

**Learning objective**

PNS: Sentence structure and punctuation

**Resources**

'Pandora's Box' Notebook file; individual whiteboards and pens; photocopiable page 47 'School life' for each child.





**Links to other subjects****Speaking and listening**

Objective 57: To use and recognise the impact of theatrical effects in drama.

- Link this objective to the poetry performances in the Plenary.

**Whiteboard tools**

If a microphone is available, use Windows® Sound Recorder (accessed through Start> Programs> Accessories> Entertainment) to add the children's recitals to the Notebook page.

-  Pen tray
-  Select tool
-  Text tool
-  Highlighter pen

# Word class revision

**Starter**

Read the text on page 2 of the Notebook file. Test the children's knowledge of word classes by identifying the classes of the highlighted words. Change the colour of words to show the different word classes.

Revise the meanings of the following terms: nouns, pronouns, verbs and adverbs. Pressing on the red box at the bottom of the page brings up word classes and definitions. Point out that the position of adverbs in sentences may vary.

Ask: *Which noun is replaced by 'It'?* (box.) Emphasise verb agreement: *was* agrees with *box*; *were* agrees with *dangers*. Experiment with moving *desperately* to a new sentence position for a changed sentence structure. Ask the children to identify other examples of these word classes.

**Whole-class shared work**

- Highlight the nouns on page 2. List the different kinds of nouns: singular, plural, collective, proper, noun phrases, noun clauses.
- Go to page 3 to emphasise these types of nouns.
- Read the text on page 4. Talk about the highlighted words. Ask which noun group they belong to. (Noun phrases.)
- Identify the main noun in each noun phrase and discuss how it is modified.
- Drag out the noun phrases and place them in the appropriate columns in the table. Do this by double-pressing on the text, dragging to highlight the word, and dragging it out from the text.
- Read the text on page 5. Explain that adverbs are hidden in the spaces. In pairs, ask the children to write a suggestion for each adverb on their individual whiteboards.
- After they have done this, pull the screen across the text to reveal the hidden words.
- Emphasise that alternatives may present a different picture. Write good examples on the Notebook page.

**Independent work**

- Give out copies of photocopiable page 47 and ask the children to write a poem about school life. The poem should visit different rooms and places and create images of what is happening there.
- Discuss some places, characters and activities to include.
- Encourage initial rough drafts before writing the poem in neat.
- Encourage use of strong verbs, different kinds of nouns and appropriate adjectives and adverbs. The children should try to follow the pattern set up in the first two lines.
- Less confident learners could work in pairs, speaking lines before writing.
- As an extra challenge, ask more confident learners to investigate a paragraph of a novel and identify different kinds of noun.

**Plenary**

- Ask children to read their 'School life' poems aloud.
- Small-group work would allow children to use different voices within one poem.
- If a microphone is available, use Windows® Sound Recorder to add the children's recitals to page 6 of the Notebook file.