

Lesson Pack: Complex Sentences	Lesson 3
Lesson Topic: Conjunctions of Cause and Effect (Because, Since)	

<p>Objective</p> <p>Students will be able to use <i>because</i> and <i>since</i> to create a complex sentence.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Individual Review: Identify a complex sentence 2. Discuss the lesson objective 3. Paired Response: Explain the meaning of <i>because</i> 4. Introduction: Review example sentence 5. Paired Practice: Combine sentences 6. Individual Practice: Combine sentences 7. Wrap up lesson
<p>Optional Follow-up Activity</p> <p>Since, Because (Starter)</p>	
<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>	
<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>	

Slide 1/8: Interactive Slide

Read the following short paragraph. Find one sentence that uses one of the joining words you've been learning about. Write the sentence in the box.

It had been raining for hours, and the wind was beginning to pick up. Even though there was a flood warning, he opened the door. He stepped outside to brave the storm.



Students Input Sentences

Individual Review

Ask students to complete the activity on their own.

Say: To get started, follow the instructions on your screen.

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 from the paragraph. 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, you will be able to:

- Use *because* and *since* at the beginning of a sentence
- Use a comma to separate the two main ideas

Objectives

Introduce the objective for the lesson.

Say: Today, you're going to learn two more joining words--*because* and *since*. By the end of class today, you should be able to combine sentences to create using these new joining words.

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

Wait for students to finish reading.

Slide 3/8: Interactive Slide

Explain when you would use the word *because*.



Students Input Sentences

Paired Response

Ask pairs to discuss the prompt and have each student submit a response.

Say: *Because* and *since* can both mean the same thing. You probably already use *because* when you're writing and speaking. Let's see if you can come up with a definition of what it means or when to use it in a sentence.

Say: With your partner, explain when you would use the word *because*. Type your explanation into the box and press submit.

Discussion

Select 3-4 strong responses to display and discuss.

Display 3-4 particularly strong student responses and read them out loud.

Say: Good work! *Because* and *since* both help you as a writer to explain why or give a reason for something.

Slide 4/8

The streets were filled with water **because** there was a flood

Introduction

Review the example sentence.

Say: Take a look at this example.

Ask a student to read the prompt out loud.

Say: You're probably used to using the word *because* in the middle of the sentence, like in this sentence. This is a great sentence, but we're going to focus on using the joining word at the beginning of the sentence, and we're going to practice using *since* more often.

Slide 5/8

Because there was a flood, the streets were filled with water.

Since there was a flood, the streets were filled with water.

Introduction

Read the example sentences and discuss the meaning.

Say: Let's look at our sentence again. This time, the joining word is at the beginning of the sentence.

Ask a student to read both sentences out loud.

Say: The first part of the sentence tells *why* the second part happened. Always put the joining word before the sentence that gives the reason. In this case, *there was a flood* tells why the streets were filled with water.

Slide 6/8: Interactive Slide

Combine the sentences. Use either of the joining words. Put the joining word at the beginning of the sentence.

since or because

Coastal cities flood more often.
Many houses are built on stilts.



Students Input Sentences

Paired Practice

Ask pairs to combine the sentences.

Say: Now give it a try. Join the next set of sentences with your partner. Begin your sentence with the joining word.

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:

- Which sentence tells why the other happened?
- What punctuation does this sentence need?
- Where should the comma be?
- How do you know the comma goes there?

Slide 7/8: Interactive Slide

Complete the sentence.

Since there was a flood last week
_____.



Students Input Sentences

Individual Practice

Ask students to complete the sentence on their own.

Say: Now you're going to practice by yourself. This time, you're going to complete the sentence. Don't forget to use correct punctuation.

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:

- Which idea in the sentence gives the reason?
- Do you see any responses that don't show the correct relationship?
- How could we revise the sentence to show the correct relationship?
- Where should the comma be?
- How do you know the comma goes there?

Slide 8/8

Today, I learned:

- *Because* and *since* can be used to explain why or to give a reason for something.
- A comma separates the two main 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.