The Blue Butterfly Build

Teacher		**Class**	Year 2
Subject	English	**Topic**	Expanded noun phrases
Date		**Room**	
Lesson length	60 minutes	**Country**	United Kingdom

We learn to add describing words to nouns. We build and say super phrases with commas.

Curriculum links

- Use expanded noun phrases to describe and specify e.g. the blue butterfly, plain flour, the man in the moon [1]

Learning objectives

- Students will build expanded noun phrases with one describing word.
- Students will build expanded noun phrases with two describing words and a comma.
- Students will use expanded noun phrases inside full spoken and written sentences.

Success criteria

- I can add one describing word to a noun.
- I can add two describing words with a comma between them.
- I can use my phrase inside a full sentence.

What students already know

Show a plain toy. Ask: What is its naming word? What one word tells what it is like? Listen for noun and describing word.

Key words

noun	naming word for a person, place or thing [2]
adjective	word that tells what something is like, such as colour or size [6]
phrase	small set of words that go together without a doing word [9]
comma	little mark like this , put between two describing words in a list [6][9]
expanded noun phrase	extra describing words added to a naming word to paint a clearer picture [3][4]

Materials

- picture cards of everyday objects
- whiteboards and pens
- adjective word bank with colour and size words
- Slides 1-12 and projector
- Video clip 1 (0:00-2:21) on Slide 8

Before the lesson

- Load Slides 1-12 and test Video clip 1 (0:00-2:21) on Slide 8 with sound.
- Print picture cards of everyday objects and an adjective word bank with colour and size words.
- Put whiteboards and pens on tables and clear a space to hold phrases up under pictures.

Lesson outline

0–10 min **Starter** 10 min · Whole class

Hook pupils and recall that describing words make a noun clearer.

YOU DO

1. Show Slide 1 Blue Butterfly Words [title]: Make nouns sparkle and read the title together.
2. Say the hook while holding up a plain butterfly picture: I saw a butterfly at playtime. Just a butterfly? That tells us nothing! What did it look like?
3. Show Slide 2 Big idea [statement]: Adding words paints a picture and model the blue butterfly [1].
4. Ask pairs to offer a colour or size word, then repeat the best phrases together.

STUDENTS DO

1. Look at the butterfly picture and join in saying butterfly, then the blue butterfly.
2. Turn to your partner and say one colour or size word for the butterfly.
3. Vote with thumbs up for the phrase that paints the clearest picture.

Say: I saw a butterfly at playtime. Just saying butterfly tells us nothing. When we add describing words, we paint a picture in the reader's head. Today we will make nouns sparkle.

Worked example: butterfly to the blue butterfly [1]: 1. Pick a noun - butterfly. 2. Add a describing word - blue. 3. Say it together - the blue butterfly. Adding adjectives is a great way to add more information [3].

Ask: Is butterfly a naming word or a describing word? (A naming word, a noun [2].) · What does blue tell us about the butterfly? (What it looks like, its colour [6].)

Check understanding: All chant the blue butterfly together. If voices are unsure, model again with jacket to the blue jacket and echo once more.

Support: Point to colour cards in the word bank so pupils can choose and echo blue, red, little. **Stretch:** Invite pupils to offer a size word too, such as little blue butterfly, ready for two words.

Use: Slides 1-2

10–20 min **Teaching** 10 min · Whole class

Model how to build a phrase with one then two describing words and a comma.

YOU DO

1. Show Slide 4 Key words [words]: noun, naming word, adjective, describing word, phrase, group of words and explain each briefly.
2. Show Slide 3 Build it [steps]: Pick a noun, Add a describing word, Add one more word, Say it together and follow the steps live.
3. Show Slide 7 See the change [bullets]: butterfly, blue butterfly, little, blue butterfly and point to the comma.
4. Think aloud the comma rule: when you use more than one describing word, you need a comma between them [6].

