Grammar & Language Analysis

Daniel Builds a Birdhouse | Elementary Reading | Page 6407

School / department	_____
Teacher / class	_____
Teaching date	_____
Document purpose	Planning and departmental review; not a record of completed teaching.

1. Purpose and scope

This report identifies grammatical structures in the published 15-sentence reading text and explains how they can support spoken English practice. It is intended for teacher planning and head-teacher review. The analysis describes the language in this lesson; it does not claim that one lesson establishes mastery of every structure.

2. Intended learning outcomes

Learners should be able to describe several steps in making a birdhouse using complete sentences; recognise a current action, a future intention and a completed action in context; and connect an action to its purpose using a model such as “He uses string to keep it secure.”

3. Main language focus

Primary practice: present simple action sentences; subject-verb agreement; pronoun reference; articles and location phrases.
Supporting exposure: present continuous, future with *will*, present perfect, past simple, clauses with *while* and *as*, and purpose with *to*.
Teaching approach: Look - Listen - Copy - Repeat - Remember. Use the grammatical labels for teacher planning; model meaning and whole sentences with learners.

Source: activevocab.net/?page_id=6407
Published text checked 24 October 2026. This document is a sample from one lesson within a collection drawn from different lessons.

Structures in the text

01. Daniel is looking at his garden tree.

Present continuous; possessive determiner; preposition

is looking = *be* + -ing; an action in progress. **at** completes *look at*. **his** identifies Daniel as the owner of the garden tree.

02. He will build a little birdhouse for it.

Future with will; noun phrase; pronoun reference

will build = modal + base verb, presenting a future action. **a little birdhouse** contains an indefinite article and adjective. **it** refers to the tree.

03. The birds need somewhere safe to stay.

Present simple; indefinite place expression; infinitive

Plural **birds need** has no third-person -s. **somewhere safe** places the adjective after *somewhere*. **to stay** explains what the safe place is for.

04. He has brought some wood and tools.

Present perfect; quantifier; coordinated nouns

has brought = *has* + past participle; past preparation relevant now. **brought** is the irregular participle of *bring*. **some wood and tools** combines uncountable *wood* and plural *tools*.

05. He puts the pieces on his workbench.

Present simple; articles; place phrase

puts shows third-person singular agreement. **the pieces** refers to the materials already introduced. **on his workbench** states location.

Structures in the text

06. Daniel carefully nails the wooden roof together.

Adverb of manner; adjective; present simple

carefully describes how Daniel nails. **wooden** describes material; **together** shows the pieces are joined. **nails** is a verb here.

07. He holds it steady while he works.

Object + adjective; while clause; pronoun reference

holds it steady uses an adjective to describe the object while held. **while he works** is a finite clause showing simultaneous actions. **it** refers to the birdhouse/roof assembly in context.

08. Soon, the little birdhouse is ready for paint.

Linking be; adjective complement; time adverb

is ready uses *be* + adjective. **for paint** is a prepositional phrase; *paint* is a noun here. **Soon** signals the next point in the story.

09. Daniel paints it blue with a brush.

Object + colour adjective; instrument phrase

paints it blue describes the resulting colour of the birdhouse. **with a brush** identifies the tool; **a** introduces a singular count noun.

10. He covers the roof and both sides.

Present simple; coordination; determiner both

covers agrees with *he*. **the roof and both sides** joins two objects. **both** refers to two sides; it does not mean every side of an unspecified shape.

Structures in the text

11. Now he hangs it from a branch.

Time adverb; present simple; preposition

Now marks a new stage. **hangs** has third-person -s. **from a branch** shows the point of suspension; **it** refers to the birdhouse.

12. He uses string to keep it secure.

Infinitive of purpose; object + adjective

to keep it secure explains why he uses string. Within that phrase, **it** is the object and **secure** describes its condition. Compare the model “He uses a brush to paint.”

13. Daniel has finished making the birds’ new home.

Present perfect; -ing complement; plural possessive

has finished presents a completed action with a current result. **making** is the -ing complement after *finish*. **birds’** is a plural possessive: the home is for the birds. **new** is an adjective.

14. He adds some seeds as birds gather.

Present simple; some; as clause

adds agrees with *he*; plural **birds gather** has no -s. **as birds gather** is a finite clause meaning *while/at the time that* here, rather than a reason.

15. Yesterday there was no birdhouse in his garden.

Past simple of be; existential there; negative determiner

there was states past existence with a singular noun. **no birdhouse** expresses absence. **Yesterday** supplies past time; **in his garden** supplies place. The final sentence contrasts the earlier situation with the finished birdhouse.

Delivery and assessment

4. Recommended classroom delivery

With technology: Show page 6407 and its pictures. Play one sentence, pause for learners to copy aloud, then repeat. Use the text to point out the action and its subject. Replay selected models before pair retelling.
Without internet: Use a printed or board-written selection of the exact sentences. Sketch the tree, wood, roof, brush and finished birdhouse. The teacher models each sentence; pairs copy and practice it. Downloaded audio is optional if prepared beforehand.

5. Priorities and likely support needs

Keep the first focus narrow: practice “He puts ...”, “He paints ...” and “He uses ...”. Model the final -s through complete sentences rather than a rule lecture.
Make pronouns visible: point to Daniel for *he/his*, the birdhouse for *it*, and the birds for *birds’*. Resolve each reference within the story.
Show time: contrast “is looking”, “will build”, “has finished” and “there was” using pictures and gestures. Present perfect and clause patterns may remain supported exposure for less confident learners.

6. Evidence to collect

Learning evidence	Teacher check
Complete action sentences	Learner says three story sentences. Note independent / with text / after a model.
Purpose and meaning	Learner answers “Why does he use string?” using “To keep it secure” or the full model sentence.
Sequence and reference	Learner orders four pictures and identifies what “it” refers to in a selected sentence.
Next step	Record one support need, e.g. repeat “He uses ...” with picture prompts.

7. Professional review

Adaptations / next steps: _____
_____

Teacher signature: _____ Date: _____

Head teacher / reviewer: _____ Date: _____

For use as the main curriculum, integrate this analysis into the lesson plan and assess selected outcomes. For extra work after regular classwork, use a short Listen-Copy and paired retelling activity. No live student tracking is included in this sample.