**Y3 Spring Non-Fiction: NCR: Harry Potter**

Unit 4

SPAG: Using prepositions and adverbs to indicate time, place and cause

***Teacher Notes***

**Notes for Teaching:**

* For Day 1, familiarise yourself, in advance, with the clips from **The Philosopher’s Stone** <https://www.youtube.com/watch?v=1A6z7R-aaDw> and the PowerPoint (see resource). Write the preposition phrases on the board and have different coloured board pens to underline. Make copies of the prepositional phrase activity (see resource). Print the preposition list (see resource). Read chapter 11 **The Philosopher’s Stone –** Quidditch in the plenary.
* For Day 2, print and enlarge the plain fictional reader’s report (see resource). Make copies of this for each pair and another enlarged copy for the easier group. Enlarge the annotated and highlighted version for the plenary.
* For Day 3, you will need the PowerPoint from day 1 and now you will explore it to the end. Familiarise yourself with the clip <https://www.youtube.com/watch?v=CpXp1L7xB4o> Print copies of the Quidditch report (see resource) and the list of adverbs (see resource)
* For Day 4 familiarise yourself with the clip <https://www.youtube.com/watch?v=R5xJbQL1eHo> Print and copy the writing frame and list of prepositions and adverbs from the previous days (see resources)

**Essential texts:**

**Harry Potter and the Philosopher’s Stone** by J.K. Rowling

Extracts from **Harry Potter and the Goblet of Fire** by J.K. Rowling

Reports and clips from the films (see links and resources)

**SCROLL DOWN FOR TEACHING AND ACTIVITIES**

**Kestrels Non-Fiction: NCR: Harry Potter**

Tuesday 16th June 2020

Use prepositions in sentences

**Teaching**

* Show children the clip of the Quidditch match from **Harry Potter and the Philosopher’s Stone** <https://www.youtube.com/watch?v=1A6z7R-aaDw> You may need to watch more than once.
* Write down *where* the players fly in the game.
* Look at the phrases that begin with a preposition e.g. around the pitch, beside the castle, over the stand, through the crowds, under the hoops, etc.
* Can you see that the prepositions in each are underlined? They tell you where something happens or when, why or how something happens. Look at the examples to check.
* Look at the **PowerPoint on Prepositions and Adverbs** (see resource) **up to slide 10** think about each slide in detail as it is shown.

|  |
| --- |
| **Activity: Add prepositional phrases to sentences** |
| **Objectives:** Spoken language Give well-structured descriptions; Use spoken language to develop understanding through imagining and exploring ideas. Comprehension Discussing words and phrases that capture the reader’s interest; Checking the text makes sense to them Transcription Learn to spell new words correctly. |
| You will need: Prepositions activity, differentiated A (easier) and B (harder) and preposition list (see resources for both) |
| Children work individually |
| **Activity**   * Find the appropriate preposition activity (see resources – A is easier, B is harder). * Begin by reading the sentence, e.g. Hermione waved her wand. * They then think of a prepositional phrase to add more detail to the sentence, e.g. *Hermione waved her wand through the cold air*. Or *Hermione waved her wand over the potion.* Can you underline the preposition you have used? * There is a preposition list (see resource) if you need support with choosing a suitable preposition.   Extension: Encourage children to add a prepositional phase at the beginning of some sentences, using commas, e.g. *Over the potion, Hermione waved her wand*. Or *Under the table, Crookshanks lay listening. Remember to use a comma after the prepositional phrase at the beginning of a sentence.* |
| **Further work:**  Read the account of Harry’s first Quidditch match from the book **Harry Potter and The Philosopher’s Stone** (Chapter 11- Quidditch). *How did it compare to the film? Could children spot any prepositions in the text?* |
| **Outcomes**   * I can identify prepositions * I can add prepositional phrases to sentences to add more detail. |

**Kestrels Non-Fiction: NCR: Harry Potter**

Wednesday 17th June 2020

Revise prepositions

**Teaching**

* Did you know that J K Rowling sent Harry Potter to Penguin to see if they would publish it?
* Publishers have people, called Readers, who read the books sent to them and then recommend whether each book should be published or not.
* The Reader for Penguin turned down Harry Potter.
* Then J K Rowling sent it to Bloomsbury, a small independent publisher who were struggling at the time, and they published it and made millions!
* Read the FICTITIOUS Reader’s report on Harry Potter (see resource)
* Briefly revise prepositions using the PowerPoint (see resource).