STUDENTS DO

1. Point to the noun butterfly and then to the describing words little and blue.
2. Say each step together: butterfly, blue butterfly, little, blue butterfly.
3. Clap where the comma goes to hear the small pause.

Say: First we pick a noun. Then we add a describing word. Then we add one more word for even more detail. If we use two describing words, we put a comma between them.

Worked example: 1. butterfly. 2. blue butterfly - one describing word. 3. little, blue butterfly - two describing words with a comma between them [3]. Remember to put a comma between the adjectives when two are used [3].

Ask: Where does the comma go in little blue butterfly? (Between little and blue: little, blue butterfly.) · Which word is the noun and which words describe it? (Noun is butterfly; describing words are little and blue.)

Check understanding: Show little blue butterfly without a comma and ask for thumbs up or down. Re-teach the comma pause if many are unsure.

Support: Keep the adjective word bank visible and underline the noun in one colour and describing words in another. **Stretch:** Ask pupils to swap in new words, such as bright, blue butterfly, keeping the comma in place.

Use: Slides 3-4, 7

20–35 min **Guided practice** 15 min · Whole class

Practise spotting phrases and hearing the comma with the class together.

YOU DO

1. Show Slide 5 Think, pair, share [question]: What words describe this puppy? Give 30 seconds of pair talk.
2. Show Slide 6 Did you know? [fact]: A phrase is not a sentence. It lives inside a sentence. Explain a phrase is a group of words with no verb [9].
3. Play Video clip 1 (0:00-2:21) on Slide 8 Powerful phrases [video]: Spot two describing words and ask pupils to hands-up for each phrase heard.
4. Show Slide 10 Comma power [bullets]: Two describing words? Put comma between, big, long walk and practise saying a big, long walk [6].

STUDENTS DO

1. Tell your partner two words for the puppy, such as small, brown puppy, then share one idea.
2. Watch the video clip and clap each time you hear two describing words.
3. Chant a big, long walk together with a clear pause for the comma.

Say: A phrase is not a sentence [4]. It lives inside a sentence. We will spot phrases with two describing words. Listen for the comma pause and say the whole phrase together.

Worked example: Phrase: the fluffy, white cloud - no doing word, so not a sentence [9]. Sentence: The fluffy, white cloud floated. An expanded noun phrase is not a sentence on its own but part of a sentence [4]. Comma model: a big, long walk [6].

Ask: Is fluffy, white cloud a sentence? What is missing? (No, it is a phrase. It has no verb, no doing part [9].) · Where is the comma in a big, long walk and why? (Between big and long, because two describing words need a comma between them [6].)

Check understanding: Quick whiteboard show: write big, long walk from dictation. Check commas. Re-play the pause and echo if commas are missing.

Support: Read each choice aloud with a clear pause for the comma so pupils can hear it. **Stretch:** Ask pupils to turn the phrase into a sentence aloud, for example: The fluffy, white cloud floated.

Use: Video clip 1 (0:00-2:21), Slides 5-6, 8, 10

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35–50 min **Main activity** 15 min · Pairs

Build super phrases for classroom things with one then two describing words.

YOU DO

1. Show Slide 9 Your task [activity]: Pick a classroom toy, Choose two describing words, Write your new phrase, Build super phrases for classroom things.
2. Hand out picture cards of everyday objects, whiteboards, pens and the adjective word bank and model with jacket.
3. Remind pairs to start with one word, then add a second word with a comma, then say it together.
4. Stop pairs halfway to share one strong example and remind them the phrase must sit inside a sentence when they read it.

STUDENTS DO

1. Pick a card or toy with your partner and choose one, then two describing words.
2. Write the expanded noun phrase on whiteboards, checking the comma, and hold it up under the picture.
3. Practise saying the phrase aloud and then use it in a short sentence for another pair.

Say: Pick a classroom toy or picture card. Choose two describing words from the bank. Write your new phrase on the whiteboard. Say it together and hold it up under the picture.

