

Sentence 9 Lesson Guide

Compound Sentence

1) Transitive Verb, Direct Object; 2) Intransitive Verb

Today's Sentence: The bees are buzzing flowers, and the rabbit is nibbling on lettuce.

DAY 1**1. Write**

- Students need Work Pages 33-36 -or a new page in their notebook, a writing pencil/pen, and at least one colored pencil/pen.
- If you are using the Work Pages, students write the sentence in the area titled "1 Write." If using paper in a notebook, they write the sentence under a heading including date, sentence #, and "1. Write."
- Students write the sentence from dictation (script below) or copy it. If they are copying instead of dictating, read the sentence.

1. Introduce the sentence.

"Pencils down; listen and visualize."

Be firm about requiring pencils to be out of students' hands. They should not write anything until you tell them to do so.

Say (Read) the sentence while students listen.

The bees are buzzing flowers, and the rabbit is nibbling on lettuce.

2. Immediately direct students to repeat the sentence with you. When there are multiple students, this is a choral activity.

"Say (Read) it with me." repeat the sentence

3. After repeating the sentence, direct students to write it.

"Write (Copy) the sentence."

Give enough time for students to write, but don't let it drag.

4. Break the silence by simply reading the sentence again.
repeat the sentence

Students do not read the sentence this time. They may quickly make changes if they notice an error, but do not allow extra time for this. They will make corrections during proofing.

5. Immediately transition to proofing: students put down their writing pencil/pen and pick up their colored one.

"Switch pencils (pens). We're going to proof."***TEACHING HELPS**

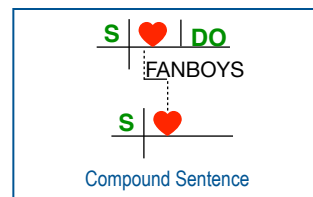
GBC student notebook = notebook created during Grammar Boot Camps 1 and 2

GBC 1 = First half of Grammar Boot Camp, an online course

GBC 2 = Second half of Grammar Boot Camp, an online course

GA = Grammar Applications, binder of lessons and charts

JCWrite TG = Johnny Can Write Teacher's Guide, binder all about grammar

**TEACHING HELPS***

During Sentence 1, you should have decided if students will do their sentence work on the companion Student Work Pages, or on loose-leaf paper in a 3-ring binder, or in a composition/spiral notebook.

Student Work Pages --

If you are using the printed copy of the Work Pages, use pages 33-36 for this lesson.

Where do students write the sentence?

If using the Work Pages, students write the sentence in "1. Write."

If using a blank sheet of paper or new page in a composition/spiral notebook, students write the sentence under a heading. For example, Date

Sentence 9

1. Write

Why do we keep student work in a notebook/binder?

It creates a wonderful resource that students can use when they write.

How much time do I give students?

Give enough time for students to write, but don't let it drag. At first they may not complete the sentence but assure them that is okay. It isn't long until their writing stamina increases and their focus improves.

If you are unsure of time, write the sentence yourself to gauge the time needed.

How often do I repeat the sentence?

Say it at beginning, then immediately say it again in choral response with students, and a finally just before students switch pencils to proof. That is three times. Do NOT repeat it any more than that.

During dictation, students do not talk nor raise their hands. Be firm with this rule.



Alice Nine Academy
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2. Proof• **Sentence proofing views the mechanics of the sentence.**

- A chart of proof reader marks is on page 188 in this book and in the Student Work Pages. It is also on the back cover of the notebook students created in *Grammar Boot Camp 2*.

- Students use proofreader marks to make corrections.

1. Begin editing.

"Let's edit. Use proofreader marks to correct."

2. Proof sentence boundaries. **capital, end punctuation**
3. Proof content. **slowly read word by word**
4. Proof internal punctuation.

"Is there any internal punctuation?" yes

"What? Where? Why?" a comma; goes before **and**; use a comma with FANBOYS when they join clauses to make a compound sentence; do not use the comma with FANBOYS that join compound predicate or subject.

5. Proof spelling. **begin with last word in sentence; letter spell**
6. Complete "2. Proof" in Work Pages.

"Look at any errors and think about corrections.**Report/share the kind of error it is, why it is an error or how to fix it."**

- If using notebook paper, guide a brief discussion of errors and emphasize thinking to support corrections, i.e., type of error, rule that applies. See Work Page "#2 Proof" for details to guide the discussion.
- If using Work Pages, students can complete the report of their work in "2. Proof." Take a few moments to discuss things they are learning.

