

Compound Sentence Mini-Lessons

Danielle Alexander

RCWP Teaching Demonstration

July 2, 2014

Contentions

- Grammar should be taught “intentionally” and “daily” (Jeff Anderson).
- Grammar should be taught as a means of improving student writing (Jeff Anderson).
- Grammar should be taught through the viewing and modeling of good examples (Kelly Gallagher).
- Grammar should be taught through both “simulation” and “integration” (Kelly Gallagher).
- Assessments need to include open-ended questions, questions that “require reflection” on the part of the learner (Punya Mishra).

Demonstration Timeline

First 20 minutes- Viewing good models of compound sentences in “How Advertising Targets Our Children” (NYT Article)

- Read NYT article
- Focus in on three compound sentences (one of each type) and highlight the Independent Clauses in each one
- Discuss the definition of a compound sentence and what they do for writers
- With a partner, fill out Bellwork Chart answering the following questions: 1) What is a compound sentence? 2) Why might a writer use them?

Next 20 minutes: Receiving compound sentence direct instruction and a modeled example

- Write the definition of a compound sentence in the Mini-Rulebook section of Writer’s Notebooks (leaving space for more writing beneath each type)
- Expand on the definition in order to decipher between the three types of compound sentences
- As a class, fill out the Bellwork Chart with one compound sentence concerning the influence on a consumer after viewing the Burger King (print) ad

Next 20 minutes: Writing compound sentences

- Alone, write one compound sentence about the Volkswagon (non-print) ad and its influence on consumers, and write another one on the Orbit Gum (non-print) ad and its influence on consumers, using different types than yesterday
- Switch Bellwork Charts with a new partner and read over their sentences, sharing encouragement/advice as needed

Next 25 minutes: Writing more compound sentences with a “table-check”

- Write three compound sentences (one of each type) about a choice ad and its influences on consumers

- Move into Writing Groups, read over all 12 sentences, and raise hand for table-check when confident

Final 5 minutes: "Taking" open-ended compound sentence quiz

- Discuss quiz questions and theory behind assessment

Bibliography

Anderson, Jeff. *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop*. Portland, Me.: Stenhouse, 2005. Print.

Gallagher, Kelly. *Write like This: Teaching Real-world Writing through Modeling & Mentor Texts*. Portland, Me.: Stenhouse, 2011. Print.

Mishra, Punya. "All You Can Cheat, Part 2." *Punya Mishra's Web*. MSU, 13 Nov. 2009. Web. 01 July 2014. <<http://punya.educ.msu.edu/2009/11/13/all-you-can-cheat-part-ii-a-response/>>.