PREPARE

CONCEPT A compound sentence contains two complete sentences (or independent clauses) joined by a coordinating conjunction. It is important for students to learn how to combine sentences into compound sentences to make their writing more cohesive and sophisticated. Knowledge of compound sentence structure also supports students' abilities to interpret text accurately.

VOCABULARY comma, compound sentence, coordinating conjunction

MATERIALS Lesson reproducibles, highlighters, index cards

INSTRUCT

Display Paragraph 1 from the Sample Paragraphs included with this lesson. Read the paragraph aloud to students, and work as a group to identify sentences that share related ideas. Underline these sentences.

Tell students that when sentences share related ideas, they can be combined into a more sophisticated sentence called a compound sentence.

Next, display a list of coordinating conjunctions: *but*, *or*, *yet*, *for*, *and*, *nor*, *so*. Tell students that these words are known as coordinating conjunctions, and they are used to combine two sentences into a compound sentence. Coordinating conjunctions can be easily remembered by the acronym BOYFANS. Discuss the function of each conjunction (e.g., *but* is used to show contrast). *Note to Teachers:* Additional information about and practice with coordinating conjunctions may be found in the Conjunctions lesson.

Then, work with students to use the coordinating conjunctions to combine several of the sentences in the paragraph into compound sentences (see the bold words in Paragraph 2). Tell students that when a coordinating conjunction is used, a comma must follow the first sentence.

Finally, ask students to describe what a compound sentence is. (Prompt them as necessary: What makes up a compound sentence? What kind of word is required to create a compound sentence?)

State the information: **A compound sentence uses a coordinating conjunction to join two sentences.**

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

As you review the Anchor Chart, work with students to generate additional example sentences that contain each coordinating conjunction. Discuss the relationship between ideas in each sentence to ensure that students use the appropriate coordinating conjunction, and invite students to write their sentences on the board. Refer to SNEEQS (see the SNEEQS Reference Sheet) to ensure that students' sentences contain correct punctuation and capitalization.

Explain to students that compound sentences are one type of sentence structure and that they will learn about different sentence structures in other lessons.

PRACTICE

- Divide a compound sentence onto three index cards: two independent clauses and one coordinating conjunction. Refer to the Sample Compound Sentences included with this lesson for ideas. Distribute a card to each student. Have students circulate and find classmates with whom they can create a logical sentence. Have students read each sentence aloud and describe the relationship between the two clauses.

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- Display compound sentences that are missing the coordinating conjunction (e.g., *Sally Ride received many awards throughout her lifetime, ____ she was an accomplished scientist and the first American female in space*). Students can work in pairs to complete the sentences and then compare their work with that of other partner groups. Discuss the relationship between the clauses and the different ways students combined the sentences.
- Distribute an index card with a coordinating conjunction to each student. Then, display a sentence prompt (e.g., *Sally Ride was inducted into the Astronaut Hall of Fame …*), and have students expand the prompt into compound sentences using the words on their cards. Students can then write their sentences on the board or share them orally. Discuss students' ideas, and check for SNEEQS.
- Provide students with a list of simple sentences. Ask students to add a conjunction and a sentence with a new idea to create a compound sentence. Students can share their work with a partner.

ADAPT

SUPPORT

- Provide students with a list of simple and compound sentences. Ask students to circle the compound sentences. In addition, have students highlight the complete subject of each clause within the compound sentence.
- Provide students with pairs of related sentences and two to three coordinating conjunctions. Have students select the appropriate conjunction to combine the two sentences.
- Display three sentences: two that share related ideas and one that is unrelated. Ask students to identify the sentences that go together, and discuss ways to combine them into a compound sentence.

EXTEND

- Select images or photographs conveying events, and ask students to write compound sentences to describe the pictures. Then, collect the sentences and distribute them to new students, who will check the sentences for SNEEQS.
- Present students with compound sentences containing *for* and *so* (e.g., *It started to rain, so I closed the windows*). Have students describe the relationship between ideas in the combined sentences and indicate if the conjunction conveys cause or effect.
- Have students peer edit each other's writing for SNEEQS, as well as recommend where ideas and sentences can be reworked into compound sentences. Students can refer to the Anchor Chart or the SNEEQS Reference Sheet during the editing process.

