

Lesson Pack: Complex Sentences	Lesson 1
Lesson Topic: Conjunctions of Time (After, Until, Before, etc.)	

<p>Objective</p> <p>Students will be able to combine sentences using time order joining words to show the accurate order of events.</p>	<p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Discuss the lesson objective 2. Introduction: Review time order joining words 3. Introduction: Preview sentence combining example 4. Paired Response: What are reasons to use joining words? 5. Teacher Model: Combine sentences with a time order word 6. Individual Practice: Combine sentences 7. Teacher Model: choose an appropriate joining word 8. Paired Practice: Combine sentences 9. Individual Practice: Combine sentences 10. Wrap up lesson
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<p>Optional Independent Practice</p> <p>Time Conjunctions Review (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>
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<p>Prerequisites</p> <p>There are no prerequisites for this lesson.</p>
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<p>Slide 1/10</p> <p>By the end of class, I will be able to combine sentences by:</p> <p>Using a time order joining word to show the order of events</p> <p>Using a comma to separate the two main ideas</p>	<p><i>Objectives</i></p> <p>Introduce the objective for the lesson.</p> <p>Say: Today you're going to learn about time order words. You'll learn what they are and how to use them in your writing. 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.</p> <p><i>Wait for students to finish reading.</i></p> <p>Say: By the end of class today, you will be able to use these time order words to combine sentences.</p>
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<p>Slide 2/10</p> <p>Time Order Joining Words</p> <p>After Before As soon as Until When Whenever While</p>	<p><i>Introduction</i></p> <p>Read the list out loud.</p> <p>Say: Here are some common joining words that writers can use to show the order things happen. Let's read the list out loud together.</p> <p><i>Read the list as a whole class.</i></p> <p>Say: You probably already use these words when you're talking, so today we're going to focus on how to correctly use them in your writing.</p>
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<p>Slide 3/10</p> <p>A 1906 earthquake shook California. San Francisco burned for three days.</p> <p>After a 1906 earthquake shook California, San Francisco burned for three days.</p>	<p><i>Introduction</i></p> <p>Review the example sentence.</p> <p>Say: The goal is for you to be able to take sentences like these two short sentences.</p> <p>Say: A 1906 earthquake shook California. San Francisco burned for three days.</p> <p>Say: And turn them into one stronger sentence that looks like this.</p> <p>Say: After a 1906 earthquake shook California, San Francisco burned for three days.</p>
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Slide 4/10: Interactive Slide

What is one reason to use time order joining words in your writing instead of using two shorter sentences?



Students Input Sentences

Paired Response

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

Say: Before we talk about how to create sentences with these joining words, let's answer the most important question: why should you use them?

Say: With your partner, come up with one reason to use time joining words. Once you've decided on a reason, you both need to type your response out and check each other's work. Then you both need to submit the response.

Discussion

Lead class discussion by displaying 2-3 responses and asking follow-up questions.

Read each response out loud.

*Then ask **how, why, and what do you mean by** questions about each response to help students clarify or expand on the ideas.*

After you have discussed the students' reasons, explain other reasons to use joining words.

Discuss additional reasons to use joining words.

- They make the order of events clear to everyone.
- They make writing flow and sound less choppy.
- They make writing sound more sophisticated.
- They give you another type of sentence to write, and using a variety of sentence structures in writing makes it more interesting to read.
- They help create style and tone.

Example Discussion: How to expand on the student response, "They make writing sound better."

Anticipated Response: They sound better.

Say: Why does it sound better to use a joining word instead of writing two shorter sentences?

crickets

Say: Okay, listen to this story: The alarm went off. I got out of bed. I brushed my teeth. I had breakfast. I got on the bus. I went to school.

Say: Now listen to this story: When the alarm went off, I got out of bed. After I brushed my teeth, I had breakfast. I got on the bus, and I went to school.

Say: How did these two stories sound different?

Anticipated Response: The first one was all short and choppy. The second one sounded nicer.

Say: Yes, the first one was all choppy, but the second one flowed together because the sentences were joined together. Good writing has a nice rhythm and flow to it, and joining sentences together to make them longer helps you create that nice, smooth flow.

Slide 5/10: Interactive Slide

Combine the sentences using a joining word.

When

The earth's crust moves.
An earthquake occurs.



Teacher Models Response

Teacher Model

Read the prompt out loud to the students and discuss why *when* is used.

Say: Let's practice combining sentences using a joining word to show timing. First, watch as I combine these two sentences to create one new sentence.

Ask a student to read the sentences out loud.

Say: So let's join the sentences together. First, I notice that these are two complete sentences. I want to combine them together using the word *When* to show a time relationship.

