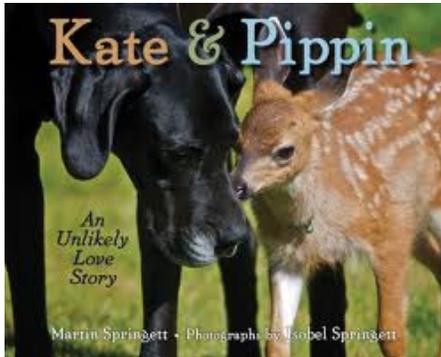


Writing Trait: **Sentence Fluency**

Learning Intention: examine complex sentences and co-create criteria about how to write them.

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by Martin Springett

Before Reading:

Learning Outcomes: A4, A5, A6, B5

Using the title of the book and the cover photo, ask students to predict what this book might be about and whether it's fiction or nonfiction. Also have students share their dog (or great Dane) and deer connections. Kids in the Comox Valley generally have lots of stories to share about deer!

Explain that author, Martin Springett, lives in Toronto. His sister, Isobel Springett, the photographer who took all the pictures of Kate and Pippin, lives in Black Creek here on Vancouver Island. She took pictures of this unlikely pair for more than two years.

During Reading:

Learning Outcomes: A6, B5

During reading, pause occasionally for children to share even more deer and dog connections. They may naturally ask questions, make predictions, infer, or want to talk about the details in the pictures. As James Britten described, "Reading and writing float on a sea of talk." (1983)

After Reading:

Learning Outcomes: A5, B7, C3, C5, C6, C7, C10

Share links on the Springett's website ~ kateandpippin.com. Watch the video clip and view additional photos of Kate and Pippin.

The C11 learning outcome for grade 5 states that students should include complete simple and compound sentences and begin to use complex sentences. In this lesson, students will be given sample sentences from Kate & Pippin to figure out the difference between simple, compound and complex sentences. Once students have developed a definition of each type of sentence, they will further analyze complex sentences to better understand how they are written. When kids figure out the rules themselves by co-creating criteria, they are more likely to own this information.

*Co-constructed
Criteria*



HOW DO WE INCREASE STUDENT ENGAGEMENT?



Clear Learning Intentions



Co-constructed Criteria



Questions: Using oral language to prompt thinking



Descriptive Feedback

Ownership,

A table with multiple columns and rows, used for peer and self-assessments. The table contains various criteria and checkboxes for evaluation.

Peer and Self Assessments

ASSESSMENT FOR LEARNING STRATEGIES



Our Learning Intention:

I can figure out what simple, compound and complex sentence are, and how to write them.

<http://eslbee.com/sentences.htm>

The link above has clear explanations of each type of sentence. Here is a screen capture of the examples and definition of simple sentences:

SIMPLE SENTENCE

A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought. In the following simple sentences, subjects are in yellow, and verbs are in green.

- A. Some students like to study in the mornings.
- B. Juan and Arturo play football every afternoon.
- C. Alicia goes to the library and studies every day.

The three examples above are all simple sentences. Note that sentence B contains a compound subject, and sentence C contains a compound verb. Simple sentences, therefore, contain a subject and verb and express a complete thought, but they can also contain a compound subjects or verbs.

Here is a screen capture of the examples and definitions of compound sentences:

Compound Sentences

A compound sentence contains two independent clauses joined by a coordinator. The coordinators are as follows: *for, and, nor, but, or, yet, so*. (Helpful hint: The first letter of each of the coordinators spells *FANBOYS*.) Except for very short sentences, coordinators are always preceded by a comma. In the following compound sentences, subjects are in yellow, verbs are in green, and the coordinators and the commas that precede them are in red.

- 
- A. I tried to speak Spanish, and my friend tried to speak English.
 - B. Alejandro played football, so Maria went shopping.
 - C. Alejandro played football, for Maria went shopping.

The above three sentences are compound sentences. Each sentence contains two independent clauses, and they are joined by a coordinator with a comma preceding it. Note how the conscious use of coordinators can change the relationship between the clauses. Sentences B and C, for example, are identical except for the coordinators. In sentence B, which action occurred first? Obviously, "Alejandro played football" first, and as a consequence, "Maria went shopping." In sentence C, "Maria went shopping" first. In sentence C, "Alejandro played football" because, possibly, he didn't have anything else to do, *for* or *because* "Maria went shopping." How can the use of other coordinators change the relationship between the two clauses? What implications would the use of "yet" or "but" have on the meaning of the sentence?

Having shared the explanations on the site, provide students with the text from the first page of *Kate & Pippin* to analyze as a group:

And a screen capture from the same site containing examples and definitions of compound sentences:

COMPLEX SENTENCE

A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator such as *because*, *since*, *after*, *although*, or *when* or a relative pronoun such as *that*, *who*, or *which*. In the following complex sentences, subjects are in yellow, verbs are in green, and the subordinators and their commas (when required) are in red.

- A. **When** **he** **handed** in his homework, **he** **forgot** to give the teacher the last page.
- B. **The teacher** **returned** the homework **after** **she** **noticed** the error.
- C. **The students** **are studying** **because** **they** **have** a test tomorrow.
- D. **After** **they** **finished** studying, **Juan** and **Maria** **went** to the movies.
- E. **Juan** and **Maria** **went** to the movies **after** **they** **finished** studying.

When a complex sentence begins with a subordinator such as sentences A and D, a comma is required at the end of the dependent clause. When the independent clause begins the sentence with subordinators in the middle as in sentences B, C, and E, no comma is required. If a comma is placed before the subordinators in sentences B, C, and E, it is wrong.

