Summer 2- Week 3- Lesson 3



GRAMMAR LO: To use commas to separate clauses in complex sentences

YEAR 4

A complex sentence contains a main clause and a <u>subordinate clause</u>. The subordinate clause is separated by a comma and does not make sense on its own.

Complete these sentences so that you've got a main clause and a subordinate clause. Remember a subordinate clause does not make sense on its own.

Example:

(Subordinate clause) While the rain poured down, the puddles grew bigger (Main clause)

- 1) Jack played football
- 2) Even though Sam was exhausted,
- 3) Because Jamie didn't know the answer,
- 4) I will have to start walking to school
- 5) If Leo improved his handwriting,
- 6) The books were soaking wet

YEAR 5

Now, let's look at creating complex sentences by using relative clauses. Relative clauses are a different type of dependent clause that gives more detail about the subject of the main clause.

Relative clauses require you to use a relative pronoun- (who, which, when, whose, that, where)

Example:

Malcolm who was secondary school teacher, was running late for the class trip.

The relative clause describes 'Malcolm' in more detail. When a relative clause is embedded in the middle of a sentence, we surround it with commas.

Insert a relative clause into these sentences, giving us extra information.

- 1) Jack couldn't play football.
- 2) Kiki's dog has been missing since Sunday.
- 3) Jason couldn't participate in the relay race.
- 4) The venomous spider scuttled across the market.
- 5) Tilly's blue lamp was broken.
- 6) The house was flooded overnight.

LO: To visualise a setting



Task 1:

Listen carefully to the audio (sound) attached to today's lesson. You will need an adult to help you with this for few minutes. **DO NOT WATCH but LISTEN** to the trailer audio https://vimeo.com/ondemand/2145/45710839

Can you identify any of the sounds heard in the audio clip and make predictions of what you think they may be?

Think about...

- The sounds you can hear
- What do they remind you of?
- Can you make connections to anything you have heard before?
- How does this sound link to the action?

Copy out the grid below. Now listen to the audio again and complete the sound-tracking grid.

Sound Tracking

EXAMPLE:

What sounds can you hear?

- Piano key
- Thumping

Prediction

- Piano key- I think this may be showing something....
- Thumping-I think this shows...

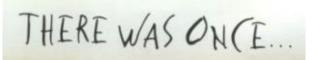
What do they remind you of?

- I can hear different notes of the piano keys; this makes me think of the start of a new day.
- Something slow seems to be approaching, almost like the sound of lots of footsteps.



Task 2:

Snippet from the text:



What image does this snippet build in your head? What impact does it have on you as a reader?

1) Use this snippet from the text and your ideas from the sound-tracking sheet to visualise and draw the setting.

Use a whole page in your book to sketch your view of the setting. Remember to add detail using your sound track sheet and the above snippet from the text.

Get creative