

MANIC STREET TEACHERS

15-MINUTE SENTENCE SKILLS COASTS



NAME:

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Planning Overview

Day 1 - Read the Text	Day 2 - Multiple-Choice Quizzes
Read aloud to the class. Allow the class to read it to each other or aloud themselves. Supplement with videos and discuss sticking points/vocabulary.	Model how best to answer multiple-choice questions. Allow them to refer to the text. Check for comprehension and discuss further sticking points.
Day 3 - Sentences and Fragments 1	Day 4 - Sentences and Fragments 2
Discuss the difference between a fragment and a sentence. Ensure as many of the children in class are heard orally first. Children identify F/S and then the fragments in the passage.	Teacher takes a fragment from yesterday and models how to turn it into a sentence. Children do the same and those that can are asked to expand further.
Day 5 - Unscramble the Sentences	Day 6 - Running Sentences
Discuss what makes a full sentence rather than just a fragment. Model how to unscramble a sentence first, crossing out words used. Children can work independently or in pairs depending on how challenging it is for them.	Explain that the sentences do not have full-stops or capital letters and that they need reading carefully to identify where the sentence ends and begins. Teacher could model the task using the first passage.
Day 7 - Sentence Types 1	Day 8 - Sentence Types 2
Discuss the differences between statements, commands, explanations and questions. Children identify the sentence types and then have a go at writing their own. These may need editing/re-drafting or marking for accuracy.	Remind children of lessons learned from the previous session. Model 1a, 2a and 3a if necessary, before children complete the work independently. Again, work may need to be edited/re-drafted or marked for accuracy.
Day 9 - Conjunctions 1	Day 10 - Conjunctions 2
Discuss the purpose of because, but and so and ensure children are clear on how they are used. Teacher may wish to model an alternative first before children complete. Children edit/re-draft and teacher marks as necessary.	Discuss the format of a sentence that starts with a subordinating conjunction and share the meaning of the chosen subordinating conjunctions. Children edit/re-draft and teacher marks as necessary.
Day 11 - Appositives	Day 12 - Combining Sentences 1
Discuss the definition of an appositive and give examples if necessary. Children draw lines from the nouns to the appositives. They could do this in pairs. Using the appositive from the first section, children fill in the first missing gap. They then complete the last two independently.	Teacher models how to use conjunctions, appositives or subordinating conjunctions to combine the two sentences before children then have a go. Share good examples with the class and discuss errors.
Day 13 - Combining Sentences 2	Day 14 - Expanding Sentences 1
Teacher models how to use conjunctions, appositives or subordinating conjunctions to combine the two sentences before children then have a go. Share good examples with the class and discuss errors.	Using the information text if needed, the teacher models where to find the information and what to record. Teacher models using the information to create the expanded sentence. Children then have a go independently.
Day 15 - Expanding Sentences 2	Further Opportunities
Using the information text if needed, children work in pairs to fill in the information. They then consider the previous day to help create their own expanded sentence.	Children could have an opportunity to complete a paragraph using our Slow Writing guide focusing on practiced sentence types or they could write a short essay based on a question with success criteria.



