

GED 2002 Teachers' Handbook of Lesson Plans

Content Area Language Arts, Writing	Lesson Title <i>The FANBOYS</i>	Correlation to Framework 01.01, 01.03	Lesson Number 43
Objectives/Learner Outcomes At the end of this lesson, the learner will be able to: <ul style="list-style-type: none"> • Recognize and explain the meaning of coordinating conjunctions • Punctuate a compound sentence using coordinating conjunctions • Compose compound sentences using the correct coordinating conjunction 		Materials/Resources/Internet Sites/Handouts/Worksheets <ul style="list-style-type: none"> • Blank 8.5 x 11 sheets of paper • Markers • Manila envelope • Handout – Sentence Structure • Handout – The FANBOYS • Handout – Evaluation • Blackboard, white board, or flip chart 	
Pre-Requisite Knowledge The learner should be able to: <ul style="list-style-type: none"> • Recognize and compose a simple sentence • Recognize a comma • Show how to use a comma writing a sentence with a list 		Key Words <ul style="list-style-type: none"> • Comma • Compound sentence • For, and, nor, but, or, yet, so (FANBOYS) 	
Anticipatory Set/Introduction Say: I have invited my “BOYS” to the class today. They are actually called FANBOYS. Ask: Does anyone know my “BOYS”? Say: FANBOYS are coordinating conjunctions sometimes called FANBOYS. Ask: What are coordinating conjunctions? Say: Coordinating conjunctions are: for, and, nor, but, or, yet, so (FANBOYS) Ask: When are FANBOYS used? Say: FANBOYS are used to join two simple sentences. When you join two simple sentences, you create a compound sentence.			

Preview Questions for Lesson

1. What is a simple sentence? Ask a class member to give you an example.
2. What does a comma look like? Write it on the board.
3. When do you use a comma in a sentence? Show me an example.
4. Do you know what a compound sentence is? Write an example on the board noting the subject, verb, conjunction, and punctuation.
5. Begin a discussion about coordinating conjunctions using the questions below:
 - What is the difference in the word “or” and the word “and”?
 - What is the meaning of the word “nor”?
 - What is the meaning of the word “so”?

Instructional Outline

Say: We will learn about coordinating conjunctions, how to correctly punctuate a compound sentence using coordinating conjunctions, and how to compose a compound sentence using the correct coordinating conjunction. Write on the blackboard the three objectives.

Say: I am writing a compound sentence on the board. Please read it with me as I write it.

The food can be prepared at home before the meeting tonight, or we can go to a restaurant to eat.

Ask: What if you used the word *and* instead of *or*?

Say: I am writing a second compound sentence on the board. Please read it with me as I write it.

The food can be prepared at home before the meeting tonight, and we can go to a restaurant to eat.

Ask: What is the difference between the two examples? Do both sentences make sense? Why?

Say: Using the correct word is important for effective communication. Knowing the meaning of each FANBOY is necessary.

Give students the **Sentence Structure** handout.

Say: Please read along with me the meaning of a simple sentence. Now, please read along with me the meaning of a compound sentence.

Today, we are only going to use a comma and a coordinating conjunction.

Discuss: Talk about the differences in the structure of simple sentences and compound sentences - subjects, verbs and punctuation. Instruct students to write compound sentences using each coordinating conjunction. Write the sentences on the board and discuss the use of the conjunction, as well as the structure of the compound sentence.

Say: Please look at the **Sentence Structure** handout and read along with me the meaning of each coordinating conjunction.

Discuss: Instruct students to write compound sentences using each coordinating conjunction.

Ask: Do I have a volunteer to read a sentence while I write it on the board? Talk about the use of the conjunction as well as the structure of the compound sentence. Review and summarize the three objectives.

Say: As we go around the room, please tell me one thing about a compound sentence or FANBOY.

