

<b>Lesson Pack:</b> Advanced Sentence Combining: Modifiers	<b>Lesson 2</b>
<b>Lesson Topic:</b> Complex Sentences with Modifiers	

<p><b>Objective</b></p> <p>Students will be able to create compound and complex sentences while also using adjectives, adverbs, and prepositional phrases.</p>	<p><b>Lesson Outline</b></p> <ol style="list-style-type: none"> <li>1. Teacher Model: Sentence Combining</li> <li>2. Paired Practice: Sentence Combining</li> <li>3. Individual Practice: Sentence Combining</li> <li>4. Wrap up lesson</li> </ol>
<p><b>Optional Follow-up Activity</b></p> <p>Complex Sentences with Modifiers 1</p>	
<p><b>Common Core Standards</b></p> <p>CCSS.ELA-LITERACY.L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases.</p> <p>CCSS.ELA-LITERACY.L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	
<p><b>Prerequisites</b></p> <p>Students can recognize and place adjectives in a sentence. Students can recognize and place adverbs in a sentence. Students understand the meanings of different prepositions. Students can form compound and complex sentences.</p>	

### Slide 1/4: Interactive Slide

Orange trees need a warm climate to grow.  
Orange trees need a humid climate to grow.  
They thrive in Florida.  
The weather is ideal for growing citrus.



Teacher Models Response

### Teacher Model

#### Model how to combine the five sentences into one sentence.

#### Sample Correct Response:

Orange trees need a warm, humid climate to grow, so they thrive in Florida, where the weather is ideal for growing citrus.

#### Sample Think Aloud to Model Sentence Combining:

**Say:** Listen and watch as I combine these sentences. I'm going to start by reading all the sentences.

**Say:** Orange trees need a warm climate to grow. Orange trees need a humid climate to grow. They thrive in Florida. The weather is ideal for growing citrus.

**Say:** Okay, so I'm going to use the first sentence as my starting point and add the ideas from the other sentences to it. I'm going to type that out first.

*In the teacher model box, type: Orange trees need a warm climate to grow.*

**Say:** Orange trees need a warm climate to grow.

**Say:** Okay, my second sentence is Orange trees need a humid climate to grow. humid is the new piece of information, so I'm going to add that to my first sentence. It's describing the word climate, just like warm, so I'm going to add it in right before climate.

*In the teacher model box, add a comma and the word "humid" after "warm" so that your sentence reads, "Orange trees need a warm, humid climate to grow."*

**Say:** I used a comma between the two describing words because they both describe climate.

**Say:** My next sentence is they thrive in Florida. All of that is new information, so I need to think about the relationship between that and my other two sentences. It seems to me that needing a warm, humid climate is the reason orange trees thrive in Florida. That means I could use so to join the ideas to show that one is the reason for the other.

*In the teacher model box, add a comma and "so they thrive in Florida" to your sentence so that your sentences reads, "Orange trees need a warm, humid climate to grow, so they thrive in Florida."*

**Say:** My next sentence gives me new information about Florida, so I want to add all of that to my sentence. It's giving extra information about a place, so I can use where to join the idea.

*In the teacher model box, add a comma and "where the weather is ideal for growing citrus" to your sentence so that your sentences reads, "Orange trees need a warm, humid climate to grow, so they thrive in Florida, where the weather is ideal for growing citrus."*

**Say:** Notice that I used a comma to join the last sentence--always use a comma when you're adding extra describing information to the end of a sentence.

**Say:** My last step is to make sure I have all the information from the prompt and to proofread my sentence.

*Read the prompt out loud again, and then read your combined sentence.*

**Say:** Sounds good--I have all the information from the prompt, and my sentence is as concise as possible, with no unnecessary repetition or extra words. I've got a capital letter at the beginning, a period at the end, and all the necessary punctuation.

#### Slide 2/4: Interactive Slide

The concert was over.  
It was a rock concert.  
It was in the park.  
No one wanted to go home.  
They were having too much fun.



*Students Input Sentences*

#### Paired Practice

**Ask pairs to combine the sentences.**

#### Sample Correct Response:

The rock concert in the part was over, but no one wanted to go home because they were having too much fun.

#### Discussion

**Select 1 or 2 correct responses 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.*

*Discuss the following points:*

- The placement of the adjective "rock"
- The placement of the prepositional phrase "in the park"
- The opposition of "The concert was over" and "No one wanted to go home"

- The causal relationship between “No one wanted to go home” and “They were having too much fun”

### Slide 3/4: Interactive Slide

Vincent Van Gogh was not famous during his life.  
He is known today.  
He is known for painting.  
He painted skillfully.  
He painted scenes.  
The scenes are colorful.



*Students Input Sentences*

### *Individual Practice*

**Ask students to combine the sentences on their own.**

#### **Sample Correct Response:**

Vincent Van Gogh was not famous during his life, but he is known today for skillfully painting colorful scenes.

### *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.*

*Discuss the following points:*

- The placement of the adverb “skillfully”
- The placement of the adjective “colorful” before “scenes”
- The oppositional relationship between “Vincent Van Gogh was not famous during his life” and “He is known today”

### Slide 4/4

#### **Today, I practiced:**

- Combining sentences by correctly placing words that describe actions, people, places, and things in a sentence.

### *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.

