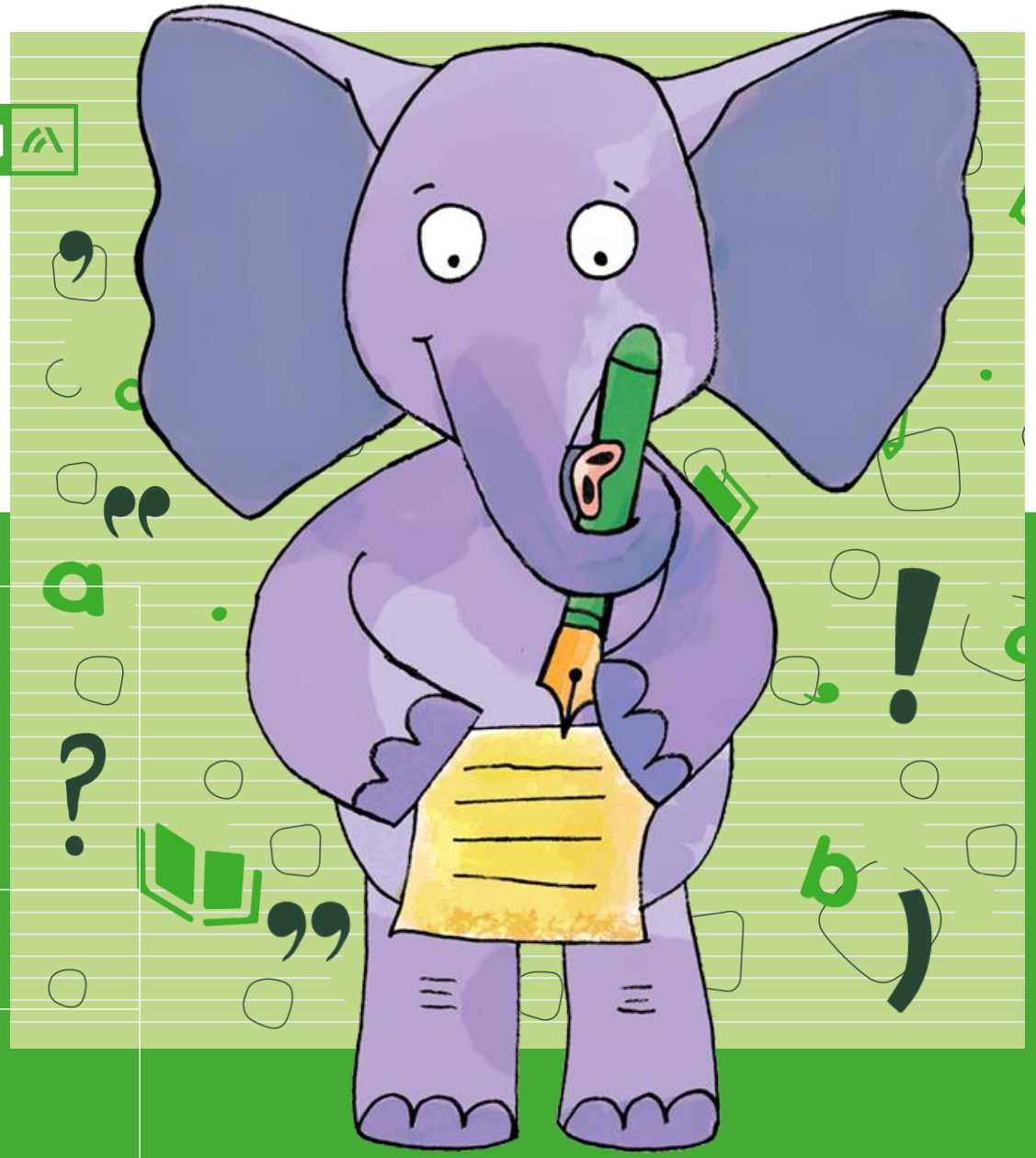
Ark Curriculum+



Year 3
Unit 1: Simple Sentence

Lesson 1

English
Mastery

(For teacher use)

Unit Structure

Each grammar unit is designed to last for 3 weeks (15 lessons). Each lesson is designed to last for 10 minutes.

Each unit includes a 'Fix It' Reteach Task (Lesson 10) which involves revisiting a grammatical step from lessons 1-9 that the class need a bit more practice on.

At the end of the unit there is an optional Post-unit Quiz (Lesson 14) to check pupils' understanding. The Mastery Write (Lesson 15) is an opportunity for pupils to apply their grammatical knowledge and understanding when crafting sentences.

Week 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Week 2	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10 **Fix It!** **Reteach Task**
Week 3	Lesson 11	Lesson 12	Lesson 13	Lesson 14 **Post-unit Quiz**	Lesson 15 **Mastery Write**

This is Lesson 1 of 15

Teacher information



(For teacher use)

Lesson 1

Teacher information

Lesson outline

This lesson includes the following grammatical content:

	Part of lesson	Mastery focus
1	**Do Now** *check understanding from previous lesson/unit*	Identify a verb from a list of words
2	**Introduce** *new content*	Examples of verbs in simple sentences
3	**Exercise 1** *deliberate practice*	Choose the appropriate verb to complete the simple sentence
4	**Learning Review** *multiple-choice question*	Identify a verb as the main action in a simple sentence



(For teacher use)

Teacher information

Potential Misconceptions

Part	Potential misconception	Suggested response
Do Now	Pupils might: 1. underline only 'ed' words.	1. "Remember the verb is the word that tells us the main action." 2. "Not all verbs end in 'ed'."
Ex. 1	Pupils might: 1. place a less appropriate verb in the gap.	1. "Remember we are looking for the most likely verb choice." 2. "The dog could have stepped from his water bowl but is that the most likely action?"
This lesson focuses on identifying verbs. The identification of action verbs are a prerequisite of understanding what a sentence is. The purpose of these exercises is to ensure that pupils are able to identify a verb both in regular and irregular form within a simple sentence. Identifying a verb is a crucial skill that pupils need in order to understand how to construct complete sentences.		



Do Now

DEFINITION: *The verb is the word that tells us the main action.*

Tick and fix your work.

The first one has been done for you.

1. Mario, ***started***, homework
2. Jane, **lived**, Australia
3. I, **had**, time
4. Mr Johnson, **believed**, story
5. she, **saw,** you
6. the, birds, **sang**

Write a sentence about what you did this morning. Underline the verb.

/5

Do Now



Introduce

*We are going to look at **verbs**.*

Here are some examples of verbs: **climbed**

Here are some examples verbs in a sentences:



The boy **climbed** up the tree.



DEFINITION: *The verb is the word that tells us the main action.*

Exercise 1

DEFINITION: *The verb is the word that tells us the main action.*

Tick and fix your work.

drank	stepped	cooked	played

1. Charlie **stepped** onto the stage.
2. The dog **drank** from his water bowl.
3. Mum **cooked** my favourite dinner.
4. My friends and I **played** in the park all afternoon.

Write a different sentence using the verb ***stepped***.

/4

Independent task



Which word in the sentence below is a verb?

The boat sailed through the harbour.

a) boat

b) **sailed**

c) through

d) the harbour



Learning Review