

Collins



Sample Pack

Vocabulary, Grammar and Punctuation Skills



Abigail Steel



Treasure House Vocabulary, Grammar and Punctuation Skills Pupil Books

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Note: new content for the Skills edition is highlighted in **bold**.

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[Note: the unit content listed in this document is correct at June 2017, but may be subject to change before publication]

Collins



Year 1

Vocabulary, Grammar and Punctuation Skills



Abigail Steel



Vocabulary Unit 2D: Adding endings to root words (-est)

Overview

English curriculum objectives

- **Suffixes** that can be added to **verbs** [and **adjectives**] where no change is needed in the spelling of root words (e.g. 'helping', 'helped', 'helper')

Treasure House resources

- Vocabulary, Grammar and Punctuation Skills Pupil Book 1, Vocabulary Unit 2D, pages 14–15

- Collins Connect Treasure House Vocabulary, Grammar and Punctuation Year 1, Vocabulary Unit 2
- Photocopiable Vocabulary Unit 2D, Resource 1: Rosettes, page 75
- Photocopiable Vocabulary Unit 2D, Resource 2: Labels, page 76

Introduction

Teaching overview

This unit builds on the content of the previous unit on comparative adjectives, used to compare two things. This unit focuses on creating superlative adjectives (adjectives used to describe the most or least of a group of things) by adding the suffix '-est' to adjectives where no change is needed in the spelling of the root words. Use the content of this unit to actively develop children's oral vocabulary as well as their ability to understand and use the grammatical structures, giving particular support to children whose oral language skills are insufficiently developed. When modelling the teaching point, use your voice to show emphasis, intonation, tone, volume and natural speech patterns. This will help beginner learners to bridge the gaps between spoken and written vocabulary, grammar and punctuation.

Introduce the concept

Ask the children: 'Who do you think is the fastest runner in the class?' Allow some discussion before

moving on and asking: 'Who do you think is the loudest person in the class?' Again, allow some discussion before moving on. Display the following words on the board: 'fastest', 'loudest'. Discuss the meaning of each word. Then ask the children: 'What do these words have in common?' Establish that they both end in '-est' and are both adjectives. Point out the root adjective in each word. Explain that, if we want to say someone or something is the most or least anything, we need to use an adjective ending '-est'. Model using adjectives ending '-est' in sentences and invite volunteers to do the same, for example: 'I am the oldest person in this classroom.' 'This is the sharpest pencil in my pencil case.'

Read and point to the teaching point in the Pupil Book: 'We can change words by adding the ending '-est'. An ending like this is called a suffix. We travelled on the slowest bus. I am the tallest child in my class.'

Pupil practice

Get started

The children copy sentences, then find and underline the suffix '-est'. You may wish to support the children by reading each sentence aloud, then pausing while they find and point to the suffix '-est', before asking them to copy the sentences.

Answers

1. Zak was the fastest boy in the race. [example]
2. Our car is the cleanest. [1 mark]
3. Raj is the loudest singer. [1 mark]
4. My pencil is the sharpest in the pot. [1 mark]
5. I am the youngest in my family. [1 mark]

Pupil Book pages 14–15

Try these

The children copy sentences and add the suffix '-est' to the underlined words.

Answers

1. I ate the thickest slice of bread. [example]
2. Today is the longest day of the year. [1 mark]
3. I have the softest teddy of them all. [1 mark]
4. I put the book on the lowest shelf. [1 mark]
5. Mum chose the lightest shade of blue. [1 mark]

Now try these

The children add the suffix '-est' to the words 'old' and 'smart', then use them in sentences of their own construction. You may wish to support the children by discussing the task before setting them to work independently or in pairs.

Suggested answers

1. Accept any sentence that includes the word 'oldest'. [2 marks]
2. Accept any sentence that includes the word 'smartest'. [2 marks]

Support, embed & challenge

Support

Use Vocabulary Unit 2D Resource 1: Rosettes to familiarise these children with adjectives ending '-est'. Ask the children to think about who they know that fits the description under each rosette and then write that person's name in the middle.

