

SENTENCE COMBINING

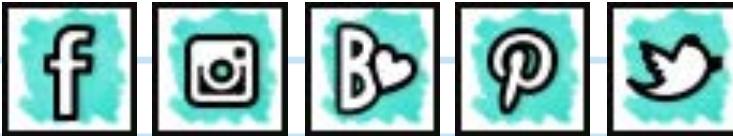
BELL RINGERS

VOLUME 2



A quick and easy
way to help your
students improve their
writing skills.

Focusing on comma conjunction & semicolons



THE DARING ENGLISH TEACHER

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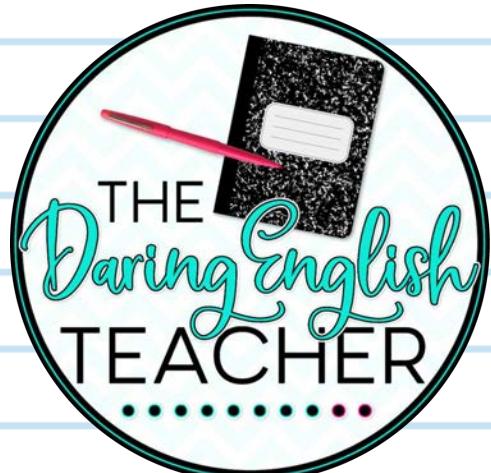
The Daring English Teacher

TheDaringEnglishTeacher@gmail.com

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THANK YOU FOR PURCHASING THIS RESOURCE.

I love using these bell ringers in my classroom. After I use the instructional slides with my students, I display one of these slides each class period at the start of class. When the bell rings, students work on combining their sentences. As a way to challenge my students, I encourage them to combine the sentences two different ways. Sometimes I will even give them mini challenges such as using the least amount of words but still maintaining all of the content. After students write their sentences, I call on a few of them to read their sentences aloud (including the punctuation) to the class.

USE THE INFORMATION IN THESE SIMPLE SENTENCES TO CRAFT GRAMMATICALLY CORRECT COMPOUND AND COMPLEX SENTENCES.

INSTRUCTION SLIDE

- She likes to run in the field.
- She likes to twirl in the field.
- She likes to dance in the field.
- The field is beautiful.

LET'S TRY IT!

STEP 1

Read ALL of the sentences.

STEP 2

Look for similar words or information that you can condense and combine.

STEP 3

Think about different and unique ways you can start the sentence.

STEP 4

Write out your sentence making sure it contains all the information and is grammatically correct.

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She likes to...

In the beautiful field, ...

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- She likes to twirl in the field.
- She likes to dance in the field.
- The field is beautiful.

LET'S TRY IT!

She likes to run, twirl, and dance in the beautiful field.

In the beautiful field, she likes to run, twirl, and dance.

STEP 1

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Look for similar words or information that you can condense and combine.

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Think about different and unique ways you can start the sentence.

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Write out your sentence making sure it contains all the information and is grammatically correct.

REMEMBER

THE ENGLISH LANGUAGE IS VERY BEAUTIFUL. YOU CAN USE WORDS IN DIFFERENT COMBINATIONS TO SAY THE SAME THING MANY DIFFERENT WAYS. THINKING ABOUT YOUR WRITING WILL HELP YOU BECOME A BETTER WRITER.

ANOTHER WAY TO COMBINE SENTENCES IS TO PLACE A SEMICOLON OR A COMMA + CONJUNCTION BETWEEN TWO INDEPENDENT CLAUSES.

INSTRUCTION SLIDE

- It is getting late.
- We should be leaving soon.

LET'S TRY IT!

STEP 1

Read ALL of the sentences.

STEP 2

Determine if the sentences are independent clauses (complete sentences).

STEP 3

Combine the two sentences together either using a semicolon or a comma + conjunction.

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INSTRUCTION SLIDE

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- We should be leaving soon.

LET'S TRY IT!

It is getting late, we should be leaving soon.