DAY 1

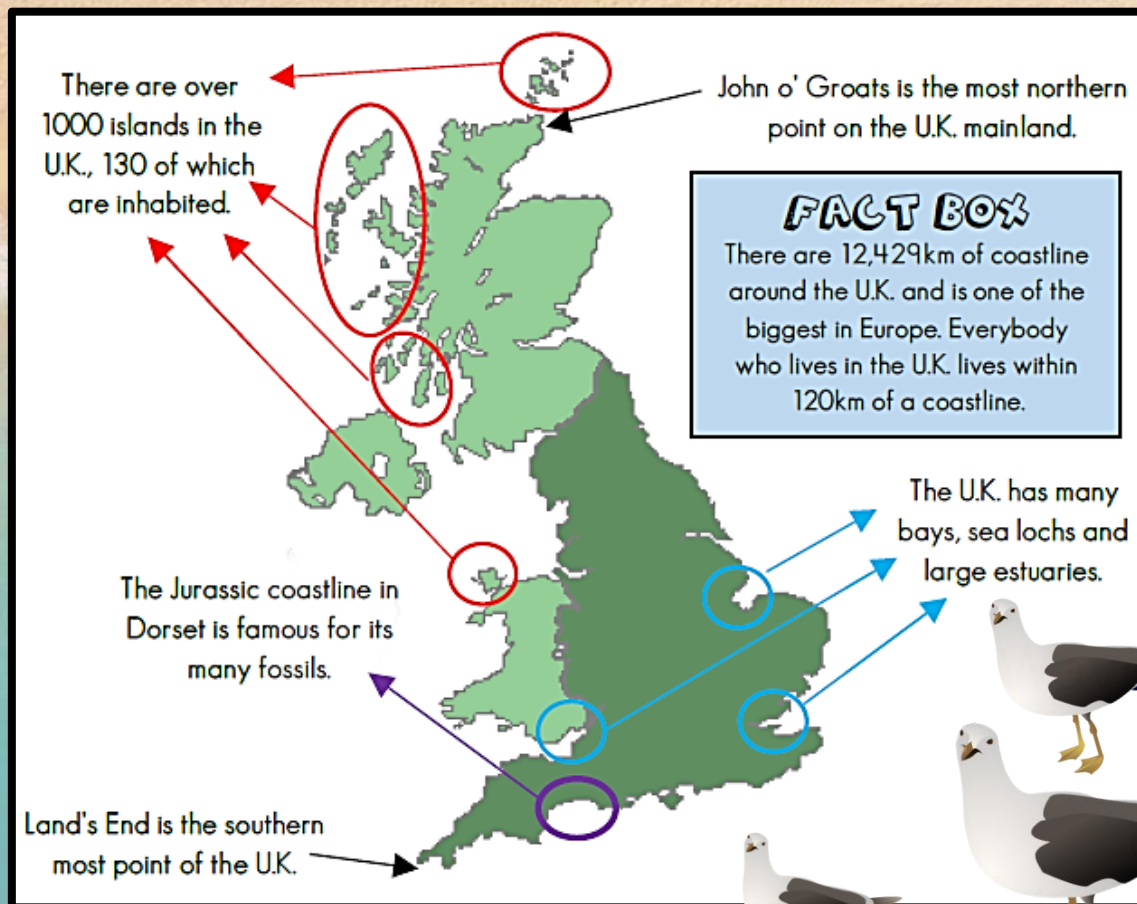


About Coasts

The coast is where the ocean meets the land. The 193,000 miles of coast around the world is always changing. The coastline is forever changing shape. Over hundreds of years, waves crash against headlands and cliffs, wearing away the land. These waves also build up sheltered bays and beaches. However, storms and rough seas can sometimes erode the land in just a few hours.





Much of the plastic we use and throw away can end up in the sea. Ocean currents then bring plastics back onshore and leave them on beaches. Every day, approximately 8 million pieces of plastic pollution find their way into our oceans and keeping beaches clean and tidy is becoming more expensive and more difficult every year.