A chart of proof reader marks

In appendix, p. 188
GBC student notebook, back cover
JCWrite TG, p. 254

All sentences begin with a capital letter and end with one of three end punctuation marks-- . ? !.

A **declarative sentence** tells or makes a statement. It ends with a period.

Kinds of sentences

Declarative: statement, tells
Interrogative: asks a question
Imperative: gives a command
Exclamatory: shows strong emotion
GBC student notebook, pp. 112-15
GBC 2, Lessons 6-9
GA, pp. 96-100
JCWrite TG, pp. 17-34

Word read means reading each word individually with same emphasis and expression, making sure the exact words that were dictated have been written.

Internal sentence punctuation marks:

comma, semicolon, colon, dash, quotation marks, parentheses, brackets, ellipsis

Word punctuation marks:

apostrophe, hyphen, period

Proof spelling by beginning with the last word in the sentence. Reversing order of words to check spelling frees the mind to focus only on the spelling of each word and not be distracted by ideas expressed in the sentence or by its organization.

What is the value of the "Proofing Report?"

We learn from mistakes if we have corrective feedback and process that feedback. Therefore, use the proofing report (#2. Proof) to guide a report. Do this immediately after editing.

Adapt for the student with multiple errors, i.e., have student report all errors with check marks but explain only one.

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3. Map

- **A sentence map is a linear view of a sentence.**
- "Map" is about classifying words, phrases, and clauses by function.
- As you ask questions and students chorally answer, they should map the sentence on their dictated/copied sentence or on "3. Map" on the Work Page.
- For a listing of prepositions, refer to *GBC* student notebook, p. 91. Words to the preposition song are on page 182 in this book.
- For a listing of auxiliary verbs, refer to *GBC* student notebook, p. 34. Words to the auxiliary verb song are on page 182 in this book.

"Let's map the sentence."

1. Find prepositions and pin any prepositional phrases.
2. Find the finite verb(s) or verb phrase(s).

"What are the verbs?" *buzzing, nibbling* **"Is there an auxiliary verb?"** *yes, are, is* **"Put a heart on each verb phrase."**

3. Find the simple subjects.

"Who/what are buzzing?" *bees* **"Who/what is nibbling?"** *rabbit* **"Underline the subjects."**

4. Check for complements (DO, IO, OC, PA, PN)

"Ask: _verb_ whom/what?" *flowers* **"Put DO above it."**

5. Divide subject and predicate.

"Draw the two subject / predicate lines. Notice we have two clause kernels."

6. Find words that join grammatical elements.

"Are there any conjunctions or relative pronouns?"
yes: and (FANBOYS), joins two clauses **"Star it."**

7. Identify the kind of sentence.

"Which sentence pattern is this by clauses?"

compound sentence

"Which pattern are both clauses by verbs?" *transitive, intransitive*

- Sentence map.

The bees are buzzing flowers, and the rabbit is nibbling on lettuce.

DO ★

What is a finite verb?

A finite verb has properties expressed, i.e., tense. It serves as the "heart" of a clause.

What does "heart the verb" mean?

A finite verb has properties expressed, i.e., tense. It serves as the "heart" of a clause. Therefore, we draw a red heart on it. If it is a verb phrase, stretch the heart to touch all the words in the phrase.

Subject

The answer to the question "Who/What verb?" will make the simple subject pop out of the sentence. Underline the simple subject.

*GBC student notebook, pp. 108-11
GBC 2, Lessons 3-5
GA, pp. 82-84, 92-94
JCWrite TG, pp. 23-26, 273*

Complements are direct object, indirect object, object complement, predicate adjective, predicate nominative.

Direct Object

The answer to the question "___verb___ who/what?" will make the direct object pop out of the sentence. Put DO above the answer to that question.

*GBC student notebook, p. 129
GBC 2, Lesson 15
GA, pp. 124, 298
JCWrite TG, pp. 186, 273*

Sentence structures / patterns

By clauses: simple, compound, complex
*GBC student notebook, pp. 116-25
GBC 2, Lessons 10-14
GA, pp. 104-108, 407-408
JCWrite TG, pp. 137-45*

By verbs: intransitive, transitive, linking
*GBC student notebook, pp. 127-33
GBC 2, Lessons 15-20
GA, pp. 24, 123-24, 139-44
JCWrite TG, pp. 158-66*

Intransitive verbs do not have a direct object. An intransitive verb does not act upon anything.