It is getting late, so we should be leaving soon.

STEP 1

Read ALL of the sentences.

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Determine if the sentences are independent clauses (complete sentences).

STEP 3

Combine the two sentences together either using a semicolon or a comma + conjunction.

REMEMBER

The English language is very beautiful. You can use words in different combinations to say the same thing many different ways. Thinking about your writing will help you become a better writer.

LET'S GET STARTED!

THERE ARE 2 TYPES OF SENTENCE COMBINING
BELL RINGERS YOU WILL ENCOUNTER.

1. You will encounter a slide containing two separate sentence pairs. For these slides, you combine the sentence clusters separately.
2. You will encounter a slide containing three or more related sentences. For these slides, you will combine all of the information into one or two sentences.

COMBINE THESE SENTENCE PAIRS TOGETHER USING A SEMICOLON OR A COMMA AND A CONJUNCTION.

- Dinner is in five minutes.
 - We are having lasagna and salad.
- This buffalo wing is too spicy.
 - I need some milk.

YOUR SENTENCES MIGHT POSSIBLY LOOK LIKE THIS.

- Dinner is in five minutes; we are having lasagna and salad.
- Dinner is in five minutes, and we are having lasagna and salad.

- This buffalo wing is too spicy; I need some milk.
- This buffalo wing is too spicy, so I need some milk.



COMBINE THESE SENTENCE PAIRS TOGETHER USING A SEMICOLON OR A COMMA AND A CONJUNCTION.

- Our team won the playoff game.
 - We celebrated our victory with pizza.
- I want to go outside.
 - It is too hot.

YOUR SENTENCE MIGHT POSSIBLY LOOK LIKE THIS.

- Our team won the playoff game; we celebrated our victory with pizza.
- Our team won the playoff game, so we celebrated our victory with pizza.
- I want to go outside; it is too hot.
- I want to go outside, but it is too hot.
- Sometimes you should decide which sentence sounds better. Stylistically, the highlighted sentences are stronger.



COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- The boat left the dock.
- It left in the morning.
- The boat did not get far.
- The boat ran out of gas.

YOUR SENTENCE MIGHT POSSIBLY LOOK LIKE THIS.

- The boat left the dock in the morning, but did not get far because it ran out of gas.



COMBINE THESE SENTENCE PAIRS TOGETHER USING A SEMICOLON OR A COMMA AND A CONJUNCTION.

- The new tablet comes out tomorrow.
■ I'm going to get one.

- It rained all night.
■ There is mud everywhere.

YOUR SENTENCES MIGHT POSSIBLY LOOK LIKE THIS.

- The new tablet comes out tomorrow; I'm going to get one.
- The new tablet comes out tomorrow, so I'm going to get one.

- It rained all night; there is mud everywhere.
- It rained all night, so there is mud everywhere.



COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- She wants to go to the store.
- The store is across town.
- She wants to buy a camera.
- She wants to buy film.

YOUR SENTENCE MIGHT POSSIBLY LOOK LIKE THIS.

- She wants to go to the store to buy a camera and film, but it is across town.



COMBINE THESE SENTENCE PAIRS TOGETHER USING A SEMICOLON OR A COMMA AND A CONJUNCTION.

- My cell phone is about to die.
■ I cannot find my charger anywhere.

- My cell phone is about to die.
■ I need to find my charger.

COMBINE THESE SENTENCE PAIRS TOGETHER USING A SEMICOLON OR A COMMA AND A CONJUNCTION.

- Mr. Lewis' class is reading a novel.
- The novel is Holes.
- His students seem to like the book.
- They have only read forty pages.



COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- He found a dog.
- The dog was lost.
- The dog was brown.
- The dog was big.
- This dog matched the description on the sign.

COMBINE THESE SENTENCE PAIRS TOGETHER USING A SEMICOLON OR A COMMA AND A CONJUNCTION.

- The sky was swarming with pigeons.
■ Luckily, we did not get pooped on.

