 | Grammar | Week 5 | TEACHING NOTES | Tuesday 4th June 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.

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 –

Adverbials

Conjunctions

Relative pronouns

Relative clauses

How are they used?

Today's Game – The drop in game:

The main relative pronouns are: **which, that, whose, who, and whom.**

The game is to 'drop in' a relative clause.

Partner A: starts a sentence with a determiner + adjective + noun.

Partner B: now add a relative clause:

Partner A: completes the sentence using a verb:

Partner A: The silver unicorn

Partner B: The silver unicorn, **which was hungry,**

Partner A: The silver unicorn, **which was hungry,** ate all the apples.

Who = people

Which - things

The old man, who was starving, picked up the banana.

The bus, which was bright red, could easily be seen.

'That' is used when the clause is essential to the meaning:

Turn the key that is red to the left.

The Objective – to build sentences using relative clauses in parenthesis.

Padlet 1 – Children have a few minutes to complete one or more 'post it notes', using conjunctions to link words and groups of words, making longer sentences.

Coordinating conjunctions – **and but or so**
These join sentences of equal weight:

I like tea **and** I like coffee.

Subordinating conjunctions introduce a subordinate clause –
**after although as as soon as because before even though
if since unless until when while**

When it grew dark, they lit the fire.
They lit the fire **when it grew dark.**

Use a conjunction to extend each sentence – either after or
before the main clause:

The crowd was nervous
Mr Toad approached in his sports car.
The troll lived under a bridge.
The dragon flew.
The goblins attacked.

The Objective – to build sentences using conjunctions

Padlet 2 - The focus is on using adverbials.

Adverbials are words, phrases or subordinate clauses. Often,
they can move around in sentences and they report on:

where, when, how, how much, how often, how long, why, what.

Adverbials at the front of a sentence are called ‘fronted’
adverbials.

Where	At the end of the long lane, a unicorn waited.
When	Later that night, Harry went into the forest.
Feeling what - ed	Scared of the darkness, Bilbo entered the cave.
Doing what - ing	Running as fast as she could, Jo escaped the Daleks.
How - ly	Carefully, she turned the handle.

Where	Katya slept.
When	Harry woke up.
Feeling what	Hermione sat down.
Doing what	Hagrid tiptoed into the room.
How	Boris scored a goal.

The Objective – to add extra information into sentences, using fronted adverbials.

Powerpoint input: Pie will talk through a mini presentation.

Padlet 3 activity – The task is to make links between sentences using fronted adverbials.

Some adverbials can make a link from one sentence to another.

Furthermore Moreover Additionally Also First
On the other hand By contrast In other words As a result

The Romans ate dormice. Furthermore, they also ate garlic.

Our school has a hall.
The Thames is wide.
The blue whale is colossal.
Most birds eat seeds.

Objective – use fronted adverbials to make a link from one sentence to the next.

Blogging Activity – use the prompts in brackets to create multi clause sentences including a range of adverbials.

(when), the teacher stopped (where?), picked up the book (how?) and ran (where/doing what?).

In the morning, the teacher stopped at the garage, picked up the book excitedly and ran towards the school, clutching Gary's lost homework.

(when) the car accelerated (where?), drove round the corner (how?) and came to a halt (where/doing what?).

(when) the dragon landed (where?), crawled towards the school (how?) and paused (where/doing what?).

(when), the starship hovered (where?), aimed its laser beams (how?) and fired (where/doing what?).

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.

What do you now know about –

Sentences

Main clauses

Subordinate clauses

Using commas

How are they used?

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1. *Drop in a relative clause telling the reader more information about the subject.*

The parrot flew.

The clown ran to the bus station.

The King knelt down.

Frankie blew up the colossal balloon.

The troll broke into the school.

Nikkolai stirred the plum pudding.

The hippo smiled.

2. Subordinating conjunctions introduce a subordinate clause – **after although as as soon as because before even though if since unless until when while**

Use a conjunction to extend each sentence – after the main clause, e.g.

They lit the fire.

They lit the fire **when it grew dark.**

The snow fell onto the travellers.

Peta sat on the camel.

A shark appeared in the swimming pool.

Bob stared at the cream and jam donut.

The spider crept towards his open mouth.

3. Adverbials are words, phrases or subordinate clauses. Often, they can move around in sentences and they report on: where, when, how, how much, how often, how long, why, what.

Adverbials at the front of a sentence are called 'fronted' adverbials. after although as as soon as because before even though since when while

Add a fronted adverbial to each sentence, e.g.

The cat sat down.

After eating all the fish pie, the cat sat down.

The dog chased the fly.

The Queen ate the chip buttie.

The unicorn shook its mane.

Sammy hid under the table.