Transitive verbs have a direct object. A transitive verb acts upon something, and that something is called its **direct object**.

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DAY 2**4. Diagram**

- A sentence diagram is a hierarchical view of a sentence.
- Sentence diagrams show sentence elements (i.e., verb, subject, complements, modifiers) and their relationship to each other. Sentence diagrams also show the relationships of words to each other (i.e., in a prepositional phrase).
- As you dialogue, students diagram today's sentence. If using the Work Page, students complete the frame in "4. Diagram." If students are using plain paper, they create the diagram beneath their mapped sentence.
- Fully annotated diagrams are on the next page in this lesson.

Verbs / simple subjects?

"Look at the diagram frame. Fill in both clause kernels, subject + verb."

Complements (DO, IO, O₂, PA, PN)?

"Check for complements starting with the direct object. For direct object, ask, 'Are buzzing what/whom?'" flowers **"Ask, 'Is nibbling what/whom?'"** no answer; no direct object (Note: we know the rabbit is nibbling on lettuce because it is in a prepositional phrase, not as a direct object) **"Draw the direct object line after *buzzing* and write *flowers* on baseline."**

Connectors (conjunctions, relative pronouns/adverbs)?

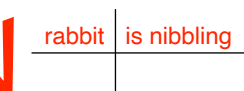
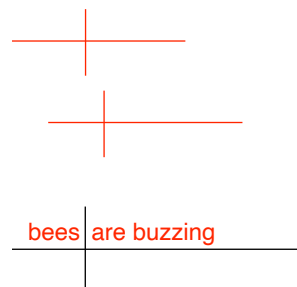
Use the conjunction lines for a compound sentence and write *and* on it."

Modifiers (determiners, adjectival elements, adverbial elements)?

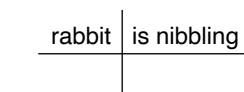
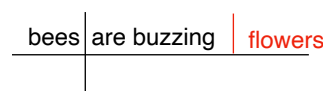
"Are there any modifiers?" yes: the determiner (article) *the* modifies *bees* and *rabbit*; the prepositional phrase modifies *is nibbling* **"Write modifiers on appropriate slanted lines."**

"This is a compound sentence."

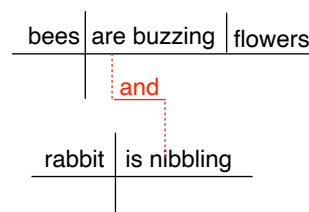
"Notice that we have two baselines joined by a FANBOYS, which joins grammatical elements that are equal in value. Together the words on the two baselines form the main idea of the sentence."



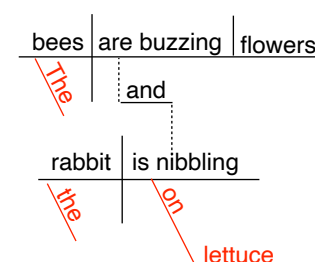
Complements are direct object, indirect object, object complement, predicate adjective, predicate nominative.



Direct object test:
--Verb-- what/whom?



Completed Diagram



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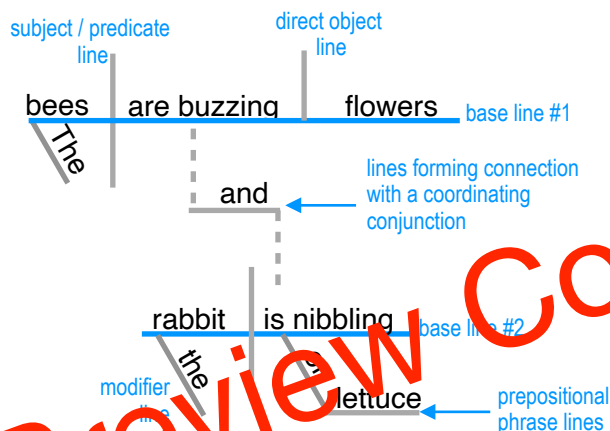
1) Transitive Verb, Direct Object; 2) Intransitive Verb

Today's Sentence: The bees are buzzing flowers, and the rabbit is nibbling on lettuce.

