

Lesson Pack: Complex Sentences	Lesson 4
Lesson Topic: Subordinating Conjunctions Review	

<p>Objective</p> <p>Students will be able to write a paragraph that contains at least three correctly constructed complex sentences.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Individual Review 2. Discuss the lesson objective 3. Review: Brainstorm joining words 4. Review: Why use joining words? 5. Teacher Model: Combine sentences in a paragraph 6. Paired Practice: Combine sentences in a paragraph 7. Individual Practice: Write a paragraph using joining words 8. Wrap up lesson
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<p>Optional Follow-up Activity</p> <p>Subordinating Conjunctions 1 (Intermediate)</p>
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<p>Common Core Standards</p> <p>CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>CCSS.ELA-LITERACY.L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>
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<p>Prerequisites</p> <p>Students can combine sentences using conjunctions of time (covered in Lesson 1: Conjunctions of Time (After, Until, Before, etc.), found in the Complex Sentences Lesson Pack).</p> <p>Students can combine sentences using conjunctions of contrast (covered in Lesson 2: Conjunctions of Opposition (Although, etc.), found in the Complex Sentences Lesson Pack).</p> <p>Students can combine sentences using conjunctions of cause and effect (covered in Lesson 3: Conjunctions of Cause and Effect (Because, Since), found in the Complex Sentences Lesson Pack).</p>
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Slide 1/8: Interactive Slide

Combine the sentences using one of the joining words.

Since, before, even though

I don't like pumpkin pie.
I still like Thanksgiving dinner.



Students Input Sentences

Individual Review

Ask students to complete the review activity.

Say: Join these sentences together using the joining word that best shows the relationship between the two ideas.

Discussion

Select 1 correct response to display, and discuss the placement of the joining word and comma.

Say: Let's take a look at this sentence. First, what do you notice about the joining word?

Anticipated Student Response: It's at the beginning of the sentence.

Say: Exactly. One strong way to use joining words is to put them at the beginning of a sentence. What else is important to notice about this sentence?

Anticipated Response: the punctuation

Say: That's right. Notice that the comma comes between the two main ideas in the sentence.

Slide 2/8

By the end of class today, you will be able to write a paragraph that:

- Contains at least three sentences that use joining words.

Objectives

Introduce the objective for the lesson.

Say: Take a look at today's goal on your screen. Turn to your partner and take turns reading the goal out loud.

Wait for students to finish reading.

Say: You've been learning how to use joining words like *even though* and *since* in your writing. Today, we're going to review those words and practice revising a paragraph to have more sentence variety. By the end of the day today, you should be able to write a paragraph that includes at least three sentences that each use a different joining word.

Slide 3/8: Interactive Slide

What joining words have we learned so far?



Teacher Models Response

Class Review

Brainstorm list of joining words in the Model your Answer Box.

Say: What joining words have we learned so far?

Write the joining words on the Model your Answer box as students are responding.

Anticipated Student Responses: because, since, after, until, before, as soon as, when, whenever, while, even though, though, although

Slide 4/8

What were some of the reasons for using joining words instead of short, choppy sentences?

Class Review

Review reasons to use joining words.

Say: During our first lesson about these joining words, you all wrote reasons to use joining words. What were some of the reasons we came up with for why you would want to use a joining word in your writing?

Call on students to share the reasons they remember.

*Ask **how, why, and what do you mean by** questions about each response to help students clarify or expand on the ideas.*

After the students have shared all their ideas, explain other reasons to use joining words.

Discuss additional reasons to use joining words.

- They make the order of events clear to everyone.
- They make writing flow and sound less choppy.
- They make writing sound more sophisticated.
- They give you another type of sentence to write, and using a variety of sentence structures in writing makes it more interesting to read.
- They help create style and tone.

Slide 5/8: Interactive Slide

On Thanksgiving Day, the house is filled with the sweet smell of pumpkin and pecan pie baking in the oven. My whole family goes down to the basement to eat and talk. All of the food tastes and smells great. We finish eating. We all watch the end of the football game.



Teacher Models Sentences

Teacher Model

Model using a joining word to combine two sentences within a paragraph.

Say: Let's look at an example of a paragraph that could use a little help.

Ask a student to read the paragraph out loud.

Say: Listen as I revise this paragraph to make it stronger. My goal is to find one place where I can combine two sentences using a joining word.

Say: I'm going to look for two sentences that are about the same idea and could be combined. The last two sentences stand out because they tell us about two events that happened one after the other. This might be a good place to use a time joining word.

In the Model Your Answer box, write: We finish eating. We all watch the end of the football game.

Say: Which joining word do you think I could use to combine these two sentences?

Wait for student response. Ask students for all the possible options.

Anticipated Student Response: when, as soon as, after

Say: Good! All those joining words could work here. I'm going to choose *as soon as*.

In the Model Your Answer box, write: As soon as we finish eating, we all watch the end of the football game.

Say: Notice that I began my sentence with the joining word.

In the Model Your Answer box, underline "As soon as"

Say: Then I replaced the period with a comma and made *we* lowercase because it's not the beginning of a sentence anymore.

In the Model Your Answer box, underline the comma.

Slide 6/8: Interactive Slide

I usually spend Thanksgiving with my entire family, including my aunts, uncles, and cousins. We always bake pies and watch football. I don't like football. I always watch it on Thanksgiving. After we watch football, we have a huge feast.



Students Input Sentences

Paired Practice

Ask pairs to combine the sentences on their own.

Say: Now try the next one with your partner. Combine two of the sentences to create one stronger sentence that uses a joining word.

As students are working, walk around to help students who may need support in combining the sentences in the paragraph.

Discussion

Select 1 correct response and 2-3 incorrect responses to display and discuss.

Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct response.

Ask the following questions:

- Does the combined sentence help show the right relationship?
- Do we need to revise the punctuation of any sentences?
- Are there any sentences that shouldn't be combined?

Slide 7/8: Interactive Slide

Write a paragraph.

Include at least three different joining words.



Students Input Sentences

Individual Practice

Ask students to write their own paragraph using joining words.

Say: Now it's time for you to try writing your own paragraph using joining words. Write a paragraph that correctly uses three different joining words.

You may have students choose their own topics, or you may provide the students your own prompt. You may also set a sentence minimum for the students' paragraphs.

Slide 8/8**Today, I learned:**

- To make my writing stronger by using joining words to show the relationship between ideas.

*Wrap-up***Review what the students learned today.**

Say: Great work everyone! Let's review what you learned today.

Ask students to read each bullet point out loud.

You can assign an independent practice activity that students can either complete now or later.

You can also pull aside the flagged students for small group instruction.

Say: Follow the instructions on your screen. If your screen says to begin the next activity, go ahead and begin it now. If your screen says to wait for instructions, please wait at your desk quietly for your next steps.