

Sentence Construction (Fronted Adverbials)



Objective

Using fronted adverbials, using conjunctions and adverbs to express time and cause.



Equipment

- Enrich School Orienteering Map
- Orienteering Control Markers
- Activity Sheets
- Follow-On Activity Sheets



Preparation

- In this activity, children collect a set of conjunctions (see below) and use them to start sentences with subordinate clauses which act as fronted adverbials.
- Children could do this activity in pairs or small groups.
- Provide each pair/small group with a copy of an Activity Sheet and an Enrich School Orienteering Map.
- Children could complete the Follow-On Activity Sheet whilst they complete the first part of the activity. Alternatively, they could complete the Activity Sheet to collect a set of conjunctions, and then complete the Follow-On activity in the classroom.



Instructions

- The Activity Sheet has a series of conjunctions with several missing letters. Above each missing letter is the number of a control point and a reference for one of the four letters on the marker (e.g. 2nd letter, 4th letter etc).
- Children use their Enrich School Orienteering Map to locate the selected control points and complete the conjunctions, using the letters on the control markers.
- When they have completed all of the conjunctions on their Activity Sheet, they can complete the second part of the activity.
- They choose from the conjunctions to add to the phrases on the Follow-On Activity Sheet to create sentences with subordinate clauses acting as fronted adverbials.
- They then think of an imaginative way to finish the sentence.
- E.g.
 - *Whenever* Jethro the Giant was hungry, his stomach rumbled like a small earthquake.



Other information

- Children could select one of the sentences that they have composed and use it as the start of a short story or character description etc.

Conjunctions:

- Unless
- Because
- If
- Until
- Although
- Whenever
- Before
- After

