

**MANIC STREET**

**TEACHERS**

**15-MINUTE SENTENCE SKILLS**

**RIVERS**



NAME:

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# Planning Overview

<b>Day 1 - Read the Text</b>	<b>Day 2 - Multiple-Choice Quizzes</b>
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.
<b>Day 3 - Sentences and Fragments 1</b>	<b>Day 4 - Sentences and Fragments 2</b>
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.
<b>Day 5 - Unscramble the Sentences</b>	<b>Day 6 - Running Sentences</b>
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.
<b>Day 7 - Sentence Types 1</b>	<b>Day 8 - Sentence Types 2</b>
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.
<b>Day 9 - Conjunctions 1</b>	<b>Day 10 - Conjunctions 2</b>
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.
<b>Day 11 - Appositives</b>	<b>Day 12 - Combining Sentences 1</b>
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.
<b>Day 13 - Combining Sentences 2</b>	<b>Day 14 - Expanding Sentences 1</b>
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.
<b>Day 15 - Expanding Sentences 2</b>	<b>Further Opportunities</b>
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 Rivers

A river is the path that water takes as it flows along a channel downhill with banks on both sides and a bed at the bottom. If there is lots of rain, snow or melting ice, rivers often overflow beyond the top of their banks and begin to flow onto floodplains at either side.

Rivers carry water and nutrients to areas all around the earth. They play a very important part in the water cycle, acting as drainage channels for surface water. Rivers drain nearly 75% of the earth's land surface. Rivers provide excellent habitat and food for many of the earth's organisms as well as travel routes for exploration, commerce and recreation.

### The Nile River - Africa



Image by Hel-Hama: [https://commons.wikimedia.org/wiki/File:River\\_Nile\\_map.svg](https://commons.wikimedia.org/wiki/File:River_Nile_map.svg) - 2013

The Nile begins as two rivers. The White Nile comes from Lake Victoria in Uganda and the Blue Nile starts in the Ethiopian Highlands. They join together in Sudan to form one river. The River Nile brings water to the Sahara Desert and, for thousands of years, it has been used to water crops (irrigation). Rivers were also important trade routes. It eventually reaches the sea but due to the heat, much of it evaporates before it gets there. It also splits into many smaller rivers forming a delta.

### Erosion and Deposition

Erosion is when materials, like soil or rocks, are moved by water. All these materials are called sediments. Deposition is when those sediments are deposited, or dropped off, in a different place.

When rivers are flowing fast, they knock bits of earth from the banks and bed of the river (its sides and bottom) and carry it downstream with them.

River Journey	
<p>Source</p> 	<p>The start of a river is its source. It is where it begins its journey. This could be a spring on a hillside, a mountain, a lake, or a bog or marsh. A river may have more than one source.</p>
<p>Waterfall</p> 	<p>An area where water flows over a vertical drop or a series of steep drops in the course of a river. Soft rock is eroded by water which leaves a hard rock ledge from which the water falls.</p>
<p>Meanders</p> 	<p>A curve in a river which forms a snake-like pattern. The river erodes sediment on the outside of the curves and drops it on the inside of curves due to water moving fastest on the outside of a turn.</p>
<p>Mouth</p> 	<p>The end of a river where it flows into the sea, another river or a lake is known as the mouth of the river. Much of the river's gravel, sand, silt and clay are deposited here.</p>
<p>Delta</p> 	<p>A wide muddy or sandy area where some rivers meet the sea at a very slow speed, or often in still/stagnant water. The river slows and drops all the sediment that it was carrying, creating a wide, marshy area.</p>

River Management	
<p>Drinking Water</p> 	<p>Rivers, lakes or reservoirs may sometimes look clean but they are often filled with bacteria which can make you sick. It is therefore treated to make sure it meets safe drinking standards before being pumped to homes.</p>
<p>Sampling and Research</p> 	<p>Water sampling is the process of taking a water for testing. It is also used to test the health of the river and to find out if pollution, such as chemicals from farming, are present.</p>
<p>Dams</p> 	<p>A dam is a barrier that stops or restricts the flow of water or underground streams. Reservoirs created by dams not only prevent floods but also provide water for activities such as irrigation, drinking water and industrial use.</p>

## River Pollution

Many towns and factories are built near rivers so that they can use water from the river. However, sometimes the water is not cleaned before it is put back into the river. This dirtying of water (also air and soil) is called pollution.

