

Important Concepts . . .

Preview Review



Language Arts Grade 6 TEACHER KEY

W1 - Lesson 2: Sentence Structure 2

Important Concepts of Grade 6 Language Arts

W1 - Lesson 1	Sentence Structure 1
W1 - Lesson 2	Sentence Structure 2
W1 - Lesson 3	Parts of Speech
W1 - Lesson 4	Sentence Agreements
W1 - Lesson 5	Review

W1 - Quiz

W2 - Lesson 1	Prewriting 1
W2 - Lesson 2	Prewriting 2
W2 - Lesson 3	Literary Genres 1
W2 - Lesson 4	Literary Genres 2
W2 - Lesson 5	Review

W2 - Quiz

W3 - Lesson 1	Figurative Language 1
W3 - Lesson 2	Figurative Language 2
W3 - Lesson 3	Writing Dialogue
W3 - Lesson 4	Enhancing Content and Presentation
W3 - Lesson 5	Review

W3 - Quiz

Materials Required

Textbooks

*Cornerstones Anthologies
6A and 6B*

Language Arts Grade 6

Version 5

Preview/Review W1 - Lesson 2 Teacher Key

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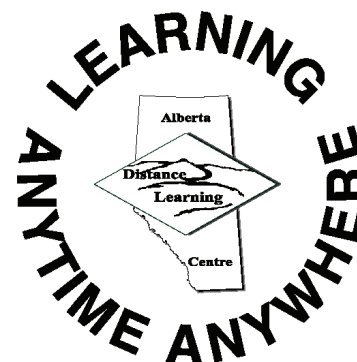
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Preview/Review Concepts for Grade Six Language Arts

TEACHER KEY



*W1 - Lesson 2:
Sentence Structure 2*

OBJECTIVES

By the end of this lesson, you should

- recognize and correct run-on sentences
- recognize and write compound sentences

GLOSSARY

compound predicate - a predicate containing two or more actions

compound sentence - a sentence containing two simple sentences connected by a joining word

compound subject - a subject containing two or more persons, places, or things

run-on sentence - a sentence containing two or more complete thoughts written together without correct punctuation or joining words

TO THE TEACHER:

W1 - Lesson 2: Sentence Structure 2

This lesson contains instruction and activities designed to help students extend their understanding of sentence structure – specifically, run-on sentences and compound sentences. The students have the opportunity to practice recognizing and writing sentences that make sense and that enhance the impact of their writing.

Lesson Procedures:

1. Individual

The lesson format is such that students can work through the material on their own with teacher intervention and/or instruction as requested or required. Generally, the activities are self-directed. Of course, this depends upon the skill levels of the individual students and general class composition.

OR

2. Teacher-Led

Introduction:

- *Introduce the topic of Sentence Sense and the importance of students learning to recognize and construct acceptable and well-written sentences.*
- *Introduce “run-on sentences”. Share some examples from the lesson and have students contribute examples and ideas.*

Instruction:

- *Lead students through the instruction and activities – explaining, discussing, and correcting the student activities. In this manner, you can control the pace, reinforce the concepts, and assure that students have understanding.*

Proceed in this manner through Run-On Sentences and Compound Sentences.

Extending Yourself Assignment:

Discuss with students and modify according to needs.

W1 - Lesson 2: Sentence Structure 2

More Sentence Sense!

The sloppy student slurped his milkshake noisily the other children stopped eating and looked at him the teacher stood up from her desk and walked towards the boy and she stopped in front of him and he kept slurping away the other students in the class started laughing, they knew the boy was in trouble.

Why is this paragraph so difficult to read?

It is difficult to read because the sentences run together without the correct punctuation. These are called **run-on sentences**.



Here is the repaired version of the above paragraph.

The sloppy student slurped his milkshake noisily. The other children stopped eating and looked at him. The teacher stood up from her desk and walked towards the boy. She stopped in front of him, and he kept slurping away. The other students in the class started laughing. They knew the boy was in trouble.



Run-on Sentences

- Run-on sentences are the opposite of sentence fragments.
- A fragment doesn't say enough. A run-on sentence says too much.

Two or more sentences written together without the correct punctuation are called a **run-on sentence**.

Example: Carrie baked her friend a birthday cake it flopped when she did cartwheels in the kitchen.



One way to correct a run-on sentence is to *separate* it into two sentences.

Example: Carrie baked her friend a birthday cake. It flopped when she did cartwheels in the kitchen.

