

<b>Topic:</b>	Simple, Compound, Complex Sentences
<b>Grade:</b>	2-3
<b>Content:</b>	Students will learn to recognize and write simple, compound, and complex sentences.
<b>Learning Standard:</b>	<p><b>Common Core Standards</b>  L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>Produce simple, compound, and complex sentences.</li> </ul> <p><a href="http://www.corestandards.org/the-standards/english-language-arts-standards/language-standards-k-5/grade-3/">http://www.corestandards.org/the-standards/english-language-arts-standards/language-standards-k-5/grade-3/</a></p>
<b>Goals:</b>	<ul style="list-style-type: none"> <li>teaching students to create simple, compound, and complex sentences to make their writing more effective</li> </ul>
<b>Introduction:</b>	<p>Explain there are three types of sentences. These types are called simple, compound, and complex. Good writers vary the type of sentences they use to make their stories more interesting and smooth. Before explaining what the three types of sentences are, define an independent clause and a dependent clause.</p> <p>An <b>independent clause</b> has a subject, verb, and a complete thought.  A <b>dependent clause</b> has a subject and a verb, but does not have a complete thought.</p> <p>A <b>simple sentence</b> has one independent clause. It has a subject and a verb. It expresses a complete thought. Here are some examples:</p> <p>Todd took the bus to school.  Mr. Anderson is very tired this morning.  Lisa and Bobby will like the next <i>American Idol</i> episode.</p> <p>The last sentence in this list has a compound subject (Lisa and Bobby), but it is still a simple sentence. Write these examples on the board and ask students to identify the subject and verb in each one. Ask students to give a few more examples of simple sentences and add them to the board. Explain that writing with only simple sentences sounds choppy.</p> <p>A <b>compound sentence</b> has two independent clauses joined by a conjunction or a semicolon. A conjunction is one of the following words: <i>for, and, nor, but, or, yet, so</i>. The first letter of each one spells out FANBOYS. Here are some examples of compound sentences. Write them on the board:</p>

Davis ate ice cream and Mamina drank lemonade.  
Mom said I had to clean my room; I made my bed first.  
Mr. Pebbles needed a walk, but Caitlyn was late for school.

Ask students to give a few more examples of compound sentences and add them to the board.

Next, explain that a **complex sentence** is made up of an independent clause and a dependent clause. A dependent clause “depends” on the rest of the sentence.

The two clauses are joined by a word called a subordinator (*because, since, after, although, when, while*) or a relative pronoun (*that, who, which*). Here are some examples:

Because I am sick, I am going home from school early.  
Since Cindy needs money for clothes, she plans to ask Mom for more allowance.  
Wendy loves jelly beans, although she can't eat too many of them.  
While Mr. Mack was grading our papers, a bird flew into the classroom!

**Activities:**

**Sentence Mash-up**

Take a large stack of index cards and write a simple sentence on each one. Have students break into small groups of two or three and select a handful of index cards (6-7 per group). Explain that the classroom has been overrun by simple sentences. It is up to them to combine the sentences together to create compound and complex sentences. Have the groups write their new sentences on the board and discuss the results as a class.

**Sentence Stations**

Around the classroom, put a large sign in one corner that says SIMPLE SENTENCE. In another corner, put a COMPOUND SENTENCE sign. In a third corner, place a COMPLEX SENTENCE sign. Break the class into groups of three students each. Explain that each group will have a chance to identify sentences by walking to the correct “Sentence Station” as you slowly read a story aloud (stop after each sentence). Each group will take a turn. When it is their turn, have a group write down each sentence as you read it aloud and decide which station to visit. Award one point for each correct station visited. Each group will have the chance to hear five or six sentences (as time permits). Encourage the whole class to help. It will be a bit chaotic, but fun.

**Sentence Soul-mates**

Give half the class an index card with a dependent clause written on it and the other half an index card with an independent clause. Ask everyone to find their

	<p>“sentence soul-mate” so they can create a complex sentence that makes sense by combining their clauses. Once all the pairs have been formed, have them write their new complex sentences on the board.</p>
<p><b>Practice:</b></p>	<p>Whenever students have quiet writing time, remind them to include simple, compound, and complex sentences as they are writing. Ask students to think about how varying the type of sentences they use in their writing makes it smoother and more interesting to read.</p> <p>Model noticing simple, compound, and complex sentences while reading text aloud. Print out part of the text of one of President Obama’s recent speeches.</p> <p><a href="http://www.abs-cbnnews.com/global-filipino/world/01/26/11/full-text-obamas-2011-state-union-address">http://www.abs-cbnnews.com/global-filipino/world/01/26/11/full-text-obamas-2011-state-union-address</a></p> <p>Ask students to underline at least one complex sentence in the speech.</p>
<p><b>Checking:</b></p>	<p>Hand out a list of ten sentences. Ask students to identify each one as simple, compound, or complex. When they’ve finished the exercise, ask them to write a paragraph about what they did last weekend, using at least one of each type of the three sentences.</p> <ol style="list-style-type: none"> <li>1. Since I can’t swim, I don’t like getting on any kind of boat.</li> <li>2. Charlie plans to play foursquare at recess and Jeff is going to shoot hoops.</li> <li>3. Renee is eating spaghetti for lunch today.</li> <li>3. While I understand the importance of exercise, I really don’t like jogging.</li> <li>4. Dad says I have to mow the lawn tonight, but I’m going over to Sarah’s.</li> <li>5. The sunset is so pretty tonight.</li> <li>6. The mall is closing one hour earlier than normal on Sunday.</li> <li>7. Ginny is sad because her brother moved away for college.</li> <li>8. Mrs. Jones says she is proud of us.</li> <li>9. Mom says reality television is stupid, yet I enjoy <i>Dancing With the Stars</i>.</li> <li>10. Chocolate milk is my favorite drink.</li> </ol>