



I'm not robot



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## Compound sentences games

The three main forms of learning are auditory (related to hearing sensation), visual and active or kinesthetic. Although about 65 percent of the population are visual students, according to the Visual Teaching Alliance, there are still many students who need a practical approach. A kinesthetic approach can be used to teach about complex sentences. 1 Scramble Proposal Put students in groups of 3. Give each group two large sheets of construction paper in two colors, scissors, and a pointer. Instruct your students to select a sheet of paper and cut it into long strips. Give the class a general theme, such as walking the dog or your last birthday party, and ask each group to write 10 simple sentences on the subject. Next, guide them to create shorter strips with the other piece of construction paper and then write out as many connecting words as they can think of. (Remind them of the acronym FANBOYS to remind them of the coordination of links: for, and, neither, but, or, even so.) In the last part of the exercise, ask each group to select two sentence strips and a combination to create a complex sentence and read it in class. This exercise can be repeated until all suggestions are used by all groups. 2 Learning under Students comb through an excerpt of literature, either from a reading class or an individual book. Either you or they will choose a section. Give them a graphics organizer that is configured as a chart: the first column is for the first simple sentence (independent term). The second column is defined for the combination, and the third column is for the second simple sentence. Instruct students to map the complex sentences they find in the passage. This practical activity presupposes that students have already been taught the difference between a dependent and independent clause and are aware of the definition of a complex proposal. 3 Advanced suggestion dominoes Prepare index cards that have different words as different parts of speech: nouns, verbs, associations, intentions, and so on. It will be useful to mark each word as a specific part of the speech, since the words will differ as parts of the speech, depending on their use. Place a selection of index cards in bowls and assign the children to groups of 3, 4 or 5. Using any game that works in a points system, instruct students to play the game, but instead of receiving points, they receive index cards drawn randomly from the bowl. The first person to create a complex sentence wins, and part of the fun is seeing what kind of silly suggestions students will create. 4 Combination of suggestion savings Write a paragraph with short unstable Each proposal must contain an idea and the whole paragraph must concern an issue. Create groups of 4 students and distribute sentence tape paper. Ask students to collaborate to rewrite the paragraph using complex sentences. Ask them to write each complex sentence on a strip of paper. Using one of the walls in the room or large sheets of butcher, butcher paper, each group hangs their strips of ignorance. Parts of Speech (Recognizing Nouns, Verbs, Adjectives, and Adverbs):Grammar Gorillas: Blast (Nouns Quiz): Blast (Verbs): Adjectives Monkey Game: Adverbs Monkey Game: Parts of Speech Challenge: Parts of Speech Golf Challenge Game: Sentences (Subjects and Predicates):Planting Sentences: Sentences (Coordinating Conjunctions):Sentence Power (simple or compound?): Simple and Compound Sentences PowerPoints: Quotation Marks:Who Wants to Be a Millionaire: Use Said Practice: Quotation Marks: Marks Quiz: Sentences: Sentence Speedway (Recognize Clauses): or Independent Clause Billionaire Game: Sort: Complex Sentence Bandstand Who Wants to Be a Millionaire Game (Challenging): Choose the best subordinating conjunction (quiz): Simple, Compound, and Complex Ping Pong Game: Simple, Union, and complex football shootout game: every year, I make a goal to focus on grammar. Last year, I was determined to find a solution to the problem of penalties. Every time after reading student writing, I found myself repeating the age-old question, What is a sentence? My students could explain the components of a sentence: subject, charge, uppercase letters at the beginning and end of punctuation. With some prompting they could conclude that a proposal should have a complete So how was that they could identify a sentence and explain what it is, and still write write endless suggestions? How could I change that? Read too much to discover my solution. A SMART Board activity and a free FANBOYS poster are included here. Introduction In previous years, I used the workshop approach, teaching mini courses and providing students with the opportunity to apply the new skill to their own writing. Don't get me wrong, there's a lot of value in mini-lessons in the author's lab. However, my students did not transfer the newly learned ability to their writing, or retain it beyond direct assignment. I started to realize they needed guided practice. I decided to adopt a more in-depth, direct approach based on what I had learned from my special literacy training: teacher modeling, guided practice, independent practice, and finally, application to student writing. It lasts a period of 40 minutes. However, it results in an accurate transfer of skills and a higher retention rate. As soon as I teach grammar, he'll display a poster in class. Essential question How can fanboys help us become better writers? Previous Knowledge I can define a topic