Embed

Use Vocabulary Unit 2D Resource 2: Labels to provide the children with practice in using words

ending '-est'. Ask the children to read through all the words and discuss with a partner (or in a group) what each word means. Then direct the children to look at the images and label each one with an appropriate '-est' word from the box.

Challenge

Challenge these children to write a short story about a mouse called Marvin using the words 'grandest', 'smartest' and 'richest'.

Homework / Additional activities

Family comparisons

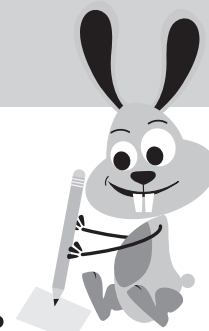
Ask the children to talk with their families about words ending in '-est'. Ask them to make a note of who in their family is the tallest, shortest, oldest and youngest.

Collins Connect: Vocabulary Unit 2

Ask the children to complete Vocabulary Unit 2 (See Teach → Year 1 → Vocabulary, Grammar and Punctuation → Vocabulary Unit 2).

Note: the Collins Connect activities could be used with Unit 2A, 2B, 2C and 2D.





Rosettes

Award each rosette to a person you know that matches the description. Write their name in the middle. One has been done for you.



To the oldest person
I know



To the tallest person
I know



To the cleanest
person I know



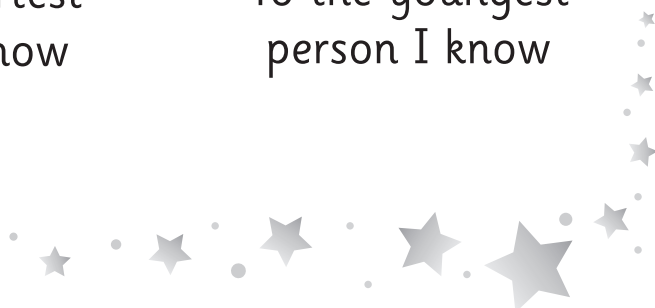
To the loudest
person I know



To the smartest
person I know



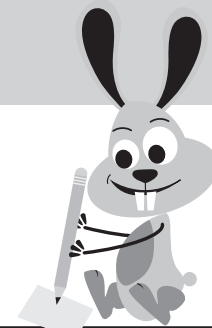
To the youngest
person I know



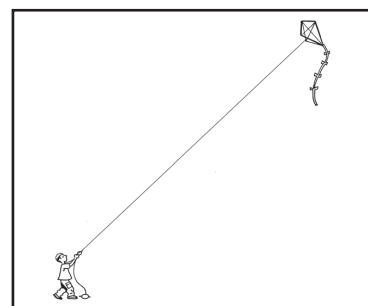
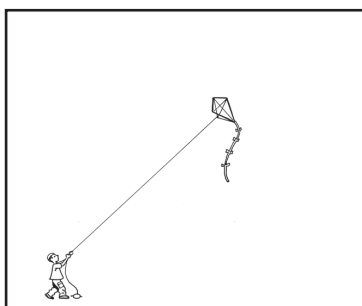
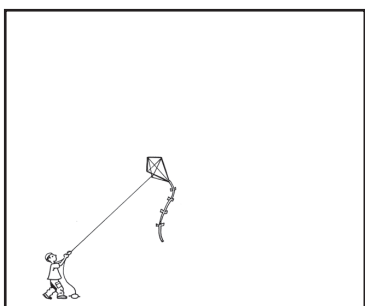