- The small child slipped on the wet floor.
■ He did not get injured.

COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- It's his birthday.
- He is turning sixteen.
- He wants to take his driver's test.
- His parents won't let him take the driver's test.



COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- Tryouts are next Wednesday.
- The tryouts are for the hockey team.
- More than sixty athletes are trying out.
- Only twelve spots are open.

COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- I need to go to the bank.
- Most banks are closed on holidays.
- Today is a holiday.



COMBINE THESE SENTENCE PAIRS TOGETHER USING A SEMICOLON OR A COMMA AND A CONJUNCTION.

- Playoffs start in two weeks.
- Our team needs to win three games to make the cut.

- She just sharpened her pencil.
- It broke when she wrote her name.

COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- The students watched the clock.
- They were anxious.
- They were excited.
- It was the last day of school.
- They still had five hours left.



COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- The traffic light turned red.
- The traffic light was yellow for just a brief moment.
- A car ran the red light.
- The car was silver.
- A police officer pulled the car over.

COMBINE THESE SENTENCE PAIRS TOGETHER USING A SEMICOLON OR A COMMA AND A CONJUNCTION.

- I need to go to the store.
 - I need to buy milk, sugar, and eggs.

- He is running ten minutes late.
 - He is usually on time.

COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- The students toured a college.
- The students are in Mr. Turner's class.
- They toured a private college.
- The private college specializes in fine arts.
- The students are art students.

COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- The store is having a sale.
- It is a shoe store.
- The entire store is on sale.
- The entire store is 30% off.
- My brother wants to buy new shoes.
- He already spent his money on video games.

COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- Her parents bought a new car.
- The car is red.
- The car is a sports car.
- The sports car is flashy.
- She is not allowed to drive it.



COMBINE THESE SENTENCE PAIRS TOGETHER USING A SEMICOLON OR A COMMA AND A CONJUNCTION.

- The dog chased the rabbit.
■ The rabbit escaped.

- I didn't go to track practice all week.
■ I still won my race.

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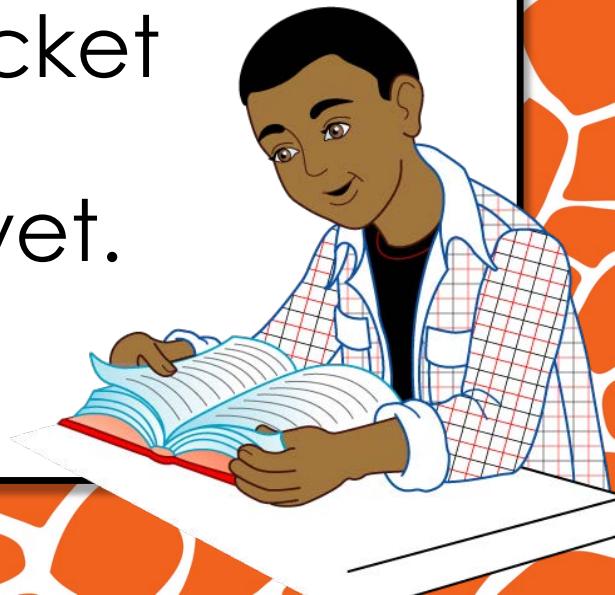
- The new movie comes out on Friday.
- It is an action movie.
- Sara is going to see the movie.
- Lynn is going to see the movie.
- Charles is going to see the movie.
- Henry is not going to see the movie.

COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- She went to the bank.
- At the bank, she opened an account.
- It was a savings account.
- She deposited some birthday money in the account.
- It was half of her birthday money.

COMBINE THESE SENTENCE PAIRS TOGETHER USING A SEMICOLON OR A COMMA AND A CONJUNCTION.

- We are going to the zoo in the afternoon.
 - The hippo enclosure will be closed.
-
- He received a speeding ticket yesterday.
 - He hasn't told his parents yet.



COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- Students hurried to class.
- The bell rang.
- It was the tardy bell.
- They were late to class.
- The teacher sent them to get a pass.

COMBINE THESE SENTENCE PAIRS TOGETHER USING A SEMICOLON OR A COMMA AND A CONJUNCTION.

- The baby is crying loudly.
■ She woke up her older brother.

- Lauren studied all night for her physics test.
■ She still failed it.

COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- He was distracted.
- He was supposed to be reading.
- The reading was from his science book.
- He kept checking his phone.
- He was waiting for a text message.

COMBINE THESE SENTENCE PAIRS TOGETHER USING A SEMICOLON OR A COMMA AND A CONJUNCTION.

- Cheeseburgers are my favorite food.
 - I don't like hot dogs.

- The county fair starts tonight.
 - We won't be able to go until this weekend.



COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- Her parents had a fun weekend planned.
- They were going to go hiking.
- They were going to go fishing.
- The weather did not cooperate.
- It snowed in July!

COMBINE THESE SENTENCE PAIRS TOGETHER USING A SEMICOLON OR A COMMA AND A CONJUNCTION.

- The teacher passed out highlighters to each student.
 - Liam's highlighter didn't work.
-
- There is a test tomorrow.
 - Students are allowed to use notes on the test.

COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- The school is planning a trip.
- The trip is for the seventh graders.
- The trip is to a wild life reserve.
- The wild life reserve is in Africa.

COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- There is a noise outside.
- The noise is birds.
- The birds are chirping.
- The chirping is constant.
- The chirping is loud.



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- There was an accident.
- The accident was on the freeway.
- A truck flipped over.
- The truck was carrying oranges.
- There were thousands of oranges.
- Oranges were on the freeway.
- The oranges were everywhere.

COMBINE THESE SENTENCE PAIRS TOGETHER USING A SEMICOLON OR A COMMA AND A CONJUNCTION.

- My best friend runs track.
■ She is a better swimmer.

- We should go to the movies tonight.
■ I want to see the new horror film.



COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- The shopkeeper set up a display.
- The display was new.
- The display held birthday cards.
- The display held congratulatory cards.
- The display held thank you cards.
- The cards were brightly colored.

COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- The cords were tangled.
- There were many cords.
- One cord was for the computer.
- One cord was for the printer.
- One cord was for the projector.
- The teacher tripped.
- She tripped over the cords.

COMBINE THESE SENTENCE PAIRS TOGETHER USING A SEMICOLON OR A COMMA AND A CONJUNCTION.

- They have chocolate chip cookies baking in the oven.
 - The house smells so good right now.
-
- My favorite kind of candy is sour gummy bears.
 - I also like chocolate.

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- The young girl made a mess.
- The mess was in the kitchen.
- She dropped the milk.
- The milk container broke.
- Milk flew everywhere.
- She did not clean it up.

COMBINE THESE SENTENCE PAIRS TOGETHER USING A SEMICOLON OR A COMMA AND A CONJUNCTION.

- He wanted to buy concert tickets.
 - The concert tickets were already sold out.
-
- We are going to the beach today.
 - Don't forget to wear sunscreen.

COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- They are baking cookies.
- The cookies will be chocolate chip.
- They have all of the ingredients.
- They don't have a baking sheet.



COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- He wants to write a novel.
- He wants to write about a mystery.
- He has lots of ideas.
- He does not know where to begin.

COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- She is working on an assignment.
- The assignment is for history.
- The assignment is big.
- The assignment is worth 20% of her grade.
- She forgot the handout at school.