as who or what part of the sentence, and blame it as the part that says what the topic is or does. Some of my struggling writers need a review of the content area vocabulary. Students need to know what the lessons and classes are to understand the structure of complex sentences. This brochure Themes and Categories by scholastic printable is useful for reviewing or pre-appointing this knowledge. Smart Exchange offers a plethora of free activities for teaching topics and categories. To give your students additional guided practice, download the Suggestion Chart brochure from Scholastic Printables. Visual and spatial students often benefit from the creation of a visual representation of the structure of sentences. And for more on what includes a suggestion see (Interjection)! Grammar: How to (VERB) (PLURAL NOUN) to (VERB) at the Scholastic Work Center. Hook Start the course based on students' previous knowledge of complex words to set complex sentences. Explain that a complex sentence is like a complex word, except two sentences come together instead of two words. Materials Differentiation Courses or Additional Practice Scholastic Printables resources are especially useful in meeting the needs of all students in an inclusive classroom. You may want to limit the number of FANBOYS to and, but also or. These are the popular moderators. The brochures below are useful for diversifying teaching and giving students extra practice. Course procedure If you don't have a smart board, download it for free interactive viewer, and you will be able to use the course in your classroom. Use a mouse to interact. The following video illustrates the structure of the course: teacher model, guided practice and independent practice. Identify FANBOYS: Explain that the acronym FANBOYS means means for, and, neither, but, or, even so. Sing the words, starting slowly and gaining speed. Give students a few minutes to memorize the words in the acronym, and see if they can say it remarkably quickly - like a twister language. Go around the room, allowing each student to take the FANBOY chanting challenge. Clear party usage: The comma is inserted BEFORE the combination coordination. If your students are kinesthetic or visual students, write a complex sentence in a sentence strip: sentence one, comma, coordination, and sentence two. Then cut it out and have the students re-assemble the proposal. Anxious students can enjoy acting out lots of a complex sentence. A student can be proposition one, a second student is a comma, a third student is a coordinating combination, and the fourth student is proposition two. Students form a human chain creating a complex sentence. Teacher Modeling: Model how to combine two sentences using a comma and a coordinating combination. I create sentences related to their lives. However, there are many sample suggestions in the guided practice section. Guided practice: Provide guided practice suggestions that students can make in place. While students write their answers on their personal boards, I walk and have problems. They erase their boards and assign them as soon as I fix them. I have 32 student tables that I made from a 4' x 8' laminate table shower (#20) cut into 12 squares. Recycle used dryer sheets for furs. They work wonderfully. Cloze Activity: I created a cloze activity to teach my students that link coordination has different meanings. In the SMART Notebook file, students drag the word that best fits the sentence. I tell them they can use any word more than once. Once done, I ask them how they will change it so that only a coordinating combination is used once. They need to carefully analyse the relationship between the two proposals to complete this task successfully. Identify complex sentences: In this part of the activity, students analyze suggestions to determine whether they are complex sentences or not. It is necessary to clarify that for, and, neither, but, or, even so is not always along with two sentences. Otherwise, some students will enter commas before each and. I repeat that there must be a full proposal, an issue and an accuser, on both sides of the coordinating link before it can be identified as a complex proposal. They underline the coordinating combination, determine whether there is a proposal from both sides and drag the party to the correct position of the proposal, if it is On their own: Students store their free entries or magazine entries. They select any journal entry to review or edit. Identify FANBOYS, and then insert the appropriate punctuation, transferring the skill to their own writing style. Delete fanboys to fix run-ons run-ons most of my students, the above activity is at their educational level. These students achieve success quickly. However, students struggling with run-on suggestions can get somewhat confused. I teach them to use their fanboys knowledge to determine their run-on suggestions – the paragraphs one sentence. They often replace fanboys for the punctuation end. I teach these students to read each paragraph and replace FANBOYS with punctuation that ends, and then delete FANBOYS. Once they are successful in simple sentences, I teach them how to join them, creating complex sentences. However, when they start experimenting, I tell them that they cannot use more than one coordinating combination in a single sentence. Online Interactive Games For more practice, direct your students to these grammar games: Please post your great ideas for teaching grammar in the comments section. Section.

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