CONNECT

- Collect pictures that represent vocabulary words from content areas that students have learned. Distribute one picture to each student. Have students write simple sentences to describe the vocabulary word and then share their work with a partner, who will combine the simple sentences into compound sentences.
- Write compound sentences that refer to content area concepts (e.g., *The gravity of the moon and sun affect Earth, so oceans experience high and low tides*). Divide the sentences into their component independent clauses on separate index cards. Spread the cards on a table, and have students combine the cards, using coordinating conjunctions, into compound sentences.

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SAMPLE PARAGRAPHS

Paragraph 1

Acadia National Park was the first national park created east of the Mississippi River. It is located off the coast of Maine. Acadia may seem small on a map. It comprises over 49,000 acres. The park is famous for its stunning granite cliffs. It has pristine marshes, beaches, meadows, and forests. People go to Acadia to hike, bike, and ski. Others visit simply to enjoy its natural wonders. In the early 20th century, many influential people worked together to preserve the land of Acadia. They were worried about the effects of overdevelopment on the region. Now, millions of people visit Acadia each year. They come from around the world to experience its beauty.

Paragraph 2

Acadia National Park was the first national park created east of the Mississippi River. It is located off the coast of Maine. Acadia may seem small on a map, **but** it comprises over 49,000 acres. The park is famous for its stunning granite cliffs, **and** it also has pristine marshes, beaches, meadows, and forests. People come to Acadia to hike, bike, and ski, **yet** others visit simply to enjoy its natural wonders. In the early 20th century, many influential people worked together to preserve the land of Acadia, **for** they were worried about the effects of overdevelopment on the region. Now, millions of people visit Acadia each year. They come from around the world to experience its beauty.

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ANCHOR CHART

Compound Sentences

Compound sentences join two complete sentences into a more sophisticated sentence.

Use coordinating conjunctions (BOYFANS) to create compound sentences.

Compound sentences use this format:
complete sentence **+** *comma* **+** *coordinating conjunction* **+** *complete sentence.*

Coordinating Conjunction (BOYFANS)	Purpose: *When do I use this coordinating conjunction?*
But	to show contrast
Or	to present an alternative
Yet	to show contrast that logically follows the preceding idea
For	to explain cause
And	to add one idea to another
Nor	to present an additional negative idea
So	to indicate effect

When you write sentences, remember your SNEEQS!

S – The beginning of a **sentence** always needs a capital letter.

N – The proper **names** of people, places, and things always need a capital letter.

E – At the **end** of a sentence, there is usually a period.

E – When the sentence contains **emotion** or **excitement**, use an exclamation point at the end.

Q – When the sentence asks a **question**, use a question mark at the end.

S – Use a comma between a **series** of words and to **separate** clauses.

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SNEEQS REFERENCE SHEET

S — The beginning of a **sentence** always needs a capital letter.
The students purchased soil, compost, gardening gloves, and seeds.

N — The proper **names** of people, places, and things always need a capital letter.
Mrs. Singh, the art teacher, donated some spades and a wheelbarrow.

E — At the **end** of a sentence, there is usually a period.
All spring long, the club members met after school on Wednesdays to work on the garden.

E — When the sentence contains **emotion** or **excitement**, use an exclamation point at the end.
By June, everyone was amazed by the flourishing garden!

Q — When the sentence asks a **question**, use a question mark at the end.
The students wondered: What would happen to the garden during summer vacation?

S — Use a comma between a **series** of words and to **separate** clauses.
Several students, teachers, and administrators volunteered to tend the garden over the summer, and the plants continued to thrive once school started again in September.

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SAMPLE COMPOUND SENTENCES

1. The Environmental Club wanted to plant a vegetable garden in the school courtyard, **but** they needed to raise money for supplies.

2. The principal said the club could organize a school bake sale, **or** they could hold a community car wash.

3. Many students voted for the bake sale, **yet** the majority of the club preferred the car wash.

4. Students created flyers for the car wash and posted them around town, **for** they wanted to attract lots of customers.

5. The weather report called for a storm on the day of the car wash, **and** the principal feared that the event might need to be rescheduled.

6. The rain never came, **nor** did the sun stop shining for the entire day.

7. People from all over town came to the car wash, **so** the students raised enough money to start the garden.

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