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CHECK OUT THESE BLOG POSTS THAT HIGHLIGHT GRAMMAR LESSON IDEAS:



Activities
FOR SENTENCE STRUCTURE

SIMPLE
COMPOUND
COMPLEX
COMPOUND-COMPLEX



teaching the
8 PARTS OF SPEECH

TEACHING IDEAS FOR THE SECONDARY CLASSROOM



PARTS OF A SENTENCE
multiple teaching strategies



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SIMPLE SENTENCES
PRESENTATION & GRAMMAR STATION



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GRAMMAR & LANGUAGE TEXTBOOK
GRAMMAR BASICS

GRAMMAR LESSON: SENTENCE STRUCTURE

Brainstorming

Simple, compound, complex, and compound-complex sentences: These sentences are tough to recognize. You might be intimidated to teach them. This brainstorming sheet aims to help you.

Just like anything in teaching, the first time through a lesson, you might stumble. You will be able to meet the standards and teach students about types of sentences!

You know your students the best! What prior knowledge do your students have that will help with these concepts? Brainstorm a few ideas of where your students will need help:

Simple sentences

Introduce simple sentences. Students know what these sentences are: simple sentences contain a subject and a verb, and either one of those can be compound. Don't think that these "easy" sentences can get a fast explanation. Students must be able to identify an independent clause for other sentences. What direct instruction will you provide?

Spend a two or three days (take more if needed!) covering simple sentences. Ask students to write them. Create simple sentences with compound subjects together. Find simple sentences in literature. Practice them in a variety of ways like with stations. List some ways you can practice:

GRAMMAR LESSON: SENTENCE STRUCTURE

Compound sentences

After students understand simple sentences, cover coordinating and correlative conjunctions, along with conjunctive adverbs. You probably covered conjunctions with parts of speech earlier in the year, but students normally need a quick reminder. I do provide direct instruction so that students can reference their notes. What will be most effective for your students: anchor charts, guided notes, or an interactive song? Write some ideas:

Practice simple and compound sentences

Combine simple sentences together from the previous days' lessons, and build on students' prior knowledge. Typically, I complete lots of group and non-assessed work with simple and compound sentences by using grammar manipulatives. Students write compound sentences every day, but many of them forget to use proper punctuation. I review that component with them as well. Think of at least three activities that you can do with students for simple and compound sentences:

GRAMMAR LESSON: SENTENCE STRUCTURE

Complex sentences

To begin complex sentences, review subordinating conjunctions. We memorize these conjunctions, and my students call them ASWABIs. After students can recognize subordinating conjunctions and relative pronouns, we begin highlighting dependent clauses in complex sentences. Again, I provide direct instruction before students begin writing and identifying complex sentences. What instruction is best for your students?

Compound-complex sentences

Finally, add all the pieces together for compound-complex sentences. We play with the language with our manipulatives or sticky notes. Often, I treat this portion as a review of all the sentences. Students will create a simple sentence, then add another independent clause for a compound sentence, and then they will add a dependent clause for a compound-complex sentence. What will be most effective for you and your students? Brainstorm ideas of what culminating activities will work best for your students.

GRAMMAR LESSON: SENTENCE STRUCTURE

Final assessments

What will be a meaningful final assessment for your students? Previously, I have worked with students to finalize the four types of sentences:

Student writing: students must include different types of sentences in their writing.

Mentor sentences: students must identify different types of sentences from an author and analyze the potential impact on the writing.

Identification and switch: students must identify pre-made sentences and then change that sentence (or combine sentences) to make a new type of sentence.

Brainstorm what will work for your students:

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Thanks again,

Lauralee, Language Arts Classroom