The Coastline of the United Kingdom

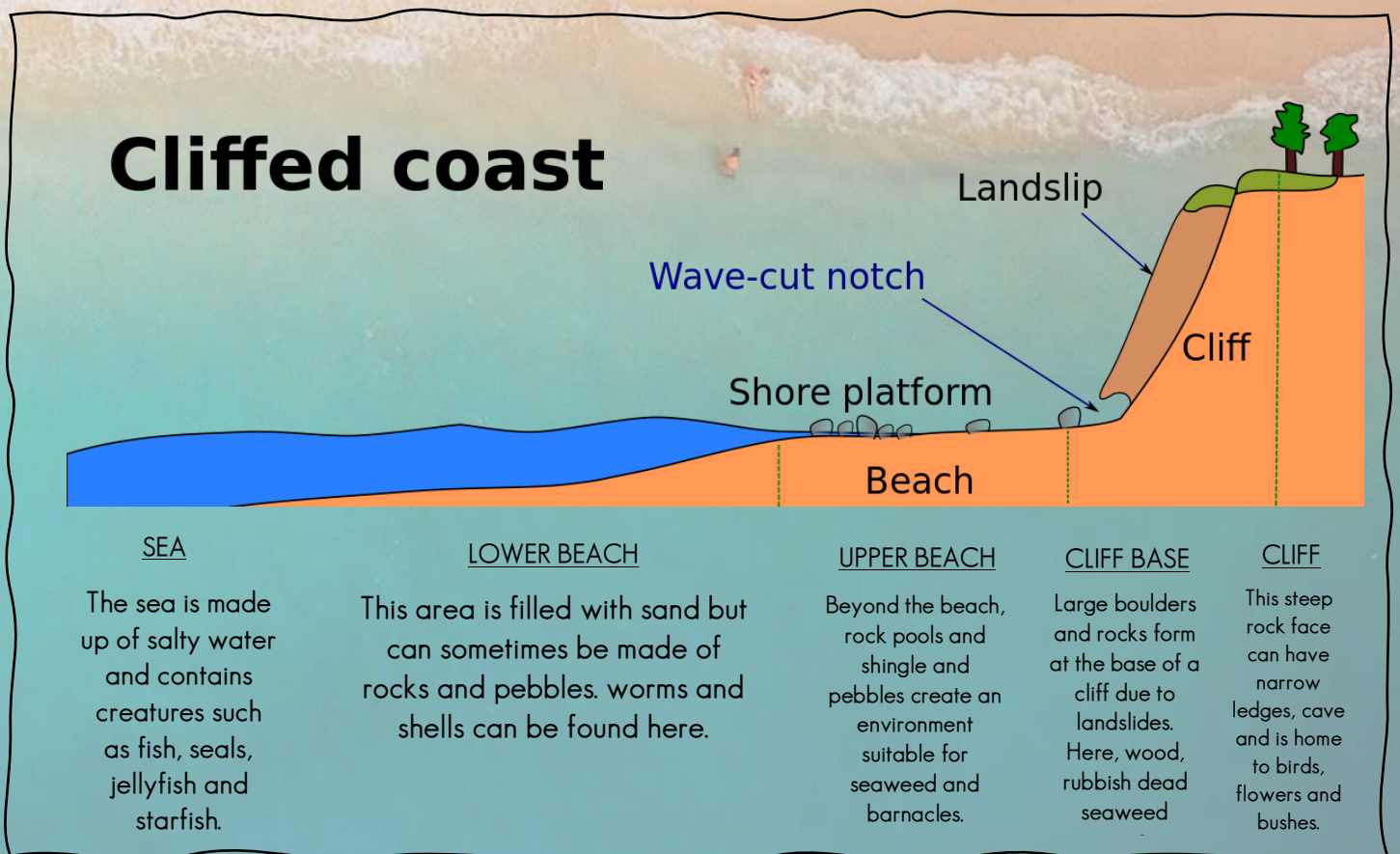


U.K. Coastal Wildlife

There are large amounts of wildlife that inhabit the coastal areas of the United Kingdom. In the north-west of Scotland, the Isle of Skye is often visited by Mink Whales. Orcas and Humpback Whales can also be spotted in the Shetland or Orkney Isles of Scotland too. Cardigan Bay in Wales and Cornwall in England often see Bottlenose Dolphins playing in the waters. Puffins often make their homes in North Yorkshire or Northumberland in the north of England.