Note that sentences D and E are the same except sentence D begins with the dependent clause which is followed by a comma, and sentence E begins with the independent clause which contains no comma. The comma after the dependent clause in sentence D is required, and experienced *listeners* of English will often *hear* a slight pause there. In sentence E, however, there will be no pause when the independent clause begins the sentence.

On the following 6 pages, there are examples from the book. Students can work in groups with one page at a time trying to figure out which sentences are simple, compound or complex.

The fawn lay still and quiet.
She was alone and afraid as
she waited for her mother to
come back.

Every little deer needs its
mother to protect it from the
many dangers of the forest.

But her mother did not
return, and three long days
passed.

Work with a partner or in small groups to determine which sentences are simple, and which are compound? Can you find a complex sentence on this page? What clues can you find that help you figure this out?

Hints:

- a simple sentence does not have a comma.
- A compound sentence will have a comma followed by one of the "FANBOY" words (*for, and, nor, but, or, yet, so*).
- Just like a compound sentence, look for a comma in a complex sentence. Look for subordinators such as: *because, since, after, although, when, that, who, or which*.

Even though she was hungry, Pippin didn't know what to make of the baby bottle that Isobel offered her.

At first she bit the bottle, and she was disappointed when she couldn't get at the sheep's milk inside.

Gradually she calmed down and began to suck. After two days of practice, Pippin was feeding contentedly.

Discuss which sentences are simple, which are compound? Can you find a complex sentence on this page? What clues can you find that help you figure this out?

Hints:

- a simple sentence does not have a comma.
- A compound sentence will have a comma followed by one of the "FANBOY" words (*for, and, nor, but, or, yet, so*).
- Just like a compound sentence, look for a comma in a complex sentence. Look for subordinators such as: *because, since, after, although, when, that, who, or which*.

The stairs were a challenge for the fawn, but she eventually stepped down onto the grass.

Is this sentence simple, compound or complex? What clues can you find to figure this out?

Hints:

- a simple sentence does not have a comma.
- A compound sentence will have a comma followed by one of the "FANBOY" words (*for, and, nor, but, or, yet, so*).
- Just like a compound sentence, look for a comma in a complex sentence. Look for subordinators such as: *because, since, after, although, when, that, who, or which*.

They were both up early the next morning, waiting.

Finally, at the edge of the trees, the long grass rustled and Pippin came into view! She trotted up to Kate and made a little greeting sound before asking to be fed.

Discuss which sentences are simple, compound and/or complex? What clues can you find that help you figure this out?

Hints:

- a simple sentence does not have a comma.
- A compound sentence will have a comma followed by one of the "FANBOY" words (*for, and, nor, but, or, yet, so*).
- Just like a compound sentence, look for a comma in a complex sentence. Look for subordinators such as: *because, since, after, although, when, that, who, or which*.

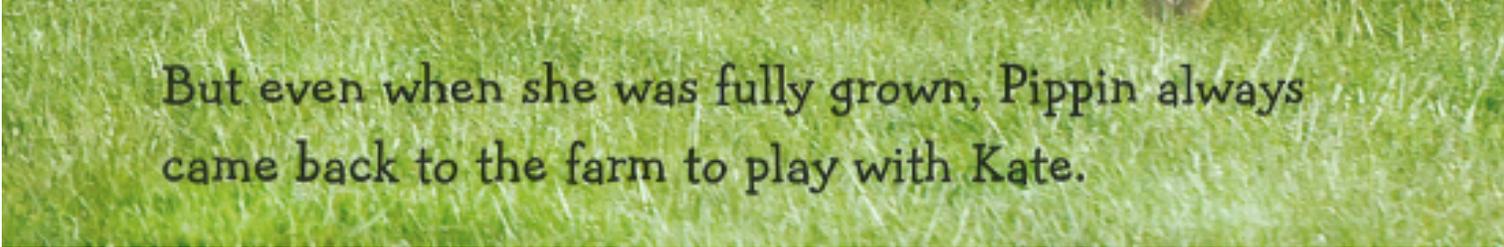
She made other animal friends, too, including Henry the cat, who had lived with Kate for many years.

Henry did not want a bath every time she visited, but he let Pippin clean him with her long pink tongue.

Discuss which sentences are simple, which are compound? Can you find a complex sentence on this page? What clues can you find that help you figure this out?

Hints:

- a simple sentence does not have a comma.
- A compound sentence will have a comma followed by one of the "FANBOY" words (*for, and, nor, but, or, yet, so*).
- Just like a compound sentence, look for a comma in a complex sentence. Look for subordinators such as: *because, since, after,*



But even when she was fully grown, Pippin always came back to the farm to play with Kate.

Is this sentence simple, compound or complex? What are the clues that you can use to figure this out?

Hints:

- a simple sentence does not have a comma.
- A compound sentence will have a comma followed by one of the "FANBOY" words (*for, and, nor, but, or, yet, so*).
- Just like a compound sentence, look for a comma in a complex sentence. Look for subordinators such as: *because, since, after, although, when, that, who, or which*.

Upon completion of these pages, have students share their understanding of each sentence type. Then, create a set of student written rules for each one.

With rules created, it's time to practice writing a variety of sentence lengths and types. Have students write in role extending ideas about the relationship between Kate and Pippin.

e.g.

Each morning, Kate and Pippin would wake up, and rush to the kitchen, hoping to find food in the tin bowls on the wooden floor.

When Kate first met Pippin, her motherly instincts kicked in.

Because Pippin lost her mother, she connected quickly to Kate.

As Pippin got older, she learned to enjoy dog food. She liked the crunchy bits best, but tolerated the texture and taste of canned food.