Compound Sentences

**Content Objective:**

SWBAT identify and construct simple compound sentences with 80% accuracy.

**Language Objective:**

SWBAT use conjunctions (and, but, and so) to connect relating or contrasting independent clauses, constructing simple compound sentences.

**ELPS:**

Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired

**TEKS:**

Language Arts 4.20 C. Use complete simple and compound sentences with correct subject-verb agreement

**Academic Vocabulary**

**Content Vocabulary:** independent clause, conjunction, compound sentence, mnemonic “FANBOYS”, predicate

**General Vocabulary:** connector, link, equal, related, contrast, subject, separate, complete, incomplete, coordinating

**Purpose:** Learning to recognize and use compound sentences will improve your writing skills because your sentences will become more adult-like, more sophisticated.

**Rationale:** By learning to incorporate compound sentences into your writing, you can add another tool to create variety and sophistication to your writing. This will improve the flow.

**Materials:**

**Teacher items:** document camera or dry erase board, sentence strips, Dancing in the Wings by Debbie Allen, internet or youtube

**Student items:** writer’s notebook, pencil, sentence strips

**Procedure/Activity**

**Introduction**

TW show youtube video Justin Bieber’s “Baby” Lyrics and Compound Sentences. TW pre-assess prior knowledge to determine level of review using a KWL chart. Class will review any gaps.

**Model and Explain**

TW read Dancing in the Wings, then show 4 compound sentences to use as mentor text:

1. I couldn’t hide the tears I felt welling up in my eyes, so I just grabbed my dance bag and ran to the parking lot.
2. I was not in the mood for his jokes or stories, but I quickly tried to dry my eyes and smile.
3. You have beautiful long arms and legs, but you flail about with no control.
4. By the end of the summer Hughie had won the grand prize at space camp in Alabama, and I got to dance a duet with Dwight in the summer concert.

TW model connecting complete sentences with pre-constructed sentence strips, then ask for student participation. Example: One sentence strip says, “I wanted to go to the movies with a friend.” Another sentence strip says, “my mom would not let me.” There are several discrete sentence strips with the words: and, so, and but.

Questions to ask:

 Is this a complete sentence? Why or why not?

 Does everyone agree with \_\_\_\_\_? Does someone have a different thought?

 What did we say a complete sentence needs?

 Is there a conjunction that will join these two sentences together? Does it make sense and sound right? Read it aloud.

“Remember compound sentences have a complete sentence on both sides. When you compose two relating sentences together, you create a better flow and rhythm to your writing.”

**Guided Practice**

In small groups, TSW form compound sentences using pre-constructed sentence strips. TTW check sentence strip compositions before students move to the next step. Then TSW use the mentor text to create two compound sentences in individual writing notebooks mimicking the style of the mentor text.

 I couldn’t \_\_\_\_\_\_\_\_, so I \_\_\_\_\_\_\_\_.

 I was not \_\_\_\_\_\_, but I \_\_\_\_\_\_\_\_.

 The school has \_\_\_\_\_, but it \_\_\_\_\_\_\_.

 By the end of summer I had \_\_\_\_\_ and my friend had \_\_\_\_\_\_\_.

**Check for Understanding**

What does it mean to compose a compound sentence?

What do you want to look for on both sides of the FANBOY conjunction?

What does it mean if it is missing a subject or a verb?

**Independent Practice**

SW compose compound sentence using a sentence frame in Language Arts binder.

 I enjoy \_\_\_\_\_\_\_, but \_\_\_\_\_\_\_.

 Being in fourth grade means \_\_\_\_\_\_\_, and I can \_\_\_\_\_.

 I bought \_\_\_\_\_, and I \_\_\_\_\_\_\_.

 When I was 5 I couldn’t \_\_\_\_\_\_\_, so I \_\_\_\_\_\_\_\_.

 Compose 1 compound sentence of your own.

**Closure**

Today you learned how to write compound sentences which you use with your words all the time. By learning to compose compound sentences, you improve your craft of writing to better communicate with others. Tomorrow you will hunt for compound sentences in some of our books in our library, plus look for sentence in past journal writing which can be revised into compound sentences.

**Planned Modifications**

**GT** student can independently construct compound sentences without the use of sentence frames, plus use sentences within a personal narrative format if chosen.

**ESL** student will have sentence frames as a visual model, work in small, heterogeneous groups, and stay within present tense if needed.

**ESL Scaffolds** visual models for comprehensible input (video, KWL chart, sentence frames), step by step instructions, activating prior knowledge/vocabulary prior to assignment

**Assessment of Student Learning**

**Assessment tools:** teacher observation and formative assessment of independent sentences in Language Arts binder.

**Quality Standards:** TSWBAT compose a compound sentence using two related complete sentences with an appropriate coordinating conjunction with 80% accuracy (5 sentences – 20 pts. each).

**Resources:**

Anderson, J. (2005). *Mechanically inclined*. (pp. 84-85). Portland, Maine: Stenhouse Publishers.

<http://www.schoolwidefundamentals.com/RawMedia/K5grammarbrochure.pdf>

This resource gave the idea of using Dancing in the Wings as a mentor text for compound sentences.