Headland Erosion	
<p>Cliffs</p> 	<p>Cliffs are vertical (or nearly vertical) rock exposures caused by weather and sea erosion. It marks the end of the land where a sea or river begins. They can also be created in mountainous areas.</p>
<p>Arches</p> 	<p>Arches are formed when weaker parts of the cliff are eroded over hundreds of years by water and forms a cave. Water finally breaks through the rock, leaving a large hole through which water can pass.</p>
<p>Stacks</p> 	<p>Once an arch is formed, continuous erosion of the rocks by weather and the sea makes the arch so large that it collapses leaving tall stacks instead.</p>
<p>Stumps</p> 	<p>Stumps are stacks which have been eroded further by the weather and the sea. Stacks eventually collapse to leave short stumps of rock jutting out of the sea.</p>

Sea Defences	
<p>Groynes</p> 	<p>Groynes interrupt wave action and protect the beach from being washed away by longshore drift. Longshore drift is the wave action that slowly erodes the beach. They are wooded structures that last around 25 years.</p>
<p>Sea Walls</p> 	<p>Sea walls aim to protect the coastline from flooding and erosion. They can be made from rocks, steel or other heavy materials but they can be very expensive to make and maintain. Gabions act in a similar way and are bundles of rocks inside a metal mesh.</p>
Other Features	
<p>Sheltered Bays</p> 	<p>A wide inlet of sea where the land curves inwards. It connects a larger body of water such as an ocean or lake. A cove is a smaller type of bay with a narrow entrance.</p>
<p>Peninsulas</p> 	<p>A peninsula is a piece of land almost entirely surrounded by water or sticking out into a body of water but is still connected to the mainland. It is therefore surrounded by water on three sides.</p>





DAY 2



Multiple-Choice Quiz

1.) What creature often visits the Isle of Skye in Scotland?

- a.) Bottlenose Dolphins
- b.) Puffins
- c.) Mink Whales

2.) How many islands are there in the U.K.?

- a.) over 1000
- b.) about 500
- c.) under 250

3.) Which coastline is known as the Jurassic coastline?

- a.) Devon
- b.) Dorset
- c.) Derbyshire

4.) How many miles of coastline is there around the U.K.?

- a.) 12,429km
- b.) 193,000km
- c.) 130km

5.) What is it called when water breaks through a cliff to leave a large hole?

- a.) stump
- b.) arch
- c.) stack

6.) What protects the coastline from flooding and erosion?

- a.) sheltered bays
- b.) sea walls
- c.) stacks

7.) Where would you find large boulders and rocks on a coastline?

- a.) cliff base
- b.) upper beach
- c.) lower beach

8.) Which bird often visits Northumberland?

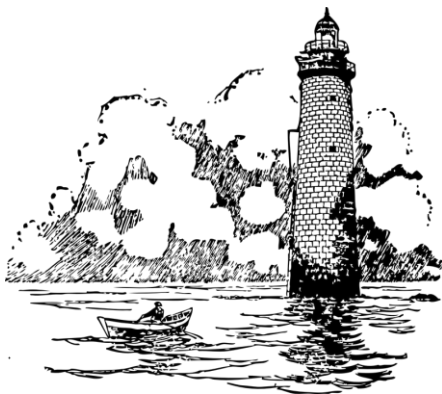
- a.) pelican
- b.) partridge
- c.) puffin

9.) What is it called once an arch collapses?

- a.) cliff
- b.) stack
- c.) sheltered bay

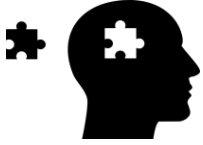
10.) What might you find at the lower beach?

- a.) a cliff
- b.) worms and shells
- c.) rock pools

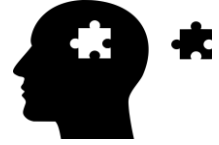


Total Score

___ out of 10



DAY 3



Sentences and Fragments 1

Task 1 - Speaking in Sentences

Your teacher will say the fragments below.

Using these fragments, can you come up with a sentence to say out loud?

- 1a.) coastline is
- 1b.) rough seas and big storms
- 1c.) hundreds of years

Task 2 - Identify the Fragments

Write F (Fragment) or S (Sentence) for each one.

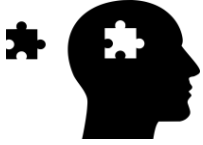
There is no punctuation here on purpose.