|  |
| --- |
| **Activity: Read a report and identify prepositions** |
| **Objectives:** Spoken language Use spoken language to develop understanding; Participate in discussions. Comprehension Check that the text makes sense to them; Identify how language and structure contribute to meaning; Participate in discussions.  Grammar: Use adverbs and prepositions to express time and cause. |
| You will need:Reader’s Report plain and annotated versions (see resource) |
| Children work in pairs |
| **Activity**   * Find the copy of the plain Reader’s report (see resource) and read. * Can you identify any prepositions and underline the prepositional phrases that give more detail, e.g. …like a half giant who is supposed to be a gamekeeper living **in a hut beside the forbidden forest**? * Can you identify what type of information the phrase is? Is it telling us when or where or how?   **Support:**  Look in the text for clues by finding the prepositions from your sheet from yesterday. Check that say when, where or how things happened. |
| **Extension**:  Can you write your own book report for your favourite book using prepositional phrases? |
| **Outcomes**   * I can identify prepositions. * I can explain what additional information they add to a sentence. |

**Kestrels Non-Fiction: NCR: Harry Potter**

Thursday 18th June 2020

Revise prepositions and learn about adverbs

**Teaching**

* Look at the **PowerPoint Prepositions and Adverbs** (see resource) and swiftly revise up to slide 10. Skim though these slides.
* What do you remember about prepositions?
* Now we are going to look at adverbs and how these are another way of adding information about the time, place and cause (when, where and how/why).
* Look at the rest of the **PowerPoint: Prepositions and Adverbs** from slide 10 to the end.
* Now watch the clip of the Quidditch World Cup <https://www.youtube.com/watch?v=CpXp1L7xB4o>
* Think about what it must have been like being there and experiencing the sights and sounds. *What would your favourite bit have been?*

|  |
| --- |
| **Activity: Identify adverbs in sentences and add their own to sentences.** |
| **Objectives:** Comprehension Reading texts that are structured in different ways; Discussing words and phrases; Identifying how language contributes to meaning.  Grammar: Use adverbs and prepositions to express time and cause. |
| You will need: Quidditch report (differentiated A = easier and B = harder), list of adverbs and Quidditch Report Answers – see resources for all of these. |
| Children work independently |
| **Activity**   * Look at the copies of the Quidditch report (see resources for A and B versions). * Read through the report and then go back and identify the adverbs in the sentences. * Highlight these with a different coloured pen. * Then go on to add adverbs to modify the verbs in the given sentences. You can use the adverb list to help you if needed (see resource).   Challenge: Can you use their own ideas for adverbs and not the list provided? |
| **Plenary**  Look at the adverbs you have found. *What do most of them end in? Do all of them end in-ly?* Can you find some exceptions, e.g. fast, well, almost? |
| **Outcomes**   * I can recognise adverbs. * I can modify adverbs to change a sentence. * I can pick adverbs from a list or think of my own. |

**Kestrels Non-Fiction: NCR: Harry Potter**

Friday 19th June 2020

Recognise and use adverbs and prepositions

**Teaching**

* Watch the clip of the Quidditch match from The Prisoner of Azkaban

<https://www.youtube.com/watch?v=R5xJbQL1eHo>

* Think about what a Health and Safety Inspector would say about the game of Quidditch.
* Think back to the **PowerPoint: Prepositions and Adverbs**, remember how these add information about *when, where* and *why/how*.
* Draft some ideas for an inspector’s report– make sure you use prepositions and adverbs: *Children were playing in the dark. They flew fast and dangerously. Unfortunately Harry was in the clouds when…*
* You are going to write a short report about the Quidditch match they just watched as a health and safety inspector!

|  |
| --- |
| **Activity: Write a report using adverbs and prepositions** |
| **Objectives:** Composition Discussing writing similar to that which they are planning to write; In non-narrative, use simple organisational devices; Read aloud their own writing.  Grammar: Use adverbs and prepositions to express time and cause. |
| You will need: Writing frame (see resource), List of prepositions and adverbs from previous days (see resource) |
| Children work individually |
| **Activity**   * You are going to write a short report as if you were the Health and Safety Inspector at the Quidditch match. * Refer back to the information from previous days to help you. * Remember to use prepositions and adverbs to help you add more information to your report. * Look at the lists (see resource) of prepositions and adverbs for support   Support: Think of ideas for your reports and write out brief sentences trying to include prepositions and adverbs to extend sentences (see examples of sentences from Tuesday sheet A). |
| **Plenary**  *Do they think another match will be allowed? Give clear reasons if you don’t think it would be allowed.* |
| **Outcomes**   * I can recognise adverbs and prepositions * I can write a report using a mixture of adverbs and prepositions. * I can read my writing aloud. |