

Lesson Plan:

The students should be able to tell the differences between simple, compound and complex sentences and know how to make them out of independent and dependant clauses.

Prior knowledge review: Remember *wait time!* 1 – 2 – 3 – 4

What is a complete sentence?

There are two main parts of a complete sentence.

(Who or what?) Subject – noun or pronoun

(Does what?) Predicate – verb

What order do the subject and predicate go in?

Do they always go that way?

(What about questions? Here or there sentences?)

The sentences you've been working with all have *one* subject and *one* verb. When a sentence has *one* of each, it is called a **clause**.

- Your mustache is fake.

- This class is awesome.

- I am really nervous.

-- your examples?

There are also parts of sentences called **phrases**, which is a group of related words which are missing their subject or predicate. You've seen these before – they are *fragments* of sentences:

- sinking like a stone

- picking his nose

- really high up in the sky

-- your examples?

These **simple sentences**, follow all of the rules that you know.

1. They have *one* clause.

2. They can have *modifiers* – does anyone want to give an example of a modifier? (adj adv description)

3. They can have *objects* – an object is another *noun* in a sentence that is not the subject.

- I have a rainbow wig.

-- what's the subject? (I)

-- what's the verb? (have)

-- what's the modifier? (rainbow)

-- what's the other noun? (wig)

Now that we know that simple sentences have one clause in them, we know that simple sentences are also called **independent clauses**.

Independent clauses survive by themselves. They are all alone and are separate from other sentences by punctuation.

So what happens when we want to make longer sentences?

Independent clauses can *link up* with other independent clauses to become **compound sentences!**

When something is **compounded**, it means it you are **putting two or more things together**.

How?

FANBOYS conjunctions are small words that you put *in between* independent clauses to connect them together.

Pass around the FANBOYS and compound Practice! worksheet.

With conjunctions, you can connect sentences together using *For-And-Nor-But-Or-Yet-So*, or you can use the elusive **semicolon**.

- I like that cheese, **but** it smells like feet.
- We could do this, **or** we could do that.
- The fish was raw; it was delicious!

But *be careful* with semicolons! Although they look easier than adding a word, they only work when your two clauses are agreeing with each other!

- I like that cheese; it smells like feet!
- You like the cheese because it smells like feet?

Let's Practice! Compound Sentences worksheet. (5 minutes)

Use the clauses provided to make your own compound sentences by adding a FANBOYS; conjunction!

How did you do?

((Ask a student or pair to say one of their new sentences. Correct immediately if they are wrong.))

Great! Now you know how to make compound sentences with two clauses. But, just to make things even more complicated, there are also different kinds of clauses.

You can make an independent clause into a **dependant clause** with just a word or two. If you remember that independent clauses are called *independent* because they like to be alone, what do you think *dependant* clauses like to do?

Just like people are dependant on each other, dependant clauses need to be attached to another clause.

In the example, *I didn't attend the party*.

-- can it exist by itself? Does it make sense?

What happens if I add...*Although*. -- *Although I didn't attend the party...*

-- does it still make sense? Are you looking for more information?

These dependant clauses begin with something called an AWUBIS conjunction... so just like before, you can tell what it is based on what words are at the beginning of the sentence.

When an **independent clause** and this new **dependant clause** are put together, you're providing all of the information you need in a sentence; but, if you can tell... this has more than just one clause, doesn't it?

That's because this is now a **complex sentence**.

Some examples:

When he handed in his homework, he forgot to give the teacher the last page.

The students went to the movies **after** they finished studying.

Because the students were so great, the teacher didn't give them any homework!

Let's Practice! Complex Sentences worksheet (5 minutes)

Using the AWUBIS words and your knowledge of clauses, circle the dependant clause and make a dividing line between the dependant and the independent clauses.

1. I will pay you back | **as soon as I get the money.**
2. **Until I started going to class,** | I performed poorly on the weekly quiz.
3. Mary went to the movies, | **even though she had homework.**

-- In each sentence, which is the dependant clause? What is the AWUBIS conjunction that makes it dependant?

((Before going onto the Cut+Paste activity, recap Simple, Compound and Complex sentences.))

In the Cut+Paste activity, we want you to get into table groups/groups of three or four. Within these envelopes are three sentences, but they are all cut up! We'd like you to put them back together.

But guess what? All of these sentences are from your novel! When you're done, we'll tell you what page the sentences are on and you can check them for yourself.