Annotated diagrams of today's sentence

Today's sentence is a compound declarative sentence; first clause has a transitive verb with a direct object, and the second clause has an intransitive verb.

- What do the lines of the diagram stand for?



"Alice Nine Diagramming Guide"

A complete sentence diagramming guide by Alice Nine is in the appendixes of *Johnny Can Write Teacher's Guide*.

- The lines of diagramming are explained in detail with models, pp. 273-76.
- How to diagram phrases and clauses is explicitly explained, pp. 277-91.

The words on the base lines are the main idea of the sentence: *I like pie | I don't have room*. They make up the grammatical kernels of the two clauses.

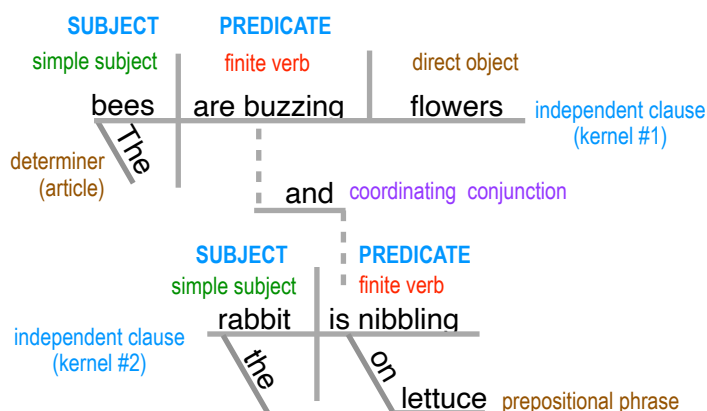
Finite verbs have properties expressed, i.e., tense; they work as the "heart" of a clause, as the main word(s) in the predicate.

Subject of verb, clause #1
Test: Who/What are buzzing?
Answer: bees = simple subject
Subject of verb, clause #2
Test: Who/What is nibbling?
Answer: rabbit = simple subject

Direct object, clause #1
Test: Are buzzing whom/what?
Answer: flower = direct object
Direct object, clause #2
Test: Is nibbling whom/what?
No answer; no direct object

(Note: *Lettuce* is the object of the preposition, so it cannot be the direct object of the verb.)

- What do we call the sentence elements?



How to diagram subject / predicate
GBC student notebook, pp. 108-11, 127-33

GBC 2, Lessons 3-5, 15-20
GA, p. 75

JCWrite TG, pp.23-27, 95-97, 273

Determiners introduce a noun phrase, i.e., an article, a possessive pronoun, a number word. Diagram on slanted line beneath noun it introduces.

GBC student notebook, p. 67
GBC 1, Lesson 9

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DAY 3**5. Revise**• **Revise = Review, Rethink, Refine**

- The purpose of "Revise" is to practice craft moves within a sentence. Before students write, discuss craft moves and brainstorm possibilities. Do the kind of thinking that's part of revision.

"Look at today's sentence. Let's consider revising it."

★Zoom-in for imagery.

Zoom-In is taking a closer look at something; it allows you to discover details. Fundamentally, it is the process of elaborating. Students ask a series of adjectival and adverbial questions to add descriptive ideas. These modifiers can be words, phrases, clauses.

"Ask adjective questions. Which flowers? What kind of lettuce?" examples: color and kind of flower, i.e., magenta zinnias, red tulips; butterhead lettuce, romaine lettuce

"Ask adverb question, When? Where?" examples: in the garden, beside our garage, in the late afternoon, this morning

★Consider word choice.

"Nibbling is a great verb; keep it. If the rabbit is young, call it a bunny. If its is small with a short white tail call it a cottontail." word examples: munching, bunny, cottontail

"Word choice makes our writing more vivid and gives it variety. Choose a word that fits the context of the text."

★Students write.

- If using Work Pages, students write a revised sentence on "5. Revise." If using plain paper, students write a revised sentence beneath their sentence diagram.

"Think about our discussion about craft moves for word choice, word order, and adding details. Then copy today's sentence and on the line beneath, write a revised copy."

- Sentence, changes in red.

The *honey* bees are buzzing *magenta zinnias along the edge of the garden*, and a *cottontail* is nibbling on *butterhead* lettuce.

Craft moves are how something is written, not what is written. Craft moves are purposeful choice of words, sentence patterns, imagery, use of literary devices, tone, etc.

