

Lesson Pack: Compound Subjects, Objects, and Predicates	Lesson 3
Lesson Topic: Compound Subjects, Objects, and Predicates Review	

<p>Objective</p> <p>Students will be able to write a paragraph that includes a compound subject, a compound object, and a compound predicate.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Discuss the lesson objective 2. Review: Combine sentences with a compound subject 3. Review: Combine sentences with a compound object 4. Review: Combine sentences with a compound predicate 5. Paired Practice: Combine sentences in a paragraph 6. Paired Practice: Write a sentence 7. Individual Practice: Write a sentence 8. Individual Practice: Write a paragraph 9. Wrap-up lesson
<p>Optional Follow-up Activity</p> <p>Compound Subjects, Object, Predicates</p>	
<p>Common Core Standards</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>	
<p>Prerequisites</p> <p>Students can combine sentences using a compound subject (covered in Lesson 1: Compound Objects and Predicates, found in the Compound Subjects, Objects, and Predicates Lesson Pack).</p> <p>Students can combine sentences using a compound object or predicate (covered in Lesson 2: Compound Subjects, found in the Compound Subjects, Objects, and Predicates Lesson Pack).</p>	

Slide 1/9

By the end of class today, you will be able to:

- Write a paragraph with sentences that use *and* to join two people, two actions, or two things.

Objectives

Introduce the objective for the lesson.

Say: You've learned how to combine sentences to make your writing less repetitive. Today, we're going to practice writing those types of sentences from scratch.

Say: Take a minute to read today's objective out loud to your partner.

Wait for students to finish.

Slide 2/9: Interactive Slide

Sharks have **rows of sharp teeth**.
Sharks have **powerful jaws**.



Teacher Models Response

Class Review

Review combining sentences that are the same except for what comes after the action.

Say: To start, let's review what you've learned. You learned how to combine sentences when the sentences are the same except for what comes after the action, like in these sentences.

Say: Sharks have rows of sharp teeth. Sharks have powerful jaws.

Ask a student to combine the sentences out loud.

In the Model Your Answer box, write: Sharks have rows of shark teeth and powerful jaws.

Ask a student to read the sentence out loud.

Say: Great work. Use *and* to join the two ideas after the action word.

In the Model Your Answer box, underline "rows of sharp teeth" and "powerful jaws."

Slide 3/9: Interactive Slide

Sharks **feel vibrations in the water.**

Sharks **sense electricity from their prey.**



Teacher Models Response

Class Review

Review combining sentences when the same thing is doing two different actions.

Say: You also learned how to combine sentences when the same person or animal is doing two different actions, like in these sentences.

Say: Sharks feel vibrations in the water. Sharks sense electricity from their prey.

Ask a student to combine the sentences out loud.

In the Model Your Answer box, write: Sharks feel vibrations in the water and sense electricity from their prey.

Ask a student to read the sentence out loud.

Say: Great work. Use *and* to join the two action phrases.

In the Model Your Answer box, underline "feel vibrations in the water" and "sense electricity from their prey."

Slide 4/9

Bull sharks can survive in freshwater.

Speartooth sharks can survive in freshwater.



Teacher Models Response

Class Review

Review combining sentences when two different things are doing the same action.

Say: Lastly, you learned how to combine sentences when two different people, animals, or things are doing the *same* action, like in these sentences.

Say: Bull sharks can survive in freshwater. Speartooth sharks can survive in freshwater.

Ask a student to combine the sentences out loud.

In the Model Your Answer box, write: Bull sharks and speartooth sharks can survive in freshwater.

Ask a student to read the sentence out loud.

Say: Great work. Use *and* to join the two sharks that can survive in freshwater.

In the Model Your Answer box, Underline "Bull sharks" and "speartooth sharks."

Slide 5/9: Interactive Slide

Angel sharks are also known as sand devils. They have flat bodies, so they can easily hide. Angel sharks bury themselves in piles of sand. Angel sharks wait for unsuspecting fish to pass by. When fish pass by, the angel shark springs out of the sand to attack!



Students Input Sentences

Paired Practice

Ask pairs to combine sentences within a paragraph.

Say: Now let's try combining sentences within a paragraph. With your partner, read the paragraph. Together, find the two sentences that could be combined in the way you've been practicing. Discuss how to combine them, and then each of you will submit a response from your own computer.

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:

- How did you know which sentences to combine?
- What information is repeated and can be removed?
- How can I make the sentence more concise?

Discuss the effect of combining sentences within a paragraph.

Say: How does combining those two sentences improve the paragraph?

Anticipated Student Response: It helps it flow more smoothly because it is less repetitive.

Say: Exactly. Combining sentences like this makes writing flow smoothly because it is more concise. It helps eliminate repetitive words.

Slide 6/9: Interactive Slide

Write a sentence about a shark attack.

Use one of the structures you've been learning about.



Students Input Sentences

Paired Practice

Ask pairs to write a sentence using *and* to combine two people, actions, or ideas.

Say: Now let's try writing one from scratch. With your partner, write a sentence about sharks. Use *and* to combine the people or animals doing the action in your sentence, the actions, or the ideas that come after an action.

Note: It may be helpful to write an example of each type of sentence on the whiteboard for students to reference as they write.

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:

- Do any of these sentences repeat information that we could remove from the sentence?
- Is *and* used correctly to join the correct ideas or objects from the prompt?

Slide 7/9: Interactive Slide

Write a sentence about a shark hunting its prey.

Use one of the structures you've been learning about.



Students Input Sentences

Individual Practice

Ask students to write a sentence using one of the learned structures.

Say: Now try one on your own. Write a sentence about a shark hunting its prey. Use one of the structures you've been learning about.

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:

- Do any of these sentences repeat information that we could remove from the sentence?
- Is *and* used correctly to join the correct ideas or objects from the prompt?

Slide 8/9: Interactive Slide

Write a paragraph of at least six sentences.

Use each of the structures you've been learning about at least one time.



Students Input Sentences

Individual Practice

Ask students to complete the activity.

Say: Now it's time to practice by yourself to see if we've met the goal for today. Write a paragraph of at least six sentences. Use each of the structures you've been learning about at least one time.

Provide a topic for students, or allow them to choose their own topic.

While students are working, provide extra support for flagged students.

Slide 9/9

Today, I learned:

- To make my writing stronger by using *and* to join two people, two actions, or two things.

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.