

Cracking Clauses

Lesson 3: Cracking Clauses Teacher Instructions

Learning Focus:

This resource has been designed to help students identify how clauses work together to form clear, connected ideas. Students are required to use pre-prepared materials to identify independent and dependent clauses.

Learning Intentions:

- I recognise clauses as complete ideas that make sense on their own.
- I can identify independent and dependent clauses.
- I can use independent and dependent clauses to create simple and complex sentences.

Success Criteria:

- I identified a clause that made sense on its own and used it to form a complete sentence.
- I joined independent and dependent clauses with conjunctions to link ideas clearly.

Materials provided:

- Presentation
- Activity Sheet
- Independent and Dependent Clauses

Materials not provided:

- Whiteboards or mini writing booklets
- *Optional* - Images of heavy vehicles/mechanics as writing prompts
- *Optional* - Sentence structure posters (simple/compound/complex examples)

Lesson Sequence:

1. Hook & Introduction (7-10 mins)
2. Individual Work (15 mins)
3. Stretch & Share (10 mins)
4. Wrap-Up Reflection (5 mins)

Assessment Opportunities:

Formative: Recall during Hook, teacher observation checklist (provided) during individual and group activities.

Exit ticket: Quick review of individual understanding

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Hook and Introduction - Clause Detectives (7-10mins)

Introduce the lesson: "Today we're learning about clauses."

Recap: In our last lesson, we learnt about sentences.

Ask (*slide 6 & 7*): Who can tell me what a sentence has?

Explain (*slide 8 & 9*): Every sentence also has at least one clause, which is a group of words with a subject (noun) and a verb. Every sentence must have one independent clause, which can stand alone as a complete thought.

Recap (*slide 10*): What does FANBOYS refer to?

Show (*slide 11*): The truck slowed down, and it made a loud noise.

Ask: Which part makes sense on its own? Which part leaves you wondering what happened next?

Explain (*slide 12*): There are two clauses in this sentence, and we are about to learn more about them

Run through (*slide 13 - 16*): The two main types of clauses. Independent and Dependent.

Individual work - Clause Workshop (15mins)

Task (*slide 17*): Students work individually to identify independent and dependent clauses in pre-prepared sentences.

Give: Hand out the sentence worksheet to each student.

Ask: Underline, highlight, or circle the independent clause in each sentence.

Show: Activity time: Remember, an independent clause makes sense on its own.

Check (*slide 18 & 19*): Have students correctly identified the independent clause in each sentence? Teacher can circulate to check this, or ask peers to review.

Stretch: Recall Challenge: Ask students to find the noun and the verb in each sentence.

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Stretch & Share - Diagnose and Repair (10 mins)

Task (*slide 20*): Students can work individually, in pairs, or small groups to pair dependent clauses with independent clauses to create complete sentences.

Give: Cut out six dependent clauses and six independent clauses for each student/pair/group.

Ask: Sort the strips into two piles, dependent and independent clauses. Once you have your piles, pair one dependent clause with an independent clause to make a complete sentence. Write it down in your workbooks.

Check: Students can choose to read one sentence aloud to the class to see if they have constructed a complete sentence. Select a few students to explain their independent/dependent clause choices to the class. This will build explanatory language. Otherwise, teacher can circulate to check this.

Stretch: Ask students to create sentences using a conjunction word (covered in lesson one) and two independent clauses. Optional: A friendly competition for students. The most inventive compound sentence will be read aloud. This lends itself to a natural speaking opportunity.

Reflect & Share (5 mins)

Ask (*slide 21*): What are the two types of clauses?

Quick check (*slide 22*): Is this a dependent or independent clause?

Ask: Write one complete sentence using the examples on the board.

Name: _____

Date: _____

Activity Time

Identify the **independent** clause in each sentence. This can be done as a class, in pairs, or as individual work. You can circle, highlight, or underline the answer.

When the truck made a loud noise, it scared the nearby workers.

Although Louise is confident she's found the cause of the sound, she thinks it might be the truck's brake pads.

Now that Louise has found the problem, she confirms it with a brake inspection.

Because the brake pads are worn, they need to be replaced.

After Louise replaced the brake pads, she tested them to make sure they were working properly.

Looking for an extra challenge? Find the noun and verb in each sentence.
Mark them with a (n) for noun and (v) for verb.

When the truck made a loud noise	The loud noise finally stopped
After Louise inspected the brakes	Louise completed a brake inspection
Because the brake pads were worn	The truck needed urgent maintenance
Since the noise kept getting louder	Louise tested the brakes carefully
When the vehicle slowed down	She reported her findings to the team
After Louise figured out the problem	She replaced the worn brake pads
Because the stopping distance increased	Louise confirmed the cause of the sound
When she listened carefully	The truck was safe to use again
Since the sound came from the wheels	The mechanics ordered new parts
After the truck pulled over	It scared the nearby workers
When Louise checked the brake pads	The workers returned to their stations.
Because the workers were concerned	The repair job was a success.

Stretch Activity Answer Key

When the truck (n) made (v) a loud noise (n), it (n) scared (v) the nearby workers (n).

Although Louise (n) is (v) confident she's found the cause (n) of the sound (n), she (n) thinks (v) it (n) might be (v) the truck's brake pads (n).

Now that Louise (n) has found (v) the problem (n), she (n) confirms (v) it (n) with a brake inspection (n).

Because the brake pads (n) are (v) worn, they (n) need (v) to be replaced (v).

After Louise (n) replaced (v) the brake pads (n), she (n) tested (v) them (n) to make sure they (n) were working (v) properly.

Answer Key

Below are possible correct answers. Students can mix and match beyond these.

When the truck made a loud noise...

- It scared the nearby workers.
- The loud noise finally stopped.
- The truck needed urgent maintenance.

After Louise inspected the brakes...

- She reported her findings to the team.
- She replaced the worn brake pads.
- The repair job was a success.

Because the brake pads were worn...

- The truck needed urgent maintenance.
- The mechanics ordered new parts.
- She replaced the worn brake pads.

Since the noise kept getting louder...

- The truck needed urgent maintenance.
- The mechanics ordered new parts.
- The loud noise finally stopped.

When the vehicle slowed down...

- The loud noise finally stopped.
- Louise tested the brakes carefully.
- The truck was safe to use again.

After Louise figured out the problem...

- Louise confirmed the cause of the sound.
- She replaced the worn brake pads.
- She reported her findings to the team.

Because the stopping distance increased...

- The truck needed urgent maintenance.
- The mechanics ordered new parts.
- Louise tested the brakes carefully.

When she listened carefully...

- Louise confirmed the cause of the sound.
- Louise tested the brakes carefully.
- She reported her findings to the team.

Since the sound came from the wheels...

- The truck needed urgent maintenance.
- The mechanics ordered new parts.
- The loud noise finally stopped.

After the truck pulled over...

- Louise completed a brake inspection.
- The loud noise finally stopped.
- The repair job was a success.

When Louise checked the brake pads...

- Louise confirmed the cause of the sound.
- She replaced the worn brake pads.
- The truck was safe to use again.

Because the workers were concerned...

- The workers returned to their stations.
- She reported her findings to the team.
- The truck needed urgent maintenance.

Stretch Task (Example Compound Sentences):

Louise found the worn brake pads so she ordered new ones.

The workers heard the loud noise so they moved away from the truck.

Louise checked the brakes but she couldn't find any other damage.

The noise stopped but the team still wanted Louise to run more tests.

The truck needed maintenance so it was taken to the workshop immediately.