- Farmers put fertilizers and pesticides on their crops so that their crops grow better. But these fertilizers and pesticides can be washed through the soil by rain, to end up in rivers.
- Factories use water from rivers to power machinery or to cool down machinery. Dirty water containing chemicals is put back in the river.
- People are sometimes careless and throw rubbish such as bottles and crisp packets directly into rivers.

## The River Trent

The River Trent is the third-longest river in the United Kingdom. The course of the river has often been described as the boundary between the Midlands and the north of England. The river passes through Stoke-on-Trent, Stone, Rugeley, Burton upon Trent and Nottingham. Unusually for an English river, the channel has changed significantly during historic times, and has been described as being similar to the Mississippi due to its meanders and cut-off loops. Shakespeare even referred to this in his play Henry IV.



Methinks my moiety, north from Burton here,  
In quantity equals not one of yours:  
See how this river comes me cranking in,  
And cuts me from the best of all my land  
A huge half-moon, a monstrous cantle out.  
I'll have the current in this place damm'd up;  
And here the smug and silver Trent shall run  
In a new channel, fair and evenly;  
It shall not wind with such a deep indent,  
To rob me of so rich a bottom here.



# DAY 2



## Multiple-Choice Quiz

1.) What country does the Nile not run through?

- a.) Libya
- b.) Egypt
- c.) Sudan

6.) What can cause a river to become polluted?

- a.) farming
- b.) swimming
- c.) drinking

2.) What is it called when rocks and soil are removed by water?

- a.) deposition
- b.) erosion
- c.) current

7.) What river did Shakespeare refer to in Henry IV?

- a.) The Thames
- b.) The Trent
- c.) The Tyne

3.) Where does a river begin?

- a.) source
- b.) mouth
- c.) delta

8.) What is it called when a river curves in a snake-like pattern?

- a.) bending
- b.) snaking
- c.) meandering

4.) Why is water 'treated'?

- a.) to make it fizzy
- b.) to make it dirty
- c.) to make it clean

9.) What is it called when water from a river is taken for testing?

- a.) sampling
- b.) collecting
- c.) grabbing

5.) What can be created by using a dam?

- a.) a waterfall
- b.) a reservoir
- c.) a meander

10.) What is a wide muddy or sandy area where some rivers meet the sea at a very slow speed called?

- a.) source
- b.) mouth
- c.) delta



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.) flows downhill
- 1b.) an excellent habitat
- 1c.) can travel

### Task 2 - Identify the Fragments

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

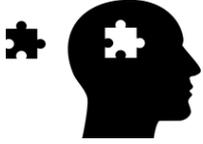
*There is no punctuation here on purpose.*

- 2a.) white Nile and blue Nile \_\_\_\_
- 2b.) they join together \_\_\_\_
- 2c.) reaches the sea \_\_\_\_
- 2d.) Ethiopia Sudan and then Egypt \_\_\_\_
- 2e.) a delta is formed \_\_\_\_

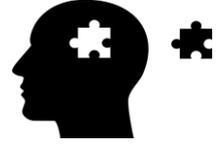
### Task 3 - Finding the Fragments

Underline the fragments in the passage below.

The Nile River is the longest river in the world. Into the Mediterranean Sea. It has a length of about 6,695 kilometres (4,160 miles). The most important thing the Nile used to provide to the Ancient Egyptians was fertile land. Most of Egypt is desert. Rich and good for growing crops. The river used to flood on a yearly basis. Now the Aswan High Dam. Built in the mid-20th century, it allows surrounding countries to control the floods.



# DAY 4



## Sentences and Fragments 2

### Task 1 - Strengthen the Sentence

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

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# DAY 5



## Unscramble the Sentences

1.) soil Erosion and rocks moves

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2.) dropped are in places Sediments different off

---

3.) the banks fast erode flowing earth from rivers

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Challenge: time is and a over eroding shape river changing constantly

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# 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.)

The start of a river is its source it is where it begins its journey. This could be a spring on a hillside, a mountain, a lake, a bog or marsh. A river may have more than one source the Nile starts in both Uganda and Ethiopia. Some of these rivers flow into large lakes but most carry water out to sea. The River Trent is the third-longest river in the United Kingdom. its source is in Staffordshire, on the southern edge of Biddulph Moor.