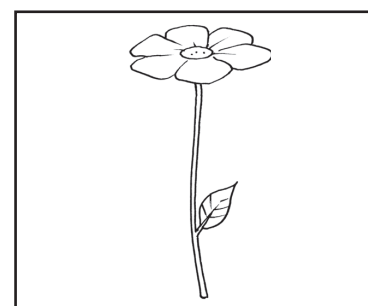
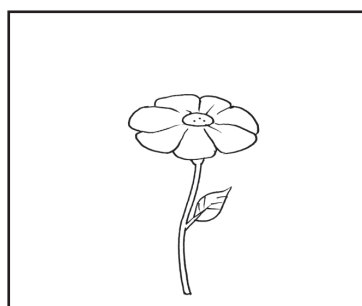
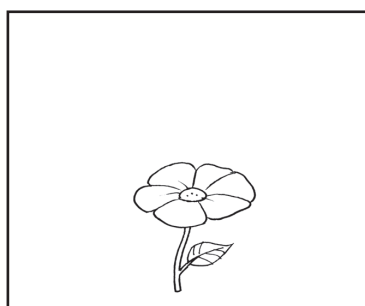
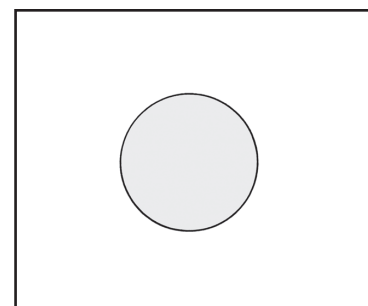
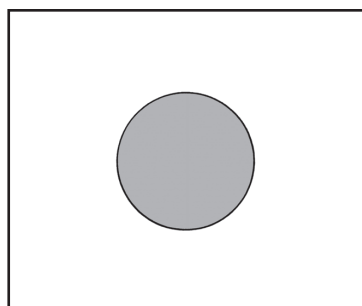
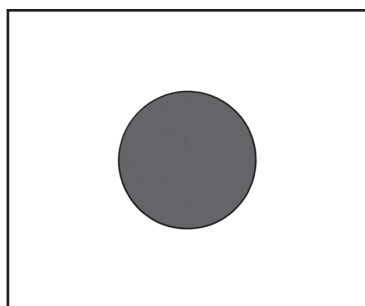
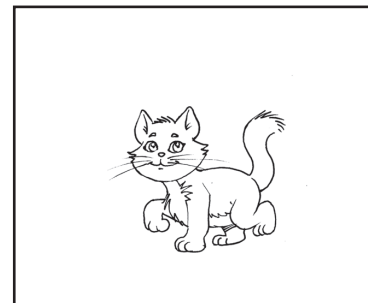
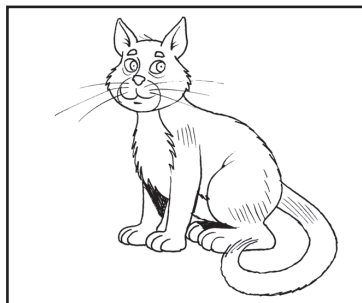
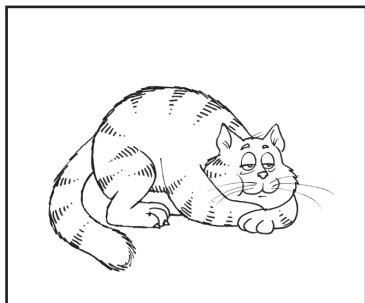
Vocabulary Unit 2D Resource 2

Labels

Use the words in the box to label the items.



highest smallest largest lightest lowest darkest tallest shortest



Adding endings to root words (-est)

We can change words by adding the ending **-est**. An ending like this is called a **suffix**.

- We travelled on the slow**est** bus.
- I am the tall**est** child in my class.



Get started

Copy the sentences. Underline the suffix **-est** in each sentence. One has been done for you.

1. Zak was the fastest boy in the race.

Answer: Zak was the fastest boy in the race.

2. Our car is the cleanest.
3. Raj is the loudest singer.
4. That pencil is the sharpest in the pot.
5. I am the youngest in my family.

Try these

Copy these sentences. Add the suffix **-est** to the underlined words. One has been done for you.

1. I ate the thick slice of bread.

Answer: I ate the thickest slice of bread.

2. Today is the long day of the year.
3. I have the soft teddy of them all.
4. I put the book on the low shelf.
5. Mum chose the light shade of blue.

Now try these

Add the suffix **-est** to each word.
Then use it in a sentence of your own.

