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| Lesson Pack: Compound Subjects, Objects, and Predicates | Lesson 2 |
| Lesson Topic: Compound Subjects | |

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| <p>Objective</p> <p>Students will be able to combine sentences by using a compound subject.</p> | <p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Discuss the lesson objective 2. Teacher Model: Combine sentences with a compound subject 3. Paired Practice: Combine sentences 4. Individual Practice: Combine sentences 5. Wrap up lesson |
| <p>Optional Follow-up Activity</p> <p>Compound Subjects</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 identify the action words in a sentence.</p> <p>Students can make singular action words plural.</p> | |

Slide 1/5

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

- Using *and* to connect two people or things doing the same action.
- Changing the action word to match the number of people or things doing the action.

Objectives

Introduce the objective for the lesson.

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

Wait for students to finish.

Say: Today, you're going to learn one way to combine sentences so that your writing is clearer and less repetitive.

Slide 2/5: Interactive Slide

The choppy sea rocks the wooden ship.

The heavy wind rocks the wooden ship.



Teacher Models Response

Teacher Model

Model using *and* to combine the sentences.

Say: Sometimes, you have two different people or things doing the same action, like our sentences here.

Ask a student to read the sentences out loud.

Say: In this case, two different things are both doing the same action-- they are both rocking the wooden ship. What are the two things doing the action in these sentences?

Anticipated Student Response: the choppy sea and the wind

Say: Good. Watch as I combine the sentences.

In the Model Your Answer box, write: The choppy sea and the heavy wind rock the wooden ship.

Ask a student to read the sentence out loud.

Say: I had to do two things to combine these sentences. The first was to add *and* between the two things doing the action.

In the Model Your Answer box, underline "The choppy sea and heavy wind"

Say: What is the second thing I had to change?

Anticipated Student Response: You changed rocks to *rock*.

In the Model Your Answer box, make “rock” bold.

Say: Exactly. When I only had one thing in the sentence doing the action, it was okay to use *rocks*. Since my new combined sentence has two things doing the action, I have to make the action word plural by changing it to *rock*.

Slide 3/5: Interactive Slide

The sky turns dark as the storm begins.
The sea turns dark as the storm begins.



Students Input Sentences

Paired Practice

Ask pairs to combine the sentences.

Say: Try one with your partner. Don't forget to make sure your action word matches with your new sentence. After deciding on the best answer, both 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:

- Do any of these sentences repeat information that we could remove from the sentence?
- Is *and* used correctly to join the two things doing the action?
- Is the action word plural to match the number of things doing the action?

Slide 4/5: Interactive Slide

A downpour of rain soaks the sailors.
A powerful wave soaks the sailors.



Students Input Sentences

Individual Practice

Ask students to combine the sentences.

Say: Now try one on your own. Combine these two sentences.

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 two things doing the action?
- Is the action word plural to match the number of things doing the action?

Slide 5/5

Today, I learned:

- Use *and* to connect two people or things doing the same action.
- Change the action word to match the number of people or things doing the action.

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.