

Lesson Pack: Compound Subjects, Objects, and Predicates	Lesson 1
Lesson Topic: Compound Objects and Predicates	

<p>Objective</p> <p>Students will be able to combine sentences by using compound objects and predicates.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Discuss the objective of the lesson 2. Teacher Model: Combine sentences with a compound object 3. Paired Practice: Combine sentences 4. Teacher Model: Combine sentences with a compound predicate 5. Paired Practice: Combine sentences 6. Individual Practice: Combine sentences 7. Wrap up lesson
<p>Optional Follow-Up Activity</p> <p>Compound Predicates</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>	

Slide 1/7

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

- Using *and* to join two ideas that come after an action word
- Using *and* to join two actions

Objectives

Introduce the objective for the lesson.

Say: Today, you're going to learn a way to combine sentences so you can write one strong, concise sentence instead of writing two sentences that are repetitive.

Say: Take a minute to read the objective out loud to your partner.

Wait for students to finish.

Slide 2/7: Interactive Slide

The drummer pounds **the snare** during the show.
The drummer pounds **the cymbals** during the show.



Teacher Models Response

Teacher Model

Model combining sentences that share an action word.

Say: Take a look at these sentences.

Ask a student to read the sentences out loud.

Say: There are a lot of repeated words here. I want to combine the sentences so it's not quite so repetitive. It will sound better that way, and it will be easier for people to understand. Watch and listen as I combine these two sentences.

Say: First, I'm going to decide what is different between the sentences. The first sentence says the drummer pounds the snare while the second sentence says the drummer pounds the cymbals. Everything is the same except *the snare* and *cymbals*.

In the Model Your Answer box, underline: "the snare" and "the cymbals."

Say: Now, I'm going to combine the two things the drummer pounds using *and*. I'm going to keep the rest of the sentence the same.

In the Model Your Answer box, type: The drummer pounds the snare and the cymbals during the show.

In the Model Your Answer box, underline: "the snare and the cymbals."

Say: Notice that in my final sentence, *the drummer pounds* stays the same and *during the show* stays the same. The only difference is that I used *and* to combine the two things the drummer pounds.

Say: Instead of having two repetitive sentences, I now have one stronger sentence.

Slide 3/7: Interactive Slide

The singer plays the guitar in the first song.

The singer plays the keyboard in the first song.



Students Input Sentences

Paired Practice

Ask pairs to combine the sentences.

Say: Now it's your turn. Join the next set of sentences with your partner. Use the same structure I just modeled for you. After you and your partner have decided how to combine the sentences, each 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 correct ideas from the prompt?

Slide 4/7: Interactive Slide

The singer belts out the lyrics.
The singer dives into the crowd.



Teacher Models Response

Teacher Model

Model combining sentences with different action words.

Say: Great work! You just practiced combining sentences that have the same action word. Now let's take a look at an example that has two different action words.

Ask for volunteer to read the sentences out loud.

Say: In these sentences, the same person, the singer, is doing two different actions. What are the action words in these sentences?

Anticipated Student Response: belts and dives

Say: Yes. The singer does two different things--belts out the lyrics and dives into the crowd. Watch as I combine these sentences.

In the Model Your Answer box, type: The singer belts out the lyrics and dives into the crowd.

Say: Notice that I put the *and* between the two different actions the singer took. The *and* is between the full phrases that show the action, not just the action words.

In the Model Your Answer box, underline: "belts out the lyrics" and

"dives into the crowd."

Slide 5/7: Interactive Slide

The lights shine down on the band.
The lights illuminate the stage.



Students Input Sentences

Paired Practice

Ask pairs to combine the sentences.

Say: Now practice with your partner. Use the same structure I just modeled for you. Both of you will submit a response.

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* in the right spot to join the phrases?

Slide 6/7: Interactive Slide

The fans cheer for the band.
The fans take photos of the singer.



Students Input Sentences

Individual Practice

Ask students to combine the sentences.

Say: Now practice by yourself. Use the same structure you practiced with your partner.

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* in the right spot to join the phrases?

Slide 7/7**Today, I learned:**

- You can use *and* to join two actions in a sentence.
- You can use *and* to join two ideas that come after an action word

*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.