1. old
2. smart



Vocabulary

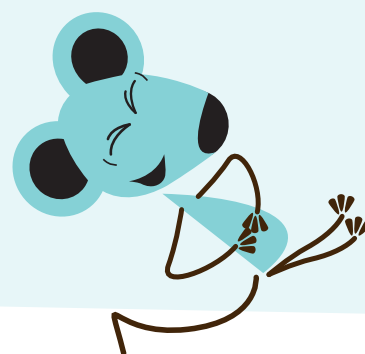
A. Copy and correct the sentences. You need to add the suffix **-s** or **-es** to the underlined words.

1. The box are very heavy.
2. I have a pot of grape with my lunch.
3. My mum bought two bunch of roses.
4. Let's put away all the toy.



B. Copy the sentences. Add the suffix **-ing** or **-ed** to the underlined words.

1. I wash my hands before I ate.
2. I wait for an hour.
3. We are play on the slide.
4. Tom was count his pocket money.



C. Copy and correct the sentences. You need to add the suffix **-er** or **-est** to the underlined words.

1. Jack is tall than Pete but Dan is the tall.



2. I am old than Iris but Sally is the old.

D. Add the prefix **un-** to each word. Then use it in a sentence of your own.

1. true

2. afraid



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Year 2

Vocabulary, Grammar and Punctuation Skills



Abigail Steel



Grammar Unit 1: Coordinating conjunctions

Overview

English curriculum objectives

- Subordination (using 'when', 'if', 'that', 'because') and coordination (using 'or', 'and', 'but')

Treasure House resources

- Vocabulary, Grammar and Punctuation Skills Pupil Book 2, Grammar Unit 1, pages 16–17
- Collins Connect Treasure House Vocabulary, Grammar and Punctuation Year 2, Grammar Unit 1

- Photocopiable Grammar Unit 1, Resource 1: Building coordinating conjunction sentences, page 85
- Photocopiable Grammar Unit 1, Resource 2: Finishing coordinating conjunction sentences, page 86

Additional resources

- Paper and glue (for Resource 1)

Introduction

Teaching overview

Conjunctions are joining words. They link parts of sentences. This unit introduces children to the concept of joining two independent sentences by using the coordinating conjunctions 'and', 'or' and 'but'. The words 'and', 'but' and 'or' are the three main coordinating conjunctions. They are used to join what would be two grammatically independent clauses (phrases that could make complete sentences) as a single sentence. For example, the two sentences 'I enjoy surfing.' and 'I am afraid of sharks.' can be joined using 'but': 'I enjoy surfing but I am afraid of sharks.'

The addition of a conjunction adds meaning by indicating how the two independent clauses are linked: 'and' is used to list things or ideas; 'or' is used to discuss alternatives; 'but' is used to contrast facts or ideas. With the addition of a coordinating conjunction, some details can be omitted from the second clause, for example, 'I enjoy surfing but am afraid of sharks.'

Use the content of this unit to actively develop children's oral vocabulary as well as their ability to understand and use the grammatical structures, giving particular support to children whose oral language skills are insufficiently developed. When modelling the teaching point, use your voice to show emphasis, intonation, tone, volume and natural

speech patterns. This will help beginner learners to bridge the gaps between spoken and written vocabulary, grammar and punctuation.

Introduce the concept

Ask the children: 'If we want to join two sentences together, what joining words could we use to do that?' Elicit ideas. Discuss why sentences might need joining together. Elicit that it could be to avoid too many short sentences or that it might be to show a relationship between the sentences.

Write the following sentences on the board with a line drawn in the middle as shown: 'I like fruit. _____ I like sweets.', 'I can play football. _____ I can go swimming.', 'I have my coat. _____ I forgot my hat.'

Tell the children that we can use coordinating conjunctions to join two sentences together. The main coordinating conjunctions are 'and', 'or' and 'but'. Write the words 'and', 'or' and 'but' on the board. Ask the children to help you work out which coordinating conjunction works best in each sentence. Rub out the full stops after the first sentences. Read the sentences aloud and insert each word in the gaps to see which sounds best.

Tell the children that we use 'and' to make a list ('I like fruit and I like sweets.'), 'or' to show alternatives ('I can play football or I can go swimming.') and 'but' to contrast ('I have my coat but I forgot my hat.').