Process/Activities			
<p>Complete the exercise called <i>The FANBOYS</i>. See the handout <i>The FANBOYS</i> for detailed instructions.</p> <ul style="list-style-type: none"> • The teacher is the facilitator. Divide the class into groups. • Give each group a package of the words in a compound sentence written on 8.5 x 11 sheets of paper or sentence strips. • The presenting group must choose the correct one of the FANBOYS and a comma from the package to use in the sentence. • Give the presenting group a few minutes to organize and communicate the correct word order and coordinating conjunction. • Standing in front of the class, the presenting group will organize themselves into a sentence. • A class member will read the sentence out loud as the remaining class members decide if the presenting group is correct. If the presenting group is incorrect, the class can help them. • A class member will read the sentence out loud. • The teacher will tell the class to let the group know when the sentence is correct. • Note: This activity can be an individual activity by making smaller sized sentence strips and placing them in #10 envelopes for each student. This technique can be used for evaluation. 			
Product/Evaluation/Summary			
<p>Have students complete the <i>Evaluation</i> handout. Write the answers on the board as students volunteer to read the sentences.</p>			
Teaching to Different Types of Learners			
	Visual	Auditory	Kinesthetic/Tactile
Learning Activity	Provide written instructions to students.	Incorporate activities that allow students to work together in pairs and discuss what has been done.	Have students create word strips for additional practice in creating sentences that use coordinating conjunctions.
Special Differentiation Strategies	Use an overhead transparency or blackboard to visually show the sentences being discussed. Color code coordinating conjunctions, commas, subjects, and verbs.	Check for understanding by asking questions and assessing correct answers during a discussion and when giving directions or assignments.	Have students write on the board or flip chart a compound sentence and the appropriate coordinating conjunction.
Evaluation	Allow students to show mastery of the use of compound sentences, coordinating conjunctions, and commas through written projects and assessments.	Have students verbalize self-created sentences during class instruction and discussion as well as the evaluation.	Allow students to use sentence strips or 8.5 x 11 sheets of paper as manipulatives to create sentences for evaluation.

The Family and Adult Literacy Connection	ESE/ESOL Accommodations
<p>If students have school-aged children, have them complete an assignment with their children. A family can make up compound sentences together or write a story using a specified number of compound sentences. Students can bring the stories to class for sharing.</p> <p>Show students that knowledge of sentence structure is required for the GED Test through using examples of GED-type questions that incorporate coordinating conjunctions or combining sentences. Explain that mastery of the same lesson objectives is required in college English.</p>	<p>This lesson will accommodate ESOL students, Pre-GED students, and GED students through the use of manipulatives and oral responses. Write the examples of the sentences on a flip chart so that students can refer to them throughout the activity.</p> <p>For students who have difficulty mastering the content, write more examples of sentences and narrow the choices that students have for the correct coordinating conjunction.</p>

Sentence Structure

Simple Sentence

A simple sentence is sometimes called an independent clause. A simple sentence has a subject, a verb, and a complete thought.

- You can leave the car here tonight.
- Museums and libraries are found in many cities.
- Many drank ice tea and ate a sandwich.

Compound Sentence

Two or more related simple sentences (independent clauses) are joined in one of three ways: a comma and a conjunction, a semicolon and a connector, or only a semicolon.

- I paid too much for this sweater, **but** I needed it to stay warm.
- You can leave the car here tonight; **however**, it must be moved tomorrow.
- The day was long; the night was welcomed.

Conjunctions: for and nor but or yet so (FANBOYS)

Connectors:

moreover	nevertheless	for instance	for example
furthermore	therefore	in addition	consequently
then	however	otherwise	

What Do Coordinating Conjunctions Mean?

and	adds information
but, yet	shows opposite
or	shows a choice
nor	rejects both choices
for	links effect to cause
so	links cause to effect

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The FANBOYS

Objective: Students must arrange the words into sentences to create a complete sentence. Students must choose the correct coordinating conjunction in order for the sentence to make sense.

Teacher:

- Make a package for each sentence by placing the contents below in a manila envelope. Use a dark marker and write in large letters.
- Use the sentences below or create your own sentences. Write each word on word strips or 8.5 x 11 sheets of paper.
- Write each coordinating conjunction on word strips or 8.5 x 11 sheets of paper, so that the group may select a conjunction.
- Write a comma on a word strip or an 8.5 x 11 sheet of paper.