Model each step of how to construct a complex sentence.

Say: To construct my new sentence, I'm going to start with my joining word, *when*.

In the Model Your Answer box, type: When

Say: Then I'm going to add the first sentence from the prompt.

In the Model Your Answer box, add: the earth's crust moves

Say: Next, I need a comma.

In the Model Your Answer box, add a comma.

Say: And now I'll finish by adding the second sentence and a period at the end.

In the Model Your Answer box, add: an earthquake occurs.

Ask a student to read the new combined sentence out loud.

Slide 6/10: Interactive Slide

Combine the sentences using the joining word.

Before

The ground starts shaking.
Many animals can sense an earthquake is coming.



Students Input Sentences

Individual Practice

Ask students to combine the sentences on their own.

Say: Now try combining sentences on your own. Put the joining word at the beginning of the sentence.

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:

- What punctuation does this sentence need?
- Where should the comma be?
- How do you know the comma goes there?

Slide 7/10: Interactive Slide

Combine the sentences using a joining word.

Before, Until, While

The ground is shaking.
Scientists record how much energy is released.



Teacher Models Response

Teacher Model

Read the prompt out loud.

Say: Each joining word that shows time means something different. Watch and listen as I combine these two sentences to create one sentence with a joining word.

Ask a student to read the prompt out loud.

Say: My joining word choices are *before*, *until*, and *while*.

Model using the process of elimination to choose the best joining word and combine the sentences.

Say: So let's join the sentences together. First, I notice that these are two complete sentences. I want to combine them together to show the right order of events, so I need to decide which joining word works best.

Say: I know that energy is released at the same time that the ground is shaking.

Say: Let's see what it sounds like to use *before*.

In the Model Your Answer box, type: Before the ground is shaking, scientists record how much energy is released.

Say: When I use a joining word at the beginning of a sentence, I need to use a comma between the sentences, and I need to make sure my capitalization is correct.

Ask a student to read the sentence out loud.

Say: Using *before* at the beginning of this sentence would mean that energy is released first, and then the ground is shaking. I know that the two actions happen at the same time, so I can eliminate *before*.

In the Model Your Answer box, delete "Before" from your sentence.

Say: That leaves me with *until* and *while*. Let's see what it sounds like to use *until*.

In the Model Your Answer box, add "Until" to the beginning of the sentence.

Ask a student to read the sentence out loud.

Say: I can also eliminate *until*. Using it at the beginning of the sentence would mean energy stops being released when the ground is shaking, and that's not right. *While* is used to show that two things happen at the same time.

In the Model Your Answer box, delete "Until" and type "While."

Say: I know that the ground is shaking at the same time energy is being released, so using *while* helps show that both things are happening at the same time.

Discuss the placement of the joining word in the model.

Ask a student to read the correctly combined sentence out loud.

Say: What do you notice about where I put the joining word?

Anticipated Response: It's at the beginning of the sentence.

Say: Exactly. The joining word is at the beginning of the sentence.

In the Model Your Answer box, underline "While."

Discuss the placement of the comma in the model.

Say: What do you notice about how I punctuated the sentence?

Anticipated Response: You used a comma.

Say: That's right.

In the Model Your Answer box, underline the comma.

Say: Look at what comes before and after the comma. Why do you think I used a comma there?

Anticipated Response: The comma is between the two sentences!

Say: Yes! When you use a joining word at the beginning of the sentence, put a comma between the two sentences.

Slide 8/10: Interactive Slide

Combine the sentences using a joining word.

Before, After, Until

Cities experience an earthquake. It can take years to repair the damage.

 *Students Input Sentences*

Paired Practice

Ask pairs to combine the sentences.

Say: Now it's your turn. Talk to your partner and decide the best way to join the sentences. Once you've talked about it, you both need to type a response on your own computer submit a response.

Say: Remember to begin your sentence with the joining word just like I did, and be sure to include the comma.

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:

- What order do the events of the sentence happen in?
- Which joining word helps show the correct order?
- Where should the comma be?
- How do you know the comma goes there?

Slide 9/10: Interactive Slide

Combine the sentences. Use one of the joining words.

After, Until, While

An earthquake is over.
Aftershocks can still shake the ground.



Students Input Sentences

Individual Practice

Ask students to combine the sentence on their own.

Say: Now try combining sentences on your own. Put the joining word at the beginning of the sentence.

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:

- What order do the events of the sentence happen in?
- Which joining word helps show the correct order?
- Where should the comma be?
- How do you know the comma goes there?

Slide 10/10**Today, I learned:**

Time order joining words can be used to show the order of events.

A joining word can go at the beginning of a sentence.

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.