

GED 2002 Teachers' Handbook of Lesson Plans

Content Area Language Arts, Writing	Lesson Title <i>The CONNECTORS</i>	Correlation to Framework 01.01, 01.03	Lesson Number 47
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 connectors • Punctuate a compound sentence using connectors • Compose compound sentences using the correct connectors 		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 Connectors • Handout – Connector Evaluation • Handout – Combining Sentences • Handout – Simple and Compound Sentence Exercise • Blackboard, white board, or flip chart and markers 	
Pre-Requisite Knowledge The learner should be able to: <ul style="list-style-type: none"> • Recognize and compose a simple sentence • Recognize a comma • Recognize a semicolon • Correctly use a coordinating conjunction and comma in a compound sentence 		Key Words <ul style="list-style-type: none"> • Comma • Semicolon • Connector • Compound sentence 	
Anticipatory Set/Introduction Say: Today we are going to meet The CONNECTORS. Ask: Do you remember the FANBOYS? Who can tell me about the FANBOYS? Say: Connectors are similar to the FANBOYS. They are used to join two simple sentences to create a compound sentence.			

Preview Questions for Lesson

1. What is a compound sentence? Ask a class member to give you an example.
2. What does a comma/semicolon look like? Write each 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 of a compound sentence on the board noting the subjects, verbs, conjunction, and punctuation.
5. Begin a discussion about connectors.

Instructional Outline

Do: Give students Handout – **Sentence Structure**.

Say: Today, we will learn the meaning of connectors, how to correctly punctuate a compound sentence using connectors, and how to write a compound sentence using the correct connector. 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.

We can go to dinner at a restaurant; otherwise, dinner can be prepared at home before the meeting tonight.

Ask: What if you used the words *in addition* instead of *otherwise*?

Say: Please read it with me as I write it.

We can go to dinner at a restaurant; in addition, dinner can be prepared at home before the meeting tonight.

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

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

Discuss: Have different students read out loud the meaning of a compound sentence from the Handout – **Sentence Structure**.

Say: Correct punctuation is important too. We use a semicolon, connector, and a comma to write a compound sentence using a connector.

Discuss: Talk about subjects, verbs, and punctuation in a compound sentence.

Discuss: Have different students read out loud the meaning of each coordinating conjunction.

Show: Write on the board examples of sentences using each connector.

Discuss: Assign pairs or groups to write compound sentences using different connectors. Write the completed sentences on the board and discuss the use of the connector, punctuation, and structure of the compound sentence.

Say: Now we are going to do an activity called *THE CONNECTORS*.

Do: After the activity is complete, review and summarize the three objectives.

Say: I want each of you to tell me one thing about a compound sentence or connector.

Process/Activities			
<p>Complete the exercise called <i>The Connectors</i>. See Handout – <i>The Connectors</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 connector, comma, and semicolon from the package to use in the sentence. ▪ Give the presenting group a few minutes to organize and communicate in order to choose the correct word order and connector. ▪ Standing in front of the class, have the presenting group organize themselves into a complete 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 “get in the correct order.” ▪ The teacher will tell the class when the sentence is correct. ▪ Note: This activity can be an individual activity by making smaller-sized sentence strips placed in #10 envelopes for each student. This technique can be used for evaluation. 			
Product/Evaluation/Summary			
<p>Have students complete Handout – <i>Connector Evaluation</i>. Write the answers on the board as students volunteer to read the sentences.</p> <p>Follow-up: See Handouts – <i>Combining Sentences</i> and <i>Simple and Compound Sentence Exercise</i>. Combining sentences using connectors is an extension lesson for the next day.</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 all the exercises.
Special Differentiation Strategies	Use an overhead transparency or the blackboard to visually show the sentences being discussed. Color code connectors, commas, semicolons, subjects, and verbs.	Check for understanding by asking questions and assessing correct answers during discussions and when giving directions or assignments.	Have students write on the board or flip chart a compound sentence and correct connectors. Students may wish to use word strips in order to create sentences.
Evaluation	Allow students to show mastery of the concept of compound sentences, connectors, commas, and semicolons through written projects and assessments.	Students will orally state self-created sentences during class instruction and discussion as well as during the evaluation. Students will read aloud sentences during the exercises.	Students will use sentence strips or 8.5 x 11 sheet of paper as manipulatives. Individual student evaluation can be accomplished by teacher observation of the correct placement of the strips.

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 into class for evaluation by class members.</p> <p>Show students that a comprehensive knowledge of sentence structure is required for the GED Tests. Show students examples of GED-type questions that use 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, Pre-GED, and GED students through the use of manipulatives and oral responses.</p> <p>Write the sentence examples on a flip chart for future reference.</p> <p>For students who have difficulty, the teacher can write more examples of sentences and narrow the choices for the correct coordinating conjunction.</p>

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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.

- Many drank ice tea and ate a sandwich.
- Museums and libraries are found in many cities.

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 welcome.

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

Connectors: (The Connectors)
 moreover nevertheless for instance for example
 furthermore therefore in addition consequently
 then however otherwise as a result

Adds related information (and):	furthermore
	in addition
	moreover
Shows a contrast (but, yet)	nevertheless
	on the other hand
	however
Links cause to effect (so)	therefore
	as a result
Explains relationship between two ideas	consequently
Illustrates a general idea	for example
	for instance
Shows alternative (or)	otherwise
Shows time order	then

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The Connectors

Objective:

Student must arrange the words into sentences to create a complete sentence. Students must choose the correct coordinating conjunction so that a sentence makes 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 connector on word strips or 8.5 x 11 sheets of paper so that the group may select a connector.
- Write a comma and a semicolon on word strips or 8.5 x 11 sheets 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 connector. They should make a complete sentence with the correct connector 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 connector 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 to the teacher.