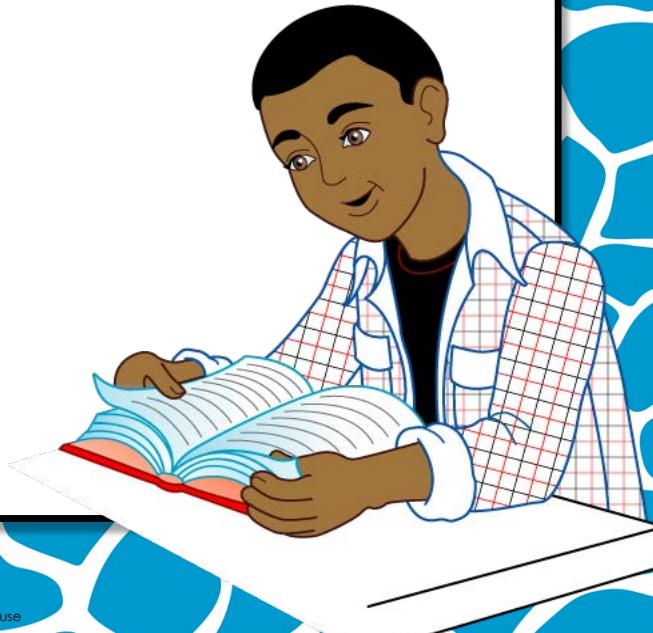
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- The gym was packed.
- There were many people.
- The people were cheering.
- The people were loud.
- They were watching a game.
- It was a game of basketball.

COMBINE THESE SENTENCE PAIRS TOGETHER USING A SEMICOLON OR A COMMA AND A CONJUNCTION.

- I earned \$10 yesterday.
■ I bought some candy.

- It is getting late.
■ We should leave soon.



COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- I want to eat dinner.
- I want soup.
- I want soup with vegetables.
- I want soup with chicken.
- I don't have the ingredients to make soup.

COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- The students are holding a fundraiser.
- The fundraiser is a carwash.
- The students are raising money.
- The money will go toward a field trip.
- The field trip will be to the museum.
- The museum will be a natural history museum.

COMBINE THESE SENTENCE PAIRS TOGETHER USING A SEMICOLON OR A COMMA AND A CONJUNCTION.

- She heard the siren blaring loudly.
■ She could not see where it was coming from.

- The small boy wanted a chocolate ice cream cone.
■ The ice cream shop only had vanilla ice cream.

COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- The band performed.
- The performance was during half time.
- The performance was amazing.
- The audience cheered.
- The cheering was loud.
- The cheering was enthusiastic.

COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- We went whale watching.
- We watched on a boat.
- We saw lots of whales.
- The whales were close.
- One whale came too close.
- That whale almost capsized the boat.



COMBINE THE INFORMATION IN THESE SENTENCES TO CRAFT GRAMMATICALLY CORRECT SENTENCES. BE SURE TO USE AT LEAST ONE SEMICOLON OR COMMA + CONJUNCTION.

- She likes music.
- Her favorite genre is rock.
- She also likes country.
- She isn't a fan of some types of music.
- She dislikes classical music.

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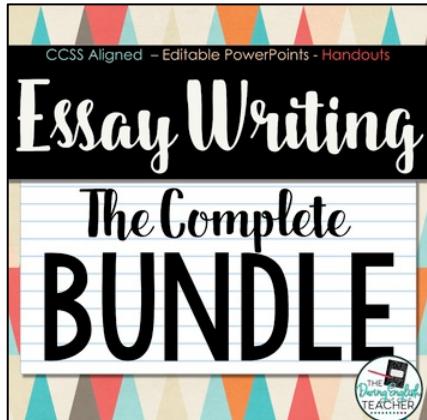
- We are supposed to have a BBQ this weekend.
- The weather is predicting snow.

- My best friend is visiting from Germany.
- She is staying with us for a week.

