

Language Arts Lesson Plan: Compound Sentences and Conjunctions

CANDIDATE NAME: _____ **DATE/TIME:** _____

ESTIMATED LESSON LENGTH: 45 minutes

GRADE LEVEL: 5th Grade

SETTING (general, special education, or RtI group): **Leveled 5th Grade Reading Class**

PUPILS: ☒ WHOLE CLASS ☐ SMALL GROUP ☒ INDIVIDUAL

LESSON TOPIC: Compound Sentences and Conjunctions

LESSON RATIONALE:

In order to become effective writers, students need to know how to identify common conjunctions, identify a correct compound sentence, and be able to compose a correct compound sentence using two independent clauses separated with a comma and a conjunction. If students can do this they will be able to correctly edit their writing and form more concise and interesting sentence structures that are grammatically correct.

CONTENT AREA: Language Arts: Writing, Language Conventions

CALIFORNIA CONTENT STANDARD(S):

1.0 Writing Strategies

Evaluation and Revision

1.6 Edit and revise manuscripts to improve meaning and focus by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

1.0 Written and Oral English Language Conventions

Sentence Structure

1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependant clauses; use transitions and conjunctions to connect ideas.

IEP Goals (if for special education students): No IEP or 504 students.

ELD STANDARDS:

Grade level: 3-5

Proficiency level: Early Advanced

Domain: Writing: Conventions

Strand: Uses standard word order and forms—

Uses standard word order but many have some inconsistent grammatical forms, including inflections.

Grade level: 3-5

Proficiency level: Advanced

Domain: Writing: Conventions

Strand: Uses standard word order and forms—

- a) Use complete sentences and correct word order
- b) Use correct parts of speech, including correct subject-verb agreement

ACADEMIC LANGUAGE DEMAND:

- Complete Sentence/ independent clause
- Subject (Simple and complete)
- Predicate (Simple and complete)
- Comma
- Conjunction

STRATEGIES TO SUPPORT ACADEMIC LANGUAGE DEVELOPMENT:

- All of the academic demand words will be defined verbally.
- All of the words will be recorded and defined in students' notebooks (or have been previously)
- Presentation and worksheet uses both academic and common uses of the words to link understanding.

OBJECTIVE(S): Individually, students will correctly combine two independent clauses using a conjunction with a comma on a worksheet.

ASSESSMENT:

1. I will be using informal verbal assessment during the lesson.
2. Students will use self-assessment by raising fingers (1-5) when I ask to demonstrate their level of understanding.
3. I will be using informal observational assessment when checking students' independent work.
4. I will grade the worksheets to check for understanding.

INSTRUCTIONAL STRATEGIES: (e.g., direct instruction, guided inquiry, etc.)

Direct instruction, problem solving

REQUIRED TEACHER BACKGROUND INFORMATION: Information the teacher must have in order to teach the lesson well (e.g., review content knowledge, become familiar with curriculum, etc.)

- I will need to know how to demonstrate/ simply diagram a complete sentence
- Will need to know the level of understanding the students are at in regards to complete sentences.
- I will need to review the curriculum to understand what level of understanding of compound sentences and conjunctions students should know by the end of the lesson.

TASK ANALYSIS: Task Analyze for Prerequisite Student Skills (i.e., what entry skills must students possess in order to be successful with the lesson).

- Students must understand what a complete sentence is and that a complete sentence requires both a subject and a predicate.
- Students will need to know what a comma is.

PROCEDURES:

Introduction:

1. I tell students that they will be learning about conjunctions and compound sentences, and I will direct their attention to the “Big Idea” for the lesson on the board.
2. I will then play the School House Rock video, “Conjunction Junction” for the students to hook their interest.

Lesson Sequence:

1. I will tell students that they need to write what I write on the board in their notebooks.
2. I will review what a complete sentence is (contains a subject and a predicate) and then tell students that a complete sentence is also known as an independent clause.
3. I will then define conjunctions (words that connect other words, phrases or sentences together).
4. I will define the coordinating conjunctions using FANBOYS (For, And, Nor, But, Or, Yet, So) and tell students that they will only need to remember And, But and Or.
5. I will then show students how to combine two independent clauses using a conjunction and a comma.
6. I will tell students that sentences that are improperly combined are called “run-on sentences” and will give an example.
7. I will tell students (in “Superfocus!”) that combining two sentences is like math: An independent clause + a comma+ a conjunction+ another independent clause= a compound sentence.
8. I will give students several examples to try independently in their notebooks and then ask for volunteers to give me the answers.
9. I will then give students a worksheet to complete in class, and I will go around and check students’ work and help with problems.
10. When students have completed their worksheets, they will turn them into the Language Arts box and read from their independent reading books or complete any missing work for this class.

Closure:

1. I will review any sentences that students had difficulty with using the document camera.
2. I will then ask students to combine two of the complete sentences that are on the wall from a previous exercise using a conjunction.

UNIVERSAL ACCESS: Modifications/Differentiation for English Learners and/or Students with Special Needs

- Struggling EL students may work in pairs with a student who is one language level above theirs if they wish in the back room.
- Students who need extra help will be able to sit down with one of the teachers and go through several problems together until the student has better understanding.

CONTENT INTEGRATIONS/EXTENSIONS:

- We will use combining two independent clauses into a compound sentence during our warm-ups during the week.
- We will in a later lesson extend the use of conjunctions by using all of the coordinating conjunctions and introducing other types of conjunctions like subordinating conjunctions and conjunctive adverbs.

RESOURCES/SOURCES:

California State Board of Education. (1997). English-language arts content standards for California public schools: Kindergarten through grade twelve. Retrieved from <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

Houghton Mifflin. (2003). *Houghton Mifflin reading: California teacher's edition: Theme 1: Nature's fury*. Boston: Houghton Mifflin.

MATERIALS/EQUIPMENT:

- Student Materials
 - Notebooks
 - Pencils
 - Worksheets
- Teacher Materials
 - "Conjunction Junction" video
 - Projector
 - Document camera
 - Whiteboard with markers

PERSONAL TEACHING OBJECTIVES:

- I would like to work on wait time when asking a question both for calling on a student and for letting them think of an answer.
- I want to work on stating the question, waiting a little bit, and then calling on a student, instead of calling on a student and then asking the question, to give students time for rehearsal in their heads.
- I want to work on stopping to check for understanding during the lesson, not just after.

ASSESSMENT OF PERSONAL TEACHING OBJECTIVES:

- I will know if I was successful if I wait five seconds before calling on a student, and wait five seconds before giving any hints if a student is having trouble answering,
- I will know if I was successful if I have asked questions and then waited five seconds before calling on students, instead of calling on someone and then asking the question.
- I will know if I was successful if I have stopped at least five times during the actual teacher instructed part of the lesson to check for understanding.