

TIPS FOR COLORING SHEETS

Here are some ideas I've found helpful!

- Have students keep their note sheets out as they complete the sentences.
- Allow students to color the general areas of the numbered selection.
- Encourage students to consult the sentences as they color. This will minimize coloring errors and reinforce the concepts.
- For pages that have limited color choices, encourage students to use different shades of the assigned color.
- Ask students to personalize the sheets: color with stripes, dots, or zigzags.
- Have students mark the number with the correct color before they begin their coloring sheet.
- These activities work well as station activities or as partner work.
- Save yourself time; show students the final pictures (included as a PDF) to check their work.
- Use the final products as decor in the secondary classroom!!
- Looking for research to support coloring sheets in your lesson plans? I've got you covered:

<http://languageartsclassroom.com/2016/01/coloring-sheets-for-older-students.html>

As always, thanks for inviting me into your classroom!

Lauralee ~ Language Arts Classroom



SENTENCE STRUCTURE

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Directions: Identify each sentence as simple, compound, complex, or compound-complex. Then color the leaves by matching the code to the colors.

1. Craig drank juice, and I had a tea.
2. For lunch, mom made sandwiches, and grandma washed fruit while I set the table.
3. At the zoo, kids smiled and waved at the monkeys.
4. Although Sam already saw that movie, she's going to watch it again.
5. Lynn and Gayle are driving to Cincinnati so that they can watch Jim's graduation.
6. Jamie has a headache, so she is taking a nap.
7. Although the dog is blind, he still finds his way around the house; no one can rearrange furniture though.
8. The ice is dirty; please throw it out.
9. Allie rearranged the icons on her phone.
10. Because we are out of time, we'll finish the story tomorrow.

COLOR KEY

simple = orange

compound = red

complex = green

compound-complex = yellow

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Directions: Identify each sentence as simple, compound, complex, or compound-complex. Then color the leaves by matching the code to the colors.

1. Craig drank juice, and I had a tea. **compound**
2. For lunch, mom made sandwiches, and grandma washed fruit while I set the table. **compound-complex**
3. At the zoo, kids smiled and waved at the monkeys. **simple**
4. Although Sam already saw that movie, she's going to watch it again. **complex**
5. Lynn and Gayle are driving to Cincinnati so that they can watch Jim's graduation. **complex**
6. Jamie has a headache, so she is taking a nap. **compound**
7. Although the dog is blind, he still finds his way around the house; no one can rearrange furniture though. **compound-complex**
8. The ice is dirty; please throw it out. **compound**
9. Allie rearranged the icons on her phone. **simple**
10. Because we are out of time, we'll finish the story tomorrow. **complex**

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Thanks for the download!

CHECK OUT THESE BLOG POSTS TO HELP ENGLISH TEACHERS:



fun activities TEACHING PUNCTUATION



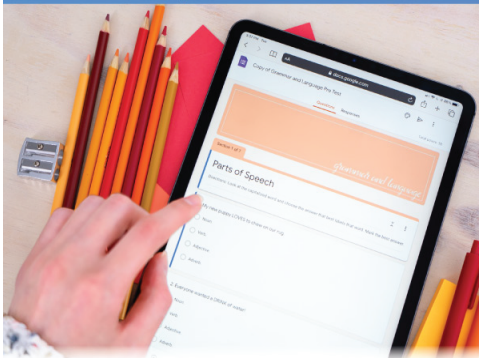
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the importance of MEDIA LITERACY for secondary students

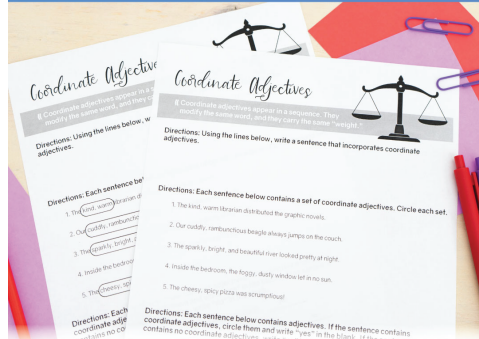
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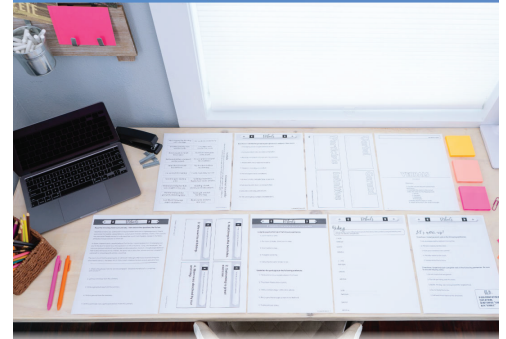
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Thanks again,

Lauralee, Language Arts Classroom