Pupil practice

Get started

The children copy sentences, then find and underline the coordinating conjunctions. You may wish to support the children by reading each sentence aloud, then pausing while they find and point to the

Pupil Book pages 16–17

coordinating conjunctions, before asking them to copy the sentences.

Answers

1. We could watch tennis or we could watch cartoons.

[example]

2.

I am tired but I don't want to go bed.

[1 mark]
3.

They put their pens away and they closed their books.

[1 mark]
4.

They could have cheese or they could have tuna.

[1 mark]
5.

I had a new toy but my sister broke it.

[1 mark]

Try these

The children put words in the correct order to make sentences. If they struggle, remind them that sentences start with a capital letter, end with a full stop and that coordinating conjunctions usually appear somewhere in the middle. Encourage them to start with what they are sure of and then fill in the rest of the words.

Answers

1.

We could play inside or we could play outside.

[example]

2.

I would like to play outside but it is raining.

[1 mark]
3.

We could choose oranges or we could choose apples. / We could choose apples or we could choose oranges.

[1 mark]
4.

I'll have a party but I won't have a sleepover. / I'll have a sleepover but I won't have a party.

[1 mark]
5.

My dad is sleeping and he is snoring.

[1 mark]

Now try these

The children join pairs of sentences with the most appropriate coordinating conjunction: 'and', 'or' or 'but'. You may wish to support children by discussing the task before setting them to work independently or in pairs.

1.

I like carrots but I do not like peppers.

[1 mark]
2.

I could play on the swings first or I could play on the slide first.

[1 mark]

Support, embed & challenge

Support

Use Grammar Unit 1 Resource 1: Building coordinating conjunction sentences, to support these children in learning to use coordinating conjunctions to make longer sentences. Ask the children to cut out all the sentence parts and coordinating conjunctions then match them together to build longer sentences and stick them down to another piece of paper. Encourage the children to discuss which of the coordinating conjunctions works best within each sentence. (Answers I like toast for breakfast but I like eggs more than toast. We could go to the park or we could go to the shops. I got a new coat and I got new boots. You can choose an ice lolly or you can choose ice cream. They said it would rain but it has been sunny all day. I finished my homework and I tidied my room. Accept other combinations if they make sense.)

Embed

Ask the children to work in pairs. Provide texts or ask the children to look through their reading books for examples of sentences with coordinating

conjunctions. Ask the pairs to share and discuss what they find.
Draw a table on the board for the children to copy and complete with the headings "and" for a list', "or" for a choice', "but" to compare'. Ask the children to fill in the table with the examples they have found and underline the coordinating conjunction in each sentence.
Use Grammar Unit 1 Resource 2: Finishing coordinating conjunction sentences, to provide practice using coordinating conjunctions by completing sentences. Ask the children to read the first part of each sentence, decide which coordinating conjunction they will use ('and', 'but' or 'or') and then finish the sentence in their own words. Tell them that they may need to go back and change the conjunction after they have written the sentence if they realise a different one would have worked better.

Challenge

Challenge these children to write three sentences about an imaginary shopping trip. Tell them to use a different coordinating conjunction, 'and', 'but', or 'or', in each sentence.

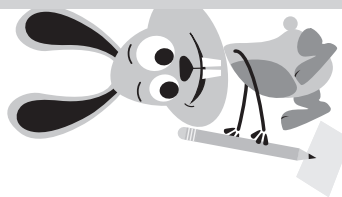
Homework / Additional activities

What happens next?

Ask the children to talk with their family and friends about coordinating conjunctions. Challenge them to find one example of each, 'and', 'but' and 'or', and write the sentences down to share with the class.

Collins Connect: Grammar Unit 1

Ask the children to complete Grammar Unit 1 (see Teach → Year 2 → Vocabulary, Grammar and Punctuation → Grammar Unit 1).