Adding modifiers (details for imagery)
When writers add modifiers, they **zoom-in**, giving their readers more precise images. Modifiers can be a word, a phrase, or a clause.

A adjective questions

Adjectival modifiers answer the questions Which one? What kind? How many? about nouns.

Adverb questions

Adverbial modifiers answer the questions How? When? Where? Why? To what degree? about verbs, adjectives, and adverbs.

GBC student notebook, pp. 65, 75

GBC 1, Lessons 8-9

GA, pp. 41-42, 50-52

JCWrite TG, pp. 130-132

Adverbs ending in -ly tell "how" action is done or "how" something is existing. Many are formed by adding -ly to an adjective. For example: joyful (adj.) to joyfully (adv.)

GBC student notebook, p. 75

GBC 1. Lesson 9

After making a **craft move**, it is always good to read the sentence out loud. And it is good to read the sentence within the greater text if you have that text.

In addition to the way craft moves impact meaning and emphasis, the way the text sounds and the way it rolls off your tongue are important considerations. Try moving the -ly adverbs and feel how the rhythm changes.

Word choice in today's sentence is about being more specific in our writing.

Students share their sentences with whole group or a partner. They can read the sentence, display it under a document camera, or post on a classroom bulletin board or on a virtual bulletin board.

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Today's Sentence: The bees are buzzing flowers, and the rabbit is nibbling on lettuce.

6. Imitate

- **Imitation mirrors the style and structure of the sentence.**
- The purpose of "Imitate" is to extend students' repertoire of grammatical structures through practice using them to create a sentence. After studying today's sentence (mapping and diagramming), students write a sentence by imitating its structures and elements using their own ideas/words.

"Using the same grammatical structure and same sentence elements as today's sentence, you will write your own sentence in your own words."

★Review sentence structure and elements.

"Using Map and Diagram work you've already done, let's quickly review the sentence structures and elements in today's sentence. Then count the number of words."

- A compound declarative sentence with 2 independent clauses (2 sentence kernels) joined by FANBOYS
- Clause #1 has plural simple subject; clause #2 has singular simple subject
- Both clauses express present progressive tense
- Both clauses have a direct object
- Modifiers include a prepositional phrase and articles
- Sentence has 12 words

★Students write.

- If using Work Pages, students write their imitation sentence on "6. Imitate." If using plain paper, students write their imitation sentence after their revised sentence.

"Using your original ideas, write a sentence that mimics the structure and elements of today's sentence."

- Sample sentences:

- 1. Squirrels are cracking walnuts, and my cat is waiting for them.*
- 2. The children are running races, and their parents are cheering for them.*

- In imitation, we are mainly concerned with the structure and main elements of the sentence. So, determiners such as articles, possessive pronouns, can be added or eliminated when necessary.

Sentence elements are the parts that make up a clause, i.e., subject, predicate, complements, modifiers.

Sentence structures are sentence patterns. We use them to classify sentences.

Sentence classified by structure

Clauses: simple, compound, complex
 GBC student notebook, pp.116-25
 GBC 2, Lessons 10-14
 GA, pp. 104-108, 407-408
 JCWrite TG, pp. 137-45

Verbs: intransitive, transitive, linking
 GBC student notebook, pp. 127-33
 GBC 2, Lessons 15-20
 GA, pp. 24, 123-24, 139-44
 JCWrite TG, pp. 158-66

Word order patterns:

Loose (cumulative) / periodic
 Inverted word order / natural word order

Direct object is the receiver of verb action

GBC student notebook, p. 129
 GBC 2, Lesson 15
 GA, p. 65
 JCWrite TG, pp. 186, 273

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Today's Sentence: The bees are buzzing flowers, and the rabbit is nibbling on lettuce.

DAY 4**7. Combine**

- **Learn how to improve sentence quality, complexity, variety.**
- The purpose of "Combine" is to practice using connective elements and processes to combine ideas. Before students write, discuss and brainstorm possibilities. Do the kind of thinking that's part of revision.
- If using Work Pages, students write their combined sentence on "7. Combine." If using plain paper, students write their combined sentence beneath their imitation sentence.
- Begin the discussion by sharing sentence 2.

"Read sentence 2."***Life in the garden is peaceful.***

"We will combine this sentence and today's sentence. When combining sentences, we use three main processes-- reduction, coordination, subordination."

