

Write checklist on board:

Review

Clause vs. Phrase

Compound Sentence

FANBOYS Conjunctions - CHART H

S -Vt -DO

ATS

*** Write first 4 sentences on the board - in purple below***

Question: What's the difference between a cat and a compound sentence? A cat *has claws at the end of its paws, and a compound sentence has a pause at the end of its clause.*

Review:

Let's look at Chart A, our roadmap, to see where we've been & where we're going.

We have covered all possible SIMPLE SENTENCES, correct? Last week, we finished with INTERROGATIVE sentences, and we learned how to use the CIA to make a sentence ask a question.

EXAMPLE: Katie bakes.

C - Change the end mark - **Katie bakes?**

I - Interrogative pronoun (Who, Whom, Whose, Which, What) - **Who bakes?**

- The Subject is not just a SN, but a SP

A - Add a helping verb at the beginning of the sentence - **Did Katie bake?**

- Let's diagram this one - note Vh for helping verb

Finally, we noted this: Do, does, and did can also be used in a declarative sentence to add emphasis, and is called the ***emphatic form***.

BACK TO CHART A:

Today we will covering 3 new things on our map:

1. We will be moving over to the next structure - COMPOUND, and will look at Declarative and Exclamatory

2. We will learn all about FANBOYS, or "conjunctions"

3. And, on the 7 patterns we will be adding one - S -Vt - DO

COMPOUND SENTENCES:

We will be learning about compound sentences today, but before we begin with that, we must understand what a clause is. It is a group of words that expresses a complete thought. (Identify subject and verb - could just do orally)

In the morning.

We will go to the store tomorrow.

Over the river and through the woods.

Debi juggles.

If you understand what a clause is, the concept of a compound sentence shouldn't be too difficult. A compound sentence is simply two independent clauses joined together by a coordinating conjunction.

Ex: Addison ate apples. Caroline cooked creme brûlée.

Addison ate apples, and Caroline cooked creme brûlée.

This sentence joins two independent clauses with a comma and "and". Note that each clause could stand alone as its own sentence. So we took, essentially, two complete sentences and joined them together with – (what?).

Now look at this sentence:

Tayla talked and tricked the teacher.

Is this a compound sentence? Why not? There are no longer two independent clauses. "tricked the teacher" cannot stand alone as its own sentence, but rather depends upon the subject, Tayla.

Look at this one:

Matthew and Maylea make muffins.

Is this a compound sentence? No. There are two subjects but only one verb. "Matthew" cannot stand alone as its own sentence.

FANBOYS - For, and, nor, but, or, yet, so

Ethan educates elephants. Elephants can learn.

Let's try joining these two with "for."

OPEN CHART G - let's find a sentence for each one of the FANBOYS (hint: there are none for "nor".) ***Assign each FA_BOYS - one per student - and have them find that one on Chart G.***

OPEN CHART H - Other types of conjunctions:

Correlative – Neither my sister nor I love broccoli.

Either my sister or I will wash the dishes.

Subordinating – www.asia.wub

When while where as since if although whereas unless because

Relative pronouns – who/which

If time allows: Place post-it notes on board, one for each child with one FANBOY on it. Tell kids to come up and choose one, then come up with a compound sentence using it. If you need help, raise hand!

As students read, make sure they have two independent clauses! How to check? Break into two sentences.

S - Vt - DO Sentences:

We are also going to learn about a new sentence pattern this week. It is the subject – verb transitive – direct object sentence pattern.

This pattern requires a transitive verb, which means that the verb transfers the action to the thing that follows it. That “thing” is a noun or pronoun which will act as **direct object**, or the object of the action.

S Vi

Mario drives.

S Vt DO

Mario drives carts. (Mario drives what?)

Do you see the difference here? In the first sentence, Mario drives. It is simply what he does.

In the second sentence, the action of driving is being transferred to the word “karts”. So, we ask the question: Mario drives who or what? A Kart - a noun **acting** as a direct object.

S Vt DO

Luigi watches Princess. (Luigi watches who?)

In the third sentence, Princess is a noun acting as a direct object. Luigi watches who or what? Princess.

Some things to think about when studying transitive verbs:

1. Direct objects are always nouns or pronouns.
2. Not all verbs can be transitive verbs.

The dog barked in the yard. (The dog barked who or what?)

The verb barked is not transitive because it does not transfer action to anything. There is no answer to the question WHO or WHAT.

Ava admires ants.

What is the subject? The predicate? So the **direct object is part of the predicate**.

Work through tasks 1-4

Simeon sees skunks, and he has hedgehogs.

Task 3 – Question confirmation

Who sees skunks? Simeon – subject noun

What is being said about Simeon? Simeon sees, verb

Simeon sees what? Skunks

Can “skunks” replace or describe Simeon? No; skunks is a DO, label Verb Transitive

And, conjunction *** we have to be on the lookout for FANBOYS ***

Who has hedgehogs? He, subject pronoun

What is being said about he? He has, verb

He has what? Hedgehogs

Can “hedgehogs” replace or describe He/ Simeon? No. hedgehogs is a DO, label verb transitive.

Classification: Compound, Declarative, S-Vt-DO/S-Vt-DO

Diagram – explain that each clause has its own line, connected with the dotted line - FANBOYS sit in a LAZY BOY between the verbs.

Test (moms)

This week you will be giving your students a test at home. Directions for doing this are on p. 109.

MATH -

For example, first pattern is

$$_ + _ + _ = \text{(only one possible)}$$

$$_ + _ - _ = \text{(how many of these can we make?)}$$

Equation Patterns*

$$_ + _ + _ = _$$

$$_ + _ - _ = _$$

$$_ - _ - _ = _$$

$$_ \times _ \times _ = _$$

$$_ \times _ + _ = _$$

$$_ \times _ - _ = _$$

$$_ \times _ \div _ = _$$

$$_ \div _ + _ = _$$

$$_ \div _ - _ = _$$

$$_ ^2 \times _ + _ = _$$

$$_ ^2 \times _ ^0 + _ = _$$

$$_ ^3 \times _ ^2 + _ = _$$

$$_ ^4 \times _ + _ = _$$

$$_ ^5 \times _ \times _ ^0 = _$$