Exercise:

- Give each group a package. Make adjustments for the size of the class and the size of the group.

Presenting Group

- Give the presenting group a few minutes to organize and communicate the correct word order and coordinating conjunction. They should make a complete sentence with the correct coordinating conjunction and punctuation.
- Standing in front of the class, the presenting group will organize themselves into a sentence.
- They should tell the teacher when they are ready. The class members may not speak until the presenting group is ready. The teacher can set a time limit after the class understands the rules and the process. The presenting group may not speak while the class members are completing their objective.

Class Members

- The remaining class members will decide if the presenting group has created a complete sentence with the correct coordinating conjunction and punctuation and guide the presenting group if necessary to complete the objective.

Teacher

- The teacher should be the facilitator and pose questions to both groups to guide them in their task.
 - Does the sentence make sense?
 - If yes, why does it make sense?
 - If no, what changes can you make?

Suggestions: Have the entire class write sentences the day before and submit them. Create a teacher-made packet using a smaller version of the word strips.

Below are examples of sentences that can be used.

1. We visited 1600 Pennsylvania Ave. last year, for it is the home of President Bush.
2. The books were destroyed in the fire, and the money was never found.
3. I do not enjoy scary movies, nor do I like comedies.
4. I paid too much for this coat, but I needed it to stay warm.
5. You can leave the car here tonight, but it must be moved tomorrow.
6. Many buildings were destroyed in the fire, but each one has been rebuilt.
7. The food can be prepared at home before the meeting tonight, or we can go to a restaurant to eat.
8. A colonial mansion stands on the summit of a high hill, yet it is still hard to see from the road.
9. The farm described in the brochure has already been sold, so we looked for another.
10. The day was long, so the night was welcomed.

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Evaluation

Part 1

Insert the appropriate coordinating conjunction in the sentences below. You may use the following conjunctions: for, and, nor, but, or, yet, so. Use the correct punctuation in the correct place in the sentence.

1. Regular exercise can strengthen your body _____ a sensible diet helps to control your weight.
2. The small dog had little hope for recovery _____ her owner believed she would be well in time for the dog show.
3. Would you rather go to France on vacation _____ do you want to stay at home?
4. The traffic was heavier than usual _____ we were late for our appointment.
5. Candy can be a very expensive gift _____ it is available almost everywhere.
6. In our home, we encourage our children to save their money _____ they do not learn the value of saving money in school.
7. You cannot have food or drink in the lab _____ the computers will not be damaged.
8. He was not young or in very good shape _____ we believed the man would win the marathon.
9. The shirt was neither inexpensive _____ was it the correct size.
10. I have finished this lesson _____ I feel comfortable using coordinating conjunctions.

Part 2

On the back of this page, write 5 compound sentences using each coordinating conjunction. Remember to use the correct punctuation.

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**Answer Key
Evaluation**

Part 1

Insert the appropriate coordinating conjunction in the sentences below. You may use the following conjunctions: for, and, nor, but, or, yet, so. Use the correct punctuation in the correct place in the sentence.

1. Regular exercise can strengthen your body, and a sensible diet helps to control your weight.
2. The small dog had little hope for recovery, yet her owner believed she would be well in time for the dog show.
3. Would you rather go to France on vacation, or do you want to stay at home?
4. The traffic was heavier than usual, so we were late for our appointment.
5. Candy can be a very expensive gift, but it is available almost everywhere.
6. In our home, we teach our children to save their money, for they do not learn the value of saving money in school.
7. You cannot have food or drink in the lab, so the computers will not be damaged.
8. He was not young or in very good shape, yet we believed the man would win the marathon.
9. The shirt was neither inexpensive, nor was it the correct size.
10. I have finished this lesson, and I feel comfortable using coordinating conjunctions.

Part 2

On the back of this page, write 5 compound sentences using each coordinating conjunction. Remember to use the correct punctuation.

Check sentences for accuracy.