


Learning objective

PNS: Sentence structure and punctuation

- Clarify meaning and point of view by using varied sentence structure.

Resources 

'The dilemma' Notebook file; printouts of pages 6 and 7 for each child; individual whiteboards and pens.





Links to other subjects**History**

QCA Unit 6A 'Why have people invaded and settled in Britain in the past?'

- Link the text to information about Roman Britain.

Whiteboard tools

Move the Screen Shade to the left of the screen to reveal the text during the whole-class shared work.

-  Pen tray
-  Screen Shade
-  Highlighter pen
-  Select tool

Punctuation


Starter

Read the following text aloud. Make sure that punctuation is clear in the way that you read, but do not supply it. Ask the children to record on individual whiteboards the number of sentences they hear:

Titus was a Roman, but he was living in Britain. As a centurion, he had charge of 100 men. Although he tried to treat his men well, he knew they missed home. The north of England was unwelcoming. The landscape was bleak; the terrain was hard-going. The thing his men hated most was the weather. It was cold and rainy.

Compare answers. Read the text out loud again, this time asking the children to record if, what and where punctuation marks are needed. Record their answers on page 2 of the Notebook file.

Whole-class shared work

- Display the paragraph on page 3. Ask the children to punctuate it by pressing the punctuation marks and capital letters at the bottom of the page and dragging and dropping them in the appropriate position in the text. Then move the Screen Shade  to reveal the correct punctuation.
- Discuss the use of commas. Point out that writers' use of commas is very variable; some writers would leave out some of these commas.
- Revise the function of capital letters, full stops and commas.
- Go to page 4. Explain that it is possible to link two sentences with colons and semi-colons.
- Explain the use of a colon: to introduce further information. Ask the children to show you a place where a colon could be used in the first sentence. (*The thing his men hated most was the weather: it was cold and rainy.*) Invite a volunteer to drag the colon into position, and move the Screen Shade to see whether they are correct.
- Explain the colon's value: it emphasises the link between two statements, the second one now beginning with a small letter.
- Point out the semi-colon. Explain its use: it can replace a full stop to link two sentences that are related in meaning and are equally balanced. Ask the children where they could use a semi-colon in this paragraph. (*The landscape was bleak; the terrain was hard-going.*) Again demonstrate, moving the Screen Shade to check.
- Tell the children that semi-colons can also be used to separate items in a list, if they have been introduced with a colon.
- Use the text on page 5 to revise the rules for speech marks: where they are placed, how spoken and unspoken words are separated and how new paragraphs are used for each speaker.
- Invite volunteers to add the punctuation. Move the Screen Shade to show the correct punctuation.

Independent work

- Give each child a copy of pages 6 and 7 of the Notebook file. Ask them to add the missing punctuation marks to their sheets. Encourage them to read the sentences aloud to themselves.
- Ask less confident learners to work with partners, with a reduced text.
- As an extra challenge, encourage more confident learners to write more text using semi-colons, colons and speech marks.


Plenary

- Invite volunteers to edit the text on screen to add the punctuation on pages 6 and 7. After they have done this, delete the box at the foot of each page to check that they are correct.

Learning objective

PNS: Creating and shaping texts

- Choose and combine words, images and other features for particular effects.

Resources 

'The dilemma' Notebook file; access to computers or a copy of page 12 of the Notebook file, one per child. (Microsoft Word is required to view the embedded text documents in the Notebook file.)





Links to other subjects**History**

QCA Unit 6A 'Why have people invaded and settled in Britain in the past?'

- Link the text to information about Roman Britain.

Whiteboard tools

Add text to the page with the On-screen Keyboard, accessed through the Pen tray or the SMART Board tools menu.

-  Pen tray
-  Select tool
-  Highlighter pen
-  On-screen Keyboard

Summaries

Starter

Open 'The dilemma' Notebook file and display page 8. Give the children some oral instructions, making them deliberately long-winded. For example:

Look very closely and carefully at the whiteboard. Check absolutely before you go further that you can see properly. Take out just about all the equipment you could possibly need for this lesson.

Ask the children to comment on your language. (Using unnecessary words.) Encourage suggestions as to how these instructions could be given more briefly. Continue this game, one child giving a wordy instruction, somebody else shortening it. Stress the need to retain important meanings.

Whole-class shared work

- Go to page 9 of the Notebook file. Ask the children to help you identify and highlight words that are key to meaning. Identify words that can be deleted, using a different highlighter colour, until you have simpler sentences.
- Erase the blue marks to reveal the sample answers beneath each sentence.
- Read the sentence on page 10. Identify and highlight the key words: *whiteboard*; *seen*. Discuss the message: whiteboards need to be in the right place to be viewed.
- Type suggestions to summarise the sentence in 12 words or less. For example:
 - *Whiteboards, put in a good spot, can be seen by all.*
 - *Whiteboards in a good spot can be seen by all.*
- Investigate the shortened sentences. Identify the words that were left out. Point out where sentence construction has changed.
- Suggest that new vocabulary can help with summaries. Reveal the final sentence: *Well-positioned whiteboards give good visibility.*
- Point out that *good visibility* (two words) expresses the same meaning as *can be seen by all* (five words).
- Go to page 11. Explain to the children that you want to reduce the paragraph from 41 words to 20 or less.
- Work together to edit the text in the white box using the On-screen Keyboard. Focus on one sentence at a time, reminding the children to think about key words and main messages. For example:

Titus agreed and disagreed. The camp would run out of special supplies if everyone ate them. What should he do?

Independent work

- Go to page 12. Print out a copy of this text for every child or open the editable documents and make the text accessible on the children's computers.
- The paragraph has 61 words. Ask the children to reduce it to a summary of about 40 words.
- Give less confident learners a target number of words for each sentence.
- As an extra challenge, ask the children to summarise the text from page 7. They can press on the right-hand box on page 12 to view the passage in editable form.

Plenary

- Invite the children to read their summaries out loud.
- The text may be summarised in a variety of ways. Display the children's edited documents or ask them type their versions on page 13. Stress the need to retain important elements.