"1. Think about which sentence will be the main idea-- an independent clause in the combined sentence."

"2. Keep all the ideas from both sentences in your combined sentence. Do not add any new ideas."

"3. As needed,

- **Delete words, change words**
- **Add function words (i.e., preposition, conjunction)**
- **Change word order**
- **Change punctuation and capitalization**

Let's brainstorm for possible combined sentences."

Combining #1. "Think about *reduction*; explain it?"

Reduce one clause to phrase(s) and/or single word(s) and add them to the clauses that will form the main idea.

- Sample sentence: *In the peaceful garden, the bees are buzzing the flowers, and the rabbit is nibbling on lettuce.*

Thinking: I reduced sentence 2 to a prepositional phrase and placed it at the beginning of today's sentence.

The final sentence is a compound sentence.

Sentence elements that connect:

1. Conjunction: connects grammatical elements
2. Conjunctive adverb: connects ideas
3. Preposition: links its object to another word in the sentence
4. Pronoun: connects to its antecedent
5. Punctuation: semicolon

Some of these elements not only create a connection but also create a transition.

References to the above 5 elements--

GBC student notebook, pp. 78, 81, 91, 96-99, 116

GBC 1, Lessons 3, 6, 8, 10, 13, 19

GA, pp.11,12, 18, 32, 54, 57-58, 100, 409

JCWrite TG, pp. 87-93, 127, 225

There is usually more than one way to combine sentences. Create one that makes the most sense, has clarity, is not wordy, and is logical.

Discuss multiple ways to combine the sentences to encourage students to think about different possibilities.

The **sample sentences** are all grammatically correct. It is author's choice as to which one best fits in a text or the purpose of the author.

For Alice Nine's video lessons about *reduction, coordination, and subordination*, go to

Sentences Studies 101
academy.alicenine.net

In this course students learn to recognize and fix **fragments** and **run-on sentences** and learn the techniques of **combining sentences**.

I dropped the word "life" because the bees, flowers, rabbit, and garden lettuce carry the idea of life.

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Combining #2. "Think about *coordination*; explain it?"

Coordination involves joining words, phrases, or clauses that are equally important with coordinating conjunctions (FANBOYS: *for, and, nor, but, or, yet, so*) or a semicolon for a balanced, flowing sentence.

- Sample sentence: *The bees are buzzing flowers, and the rabbit is nibbling on lettuce; life in the garden is peaceful.*

Thinking: I kept today's sentence intact and then added sentence 2 using a semicolon.

The final sentence is a compound sentence.

Another way to write this sentence using a colon: *Life in the garden is peaceful: bees are buzzing flowers and a rabbit is nibbling lettuce*

The colon at the end of clause #1 signals that the clause that follows is expanding on, explaining, or emphasizing the information in the first clause. It is acting as a "note what follows" cue or "here's the explanation" cue for the reader. Notice I dropped/changed some of the function words, i.e., articles, preposition.

Combining #3 "Think about *subordination*; explain it?"

Begin one of the independent clauses with an AA^{AW}WUBBIS (subordinating conjunction) or use a relative pronoun (*that, which, who*) to form a dependent clause (DC). Join this dependent clause to an independent clause (IC)..

- Sample sentence: *When the bees are buzzing flowers and the rabbit is nibbling on lettuce, the garden is peaceful.*

Thinking: I subordinated today's sentence using a subordinating conjunction (when). I kept Sentence 2 as the main idea making it the last clause. The sentence is complex.

([subord. conj.] DC and IC, IC.)

★Students write.

- If using Work Pages, students write their combined sentence on "7. Combine" and answer the two questions beneath it. If using plain paper, students write their combined sentence beneath their imitation sentence.

"Think about our discussion. Decide how you will combine the two sentences using just one of the processes we discussed. Keep all the ideas from both sentences in your combined sentence. Do not add any new ideas. You may need to change some words."

Creating Compound Sentences

- Using coordinating conjunctions (FANBOYS)
They join like sentence elements (clauses), keeping both equally important. And they establish the relationship between the two clauses. Remember to use a comma.

GBC student notebook, p. 96

GBC 1, Lessons 6-7

GA, p. 12: JCWrite TG, p. 227

- Using the semicolon

Two independent clauses can be joined with a semicolon. The semicolon does not show a relationship between two clauses. It works best when clauses are closely related and the relationship between them is obvious.