Create a teacher-made packet using a smaller version of the word strips.

Below are examples of sentences that can be used.

1. We do not have the same taste in books; for example, Karen reads fiction and I read nonfiction.
2. The books were destroyed in the fire; in addition, the money was never found.
3. I do not enjoy scary movies; furthermore, I do not allow my children to see them.
4. I paid too much for this coat; however, I needed it to stay warm.
5. Leave the car here tonight; otherwise, you will get a ticket.
6. Many buildings were destroyed in the fire; nevertheless, each one has been rebuilt.
7. A colonial mansion stands on the summit of a high hill; however, it is still hard to see from the road.
8. The farm described in the brochure has already been sold; therefore, we looked for another.
9. I ate a lot of peppers, consequently, my stomach is crying out in pain.

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Connector Evaluation

Part 1

Insert the appropriate connector and the correct punctuation (as needed) in the sentences below.

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. The traffic was heavier than usual _____ we were late for our appointment.
4. Candy can be a very expensive gift _____ it is available almost everywhere.
5. In our home, we teach our children to save their money _____ they have saved enough for a new computer.
6. He was not young or in very good shape _____ we believed the man would win the marathon.
7. Fruit is a healthy snack _____ it does not have many calories.
8. I have finished this lesson _____ I feel comfortable using coordinating conjunctions.

Part 2

On the back of this page, write five compound sentences using five different connectors. Remember to use the correct punctuation.

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**Answer Key
Connector Evaluation**

Part 1

Insert the appropriate connector and the correct punctuation (as needed) in the sentences below.

1. Regular exercise can strengthen your body; moreover, a sensible diet helps to control your weight.
2. The small dog had little hope for recovery; however, her owner believed she would be well in time for the dog show.
3. The traffic was heavier than usual; as a result, we were late for our appointment.
4. Candy can be a very expensive gift; nevertheless, it is available almost everywhere.
5. In our home, we teach our children to save their money; consequently, they have saved enough for a new computer.
6. He was not young or in very good shape; therefore, we believed the man would win the marathon.
7. Fruit is a healthy snack; furthermore, it does not have many calories.
8. I have finished this lesson; moreover, I feel comfortable using connectors.

Part 2

On the back of this page, write five compound sentences using five different connectors. Remember to use the correct punctuation.

The teacher should check sentences for accuracy.

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Combining Sentences

Combine the sentences below with a connector. Use correct punctuation and a logical connector.

You must obey the traffic rules.
You will get a ticket or have an accident.

Carmen went to the market.
The store had a great sale on paper products.

Last night Alicia cooked dinner.
Kate forgot to make a salad.

Karen treated me to a delicious dinner yesterday.
Jan gave me a birthday cake.

Jack was sick.
The doctor put him in the hospital.

Jan broke two arms in the accident.
Her mother is caring for her.

Scott and I decided to go swimming last night.
The pool had no water!

I ate a lot of peppers.
My stomach is crying out in pain.

North Korea has extreme famine.
Many people are dying.

Simple and Compound Sentence Exercise

Write S for each simple sentence and C for each compound sentence. Correct the punctuation when necessary.

1. You must obey the traffic rules, otherwise, you will get a ticket or have an accident.
2. He drank a lot of water but he is still thirsty.
3. Carmen went to the market however she forgot her money.
4. Last night Alicia cooked dinner, but she did not make a salad.
5. My husband took me to a restaurant and treated me to a delicious dinner yesterday.
6. My husband, and I called his sister in Indiana and talked about Korea.
7. I sat down and cried.
8. Jack was sick; therefore he didn't come to school.
9. Good speaking and writing deeply impresses people.
10. He cannot control his temperance, but has a warm heart.
11. He broke two arms in the accident so he can't even scratch his skin without help.
12. James and I go to school everyday.
13. He must study hard or fail the exam.
14. Marissa and Jason are going to eat popcorn and watch the movie.
15. Oil and water will, not mix.
16. Scott and I decided to go swimming last night however the pool had no water!
17. I ate a lot of peppers, consequently, my stomach is crying out in pain.
18. My mother listens to me; but still tells me what to do.
19. The cute white puppy wags its tail and jumps on me.
20. North Korea has extreme famine; therefore many people are dying.

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**Answer Key
Simple and Compound Sentence Exercise**

Write S for each simple sentence and C for each compound sentence. Correct the punctuation when necessary.

1. You must obey the traffic rules; otherwise, you will get a ticket or have an accident. S
2. He drank a lot of water, but he is still thirsty. C
3. Carmen went to the market; however, she forgot her money. C
4. Last night Alicia cooked dinner, but she did not make a salad. C
5. My husband took me to a restaurant and treated me to a delicious dinner yesterday. S
6. My husband and I called his sister in Indiana and talked about Korea. S
7. I sat down and cried. S
8. Jack was sick; therefore, he didn't come to school. C
9. Good speaking and writing deeply impresses people. S
10. He cannot control his temperance but has a warm heart. S
11. He broke two arms in the accident, so he can't even scratch his skin without help. C
12. James and I go to school everyday. S
13. He must study hard or fail the exam. S
14. Marissa and Jason are going to eat popcorn and watch the movie. S
15. Oil and water will not mix. S
16. Scott and I decided to go swimming last night; however, we found the pool had no water! C
17. I ate a lot of peppers, consequently, my stomach is crying out in pain. C
18. My mother listens to me but still tells me what to do. S
19. The cute white puppy wags its tail and jumps on me. S
20. North Korea has extreme famine; therefore, many people are dying. C