- 2a.) 130 islands are inhabited ____
- 2b.) everybody lives within 120km of ____
- 2c.) large estuaries are common ____
- 2d.) the jurassic coastline ____
- 2.e) land's end is the most southern point ____

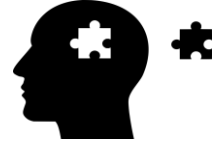
Task 3 - Finding the Fragments

Underline the fragments in the passage below.

The UK is surrounded by the North Atlantic Ocean, the North Sea and the Irish Sea. The English Channel. The UK has over 12,000km of coastline. That's about the length of 420 marathon races. Rocky and crumbly to run around. There are different cliffs too, from sparkling white chalk to dark grey mudstone full of fossils. The soft cliffs of East Anglia. The Isle of Wight has been eroded to reveal many ancient remains of animals that lived long ago, including dinosaurs and woolly mammoths. Many sharks.



DAY 4



Sentences and Fragments 2

Task 1 - Strengthen the Sentence

Turn the fragments from the previous activity into simple sentences below.



DAY 5



Unscramble the Sentences

1.) cliff a A rock is steep

2.) base and the cliff's Landslides boulders are at

3.) lower the area is with an filled sand beach

Challenge: creatures is water the sea with like jellyfish and salty in seals filled



DAY 6

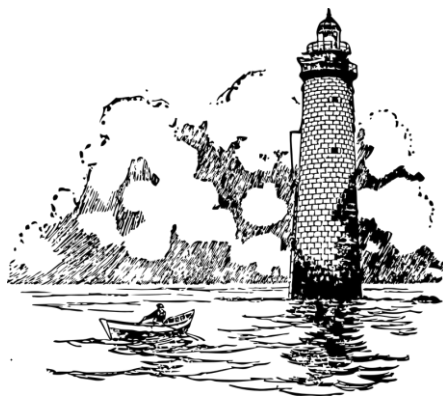


Running Sentences

These are sentences which run for too long because there are not enough full-stops.
Can you spot where they should go?

1.) Pollution is something introduced into the environment that is dirty, unclean or is harmful. Air, water and land can all become polluted traffic fumes cause air pollution. Factories or farming can put chemicals into rivers also, litter and plastic can create land pollution. Much of the damage caused to the environment is caused by human activity.

2.) Ocean plastics can harm sea life animals can become tangled in fishing nets and plastic rings plastic is also accidentally eaten by many species, including sea turtles. our oceans contain some of the most important, yet least protected ecosystems in the world. Using less plastic, and recycling the plastic we have, can all help plastic bags can take up to fifty years to rot away plastic bottles can take up to fire hundred.





DAY 7



Sentence Types 1

You will need to know how to use *statements*, *commands*, *questions* and *exclamations*.

Task 1 - Searching for Sentence Types

Put the correct piece of punctuation at the end of each sentence to indicate if it is a statement, command, question or exclamation.

- 1a.) Cliffs are vertical rock exposures _____
- 1b.) The sea can actually destroy entire coastlines _____
- 1c.) What happens when a cave's hole goes right through _____
- 1d.) Arches let water pass through them _____
- 1e.) When an arch collapses, a stack is formed _____
- 1f.) When a stack collapses, what is formed _____

Task 2 - Trying Sentence Types

Have a go at writing your own sentences following the instructions below.
Remember your punctuation.

2a.) Use the word *stack* in a statement sentence.

2b.) Use the word *arch* in a question sentence.

2c.) Use the word *collapse* in an exclamation sentence.



DAY 8



Sentence Types 2

Task 1 -Sentence Type Turn-a-Round

Change the following statements into questions below.

1a.) Groynes can last up to 25 years.

1b.) Sea walls can be made from rock or steel.

Task 2 -Sentence Type Turn-a-Round

Change the following questions into statements below.

2a.) Is a bundle of rocks inside a mesh called a Gabion?

2b.) Do groynes protect a beach from being washed away?