A sentence with **three independent clauses** is called a **compound sentence** even though it has multiple independent clauses, as long as there is no dependent clause.

Creating Complex Sentences

- Using subordinating conjunctions (AA^{AW}WUBBIS)

They form dependent clauses that are also called subordinate clauses which are also called adverb clauses.

GBC student notebook, pp.98-99

GBC 1, Lesson 10

GA, p. 54; JCWrite TG, p. 227

- Using relative pronouns (*that, which, who*)

They form dependent clauses called relative clauses that are also called adjective clauses. The relative pronoun always has a grammatical function in its clause and its clause modifies a noun.

GBC student notebook, p. 89

GBC 1, Lesson 15

GA, pp. 68-69; JCWrite TG, pp.217-19

Coordination involves joining clauses of equal importance; subordination creates a hierarchy of importance. See p. 184 in this book for **conjunction charts**

Using commas in complex sentences

- If the subordinated (dependent) clause comes at the beginning of the sentence, remember to separate it from the main (independent) clause with a comma.
- If the relative clause begins with "that," do not use commas to set it off.
- If the relative clause begins with "which" or "who," determine if it is restrictive (needed) or non-restrictive (optional). If it is restrictive, do not use commas. If it is non-restrictive, set it off with two commas-- one at the beginning and one at the end.

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DAY 5**8. Recast**• **Recast = Review, Remodel, Reconstruct**

- "Recast" is not about writing a better sentence. It is a guided practice applying grammar knowledge to manipulate the text.
- Three things to practice using Recast:
 - #1 Devolve the sentence
 - #2 Change the tense
 - #3 Practice agreement
- Guide students to compose a series of sentences devolved from today's sentence. Have students share through oral practice or through written practice. In written practice, students write their sentences beneath the combined sentence section, or if using Work Pages, they write their sentences on "8. Recast #1, #2, and #3."

Recast #1. Devolve the Sentence

- To "devolve a sentence" means to reduce it into several simple sentences. Each clause can be devolved to a simple sentence. Also some phrases such as participial phrases and absolute phrases can be formed as simple sentences.

"Break the sentence into two or more simple sentences. Put one idea in each sentence. Keep all the ideas. Don't add any ideas."

- Students should identify the clauses and make each one into a independent clause (simple sentence). If there is additional information in a phrase, it may be able to devolve into a sentence also.

"Think about our discussion. Devolve today's sentence into at least two simple sentences."

★Students write.

- If using Work Pages, students write their devolved sentences on "8. Recast #1." If using plain paper, students write their devolved sentences beneath the combined sentence section.
- Devolved sentence samples:

The bees are buzzing.
The rabbit is nibbling.

Bees are buzzing flowers.
The rabbit is nibbling on lettuce.

Devolve the sentence by breaking it into two or more short simple sentences. There is really no right or wrong answer as long as you have written shorter simple sentences.

The goal is to break the sentence into shorter sentences that give only one of the ideas contained in the original sentence.

Example #1

The boys and girls waited for their favorite teacher.

The boys waited.
The girls waited.
They waited for their teacher.
The teacher was their favorite.

Example #2

My mother and I baked my sister a chocolate cake.

My mother baked a cake.
I baked a cake.
We baked the cake together.
The cake was for my sister.
The cake was chocolate.

The challenge of devolving the sentence:
 How many short simple sentences can you create from the original sentence?

Sentence 9 Lesson Guide

Compound Sentence

1) Transitive Verb, Direct Object; 2) Intransitive Verb

Today's Sentence: The bees are buzzing flowers, and the rabbit is nibbling on lettuce.

Recast #2. Change the Tense

"What are the verbs in today's sentence?" *buzzing;*
nibbling "Are these verbs regular or irregular?" *regular*
 "Recite forms of these verb."

- For verb tenses, refer to *GBC* student notebook, pp. 43-51 and page 187 in this book.

"What tense is today's sentence?" *present progressive*

"Are there any auxiliaries?" *yes: are, is*

"Change the tense to past progressive." *were buzzing;*
was nibbling *The bees were buzzing flowers, and the rabbit was nibbling on lettuce.*

"What if we change the tense to simple future?" *will buzz;*
will nibble *The bees will buzz flowers, and the rabbit will nibble on lettuce.*

★Students write.