Another way to correct a run-on sentence is to separate the two complete thoughts with a **joining word** that shows a relationship such as *because* or *while*. Another way is to separate the complete thoughts with a **comma** and a **joining word** such as *and*, *but*, or *or*.

Example: Carrie baked her friend a birthday cake, *but* it flopped when she did cartwheels in the kitchen.



Recognizing Run-on Sentences

A. On the line at the end of each sentence, write **S** for proper sentence or **R** for run-on.

1. Jenny won an award for her science fair project. **S**

2. Jessie dislikes heights he wants to become a pilot. **R**

3. I like my name nobody has a name like mine. **R**

4. I have friends named Mickey and Napoleon. **S**

5. Marco came from another country he made friends quickly. **R**

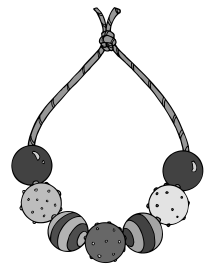
6. Reuben, my brother, likes to meet new people every day. **S**

7. Dad called us for dinner he was making ribs on the barbecue. **R**

8. Sarah made a necklace for her grandmother she wanted to give her a special gift. **R**

9. Esther went treasure hunting on the beach and found a shiny coin. **S**

10. Kaylee likes to eat in restaurants she loves to eat dessert. **R**



Making Sentence Sense

B. Rewrite each run-on sentence correctly. (Rewrite as two separate sentences OR add a comma and a joining word.)

1. The coach told Jordan to jump over the hurdles to his surprise he walked under them. *Answers will vary. See examples provided.*

The coach told Jordan to jump over the hurdles. To his surprise, he walked under them.

2. Taylor race-walked to school she arrived in time for the final bell.

Taylor race-walked to school. She arrived in time for the final bell.

3. Connor fell during the race, he quickly got up and started running again.

Connor fell during the race, but he quickly got up and started running again.

4. Marcy loves running distance races she wants to make the Olympic team.

Marcy loves running distance races, and she wants to make the Olympic team.

5. The next Olympics are being held in China it is the first time the Olympics have been held there.

The next Olympics are being held in China. It is the first time the Olympics have been held there.

6. Chinese athletes will train hard they will want to win many medals for the home fans.

Chinese athletes will train hard because they will want to win many medals for the home fans.

C. Rewrite the following paragraph. Correct the run-on sentences, using the correct capital letters and punctuation.

On December 6, 1917, two ships collided in Halifax harbour one was carrying a cargo of explosives fifteen minutes after the collision, the cargo exploded, after the blast came a tidal wave a huge area of the city was flattened six thousand people were left homeless in the middle of winter in all, more than 2 000 people died many more were injured.

On December 6, 1917, two ships collided in Halifax harbour. One

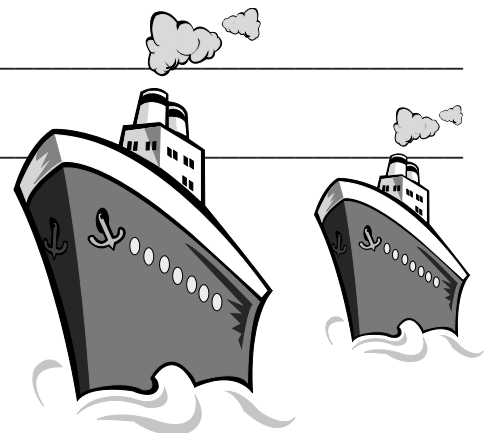
was carrying a cargo of explosives. Fifteen minutes after the collision,

the cargo exploded. After the blast came a tidal wave. A huge area

of the city was flattened. Six thousand people were left homeless in

the middle of winter. In all, more than 2000 people died. Many more

were injured.



Compound Sentences

Compound sentences add variety to your writing.

Remember that a simple sentence has one subject and one predicate.

Example: Ivan ate a whole banana cream pie for dessert. (**Ivan** is the subject, and **ate** is the predicate.)

Remember that a simple sentence can have a compound subject.

Example: **Ivan and Jed** ate a whole banana cream pie for dessert.

Remember that a simple sentence can have a compound predicate.

Example: Ivan **bought and ate** a whole banana cream pie for dessert.



A **compound sentence** is made of two simple sentences connected by a joining word such as **and**, **but**, or **or**. A *comma* is placed before the joining word.

A compound sentence must have two separate subjects and two separate predicates.

Example: Ivan ate a whole banana cream pie for dessert, and he raced to his ballgame.

Here is a hint for recognizing compound sentences. If you take away the joining word and the two thoughts make sense as separate sentences, then you have a compound sentence.