2.)

The end of a river (where it flows into the sea, another river or a lake) is known as the mouth of the river much of the river's gravel, sand, silt and clay are deposited here the mouth of a river is often a good place for fishing a river flushes many different species into the lake or sea larger fish wait at the mouth of the river for an easy meal fish are still able to hide at the mouth of a river though.





# 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.) Unclean drinking water can make you really sick \_\_\_\_
- 1b.) Does water needs treating before drinking \_\_\_\_
- 1c.) 785 million people do not have access to clean water \_\_\_\_
- 1d.) Did you know, humans cannot live a week without water \_\_\_\_
- 1e.) Water is pumped to houses through underground pipes \_\_\_\_
- 1f.) Unbelievably, 60% of our body is made from water \_\_\_\_

### Task 2 - Trying Sentence Types

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

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

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

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

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# DAY 8



## Sentence Types 2

### Task 1 -Sentence Type Turn-a-Round

Change the following statements into questions below.

1a.) A dam stops water flowing.

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1b.) Water for homes are provided by reservoirs.

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### Task 2 -Sentence Type Turn-a-Round

Change the following questions into statements below.

2a.) The health of a river is check through sampling?

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2b.) Do reservoirs provide water for industrial use?

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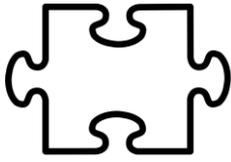
### Task 3 - Jeopardy

Use the two answers to come up with two questions.

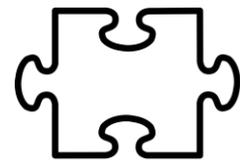
Answer 3a = fertilizers / Answer 3b = plastic pollution

3a.) \_\_\_\_\_

3b.) \_\_\_\_\_



## DAY 9



### Conjunctions 1

#### Complete the Clause

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

1.) Rivers often become polluted because

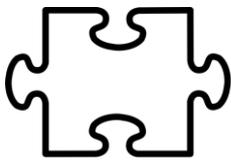
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2.) Rivers often become polluted coast but

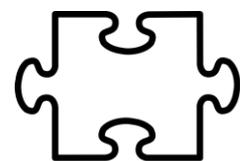
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3.) Rivers often become polluted so

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## DAY 10



### Conjunctions 2

#### Subordinating Conjunctions

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

1.) Because of all the meanders in the River Trent,

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2.) When Shakespeare wrote Henry IV,

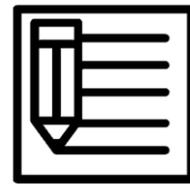
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3.) Although the River Trent is not the U.K.'s longest river,

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# 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.

delta

where the river meets the sea

mouth

a vertical drop in a river channel

waterfall

the start of the river

meander

slow-moving, muddy river mouth

source

a river bend

### Task 2 - Add in an Appositive

1.) A delta, \_\_\_\_\_, drops a lot of sediment.

2.) A river dam, \_\_\_\_\_,  
contains huge amounts of water.

3.) The Nile, \_\_\_\_\_, is in Egypt.



# 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:

Towns develop near rivers.

Plastic pollution is a problem.

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# 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:

Rivers start at the source.

Rivers have waterfalls and meanders.

Rivers end at the mouth.

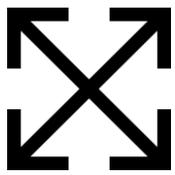
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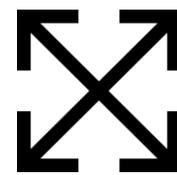
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# DAY 14



## Expanding Sentences 1

Nile River was important to Egyptians.

When .....

Who .....

Where .....

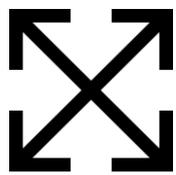
What .....

Expanded sentence: \_\_\_\_\_

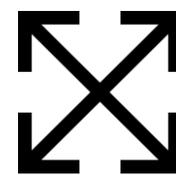
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# DAY 15



## Expanding Sentences 2

Rivers erode.

Who .....

Where .....

Why .....

What .....

Expanded sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_