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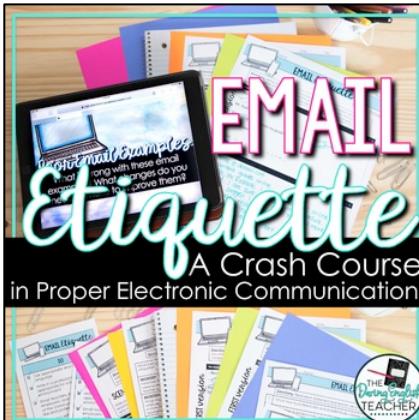
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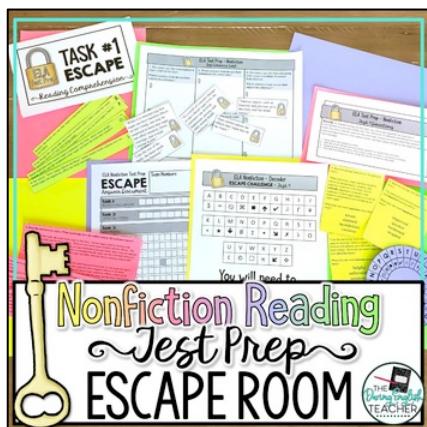
IDEAL FOR GRADES 5-9

8 COMPLETE PARTS OF SPEECH UNITS
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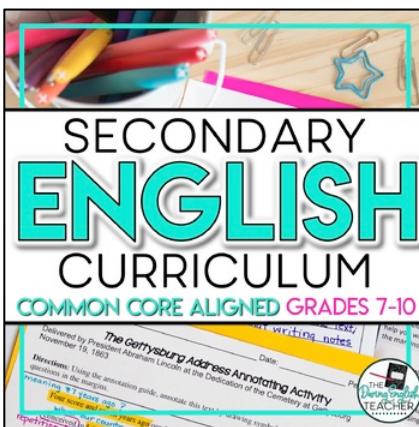
Nonfiction Reading Test Prep ESCAPE ROOM



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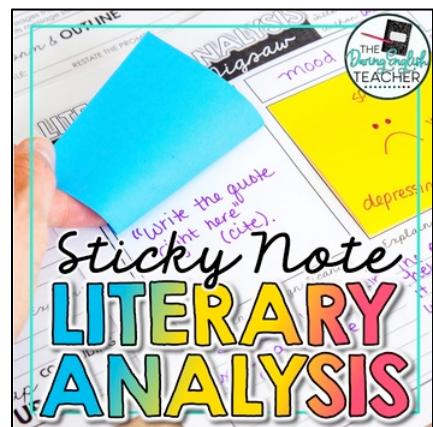
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Sticky Note **LITERARY** ANALYSIS



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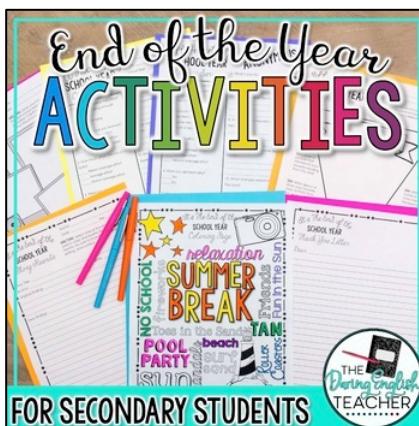
Back to **SCHOOL** Activities for the secondary classroom



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End of the Year **ACTIVITIES**

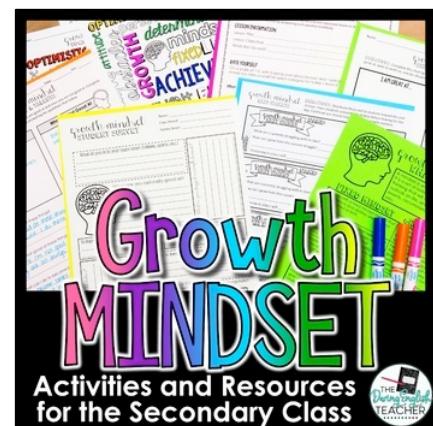
FOR SECONDARY STUDENTS



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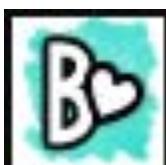
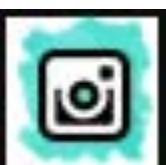
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