

# LESSON PLAN GUIDE

PictureBook English Reading Series — Grammar Fluency

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|-----------------|------------------------|--------------|--|
| <b>Category</b> | Fluency in Key Grammar | <b>Title</b> | Grammar Book 25 – Crossing Borders in Europe: Participle Phrases |
| <b>Ages</b>     | 6–9                    | <b>Theme</b> | Present and Past Participle Phrases + Multicultural Literacy     |

## INTRODUCTION OF THE BOOK

In this final book of the Grammar Fluency series, children pack their bags for a multilingual adventure across Europe — from the banks of the Seine in Paris to the historic streets of Berlin. Through a young traveller's diary entries, children discover participle phrases: the elegant grammatical structures that combine two actions or ideas into one flowing sentence.

Present participle phrases (-ing) describe two things happening at the same time: 'Walking along the street, I looked at the map.' Past participle phrases (-ed) provide an emotional shortcut: 'Excited by the pizza, I ran to the café.' Together, these structures transform simple, repetitive writing into the kind of vivid, flowing prose that marks a truly fluent writer. What a beautiful note to end the Grammar Fluency series on! 🌍

## PARTICIPLE PHRASES — SIMPLE VS ELEGANT

| Type   | Form               | Simple version   | Participle phrase                                     |
|--|--------------------|--|---|
| <b>Present Participle (two actions at once)</b>      | <b>-ing phrase</b> | <i>I walked and I looked at the map.</i>                     | <i>Walking along the street, I looked at the map.</i> |
| <b>Present Participle (simultaneous action)</b>      | <b>-ing phrase</b> | <i>She sang and she cooked dinner.</i>                       | <i>Singing softly, she cooked dinner.</i>             |
| <b>Past Participle (emotional shortcut)</b>          | <b>-ed phrase</b>  | <i>I was excited, so I ran to the café.</i>                  | <i>Excited by the pizza, I ran to the café.</i>       |
| <b>Past Participle (describes how subject feels)</b> | <b>-ed phrase</b>  | <i>She was amazed, so she stopped walking.</i>               | <i>Amazed by the view, she stopped walking.</i>       |
| <b>Past Participle (completed action)</b>            | <b>-ed phrase</b>  | <i>The city was covered in snow, so it looked beautiful.</i> | <i>Covered in snow, the city looked beautiful.</i>    |

## GLOBAL GREETINGS IN THIS BOOK

| Language | Dear Diary greeting | Country | Capital city |
|----------|---------------------|---------|--------------|
| English  | Dear Diary          | —       | —            |
| French   | Cher journal        | France  | Paris        |
| Italian  | Caro diario         | Italy   | Rome         |
| German   | Liebes Tagebuch     | Germany | Berlin       |

## LEARNING OBJECTIVES

*Children will be able to:*

- Use present participle phrases (-ing) to describe two simultaneous actions
- Use past participle phrases (-ed) to express feelings and emotional context
- Combine two simple sentences into one elegant participle phrase sentence
- Write diary-style entries using both types of participle phrases
- Recognise and use Dear Diary greetings in French, Italian, and German

## LEARNING ACTIVITIES

### 1. Introduce the Two-in-One Action

Explain that -ing phrases let us describe two things happening at exactly the same time. Instead of 'I walked and I looked at the map' — one idea at a time — we say: 'Walking along the street, I looked at the map.' Two actions, one elegant sentence. Challenge your child to describe their morning routine using this double action style: 'Eating my breakfast, I listened to music.' or 'Running to the bus stop, I checked my bag.'

### 2. Use the Emotional Shortcut

-ed phrases are a shortcut to express how someone feels before they act. Instead of 'I was excited, so I ran' — we say: 'Excited by the pizza, I ran to the café.' The feeling comes first, then the action. Ask your child: 'How were you feeling this morning?' Then help them turn it into a participle phrase: 'Tired but happy, I walked to school.' or 'Surprised by the snow, I stopped and stared.' This moves their writing from simple cause-and-effect to professional, creative style.

### 3. Embrace the Global Greetings

Practise the Dear Diary greetings in all four languages — English (Dear Diary), French (Cher journal), Italian (Caro diario), and German (Liebes Tagebuch). Ask your child: 'Which language sounds most beautiful to you?' Encourage them to write their own travel diary entry starting with one of these greetings. This makes English feel like a tool for exploring the whole world rather than just a subject in school.

### 4. Combine sentences into participle phrases

Take pairs of simple sentences from the book or from your child's own writing and challenge them to combine each pair into one elegant participle phrase sentence. For example: 'She was amazed by the view. She stopped walking.' → 'Amazed by the view, she stopped walking.' Go through five pairs and celebrate every beautiful combined sentence they produce.

## FOLLOW-UP ACTIVITIES

Ask your child to write a travel diary entry about a real or imaginary trip — using at least three present participle phrases and three past participle phrases. Encourage them to start with a Dear Diary greeting in the language of the country they are visiting. This final writing activity brings together the full scope of the Grammar Fluency series: beautiful vocabulary, complex sentence structures, vivid storytelling, and a genuine love of language. Read the finished entries aloud — they are often genuinely stunning pieces of writing from young learners who have come such a long way.



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## TEACHER'S NOTES AND TIPS

Participle phrases are one of the most powerful tools in the advanced writer's toolkit — they are what separates simple, repetitive prose from flowing, elegant writing. The key teaching points are: (1) the subject of the participle phrase must be the same as the subject of the main clause — a common error is the 'dangling participle' (e.g. 'Walking down the street, the rain started' — the rain was not walking!); (2) present participles show simultaneous actions; (3) past participles show feelings or completed states. For classroom settings, the travel diary activity is a wonderful end-of-series celebration task — combining everything children have learned about grammar, vocabulary, and storytelling into one beautiful, personal piece of writing. This is a perfect portfolio piece.