Riddle Clues With Who, Which and That

Teacher		**Class**	Year 5
Subject	English	**Topic**	Relative clauses
Date		**Room**	
Lesson length	60 minutes	**Country**	United Kingdom

Pupils learn to add information about a noun with relative clauses. They write and solve classroom object riddles using different relative pronouns.

Curriculum links

- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

Learning objectives

- Students will use who, which, where, when, whose and that to describe a noun.
- Students will join two ideas into one clear sentence with a relative clause.
- Students will leave out that when the sentence still makes sense.

Success criteria

- I can choose who, which, where, when, whose or that for a noun.
- I can write a relative clause that tells more about a noun.
- I can spot when that is missing but still understood.

What students already know

Ask: What is a noun? Listen for a naming word for a person, place or thing. Ask for one short sentence about a classroom object.

Key words

relative clause	extra words that tell more about a person, place or thing [2]
relative pronoun	linking word such as who or that that starts the extra words [2]
noun	a naming word for a person, place or thing
where	linking word that gives more detail about a place [2]
omit	to leave out a word when the sentence still sounds right

Materials

- Slides 1-11
- Video clip 1 on slide 5
- small everyday objects in a bag
- riddle frames
- coloured pencils
- mini whiteboards and pens

Before the lesson

- Load Slides 1-11 and test Video clip 1 (0:00–4:14) on slide 5 with sound.
- Print riddle frames with starters It is a thing which... / It is in a place where... / It is used at a time when...
- Collect small everyday objects in a bag: water bottle, glue stick, lunchbox, book, pencil case.

Lesson outline

0–7 min **Starter** 7 min · Whole class

To hook pupils with a riddle and share the lesson goal of describing nouns.

YOU DO

1. Show Slide 1 Clauses That Add Extra and Slide 2 Today we will… objectives.
2. Say the hook riddle: I am thinking of something in this room where we keep the books. It has a lid whose colour is red. What is it?
3. Take 3 guesses and point to the book corner box.
4. Explain today pupils will write riddles that describe classroom objects with relative clauses.

STUDENTS DO

1. Listen, look around the room and guess the object.
2. Repeat the two clues and say which words tell more about the noun.

Say: Listen to my clues. I am thinking of something in this room where we keep the books. It has a lid whose colour is red. What is it? Today you will write three riddles that describe classroom objects with relative clauses.

Worked example: My first clue uses where for a place [2]: something in this room where we keep the books = the book box tells more about room. My second clue uses whose for possession [8]: a lid whose colour is red tells who owns the colour.

Ask: Which word tells more about the room? (where we keep the books, it tells more about room) · What does whose colour is red tell us? (It tells more about the lid and shows possession)

Check understanding: Hands up for the object and thumbs up if you heard extra words about a noun. If unsure, repeat clues slowly and underline where and whose on the board.

Support: Show the real box and point while repeating each clue in two short parts. **Stretch:** Ask pupils to turn the second clue into a question using whose.

Use: Slides 1-2

7–20 min **Teaching** 13 min · Whole class

To explain how who, which, where, when, whose and that start a clause about a noun.

YOU DO

1. Show Slide 3 How a relative clause works steps and read the steps together.
2. Explain that a relative clause is a special type of subordinate clause that modifies a noun [2], often using who or that to refer back to that noun [2].
3. Model who for a person, which for a thing, and that for either a person or thing [6], plus where for place, when for time and whose for possession.
4. Show Slide 4 Say it or skip it? compare The bread that I bought is fresh with The bread I bought is fresh.

STUDENTS DO

1. Chant person-who, thing-which, place-where, time-when, owns-whose, either-that.
2. On whiteboards copy the book sentence and underline the relative clause.

Say: A relative clause is extra words that tell more about a noun. It often starts with who, which, where, when, whose or that. Sometimes we can leave out that and the sentence still makes sense.

Worked example: This is the book. A student left the book in the classroom. Step 1 pick noun: book. Step 2 add information: a student left in the classroom. Step 3 join with that: This is the book that a student left in the classroom. The clause that a student left in the classroom modifies book [2].

Ask: Which pronoun fits: This is the classmate ___ helped me? (who, because who is used only with a person [6]) · The bread I bought is fresh – what is missing and does it still make sense? (that is omitted but implied, and yes it means the same)

Check understanding: Whiteboards up showing underlined clause in This is the book that a student left in the classroom. Reteach joining step if clauses are not underlined.

Support: Give a clue mat showing person - who, thing - which, place - where, time - when, owns something - whose. **Stretch:** Ask pupils to make the same sentence with that and with who or which and explain if both sound right.

Use: Slides 3-4

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20–32 min **Guided practice** 12 min · Pairs

To spot relative clauses together and practise choosing the right pronoun.

YOU DO

1. Play Slide 5 What is a relative clause? video and ask pupils to listen for the extra bit about a noun and spot who and which.
2. Pause and list two examples heard on the board with the clause underlined.
3. Show Slide 6 Spot the place photo: This is the playground where we play every lunch break.

STUDENTS DO

1. Watch, listen and whisper each example to a partner.
2. Talk with a partner to name the noun and the pronoun in two examples.