Worked example: jacket to the new, blue jacket [3]: 1. Pick noun - jacket. 2. Add one describing word - new jacket. 3. Add one more word with a comma - new, blue jacket. 4. Use it in speech - the new, blue jacket is soft.

Ask: Show me your two describing words. Where is your comma? (Between the two describing words, for example new, blue.) · How can you make your phrase tell exactly which one? (Add where it is, for example on the leaf.)

Check understanding: Walk round and ask each pair to read their whiteboard phrase. If commas are missing, point to Slide 10 and fix together before the plenary.

Support: Give an adjective word bank with colour and size words to choose from. **Stretch:** Add where it is, for example on the leaf, to specify which one.

Use: Slide 9

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50–60 min **Plenary** 10 min · Whole class

Vote for favourite phrases and check nouns, describing words and commas.

YOU DO

1. Show Slide 11 Pick favourite [vote]: Which phrase do you like best? the fluffy, white cloud, the tall, dark castle, the tiny, red ladybird.
2. Read each phrase aloud with clear intonation and take a class vote, asking why each paints a picture.
3. Show Slide 12 Quick quiz [quiz]: Find the noun: blue butterfly, butterfly, Find describing word: blue butterfly, blue, How many describing words: big, long walk? two.
4. Ask pupils to answer on whiteboards and link back to describing and specifying [1].

STUDENTS DO

1. Vote for a favourite phrase and read it aloud together with clear voices.
2. Answer the quick quiz on whiteboards: butterfly, blue, two.
3. Say one thing you can do now with expanded noun phrases.

Say: Let us pick our favourite. Listen to how the describing words paint a picture. Then show me you can find the noun, find the describing word and count the describing words.

Worked example: the tiny, red ladybird: noun is ladybird, describing words are tiny and red with a comma between them. In a sentence: The tiny, red ladybird sat on the leaf.

Ask: In the blue butterfly, which is the noun and which describes it? (Noun is butterfly; blue describes it.) · How many describing words are in big, long walk and how do you know? (Two, because there is a comma between big and long.)

Check understanding: Whiteboard answers to Slide 12 must show butterfly, blue, two. If errors, re-model little, blue butterfly and re-ask.

Support: Offer the word bank again and let pupils point to noun and describing word before writing. **Stretch:** Ask pupils to say a new sentence using the tiny, red ladybird and add where it is.

Use: Slides 11-12

Common mistakes

Mistake	How to spot it	How to fix it
Leaving out the comma between two describing words	Writes big blue butterfly or little blue butterfly with no mark	Clap the pause and write the comma together. When you use more than one describing word, you need a comma between them [6][3].
Thinking an expanded noun phrase is a full sentence	Says fluffy, white cloud is finished or adds a full stop only	Sort phrase and sentence. An expanded noun phrase is not a sentence on its own but part of a sentence [4] because a phrase has no verb [9]. Add what it did.
Mixing up noun and describing word	Says blue is the noun in blue butterfly	Use the naming test. A noun is a naming word for a person, place or thing [2]. An adjective is a word that describes a noun [6]. Ask: Which word names it?

Support

- Keep the adjective word bank with colour and size words on tables for choosing and copying.

Stretch

- Add where it is to specify, for example on the leaf or under the chair, to show which one [6].

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- Underline nouns in one colour and describing words in another, and allow oral answers before writing.
- Turn phrases into full sentences and improve a dull sentence such as The cat sat with the fluffy, black cat.

For the LSE or teaching assistant

Stay with the main activity pairs. Help them pick from the word bank, hear the comma pause and hold phrases up to read aloud.

Check for understanding

Question	Answer
Build a phrase for butterfly with one describing word.	the blue butterfly [1]
Build a phrase for butterfly with two describing words. Where is the comma?	little, blue butterfly - comma between little and blue
Is little, blue butterfly a sentence? Explain.	No, it is a phrase / part of a sentence; it has no verb [9][4].

Homework

Find one toy at home and tell a grown-up its new expanded noun phrase with two describing words.

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