

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Writing	Cognitive Skill Level - Application	Correlation to Framework - 01.03, 01.05, 01.06	Lesson Number - 09
<p>Activity Title - Combining and Rewriting Sentences</p> <p>Goal/Objective</p> <p>To help students build knowledge of proper sentence structure and demonstrate knowledge by combining two sentences into one.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Many GED students write very basic sentences. They have yet to develop the skills that enable them to form more complex sentences. Students need to increase the complexity of their sentences to be more effective writers. This is especially true as they prepare for the essay portion of the GED Language Arts, Writing Test.</p> <p>Activity</p> <p>One way to combine sentences is to use conjunctions. Distribute the Conjunction Handout and review the different conjunctions and their meanings with students. Have students brainstorm basic sentences which are related to each other in content.</p> <p style="padding-left: 40px;">For example: My car could not be fixed. I bought a new car.</p> <p>Have the students share their related sentences with the rest of the class. Have the students decide which of the conjunctions from the handout could be used to combine the sentences. Write the new sentences on chart paper or the whiteboard.</p> <p>Debriefing/Evaluation Activity</p> <p>Discuss with students the differences between two sentences and a properly combined sentence. Explain that the ability to use more complex sentences can have an impact on their scores on the GED Language Arts, Writing Test. Have students complete the Lesson Assessment Sheet to evaluate their understanding of the use of conjunctions.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout—Conjunction • Handout—Lesson Assessment Combining Sentences • Paper and pencils • Chart paper and markers
			<p>Extension Activity</p> <p>Provide students with sample essays. Have them check the essays for the types of sentences that were written. Have students edit the sentence structure by rewriting sentences that should have been combined. This will give students practice in editing writing samples.</p>
<p>Real-Life Connection</p> <p>Bring newspapers or news magazines to class. Have students conduct a search to find 5 combined sentences that use some of the conjunctions included on the handout. Have the students rewrite the sentence into two separate sentences. Discuss the differences in the way they sound and convey information.</p>			<p>ESE/ESOL Accommodations</p> <p>Pair students who need help with another student who will help them.</p> <p>Provide a peer helper for those students who need help.</p> <p>Highlight important concepts on the worksheet.</p>

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Activity Title—Combining and Rewriting Sentences

Introduction

Say: Many times when we are writing we write very basic sentences. For example: The store is having a sale. I think I will go shopping. Although there is nothing grammatically wrong with the sentences, we can combine sentences to make them more complex. Listen to the two sentences again. (Read the sentences to the student again.) Now listen to this sentence.

Because the store is having a sale, I think I will go shopping.

Ask: Which sounds better to you? *Say:* When scoring your essay for the GED Language Arts, Writing Test, the readers are going to look for more complex or sophisticated sentences. In this lesson we are going to identify some conjunctions or connecting words that will help you develop more complex sentences.

Main Activity

Distribute the Conjunction Handout and review the different conjunctions and their meanings with students. *Say:* Now I would like for you to work in groups of 3 or 4. In your groups brainstorm basic sentences which are related to each other in content. Each group will need to come up with 2 sets of these sentences. Here is an example to get you started.

My car could not be fixed. I bought a new car.

Have the students share their related sentences with the rest of the class. Have the students decide which of the conjunctions from the handout could be used to combine the sentences. Write the new sentences on chart paper or the whiteboard.

Debriefing/Evaluation Activity

Discuss with students the differences between two sentences and a properly combined sentence. Explain that the ability to use more complex sentences can have an impact on their scores on the GED Language Arts, Writing Test. Have students complete the Lesson Assessment Sheet to evaluate their understanding of the use of conjunctions.

Language Arts, Writing
Lesson 11

Lesson Assessment Sheet – Combining Sentences

Though city law does not allow pets to run loose, unleashed dogs are frequently seen on the streets.

If you rewrote Sentence 1 beginning with: *City law does not allow pets to run loose*; the next word should be

- (1) otherwise
- (2) furthermore
- (3) then
- (4) nevertheless
- (5) therefore

Many of these people find security in opening a savings account. For others, saving is not as exciting as investing their extra cash.

The most effective combination of these two sentences would include which of the following groups of words?

- (1) Because many of these people
- (2) When many of these people
- (3) Although many of these people
- (4) If many of these people
- (5) As though many of these people

Conjunction Handout

Conjunction	Meaning
before after while when whenever until	Shows time relationship
because since so that	Shows cause or effect
if unless	Shows the condition under which something will happen
though although even though	Shows contrast
as though as if	Shows similarity
where wherever	Shows place

The clauses in a sentence using one of these conjunctions can be moved around. When the dependent clause comes first, a comma separates the two clauses. When the independent clause comes first, no comma is needed.

After the fog lifted, the planes were no longer grounded.

The planes were no longer grounded after the fog lifted.

Take care to choose a conjunction that logically relates the two ideas you want to combine. In the first of the following sentences, the conjunction used, *because*, makes the sentence very confusing. In the second sentence, *although* shows that the two ideas contrast.

NONSENSE: Because I was thirsty, I didn't bother to drink water.

MAKES SENSE: Although I was thirsty, I didn't bother to drink water.