Say: Listen for the extra bit about a noun. Spot who and which in the examples. Then we will look at where, which tells more about the playground.

Worked example: This is the playground where we play every lunch break. Noun = playground. Clause = where we play every lunch break. The word where tells more about the playground and links two ideas about place.

Ask: What noun does where we play every lunch break tell more about? (playground) · Would you use who or which for a lunchbox? (which, because which is for a thing and who is for a person [6])

Check understanding: Pairs hold up who, which or where cards for three spoken gaps. Re-model with finger covering the clause to test meaning if many errors.

Support: Pair pupils to whisper and answer together and keep pronoun examples on display. **Stretch:** Include one gap where either which or that would fit and ask pupils to justify both.

Use: Slides 5-6, Video clip 1 (0:00–4:14)

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32–52 min **Main activity** 20 min · Pairs

To write three riddles that describe classroom objects with different relative clauses.

YOU DO

1. Show Slide 8 Your task activity. Read: The shopkeeper sells bread. She smiles a lot. Model: The shopkeeper who smiles a lot sells bread.
2. Hand out riddle frames, coloured pencils and an object from the bag to each pair.
3. Remind pupils to write three clues, each with a different pronoun from who, which, where, when, whose or that, pointing to the noun each clause modifies [2].
4. Circulate, prompt omitted form and collect riddles for guessing.

STUDENTS DO

1. Pick an object such as a water bottle, glue stick or lunchbox.
2. Write three riddle clues with different relative pronouns and underline each clause.

Say: Pick your object. Use the frames It is a thing which... It is in a place where... It is used at a time when... Write three clues with three different linking words. Then we will read them and guess.

Worked example: Object: glue stick. Clue 1: It is a tool which sticks paper together. Noun tool, clause which sticks paper together. Clue 2: It lives in a tray where we keep the pens. Clue 3: It is the glue stick a student lent me – that is omitted but understood [2], pattern like This is the man [that] I saw [6].

Ask: Which noun does your which clause tell more about? (Listen for naming of object word, e.g. tool, bottle) · Where could you leave out that and still make sense? (In an object clause like the pen a student lent me, where that is often omitted [2])

Check understanding: Pairs read one clue aloud, class points to the noun it modifies. If clauses are weak, show word bank again and fix one together.

Support: Give a word bank and starters: a tool which..., a box where..., a break when... **Stretch:** Ask pupils to include one riddle with an omitted pronoun, such as the pen a student lent me, where that is often omitted [2].

Use: Slide 8

52–60 min **Plenary** 8 min · Whole class

To check choices of who, which, where, when, whose and omitted that.

YOU DO

1. Show Slide 9 Big idea statement: A relative clause tells more about a noun.
2. Show Slide 10 Which sounds best? vote: The cake that I made was soft and The cake I made was soft. Vote and confirm both are correct.
3. Show Slide 11 True or false? Read: Who is for people and which is for things. Where tells about a place and when about a time.

STUDENTS DO

1. Vote for favourite cake sentence and say what is missing in the shorter one.
2. Show true or false thumbs for who, which, where and when statements.

Say: Our big idea is that a relative clause tells more about a noun. Look at these two cakes. Both are correct. One leaves out that. Now vote true or false for who, which, where and when.

Ask: Why are both cake sentences correct? (that can be omitted and merely implied, meaning stays the same [6]) · Who is for people and which is for things – true or false? (True, who points to people, which to things)

Check understanding: Exit thumbs plus whiteboard sentence using where or whose. Reteach next lesson if omitted that is missed.

Support: Offer sentence frame The cake ___ I made was soft with that or nothing as choices. **Stretch:** Ask pupils to explain why you cannot drop who when it is the subject, like the classmate helped me.

Use: Slides 9-11

Common mistakes

Mistake	How to spot it	How to fix it
Using who for things or which for people	Hear It is a box who keeps books	Recall who is used only with a person and which with a thing [6]; swap and re-read
Leaving out a subject pronoun, e.g. the classmate helped me	Two nouns together with no verb link and meaning breaks	Show omission works for object that, but subject who or that must be kept; test by putting that back [7]
Using that inside commas for extra detail	See My coat, that has buttons, is missing	Explain that is used only in restrictive clauses and is not preceded by a comma [6]; change to which

Support

- Clue mat and word bank with starters a tool which..., a box where..., a break when...
- Pre-printed frames with commas in place and choice of who, which or that to circle
- Paired working and visual objects to point to while saying clauses

Stretch

- Write the same sentence with that and with who or which and explain if both sound right
- Include one riddle with an omitted pronoun, such as the pen a student lent me
- Try omitting a subject who and discuss why it must be kept

For the LSE or teaching assistant

Sit with target pairs in main activity. Prompt noun-first, then clause. Use word bank and point to object parts for where, when and whose.

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Check for understanding

Question	Answer
Choose: This is the shelf ___ we put our trays.	where, for a place
Choose: This is the classmate ___ umbrella was left behind.	whose, for possession
Which is correct: The pen that I borrowed / The pen I borrowed? Why?	Both, that can be omitted and implied

Homework

Write one riddle clue about something at home using when or whose.

Sources

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