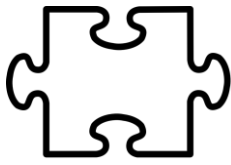
Task 3 - Jeopardy

Use the two answers to come up with two questions.

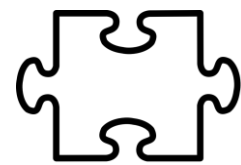
Answer 3a = sheltered bay / Answer 3b = peninsula

3a.) _____

3b.) _____



DAY 9



Conjunctions 1

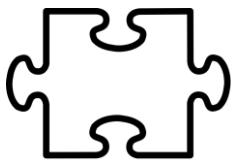
Complete the Clause

Think carefully about how to correctly use the conjunctions *because*, *but* and *so*.

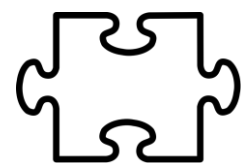
1.) Lots of sea life visit the U.K. coast because

2.) Lots of sea life visit the U.K. coast but

3.) Lots of sea life visit the U.K. coast so



DAY 10



Conjunctions 2

Subordinating Conjunctions

Think carefully about how to correctly use the following subordinating conjunctions.

1.) After an arch collapses,

2.) Although much of the sea is clean,

3.) Because there is so much coastline in the U.K.,



DAY 11



Appositives

Task 1 - Matching Nouns to Appositive

An appositive is a noun or a noun phrase that sits next to another noun to rename it or to describe it in another way.

cliff	an opening through a headland
cave	a vertical rock exposure
arch	a tall rock in the sea
stack	an eroded stack
stump	a crack in a cliff creating an opening

Task 2 - Add in an Appositive

1.) A cliff, _____, can reach up to 300m in height in the U.K.

2.) A cave, _____, is often dark and damp, but great to explore.

3.) A sea wall, _____, in Devon stops the cliff from collapsing on a railway line.



DAY 12



Combining Sentences 1

Task 1 - Combining Two Sentences

Think about how you might combine these two sentences. You might use conjunctions, appositives or subordinating conjunctions. You can amend the sentences slightly to help.

1.) Combine the following sentences:

There is lots of marine life in the U.K.
Plastic pollution is a problem.



DAY 13



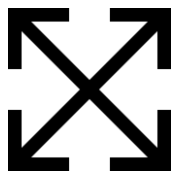
Combining Sentences 2

Task 2 - Combining Three Sentences

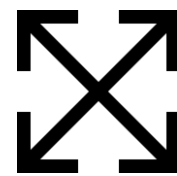
Think about how you might combine these three sentences. You might use conjunctions, appositives or subordinating conjunctions. Join two at the least. You can amend the sentences slightly to help.

2.) Combine the following sentences:

Caves form when cliffs are eroded.
Arches form when caves are eroded.
Stacks form when arches are eroded.



DAY 14



Expanding Sentences 1

The U.K. coastline is special.

When

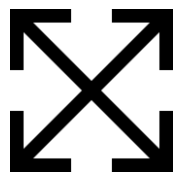
Who

Where

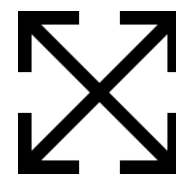
What



Expanded sentence: _____



DAY 15



Expanding Sentences 2

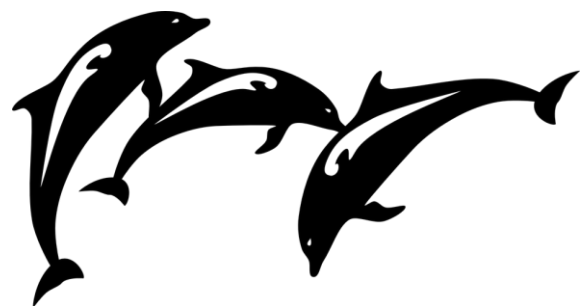
Many animals inhabit the U.K. coastline.

Who

Where

Why

What



Expanded sentence: _____