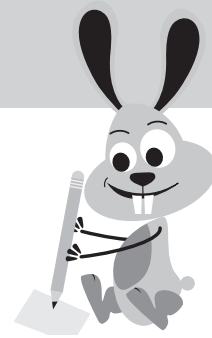


Building coordinating conjunction sentences

Cut out the sentence parts and the coordinating conjunctions. Match them together to build longer sentences that use coordinating conjunctions and stick them down.

and	but	but	or	or	and
I like toast for breakfast	We could go to the park	I got new boots.			
it has been sunny all day.	I got a new coat	you can choose ice cream.			
You can choose an ice lolly	I finished my homework	I tidied my room.			
They said it would rain	we could go to the shops.	I like eggs more than toast.			





Finishing coordinating conjunction sentences

Finish each sentence by adding a coordinating conjunction and then making up the rest of the sentence.

Remember that the second part of the sentence should make sense on its own and don't forget the full stop.

Coordinating conjunctions

and but or

1. Today was very sunny _____

2. Kelly loves eating apples _____

3. I might go to bed early _____

4. Laura went to a party _____

5. Roger got a pet rabbit _____

6. Carl plays cricket _____

7. We could go to the library _____

8. Saturday is my favourite day _____

Coordinating conjunctions

Coordinating conjunctions can join two independent sentences. Coordinating conjunctions include **and**, **or** and **but**.

- I like fruit **and** I enjoy sweets.
- I can play football **or** I can go swimming.
- I have my coat **but** I forgot my hat.



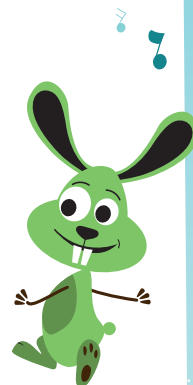
Get started

Copy the sentences and underline the coordinating conjunctions. One has been done for you.

1. We could watch tennis or we could watch cartoons.

Answer: We could watch tennis or we could watch cartoons.

2. I am tired but I don't want to go to bed.
3. They put their pens away and they closed their books.
4. They could have cheese or they could have tuna.
5. I had a new toy but my sister broke it.

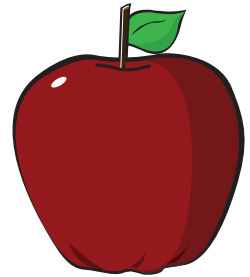


Try these

Put the words in the correct order to make sentences. One has been done for you.

1. or play could inside we could We
outside. play

Answer: *We could play inside or
we could play outside.*



2. but I would to like outside play raining.
is it

3. or choose We apples. could choose we
could oranges

4. but sleepover. party I'll a I have a
have won't

5. and dad is My is snoring. sleeping he



Now try these

Join each pair of sentences with the best coordinating conjunction: **and**, **or** or **but**.

1. I like carrots. I do not like peppers.
2. I could play on the swings first.
I could play on the slide first.



Grammar

A. Put the words in the correct order to make sentences using **and**, **or** and **but**.

1. or eat could We beans peas. could eat we
2. and saw I friend. school my I to went
3. but Tamir green. red likes doesn't he like

B. Copy and complete the sentences using **because**, **if**, **when** and **that**.

1. I will be sad _____ my team loses the match.
2. Mum has gone shopping _____ it is Dad's birthday.
3. Dev told me _____ we are invited to a disco.
4. It might snow in England _____ it is winter.

C. Copy and complete each sentence. Think of an adjective to fill each gap.

1. I like to eat that _____ cereal.
2. We splashed in the _____ puddles.
3. The goldfish swam round their _____ bowl.

D. Copy each sentence and label it with either: **statement**, **question**, **exclamation** or **command**.

1. How many owls can you hear
2. Pass me the colouring pencils



3. We went to the cinema on Saturday morning

4. Wow, that's amazing

E. Copy and complete each sentence by choosing the correct verb tense from the box.

1. Yesterday we _____ some banana muffins.

bake / baked

2. Tina and I like to _____ to school every morning.

skip / skipped

3. Earlier today, we all _____ carefully in assembly.

listen / listened

F. Copy and complete each sentence by choosing the correct verb form from the box.

1. While his favourite act performed, Dan _____ at the TV.

is cheering / was cheering

2. Henry is hungry so he _____ his dinner now.

is eating / was eating

3. Last night, Gia _____ for hours to get the scarf finished.

is knitting / was knitting



Next steps

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