

Unit 2 - Sentence Sense

by Amy Goodman and Michelle Foss
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Overview:

Students will learn about basic sentence construction and related sentence problems. They will construct a Dinah Zike notch & shave booklet to organize their information.

1. Students should prepare a notch & shave booklet with four sheets of xerox paper. The booklet should be titled SENTENCE SENSE.
2. Teach the basic parts of a sentence: the subject and the predicate. Use the attached transparency as a mini-lesson. On the first page of their booklet, students should create two columns: one for the subject and for the predicate. Have students practice writing simple sentences and dividing them up in their booklet. Then teach students how to find the simple subject and the simple predicate (verb). A transparency has been prepared for you on this, too. Practice underlining the simple subject once and the verb twice. Students should understand that a complete sentence is correct when it has both a subject and a predicate.

Resources:

Sentence Parts – transparency
Simple Subject/Verb – transparency

3. Teach the Four Basic Sentence Patterns from *Inside Writing*. On the next two pages of the booklet, students should divide the space into 4 sections. Label each section: Sentence Pattern #1, #2, #3, #4 respectively. Give mini-lessons on each type of sentence pattern using the teacher's edition of *Inside Writing* for background information and examples.

Pattern #1	Subject + Action Verb
Pattern #2	Subject + Action Verb + Direct Object
Pattern #3	Subject + Action Verb + Indirect Object + Direct Object
Pattern #4	Subject + Linking Verb + Predicate Noun or Predicate Adjective

Have students copy an example of each type of pattern onto the appropriate area and have them create many examples on their own of each type.

Resources for #2 and #3:

Inside Writing - Sentences (Teachers Edition) 7th: pp.7-22 8th: pp. 7-18
Write Source 2000 handbook (pp.434-435)
Write Source 2000 Language Program (7th: pp. 505-510) (8th: pp. 467-470)

4. On the next page of the booklet, have students divide the space into 4 corners. Label one corner: Three (Four) Kinds of Sentences. (8th grade teachers should add on the compound-complex sentence.) Give mini-lessons on writing simple,

compound, and complex sentences using the attached transparency. Students should record notes in each of the remaining three corners. Have students draw some kind of graphic to give them a visual reminder of the type of sentence being studied.

- Simple sentences are made up of a subject and a predicate and express a complete thought (*Write Source 2000*, p. 437).

- Compound sentences are made up of two simple sentences of equal importance. Coordinating conjunctions are used to connect them. BOY FANS is a mnemonic device to help students memorize the coordinating conjunctions: but, or, yet, for, and, nor, so. A comma is always placed before the coordinating conjunction or the BOY FAN word (*Write Source 2000*, p. 96).

- Complex sentences are made up of two clauses that are not of equal importance. The more important idea should be included in an independent clause and can stand alone as a single sentence. The less important idea should be included in a dependent clause and cannot stand-alone. The two clauses can be connected with a subordinate conjunction. They can also be connected with relative pronouns (*Write Source 2000*, p. 96).

Because complex sentences will be used throughout future units, have students practice writing many of them. Use the subordinate conjunction word list on 2-39 from the *Step Up to Writing* binder and have students practice writing a sentence for each on a theme of their choice. You might consider changing the phrase “in order to” into “in order that.”

- Compound-complex sentences contain two or more independent clauses and one or more dependent clauses. See p. 438 in the *Write Source 2000*.

Resources:

4 Kinds of Sentences - transparency

Step Up to Writing (2-39 and 2-46)

Write Source 2000 handbook (p.96, p.437, 438)

Write Source 2000 Language Program (7th: pp. 513, 514, 517-520, 615-616)

(8th: pp. 477-480, 579, 580, 583, 584)

5. The last section of the note-taking booklet should be for sentence problems. Use the formula FCR2(squared) as a way to help students remember the four kinds of sentence problems. (F = fragment, C = comma splice, R = run-on, R = rambling) Students should take notes on each type of sentence problem and draw a graphic to give them a visual reminder. Use the teaching transparency to help you and refer to pp.86-87 in the *Write Source 2000*.

Resources:

Sentence Problems- transparency

Write Source 2000 handbook (pp. 86-87)

Write Source 2000 Language Program (7th: pp. 541-550) (8th: pp. 101-102, 111, 113-114, 503-513, 515-518, 679-680)

6. A final test on this material is available in the binder. Please note that there are no questions on the test covering the 8th grade concept of compound-complex sentences.