Example: **Ivan won the karaoke contest**, (but) **Jed was not in the competition**.

D. Underline the compound sentence in each pair of sentences.

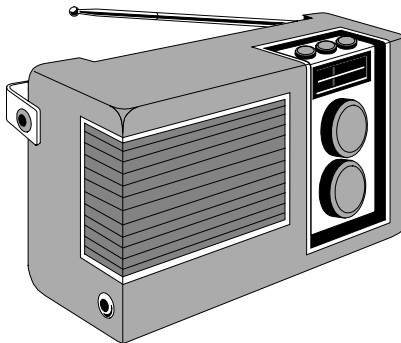
1. a. Dylan thrived in the wilderness camp.
b. Dylan thrived, and he survived in the wilderness camp.
2. a. Chen huffed and puffed, and he trudged through the snowstorm.
b. Chen huffed and puffed through the snowstorm to his house.
3. a. Beth went to the mall, and she looked for CDs.
b. Beth, Oscar, and Jo went to the mall and looked for CDs.
4. a. Grant and his friends won the provincial championship.
b. Grant and his friends brought their hockey team to victory, and they won the provincial championship.
5. a. Angela donated her old clothes to charity, and she walked five miles in the walkathon.
b. Angela donated her old clothes to charity and walked five miles in the walkathon.



Try these. Be careful!

E. Label each sentence below as follows: **CS** for compound subject, **CP** for compound predicate, **C** for compound sentence, and **R** for run-on sentence.

1. Contestants buy a product and fill out a form. CP
2. Rules and dates are often printed on the entry form. CS
3. Some contests require contestants to write some do not. R
4. I think of contests as challenging, and I often enter them. C
5. My brother and I created a jingle for one interesting contest. CS
6. I wrote the words, and my brother wrote the music. C
7. We made a tape of our jingle and mailed it in. CP
8. Our jingle was the winning one it was a wonderful feeling. R
9. We heard it play on the radio, and we were very proud. C
10. My family and friends decided to honour us with a party. CS



F. Combine each pair of simple sentences below into one compound sentence.

1. The Pacific Ocean is the largest ocean in the world. It covers more area than all the earth's land put together.

The Pacific Ocean is the largest ocean in the world, and it covers more area than all the earth's land put together.

2. Bodies of salt water that are smaller than oceans are called seas, gulfs, or bays. These bodies of water are often surrounded by land.

Bodies of salt water that are smaller than oceans are called seas, gulfs, or bays, and these bodies of water are often surrounded by land.

3. Seas, gulfs, and bays are joined to the oceans. They vary in depth.

Seas, gulfs, and bays are joined to the oceans, and they vary in depth.

4. The Mediterranean is one of the earth's largest seas. It is almost entirely surrounded by the southern part of Europe, the northern part of Africa, and the western part of Asia.

The Mediterranean is one of the earth's largest seas, and it is almost entirely surrounded by the southern part of Europe, the northern part of Africa, and the western part of Asia.

5. Three-fourths of the earth is covered by water. Most of it is salty ocean water.

Three-fourths of the earth is covered by water, and most of it is salty

ocean water.

- G. Label each sentence below as follows: **CS** for compound subject, **CP** for compound predicate, **C** for compound sentence, and **S** for simple sentence. Use the space at the end of each sentence.

An Old-Fashioned Night

Shelly and Tracy had planned to watch a scary video. CS They turned on the video, and suddenly the lights went out. C They checked and rechecked the fuses in the basement. CP They couldn't find anything wrong. S Shelly went to the closet, and she found a battery-powered lantern. C

Shelly and Tracy decided to have an "old-fashioned night". CS Tracy's grandparents had told them about the days before TV and videos. S People talked and played games with one another. CP They played "Twenty Questions" and "Charades" the rest of the night. S

Later the lights flickered, and they finally reappeared. C Shelly and her friend decided not to watch the video. CS An "old-fashioned night" was more fun. S

Extending Yourself

Find a short article from a newspaper or a favourite magazine or book. Cut out or copy the passage that interests you and that you think will interest your classmates.

Read the passage carefully and highlight examples of **compound sentences**.

Be prepared to share the passage and some of your examples with your classmates.

OR

Prepare a paragraph on a topic of interest to you. However, write only **run-on sentences** (no punctuation or capitals).

Bring your paragraph to school and exchange with a classmate. Your partner can correct your paragraph and you can correct your partner's paragraph by finding the run-on sentences and putting in the correct punctuation and capital letters. You be the teachers and do the correcting!