- If using Work Pages, students write the sentence on "8. Recast #2." If using plain paper, students write this sentence beneath their sentence for "Recast #1."

"Think about our discussion. Write today's sentence changing the tense of the clauses."

Recast #3. Practice Agreement

- For subject / predicate, refer to *GBC* student notebook, pp. 108-11; for formation of noun plurals, *GBC* student notebook, pp. 22-25.

"What is the subject in clause #1?" *bees* "Change it to a singular noun." *the bee; a bee* "What is the subject in clause #2?" *rabbit* "Change it to a plural noun." *the rabbits*

"Say the sentence with the changes. Test use of articles." (see sentence below; I chose to emphasize the singular noun with "a" in clause #1 and drop "the" with the plural change in clause #2)

★Students write.

- If using Work Pages, students write the sentence on "8. Recast #3." Using plain paper? Students write beneath the Recast #2 sentence.

"Think about our discussion. Rewrite today's sentence by changing both subjects."

A bee is buzzing flowers, and rabbits are nibbling on lettuce.

Snap and recite verb forms - to buzz

buzz, buzzes, buzzing, buzzed (4 snaps)
 have buzzed, has buzzed had buzzed (3 snaps)

Snap and recite verb forms - to nibble

nibble, nibbles, nibbling, nibbled (4 snaps)
 have nibbled, has nibbled, had nibbled (3 snaps)

Recite verb forms - to be

be, being, been
 am, are, is
 was and were

Reciting verb forms

Snap fingers and say verb forms. Preface the past participle with the auxiliaries *have*, *has*, *had* because the past participle will always follow these auxiliaries in formation of a perfect tense.

GBC notebook, pp. 37-42, 43, 46-47, 50-51
GBC 1, Lessons 16, 17, 19
GA, pp. 419-26
JCWrite TG, p. 212

Verb tense

Tense expresses time and duration of the action or state of being.

GBC student notebook, pp. 43-51
GBC 1, Lessons 12, 13-14, 16-17, 19
GA, pp. 64, 415-34
JCWrite TG, pp. 167-74

Simple:

buzzed (past)
 buzz / buzzes (present)
 will buzz (future)

Perfect:

had buzzed (past)
 have/has buzzed (present)
 will have buzzed (future)

Simple Progressive:

was/were buzzing (past)
 am/are/is buzzing (present)
 will be buzzing (future)

Perfect Progressive:

had been buzzing (past)
 have/has been buzzing (present)
 will have been buzzing (future)

Determiners begin a noun phrase

Articles *the*, *a*, *an* are common determiners.

GBC student notebook, p. 67
GBC 1, Lesson 9
GA, p. 47
JCWrite TG, p. 131

Subject / Verb agreement

JCWrite TG, p. 194

Maintaining subject-verb agreement in a clause supports unity in the text.

Sentence 9 Lesson Guide

Compound Sentence

1) Transitive Verb, Direct Object; 2) Intransitive Verb

Today's Sentence: The bees are buzzing flowers, and the rabbit is nibbling on lettuce.

Continue the Work.**Sentences that mimic Sentence 9**

The following sentences imitate today's sentence; they have the same elements and structure. For additional sentence work, use these sentences with a modification of the instructional dialogue in this lesson. To effectively combine the sentences, you may need to include some information that can be inferred from the original sentences. Work Pages for these sentences have been provided in the Student Work Pages binder.

• Sentences

Sentence 9.1 My sister is offering her help, and I am accepting at once.

Combine: I have a big science project that needs to be finished.

Student Work Pages 93-96

Example: I am quickly accepting my sister's offer to help me on my big science project.
(IC.)

Sentence 9.2 Toby is eating cereal, and Terry is eating pancakes with syrup.

Combine: Toby and Terry are twin brothers.

Student Work Pages 153-56

Example: Toby is eating cereal, and his twin brother, Terry, is eating pancakes with syrup.
(IC, and IC.)

Transitive vs. Intransitive Verbs

Some verbs can be intransitive or transitive. Whether a verb is transitive or intransitive depends on whether there is a direct object, whether anything in the sentence answers the question, "--verb-- what/whom?"

For example:

1. We will play at the park. (intransitive)
We will play the game. (transitive) (*Will play what? the game*)
2. The students returned to school. (intransitive)
The students returned their books to the library. (transitive)
(*Will return what/whom? books*)