

Discover!

English Language Arts

INSTRUCTOR GUIDE

6

SAMPLE
PDF



Good Sentences

Lesson Objectives

By the end of this lesson, your student will be able to:

- recognize that good sentences are key to good writing
- identify and correct fragments
- identify and correct run-on sentences
- choose the best sentence type based on context, style, and tone
- identify simple and complete subjects and predicates for all sentence types
- combine sentences using compound subjects and compound predicates

Supporting Your Student

Explore

One way to help your student to understand the importance of good writing is to research. Maybe your student would like to know more about their favorite author. If so, encourage them to look up facts and quotes by that author. Your student may also like to research books about writing. If your student is not attracted to writing, then help them understand that learning the rules of mechanics and grammar will help them say what they need to say and then go on to things that interest them more.

Read (Run-On Sentences)

One way to help your student understand dependent and independent clauses is to start with a simple sentence and then add to it.

Dogs barked.

The dogs barked.

The dogs barked all night.

In this way, you can show how many different kinds of complete sentences are possible (many, many, many).

To demonstrate a dependent clause, add because or while on the front.

Because the dogs barked all night,

While the dogs barked all night,

Then ask your student, “Then what happened. What would make this a complete thought?” The idea that this clause depends on the answer to be complete may help explain dependent clauses.

Because the dogs barked all night, Farmer Brown didn’t get any sleep.

Read (Simple and Complete Subjects and Predicates)

Another way to explain complete subjects is to say that a complete subject is the main noun/pronoun plus all its modifiers (like articles, adjectives, and prepositional phrases). The complete subject is the verb/helping verb(s) and all of its modifiers (adverbs, objects, and prepositional phrases). A predicate often begins with the first verb in a sentence.

Learning Styles

Auditory learners may enjoy creating a song to distinguish all the similar sounding terms in this lesson.

Visual learners may enjoy mapping out vocabulary to understand how some of the words are related to each other.

Kinesthetic learners may enjoy creating flashcards to distinguish the different vocabulary words.

Spelling

Weekly spelling lists are included in the back of the instructor guide. Select one list per week and provide your student with multiple ways to practice spelling and using these words throughout the week.

At the end of the week, assess your student’s knowledge of the spelling words with:

- a test where your student writes the words or spells them aloud
- a proofreading exercise where your student finds and corrects spelling errors in sentences
- a word sort where your student lists the words in different categories based on spelling patterns

Extension Activities

Deconstruction/Reconstruction

Have your student find a good-sized paragraph in a book they like. Have them write out the paragraph, but have them take out all the punctuation and capitalization until it is one long fused sentence. Have them try reading the paragraph. Now, have them decide how they want to rewrite the paragraph without looking at the original. Discuss any changes that they created during the rewrite. How did it affect the flow and meaning of the paragraph?

Online Connection: Getting It Down

Have your student select a video news report or podcast they like. Have them listen to 30 seconds of the report or podcast and write down every word said. They may need to listen to it several times to get all the words. Once they are finished, have them write the script out with proper grammar and punctuation. Did they find any sentence fragments? Did their punctuation avoid run-ons? Check their work and discuss any particularly difficult sentences.

Answer Key

Practice (*Cleaning up Fragments*)

Answers will vary. Possible answers:

Fragment	Your Correction
Because I said so.	Do it because I said so. Because I said so, you should do it.
If I want to.	I'll go if I want to. If I want to, I'll buy that lollipop.
Hoping for a miracle.	She was hoping for a miracle. Hoping for a miracle, she kicked the ball toward the goal.
When it rains.	When it rains, it pours. I like it when it rains.
Robby crazy.	Robby acts crazy.

Practice (*Reining in Run-Ons*)

Answers will vary. Possible answers:

Run-on	Your Correction
Melissa wants a brother and a sister and she wants someone to play with her.	Melissa wants a brother and a sister who she can play with. Melissa wants a brother and a sister because she wants someone to play with her.
John Adams was the second president, he was after George Washington and before Thomas Jefferson.	John Adams was the second president. He came after George Washington and before Thomas Jefferson.

Practice (*Simple and Complete Subjects and Predicates*)

- complete subject: The honest judge
simple subject: judge
complete predicate: retired after many years of service.
simple predicate: retired
- complete subject: it does not change colors with the seasons, a fir
simple subject: fir
complete predicate: is an evergreen tree
simple predicate: is
- complete subjects: Charlie Sarah
simple subjects: Charlie Sarah
complete predicate: is good at tennis is better
simple predicate: is

Write (*Using the instructions below, you are going to rewrite this story to put some style into it.*)

Tone: Answers will vary.

- Answers will vary. Possible answer: Frank always knew he would be a football star, so he practiced passing, kicking, and running.

LESSON 3

Good Sentences

2. Answers will vary. Possible answer: Frank passed, kicked, and ran every day.
Decide: Answers will vary.
3. Answers will vary. Possible answer: Both Frank and Jenny thought about football all the time.
4. Answers will vary. Possible answer: They lived side by side on Maple Street, and they were born on the same day. Their moms were best friends. Their dads, who had been on the same golf team in college, still golfed together all the time.
5. Answers will vary.

Skill Builder (Comprehension)

1. B
2. A
3. A
4. C

Show What You Know

1. A
2. C
3. B
4. C
5. D

Create

Answers will vary.

Examples: Robbie and Joe ran and played all day. Robbie and Joe are thinking and talking in the living room. Robbie and Joe will watch and learn at the campout next weekend.